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Education in the Current World :
Pedagogy, Research and Social Change

International Conference on Teaching and Learning (ICTL)

April 22-23, 2016

Conference Proceeding

HEQEP

Center for Pedagogy

IUB
INDEPENDENT UNIVERSITY

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Organized by

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Hosted by

Independent Univeristy, Bangladesh (IUB)

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About Center for Pedagogy (CP)

The Center for Pedagogy (CFP) is a newly launched center at Independent University, Bangladesh (IUB). The center has been established with an initial funding from the sub-project titled 'Pedagogical Development at Undergraduate and Master's Level' (CP3357) under the project "Higher Education Quality Enhancement Project (HEQEP)" funded by the University Grants Commission, Bangladesh. The center believes in extra-ordinary quality teaching in a local university with a global connection. It equates the learning outputs from the same courses and make a unitary approach toward tertiary-level education by conducting trainings and workshops on assessment, measurement, evaluation and other pedagogical instruments. The center is also concerned about the variance among the same-level teachers taking similar courses at graduate and undergraduate level, hence will focus on eliminating these differences and discriminations that have negative implications on students' learning. For achieving its goals, the center communicates with related national and international institutions to bring collaborations and state of art teaching implying updated techniques. The center also enables the faculty members of IUB to nurture and develop their teaching quality having been trained and exposed to multinational experiences and therefore to produce high quality education maintaining the global standard.

General Objectives of CP:

1. Enhance pedagogical skills of the academic staff of all schools of the university.
2. Address practical concerns of classroom teaching practice as well as theoretical issues associated with tertiary level teaching.
3. Maintain a common general standard for all modules and courses that are being offered at the university and establish some assessment tools and mechanisms to maintain this standard.
4. Develop a platform so that faculty members can exchange their classroom problems and find remedies.
5. Maintain a website to facilitate virtual interaction among teachers and students for developing the quality of teaching and learning environment.
6. Maintain a resource corner with related books, research monographs of (I)NGOs and renowned research institutions, peer-reviewed journals, and government policies/reports.
7. Develop a network to share knowledge and experience of other institutions.

Management Team:

Dr. Mahbub Alam
Sub-Project Manager (SPM) and Dean, School of Liberal Arts and Social Sciences, IUB

Mr. Obydullah Al Marjuk
Deputy Sub-Project Manager (DSPM) and Senior Lecturer, Department of Social Sciences and Humanities, IUB

Ms. Sharmeen Ahmed
Member of the Sub-Project Management Team and Senior Lecturer, Department of Social Sciences and Humanities, IUB

Ms. Mahbuba Dewan
Member of the Sub-Project Management Team and Lecturer, Department of Social Sciences and Humanities, IUB

Ms. Sakina Mumtaz Huq
Member of the Sub-Project Management Team and Lecturer, Department of Law, IUB

About the Conference

The first International Conference on Teaching and Learning (ICTL) took place at Independent University, Bangladesh (IUB) during April 22-23, 2016. The event was organized by the Center for Pedagogy (CP) at IUB, which is established under an Acacemic Innovation Fund (AIF) sub-project titled *Pedagogical Development at Undergraduate and Master's Level* (CP3357) funded by IUB and the Higher Education Quality Enhancement Project (HEQEP), Ministry of Education. Renowned researchers and practitioners from different academic and non-academic institutions from home and abroad presented a total of 101 research papers in this two-day-long conference. There were 27 sub-themes under the main theme of the conference - *Education in the Current World: Pedagogy, Research and Social Change.*

The inauguration of the conference and the keynote session took place at the IUB auditorium on the second half of the first day. The chief guest of the session was Professor Mesbahuddin Ahmed, Head of Quality Assurance Unit (QAU), University Grants Commission (UGC), Bangladesh while the Chair was Professor M. Omar Rahman, Vice Chancellor of IUB. Dr. Robert Matthew, Director, Centre for Academic Research and Development (CARD), Durham University was the Keynote Speaker.

A total of 27 parallel sessions were held from early morning to evening during the conference dates. The closing ceremony took place in the evening of the second day. Dr Gauranga Chandra Mohanta ndc, Project Director (Additional Secretary), Higher Education Quality Enhancement Project (HEQEP) attended the programme as the chief guest. The conference was a great congregation of scholars and practitioners in pedagogy, which adjourned in the evening of April 23, 2016 with a grand buffet dinner at the faculty lounge of IUB.

Call for Paper

Since the time of the Greek philosopher Socrates to the Brazilian educator Paulo Freire till today, pedagogy or the method and practice of teaching and learning has evolved in many directions. Educational institutions, tools, methods, and even values associated with education have changed. The search for what should be the best method of teaching or imparting of education/knowledge is still in progress.Research is an indispensible part of that endeavour. This international conference on teaching and learning will explore the interrelationship between pedagogy, research and social change. Many factors have played critical roles in how systems and methods of education across the world have evolved over the centuries, if not millennia. Growth of global capitalism, emergence of modern technologies, advanced research in education, geopolitical intervention in knowledge production, increase of the material value of education – all contributed to how we conceive of and impart education today. Debates remain on whether or not pedagogy and social change are related. If they are so, one may ask – how? To answer this question, again, the importance of research in pedagogy is felt immensely.

This international conference on pedagogy, research and social changewill be an interdisciplinary forum for presenting theories, research results and papers on education, language, innovation, culture, and development. The conference addresses the issue of pedagogy—particularly in the context of the current world—as explored in areas such as education, history, philosophy, sociology, anthropology, language and literature, cultural studies, gender studies, political science, and other related disciplines in business, humanities, natural and social sciences. To this end, we call for papers from a particular discipline and/or from a multi-disciplinary angle addressing topics, including, but not limited to:

- Teaching (primary, secondary and tertiary) and action research
- Formal and informal education
- Pedagogy and philosophy/values
- Education and globalization
- Vocational education
- Education and ICT/e-learning
- Education and development
- Critical pedagogy
- Online education
- Science education
- Education and capitalism
- Education and the global-local dichotomy
- Teaching and language
- Business education
- Teaching and popular culture
- Education policy
- Home and institutional education
- Indigenous education
- Inclusive education
- Teaching of teachers

This is only a suggested list of topics. Paper abstracts on any other area are also welcome.

Abstract Submission

Please submit paper abstracts of 300-500 words along with a short biography of 100 words. Abstracts should be written in English. The deadline for submission of abstracts is **06 March, 2016**. Email submissions to: cp@iub.edu.bd with a cc to marjuk@iub.edu.bd. Abstracts should be written in Times New Roman, in MS Word doc/docx format.

Decisions on acceptance of presentations will be communicated to applicants no later than **07 March, 2016**. The deadline for submission of full papers is **03 April, 2016**. Accepted papers will be published in a conference proceeding.

Important Dates

- Submission of Abstract Deadline – 06 March, 2016
- Notification of Abstract Acceptance – 07 March, 2016
- Submission of full paper Due – 03 April, 2016
- Early Bird Registration Deadline – 05 April, 2016
- Regular Registration Deadline – 22 April, 2016
- Conference dates – 22-23 April, 2016

For update or any change please visit – http://slass.iub.edu.bd/ictl/.

Distinguished Panel Chairs

Serial	Panel Chair	Panel Title
1	**Professor Muhammad Shahriar Haque** Head, Department of English East West University	English Language Teaching/Training: Context, Strategies and Assessment
2	**Professor Helaluddin Khan Arefin** Department of Anthropology University of Dhaka	Primary School Education: Challenges and Prospects
3	**Professor S. Aminul Islam** Former Professor and Chairman Department of Sociology, University of Dhaka, and Professor and Chairman Department of Applied Sociology ASA University Bangladesh	Globalization, Market Economy and Education
4	**Professor Md. Monirul Islam Khan** Department of Sociology University of Dhaka	Pedagogy and Action Research
5	**Mr. Towhid Bin Muzaffar** Head, Department of English Independent University, Bangladesh (IUB)	Information and Communication Technology (ICT) in Education: Access, Usage and Impact – 2
6	**Professor Niaz Zaman** Adviser, Department of English Independent University, Bangladesh (IUB)	Technology in Teaching/Learning: Processes and Impacts
7	**Dr. Manzurul Mannan** Associate Professor (Anthropology) Independent University, Bangladesh (IUB)	Pedagogy and Methods
8	**Professor S. M. Nurul Alam** Department of Anthropology Jahangirnagar University	Educators: Professionalism, Research and Evaluation
9	**Professor Syed Ferdous** Department of Anthropology Jahangirnagar University	Pedagogy and Curriculum
10	**Dr. Mohammod Moninoor Roshid** Associate Professor Institute of Education and Research (IER) University of Dhaka	Secondary and Higher Secondary Education
11	**Professor Prashanta Tripura** Department of Anthropology Jahangirnagar University	Tertiary Level Education: Challenges and Prospects
12	**Professor Zahir Ahmed** Department of Anthropology Jahangirnagar University	Education for the Differently Able/Underprivileged: Perceptions, Challenges and Prospects
13	**Dr. Din Mohammad** Associate Professor (Media Studies & Journalism) University of Liberal Arts Bangladesh (ULAB)	Pedagogy and Popular Culture

14	**Professor Razia Sultana** Department of English Independent University, Bangladesh (IUB)	Pedagogy of Writing Skill
15	**Professor G. M. Shahidul Alam** Department of Media and Communication Independent University, Bangladesh (IUB)	Information and Communication Technology (ICT) in Education: Access, Usage and Impact – 1
16	**Professor Mohammad Kamrul Ahsan** Department of Philosophy Jahangirnagar University	Pedagogy and Governance
17	**Professor Sharif Nurul Ahkam** Dean of Business Eastern University	Pedagogy of Science Education
18	**Professor Mahboob Ali** Department of Business Administration, and Director, IQAC, Daffodil International University	English Language Learning: Context, Strategies and Assessment - 1
19	**Professor Sonia Nishat Amin** Chairperson, Department of History University of Dhaka	Pedagogy of Indigenous Knowledge
20	**Professor Razia Sultana** Department of English Independent University, Bangladesh (IUB)	English Language Learning: Context, Strategies and Assessment - 2
21	**Dr. Imtiaz A. Hussain** Retired Prof. of International Relations Universidad Iberoamericana, Mexico	Educators: Their Attitude, Perception and Satisfaction
22	**Professor Maniruzzaman** Department of English Jahangirnagar University	Pedagogy and Language Classes
23	**Dr. Md. Shafiul Islam** Associate Professor University of Rajshahi	Pedagogy and Business Education
24	**M. Shamsul Islam Khan** Former Head Publication, Library and Communication	Role of Library in Education
25	**Professor Jude William Genilo** Head, School of Social Science University of Liberal Arts Bangladesh (ULAB)	Education and Assessment
26	**Professor Manosh Chowdhury** Department of Anthropology Jahangirnagar University	New Challenges of Education
27	**Professor Shajjad Ahsan** Department of Dramatics Jahangirnagar University, and Research Fellow, Manchester University	Dynamics of Higher Education

Keynote Speaker and Abstract

Dr Robert Matthew
Academic Development and Director of Centre for Academic Research & Development (CARD)

Profile

Bob studied Civil Engineering at Heriot Watt University in Edinburgh and obtained his BSc degree there. He then obtained both an MSc and PhD in Public Health Engineering from the University of Newcastle upon Tyne. He then went into professional practice and worked on the Edinburgh Sewage Disposal Scheme. He moved back into academic life and taught Civil Engineering for almost 20 years at University College Cork and Bradford University. In 1989, along with a colleague he won a Partnership Award (a forerunner of the National Teaching Fellowships) for innovation in teaching.

This led to growing interest in how students learn, and an eventual move to University of Glasgow to be director of the Teaching and Learning Service. At the time Glasgow merged with St Andrews College (a teacher education institution) and he was made Deputy Dean of the new faculty with the responsibility for research and researcher development. He was awarded a personal chair in 2005 for his work on learning and assessment in higher education. He subsequently moved to the University of Stirling to be the Director of Centre for Academic Practice and Learning. He has supervised over 30 students, both in Engineering and Education, to successful completion of a higher degree.

Since 2006, he has been working as the founding editor of the on-line journal *Practice and Evidence of the Scholarship of Teaching and Learning in Higher Education* (www.pestlhe.org.uk). Additionally, he is Chartered Engineer and Fellow of the Higher Education Academy. He has an on-going interest in student learning and the evaluation of the effectiveness of new approaches to teaching and assessment in higher education.

Reflections on Educating University Students in the 21st Century

Abstract

I have now been teaching in universities for nearly 40 years, during which time great changes have taken place, for example, the advent of Powerpoint and similar tools, whiteboards, interactive whiteboards, computer, smart phones, tablets the list goes on. During this same time period research into student learning and teaching in higher education has grown exponentially, but little of this research seems to have had an impact on practice.

So in the 21st Century when many of graduates will in their working lives take jobs that have not yet been invented, what should higher education be like? In a world where the student is seen as a customer, how do we engender meaningful engagement between our students and learning? Using examples from my own teaching, from colleagues teaching, from the research literature I will present some radical ideas for the future of higher education and hopefully promote a stimulating discussion of how we might make higher education truly transformative for our students.

Conference Organization

Conference Chair:

Professor M. Omar Rahman, Vice Chancellor, IUB

Organizing Committee

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Dr. Mahbub Alam
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University of Dhaka, and
Conference Consultant

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Short Biography of Authors
(Alphabetically ordered by the last name of the authors)

Afrin, Sadia: Ms. Afrin has completed her MEd (2014) and BEd (2013) from the Institute of Education and Research, University of Dhaka. She has completed her MEd in Science Mathematics and Technology Education (SMTE) with a thesis on grade VIII students' views about nature of science. Recently she has worked as a research associate, which was a situation analysis of the intervention program of inclusive education from ADD to the CWD (Children with disabilities) and their families at the end of the year.

Ahmed, Khawza Iftekhar Uddin: Dr. Ahmed completed his BSc and MSc in Electrical and Electronic Engineering from Bangladesh University of Engineering and Technology in 1996 and 2000 respectively. He obtained his PhD in Electrical Engineering from Arizona State University (ASU), USA in 2005. He served as a staff member in Olympus Communication Technology, USA. He was one of the founding Directors of Bangladesh Submarine Cable Company Ltd. (BSCCL). At present he is Professor in the Department of Electrical and Electronic Engineering and Director, Institutional Quality Assurance Cell (IQAC) at United International University. His current interest in research includes bio-signal processing, smart devices for e/m-health, development of a sustainable model for e/m-health in Bangladesh and adaption of technology in education. Dr. Ahmed is also the Director of Biomedical, IMage and Signals (BIMS) Research Group. His team has developed a prototype of a smart glucometer that can track the day-to-day status of a diabetic patient with a reporting facility to hospital server through a smart phone.

Ahmed, Md Sajib: Mr. Ahmed is an MSc student in the Department of Computer Science and Engineering and the IT Manager in the Institutional Quality Assurance Cell (IQAC) at United International University. He completed his master's thesis from the University of Évora (Portugal) and completed his BSc in Computer Science and Engineering from United International University, Bangladesh. Previously he worked as a Senior Software Developer at Edusoft Consultants Ltd. He received Erasmus Mundus Scholarship for his master's thesis. His fields of research interest are Bangla OCR, data mining and distance learning.

Ahmed, Rifat: After completing MA and BA in Applied Linguistics and ELT from the Department of English, Jahangirnagar University, Mr. Ahmed is currently working as a Fellow at Teach for Bangladesh. As a part of the fellowship, he is teaching in an underprivileged primary school in Dhaka. He is interested in young child development and teacher training.

Ahmmed, Raju: Mr. Ahmmed was born in Gokul, Bogra Sadar, Bogra. He has completed his BA in English and MA in Applied Linguistics and ELT from the University of Dhaka. He worked in the Department of English at Millennium University, Rajarbag, Dhaka as a Lecturer and Research Assistant from November 2015 to May 2016. Presently, he is working as a Lecturer in English in the Department of Business Administration at Uttara University. His research interest is developing English language skills.

Akther, Kohinoor: Ms. Akther is a final year student in English Language and Literature Department at International Islamic University Chittagong. Kohinoor, a former volunteer at Cancer Research UK, has been dreaming to do something noble for society and country at large. Keeping this view in mind, she wants to start her career with a research that declares her noble intention. With a view to changing the outlook of present educational system, especially at the university level, she has tried to convey her message to the intellectual minds through this research.

Alam, Sadia Sabrina: Ms. Alam is a Lecturer in the Department of English at Varendra University, Rajshahi. After obtaining her BA in English and MA in ELT from the University of Rajshahi, she completed CELTA at RMIT,

Melbourne. Her research interests include cultural linguistics, world Englishes, teaching English as an international language, language and politics and culture in English language teaching/learning.

Ali, Muzahid: Mr. Ali is the Country Coordinator of Enfants du Monde (EdM) in Bangladesh, a Swiss NGO based in Geneva, where he is responsible for a diverse range of programmes in maternal and neonatal health and quality education. He has over 18 years of experience in education, teaching French as a foreign language, research on maternal and neonatal health and learning disabilities. Between 1995 and 2006, Mr. Ali worked for United Nations Operation in Cote d'Ivoire, Institute of Modern Languages at the University of Dhaka, Alliance Française de Dhaka and Chittagong. He did his master's in Education and Development of Adults at the Université de Ouagdougou, Burkina Faso, master's in Public Health (Reproductive and Child health) from AIUB and master's in Science of Languages from the Université de Rouen, France. He studied French and German as foreign language. His research interest includes quality education, dyslexia, textual linguistics, early childhood development and maternal and neonatal health counseling.

Azad, Fahim Tasneema: Ms. Azad is a Lecturer at United International University. She has experience of instructing courses such as Computer Applications, Computer Language and Programming and Data Structures. Her career started with a focus on software engineering. Her areas of interest include business process management software in financial institutions, academia and industry.

Azad, Tairen: Ms. Azad has completed her BA (Honors) and MA in English from East West University. As she wants to build her career in teaching, she took her major in English Language Teaching (ELT). She has the experience of working in an English medium school and at present she is working as a Graduate Teaching Assistant at East West University.

Aziz, Syed Abdul: Dr. Aziz started his career as a teacher of Technical Vocational Education and Training (TVET) under the Directorate of Technical Education (DTE), Ministry of Education (MOE) in 1988. He has become a Principal of Technical School and College in 2004. Mr. Aziz has completed his bachelor degree in Mechanical Engineering with Technical Education in 1999. Later, he obtained MBA in 2008 and PhD in 2014. His title of PhD research was *An Investigation on Pedagogical Skill Training of TVET Instructors in Bangladesh: Emerging Issues and Challenges*. Besides his professional duties he is involved in research and study activities, teachers training programs, curriculum development and institutional capacity development of TVET institutions. He continuously works to develop a holistic approach for TVET provider's capacity development with considering context and culture. He has participated and conducted different training programs held in home and abroad. Different articles written by Mr. Aziz have been published in different magazines. As the principal editor, Mr. Aziz published two issues of a little magazine *Pong tee*.

Basak, Sujit Kumar: Dr. Basak was born in Tangail, Bangladesh. He obtained his bachelor of science (Physics, Mathematics and Computer Science) from the Bangalore University, India. He obtained his master's degree in Computer Applications from the Kuvempu University, India. He also obtained his doctoral degree in Information Technology from Durban University of Technology, South Africa. Currently he is a postdoctoral Fellow at the University of Quebec at Montreal (UQAM), Canada. He published 32 articles (21 articles in international journals and 11 full papers in international conference proceedings). Dr. Basak's research interests are ICT education, E-learning, etc.

Choudhury, Tahseen Salman: Mr. Choudhury is working as the Research and Publication Officer at the Metropolitan Chamber of Commerce and Industry, Dhaka. Earlier, he completed both MBA (2011) and BBA (2006) degrees from North South University, Dhaka, and worked in the banking and NGO sectors. Between 2014 and 2015, he completed several online courses on comics/graphic novels and later presented a paper at *Embracing Graphicdemia: The Role of Graphic Novels and Comics in Academia*, the first-of-its-type conference organized by the Center for Language

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Papers on the Theme

Pedagogy of Primary Education

Effect of Pupil Teacher Ratio on Education Time Management in Primary Schools of West Bengal, India

(A Study based on Implementation of Right to Education Act. 2009, India)

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Education is the basic means for accelerating the human development process of a country. Under the sphere of education system, primary education gets the highest priority as it forms the foundation of formal education. Primary education in West Bengal, as all over the country, suffers from many deficiencies including problems of infrastructure, shortage of schools, shortage of teachers, the financial handicap of the parents, and so on. These deficiencies have long been recognised and formed part of the popular discourse on the shortcomings of primary education in the state. The student-teacher ratio is an important factor for school management. It has been clear by our general observation that the 30: 01 pupil teacher ratio (PTR) negatively affects primary education in both rural and urban areas. Only two or three teachers are employed in most primary schools situated in different parts of India as well as West Bengal. Directly or indirectly, the scarcity of teachers as opposed to the large number of students has negative effects on school management. There are a number of daily duties that a head teacher as well as the teacher-in-charge has to perform in a primary school. This heavy load of work adversely affects the quality of classes as well as the teaching/learning process in a primary school. Besides, this also has an effect on the students' achievement. Mainly by this study we would try to understand the effects of pupil teacher ratio on the primary school management in North 24 Parganas, West Bengal, in light of the Right to Education Act, 2009. The main objective of this study was to know the effect of pupil teacher ratio on the maintenance of the school's daily time table and on the students' achievement. The study reveals that the pupil teacher ratio is important but the number of teachers for each class is equally important for preserving and increasing the standard of primary school education.

Keywords: *RTE- 2009, primary education, class management, student teacher ratio.*

Background

Primary education in West Bengal, as all over the country, suffers from many deficiencies including problems of infrastructure, shortage of schools, shortage of teachers, the financial handicap of the parents, and so on. These deficiencies have long been recognised and formed part of the popular discourse on the shortcomings of primary education in the state. Our study, however, has focused on the qualitative aspect of the delivery of primary education and it is clear that here too, there is a long way to go. Improving infrastructure and the student-teacher ratio, while very important, do not in themselves provide a guarantee of improvement in either the quality or the spread of primary education. There are several important factors that need, in addition, to be addressed with some urgency.

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Free and compulsory education to all children up to the age of fourteen years is the Constitutional commitment in India. At the time of adoption of the Constitution in 1950, the aim was to achieve the goal of *Universalisation of Elementary Education* (UEE) within the next ten years i.e. by 1960. Keeping in view the educational facilities available in the country at that time, the goal was far too ambitious to achieve within a short span of ten years. Hence, the target date was shifted a number of times. Till 1960, all efforts were focused on provision of schooling facilities. It was only after the near realization of the goal of access that other components of UEE, such as universal enrolment and retention, started receiving attention of planners and policy makers. It is the Q*uality of Education*, which is at present in the focus in all programmes relating to elementary education in general and primary education in particular.

Significant efforts have been made in the last fifty years to universalize elementary education. Since 1950, impressive progress has been made in every sphere of elementary education. In 1950-51, there were about 210 thousand primary and 14 thousand upper primary schools. Their numbers are now increased to 627 thousand and 190 thousand respectively as in the year 1998-99; thus showing an average annual growth of 2.30 and 5.58 per cent per annum. As many as 83 per cent of the total 1,061 thousand habitations have access to primary schooling facilities within 1 km and 76 per cent habitations to upper primary schooling facilities within a distance of 3 km. About 94 and 85 per cent of the total rural population is accessed to primary and upper primary schools/sections. The ratio of primary to upper primary schools over time has improved which is at present 3.3. More than 84 per cent of the total 570 thousand primary schools in 1993-94 had school buildings. The number of single-teacher primary schools has also considerably declined.

The number of teachers both at the primary and upper primary levels of education over time has increased many folds. From a low of 538 thousand in 1950-51, the number of primary school teachers in 1998-99 increased to 1,904 thousand (MHRD, 2000). Similarly, upper primary teachers during the same period increased from 86 thousand to 1,278 thousand. The pupil-teacher ratio is at present 42: 1 at the primary and 37:1 at the upper primary level of education. Despite the significant improvement in number of teachers, the percentage of female teachers is still low at 35 and 36 per cent respectively at the primary and upper primary level of education. However, the majority of teachers, both at the primary (87 per cent) and upper primary (88 per cent) levels, are trained.

Over a period of time, enrolment, both at the primary and upper levels of education, has increased significantly. From a low of 19 million in 1950-51, it has increased to about 111 million in 1998-99 at the primary and from 3 to 40 million at the upper primary level. At present, the enrolment ratio (gross) is 92 and 58 per cent respectively at the primary and upper primary level of education. The percentage of girl's enrolment to the total enrolment at the primary and upper primary level of education in 1998-99 was about 44 and 41 per cent. Despite improvement in retention rates, the dropout rate is still high at 40 and 57 per cent respectively at the primary and elementary level of education. The transition from primary to upper primary and upper primary to secondary level is as high as 94 and 83 per cent. However, the learner's achievement across the country remained unsatisfactory and far below than the expectations. The Government of India initiated a number of programmes and projects to attain the status of universal enrolment. Despite all these significant achievements, the goal of universal elementary education remains elusive and far a distant dream.

It is more than six decades since India gained independence. The condition of primary education has not yet reached the satisfactory level in state schools (state schools in this assignment refers to state primary school from classes 1st to 5th) (Kaushik, 2010). In 1964 government of India appointed Education

Commission to advise government about the national pattern of education in the country and the policies and plans for the holistic development of education at all stages (MHRD, 1968). In National Policy on Education (NPE) 1968, provisions were made for free and compulsory education for all the children till the age of 14 years, after the recommendation of Education Commission (ibid). However it was only 1st April 2010 when the Right to Education (RTE) Act was enforced in India, which made elementary education compulsory for the children from 6-14 age groups (Sengupta, 2010). During this period Indian government made several efforts to ensure the quality and accessibility of primary education throughout the country by introducing NPE 1968, NPE 1986 and programmes such as Operation Blackboard (OB) in 1980s, establishment of District Institute of Education and Training (DIET), District Primary Education Plan (DPEP) in 1990s, Education For All (EFA) popularly known as *Sarva Shiksha Abhiyan* (SSA) in 2000s and many others (Babu, 2009; Little, 2010).

However, the above mentioned efforts of Indian government do not seem to achieve their aim of UEE in India. Consortium for Research on Education, Access, transitions and Equity (CREATE), 2009, an educational researching agency, found that the level of learning of students is very miserable in state schools in rural India. The rate of attendance is very low and the children from poor and disadvantaged families have less access or access to poor quality of education. The 2008 Annual Status of Education Report (ASER, 2008) found that nationally 44% of pupils in class 5 cannot fluently read the text of class 2 level nor can divide a number of three digits by one digit (Kingdon and Benerji, 2009). It is alarming that even after several efforts of Indian government to make primary education universal and accessible throughout the country the level of student attainment in state schools is very low. This raises a question on the effectiveness on the Indian government's education policy for primary education in rural India.

The student teacher ratio have been an effect on school management where the number of student is very low number, but according to our Right to Education Act 2009, it have been clear by our general observation that the 30: 01 student teacher ratio effect on the primary school in both rural and urban areas. In where, mainly two or three teachers primary school, situated in different parts of India as well as West Bengal. Directly or indirectly our educational system means student teacher ratio has been effect on school management. There are so many works which are very essential to do for a head teacher as well as teacher-in- charge to maintain the official works which are also effect on the class as well as the teaching learning process in a primary school. Beside this also effect on the student achievement, it is also leads to minimize the learning quality in a primary school.

Mainly by this study we would try to understand the effect of student teacher ratio on the class management of primary school in North 24 Parganas according to Right to Education Act, 2009.

Methodology

The study employed descriptive /non-experimental survey design. This is because the researcher had no control over the independent variables i.e. Student Teacher Ratio (STR). According to Creswell (1994), such a design intends to present facts about the nature and status of a situation as it exists at the time of the study. Therefore the design was helpful in order to describe the current condition and situations based on data collected on STR and pupils performance. Both quantitative and qualitative data were gathered for the study, this ensured that both statistical and non-statistical analysis was used in order to support the findings of the results of the study.

Population of the Study

The study was carried out in the all primary school in the North 24 Parganas of West Bengal District in India. This is a district in southern West Bengal, of eastern India. North 24 Parganas extends in the

[tropical zone] from latitude 22º11'6" north to 23º15'2" north and from longitude 88º20' east to 89º5' east. It is bordered to Nadia by north, to Bangladesh (Khulna Division) by north and east, to South 24 Parganas and Kolkata by south and to Kolkata, Howrah and Hoogly by west. Barasat is the district headquarters of North 24 Parganas. North 24 Parganas is West Bengal's most populous district. It is also the tenth-largest district in the State by area and second-most populated district in the country, after Thane district of Maharashtra.

According to the 2011 census North 24 Parganas district has a population of 10,082,852, roughly equal to the nation of Bolivia or the US state of Michigan. This gives it a ranking of 2nd in India (out of a total of 640) and 1st in its state. The district has a population density of 2,463 inhabitants per square kilometre (6,380 /sq mi). Its population growth rate over the decade 2001-2011 was 12.86%. North Twenty Four Parganas has a sex ratio of 949 females for every 1000 males, and a literacy rate of 84.95% and Total no of primary School is 2353,799 (District Census 2011).

Sample of the Study

In the north 24 Parganas there are 22 blocks and 57 Circle offices of the Primary Schools under the North 24 Parganas Primary Education Council. From this blocks I have been chose Gaighata Block. I have been selected one Circle office, named Gaighata Circle under this block. After that, I have been collected the total number of primary schools under this circle office. Then, I have been categorised these 85 schools on the basis of their existing teacher. After that, I have been selected 20 schools on the basis of the systematic sampling. The respondents of the study included, head teachers of primary schools who represents the administrative authority in the schools and act as secretaries of school management committees, the subject teachers who deliver syllabus content to students.

Tools and Techniques Used for Data Collection

The study collected both primary and secondary data. Primary data was collected using questionnaires. The questionnaires were the most common form of research method for collection of primary data. Secondary data was gathered from different sources such as examination results, enrolment records, and policy documents from the School Register book that is available in the schools. The questionnaires contained both open and closed ended questions.

Procedure of Data Collection

The questionnaires were administered to the head teachers and the subject teachers in their respective schools by the researcher. The researcher personally visited the schools to administer the questionnaires to the head teachers and the subject teachers. Beside this, to know the effect of student teacher ratios on School Management at primary level from the H.T have been collected by case study method.

Procedure of Data Analysis

The data was presented in form of tables and graphical presentations such as bar graphs and pie charts. Descriptive statistics included frequencies, means, standard deviations and percentages. The data collected was processed and analyzed using descriptive and inferential statistics with aid of MS-Excel software.

Loss of Class Time Management

Student Teacher Ratio (STR), it’s importance and necessity is more or less well known to all. To increase the quality of education and to make the good practices in the institutions, and to grow the system in Wright mode it is truly noteworthy. However, here we want to emphasize not only on the STR but also on the number of teachers against each classes.

In a primary school there are five classes which are pre-primary (PP), class one, class two, class three and class four. Nevertheless, in maximum schools the number of teacher is less than five. That means one teacher have the responsibilities of more than one classes. The thing is that in such cases, student teacher ratio is under the ideal figure (i.e., 30:1) but still it creates nuisance. How it is becoming a serious issue in the educational fields of the children? Tough STR is under the ideal figure still how its impact on the school management to class management? Is there any loss of the children from that?

Generally, for the lower class students (PP, class one and two) there are three classes before the launch time and one class after the launch. For the higher class students (class three and four) there are six classes, three before launch and remaining three are after the launch. Last class is for the extracurricular activities for both of the groups. Each class is for forty minutes. Therefore, lower classes have 120 minutes (two hours) class time before launch and forty minutes after launch and higher classes have 120 minutes (two hours) class time in each session, before and after the launch. This is the model class routine for the primary school in West Bengal. Yet, it is not maintained properly. In maximum case, the teachers have not taken last class. Teachers are compelled to do that for maintaining other administrative and organizational works like official works, assembling meetings, conducting midday meal etc.

If we divide the schools into two groups, one having less than five teachers and other having five or more teachers then we can get a completely different scenario. Schools having two or three teachers, there teacher have to take more than one classes at a time. As for example, where three teachers are there (including head master), in maximum time head master is being busy cannot take part in the taking class. Then remaining two assistant teachers take all the five classes. If one teacher take class of two groups (e.g., class three & four), then 40 minutes allotted for a class is divided into two means each groups get 20 minutes for them. Then the total class time becomes half for the students. For lower classes from their two hours of main subject classes, they get one hour only. Similarly, higher-class students get only 100 minutes (one and half an hour/1:40 min). But in the school where there are five of more teachers they can take all the classes following perfect routine.

Table-1

Total Time for the Main Subject Classes According to Routine

For lower class students (P.P to Class II)					
Number of class per day		Time for each class	Total time (per day)	Total time (per week)	Total time (per month)
3		40	120 min or 2 hours	120×6 = 720 min or 12 hours	720×4 = 2880 min or 48 hours
For higher class students (Class III- IV)					
Day	Number of class per day	Time for each class	Total time (per day)	Total time (per week)	Total time (per month)
Monday to Friday	5	40	200 min or 3.33 hours	200×5=1000 min + 120 min = 1120 min or 18.67 hours	1120×4 = 4480 min or 74.67 hours

If we sum up the total loss of main class time then it will clear the situation and help to understand how deep the root of the problem is.

Table-2

Loss of Education Time in Lower Class (for the main subjects)

For lower class students (P.P to Class II)					
Day	Total loss of class time				
	Per day	Per week	Total	Per month	Total
Monday to Friday	60 minutes or 1 hour	60×5 min	300 min	60×20	1200 min
Saturday	60 minutes or 1 hour	60×1 min	60 min	60×4	240 min
		Total loss per week	360 min or 6 hours	Total loss per month	1440 min or 24 hours

Table-3

Loss of Education Time in Higher Class (for the main subjects)

For higher class students (Class III- IV)					
Day	Total loss of class time				
	Per day	Per week	Total	Per month	Total
Monday to Friday	100 minutes or 1:40 hours	100×5 min	500 min	100×20 min	2000 min
Saturday	60 minutes or 1 hour	60×1 min	60 min	60×4 min	240 min
		Total loss per week	560 min or 9.33 hours	Total loss per month	2240 min or 37.33 hours

From the three tables above, we get a clear picture of total time of class with total loss of time allotted for the main subjects in every day, every weak and every month basis for both groups. Here lower class students lose their half of allotted time like one hour from two hours in every day, six hours from twelve hours in every week, and twenty-four hours from forty-eight hours in every month.

Similarly, on the other side, higher class student lose their one hour forty minutes from three hours thirty-three minutes per day (for Saturday, loss of time is one hour from two hours), nine hours thirty-three minutes from eighteen hours sixty-seven minutes per week and thirty-seven hours thirty-three

minutes from seventy-four hour sixty-seven minutes per month. Therefore, in case of time it is huge loss of the children. They do not get the time allotted only for them, for their achievements, betterment and prospects.

If we exclude the quantitative loss then there are many qualitative losses of the children as well as of the institutions. Students, teachers and the institutions have been facing various problems due to crisis of number of teacher in schools. These are as follows:

- Due to merging of class, two or more groups in a class at the same time, the classroom environment become hampered.
- It is quite unmanageable.
- Students become impatient and chaotic.
- Educational quality decreased.
- Teacher cannot pay full attention to the students in the matter of their education as well as health-hygiene, psychological development, mental growth and other parts of character building.
- Teachers become tired and stressed.
- They loss their energy to taught joyfully based on scientific and authentic process.
- Teachers cannot find out the new methods of teaching-learning process for their students.
- Official and administrative works also hindered.

Overall, it can be said that Student Teacher Ratio is important but number of teacher against each class is equally important for preserving and increasing the standard of the school.

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Does Teacher's Educational Qualification Matter in Primary Classroom?

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It has been assumed that teacher's pay and educational qualification are two of the key factors behind a teacher's good performance in the classroom. Therefore, it is commonly believed that a highly paid and highly qualified teacher has greater chances of securing high achievement in his or her classroom than a low income teacher with less educational qualification. The aim of the research was to find out what percentage of difference can be made in the students' achievement through putting a better qualified teacher with high payment in a low income primary classroom setting. Hence, the research explores and compares between the classroom achievements of two different teachers with opposite educational qualification and pay scale. The research took place at an underprivileged primary school in Urban Dhaka. 16 third grade students of the two different teachers, equally divided by their merit position sat for an English literacy standardized test. The results are being compared between two classrooms in which, one has a highly paid teacher with high educational qualification, who teaches the class with various educational materials and additional books along with the existing government textbooks whereas, the other less privileged teacher teaches with only government curriculum textbooks in his class. The finding of the research gives an interesting aspect of how achievement in both of the classrooms differed with a substantial percentage. In addition, the research also finds the importance of a set of variables such as teacher training, student and teacher's personal motivation, teacher-student relationship and family support, behind the achievement of a student.

Keywords: *Quality education, teacher's pay, primary classroom, primary teaching High qualified teacher, underprivileged classroom, educational qualification, teacher training, standardized test, English literacy.*

Essentially, in case of evaluating student achievement, teacher quality has been considered as the most significant factor all over the world. "Among the various influences that schools and policymakers can control, teacher quality was found to account for a larger portion of the variation in student test scores than all other characteristics of a school, excluding the composition of the student body (so-called peer effects) (Goldhaber, 2002). Though selecting the right set of quality has always been contradictory, this study mainly puts emphasis on teacher's educational background, subject knowledge and trainings. Moreover, the study also tries to find out the impact of high payment in a classroom in comparison to a teacher with low incentives.

In Bangladesh, it has always been a common concern to the teachers, policy makers, government and parents that what the aspects that can actually contribute to the quality teaching in classroom along with

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ensuring a higher achievement score. It has been commonly assumed that the teachers of the government primary schools are not motivated and qualified enough to give a quality classroom delivery. This research is in a quest to find out if only educational qualification and better incentive can bring a higher achievement score or it is other attributes that contributes to the overall quality of classroom teaching. Therefore, this study examines the relationship between teacher's qualification and higher incentive with the classroom achievement. This research will help the policy makers to have a deeper understanding of the current practice and potential solution through comparing the achievement of the students of two groups of students.

This study has been executed in grade three of a government primary school where the average number of students in each class is 80. The teachers are recruited as per government recruitment policy, which is HSC passed. However, the research tries to find out the importance of teacher qualification and higher salary scale, by comparing with one government primary teacher teaching the same school setting and grade level with an experimentally recruited teacher with higher educational degree and incentives. The data has been collected through a standardized test where top 15 students of both of the teachers have participated with the same exam instruction. The data of the test has allowed us to have a more concrete picture of the student achievement.

Literature Review

High qualified and high paid teacher, the term itself is very controversial with many other concepts and attributes contributing to it. This research focuses on three aspects of a qualified teacher – educational degree, subject knowledge and trainings received along with teacher payment. This section aims at connecting this study with the previous researches and philosophies.

The educational background of the teachers has been considered as one of the key factors in analysing if the students with higher qualified teacher perform better in the test. According to Buddin&Zamarro, 2009, "student-to-student deviations in achievement are about four times as large as teacher-to-teacher deviations. A typical student assigned to a teacher one standard deviation above the mean is expected to score about 5 or 6 percentage points higher in reading and math, respectively, than a comparable student assigned to an average teacher (the teacher effect size is about 0.2)." This study suggests that the achievement in reading varies from an above average teacher to an average teacher, which connects with Farguson's (1996) study, where he found that "scores on the teacher licensing test in Texas—which measures reading and writing skills as well as a limited body of professional knowledge—accounted for 20-25 percent of the variation across districts in student average test scores, controlling for teachers' experience, student-teacher ratio, and percentage of teachers with master's degrees." Moreover, in a meta-analysis it has been found that teacher's academic skills have "a positive relationship to student achievement in 50 percentf of the studies they analyzed, a much higher proportion than for teacher education or experience." (Greenwald et al. 1996)

On the contrary, there is also several researches, that clearly opposes the above idea from a very strong stance. For example, Hanushekh's (1986) research has initiated this questioning on the impact of teacher's educational qualification has no connection with the high achievement of the students. In accordance to that, Koedel and Betts (2007) also agrees that though teacher quality is an important factor for student achievement, the educational qualification and background of the teacher has little contribution to it.

Teacher training and content knowledge of the teacher also have a very strong relationship with students achievement. "Schools might improve the productivity of existing teachers, by placing somewhat greater

emphasis on content knowledge, including that which is pedagogically oriented." (Harris & Sass, 2008) Likewise Rivkin et al. (2005), finds that there is "a large differences in value-added measures of teacher effectiveness (teacher heterogeneity) but small effects of teacher qualifications like experience and education. They find that school principal rankings of teachers are better predictors of teacher performance than are observed teacher qualifications." (Rivkin & Hanushek 2005, as cited in Buddin & Zamarro, 2009) Similarly, Linda Darling Hammond (1999) mentions, "The most consistent highly significant predictor of student achievement in reading and mathematics in each year tested is the proportion of well-qualified teachers in a state: those with full certification and a major in the field they teach."

Moving forward, teacher pay is another contributing factor in higher student achievement. As Bastian (2014) mentions, "the effects of compensation reform on teacher performance and the retention of highly-effective teachers are mixed. Financial incentives can increase individuals' entry into and retention in the profession, both overall and in high-need schools, but there is much to learn about the optimal size of monetary awards and whether performance pay can encourage teachers to improve their effectiveness or result in higher-calibre individuals selecting and staying in the profession..." On the other hand, Fryer (2013) opposes the idea "Surprisingly, all estimates of the effect of teacher incentives on student achievement are negative in both elementary and middle school".

Method

The main analysis of the study has been carried out in two steps. Firstly, the data received from the comparison between the performances of the two groups of grade three students in a standardized test. This performance of the students includes both achievements and evidence of attempt in the test. Secondly, the analysis of the information regarding both of the teachers' qualifications, compensation and classroom practice collected through a semi-structured interview with both of the teachers.

The standardized test only focused on the English language literacy skills of the students. It has been designed by following the grade appropriate standards of American Common Core standards and National Curriculum of Bangladesh. Both of the groups are of same class and gender. For the purpose of the study, we have selected a group of girls consisting top 16 students from a high qualified teacher's class and another group with same specification was selected from a less qualified teacher's classroom of the same class in the same school. The test questions covered the domains of listening, reading comprehension, structured writing and creative writing. Both of the groups received same set of questions with the same instruction and time. In this study, the group of students who were taught by low qualified teacher with traditional teaching-learning method is the control group. The group with high qualified teachers with alternative teaching-learning method is considered as the experimental group. During the data analysis, the study focused on two main perspectives. First one is the difference between the average achievement of the control group and the experimental group. Second one compares the percentage of attempt taken by the students to answer the questions.

In the semi-structured interview with teacher, both of the teachers were interviewed separately. The interview mainly focused on the classroom practices, educational degrees, different trainings received during or prior to the service and their salary.(Annexure 1)

Findings

The data show that average marks of control group in listening is 4.6 and average marks of experimental group is 9.33 (Table-1). This implies that the students of the experimental group have higher exposure to English listening than the students of control group. However, only 46.6% students of Control group and

100% students of Experimental group made an attempt to answer the question (Table 2). Though a big number of the students of the high qualified teachers failed to write the spelling, they could identify the sound pattern of the words. This figure also suggests that achievement and attempt are more than double for experimental group compared to the control group. Following that path, in reading comprehension question Control group could secure an average of 3.33 marks and experimental group scored average of 6.66 marks (Table 1). But only 20% students of Control group tried to answer those questions in a situation where 84.4% students of Experimental group tried to answer (Table 2). This data indicates that the students of experimental group have a higher habit of practicing reading in a regular basis. The difference of achievement between control group and experimental group is higher in writing questions. For instance, average marks of Control group is 1.47 in structure writing and 1.13 in creative writing while Experimental group got 8.4 and 6.33 respectively. Though, 60.6% of Control group students tried to answer the structured writing questions, 86.7% did not even made an attempt to express their thought on a very familiar topic in creative writing (Table 2). The data also indicates that 40.4% students also did not attempt to answer the questions by using the clues given with the questions. This also suggests that it is not only the less writing competency of the students rather it is the lack of practice in answering structured writing questions. Interestingly only 46.6% students of experimental group made attempt to answer to the question on structured writing but 90.4% of the experimental group students attempted to answer creative writing questions (Table 2). The data of both of the group tells us the lack of competency in writing skills. Moreover, it also demonstrates the failure of the students to comprehend the instruction for answering the questions.

Table-1

Average Achievement of the Students

	control group	experimental group
Listening	4.6	9.33
Reading Comprehension	3.33	6.66
Structured writing	1.47	8.4
creative writing	1.13	6.33

Table-2

Percentage of Attempt

	control group	experimental group
Listening	46.6%	100%
Reading Comprehension	20%	84.4%
Structured writing	60.6%	90.4%
creative writing	13.3%	46.6%

In the semi structured interview, the teacher of the control group has a HSC degree whereas the teacher with the experimental group has a master's degree in social science with an almost double salary scale than the low qualified teacher. The control group teacher has received five one day long in service sub-cluster trainings arranged by the government. Though she has received several trainings on teaching learning, she is highly dependent on the text books only. The discussion revealed that she thinks memorizing the content is the best way of learning. Her content knowledge to teach English is mainly

dependent to the text books and guide books. However, she sometimes uses group work in her classroom. She also makes lesson plans often. On the contrary, the teacher of the experimental group has received extensive pre service 6 weeks long residential training on teaching learning methodologies and other techniques. The teacher also informs that she continuously take the help of internet to study the lesson content for each subject. She uses various activity based learning techniques and also encourages group work or pair work in her class regularly.

Discussions

In terms of achievement, the experimental group has achieved double in almost all of the domains of the standardized test. Then the question arises regarding the classroom practice of the experimental group. It has been identified that the teacher with higher educational qualification and trainings has regularly used different teaching learning techniques to enhance the classroom learning. As Rob Greenwald (1996) remarks, "school resources are systematically related to student achievement and that these relations are large enough to be educationally important" and "resource variables that attempt to describe the quality of teachers (teacher ability, teacher education, and teacher experience) show very strong relations with student achievement."

Interestingly, it has been identified that there has been a significant difference in terms of the attempt to answer the questions in listening and creative writing section. This implies that the students of the experimental group have higher exposure to such activities which are additional to the textbook. This shows us the tendency of textbook dependency of the control group teacher.

It has also been noticed that, along with continuous professional development opportunities, the teacher of the experimental group receives a higher amount of incentive. This also causes more motivation for the high qualified teachers to give a better effort than the teacher of the control group. "In reality, teacher salaries are not subject to the same competitive forces as most private sector salaries because most teachers are hired by the state. It is clear that teachers must be paid at least as much as they can receive in their alternative occupation, but there is no constraint on the top." (Lazear, 2001) Therefore, a high incentive also contributes as a motivating factor in teaching.

Though the achievement of the experimental group is double than the control group, there are some external factors related to such achievement. It is not only the teacher qualification and high salary. It has been identified from student data, details discussion with the teachers and classroom observation that the other variables like teacher-student relationship, student's family support and teacher's interest in the content area. Both of the teachers have separately agreed to these points that these work as key factors behind the active involvement of both the teachers and the students.

Conclusion

This research has examined that a teacher with a master's degree makes a positive difference on students' achievement compared to teachers with no advance degrees. Not only academic degree, but also effective training and salary increase the level of motivation among teachers and have a major impact on teaching-learning process. The teachers, who actually control this teaching-learning process, need effective training which comprises content knowledge and teaching methods. Content knowledge helps the teacher to plan and deliver the lesson more successfully while active teaching method is necessary for students to grasp the content fruitfully. Thus Berliner (2005) remarks, "By *successful teaching* we mean that the learner actually acquires some reasonable and acceptable level of proficiency from what the teacher is engaged in teaching."

However, though the research clearly indicates the importance of the above mentioned criteria, it still does not make the perfect list of qualities to ensure teacher qualities for consistent classroom improvement. This research has taken place in a very limited area with a small sample size. Therefore, it is still a matter of question whether or not the system provides enough opportunities and incentives to the teachers to enhance their qualities to deliver a better learning outcome.

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Ambiguity in Understanding of Teachers and Students on Creative Method Effectiveness: A Study on Primary Schools in Bangladesh

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Bangladesh has been witnessing nearly 100% enrollment ratio in primary education over the past several years despite adverse environment. But a large number of children leave education after primary level and become victim of child labor. The Government of Bangladesh has recently introduced a creative method at primary level, keeping most of the teachers untrained. So, teachers depend on either guidebooks, available in local markets, or their self-thought and wisdom. According to the findings of this survey, 13% teachers have no complete understanding on creative method, 47% take help from guidebooks, and 25% think that creative method system is not suitable to primary students. Whereas 92% students rely on guidebooks, 67% students need help of private tutors, 25% students do not understand the question papers at exam halls, and 25% students see both mathematics and English most difficult to learn. This survey, thereby, easily reflects a real understanding on the scenario of primary education in Bangladesh.

Keywords: *Primary school, primary education, creative method, teachers training.*

Introduction

Primary education is the foundation of education for any nation. It conveys ins and outs of the basis of education in Bangladesh and fundamental roles of essentiality of education. Primary Education in Bangladesh has made a significant achievement for the last two decades, especially for girls and underprivileged children. The study bears significance of creative method of primary education and its status in Bangladesh. There are 16.4 million children (aged 6 to 10) who have already enrolled in the primary schools of Bangladesh. Net enrollment ratio was 90.8% in 2009 but the drop out ratio was also high. Only 50.7% students can complete primary level which lasts for five years. In addition, poor educational facilities are common at primary schools in Bangladesh. Student-teacher ratio was 60:1 in the 1990s, 58:1 in 2005, and 49:1 in 2009. So, the teacher-student ratio is getting better but quality education has not been ensured in recent years. The are some facts to consider: education quality is decreasing day by day, effectiveness of the "creative method" has nipped in the bud, and poor educational facilities are a major feature.

Objective

The objectives of the study are followings:

- To explore effectiveness of creative method of primary education in Bangladesh.

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- To investigate level of understanding both students and teachers of primary schools in Bangladesh.
- To explore major issues and effects of creative method of primary level in Bangladesh

Scope of the Study

Primary education possesses utmost importance in our national life. Primary education is the basis of building up a skilled citizenry and the path to include the whole population within the education system. So, equal opportunities will be created to ensure access of all sections of children to primary education irrespective of ethnicity, socio-economic conditions, physical or mental challenges and geographical differences. This is the Constitutional responsibility of the state. Since this stage forms the foundation of subsequent levels of education, so delivery of quality primary education is a must. And since many of the students seek employment after this stage, a strong base in primary education will equip them better in the job market. To strengthen the general foundation of primary education at the national level, the existing discriminations among schools in regard to facilities, infrastructure constraints, lack of adequate number of teachers and the weaknesses in training will be adequately addressed. Primary education will be universal, compulsory, free and of uniform quality for all. At present 100% children cannot be given access to primary schools for economic, regional and geographical factors. By 2010-11, 100% enrollment of primary education will be ensured. At least one primary school will be established in the villages that have none.

Research Method

Both qualitative as well as quantitative approaches have been used for analyzing the data and descriptive research design would be followed. Qualitative data is collected through questionnaire interviewing from two target group teachers and students (students of both class three and class five). Here for instance;

1) Teachers of primary schools
2) Students of class five and
3) Students of Class Three

In addition to, there are some observation is included within the study. Quantitative data has been obtained through formal interviewing questionnaire. Both open ended and close ended questions are formulated for teachers and students. The primary focus of the study is to level of understanding of the primary students at primary level. The study area is across the country Bangladesh.

The study is based on Primary; data. Primary sources of data collection refer to the original sources that the researcher was expected to rely on when conducting the research work or the study which will enable the researcher to produce the final report. It provides first-hand information although personal interviews, observations and also questionnaires. The primary data are collected from 20 primary schools, 16 districts, and five broad areas for instance; broader areas of Bangladesh, wetland, hill-track, district town and rural village etc.

The collected data have been accumulated, organized, tabulated and analyzed keeping in mind of research objectives. The analysis of both qualitative and quantitative data have been analyzed after coding of qualitative data and both qualitative data and quantitative data have been analyzed with the help of by using Microsoft Excel and SPSS (Statistical tool for Social Science), Minitab etc. Furthermore, different kinds of chart, picture and map have been included for enriching research report along with analyzing social realities, causalities and social phenomena.

Sample Size

We have total sample size of 1201 respondents across the country. These respondent are consisted of Class three, class five and 40 primary school teachers. Counts of them subsequently are-

Table-1

Number of Surveyed Respondents on the Group Basis

Groups	Respondents
Class Three Students	556
Class Five Students	605
Primary School Teacher	40
Total	1201

Limitations of the Study

For conducting the research paper we face some problems. These limitations are discussed below:

- We faced that teacher category respondent did not provide information as they thought it may hamper in activities. For that there was some constraints in co-ordination from teacher responsiveness.
- We have some financial constraints for conducting the survey.
- For our survey purpose, we took interview from primary level students. All of them are below 18 years. For that we faced some problems when we collected data from them.

Creative Education in Bangladesh

Education is the key to a nation's development. Education is the principal means to achieve the goal of poverty alleviation. A properly educated nation, which is modern in genius and intellect and forward-looking in thinking, can only put the country at the zenith of its development. To ensure this Ministry of Education (MoE) holds the responsibility of updating the education policy prepared earlier with some fixed objectives and finally implemented 'Education Policy-2010' which one is revised carefully considering creative learning process. Different question pattern than the previous traditional way is introduced to further facilitate the development of thinking ability, imaginative capability, inquisitiveness and creativity of the learners .The important aspect of this latest education policy is it emphasizes religion, science and technical education. This latest Education Policy-2010 has some notable characters that made learning more enjoyable but yet effective. The learners will be enabled to learn without relying on so-called note books and private tuitions which are considered as hindrance to creativity. Examination has to be held in a peaceful, secure and congenial environment; it will never become scaring for them, rather they will accept it as a joyful festivity. The examinees will welcome the examinations as an opportunity of evaluation and recognition of the success of their academic life. Comprehensive education will contribute to make life attractive, secure and joyful. Creation of such an environment is bearing too much significance to achieve.

It was the intention to observe forms of creativity and how it is successfully incorporate across the curriculum. The creative education method supports the benefits of creativity in engaging children in their learning and stimulating ideas for creative teaching. Being creative does not only involve the study of art, which is how it has been perceived through the years. Creativity is the use of the imagination to enable the user to explore ways of solving problems, enquiring and thinking about their work. Children may have preferred or natural learning styles, kinesthetic, auditory or visual. The benefits of creativity are

numerous. Raising children's self-esteem is a part of this education system. When being creative children are neither right nor wrong, many lessons have various outcomes depending on the culture and experiences of the children in the class. Major advantages of the creative education method are discussed below:

- Stimulates the intellectual and practical qualities of the learners so that moral, human, cultural, scientific and social values are established at personal and national levels;
- Fosters creative and thinking faculties among the learners through a system of education that contains indigenous spirit and elements and which will lead to a life oriented development of knowledge of the learners;
- Evolves an education process that is oriented to creativity, practicability and productivity to achieve advancement in the economic and social fields of the country;
- Creates a scientific mindset of the students and to develop in them the qualities of leadership;
- Ensures the marginal competencies of learners at each level so that they are discouraged from rote learning, rather use their own thoughtfulness, imagination and urge for curiosity;
- Ensures skills of high standard at different areas and levels of education so that learners can successfully compete at the global context;
- Attaches substantial importance to information and communication technology (ICT) along with math, science and English in order to build up a digital Bangladesh based on knowledge-orientation and cultivation of ICT;
- Puts special emphasis on the extension of education; gives priority to primary and secondary education; motivates the students to show dignity of labor; enables students to acquire skills in vocational education to facilitate self-employment, irrespective of levels of education;
- Ensures a creative, favorable and joyful environment for the students at the primary level for their proper protection and congenial development;
- Ensures proper quality of education at each level and correlates the competencies learnt at the earlier level (as per the aims and objectives of education) with the next one to consolidate the formations of knowledge and skills; promotes extension of such knowledge and skills; enables the learners to acquire these skills; motivates the people to participate in the educational process, in particular to realize the objectives of education;
- Extends the use of information and communication technology (ICT) instrumental in educational process at every level;
- Takes necessary steps to create facilities of playground, sports, games and physical exercises in all educational institutions for the healthy growth of the physical and mental qualities of the learners;
- Initiates special measures to promote education in the areas identified as backward in education.

Analysis and Findings

The study is conducted for creative method in primary education. It is mentioned that there are no training on creative method to the primary school teachers from the prescribed authority. In the study, there are two sections for instance; one for teachers and another for students. The first part is for teachers.

- From the survey, 13% teachers don’t understand creative method; 45% teachers understand creative method; and 42% teachers have slight understanding. So, from the survey findings, more than half of total teachers don’t understand creative method effectively. If the teachers don’t have a clear understanding how they could teach the kids at primary level!

- From the survey, 47% teachers rely on guidebooks, available in local markets; 35% teachers discuss the method with colleague; and 18% teachers teach their students with their self-wisdom. About half of the total teachers take helps from guidebooks. No trainingwill be providedby the government to primary teachers.
- From the survey, 25% teachers think creative method is not appropriate for primary school students, 20% teachers opine on modification into existing method. But 55% teachers think the method can somewhat work. So, it is clear that one-fourth of the total teachers cited that the system is not adjusted to studentof the primary level.

There are four questions for the primary students. The following finding of the survey is:

- From the survey, 92% students take help of guidebooks. Only 8% students stay away from guidebook. So, students' dependency on guidebook is a major concern. They are not becoming 'creative' rather making themselves confined to the guidebooks.
- From the survey, 67% students take help of private tutor to understand creative method by students and 33% don't. So, two-third of students take help of private tutor in Bangladesh. So, primary education is turning into a tutor and coaching-based education.
- From the survey, 25% students don't understand questions paper at the examination center but 75% students understand question paper at the exam hall.so, one-fourthstudents don't understand the question papers at all.
- From the survey, 3% students see Bangla is difficult to learn, 39% students find English is most difficult, 33% students think that mathematics is most difficult whereas 25% students considers both mathematics and English here most difficult subjects to learn. So, it is easily perceivable that most of the students in Bangladesh face difficulties in both Mathematics and English subjects.

Recommendations

Teachers from primary schools across the Bangladesh recommend few terms to succeed creative method,

1. Specialized teachers training should be arranged
2. Specialized teachers should be recruited for each subject
3. Questions papers need to make easier
4. Digital equipment's such as projector, computer and internet need to arrange to school
5. Need extra supports to unprivileged schools in wetland, border and remote village and coastal areas.

Conclusion

Primary education is witnessing an increasing enrollment rate. But its effectiveness does not apparently bring the result as expected. Teachers and students have not been adapted to the "Creative Method" yet since the government introduced this method. Teachers in primary schools are not provided with adequate training on creative method. More or less, scenarios of the existing primary education across Bangladesh are the same. Time has come to think again whether we need to introduce any new method or reshuffle the existing primary education system, in order to ensure a better tomorrow for our children.

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Job Satisfaction among Teachers of Nonformal Primary Schools in Dhaka City

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As studies suggest, Job satisfaction acts as a vital role in teachers' performance. This particular study aims to identify the level of job satisfaction of teachers of Nonformal Primary Education Program conducted by various NGOs in Dhaka City. Identifying the variations in their level of job satisfaction in terms of their characteristic and the various factors that affect their job satisfaction and measuring the relationship between their job satisfaction and those identified factors were the main concerns of the study. A mixed method approach has been adopted and a total of 55 respondents from five different NGOs of Dhaka city took part in the study. The respondents were selected randomly by visiting 12 schools and 1 training session. Semi- structured questionnaire along with two measurement scales were used to identify the levels and the various factors of job satisfaction. Independent-sample t-test, One-Way ANOVA and Person's correlation test were operated for the overall purposes at 0.05 level of significance. Some explanations were made to support the findings. Teachers of NFPE were found to be overall satisfied with their job and they possess a high level of job satisfaction. Their job satisfaction is not influenced by their gender, age and academic qualification but is influenced by job duration and implementing organizations. 14 factors were identified that affect mostly NFPE teachers' job satisfaction where interpersonal relationship was ranked as the most satisfying factor. Salary and benefits were identified as the high ranking of dissatisfaction. There exists high correlation between NFE teachers' job satisfaction and most of the identified factors. Only salary, benefit, and quality of teaching learning materials do not have any significant relationship with NFPE teachers' overall job satisfaction. However, some strategic remedies can be made through inclusive initiatives to resolve some of the identified dissatisfactory facts.

Key Words: Job satisfaction, dissatisfaction, NFPE (Nonformal Primary Education), NGOs, overall satisfaction, facted specific job satisfaction, interpersonal relationship, salary and benefits.

Introduction

Nonformal education has considered as a subsector of education in Bangladesh since 1995 after the establishment of Directorate of Nonformal Education (DNFE) in Bangladesh (Latif, 2001). From the beginning of 1990s, the government of Bangladesh has targeted to driveaway illiteracy to fulfill signed target of World Conference on Education for All (WCEFA) 1990 at Jomtien. Along with the government initiatives, different development assisting organization (e.g.- NGOs) started taking initiatives to drive away illiteracy through mass literacy movements.

Since the government started trying within its existing education system infrastructure, the NGOs initiated to build facilities to deliver Nonformal Primary Education (NFPE), assuming that the existing

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facility was not enough to achieve the target. Later on, while the Millennium Development Goal (MDG) has introduced, the NGOs got a boost to expand its education program across different disadvantaged and outreach communities to help the government to achieve the MDGs. The schools were designed in such an integrated way, that the teacher in those one-teacher schools lead the school activities, as well as maintain the relation with the communities towards continuous advocacy alone. For example, brac is conducting a 5-year education cycle by appointing one local single female teacher per brac Primary School (BPS). In those schools, the children from disadvantaged communities were enrolled for five years, with a target of achieving the similar terminal competency of Government Primary School. The teacher has to maintain all regular school activities, ensure regular presence and protection from probable drop-out of every child, provide advocacy to the parents to send their children to the schools instead of sending them into work and making regular report to the office all alone. Similarly, the other NGOs select facilitators based on their own strategy and set up. It is important to note that the teacher selection process, employment system, qualification needed for the job is different from the formal schools. Nevertheless, the responsibility of the teacher is very vast in comparison with the formal primary school teachers. In order to accomplish the appointed as a 'one person army', the teachers have to have a higher level of motivation towards their job. However, studies showed some unexpected scenario of the job condition of NFPE teachers, as Sabur (2007) stated that:

> *"The NFE educators do not have any job security, once they complete their course. Each center has one senior teacher, can be either male or female, who receives a salary of taka 825 per month (US$ 12, considering US$ 1 = Taka 70), while the junior teacher gets salary of taka 775 per month (US$ 11), during 3 months PL phase. During CE phase the senior teacher receives taka 1025 per month (US$ 15) while the junior teacher receives, taka 975 per month (US$ 14). Compared to this, primary school teachers at their entry level receive taka 3,500 (US$ 50), which can increase three times in fifteen years. The primary teachers' job is permanent in nature, where they receive retirement benefits with pension."*

Earlier, Khan (1998) conducted a study on brac primary school teachers, where he found that about 1900 teachers dropped out due to different reasons; like: physical illness, pregnancy, inadequate remuneration compared to the volume of work, pedagogical weaknesses, additional work load, misbehavior of the supervising program personnel, family issues, traveling and transportation problem (to school and office) etc.

These studies indicated that the job situation of the NFPE teachers is very challenging in Bangladeshi context. Yet, despite that facts, many of the literacy teacher sustain with their patience denying the fact that they were not satisfied with pay scale, massive workload, vacation and festival bonus facilities etc. However, this study focused on four research questions which were:

1. What is the level of job satisfaction among NFPE schoolteachers conducting by different NGOs in Dhaka City?
2. Is there any significant difference between the level job satisfaction of NFPE schoolteachers in terms of gender, age, academic qualification, Implementing NGOs and working duration?
3. Which are some of the factors that affect Job satisfaction of NPPE teachers in Dhaka city?
4. What are the relationship between those factors and teacher's overall level of job satisfaction?

Methodology

Sample and Sampling Technique

A total 55 respondents were selected for the study from five different NGOs which have been selected from 80 working NGOs in Dhaka city by applying random sampling approaches. The selected NGOs were Dhaka Ahsania Mission (DAM), Underprivileged Children's Educational Program (UCEP), Aparajeyo Bangladesh, SUROVI and Society for Underprivileged Families (SUF). The respondents were selected randomly by visiting 12 schools and 1 training session. Majority of the respondents were female (40) and the male female ratio was 3:8. It is a strategic fact that most of the NGOs run their NFPE schools mostly by female teachers along with a few number of male teachers.

Tool Preparation and Data Collection

A semi-structured questionnaire including two measurement scales were used for collecting information. The first measurement scale contained with 19 items with general statements about teaching profession to measure the overall level of satisfaction whereby the second scale contained with 33 items including specific statements about job satisfaction to measure teachers' Job Satisfaction in specific dimensions which was named as faced-specific job satisfaction in this study. The both scales, which were developed earlier by Baasher Md Abu al (1985) and Indriresan (1973), was modified and upgraded and contextualized and then piloted.

Data Interpretation and Analysis Procedure

The collected data were processed by necessary cleaning, coding, recoding and interpretations. Statistical analysis were took place for measuring the overall job satisfaction. The individual scores for each item from both scales summed to get the total score of a respondent. The total scores were converted to percentage and the percentages were categorized in the intervals as:

(0-25) %	=	Low job satisfaction
(26-74)	=	Moderate Job satisfaction and
75% - Above	=	High job satisfaction

Independent sample T test and one way ANOVA were operated at 0.05 level of significance to identify the variation of overall level of job satisfaction in terms of some of the internal characteristics like gender, age, academic qualification, Implementing NGOs and working duration. In order to determine the relationship between various factors, individual's correlation was calculatedat 0.05 level of significance. The correlation coefficients (denoted by r) range from 0 to +1.0 (Miller, 1991). The description on the magnitude of the relationship between dependent and independent variables were based on Guilford's interpretation as follows:

Less than 0.20	-	Slight, almost negligible relationship
0.21- 0.40	-	Low correlation; definite but small relationship
0.41- 0.70	-	Moderate correlation; substantial relationship
0.71- 0.90	-	High correlation; marked relationship
0.91- 1.0	-	Very high correlation; very dependable relationship

In the process of statistical data analysis, two data processing softwares (SPSS-12 & MS Excel) were used.

Findings

Profile of the Respondents

It was found that about three fourth portion of the respondents were female (72.70%). The range of the ages of the respondents were between 26-35 years (38.20%) and above 36 years (36.40%) whereby

maximum and minimum age were respectively 54 and 19 years. Majority of respondents have higher degrees (Masters 40%) and no respondents were found beyond secondary level. Most of the teachers were married (69.10%). The mean monthly income from school was calculated Tk.10254.90. About 23.60% teachers were found to have alternative or additional income source and 74.50% teachers have another family member with earning. From frequency distribution table, it was found that 54.50% teachers get other benefits (e.g.-festival bonus, medical allowances and house rents); but nobody gets lunch and transport allowance. Teachers of UCEP were found to have the highest income (family and individual) whereby the teachers of DAM have the lowest among the sample group. Besides, the teachers of UCEP and SUF schools get festival bonus whereby the teachers of other three organizations found not getting any sort of benefits except salary from the school.

Level of Teachers' Job Satisfaction

The NFPE teachers of Dhaka city were found overall satisfied with their job. With the measurement in both scales it was found that 7.30% have the high satisfaction with overall job satisfaction measurement and 69.10% found in facet overall job satisfaction measurement. Again moderate satisfaction level is 92.70% for overall satisfaction measurement and 30.90% with facet specific overall job satisfaction measurement. It was also found that the maximum percentage of level measuring scales was 88% and 96% and minimum 39% and 54% respectively. The mean percentage of job satisfaction level was 59.18 % and 78.62% for scale one and two.

Variation of Level of Job Satisfaction in Terms of Various Characteristics of Teachers

Variations were measured for the overall and facet specific overall level of job satisfaction among teachers in terms of some of the characteristics: gender, age, academic qualification, implementing organizations and duration in the job. This variation was measured by testing the hypothesis H_0 at 5% level of significance which is :

> *H_0 = There are no significance differences between teacher's level of job satisfaction in terms gender, age, level of academic qualification, job duration, and implementing organizations.*

The hypothesis was tested and found the following outcomes.

Teacher's Job Satisfaction Level in Terms of Gender

By operating t-test (Levene's Test for Equality of Variances), it was found that the observed significance level for both overall and facet specific overall job satisfaction were .308 and .775, which are much greater than .05 level of significance. So statistically, it was found that overall and facet specific overall job satisfaction of NFPE teachers in Dhaka city does not differ in terms of their gender thus the null hypothesis accepted in terms of gender. However, this finding agrees with the findings of Usharee (1995), but opposes byUli and Abduallah (2009), Ali and Akhter (2009), Ololube(2007), Tasnim (2006),Ladebo's (2005), Khan and Ali (2005), Islam(1999), Dixti and Merca (1998), Gakhar and Sachdeva (1987).

Teacher's Job Satisfaction Level in Terms of Age

Statistically there was no significance difference found for both overall and facet specific overall level of job satisfaction in terms of teachers' age. From One-Way ANOVA test, the observed significance level (0.133) was much greater than the 0.05 significance level. Similarly, the observed significant level for the facet specific overall job satisfaction was 0.698, which is also insignificant at 0.05 level of significance. This finding disagrees with the finding of Demirtas (2010),Ololube (2007),Otis (1995) and Kaleque and Rahman (1987) who found that the job satisfaction of teacher's varies in terms of difference in their age. But, this

finding strongly agrees with the findings of Ushaasree et al. (1995) who stated that job satisfaction had not influenced by school teacher's age.

Teachers' Job Satisfaction Level in Terms of Academic Qualification

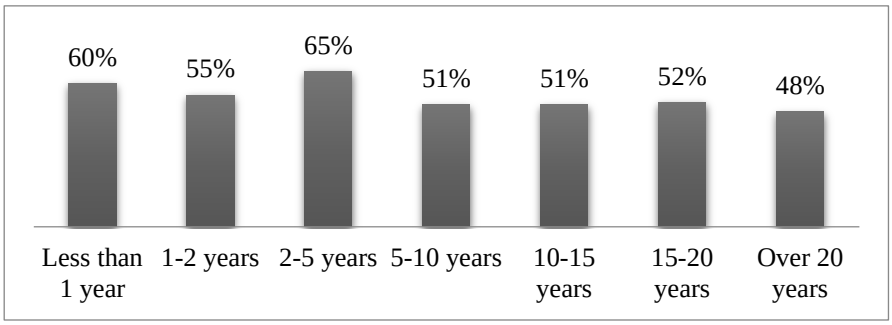
Only Higher Secondary Certificate (HSC) passed teachers were found to have the significant difference (9.27) in facet specific overall job satisfaction with the teachers who have completed Masters Degree. Otherwise, there was no significant difference found between teachers' faced specific overall job satisfactions (significance level 0.068) in terms of other educational backgrounds of NFPE teachers of Dhaka city. Observed significance level for overall job satisfaction is 0.227, which is higher than 0.05 level of significance. That means the there is no significant difference found between teacher's overall job satisfaction in terms of Educational Background. The finding opposes the finding of Uli and Abdullah (2009), Khaleque and Rahman (1987).

Teacher's Job Satisfaction in Terms of Job Duration

Contradictory results were found that there exist no significance between teacher's facet specific job satisfaction in terms job duration (0.346) but there is a high significant difference found for overall job satisfaction (sig .00). Significant difference found between various age groups. Teachers, who are working less than 1 year, have the high significant difference (11.47) in comparison with teachers who working above 20 years. However, there is significance difference between the groups below 5 years with all other groups except the group less than 1 year. In fact, this group has the highest level of overall job satisfaction than all other groups. The following figure shows the frequent fluctuation in the level of NFPE teachers' job satisfaction with the changes in the job duration.

Figure-1

Mean Overall Job Satisfaction Level of NFPE Teachers in Dhaka City in Terms of Job Duration



These findings agree with the finding of Quitugua (1976) but opposes with the findings of Abduallah and Uli (2009) and Ghazali (1979).

Teacher's Job Satisfaction in Terms of Organizations

High significant difference found for overall job satisfaction between teachers of DAM and SUROVI and between SUF and SUROVI. However, the teachers of DAM and SUF have the highest satisfaction level than all other NGOs. Similarly high significant difference found in facet specific job satisfaction level between the teachers of UCEP and all other NGOs. In fact, teachers of UCEP have the lowest average facet specific overall job satisfaction level. There is no significant difference found among other NGOs.

Factors That Affect Teacher's Job Satisfaction

From the second measurement scale 14 factors were identified that affect mostly in teachers' Job satisfaction. Those factors were:

Table-1

Factors Affecting Teachers' Job Satisfaction (arranged by top to bottom ranking positions set by teachers)

Factors contributing to satisfaction	Rank	Factors contributing to dissatisfaction
Interpersonal relationship	1	Salary and Benefit
Work Itself	2	Working load
Achievement	3	Advancement
Quality of training	4	Respect in job
Respect from the community	5	Un-bias attitude of the authority
Responsibility	6	Acceptance of opinion in the Academic committee
Supervision	7	Responsibility
Quality of teaching-learning materials	8	Supervision
Acceptance of opinion in the Academic committee	9	Respect from the community
Respect in job	10	Achievement
Un-bias attitude of the authority	11	Quality of teaching-learning materials
Advancement	12	Quality of training
Working load	13	Work Itself
Salary and Benefit	14	Interpersonal relationship

Among these 14 factors, interpersonal relationship was ranked as most satisfactory factor whereby salary and benefit was ranked as the most dissatisfactory to the teachers. That means the teachers of NFPE in Dhaka City are overall satisfied with their job due to numbers of good factors but dissatisfied with insufficient salary and benefit in comparison with their working load.

Relationship between the Identified Factors and Teachers' Job Satisfaction

By employing Pearson's bi-variant correlation test the association between the identified 14 factors and teacher's overall job satisfaction is identified by testing the following hypothesis:

H_0 = There is no significant relationship between teacher's job satisfaction and the various factors of job satisfaction.

The result of the test of the hypothesis is shown in the following table:

Table-2

Mean, Standard Deviation, Correlation Coefficient (r) and P-value of Pearson's Correlation Testing for Determining the Association between Teacher's Job Satisfaction and the Various Factors of Job Satisfaction.

Factor	N	Mean	SD	R	Sig
Interpersonal relationship	55	2.94	.205	.334*	.010
Work Itself	55	2.85	.263	.738**	.000

Achievement	55	2.65	.508	.462**	.000
Quality of training	55	2.69	.505	.542**	.000
Respect from the community	55	2.56	.660	.422**	.001
Responsibility	55	2.50	.609	.749**	.000
Supervision	55	2.45	.589	.806**	.000
Quality of teaching-learning materials	55	2.49	.573	.259	.056
Acceptance of opinion in the Academic committee	55	2.33	.695	.553**	.000
Respect in job	55	2.31	.717	.752**	.000
Un-bias attitude of the authority	55	2.31	.690	.736**	.000
Advancement	55	1.27	.706	.736**	.000
Working load	55	1.56	.536	.497**	.000
Salary and Benefit	55	1.33	.474	.259	.671

* * Correlation is significant at the 0.01 level (2-tailed) and

* Correlation is significant at the 0.05 level (2-tailed)

From the table-02, it was found that there is definite but small relationship between interpersonal relationships with teacher's job satisfaction at 0.05 level of significance. Teacher's Job satisfaction has very high positive linear relationship with supervision at 0.01 level of significance. Also, it is found that teacher's job satisfaction has high positive correlation with the work itself, responsibility, respect in job, non-bias attitude of the authority, and advancement at 0.01 level of significance. Where by positive moderate correlation exists with achievement, quality of training, respect from community, acceptance of opinion in academic committee, and workload at 0.01 level of significance. However, salary, benefit, and quality of teaching-learning have no significant (p-value 0.671 and 0.056) relationship with NFPE teacher's job satisfaction. This showed interesting result. Statistically it was found that there is no significant relationship between teacher's job satisfaction and salary and benefit but previously it was seen that though teachers are overall satisfied with their job but they have high percentage of dissatisfaction with their salary and benefit (67.3% and 72.7%). Actually this is the one of the major reason for their tendency for quit the current profession in case of better chance which is discussed upfront.

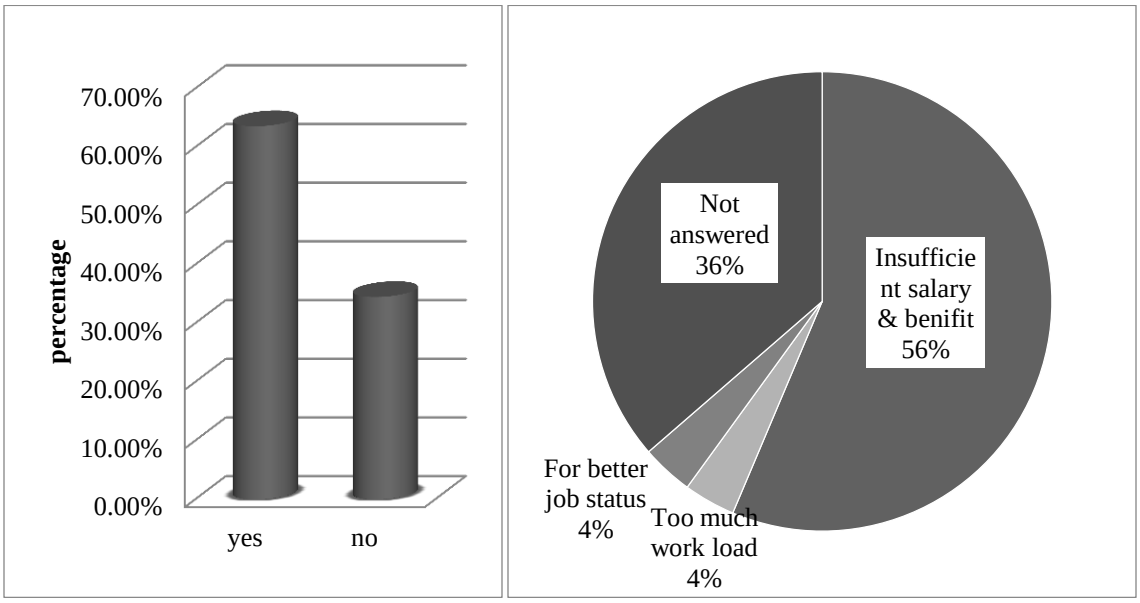
Threats of Job Shifting

Though it was found that teacher of NFPE in Dhaka City are overall satisfied with their job but there is a big threat that is their job-leaving tendency. Though teaching is prestigious profession but it requires fulfilling the demand of their personal and family's economic demand.

In the later part of the questionnaire, the teachers were asked that if they had a better chance would they leave their job. The majority of the teachers responded 'yes' and most of them pointed towards the lower salary-benefits for the reason of leaving. In the following figure-02 the distribution of job leaving tendency and the major reasons are shown:

Figure-2

Job Leaving Tendency in Search for Better Opportunity and Reasons of Leaving



The qualitative part in the very latter portion of the questionnaire also supported the findings as of the following statements:

> *"I would rather shift my job because it is difficult to earn my needs with the limited salary I get from teaching. Yes I am getting the respect from my students and the community but it is difficult to maintain minimum quality life style with the small income". (Female respondent from DAM)*

As of another statement shows similarity with it as follows:

> ***"****Yes I love my profession. But If I get better opportunity I will definitely shift this job for seeking of better salary and job status. The current job is good but he salary is low in comparison to the work load" (Female respondent from SUROVI)*

Key Discussion Facts

In the study, the researcher found that NFPE teachers of different NGOs are overall satisfied with their job due to combination of some good factors. However, most of the NFPE programs are designed for creating chance of education for the disadvantaged children. That factor highly motivates the teachers highly towards their job. Majority of the teachers responded that they are involved with this job because of involvement with this noble virtue. Majority of the respondents said that they have good interpersonal relationship with students, community and co-workers. Teachers have also good relationship with supervisors. Again most of the teachers responded that the higher authority of the implementing NGOs do not discriminate among teachers in terms of academic, social and gender issues. All the teachers are treated equally. Regular in service training is provided by the implementing NGOs assuring the quality. Those evidences shows the good strategy for the implementing NGOs to make their teachers satisfied with their job.

Moreover, teachers of NFPE are only dissatisfied with their monthly remuneration and other important facilities. Most of the teachers complained that they have insufficient salary and benefit along with other facilities. Only the teachers of UCEP have the reasonable salary and bonus. Teachers of the rest 4 NGOs do not get proper honorarium and bonus in comparison with their workload. Most of the teachers have to depend on outside income and other person income of the family. They also complained about their workload. Majority of the female teachers complained that they do not get enough time to do their household because they have to stay a long time in the school. Sometimes they have to stay extra time in the school and do the extra task. They have insufficient vacations also. Female teachers do not get proper maternal leave.

While asking the reasons of leaving job to the teachers who want to leave teaching job they showed the above-mentioned reasons. Otherwise, the teachers of NFPE are found overall satisfied with their job.
The particular study was done with the fragrance of the studies conducted by previous scholars and found some similarities and dissimilarities. Therefore the various factors related to satisfaction and dissatisfaction were almost similar to the previous studies.

However the study was conducted into a small area and considered a small amount of sample. That's why the outcome of the study might not generalizable for the larger context but expected to smell the rat for the bigger aspect if the future researchers come forward to do the studies in similar subject matter with larger area and sample frame. The outcome of the study will therefore act as a guideline for the future researchers and the researcher himself to conduct similar studies in larger scale.

Recommendations

The findings depict that the implementing NGOs are in the right track to motivate the NFPE teachers by following different strategy. But, at the same time they should be aware a more to listen the complaints of the teachers to erase dissatisfactory factors from their minds. Regular communication should be taken place with the higher authority of the NGOs and the teachers. Regular hearing should be held between the teachers and the supervisor to know deeply about the teachers' Job satisfaction. However, the researcher recommends some of the effective steps should be taken for improvement of motivation of NFPE teachers. Those are pointed out in the following:

- Teachers problems can be explored through the monitoring activities by the concerned organizations and necessary instant steps should be taken to reduce the tendency of teachers drop out.
- Regular dialogue can be held between the authority and the acting teachers to concern about their salary and benefit, work load, leave, job respect and other dissatisfactory factors and hence resolve these within the capacity of the organization.
- Regular workshop, conference or seminar can be organized with the initiative of authoritative persons of various organization in national and international level to focus on the problems related to dissatisfaction in teaching service so that proper strategies can be explored to take remedies.
- Proper steps can be taken to assure at least hygiene factors and or major motivator related to the teachers' job.

After all authority should discuss regularly about their problems and effective measures should be taken immediately to overcome the problems. However, research related activities should be operated focusing on teacher's job satisfaction and motivation related factors to identify and solve the problems faced by the teachers.

Conclusion

The study found some factors (e.g., insufficient salary, lack of benefits) that made the teachers dissatisfied with their job. However, The NFPE teachers of Dhaka city were found overall satisfied with their job because of warm relationships among the professional groups, constructive academic and administrative supervision, improved and interactive training systems, social position and being respected by the communities, etc. However, many of them were not satisfied with the amount of remuneration which they considered insufficient for having a financially smooth life. Besides, as the study found, the overall benefits are not proportional to the workload, which brings dissatisfaction among them and often force them to leave from the teaching job. This can be considered as a critical threat for the implementing NGOs as they may lose well-trained teachers. It is pretty difficult to recover from such losses and to fill up the gaps. Further investigation about the low remuneration and benefits of NFPE teachers reveal that the NGOs have inadequate budgets for this purpose. Therefore necessary steps should be taken (e.g.- improving the remuneration amount, strengthening the provision for further benefits etc.) to enhance the job satisfaction of the NFPE teachers and to retain the skillful professional in teaching for the betterment of the societies and for the success of the programs.

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A Comparative Study of Children's Abilities in Mathematics Problem-Solving in Pedagogy of Text And Non-Pedagogy of Text-Based Schools of Center for Mass Education in Sciences (CMES)

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Centre for Mass Education in Sciences (CMES) started implementing Pedagogy of Text (PoT) in 70 schools in 2014. A baseline was developed in 2014. This study conducted in June 2015 examined, 17 months later, the adaptation and implementation of PoT in the area of (i) mathematical operation: addition-subtraction and (ii) word problem solving. The research question was: which differences can be observed in language and mathematics performances when teaching traditionally versus when teaching by Pedagogy of Text approach (PoT) after one year and half of teaching? The objective of the mathematics test was to assess the following elements: (i) mathematical operation for addition and subtraction with regrouping and regrouping with zero; (ii) word problem solving involving addition and subtraction. Overall, children from Schools following the Pedagogy of text approach (PoTSch) performed better than children from Schools following the traditional Bangladesh approach (NPoTSch). Large number of children from PoTSch was able to calculate column addition and subtraction, solved addition and subtraction equations and solved word problems compared to a few number of children from NPoTSch. Globally the results show that the type of teaching had influences on language and mathematics performances of children.

Keywords:

Introduction

In Bangladesh, the PoT approach is being implemented in the Centre for Mass Education in Science (CMES) since 2009 in 124 schools under its responsibility. In others schools, traditional ways of teaching exist.

Teaching mathematics in the primary schools of Bangladesh remains very much traditional. Immediately after entering the world of learning, children start to memorize how to pronounce the numbers. At the same time they start copying to learn how to write the numbers. These children are familiar with many objects and they can count the objects in many cases, but this prior knowledge base is not taken into consideration by teachers. The children do the same thing repeatedly without understanding. For example, the children of eight to nine years from working class families have the capacity to go to shop with a hundred taka note and to do shopping. They can easily buy four to five items with this amount and

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can compute the total process. When these same children are given an easier problem to solve, they fail to do so. Rote learning may account for this failure. Thus mathematics becomes a scary subject to the children. Many children know the four principles of arithmetic. But when a problem is given, they become nervous. Sometimes they depend on particular words in order to opt for the appropriate operation. In absence of this word they often fail to do it.

National Curriculum and Textbook Board (NCTB) publishes good textbook which need to be followed by the teachers appropriately. Unfortunately, teachers do not follow the methodologies required for teaching the particular theme of mathematics books. Teaching learning aids are not used in the process of teaching. Moreover, no activity based teaching learning takes place in the classroom. As a result, learning mathematics becomes a burdensome subject to many students.Teachers do not get opportunities of receiving adequate training on teaching mathematics with fun. This situation exists in most of the primary schools of Bangladesh.

Teaching Approaches

Traditional Approach

The majority of *mathematics* primary school's teaching is focused on explaining how to do calculations. The teaching-learning process is also based on children's repetition. Teachers show children operative techniques and give them similar tasks to perform from textbook exercises. Learning these techniques is therefore relatively mechanical. Teachers mostly tell the process of thinking while doing math's exercises or present the process to solve a word problem, explaining his/her way of doing. The children are not invited to create by them self a strategy for calculate or solve problems. Often, learners memorize the mathematical content without understanding them, and so forget them quickly.

Furthermore, conceptualization, which allows them to understand the concepts of the various calculations in their different forms and the links between adding, subtracting, multiplying and dividing are not addressed. For instance, addition and subtraction are taught separately, teachers tend to explain how decimal system works and, in some cases, some children are invited to explain, but the majority of the learners do not have the opportunity to link those abstracts explanations with the representation of the concepts by concrete objects, such us the abacus or by grouping the objects by ten.

The Pedagogy of Text (PoT) Approach

In the PoT approach, pupils must invent their own computation techniques to solve problem situations. In doing so, they deepen their understanding of the importance of number positioning and establish solid foundations to develop flexible and effective calculation methods. Separating the acquisition of numeracy skills and the development of the concept of positioning values, as is done in traditional Bangladeshi schools, is no longer necessary.

Purpose of the Study and Research Questions

To the extent that CMES wishes to measure the value added of the PoT approach, there arises the central question of precisely what results are produced by teaching based on PoT in terms of the development of mathematical abilities of learners.

The purpose of this study is to understand the outcomes of the implementation of a non-traditional approach to mathematics problem sovling on pupil's performance at the middle of the 2nd school year, compared with the performance of pupils exposed only to traditional teaching methods.

Research Questions

Research questions were as follows:

- Are the pupils in 2nd grade mastering the mathematical operation for addition and subtraction of integers and with restraints?
- Are they able to solve problems involving addition and subtraction?

Methodology

Sample

This study examinedthe adaptation and implementation of PoT during 17 monthsin the area of:

(i) Mathematical operation: addition-subtraction ; and
(ii) Problem solving.

This case-control study included 100 pupils of grade II randomly selected in CMES schools. 50 of them are studying in 70 PoT based schools (PoTSch) and the other 50 in 40 non PoT-based schools (NPoTSch).

Average class size in both categories is almost the same. All schools are located in rural areas with a similar socio-economic level. Teachers of both categories have similar educational background.
Stratified Random Sampling was used to ensure representative sampling from six intervention units of CMES units: Suruj, Ranirbandar, Damcura, Vatpara, Gobratali and Deuty. Each of the six CMES units was considered a stratum. The number of sampled pupils included in each stratum (unit) was proportional to the size of the stratum. At the second stage, within each stratum, a proportionate stratified random sample was taken using pupil's gender (for more details see table in p. 9).

Data Collection

All pupils in PoT or non-PoT based schools undertook a mathematics test at the beginning of school year (grade I) in February 2014. The results of the test were used in this study as a baseline to ascertain the participants' mathematics abilities. At that moment, the results were homogeneous for both groups. (cf. table in appendix).

This current study conducted from 15th to 18th June of 2015 aimed at measuring changes in learning outcomes for some of pupils who were at that moment in the middle of grade II.

The Test

On the basis of review of didactic materials and discussion with CMES trainer's team, data collection tools were drafted by the researcher team and EdM Geneva. For mathematics, the test consisted of addition, subtraction and multiplication problems with carrying and without carrying and of three word problem solving involving addition and subtraction.
The data collection tools were pre-tested in two schools supported byAparejeyo Bangladesh with 38 pupils in Dhaka City. Based on the feedback of field test, the tools were revised and finalized by the research team.

The Data Collection Team

The data collection team was composed of a principal investigator and five CMES education team members, all from the core education team and PoT team, having master degrees either in education or

social sciences. In each unit, a team of two data collectors was engaged. The members of data collection team were oriented to the process of data collection by the principal investigator.
Prior to starting the test, the data collectors made efforts to create a friendly environment. They then distributed the questionnaires to the participants and collected them when the time accorded had lapsed. They did not discuss anything with the participants about the questions and answers. The participants were informed that the test would not create any influence on their terminal assessment.

Data Analysis
The aim of the data analysis was to determine whether the scores on the assessment tests (i.e. Mathematics) differed significantly between PoT and non-PoT pupils through comparative analysis and test.

Results in Mathematics

The mathematics test was in Bangla and composed by seven tasks involving adding and subtracting numbers. Tasks demands concerned (cf. Figure 1):

1. To add or subtract two numbers by column using grouping technic (items 3.1 and 3.2);
2. To fulfil the blank of an equation (items 3.3 and 3.4) and
3. To solve three word problems involving additions or subtraction (items 3.5; 3.6 and 3.7).

Figure-1
Mathematics Test's items: Children performances in addition-subtraction

Column additions and subtractions	Fulfilling the blank addition and subtraction equation	Addition and subtraction Word problems
3. Find the solutions: 3.1) 35 + 49 _____ 3.2) 70 - 49 _____	3.3) 65 - … = 33 3.4) 33 + …= 78	3.5) There are 16 boys and 17 girls in Bikash grade (class 2). How many boys and girls are there in that class? 3.6) Moyna had 47 taka. She gave 19 taka to her sister. How much money Moyna has now? 3.7) There are 32 students in Angkur grade (class 1) has 32 students. A 40-seated bus has been rented for picnic. Will everyone be able to seat in the bus? If yes, how many seats will remain empty?

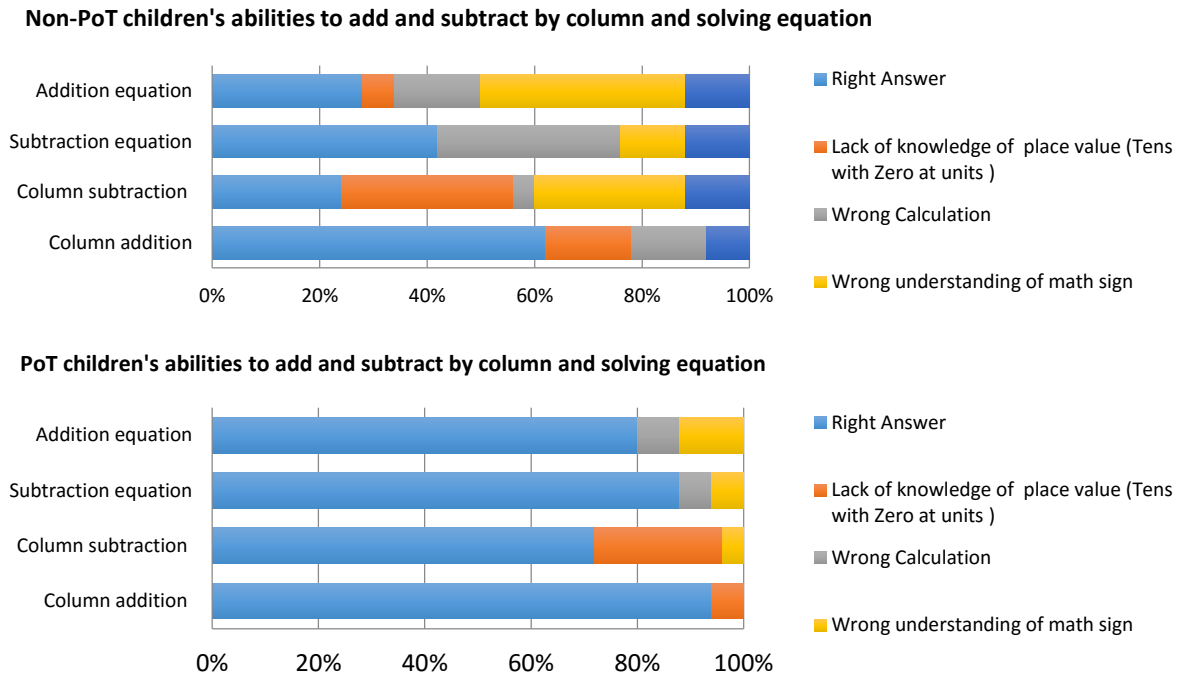
The Figure 2 represents the PoTSch children performances when adding-subtracting by column and solving addition-subtraction equations. In general, PoTSch children performed best than the NPoTSch children.

- The PoTSch group of children performed consistently well compared to the NPoTSch children. The majority of PoTSch children gave the right answer compared to the NPoTSch children. An elevated average (41/50) of PoTSch children added and subtracted satisfactory in the fourth items compared to the average (19/50) of NPoT children.
- In the group of NPoTSch children, systematically more than the half of the group had difficulties to perform as expected.

- Few number of PoTSch children had difficulties to answer correctly compared to the NPoTSch children: In both cases children did wrong calculations, did not used correctly the place value and showed a wrong understood of the math sign.
- All PoT children answered the forth items compared to the non-response to each item of some NPoT children (4 did not answer to the addition by column item, 6 to the subtraction by column, 6 to the subtraction equation and 6 to the addition equation).

Figure-2

Pot and Non PoT children's abilities to add and subtract by column and by solving equations



Children's Performances in Solving Word Problems:

Each problem implies a different mathematical thinking:

1. *Part-Part whole.* Problem 3.5) task implies to be able to add two parts (number of boys and number of girls) to find a whole (total number of boys and girls) by adding two parts.

2. *Separation*. Problem 3.6) task implies to be able to separate from the total (47 Mona's taka) a part (giving 19 taka to the sister) and find the other part.

3. *Separation two questions*. Problem 3.7) task implies to be able to answer two questions, if all 32 students will have their place in a bus of 40 seated and to find the number of empty places by founding the difference between number of students to be seated in the bus and the number of bus seats.

Figure 3 illustrates children's performances to solve addition and subtraction word problems.

- A significant number of PoTSch children were able to solve the problems compared to the NPoTSch children. 46 PoTSch children found correctly the total number of boys and girls, only 20

NPoTSch children did. 42 PoTSch children found the amount of taka left to Moyna, only 18 Non PoTSch found it. 35 PoTSch children found the number of empty bus seats, only 12 of NPoTSch did.

- More of 70 % of PoTSch children were able to find the right operation, calculated as expected, gave the correct numerical answer and wrote an explanation compared to less than 15% of the NPoTSch.

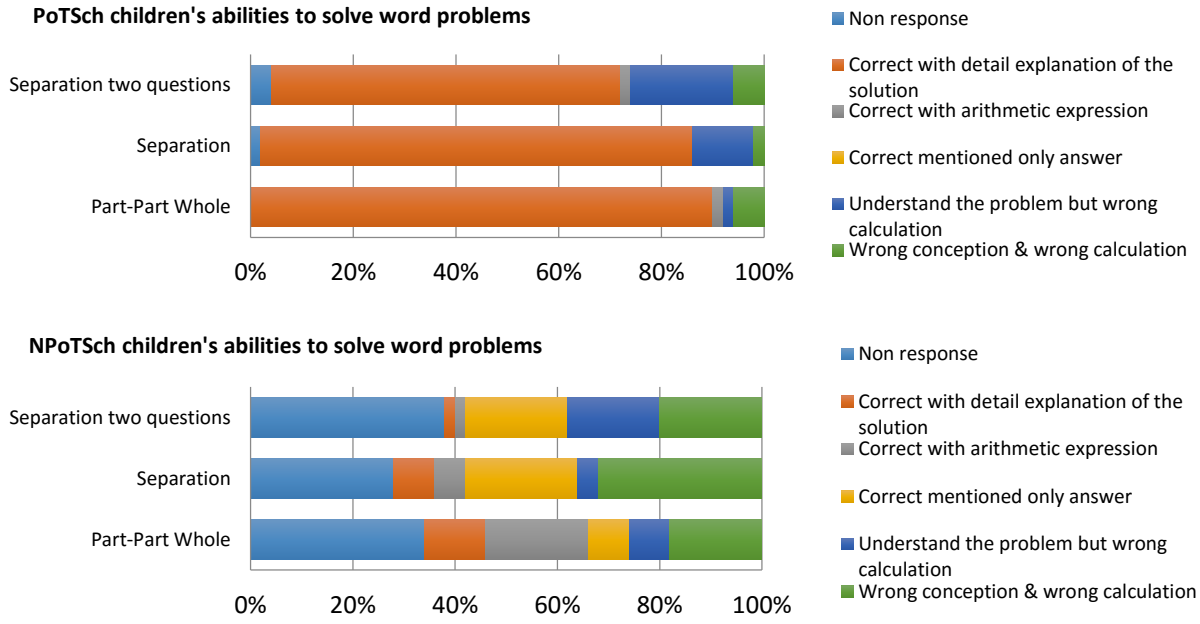
- Similar number of PoTSch children and NPoTSch children understood the problem but did wrong calculation

- Only few number of PoTSch children (3 for Part-Part Whole, 1 for Separation and 3 for separation with two questions) had a wrong conception and calculation compared to the NPoTSch children (9 for Part-Part Whole, 16 for Separation and 10 for separation with two questions).

- Few number of PoTSch children did not give a response (1 for separation problem and 2 for separation two questions) compared to an elevated number of NPoTSch children (17 for Part-Part Whole problem, 14 for separation and 19 for separation two question problem).

Figure-3

Potsch and Npotschchildren's Abilities to Solve Word Problems



Conclusion

Generally, the results demonstrate that the type of teaching to which the pupils are exposed influences their school performances to a great extent.

The better performance in Mathematics can be explained because in the PoT approach to teach and learn Mathematics, students must invent their own computation techniques to solve problem situations. In doing so, they deepen their understanding of the importance of number positioning and establish solid

foundations to develop flexible and effective calculation methods. Separating the acquisition of numeracy skills and the development of the concept of positioning values, as is done in traditional Bangladeshi schools, is no longer necessary.

For example, teachers following PoT approach find it essential to teach for a good understanding of decimal system in order to consolidate children's understanding to add and subtract with regrouping. In PoT schools, children work mostly in groups and use teaching aids/materials/visual models, following the important role of semiotic mediation in learning mathematics (Wood, 2001). Pupils are invited to do math and find the strategies to solve the word problems by themselves. Because of group work, pupils in difficulty get the support of the better students of the group. Addition and subtraction are taught in an integrated way in order to relate one to another.

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Appendices

Table-1

Variable for the sample

	PoT		Non-PoT	
		%		%
Gender				
Boys	22	44	21	42
Girls	28	56	29	58
Mother's education				
No education	25	50	41	82
Incomplete primary	8	16	1	2
Completed primary +	13	26	3	6
Completed JSE +	4	8	5	10
Father's education				
No education	28	56	42	84
Incomplete primary	4	8	1	2
Completed primary +	11	22	2	4
Completed JSE +	7	14	5	10
Father's income	4995.74 (BDT)		6014 (BDT)	
Mother's income	517.00 (BDT)		865(BDT)	

Table-2
Variables used in the analysis

Dependent variables	Level of measure and sources	Independents variable	Control variable
Mathematical operations results	Mathematical operations test	Teaching approach	Age, gender, prior academic experience, parental occupation, parental education, father's and mother's income, etc.
Problem-solving results	Problem-solving test		

Table-3
Results in the basic line (January 2014)

	PoT (%)	Non-PoT(%)	*P*-value
Addition	64.597	70.711	0.104
Subtraction	54.856	61.983	0.021
Problem-solving	38.065	43.02	0.004

Papers on the Theme

Pedagogy of Secondary & Higher Secondary Education

Comparative Study between the Present and Previous English Text of Higher Secondary Level

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To cope with the progressively more globalized world, having global literacy skills namely proficiency in technology and English is a must. Like many other countries in the world, Bangladesh is also struggling to ensure the adequate equipments of global literacy skills for her people (Chaudhury, 2009). New approaches such as Communicative Language Teaching (CLT) have been being in action here since 1996 (Mazumder, 2011) and to support the new syllabus new text book was designed focusing on all the four skills of English. Giving importance to English teaching at the Higher Secondary level based on the development of learners' four language skills of speaking, listenin, reading and writing English For Today (EFT) for XI-XII was designed centrally by the government of Bangladesh and PFID of the UK government in 2001(Uddin in Sahidullah et al, 2001: III). But, there is a clear conflict between the testing and text of this version of EFT text (Akter, 2015). However, in July 2015 new version of EFT text was published by National Curriculum Text Book Board (NCTB). Paul (in Mustain et al, 2015:III) mentioned communicative approaches as the mode of teaching and again he asserted that learners' four skills (reading, writing, speaking and listening) will be developed by following this text. So, there is no basic difference between the objectives of these two texts (present and previous version of EFT text). Now, this study is an endeavor to compare these two versions of EFT texts in terms of objectives and approaches prescribed by NCTB for following them. This study will also include different valuable opinions of English language teachers to focus the feasibilities of the texts in following the objectives of these texts.

Keywords: *English for Today, higher secondary level, CLT, NCTB.*

Introduction

English language enjoys the prestige of being global language and so, dramatically, the number of the users of English as a second or foreign language in periphery-English country is increasing (Phillipson, 1992). Bangladesh has been struggling to set a standard for teaching and learning English as a foreign language since its independence for her people's interest. In connection with teaching and learning of English in Bangladesh, there have been many policy changes (Ara, 2009). New methods and approaches were included and changes in text book were also brought time to time. Inclusion of Communicative Language Teaching (CLT) approaches to language teaching/leaning situation was the major change and to support this teaching approaches new series of English text book namely, English For Today (EFT) was also introduced (Mazumder, 2011). The government of Bangladesh and PFID of the UK government designed English For Today (EFT) for XI-XII in 2001 focusing on the development of learners' four English language skills- speaking, listening and reading and writing (Uddin in Sahidullah et al, 2001: III). The Result of the Higher Secondary Level students for few years is also satisfactory. But, shockingly even after successful completion of Higher Secondary level, our students hardly achieve good command over all the four skills

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of English and as a result, when the students come to the undergrad level they face many problems (Abedin, 2009, Ara, 2009). In such a situation, recently in 2015, new version of EFT book has been published by National Curriculum and Text book Board (NCTB) for the same level. Both the versions of EFT for XI-XII have clearly mentioned objectives and approaches of teaching English language. Now, the question that has to be addressed is: to what extent the present text is more effective than the previous one in developing the four skills of English following the objective and teaching approaches mentioned in the two texts?

Purpose of the Study

This study is an attempt to compare the two versions of EFT texts focusing on their objectives and prescribed approaches mentioned in the texts. This is also an attempt to find out the practicability of using these two texts in developing the four English skills of learners of the Higher Secondary Level.

Literature Review

CLT Approach and Its Features

Brown (1994: 226) defines CLT as, "Communicative Language Teaching – teaching second languages for the ultimate goal of communication with other speakers of the second language. Such a focus has centered on speaking and listening skills, on writing for specific purposes, and on 'authentic' reading texts". According to Hymes (1971), CLT is a way for communicating the basic idea of which is 'communicative competence' which refers to the ability of learners to use the language in real life context. Tomlison (1989: viii) defines the term 'communicative competence' as the capability of using a language successfully for communication.

CLT is inclined to assist the learners to use the language in real social context. Richards and Rodgers (2001:159) state that CLT gives importance to the realistic use of the target language. In this regard, Siddique (2004:16) says, "the principles of CLT emphasize the issues of teaching language in a way that is systematically possible, feasible, and culturally appropriate, concurs and provides functional or genuine language". Harmer (2001:84) says:

> The communicative approach or CLT is the name which was given to a set of beliefs which included not only a re-examination of what aspects of language to teach, but also a shift in emphasis on how to teach. The 'what to teach' aspect of the communicative approach stressed the significance of language functions rather than focusing solely on grammar and vocabulary.

Piepho (1981:8) mentions some levels of objectives in the CLT approach as:

1. an integrative and content level(language as a means of expression)
2. a linguistic and instrumental level (language as a semiotic system and an object of learning)
3. an effective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about oneself and others)
4. a level of individual learning needs (remedial learning based on error analysis)
5. a general educational level of extra-linguistic goals.(p. 8)

Definition of Some Relevant Terms

Goal and objective of a syllabus is considered by many scholars as synonymous. Both are concerned with the motto of an educational journey. Oliva (2009) comes up with four terms-'curriculum goal', 'curriculum objective', 'instructional goal' and 'instructional objective' focusing on the motto of journey of any educational program. She explains the terms as:

> An instructional goal is a statement of performance expected of each student in a class, phrased in general terms without criteria of achievement…An instructional goal is a statement of to be demonstrated by each student in the class, derived from an instructional goal and phrased in measurable and observable terms. Oliva (2009: 310)

A curriculum goal is a purpose or end stated in general terms without criteria of achievement. Curriculum planners wish students to accomplish the goal as a result of exposure to segments or all of a program of a particular school or school system…(Oliva, 2009: 214)

A curriculum objective is a purpose or end stated in specific, measurable terms. Curriculum planners with students to accomplish it as a result of exposure to segments or all of a program of the particular school or school system…(Oliva, 2009: 216)

Oliva (2009: 460-461) says that a syllabus which is an outline of topics to be covered in a single course or grade level is also called a curriculum guide or a course study should clearly address the following issues:

1. Title or topic of the guide
2. Instructional goals
3. Instructional objectives
4. Learning activities
5. Evaluation techniques resources

It is very important to set the goal/objective before starting of the journey of teaching and learning. Typically, a objective is set in the syllabus before the application of the content of it and as a result, before teaching/ learning both the teachers and the learners get clear idea about the motto of their educational journey. Realizing the truth Nunan says:

> Certain approaches to syllabus design begin, not with a need assessment or a statement of goals and objectives, but with lists of classroom tasks. As we saw, there can be problems with this approach: it is often difficult to see how the classroom tasks are related to learners' purposes, and the lists themselves may remain just that, unco-ordinated lists of tasks. The advantage of having a restricted set of goal statements is that it can provide a degree of coherence which may otherwise be lacking. It also enables the syllabus planner to link classroom tasks to the real-world uses to which learners might wish to put their second language skills. (Nunan, 1988:98)

There should be a clear connection or congruity between the goal/objective, contents and testing system because otherwise the learners may not be motivated to learn the texts. Giving emphasis on this aspect of successful teaching and learning Nunan (1988:96) says:

> We examined the desirability of relating classroom activities to syllabus goals and objectives so that courses and programmes derived from such syllabuses have an overall coherence of purpose. Failure to provide links between goals, content and learning

> activities can lead to a situation in which the desired outcomes of a programme are contradicted at the classroom level.

Nunan (1988: 70) shows the distinction between real-world objective and pedagogic objective as, "a real-world objective describes a task which learners might with to carry out outside the classroom, while a pedagogic objective is one which describes a task which the learner might be required to carry out inside the classroom." Nunan (1988: 70) further gives emphasis between 'product-oriented' approach and 'process-oriented' approach and says, "the form that the objective takes will reveal the attitude of the syllabus designer to the nature of language and language learning." According to Nunan (1988: 70), in 'product-oriented' approach the focus is on the learning out come and in 'process-oriented' approach the emphasis is on the process of learning. The CLT approach is based on basically this 'process-oriented' approach.

Activities of Text and Testing

Tomlison (1998:IX) defines a text book as something which supplies the core material for a course and further says:

> It aims at to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. Such a book usually includes word on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking.

Effective teaching materials or text is a must for teaching and learning of English and so selection of text book for English as Second Language (ESL) classroom is very important. In this regard, Garinger (2002) says that in order to evaluate the quality of a text book's different activities our key questions should be addressed:

1. Do the questions and the activities of the textbook contribute to learners' language acquisition?
2. Are the Exercises balanced in their format, containing both control and free practice?
3. Are the exercises progressive as the students move through the textbook?
4. Are the exercises varied and challenging?

About text activities Hossain (2010:113) says that students should be given enough opportunities through different types of activities for practicing and thereby developing their knowledge of language and there should be a balance between the activities based on 'controlled exercise' and 'free practice'. According to Hossain (2010:113) 'controlled exercises' are those very tasks that involve a single answer, on the other hand, 'free practice exercises' are those tasks which demand the involvement of the students' creativity and knowledge. Cunningsworth (1995:117) advocates for the inclusion of activities which will be based on realistic situation. On the other hand, Harmer (2001:16-17) comes up with the idea that the activities of the text should aim at the development of the learners' all the four skills of English. About the activities of text book Jacobs and Ball (1996:99-101) say in favor of the activities which encourage the learners to go through them grasping the meaning and only then as a matter of fact, the learners will be able to involve themselves in experiencing the language.

Testing/evaluation is very important to evaluate learners' competency level and at the same time in the form of grade when the learners get the result, they can get overall idea about their position or development of language. Giving emphasis on the interrelationship between test and testing Harrison (1983:1) says, "A test is seen as a natural extension of classroom work, providing teacher and student

with useful information that can serve each as a basis for improvement. The usefulness of the information derived from a test will depend upon the amount of care that is taken in its preparation." On the other hand, Hughes (1989: 4) says that 'testing' is a dependable measure of language ability. He (1989: 4) further adds:

> Within teaching system, too, so long as it is thought appropriate for individuals to be given a statement of what they have achieved in a second or foreign language, tests of some kind or another will be needed in order to provide information about the achievement of the group of learners, without which it is difficult to see how rational educational decision can be made…we have to recognize the need for a common yard stick, which tests provide, in order to make meaningful comparison.

Introduction of the CLT Approaches and EFT Text Book in Bangladesh

Grammar Translation Method (GTM) was operational in ELT class for many years in Bangladesh but it was the demand of time to start a new approach like CLT applying the principles of which in the class, learners' four skills of English can be developed (Abedin, 2012: 2-3). In Bangladesh, focusing on all the four skills of English, the CLT approaches was included in the curriculum at the Higher Secondary level with a new series of communicative language book, 'English For Today' (EFT) in 2001 (Siddique, 2004: 15).

For the effective teaching and learning process in our context, EFT text series for the Secondary and the Higher Secondary classes are centrally produced and are used for the entire country's students of these two levels (Hossain, 2010:111). EFT text is designed in a way that the development of all the four skills of English gets equal importance and successful completion of the text ensures students' development of communicative competence. In this regard, Sahidullah et al, and 2001:33) say that EFT text is exactly designed to help the learners develop communicative competence by practicing and experiencing the language in different communicative environment. About the activities of EFT, Hossain (2010: 112) says,

> The book provides the learners with a variety of materials such as reading texts, dialogues, pictures, diagrams, tasks and activities. Using these materials learners can practice all four basic language skills: listening, speaking, reading and writing. They can actively participate in pair or group or individual work.

Hossain (2010:111) again says that our learners are learning English language using EFT text but after the completion of the text at different levels, the students are not achieving desired or expected proficiency in all the four skills of English and so it becomes necessary to address the problem and analyze the text considering the theoretical development. Mazumder (2011:4) says that it is a matter of regret that the students in Bangladesh even after finishing learning English for 10-12 years cannot communicate in English in real life situations and after the inclusion of CLT in the syllabus 12 years have passed but students have not yet achieved their long cherished communicative competence in English. On the other hand, Ara (2009) is also dissatisfied with the overall teaching learning situation following the new series of 'English for Today':

> Although the government introduced a new curriculum of English for all levels of education in order to meet the demand of the modern days, no proper care, supervision and follow-up have been carried out to assess the curriculum. So, although English textbooks have been changed to develop functional and communicative English, the condition of English teaching and learning is not satisfactory yet… Ara (2009: 11)

What Ara (2009) most worried about is this text based present learning and teaching is frustratingly unable to develop learners' writing skills which is, according to her, the most important of all the skills the learners are ultimately assessed through writing in the examination.

Method

This is a qualitative research. This small scale study is divided into three sections. Firstly, the analysis of the two versions of EFT texts (for XI-XII) in terms of different types of text activities was done. The findings from the analysis of these two texts were tabulated. The objectives and approaches to follow the activities of the two texts and marks distribution by NCTB were also documented in this phase. Secondly, Focus Group Discussion (FGD) among the teachers and then tabulating of the findings were done. Thirdly, all the data collected from the texts analysis, marks distribution and FGD were discussed.

Participants: Two colleges of Dhaka city were selected. From each college, 5 English teachers were selected. Total number of teachers was 10. Convenient sampling appraoch was chosen for selecting the participants.

Survey Instrument: The topic, "The effectiveness of the present and previous EFT texts in following the approaches and objective mentioned in the texts" was prepared for FGD among the teachers. EFT book's two versions (level XI-XII) were used and marks distribution for English paper I of Higher Secondary level for the two EFT texts was also used. Voice recorder was used to record the FGD session.

Data Collection Procedure: Data was collected using qualitative tools. Firstly, two versions of EFT books of the concerned level and syllabus of Higher Secondary level were analyzed. Secondly, data was collected through FGD among the teachers.

Findings

Data Collected from Book Analysis and Marks Distribution for Both the Texts

In both the texts there are different types of activities, some are controlled exercises for example 'filling the gaps', 'multiple choice', 'true/false' etc whereas some others are free practice like 'creative writing', 'oral discussion', 'planning' etc. Two lists of different types of activities found from the present and previous EFT books analysis were tabulated in Table 1 and Table 2

Table-1

Analysis of the Activities of EFT text (for XI- XII 2001)

Activities		
1. Multiple choice	9. Rearrange	17. Role play
2. True/False	10. Flow chart	18. Making wall poster
3.Filling in the gaps with clue	11. Paragraph writing	19. Planning
4.Filling in the gaps without clue	12.Writing-based on Argument or other type	20.Thinking and expressing something orally.
5. Question/Answer	13Guessing	21. Picture depicting
6. Table	14. Matching	22. Question making
7. Summary	15. Sentence making	23. Identifying
8.List making	16. Dialogue	24. Idea Sharing

Analyzing the two texts, it was found that all the activities set in the text, are to be practiced by the learners either individually or in group or in pairs. In the entire previous EFT text (consists of 24 units) 270 activities are mentioned for pair work and 42 activities are for small group work and the rest activities are for doing individually. On the other hand, in the present EFT text (consists of 15 units) 32 activities are for practice in pair and 38 activities are for practice in group.

Table-2

Analysis of the Activities of EFT text (for XI- XII 2015)

1. Multiple choice	11. Idea sharing	21. identifying
2. True/False	12. Rearrange	22.Elaborating ideas
3.Filling in the gaps with clue	13. Flow chart	23. Role play
4.Filling in the gaps without clue	14. Paragraph writing	24. Making wall poster
5. Question/Answer	15. Essay/ Composition / Article Writing	25. Planning
6. Table completing	16.Guessing general theme	26.Thinking and expressing something orally /Narrating Event
7. Summary	17. Matching Column / words	27. Project Work
8.List making	18. Sentence making	28. Completing sentence
9.Word meaning/Finding antonym and synonym	19. Dialogue	29. Finding similarities and dissimilarities
10. Question making	20. Information transfer	33.Picture depicting

Table-3

Distribution of Marks Paper I (for EFT Text previous version)

Content	Marks
a. Seen Comprehension: Objective Questions (Types of Objective questions: a. multiple choice, b. true/false, c. fill in the gaps with clues, d. information transfer, e. making sentences from substitution tables, f. matching phrases/ pictures etc) More Free/Open questions (More free: g. open-ended, h. filling in the gaps without clues, i. summarizing, j. making notes, k, re-writing in a different form.)	20 20
Vocabulary Close test with clues Close test without clues	20 10 10
Guided Writing (Guided Writing: a. producing sentences from substitution tables, b. reordering sentences, and answering questions in a paragraph)	40
Total = 100 Marks	

(*Ucca Madthamic certificate Parikher Patha Shuchi 2013*, 61-62

Table-4
Distribution of Marks Paper I (For EFT text 2016)

	Total marks	Test items	Notes
Reading	60	PART I 01. SEEN PASSAGE a. MCQ (guessing meaning from context) 05 b. Comprehension questions 10 02. SEEN PASSAGE Information transfer/Flow chart 10 03. SEEN PASSAGE/POEM Summarizing 10 04.Cloze test with clues 05 05. Cloze test without clues 10 06.Rearrange 10	Text material to be selected from the (English For Today) Textbook
Writing	40	PART II 07. Writing paragraph answering questions 10 08. Completing a story 07 09. Writing informal letters/e-mail 05 10. Analyzing maps/graphs/charts 10 11. Appreciating short stories/poems (identifying the theme) 08	

(*Ucca Madthamic certificate Parikher Patha Shuchi 2015*, 2013:61-62)

In the previous syllabus for EFT Text, 40 marks were for writing and 60 for objective, free/ open question and vocabulary. On the other hand, for the present EFT text 40 marks are for evaluation writing and 60 for reading in such items as MCQ, information transfer, flow chart etc.

The Objective and Approaches of EFT Text 2015 and EFT Text 2001
The objective and approaches of both the present and previous version of EFT Texts are identical:

> This book is based on the principle that has guided the writing of the *English For Today* books from class 6 onwards-the principle of learning a language by actually practicing it. This practice, which is carried out through the four language skills of speaking, listening, reading and writing, usually in an interactive mode, underlies the communicative approach to language learning.
>
> As the focus is on the communicative functions of language, the main aim of the Textbook is to provide ample opportunities for students to use English for a variety of purposes in interesting situations. (Paul in Mustain et al 2015: III), (Uddin in Sahidullah, 2001:III)

Table-5
Findings from the teachers' FGD session

No.	Response
1.	Inclusion of course objective and approaches clearly
2.	Objectives and approaches- same in both the texts
3.	Perfection of CLT approaches in teaching the four skills
4.	Both the texts having similar and some identical activities
5.	Not enough option for practicing listening
6.	Texts' activities not enough for the development of four skills of English
7.	Teachers not focusing on the activities of the texts
8.	Gap between the texts' activities and evaluation items
9.	Teachers' using of medium of instruction
10.	Learning outcome-teachers' and learners' main concern
11.	Problems with some reading passages in both the texts
12.	Only difference lying in the size of the texts and cover pages
13.	Disproportionate frequency of different skills based activities in both the texts
14.	Vocabulary list in each lesson in the previous version but not in the present one

Findings from Teachers' FGD Session

All the teachers said that the course objective and approaches are clearly mentioned in the prefaces of both the texts. All the teachers were unanimous regarding the fact that CLT was the perfect approach of teaching English language the students since the development of communicative competence of the learners was the ultimate objective of the course. They shared that both the texts have similar type of activities focusing on the development of the various skills of English language but there is hardly any activity for the development of learners' listening skills in the texts. But, surprisingly the teachers mentioned that they usually did not give emphasis on the practice of all the activities in the class. The teachers mentioned that since in the evaluation process there was no scope or option for the evaluation of learners' speaking and listening skills, the students were not interested to practice these two skill based activities.

The teachers here brought to light some real scenario in making the students practice different skills based activities from the two texts. They mentioned that they had limited time to complete the syllabus and prepare the students for the good results in the examination. The teachers also shared that they were always under pressure from the authority of institution for these two issues. So, teachers in connection with their attempts to make the students come up with good result in the examination gave emphasis on those activities from the two texts which got connection with the evaluation items. The teachers said that they were not asked for the development of students' communicative competence in terms of speaking and listening. All the teachers held that point that if the learners were evaluated on the basis of speaking and listening skills, they would have the motivation to practice all the activities based on different skills.

According to the teachers, some reading passages of the present and previous EFT texts were not appropriate for the students of Higher Secondary level. The teachers also shared that this problem with the previous text was not as much acute as it is with the present text. For example, the teachers mentioned that in the previous text, they found the reading passage of Unit-20 Lesson-9 entitled, 'The importance of money' as problematic. On the other hand, in the present EFT text, the teachers found

problems with a good number the reading passages and poems. For example, they mentioned the passages of Unit-2 Lesson-4 entitled, "My Brother, the Traffic Policeman", Unit-10 Lesson-1 entitled "What is a Dream", Unit-10 Lesson-2 entitled Dream Poems, Unit-14 Lesson-1 entitled, "What is Beauty" ,Unit-15 Lesson-2 entitled "Arriving in the Orient", Unit-15 Lesson-3 entitled, "Imaginary Travel" and Unit-15 Lesson-4 entitled, "The Wonders of Vilayet" etc. They shared that some of the passages of the present text were just copied and pasted from internet without any editing. The teachers thought that the reading passages from the internet should have been edited so that out students could grasp the meaning easily.

The teachers shared that different skill based activities are disproportionately presented in both the EFT texts. For example, they mentioned that in the entire previous EFT text, only once there was the option for the practice of 'Rearrange' which carried 14 marks whereas in the present EFT text only once the learners got chance to practice 'Information transfer', 'Flow-chart' and 'Graph description' and all of these questions carry 10 marks each in the evaluation process. They further said that in the present evaluation process there was no item on 'True/False but in the present text, several times the students got it and in the same way, some activities got much focus whereas the some other did not get proportionately.

The teachers shared that the previous EFT text was bigger in terms of units and lesson than the present one and both the texts' covers are also different. One of the remarkable change between the texts is inclusion of a vocabulary list in all the lessons of all the units of the previous version EFT text and such vocabulary list is absent in the present EFT text.

Discussion

From the analysis of both the texts; it becomes clear that the curriculum objectives of both the texts are identical. There are enough activities for the practice and development of communicative competence of the learners. But, in the previous EFT text, each chapter has some objective (Instructional objective) documented at the very beginning of any lesson and this instructional objective is absent in present EFT text. Sometimes, what happens students are motivated by the short-term objective based activities. So, in the present text, this important part may be included. Previous EFT text's vocabulary table of each lesson is also appreciable.

From the analysis of both the EFT texts of the Higher Secondary level and the marks distribution of the evaluation process, it has been found that there is certain gap between the text activities and testing items. The activities of the texts are designed to help the learners develop their communicative competence. In the text activities, there is enough scope for the students to practice 'controlled exercises' and 'free practices'. 312 times students are supposed to be asked by the teachers to practice in pairs or in group following the previous book. On the other hand, 70 times the students are supposed to work either in group or in pair following the present EFT text. Through these group work based activities, there is scope for practicing discussion, expressing or sharing their ideas orally and so, by the practice of these activities the students can develop their listening skills in the classroom where the learners get controlled environment to be corrected. On the other hand, in the evaluation part, there is huge scope for the learners to test their reading and writing skills and no room at all for the learners to test their listening and speaking skills (marks distribution table 3 and table 4). So, there is clear incongruity between the text activities and the evaluation process at the Higher Secondary level and this incongruity acts as a bar in learners' way of motivation to practice all the activities of EFT texts. The teachers shared that there was not enough scope for the development of learners' listening skills in both the texts but when learners will practice speaking skills development activities they will also get the opportunity to listen to English.

Reading passages should be such that will generate interest among the learners to read more. The reading passage of Unit 10 Lesson-1, of the present EFT text entitled, "What is Dream" basically deals with Freud's theory of dream. Hardly the learners can hold interest in such theories. Besides, there are some poems from the tertiary level syllabuses of different university in the present EFT text in Unit-10 Lesson-2, Unit-12 Lesson 4, and Unit-14 Lesson-1. For the learners of Higher Secondary level, it becomes really difficult to understand them and come up with appreciation of those poems which is one of the test items. In the previous EFT text's Unit 20, Lesson 9 contains a reading passage entitled, 'The importance of money' which is a long passage consisting of two sentences. Among these two sentences, the first sentence is of reasonable length but the second sentence consists of 25 lines. So, this sort of passage is very difficult for students of this level to understand.

Concluding Theme

Though CLT is the set approaches in the curriculum for English teaching at the Higher Secondary level and both the EFT texts are adequately designed including real life context based activities, students are not achieving communicative competence developing all the four skills of English. It is just because of the gap or incongruity between the text and the testing process. If in the evaluation process, there were the option for the evaluation of students' four skills of English then both the groups - the teachers and the students would take special care for the development of all the four skills. Both the groups (the teachers and the students) are concerned with the result and consequently they give importance to the development of writing and reading skills. Here, the curriculum objective is to make the learners communicatively competent but ignoring even the instructional objective, the teachers only go for the development of two skills-reading and writing only. So, the problem lies in the evaluation process. As a matter of fact, there is clear documentation of approaches and objective but not full reflection of the objective in the evaluation, as a result the teachers and the learners are not following the activities of the texts. So, only changing covers and reducing text size will not bring success for the learners or make the learners communicatively competent. There should be some room in the evaluation process for speaking and listening skills based items. For better understanding of reading passages, learners' schemata should be active at the time of reading and the reading passages which have connection with learners' background knowledge can help learners understand well (Abedin et al, 2009). So, reading passages or any poem for reading should be such which will facilitate the development of learners' reading skill.

Recommendation

Based on the findings from analysis of the two EFT (present and previous) texts and the FGD session with the teachers some recommendations have been given below:

1. The curriculum developers should take special care to design the different items of the evaluation process focusing on the objective of curriculum objective.
2. There should be a change in the evaluation process so that the learners may be encouraged to develop their speaking and listening skills. So, there should be some evaluation of learners' speaking and listening skills.
3. Reading passages should be selected carefully concentrating on the need, interest and background of the learners for the smooth development of learners' reading skills.
4. The teachers can at least introduce some selected activities for the development of students' speaking and listening skills and after regular interval they can ask for feedback.
5. The frequency of Activities should be presented proportionately.
6. There is no alternative to motivation in this regard and so the teachers can make the students aware about the importance of listening and speaking skills and suggest them to practice English

speaking wherever and whenever they find it convenient and even at home they can enjoy English cartoon and movie for their development of skills.

7. Teachers can deliver their lecture in English and make the learners practice some speaking skills based activities since through the process of conversation the learners will get chance to listen to English.
8. Some marks should be allotted for class participation and by this way learners' presence in the class can be ensured.
9. Training of the teachers should also be ensured to apply the present approaches in the classroom.

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Improving Quality of Teaching Mathematics in Higher Secondary level: An Approach to Create Creative Sense in Mathematics

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The importance of Pure Mathematics is increasing day by day with the extension of Applied Mathematics in various sectors of innovation and technology. The governing equation of Applied Mathematics solely depends on the theory of Pure Mathematics. Changes and transformation of governing equation creates new effects on the application of Applied Mathematics and new modified results are found. Therefore, creative sense and its analysis of basic Mathematics play a vital role in Applied Mathematics. In this context, Mathematics should be creative and explainable for being interesting. Most of the young researchers teach basic Pure Mathematics theory in Higher Secondary level, whose application and extension can be shown in the next level, i.e. undergraduate level. For developing creative sense in Pure Mathematics among teenagers, it is necessary to explain and analyze by showing them the basic mechanism behind the theory. We see that many of the young teenagers feel interest in Mathematics in Higher Secondary level, but they lose it after that. In this research, we try to identify the limitations of teaching Mathematics in this level and propose an effective approach to improve the techniques of teaching Mathematics for developing creative sense in the young learners in Higher Secondary level. We also present the way to encourage the young learners about the basic and Pure Mathematics and present interesting facts of Mathematics to improve their sense of creative thinking as well as quality of teaching Mathematics.

Keywords: *Pure Mathematics, higher secondary level, creative sense.*

Introduction

Quality education depends on planned curriculum, qualified teachers and favorable environment. To be a qualified teacher one needs

(i) accurate subject knowledge

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(ii) knowledge and efficiency in education science
(iii) mentality of teaching .

Among main three levels of education system of Bangladesh, Higher secondary level is very much important because it can produce human resource making good researcher which turn into economic development of the country. But secondary education is the weakest link in the education chain of Bangladesh whose effect followed in Higher Secondary level especially in Mathematics subject. In order to overcome this problem more practical and use a group of well trained teachers are badly needed. There are 14 Government and 85 govt. Teachers training colleges there are many problems in Bangladesh. But they are in many these colleges. Many of them have rented buildings for their academic activities. Trained teachers, books in library, science materials, transparency and accountability, management are not sufficient. For these qualities of training in teachers training colleges has decreased. But without trained teachers we can not ensure quality education in secondary level of education in Bangladesh. Specially the subject like Mathematics it is solely needed for creating creative sense among teenagers.

Objective of the Study

- To Know the trend of science student in mathematics i.e., in pure mathematics or, applied mathematics.
- To know what the student want to know from mathematics for their future plan.
- How to increase interest in mathematics in Higher Secondary level in Bangladesh.
- To identify the weakness of creative mathematics for Higher Secondary Level in Bangladesh.
- To encourage students by presenting realistic picture of necessity of mathematics education creating creative sense.
- To give recommendations for upgrading the existing creative method.

Scope of the Study

The importance of Creative mathematics is sole important for the developing country like Bangladesh. With the extension of science technology, country requires the creative vision to introduce new technology and innovation. However, the numbers of science students in the country are decreasing day by day. One of main fact behind this, students do not realize how they would apply their science knowledge in the up growing business world because of their darkness of creative sense. Only the creative mind and creative vision can change their behavior about the science. The best time for creating this sense is the higher secondary level. It is the root time for mind setting of the young students who are going the vast knowledge of university where plenty of opportunities are waiting for this young mind setting student. Most of the student of our country has fare about mathematics so they deny taking mathematics in higher secondary level. Consequent of these, they could not able to take course like Mathematics, Physics, Chemistry or others Mathematics related subject in their graduate level. Therefore, they try to change their background from science to business or other. In this situation it is urgently needed to create creative sense to the mind of the students by making mathematics more attractive. Only the creative method can plays an important role in this case. If the student can realize pure mathematics by analyzing total fact, calculation and explanation; able to apply that knowledge in the real field then they will get interest on the subject. With this, they have to inform broadly about the importance and scope of using mathematics in the real world. In the fact, making pure mathematics more explainable and interesting and using it in field of science as applied mathematics could be effective.

Research Method

In this section, we describe the framework for analysis, including the specific features of data collection and question posed. We gathered the primary data from group and individual questionnaire with the 2000 students of Notre Dame College, Dhaka who are coming from different districts of Bangladesh. These collections of students have trends of studying in science background in their graduate level. Also the fact these students has different family background from poor to rich. Many of them have strong commitment for becoming a good researcher in their future plan. We also try to gathers some science teacher's opinion in our research. In our research the present trends of science students on mathematics, their opinion and what they wants from our new creative method . Finally, our recommendation and teachers opinion about the mathematics syllabus in Higher Secondary level also include on the paper.

Limitations of the Study

Due to scope, reputed organizational limitation, we were not able to make the study much informative, resourceful, elaborate and analytical; In future the research will more informative, resourceful, elaborate and analytic. We are trying to gather more students and institutions from the whole Bangladesh including urban and villages. Besides these, the research presents the result that is very similar to the available research in this field. The main limitations:

1. The research only includes Higher Secondary Students.
2. Very few students and teachers are taken to account.
3. Guardian and social views are ignored in some cases.
4. Research should include more teachers and curriculum specialist.

Education in Bangladesh

Bangladesh is a populous low-income county with a relatively young population and low literacy rates. Recent estimates for the population ages over 11 years put female literacy rates st 35.6 percent as opposed to 47.6 percent for males (Amaed et al, 2005) . The education system is vast comprising some 150,00 institutin,760,000 teachers and million students attending all levels up to university (Ahmaed et al, 2007) A high level of administrative centralization of women as teacher further characterize education in Bangladesh. Inequality related to socio -economic status and rural- urban divide persists, despite system- wide enhancements since 1990. At the primary level, 18 million students are engaged in four broad categories of school.

Two government programmers were instrumental in advancing EFA objectives the Food for education programmer (FFE) launched in 1993 and its successor, the primary Education stipend programmers, which came into effect in 2002. Both programmers were found to increase enrolment, attendance and grade progression of primary school aged children from poor landless families. They did succeed in brining children into school (Ahmed et al, 2005). The net primary enrolment rate3 increased from 82.0 percent in 1996 to 89.7 percent in 2004 (Ahmaed et al, 2009) (Over these years the rate for boys increased from 83.0 to 84.0 percent, while that for girls increased from 81.0 to 96.0 percent).

Despite these games in number students, serious deficiencies in terms of school quality learning outcomes and completion remain. Nearly half (48percent) of those who enter primary school dropout and fail to complete the full five year cycle (Ahmaed et al, 2006). The highest allocations for development budget have always been for education sector. But one of the challenges that faces

Bangladesh education system is persistently low enrollment and school attainment among girls .interrelated economic, social and cultural factors constrain schooling opportunities for girls, particularly at the secondary level. Secondary Education system in Bangladesh consists of 4 level, Primary Education class(I-V), Secondary Education Class(VI-X), Higher Secondary Education (class XI-XII), and Higher Education. After Finishing Grade X, students have to sit for a public examination and earn Secondary School Certificate (SSC) degree and after finishing grade XII, they earn Higher Secondary certificate (HSC) degree.

Challenges of teaching mathematics in Higher Secondary level

Teaching is a challenging profession at any level of education. Setting mind and making classroom more effective and enjoyable to student is much more complicated task. On this way of learning higher Secondary level is effective and directive time. After completing this level students enter the world of freedom and creation. So setting their mind towards science and technology teachers can play a vital rule. In this trend of study requires the study of mathematics. Most of science student take mathematics and try to secure good marks without getting deep knowledge in mathematics. As a result, student cannot get interest on it. For this reason text book should be more explainable and creative such that students have to know the content deeply by analyzing theorem and calculation. Other way, teachers will explain the theory deeply by making the class interesting. In this case proper training can be effective, also multimedia based classroom can plays important role, though most of the college of our country do not have this type facility. Survey shows 80% of the science students like to know the explanation and theory but teacher cannot do for time limitation and lack-age of good reference book. Because of page limitation, most the text writer can not do anything for the problem. Therefore, students do not feel interest in the subject. Though the creative system is now effective in higher secondary level, most of texts that are accredited by NCTB are not suitable for creative system most teachers believe. Most of the text composed is about to 300 pages including 10 chapters for page limitation. In this limited page books writers can not explain the real fact. In addition, there exists a problem of qualified teacher, most of meritorious students of our country do not want to be teacher, and finding a good mathematics teacher is very tuff. As results, mathematics teaching is becoming a challenge for the teacher.

Interview Design

The data collected by Questionnaire categorizing in three groups Urban, village students and teachers. Teachers are from different institution of Dhaka city and out side of Dhaka city.

Table-1

Questionnaire Design for Different Categories

Terms	Urban Students	Village Students	Teaches
Text books	Not Good	Not good	Not good
Should Text book more explainable and pure mathematics based ?	Yes (70%) No (20%) No Comments (10%)	Yes (55%) No (20%) No Comments (25 %)	Yes (100%)
Question type : Creative /Subjective	Creative (30%) Subjective (70%)	Creative (15%) Subjective (85%)	Creative (40%) Subjective (60%)
Which one you like most ? Pure Mathematics/	Pure Mathematics (44%) Applied Mathematics (56%)	Pure Mathematics (7%) Applied Mathematics (93 %)	Pure Mathematics (55%) Applied

Applied Mathematics			Mathematics (45%)

Data analysis

Problems of mathematics teaching in Higher Secondary level are following:-

(1) Text books and Reference book:-

a) The text books are not suitable for creative system and lack of reference books.
b) Most of the books are questioned based not theory and analysis based.
c) The book should be pure mathematics related link to the applied field.

(2) Qualified teacher and adequate training:-

a) In Higher Secondary level there is a problem of qualified mathematics teachers.
b) With the qualified teacher it requires adequate training related to creative system to making creative sense among students.
c) Proper planning and sufficient course material are also needed.

(3) Unawareness:-

a) Most of the guardian wants securing good marks at any cost and impose condition to their Children, as a result students try only for securing marks not knowledge.
b) Many students want to get a better job after completing their course so they have the tendency to give science.
c) Government can play an important role by taking step to create sense about mathematics teaching and its scope by social media.

Research Findings

a) Text books are not suitable for creative method.
b) More attention should be given to the students for increasing creative sense in mathematics.
c) Pure Mathematics based application would be better for creating creative sense among the higher secondary students.
d) Still students prefer to give examination by the subjective questions.
e) Lacking of qualified teachers in Higher Secondary level.
f) Most of the teachers are not capable to handle the question by creative method.
g) Teachers need more training and sufficient course material to handle the creative system.

Recommendations

a) Text book should be pure mathematics based explainable and suitable for creative system.
b) Qualified and trained teacher should be employed in the Higher Secondary level.
c) Govt. should take steps to train up all teachers step by step for the creative system and making creative sense among Students.
d) Guardians and the teachers of the community should motivate the students about importance of mathematics.
e) Govt. and concern authority should ensure to provide good quality text books by taking the opinion from college who are working with related field.

Conclusion

Though Creative system is introduced in the Higher Secondary level, most of the students prefer subjective questions exams due to not knowing the importance of the system. Moreover, due to having lack of proper knowledge of the Creative system, most teachers cannot afford to give detail information

about creative sense among the students. As a result, students do not get interested in the subject. To draw students' attention, a teacher should know the entire system and design course materials by explaining theory and analysis making a link between real worlds so that students feel interest in the subject.

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Continuous School Improvement Plan for Quality Education in the Light of Pedagogy: An Action Research

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Pedagogy, its concept and Continuous School Improvement Plan (CSIP) are taken as the major elements for Quality Education in the areas of both management and academic follow-up of a school (herein Rural Development Academy Laboratory School & College). Pedagogy has been explored through the thinking and practice of those educators who look to accompany learners; care for and about them; and bring learning into life. Teaching is considered as just one aspect of their practice. This action research will demonstrate how assessment techniques can be used at the micro level to assess the pedagogical efficacy of individual classes and/or major subjects (such as Languages: Bangla, English, Mathematics, Social Studies,etc) as well as individual assignments for both the teachers and students along with the School Management Committee (SMC). It will discuss the results of a two-semester study of six consecutive years in which multiple cycles of assessment and corrective action will be taken to improve the quality of a class and out of class management exercises towards the whole school. Background of the action research has been worked out under a Kaizen (TQM) programme of JICA by organizing three courses, two workshops and series of meetings with selected 14 secondary schools of Bogra Sadar, Sherpur and Shajahanpur Upazilas of Bogra district. Rural Development Academy (RDA), Bogra and Independent University, Bangladesh (IUB) will jointly share their part for sharpening some technicalities to develop and further implementation of the action research as they are in a collaborative relation for a long time.

Keywords: *Quality education, continuous school improvement plan, action research on pedagogy and Kaizen.*

Introduction

In recent years interest has grown in 'pedagogy' within English-language discussions of education. The impetus has come from different directions. There have been those like Paulo Freire seeking a 'pedagogy of the oppressed' or 'critical pedagogy'; practitioners wanting to rework the boundaries of care and education via the idea of social pedagogy; and, perhaps most significantly, governments wanting to constraint the activities of teachers by requiring adherence to preferred 'pedagogies'.

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A common way of approaching pedagogy is as the art and science (and maybe even craft) of teaching. As we will see, viewing pedagogy in this way both fails to honour the historical experience, and to connect crucial areas of theory and practice. Here we suggest that a good way of exploring pedagogy is as the process of accompanying learners; caring for and about them; and bringing learning into life.

The school is a complex social institution that operates within a wider socio-cultural and political context. Accumulated evidence has demonstrated the need for "governments to develop policies that place schools at the forefront of improving educational quality. This involves the important questions regarding the levels of authority, responsibility and accountability that should lie with those who work directly in and with schools".

Schools however, cannot effect meaningful change without sufficient capacity and considerable ongoing support. This calls then for head and teachers to be equipped with the necessary skills that will make schools be part of and own attempts at educational reform.

Thus, schools need information on their performance to identify their strengths, weaknesses and priorities, in motivating rather than de-motivating ways. Further, the teacher is the key factor in the teaching learning process. And yet, in most cases, they are the forgotten lot in the change process. Further, teachers in developing countries operate under very pathetic conditions such as overcrowded classrooms, wide variations in age, and with little or no materials for teaching. Most worrying of course is the fact that these teachers are ill equipped to cope with such situations. Schools and hence teachers need to be empowered with skills which will enable them identify their own problems (administrative or pedagogical) and seek solutions to these problems. Being called upon here is the use of action research as a means of addressing the implementation of educational reform e.g. teacher led action research in the classroom. Such studies would complement what is usually lacking from the formal teacher training systems.

A competent teacher needs both content mastery and pedagogical competency. Content mastery provides knowledge about what to present in the class whereas pedagogical competency provides knowledge as well as skills in how to present the content. Pedagogy is the art of teaching that brings effectiveness in teaching-learning. Effective pedagogical practice promotes the achievement of students and builds up confidence of the teachers in teaching. It contributes in bringing quality of learning and teaching in the classrooms.

The National Education Policy (NEP 2010) has given proper attention to teacher training for developing necessary competencies in teachers, but such importance could not be materialized yet. This commission's report stated, "..... quality teachers' education and repetitive demand-driven training is imperative to develop the professional excellence of the teachers."

From the above discussion, it is clear that number of gaps were reported in several studies in the pedagogical practices between the school classrooms and intentions as stated in the various reports. It had also revealed that classroom teaching-learning was mostly teacher dominated, there was more emphasis on rote learning, and repetition of the textual materials was common practice in the classroom teaching learning. The major cause for the gap in pedagogical practices is due to lack of pedagogical competencies in school teachers. Hence, it is common felt need to assess the necessary pedagogical competencies of school teachers for implementing child centered teaching and learning.

Concerning to quality education RDA, Bogra started to work and implement action plan based on Total Quality Management (TQM) concepts and tools with pedagogical aspects at RDA Loboratory School and College, and other surrounded schools. RDA Lab School and College is the experiment institution of RDA, Bogra, so an attempt was made to start from this institution which has been trying to provide quality education to the children of the RDAFaculty Members and staff and children from nearby Sherpur, Dhunat and Shajhanpur Upazilas of Bogra District since 1985. It has a big set up at the rural level with 110 teachers including staff; and 2687 students including primary, secondary and higher secondary levels. The students of the school and college are achievingcommendable results in public examinations both in termsof percentages of passage and obtaining superior grades after intervening with different tools and techniques. On the other hand, some surrounded schools are lagging behind in respect of quality education which also needs to be improved. So, under continuous school improvement process RDA Lab School and College, and side by side other secondary high schools are taken under this management in the light of pedagogical aspects. Keeping these points of viewsthe following objectives has been considered:

Objectives

The main objective of the action plan is to set and standardise a system for improving Continuous School Improvement Plan.

The specific objectives of the action research are given below in two parts:

A. Related to SMC:
   i) To identify and prioritise the major issues that should be addressed to develop a plan of action for the SMC; and
   ii) To monitor the plan for standardisation of the Continuous School Improvement Plan (CSIP).

B. Related to Teachers:
   i) To identify the pedagogical problems and assess the necessary pedagogical competencies of school teachers for effective teaching and learning of the students; and
   ii) To suggest pedagogical management competencies for solving the pedagogical problems of teachers for quality education and CSIP.

Methodology for Continuous School Improvement by RDA, Bogra

Mainly the following types of method were undertaken by RDA, Bogra for Continuous School Improvement:

a) Organised Training programmes for the Stakeholders,
b) Preparation of the Action Plan by the participants for implementation in their respective schools.
c) Continued follow-up activities from RDA, Bogra with the trained school teachers.
d) Refresher Course was organised for the participants.
e) Evaluation of their activities based on the Action Plan.

Selection of the Study Area

A total of 14 Secondary private schools of Shajahanpur, Sherpur and Bogra SadarUpazila of Bogra District were selected for bringing them in the Continuous School Improvement Plan activities (List of Schools in Appendix-III).

Selection of the Study Stakeholders

The stakeholders like the Chair/vice chair of School Management Committee including Head Teachers, and Computer teachers; Upazila secondary education officers were the participants of the programme. District Education Offcier and UpazilaNirbahi Officer were also invited inthe programmes to get orientation about continuous school improvement plan (CSIP) activities.

Activities in Continuous School Improvement Plan

Organised Training Programmes for CSIP

A total of two training courses and one Refreshers course were organised for the stakeholders in CSIP.

In this connection the course was designed considering the following issues:

- Understand the basic concepts, principles and methodologies of continuous School Improvement in the context of improving quality education.
- Define and elaboration of CSIP for upgrading quality education,
- Preparation of the Action Plan by the participants for implementation in their respective schools.
- Formation of Work Improvement Team (WIT) and acquire skill to guide Work Improvement Teams (WIT).

Detailed Course contents is shown in the Appendix-I.

Training Methodology

The introduction to each key element of Continuous School Improvement using Total Quality Management (TQM) tools was done in a lecture format. In addition, participants demonstrated their understanding of the concepts and practices for each of these elements through various activities, such as group discussion/activities, short assignment and demonstration.

Selection of Theme and Development of the CSIP

The following steps were adopted in selection of the theme and development of CSIP:

- Identification of the problems
- Prioritisationof problems
- Identify three problems and match to 5W1H
- GANTT Chart.

Participants were required to develop an Action Plan following the above activities and make a presentation based on their selection of theme. Examples of two themes are attached in Appendix-II.

Proposed Framework for Continuous School Improvement

This proposed action research will demonstrate how assessment techniques can be used at the micro level to assess the pedagogical efficacy of individual classes and or major subjects (such as Languages: Bangla, English; Mathematics; Social Studies etc.) as well as individual assignments for both the teachers and students along with the School Management Committee (SMC). It will discuss the results of a two-semester study of six consecutive years in which multiple cycles of assessment and corrective action will be taken to improve the quality of a class and out of class management exercises towards the whole school. The main feature of the action research is given below:

Continuous School Improvement Plan (CSIP) can be taken by

a) Teachers on:

- Major subjects (language: Bangla and English; Math; Social Studies) teaching towards students and
- Individual Self career plan for professional skill development in accordance to the policy requirements of the schools achievement
- A set of formats can be developed later on.

b) Students for

- In-class and
- Out of class quality management activities.

Each and every student would be given opportunity to show their capabilities, interest, instinct and internal possibilities towards selection of their future professions.

Compilation of all Continuous School Improvement Plans (CSIPs)

Compilation of all CSIPs will be done in an Annual Planning Conference in presence of representations of students, guardians and all teaching staff along with the School Management Committee (SMC). The following activities will be undertaken:

- Reviewand fine tuning of all SIPs on teaching-learning quality management for major subjects proposed by teachers and students.
- CSIPs on support activities as supplementary to consolidate and integrate
- Formulation of a financial plan to implement a Continuous School Improvement Plan (CSIP).

Implementation

a) The action research may be undertaken for six academic years and school grades may be included as follows:

Table-1
Action Research and School Grades

Project Year	Inclusion of Grades	Remarks
Year - 01	VI and IX	
Year - 02	VI, VII and X	
Year - 03	VI, VII, VIII and Pass-out SSC	
Year - 04	VI, VII, VIII and IX	Presence of Old Pass-out SSC
Year - 05	VI, VII, VIII, IX and X	Fresh Cohort and Presence of Old Pass-out SSC
Yea r- 06	VI, VII, VIII, IX and X with Qualitative SSC	Reborn new School Cohort

b) Quality Class Management Exercise

i. A criticism of many assessment efforts is that they are simply used for measurement and not evaluation. This measurement or exam-result oriented education could teach a little of life-skill learning. Most of the assessments are known as examination, which became always fear-provoking events for the students. In order to identify opportunities for improvement, an attempt will be taken to match practice based assessment methods with evaluation needs.

ii. Assessment of Student Learning Outcomes: Assessment Methodology
    * Baseline Assessment (direct and indirect measures);
    * A portion of the Final Exam (final direct measures); and
    * Final Learning Outcomes Survey (final indirect measures).
iii. Team (both teachers and students separately) Performance Evaluation:
iv. In the first year 2-4 schools may be taken for the intervention and other 9-11 schools would be consulted to prepare for inclusion. Then more schools (at least 3-5) will be covered in accordance to the availability of fund.
v. A number of interested schools may form a Continuous School Improvement Forum (CSIF) and be connected by a web network/internet for experience sharing and caring to mobilize a popular movement for quality education using Banglazan.
vi. The purpose of the quality class and out of class management exercise is to provide a high-impact activity from which the teaching staff and students along with the SMC with the blessing of local education authority can learn by using various quality methods in an actual problem-solving situation.
vii. Establish effective communication with practicing CSIPs schools in abroad.
viii. Establish effective communication with the line ministry, National Curriculum and Text Book Board (NCTB), Institute of Education and Research (IER), NAEM, and related Implementing Projects and Institutions to make use of their experience.
ix. Arrangement of series of actions oriented training workshops (with close mentoring) conducted by Certified TQM Facilitators of JICA from different Partner Organisations.
x. These opportunities include action research conducted by a Project Implementation Unit (PIU) with technical assistance from in and outside of the country.

As a whole, the continuous improvement process focuses on improvement of performance by constantly studying, learning, and changing.

The summary of the process is highlighted below

Table-2
The Summary of the Process

Participants/ Mentors	• The Chair/vice chair of School Management Committee including Head Teachers, Computer and other teachers. In addition to Teachers Upazila Secondary Education Officer and other related officers will also be participants in the training course. • Develop some mentors among faculties and teachers of RDA Laboratory School and College. Some mentors will be chosen from the Schools/Education related officials.
Preparation	• Course Management will prepare a list of schools for inclusion in the training course and making action plan. Priority will be given to those Schools who are lack behind in quality education compared to other schools. • Course Management will send letters to Upazila Secondary Education Officer and District Education Officer as well. They will be asked for nomination of the Participants and schools.
Training programs	• Training courses will be arranged for three days and after training mentors will be selected.

	• At first Venue for organising training programs will be at RDA, Bogra and other suitable places will be find out for organising training courses. • Assignment of mentors will be defined with the mentees.
Implementation	• Implementation of Action Plan will be followed in the next three months after the training course. The action research may undertake for six academic years.
UCSIC(Upazila Continuous School Improvement Convention).	• After Training courses and implementation of Action Plan UCSIC (Upazila Continuous School ImprovementConvention)will be arranged for one day at every Upazila. SMC, Teachers of different Schools will be invited to see the presentations of participating Schools. As a result, other Schools will be inspired to be involved in the Continuous School Improvement Process. DC, UNO, Education Officials and public representatives will also be invited.

Follow-up activities	*Mentors to visit offices of the mentees* • *Mentor will discuss work related problems with mentees and share the idea.* • *Mentor will ask mentees to consider their problems on these 3/4 criterion:* ✓ *They can solve by themselves easily* ✓ *Not too much cost involvement* ✓ *Students will be benefited* ✓ *Mentor will prepare the team for UCSIC (Upazila Continuous School Improvement Convention).*

Conclusion and Comments

Pedagogy needs to be explored through the thinking and practice of those educators who look to accompany learners; care for and about them; and bring learning into life. Teaching is just one aspect of their practice. He also looks to some of the issues facing the development of pedagogical thinking. Keeping this point of view RDA, Bogra tried to undertake a project on Continuous School Improvement involving teachers and SMC of surrounding schools, and it organised training programmes and refreshers course for them. After getting training, every group prepared its action plan and made commitment to implement plan-wise activities in their respective school. RDA, Bogra was trying to maintain follow-up activities and create linkage with the trained teachers. In the refresher course at RDA it was found that there had been continuing commendable progress in quality education in every trained school following continuous school improvement plan developed at RDA. But after a period of time RDA could not maintain follow-up activities with those schools due to shortage of fund or any other supports from any other corner. RDA Laboratory School & College tried to continue various development efforts for continuous improvement because it's closely attached to faculties of RDA, Bogra. So, it is obvious that close supervision and monitoring are needed for further development of any school.

Improvement is not an endless process; it is to be continued through imparting in continuous activities by the teachers, students and also by the supervisors. Faculties of Social Sciences Division of RDA intend to work further if any supports come from outside agencies. As a result, RDA Lab School & College along with other schools surrounded at Bogra District would be benefitted through this continuous school improvement process. Obviously it is not possible for RDA to continue this activity with its own capacity in respect of both human and financial resources. So, support/joint collaboration is needed for continuous improvement in the schools.

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Appendix-I

Course contents covered in the training course

Every 3-days training course covered following contents in discussion and practices:

Day 01

- Opening Session : Introduction and Objectives of the Course
- Ice Breaking and Expectations
- TQM Basic and Continuous School Improvement using Kaizen Activities
- Guideline for Kaizen Plan
- Areas for School Improvement Plan: Brain Writing
- (Workshop : Identification & Presentation)
- Matrix Diagram

Day 02

- Discussion Recapitulation of day-One
- Fishbone Diagram and Service/Task Monitoring Chart
- Service/Task Monitoring Chart and Gantt Chart
- Use of computer software in school management
- Preparation of School Improvement Plan (By the Participants)

Day 03

- Finalisation of School Improvement Plan (by the Participants)
- Feedback and Closing

In every course, every school was involved in preparation of action plan after getting orientation of school improvement plan. Every group selected new Kaizen Theme to implement in their respective school.

Appendix-II

Presented Action Plan by the Participants

1. One presentation of based on the Theme on "Irregular attendance of the Students".

Identification of the Problems

Primary factor	Tertiary factor
Students problems	Tendencies to be absent by the students
	Irregular in class
	Dropout
	Afraid of Teachers
Methods	lack of lesson plan
	Less use of education materials
Teachers Problems	lack of punctuality of the teachers
	Tendency of Casual Leave (CL)

	Political engagement of the teachers
	Lack of well Educated English and math Teachers
	lack of unity among the teachers
	Lack of interest on teaching and learning new things
Guardians Problems	Lack of interest on education
	Illiterate Guardian
	Lack of Communication with teachers
	Poverty of the students' families
Problems of SMC	Insufficient literate members in the SMC
	Lack of good relation among the Teachers and HT
	Political Influence
	Personal Business of the teachers
	Appointment of the Teachers through donation.
Others problems	Gander inequity
	Lack of Accommodation facilities
	Insufficient Toilet facilities

Prioritization of Problems

Item	Importance	Easiness	Cost effectiveness	Total
Tendencies to be absent by the students	5	5	5	15
Dropout	4	3	5	12
Afraid of Teachers	3	4	5	12
Lack of lesson plan	5	4	5	14
Less use of education materials	4	4	4	12
Lack of Punctuality in the class by the Teachers	5	5	5	15
Tendency of Casual Leave (CL)	4	4	5	13
Political engagement of the teachers	1	4	5	10
Lack of well-educated English and math Teachers	5	1	2	8
Lack of interest on teaching and learning new things (Teachers)	3	2	2	7
Lack of Communication between the teachers and students	5	3	2	10
Poverty of students' families	2	1	1	4
Insufficient literate members in the SMC	4	1	3	8
Lack of good relationshipamong Teachers and HT	4	4	4	12
Personal Business of the teachers hampers class	2	3	2	7
Appointment of Teachers through donation	1	1	2	4
Gender inequity	3	2	3	8
Lack of accommodation facilities	4	2	2	8

5W1H	Cause-1 Irregular attendance of the Students	Cause-2 Lack of Lesson Plan	Cause-3 Puctuality of Teachers
Where isthis problems?	Students	Teachers	Teachers

Why,Why and Why its a Problem	Lack of proper guidance and intention.	Lack of desire by the teacher and punctuality in the school	Lack of Responsiblity
What will do?what should we do? Action Plan and measurement.	We can arrange meeting in every after three months. Motivation process in the class.	Monitoring in the class.	Attendence monitoring.
Who is Responsible for this Action?	HeadTeacher (HT) and Class Teacher (CT)	HT and SMC	HT and SMC
When you will take step for Resolved?	Beginning of the Year and every three months	Throughout the Year	In weekly meeting
How much cost?	Few	Few	Few

The group prepared a Gantt Chart for problem-1 which is irregular attendance by the students. To overcome this problem following activities with formats have been considered.

Activities	Gantt Chart for Absenteeism											
	1	2	3	4	5	6	7	8	9	10	11	12
Meeting with parents												
Work distribution												
Personal Contact												
Advice in the Daily assembly												
Monitoring to Attractive Teaching												

Task Monitoring Chart

Sl	Steps	Present Situation	Desired Situation	Monitoring Item	Person Responsible	Supervisor	Time Table
Ensure regular attendance							
1	Students Brigade	70%	85%	Students Group in area basis	HT and Class Teacher	Head Teacher	Daily Assembly
2	Parents meeting	One time in February	Yearly 3 times	By Register	Sub-committee	Head Teacher	3.00 PM
3	Home visit	2 times in yearly	6 times \year	By visiting diary	Teachers Sub Committee	Head Teacher	Last week
4	Personal Contact	3 times	6 times	By Register	Teachers Staff	Head Teacher	Leisure
5	Stipend for brilliant poor students.	50%	80%	By Register	SMC and Head teacher	SMC Chair	After Exam

2. Improvement in RDA Lab School and College

First of all, teachers of RDA Lab School and College came to the agreement to indicate 'Teaching Learning Method is not up to the mark'- as the most important problem behind ensuring quality education in their school. Then they divide the problem into primary, secondary and tertiary factors as follows:

Factors behind the problem

	Primary factor	Secondary factor	Tertiary factor
Teaching Learning Method is not up to the mark	MONITORING	Monitoring and evaluation	Lack of proper supervision and monitoring
			conducting classes with no or less preparation
			Teachers are not concerned to ensure attendance of all the students
	MANAGEMENT	Management and supervision	Teachers' don't prepare Lesson Plan
			They don't use necessary teaching aids
			Teachers are not selected as their background subject
	TRAINING	Human Resource	Lack of Trained Teachers
			Lack of Personal support
			Lack of sharing experiences among the teachers
			Lack of enthusiasm of teachers to learn
	CO-CURRICULAM	Co-curricular activities	Teachers are not cultural minded
			Teachers have lacking on drawing skills
			Limitation of out of subject knowledge of teachers

Teachers who participated in the training program shared their experience and their commitment to their fellow colleagues and they started to act as a team. After the experiment period it was found that they were successful to achieve their target enough.

They achieved success in following areas:

- Teacher absenteeism reduced, and they were more motivated to improve their teaching-learning process.
- School authority arranged some training programs to make teachers' more confident and to orient them with changes in curriculum and evaluation methods.
- Regular monitoring of teaching-learning activities, teachers found their problems and tried to fix those.
- Different club activities (e.g: Debating club, Swimming club, Language club, Science club, etc.) as part of co-curricular activities encouraged students to be more attentive in classes.

Finally, students of RDA laboratory school and college have been doing well in public examinations.

Appendix-III

Orientation and Refreshers Course

Continuous School Improvement in Rural Areas using Total Quality Management Tools in the Light of Pedagogy

List of Participating Schools

SL	Name of the School	Upazila
1.	SherpurTown Colony High School	Sherpur
2.	Dhankundi Shahnaz Siraj High School	Sherpur
3.	RDA Laboratory School & College	Sherpur
4.	Poalgachha High School	Shahjahanpur
5.	Chanchaitara High School	Shahjahanpur
6.	Foyzullah High School	Bogra Sadar
7.	Noongola High School	Bogra Sadar
8.	Chhoy Pukuria High School	Bogra Sadar
9.	Yousuf Uddin High School	Mirjapur, Sherpur, Bogra
10.	Manik Chak High School	Bogra Sadar
11.	Fapore High School	Bogra Sadar
12.	Matidali High School	Bogra Sadar
13.	Gokul Toslim Uddin High School	Bogra Sadar

Grade VIII Students' Views about Nature of Science (NOS)

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Nature of science (NOS) is the values and attitude which is showed to the development of scientific knowledge. The knowledge and understanding about different aspects of Nature of science (NOS) are important for both students and teachers. However, the students' conception about NOS has not been explored yet in the context of Bangladeshi. The results of this study will help teachers find out the ways in which they can help students have informed understanding about NOS and gain necessary skills for being scientific literate. The purpose of this study was to explore grade VIII students' views about Nature of Science (NOS). A quantitative approach was followed for this study. The result showed that students' have a medium level of understanding about different aspects of NOS.

Keywords: *Nature of science, grade VIII, science education.*

Introduction

The phrase "nature of science" typically refers to the epistemology of science, science as a way of knowing, or the values and beliefs inherent to the development of scientific knowledge (Lederman, 1992, 2007). Since 1960 the concept of the Nature of Science (NOS) had a prominent role in the scientific community and curriculum reform (Rudolph, 2000). Science educators have recognized NOS as a central component in achieving scientific literacy (Muslu & Akgul, 2006). Since the understanding of NOS remains a key dimension by which students' scientific literacy can be enhanced (Preczewski et al., 2009), it is very important for students to understand the NOS. It helps students to enhance their understanding of science, learn the science content successfully and take part in socio-scientific decision making (Driver, Leach, Millar, & Scott, 1996; McComas, Clough, & Almazroa, 1998).

There are some research about the teacher's conceptions about NOS and its practice in the classroom in Bangladesh. These studies mainly focused on teachers' view about their conceptions of nature of science in the context of Bangladesh. It has been found that science teachers in Bangladesh held uninformed conceptions of the NOS aspects (Sarkar, 2010). Teachers teach students with their uninformed conceptions or understanding of the NOS aspects.

Prospective Science teachers' and educators' views and understanding of ideas about science had also been explored through a different study (Siddique, Rahman & Gomes, 2009). We therefore focused on students' views about nature of science and for the first time we studied on grade VIII students' views about NOS.

Conception of NOS

NOS is an approach of knowing science or the values and beliefs which are essential to develop scientific understanding. It deals with the knowledge of science according to the philosophy and science itself

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(Lederman, 2007). Scientific knowledge and its development are also included with it. It describes the characteristics of scientific knowledge which are the results of scientific approaches (Lederman & Lederman, 2004). There is always a lack of agreement among the philosophers of science, historians of science, sociologists of science, scientists and science educators about a specific conception of NOS (Abd-El-Khalick& Lederman, 2000). Everyone has their different opinion about it. So it is a vast area where different social studies of science are included like the history, sociology, philosophy and cognitive sciences such as psychology. We can see that, these four disciplines (the philosophy, history, sociology and psychology of science) guide us to understand the science and its functions. In science not only philosophy and history help us to develop our understanding about NOS but also sociology and psychology give us important aspects to understand this. It is understandable that, NOS is not only the philosophy of science, but also informed by the study of those different disciplines. From different research works it is identified that in cognitive sciences there is a description about science, working process, scientists role in the society and society`s action and reaction on scientific activities (M. F. William, C. P. Michael &A.Hiya,2002). So nature of science is a mix of different disciplines (McComas & Olson, 2002).

Aspects of Nature of Science (NOS)

There are many different aspects of scientific knowledge which establish from the conventional approach (i. e. scientific inquiry) and used by the scientist to develop knowledge (Lederman & Lederman, 2004).Lederman (2004) categorize seven aspects of NOS and these are easy to get by secondary students which are signified by empirical research. Some other aspects also included in Next Generation Science Standards (2013) and in the American Association for the Advancement of Science [AAAS].In 'ideas-about-science' Osborne et al. (2003) also stated some aspects of science which are also similar with the aspects of NOS. These aspects are important for all citizens to know. There are three principle aspects: a) nature of scientific knowledge, (b) nature of scientific inquiry and (c) nature of scientific enterprise. From this study I want to see the students understanding level in different aspects of NOS. Here quantitative strategy was used to find out the students understanding level in different aspects of NOS.

Nature of scientific knowledge

Observation and inference

For the Students it is very important to know the key differences between observation and inference (Lederman & Lederman, 2004). Scientists monitor different natural facts and then explain it with logic. In observation, observers monitor natural facts and describe it with what they experienced by observing. But in inference the natural facts are not only depend on the experience but also on its accessibility or measurement of its demonstration or outcome (Lederman & Lederman, 2004). So inference is the logical conclusion of observation (Sarkar, 2010).

Laws and theories

In science, law is a brief description of the correlation or outlines about the natural phenomena which is every time observed in nature. We can also say that Laws are described the natural phenomena by using mathematical term (Bell, 2008). A scientific theory is an authentic justification of some characteristic of the natural world, based on the records which are repetitively established by observing and testing the same fact. Theories are never established into laws and also laws are never established into theories. They are not similar but both of these are important for science and scientific knowledge.

Tentativeness of scientific knowledge

Although we believe that scientific knowledge is trustworthy and robust but it is also found that it is by no means absolute or definite (Lederman & Lederman, 2004). However, scientific knowledge or explanation can change based on the new evidence (NGSS, 2013). New evidence can be found from the development of science and technology, advanced theory, changing cultural and social area (Abd-El-Khalick et al., 2003). So tentativeness of scientific knowledge is viewed for the reason that it is inferential, subjective, creative and culturally embedded in nature (Sarkar, 2010).

Nature of Scientific Inquiry

Empirical Basis of Scientific Knowledge

Most of the scientific knowledge is based on and/or derived from observations of the natural world. Scientist must be verified all of the theories and laws in natural environment for developing science and scientific knowledge day by day. If the empirical observations are not consistent with the predictions which derived from our theories and laws, scientists begin to search for alternative descriptions and explanations (Lederman & Lederman, 2004).

Science Demands Evidence

Science relies on testing ideas with evidence which can be found from the natural world. Evidence makes the scientific claim more trustworthy. For establishing any scientific claim scientist need to get accurate evidence. The evidence can be obtained from observation or by doing scientific experiment. Both types of evidences are useful and valuable in science (Peterson, 2011). By the use of evidence any one can check the findings of other groups or investigators (AAAS, 1990).

Human Inference, Imagination and Creativity

Most of us believe that scientific knowledge means only practical based or based on investigation, but some of the science knowledge are not practical based. For example: atoms, black holes and species are the scientific concepts which are functional theoretical model not an authentic copy of reality (Lederman & Lederman, 2004). Scientists also have some human qualities for example persistence, precision, reasoning, logic, imagination and creativity which direct them to do new investigation and to discover the cause and theory behind the science knowledge (Lederman, Abd-El-Khalick, Bell & Schwartz, 2001; Bell, 2009; NGSS, 2013).

Science is Not Authoritarian

There are no scientists in the world that they can say that they are always right. People who are specialized in related disciplines are the knowledgeable source of information and opinion. In the history of science, many times well-regarded authorities were also wrong. Scientist is not authorized to take decisions about other scientist whether they are wrong or right. Scientific knowledge and theories are judged by their evidence (AAAS, 1990).

Nature of Scientific Enterprise

Socially and culturally embedded

Science is not a matter outside of society. It is surrounded by society and culture ((Lederman & Lederman, 2004). Scientists collect data from scientific investigation and then infer the same data sets differently by the use of their different life experiences and different ways of thinking. So the culture and different factors (like social values, power structures, politics, socioeconomic factors, philosophy and religion) influence science and scientific knowledge where it is practiced.

Methodology

Sample and Sampling

In this study I studied on grade VIII students' views about NOS. I had chosen five secondary schools through convenience sampling. I had chosen 100 students for this survey through simple random sampling.

Instrument

To find out students' understanding about different aspects of NOS I have selected nine statements from Chen and Tanner (2006) ideas about science and one from Siddique, Rahman and Gomes (2009) work for this survey. This was a 5 point Likert scale type instrument.

Data analysis

The NOS survey is scored by assigning point values to each of the statements. Point values are assigned as shown in Table 1. Scores of the 10 statements are determined by adding the scores for the statements. There is a total for positive items, a total for negative statements and a total for the NOS survey. The range of scores for each statement is 1-5 (1-5 points × 1 item). The range of scores for entire NOS survey is 10-50 (1-5 point × 10 items).

Table-1

Point Values for Positive Items and for Negative Items

	Positive items	Negative items
Strongly agree	5	1
Agree	4	2
I don't know	3	3
Disagree	2	4
Strongly disagree	1	5

We have counted the frequencies and mean of analyzing student's response. Microsoft office excel was used for calculating the result of the survey.

Result & Discussion

From this study it has found that the grade VIII students are having a medium level of understanding about the aspects of NOS. But the students have a low level of understanding about science is not authoritarian, everyone has the capability to be a scientist and science is socially and culturally embedded. Students had a high level of understanding about the statement scientist use evidence to support their ideas; science is a process of discovery through observation and scientist use imagination and creativity in their work. The mean score for each statement is given below:

Table-2

Mean Score for Each Statement

Statement	Mean score
1. Scientists use evidence to support their ideas.	4.72
2. Scientists are always right.	3.28
3. Scientist will make new discoveries that change the ideas written in our textbook.	4.02
4. Scientist never changes their ideas about how the world works.	3.39

5.	Science is a process of discovery through observation.	4.57
6.	Scientists believe in things they cannot see.	3.23
7.	Scientists use imagination and creativity in their work.	4.46
8.	Scientists only use observations to explain how world works.	2.58
9.	Science is affected by social, economic and cultural factors such as social or religious values/ethics, power, structures, economic benefits and politics.	2.12
10.	Everyone can't be a scientist.	2.04

Figure-1
Mean Score of Individual Statement

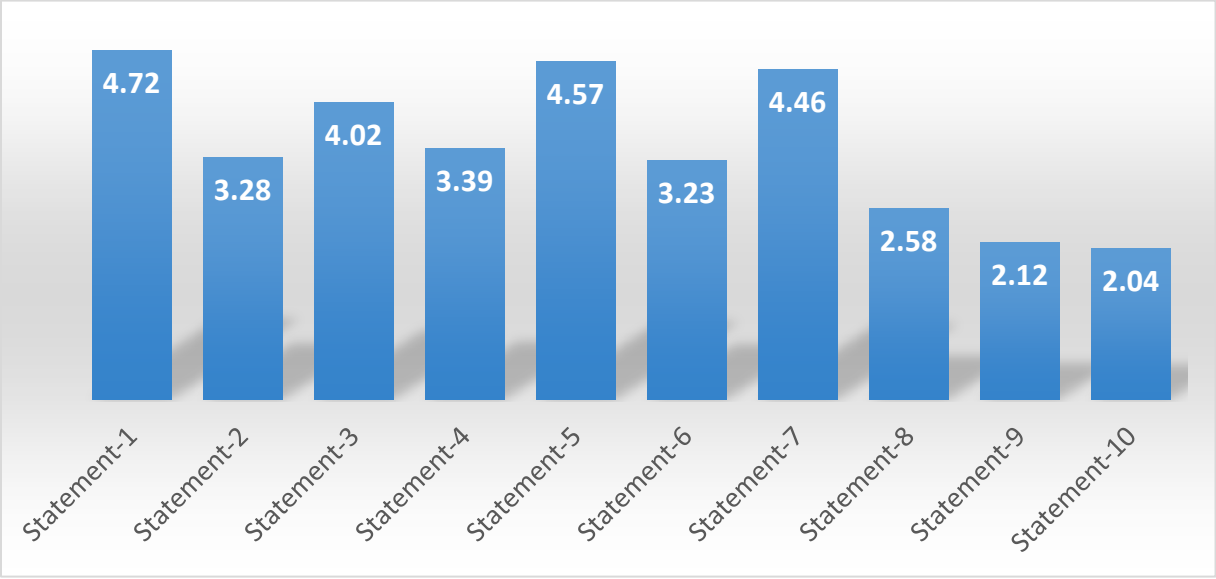

Figure 1 shows the result of this study. From the figure we can see that the grade VIII students are having a medium level of understanding about the aspects of NOS and they have a low level of understanding about science is not authoritarian, everyone has the capability to be a scientist and science is socially and culturally embedded. In the study of Sangsa-ard, et al. (2014) it has found that the majority of grade 9 students had poor understanding and held unexperienced views about the aspects of NOS. Abdulla, et al. (2007) in their research found that fourth grade students had a low level of understanding of the NOS. In the study of Kang, et al. (2004) showed that the majority of Korean 6th, 8th and 10th graders' students possessed a realist view about the NOS and there were no difference among the different grades students. Samara (2015) studied on the understanding of NOS among the undergraduate students of Mutah University of Jordan and found that their understanding about NOS is moderate with a medium level understanding in the role of scientist and scientific methods and low level understanding in scientific theories and scientific laws. From the study of Chan & Tanner (2006) they studied on 7th grade students and found that a majority of the students showed characteristics which was associated with existing scientific epistemologies but students was unable to have informed NOS views. In the study of Kakaras (2008) it has found that students hold present-day views about some aspect and traditional views about some other aspects. On the different side Liu and Lederman (2002) studied on talented students of 7th grade of Taiwan and found that most of the students had basic understanding about the tentative, subjective, empirical and socially and culturally embedded aspects of NOS. Mahatoo (2012) studied on

11-12 years boys' conception about NOS and found that before intervention they had moderate understanding of NOS and after intervention students' views of NOS enhanced.

Conclusion

This study has shown that grade VIII students have a medium level of understanding about the different aspects of NOS. They have a poor level of understanding about many other different scientific methods. They have no idea about the social and cultural influence on science. They also have a poor knowledge about being a scientist. This result will help our teachers to plan their teaching activities and become focused on the assessment strategy for students' better understanding about NOS. It also helps the curriculum committee to include inquiry based activities in the textbook which can help teachers and learners for better teaching and learning about different aspects of NOS. Moreover, it may help textbook authors to include the aspects of NOS in science content. In this study only 100 students from 5 schools were selected to give their opinions. Therefore, the result from this study cannot be generalized for the whole nation. We only used a 5 point Likert scale questionnaire for this study but other instruments like open-ended survey and interview methods could be used to get the students' in-depth idea about the different aspects of NOS.

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Papers on the Theme

Pedagogy of Tertiary or University Education

Pedagogy of Post-Interdisciplinary Studies: Intellectual One-Night Stands & Beyond

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What is the pedagogical value of the proposed department, "Global Studies and Governance?" How does it fit into the knowledge-mode genealogy? Why should the proposed department in particular, but pedagogy generally, matter when (a) the rapidity of technological innovations outpaces the knowledge accumulation process; (b) the evaporating library role reduces the intellectual playing-field; and (c) fast, free, and dispensable information needed for researching, writing, and classroom training can be obtained from the Internet? A case study of "Global Studies and Governance" as a post-inter-disciplinary successor of International Relations permits a retrospective appraisal of the evolution of modern education highlighting (a) its intimate relationship with innovations and industrial revolutions; (b) the greater influence of the workplace over the ivory-tower on outcomes sought; and (c) comparative observations with International Relations. Among the key observations: (a) though the post-inter-disciplinary "Global Studies and Governance" is ontologically and epistemologically similar to inter-disciplinary International Relations, the latter is functionally as comfortable working with discipline-anchored policy-relevant issues as the former is with discipline-free approach; (b) inter-disciplinary knowledge-modes pay greater attention to theories and methods than any post-inter-disciplinary counterpart does; (c) whereas inter-disciplinary studies freely borrowed methodologies, post-inter-disciplinary studies subordinate or eliminate them; and (d) in any trade-off between analytical rigour and issue-inclusion, "Global Studies and Governance" reverses the historical tendency favouring the Ivory Tower over workplace interests. Three inter-disciplinary features (time-consuming theory-building, methodology-development, and empirical-testing weaknesses; emphasis on classroom training and ivory-tower thinking; and subordinating workplace relevance to pedagogy) further enhance the case for post-inter-disciplinary studies.

Keywords: *History of knowledge, Europe's Enlightenment age, Paris's philosophes, advent of scientific knowledge, natural versus social sciences, governance, global studies, international relations, Herbart's processes of pedagogy, Friere's critical pedagogy, industrial revolutions and education, Bangladesh's 21st century education priorities, disciplinary and inter-disciplinary studies.*

Introduction

For two years, a new department has been silently brewing in the Independent University of Bangladesh (IUB) to suit the changed (and changing) needs of the day. Entitled "Global Studies and Governance," its evolution sheds enormous light on the subject of the April 2016 seminar, "Education in the Current World: Pedagogy, Research, and Social Change." Having received preliminary approval of the country's Universities Grants Commission (UGC), the proposal informs us about (a) how pedagogical changes relate intimately with industrial innovations/advancements, and thereby with job-market needs; (b) why these intrinsically correlate with how society is transiting at this particular juncture; and (c) what the

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department will do to nurture its own identity amid such flux. While the details of each of these are spelled out in consecutive sections of the essay, to be followed by concluding comments and implications, some introductory comments pave the way.

Pedagogy is no longer just about the theory and practice of education, but of how classroom training connects with the workplace. First conceptualized, then put into a theoretical construct, by Johann Friedrich Herbart in the early 19th Century, pedagogy has been disaggregated into 5 sequential processes: preparation, presentation, association, generalization, and application (Hayward and Herbart 2009). Very briefly, whereas *preparation* involves precisely what the "Global Studies and Governance" proponents have just done (spell out the details of a department), highlighted by the UGC submission, *presentation* requires imparting the scores of courses prepared for the classroom. Given the multifaceted ontology of "governance," indicating the disparate nature of the several knowledge-modes (disciplines) incorporated, "Global Studies and Governance" will implicitly and explicitly, consciously and subconsciously, explore the interstices and overlaps between those disciplines, as part of the presentation component, all to be capped by a governance-addressing capstone project by each student. Ultimately, the 4-year undergraduate training will lead each graduating student into a job closer to his/her choice than as a product of coincidence or accident, thus fulfilling the *association* component of the sequence. Over a period of time, the authors of the curriculum should be able to *generalize* from a collection of capstone projects if a generic "governance" denotation and connotation is possible, setting the stage for rethinking theories and methods, and adjusting them better to the workplace. The icing of the cake, for the lack of a better phrase, lies in reversing the original educational thrust of making the "ivory-tower" the workplace, slowly generating a starkly different *application* atmosphere.

Anticipated students belong to a Bangladesh whose socio-cultural or political economic evolution has moved into higher velocity. It is not just a country shedding its agricultural historical identity (when education has less social relevance and spread) for some degree of mechanization and manufacture (education begins targeting a material goal), but also one boasting the elevation from a low-income grouping into a middle-income tier (the material goal gets more specifically identified), hoping by its 50th birthday anniversary of toasting a climb up the middle-rank ladder, from the bottom to the top (shifting to wholesale service-sector training), that is, by registering a 12-fold per capita income increment, at the least, from what exists today. That is a momentous transformation, made possible only if appropriate adjustments have been made within academia.

Realities behind this breathtaking climb include some or all of the following: (a) shifts from low-technology in the factories to high-tech, involving, to at least some minimal degree, spillovers into the farmlands in order to boost both food quantities and quality (for instance, biotechnological inputs), but also enhancing information technology (IT) substantially, since that is becoming a 21st Century survival tool; (b) the simultaneous growth of the service sector, both to complement manufacturing production, such as through banks, research and development (R&D), and skills-training, and to explore relatively new frontiers, such as investment diversification, deepening and diversifying artificial intelligence, and such side-concerns as balancing equality with efficiency, environmental protection, and security; (c) engaging more profoundly with the external world, both as hosts and guests, for managing emigrants and remittances, scouting markets and resources, conducting seminars, conferences, and exhibitions, and simply keeping abreast of rapidly expanding and increasingly intricate laws, rules, regulations, exchange-rates, stock-market performances, treaties, and so forth; and (d) supplying the necessary infrastructures, either through diplomats, plenipotentiaries, and language experts for foreign interactions, or schools, colleges, universities, roads, rails, ports, airports, steamers, electricity, bazaars and malls, banks, insurance companies, and so forth, for domestic coherence and appropriate adjustments.

All of the above will require governance of sorts. Since our needs in this respect can only expand with every climb up the income-ladder that the country makes, the agenda for the proposed department only gathers more moss, urgency, and ripeness. It displaces the traditionally defensive pedagogical contexts with a frontier-scraping alternative: how to take the country where it wishes to go by equipping its citizens, not with erudition, as characterized by previous generations, but with the fungible skills that a nuanced, upwardly-mobile, and constantly changing society demands and which can be measured anywhere in the world in the same way. In other words, the cutting-edge of today's graduates is not to be a doctor, lawyer, business person, or engineer alone, but to have the training to shift profile and adjust to another profession as and when required or desired in this multi-tasking age. The motto capturing this thrust is simple: the more the skills, the better; the more multi-dimensional each skill, the more apt the training Paulo Friere succinctly labeled this as "critical pedagogy" for an earlier generation (Friere 2000), but introduced here, in modified form, as an IUB innovation through "Global Studies and Governance."

Pedagogical Changes: Evolution of the Science of Knowledge

Little did the organizers and participants of the January 2016 World Economic Forum in Davos know that their adopted theme of the year, "The Fourth Industrial Revolution," would spawn or coincide with a far silent but equally significant educational transformation. Directly or indirectly, every industrial revolution has coincided with, or itself unleashed, a knowledge threshold-change. This is not to say knowledge springs only from industrial revolutions, but accommodating to new contraptions/inventions/directions necessitates some degree of classroom training: the more there are, the better the formation of a coherent society/country; the less, the more tenuous any upward climb and fragile the underpinnings.

Rolling the clock back, the first industrial revolution, at the end of the 18th Century, largely across England, coincided with the golden age of the Enlightenment, centered as it was in Paris but attracting inquiring minds from across Europe and the Americas (Berlin 1984). It was epitomized by the "philosophes" (Hulliung 2014): Jean Jacques Rousseau (1968), who sowed the seeds from which flowered the works of Emile Durkheim (1997), Karl Marx (Shipside 2014, Marx and Engles 2014), and Max Weber (2001), among others, in opening the discipline of Sociology subsequently; while François Quesnay's influence upon Adam Smith (Smith 2012, Quesnay), similarly triggering the works of David Ricardo (2004), Thomas Malthus (2013), and Marx, opened the gateway for Economics as a discipline. There were other similar streams, of which Political Science will receive greater attention later; but these get the message across cleanly and clearly.

The steam engine and spinning jenny, symbolizing the First Industrial Revolution, spawned a deepening process in industrializing societies, through which steel, the railway mode of transportation, then the more society-transforming automobile industry, set the pattern one century later. This was the Second Industrial Revolution, spreading to other parts of the world, but also branching out intellectually. Economics and Sociology were so consolidated disciplines by now, that branching into Culture through the works of Herbert Spencer (2009) and Frank Boas (2013), or Psychology from Sigmund Freud's contributions (2010a, 2010b and 1990), laced the new age.

Fast-forwarding another century, that is, by the 1970s, all of the above knowledge-based developments had not only widened and developed, but newer forces were beginning to convert manufacturing societies into post-industrial modes: with the onset of the computer and digitalization from World War II, many universities the world over independently introduced their Computer Science or Econometrics courses/disciplines, or various subdivisions of Engineering, into their curriculum. Extant disciplines like Economics, Political Science, and Sociology were also driven to create new fields to suit emergent social features and demands. This was the Third Industrial Revolution impacting academia, in which, for

example, Political Science found International Relations not only explaining new dynamics it could not fully or directly harness without leaving its own intellectual jurisdiction, but also showing more inter-disciplinary ground than ever before, resonating with the tastes of a new and younger generation: recall how previous education was of, for, and by largely erudite adults, and not teenagers or youth (to a large extent because education was neither public nor affordable).

"Global Studies and Governance" fitted this particular genealogy: if International Relations made noise as the first inter-disciplinary experience in pedagogy, these new concerns took inter-disciplinary studies and approaches so much deeper that breaking with the mother disciplines became inevitable. One can even detect strains of a post-inter-disciplinary movement: whereas inter-disciplinary knowledge-modes could not depart far from the mother disciplines, always revolving around them (armed with theories and methods), some of the newer strains worshipped disciplines and ivory-towers far less, emphasizing the workplace more emphatically: witness the growth of "professional" schools after the late 1970s, such as in business, law, nursing, education; while "vocational" schools at a lower social rung trained students for a specific job by bypassing the traditional varsity trek. Pedagogy could not but shift foci from feeding the ivory-towers to staffing exploding mundane workplace needs.

Deepening this information age to produce robots, drones, smart-phones, and other sources of artificial intelligence, culminated in what is being described as the Fourth Industrial Revolution from about this moment in the 21st Century. It is entirely information-based, requires high-levels of education and training, and imposes an ultimatum upon the continuity of many of the "basic" disciplines we have known, including those already mentioned, owing to inter-disciplinary skills and knowledge proving far more relevant in the job-market for what they themselves represent rather than their for relationship with disciplines. Shifting from a "blue-collar" demand-base during the first and second industrial revolutions to a "white-collar" demand-base during the third and fourth, the fulcrum of job-requirements has also shifted from physical inputs to intellectual, meaning that academia must make the subtle shift from low-skilled vocational training to high-skilled personnel supply.

Another stream originating even farther back also joins this rendezvous with the information society at this 21st Century juncture, especially since the evolution of the science of knowledge is not dependent only on industrial inventions and their ramifications. One can trace the origins of this stream back to the Scholasticism outburst in Medieval Europe (Pieper 2001), more precisely to the 12th Century when, for example, the University of Paris (established in 1170) listed only 4 disciplines in its roster: Theology, Medicine, Canonic Law, and Arts. Scholars in the University of Bologña (established in 1088) and across Moorish Spain, for instance, were busy translating works from such distant lands as China, e.g. Han Feizi (2003), Fa-hsien (2012), Sun Tzu (2000), and from India, e.g. Kautilya (2000), while also exploring Islamic scholarship, e.g. Ibn Sina[11] (Abu-Asad *et al* 2013), Ibn Khaldûn (2015). In spite of the Catholic Church's 1277 Condemnation, religion began to recede from the curricular firmament over the next five centuries (culminating in the Enlightenment Age of the 1700s). It is not by coincidence, and certainly not unique, that Muslim countries today also face the same schism between rational and religious thinking that Europe faced for so many centuries before, in some cases producing the very equivalent of the 1277 Catholic Condemnation through "fatwas" from today's Imams and Mullahs.

God and religion were replaced by humanism and nature on the academic front-burner during the European Renaissance (14th-15th centuries across the Italian peninsula, 15th-16th centuries across northern Europe) (Bauer 2013). Meaning "rebirth," the Renaissance revived the works of Socrates (Xenophon and

[11]His name took the Spanish form, Avicenna.

Waterfield 1990), Plato (2000), Aristotle (2000), Homer (Homer and Knox 1998), Sophocles (Sophocles and Knox 2000), Thucydides (2015), among numerous others, spawning new modes of knowledge: Politics; from Niccolò Machiavelli (1992) down to John Locke (1993), History; from Dante Alighierri (2003), Francesco Petrarch (1979), Niccolò de Niccoli (Ullman and Stadter 2013, of many, Literature; William Shakespeare (2014), et al., Law; Hugo Grotius as "father" (Grotius and Tuck 2004 and Grotius 2004), among others.

Returning to the cluttered 19th Century intellectual playground that spilled into the 20th Century, the term "science" was coined to refer to the bubbling developments and discoveries, then bifurcated between the "natural" and the "social." In the first fell such disciplines as Physics, ice-age theorists and fluvialists[12] being among the forerunners, Medicine, Louis Pasteur's discoveries as spark (Tiner and Denman 1999), Chemistry, Antoine Lavoisier becoming the "father" (1984), among others. The "social" included many disciplines, including all those above-mentioned (Anthropology, Economics, Culture, Law, Philosophy, Politics, Sociology, and others).

Each discipline came in nice, neat packages, with assumptions, hypotheses, methods, and theoretical arguments to test those assumptions, hypotheses, and theories, basing the necessary adjustments on the investigative findings. Society was not quite so nice or neat: it has a historical tendency to toss and turn between cooperation and conflict, both finding new manifestations, often in the interstices or overlaps of existing disciplines. When this gave birth to inter-disciplinary knowledge-modes like International Relations, new dynamics, partly triggered by the new innovations and the latest industrial revolution, would begin threatening these inter-disciplinary modes of knowledge. "Global Studies" and "Governance" clearly belong in this segment, the former differing from International Relations because it adopts a broader, in fact, the broadest, level of analysis ("global," as compared to "Inter"-national, that is, between "states"), and the latter being too multifaceted to stop the drift away from discipline-specific anchors.

At least "Global Studies and Governance" is a demand area amid the Fourth Industrial Revolution when pockets of experts have increasingly functioned all too independently of governmental knowledge and cooperation. Economic ministries, for example, increasingly depend on independently prepared research reports, such as the McKinsey Report or by the Economic World Forum, for their own policy-making: these exercises only add expenses at a time of increasing tax-payer protests, thus is left to the private sector; but more than that, governments fear being overtaken in ministry-specific knowledge by these private agencies unless some mutual arrangements can we worked out.

Society's Transition & Educational Adjustments

"Global Studies and Governance" falls in an intellectual stream that flows backward to International Relations, which itself stemmed from the interstices of Economics, History, Political Science, and Sociology, among other disciplines. Two of its "fathers" succinctly articulated that 20th Century European developments could no longer be explained by the methods, or fit into the purview, of History (Quincy Wright) (Wright 1983 and 1955), or History of Foreign Policy (E.H. Carr) (1964), and, as such, argued for the establishment of a new mode of knowledge, International Relations. In examining the history of war, for example, Wright found more knowledge than could be fitted under, or would be beneficial to, history. His turn to International Relations was only natural, much as it was for Carr to appraise the Foreign Policy of European powers between the two world wars and not find himself in a new intellectual domain every now and then. Several other junior contemporaries, the "fathers" (Hans J. Morgenthau, the most prominent among them), spelled out the essence of what emerged shortly after World War II as the

[12] Fluvial: concern with hydraulics and sedimentology.

"field" of International Relations (1948). None of the "mother" disciplines that this field was emanating from were too enthusiastic to lose interpretive ownership of these new developments, but by the 1960s, we began to see the "field" graduating into a "program," eventually reaching "departmental" status in several universities across West Europe and the United States. Yet, the mother disciplines were never abandoned, nor was a sufficient hiatus created with them and International Relations. It was a mongrel mixture.

Bangladesh's Place on the Education Map

Indeed, only in the late 1960s did it emerge in the then East Pakistan for the first time, in Dhaka University, less for local economic, political, or social reasons and more to catch up where the Western universities had drifted to. Unlike in the western countries, there was no formal break from the mother disciplines of History, Political Science, or Sociology. M.A. Aziz organized the new department with particular attention given to such themes as foreign policy, history, law, ideologies, and organizations, among others which might otherwise have been usurped by other disciplines, though within different methodological and theoretical frameworks. His reliance on Hans J. Morgenthau's *Politics Among Nations*, and *International Relations* by Norman D. Palmer and Howard C. Perkins confirmed, in turn, his Western dependence (1954). Since that time, its deepening and diffusion has been acknowledged, but overshadowed by the growth of private universities and the prioritization of other disciplines within academia. Since the pedagogical slant of these private universities has been more to feed the workplace, originally the business workplaces but increasingly environmental, it was more receptive to inter-disciplinary modes of knowledge, but still became the purveyor of post-inter-disciplinary developments.

With only 45-years of a history, Bangladesh has had a lot of catching-up to complete to fit into the knowledge evolution just described. Between 1971 an 2016, Bangladesh has had to absorb the social pressures characterizing the first three industrial revolutions simultaneously: its own "first" Industrial Revolution modalities were evident sporadically during the 1970s, as it began to shed its agricultural skin to embrace manufacturing opportunities, in fits and starts; but only with their deepening, highlighted by growth of the apparel sector ("second" Industrial Revolution trait) and the opening of private universities from the 1980s, could it enter the 21st Century sufficiently above "intellectual/innovational" waters to be able to explore "third" industrial possibilities, exemplified, for instance, by a more confident and self-sustaining RMG industry investing for the future through fashion schools or design programmes. At roughly the same time the Fourth Industrial Revolution impetus could be discerned: pharmaceuticals and information technologies, for instance, simultaneously fueled the need for new skills of their employees, skills only available in specialized universities, laboratories, and through research. This was a significant departure from the past: playing with "new" skills rather than the old, connecting the workplace to the classroom, and pushing the intellectual threshold higher than ever before, all of which reduced the magnitude and leadership of the traditional university.

Corresponding intellectual changes include the diffusion of extant disciplines from the 1980s, their own branching out from the 1990s, and the simultaneous emergence of new "forces" during the 21st Century. For example, "mother" social science disciplines still remain strong, but the slow emergence of new interests, for example, immigration or environmental studies, have entered the academic landscape to push whatever inter-disciplinary initiatives in existence into post-inter-disciplinary mode. Interestingly, many migration or environmental knowledge modes have not been within the International Relations domain; but their independence is not just an invitation to other issue-specific knowledge mode to probe independent existence, but also a warning to not let the graduating students lose sight of the forest of jobs by concentrating on tree-level discipline-specific training. "Global Studies and Governance" fills this vacuum well: it gives tree-level training (how the multi-sided "governance" ontology demands exposure

to more than one tree, that is, one discipline), with a forest-level outlet (expertise to fit multiple job-markets, and the temperament to handle its more fickle nature today). It fits a new genus: post-inter-disciplinary studies could be its label.

Other modes of knowledge have also streamlined the country's ascension from an agricultural past to a manufacturing hub: business schools have dominated that landscape over many of the social science disciplines, in both student interest and job-market needs, while textiles universities and studies of fashion have sprung to suit business needs, both ironically being fitted into private universities faster than in public counterparts, if at all. The equally robust growth of IT (Information Technology) courses and degrees meshes well with the Third Industrial Revolution characteristics, carrying, as they do, seeds of the Fourth Industrial Revolution features. Behind the diversification of business-school programs, one cannot help but notice the entry of social science dynamics through corporate doors: not just the popular interest in corporate social responsibility, but particularly in less developed countries, like Bangladesh, the greater attention demanded on gender, labour, legal, environmental, and human rights issues.

Behind the chronology, one notices the increasing demand for "governance" in every field: whether politically (the breakdown of the traditional party institution against non-political dynamics, like religion or environment, entering politics), militarily (the Chittagong Hill Tract ruffles and scuffles), economically (income distribution deteriorating, blending currency values to global fluctuations, managing remittances, supervising the explosion of banks or unregulated factories, and so forth), environmentally (land erosion, deforestation, climate-change coastal consequences, urban pollution, et al.), socially (the rapid social-climbing reconfiguration of society), or culturally (Islamic pressures, westernizing practices). Studying these can no longer be fitted coherently into any one discipline or even many of them clustered together: there are not only too many overlaps between disciplines, but also too shallow a treatment of each subject, originally because of the growing inter-disciplinary fuses, but now through post-inter-disciplinary tendencies to seek steady-state solutions without established institutions: in politics, the government is yielding to non-governmental organizations; in economics, from bank-controlled macroeconomic levers to rootless microeconomic pressures, like platform production that multinational corporations increasingly resort to, off-shore investment, which is another of their favourites, while illegitimate actors interfere in market-flows, as with drug-trafficking, gold-smuggling, and now even oil-traders in ISIS-held Iraq/Syria; and in sociology, the decline of the family as single-mothers, as well as lesbian, gay, bisexual, and transgender behavior change the gender/cultural/social landscapes. The demand to go beyond is only likely to intensify for new modes of knowledge to slowly make way for the displacement of the "mother" disciplines.

"Global Studies and Governance" cannot but address this vacuum. By addressing multiple forms of governance, it is paying respect to the undercurrents of many "mother" disciplines, but also indicating in no mean terms that the impact of "mother" disciplines must now mould into, melt with, and re-manufacture itself against new pressures and priorities.

International Relations as a discipline has not been disseminated sufficiently across the country, meaning its demand still falls below peak: the number of diplomats we have stationed abroad is spiraling, our exports reach more markets than ever before, and our migrants have not only expanded but also entered more countries than ever before, all of them depicting the increasing demand for trained personnel. Graduates from International Relations should continue to feed this demand. Yet, at the same time, job-market needs might pass this relatively new field/discipline by: the growing demands for inter-disciplinary knowledge-modes to become independent of mother disciplines might require International Relations to pay more attention to some of its sub-set fields, like conflict-resolution or governance, in order to be

relevant in the job-market, particularly with side skills in other sub-fields, like environmental protection, human rights, and cybernetics, to strengthen the student's job-market credentials. This it has not ventured to address.

Pedagogy

"Global Studies and Governance" directly addresses this gap, in addition to opening new windows, it feeds the growing gap between disciplines with the expertise needed for "governance," and simultaneously takes one major and explicit step towards the emergent technologically conversant societal needs for the Fourth Industrial Revolution.

Defining "governance" as the movement from disorder to order, or instability to stability, brought about by multiple actors, both governmental and non-governmental, the department will be open to investigating multiple types of governance. For example, there could be a case of political governance (quashing corruption, for instance), military (heated exchanges between border security guards, as an example), economic (managing bank loans or public sector efficiency), corporations (given the increasing numbers of bankruptcies, gouging practices, price manipulations, and scandals), environmental (amid the need to adjust to ozone-depletion, urban smog, climate-changes, or sea-water-level rising), and so forth.

All these types or dimensions of governance represent a discipline or knowledge mode, meaning they have their own method of investigating the "governance" crisis being studied. Students get to learn the conflict-resolution aspects of those disciplines, so that, after 4 years of taking classes, they can conclude their studies with an original capstone project investigating one specific case. It would carry the criterion of invoking at least two disciplines, thus invoking the inter-disciplinary scholarship as a requirement. If, for example, that project involves the disciplines of economics and environmental studies, in learning about the methods and some of the theories of each, the student would be substituting the traditional discipline-centric learning for a twin-discipline claim to expertise. Not only would his/her market value increase with more than one set of expertise, but would also make him/her more competitive.

It is this competitiveness that drives students to explore innovative approaches in both information-collection but also information-presentation. From that background the department is tailor-made to swing into Fourth Industrial Revolution dynamics: not only methodologically, but in how the substance is also assessed; not just in making policy-recommendations, but also over the topic involved, much like one would expect from think-tanks.

Technically, the department would (a) give "governance" a far superior ontological appreciation than currently exists, and one that could be generic among all the different and disparate extant disciplines; (b) those disparate and different disciplines would retain their epistemological and, perhaps, theoretical value while subordinating the substantive components, that is, retain their structure by downsizing the flesh; (c) cross the knowledge bifurcation alluded to before between the social and natural science through a common methodology, that is, linking the dependent variable (governance) with infinite independent variables (epistemologies) in the same way a physicist, chemist, medic, or geologist would to; (d) open pathways of the Kuhnian paradigmatic cycle rather than closing them with each hypothesis tested successfully (Kuhn 1970); and (e) supply the much needed learning and job-market flexibility that candidates increasingly complain of even today, of not having acquired in their training.

Before selecting a track of their own to specialize in, students will take 11 core courses. Whereas the first two core courses expose students to the concepts and actual dynamics of globalisation and governance, the third brings under the microscope both theories and methods of inter/trans-disciplinary studies from

the various literatures: already we see the exploration expending beyond the obvious inter-disciplinary major, International Relations. One more core course squeezes further juice out of International Relations, but again goes beyond International Relations by simultaneously surfing through International Political Economy. Five similar core courses unravel the relevant discipline-based dynamics covered in Global History, Security Studies (security ranging from the military to human), Global Culture and Communications, Global Ecology, and Socio-political Economy of Development. Note how these six core courses address the interstices of, rather than exclusively within, dominant disciplines. For example, Culture and Communications is to be treated with a "global" scope, as too Ecology, while traditional inter-disciplinary courses on Development have been overtaken by admixing "socio" with Political Economy, so students can also add social changes to political decisions on development that countries adopt and the economic dynamics that development entails.

The remaining two courses dig deep into a variety of methodologies, both quantitative and qualitative, again, merging two courses into one, so as to highlight the specific "Global Studies and Governance" ontology. Among the methods "Global Studies and Governance" students can immediately resort to for their research (Przeworski and Teune 1982): experimental studies (MacMahon *et al.* 1981), surveys (Holsti and Rosenau 1971), comparative studies (Lijphart 1979 and 1971), case studies (George 1979, Shlaim and Tanter 1978), content analysis (Holsti *et al.* 1964), simulation (Meadows *et al.* 1972), time-series (Caporaso and Pelowski 1971), aggregate analysis studies (Singer *et al.* 1979), interviews (Dexter 1970), polls analyses (Gallup 1976), use of documents (Stone *et al.* 1966), among others. Since these represent the inter-disciplinary roots of the proposed department and its ontology, they motivate the creation of a "governance"-specific methodology reflecting multidimensionality, knowledge-mode transiency, workplace suitability, and flexibility. That, in short, inaugurates the proposed department's research agenda from the very outset.

Since the purpose behind this wide-ranging training is to expose students to a Plan B area of expertise after they have selected a specific track (their Plan A), it prepares them for job-market fluctuations and new forms of inter-meshing of global events that call for expertise in multiple traditional disciplines. Each of the six discipline-based core courses convert into a specialized track, with the seventh being an independent track, in which five courses from two other specialized tracks can be chosen.

Supplementing specialized track-based training will be a motley of elective courses from two arenas: one a geographical concentration, the other a policy-relevant, issue-specific array, and a foreign language. While the geographical concentration is not dissimilar to those already in vogue, the issue-specific cluster offers an equally wide choice of governance-demanding issues, from peace, religion, violence, and identity, for example, to ethics, environmental consciousness, health concerns, gender intercourses, and information technology manipulation, among others.

All of these culminate in either a governance-related internship, or a capstone senior-level project tightly focused on any one area of governance deficit. Scope is left for students to build a minor area of expertise, alluding to the Plan B reference already made.

By now, the advantages of a "governance"-fed department or discipline over the previous discipline-centric approaches should be clear. Against the discipline-based graduate, each governance-based graduating student would (a) carry more skills than his/her counterpart; (b) elevate the methodological component of his/her training over the substantive, in turn lubricating the kind of innovative capacities consistent with the fourth IR expectations, since innovative capacities proliferate with methodologies than with substance, than his/her counterpart; (c) feed better the more skilled, multi-varied, and

specialized needs of job-suppliers that his/her counterpart; and (d) project a larger shadow of his/her credentials and outlooks into the future than his/her counterpart, whose disciplinary rooting, by definitions, keeps one foot, and therefore part of the outlook, anchored in the past.

Conclusions

Rapidly journeying through education, as we know it to be today, this investigative paper shows (a) how industrial innovations intimately relate to curricular changes; (b) the increasingly telescopised time-frame of both innovations and curricular transformation generating an equally increasing intellectual crisis as both theoretical postulations and methodologies face shorter life-span of relevance; (c) simultaneous movements complicating matters: from fewer disciplines to many, and the absence of inter-disciplinary dynamics to a congested inter-disciplinary space, demanding post-inter-disciplinary considerations; and (d) the first generation of inter-disciplinary dynamics that threatened to change the historical knowledge mode, spawning a second that threatens to change the education we know.

Among the key observations: (a) though the ontological and epistemological trajectories of post-inter-disciplinary "Global Studies and Governance" is similar to inter-disciplinary International Relations, the latter is functionally more comfortable working with discipline-anchored policy-relevant issues, but the former prefers a discipline-free approach; (b) inter-disciplinary knowledge-modes paid greater attention to theories and methods than any post-inter-disciplinary counterpart; (c) whereas inter-disciplinary studies freely borrowed methodologies, post-inter-disciplinary studies subordinate or eliminate them; and (d) in any trade-off between analytical rigour and issue-inclusion, "Global Studies and Governance" reverses the historical tendency favouring the former for workplace interests.

Implications:

Broader still, post-inter-disciplinary studies benefit from the following three features over inter-disciplinary counterparts : (a) since theory-building, methodology-development, and empirical-testing just happen to be more time-consuming the far narrower post-inter-disciplinary knowledge-modes face legitimizes downsizing those once-critical tasks; (b) software programming increasingly erodes the need for classroom training and ivory-tower thinking, which reduces inter-disciplinary relevance faster than for post-inter-disciplinary knowledge-modes; and (c) the net result of diminishing pedagogical but enhanced workplace relevance completes the circle that began years ago in the ivory-towers, but must reflect job-market pertinence to a far wider audience today.

In short, as the subtitle of this paper notes, we are shifting into an age where the staying-power of intellectual pursuits can historically be no better than the proverbial one-night stand: we will need the rest of our lives to learn to consummate the net products of, not one, nor even two or three, but four industrial revolutions. Only one of those streams is moving forward, against the defensive shields of the other three, but it is the one to follow, that is, if we can isolate it in a congested transformational playground.

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Education Governance in Bangladesh: A Focus on Tertiary Level

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This paper investigates the governance challenges facing in the education sector in Bangladesh. Because, sound governance is very important for quality education that leads a country towards sustainable development progressively and this is urgently needed for developing countries like Bangladesh. Among many challenges, for example, office management at higher level educational institutions in the country is a big one. There is no uniformity in respect to working days and working hours. Meetings of statutory bodies such as senate, academic council, syndicate, etc. are not held regularly. It is also revealed that no university of Bangladesh is in the ranking of top 500 universities in the world. It is believed that it has happened due to lack of good governance in this sector. Now the questions arise: does governance matter for quality education? What types of governance problems confront quality education in Bangladesh? Hence, this paper explores the answers to these questions as well as puts forward policy implications in this regard. The paper is mainly based on secondary data. In addition, personal experiences and observations have also been taken into account to make it presentable to readers.

Keywords: *Governance, sound governance, quality education, Bangladesh.*

Introduction

Bangladesh, located in South Asia, emerged as an independent country in the world map in 1971 after the bloody Liberation War against Pakistan. Since then the successive governments adopted various policies, projects and programs to rebuild the war ravaged country and achieved noticeable progress in different sectors. However, after four decades, in spite of the commendable achievements in economic and social sectors, the country faces a plethora of challenges and problems associated with governance. Due to lack of good governance, the stigma of 'the most corrupt country in the world' has been labeled on the country for several consecutive years. This is mainly attributable to a number of key factors including the lack of professionalism in bureaucracy, politicization of key democratic and statutory institutions and civil society, anarchic politics, and an undemocratic political system.

Although the country is approaching to become a middle income country, it is still considered as one of the poorest countries in the world due to various reasons such as poverty, illiteracy, corruption, political instability and so on. Despite notable reduction of poverty in the last two decades, as many as four crore 70 lakh people of Bangladesh are living below the poverty line and, of them, two crore 60 lakh live in extreme poverty (World Bank, 2013). Bangladesh is one of the densely populated countries in the world with about 160 million people in the small size of territory, 147570 sq. km. Nearly 73 per cent of total population lives in rural areas (IFAD, 2011).

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To overcome these multifarious problems, education is a strong tool, among others, that can lead the country towards sustainable development. However, it is evident that there has been a noticeable progress in the education sector in terms of enrollment at primary level, increasing of female students at different levels, increasing the rate of passing in the public examinations, providing scholarship to female students, providing text books to students free of cost, and increasing the number of educational institutions at different levels. Despite such progress, the drop-out rate at primary level is still shocking. Of course, the quality of education at all levels is criticized, particularly at the tertiary level in Bangladesh.

Against these bleak backdrops, this paper investigates the governance challenges facing in the education sector in Bangladesh. Because, sound governance is very important for quality education that leads a country towards sustainable development progressively and this is urgently needed for developing countries like Bangladesh. However, this paper would focus on tertiary level only. Among many challenges, for example, office management at higher level educational institutions in the country is a big one. There is no uniformity in respect to working days and working hours. Meeting of statutory bodies such as senate, academic council, syndicate, etc., is not held regularly. It is also revealed that no university of Bangladesh is in the ranking of top 500 universities in the world. Now the questions arise: does governance matter for quality education? What types of governance problems confront quality education in Bangladesh? Hence, this paper explores the answers to these questions as well as puts forward policy implications in this regard.

Objectives of the Paper

Broadly this paper explores the governance system and its challenges in education sector in Bangladesh. Specifically, it focuses on governance and challenges at tertiary level educational institutions in the country. For this, it assesses the factors and actors that impede the quality education in the country.

Methodology

The present study examines the factors responsible for dilapidation of quality education in Bangladesh. It mainly looks at the tertiary level education sector, focusing on public university. It is followed a qualitative in nature of research method. So, the secondary data are the main source for this study. This is why government documents such as UGC annual reports, PSC reports, international donor documents, newspaper reports, journal articles, internet materials and so on are reviewed. Besides, observation and experience also contribute in this paper.

Governance and Education Structure in Bangladesh in Brief

It is said that education is the backbone of a nation. To overcome all the constraints stated above and take standard position in the world, it is urgently needed education and it should be quality as well as need based education for sustainable development of Bangladesh. Therefore, the successive governments have given education sector priority in the policy agenda and taken various initiatives in this regard. Article 17 of the Bangladesh Constitution also guarantees primary education for all children at free of cost. However, the three main educational systems exist in Bangladesh. These are: (a) General Education System, (b) Madrasah Education System and (c) Technical - Vocational Education System. Each of these three main systems is divided into five levels: (i) Primary Level (ii) Junior Level (iii) Secondary Level (iv) Higher Secondary Level and (v) Tertiary Level.

Bangladesh Bureau of Educational Information and Statistics (BANBEIS) conducts baseline census on education regularly and now annual education survey is its routine work. However, the last baseline census was conducted in 2008 and it is conducted after 6 or 10 years interval.

According to BANBEIS annual survey report 2012, it is found the major changes on education indicators compare to the baseline census of 2008. The total number of schools, colleges, madrasah, technical and vocational institutions and universities in the year 2012 is found 19208, 3547, 9441, 3327 and 111 respectively but in base line census this number was 18756, 3277, 9384, 3116 and 82 respectively. Increase is found 452, 270, 57, 211 and 29 respectively (GoB, 2013).However, among the colleges, there are 270 government colleges, three Alia madrasas, 14 teachers' training colleges, 16 commercial colleges at higher secondary level in the country (Daily Nayadiganta, 15 March 2016).In the tertiary education sector, the government also funds more than 37public universities through the University Grants Commission (UGC annual report, 2014).

The overall responsibility of management of primary education lies with the Ministry of Primary and Mass Education (MOPME), set up as a Ministry in 1992. While MOPME is involved in formulation of policies, the responsibility of implementation rests with the Directorate of Primary Education (DPE) headed by a Director General. The National Curriculum and Textbook Board (NCTB) is responsible for the development of curriculum and production of textbooks. While the Ministry of Education (MOE) is responsible for formulation of policies, the Directorate of Secondary and Higher Education (DSHE) under this ministry is responsible for implementing the same at secondary and higher education levels. The NCTB is responsible for developing curriculum and publishing standard textbooks.

The Madrasah Education System focuses on religious education, teaching all the basics of education in a religious environment. Religious studies are taught in Arabic and the students in some areas also serve the local area masjids (mosque). The Technical and Vocational Education System provides courses related to various applied and practical areas of science, technology and engineering, or focuses on a specific specialized area. Course duration ranges from one month to four years.
However, there is school managing committee (SMC) at school level to look after all the affairs related to schools at the grass root level.

Examinations/Convocations

A number of commissions on education have been formed to ensure quality and need based education for sustainable development of Bangladesh. But it is still going on different experiments. In recent time the government has introduced Primary School Certificate (PSC) examination and Junior School Certificate (JSC) which bring mixed reaction among educationists, guardians and students. Standard of tertiary education especially private university creates a strong criticism in respect with quality and need.

On the other hand, Convocation is an important matter for a student in his/her education life. After completion of graduation, students are provided certificates through a formal ceremony. It is a general norm. But it is not happened generally in public universities in Bangladesh. For example, Chittagong University holds only four convocations since its inception in 1961. The fourth convocation was held on January 31, 2016 while Rajshahi University holds only nine convocations since its inception in 1953. The ninth convocation was held on January 18, 2015.

Governance at Tertiary Level in Bangladesh: Discussions

This paper mainly focuses on governance system and its challenges on tertiary level in Bangladesh. It highlights some key governing factors which are very important to run these higher level educational institutions in Bangladesh.

It is observed that two types of governance problems or challenges are facing at the tertiary level of education in Bangladesh. One is internal and another is external. The internal challenges are included

legal and statutory while the external includes unexpected one such as teachers' politics, student politics, mainstream political interference, student movement, and unanticipated incident like sexual harassment, and so on. These governance problems and challenges are discussed below.

Internal Challenges

University Grants Commission (UGC) of Bangladesh under the Ministry of Education is responsible to look after the tertiary level educational institutions in the country. As many as 37 public universities are funded through UGC. On the other hand, there are more than 80 private universities (UGC Annual report, 2014) which are also under the control of UGC for their approving course curriculum and other activities.

Legal Barrier

University of Dhaka, University of Rajshahi, Chittagong University and Jahangirnagar University are running under the jurisdiction of the 1973 Act. The rest of the universities are being run their all activities by separate Acts. But there are some common features to run their academic activities. For example, every university has syndicate in the name of syndicate or regent board (it is found in Mawlana Bhasani Science and Technology University), academic council, board of advance studies, etc. Composition of these statutory bodies is made in accordance with the Acts of these universities. Consequently, in many cases, the university authorities face legal obligation and barriers and they cannot perform their activities, especially administrative, accordingly. For example, the number of Senate members of University of Dhaka (DU) is 104 (DU dairy 2005) and now it is 105 (DU dairy 2013). Among the members, five are student representatives who are supposed to be elected by the students directly through Dhaka University Central Students' Union (DUCSU) which is ineffective from 1996. The last election of DUCSU was held in 1989 and the committee was dissolved in 1995. Since then no election was held. It is same case for Rajshahi University Central Students' Union (RUCSU). So, there are no student representatives in the Senate of these universities.

However, there are some regulatory authorities at the universities which are very important to run the academic and administrative activities of the universities. The authorities include: the Senate, the Syndicate, the Academic Council, the Faculties, the Board of Advanced Studies, the Finance Committee, the Planning and Development Committee, the Selection Boards, etc.

Senate

Senate is considered as parliament in the university as it acts as parliament of the country, Bangladesh. The composition of the Senate of Dhaka University and Rajshahi University is same as the academic and administrative activities of these universities are running under the 1973 Act of these universities. Presently, the number of Senate members of Dhaka University is 105 whereas it is 103 at Rajshahi University. However, according to Rajshahi University Calendar, the Senate shall-

> `amend and ratify the Statutes on the proposals of the Syndicate; consider and pass resolutions on the annual report, the annual accounts and the financial estimates presented by the Syndicate; and exercise such other powers and perform such other duties as may be conferred or imposed upon it by this Act or the Statutes ((Volume-I, 2005: 12).'

So, the Senate is very important to run the academic and administrative activities effectively of the university. For this, it is obviously needed a full-fledge Senate body. But statistics shows that full-fledge Senate is not constituted due to various reasons such as legal limitations, political problems and so on.

At Dhaka University in 2005, table-1 shows, as many as 45 members out of 104 Senate members were vacant due to various reasons. There were no teachers' representatives; even there were no representatives of research institutes in the Senate. The pity scene was observed in 2013. A total of 96 members out of 105 Senate members were vacant during this period (DU dairy, 2013). During that time, no representatives of government officials, members of parliament (MP), representatives of research institutes, representatives of affiliated college principals, college teachers, Dhaka University teachers' representatives and representatives of registered graduates' was in the Senate. What an administration it is! Only nine members, among them five *ex-officio*, were in the Senate. One may raise questions how did the activities, particularly administrative, of Dhaka University run? Reply may be, `One Man Administration' ran or manipulated it. After three years, in 2016, there are still 25 members vacant in the Senate. There are no representatives of MP, affiliated college principals and colleges teachers. Although all are available, it is not happened in the Senate. It makes us clear that governance at the tertiary level is not sound. At Rajshahi University, the membership scenario at the Senate is not so convincing. Nine members out of 103 were vacant in 2006, and 14 members in 2013, 19 members in 2015 and 16 members in 2016 respectively were vacant at the Senate.

After 12 years, in 2015, Rajshahi University authority held a Senate meeting which is supposed to be held at least once in a year (RU Calendar Vol-I, 2005:12). For a long time, no election for electing representatives of registered graduates' in the Senate was held at Rajshahi University. The representatives of registered graduates' at the Senate were 23 out of 25 in 2006 and now it has come to 20 in 2016 due to death of members. It is evident that without getting approval of Senate, the financial and other important accounts are running years after year which is not legal according to the Rajshahi University Act.

It is evident to us that there are some legal limitations in these cases. So, one can blame that due to legal barriers, the university authorities cannot manage everything according to the University Act. But, despite such barriers, it is observed that the university authorities do not take initiatives to hold DUCSU and RUCSU election due to just political reason. In Rajshahi University, it is widely criticized that the university authority does not take initiatives to elect representatives of registered graduates' in the Senate due to just political reason. It is seemed that if such type of election is held, opposition candidates will win in the election. So, don't move to this way!

Syndicate

Syndicate is a very important statutory body in the university. It is like `cabinet' of the country since it acts as cabinet within the university. It holds the supreme authority to accept or reject of any decision in the university. According to the Rajshahi University Calendar (Vol-I: 2005), the Syndicate

> `shall be the Chief Executive Body of the University, and, subject to the provision of this Act and the powers conferred on the Vice-chancellor, the Syndicate, shall have the general management and superintendence over the affairs, concerns and properties of the University and shall see that the provisions of this Act, Statutes, University Ordinances and Regulations, for the time being in force, are observed. The Syndicate shall hold, control and administer the property and funds of the University and, for these purposes, obtain advice, on matters of finance from Finance Committee. The Syndicate[…], make, amend or repeal the Statutes, consider and pass resolutions on the Annual Report, the Annual Accounts, the Finance Estimates […] (2005:13-14).'

The composition of the Syndicate body more or less is same at all universities. For example, now there is a 18-member office-bearer at Dhaka University while it is a 17-member body at Rajshahi University. The following table-2 shows us that all Syndicate members were available at Dhaka University in 2013 and 2016 while one member of the distinguished citizen category nominated by the Senate was vacant in 2005. On the other hand, three members in 2016, two in 2015, three in 2013 and one in 2006 Syndicate member respectively were vacant at Rajshahi University. According to the Rajshahi University Calendar (2005),

> `The members of the Syndicate other than *ex-officio* members, shall hold office for a term of two years but shall continue in office till their successors having been elected or nominated enter upon the office (2005:13).'

But it is observed that after getting promotion or up gradation of any member, membership of this category has been declared vacant which goes totally against the University Act. It is happened in 2016, the table-2 shows it.

What is interesting in composition of Syndicate body is election of representatives of different categories by the respective university teachers. These categories include Dean, Provost, Professor, Associate Professor, Assistant Professor and Lecturer. Election to elect representatives of these categories is now very much political. During this election, teachers community, visibly belonging to mainstream political party such as Bangladesh Awami League (BAL), Bangladesh Nationalist Party (BNP), Bangladesh Jamaate-e- Islami (BJI), and so on, is divided into different colour like `White' belonging to BNP and BJI, `Blue' belonging to BAL at Dhaka University, `White' belonging to BNP and BJI, `Yellow' belonging to BAL at Rajshahi University. Consequently, most of the Syndicate members are elected and selected or nominated, considering the mainstream political colour and obviously it is happened in accordance with the existing political party in power position of the country as well as administration within the university.

Academic Council

Academic council is another important regulatory authority within the university. According to Rajshahi University Calendar (2005),

> `The Academic Council shall be the academic body of the University and shall […] have the control and superintendence over, and be responsible for […] instruction, education, and examination within the University (2005:15).'

Besides, the Academic Council is supposed to exercise a 12-point powers and duties of academic interests in the university.

Although this is a vital regulatory academic body in the university, there is no specific time frame to hold its meeting. It depends on wish of Vice-chancellor of the university. `The Vice-Chancellor shall convene a meeting of the Academic Council at any time on his own initiative (RU Calendar, 2005: 57).

Appointment of Vice-chancellor

The Vice-chancellor shall be appointed by the Chancellor for a period of four years from a panel of three persons to be nominated by the Senate (RU Calendar, 2005:7).It is observed that no Vice-chancellors was nominated by the Senate at Rajshahi University since 1996. All Vice-chancellors are appointed directly by the Chancellor. And, the appointment is made on the basis of political affiliation rather than academic qualification. Consequently, the government appointed Vice-chancellor is very much conscious about

his/her appointment and always keeps his attention to make satisfaction to the government. To be Vice-chancellor of any university of the country in future, teachers involve themselves in politics belonging to mainstream political parties.

Academic Calendar

It is observed that there is disarray in academic calendar at the universities. For example, the University Grants Commission (UGC) of Bangladesh, the regulatory apex body of higher education in the country, introduced a uniform grading system for both public and private universities in 2006-2007 academic session. Since then, semester system has been introduced at all departments under the faculty of social science of Dhaka University. But all the departments under the faculty of social science of Rajshahi University are still running with traditional/annual system. At the same university, all the department of the faculty of business studies are running with semester system. So, there is no uniformity in regard to academic calendar among the universities.

Office Management

Office management is very important to run an institution effectively. But it is total in disarray at higher level educational institutions in Bangladesh. There is no uniformity in respect to working days and working hours. For example, the Ministry of Education is the responsible authority to look after all activities of educational institutions in the country. Under this ministry, the University Grants Commission (UGC) of Bangladesh is the apex body to oversee all activities at tertiary level of education institutions in the country. These two regulatory authorizes enjoy `two days' holiday (Friday and Saturday) that means the working days are five day in a week. On the other hand, Dhaka University also enjoys `two days' holiday while Rajshahi University enjoys only `one day' (only Friday) holiday in a week. Besides, Rajshahi University of Engineering and Technology (RUET) enjoys `two days' holiday which are Thursday and Friday. In terms of working hours, the office hour of all universities is 9:00 A.M. to 5:00 P.M except Rajshahi University. The office hour of Rajshahi University is 8:00 A.M to 2:00 P.M. and it is observed that the office staff never comes at 8:00 A.M and stays at office till 2:00 P.M. They usually come office at 9:00 A.M. by bus provided by the university authority and most of the office staff starts leaving office from 12:00 P.M. availing the same transports. It is seemed that there is no governance at the university.

External Challenges

Bangladesh is facing a lot of challenges such as poverty, illiteracy, unemployment, political instability, natural disasters, etc. As this paper makes emphasis on education especially higher level education such as university, it assesses closely the challenges faces in tertiary level education sector in Bangladesh. Before going to details, we would like to observe the literacy rate first in the country. The successive governments of Bangladesh have taken a series of initiatives for promotion of education. Consequently, educational levels have increased. The following table shows the literacy rate of Bangladesh.

Table-1

Literacy Rate of Population (7 years and above) of Bangladesh by Sex, 1981-2011

Year	Male	Female	Both Sexes
1981	33.84	17.52	25.99
1991	38.90	25.45	32.40
2001	49.56	40.83	45.32
2011	58.8	53.4	56.1

Source: Population Census 2001&2011

Owing to affirmative action undertaken in the allocation of budgetary resources in the education sector and women friendly education policies, gender gap in this sector has narrowed down significantly. It has been found from the Population Census-2001 of Bangladesh that during the last 20 years (1981-2001), literacy rate for population 7 years and above rose from about 26 per cent to 45.32 percent. In 2011, it reaches at 56.1 percent.

According to World Bank, South Asia's adult literacy rate in 2010 was around 62 %, more than 20% below the global rate. And in Bangladesh the adult literacy rate is 53 % (IFAD, 2011). Despite increase in literacy rate, the country faces a lot of challenges at tertiary level in terms of quality education.

Economist Report (2013) states that with a burgeoning population of young adults hungry for education—and governments juggling a myriad of competing claim for funding—the growing demand for higher education is proving a challenge for many South Asian countries. This report describes many challenges facing the regions at higher education level. As Bangladesh is one of South Asian countries, it faces some same challenges at higher education level especially university level.

Politicization

Teachers' Politics

Politicization grips the entire education sector in Bangladesh. From primary level to higher level, political consideration has been paid priority in every sector. It covers from recruitment, promotion, transfer and so on. For example, teachers of public universities in Bangladesh are divided into different political colors such as `white color' belong to mainstream political party BNP and pro-Jamaat, `blue' belong to Bangladesh Awami League and left leaning political parties. So, no teachers will be found neutral in respect of political affiliation and brand. Hence, most of the teachers indulge in political motivation rather than core responsibilities as a teacher. The key positions such as vice-chancellor, pro-vice chancellor, treasurer, provost, even chairman and dean are appointed or elected or selected on political consideration. Consequently, deadlock situation appears in many cases. For example, Begum Rokeya University, Rangpur presently faces acute crisis between Vice-chancellor and teachers. However, a proposed Act `Uniform Ordinance for Public Universities of Bangladesh-2007' was submitted to the Advisor, Ministry of Education, to ensure quality management and governance at higher level education. But it did not come to light due political consideration.

Student Politics

Moreover, student politics at university level is another foremost challenge in Bangladesh. Due to student politics, the authority of universities is forced to close academic and administrative activities. Such type of politics often appears a cause of clashes and death of students in campuses. In recent time, two students- one of Shahjalal Science and Technology University (SUST) Sylhet and another of Chittagong University (CU) were killed due to intra-party and opposition groups clash. Islami University, Kustia also faces a severe problem due to student unrest. It has been unscheduled closed due to unhealthy student politics. More than 26 transports are torched due to student politics. Under these circumstances, eminent educationists of Bangladesh express their concern about existing situation in public universities across the country (Amar Desh, July 17, 2012; Kaler Kantha, July 19, 2012; Sakaler Khabor, July 19, 2012).

Besides, political activities of student front also impede quality education and hamper academic activities. The political students' organizations hold their programs at Aparajaya Bangla, in front of Arts Building, of

Dhaka University, during class time and the mainstream political leaders are invited as chief/special guests at the programs.

Dearth of Effective Accreditation

Economist Report also finds lack of effective accreditation in Bangladesh to ensure quality education at higher level. It states that `Across the public and private sector, quality assurance, and a dearth of effective accreditation and quality assurance mechanism remains a shortcoming. Though under the responsibility of the higher education oversight bodies (the UGC or HEC), in practice these bodies may lack the necessary resources or knowhow for effective monitoring of standards. Training is needed, and there has been very little activity on that front (The Economist 2013: 17). So, of utmost importance is the establishment of accreditation and quality assurance mechanisms to build confidence in the quality of education (The Economist 2013:26).

Capacity and Quality

Once, University of Dhaka, Bangladesh was called Oxford of the East. Obviously, it was called for its quality education, faculty members, research activities and so on. But now this university is nowhere in the world ranking. Though there has been substantive growth in higher education capacity in the past few years, on some levels this has been at the expense of quality. Standards in higher education are variable across the markets examined, but South Asia as a whole remains well below the average on various international rankings. The region contains no universities in the top hundred of the Times Higher Education (THE) and just three of the top 400 of the THE rankings (The Economist 2013).

Lack of Skilled Faculty

Retaining talent is an issue for many knowledge sectors, but the problem is more acute in higher education in South Asia when linked to issues of weak governance. `Lack of incentives and limited access to resources seem to be the main challenges to enhancing the quality of faculty members (The Economist 2013:17).' `As political considerations, instead of academic standing, govern the recruitment and promotion of staff, there is a severe sense of demotivation amongst the faculty members. Many of them consider political affiliation to be a much easier option to get to higher positions rather than doing serious research.' The observation of the Economist is very impartial in respect with Bangladesh. Every sectors of the country are facing such problems. Political consideration has been given priority instead of merit. On the other hand, it is widely alleged that unfair practice such as taking bribe to some extent is done during recruitment in faculty members.

Poor Governance

Governance is very important matter to run an organization efficiently and smoothly. For this it is needed neutral and congenial atmosphere at the organization. Besides, faculty members of the organizations should be free from political biasness in decision making process. But it is not happened at higher education level in Bangladesh. Appointment is being done on political consideration. Sher-e-Bangla Agriculture University, Dhaka is a recent example of lack of governance and politicization in recruitment. Appointment is done three times against the advertised posts (Prothom Alo, December 21, 2014). Besides, vice-chancellors of four old universities are not elected by the Senate members. There are irregularities in recruitment process. No election is held in students' union of Dhaka University, Rajshahi University, Chittagong University and Jahangirnagar University for long (Prothom Alo, May 28, 2013). Ruling party's student front controls residential dormitories, intra-party conflict destabilize education environment, etc. Ruling party's student front Bangladesh Chattra League (BCL)staged demonstration for resignation of Principal of Azizul Huq Govt. College (Prothom Alo, June 8, 2012). It is worthy to note that more than 80% youth makes negative remarks about student politics (Prothom Alo, August 23, 2012).

External Influence on Recruitment Process

It is observed that the external forces which are widely acknowledged `political forces' influence very much the recruitment process in terms of teaching staff or other office staff of the universities. Local political leaders of the ruling party threatened the Vice-chancellor of Rajshahi University for not appointing office staff from their list provided to him.

Gap between Demand and Supply

Course curriculum is very important matter to meet the demand of a country's development through education. `The disconnect between the needs of the market and the courses offered by higher education institutions has contributed to high levels of graduate unemployment and underemployment (The Economist 2013: 18). In Bangladesh, graduates from Arts faculty of public universities face severe employment crisis in the job market due to their academic disciplines. It makes them frustrated. On the other hand, private universities offer mostly business education. So, graduates of private universities lack of literary and cultural knowledge. Moreover, moral education is not compulsory here. But it is very essential for Bangladesh. Because Bangladesh ranks top in corruption globally in many times and it continues.

Government Policy

Once it is announced that the key positions such as vice-chancellor, pro-vice chancellor, treasurer would be appointed through a search committee which was constituted headed by the Secretary, Ministry of Education. This move is appreciated by all. But politics again appears here and consequently it is not practised. Many newspaper reports describe that `Nobody cares the order of education ministry' (Samakal, June 30, 2012). Establishing private university is a business (Prothom Alo, September 28, 2012; Samakal, December 4, 2012). There is a serious concern about closure of madrasah education due to lack of government support. Newspaper report reveals that 11000 madrasah have been closed out of 18000 madrasah in Bangladesh (Jugantor, June 17, 2012).

Fund Crisis for Promoting Islamic Education/Moral Education

Islamic education in Bangladesh now faces strong criticism from a quarter of the society. The so called civil society often criticizes that madrasah education generates Islamic extremists in the countrythough there is no strong evidence in this regard. It is media propaganda against madras education. Madrasa only offers Islamic education, moral education alongside of general education. It is seemed that the opposition against madrasa education is not a mere against madrasa. It is against Islam. Students of madras also face obstacles during honours admission at Dhaka University. On the other hand, it is found lack of proper support from government side to boost up madrasa education. Besides, business entrepreneurs and rich people of the country do not show their interest to gear up this sector of education, providing financial support.

Political Instability

Politics should be practised for better governance. But in Bangladesh it is appeared that it brings impediments in many cases bad or poor governance. Politics engulfs everything and everything is considered in the eye of political mirror. So, the country faces political unrest, causing unscheduled closure of educational institutions. Consequently, it takes long time to pass their courses. They face session jam. Bangladesh faceshartal (strike) on the first day of the new year 2015. No academic activities are held during hartal at higher education institution.

Conclusion

This paper concludes on two notes. Firstly, quality education is a must for human resource development (HRD) and HRD includes three basic strategies: (a) developing human resources through education and training, (b) deploying human resources and (c) providing the incentives to ensure that they are productively deployed. Secondly, to ensure quality education and remove impediments the education sector needs to be freed from politicization. This sector should be kept free from politics for national interest. So, governance is vital to ensure quality education in the country.

Recommendations

Often people of Bangladesh are considered burden for the country. But they can be resources if they are trained and taken proper management initiatives. So, it can be said that there is no alternative but quality education for human resources development in Bangladesh. But it is difficult to do. Yet, initiatives should be taken for the national interest. To make it easy, some policy implications are recommended below.

- Education sectors of the country should be kept free from politics.
- Political programs may be practised but educational institutions and students should be free from these programs.
- Political motive in recruitment, promotion and transfer should be avoided. Merit, expertise and experiences should be given priority in all spheres.
- The key positions such as vice-chancellor, pro-vice chancellor, treasurer should be appointed on merit. They should be appointed through a neutral search committee.
- Teacher politics and student politics which isbacked by the mainstream political parties should be banned.
- At present context of Bangladesh, election at students' union such as DUCSU, RUCSU, etc. should be held for promoting leadership among students instead of campus politics.
- All type of political activities should be banned in university campus.

Table-2
Senate Composition and Its Members

	Different categories of Senate members													
		Ex-officio	Govt. official	MP	Educationists by chancellor	Repr. of research org. by syndicate	College principals	College teachers	Edn board chairman	Reg. graduates	DU/RU teacher repr.	Students repr.	Total	Comments
		3	**5**	**5**	**5**	**5**	**5**	**10**	**1**	**25**	**35**	**5**	**104**	**Vacant**
DU	2005	3	5	5	5	0	5	10	1	25	0	0	104	45
	2013	4*	0	0	4	0	0	0	1	0	0	0	105	96
	2016	4*	5	0	5	5	0	0	1	25	35	0	105	25
		3	**5**	**5**	**5**	**5**	**5**	**10**	**2**	**25**	**33**	**5**	**103**	**Vacant**
RU	2006	3	4	5	5	5	5	9	2	23	33	0	103	9
	2013	3	5	5	5	5	3	9	2	21	32	0	103	14
	2015	3	5	0	5	5	2	9	2	21	32	0	103	19
	2016	3	5	5	4	5	2	9	2	20	32	0	103	16

Source: DU dairy 2005, 2013 & 2016; RU dairy 2006, 2013, 2015 & 2016.

* Now there are two pro-vice-chancellors and they are ex-officio members of the Senate.

Table-3

Composition of Syndicate and Its Members

	Different categories of Syndicate members														
		Ex-officio	Dean	Provost	Prof.	Assoc. prof.	Assist. prof.	Lecturer	Repr. of Reg. graduate & senate	Chancellor's nominees	College principals	Distinguished citizen by senate	Govt. official	Total	Comments
		2	**1**	**1**	**1**	**1**	**1**	**1**	**2**	**2**	**2**	**1**	**1**	**16**	**Vacant**
DU	2005	2	1	1	1	1	1	1	2	2	2	0	1	16	1
	2013	3*	1	1	1	1	1	1	2	2	2	2	1	18	0
	2016	3*												18	0
		3	**1**	**1**	**1**	**1**	**1**	**1**	**2**	**2**	**2**	**1**	**1**	**17**	**Vacant**
RU	2006	3	1	1	1	1	1	1	2	2	2	0	1	17	1
	2013	3	1	1	1	1	1	1	2	2	0	1	0	17	3
	2015	3	1	1	1	1	1	1	2	2	0	1	1	17	2
	2016	3	1	1	1	1	1	0	2	2	0	1	1	17	3

Source: DU dairy 2005, 2013 & 2016; RU dairy 2006, 2013, 2015 & 2016.

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University of Dhaka Dairy 2008
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University of Rajshahi Dairy 2016

The Probable Applicability of Critical Pedagogy in Bangladeshi Classrooms: A Perception from Private University Teachers

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The Millennium University

The objective of this study is to understand the range of responses towards critical pedagogy by teachers who do not have much formal training or prior experience with critical pedagogy. The study aims to understand the practicality and feasibility of critical pedagogy to be applied in the classroom. The study was conducted on fifteen teachers of a private university in Bangladesh. The participants were from four departments namely Law, English, Business Administration and Computer Science and Engineering. The data was collected through close ended questionnaire and analyzed through quantitative research method. The study reveals that critical pedagogy can be applied to Bangladeshi Classrooms.

Keywords: *Critical pedagogy, education, society, empower, applicable.*

Introduction

Critical pedagogy is an educational theory based on the idea that schools typically serve the interests of those who have power in a society, by usually unintentionally. Critical pedagogy refers to the means and methods of testing and attempting to change the structure of the schools that allow inequities. It is a cultural tool that takes seriously the notion of human differences, particularly those related to race, class and gender. Critical pedagogy seeks to release the oppressed and unite people in a shared language of critique, struggle and hope and to end various forms of suffering. The critical person is one who is empowered to seek justice and to seek emancipation. Critical pedagogy allows students to develop their own vision for an improved society. It considers how a classroom can serve as a model for promoting democracy. It tries to humanize and empower learners. Critical pedagogy is concerned with the idea of a just society in which people have political, economic and cultural control of their lives. The main goal of critical pedagogy is to emancipate and educate all people regardless of their gender, class and race.

Significance of the Study

In the traditional view of education, teachers are pillars of knowledge, they know everything and students know nothing. Teachers deposit knowledge in students and never ask them to question that knowledge. On the other hand, in critical pedagogy teachers and students act like awareness raising critiques who aim at identifying positive and negative aspects of education. Critical pedagogy is committed to creating a more equitable and just society for everyone. According to Freire (1970), teaching students critical consciousness is the moral responsibility of the teacher and is necessary for positive social change to occur. Teachers following this model value their students as people with unique experiences and knowledge of their own and they work with their students as partners in learning to set goals and expectations. Critical education can increase freedom and enlarge the scope of human possibilities. People need to learn how to express the logic of arguments that underpin our everyday life. Students can be strongly engaged with their curriculum. Students can be empowered through dialogues. Students can express their thoughts on any topic of their interests. Critical pedagogues like Paulo Freire, Ira Shor,

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Donaldo and Bell Hooks reason that by addressing issues that affect students' daily lives, students become more engaged with the ideas they are learning, thereby becoming more critically conscious.

Literature Review

Critical pedagogy first gained popularity in the 1960s through the work of Brazilian educator Paolo Freire. His most renowned publication was "Pedagogy of the Oppressed (1970)" and it was written to empower poor, illiterate and oppressed Brazilians. Henry Girox is also considered, with Freire, the founding father of critical pedagogy and is known for his work on the concept of hidden curriculum (Giroux, 1983). He began writing about the concept of critical pedagogy as a means of fighting oppression. Giroux (1988) says, "The aim of critical pedagogy should be to raise ambitions, desires and real hope for those who wish to take seriously the issue of educational struggle and social justice". The use and practice of dialogue limits teacher talk and encourages learners' voice (Shor, 1992). Many teachers feel that they have undergone a gradual disliking or loss of control of the educational process as the result of the curriculum and materials being dictated by others. Incorporating multiple sources of information can be empowering to teachers by giving them ownership of their own curriculum and classroom (Kanpol, 1994). Sadegui (2008) suggests that critical consciousness does not necessarily urge critical action but it gives participants of the prevalent discourse the chance to resist or change. Ghahremani Ghajar and Mirhosseni (2005) found that students consistently appreciated the opportunity to utilize their English to express dissatisfaction and opinions.

In an English class in South Korea, Shin and Crookes (2005) employed critical pedagogy by creating projects such as slide presentations, travel plans, discussion groups, poster presentation and written essays. Shin and Crook (2005) point out that students were engaged in dialogue by asking questions, revealing disagreement and clarifying others' comments. Critical pedagogy empowers students to challenge oppressive social condition and work toward a more just society (Foley, 2007). Participants in critical pedagogy classrooms are encouraged to engage in collective action, founded on the principles of social justice, equality and empowerment (McLaren, 2009). Critical pedagogy practitioners approach English as a tool to engage participants in not only being fluent about the language but how a language influences their immediate reality and communities. A critical education encourages students to think for themselves as agents capable of shaping their own education and society (Shor, 2012).

It is clear from the past studies that critical education improves students' performance in the class room activities and promotes language learning. Students can enjoy their classes and learn their lessons more effectively.

Research Questions

1. How practical are the principles of critical pedagogy to be applied in Bangladeshi classrooms?
2. To what extent do teachers apply critical pedagogy in their classes without knowing much about the theory?

Methodology

Participants: This study was conducted on fifteen teachers of a private university in Bangladesh. I decided to take teachers' perspectives because I wanted to understand whether critical pedagogy matches up with the practice. The participants were from four departments namely Law, English, Business Administration and Computer Science and Engineering. Three Assistant Professors, three Senior Lecturers and nine Lecturers participated in this study.

Sampling: The participants were selected by convenience sampling. The study was conducted on the teachers who are available and willing to take part in the research.

Instrument: Data was collected by means of questionnaire. Five point likert scale was used and all the options in the questionnaire were close ended. Attitudinal data was collected and the collected data was analyzed through simple percentage analysis. The method of analysis for the present study was quantitative.

Limitations: The limitation of this study is that it has a very small sample. Only fifteen teachers participated in the research.

Data Analysis

This study focuses on the issues of critical consciousness, society, politics, roles of teachers and students, students' prior knowledge, curriculum, empowerment, emancipation and peer learning.

Critical Consciousness

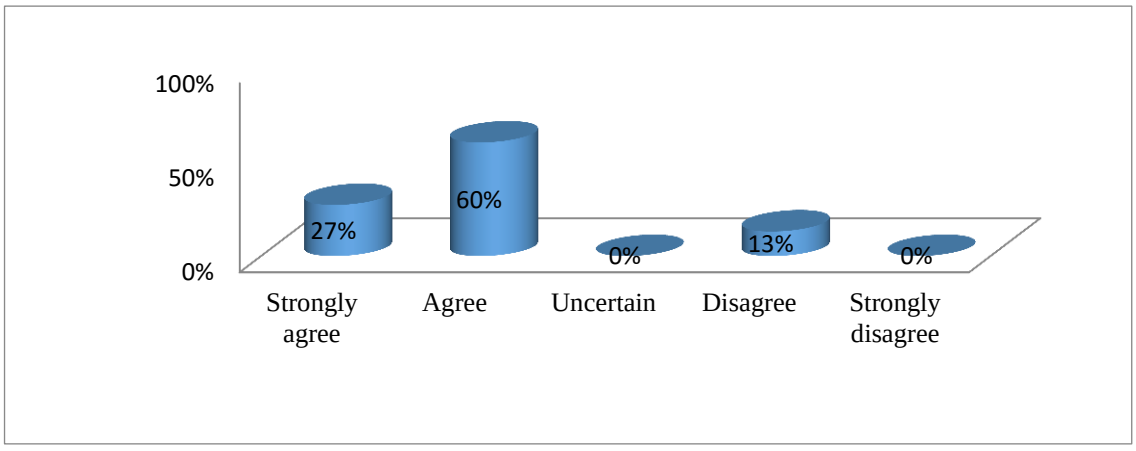
The respondents were asked whether they raise critical consciousness among students and whether they question their world inside and outside the classroom. The respondents were also asked whether they tell their students to be doubtful about social norms and customs and whether they question their students to find out the reasons of learning.

Instilling Critical Consciousness

Teachers can instill critical consciousness into their students so that they can become critically thinking citizens. 27% teachers strongly agree and 60% teachers simply agree that they raise critical consciousness when they teach. On the other hand, 13% teachers disagree about raising critical consciousness among students. However, none of the participants are uncertain or strongly disagree about instilling critical consciousness.

Figure-1

Level of Critical Consciousness



Questioning the World inside and outside the classroom

To implement critical pedagogy teachers can tell their students to question their world inside and outside the classroom. 40% teachers strongly agree and 60% teachers simply agree about this opinion that they encourage their students to ask questions in the class.

Table-1

Questioning the World Inside and Outside the Classroom

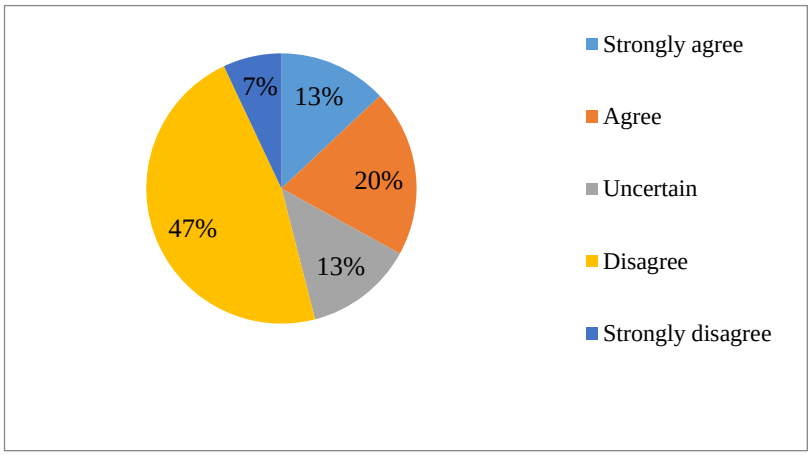
Strongly agree	40%
Agree	60%
Uncertain	0%
Disagree	0%
Strongly disagree	0%

Being Skeptical about Norms and Traditions of Society

Teachers following critical pedagogy can urge their students to be skeptical towards commonly accepted norms and traditions of society. 13% participants strongly agree and 20% participants simply agree that they tell their students to question social norms and customs. On the contrary, 47% participants disagree and 7% participants strongly disagree about making their students doubtful about the norms and customs of society. Again, 13% participants are uncertain about the statement and it means that they do not know whether their teaching makes their students doubtful about social norms and customs or not. Here the majority of the participants (47+7=54%) do not follow the one of the principles of critical pedagogy.

Figure-2

Percentage of Growing Criticality among the Students



Questioning the Reasons of Learning

To apply critical pedagogy in the classroom teachers can ask their students to question the reasons why they are learning and what they are learning.40% respondents strongly agree and 60% respondents simply agree that they tell their students to find out the reasons of learning. None of the participants disagree about this statement.

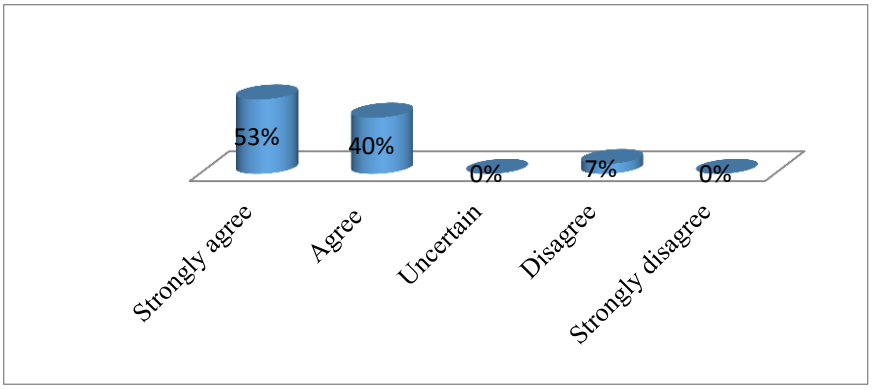
Table-2
Questioning the Reasons of Learning

Strongly agree	40%
Agree	60%
Uncertain	0%
Disagree	0%
Strongly disagree	0%

Society and Social Issues
The teachers were asked about whether they teach their students to fight oppression in society, whether they include social justice issues in their teaching. They were also asked about whether they can transform the social inequalities and change the society into a just one.

Fighting Oppression in Society
Teachers following critical pedagogy can teach their students how to fight oppression in society. 53% teachers strongly agree and 40% teachers simply agree about this principle. However, 7% teachers disagree that they do not teach about fighting oppression in society.

Figure-3
Level of Agreement on Teaching Students about Fighting Oppression in Society



Social Justice Issues
Teachers in their class can incorporate learning about social justice issues with the aim of improving society. 47% respondents strongly agree and 33% respondents simply agree about teaching justice issues in society. On the other hand, 13% respondents disagree that they do not want to include the issue of social justice in their teaching. However, 7% respondents are uncertain about this statement.

Table-3
Social Justice Issues

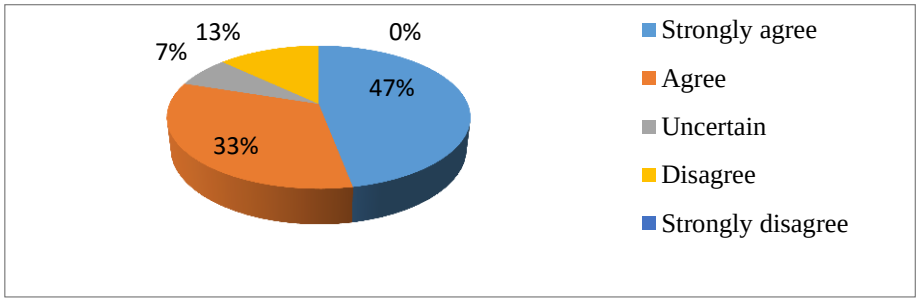
Strongly agree	47%
Agree	33%
Uncertain	7%
Disagree	13%
Strongly disagree	0%

Transforming the Existing Inequalities in Societies

Teachers who follow critical pedagogy believe that they have the knowledge and skills to transform existing inequalities in society. 47% participants strongly agree and 33% participants simply agree that they can change the prevalent inequities in society. On the other hand, 7% participants are uncertain and 13% participants disagree about the statement that they can transform the inequalities in society.

Figure-4

Teachers' Belief regarding their Ability to Transform the Inequalities in Society

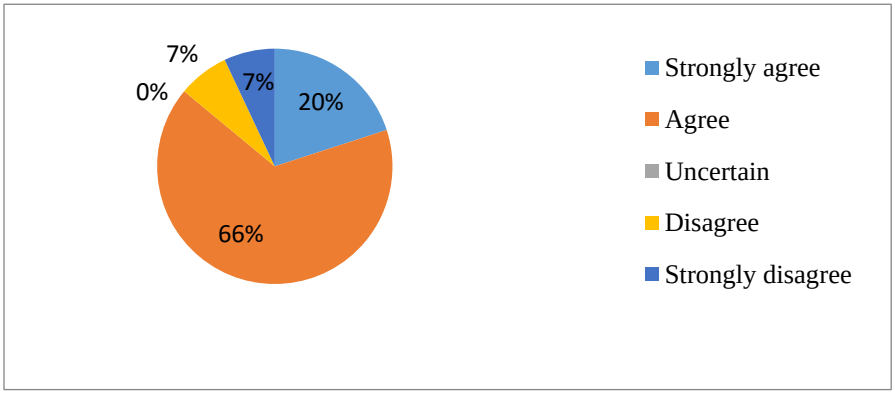


Transforming the Society into a Just One

In critical pedagogy the primary purpose of education is to transform the society into a just one. 20% respondents strongly agree and 66% simply agree that education can make the society just for everyone. On the other hand, 7% respondents strongly disagree and 7% respondents simply disagree about the role of education to change the society into a just one.

Figure-5

Teachers' Opinion on the Purpose of Education is to Transform Society



Politics and Democracy

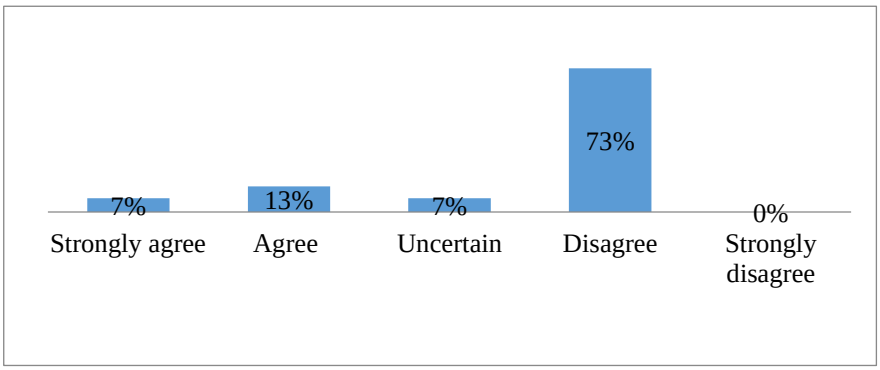
The respondents were asked whether they want to turn their students into political radicals and whether they believe that their classroom can serve as a model for democracy.

Turning Students into Political Radicals

In critical pedagogy teachers turn their students into political radicals. 7% teachers strongly agree and 13% teachers simply agree that they can make their students aware of politics. On the other hand, 73% participants disagree that they do not want to discuss politics in their class. However, 7% participants are uncertain about the statement.

Figure-6

Teachers' Opinion on Turning Students into Political Radicals

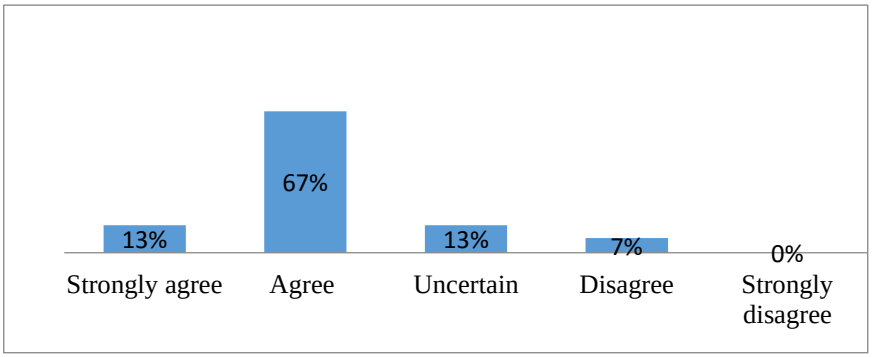


Classroom as a Model for Democracy

Teachers practicing critical pedagogy believe that their class can serve as a model for democracy. 13% participants strongly agree and 67% participants simply agree about this statement. On the other hand, 13% teachers are uncertain and this means that they do not know whether their class makes their students democratically aware or not. Again, 7% disagrees about the role of a classroom to promote democracy in real life.

Figure-7

Teachers' Opinion on Classes as Models for Democracy



Authoritarian Figure

Teachers practicing critical pedagogy are not authoritative in the classroom. 13% teachers strongly agree and 54% teachers simply agree that they do not practice authority in the classroom. On the other hand, 13% teachers strongly disagree and 7% teachers simply disagree about not being authoritative in their classes. However, 13% teachers are uncertain about the statement.

Table-4

I am not an authoritarian figure

Strongly agree	13%
Agree	54%
Uncertain	13%
Disagree	7%
Strongly disagree	13%

Prior Knowledge

The respondents were asked whether they connect new lessons with what students already know and whether they consider their students as whole persons with complex experiences.

Connecting New Lessons with Prior Knowledge

60% teachers strongly agree and 53% teachers simply agree that they discuss previous lessons when they teach a new lesson. However, 7% teachers disagree that they do not connect new lessons with students already know.

Table-5

Connecting New Lessons with Prior Knowledge

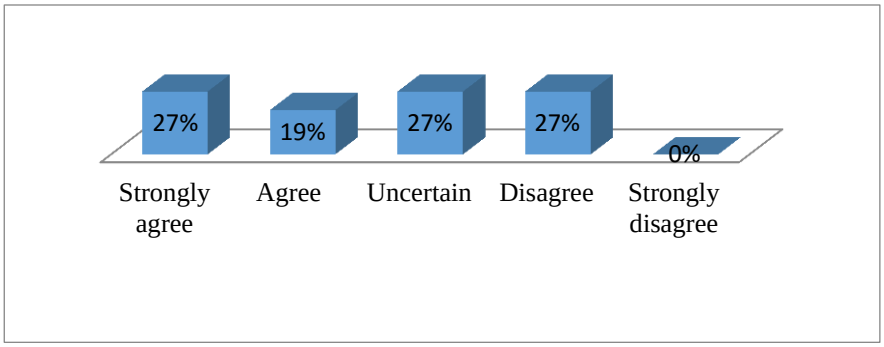
Strongly agree	60%
Agree	53%
Uncertain	0%
Disagree	7%
Strongly disagree	0%

Considering Students as Whole Persons

In critical pedagogy teachers consider their students as whole persons with previous experiences. 27% participants strongly agree and 19% participants simply agree that they consider their students as whole persons. On the other hand, 27% participants disagree and 27% participants are uncertain about this principle of critical pedagogy.

Figure-8

Percentage of Teachers' Opinion on Considering Students as Whole Persons



Curriculum

The participants were asked whether the curriculum should be based on students' needs and interests and whether social and political life should be included in the curriculum.

Students' Needs and Interests in Curriculum

60% teachers strongly agree and 27% teachers simply agree that students' needs, interests and realities of their lives should be included in the curriculum. However, 13% teachers are uncertain about whether students' needs and interests should be included or not.

Table-6

Students' Needs and Interests in Curriculum

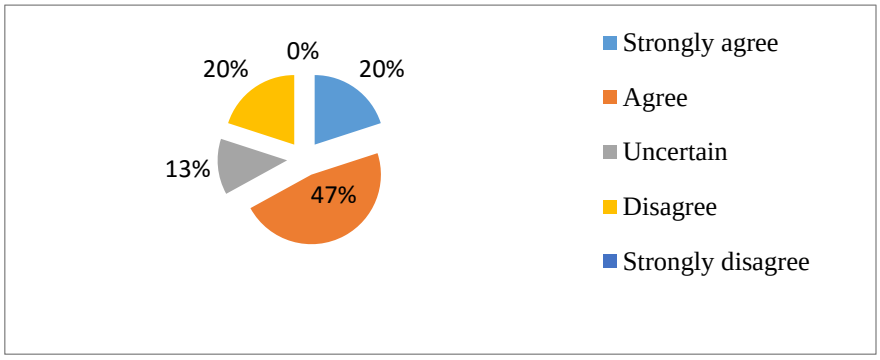
Strongly agree	60%
Agree	27%
Uncertain	13%
Disagree	0%
Strongly disagree	0%

Social and Political Analysis in Curriculum

20% teachers strongly agree and 47% teachers simply agree that social and political issues should be included in the curriculum. On the other hand, 13% teachers are uncertain and 20% teachers disagree about this statement.

Figure-9

Teachers' Opinion on Inclusion of Social and Political Issues in Curriculum

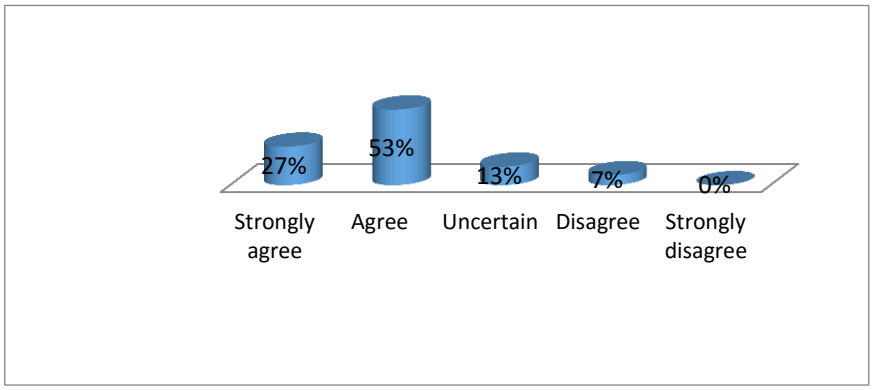


Role of students from passive to active

27% respondents strongly agree and 53% respondents simply agree that the role of their students should be changed from objective to critical subject. On the other hand, 7% respondents disagree and 13% respondents are uncertain about this principle of critical pedagogy.

Figure-10

Teachers' Opinion on Role of Student



Empowerment and Emancipation

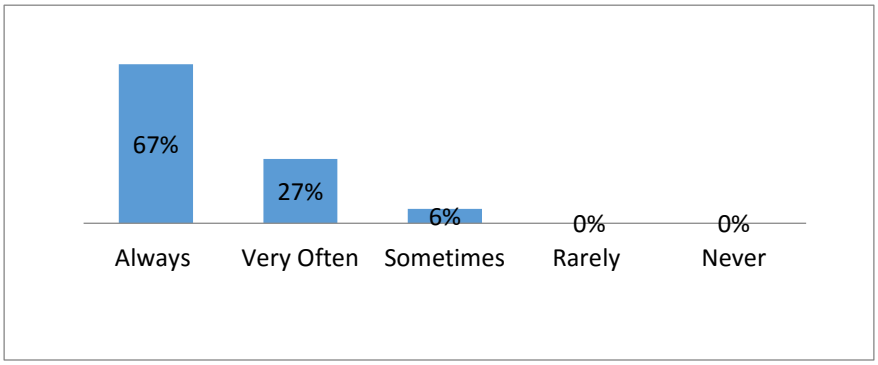
Teachers practicing critical pedagogy empower and emancipate their students irrespective of their class, gender and race. They encourage their students to voice their struggle in society and politics. They also encourage their students to challenge authority in the classroom.

Empowering Students regardless of class, gender and race

67% teachers say that they always empower their students whereas 27% teachers say that that very often empower their students. Again, 6% teachers say that they sometimes empower their students.

Figure-11

Empowering Students

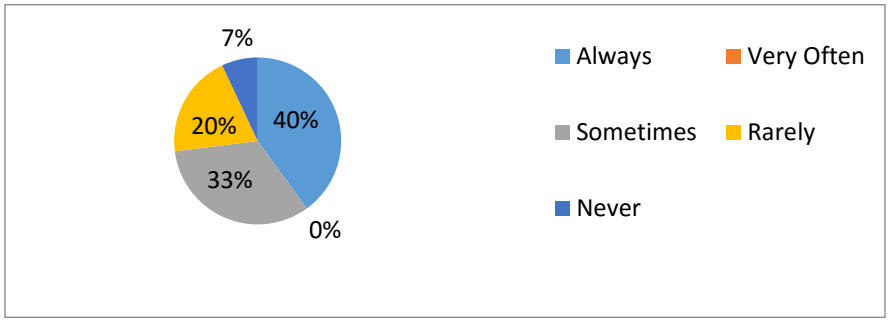


Encouraging Students to Voice their Struggles

40% teachers always encourage their students to voice their struggle in political, social and economic spheres whereas 33% teachers sometimes encourage their students to voice their struggle. However, 20% teachers rarely encourage and 7% teachers never encourage.

Figure-12

Encouraging Students to Voice Their Struggles

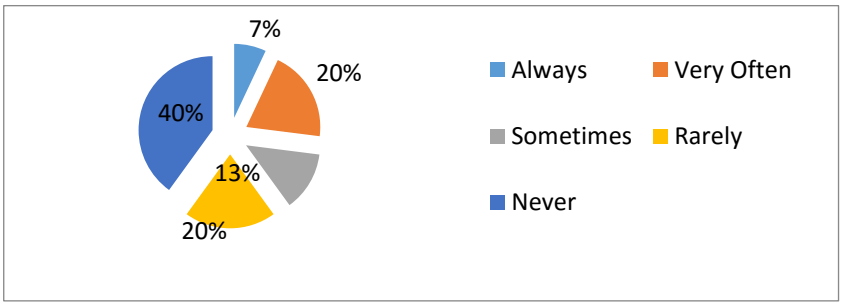


Encouraging Students to Challenge Authority

7% teachers always encourage their students to change authority in the classroom whereas 20% teachers encourage very often. On the contrary, 40% teachers never inspire their students to challenge authority in the classroom and 20% rarely inspire. However, 13% teachers sometimes encourage.

Figure-13

Encouraging Students to Change Authority in the Classroom



Peer Learning

The participants were asked whether they encourage their students to learn from each other and whether they believe that both students and teachers are educators and learners.

Encouraging students to learn from each other

87% teachers always encourage their students to learn from each other in the class. Again, 13% teachers inspire very often.

Table-7

Encouraging students to Learn from Each Other

Always	87%
Very Often	13%
Sometimes	0%
Rarely	0%
Never	0%

Students and teachers are both educators and learners

47% teachers strongly agree and 53% teachers simply agree that students and teachers are both learners and educators and they can learn from each other.

Table-8

Students and Teachers are Both Educators and Learners

Strongly agree	47%
Agree	53%
Uncertain	0%
Disagree	0%
Strongly disagree	0%

Conclusion

The teachers who participated in this research mostly agree with the principles of critical pedagogy. However, they do not agree with some of the principles of this theory. For example, most of the teachers

(73%) do not want to discuss political issues in their classes and do not want to turn their students into political radicals. They (60%) also do not like their students to challenge authority in the classroom. It is clear that the participants knowingly or unknowingly follow many principles of critical pedagogy.

Recommendation

Critical pedagogy can enable learners to develop their speaking skills by focusing on their real life problems. The application of this approach can make teaching more enjoyable by focusing on students' needs, interests and opinions. Teachers can integrate critical pedagogy in their classrooms in a range of ways. Rather than relying on traditional text-books, teachers can use multiple sources, including online materials, comic books, current music, television and film, as well as other forms of popular culture. It is recommended that teachers should focus on a critical awareness approach when teaching a language.

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Appendix

Questionnaire

The objective of this questionnaire is to find out *"The Probable Applicability of Critical Pedagogy in Bangladeshi Classrooms".* It is a theory related to English language teaching. You do not need to agree with all the principles of this theory. Please tick the options that you think correct.

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
I instill critical consciousness into my students so that they can become critically thinking citizens.					
I tell my students to question their world inside and outside the classroom.					
I urge my students to be skeptical towards commonly accepted norms and traditions.					

I ask my students to question the reasons why we are learning and what we are learning.					
I teach my students how to fight oppression in society.					
In my class I incorporate learning about social justice issues with the aim of improving society.					
I believe that teachers have the knowledge and skills to transform existing inequalities in societies.					
I think the primary purpose of education is to transform the society into a just one.					
I want to turn my students into political radicals.					
I think my classroom can serve as a model for democracy.					
In my class I am not an authoritarian figure.					
When I teach I connect new lessons with what students already know.					
I consider my students as whole people with complex experiences.					
I think the curriculum for my students should be based on their needs, interests and realities of their lives.					

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
I think that social and political analysis of life should be at the centre of the curriculum.					
I believe that the role of a student should be changed from objective to active critical subject.					
I believe that students and teachers are both educators and learners.					

	Always	Very Often	Sometimes	Rarely	Never
In the classroom I try to empower my students through dialogues and involvement of their communities.					
I teach my students to empower and emancipate them regardless of their gender, class and race.					
If I get marginalized students, I encourage					

them to voice their struggles in political, social, and economic spheres.					
I encourage my students to challenge authority in the classroom.					
I allow my students to express their thoughts on any topic of their interest.					
In my class students can give opinions and express dissatisfaction.					
I encourage my students to learn from each other in the classroom.					

Teaching Business Finance in Bangladesh

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Bloom's Taxonomy has become an important pedagogical tool but its application in teaching business courses in Bangladesh is underwhelming. Experiential learning is thought to be effective in the western world, but not practiced very much in our universities. It is very important to examine which teaching methods are effective and which are not, and fine tuning may be necessary for different concentration. A major challenge in business teaching is getting students involved. In this paper, we will focus on teaching business finance in the universities of Bangladesh. We propose that instead of a mathematical face to the problems, a real life face to the problem be given. We propose to test this in future work.

Keywords: *Bloom's taxonomy, pedagogy, learning objectives.*

Introduction

Frustration abounds in teaching business finance. Teachers are frustrated and so are the students. Teachers want to be effective and students want to be benefitted from a class. A certain degree of complaint on both parties is expected, but we think, the degree of unhappiness point to some failure on the part of the teachers and we will try to address the reasons for this failure and the way to improve this.

We have noticed increasing attention being paid to pedagogy in teaching in business disciplines. Somehow, possible application of Bloom's Taxonomy did not yet get much traction in business teaching in Bangladesh. Experiential learning is thought to be effective in the western world, but not practiced very much in our universities. The only opportunity of experiential learning is through internship which, in most cases, is wasted time in Bangladesh. It is very important to examine what teaching method is effective and what is less effective and fine tuning may be necessary for different concentration. In this paper, we will focus on teaching business finance in Bangladesh Universities.

This paper will be organized as follows. In the next section, the literature on pedagogy in business will be reviewed. This will be followed by a discussion on the typical finance courses, teaching methods, and usual sequence followed for basic business finance class. In the following section, the reason for challenges faced in teaching business finance in Bangladesh will be discussed. Next, the areas and some strategies to make business finance class more effective will be suggested. The paper will have some concluding remarks in the final section.

Liberature Review

A discussion on pedagogy in business studies is relatively a recent phenomenon. There are criticisms on finance and accounting teaching as often approached in universities. Lehman (1988) states,

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> *"Accounting students are trained how to do ……This is tantamount to establishing that the first task of teachers is to serve the economy by turning out skilled robots and uncritical consumers of the high tech age.."*

One of the relatively early paper on pedagogy on business finance was by Norgaard (1981) who took us through the evolution of teaching business finance, in the early phase which he called the organizational phase, the textbook basically dealing with the organization aspect of business finance. In the second phase, the transitional phase, integrative work started to become part of teaching business finance, portfolio selection and capital budgeting became staple. After 1960, the valuation phase, started where managerial aspect and justification of it through valuation became prominent. Financial Management recognizable became more important in strategic management where the integrative nature of business functions became very important.

Armitage (2011) takes issue with this asocial approach and argues that students should be encouraged to discuss what may be right and wrong, the ethical aspects of actions, there needs to be more dialogue. Santos et al. (2007) suggest that the traditional value maximization goal of financial management should be somewhat de-emphasized in favor of a stakeholder approach. Weir (2014) also encourages critical pedagogy in accounting and finance and greater discussions about ethics.

In a different vain, Ardalan (2008) argues that each educational philosophy favors a certain instructional methodology, which in turn determines not only the way the instruction is performed, but also how course goals, objectives and contents are set. Avolio (2015) examines nine different teaching strategies and points out the benefits and drawbacks of each of these strategies. Nawaz and Gomes (2014) suggest incorporating Blooms Taxonomy in business education. Kristen et al. (2010) focused on incorporating presentation skills of business students and explore possibilities and strategies of improving presentation skills.

There are a few other articles on pedagogy in business teaching, but none of them specifically address teaching business finance. This paper will address teaching business finance specifically.

The Possible Courses

Business finance has branched into many sub-areas and we will focus on the foundation course which is typically titled "principles of finance" or "Introduction to business finance." Understanding the basic concepts results in smooth movement to higher levels of knowledge and skill acquisitions. Someone without the basics will find topics on advanced investment theories and financial derivatives unfathomable. However, we wish to focus on corporate financial management and basic valuation schemes of plain vanilla financial instruments.

A Review of Teaching Methods in Finance

Teaching methods applied in Bangladesh in business finance classes may be classified into three major types: (1) (Chalk and) talk, (2) Mathematical formula based, and (3) case based. A more detailed discussion of various teaching vehicle has been given by Avolio (2015). Let us take a brief walk on these approaches to teaching business finance.

Chalk and Talk

Some teachers treat these courses basically as some form of philosophy course. This is a carryover from old days of teaching still followed by some instructors. The behavioral aspect becomes prominent as money is needed for life and cannot be avoided, and hence, it is one of those things in life we deal with daily, such as music, food, and socialization, and this will pass too. This may be all right with some people

and students, especially those students who find this boring and would rather be in peace if left alone while the spouse handles it. Use of mathematics is minimal, practice and solution of problems, easy or complex, does not take much class time in this approach. For some people who will be in leadership role and feel that she does not need to know the intricate process in making the decision but the eventual result, he/she has somebody else to ensure the validity of computations, this is an acceptable approach. However, this is totally unacceptable for students in the undergraduate program. The basic principles of finance are essential in the value creating process of a business organization and are a major component in most functional decisions of a business.

Mathematical Formula Based Teaching

The use of this method is probably the most common method in Bangladesh. For principle of finance course, this seems to be an appropriate approach considering the need for the building blocks for advanced level finance courses and integrative capstone courses. This approach allows for a systematic sequential process that gradually builds up the understanding of the principles and reinforcements of what was learned earlier. For students who are comfortable with mathematical formulations, find this approach very logical and easy to grasp. Unfortunately, for many students, mathematics is not very logical, itis something devised by cruel nerds to make the life of students miserable. Then, there are some students who live in between these two extremes. Some of them can see the logic, but they are not very proficient in extending the logic to a situation which is not exact replication of what they learned. Some of them understand why we need an answer under the particular situation and how the answer will be used, but deriving the answer is a torture.

Case Approach

This approach is not very popular in Bangladesh. Advanced cases are clearly not appropriate at the introductory level. In a way, when we ask students to solve problems which are concise, neatly packed with just the right information, such problems are also cases. Some books have little more elaborate problems, often called mini cases, but these are also neatly packaged requiring very little skill in putting things together, especially for capable students. These neatly packaged little problems are quite fine for introductory level courses. The more complex multipage cases require quite extensive exposure to many different aspects of financing and, for many cases, are integrative in nature. In fact, many of these cases could very well be used in business strategy classes. Still, some cases can be utilized toward the end of principles classes. These mini cases could sow the seeds in the minds of young people that solution of a numerical problem does not produce the final answer; other factors must also be considered.

Learning Objectives

In this paper, we will loom into the second approach see how it can be dressed in non-mathematical terms and learning objectives are realized.We have reviewed many syllabi for this course from many undergraduate schools of all different categories and we concluded that the basic learning objectives in an introductory business finance course are:

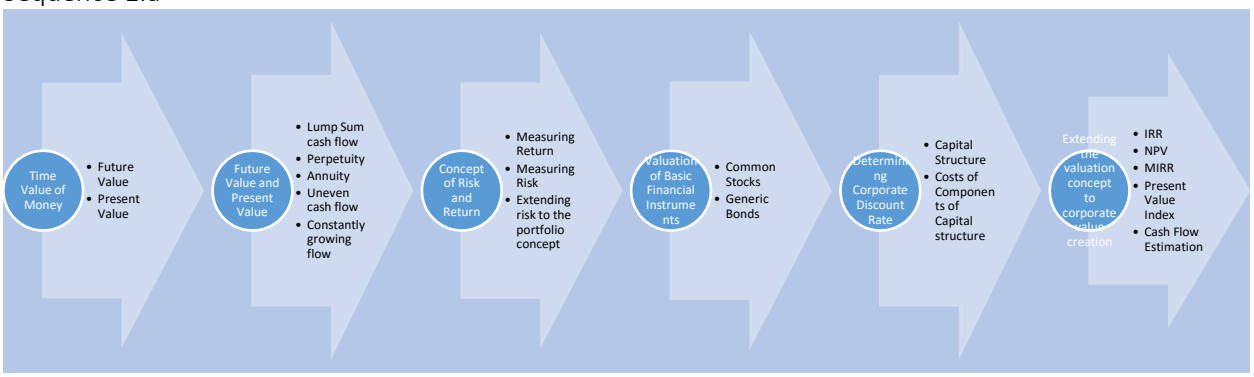
1. Developing an understanding of the time value of money. The breadth and depth of the concept to be covered will be decided by the instructor.
2. Developing an understanding of the discount rate.
3. Risk and Return in Finance
4. Understanding the basic valuation of basic financial instruments.
5. Developing an understanding of the Net Present Value (NPV) and the Internal Rate of Return (IRR) concepts.

Many faculty members discuss analysis of financial statements in the beginning of the course and some faculty members discuss the hybrid financial instruments. Some also discuss in some detail the interest rates and the financial markets.

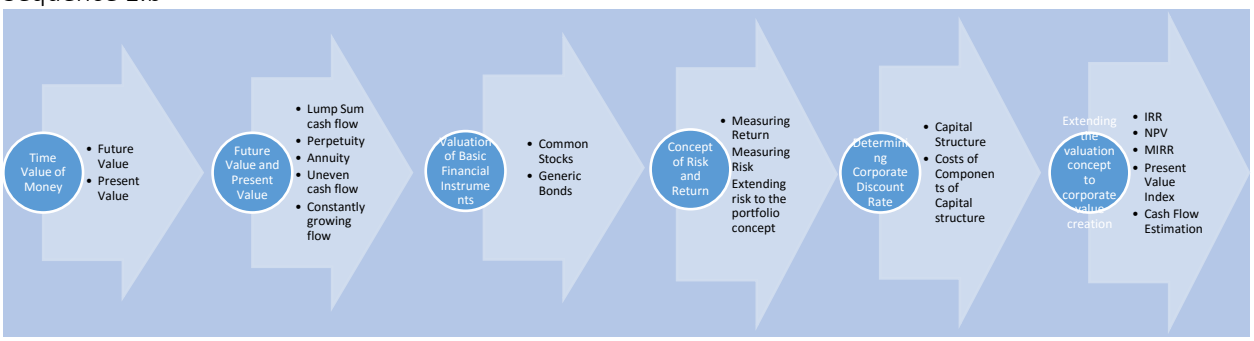
The Sequence

Different professors follow different sequences of accomplishing the learning objectives and textbooks also differ that allow different professors to offer a sequence that matches with the sequence of the textbook. The traditional sequence is one of the following two slightly different sequence plans.

Sequence 1.a



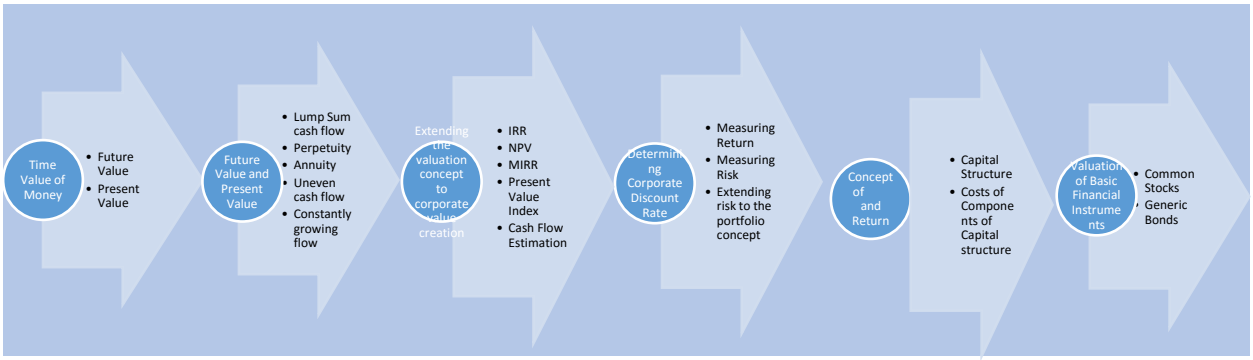
Sequence 1.b



The reader will easily notice that the third and fourth arrow switch places under the two plans. The instructor, whichever of the two plans he/she follows, faces a problem. In the fourth arrow level of sequence 1.a, the instructor has the benefit of developing the concept of required return for valuation of stocks of bonds. The problem is that developing the concept of risk-return relationship, and the concept of portfolio depends on, to a great extent, on the stock and bond markets. In sequence 1.b, the reverse is true. Valuation of stocks and bonds require the investor's required return, but that development of that concept must wait.

The other approach is substantially different. This sequence is somewhat like this:

Sequence 2



The beauty of this approach is that it introduces the concept of value creation in a corporate setting through the NPV concept right away. However, I find it easier to develop the idea of risk and required return first and wait till the corporate discount rate idea is developed for value creation activities. From this point on, we will discuss the pedagogical approach for sequence 1.a.

Getting Students Involved

Framing the Challenge

It is also worth noting that mathematical formulae involve manipulation in a vacuum, but own decision problems bring in the realistic dimensions of decision, such as behavioral aspect of deferring a purchase, possible economic issues, may be even status issues. We suspect that, we as teachers are not doing a good job of phrasing finance problems well enough to excite students, stroke their interest and we need to examine what will work better.

A major challenge in business teaching is getting students involved. In schools, the idea of getting students involved is relatively easy to understand for a teacher, because math is a puzzle and science experiments open exciting new world for students which allow students to see how they fit in the world of science. When it comes to money, our students don't see it yet, because their understanding of money is it flows from parents. However, they have already developed the ideas of fair prices. The trick in making business finance teaching effective is to stroke this sense of fairness. We argue that we need to experiment on presenting the problems in a way that involves the students in a way that they feel it is one of their own problems and must be solved. It is one thing to ask "what is the future value of Tk. 100 if so and so, "versus" your dad gave you Tk 100 for you to spend, and you decide on holding off spending it now, but placing it an account that gives you this rate, how much will you have at this future point." The first one is a mathematical formula while the second one is a personal decision making.

At the undergraduate level, we probably should ask practice and test questions on a simpler form, not requiring several steps to get the answer, but at least an additional step so that the better students can start taking some leaps on their own. Consider these two set ups for a question asking students to solve a simple future value problem:

Format (1) Find the Future Value (FV) of Tk 1000 given a 10 percent rate and 3 years.

Format (2) Go to a bank with Tk 1000 to buy an FDR. The bank will add 10 percent to the beginning balance at the end of the year. How much can you withdraw at the end of year 3?

The first format is a robotic approach that takes an algorithmic structure. Students proficient in math will have no problem transforming that statement into numerous scenarios where the structure will be true. However, most of our students with no or rudimentary introduction to the time value of money concept are unable to bring the statement to real life set of action. The second format allows the student to visualize the steps without having to figure out the steps on their own. The likelihood of a successful computation is better. Unfortunately, format 1 is a general case, while format two is drawing a picture of a very specific set of activities and the instructor risks that the student will be unable to make the necessary leap for generalization.

Localizing the Context

A frequent complaint against teaching business classes is that the theories and environment discussed in class rooms are different in Bangladesh. The complaint is often vehement against cases in business finance courses. I strongly disagree with it and I consider that as an effort to avoid the work needed in

effective case teaching. There are very simple things that can set the context to Bangladesh, especially in teaching business finance. I will point a few areas where it is very easy to set the context of a challenge to Bangladesh.

Cost of Capital

A very relevant question, for example, is asking what the cost of capital is for a typical corporation. I will argue that a vast majority of finance professors do not have a good answer for that, and part of it, is that they were not asked to determine the cost of capital for any Bangladeshi company. I doubt that if it is more than theoretical and asocial discussion in a typical finance class. Students rarely come out from the class recognizing how important the concept is for management and for the future of the company.

Another relevant question is: what is the required return for equity capital in Bangladesh. There is a fairly vibrant stock market in Bangladesh, but I wonder how many of our finance faculty members actually bothered to figure this out. This is an essential element in determining the cost of capital for a corporation and we can teach it in the context of Bangladesh, but we don't do it. In the same vein, beta is an important element of determining cost of capital. We can discuss how a student can obtain it or derive it by him(her)self. We can get them to examine the effectiveness of beta measures, which is an important research topic, but I do not see any work on it. I see work on market efficiency which I find as total waste of time at this point. But while everybody comes out with an understanding that beta measures risk, we have not concerned ourselves with "how good beta is in measuring risk."

Capital Budgeting

Capital Budgeting cases are very easy to contextualize. The basic capital budgeting cases are basically the same anywhere in the world. If you just put in a little effort, you will be able write a case in capital budgeting. Every year, there are numerous capital investment decisions in the country. A common and large pool of such investment projects are there with BSIC and Bangladesh Shilpa Bank. If these two authorities cooperate with the educational institutions, we should have a pool of thousands of capital budgeting cases made for Bangladesh.

Portfolio and Investment

The Bangladesh stock markets provide a very nice opportunity to acquaint students with capital market and get their hands in portfolio formation and management. There are about 39 mutual funds in Bangladesh and it should interest students to examine the composition, management and pe4formance of these mutual funds.

Industry, sector, and individual stock analysis can be and should be an essential component of security and portfolio analysis course. It is alright with asocial theoretical discussion in the course, but the student's performance will be much improved with some real life exercise in this area.

Company Valuation and IPOs

There is a fairly rich library of IPOs in Bangladesh which will allow students to delve into the real activities surrounding company valuation. Group work questioning the determination of value of a company going through an IPO will be a rich experience for the students. The discussion of IPO related expenses is a good eye opener for students and can easily be related to floatation expenses making the idea of flotation expenses not just a theoretical phenomenon.

Right Shares and Stock Dividends

The craze for right shares in Bangladesh makes it an interesting topic for students and helps students to dig a little more deeply into what moves stock price in the market. Stock dividend is another topic that brings in financing issue and policies in quite clear managerial context. The implications for financial management can be clearly demonstrated with financial projection with stock dividends and cash dividends.

Capital Structure

We academicians need to confront the issue of capital structure in Bangladesh. The companies in Bangladesh typically show a low and varying level of debt in their capital structure. Long-term debt and equity is supposed to provide for the permanent assets of the company, but if you look closely, you will find an overwhelming majority of companies are relying on short term debt to finance permanent assets. We need to discuss this at least to advanced students.

Conclusion

We are too quick to blame students for looking disinterested in business classes. Much of the blame is on us; we have failed to make the classes interesting and incorporate experience and phenomena that are relevant for our students. A little bit of blame may be attributable to our teachers who had a way of teaching that is overly theoretical. They rarely used actual data from a real company in Bangladesh. But the attention span of students today is very short and fleeting, and we need to get them involved by asking them to get deep into real life challenges of managers. The instructors need to become more creative in getting the students involved.

In this paper, certain areas of business have been identified which could play a significant part in enriching business finance classes with real life and bread and butter issues facing managers in Bangladesh. Some of these areas are ripe ground for research activities and assignments for students. This way the contents of classes will become more contextual and likely to pique the interest of students and getting them involved. This will also prepare future managers for facing issues that will challenge them in real life, for thinking critically, and for becoming productive in class participation and discussions.

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Ineffective Feedback: A Study of EFL Student Writing at the Tertiary Level

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To achieve educational goals and to do well in exams, having a good command over writing is inevitable. As students get a chance to memorize other's work to pass in the exams until the tertiary level, writing own words, using cohesive markers, and brainstorming become very challenging for learners at this level (Hasan and Badi, 2015). Although learners face problems in writing, they can improve their performance by working on the given feedback even at university level by their teachers and peers. According to Ur (Ur, 1996 in Ali and Kabir, 2012) feedback is a response to evaluate learner's proficiency level and to develop it. However, teachers give feedback to their students but their improvement in writing is not noticeable even after their post graduation, which is a matter of concern. Thus, this study aims to investigate what is considered as the ineffective feedback in terms of writing and what factors are working behind to make a feedback ineffective. It is found from the findings of both teachers and students that there are mismatches between students' and teachers' preference of feedback. Both teachers and students responded that feedback in writing is different from feedback of other skills as in writing there are a lot of aspects to comment on by the teachers. It is also found that though teachers are giving feedback, because of the rigid, fixed and inflexible nature of feedback in writing, it is sometimes demotivating for the learners. So, in order to make the given feedback effective, teachers need to take into consideration students' demands and needs, and they should also make the feedback flexible so that learners can work on it easily.

Keywords: *Writing, feedback, ineffective, tertiary, challenging.*

Introduction

In the education system of Bangladesh, English is taught from the beginning of school life and among the four skills of this Language, writing is significantly focused as this is the skill of assessing a student (Khan and Akter, 2011). Zaman and Azad (2012) state that expressing good ideas has become very challenging for students because of their low proficiency in writing English. They also find that the syllabus of English used in grades 1 to 12 gives pupils a chance to memorize other's work rather than developing their own writing as a skill. As a result, most of the students are unable to write correct sentences by their own even at the tertiary level.

However, learners get an opportunity to develop their writing skill at the university level by working on the feedback they get from teachers and peers. According to Ur (Ur 1996 in Ali and Kabir, 2012), feedback is a response on learner's performance to improve their present proficiency level. That means, the goal of giving feedback is to improve learner's level of proficiency gradually. If learner's development is not noticeable, the purpose of giving feedback will not be served.

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To make the feedback successful and to achieve the goal, both teachers' and learners' preferences of feedback need to be addressed. Students' choices of getting feedback sometimes vary from the teachers' (Zaman and Akter 2012). According to Zaman and Akter (2012), students get feedback on their writing but most of them do not rewrite it and teachers cannot compel them to do so because of time limitation as well as the large number of students. As a result, the purpose of giving feedback remains unsuccessful and learner's writing skill does not improve. The alarming part is that many students find writing very challenging even after their higher education.

Central Research Question:

1. What is feedback in terms of writing?
2. What is ineffective feedback in terms of writing?
3. What factors make a feedback ineffective?

Literature Review

Definition of Feedback

Srichanyachon (2012) states that in language learning, feedback is used to make learners aware of their language level and also make them able to understand their strength and weaknesses. He also mentions that, the main objective of feedback is to improve learner's performance and feedback is information which is used for making the learning language effectively. Peer Feedback, Direct Feedback, Motivational Feedback, Conferencing Feedback, Use of codes are the different kinds of feedback used for evaluating learner's performance.

Student's Problem in Writing at Tertiary Level

In Bangladesh, writing skill is considered as the assessing skill. Without having a good command over writing, students face many difficulties to get good grade in academic life. Even at the tertiary level, writing for academic purpose becomes also challenging for the learners as they are not familiar with these kind of writing. There are some reasons behind the problem in writing at tertiary level. According to Fadda (2012), academic writing needs an organized thought, discipline and also generating own ideas which seem very challenging for the learners to cope up. At this level learners are expected to read first and then write on their own word, which they fail to do because of their grammatical mistakes. To avoid this they prefer copy and paste rather than paraphrase and summary (Amin & Alamin, 2012). Hassan & Badi, 2015 also point out that before the tertiary level, learners get many chances to memorize other's work to pass in exam but in University level, they need to write their own words which becomes challenging for them. They also mention some other difficulties faced by learners in this level which are paraphrasing, using cohesive marker, expressing own voice, citation, referencing and so on.

Teacher's assistance to motivate learners to read more, brainstorming before writing, introducing academic writing strategy make learners able to face the challenges in writing (Amin & Alamin,2012).

Feedback in Writing at Tertiary Level

Although both form and content are important, generally feedback in form gets more priority in EFL context (English as a foreign language) like Bangladesh.

Researchers like Truscott, Robb et al do not support the corrective feedback and they find it harmful, demotivating and distracting for learners. On the other hand, researcher like Ferries, Fathman, Walley feel that no matter how much beautiful an idea is, if there are grammatical mistakes, it seems very frustrating to the teachers (Zaman & Azad 2012).

Ineffective Feedback

There should always be feedback 'mechanism' to observe and assess learning activities. Through this process, teachers are able to evaluate whether the learning takes place or not (Ali & Kabir 2012). As feedback is for developing student's performance and confidence, giving preference to learner's opinion about the feedback should be emphasized. Lee states that, there should always be a connection and negotiation between learners and instructors about the choice of feedback. If the used feedback is not preferred by learners, they will not be able to work on it which will not serve the purpose of feedback (see Ali & Kabir 2012).

Moreover, feedback needs to be the balance of both positive and negative. Learner's individual needs and preference should get more emphasized about the choice of feedback; otherwise they will not be able to work on the given feedback and it will also not be appropriate for them (see Lee 2008).

Methodology

This study is both qualitative and quantitative and triangulation in nature. Data was collected from one Private University of Dhaka city on the basis of convenience and personal contact. Questionnaire was used for the learners of Basic Writing course. Opinions of 44 students were collected from two sections. All the instructors who took this course in the semester were interviewed to get their opinions. Along with this, learner's writing samples were collected at the beginning and also at the end of the semester on the same topic to investigate their improvement in writing. All the data from three perspectives were collected, tabulated, explained and analyzed by using the theory of 'product and process' and 'fossilization' theory.

Results and Discussions

Teacher's response, student's findings, findings from the sample writing paper are mentioned in this section and discussed on the basis of central research question.

Table-1

Teacher's Perception to the Interview Question

Question	Response
1. feedback in student's writing	100% teachers give a lot of feedback in student's writing
2. preferred kind of feedback	40% said that they prefer all types of feedback depending on the error made by students, 40% use of codes, 10% motivational and 10% only on grammatical error
3. giving feedback in writing task is difficult than the feedback of other skill	60% said difficult, 20% said easier and 20% said it is equal
4. emphasize on student's write-up	it depends on the level of the students, grammar and organization
5. ask students to rewrite their write-up after giving the feedback	70% said yes students are bound to rewrite and 30% said if the writing is very bad
6. used feedback effective for learners	50% said it is effective if the learners want to learn, 20% said it is 50% effective, 30% said the

	percentage is less than 20%
7. personal preference of feedback in writing	20% give emphasize on students need, use of codes is preferred by 40%, 20% preferred motivational feedback , 20% corrective form
8. peer feedback in writing class	90% do not use peer feedback in writing class as students take it negatively, 10% use peer feedback in writing class but monitor it properly

Table-2
Students' Response to the Questionnaire

Questions	Response 1	Response 2	Response 3	Response 4	Response 5
1 .Do you feel any difficulties while writing at tertiary level?	37 students (92.5%) face difficulties	Only 7 students (17.5%) said they do not have any problem			
2. What kind of problem do you face?	23 students (57.5%) said- - They face lack of vocabulary problem in writing.	12 students (30%) face grammatical problem while writing.	Grammatical, lack of vocabulary, spelling the problems are faced by 5 learners (12.5%).	One student (10%) mentions that he/she has lack of concentration while writing	
3.If yes, what kind of feedback do you get from your teacher?(You can choose as many as are suitable)	44 students (100%) get use of codes as feedback 16 learners. Only 6 students.	44 students (100%) get use of codes as feedback 16 learners. Only 6 students.	36%) said they get motivational feedback.	The use of conferencing feedback is mentioned by 20 students (45%)	(13%) said that they get peer feedback also
4.Do you find feedback in writing is different from the feedback of other skills? How? (Please specify)-	16 students (36%) find the feedback of writing skill is not different from the feedback of other skills.	8 participants (63%) find the feedback of other skills is different because- Every skill has different features. Choice of words,			

		vocabulary, spelling and content are checked by teachers in writing skill is not different from the feedback of other skills			
5.Do you find feedback effective in developing writing?	40 students (90%) mention what feedback is effective to develop their writing because- It helps not to repeat the same mistake It develops the vocabulary skill, idea and thoughts and also free handwriting. Teacher's positive words definitely motivate them to write better	10% do not find feedback effective			
6. What is the purpose of giving feedback in writing?	65% said purpose of giving feedback is to improve grammatical mistakes, ideas, vocabulary and spelling.	35% mentioned it also helps to write better in other courses			
7.What kind of feedback do you like most?	26 students (59%) mention that they like conferencing and corrective feedback	18 learners (40%) prefer motivational feedback			

8.Is there any feedback with which you are not comfortable with? If yes, why?(Please mention)	28 (64%) students said that there is no kind of feedback that is uncomfortable to them. .	But 13 (30%) of them mentioned that they do not like peer feedback and use of codes.	3(5%) of them mentioned that they are not comfortable with meeting the TAs for counseling		
9.Do you like writing activities?	30% (13) students answered in negative.	Other 31(70%) students said yes to that question.			
10.If yes, what kind of activities do you like?	22(50%) Student opted for creative and free writing.	8 (18%) of them mentioned that they like descriptive writing	2% of them opted for report writing.		
11.Do you work on your errors which are identified in your writing?	52 % (23) students answered in yes.	Other 17 (39%) students mentioned that sometimes they do work on their errors.	Only two of them ticked on 'No'	2 admitted that they do work on their errors if only asked by their teachers	
12.Do you want your teacher to help your writing skill? How? (Please specify)-	Most of the learners opined that they want teachers' help through correction and motivation.	Some of them answered that they would like to get conferencing and extra time to solve their mistakes individually.	Few of them stated that they want grammatical rectification in their script.	Surprisingly one of them admitted that she/he would like to get motivation with smiley face	
13.Do you work on group to develop your writing?	12 (27%) students responded in yes whereas	17 students(39%) responded in no.	Other 15(34%) students mentioned sometimes they do work on group, but not always.		

14.Are you interested to spend more time on writing based on the feedback you get?	23% (10) of them answered in no and mentioned- they find it as a boring and time consuming.	Other 37(77 %) students answered in yes and stated several reasons.	Some answered they like to spend more time on their feedback	Few of them answered that spending more time on feedback is helpful to analyze their errors	One of them likes to spend time on feedback to get a good job in future.
15.Do you think working in a group can be more effective? Why? (Please mention)	89% (39)students answered in positive.	30% of them finds it effective as in a group work they can find each other's mistakes.	Some of them find group work effective as they can brainstorm quickly in a group	Some mentioned that they like group work as it derives fun.	11% students answered in negative they find group work generates chaos
16.Do you find checking each other's scripts can help you to identify your mistakes?	32% (14)students do not lie to get peer feedback as they think students themselves are not able to evaluate a piece of writing	Rest of the students answered in yes and they mentioned- peer feedback helps to identify their own mistakes, make aware of the kind of mistakes may occur and also motivates them.			

Analyzing the Writing of Students

By analyzing the collected samples, it was found that 5 students (83%) did not have any improvement in their writing. They made the same mistakes what they did in their 1st write up. Among them, 2 students (33%) improved their writing organization. 16% students found who improved both grammar and content throughout the semester. Only content and organization were improved but grammatical problem remained same in student's 2nd write-up.

Discussion

From the findings of students and teachers response, some important aspects of feedback are expressed. Teachers use different kinds of feedback for giving guideline to their students. Both mention that feedback of writing is different and difficult also from the feedback of other skills. It is found that-

- In writing, student's vocabulary, spelling, grammar, informal words and also content are focused while giving feedback even at the basis courses. On the other hand, in spoken learners are encouraged to have confident and maintain the content at the beginning level.
- In reading, teachers can easily provide students reading material to give them guideline to practice but in writing, understanding student's level is also considered while providing material.
- Mistakes of writing are different from the mistakes of other skills. For example- in spoken language, students do not need to maintain the formal words but when those words are used in written form are identified as 'informal words'.
- Giving feedback in writing is time consuming and hardworking also. Teachers need to read it with concentration to give feedback.
- 83% learner's make the same mistakes even at the end of the semester which they have done in their writing at the beginning of the semester. That means the given feedback is ineffective to develop learner's writing skill.
- Even most of the teachers mention in their interview that the purpose of feedback is partially served. They find the using feedback is very rigid and fixed to assess learner's writing progress and motivate them to perform better.

There are several reasons are identified for ineffective feedback from the writing sample, response of students and teachers.

- Learners are not motivated at all to develop their writing. They are not concerned about their writing; they are just concern about CGPA.
- Low proficiency learners are not able to work on writing only by getting the feedback. They need extra time, effort and concentration from the teachers whereas teachers cannot give them the time and attention because of the scarcity of time.
- Learners are asked to rewrite the write-up after getting the feedback but a huge number of students admit that they do not write it by their interest.
- It is also found that they do not work on writing outside the classroom to perform better.
- From the teacher's interview, it is also noticed that learners make lots of mistakes which remain the same even after their teachers make them realize it by giving feedback. It is needed to improve otherwise they will not be able to write the correct form and will be fossilized (Hasbin, 2007).
- Teacher's choice of feedback also varies from the preference of student's feedback. Teachers mostly prefer use of codes whereas learners like corrective, conferencing and motivational feedback. This may also work as a factor behind the ineffective feedback.

Conclusion and Recommendation

The purpose of giving feedback in writing is to improve students' proficiency. But the findings suggest that for some specific reasons the purpose is not being served. The following recommendations can be made from this study-

- It is crucial for teachers to find out what kind of feedback is appropriate for learners.

- A feedback can start with something positive about the writing so that students would not be too frustrated and would be encouraged to improve. Motivation can drive students to do better in their writing.
- As giving feedback is difficult in a large classroom, a teacher can involve the students of his/her class in group/pair work. It will make the written task interesting to the students whereas the teacher will also get enough time to give feedback as the number of copies will be half in number.
- A classroom is full of diverse learners. Though it sounds challenging, teachers need to take into consideration each student individually while giving feedback.
- To cope with the time limitation of the class, a teacher can use his/her office hours for counseling students.

Although it is very time consuming and difficult, teachers should consider the mistakes of each and every student individually and give feedback according to their mistakes. Moreover, students need to be aware of the importance of writing so that they can be motivated to work on the given feedback to perform better.

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Appendix- A

Questionnaire for students

1) Do you feel any difficulties while writing in tertiary level?
   -Yes -No
2) What kind of problem do you face?
   -Grammatical - Lack of vocabulary - Spelling
   Others (Please specify)-
3) Do your teachers give you any feedback in your writing?
   - Yes - No
4) If yes, what kind of feedback do you get from your teacher?(You can choose as many as are suitable)

- Corrective - Motivational - Use of codes
- Conferencing - Peer feedback
- Others (please specify)-

5) Do you find feedback in writing is different from the feedback of other skills?
How? (Please specify)-
6) Do you find feedback effective in developing writing?
Why? (Please specify)-
7) What is the purpose of giving feedback in writing?
8) What kind of feedback do you like most?
9) Is there any feedback with which you are not comfortable with?
If yes, why? (Please mention)
10) Do you like writing activities?
-Yes - No
11) If yes, what kind of activities do you like?
Please specify-
12) Do you work on your errors which are identified in your writing?
- Yes -No - Sometimes - If only asked

13) Do you want your teacher to help your writing skill?
How? (Please specify)-
14) Do you work on group to develop your writing?
- Yes - No - sometimes

15) Are you interested to spend more time on writing based on the feedback you get?
Why? (Please mention)
16) Do you think working in a group can be more effective if working in a group?
Why? (Please mention)
17) Do you find checking each other's script can help you to identify your mistakes?
Why? (Please specify)

Appendix – B

Interview Questions

1) Do you give their students feedback in their writing?
2) What kind of feedback do you prefer in terms of writing?
3) Do you think that giving feedback in writing task is difficult than the feedback of other skills? 4) According to you, how feedback in writing is different from the feedback of other skills?
5) What do you emphasize on your student's write-up?
6) Do you ask your students to rewrite their write-up after giving the feedback?
7) Do you find the used feedback effective for your learners?
8) Do you have any personal preference of feedback in writing?
9) Do you want your students to work on groups in writing?
10) Do you use peer feedback in writing class? Do your students take it positively?
11) Do you take any initiative to improve the writing skills of low proficiency learners?
12) Do you think the low proficiency learners are able to work on writing only by getting the feedback?
13) Do you think that learners are motivated enough to develop their writing?
14) What is the purpose of giving feedback?
15) Do you think the purpose of giving the feedback in writing is served?

Challenges of Teaching Pronunciation at the Tertiary Level in Bangladesh

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Importance of pronunciation cannot be denied as receptive and productive skills like listening and speaking heavily depend on intelligible pronunciation. However, pronunciation hardly receives adequate importance in teaching and learning English at any level in Bangladesh. The EFL teachers of Bangladesh in some cases tend to be not willing to teach pronunciation. Khan (2007) mentions that most of the EFL teachers of Bangladesh do not know what strategies are appropriate to teach pronunciation. As a result they simply avoid teaching pronunciation. The major reason behind the negligence of teaching pronunciation is that the correlated sub-skills of pronunciation like listening and speaking also get very little emphasis in the syllabus and curriculum (Jahan, 2008). This paper, therefore, aims to explore the challenges of teaching English pronunciation at tertiary level in Bangladesh. The purpose of this study is to find out the extent to which English pronunciation is taught at tertiary level and what main challenges of teaching pronunciation are there in private universities of Bangladesh.

Keywords: *Pronunciation, tertiary, triangulation, bottom up, top down.*

Introduction

Pronunciation is an inseparable part of language. The comprehensibility and intelligibility of the spoken language is highly dependent on its pronunciation (Khan 2007). Gilakjani (2011) focuses on the point that English has a number of sub-skills among which pronunciation is the most important. Despite the fact that pronunciation is an integral component of oral communication and communicative competence, this sub-skill of English has always been neglected in Bangladesh (Moniruzzaman 2008, Khan 2007, Hoque 2010 and Howlader 2010). In this regard Moniruzzaman (2008) states that pronunciation hardly receives sufficient importance in teaching and learning English at the primary, secondary and tertiary levels in Bangladesh.

The EFL teachers of Bangladesh in some cases tend to be unwilling to teach pronunciation. Khan (2007) mentions that most of the EFL teachers of Bangladesh do not know what strategies are appropriate to teach pronunciation as a result they simply avoid teaching pronunciation. The major reason behind the negligence of teaching pronunciation is the correlated sub-skills of pronunciation like listening and speaking which also get very little emphasis in the syllabus and curriculum (Jahan 2013). Bangladeshi learners' average communicative competency in English is not up to the standard; most of the students can hardly exchange few words in English even after the prolonged formal education of twelve years

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(Howalader, 2010).The negligence of teaching pronunciation might be considered as one of the main reasons of students' failure to achieve the communicative competence in English.

At tertiary level in most of the private universities some fundamental English courses are offered to improve students' speaking and listening skills. Inspite of that, English pronunciation practice appears to have inadequate attention in both teaching and learning. Therefore, this study aims to explore the challenges faced by the teachers while teaching English pronunciation at the tertiary level in Bangladesh.

Objective of the Study

- To find out the extent to which English pronunciation is taught at the tertiary level.
- To find out the reasons working behind the negligence of teaching pronunciation at the tertiary level.
- To investigate the difficulties faced by the teachers while teaching English pronunciation at tertiary level.

Literature Review

English Pronunciation Teaching in Bangladesh

Pronunciation is an integral part of language learning as learners' communicative competence and performance highly depend on it (Moniruzzaman 2008). Despite the fact this skill hardly receives any importance in the planning and execution of English teaching in Bangladesh (*ibid*). Teaching pronunciation is being neglected at every level of education in Bangladesh (Moniruzzaman 2008 and Tahereen 2015). In term of English language teaching (ELT) in Bangladesh among the four skills listening and speaking skill is always been neglected as a result pronunciation is also being neglected (Tahereen 2015). In this regard Howlader (2010) argues that pronunciation is also neglected in the syllabus, materials and classroom activities.

Primary Level

In Bangladesh there are about 90,000 primary schools where approximately 17 million students are enrolled (Hossain, Nessa and Kafi 2015) . Teacher population is 264177 and teacher student ratio is 1:56 (*ibid*). According to Unicef (2002) 84 % primary school teachers are only completed their SSC (Secondary School Certificate) or HSC (Higher Secondary School Certificate) (in Hossain, Nessa and Kafi 2015).

English is a compulsory subject at the primary level of education in Bangladesh. The objective of teaching English at primary level is to enable students to understand simple commands, instructions and requests in English and carry them out (Hossain, Nessa and Kafi 2015). However, at primary level the speaking and listening skills of English is never been the focus to be taught and tested (Tahereen 2015). In term of ELT at primary level little or no room is given to pronunciation as oral skills are not being tested (Sultana 2013).

Secondary Level

Pronunciation teaching is also neglected in the secondary level (Moniruzzaman 2008). Even though the current curriculum is based CLT (Communicative Language Teaching) method which's main goal is to improve the communicative competence of the students (Sultana 2013). In term of ELT at secondary level the main emphasis is always given to the reading and writing skills therefore speaking and listening skills are remain neglected (*ibid*). In this regard Maniuruzzaman (2008) says that in Bangladesh listening and speaking skills for English language learning are not tested at all in SSC or HSC or any other public

examinations (in Sultana 2013). As a result like these two skills pronunciation is also being excluded from ELT at secondary level (*ibid*).

Tertiary Level

Teaching English pronunciation at the tertiary level is become very challenging as it was neglected at the previous levels of education (Tahereen 2015). At the tertiary level very little emphasis is given to teach pronunciation (Sultana 2013). At the tertiary level in both public and private universities, the English departments offer a course in English phonetics and phonology besides one or two courses are designed to teach speaking and listening (*ibid*). However, English pronunciation appears to receive inadequate attention in both teaching and learning at tertiary level (Moniruzzaman 2008).

Challenges of Teaching English Pronunciation at Tertiary Level

At the tertiary level, the teaching of English pronunciation does not get proper emphasis (Moniruzzaman 2008). (Khan, Rana and Haque 2014) mention that most of the students of tertiary level are not able to attain the primary English language competence due to prevailing challenges in the education system. One of the major objectives of English curriculum at tertiary level is to enable the students to speak and understand simple English according to their age level (Jahan 2013). The major problem faced by the teachers at the tertiary level is improper implementation of the curriculum (Hoque 2010). The high ratio of teacher-student, small size of classroom, insufficiency of teaching aids and lack of teachers' training are the leading causes for the improper implementation of the curriculum (*ibid*). Tahereen (2015) mentions that university teachers mainly focus on teaching reading and writing skills. In ELT in most of the universities sufficient teaching aids and materials are not available (*ibid*). At the tertiary level as the teaching and testing of oral skills are ignored as a result teaching of pronunciation also remains neglected (Moniruzzaman 2008).

Inter Language Effect

Bengali speaking EFL learners face problems in ELT especially in pronunciation because of the distinct positions of phonemes and other aspect of English phonology (Hoque 2010). According to Kenworthy (1991) , the more differences there will be between the target language and native language , the more difficulties the learners will face in achieving the correct pronunciation (in Tahereen 2015).

Interference of L1

In Bengali and English languages there are some similarities but mainly dissimilarities which create problem for the Bengali speakers to learn English pronunciation (Tahereen 2015). Hai and Ball identified some differences in both segmental phonemes and supra-segmental features of these two languages (in Haque 2010). They show that there are some distinct and some common vowels in these two languages. In Bengali there are 7 vowels and 12 in English. The chart (Appendix-D) shows that that there are only two common vowels (/e /and /æ/). According to their observation Bengali speakers usually get confused with 4 English vowels (/u: /, / ʌ/, / ɜ/, /ə/). They also observed that, Bengali speakers are unable to differentiate between the short and long vowels of English. For example, they pronounce feet /fi:t/, fool /fu:l/, half /ha:f/ (Houqe, 2010). In Bengali language there are 18 diphthongs but only 8 in English. The diphthongs of these two languages do not share any similarities (*ibid*). Hoque (2010) identifies a common mistake made by the Bengali speakers of English is that they say only the first part of the diphthong and ignore the second part. For example, they pronounce 'boat' / boʊt/ as /bʊt/ and 'here' /hiə/ as /hiɑr/ (*ibid*).

In term of consonant sounds there are 20 plosives in Bengali whereas in English there are only 6 plosives. Bengali plosives are categorized into 5 sub groups based on place of articulation where each group has aspirated and unaspirated sounds. The Bengali aspirated plosive ann English aspirated plosive become confusing for the Bengali speakers (Hoque 2010). In Bengali there is no fricative sounds therefore Bengali sounds /ph/, /bh/ and /n/ are considered similar to English /f/, /v/ and /n/. For example Bengali speakers pronounce 'full' /ful/ as /phul/ and 'vote' /vəut/ as /bhɔːt/. Hoque (2010) identifies that Bengali speakers often confuses with the English sounds /z/, /ʒ/ and /dʒ/. In Bengali there is only one sound /ja/ is similar to English /dʒ/. For example, 'zoo' /zu: / as / dʒu/ (*ibid*).

Interference of Dialects

The non-native English users in Bangladesh use various local dialects with different pronunciation and intonation which influence the use of English (Hoque 2010). Bengali speakers from different local backgrounds pronounce many words differently because of their local backgrounds (*ibid*).For example, the people of Barishal often tend to do pronunciation mistakes in words beginning with 'B' and 'V', both in English and Bengali (Hoque 2010). In Noakhali dialect, the bilabial plosive /p/ is not heard at all but replaced by a fricative sound similar to English /f/ (*ibid*). The unvoiced velar aspirated plosive /kh/ is pronounced as a fricative sound in Chittagong and Sylhet (*ibid*). Hoque (2010) also gave an example of a student from Comilla pronounced 'victory' /viktəri/ as /bikturi/ and another student from Natore pronounced as /bhikto:ri/.

The Study Method

This research is both qualitative and quantitative in nature as this study aim to provide a descriptive view of the challenges of teaching pronunciation at tertiary level in Bangladesh.

To collect and analyze the data for this study triangulation approach was used. According to Bryman (2010) triangulation refers to the use of more than one approach to the investigation of a research question in order to enhance the reliability and validity of the findings.

The sample which was used to collect the data for the study was consisting of ten teachers and eighty five students of English department from two private universities of Dhaka. The data were collected through interviewing ten teachers (five teachers from each university) and by providing questionnaire to eighty five students (around forty students from each university). Further data were collected through class observation. The whole data collections were done through purposeful sampling. All the data required for this study were collected in both formal and informal setting.

Results and Discussion

Teacher's Response to the Interview

From the teachers' response it has been found that most of the teachers put lots of emphasis on teaching pronunciation. Teachers think the offered courses and provided materials are not sufficient to teach pronunciation. Most of the teachers prefer not to directly test their students' pronunciation though some teachers directly test students' pronunciation skill. Even though all the teachers agreed that training is inevitable to teach pronunciation but they also said they do not get any specific training to teach pronunciation.

Table-1

Teacher's Response to the Interview Question

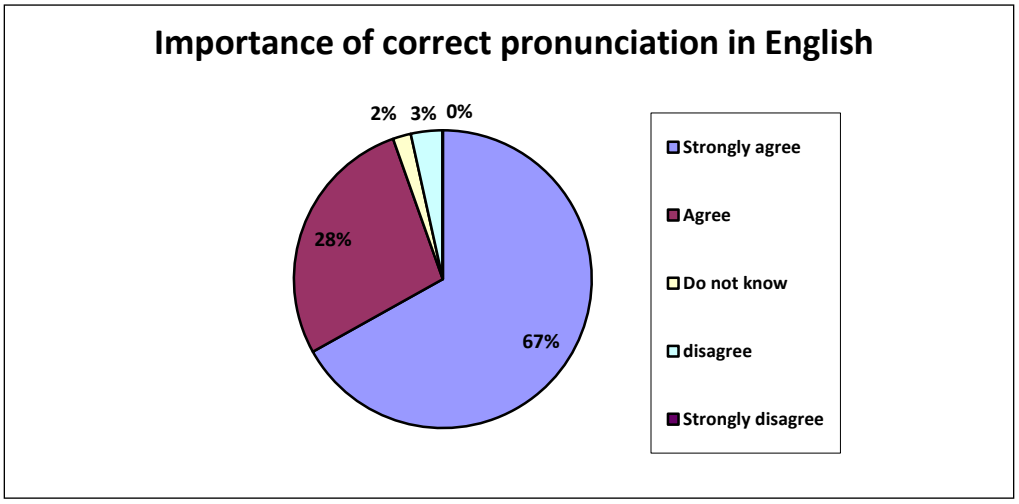
Q1.How much do you emphasize on English pronunciation on your teaching	70% teachers put lots of emphasis on pronunciation. .	30% teachers do not give any emphasis on pronunciation
Q2. What courses in English pronunciation does your department offer for your students?	50% teachers say that there is no specially designed course to teach pronunciation .	50% say that there is a core course specially designed to teach pronunciation to English department students
Q3. Do you have sufficient materials to teach English pronunciation to your students? What are the materials you use in the classroom?	40% teachers find- provided materials to teach pronunciation are sufficient	60% say that enough materials are not provided for teaching this skill.
Q4. What are the activities you use to teach English pronunciation?	70% teachers use Dictionary, phonetics transcription, tongue twister	30% teachers do not use any specific activities for teaching pronunciation.
Q5. Do you test your students' pronunciation skill? How do you test your student's pronunciation skills?	40% teachers test their student's pronunciation skill.	60% teachers do not test pronunciation skills directly.
Q6. What are the difficulties you face in teaching English pronunciation?	• Lack of listening input • Shyness of the students • Interruption of L1 • Students lack of motivation	
Q7. Do you get any training to teach pronunciation? Do you think training is important to teach English pronunciation?	All the teachers agree- • Training for teaching pronunciation is inevitable. • Combination of both theory and practical knowledge are important • They do not have any training	
Q8. What measures can be taken to improve English pronunciation of your students?	• To introduce the English sounds in early education. • There should be a specially designed course for pronunciation, • Lots of listening practice, • using dictionary • Not to compel learner's to get fascinated with native like variety.	

The Findings of the Questionnaire for the Students

The figure 1 is about to know the students' view about the importance of correct pronunciation in English. From the students' response it has been found majority of the students agree (28%) and strongly agree (67%) to the fact that good command on English pronunciation is important.

Figure-1

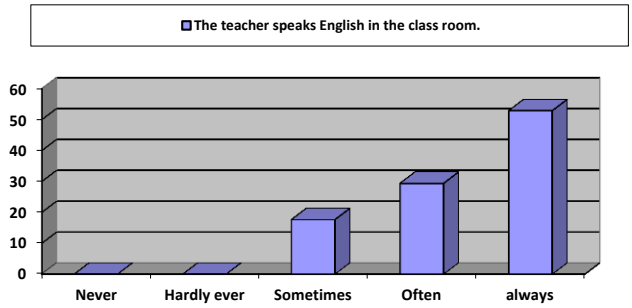
Good Command on English Pronunciation is Important



The participants were asked to inform about their teachers' English use in classroom. In this figure 2 students said that 52% students said that teachers 'Always' used English in the classroom. 30% students said that the teachers 'Often' used English in the classroom. 18% students said that 'Sometimes' their teachers used English in classes.

Figure-2

Teachers' Usage of English in the Classroom



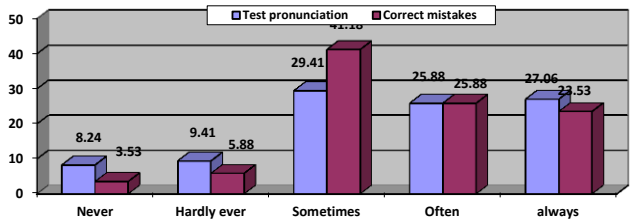
The next question tries to find how much the teachers emphasized on teaching English pronunciation.41 students (48%) 'Strongly agree' that the teachers put proper emphasis on teaching English pronunciation. Remaining 44 students (52%) agree with this opinion.

This research also try to investigate whether the teachers uses different activities or not. 38% students said that the teachers 'Always' used different activities to teach English pronunciation. 31% students said

their teachers 'Sometimes' used different activities to teach English pronunciation and remaining 31% students said that the teachers 'Often' used different activities to teach English pronunciation.

Figure-3

The Teacher Tests Students' English Pronunciation Skill and the Teacher Correct Students' Pronunciation Mistakes

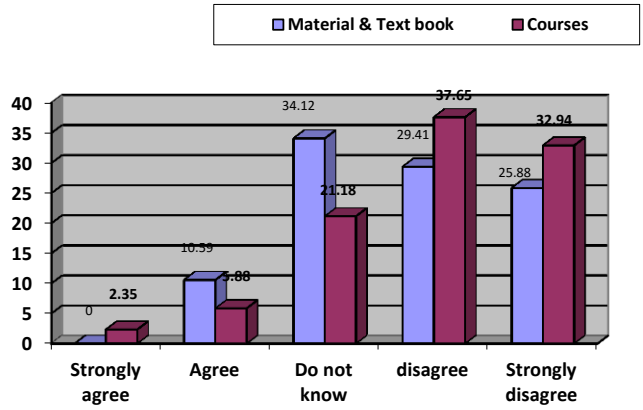


The figure 3 examine whether the teachers test students pronunciation skill or not and whether the teachers correct their pronunciation skill or not. 23 students (27.06%) stated that the teachers 'Always' tested their pronunciation. 22 students (25.88%) said that the teachers 'Often' tested their pronunciation.25 students (29.41%) said that their teachers 'Sometimes' tested their pronunciation skill. Only 8 students stated that the teachers 'Hardly ever' tested their pronunciation skill and remaining 7 students said their teachers 'Never' tested their pronunciation skill. About the teachers' correcting mistakes of their students, 23.53% said the teacher 'Always' correct their mistakes. 25.88% students said that the teachers 'Often' correct their pronunciation mistakes. Most of the students around 41.18% said their teachers 'Sometimes' correct their pronunciation.5.88% students said their teachers 'Hardly ever' correct their pronunciation and the remaining 3.53% students said their teachers never tested their pronunciation.

This research tries to find out whether the teachers teach the phonetic transcription of English words or not. Nearly half of the students (45%) stated their teachers 'Never' taught the phonetic transcriptions of English words. 29% students said that their teachers 'Hardly ever' taught the phonetic transcription of English words. 24% said that 'Sometimes' their teachers taught them the phonetic transcription of English words and only 2% said that their teachers 'often' taught them the phonetic transcription of English words.

Figure-4

The Materials and Textbooks Used by the Teachers' Pronunciation Mistakes



The materials and textbooks which are used by the teachers are sufficient for learning English pronunciation and the courses which are offered by English department are sufficient to teach English pronunciation.

In figure 4 two questions are accumulated. Question 10 investigates whether sufficient materials and textbooks are provided by the teachers to teach English pronunciation. 25.88% students 'Strongly disagree' to the fact that the provided materials and textbooks by the teachers are sufficient to teach English pronunciation. 29.41% students also 'Disagree' with this fact. 34.12% students stated that they 'do not know' whether the materials and text books are sufficient to teach English pronunciation. Remaining 10.59% students 'Agree' with the fact and they think the provided materials and text books by the teachers are sufficient to teach pronunciation. Question 11 tries to find out whether the courses offered by the English department are sufficient to teach English pronunciation or not. 32.94% students 'Strongly disagree' with this fact and they think the courses are not sufficient to teach English pronunciation. 37.65% students also shown the same view and 'Disagree' with this fact. 21.18% students said they 'Do not know' whether the provided courses are enough or not. Remaining 5.88% students' Agree' and 2.35% students 'Strongly agree' with this fact.

Findings from Class Observation

Two spoken classes were observed from two different universities for getting the real scenario of teaching pronunciation. Key findings of the class observations given below:

- Most of students are shy to speak in front of the class
- Most of the students English pronunciation is not up to the standard
- The interruption of L1 is the main reason behind for students' poor pronunciation
- Teachers are rarely correcting students pronunciation unless it effect intelligibility
- One teacher used tongue twister to teach pronunciation
- Very less emphasis is given on teaching pronunciation
- No particular material is used in both of the classes
- Both of the classes mainly seem teacher oriented
- Both of the teachers mainly use English as the mode of instruction but they switch to bangle when needed

Conclusion and Recommendation

From the above findings it can be said that teachers should give more importance to improve their students' pronunciation skill. Only by developing students' reading and writing skills teachers can not ensure a bright future of their students as oral skills are equally important. Therefore, students are needed to be aware and motivated to learn pronunciation for the job market and also for getting rid of the interruption of the regional articulation. On the basis of the analysis that the following recommendations can be made:

- If English sounds are introduced in early education, learners will get the knowledge of sounds and it will be easy for them to pronounce.
- A specially designed course for the pronunciation will also make the students able to have a good pronunciation skill in English.
- Lots of listening practice is needed, using dictionary in mobile phone. Confirming sounds before using can be practiced for teaching pronunciation.

- Teachers' training, laboratory facilities and logistic support are also suggested for teaching good command over pronunciation.
- Learners should be made aware that it is not the native like variety that they should follow; rather, they should follow the IPA (International Phonetics Alphabet).
- Students should be motivated enough to learn pronunciation, self teaching of reading IPA chart can help learners to have accurate pronunciation skill.
- Not only for the academic conversation, but also to do well in job market and to avoid being discriminated socially, students need to be aware of their pronunciation.

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The Problems Students Face in Developing Writing Skill: A Study at Tertiary Level in Bangladesh

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The paper explores the problems that students generally face in academic writing at the Higher Secondary level. The focus is mainly on the present condition of their writing skill in English and the reasons behind their inability to write properly. For this, data and information have been collected from students and teachers of different colleges through questionnaire. Moreover, some conventional and new topics have been also provided for writing compositions for the purpose of finding out the common errors they make in their writing which helped to get an overall idea about their writing capability. The data reveals that most of the students are not in the habit of practicing free-hand writing; instead they are mainly dependent on guidebooks for memorizing answers and the teachers also lack proper training to instruct them to develop their writing skill in a systematic way. Lack of proper guidelines and practice, lack of skilled teachers, conventional question patterns and evaluation - all are mainly responsible for the poor performance in writing of the students. The recommendations finally may help to take proper initiatives with a view to developing their writing skill.

Keywords: *Writing skill, strategies of writing skill, systematic implication.*

Introduction

Although various attempts have been taken by the government to develop the basic language skills of the students, the writing skill is not up to the standard till date and because of the poor performance in writing, a considerable number of students fail in English in the exam every year. However, this poor performance has two types of effects on them:

A. Short term effect
B. Long term effect

Short time effect shows their inability to get good marks in the exams if the questions seem uncommon to them. This make them suffer a lot in the long run where they cannot do well in the field of competition after finishing their student life.

Objectives of the Study

The main purpose of the study is to mark the problems that are an impediment to the progress of writing of the students at the higher secondary level. For an effective solution, the first and most important task is to find out the root of the problems and identify how serious the problems are. Basically, the study emphasizes on the root of the problems with a view to finding out a reasonable solution to these problems. Ultimately it aims at providing with suggestions for developing the skill.

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Literature Review

Several researchers argue that the problem of student writing is also exacerbated by teaching staff members who are at times under-qualified, underprepared and inefficient (Engstrom 2008:17; Moutlana 2007; Niven 2005). In addition, Engstrom (2008:17) contends that institutions that are serious about supporting the academic success and persistence of underprepared students must prepare the teachers, not just the students, about what these students need to learn and succeed. Rivers mentions that to be able to write in the foreign language, the student must be trained systematically through five stages of development. The stages are: Copying, reproduction, recombination, guided writing and composition. For a successful writing, David Nunan (2003) mentions the following conditions;

a. Mastering the mechanics of letter formation
b. Mastering the obeying conventions of spelling and punctuation
c. Using the grammatical system to convey one's intended meaning
d. Organizing meaning at the level of paragraph and the complete text to reflect new/given information and topic/comment structures
e. Polishing and revising one's initial efforts
f. Selecting an appropriate style for one's audience (1989:37)

In relation to Bangladesh, the scenario of majority of the EFL classrooms seem to focus on appropriate academic writing only which should focus not only on the students but also on the untrained teachers. Here at tertiary level is same. If the learners take the English language as an academic subject rather than a language, they will be concerned only with passing the exam for getting an academic degree. Among the different language skills, the students feel writing skill to be the most difficult in real practice and in the examination. It is mostly assigned as homework in teaching-learning activities and the answer made by the teacher is supposed to be final and correct. The students depend mostly on teacher's notes; guide books, general books where very few consult the reference resources. In this context, the only solution lies in the continuous pursuit of knowledge and skills. If the learners have the skills and habit of learning independently, they will be able to face the challenges.

Approaches to Writing Skill

There are mainly two approaches to writing skill which are the Product and Process Approach.

The Product Approach

The main assumptions and features of the product approach in second language teaching are:

a. Learners have specific writing needs, either for institutional writing or personal writing
b. The goal of a writing program is to teach students to be able to produce the kinds of written texts they will most frequently encounter in educational, institutional, and/or personal contexts.
c. The rhetorical patterns and grammatical rules used in different kinds of texts are presented in model compositions, which are constructed to display the rules that learners should use in their own writing

d. Correct sentence structure is an essential component of writing; and grammatical skills receive considerable emphasis
e. Errors in writing are avoided by providing learners with models to follow or by guiding and controlling what learners write to prevent them from making errors
f. The mechanics of writing are also taught: handwriting, captitalization, punctuation, and spelling

The Process Approach

A product approach concentrates on ends rather than means. By focusing on the form and structure of writing rather than on how-writers create writing that has form and structure, the composing processes of good writers are ignored.

Methodology

Design and Sampling

To conduct the research, 200 students along with 2 teachers from English department have been randomly selected for the survey. In case of the English teachers, the interviews were in both formal and informal situations.

Instruments

For data collection, separate questionnaires were used as instruments. Besides, the written scripts on different topics also gave an overall idea about the writing ability of the students.

Findings and Discussion

Testing of Writing Skill

The common mistakes that were from the questionnaire have been in subject-verb-agreement, using correct parts of speech, right form of verbs, punctuation, spelling, article, etc. Table-1 reveals the responses:

Table-1

Areas of Mistake and Students' Responses

Areas of Mistake	Samples	Percentage of the Students
Subject-verb-agreement	One of the boys were crossing the road	52%
Parts of speech	They success in doing the work	58%
Countable and uncountable nouns	He gave me an advice. The informations were false	78%
Appropriate prepositions	His greed resulted to misery	89%
Punctuation	I on behalf of the students	69%
Right form of verbs	The hare asked the tortoise where he is going	74%
Article	An unique idea grew in his mind	43%
Spelling	Maintanence, comittee	92%
Conditionals	If he worked hard, he will do well in the exam	58%

Responses of the Students through Open-ended Questions

Some open-ended questions were prepared for the students to analyze their opinions regarding their writing problems. Analyzing the answers, it is found that majority opine that while writing, they cannot produce grammatically correct sentences because of their grammatical weaknesses. Moreover, because of their excessive dependence on memorizing answers, they cannot express their own thoughts and feelings properly in their own way.

Responses of the Teachers through Open-ended Questions

The findings reveal the following lacking:

a. Fragile foundation of the students
b. Lack of Practice
c. Untoward apprehension about English
d. Excessive dependence on guidebooks
e. Memorizing compositions
f. Dependence on private tutors and coaching centre
g. Conventional question papers
h. Large size of classrooms
i. Scarcity of expert English teachers
j. Poor socio-economic condition
k. Lack of Motivation

Recommendations and Conclusion

If the following recommendations come into being, the writing skill of the students is believed to be developed gradually. The majority concerns are related with the earlier stages where proper motivation can be built with sincere foundation.

a. Proper care and motivation at the early stages
b. Learner-friendly teaching-learning environment
c. Proper monitoring
d. Continuous training of the assigned teachers
e. Recruitment of specialized teachers
f. Prohibition of guidebooks and coaching centres
g. Reformation of prevailing testing system at junior levels
h. Good payment of the teachers to motivate them
i. Arrangement of different writing competitions on different occasions

Teachers assign writing as homework giving it less preference and mostly focus on transformation practices in the class but the examination is highly based on testing writing proficiency. Due to wash back effect, they performed poorly in the examination and so could not achieve handsome marks. Since it is a common problem, teachers need to focus on writing in the class along with other skills as a form of action research. To ensure the maximum output from the students, the stated problems should be taken into consideration and proper steps should be taken to remove the drawbacks as soon as possible.

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Assessing Bangladeshi University Students' Virtual Learning Activities: Experiences and Expectations

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Everyday there is something new on the Internet. And mostly, it is the youth who are up-to-date with such information and updates. They are using these new pieces of information, updates, and tools for various purposes, one of which is to get help. Nowadays, a lot of students use the Internet to learn more about their subjects, topics discussed in the classroom, and beyond. Due to the advancement of technology and access to information, they have now shifted their attention from many physical learning sources to online learning tools. There are many faculty members who are using online tools while teaching as well, although, there are some teachers who are not using or are not familiar with many of the online tools that are being used by their students. The objective of this paper is to contribute in minimizing the gap. This paper explores students' online learning activities by studying their experiences and expectation. This study shows how much time students are spending online, what they are usually looking for, their searching techniques, types of online learning tools they use, websites they frequently visit to get information, software or applications they have found useful, classroom activities they do outside the classroom using the Internet, and types of class activities they want to do outside the classrooms. This is an interview based research which focuses on 75 students of three private universities of Bangladesh from various departments and courses. Furthermore, it includes challenges encountered by students while searching or accessing any course related contents and their expectations from their teachers in those circumstances. The outcome of this research will help educators in auditing students' virtual learning habits and will also help them redesign their course outlines accordingly.

Keywords: *Virtual learning habits, online learning tools, redesigning course outlines.*

As a participant observer this researcher has seen many discrepancies among the university students in their online study habits. The discrepancies mainly occurred when some of their teachers used online tools for their course related activities and others did not. Students did not get any motivation from teachers who did not use virtual platform for educational purposes. While some students proactively found ways to find online study tools which were helpful for completing coursework, others felt unmotivated to do so. Some of the students who were using the Internet, in most cases they had no idea about the source which they were consulting for a course.

The teaching environment is changing. In the twenty first century, regular classrooms of chalk, duster, and blackboards are turning into digital multimedia classrooms. In Bangladesh, Jaago Foundation is operating 10 online schools in Gazipur, Rajshahi, Gaibandha, Madaripur, Bandarban, Lakshmipur, Dinajpur, Rangpur, Hobiganj, and Teknaf (jaago.com.bd). Several universities in Bangladesh are providing

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classroom materials through different learning management softwares (LMS) such as Moodle[20]. Many students are giving online tests, submitting their assignments, and getting their grades online outside their classroom. Classroom activities which are done outside the classroom through the Internet create opportunities for teachers to administer other classroom activities. In order to utilize the Internet for university students' educational purposes, it is crucial to assess their virtual learning activities, their experiences and expectations. This paper addresses the challenges faced by the students and shows how teachers can help.

Students studying in Bangladeshi universities are using online tools to get help for their courses. Their virtual activities are largely unsupervised. By auditing students' virtual activities and analyzing their experiences instructors can improve their students' learning experiences. The objective of this research is to present and analyze the responses of 75 students of three Bangladeshi universities who are using the Internet for learning purposes. This study will identify university students' current virtual activities, their usual online habits, how they are using online platforms for learning purposes, how they are participating in classroom activities via the Internet, challenges they face while learning, and how teachers can help in resolving their virtual learning challenges. This study will help instructors identify opportunities they and their students currently have utilizing which both parties will be able to upgrade their educational environment beyond classrooms. Most importantly, it will discuss ways a course instructor can benefit from capitalizing the virtual sphere and by restructuring his or her course outline to improve the overall teaching and learning environment.

Methodology

For the interview purpose, a questionnaire consisting of ten questions has been used for collecting students' responses. The survey was done in between February and March of 2016. The respondents were from the University of Liberal Arts Bangladesh, United International University, and Daffodil International University. 25 random students from each university were given hard copies of the questionnaire to write their responses. A total of 75 responses from the undergraduate students have been collected for consideration. Out of 75 respondents only one voluntarily decided to become a sample participant for the survey. Other respondents were approached by this researcher and were asked for their voluntary participation for the survey. The survey was done in various locations of each university buildings. The locations involved library, classrooms, canteens, and corridors. Responses were taken separately in order to avoid bias among the respondents. The sample participants were made aware of the contents and purpose of the research before answering the questions. The questionnaire included eight multiple choice questions and two descriptive questions. Students could choose from more than one of the multiple choice questions (except question number 1) and they had another box to include their own answers. All the collected responses have been recorded in an online survey software named Survey Monkey for data analysis. The sampling technique was random. Finally, the study used both quantitative and qualitative analyses.

Literature Review

Research shows that "…in the context of information technology (IT) basic skills training in undergraduate education, there are no significant differences in performance between students enrolled in the two environments (Piccoli, Ahmad, and Ives, 2001)." Piccoli, Ahmad, and Ives (2001) also noted, "However,

[20] Moodle is a learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalised learning environments. Retrieved from: https://docs.moodle.org/30/en/About_Moodle on 27/03/16.

the VLE[21] leads to higher reported computer self-efficacy, while participants report being less satisfied with the learning process." Bairagi, Rajon, and Roy (2011) find that 80% of the Universities/Equivalent institutions (in Bangladesh) have their own web pages, more than 80% teachers and students have ICT[22] knowledge, and 62.97% teachers use multimedia in the classroom. In section 7.6 titled *eClassroom: Substituting the virtual for the real* Dutton, Cheong, and Park (2004) explain,

> Professor 6 sees his role as a "facilitator of learning". He is available on campus during weekly office hours, schedules virtual office and classroom meetings via eClass and encourages interaction via email, telephone, fax and post. Two teaching assistants offer administrative support to help him respond to students efficiently and with personalized care. One summer he taught the same course with students from other universities in a complete distance education format, in which he substituted the campus meetings with interactive television sessions.

These studies found that undergraduate classrooms are becoming digitalized and many classrooms are keeping their activities running online even when the physical classroom is closed. As about 80% of both students and teachers have ICT knowledge, it could be surmised that they are and will be comfortable with the virtual classroom concept. This study presents the ways students are utilizing and cooperating with virtual classroom environments which they currently have in Bangladesh and how teachers can utilize the innovation for redesigning their course outlines.

Research Questions

1) How students are utilizing online tools for their study purposes?
2) How teachers can adjust their classroom materials to this environment?

Results and Analysis

Table-1

Students' average time spent online

Answer Choices–	Responses–
– Less than 1 hour	10.67% 8
– More than 1 hour but less than 3 hours	22.67% 17
– More than 3 hours but less than 5 hours	25.33% 19
– More than 5 hours but less than 7 hours	20.00% 15
– More than 7 hours	21.33% 16
Total	75

The survey shows (Table 1) that students are spending a significant amount of time online every day for various purposes. It means that they have access to and are interested in online contents. During the survey, many of the respondents emphasized that their time spent online differs. Some days they are online beyond ten hours and some days they are just using it for a reasonable amount of time. This study, however, has not asked about their motivational factors which encourage or discourage their online presence and activities.

[21] VLE stands for Virtual Learning Environment.
[22] ICT stands for Information, Communication and Technology.

Table-2

What Studets Usually Browse on the Internet

Answer Choices–	Responses–
– Newspapers	49.33% 37
– Magazines	10.67% 8
– Videos	70.67% 53
– Audios	32.00% 24
– Books	32.00% 24
– Journals	16.00% 12
– Social Networks	84.00% 63
– Add your answer here	4.00% 3
Total Respondents: 75	

The research shows that students are mostly browsing social networks, videos, newspapers, audio, and books (Table 2). They are also browsing journals and magazines. These are indications that they are already virtual readers and audience. As most students are browsing social media and are also interested in audios and videos, any instructor can utilize these platforms to make educational contents available as well. By sharing a relevant piece of news, report, excerpt from any book, journal, magazine, or by sharing a course related video or audio file or link, an instructor can easily make his or her students better informed.

Table-3

Students' Online Information Searching Practice

Answer Choices–	Responses–
– I search my inquiries on Google	96.00% 72
– I type the keywords on YouTube	52.00% 39
– I ask questions on Yahoo	9.33% 7
– I post my questions on Facebook Groups	25.33% 19
– I ask questions at the Research Gate	5.33% 4
– Add your answer here	2.67% 2
Total Respondents: 75	

Teachers should get themselves acquainted (if they are not) with these search tools and websites. The survey shows that most students are using Google, YouTube, and Facebook Groups to find out answers to their questions (Table 3). Abrupt questions in a classroom break the regular flow of an ongoing lecture. It has been observed by the researcher that most of the time students ask the questions which could be easily found on the Internet. By making students aware of these search tools and websites, any teacher can avoid such interruption.

Table-4

Online Tools Used by the Students

Answer Choices–	Responses–
– Moodle	26.67% 20
– Adobe Connect	20.00% 15
– Google Hangout	56.00% 42
– Blackboard	2.67% 2
– EdX	4.00% 3
– Coursera	9.33% 7
– Lynda	2.67% 2
– Add your answer here	8.00% 6
Total Respondents: 75	

Table 4 shows that 56% of students use Google Hangout,[23] 26.67% use Moodle, 20% use Adobe Connect,[24] 9.33% Coursera,[25] 4% edX,[26] 2.67% Blackboard,[27] and 2.67% Lynda.[28] Four of the respondents

[23] Google Hangouts is a communication platform developed by Google which includes instant messaging, video chat, SMS and VOIPfeatures. Retrieved from: https://en.wikipedia.org/wiki/Google_Hangouts on 27/03/16.

[24] Adobe Connect (formerly *Presedia PublishingSystem*, *Macromedia Breeze*, and *Adobe Acrobat Connect Pro*) is software used to create information and general presentations, online training materials, web conferencing, learning modules, and user desktop sharing. The product is entirely Adobe Flash based. All meeting rooms are organized into 'pods'; with each pod performing a specific role (i.e. chat, whiteboard, note, etc.). Retrieved from: https://en.wikipedia.org/wiki/Adobe_Connect on 27/03/16.

[25] Coursera is an education platform that partners with top universities and organizations worldwide, to offer courses online for anyone to take. Retrieved from: https://www.coursera.org/about/ on 27/03/16.

[26] edX is a massive open online course (MOOC) provider. It hosts online university-level courses in a wide range of disciplines to a worldwide student body, including some courses at no charge. Retrieved from: https://en.wikipedia.org/wiki/EdX on 27/03/16

[27] Blackboard Inc. is an educational technology company with corporate headquarters in Washington, D.C. It is known for its Blackboard Learn learning management system. Retrieved from: https://en.wikipedia.org/wiki/Blackboard_Inc. on 27/03/16.

[28] lynda.com is a leading online learning company that helps anyone learn business, software, technology and creative skills to achieve personal and professional goals. Through individual, corporate, academic and government

said they have never used any online tools to get help and one of them has used Edusoft Learning,[29] and another respondent have used Blogs and Economics websites. The respondents, after seeing few options in the questionnaire, have enquired about the tools. The figures imply that the students can use online learning tools which mean that teachers can use this opportunity to their benefit as well. There are many other online tools which both the teacher and learner can utilize to reduce classroom pressure.

Table-5

Websites Students Frequently Visit to Get Information

Answer Choices–	Responses–
– EdX	13.33% 10
– JSTOR	6.67% 5
– Academia	38.67% 29
– Khan Academy	8.00% 6
– Research Gate	16.00% 12
– Coursera	10.67% 8
– Lynda	6.67% 5
– Tutsplus	2.67% 2
– Add your answer here	28.00% 21
Total Respondents: 75	

From Table 5 it can be seen that 38.67% of students visit Academia,[30] 16% Research Gate,[31] 13.33% edX, 10.67% Coursera, 8% Khan Academy,[32] 6.67% JSTOR,[33] 6.67% Lynda, and 2.67% Tutsplus.[34] 11 of the

subscriptions, members have access to the lynda.com video library of engaging, top-quality courses taught by recognized industry experts. Retrieved from: http://www.lynda.com/aboutus/ on 27/03/16.

[29] Edusoft is a global leader and innovator of technology-assisted English language learning solutions. With 20 years of proven educational expertise and a growing client base of 19 ministries of education, plus thousands of worldwide institutions, Edusoft delivers customized, cost-effective English learning solutions for government, education, and corporate sectors across the globe. Retrieved from: http://www.edusoftlearning.com/about-us/about-us-more/ on 27/03/16.

[30] Academia.edu is a platform for academics to share research papers. The company's mission is to accelerate the world's research. Retrieved from: https://www.academia.edu/about on 27/03/16.

[31] ResearchGate is a social networking site for scientists and researchers to share papers, ask and answer questions, and find collaborators. Retrieved from: https://en.wikipedia.org/wiki/ResearchGate on 27/03/16.

[32] Khan Academy is a non-profit educational organization created in 2006 by educator Salman "Sal" Khan with the aim of providing a free, world-class education for anyone, anywhere. The organization produces short lectures in the form of YouTube videos. In addition to micro lectures, the organization's website features practice exercises and tools for educators. All resources are available for free to anyone around the world. The main language of the

respondents either never visited or did not know which websites they frequently visited, while some of them visited Wikipedia,[35] various social blogs, and Purdue OWL (for English).

Table-6

Software or Application Students Found Useful for Learning Purposes

Answer Choices–	Responses–
– Microsoft Encarta	14.67% 11
– Microsoft Office	80.00% 60
– Merriam Webster	6.67% 5
– E-book Reader	56.00% 42
– Google Drive	72.00% 54
– Dropbox	36.00% 27
– Add your answer here	1.33% 1
Total Respondents: 75	

The study finds that 80% of students think Microsoft Office[36] is a useful software for learning purposes (Table 6). 72% of students have found Google Drive[37] useful, 56% E-book reader,[38] 36% Dropbox,[39]

website is English, but the content is also available in other languages. Retrieved from: https://en.wikipedia.org/wiki/Khan_Academy on 27/03/16.

[33] JSTOR is a digital library of academic journals, books, and primary sources. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. Retrieved from: http://about.jstor.org/about on 27/03/16.

[34] Tutsplus or EnvatoTuts+ offers online courses and tutorials on web development, design, illustration, photography, video, music and other digital courses. It has served over 250 million students since launch. Retrieved from: https://en.wikipedia.org/wiki/Envato#Envato_Tuts.2B on 27/03/16.

[35] Wikipedia is a multilingual, web-based, free-content encyclopedia project supported by the Wikimedia Foundation and based on a model of openly editable content. Retrieved from: https://en.wikipedia.org/wiki/Wikipedia:About on 27/03/16.

[36] Microsoft Office is an office suite of applications, servers, and services developed by Microsoft. Retrieved from: https://en.wikipedia.org/wiki/Microsoft_Office on 27/03/16.

[37] Google Drive is a file storage and synchronization service created by Google. It allows users to store files in the cloud, share files, and edit documents, spreadsheets, and presentations with collaborators. Google Drive encompasses Google Docs, Sheets, and Slides, an office suite that permits collaborative editing of documents, spreadsheets, presentations, drawings, forms, and more. Retrieved from: https://en.wikipedia.org/wiki/Google_Drive on 27/03/16.

[38] An e-reader, also called an e-book reader or e-book device, is a mobile electronic device that is designed primarily for the purpose of reading digital e-books and periodicals. Retrieved from: https://en.wikipedia.org/wiki/E-reader on 27/03/16.

14.67% Microsoft Encarta,[40] and 6.67% Merriam Webster.[41] One of the respondents has used Adobe Photoshop[42] for learning purposes.

Table-7

Classroom Activities Students Do Online Outside Their Classroom

Answer Choices–	Responses–
– I submit assignments online	86.67% 65
– I submit presentations online	42.67% 32
– I submit projects online	26.67% 20
– I am giving online tests	30.67% 23
– I submit reviews online	24.00% 18
– I collaborate in group assignments	33.33% 25
– Add your answer here	0.00% 0
Total Respondents: 75	

Table 7 above shows that 86.67% of students submit assignments, 42.67% submit presentations, 33.33% collaborate in group assignments, 30.67% give online tests, 26.67% submit projects, and 24% submit reviews online outside their classroom. To maximize students' virtual classroom activities, teachers can restructure their course outlines. More research needs to be done to find out whether students are more interested in pen-and-paper assignments or online assignments. By submitting assignments, projects, and reviews online, students save money which would have been spent in the case of pen-and-paper assignments. And by taking online tests, teachers can also help save money which would be spent on the printed and photocopied questions, and answer scripts. But again, more research needs to be done to find out teachers' experience on this regard.

[39] Dropbox is a file hosting service operated by Dropbox, Inc., headquartered in San Francisco, California, that offers cloud storage, file synchronization, personal cloud, and client software.Dropbox allows users to create a special folder on their computers, which Dropbox then synchronizes so that it appears to be the same folder (with the same contents) regardless of which device is used to view it. Files placed in this folder are also accessible via the Dropbox website and mobile apps. Retrieved from: https://en.wikipedia.org/wiki/Dropbox_(service) on 27/03/16.

[40] Microsoft Encarta was a digital multimedia encyclopedia published by Microsoft Corporation from 1993 to 2009. Retrieved from: https://en.wikipedia.org/wiki/Encarta on 27/03/16.

[41] Merriam-Webster is America's foremost publisher of language-related reference works. The company publishes a diverse array of print and electronic products, including *Merriam-Webster's Collegiate® Dictionary, Eleventh Edition*—America's best-selling desk dictionary—and *Webster's Third New International Dictionary, Unabridged*. Retrieved from: http://www.merriam-webster.com/about-us/faq on 27/03/16.

[42] Adobe Photoshop is a raster graphics editor developed and published by Adobe Systems for Windows and OS X. Retrieved from: https://en.wikipedia.org/wiki/Adobe_Photoshop on 27/03/16.

Table-8

Classroom Activities Students Want to Do Online

Answer Choices–	Responses–
– I want to watch video lectures of the class	73.33% 55
– I want all my course materials online	56.00% 42
– I want to attend classes through webinar	14.67% 11
– I want my teacher to solve my problems through private messages	41.33% 31
– Add your answer here	2.67% 2
Total Respondents: 75	

This survey finds that 73.33% of students want to watch video lectures of the class, 56% students want their course materials online, 41.33% students want their teacher to solve their problems through private messages, and 14.67% students want to attend classes through webinars[43] (Table 8). One respondent wants the teacher to reply through emails, not private messages, and another respondent wants video and audio links of any given lecture to be made available.

- List of the challenges encountered by the respondents while searching or accessing any course related contents

Out of 75 students, 29 respondents have expressed challenges which they have personally encountered while accessing any course related contents. Their responses are shown here verbatim from the survey questionnaire.

1. Sometimes the information are not well provided or organized. Too many anonymous content related website but sometimes lack proper information that I require
2. Less efficiency. Spent more valuable time to collect information.
3. Usually they use difficult words which we cannot understand normally
4. I can't find the thing I want. The material is not too much authentic.
5. I don't get the actual information which I search sometimes
6. Accessing Google Scholar[44] and Google
7. Online sources provided by profession are often restricted
8. Access problem, Lack of information
9. Paid to access online sources.
10. Not enough required information. Often the found contents do to match with my course contents.

[43] A webinar is a live meeting that takes place over the web. The meeting can be a presentation, discussion, demonstration, or instructional session. Participants can view documents and applications via their computers, while shared audio allows for presentation and discussion. Retrieved from: https://www.minitex.umn.edu/Training/Webinars.aspx on 27/03/16.

[44] Google Scholar is a freely accessible web search engine that indexes the full text or metadata of scholarly literature across an array of publishing formats and disciplines. Retrieved from: https://en.wikipedia.org/wiki/Google_Scholar on 27/03/16.

11. Often I don't get scholarly articles on Google on the literary topics I need.
12. I don't find enough useful materials for learning purpose. The things I find either they are low grade materials like Shmoop,[45] SparkNotes[46] which give wrong information or they are too high level to understand like JSTOR
13. I have searched online for analysis of "Kopotakkho Nod" by Michael MadhusudanDutt but I didn't get exact result
14. It is difficult to find Facebook groups for the course. Materials found online seem difficult to grasp. Mostly unclear information are found.
15. Problem signing into restricted sites to get information. Sometimes link doesn't show up, only ads appear. Moodle is not always up-to-date.
16. Reliable sites were difficult to find.
17. Website interface doesn't seem to be user-friendly
18. Tutorial of any kind of software. HTML. CSSS. Boot Camp. Math lab.
19. Many websites asked for money to get the content
20. Sometimes, the internet does not work properly.
21. Information are not always found.
22. Slow access. Poor connection. Slow page.
23. Didn't find the exact content.
24. Information sources are very limited.
25. Slow network. Less capacity of lab. Less introduction is provided be the instructor.
26. The search results are in horrible shape.
27. Sometimes I don't find desired contents.
28. Too many links to choose from
29. Sometimes, I found invalid information or blank page which showed there is something in it but nothing is there.

- How the teacher can help in resolving the challenges that the students encounter

Out of 75 students, 26 respondents have expressed how their teachers can help them in resolving the challenges which they personally encounter while accessing any course related contents. Their responses are shown here verbatim from the survey questionnaire.

1. A teacher can make this easy for me
2. By giving course related information through Moodle
3. Teachers can tell which link to follow
4. They can provide us some names of useful website which will take short time and easy access for sorting problems. Teachers should also use the online options for serving teaching tutorials.
5. Teachers should provide class materials online
6. A teacher should give an all-inclusive lecture

[45] Shmoop provides free Learning Guides, Online Courses, College Readiness Prep, andTest Prep in a teen-friendly, approachable style with academically rigorous materials to help students. Retrieved from: http://www.shmoop.com/public/about_us/ on 28/03/16.

[46] SparkNotes, originally part of a website called The Spark, is a company started by Harvard students Sam Yagan, Max Krohn, Chris Coyne, and Eli Bolotin in 1999 that originally provided study guides for literature, poetry, history, film, and philosophy. Later, SparkNotes expanded to provide study guides for a number of other subjects, including biology, chemistry, economics,health, math, physics, and sociology. Retrieved from: https://en.wikipedia.org/wiki/SparkNotes on 28/03/16.

7. By making a website. Helping face to face.
8. They can help us by using the text. He can suggest us various journals or online research paper.
9. Through advice and pointing out the opportunities
10. Teachers can provide a way to access those restricted materials without payment for student.
11. Teachers themselves can provide the necessary and relevant information to us or they can recommend websites where we can find what we need.
12. Video links should be provided for any lecture. Audio lecture should be made available. Teachers should be available for consultation.
13. By providing online link of corresponding subject. So that we can find them easily and get help from them.
14. If the teachers give us materials like second text materials by analyzing the level of student or on the basis of students' need, I think this challenge could resolve easily.
15. They can provide us with links of useful scholarly websites and article.
16. They should discuss about where to find sources and give references.
17. They can make those restricted materials available for the students after purchasing them. Moodle should be updated regularly.
18. Counseling outside the classroom.
19. Teachers should give messaging options or websites where a student can ask anything about course related activities.
20. Teachers should provide related contents to get rid of this problem.
21. By providing the teaching content on university website.
22. The issue is with the ISP and their management.
23. By the counseling hours or over the internet.
24. By discussing the problem in counseling hours.
25. By publishing solution for the desired content.
26. By giving us essential introduction.

Limitation of the Study

This study focused only on 75 students of three private universities due to time constraints and budget deficits. Even though both male and female students participated as sample respondents, their responses were not analyzed by their age, gender, social, or economic backgrounds. Resoponse from the teachers were not taken for this survey. At the University of Liberal Arts Bangladesh, the researcher could approach individual students up close in order to explain the questionnaire and answering process to them. In the case of the other two universities, the researcher could not approach most of the students to explain or clarify. This left some space for confusion and unanswered questions. Individual responses have not been analyzed separately in this paper.

Scope of Further Research

Survey on the increased number of universities, especially by including both private and public universities, the quality and the reliability of the data will be improved. Research questions focusing on the motivational factors of digital learning will help understanding the quality of virtual learning and teaching environment. Further research can be done by considering teachers' responses and by analyzing students' responses by their age, gender, social, or economic backgrounds.

Recommendations and Conclusion

At this stage, it is important that instructors take the responsibility to make their students aware of the educational tools and materials available online. Furthermore, they should encourage, motivate and supervise students' online activities at the same time. As students are already familiar with many useful

online learning management softwares, it will be easier for teachers to integrate them in many virtual classroom activities. Students' online tasks should be given proper feedbacks and acknowledgment so that they feel inspired. Lack of supervision, support, and feedback can make their virtual learning environment uninteresting. If students are given credits for what they do virtually then it will encourage and motivate their online study habit.

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Piccoli, G., Ahmad, R., & B., Ives. (2001). Web-Based Virtual Learning Environments: A Research Framekwork and a Preliminary Assessment of Effectiveness in Basic IT Skills Training. *MIS Quarterly,25*(4), 401-426. Retrieved on March 26, 2016, from http://home.business.utah.edu/actme/7410/Piccoli.pdf

Appendix

Assessing Bangladeshi University Students' Virtual Learning Activities:
Experience and Expectations
Survey Questions
(You can choose from more than one option)

1. On average, how much time do you spend online everyday?
   - Less than 1 hour
   - More than 1 hour but less than 3 hours
   - More than 3 hours but less than 5 hours
   - More than 5 hours but less than 7 hours
   - More than 7 hours
2. What do you usually browse on the internet?
   - Newspapers
   - Magazines
   - Videos
   - Audios
   - Books
   - Journals
   - Social Networks
   - Others
3. How do you search your desired information?
   - I search my inquiries on Google
   - I type the keywords on YouTube
   - I ask questions on Yahoo

- I post my questions on Facebook Groups
- I ask questions at the Research Gate
- Others

4. Which of the following online learning tools have you used?
   - Moodle
   - Adobe Connect
   - Google Hangout
   - Blackboard
   - edX
   - Coursera
   - Lynda
   - Others
5. Which of the following websites do you frequently visit to get information?
   - edX
   - JSTOR
   - Academia
     Khan Academy
   - Research Gate
   - Coursera
   - Lynda
   - Tutsplus
   - Others
6. Which software or application have you found useful for learning purposes?
   - Microsoft Encarta
   - Merriam Webster
   - E-book Reader
   - Google Drive
   - Dropbox
   - Others
7. Which of the following classroom activities do you do online outside your classroom?
   - I submit assignments online
   - I submit presentations online
   - I submit projects online
   - I am giving online tests
   - I submit reviews online
   - I collaborate in group assignments
   - Others
8. Which of the following classroom activities do you want to do online?
   - I want to watch video lectures of the class
   - I want all my course materials online
   - I want to attend classes through webinar
   - I want my teacher to solve my problems through private messages
   - Others
9. List the challenges you have encountered while searching or accessing any course related contents:
10. How do you think your teacher can help in resolving the challenges that you encounter?

Incorporating Teacher's Self-evaluation into Formative Assessment: A Study on BRAC DevPro Course

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The paper is an attempt to explore the features of formative assessment when teacher's self evaluation is merged with it. Teacher evaluation, usually by students and sometimes by senior colleagues and even by administrators, has been a typical process and a practice to evaluate teacher's job success, particularly in private universities in Bangladesh. It is generally conducted at the end of the semester by the institute for executing its target. For evaluating students' success, teachers use formative assessment to check on the progress of their students, to see how far they have mastered what they should have learned, and then use this information to modify their future teaching plan. The researcher carried out this study in an English for Specific Purposes (ESP) Course for Development Professionals (DevPro) conducted by BRAC Institute of Languages (BIL), BRAC University. The target group of the study included sixteen high and mid level professionals of BRAC International which sends its skilled staff to work abroad. As the institutional evaluation of the teacher by students is conducted at the end of the semester and feedback is received in the next semester, the same group of students remains unaffected by the evaluation. Here, the researcher as a teacher got a self-prepared evaluation form filled by the participants in the middle of the course. To reinforce the objectives of formative assessment, the researcher has integrated the findings of self-evaluation into the formative test. This paper, thus, provides the scope for students to get benefitted from the teacher and from the course as well. The findings of the paper show very significant changes in the score of formative and summative test. The researcher, here, came up with the outcome that not only formative test but also teacher's self evaluation can work as a suitable tool to develop the teacher himself, students and the course as well.

Keywords: *Self-evaluation, formative assessment, summative assessment, DevPro course, BRAC Institute of Languages.*

Introduction

Evaluation, accountability and assessment work as the tools to lubricate the cogs of teaching learning mechanism. Though teacher evaluation by students has been questioned in several parts of the world, it has been finally fruitful and accredited by the personnel concerned. According to CPE (Center for Public Education, 2013), for decades, teacher evaluations were little more than a bureaucratic exercise that failed to recognize either excellence or mediocrity in teaching. As such, evaluation represented a missed opportunity for giving teachers valuable feedback that could help them improve their practice. Increasingly, this is no longer the case. Since 2009, over two-thirds of states in America have made significant changes to how teachers are evaluated. Hull (2013) in the same report states,

> "Classroom observations are not the only measure of teacher practice. State and districts rely on other forms of evidence to get a fuller picture of a teacher's performance. These include: a)

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> student/parent surveys, b) lesson plan reviews, c) teacher self assessments, d) measures of professional learning, e) student artifacts, f) teacher portfolios. These other measures can provide rich, qualitative information about classroom instruction. As such they add to the body of feedback teachers receive on their individual strengths and weaknesses." (p.22)

Hull has emphasized on student survey or student evaluation and teacher self assessment which have been used as the key tools for this paper. For teachers' own as well as professional development, teacher's self assessment or evaluation can work better than institutional evaluation. According to Schwartz (2015), self-evaluation is one of the most overlooked forms of explicit evaluation. Ideally and logically, this should precede all other forms of the evaluation of teaching effectiveness. Conscientious faculty members subject their teaching strategies, instructional techniques and style to their own critical evaluation on an almost constant basis. This evaluation often does not have a formal structure but even a simple checklist can help to focus ideas. Those faculty members who are most interested in doing their best are the ones who tend to take self-evaluation most seriously and may share their critiques and seek advice from colleagues on how to improve the effectiveness of their teaching.

The researcher has merged the findings of his self-evaluation with those of students' formative assessment. Formative Assessment, when incorporated into classroom practice, provides the information needed to adjust teaching and learning while they are happening. This kind of assessment informs both teachers and students about students' understanding at a point when teacher can make timely adjustments. These adjustments help to ensure students to achieve targeted standard-based learning goals within a set time frame. To make it happen, the teacher as a researcher here has incorporated his self-evaluation into formative assessment to accelerate the participants' learning outcomes of the Development Professional (DevPro) Course offered by BRAC Institute of Languages (BIL), BRAC University. BIL has been offering this course for last nine years to develop English Language communication skills for Development Professionals who are expected to work at home and particularly abroad to promote education as staff of BRAC Education Programme (BEP).

According to the traditional practice, teacher evaluation usually by students is conducted at the end of the semester by the institute for executing its target. As the institutional evaluation of the teacher by students is conducted at the end of the semester and feedback is received in the next semester, the same group of students remains unaffected by the evaluation. The same group of students will not receive any course with the same teacher if the programme is either a foundation or an English for Specific Purposes (ESP) course. Here, the researcher got a self-prepared evaluation form filled out by the participants at the middle of the course and also conducted formative assessment as a part of the course. To reinforce the objectives of formative assessment, the researcher has integrated the findings of self-evaluation into the formative test. Thus, the rationale of the paper is justified by providing the scope for students to get benefitted from the same teacher and from the course as well. This paper will show what significant changes there will be in the score of summative test after incorporating the findings of formative test with those of teacher's self-evaluation.

Background

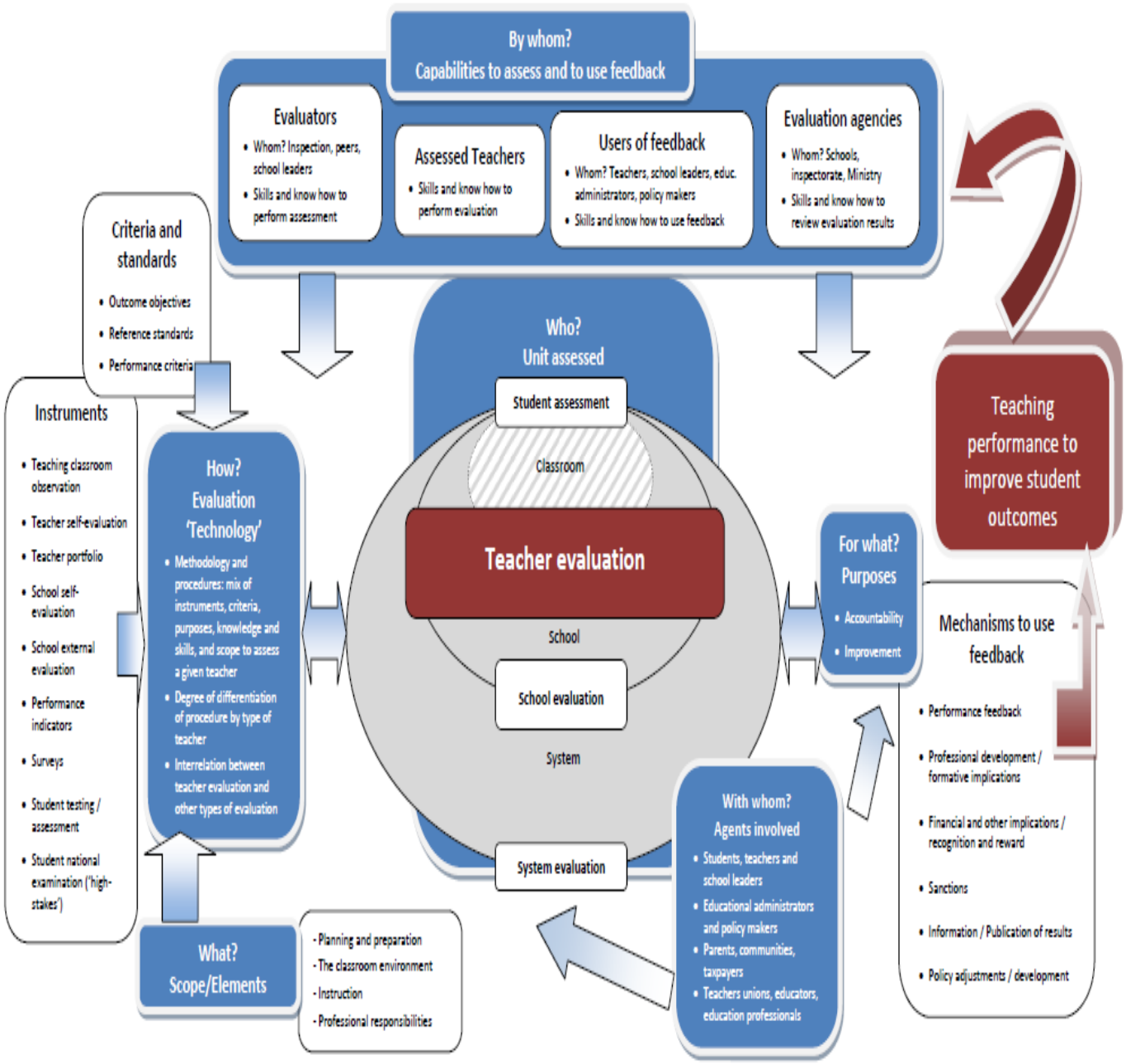
Evaluation and assessment are intertwined with the effectiveness of teaching and learning irrespective of any disciplines, contexts, levels and courses. These evaluation and assessment can be of students aiming at monitoring their progress, reinforcing desired outcomes and behaviors and of teachers aiming at strengthening their knowledge, skills, dispositions, and classroom practices. In this paper, teacher's self evaluation and students' formative assessment have been incorporated to accelerate the learning outcomes of the target learners. Stronge (2002) says, teacher evaluation

> "…is the process of comparing an individual teacher's documented job performance with the previously established roles and responsibilities and acceptable performance standards. By providing feedback throughout the evaluation cycle, the teacher is supported in his/her ongoing efforts to fulfill performance expectations and is able to identify areas of performance that need attention while there is still time to improve." (p.7)

Thus, accountability to authority and performance improvement to facilitate students have been the targets of teacher evaluation. These two educational dimensions are not competing with each other in the academic milieu rather they are supportive interests – dual interests that are essential for improvement of educational service delivery.

Figure1

A Conceptual Framework for Teacher Evaluation (Santiago and Benavides, 2009)



The two functions- teacher evaluation and teaching performance to improve students' learning outcomes are thus interchangeably entwined in the total evaluation process resulting in the achievement of students. According to Stronge (2002),

> "As the field of education has moved toward a stronger focus on accountability and on careful analysis of variables affecting educational outcomes, the teacher has proven time and again to be the most influential school-related force in student achievement." (p.7)

To serve the purposes of education, to judge students' achievement and to maintain and sustain teachers' quality, teacher evaluation matters to a great extent. As Stronge and Tucker (2003) state, "without high quality evaluation systems, we cannot know if we have high quality teachers." (p.3)

Teacher evaluation is usually conducted by students and sometimes by senior colleagues and even by the administrators particularly in private institutions whereas teachers' self evaluation is conducted by teachers themselves for their continuous development. Chahine et. al. (2008) state

> "Planned, systematic self-evaluation is a self-strengthening process – it builds muscles for reflection and learning. And the more you reflect and learn and then act on your learning, the better you do it next time. Self-evaluation creates a habit for continuous improvement." (p.4)

As Learning and Development Centre (2012) ideates, self-evaluation can assist teachers to

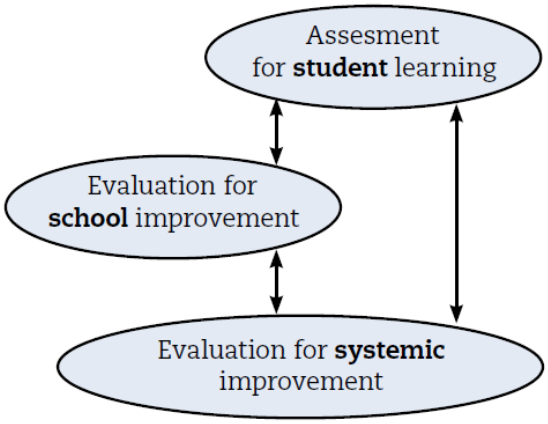
> "a). improve the educational experiences you provide for your students, b). identify the professional education you need to further develop your capacity to teach well, c). prepare for your performance review with your supervisor, d). assess your readiness to apply for promotion and tenure." (para.5)

Teachers' self-evaluation and students' formative assessment work as catalysts for each other to bring success for both teachers and students. Formative assessment provides feedback to both teachers and students to pave the way for their professional and academic development respectively. Teachers gain information through formative assessment to create opportunities for them to make adjustment to the ways they work by, and to accelerate students' efforts to achieve their ultimate goal. According to Popham (2013), formative assessment is

> "simply a planned process wherein teachers, or their students, use assessment-elicited evidence of student learning to decide whether to make changes in what they're currently doing. Teachers find out if they need to adjust their ongoing instruction. Students find out if they need to alter the ways in which they're trying to learn. Formative assessment is, at bottom, an ends-means process in which teachers and/or students rely on assessment consequences (the ends) to decide whether any adjustments are warranted in what they're doing (the means). It's really not surprising that formative assessment works so well." (para.4)

Teachers can use the results of formative assessments to adjust their teaching strategies and students with appropriate materials and learning conditions. Information gained from formative assessment can help a teacher determine (1) how to group students, (2) whether students need alternative materials, (3) how much time to allocate to specific learning activities, (4) which concepts need to be re-taught to specific students, and (5) which students are ready to advance.

Figure-2
Formative Assessment to improve learning (OECD, 2005)



Source: OECD, *Formative Assessment: Improving Learning in Secondary Classrooms*, Paris, 2005.

Formative assessment, thus, helps students in the process of assessing their learning, monitoring their knowledge and understanding during instruction, and evaluating their systemic improvement. It also provides useful feedback and makes timely changes in instruction to ensure the utmost student achievement. As Popham (2008) says, "formative assessment represents evidence-based instructional decision making. If you want to become more instructionally effective, and if you want your students to achieve more, then formative assessment should be for you."(p.15)

Formative assessment assists teachers to decide next steps in the process of learning as the instruction moves toward the summative assessment of student learning. Summative assessments are cumulative evaluations used to measure students' growth after instruction and are generally given at the end of a course in order to determine whether long term learning goals have been met. According to Darden (2013), summative assessment is

> "the gathering of information at the conclusion of a course, program, or undergraduate career to improve learning or to meet accountability demands. Ideally, summative assessment reflects the culmination of the scaffolding process of learning provided by formative assessment throughout the course. When used for improvement, it impacts the next cohort of students taking the course or program." (para.4)

Alvarez et. al. (2014) consider that formative assessment has the potential to enhance teaching and learning, especially for those students who face particular challenges, such as English Language Learners (ELL). They examine how formative assessment can enhance the teaching and learning of ELL in particular. The researchers also highlight the opportunities and challenges inherent in integrating formative assessment into instruction for ELL students in the era of the Common Core and other "next generation" standards. They argue that in order to use formative assessment effectively with this student population, teachers must attend simultaneously to the students' needs both in learning content and skills and in developing the English required to express their learning.

According to Shah et.al (2015), the years of research has proven that nothing educational institutions can do for their students more than giving them effective teachers. They worked to develop effective evaluation system for education institutes in Karachi. They interviewed teachers in charge and program

managers to get their opinions on guidelines for developing faculty evaluation. Teachers were consulted on what areas of assessment should be based. Moreover, students' feedback on teacher's performance was collected. Their paper reveals that students' feedback, colleagues review, and teacher's self-reflection method will be significant in designing effective evaluation system. Study recommends that a teacher's evaluation system should allocate appropriate questions to students' feedback, peer review and standards set by institute.

Chesnut et.al (2015) conducted a study in Indiana on the process of teacher evaluation that could be facilitated by the departments themselves, by the state department of education, or by a professional association aiming at teacher's development and capacity building. The most prevalent trends were the increased focus on teacher evaluation theory and practice in education leadership curricula and the shared perception that the new law would enhance the utility and rigor of Indiana's teacher evaluation processes. Across the four institutions, discussions among faculty members regarding curricular changes due to the new teacher evaluation requirements occurred inconsistently. Their research reveals that faculty members share the concern that their students—future school administrators—will face difficulties in implementing the revised teacher evaluation processes in Indiana, simply because they will lack sufficient time or organizational capacity to do so.

Gallagher (2004) examined the validity of a performance-based, subject-specific teacher evaluation system by analyzing the relationship between teacher evaluation scores and student achievement. In the first stage of the study, he used hierarchical linear modeling (HLM) to estimate value-added teacher effects, which were then correlated with teacher evaluation scores in literacy, mathematics, language arts, and a composite measure of student achievement. Additionally, teacher evaluation scores were inserted into the HLM models as subject-specific predictors of student achievement. Results indicate a strong, positive, and statistically significant relationship between teacher evaluation scores and student achievement in reading and a composite measure of teacher and student performance and a positive relationship in mathematics. He also used document analyses and interviews with teachers to explore factors affecting the relationship between teacher evaluation scores and student achievement across subjects. Findings suggest that the relationship is stronger in reading than mathematics because both teachers and evaluators have more pedagogical knowledge and better alignment to standards and assessments in reading than in math.

Ross and Bruce (2015) took self-assessment as a powerful technique for improving achievement. They outlined a theory of teacher change that links self-assessment by teachers to their professional growth. This theory provides avenues for peers and change agents to influence teacher practice. They applied the theory to change in mathematics teaching and reported an explanatory case study in which use of the self-assessment tool, in combination with other elements, contributed to change in the instructional practice of a grade 8 mathematics teachers. Provision of a self-assessment tool contributed to teacher growth by: 1) influencing the teacher's definition of excellence in teaching and increasing his ability to recognize mastery experiences; 2) helping the teacher select improvement goals by providing him with clear standards of teaching, opportunities to find gaps between desired and actual practices, and a menu of options for action; 3) facilitating communication with the teacher's peer, and 4) increasing the influence of external change agents on teacher practice. Their study argues that providing a self-assessment tool is a constructive strategy for improving the effectiveness provided it is bundled with other professional growth strategies: peer coaching, observation by external change agents, and focused input on teaching strategies.

The other studies, reviewed here, have been conducted in their own settings, on their target groups and in their own educational perspectives. The present paper will show what significant changes there will be in the score of summative test after incorporating the findings of formative test with those of teacher self evaluation in its own perspective.

Methodology

Participants

The research has been carried out in a natural classroom setting on sixteen BRAC high and mid level professionals who have been working in BRAC Education Programme (BEP). All the participants have their Masters degrees in various disciplines and seven to twenty two years working experiences in BEP. The job responsibilities of the participants are to promote education, to maintain contact with Government and Non Government organisations, to monitor and supervise the other sub-programmes of BEP, to conduct meeting with staff and parents. BRAC International is expecting to send them abroad to execute their job responsibilities using the target language. Among sixteen participants, 14 were male and two were female and their age limit is 35-55 years. As they have long working experiences in managerial posts and have higher education in various disciplines, they can generate ideas, they are analytical and their cognitive level is good. All of them were residential participants and motivated, enthusiastic and interactive in the training sessions.

Data Collection

The researcher used a self prepared questionnaire following the questions used in BRAC University for formal teacher evaluation by students. For each question, there were five options for grading, ranging from 5 to 1 indicating the best to worse. In addition, there was an open ended question to suggest for the further development of the course and for the professional development of the teacher. He also conducted focus group discussion (FGD) with participants to collect data. As a part of the course, the researcher also gave formative and summative assessments, the result of which have been incorporated with the teacher's self evaluation.

Findings

The data received from questionnaire, the open ended question, and FGD reveal some important results of which the researcher was not aware of or even did not think of these findings to be addressed. The following table demonstrates the outcomes the researcher received from the questionnaire filled by participants.

Figure 3

Table on questionnaire

Areas to be graded	Grading: 1 being the *lowest* and 5 being the *highest*				
	1	2	3	4	5
1. Instructor was adequately prepared for the class.				6 Pps	10 Pps
2. Instructor was able to communicate in the class effectively.				5 Pps	11 Pps
3. Instructor was available and helpful beyond the class.				4 Pps	12 Pps
4. Instructor made effective use of teaching aids.				11 Pps	5 Pps
5. Instructor created an atmosphere of respect and showed interest in my learning.				6 Pps	10 Pps

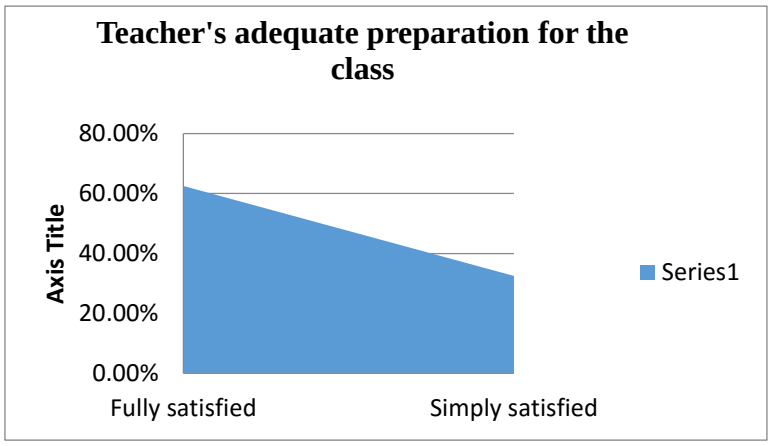
6. Instructor motivated me to think more critically and stimulated intellectual curiosity.			10 Pps	4 Pps	2 Pps
7. The exams, quizzes, and assignments covered the contents specified in the syllabus for the course.			11 Pps	3 Pps	2 Pps
8. Instructor encouraged participation, discussion and questions from the students.				2 Pps	14 Pps
9. Instructor was fair in evaluating and grading the students.			10 Pps	1 Pp	5 Pps
10. Instructor maintained regular class schedule.				1 Pps	15 Pps
11. Feedback given on the assignments was effective.			12 Pps	4 Pps	

Pps- Participants

As it has been mentioned, the total number of the respondents was sixteen and eleven questions were given to them for grading the teacher (the researcher). In response to the question regarding the adequacy of the teacher's preparation for the class, 62.5% of the participants are fully pleased with the teacher whereas 37.5% of the respondents are simply satisfied.

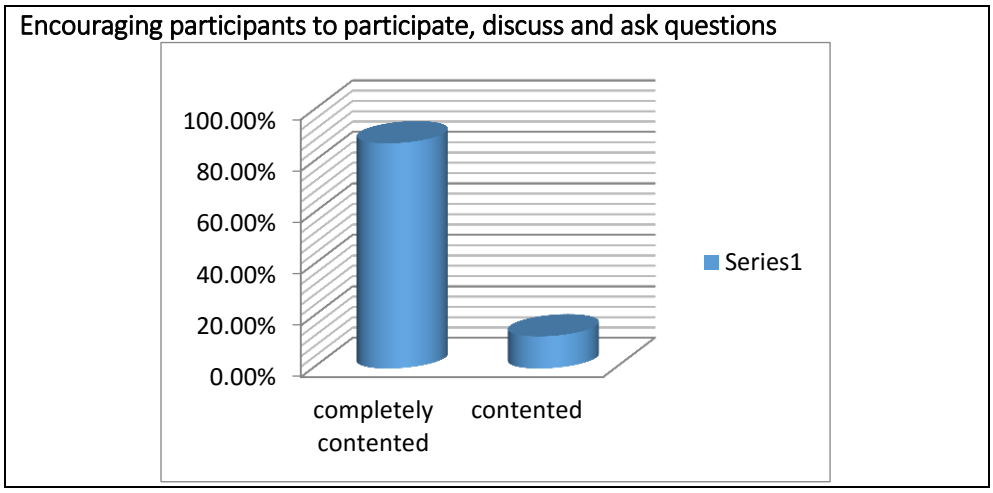
Figure-4

Teacher's Preparation for the Class



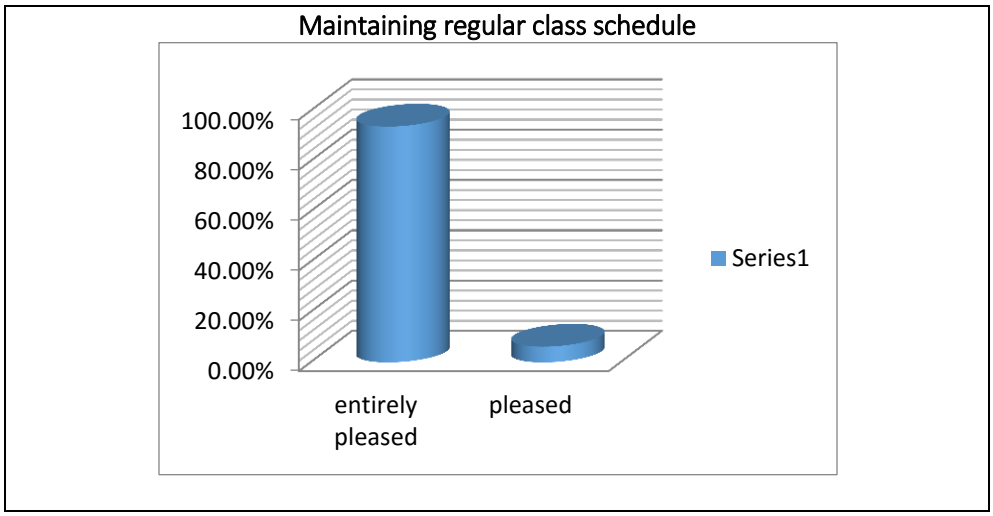
Again, concerning the teacher's communication with participants, availability and support for them even beyond the class, most of the participants show very positive responses. The data also expose that a large number of the participants are very happy with the teacher as he created an atmosphere of respect for the participants and showed interest in their learning. Also, about 87.5% of the participants are completely content with the teacher for encouraging them to participate, discuss and ask questions whereas 12.5% of them are content.

Figure-5
Teacher's Encouragement for Participants



Moreover, 93.75% of the respondents are completely pleased with the teacher for maintaining regular class schedule where only 6.25% of them are simply pleased.

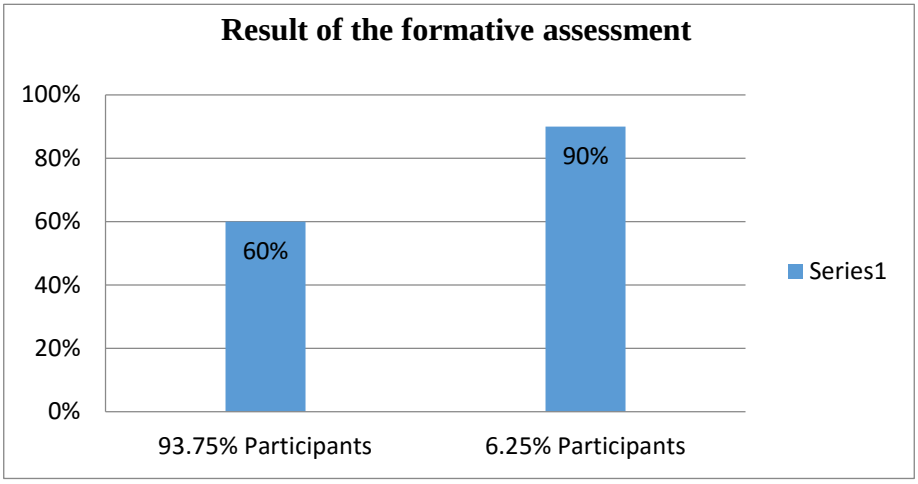
Figure-6
Teacher's Regular Class Schedule



Contrary to the above findings, a very good number of the respondents are neutral in some areas indicating that these areas need to be improved. The participants in general think that feedback given on the assignments could have been more effective. They also believe that the teacher could be much fairer in evaluating and grading the participants. Again, most of the participants have questions regarding the exams, quizzes, and assignments covered in the course. Almost all the participants want the teacher to motivate them to think more critically and intellectually, and to make effective use of teaching aids. In response to the open ended question, the participants in a large number suggest the teacher to be strict to his decision to achieve his target rather than prioritizing the opinion of the learners who are more assertive than and senior to the teacher/the researcher himself. They also expect the teacher to give

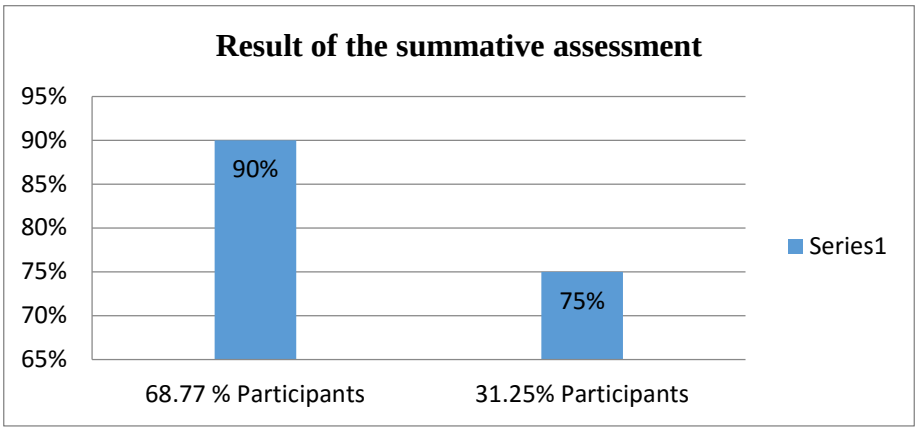
individual and specific feedback and to prepare lesson for vocabulary development. The teacher as a researcher has received almost the same information from FGD. Additionally, the participants recommend a specific and organized module for the course. Again, the findings of the both formative and summative assessments show the most significant aspect of the paper i.e. the changes in the score of summative test after incorporating the findings of formative test with those of teacher's self-evaluation. The data disclose that in the formative assessment, 15 participants out of 16, that is 93.75% of the participants got 60% marks whereas 1 participant meaning 6.25% of the respondents achieved 90% marks.

Figure-7
Result of the Formative Assessment



After incorporating the results of teacher's self evaluation into the result of formative assessment, the findings of the summative test at the end of the course show the most significant and expected change in the students' result. In the summative assessment, 11 participants out of 16 (68.77%) scored 90% marks whereas 5 participants (31.25%) scored 75% marks.

Figure-8
Result of the Summative Assessment



Thus, the variation between the results of the two assessments- formative and summative- echoes the answer to the research question which was to show the changes in the result of the summative test where 10 participants out of 16 have been able to score 90% marks.

Discussion and Recommendation

On the basis of the findings, observation and experiences, the researcher argues that teaching-learning is rather a process than a product and one cannot expect it emerge suddenly. A teacher can be more successful when s/he keeps on bringing changes within her/him and even in the course if it is needed. Here, this is appreciable that in most of the cases the teacher (the researcher) was performing rightly. The statements, not shaded (statements 1, 2, 3, 5, 8, and 10) in the findings of the questionnaire in figure 3, demonstrate the appreciation of the researcher's performance regarding his preparation for the class, effective communication in the class, availability and support even beyond the class, respect and interest in participants' learning, and inspiration for participation and discussion in the class. For the rest of the areas, the teacher kept on bringing changes for his own development and to convey benefit to his students. According to the participants, the teacher/the researcher was not as successful as he was supposed to be regarding the use of teaching aids. The teacher used sound system for listening classes, the system worked but the quality of the sound was not good enough for their practice. Again, as adult learners, they were capable of generating and sharing ideas, sometimes within the track and sometimes out of the track. In these circumstances, the researcher tried to bring them within the track for which they sometimes got disheartened. He also felt that participants took it as a barrier in the way of their intellectual curiosity and critical thinking. Since the teacher conducted the research at the middle of the semester when the whole delivery plan or the syllabus was not covered, participants were right to raise the question regarding covering the contents specified in the syllabus for the course. In terms of evaluation and grading for a presentation class for speaking assessment, the teacher was grading following the prescribed rubrics where more marks were set for presenting the content. In the presentation, most of the participants shared their thoughts and knowledge which were away from the content and scored less marks than those who discussed the content well but spoke less. The teacher provided both specific and general feedback to the participants on the areas to be developed but their expectation was to receive more specific and individual feedback from the teacher. The teacher very cordially received all these suggestions taken from the data and from the results of the formative assessment and brought necessary changes in his practices and in his teaching materials.

The teacher as a researcher has some observation and recommendation for students' better learning outcomes. First of all, using technology based materials should be very user friendly. If the teacher uses any sound system, he needs to pay attention to the better functioning of the sound as well as adjusting the difficulty level of the listening track and its fluency with the level of the students. Secondly, to deal with learners, in particular to deal with the adult learners, the teacher needs to be very careful. Even if the teacher is right in his/her decision in terms of pedagogy and classroom management, adult learners sometimes take it otherwise. In order to overcome such situations, teacher can remind students often what they are expected to do and what the objectives of the session are. In addition, regarding evaluation and grading, only following rubrics by the teacher himself is not enough rather the teacher should clarify the rubrics to the students before grading. Rubrics can serve the purposes of teaching-learning when they are used appropriately and clear enough to both teachers and students. Andrade (2000) says,

> "At their very best, rubrics are also teaching tools that support student learning and the development of sophisticated thinking skills. When used correctly, they serve the purposes of learning as well as of evaluation and accountability. Like portfolios, exhibitions, and other

> authentic approaches to assessment, rubrics blur the distinction between instruction and assessment." (Para-1)

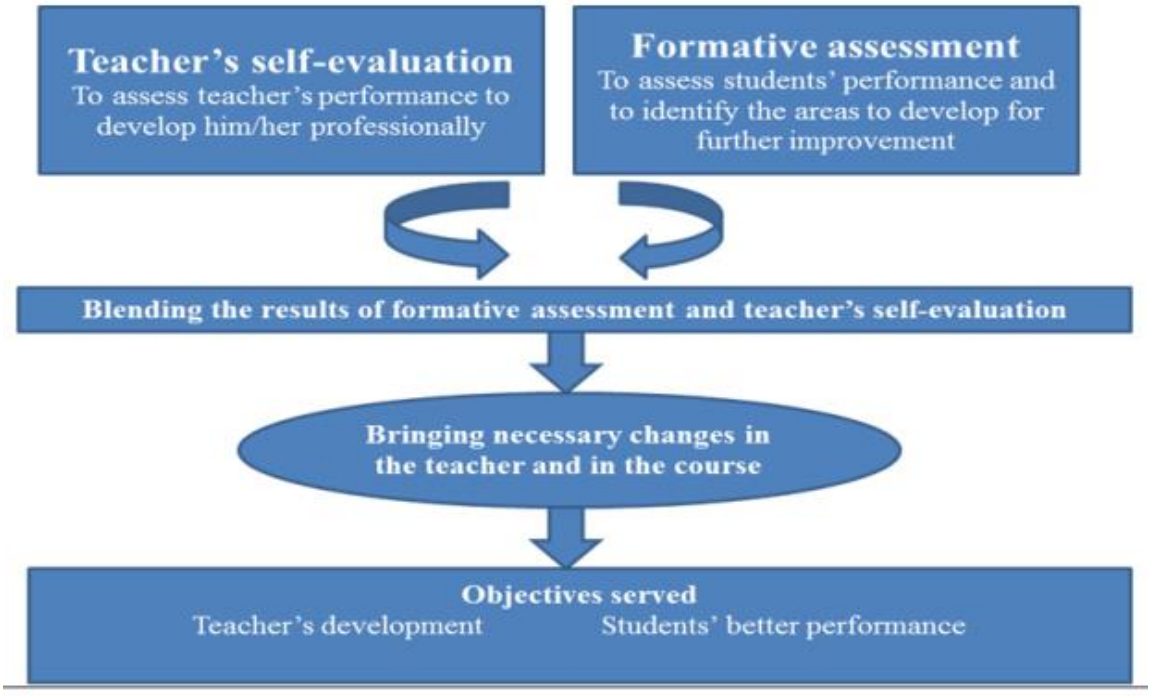
The teacher can emphasise on the most important area which carries more marks and even sometimes the course teacher can invite some guest teachers to grade their performance. Again, the teacher can identify the needs and temperament of the learners through self-assessment and bring necessary changes in the way of his teaching and providing feedback. As Ross and Bruce (2015) say, self-assessment helps the teacher select improvement goals by providing him with clear standards of teaching, opportunities to find gaps between desired and actual practices, and a menu of options for action. Learning will also be more effective if feedback is more specific, individual, and constructive. Furthermore, learning will be accelerated if the teacher becomes friendly with and respectable to the learners particularly when they are adult, but at the same time, s/he needs to make sure that the learning outcomes are achieved. To achieve the goal, the teacher sometimes needs to be stricter with due respect to the learners and keeping in mind the context.

Conclusion

Teaching-learning is a process which develops gradually when necessary changes and inputs are incorporated in the course and within the teacher himself. To make it happen, the respective teacher needs to be cautious enough to include or exclude what the course needs and the students expect for their development. At the same time, the teacher should also be aware of the purposes of teaching and assessing the students, evaluating himself/herself to achieve students' learning outcomes, building students' capacity, identifying the areas to be developed, bringing necessary changes, targeting further improvement, and developing the teacher himself/herself professionally. Thus, teaching includes not only teaching but also learning for a teacher when s/he evaluates herself/himself and conducts necessary assessments for students for the continuing development of both the parties – teachers and students. The figure below shows it well.

Figure-9

Process of teaching-learning development



This paper is, hence, a functional evidence of the significant changes what happened at the end, in the summative test, after the incorporation of self assessment results with those of formative assessment. The researcher at the same time believes that the data would be more authentic if he could conduct the study on a large number of participants and different group of participants. The researcher requests English Language Teaching practitioners, educators, researchers to carry on further research in the same field to investigate some more findings for effective teaching and learning.

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Communication Management in Bangladeshi B-Schools: Acceptance and Resistance

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In Bangladesh, business schools in the public and private sectors are divided over communication management. On one hand, the more traditional faculty members see communication management as something natural, common sense and a waste of time to learn formally. On the other hand, professions-oriented teachers view communication management as an art and skill to be learned. Given the rapid advancement and increasing complexity of the workplace, they believe that communication management courses should be part of the core curriculum – a requirement for all business students. The paper, in light of this, looks at the ongoing debate about the place of communication management in business schools. The main research questions are as follows: What are the general understandings about communication management among teachers and students of business schools in Bangladesh? What are their perceptions regarding communication management as a field - whether to teach it, what extent it should be taught, what to teach about it, who should teach it, how to teach it and how to measure student learning? The study is quantitative, exploratory and descriptive in design. Being a quantitative study, data were generated through a survey of 100 faculty, 100 graduate students and 100 undergraduate students of private and public business schools in Bangladesh.

Keywords: *Communication management, business education, Bangladesh.*

Introduction

In Bangladesh, business schools in public and private universities are divided over communication management - whether to teach it, what to teach about it, who should teach it and how to teach it. Some faculty members view communication management not as a priority given that there are more basic problems with the curriculum and teaching approaches (Rahman, 2013). On the other hand, some educators (British Council, 2014; Uddin et. al., 2015) believe that business graduates are not competent enough given their lack of technical and conceptual communication skills. Hence, communication management should be taught in-depth at both business graduate and undergraduate levels.

Amidst this debate, this paper posits that the indifference towards communication management would be more on the part of business school administrators rather than its faculty members and students. Given a market-driven approach in Bangladeshi university education, administrators may feel that business education programs are already profitable and there is no need to apply changes. Worse, innovations would require additional investment in terms of faculty and learning materials. Students, on the other hand, would be inclined to learn communication management while faculty would acknowledge its importance as a knowledge area. Students seek an improvement in graduate employability while faculty members aim for curricular relevance. The study proceeds with a description of the market-driven approach to education, the rise of business schools and the competence of graduates.

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Dominant Business Model in Tertiary Education

After the 1971 Liberation War, Bangladesh inherited from Pakistan a rich heritage of public universities. The newly independent country had six public universities - four general and two technical.In the 1980s, however, the country felt pressed to consider opening up private universities given the re-orientation of the economy and the politicization of public university administration. Multinational corporations started setting up operations in the country in light ofprivatization policies and the lowering of import barriers. With their entry, there was an increased demand for profession-related degrees such as business, engineering, computer science and English. The public universities, on the other hand, were not about to re-orient its academic approach. Worse, frequent season jams (taking an extra two to three years to complete a degree) brought about an exodus of students to India and Western countries (Alam et. al., 2007).

Given the situation, the Parliament passed the Private University Act of 1992. Months after its passage, the government approved the establishment of the first private university - North South University (NSU) - with a charter to offer degree level courses. The following year, another four or five universities were set up (Alam et. al., 2007). In 2015, the University Grants Commission lists 80 private universities in their website while another 11 have already been approved but not yet operational. Chowdhury (2007) states social recognitionas a key motivator for setting up private universities in the country. However, private university owners (whose board, in many cases, is controlled or dominated by family members) also desire profit making despite being registered as not-for-profit.

To ensure success, private universities established a market-driven business approach. It sought to attract the upper class via incorporating the North American education model. Kabir (2012) explains that the professional orientation of North American education enables graduates to dominate the job market. This, in turn, attracts the upperclass given their preference for the American system, the exclusiveness of private education and the guarantee of landing lucrative job placements.Monem and Baniamin (2010) added that unlike their public counterpart, private universities can follow market trends. They can offer better student-teacher ratios. They monitor student attendance and participation better. They evaluate student performance as the North American model has an embedded continuous assessment procedure.

After analyzing the content of private university advertisements for three months, Alam and Khalifa (2009) found out that the education sector accounted for 78.98% of all advertisements in daily newspapers and that 97.65% of these came from the private sector. Private education institutions also published promotional materials such as leaflets, posters, banners and prospectus. Initially, they targeted the elite residing in Dhaka and metropolitan cities. More recently, they have expanded their market to include middle income students from relatively richer districts. They know that the public university seats are limited. Many meritorious secondary education graduates eventually seek private university education albeit they initially preferred public universities given their highly subsidized tuition fee structure (Salahuddin et. al., 2008).

The British Council (2015) estimates that higher education in Bangladesh and the whole of South Asia is expected to grow further - from 12.15% of global enrolment in 2000 to over 20% in 2030 - given growing economies and a youthful population. The dominant business approach now is private but new models are emerging as traditional learning is evolving with changing student expectations and increasing access to information.

Rise of Business Schools

The demand for tertiary education is not uniform across disciplines and across universities.Kabir (2012) explains that parents perceive that market-related courses are key to economic survival. Hence, they convince their children to take courses that would ensure absorption in the corporate sector. They do not even consider their children's likes and dislikes. Parents and students believe that job-related courses enable quick employment with higher starting salary levels (Alam, Haque and Siddique, 2007). They see higher education as a means to get a diploma - a gate pass for a job - and not as a way to acquire knowledge and skills (British Council, 2014). Scholars (Alam, 2009; Alam, Haque and Siddique, 2007; Salahuddin et. al., 2008; and Kabir, 2012) identified these market-driven courses as follows: business, computer science, engineering, medicine, ICT and English.

The British Council (2014) analyzes that business and management degrees continue to be popular since students anticipate jobs in banking and other private firms, or look forward to becoming entrepreneurs. In an interview, a student expressed to Kabir (2012) that "my family thought that a business administration degree would help me get a job in a corporate line quickly. They thought that if I got a degree in education, I would be a high school teacher at best." Another student admitted taking computer engineering due to "family pressure. They think that beyond medical, engineering and business, other degrees have no value in the job market." A student "experienced bad talk after I changed my area and began doing undergraduate work in mass communication. They tell me: 'what will you do with this degree? This subject has no value and will not get any job but a journalist.'"

The astronomical demand for generalist market-oriented courses such as business has resulted in a glut situation. There are simply too many graduates of business. A professor estimated that around 8% of business graduates are unemployed (Kabir, 2012). Many of those employed are working in jobs beyond their study area. Graduate unemployment is even 4 to 9 times higher than total country unemployment. To make matters worse, many unemployed business graduates proceed to take their MBA without any work experience. As a result, the labour market has become even more distorted with MBA graduates "dirt cheap to hire" (British Council, 2014).

Nevertheless, business schools continue to offer and expand their degree offerings even though jobs requiring business graduates are full. This is due to student demand and given that such programs are easier and cheaper to teach (British Council, 2014). Alam (2009) reveals that business administration and MBA degree programs were offered in 55 of the 56 (or 98%) private universities. These programs were the most popular ones in Bangladesh.

Among private universities, competition is fierce to entice students. For this reason, they seriously study the factors that parents and students consider as important in university selection. With a sample size of 100 students from 11 private universities, Salahuddinet. al. (2008) found out as most influential the factors of cost/mode of payment, teaching quality and learning environment. Rahman (2012), with a sample of 750 private university students across the country, identified the top factors as university image, presence of preferred program and permanent campus. He also saw a positive correlation between a university's image and the presence of a permanent campus. Given the cost of private university education, parents and students evaluate institutions based on their ability to guarantee job placements and such placements may be ensured through the factors they consider as significant. The same studies indicated that advertisements and the Vice Chancellor's image were not influential in university selection.

Competence of Business Graduates

In the previous section, it has been established that many business graduates find themselves unemployed and/or underemployed. One reason behind this lies on the competence of business graduates. Uddin et. al. (2015) stated that employers raise their voices against business graduates in the context of competency, commitment, congruence and communication. Employers in Chittagong felt that business graduates do not possess the necessary skills - oral communication being considered as most important. The other basic skills include adaptability, written communication, presence of wit, innovativeness and presentation skills. The British Council (2014) expressed that it has come to a point where "Bangladeshi employers don't care about the education the candidate received, and they just say 'come and work for us, we will train you'." However, additional training costs translate into graduates not being highly paid.

The disappointment with business graduates, however, is not limited to Bangladesh. It is documented all around the world. Business schools have been criticized for failing to provide students with competencies and skills required for the new workplace (Maes, Weldy and Icenogle, 1997; Hodges and Burchell, 2003). Chen (2005) cited the need for business schools to produce graduates with global communication competence - those with a global mindset and intercultural communication skills. Maes, Weldy and Icenogle (1997) listed seven core competencies– oral communication, written communication, computer knowledge, problem-solving, human relations, leadership and delegation. Of these, managers in three US States mentioned oral communication as most significant. Oral communication consisted of the ability to follow instructions, listening skills, conversational skills, giving feedback and communicating with the public.

In New Zealand, Hodges and Burchell (2003) surveyed 154 companies that employed business graduates. They found out that respondents were most dissatisfied with regards to their customer service orientation, order quality and accuracy, interpersonal communication and problem-solving abilities. Interpersonal communication consisted of both oral and written communication. An employer commented that spoken and written English levels of business graduates leave "much to be desired." Another mentioned that "written communication is often appalling and has to be thoroughly checked before being released to the public."

With this, it can be deduced that business schools are on the wrong track. Bennis and O'Toole (2005) argued that instead of business schools "measuring themselves in terms of the competence of their graduates, or by how well their faculties understand important drivers of business performance, they measure themselves almost solely by the rigor of their scientific research. Some of the research produced is excellent, but because so little of it is grounded in actual business practices, the focus of graduate business education has become increasingly circumscribed - and less and less relevant to practitioners." The curriculum of many business schools have become irrelevant; they are not multidisciplinary, collaborative and based on professional practice. Given the disconnect between business education and corporate needs, business graduates are finding their education irrelevant (Rahman, 2013). They do not possess good quality education and the right skills (British Council, 2014).

In Bangladesh, with the mushrooming of business schools, universities are forced to hire incompetent faculty members. Qualified lecturers are hard to find and as a stopgap measure, they hire contractual lecturers who have limited qualifications and offer low quality of education (British Council, 2014). They likewise source these lecturers from other private and public universities (Chowdhury, 2007). With regards to full time teachers, many graduated from local universities with no research degrees. A large

number do not have relevant academic and research skills (Rahman, 2013). To make matters worse, universities invest little in developing their teachers.

Moving Forward with Business Education

In this scenario, scholars (Islam, Mohajan and Datta, 2011; Uddin et. al., 2015) have suggested ways to move forward with regards to business education. The overarching approach, however, is for business school faculties to rediscover the practice of business whether by running businesses, offering internships, encouraging action research and consulting (Bennis and O'Toole, 2005). In re-orienting the business curriculum, in particular, some inroads have been accomplished regarding increasing intercultural competence (Sronce, 2011), enhancing soft skills (Muff: 2010) and intensifying university-industry dialogue and collaboration (Islam, Mohajan and Datta, 2011; Uddin et. al., 2015).

In a December 2014 letter to the International Association on Communication and Media Research (IAMCR), Indian Institute of Management Kashipur Professor KM Baharul Islam expressed the need for business students to be trained in communication management given the continued growth of digital technologies as well as the traditional reliance of managers on communication for decision-making, motivating subordinates and persuading superiors. Islam suggested the integration of communication management as a core course in the business curriculum.

Communication management has been defined as “a proactive attempt to manage the expectations and requirements of all stakeholder groups including the project itself” (P.M.HUT, 2010). J. E. Grunig (1992 cited in L. A. Gruing, 2002) interchangeably used the terms public relations and communication management, and defined it as “the management of communication between an organization and its public”. Grunig (2002) stressed that public relations/communication management is broader than communication techniques and broader than specialized public relations programs such as media relations or publicity (p. 2), and the organization must empower communication management as a critical management function (p. 13).

In the 2015 Global Body of Knowledge Project (GBOK), the Swiss-based Global Alliance for Public Relations and Communication Management (GA) identified communication management elements that early career/entry level professionals must possess. These elements were divided into knowledge and skills/abilities. The knowledge elements include: research, planning, implementation and evaluation; ethics and law; crisis communication management; communication models/theories; history/issues in public relations; business literacy; and media, social channels and use of technology. The skills/abilities elements include: writing, oral and visual communications abilities; and abilities and personal attributes (which includes intercultural communication).

In Bangladesh, most business schools have as part of their curriculum a core course entitled "Business Communication," which, according to one course description, aims at helping students to grow the ability required to succeed in the contemporary workplace by focusing on the development of oral and written communication skills. Through this course, students are expected to improve memo, letter, email, report and proposal writing as well as presentation skills (ULAB School of Business, nd). As may be gleaned from its description, the course addresses only a small portion of the required skills elements of GBOK. Apart from this, there is only one university in the country - the University of Liberal Arts Bangladesh (ULAB) - that has a specialized stream on communication management in its MBA program. The stream includes courses on: Strategic Communication, Public Relations Quality Management, Communication Policy-making and Planning, Communication Campaigns, International Communication, New Media Management and Broadcast Management.In light of all these, the current study looks at the perception

of students and teachers in Bangladeshi business schools regarding the integration of communication management into their curriculum.

Research Question

What are the general understandings about communication management among teachers and students of business schools in Bangladesh? What are their perceptions regarding communication management as a field - whether to teach it, what extent it should be taught, what to teach about it, who should teach it, how to teach it and how to measure student learning?

Study Framework

The study takes guidance from the neoliberal ideology prevailing in global education. Such ideology provides the context vis-a-vis the acceptance or rejection of communication management among the stakeholdersof Bangladeshi business schools.Kandiko (2010) explains that the neoliberal agenda "weakens public control over education" and encourages "privatization of educational services and greater reliance on market forces." The ideology promotes deregulation, privatization and liberalization given that "a weak state is better than a strong state and what is private is necessarily good and what is public is necessarily bad." As a result, Kandiko (2010) lists major trends in higher education to include "privatization, commercialization and corporatization. Knowledge is now evaluated with the language of finance, and universities are measured by their efficiency in awarding degrees and certificates. Academic leaders are replaced by managers with business backgrounds, and the university shifts from an educational institution to just another business with a bottom line."

In Bangladesh, Kabir (2012) observes that "market-driven economic forces determine the higher education system." On one hand, parents and students prefer courses that ascertain "jobs that will ensure social survival and success." On the other hand, university owners aim at "profit maximization." In light of it, this paper posits that studentsare more inclined toaccept the integration of communication management into the business curriculumonce they perceive it as beneficial towards meeting their objective. Faculty would likewise be in favor of this inclusion given that they are the ones dealing directly with the students and are concerned with the delivery of course content. The stakeholder most prone to reject the insertion of communication management would be the university owners and administrators given that innovations often require new investment and manpower development. Be this as it may, the scope of this paper is limited to the perceptions of students and faculty; university owners and administrators are not included and should be subject of a future study.

Concretely, the matrix below summarizes the main categories of perception regarding communication management as well as their dimensions:

Table-1

Perception Categories and Dimensions regarding Communication Management

Communication Management Perception Categories	Dimensions
Whether to teach	yes, no or don't know.
Extent to be taught	core course, elective course, study stream, etc.
What to teach	knowledge element, ability and skill elements.
Who should teach	faculty, teacher qualification, teacher expertise, etc.
How to teach	teaching approaches such as lecturers, case teaching, debates, etc.
How to assess learning	assessment of learning methods such as quizzes, examinations, project submission, etc.

Research Method and Design

The study is exploratory, descriptive and quantitative. Its main research method is survey, which utilizes the quota sampling technique. A total of 300 students and teachers from Bangladeshi business schools of public (Dhaka University and Jagannath University) and private universities (Prime University and ULAB) have been included as respondents. The sampling breakdown is as follows:

Table-2

Sample-size Breakdown

Section	Private University	Public University
Undergraduate students	50	50
Graduate students	50	50
Teachers	50	50
Total	150	150

The survey questionnaire is mostly close-ended, except for one item regarding the respondents' understanding of communication management. The other items follow the perception matrix shown in the study framework. Data gathering was conducted from July to December 2015.

Analysis and Discussion

Respondents' Profile

The respondents may be divided into three main groups - undergraduate students (US), graduate students (GS) and teachers (Fac). Among the undergraduate students, 67% are male and 33% female. Most are single (97%) and between 20 to 29 years old (78%). Of the 100 graduate students, 69% are male and 31% female. Most are single (85%) and between 20 to 29 years old (93%). Around 7% of graduate student respondents are between 30 to 39 years old. The faculty, meanwhile, are 58% male and 42% female. Around 48% are between 30 to 39 years old, 27% between 20 to 29 years old, 18% between 40 to 49 years old and 7% are above 50 years old. The average length of teaching among public university teachers is 6.96 years and for private university teachers, 7.29 years.

Understanding of Communication Management

Respondents perceived communication management in two broad sense: (1) as a conceptual knowledge area; and (2) as a practical skills-based course. However, of the two, more respondents across the board tilted towards the first conception. As an example, a graduate student defined communication management as “systematic process of managing internal and external communication” of an organization. Respondents, who understood communication management as being more practical, regarded it as a tool to attain “effective and efficient communication needed for achieving set goals." Communication management teaches and enhances "communication skills." Table 3 lists select definitions of communication management given by the respondents:

Table-3

General Understanding of Communication Management

As a conceptual knowledge-based area:
• Managing (planning, organizing and controlling) information; sending to the audience and receiving feedback from them.

- Communication management is the activity related to arrange and maintain communication to achieve the goals to management, clients etc. through building public relations.
- Assessing the communication needs, developing and delivering the message accordingly and measuring the effect of the communication.
- Communication management means the process of communicating each other in a particular organization which helps to communicate with buyers and sellers in the marketing sector too.

As a practical skills-oriented course:

- Effectively managing different forms of communication like oral and written communication, including body language/non-verbal communication, social media etc. In short, reaching people who should need information.
- Effective and efficient sending of message, ideas, views, directions etc. to different players in an organization for achieving set goals.
- A course which teaches to improve the efficiency in communication.

The top terms respondents associated with communication management likewise reflected their understanding of communication management as more conceptual and knowledge-based. These included the terms: public relations, global communication, organizational communication, networking, and social media. A sizeable number of faculty members from both public universities (72%) and private universities (78%) had connected organizational communication with communication management. Students, both undergraduate and graduate, associated networking with it as compared to faculty members. Majority of public university students (62%) linked social media with communication management.

Table 4 shows the top terms the respondents associated with communication management:

Table-4

Top Terms Respondents Associate with Communication Management

Terms Association	Public University			Private University		
	US (N=50)	GS (N=50)	Fac (N=50)	US (N=50)	GS (N=50)	Fac (N=50)
Public Relations	36 (72%)	36 (72%)	42 (84%)	26 (52%)	34 (68%)	35 (70%)
Global Communication	36 (72%)	28 (56%)	30 (60%)	32 (64%)	27 (54%)	35 (70%)
Networking	35 (70%)	36 (72%)	35 (70%)	32 (64%)	34 (68%)	31 (62%)
Social Media	32 (64%)	30 (60%)	12 (24%)	28 (56%)	19 (38%)	35 (70%)
Public Speaking	32 (64%)	28 (56%)	30 (60%)	21 (42%)	20 (40%)	24 (48%)
Advertising	31 (62%)	25 (50%)	5 (10%)	25 (50%)	17 (34%)	24 (48%)
Information Technology	29 (58%)	31 (62%)	21 (42%)	24 (48%)	14 (28%)	25 (50%)
Strategic Communication	28 (56%)	28 (56%)	24 (48%)	20 (40%)	20 (40%)	27 (54%)

Organizational Communication	27 (54%)	19 (38%)	36 (72%)	27 (54%)	26 (52%)	39 (78%)
Strategic Planning	26 (52%)	23 (46%)	30 (60%)	14 (28%)	14 (28%)	25 (50%)
Marketing	25 (50%)	28 (56%)	24 (48%)	30 (60%)	20 (40%)	20 (40%)
Media Relations	25 (50%)	22 (44%)	11 (22%)	19 (38%)	14 (28%)	30 (60%)

Stance on Teaching Communication Management

Respondents - be they undergraduate students, graduate students and teachers - overwhelmingly supported the teaching communication management in business schools. However, they differed in perception regarding the extent to which communication management should be taught - as a core course, as an elective course or as a study concentration. A core course would be required while an elective course would be optional for business students to take. A study concentration, meanwhile, consists of a number of interrelated courses taken by a select group of students.

The survey results revealed the preference of majority of respondents that communication management be added as a core course in the curriculum. In public universities, communication management supporters consisted ofundergraduate students (54%), graduate students (44%) and teachers (70%). In private universities, supporters constituted undergraduate students (40%), graduate students (52%) and teachers (62%). These respondents (faculty members in public and private universities being the most supportive) believed that business students should take the course as a basic requirement. This will be in addition to another communication-related course, business communication, which is already in the curriculum of most business schools in the country.

A sizeable number of respondents (33% of undergraduates, 32% of graduates and 24% of teachers) perceived communication management as an elective course and an even smaller number of respondents (19% of undergraduates, 17% of graduates and 7% of teachers) suggested taking communication management as a study concentration. Apparently, most respondents saw communication management more as a basic course to be taken at the undergraduate level (67%). Only 33% of respondents contemplated communication management at the graduate level and only 8% of respondents perceived it to be a certificate course. The main reasons provided by respondents for integrating communication management in the curriculum are that it is relevant to business (74%), it is necessary to do business (63%) and it is interesting for business students (34%).

Table-5

Respondents' Stance on Teaching Communication Management

Stance	Public University			Private University		
	US (N=50)	GS (N=50)	Fac (N=50)	US (N=50)	GS (N=50)	Fac (N=50)
Affirmative	49 (98%)	47 (94%)	50 (100%)	43 (86%)	43 (86%)	46 (92%)
Negative	1 (2%)	2 (4%)	0	6 (12%)	4 (8%)	3 (6%)
No Stance	0	1 (2%)	0	1 (2%)	3 (6%)	1 (2%)

Table-6
Respondents' Perception on Teaching Communication Management

Section		Public University			Private University		
		US (N=50)	GS (N=50)	Fac (N=50)	US (N=50)	GS (N=50)	Fac (N=50)
Teaching	Core Course	27 (54%)	22(44%)	35 (70%)	20 (40%)	26 (52%)	31 (62%)
	Elective Course	16 (32%)	19 (38%)	13 (26%)	17 (34%)	13 (26%)	11 (22%)
	Concentration	7 (14%)	9 (18%)	3 (6%)	12 (24%)	8 (16%)	4 (8%)
Level	Certificate	4 (8%)	3 (6%)	4 (8%)	6 (12%)	5 (10%)	4 (8%)
	Undergraduate	37 (74%)	28 (56%)	38 (76%)	40 (80%)	26 (52%)	33 (66%)
	Graduate	12 (24%)	19 (38%)	10 (20%)	8 (16%)	15 (30%)	28 (56%)
Reasons for Teaching	Relevant to business	44 (88%)	40 (80%)	37 (74%)	31 (62%)	31 (62%)	39 (38%)
	Necessary to study this field	32 (64%)	33 (64%)	34 (68%)	26 (52%)	30 (60%)	34 (68%)

There were only a few respondents (5.3%) who did not feel the necessity of studying communication management. These were more from the private university sector - 12% of undergraduate students, 8% of graduate students and 6% of teachers. The main reasons provided by private university respondents were that communication management can be subsumed in other business courses, additional financial burden on students and additional course load burden on students.

Knowledge and Skills Elements in Communication Management

As can be gleaned in Table 7, respondents perceived the course to address the knowledge elements of communication management. Respondents, in general, wanted the following topics to be included in the course: global communication (75%), media relations (75%), communication strategies (74%), internal communication (67%) and public relations (62%). Teachers, as compared to the students, gave some importance towards the inclusion of the following topics: internal communication (83%), intercultural communication (65%), crisis management (37%) and reputation management (35%). Undergraduate students (58% of public and 68% of private universities) place great importance towards marketing communication.

In terms of skills, Table 8 indicates that respondents preferred covering only a few skill elements into the course – general communication skills (88%), interpersonal skills (56%) and presentation skills (55%). Teachers, on the other hand, realized the need for research skills (73%).

One reason that may explain the focus on the knowledge elements of communication management is that the business communication course already exists in the current curriculum. Business communication focuses more on the skill elements such as speaking, writing and presentation. With the existing business communication course and the addition of a communication management course to the curriculum, both knowledge and skill elements will be covered. Be this as it may, the ability elements will

remain unaddressed. In the GBOK project (2015), the abilities and personal attributes needed by communication managers included critical listening skills; global awareness; information/knowledge management; critical thinking, problem solving and negotiation; management of communication; technological and visual literacy; applying contextual, cross-cultural and diversity considerations; and ability to set strategy.

It is worth noting that the teachers understood the demand of industry for graduates with intercultural communication skills. All respondents were in line with industry's clamor for graduates with interpersonal and presentation skills. The need for intercultural, interpersonal and presentation skills was cited in various literature (Chen: 2005, Maes, Weldy and Icenogle: 1997; Hodges and Burchell: 2003).

Table-7

Respondents' Perception on Topics to Cover in Communication Management

Topics	Public University			Private University		
	US (N=50)	GS (N=50)	Fac (N=50)	US (N=50)	GS (N=50)	Fac (N=50)
Communication Strategies	42 (84%)	37 (74%)	30 (60%)	33 (66%)	42 (84%)	37 (74%)
Global Communication	41 (82%)	41 (82%)	41 (82%)	32 (64%)	31 (62%)	40 (80%)
Public Relations	41 (82%)	35 (70%)	25 (50%)	27 (54%)	26 (56%)	31 (62%)
Internal Communication	31 (62%)	32 (64%)	42 (84%)	29 (58%)	27 (54%)	41 (82%)
Social Media	31 (62%)	23 (46%)	13 (26%)	23 (46%)	21 (42%)	32 (64%)
Media Relations	32 (64%)	21 (42%)	23 (46%)	28 (56%)	23 (46%)	33 (66%)
Marketing Communication	29 (58%)	21 (42%)	13 (26%)	34 (68%)	28 (56%)	20 (40%)
Intercultural Communication	28 (56%)	19 (38%)	34 (68%)	22 (44%)	17 (34%)	31 (62%)
Organizational Branding	24 (48%)	26 (52%)	30 (60%)	23 (46%)	24 (48%)	31 (62%)
Crisis Management	13 (26%)	16 (32%)	17 (34%)	9 (18%)	11 (22%)	20 (40%)
Reputation Management	8 (16%)	4 (8%)	12 (24%)	7 (14%)	7 (14%)	23 (46%)

Table-8

Respondents' Perception on Skills to Learn in Communication Management

Skill Sets	Public University			Private University		
	US (N=50)	GS (N=50)	Fac (N=50)	US (N=50)	GS (N=50)	Fac (N=50)
General Communication Skills	42 (84%)	47 (94%)	46 (92%)	42 (84%)	40 (80%)	46 (92%)
Interpersonal Skills	31 (62%)	31 (62%)	28 (56%)	28 (56%)	25 (50%)	26 (52%)
Presentation Skills	25 (50%)	30 (60%)	35 (70%)	31 (62%)	20 (84%)	24 (48%)
Research Skills	23 (46%)	27 (54%)	38 (76%)	15 (30%)	21 (42%)	35 (70%)

Qualifications of Communication Management Teachers

Most respondents (80%) believed that communication management should be taught under the Faculty of Business. However, there are a number who thought that the course may also be offered under the Faculty of Communication/Media Studies (37%) and Faculty of Social Science (21%). Majority of respondents (60%) felt that it would be enough for the course teacher to have a master's degree. Some

respondents (27%) saw the need for the faculty to have a Ph.D. in terms of expertise; most respondents believed that the faculty should have expertise in business administration (82%), communication studies (73%), public relations (61%) or marketing (53%). A few respondents mentioned advertising (35%) and journalism (35%).

Table-9

Respondents' Perception on Faculties to Teach Communication Management

Section		Public University			Private University		
		US (N=50)	GS (N=50)	Fac (N=50)	US (N=50)	GS (N=50)	Fac (N=50)
Faculty of	Business	44 (88%)	43 (86%)	46 (92%)	37 (74%)	32 (64%)	37 (74%)
	Media Studies/ Communication	17 (34%)	20 (40%)	27 (54%)	9 (18%)	9 (18%)	28 (56%)
	Humanities	3 (6%)	3 (6%)	4 (8%)	9 (18%)	1 (2%)	3 (6%)
	Social Science	3 (6%)	5 (10%)	11 (22%)	16 (32%)	14 (28%)	14 (28%)
	Education	3 (6%)	4 (8%)	1 (2%)	7 (14%)	2 (4%)	2 (4%)
Teachers' Qualification	Masters	34 (68%)	28 (56%)	31 (62%)	24 (48%)	27 (54%)	36 (72%)
	MPhil	4 (8%)	7 (14%)	15 (30%)	5 (10%)	3 (6%)	5 (10%)
	PhD	12 (24%)	15 (30%)	4 (8%)	21 (42%)	20 (40%)	9 (18%)
Teachers' Field of Expertise	Business Administration	41 (82%)	45 (90%)	48 (96%)	37 (74%)	33 (66%)	42 (84%)
	Communication Studies	32 (64%)	35 (70%)	43 (86%)	33 (66%)	36 (72%)	39 (78%)
	Marketing	31 (62%)	21 (42%)	27 (54%)	27 (54%)	28 (56%)	25 (50%)
	Public Relations	30 (60%)	31 (62%)	35 (70%)	31 (62%)	24 (48%)	32 (64%)
	Advertising	18 (36%)	17 (34%)	13 (26%)	18 (36%)	15 (30%)	24 (48%)
	Journalism	14 (28%)	17 (34%)	23 (46%)	24 (48%)	14 (28%)	12 (24%)

Teaching Approach and Learning Assessment in Communication Management

Teaching approach preference varied depending on the respondent type. As shown in Table 10, the only teaching method all respondents liked was group discussion. Public university undergraduate students (4.34) and teachers (4.34) preferred role playing as compared to their private university counterparts – undergraduates (3.32) and teachers (3.72). Private university faculty wanted projects (4.18), case

teaching (4.14) and exercises (4.12). Private university undergraduates relatively did not like oral presentations (3.52). Recitation was the least popular teaching method across the board.

Table-10

Respondents' Mean Rating on Methodology to Teach Communication Management

Methodology	Public University			Private University		
	US (N=50)	GS (N=50)	Fac (N=50)	US (N=50)	GS (N=50)	Fac (N=50)
Oral Presentation	4.34	3.96	4.34	3.52	4.02	4.38
Role Playing	4.34	3.42	4.34	3.32	3.57	3.72
Group Discussions	4.14	3.90	4.14	3.93	3.96	4.04
Debate	3.64	3.64	3.64	3.32	3.49	3.90
Project	3.62	3.62	3.62	3.56	3.38	4.18
Case Teaching	3.50	3.80	3.5	3.56	3.65	4.14
Exercises	3.34	3.44	3.34	3.583	3.99	4.12
Lecture	3.32	3.78	3.32	3.97	3.67	3.92
Recitation	2.84	2.94	2.84	2.88	3.21	2.92

Table-11

Respondents' Mean Rating on Instructional Aids to Teach Communication Management

Instructional Aids	Public University			Private University		
	US (N=50)	GS (N=50)	Fac (N=50)	US (N=50)	GS (N=50)	Fac (N=50)
Video Screenings	4.38	4.30	4.72	3.88	4.32	4.78
Powerpoints	3.86	4.02	4.18	3.80	4.02	4.18
Audio Tapes	3.58	3.60	4.26	3.09	3.85	3.70
Textbooks	3.16	3.48	3.72	3.40	3.41	3.50
Flip Charts	2.90	3.52	3.06	3.23	3.23	3.30
White Boards	2.84	3.46	2.90	3.47	3.65	3.28
Handouts	2.66	3.40	3.24	3.14	3.64	3.12

In terms of teaching aids, video screenings and powerpoints were the most preferred across respondent types. Public university faculty had some liking to audio tapes. Public university undergraduate students had some aversion towards flip charts, white boards and handouts. Respondents' most preferred external instructional resource was company visits and study tours. As compared to other respondent types, private university faculty liked guest lecturers while public university students liked field trips.

Table-12

Respondents' Mean Rating on External Instructional Resources to Teach Communication Management

External Instructional Resources	Public University			Private University		
	US (N=50)	GS (N=50)	Fac (N=50)	US (N=50)	GS (N=50)	Fac (N=50)
Company Visits	4.44	3.72	4.52	3.71	4.10	4.32
Field Trip	4.10	4.2	3.98	3.63	3.90	3.80
Study Tour	4.08	4.26	4.02	4.07	4.10	3.70
Guest Lecturers	3.84	3.76	4.74	3.74	3.62	4.36

For assessing the learning, faculty in public and private universities expressed preference for examination, graded presentations, paper submissions and project submissions. Undergraduate students, on the other hand, least liked quizzes, examinations and graded recitations. Private university graduate students favored graded presentation, paper submission and project submission.

Table-13

Respondents' Mean Rating on Assessment Methods in Teaching Communication Management

Assessment Methods	Public University			Private University		
	US (N=50)	GS (N=50)	Fac (N=50)	US (N=50)	GS (N=50)	Fac (N=50)
Graded Presentation	3.84	3.82	4.36	3.74	4.10	4.46
Project Submission	3.80	3.86	4.72	3.88	4.02	4.42
Quizzes	3.48	3.74	3.74	3.56	3.54	3.96
Paper Submission	3.30	3.60	4.44	3.75	4.05	4.04
Examinations	3.12	3.80	4.28	3.44	3.66	4.0
Graded Recitation	2.96	3.16	3.60	3.60	3.63	3.36

Summary, Conclusion and Recommendations

In summary, respondents understood communication management to have a knowledge and skill element. However, they associated communication management more with the knowledge element. It should be noted that respondents did not mention any ability and personal attribute element of communication management.Just like Professor Islam (2014) expressed in his email to IAMCR, respondents overwhelmingly believed that communication management must be taught at the undergraduate level as a core course and the topics to be covered should be more knowledge-based. One explanation for this is that the current business communication course already addresses many communication skills required by industry.

Most of the respondents also believed that the communication management course should likewise be taught under the Faculty of Business. Faculty members should have a master's degree with expertise in business administration, communication studies, public relations or marketing. The way communication management should be taught and assessment the student learning depend on the learning context – whether public or private university, whether graduate or undergraduate level.

In conclusion, the study supports the argument that students and teachers of business schools in Bangladesh are more accepting of the inclusion of communication management in their curriculum. With this inclusion, the business curriculum would address many of the demands of industry vis-à-vis graduate competence with the exception of ability and personal attribute elements of communication management. Respondents are mindful that through the communication management course the business curriculum becomes more relevant to industry and that the communication competence of business graduates would improve.

It is recommended that business schools: (1) integrate in their curriculum a core course on communication management which focuses on knowledge elements; (2) rethink the course on business communication to check which skill elements required by industry it addresses; and (3) review the overall business curriculum given that the ability and personal attribute elements of communication management have not yet been covered. Since the current study's scope is rather limited, more research should be made to include a more complete picture of the business curriculum, university-industry collaborations and a greater number of respondents. More importantly, a study should be done on university administrators and owners regarding their attitude towards inclusion of communication management in business school curriculum.

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Exploring Information Literacy: A Pedagogical Possibility for IUB Students for Effective Learning

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Information Literacy (IL) is important for today's learners as it promotes information related problem solving approaches and critical thinking competencies. IL proficient learners can confidently ask questions and seek answers, identify and evaluate sources, form opinion, make decision, interpret, organize and utilise information ethically. As using information resources are appearing challenging due to the production of enormous and multifaceted information resources frequently, so IL is the core of the 'Curriculum for Excellence and Literacy' across learning experiences and outcomes, which is a responsibility of all educators to make their students IL literate. This study expands on previous research and seeks to explore the role of IL for students' effective learning through faculty-librarian collaboration. It also presents the reasons for adopting IL as pedagogy of lifelong learning process, which is shifted away from short-term mastery of library skills and focused on higher-order intellectual involvements. Moreover, the importance of libraries enduring to provide and enhance ILE to students in exigent environment is in the discussion. The methodology of this study approaches review of substantial amount of relevant published and grey literature. In addition, research into the ways students interact with information at IUB, observation of the participants' commentary during faculty workshop for research support by the IUB library and evaluation of personal experience are also inseparable part of this study. The findings and review suggest that need for the continued development and implementation of IL should not be ignored. A well-designed IL programme benefits the students and the whole education community. Whatever the model is, after IL curriculum mapping, suitable programme should be integrated into the curriculum where assessment is another essential component. The university initiative to implement ILE would help to evolve as a collaborative effort between librarian and faculty which resulted as an effective driving force for quality higher education.

Keywords: Information literacy, library instruction, higher education, faculty-librarian, collaboration, university libraries, IUB library.

Introduction

In today's information society, information resources are changing very frequently to complicated and multifaceted attributes. Higher education institutions, i.e. universities must cope with these characteristics which may be identified as information access, deep web, numerous number of websites, failure of regulating quality information, availability of resources, pervasiveness of Wikipedia, extensive dependency on Google, students learning and information seeking behaviour, and the quality, standards and the competencies to which academic institutions and libraries should embrace and look for. In such environment, librarians have been conscientiously working on strategies to support and help out students to succeed in this environment. Information Literacy (IL) is an essential part of these approaches.

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Maitaouthong, Tuamsuk, and Tachamanee (2012) described that for supporting educator's teaching and students learning, a university library is an important information channel and resource. They emphasized their study to the importance of the role of library to educate their students with the IL competencies for searching their knowledge during doing their assignments or research projects. The Association of College and Research Libraries (ACRL) established two methods for university libraries to integrate IL, namely, (i) the design of teaching programmes in the teaching mission, by establishing course content, teaching methods, programme structures and evaluation and assessment; and (ii) support, i.e., instructional facilities with support, financial support for adequate fund, support for continuing learning and human resources (ACRL, 2008). IL is considered as an essential part of university library user education as well university education process though it remains as an 'alien concept' in Bangladesh. Virkus (2004) pointed out that IL is recognised only by librarians and information professionals and neither familiar to other field explicitly or extensively. The aim of the study is to explore the role of IL for students' effective learning through faculty-librarian collaboration and how it can be integrated into course curriculum.

Background and Context

Independent University, Bangladesh (IUB) is a leading private university with an apparent focus on 'Research and Global partnerships'. It is a full service oriented university with a current enrolment of 5,500 students 8,900 Alumni and 250 faculty members (IUB, 2016). IUB is devoted to make graduates of international standards who will be equipped to provide new leadership and applied research. To provide students with i) communicative skills; ii) socio-cultural background; iii) applied skills or project based experience; and iv) an area of sub-specialization. Students take courses on learning skills, national culture and electives in arts and science during the first year. The academic curriculum of IUB has been carefully designed (IUB Green Book, 2016). Six schools, i.e. School of Business (SB), School of Engineering and Computer Science (SECS), School of Liberal Arts and Social Sciences (SLASS), School of Environmental Science and Management (SESM), School of Life Science (SLS) and School of Public Health (SPH), currently offering 27 undergraduate and 15 graduate programmes. (IUB, 2016).

As an integral part of university, libraries are established for a common operation to fulfil the mission and objectives of their parent institutions. These are related to support teaching, and learning, research and development to the academic community. The IUB library is the major contributor to achieve the university's aim of developing independent learners. The library's mission is to provide user-focused services through the provision for accessing to the recorded knowledge in an environment that foster individual teaching, learning, research and promote exchange of ideas by providing materials, resources and facilities to support to its academic community (IUB Library, 2016). Currently, the library serves about 7,000 users; among them graduate and undergraduate students, faculty members, and staffs. Additionally, trust and donor members as well as the alumni also get services to some scales. IUB Library holds a good number of traditional and digital collection with the access of a large number of subscribed online electronic resources. Two individual study exposed that the most frequent visitors at IUB library are the business students (Shoeb, 2008, 2015) in comparison to other disciplines.

Globally, almost all the top level universities adopted IL education as several programme, i.e. small group-based or integration as course-based curriculum. So, it is not unrealistic for IUB students to design such programme. The lack of knowledge in information problem-solving skills limit overall learning and success for any students, IUB students are not apart from this process. Earlier, IUB library frequently took initiatives to make the user strengthen with the library use, i.e. library

catalogue search techniques, identifying and selecting required information, information access and retrieval, orientation and guidance on using information etc. But these individual programmes did not pay attention to the mass learners of different schools as there is no institutional policy. In addition, those activities did not emphasize enough as those were not defined or familiar to the IUB students or IUB academic community as IL activity.

In an information competency test (Shoeb, 2011), it has been exposed that among the IUB freshman business students, 28% respondents given correct answers whereas 72% answered incorrectly. The test was conducted using a set of sample IL questions which were relevant to their study and information seeking behaviour. The questions were very basic and related to finding information sources and resources, searching local and online database, proper citation, avoiding plagiarism, information evaluation etc. IUB students may be smart, and they very secured in the job market but they are still find the process of research trouble. These students have the scarcity of learning the basic information skills; it may be the overall scenario of the country like any developing nations. They only end up using trial and error methods for finding information, this limits their capabilities to satisfy their information needs for their research. Students thought that they know more about accessing information and conducting research than they were able to demonstrate. When put into the test, the students were confused and felt unfamiliar for organizing and accessing information. Another study (Shoeb, 2012) revealed inefficiencies of IUB students in proper citation abilities which also described the state of the inadequacies of finding resources and managing references properly. Recently, students necessity of research assistance, instruction and competency have been recognized by the faculty members in the faculty workshop (Research Support, 2016) at IUB library. Moreover, differences of the perceptions towards online research practices of the business students of IUB in small-scaled competency tests (pre-test and post-test) also suggested an IL programme for effective learning process.

Literature Review

As the graduates are unprepared and struggling with certain qualities and skills, there are having impact on university curricula. Higher education institutions with strategic objectives have addressed learners lifelong learning, graduate employability, and the ability to transform knowledge into practice in their workplaces which are regarded as factors of this pedagogical changes (Morgan & Houghton, 2011). Huge research and studies have been made in this arena where librarians and information professional would be well-placed to assist and to extend IL competencies. Embedding academic librarian within a course has positive correlation with students learning process (Gibson & Luxton, 2009). Libraries as organization and librarians as professionals demonstrated in a position uniquely as educational reform contributor (VanderPol et al., 2008). Kenedy & Monty (2011) mentioned that recently, the importance of academic-library collaboration are widely recognized where students academic skills are developed in a meaningful and relevant way. However, this section described IL conception in academic arena.

Rader (2002) mentioned that during the 1970s, the concept of IL first appeared in the literature. In 1974 Paul Zurkowski introduced the term “information literacy” and identified information educated people with the techniques an skills for using information tools to provide the information solution (Zurkowski, 1974). The concepts of library education and orientation were gradually replaced by the term “information literacy” during the 1980s which has now extended and with different definitions, substitute terminologies, rationalization, clarifications and justification for information literacy. In a research Irving (1985) revealed that the students with essential information skills can solve different types of information problems even their real life.

The American Library Association (ALA) (1989) defines IL as "…the ability to recognize when information is needed and the ability to locate, to evaluate, and to effectively use the needed information….". Doyle (1992) defined IL as the ability to access, evaluate and use information from a variety of sources. Plotnick (1999) opined that most of the IL definitions are based on ALA definitions. Different models, explanations have been defined and comprehensive programmes have been proposed on IL by several authors, researchers and institutes (Snavely & Cooper, 1997; Bawden, 2001; Avery & Allen, 2002). The Association of College and Research Libraries' Information Literacy Competency Standards for Higher Education (ACRL, 2009) defines IL as "a set of abilities requiring individuals to recognise when information is needed and have the ability to locate, evaluate and use effectively the needed information." The International Federation of Library Associations and Institutions (IFLA) has a section on Information Literacy to promote and foster international cooperation in the development of information skills education in all types of libraries (International Federation of Library Associations [IFLA], 2004).

Pitts (1996) suggested the requirement of skills in higher education. Loo and Chung (2006) asserted that IL helps to increase the information proficiency of the students who are in higher education. They also stated that "...as such, students are able to develop critical analysis and communication skills, recognize and appreciate the variety of information formats available in today's society, and critically evaluate and ethically use the desired information" (Loo & Chung, 2006, p. 252). Ojedokun (2007) stressed on the necessity of higher education institutions, which missions are to develop lifelong learner so that the learners have the intellectual abilities to think critically, to construct them as independent learners and learning how to learn. Curriculum-based information literacy programmes are the most useful approach to provide effective and quality information literacy education (Parker, 2003; Baro & Fyneman, 2009). The way to facilitate or provide instruction, education, training etc. for the IL learners is defined as Information Literacy Education (ILE). The knowledge or the experience that gathered by the people of any region is relevant to him, to their community, and ILE is always affected by the context. So, it is very important that, ILE should comprisable to contextual stand which indicates cultural context. Dorner (2009); Dorner and Gary (2006) stated that ILE differences on local, social, cultural and political context. ILE programme should reflect the local context and facilitate by ILE educators in a cooperative process which should also reveal the factors of the general cultural circumstances too.

For supporting collaboration, curriculum design and pedagogy there are a number of IL models for higher education, among them the mentionable models are, Big6 (Eisenberg and Berkowitz 2003), CILIP's Information Literacy Skills (CILIP 2012), SCONUL's Seven Pillars of Information Literacy (SCONUL 2011), the ACRL's Information Literacy Competency Standards for Higher Education (ACRL 2009) by Association of College and Research Libraries and ANZIIL (ANZIIL Standards, 2010) six core standards of Information Literacy are established by Australian and New Zealand Institute of Information Literacy. Though until recently, they have been exposed very little critical examination, these models have widespread acceptance among librarians and other educators, (McNicol, 2014). However, the local context and relevancy with 21st century should be considered during adopting any IL frameworks. Kutner and Armstrong (2012) suggested that in order to remain relevant within the global context IL definitions and standards need to be considered. Now a days, the types of pedagogies which are becoming increasingly common classrooms, such as: collaborative learning, creativity, critical thinking, problem-solving, and authentic learning tasks. These make students equipped for future life and work, require students to be self-assured and competent in precisely these tasks. Besides, IL model that implemented need to be adapt to the need of classrooms of the future too. (McNicol, Lewin, Keune, & Toikkanen, 2014).

Methodology

Substantial amount of relevant published and grey literature review approach is the basic methodology of this study. In addition, research into the ways students interact with information at IUB, observation of the participants commentary during faculty workshop for research support and evaluation of personal experience are also inseparable part of this study.

The empirical data for this research was collected through structured questionnaire (Devasagayam, Johns-Masten & McCollum, 2012) from the business students who took part in training programme on 'Effective search strategies and techniques' and 'EndNote Basic for reference management' at library. A total effective sample of 17 students was obtained from seniors business students across both genders. Though the sample size is small but there were no other provisions or ways to collect data of both pre-test and post-test for any course here by the librarians as trainer. However, the sample profile reflected the overall characteristics of the student population at IUB. For pre-test, in one type of data collection arrangement, a short oral instruction regarding the survey instrument and related library instruction were given to the students before starting the training session. The oral instruction briefly covered search strategy, information source identification and introduction, IUB library Online Public Access Catalogue (OPAC), e-resources and databases, citation style, importance of current data/most current data available, quality of the data source, and resources evaluation. After receiving the instruction, the pre-test was administered.

After finishing the pre-test, the 1st author led two hours extensive workshop on 'EndNote Basic for reference management' where oral presentation, demonstration, activities and hands-on practice were performed. Another week, in the same manner, 2nd author led two hours session on 'Effective search strategies and techniques'. These training sessions also covered the topics those briefly discussed before conducting pre-test whenever relevant to the training sessions. During every training session, the students asked questions, took notes, made discussion, and engaged themselves in practices. They were encouraged to ask the librarians how they can make themselves more efficient to solve the problems. The concept of learning something via lecture and then immediately using it reinforces knowledge and creates an active learning environment. The hands-on nature of this exercise that appropriate to their discipline and real world aspects appeared to increase the level of interest and involvement of students. The survey captured information about each student's on-line research habits. The post-survey data were collected via the very same instrument one week later to see the change of the attitude and perception. After data collection, the survey data was entered into SPSS (Statistical Package for the Social Sciences). Paired sample t-tests at the standard level of 0.05 ($p < 0.05$) and descriptive statistical analysis allowed a better understanding of the students' differences of perception and comprehensiveness of IL. Faculty commentary were collected during several faculty workshops of the previous semester on the same titles in advanced level regarding searching and EndNote through participant assessment form. The survey results obviously would make consequence to ILE integration process as well the evidence of the necessity of information literacy at IUB for the students success and benefit.

Data Analysis and Findings

Students Survey

In the students survey, among the participants most of the respondents were male (52.2%) and rest of them were female (47.8%). Among the respondents all of them spent time at the IUB library in a range of 1-5 hours (100%). Table 1 shows the pre-test and post-test result of IUB business students online research practice. First column of the table corresponded 20 statements, which are relevant to their online information seeking and research behaviour. Second and third columns contained the Mean values

with Standard Deviation (SD) for each of the statements respectively, with 95% confidence intervals. The fourth and last column showed the significance value of statistical differences of students pre-test and post-test of their online research practice by conducting 2-tailed paired *t-test*.

Table-1
Online Research Practice by the IUB Business Students (t-test)

Statements	Pre-Test Mean (SD)	Post-Test Mean (SD)	Sig. (2-tailed)
1. I check the source of the information	4.91(1.76)	5.26(0.62)	.357
2. I check the identity of information provider	2.22(1.13)	4.30(1.77)	.000*
3. I check the domain of my source	2.78(1.88)	4.91(0.29)	.000*
4. I ensure that the information relates to my research	5.70(0.97)	4.70(1.49)	.000*
5. I ensure that the information is applicable to my research	5.04(1.87)	5.83(1.03)	.092
6. I know well about the resources of IUB library	2.48(1.56)	5.22(1.20)	.000*
7. I am quite expert using IUB library OPAC	2.09(1.41)	3.78(1.41)	.000*
8. I know about the resource4life	2.48(1.47)	5.22(1.20)	.000*
9. I feel comfort of using library e-resources	2.43(1.59)	5.35(1.11)	.000*
10. I know how to cite the resources properly	2.00(0.90)	4.48(1.16)	.000*
11. I ensure that the information is comprehensive	4.70(1.49)	5.96(0.82)	.005*
12. I prefer to concern library resources for research	4.65(1.37)	4.78(1.24)	.601
13. I ensure that the information is current	5.13(1.60)	5.30(1.15)	.707
14. I depend mostly on Google or Yahoo for my research	6.00(1.09)	4.52(1.27)	.000*
15. I do not need any information related skill	4.13(1.58)	4.00(0.74)	.714
16. I am an excellent researcher	2.78(1.44)	4.43(0.84)	.001*
17. I am able to conduct quality research	2.70(1.22)	4.57(0.73)	.000*
18. I believe that on-line sources are as good as print sources	4.65(1.15)	4.35(1.64)	.418
19. I believe on-line sources are better than print sources	5.04(1.64)	4.35(1.77)	.057
20. I have extensive experience conducting on-line research	3.65(1.72)	4.22(1.04)	.313

Note: * Significant at $p < 0.05$

Clearly the statements “I check the identity of information provider”, “I check the domain of my source”, “I ensure that the information relates to my research”, “I know well about the resources of IUB library”, “I am quite expert using IUB library OPAC”, “I know about the resource4life”, “I feel comfort of using library e-resources”, “I know how to cite the resources properly”, “I ensure that the information is comprehensive”, “I depend mostly on Google or Yahoo for my research”, “I am an excellent researcher”, and “I am able to conduct quality research” had greatest differences in pre and post survey. These are the areas where greatest improvement were seen concerning the awareness, perception and view of the students outlook. Before the training session they thought they have been competent enough to conduct their research and they considered that they were skilled for information seeking behaviour and solving problems. But after taking part in the training they could realize their inefficiencies, their position and

unpreparedness. This is not their fault, rather than a gap between the courses they are taught and the skills they supposed to required. In their academic lifecycle at IUB, before the mentioned training sessions they did not aware of checking the information authenticity, information sources and information relevancy. They were unaware of IUB library traditional and electronic resources, expertise in library catalogue searching, proper citation. They depended on Google and Yahoo for searching rather than searching databases. They also considered themselves as excellent researcher and they could able to conduct quality research. This improvement of their understanding for quality research undoubtedly demands a sustainable IL programme to provide opportunity to learn the skills and make them information literate.

Faculty Commentary

Following comments (Table 2) by the faculty members are mentioned regarding library workshops on research supports, which is useful and positive for investigating an ILE programme (only few comments are mentioned here).

Table-2

Faculty Comments on Faculty Workshops by IUB Library on Research Supports

Workshop topic	Comments
Effective search strategies and techniques	*Comment 1: The most useful part of the workshop were the ways I learned of doing searches which I did not know before. Very relevant to senior students for their research. Suggest that all senior project students take this course...*
	Comment 2: ... getting to know about the resources available through IUB library. Helpful workshop. IUB senior students may take part in this workshop...
	Comment 3: ... knowing about the online resources... This workshop would be very useful for the students...
	Comment 4: ... use of Boolean search and the resources for online journal was helpful... such kind of workshop is required for the students...
EndNote Basic for reference management	*Comment 1: The most useful part of the workshop were searching, adding references, input references... cite while you write is a good feature which I come to know and hope to use... students should take part in this workshop (senior project).*
	Comment 2: ... creating manuscripts and getting all the references in MS Word. Good work, helpful for us in future. Students will be benefitted if they are taught in the same manner.
	Comment 3: ... the workshop is relevant to the content of our work for doing research... arrange workshops for students doing senior projects...
	Comment 4: ... importing reference from the web was helpful... students (doing senior projects) should learn this...

It is essential to say that faculty members had advocated and suggested for such types of workshops or training session for IUB students positively. After taking part in such information problem solving related

workshops they could recognize the necessity and applicability of relevant instructions for the students. Obviously, only a proper continuous IL programme can educate IUB students with the tools and activities by which they can be lifelong learner, leading success to classroom, on graduation and in the workplace as well. So, these comments are significant, valid and time worthy for implementing an IL programme at IUB.

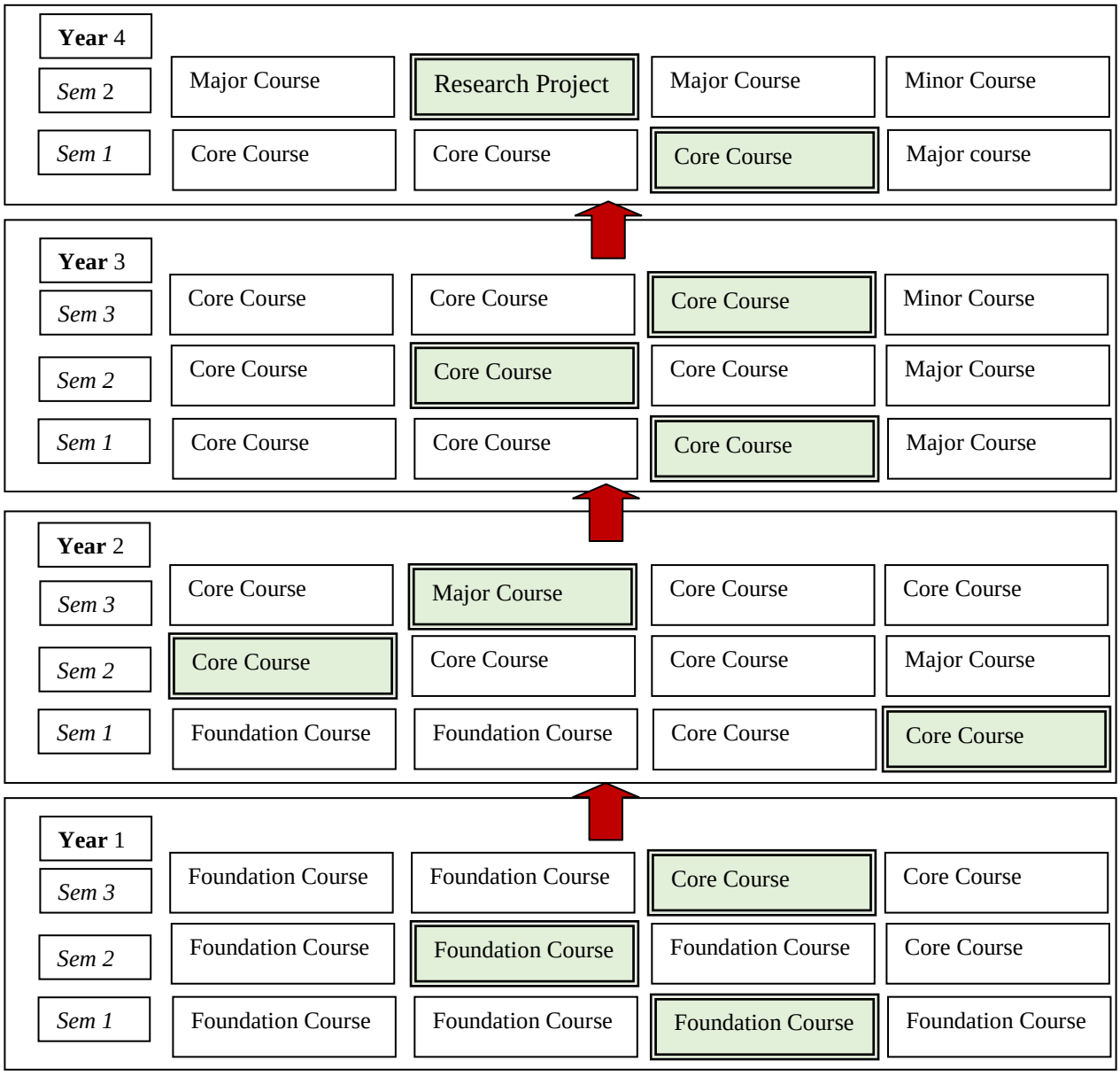
IL Curriculum Mapping (Faculty-Librarian Collaboration)

Integrating information literacy into the curriculum is about building skills for critical thinking, independent and lifelong learning in a holistic way throughout a student's career. Employers in the United States have identified the IL competencies among the learning priorities that are required for the students to become successful in today's economy. Hart Research Associates (2013) reported that about 72% study noticed concerning more emphasis for the students on "the ability to locate, organise, and evaluate information from multiple sources". Head (2012) mentioned a recent report from Project Information Literacy (PIL) which surveyed over 10,000 students from 50 colleges and universities, that employers prefers the graduates with a range of research competencies of using information related tools both digital and non-digital and critical thinking in applying the information to solve their tasks. In recent times, librarians have offered instructional services in approaches of diversified, improved and expanded way, i.e. using virtual learning systems or online course management systems. Here, the learners can interact with the librarians via discussion forums asynchronously. Moreover, creating and teaching credit bearing courses, delivering in-class instruction, creating learning objects, conducting workshops, seminars and training programmes are regular engagement of academic librarians. Head (2012) further mentioned that in spite of IL activities and research at academic institutions, the graduates are incapable towards problem solving at workplace by meeting the information needs. It is not such issue that graduates realise the value and skill of IL that they received only via library. But some students can identified the need of the IL competencies even while they still enrolled. The survey results showed that students expressed their frustration towards research activities which they considered more hard day by day. Head (2013) pointed out that the majority of the students do not know information seeking strategy and techniques or even any method of online research, i.e. using library databases. Even, 80% of these students mentioned that they never approached librarians for assistance. This is very contrary that there are several ILE programmes but learners are facing difficulties they experience with research and acknowledging frustration, and this unwillingness to seek librarians assistance considers other way to teach IL skills. This is just a strategic movement of stand-alone IL instructions to integrating these skills into coursework. So, now a days, it is the right time for the creation of IL curriculum map with discipline based content, tools, and research process, and integration into coursework. Charles (2015) noted the following:

> If learning outcomes directly address research skills and appear in the syllabus, students will see research and IL as an integral part of the course and this may diffuse any apathy on their part (p. 49).

In view of the information age and the current higher education background, implementation of an ILE programme with curriculum map can provide formation for librarians and faculty to work together in providing a methodical set of opportunities for students to earn and apply IL skills. Thus the librarians can be strategic in IL instruction while providing concrete records on its impact on student learning. IL curriculum mapping aligns and supports IL competencies with university foundation courses, core courses, major courses, minor or elective courses, specific courses in a discipline, and evaluation. The process of IL curriculum mapping makes a link and association among faculty members, administrators and librarians.

Harden (2001) described a curriculum map as "a diagrammatic representation of the curriculum displaying the different elements of the curriculum and the interrelationships between these different elements" (p. 125). Bester and Scholtz (2012) identified curriculum mapping as procedure and representation that facilitates to elucidate the pedagogical relationship within a curriculum which is relevant. IL curriculum map can also be seen as tool of communication and process which facilitates the integration of IL competencies into the existing curriculum toward student learning. Charles further emphasized that it can help reinforcing a library instruction programme, provide departments with reliable data for self-studies, and ensure accountability to students, faculty, librarians, and administrators. Figure 1 below given an example of curricular mapping of the integration of IL across a business degree. This mapping is imaginary as number and types of courses are needed to be adjusted. The courses highlighted in pink are those into IL would be integrated. The curriculum map has been adopted from the model of Xioli Wang's doctoral thesis (Wang, 2010) with modification for IUB context which is also be considerable for further amendment.



IL is not only for the final year or senior students, the skills are needed to taught in several classes of several disciplines, and the curriculum should not be intentional or unintentional repetitive. Without strong library-faculty partnership, without reaching students through their coursework, exclusion of IL curriculum map, barring identify the information needs of the learners, excluding articulating what skills were being taught at various phase in the curriculum, without aligning institutional goal and IL curriculum map the learning process will not be effective and successful. Collaboratively schools, academic departments, librarians, and instructors will create and implement the programme.

IL Goals and Outcomes

It is found that collaborative and systematic approach of developing IL competencies that aligns with course content being a part of other academic competencies. These competencies are intertwined rather than separate sets of skills and are parts of students' learning.

Table-3

ILE Outcomes under Respective Goals

Goals	Outcome
1: Defining and specifying the need for information	*i: Formulate questions based on the information need*
	ii: Define or modify the information need to achieve learning focus
	iii: Recognize the need for information in creative and analytical thinking
2: Finding needed information effectively and locating the sources	*i: Determine what kind of information is needed*
	ii: Define sources of information for relevant disciplines
	iii: Formulate an effective search strategy and conduct the search using appropriate tools
	iv: Evaluate search results, and revise search strategy as necessary
3: Critically assessing the information	*i: Examine the content and the structure of the information*
	ii: Apply criteria for evaluating both the information and its sources
4: Managing and interpreting the information	*i: Learn various way of extracting data*
	ii: Organize gathered information
	iii: Synthesize and integrate new data to construct new concepts
5: Communication and presentation of information	*i: Integrate new and prior information in the creation of a product*
	ii: Present data as product to audience
	iii: Communicate the product effectively to others
6: Economic, legal and social issues for the use of information	*i: Know the legal and fair use of information*
	ii: Impact of information for the local context

These should be approached and characterized as comprehensive, integrated, periodic, and non-linear. Besides, it is important for the librarians who will be major contributor to develop IL programme to have clear goals, expected learning outcomes and contextual characteristics of each course. An example (Table 3) of possible learning outcomes that based on ANZIIL standards (2010) is formulated as per IUB students probable need and requirement (Shoeb, 2012).

These goals and learning outcomes are needed to be associated and aligned with the goals and outcomes of specific courses and IUB academic standards. The primary outcomes under each goal are probable competencies which are expected to learn and to be taught by the students. Different level of each learning outcomes are to be considered with particular indicators.

IL Skill Tutorial: An Example

The IL progammes should be different as per specific subject and discipline, it should be learner centered. Since, information needs and information seeking behaviour of an engineering students will be different from those a public health students, likewise a business student needs will be different from a physics student. Similarly the needs of a freshman students will not be as same as the needs of a senior student. Explicitly need based, specific, achievable and assessable goals and learning outcomes should be designed (Lamouroux, 2008; Tantiongco & Evison, 2008). However, this section illustrates an IL tutorials for a course adopted from Consortium of National & University Libraries (CONUL) which is slightly amended and aligned with specific subject and ANZIIL framework (Integrating information literacy, 2016).

Example : The following table demonstrates an example of BUS201 IL skill tutorial.

Table-4

Sample IL Skill Tutorial - BUS201

Context
Suppose there are 300 students enrolled in the Course, ID: BUS201 in a semester. For the purposes of the tutorials the group will be divided into 10 groups of 30. Four one hour sessions (40 in total) will be delivered to each group. Attendance is compulsory and students will receive 10% of the module mark for attending all sessions.
Learning Outcome
• To be able to identify different types of information sources • To become familiar with the information sources available from the library and to know which source to choose • To be able to develop and implement a search strategy to search the sources and find the required information • To find out how to use the information correctly (plagiarism, citing sources correctly and creating a bibliography)
Learning Activities
• Carry out searches of databases demonstrated • Mark, save, email records • Search different databases and compare results
Assessment
Assessment is by two assignments. In one the tutorial group is divided into teams of four or five to discuss and critique a seminal reading in marketing. The other involves each student being assigned an article for which they have to find the full-text article, find an article that cites it, find a related article, find a book and a web site that cites any of the articles, briefly summarise and compare the three articles and compile a bibliography of the articles.
Key Point
• Co-operation between the librarian and the faculty is crucial to the success of the tutorials

- The skills teach will be directly related to the students' assignments so students will be interested

Conclusion

This article explored the role of IL for students' effective learning through faculty-librarian cooperation. It also presented the reasons for developing and adopting IL as lifelong learning process where integration into the curriculum also defined. Students' survey result revealed the significant statistical differences towards their online research behaviour that observed as their scarcity of information problem solving skills. Similarly, faculty commentary also recommended that the students should be taught information skills for their effective research. Providing IL education is a shared responsibility. To accomplish IL as successfully and flawlessly integrated into the academic curriculum librarian should take initiative here. Collaboration with faculty is essential, even assistance of IT specialist and association with students are also required. A pedagogic approach is needed to ensure that IL activities and assessment are relevant to the course to meet students' information needs and make them IL competent as lifelong learner. All these programme level plans also enable librarians to demonstrate and increase the impact of IL instruction on students' learning process. The approach of curriculum should be basic level to advance level as per students' academic category. This study recommended tiered based curriculum approaches of IL integration which suggests teaching basic skills for freshman and sophomore students and advanced level for the junior and senior students. The tasks are mainly based on needs, articulation, recognition and common sense. It is also important to consider that IL programme should use evidence to make future decisions.

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Exploring the Role of Graphic Novels in Teaching at Tertiary Level

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Although Bangladesh has made great strides in increasing the enrolment rate at the primary level, the question regarding the quality of education still persists. Be it the internalization of the classroom lessons, or the overall application of the learning in real life, or even the reflection of the learnings in the society at large – the list of issues that ensue does not draw an encouraging picture. No attempt has been found where a bridge is created i.e., what could be done in particular to improve the quality of learning so that the input (of students) in the higher education is upgraded. A study (IARE, 2003) showed that students can retain and retrieve information better when it is represented and learned both visually and verbally. This paper aims to analyse and discuss whether graphic novels can be thought of as a way out to improve learners' quality in the context of Bangladesh. Bygone are the days when comic books were considered as entertainment for children only. The comic industry/ the pop-culture industry is now swinging young and adults in wider trajectories. Comic characters are now not just confined to books only but have also breathed new life into a genre of TV shows, movies, animations, computer games. This generation, which is drenched by comic culture, is now present in our class rooms and demands teaching-learning methods which will establish a connection between their personal life and academic life. Hence, educators need to devise new ways of motivating them in and outside the class room. Graphic novels can be thought of as an effective tool to stimulate students' interest in the subject matter. The aim of this paper is to explore the scope for incorporating graphic novels in academic teaching and to analyse its feasibility.

Keywords: *Quality of education, tertiary level education, graphic novels, sustainable learning, Bangladeshi education systems, teaching and learning, active learning, pop culture, higher education.*

Background

According to Nath and Chowdhury (ed.) in "Qualitative Methods in Educational Research: Studies from BRAC", in such an overly populated country like Bangladesh, educational research is unfortunately very limited. In one of the studies this book found out that rural schools are nothing but some neglected learning centers (Qualitative Methods in Educational Research, 25). Moreover, they found out, teachers did not play their roles as expected, no lesson plan existed, some major contents in the text books were

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never taught, and not to mention students learned very poorly (Qualitative Methods in Educational Research,2 6). In the same year (2010), Olav Seim, director of the EFA (Education for All) International Coordination Team, UNESCO agreed in an interview with a local newspaper[51] that Bangladesh has managed to increase enrolment rate at primary level to almost 90% and also had ensured gender parity; however, he had clearly stated that it needs to focus on quality (Bangladesh quality of education). Beside BRAC's (2010) studies, UNICEF in 2009 published a study report concerning the primary education quality in Bangladesh where it stated that the quality of the teaching-learning process, the school environment and children's learning achievements are major challenges (UNICEF, 16-27). The Economist Intelligence Unit in 2015 published work for the British Council in the area of the higher education system and its quality in Bangladesh which apparently did not draw a bright picture of the subject matter (The Economist Intelligence Unit, 2015). The BRAC studies (2010) have also shown that in successful schools more or less it is the efforts of quality teachers that contributed a lot to the success of the schools. However, no attempt has been found where a bridge is created i.e., what we could do in particular to improve the quality of learning so that the input (of students) in the higher education is upgraded. That way, the probability to have better learners at the higher education level is also enhanced. Study (IARE, 2003) showed students can retain and retrieve information better when it is represented and learned both visually and verbally. Also graphic depictions when used showed improvement in reading comprehension among students. Based on Karl Marx's "Das Kapital" (1867), a political economic book came out in the graphic novel format under the title "Capital in Manga" (Marx, 2012). In the same year, Goodwin, Bach, Bakan, and Barr flashed "Economix: How Our Economy Works (and Doesn't Work), in Words and Pictures" where the authors and the illustrator have portrayed economic theories with historical narrative.

Primary Objective of This Paper

The aim of this paper is to analyze and discuss whether graphic novels[52] can be thought of as a way out to improve learners' quality in the context of Bangladesh especially at the tertiary level of education.

The authors took special interest of the quality of education at the tertiary level because of two specific reasons:

- We have 37 public universities, 91 private universities, 03 international universities currently operating in Bangladesh (List of Private Universities)) and yet literature in the later chapters suggest the quality of education is shaky at this level
- Bangladesh does not appear within the first 150 countries when it comes to employability ranking (Global Employability University Ranking 2015 results) and also no Bangladeshi universities appear in the first thousands on the basis of the world ranking of universities (Ranking Web of Universities).
- Educators in Bangladesh at tertiary level face a challenge of having students coming from very different academic, cultural, socio-economic backgrounds.
- In Bangladesh, the mode of instruction in the leading private universities is English. Many students coming from the madrasa and Bengali medium backgrounds find the task of adjusting to and learning/studying everything in English to be an uphill task. Also, owing to a lack of exposure to the language, many find the transition from the native language to the effective writing and communication of their thoughts in English to be very

[51] http://archive.thedailystar.net/newDesign/news-details.php?nid=131560

[52] cartoon drawings that tell a story and are published as a book (http://www.merriam-webster.com/dictionary/graphic%20novel)

daunting. To achieve world standard, the international language needs to be mastered, something which a major portion of the students fall behind on.

To shed some more light on the last point, the following discussion is important:

Ismail shows that (88-99) according to the Bangladesh Bureau of Education and Statistics (Education Structure of Bangladesh) a bachelor degree program can have students coming from at least around six different backgrounds e.g., category 1: (Bengali Medium) primary, secondary, higher secondary (important to note that we have students at this level divided into three more categories), category 2: same as category 1 but from the English medium, category 3: similar to category 1 but from Madrasa, category 4: vocational education, category 5a: before HSC there can also be artisan course e.g. ceramics, category 5b: other than HSC, students can also take at least 3/4 different degrees which are considered equivalent to each other at this level.

Table-1

Educational Structure of Bangladesh (before any usual under-graduation level).

<table>
<tr><th>Age</th><th>Class</th><th colspan="9">After the following levels/programs/certificate a student is eligible to enter a usual under-graduate program in Bangladesh</th></tr>
<tr><td rowspan="3">16+ to 17 +</td><td rowspan="3">Class XI to Class XII</td><td rowspan="3">Higher Secondary Education HSC</td><td rowspan="3">Diploma Engineering</td><td rowspan="3">HSC Vocational</td><td rowspan="3">Certificate in Edu</td><td rowspan="3">Pre-degree in BFA</td><td rowspan="3">Diploma in Comm</td><td rowspan="3">Diploma in Nursing</td><td>Alim</td><td rowspan="4">Madrasa Education</td></tr>
<tr><td rowspan="2">11 + to 15+</td><td rowspan="2">Class IX to Class X</td><td rowspan="2">Secondary Education SSC</td><td rowspan="2">Trade Certificate/SSC Vocational</td><td colspan="5" rowspan="2">Artisan course e.g., Ceramic</td><td rowspan="2">Dakhil</td></tr>
<tr><td>Class VI to VIII</td><td colspan="3">Junior Secondary Education</td></tr>
<tr><td>6+ to 10+</td><td>Class I to V</td><td colspan="8">Primary Education</td><td>Ebtedaye</td></tr>
<tr><td>3+ to 5+</td><td colspan="10">Pre-Primary Education</td></tr>
</table>

Source- Ismail, Arzoo."Knowing the learners: An Analysis of the Online Teaching-learning Platform". ICT for Development - Working Paper Series. 5. 1 (June 2015): 92. Print.

It clarifies the fact that educators at the tertiary level face much challenge with the students because of their very diverse academic backgrounds. This paper hence is trying to look for a solution which may be proved to be one of the effective ways to create an effective teaching-learning environment at the tertiary level.

Quality of Education in Bangladesh

The primary focus of this paper is education at the tertiary level. However, ignoring the first two levels of education would not cover the bigger picture. Therefore, the first part (a) of this section discusses some study reports, newspaper articles where quality of primary education in Bangladesh has been portrayed

in particular. The second part (b) of this section briefly discusses some recent papers/articles/reports found in the relevant fields that analyzed quality of higher education here in Bangladesh

Part A: Quality of Primary Education in Bangladesh

First of all, the paper would like to focus on a paper by Austin et.al (2008). This study analyzes three policies designed to improve the primary education system in Bangladesh. In this paper, the authors were suggested to look into three policy areas by Dr. John Richards of the Bangladesh Government advisory group on primary education. Those were: (1) implementing school testing linked to financial incentives, (2) introducing tutors into government primary schools, and (3) decentralizing fiscal administration for government primary schools to the district or (sub-district) upazila level. According to this study, Bangladesh has one of the lowest literacy rates in the world and the lowest literacy rate in Asia. About 66%of children do not achieve basic literacy and numeracy. Inadequate resources, insufficient and unqualified teachers, lack of community involvement, and corruption all contribute to the poor state of education in Bangladesh.

Second of all, we would like to draw attention to a report by UNICEF (2009) where quality of primary education of Bangladesh was studied. The report not only found poor quality in education but also outlined major challenges in it, namely- the quality of the teaching-learning process, the school environment and children's learning achievements. Also poor qualifications and lack of teachers' motivation is another significant reason for such conditions. (UNICEF, 1-5)

Third of all, this paper takes Olav Seim's (director of Education for All, international coordination team, UNESCO) interview with The Daily Star ("Bangladesh quality of education") into consideration where he said that Bangladesh has managed to increase enrolment rate at primary level to almost 90%. It also did well in ensuring gender parity, but it needs to focus on quality.

Fourth of all, we would like to focus on an empirical paper by Asadullah and Choudhury (2013) where the authors studied primary schooling, learning of students and quality of schools in rural areas of Bangladesh (School Quality in Rural Bangladesh). The objective of this paper was to formally test whether years spent in school help attaining basic competence in the context of Bangladesh. The authors used a primary school curricular standard basic mathematics competence test and they found out the students between 10-18 years old had low level of achievement. The experiment was extended to see if years spent in school matter when it comes down to better learning. And following are some interesting findings:

- A large number of children with significant schooling experience fail the cognitive test. The paper documents low level of learning even amongst children who have successfully completed five years of primary schooling.
- Girls perform less satisfactorily than boys in mathematics.
    - Possible explanation: gender gap in market transaction experience; boys go out and get exposed to the external market place more than the girls in rural Bangladesh. Hence, male students are better in numerical skills which get enhanced by buying articles from the market. Female students on the other hand miss out such non-book activities and hence fail to improve their mathematical skills.

Part B: Quality of Higher Education in Bangladesh

Not that much work has been found where quality of the higher education in Bangladesh had been assessed. In one paper (Uddin et al., 136-146). Nashir Uddin mentions that since 1990s, Bangladesh

government has recognized education as one of the top priority areas. Despite various efforts, the quality of education is deteriorating and the current trend of deterioration should be dealt with if cognitive development of the students is to be assured.

Ahmmed (2013) in his paper on higher education in public universities in Bangladesh says that due to the low quality of training, lack of combination of knowledge and practice, poor capacity and quality of graduates, the existing education system of public university of Bangladesh is in vulnerable position.

A recent study by The Economist Intelligence Unit (2015) shows innovative ways (Massive Open Online Courses[53] in particular) to improve the education quality in south Asian countries. The study says the number of private universities is increasing in these countries (including Bangladesh) however an important question that remains is the quality of education out of these ((The Economist Intelligence Unit, 2015).

Considering Graphic Novels as Text Books or Educational Tool - Current Scenario World Wide

Pulitzer Prize owner, Art Spiegelman said "Comics are a gateway drug to literacy". Teachers (NCTE, 2005) in some places have started embracing graphic novels as a tool to teaching (Alverson, 2014). It was also said (Yildidrim, 2013) that in the field of literally works, graphic novels have secured a place as one of the major players. There have been works around and about the topic of graphic novel and its contribution in teaching. Most of the works are strongly advocating the fact that among other fields of academic studies, it is a good option to learn literature and history with graphic novels.

Graphic novels seem to have taken the area of literature by storm. Oxford University Press's "The Oxford Shakespeare Project" came up with Shakespeare's works in graphic novel versions with the intention to make class rooms more engaged and to make over all learning more effective (Oxford University Press).

Historical texts are also available in comic books and graphic novels. For example,

- Work on World War II:
    - A work by Joe Kubert, *Yossel: April 19th, 1943: A Story of the Warsaw Ghetto Uprising* (2003) tell us the true story through the pictures of a fictional teenage character named Yossel who likes to draw. This book tells the tale of how the fight again Nazis in Warsaw, Poland took place by a group of young Jewish people (ŻOB was the name of the group) led by Mordechai Anielewicz (leader of ŻOB).
    - Couple of works by Art Spiegelman are *Maus, a Survivor's Tale* and *Maus, a Survivor's Tale II: And Here My Troubles Began* (1980, 1991) take us through texts and pictures to the time during when the rise of the Nazi party in Germany took place. Spiegelman used animals for different characters; Jewish people were represented by mice and Germans by cats.
- Some more recent events:
    - Personal stories of the tragedy of 9/11 were portrayed by some graphic artists in *9-11 Emergency Relief:* A Comic Book to Benefit the American Red Cross. (2002.)
    - Ted Rall tells his experience as a war reporter while covering the fight to remove the Taliban in Afghanistan in *To Afghanistan and Back*. (2002.)

[53] Massive open online course (MOOC) is a free Web-based distance learning program where a large number of participants from all over the world can participate.

Autobiographies of famous historical characters are also there. For example:

- *Mujib* is a graphic novel series in Bangladesh. This is an ongoing work by two cartoonists, Syed Rashad Imam Tanmoy and ABM Salahuddin Shuvo based on the life of the great political leader of Bangladesh, BangaBondhu Sheikh Mujibur Rahman (Mujib, 2015).
- Nelson Mandela Foundation with the illustrator Umlando Wezithombe came up with *Nelson Mandela: The Authorized Comic Book* (2009).

In an article (Alverson 2014) published by School Library Journal (SLJ), the author wrote that agreement among the educators are vivid on the fact that graphic novels aid in teaching new vocabulary, visual literacy, and reading skills. The article also described how Meryl Jaffe, an instructor at the Johns Hopkins University Center for Talented Youth, Online Division finds graphic novels helpful in decoding and comprehending the texts better for weak language learners and readers. Even though the helpfulness of using graphic novels in language and literature may seem overwhelming, the usages are also visible in teaching social studies. According to Alverson's (2014) article in the SLJ, a sixth-grade teacher of social studies at Thomas Jefferson Middle School (Missouri, USA), Jennifer DeFeo uses a graphic novel which is a highlight is the "Zombie Based Learning project." This project is using a zombie apocalypse narrative to teach geography. The designers of the project says that it is a powerful approach to learning as well as encouraging active engagement and also develops skills in problem solving and critical thinking all in all help that students in mastering concepts more profoundly. Publisher Andew McMeel (2014) came up with *Reading with Pictures: Comics that make kids Smarter* by Josh Elder. The idea of this work is to tech concepts in science, math, social studies, and language arts with comics.

Publishers like of ZBL project or of "The Oxford Shakespeare Project" provide lesson plans, information on curricula, instructions for the teachers and even pre-assessments, and post-assessment/project rubrics (for the ZBL).Also *Reading with Pictures* (McMeel, 2014), the comic book comes with a teacher's guide.

Can Teaching with Graphic Novels Add Values to Existing Pedagogy?

A Theoretical Discussion

Graphic novel is a platform where complex materials are not posed as something daunting to the readers rather the organization is done in a way that actually seem to reduce heavy cognitive demand that some dense texts sometimes require. This section attempts to run a discussion on improving current pedagogical scaffoldings through graphic novels or comic books on the basis of well established theories in the field.

First of all, let's dive into a well established unified theory of cognition in literacy - the Dual Coding Theory (DCT) (2013). DCT is a theory that has profound impact backed by its strong empirical background in the field of work on cognition. DCT is an all-encompassing theory which has all major components of literacy including decoding, comprehension, and response in reading and composing in writing. It has successfully launched itself as a scientific theory, a cognitive theory, an embodied theory, and a constructivist theory of literacy.

Imagery improves memory as art works are a mnemonic device – and we find such discussions in (Yates, 1966) as it takes us back in the time of the middle of the 1st millennium BCE. Carruters (2008) in "The Book of Memory: A Study of Memory in Medieval Culture" echoed similar concepts said "Even what we

hear must be attached to a visual image. To help recall something we have heard rather than seen, we should attach to their words, the appearance, the facial expression, and gestures of the person speaking, as well as the appearance of the room." (p. 122)

DCT is firmly based on such real life applications of imagery as a memory aid. The theory was primarily developed in order to capture and explain influences both the verbal and nonverbal cues have on memory. The theory supports the fact that the ability of the brain to learn is more equipped when messages are coded in combination of both verbal and visual representations i.e., both the codes are intertwine as reflected by the retrieving ability of the brain. For example, when brain receives an audio version of a word, it tries to visualize the image for such sound or the word. On the flip side, when brain comes to get cue of a visual image, it tries to make sense of it with a word for that image. Such pairing of codes improves memory or retrieving capacity of the brain i.e., learning ability. DCT apparently tells us that when subjects are provided with information or messages in dual codes then they have higher probability to recall better compared to those who are exposed to a single-coded messages.

John Keller (2010) says, *"It is true that you cannot control another person's motivation… You can stimulate your students to learn or you can kill their motivation".* Keller's ARCS model (1988), is a motivational model for learning where A- Attention, R- Relevance, C- Confidence, and S- Satisfaction. If we apply this model in the context of our class room teaching and learning environment it can be said that the model advocates the fact that if attention is retained, the subject matter covered in class room for example has relevance to the audience's personal life as well as the academic life, and if the audience gather confidence in the subject matter, these all will lead to give the learners a level of satisfaction and would make the entire learning process effective.

The theoretical discussions above give us strong support to advocate for using graphic novels or comic books as one of the effective teaching tools which could improve learning experiences of the students. As per the discussion on the theory of dual coding, the understanding could perhaps be developed that in the current context of the status of the quality of education in Bangladesh as discussed previously, students would be greatly benefitted by having text books in graphic novel forms. Comprehending the potential of graphic novels in education Carter (2007) said "Educators will move away from "one size fits all" literacy instruction through the use of graphic novels."

Graphic novels celebrate the combination of two rich components of material culture namely the literature and the art and this very nature makes them a very effective pedagogical tool (Ching & Fook, 2013)

This paper digs deeper in order to find out more arguments supporting usage of graphic novel in education or in other words, its benefits in better learning. It was found that Booth (2009) emphasized that in the process of going though graphic novels, students associate image to text and it helps them simplifying the reading load and aid comprehension. By improving learning skills here, I mean not to put sole focus on the students of the primary education only. Frey and Fisher (2008) pointed out that such reduced (in graphic novels) amount of text and images that grabs and retain attention, encourages reluctant readers, cushions struggling readers, and even challenge the higher-level learners in inferring, predicting, and reflecting on what they read.

"Picture Power" in Education to Make Learning Sustainable

Bolton-Gary (2012) mentions, "Linking concepts with pictures, such as comics, enables students to construct knowledge in more than one modality. Not only are they using visual cues, they are also

engaging higher level language modalities." This statement proves once again the strength and impact of DCT discussed above.

James Kakalios, a professor at University of Minnesota is popular for his science book "The Physics of Superheroes" published in 2005. This book explores foundations of Physics or the basic laws of Physics by using examples motivated by comic books' superhero characters. Dr. Kakalios love for comic books has made him unique in his field as he has successfully put together his passion and profession. Other than being a professor and author he is also a science-consultant. His attention grabbing lectures are up and running online. For example, in his lectures[54] he would explain why one scene from Superman's comic book is a blooper and cannot happen as it violates the laws of physics.

It was showed in Nagata (1999) that when used "Manga" the Japanese comics, it helped the students in learning biochemistry with fun.

Comics used to be thought of only cheap entertainment for children. However, given its potential and extend many countries around the world are considering comic studies as serious academic fields. And the rate at which such studies and researches are getting involved in academic studies in some places, it would be simply naivety to ignore it to recognize as an academic field anymore. Now-a-days, it is not only the children now- the young, the adults everyone is more or less consumed in this comic industry or pop culture industry in general. For example, comic books are there and then movies are being made based on these books. Then TV shows are also going upstream. Moreover, there are markets for action figures and various merchandises which are motivated from comic characters and of course, the animation world also stands with a big contribution by the comic books and comic characters. Last but not the least, computer games is another market where comic stories or the characters are vivid. So it is a full blown industry and we are getting more and more engaged with this industry every day. Our students are exposed and dwelling in this industry and to engage them more with class room learning, it is time that we bring such a strong industry in our classrooms.

From the discussion above, this paper gains wind underneath its wings to point out the following strengths graphic novels can offer to learners:

- ❖ Stimulating internal motivation

On the basis of the discussions above, it would not be exaggerated to say that visual images work as magnets to human brain. Images in graphic novels or comic books can captivate and retain learner's attention and we have also seen in prior discussions that learners retrieve information or messages better when texts are coupled with images.

- ❖ Learning at one's own pace and gradually becoming a pro as a self-learner

If used as a self-learning tool, graphic novel could be proved to be very effective in sustainable learning because here both image and text are together telling a story. Unlike the animation, the images in comic books or graphic novels do not progress (physically) rather they are permanent and that gives the luxury to the reader to go at her/his own pace. Using graphic novels in teaching and learning can also be looked at as one of the approaches to support the 'active learning'[55] principle. Such process involves students to

[54] https://www.youtube.com/watch?v=Rzrdgl7CUmQ

[55] Active learning is a process whereby students engage in activities, such as reading, writing, discussion, or problem solving that promote analysis, synthesis, and evaluation of class content. Cooperative learning, problem-

take the responsibility to learn and not to remain as a passive learner in the class room. Hence, because of the attractiveness of graphic novels, naturally students would be more interested to go through the respective subject matter on their own.

- Being a catalyst in the process of learning complex subject matters:

Versaci (2001) said "Unlike more "traditional" literature, comic books are able to quite literally "put a human face" on a given subject. That is, comic books blend words and pictures so that, in addition to reading text, readers "see" the characters through the illustrations." This very aspect aids the reader to form an emotional attachment and that in practical sense does make reader's life easier in comprehending a complex situation or discussion. Hence, graphic novels can work as an effective scaffold to enhance learner's ability and teachers by navigating the learners through such learning process would add value to the current pedagogical tools here in the context of Bangladesh.

- Better connectivity hence sustained learning:

Pop culture or more specifically comic culture is gaining its popularity at a very impressive rate. Superheroes and popular comic characters are gaining more and more popularity not only among the children but also among the young and adults too.

The author's own teaching experiences at the undergrad level for the last one and half year and counting tell that it puts an extra smile on students' face and hence more attention from them when topics are connected to their everyday lives. So, by inviting academic discussions in comic or graphic novels' form teachers are actually facilitating the students to connect themselves more with their studies.

How Much Academic are Graphic Novels or Comic Studies in Bangladeshi Academia?

The title of this section is a mere rhetoric question for obvious reason as of yet. As we stand today, there is no single course offered in comic studies in higher education in Bangladesh. We need more academic researchers in this area for sure. The more academics we would have in this field, the better techniques or pedagogical tools would be invented and applied at all levels of education in Bangladesh which would eventually enhance the education quality.

However, the School of Business of University of Liberal Arts Bangladesh held a seminar and workshop on "Teaching Business Ethics with Comic Books" on July, 2015. To the best of our knowledge this is the first such initiative in Bangladesh at a tertiary level with such subject matter (Ismail, 2015).

At this point, I would like to show what is going on around the world with respect to taking comic studies seriously in the academia.

In 2002, the New York City Comic Book Museum came up with C.O.M.I.C.S,[56] an eight-lesson curriculum for K-12 students in order to teach the reading and creation of comics. The National Association of Comics Art Educators features the syllabi of existing courses, instructional units written by cartoonists and professors, and an online community of comic educators in their website.[57]

Other than these, across the globe comic studies is becoming a proper academic field for example:

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based learning, and the use of case methods and simulations are some approaches that promote active learning. (http://www.crlt.umich.edu/tstrategies/tsal)

[56] http://www.comicbookresources.com/?page=article&id=1590

[57] http://www.teachingcomics.org

- University of Florida offers courses in comic studies at the undergrad, grad levels and even takes PhD students: And they hold annual comic conference every year (12 years running).[58]
- West Liberty University offers major in Graphic Narratives (4-yearundergrad degree).[59]
- University of Dundee offers MLitt in Comics Studies.[60]

Moreover,

- In Frankfurt am Main, Germany there is "Gesellschaft für Comicforschung", Society for Comics Studies (ComFor) constituted in 2005. ComFor aims to support and connect research and studies into all areas concerning comics.
- The Center for Cartoon Studies (CCS) (White River Junction, Vermont, USA) offers a two-year course of study on the creation and dissemination of comics, graphic novels and other manifestations of the visual narrative.

Good news is, in Bangladesh we have Bangladesh Cartoonist Association (BANCARAS) formed in 2011. BANCARAS keeps cartoonists connected mostly by gathering their works and thoughts. BANCARAS arrange cartoon exhibitions focusing on different issues. This could be very well the stepping stone and the potential is vast.

Conclusion

Overall, the quality of education in Bangladesh leaves a lot to be desired. One of the major challenges teachers face is the low cognitive level of the students. At the tertiary level, students come from diverse academic and socio-economic backgrounds, which makes it difficult for an instructor to appeal to all of them equally, given the time and logistical limitations. Moreover, unavailability of qualified teachers (especially, at the school level in village areas) and poor overall learning environment pose major challenges as well.

In order to overcome these challenges, graphic novels can be used as a powerful tool in education. When used as a self-learning tool, graphic novels can be very effective in sustainable learning, because both image and text are used together to tell a story. Consequently, graphic novels can be utilized as an effective means of active learning.

Research shows that graphic novels are well integrated into different academic areas worldwide and their popularity is on the rise. Graphic novels are now popular at all levels of education due to their strong positive impact on the learning experience. Also, Comic Studies is an up and coming academic area in the international arena with considerable growth potential, but Comic Studies as an academic field is completely absent in Bangladesh.

In the context of Bangladesh, graphic novels are not taken sufficiently seriously in academics. However, given the fact that Bangladesh has so many graphic novel enthusiasts, there is a huge potential for them being used for teaching and learning and it is likely that we will soon begin to see graphic novels as an integral part of our curricula.

[58] http://www.english.ufl.edu/comics/

[59] http://westliberty.edu/humanities/programs/english-major-graphic-narrative-track/

[60] http://www.dundee.ac.uk/study/pg/comicsstudies/

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Transformation of Academic Atmosphere: The Role of Social Networks

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Internal network among the faculties and the commercial industries in the academia often depicts a vivid picture of various processes and resources related to their professional activities as such. This paper explores the various networks among the faculties and administrations within the context of academia using a combination of social network analysis. In doing so, it uses a qualitative research method to study the impacts of various links within the network using social network analysis. Theories of Ibarra's model of personal networks of women and minorities in management, the principle of homophily (the tendency to bond with similar others), and Finkelstein's typology of colleagueship functions are used as the conceptual guideline. The study shows what kind of networks influences departmental characteristics, individual characteristics, colleagueship functions, and networking behaviors and the exchange of resources among distinct entities within the universities in Bangladesh.

Keywords: *Academic atmosphere, social network, transformation, commercial networks, developing countries.*

Introduction

Today, the interaction between the developer of theoretical knowledge and manufacturers of goods and services underlies the progress of both business and education in a recursive way (Rosenberg, 1982). Academics are increasingly being urged to contribute to economic growth and competitiveness and policy-makers involved in tertiary educational institutions, have put in place initiatives pointed to the rate of commercialization of university level skills(Feller, 1990). Often, these policies encourage universities and firms to interlock in partnerships and personnel transaction (Siegel et al. 2003). Few initiatives seek to build universities' information transfer capacities by supporting recruitment and training of technology change agents (Woolgar, 2007). Hence, the growing involvements of universities in commercialization raise issues concerning the very nature and mission of the institutions itself (McKelvey & Holmén 2009). Very often, it is seen that universities have embraced commercial and social advancement along with the conventional missions of teaching and research as a novel mission (Etzkowitz, 1998). Complying with this new task, universities are indeed, becoming part of a unified system that incorporates industry and government, and underpins modernization and economic development (Etzkowitz & Leydesdorff, 2000). The academic environment, for certain, is shifting in an entrepreneurial way (Etzkowitz, 2003). The entrepreneurs, on the other hand, are also engaging in universities with their commercial schemes that are demonstrating ambidexterity in their ability to produce visible economic outputs (Ambos et al. 2008).

Various trends of the present day Business world in Bangladesh indicate a thriving objective among entrepreneurs to be involved in education ventures and generate some revenues. An increasing numbers of university teachers are becoming academic entrepreneurship; hence, diffusion of networking has

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become eminent. The entrepreneurial success in the academic arena drives towards the development of network technology while organizational learning drives advantages in these technological contraptions. These organizational learning is often associated to the procedures and organizational arrangements for classifying, preserving and administering the network among the education industry and other industries. However, there are potentially some detrimental effects of these trends on the formation of scientific knowledge, and there are fears that academic atmosphere is being instrumentalized and even manipulated by industry (Krimsky, 2003). Many universities seem to have enhanced 'knowledge businesses' that are centered not so much on forming public goods for nations but rendering services to specific stakeholders (McKelvey & Holmén, 2009). One of the inherited risks of this trend is to constitute a shift from basic education towards more applicable skills and less academic freedom (Behrens &Gray, 2001), lower levels of analytical ability among academics (Agrawa l& Henderson, 2002) and a slowing-down of open education dissemination (Rosell & Agrawal, 2009). Very often than not, the theoretical understanding may be immediately inapplicable, nevertheless, it often inspires practical considerations and benefits interactive contact with entrepreneurs (Stokes, 1997). Avoiding the knowledge enterprise that develops theories may lead the academic trends toward a socially undesirable path.

Interplays between universities and commercial industries take multiple forms with the networking channels that may range from inter-organizational relationships to spin-off companies. Among these channels, engagement in collaboration is very frequent (Perkmann&Walsh, 2007). Having confirmed the empirical scenario of collaborative forms of interaction, than the question arises what kind of industries more frequently are tied up with the tertiary education. On one hand, it could be debated that collaborative forms of engagement in the knowledge economy develop different, a less formalized form of network that may be governed by dynamics similar to commercial industries. On the other hand, growing collaborative engagement may be consistent with a scenario where academic atmosphere adopts mechanical logics and become active participants in commercialization (Etzkowitz, 1998). However, it may be administered by a logic that deviates from the idealized norms of the university education. However, the collaboration not necessarily needs to be negative in its consequences. Commercial industry affiliation with educational institutions can be acquainted with the traditional values of the academic system. For example, collaboration with industries as such may benefit academics' research enterprises to form relationships with information users and to mobilize resources to complement public research funding. Further, acquisition of funds for graduate students, obtaining laboratory equipment, gaining insights appropriate to academic investigation and supplementing research funds are some of the examples through which the educational institutions can be benefited (Murray, 2002). In this paper, we seek the clarification on the source of collaboration by exploring the entrepreneurs' motivation to engage in educational ventures that may indicate the overtly commercial forms of entrepreneurial behavior in the education industry in Bangladesh.

Theoretical Framework

The study attempts to integrate several discrete bodies of research on social networks, networking in academic arena and *homophily* to develop a theoretical framework. Nohria and Eccles (1992) imply that "all organizations are in important respects social networks and need to be addressed and analyzed as such" (p. 4). The primary question in applying network analysis for organizational research is, how to define network and what constitutes a network. A network is a group of actors connected by the social relationships (Brass, Galaskiewicz, Greve, & Tsai, 2004). A network perspective concentrates on interpersonal relationships and the "structured patterns of interaction" between the individual actors in a given cultural or organizational context (Brass, Galaskiewicz, Greve, & Tsai, 2004, p. 795). Social network analysis recognizes the actors to be "simultaneously analyzed to discover new insights concerning social structure and interaction" (Kilduff& Tsai, 2007, p. 13).Any Network is constructed around the interactions

of its members (Salancik, 1995). Hence, action and interaction become embedded in networks of social arrangements and associations that assist in the attainment of goals, and construct meaning in people's lives (Scott & Davis, 2007). There are several ways to determine who is included in a particular network. An egocentric network incorporates all sorts of relationships and a single person, the center of the network, maintains all the contacts. Networks may also be defined in terms of the social relations and interactions that take place within particular organizational boundaries (Kilduff & Tsai, 2007). The measurement of a network's boundaries is, as Scott (2007) implies, "the outcome of a theoretically informed decision about what is significant in the situation under investigation" (p. 54). In this study, networks are considered as those sets of relations that endure between the entrepreneurs and the tertiary educational institutions.

Social networks have tangible consequences for people's experiences and careers. Networks incorporate both formal and informal interactions, and in a way, these are interchangeable (Monge & Contractor, 2003). Formal networks can be discerned through organizational structures and hierarchies that are based on company policies, institutionalized programs, and formal procedures. Any formal network has public, official, and have apparent boundaries. Conversely, Informal networks have "personal, voluntary, and have fluid boundaries not formally governed or officially recognized" (McGuire, 2000, p. 403). Different arrangements of these two network models drive to different implications and outcomes (McGuire, 2000). Often, the formal network is "at best a highly idealized image of organizational reality. At worst it is pure ideology, bearing little direct relation to internal organizational networks" (Lincoln, 1982, p. 8). Informal networks oftentimes render information, support, advice, and other resources that may not be distributed through the formal networks. The capacity to cultivate social relationships and develop mutual trust is critical to securing access to network resources. A preference to interact with others perceived to be comparable to themselves usually directs people's behavior. This preference, that is often called, *homophily*, can appear in both access and barriers to network resources. As Burt (1992) addressed, "we are sufficiently egocentric to find people with similar tastes attractive" (p. 12). Perceived similarity often drives to improve communication, the predictability of behavior, and trust (Brass, Galaskiewicz, Greve, & Tsai, 2004). People form relationships with others like them as a mean to measure themselves and "pressure to adopt opinions, to acquire skills or to strive for outcomes such as promotions" (Goethals & Darley, 1987, p. 49).

The need for a framework that consolidates individual and structural factors to examine networking requirements, strategies, and consequences depends on the premise that "organizational and individual factors affect network structure indirectly by shaping available alternatives, costs of alternatives, and the benefits individuals seek from their interaction networks"(Ibarra, 1993, p. 77). The organizational factors incorporate formal organizational context and interaction dynamics that "precludes or makes possible various kinds of social contacts" (Ibarra, 1993, p. 66). The structural constraint influences *homophily*. Therefore, inherent preference for interaction with comparable others is restrained by the availability of similar others. Organizational context further influences networks by determining the interaction dynamics among the network affiliates. "Personal networks are shaped by stereotypes, attributions, and biases that are bolstered by structural arrangements" and restrict the construction of associations within the network (Ibarra, 1993, p. 66). Interaction dynamics strengthen perceptions of social variations and minimize the perceptions of similarity, hence diminishing the plausibility that network relationships can form. However, "structure is not all-determining. Individuals play an active role in structuring their social networks to achieve their goals and maximize the benefits they seek" (p. 74). The individual agents that discursively affect networks incorporate career factors as well as communication styles and adjustments. These individual factors construct the specific advantages that people desire to obtain through their personal networks. Therefore, organizational determinants drive to structural constraints on network

preferences, while individual factors develop network benefits inquired. These two factors direct toward network development strategies and, therefore, personal network structures and retrieval of network privileges.

Each network member has insights, although those are very much constrained through the departmental connections. Perceptions of the network might comprise the opinions concerning its potential application in regard to the faculty member to research opportunities. This interplay between individual and structural context results in what Ibarra (1993) termed "choice-strategy tradeoffs" or "network development dilemmas" (p. 74).Networks form in organizations due to individuals' interactions in the setting of social structures (Salancik, 1995). "At any given time, the structure of an organization is providing access to and control of valued resources, while behaviors to acquire and strategically use those resources are occurring" (Brass & Burkhardt, 1993, p. 444). Both personal traits, such as interest in teaching and structural aspects, such as 'disciplinary culture' play vital roles to develop networking strategies. However, the risk of centering exclusively on a macro or structural perspective lies in disregarding individuals' actions and the consequences on networks while a stringently micro perspective neglects the structural context, possibilities, and constraints within which individual actions occur (Ibarra, Kilduff, & Tsai, 2005). Therefore, "all [organizational] phenomena are simultaneously micro and macro," or influenced by both structural and individual determinants (Krackhardt & Porter, 1985, p. 242). The two perspectives need to be combined to get a vivid understanding of networks and a greater integration of the individual and structural approaches are required (Stevenson & Greenberg, 2000). Networking strategies emerge in response to network expansion dilemmas. Through the networking strategies, the persons develop their network structures to secure network benefits. A functionally differentiated network comprises homophilous relationships that render meaningful benefits and classify the group of relationships that provide conducive benefits (Ibarra, 1993).

McPherson and Smith-Lovin (1987) distinguish between two kinds of homophily. The individual perspective, *choice homophily*, concentrates on individual preferences for interaction with comparable others. The structural perspective, *affected homophily*, is based on the structural constraints on possible interactions narrow the personal preferences. Academic departmental characteristics serve as structural constraints that form networking aims and strategies. Hence, networks works as the "structures of constraint and opportunity negotiated and reinforced between interacting individuals" (Kilduff & Krackhardt, 1994, p. 5) and sources of "differential access to resources and power" (Brass, Galaskiewicz, Greve, & Tsai, 2004, p. 807). Therefore, Homophily in academia works as a source for shared identity and trust, and enhances interaction. Mutual trust is essential for friendships, productive mentoring relationships, collaborative effort, and the exchange of delicate information (Geleta, 2004). Gerstick, Bartunek, and Dutton (2000) referred to academia as "an occupational realm where true inclusion is treasured – and jealously guarded" (p. 1027). Reskin (1978) described academic networking as "scientists and scholars who collaborate with, encourage, inform, evaluate, reward, compete with, and befriend co-workers." Blau (1974) emphasized the significance of interpersonal relationships in the progress of knowledge, and admitted that relationships within an academic arena are "structured by the personal preferences that bring together scientists who find in one another trait congenial with their own" (p. 401). However, sometimes "associations within the specialized community are generally impervious to social differences among individuals" (p. 404). Very often than not, socio-demographic characteristics, "influence behavior indirectly by limiting or enhancing one's access to resources and opportunities" (p. 16).

The actor's attempts to fulfill their needs through networking and social exchange construct the structure of interaction and contribute to social structures and constraints. These structures create "differences in

power, prestige, and privilege, which in turn further constrain future exchange opportunities" (Cook, 1990, p.116). Hence, an integrative approach to network research need to be formulated "to deal adequately with the link between actors and structures, the first requirement is a theoretical framework which incorporates both concepts" (Cook, 1990, p. 113). However, organizational social network researchers are relatively free from disciplinary dogma and can obtain from the structural and psychological traditions to ordain answers to significant questions (Kilduff& Tsai, 2007, p. 70). Studies on faculty members have also recognized the necessity to bring together different perspectives. The presence of networking strategies in relationships with companions, superiors, and subordinates in organizations in academic careers are also very effective (Finkelstein, 1981).

Methods

Network researches mostly rely on a single source of data (Mehra, Kilduff, & Brass, 1998), which can be considered as a limitation since it does not integrate quantitative, qualitative and graphical data in network analysis to produce "thorough and in-depth analysis" (Kilduff & Tsai, 2007). Social network data may identify types, strengths and directions of the existing relationships but do not depict actors' strategies of action (Stevenson & Greenberg, 2000). Social network analysis clearly shows what networks exist, who are the actors in those networks and in some case, how do the actors interact, but it does not point out the reason behind the actors' actions. Even though network analysis clearly describes how the actors are linked to a particular network context, additional data from other sources are required to know the reasons behind the actors' experiences and choices. By integrating multiple research methods in a study, we can ensure the confirmation and corroboration of data, better analysis and scope of inclusion new insights and different line of thinking (Miles & Huberman, 1994). Multiple-case sampling ensures the validity and strength of the findings in qualitative research (Miles & Huberman, 1994). By including five cases, and therefore by studying the network of five private universities this study depicts a picture how the private universities are connected to the industries. By understanding the network of the five private universities this study explores the effects of the industrial practices on the academia.

Exploring phenomena of organizations at various levels of analysis was the major purpose of using social network analyses. We see the first application of this in the early decades of the twentieth century. The Hawthorne Studies of factory workers first used sociograms to map the interactions among employees (Kilduff & Tsai, 2007). Since the network analysis has been applied to various social roles and groups, it is the most popular method of analysis in different fields of study like management, sociology, mathematics and biology. Social network analysis considers the ties among the actors of a network and studies the various influences on those ties. Its main focus is on relationship among the entities and the patterns and implications of those relationships (Wasserman & Faust, 2008). Content analysis is a commonly used qualitative research technique. Content analysis is a technique for efficiently depicting written, spoken or visual communication. It provides a quantitative (numerical) depiction. Many content analyses involve media - media - print (daily papers, magazines), TV, video, motion pictures and the Internet. Suitable media includes any media that can be recoded and then evaluated. Content analysis is likewise used to dissect new material recorded by the data analysts, and to group open-ended responses gathered through interview or survey questions. Quantification allows us to portray the material in a way that is conceivably dependable and legitimate. We group the information into categories and finally summarize them.

Using network analysis, researchers are capable of observing behavioral patterns and relationships that are not obvious to the people from within the networks (Galaskiewicz, 1996). Network analysis provides meaningful insights into decision, actions and their outcomes (Adler & Kwon, 2002) (Fischer & Pollock, 2004). In addition to that, this analysis allows researchers to model relationships and to observe the

structure of a group along with how that structure influences both the group and the individuals within it (Wasserman & Faust, 2008). This study has selected some private universities of Bangladesh as the area of interest to seek the relationships these universities have with the various industries. Network analysis was used to determine network relationships among different universities and industries. Results from the network analysis depict a vivid image of the private university networks, their positions in those networks and their relationships with the industries.

The study intends to explore entrepreneurial networks of the private universities of Bangladesh by plying qualitative content analysis and social network analysis. First, the study seeks the insights into the ways that structural and organizational factors shape developing private universities practices. Second, it investigates the initial development of network patterns existing among private universities and industries; how those industries affect network outcomes. Finally, it tends to observe whether and how technology aids in networking with the private universities of Bangladesh. In doing so, the study uses a mixed methods approach by integrating qualitative research methods and network analysis research methods. The qualitative component consists of content analysis related to the node organizations as well as secondary data from different sources. Network analysis is done based on data collected various sources to produce scores and sociograms that are based on carefully selected network measures. We integrate both qualitative and quantitative research methodologies by ensuring richness of data along with depth of analysis as they complement each other.

Findings & Discussions

International Standard Industrial classification (ISIC) of all economic activities, Rev 4, classified all the industries under twenty-one broad categories (United Nations, 2016). They are (1) Agriculture, forestry and fishing, (2) Mining and quarrying, (3) Manufacturing, (4) Electricity, gas, steam and air conditioning supply, (5) Water supply; sewerage, waste management and remediation activities, (6) Construction, (7) Wholesale and retail trade; repair of motor vehicles and motorcycles, (8) Transportation and storage, (9) Accommodation and food service activities, (10) Information and communication, (11) Financial and insurance activities, (12) Real estate activities, (13) Professional, scientific and technical activities, (14) Administrative and support service activities, (15) Public administration and defense; compulsory social security, (16) Education, (17) Human health and social work activities, (18) Arts, entertainment and recreation, (19) Other service activities, (20) Activities of households as employers; undifferentiated goods- and services-producing activities of households for own use and (21) Activities of extraterritorial organizations and bodies. Under these 21 broad categories, they have classified all the industries of economic activities into 99 subcategories. Bangladesh also follows the Bangladesh standard industrial classification of all economic activities, 2009 (BSIC, 2009) which is based on ISIC rev 4 (United Nation, 2016). The classification structure is identical to the international standards but some classes and groups have been added according to requirements of Bangladesh. In terms of structure, methodology or application of rules, there is no deviation from the international standards but some lower level codes are added. BSIC is being used in all statistical inquiries since 2009. Bangladesh Bureau of Statistics (Industry and Labor Wing), Statistics and Informatics Division, Ministry of Planning is responsible for planning and maintenance of the classification.

GDP of Bangladesh is grouped under three major categories – (1) Agriculture, (2) Industry and (3) Service. Bangladesh Bureau of Statistics indicates that for the fiscal year 2014-2015 the share of GDP in agricultural sector was 15.51%, the share of GDP in industrial sector was 28.15% and the share of GDP in services was 56.35% (Bangladesh Bureau of Statistics (BBS), 2016). Compared with the data of the year 2010-2011, we see that the GDP share of agriculture was 17.71%, GDP share of industry was 26.8% and GDP share of service was 13.96%. This indicates that the GDP share of the industry is growing steadily

over the last few years. The economy of Bangladesh is dependent on export of the products. The textile and ready-made garment industry of Bangladesh is the second-largest in the world. The other industries worth mentioning are pharmaceuticals, food processing, steel, pulp and paper, jute, automotive parts, fertilizers, ceramics, shipbuilding, leather goods, electronics, construction materials, natural gas and renewable energy. The GDP share of agriculture mostly comes from cash crops like jute, rice, tea, cotton, wheat and sugarcane. Moreover, Bangladesh ranks fifth in global production of fish and seafood. Other than these, the telecommunication industry has seen substantial advancement over the last few years. In addition to that, the software industry is also rapidly growing. Both government and private sectors are taking initiatives to encourage people to get involved in the software industry and thus expand the industry in near future.

The relations between industry and university have undergone remarkable changes over the past decades. These changes were brought about by the changing roles of the universities and other institutions sharing knowledge. Over the centuries, universities have been considered as institutions where knowledge is shared. From the inception, the major role of the faculty members was to impart knowledge, but eventually, research works also became part of their role along with teaching students. Beside these two roles, a third role was added when entrepreneurial universities were introduced through the transformation of scientific knowledge into enterprise competence (Martini & Rossi, 2010). Along with the government financed universities, private universities were established. Since they are mostly non-profit institutions financed by various private organizations, their policies may have independence from some of the state policies, but they may not have independence from the organizations that are the sources of their finances. As a result, the education provided by the university is being considered as service, though there was a lot of debate about this (Ng & Forbes, 2009). Thus, the higher education was commercialized. Students are the consumers here and they get enrolled in universities in order to gain knowledge.

The number of students going for higher education was quite low previously. The number of students going for university education increased recently because of the rapid development of the private sectors. Till the nineties, university level education in Bangladesh was offered to the students only by the government financed universities, where the number of available seats was limited. Thus a very small portion of the students completing their Higher Secondary or college education could manage to get admitted to those universities through tough competition as the student to available seat ratio was very low. In order to reduce this gap between demand and supply of tertiary level education, many private universities were established. These private universities were established based on the Private University Act 1992 and was amended as Private University Act 2010 (Bangladesh Government, 2010). According to Bangladesh Bureau of Educational Information and Statistics, there were 34 public universities in Bangladesh. (Excluding National University -NU and Open University) and 78 private universities in Bangladesh (BANBEIS, 2014). The number of students enrolled in private universities was 27245 in 2001, which has increased to 853712 in 2014. As of March 2016, there are total 91 UGC approved private universities, among which 80 are operational and 11 got approval (UGC Bangladesh, 2016).

We have used UCINET and NETDRAW to visualize the network in private universities of Bangladesh. UCINET is a software package for the analysis of social network data. It is used along with NETDRAW which is a network visualization tool. The visualization process in UCINET requires a lot of trials and errors in adjusting the properties to come up with meaningful graphs, which are useful for analysis of the network in the private universities of Bangladesh. The first graph we generated was a group of nodes that cannot express any insights at all.

Figure-1

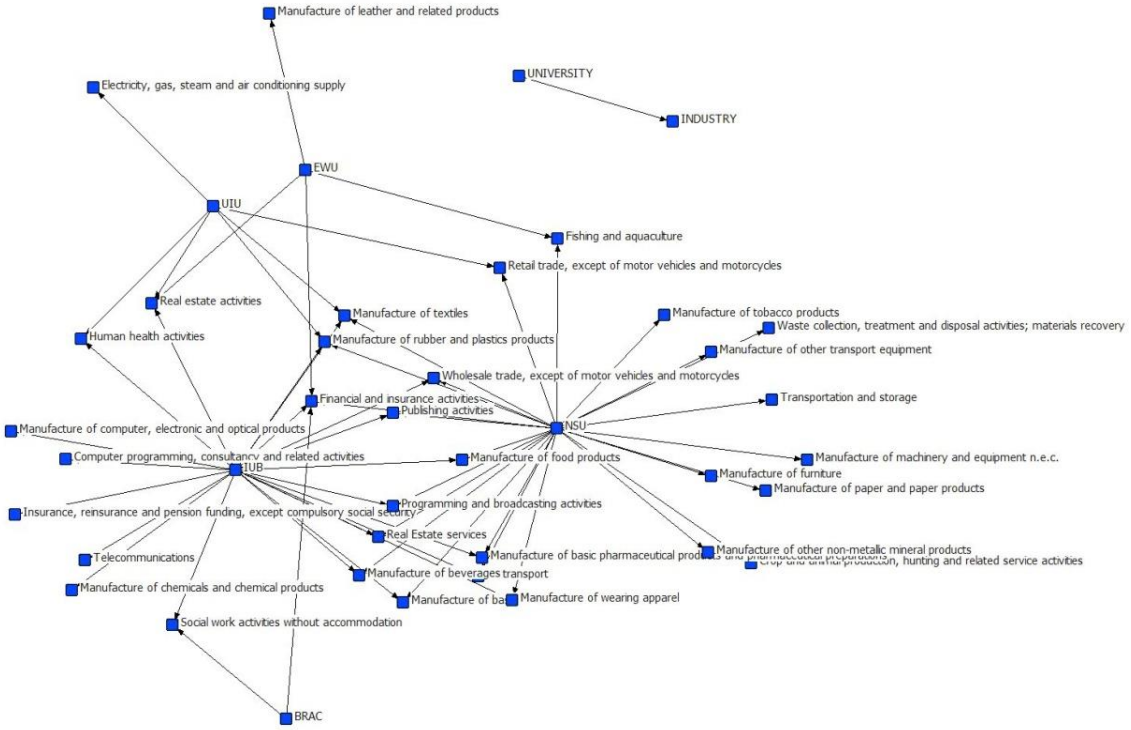
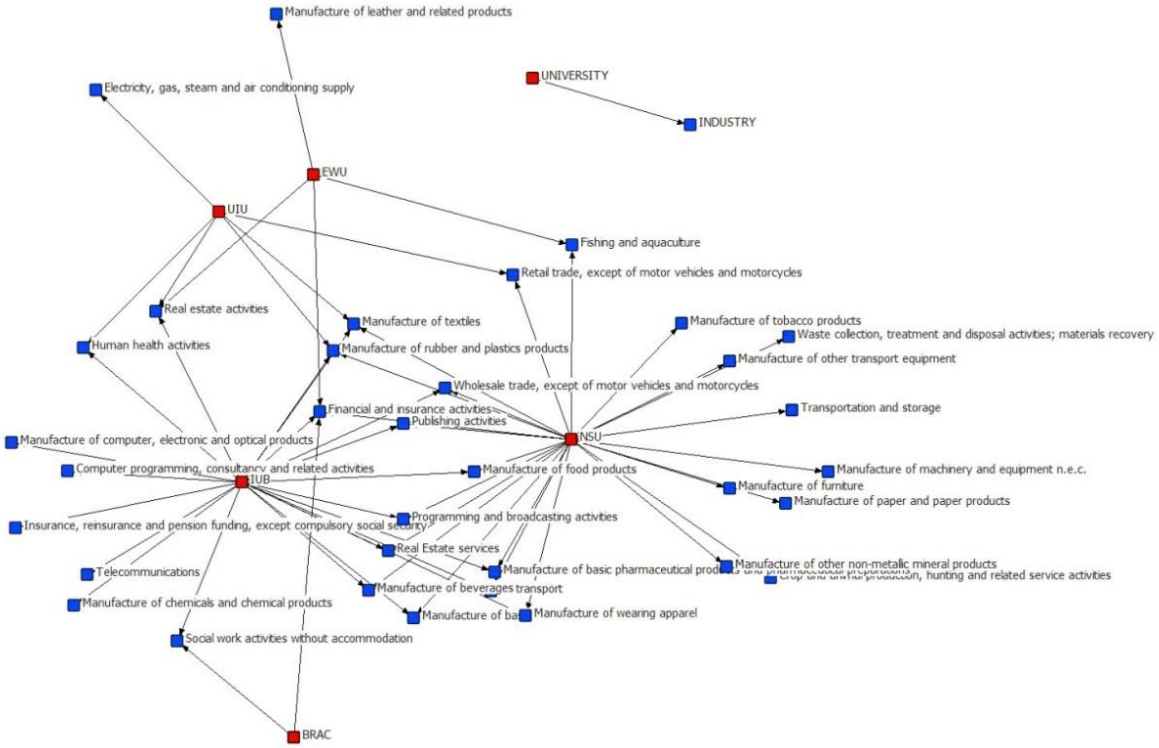
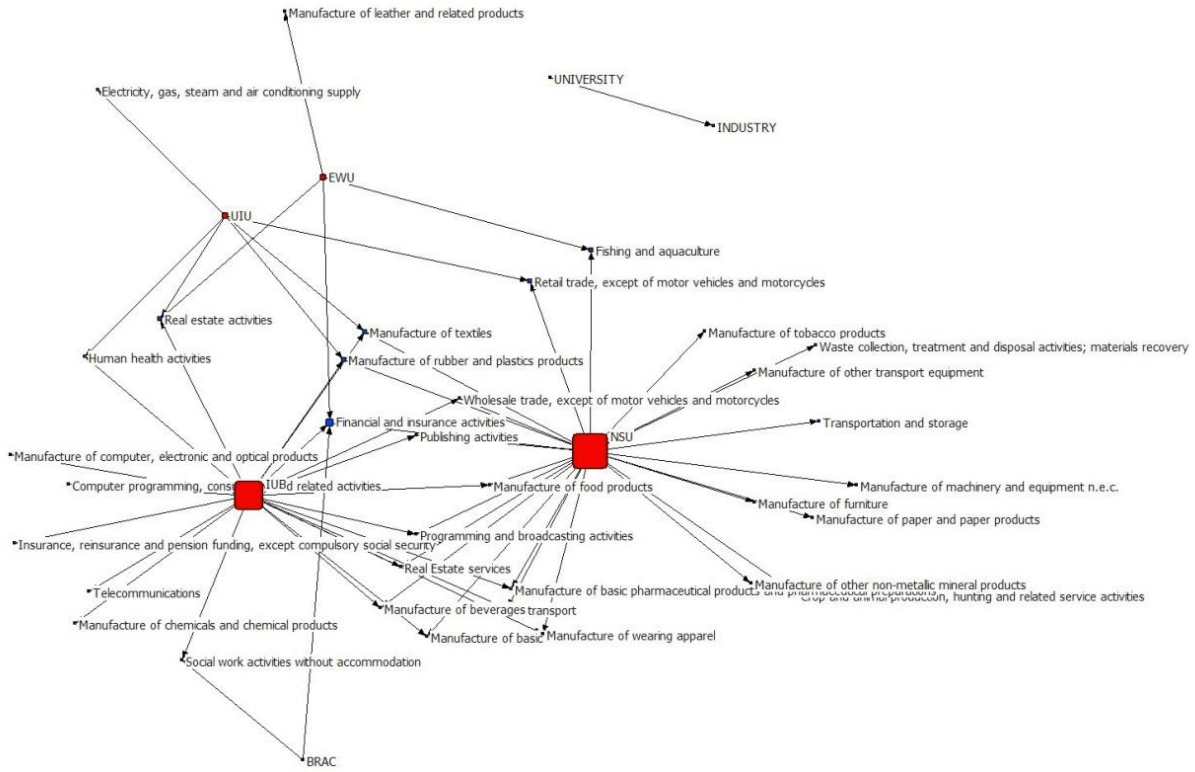


Figure-2



Since the network contains private universities and different industries, these two types of nodes should be displayed differently in the network. We have separated them by color-coding: the nodes in red represent the university, and blue nodes represent the industry.

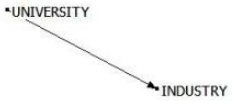
Figure-3

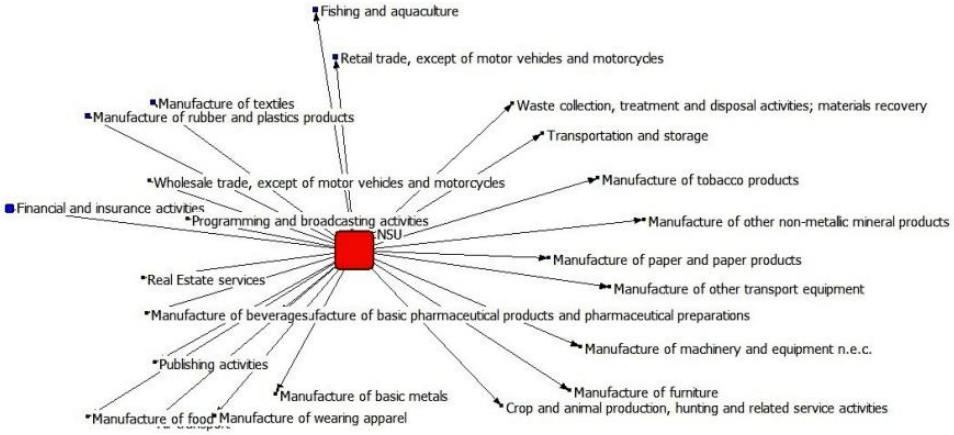


After color coding the nodes, it was still difficult to see the connections between them. Therefore, we managed to rank the nodes according to their betweenness centrality, so the nodes with higher betweenness centrality scores will be displayed as bigger nodes than those with lower scores. We also carefully considered different layout and display options to come up with the final layouts.

Graph 3 represents the private universities network of Bangladesh. The red color nodes represent the universities, and blue color represents the industry. The sizes of the nodes are ranked according to betweenness centrality; the bigger the node is, the higher betweenness centrality score it has. A high betweenness centrality might suggest that the industry or university is connecting various different parts of the network together; hence, the big nodes are expected to hold more control and influence over the network. Nodes around the edge of the network typically have a low betweenness centrality. This whole network visualization allows us to vividly see the most influential industries in the private universities network of Bangladesh.

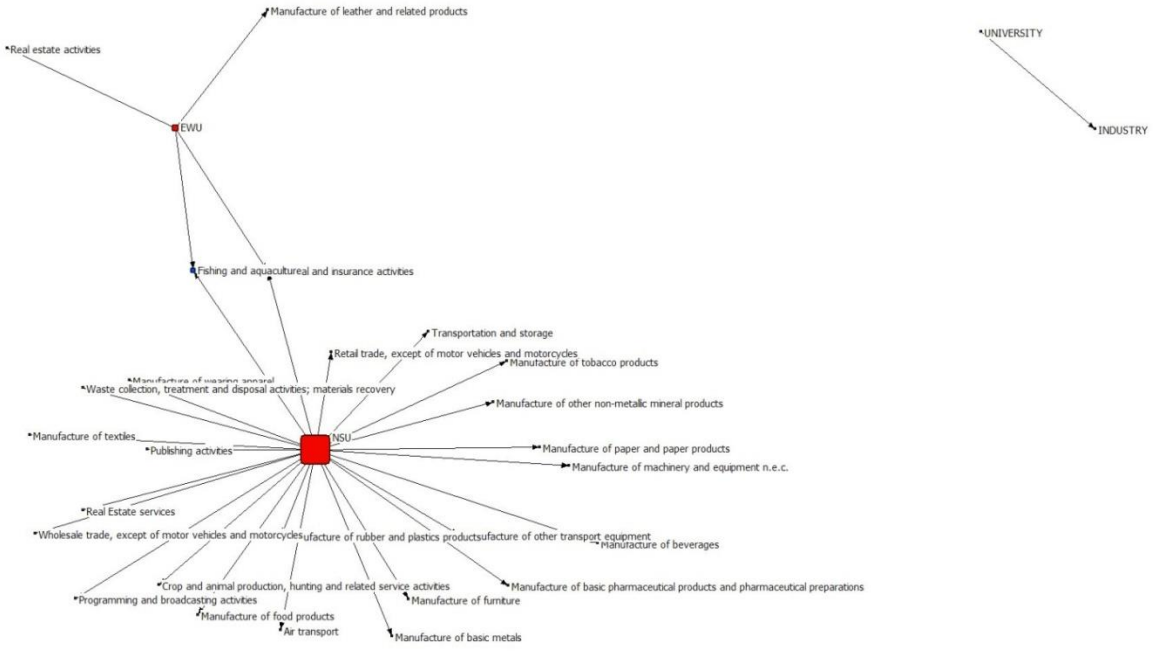
Figure-4





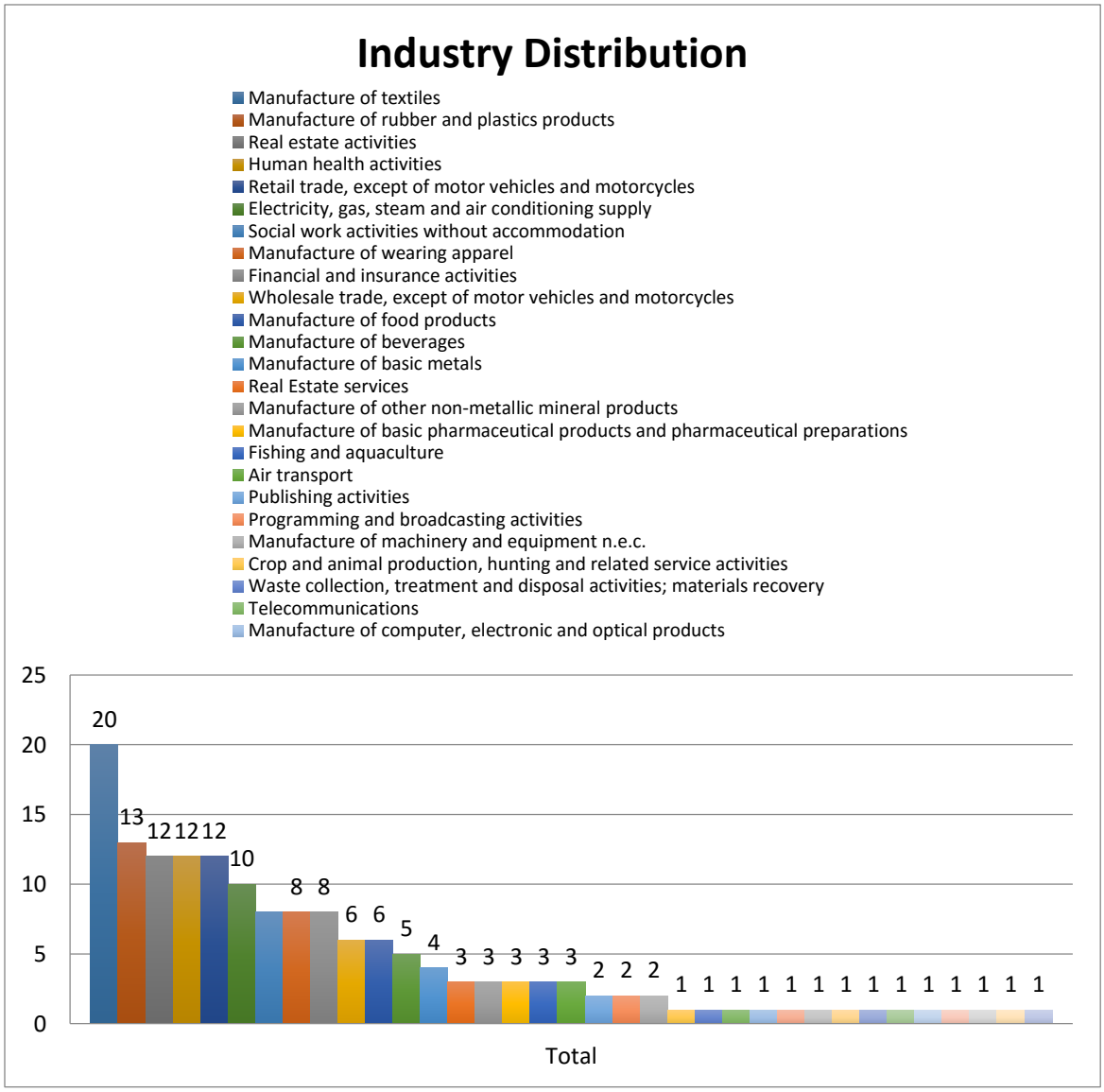
The full network graphs are composed of multiple smaller components. The smallest component is one university linked with one or more industries. In the figure above (Graph 4), North South University is connected to all the industries shown in the diagram.

Figure-5



Graph 5 below shows that North South University and East West University both are connected to many industries. Among them, financial and insurance activity, fishing, and agriculture connect both the universities together. Graph 5 is a bigger component that has connections of two private universities and multiple industries. The two common industries hold the roles as the coordinators, tying the relationship between the two universities. It is useful to know the components as a component can be used as an effective tool to identify how meaningful are the ties amongst the actors in the interlocking network. In NETDRAW, we can use the filter to show the component related to a specific actor. For instance, if an expert wants to see the connection of industries of North South University, they can filter using the specific tool, and NETDRAW will show the network of only North South University instead of the whole network of private universities of Bangladesh. Some prior studies have raised the concern that different industries may have different impacts on the interlocking directorship of the private universities. Hence, in Excel, we have made some visualization using a different data set to show different industry distribution. The results will be discussed below.

Figure-6



We have taken five universities – North South University, East West University, United International University, BRAC University and Independent University, Bangladesh as sample and from those universities, mapped 192 links through 86 entities. Content Analysis was done using data found from various website. Out of those 192 ties, 159 ties are used to draw the network diagram. According to industry distribution (Figure 5), private universities of Bangladesh have the highest number of connections with textile industries, 20 connections out of total 159 connections. Among the other links, there are 13 connections with rubber and plastic industries, 12 connections with each retail trade, human health activities and real estate activities and 10 connections with electricity, gas, steam and air conditioning supply. We have noticed that the network diagram has 35 different industries. Among the entities linked to the selected universities, links with 33 entities are not shown in the network diagram. Among them, 16 entities are associated solely with academia, details of 13 entities were not available as they may not be involved in any industry and 4 entities have held a government position at some point. The number of industries is only 35, therefore the distribution is not that dense to the edge, where the industries have little link to the private universities. Overall, interlocking directorates are being practiced in academia, and most of the boards of directors hold more important positions in other industries and

hence the larger nodes are representing those industries. They are not evenly distributed as the node sizes vary largely from each other. There are only a few industries that have more influence on the private universities and are represented by large blue nodes.

To study the adoption and diffusion of organizational practices among different organizations, institutional theory has been studied broadly (DiMaggio & Powell, 1983) (Meyer & Rowan, 1977) (Scott, 1995) (Tolbert & Zucker, 1983) (Abrahamson, 1991). A principle of the institutional perspective is that organizations sharing the similar surrounding will practice similar policies and will become "isomorphic" with one another. Organizations' conformity to institutional pressures driven by legitimacy motives explains the similarities of such practices and policies. There is also evidence that subsidiaries of Multinational Corporations adopt the organizational practices of parent organization if there is trust and dependence (Kostova & Roth, 2002). Since the private universities of Bangladesh are very closely related to the industries, the study indicates that the private universities are influenced by the different industries to some extent. In social network concept, universities should consider that the more industries are connected with a university, the more possibility that the outside forces will affect the university.

Conclusion

Little attempt has been made so far to specify the circumstances under which types of strategies are reliable and more effective than others and scant attention has been centered around the identification of Networks in the academic arena. It is for certain, that the most meaningful structural effects on networking strategies are the setting of the event. The availability of inherent network partners and the extent and organization of the network structure are significant. Structural opportunities render access to resources to achieve network privileges. It is not just the connections that are essential in networks, but the responses people take to form, develop, and serve from those relationships need to be considered. A limited relationship between structural influence and strategic development cannot ensure that network affiliates comprehend how to use such opportunities or apprehend structural constraints. There is more effort to take towards realizing the development and use of networking strategies. We are, very often, not certain about the strategies of action that can allow people to become centrally resided or maintain their centrality. Studies of Educational and Commercial industry network have not explained fully the networking approaches of academics. The study builds on the prior research of networking strategies by examining how individual and structural factors influence the expansion of networking procedures in academic sections. The study indicates the initial growth of networking strategies and a greater perception of how each strategy appears to affect department-wide network structures. Such information is worthy for learning more about faculty members' activities in their academic departments and the outcomes of interactions.

This study shows that universities of Bangladesh have gone through extensive changes over the past few decades. With the establishment of the first private university in the early nineties, the way the academia used to work has changed. First, it enabled a large number of students to get enrolled in higher education. Secondly, this has given rise to the concept of students being the consumers based on marketing concepts. This study also shows that the academic network of the private universities is closely linked to the different industries and it is evident from the previous studies that the multinational organizations adopt practices from the of the parent organizations. Though it depends on other factors like trust and dependency among the organizations, since the private universities of Bangladesh are financed by various private organizations, practices of those organizations may affect the practices of the private universities of Bangladesh.

By analyzing the networks of the private universities of Bangladesh with the aid the graphical tool, this study concludes that the private universities and the various industries of Bangladesh are inextricably interwoven. This finding is backed up by data obtained by content analysis from a wide range of sources. In a nutshell, we can deduce that the highest number of links of the private universities is connected to the manufacturing industries of various types and among them all, textile manufacturing industries are at the top of the list. Furthermore, practices of the parent organization has an everlasting effect on the practices of the subsidiaries all over the world and it has been proven by many researchers over the past few decades, which clearly indicate that the private universities of Bangladesh are no exceptions; they are influenced by the industry to some extent. Learning more about the private university networks and their interlinks with the industry will enable the policy maker, administrators, faculty members, and researchers to get a clear insight about the scenarios prevailing in academia and thus make effective decisions for issues related to academia.

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Distinguishing Whether the Emperor is Indeed Clothed: Revolutionizing the Classroom by Creating an Environment of Controversial Questioning Rather than Nodding in Conformity to the Dictates of Power Structures

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Sex. Money. Politics. To ensure friendly interactions, this trio of "taboo" subjects is to be avoided in mixed company and polite conversation. Yet the ideas linked with the umbrella of these three are the foundation of personal ideologies, and tell more about a person than casual, "safe" chit chat. Classrooms tend to be safe zones, potentially stale with lessons in need of revival and void of controversy; but if the purpose of a classroom is to be an environment of learning, inspiration, and growth, why are such topics not included solely on the basis of avoiding difficult questions and potential offense? When taboo topics breach a classroom, oftentimes students set forth an opinion but they are unable to pinpoint where the belief set generated from. Ultimately identifying the source of a personal ideology is an essential point of self-reflection and personal understanding on the students' part. Throughout time, social constructs have been forged by the dictates of social groups, religious doctrine, or political agendas that deem what is best for individuals within a society. And all too often, it is easier to follow rather to ask why we act the way we do and where the idea originated. Peeling the layers of personal philosophy down to its inception sets up a new platform for adding to or reconstructing the original belief set; thus, instructors should embrace the inclusion of these hard topics, provide information with and without bias for students to analyze, and allow the students to question and toy with their previously conceived notions and build upon their new ones. The value of individuals who question is critical to the progress of creating multicultural communities that choose understanding over misguided judgement. This, more than ever, should be the new direction classes should be heading.

Keywords:

Given the current political climates world-wide - charged with terrorist acts in the name of religious extremism, gender inequality, and increasing socio-economic gaps – it is important for the current and future generations, who may one day be leaders of their communities, districts, or countries, to think critically about the society they help construct. History has proven that for far too long, citizens that are uneducated, easily manipulated, or seemingly apathetic in regard to social and political issues tend to follow leaders and authority figures' decisions blindly and rarely question their own role as a metaphorical cog in the clockwork of their society. Where then should these integral components of this life-based chronometer gain the skills necessary to be an efficient part to keep the world ticking forward rather than coming to an abrupt halt? The easy answer *should* be "an educational institution". Myles Horton, an American educator and activist who inspired students to think critically about the Civil Rights

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Movement in the 1950s and question and/or challenge the racial rhetoric surrounding it, believed that within the political sphere, there was "the notion that in order for education or institutional change to be effective, it had to begin with the people themselves – a particularly significant tenet of critical pedagogical thought" (Darder et al, 2003, p. 3). Thus, the question is posed: As a student, is it necessary to have an opinion, to question the status quo, to talk about potentially uncomfortable topics? It is my conviction that as educators, it is the duty of teachers, instructors, and professors alike to inspire their students to stop closing doors on taboo subjects, forcing these conversations to the realm of hushed whispers in intimate company, and instead to start opening windows; this would provide a space to learn practical skills to obtain their future careers, but do so in an environment that promotes understanding and the acquisition of a personal stance not just within the confines of their classroom walls, but also within the world in which they are all a part.

On the surface, students who enter university tend to matriculate based on the projection of obtaining a certificate that ensures them a future with a better paycheck than those who did not secure their future through higher education. Those opportunities are clearly what drive most university-going individuals; but are students actually *learning* what is necessary if they only acquire practical skills but do not simultaneously experience a personal evolution? In *The Critical Pedagogy Reader*,Critical pedagogy, as Henry Giroux coined it, has "emerged from a long historical legacy of radical social thought and progressive educational movements that aspired to link the practice of schooling to democratic principles of society and to transformative social action in the interest of oppressed communities" (Darder et al, 2003, p. 3). Thus, in communities all around the globe, people are suffering from one affliction or another; yet, the narrative surrounding said affliction is often twisted by the media for certain political agendas bought and paid for from the deep pockets of wealthy politicians to manipulate the masses, which then oftentimes trickles down to being reinforced by society itself. This then oppresses an individual's fluidity of thought regarding the affliction so that silence is applauded while speaking about or against the dominant idea is frowned upon or rejected within the individual's community. It is essential then that citizens of these communities are given the space to think about, discuss, and come to decisions about subjects that affect them most, without the judgment of society and the inundation of the paid-off media outlets. What better place than an institution promising the education and growth of the incoming generations? Yet, how often is a classroom utilized to raise the issue of gender discrimination when it comes to equal pay? Or how the pornography industry has pervaded the technology-immersed youth to the point of standing in for a proper Sex Ed course and to an extent is perpetuating rape culture while single-handedly toppling the progress made by feminist movements by reinstating patriarchal dominance in male-female interactions inside and outside the bedroom? Or how the perceptions of certain religions are constantly being misconstrued by the media so viewers construct their ideas about Islam, for example, being a violent religion by believing the propaganda that parallelsthe identifier "Muslim" with "ISIL terrorists"? If there is no education, no place to speak about these real issues, then where will the next generation get their information and construct their perceptions – from the biases and projections of their independent internet searches, through tainted media, and social networking? No. The duty of educators is to incorporate these difficult topics so that students who begin their college education and have no established opinions of their own step away with a diploma as well as an identity – and an identity constructed by their own hands under the guidance of educators with non-politically motivated, non-biased presentations of real-world issues that those students will have to face when they start fending for themselves after college.

In order to diagnose the reason why educational facilities are not already being utilized as critical pedagogy platforms, it is essential to observe the current educational climate regarding what students believe their role in society is and the legitimacy of participating in higher education. In a random survey

given to forty-five participants currently completing their undergraduate degrees, 70% male and 30% female all between the ages of 18-26, several questions were posed regarding the significance of education and what place hard-to-talk-about topics have in their classes. Often when students go to class, they exit much the same individual as they were when they entered the class, with little to no difference made. So the question then becomes, "What is the point of education?" When the participants were asked, the majority – 30% - stated that they were attending higher education classes because they wanted to ensure their own financial security for the future; they wanted to secure future career opportunities so that they could collect a paycheck that would support themselves and their future families. This is obviously the fundamental reason that most people attend university. Time invested in education equates to higher paid positions of capability and respect. Interestingly though, an equal amount of students – 30% - stated that they attend university classes because they have a love of learning and believe that people should go to university in order to understand more complex ideas and construct viewpoints on those. Acquiring the tools to become activists within their community came in a close second to the two front-runners at 28% and securing a handsome marital future rounded out the bottom at 12%.Given these data, it seems that there is a genuine interest on behalf of a decent portion of students to engage themselves in their classes to gain something more than just a certificate qualifying higher paydays in the future.

Likewise, when asked if they feel personally like their voice – if given the opportunity to speak – matters and actively affects the people in their immediate surroundings, 53% - more than half of the participants – responded that they feel like they have the capacity to influence those around them based on their opinions if they choose to share. The rest of the participants were split between a 22% divide of feeling that they had opinions but did not possess a voice worthy of being listened to and 25% willingly admitted to being apathetic on most topics and thus didn't feel the need to speak up at all. The divide is interesting. The fact that over half of the participants do feel that they have a stance that they are willing to share and will have some sort of following or personal sway with others if they share those thoughts could be confidence derived from the rise in the social networking era. Douglas Kellner and Gooyong Kim (2010) in their article "YouTube, Critical Pedagogy, and Media Activism," claim that with the emergence of new media technologies, there has been a sharp incline in voices coming forth from behind the curtains of their computer screens to merge together to create and receive information so as to establish a democratic education system of its own – a platform for people to gain input and give output; the "technological development has amplified individual, voluntary participation in mutual education through proliferating new voices and visions, making possible the democratization of knowledge. In these ways, conventional relationships between the producers and the consumers of knowledge have been productively challenged" (p. 4-5). When asked, the survey participants readily admitted that oftentimes when they had an opinion they wanted to be heard, they sought out internet sites such as Facebook, YouTube, and Twitter to do so. Thus, the platform of social media emboldens those who would normally remain silent. The question then becomes: how can educators utilize this momentum where students feel they can present their ideologies and contribute to ongoing debates online and repurpose this drive in a classroom?Of the undergraduate participants surveyed, 64% decreed that they considered the classroom to be a "safe zone" that can be utilized to talk freely even about difficult subjects and won't be judged by their fellow peers. Of the others polled, 16% did not consider a classroom to be a safe place at all and 20% indicated that they wouldn't speak up in a class regardless of whether it felt like a "safe place" to communicate about hard topics or not. Yet, if 64% are claiming that they see classes as safe zones and over half believe they have a voice worthy of being heard, how often are they given the opportunity to speak up about a hard topic presented in classand how willing are they to do so? Does it depend on the actual environment or the teacher with which they are taking a course?

As many participants indicated, the definition of "safety" when it comes to talking about tough issues in a class comes from the demeanor of the instructor. If an instructors looks only to stand as an enforcer of certain belief sets or attempts to persuade students to their ideologies or discard certain beliefs that counter their own position, then students lack comfort in the class and feel less likely to speak up for fear of being castigated for thinking or feeling something in opposition to the authority. One participant indicated that the inclusion of hard topics is necessary to a well-rounded education, but the "difficult part is getting professors who are completely unbiased to teach these things." Thus, the idea of neutrality within the framework of critical pedagogy is crucial. Although being completely unbiased and neutral are daunting tasks for many educators because their personal convictions are so critical to the makeup of their own identity, a safe zone cannot be established for students without impartiality. The educator already rotates between many hats, but if the unbiased one and the one that seeks to challenge students remain collecting dust in the closet, the growth of students is actually squelched, which directly opposes the purpose of education itself. Thus, these two hats need to be rotated into the mix regularly to stimulate mental growth and emotional maturity for those students who enter the classroom on a daily basis, ready to be challenged.

Aside from a teacher willing to put aside his or her own biases and opinions, some students will naturally oppose the nature of some "hard" subjects because free lines of communication have not been established and have often been shut down by those in their immediate vicinity. Of those surveyed, the leading taboo topics that students claimed they'd be uncomfortable talking about in an educational setting, let alone in mixed company, were pornography at 22%, politics at 20%, terrorism at 17% and various sexually-based topics like sex education, abortion, and teen pregnancy rounding out the top taboo topics at 15%. When asked why they thought conversations on these should be avoided in their classes, the responses were as follows. One student claimed that all of these subjects "shouldn't ever [be] brought up in [a] classroom, because it's against religion. Terrorism shouldn't [be] brought up just to be safe." Similarly, another student responded that "In different religion[s], many social things are described differently. It may create a negative relation between the students as there will be [a] lot of students from different religion[s]. (e.g : Jihad in Islam, prohibition over killing animal[s] in Buddhism, Shatidah trend[s] in Hinduism, etc.)." Thus, these two – among others that responded similarly – have identified that these subjects have become taboo because of the repudiation of said topicsin their respective religious spheres which could cause rifts in one's own religious ideology or offend another. This is a valid concern. The religion (or lack thereof) that people practice is quintessential to shaping one's thoughts and sense of self, and when that ideology becomes threatened, then people tend to lash out to protect that which they hold to be true. The conundrum is though that nearly every "hard" topic is a problem that stems from material that is "haram", forbidden, or casts judgment within religious forums; these topics beg people to respond based upon those deeply-rooted personal ideologies that grow from the same tree as their spirituality. Gay marriage, for example is a transient topic among the variety of religions. While some religions adopt the idea that God did not make mistakes and love between two people, regardless of gender, could never be wrong, other people of faith believe that if a couple engages in a homosexual courtship and not a heteronormative one, that it is a sin before the Creator and ultimately a unionwhich is not one God intended. So even with different religions and spiritual belief sets - which all tend to be built with a similar framework - the interpretation of texts, the experiences the individual has had, and the time they've spent thinking about a "grey area" topic that neither falls on the side of black or white, creates the individual's identity. The grey area is the target for educators. The job of an educator is not to sway or persuade, but to get students to a neutral zone until they figure out for themselves what the truth is and why exactly they believe what they do – regardless of what they've been told to blindly believe by parents, leaders, or authority figures.

Even with a topic that seems an uncomfortable one to raise points about – like gay marriage for some, there are always numerous strategies to approach such a topic and do so in a general, unbiased way; the educator just has to be willing to try. One morning in late February 2014, I read an article about a situation in Arizona where the state drafted a bill to the U.S. Senate to allow business owners with a certain religious affiliation to retain their own religious freedoms by refusing service to anyone who hindered their religious beliefs. The backstory to the creation of this bill was that two men had entered a bakery to order a cake to be made for their wedding. The shop owner was Christian and felt offended by the couple's union and thus refused to serve them based solely on the justification, "I don't agree with your lifestyle." The article stated that it had already gained some support from the Senate and had a chance of passing in the coming months. So later that morning, I wondered how my English as Second Language students at Washington State University would respond to a bill like this. Upon entering my class – with mostly Saudi, Libyan, Omani, and Chinese students - I asked my students to visualize the events that occurred in the Arizona bakery as I recounted them. I consciously watched my tone and inflection to broach the subject with no biases, and just told the story how it had been conveyed to me in the NPR article. After telling them about the two men in the bakery and the new bill that was up to pass into law, I asked the students to talk about what they thought of the situation. Was it a good, justifiable bill to pass? Why or why not? Many of my Muslim students were quick tooffer up their opinion that they completely agreed with the bill and thought it should pass. I asked why they thought that. They responded that if the prospect of gay marriage offended the shop owner because being gay is not acceptable in Christianity, then anyone like him should be able to refuse service on the basis of not agreeing with a lifestyle that went against their own. A decent answer for the scenario, but I wanted my student to go deeper: "Why do you personally feel that the Christian shop owner is right?"The same student answered, "Well I'm Muslim and being gay isn't acceptable in Islam. So I would want the right to refuse service to a gay couple too because I wouldn't agree with their marriage." So at the root of many of my students' answers was a personal perspective formed from the pool of their own experiences, their own cultural makeup, and their own religiously appointed authority which has given a rule to which they abide. I then gave them the printout of the bill to break down the jargon of the proposed law so there was no misunderstanding as to what the bill, and potential law, would stand for. The 2014 Arizona-state-filed SB 1062 states:

Free exercise of religion is a fundamental right that applies in this state even if laws, rules or other government actions are facially neutral… State action shall not substantially burden a person's exercise of religion even if the burden results from a rule of general applicability…. 'Unreasonable burden' means that a person is prevented from using the person's property in a manner that the person finds unsatisfactory to fulfill the person's religious mission. (p. 1-2)

After looking over the bill, I gave them another scenario – a hypothetical one that the passing of the bill may present. "So if this bill becomes a law, which means that anyone can refuse services to anyone they don't agree with under the umbrella of religious offense, right?" My students agreed that that was what the document had stated. I then asked my Muslim and Buddhist students, "So if that is in fact what this document wants to set as a law, then doesn't that mean that that same Christian shop owner could deny services to any of you on the basis of not agreeing with your religion?" The students sat quiet for a moment and pondered the idea of not being served at an establishment based on the fact that they were Muslim or Buddhist. "I don't think that's fair," said the same student who initially agreed with the bill. "Why isn't it fair?" I asked. He said that people shouldn't discriminate based on the fact that someone believes differently than themselves. So I came back to the scenario with the two gay men; is it alright for them to be refused service then? And unanimously the students said "no". The point of this exercise was to make my students venture beyond black and white – visit the grey areas that coexist with the reality

surrounding them and the reality they construct based upon their beliefs. I want to emphasize that my point was not to persuade or sway, but to present a real-life situation with real-life consequences and give my students the opportunity to critically think through the logical outcomes. By reviving the Socratic method in a way such as this, students will be able to question their own basis of understanding and where their personal ideologies take root. This is the important question and will get them to think critically, not just instantly judge the world they perceive based on the opinions they've acquired that may not be stemming from their own introspective judgments.

Besides religion, others claimed that society wouldn't approve of the casual discussion of taboo topics. One participant stated, "It is not something that should be discussed in a classroom because it holds ideals that are not generally accepted in society." Another claimed that these shouldn't be discussed, "because it's not what my society would accept discussing in a classroom."Others just dismissed the idea of discussing these topics completely by saying, they are "not related to studies and can make people uncomfortable" and"It's a kind of personal decision someone takes for their lives.Why debate about it?" From these responses, it is obvious that there is a push-back even from the students to discuss these topics. But is this because the idea of discussing such topics is indeed too uncomfortable for them to even think about, or is it because it has never before been done in educational institutions and they are rejecting the idea of change? In another ESL class of mine, I raised the topic of abortion – one of the most heated topics to talk about in any company, let alone in a classroom. My students – a mix of 18- and 19- year-olds from China, Oman, Saudi Arabia, and Japan- were very opposed to even bringing up the topic in class because the thought of it made them uncomfortable. As an educator, it is my duty to create a safe zone for my students, but I equally believe that it is my responsibility to challenge them (also abortion was a pivotal theme in the novel that could not be ignored and had to be discussed). So as the instructor, if I shy away from a topic just because my students don't feel like talking about it, I would then be allowing them to maintain their ideas and shut down on topics they don't feel like thinking about in future academic or social circumstances. So I assured them that the topic would be brought up in an academic format which would allow for deep conversations with potentially opposing views, but in a way where respect is maintained for all viewpoints in the group. The group, however hesitantly, agreed. On the first day, I asked the students if they were Pro-Life or Pro-Choice – and as I had anticipated, the group was divided between most of my Eastern Asian students who claimed they were Pro-Choice and my Middle Eastern students who claimed they were Pro-Life. I then asked if my students knew the difference between Pro-Life and Pro-Choice stances. One of my students from Oman ventured, "Pro-Life means that you believe babies should be born and Pro-Choice means you are okay with abortion, or killing babies." Okay, a place to start. Throughout the week, the students watched a documentary of a woman who worked at a branch of Planned Parenthood who spent thirty days in a Christian-based Pro-Life maternity house that actively protests against women having abortions. The documentary explained the ideas of Pro-Life, meaning that under no circumstances should a woman ever receive an abortion, and Pro-Choice, meaning that a woman has the right to choose what she does with her body – including in cases of rape, incest, or teenage pregnancies. The students became very educated on the topic, now knowing the ins and outs of the argument rather than just rejecting the thought of talking about an uncomfortable topic. At the end of the week, the students were told they were going to have a debate and that I would randomly assign them to a group – either Pro-Life or Pro-Choice – and regardless of what their actual stance was, they had to argue for the position they were given. Personally, I was astounded at the incredible effort my students put into the task and the impressive arguments they presented. At the end of the debate, I told them that they could divulge their real, personal position on the topic and nearly all of them had presented opposite of their true feelings, but had done so calmly, academically and with logic to back up their points. Some even decided to change their position on the issue because they admittedly didn't fully know what the two opposing sides stood for. Although religious doctrine, familial

influence, or society may dictate what an individual says he or she believes, it is always up to the individual to decide. In Maxine Greene's *The Dialectic of Freedom*(1988), she states that, "If situations cannot be created that enable the young to deal with feelings of being manipulated by outside forces, there will be far too little sense of agency among them. Without a sense of agency, young people are unlikely to pose significant questions, the existentially rooted questions in which learning begins" (p. 9). Hence, by posing hard questions and engaging students to think critically on crucial topics that do in some way – however large or small - affect them by simply being members of society, then the educator becomes a guide in reestablishing the students' agency and solidifies the students' role as a worthy participant in society's decision-making. That is what a classroom is for – to clear the space for students to decide for themselves what they truly believe and identify the reasoning behind those beliefs.

While pornography topped the list of inappropriate content for the survey participants, it is also important to note that 44% of those who responded claimed that they would be comfortable with any and all topics that would be presented in class. Accompanying responses to this notion included: "All of the mentioned topics are important for a human being living in a society. So, in my opinion, before joining a work force, a student must have a minimum level of knowledge about all of these topics because such knowledge will help him in every aspect of real life" which was coupled with another response: "The more we are exposed to these [topics], the more opinions we can form about them, and make educated decisions based off of our own knowledge." Thus, for some who attend university, the point of their education is not only to acquire a diploma and move on with degree in hand to pursue financial stability, but to explore topics that they have not yet been exposed to, or build on the platforms that they already have constructed in order to be better citizens; by way of this, they can also become constructive debaters that supports ideas with logic rather than emotion, they will be able to properly navigate interpersonal relations, and really, they will be able to establish themselves as self-actualized who have a sense of agency and use it responsibly. To reiterate, Kellner and Kim (2010) state thatAs long as the aim of education is to bring forth individuals' many-sided potential, self-directed human agency can become akey goal for education. Further, human agency is a requirementfor realizing education as a self-renewing and self-realizing processover time through continual communication with others and democratic transformation of one's environment. (p. 20)

Although it may seem an impossible task, no topic is ever off the table – no matter how difficult – as long as it has an academic purpose lying beneath the surface and a facilitator willing to harness his or her own ideologies to reintroduce Socratic strategies for students to come to conclusions on their own. The identification of the root of ideologies and the rejection of popular belief to come to one's own conclusions is invaluable and should be the target of all educators, regardless what subject they teach.

When asked how many university instructors and professors the surveyed students would say that they felt listened to them, cared about them and what they had to say, and ultimately altered their personal ideologies on real-life topics, the majority answered that they would consider only one to two teachers in their university classes to fit this description. And although it is easier to bring up critical topics in some classes than it is in others, the students claimed that the teacher who impacted them the most came from a variety of fields, including Math, English, Chemistry, Anthropology, Art, and Environmental Science. There is no limit to an educator's impact; there is only the limitations that educators put on their classes that dictates the growth of the students. Really the incorporation of these tough topics leads to – as one of the participants said -"An increase in knowledge, understanding and decreasing the fear that is associated with these topics. Fear of the unknown is greater than what we do know." So educators need to stop allowing students - future citizens and leaders - to remain in fear and instead, embolden them with tools to embrace that fear and break down the walls that are forged by external factors, which

constantly oppresses their freedom to think. It is the unwritten duty of educators to encourage student questioning so they can stop reassuring the emperor he's wearing his finest garments, and instead support them in their own freedom and agency to point out the naked truth.

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Interrogating Pedagogy in International Relations: The Bangladeshi Perspectives

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Is 'International Relations' really 'international'? How is 'International Relations' taught in Bangladesh? Does it represent the contexts of Bangladesh? Or do we just imitate the West? The paper investigates these questions. The aim of the paper is to interrogate pedagogy of International Relations in the context of Bangladesh. The paper argues that International Relations as a discipline is basically about the studies of the 'big powers' or the 'powerful'. The Global South including Bangladesh follows the Global North in case of pedagogy design which needs to be problematized and a pluralistic approach to teaching needs to be developed.

Keywords: *Pedagogy, international relations, Bangladesh, global south, teaching IR.*

Introduction

International Relations (IR), frequently shortened to IR is basically the study of 'international relations' (Brown and Ainley 2005). In the early twentieth century, the field of International Relations emerged with the objective of 'understanding, analysing, and explaining relations between states', the 'causes of war' and the 'conditions of peace'. Departments, schools or centers have been established in universities around the world to study International Relations. The very first was established in 1919 at the University of Wales in the seaside town of Aberystyth. The London School of Economics and the University of Oxford followed shortly after with the establishment of International Relations Chairs in 1923 and 1930 respectively. In the post Second World War era, the expansion of teaching and studying International Relations started in the leading American Universities rapidly. IR teaching in the Global South started in the 1970s and 1980s in general. IR teaching in South Asia started in 1947 through the University of Dhaka. So, International Relations at the University of Dhaka, known as DUIR, enjoy the distinction to be the pioneer of its kind in the entire South Asian region. No more than half a dozen universities in each country offer Undergraduate and/or Masters Programs in International Relations (Behera 2008).

The post-Cold War period can be termed as the renaissance of studying International Relations in Bangladesh. For instance, though in South Asia, IR started its journey in Bangladesh in 1947, till 1997 the discipline was not developed in any other public University in Bangladesh. Later in 1998, IR studies were introduced in Jahangirnagar University and in 2004 in Chittagong University, two other leading Universities in Bangladesh. Subsequently, the year 2014 and 2015 witnessed the introduction of IR studies in two leading public Universities in Bangladesh i.e., University of Rajshahi and Bangabandhu University of Science and Technology. In addition, IR teaching also started in Bangladesh University of Professionals (BUP) in 2015. Besides, leading private Universities in Bangladesh including North South University is in the process to introduce IR teaching. Against such backdrop, the paper attempts to investigate a number of questions: Is 'International Relations' really 'international'? How is 'International Relations' taught in Bangladesh? Does it represent the contexts of Bangladesh? Or do we just imitate the

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West? The paper investigates these questions. The aim of the paper is to interrogate pedagogy of International Relations in the context of Bangladesh. The paper argues that International Relations as a discipline is basically about the studies of the 'big powers' or the 'powerful'. The Global South including Bangladesh follows the Global North in case of pedagogy design which needs to be problematized and a pluralistic approach to teaching needs to be developed.

Teaching practices are examined based on a qualitative analysis of the mandatory readings prescribed in the core IR theory and Security Studies classes of graduate IR programs in Bangladesh. In this purpose, the University of Dhaka, Chittagong and Rajshahi are covered to look at the teaching practices in International Relations.

Interrogating Pedagogy in International Relations

Why pedagogy matters? In fact, the work of an academic, what s/he teaches, how the course is structured or taught is not a 'neutral pursuit' (Smith, 1999). in addition, teaching plays a key role to inform the behaviour of the individuals.' 'In fact, the analytical horizons not only of civil servants, but also of IR scholars, are, at least in their early years of career, significantly determined by the perspectives taught in IR courses' (Hagmann and Biersteker 2014:292).

Before going to look at the pedagogy of International Relations in details, it is pertinent to problematize the word 'International' in International Relations. In this regard, SiddharthMallavarapu who teaches at South Asian University, New Delhi contends the word 'International' in International Relations. According to him, 'IR has been too closely linked to the fortunes of the major powers, and this has been to our detriment, because it has impoverished our sense of international' (Mallavarapu 2014). In fact, International Relations is a parochial, Anglo-American discipline to a larger extent.

The scholarly work of Stanley Hoffmann, titled 'An American Social Science: International Relations' published in 1977 underscores the dominance of the United States in the discipline of International Relations (Hoffman 1977). Thepre-dominant role of the United States is notable in case of defining the inclusions and exclusions of the discipline of International Relations (Mallavarapu 2003). The authoritative work of Steve Smith titled 'The United States and the Discipline of International Relations: Hegemonic Country, Hegemonic Discipline' demonstrates the US hegemony in International Relations. Smith notes that, '…mainstream U.S. IR defines the appropriate methods of how to study international relations in such a narrow way as to restrict understanding of other cultures and rationalities. By relying on culturally and historically specific distinctions between politics and economics, between private and public, and between domestic and foreign policies, U.S. IR explains a narrow range of world political events and does so from a U.S. perspective' (Smith 2002:67).

From the quotation of Steve Smith it is crystal clear that International Relations is taught in the United States from American perspective which is quite ironic for a global discipline like International Relations. It is also pertinent to note that this US approach is exported throughout the world through using US power and position in academic world through the knowledge production as Michel Foucault argues 'it is power, which produces knowledge'.

It is found that, in IR training, students are exposed to 'distinct theories and approaches to international affairs.It is argued that 'Whether balance-of-power theory, hegemonic stability theory, democratic peace theory, liberal institutionalism, unipolarity, materialist conceptions of power, feminist theory, or military ideas of security, the perspectives taught necessarily contribute to constructing the world they purport to describe' (cited in Hagmann and Biersteker 2014:297). The implications of these theories implicitly or

explicitly serves the interests of the United States who has the dominance in the inclusions or exclusions that define the discipline of International Relations (Mallavarapu 2003). More specifically, Isabelle Grunberg states that 'the theory of hegemonic stability is of American origin and is quite strongly biased in favour of the United States' (Grunberg 1990: 444). Democratic peace theory for instance, provides rationales for the United States to intervene in the internal political systems for the sake of her security (Mallavarapu 2003). US invasion of Iraq in 2003 was legitimated by a narrow understanding of the democratic peace hypothesis (Biersteker 2009).

In addition, Hagmann and Biersteker in their study find that how specific theoretical models are linked to the foreign policy programs and concerns of distinct governments. For example, balance of power conceptions have been linked to the Congress system while classical realism to the post 1945 role of the United States, and hegemonic stability theory to distinctly US concerns with a decline of American power (Hagmann and Biersteker 2014: 295).

And since 'theory is always for someone, for some purposes' (Cox, 1981) these mainstream theories of International Relations have been derived from the context of the West and serves the interests of the West. These mainstream theories of International Relations are also taught in IR teaching in Global South. But for Global South, what we need is People's perspectives of International Relations, what is missing in Anglo-AmericanIR.

In a study of 23 prominent IR graduate programs in Europe and North America, it is found that none of the 23 schools surveyed draws on non-Western scholarship to explain world politics. 'World politics as it is explained to students is exclusively a kind of world politics that has been conceptualized and analysed by Western scholars' (Hagmann and Biersteker 2014:303). It is also found that the US programs surveyed in the study, 'overwhelmingly assign only works developed within the intellectual and socio-political context of the United States and ignores foreign conceptualizations of world politics. While at LSE, at Aberystwyth, and at MGIMO, students are still mainly instructed in national (British or Russian) scholarship…'(Hagmann and Biersteker 2014:303).Thus a narrowly defined world politics or reality is represented to the North American students excluding the realities of the entire Global South. Thus such International Relations cannot be 'International'. the problem arise when the same theoretical models are entirely followed in teaching International Relations in the Global South including Bangladesh which do not represent the realities of the country.Thus interrogating current pedagogy practices in International Relations becomes crucial.

How IR is Taught in Bangladesh?

Teaching matters as the socialization of students happens through teaching. In addition, students are also exposed to a particular theory or method through teaching. And the choice of selecting reading lists depends on the course teachers who play the role of agency here in the students' socialization process. And hence, it becomes important to look at how IR is taught in Bangladesh.

In fact, how the Bangladeshi academicians are trained up in North America or Europe, they just replicate it in the classrooms. How IR is taught in Bangladesh do not represent the contexts and realities of the country to a larger extent. For instance, if one takes the dominant theory of IR, Political Realism, premising on anarchy and fear do not work for the tens of thousands of people in the world.As Ken Booth contends, 'Political realism has operated as an 'iron cage' in world politics. It has created a prison of categoris and assumptions that have worked to create a world that does not work for most of its inhabitants. To this extent, political realism has not been in the global human interest' (Booth 2005:4).Or if one looks at the teaching of Security Studies, one of the major sub-fields of International Relations

isdominated by national or military security followed by neo-realist paradigm of security do not math with the realities of the country. As the security challenges that Bangladesh faces, i.e. food, health, political violence is internal rather than external. In fact, state centric security deprived millions form their human securities as 'the vast majority of the world's population are rendered chronically insecure' due to the state centric approach of security (Jones 1999, p.102).

It is also important to look at how security has been traditionally studied. It has been found that security has traditionally been studied from positivist approach applying 'scientific principles of objectivity, verification and generalisation…' (Peoples and Vaughan-Williams 2010: 4). Here, Richard Wyn Jones makes it easier while he simply explains the positivist approach which separates 'fact' and 'value'. Stephen M. Walt (1991) emphasizes on the positivist approach to study security based on neutrality, observation, and empirical verification. But 'security is never a neutral intellectual pursuit…there is no such thing as an objective theory…to achieve complete objectivity is impossible and to claim to have achieved it is deliberately misleading' (Sheehan 2005: 155-157).

In traditional security studies (TSS) states, anarchy, and the military threat are taken for granted. TSS proponents also take the world as it is. It raises question that the way Walt or other TSS scholars define the meaning, nature and scope of security studies as state's security from the military threat, how much they are empirical or objective? Does the military security means the security of hungry people in Bangladesh or in Sub Saharan Africa? The answer goes in the negative. But how security studies is studied and taught in Bangladesh following mainly positivist approach that needs to be problematized and need to follow post-positivist approach.

In International Relations teaching in Bangladesh, security has been defined primarily from military security perspective, protecting sovereignty and territorial integration from external threats. Here the potential threat is imagined arising from India. In addition, security scholarship in Bangladesh is mostly dominated by the neo-realist paradigm which overlooks the security of the individuals. But in the context of Bangladesh, major security threats are from non-military aspects: from environmental to food to health insecurity. For instance, 'between 1991 and 2000, 93 major disasters were recorded in Bangladesh, resulting in nearly 200,000 deaths and causing US$ 5.9 billion in damages with high losses in agriculture and infrastructure' (cited in Islam 2011, p.42). Furthermore, high level of poverty, malnutrition, political insecurity is evident in the country. Hence, the question comes in the critical discussion that is there any military solution to environmental insecurity or other non-military security threats? The answer is in negative. But in the teaching of International Relations, national security, and hard security issues like war always gets importance which needs to be problematized.

Traditional security studies is originated mainly in the context of the North, and hence, it does hardly address the insecurities of the global South (Ayoob 1997, Bilgin 2012). So, Pinar Bilgin (2012, p.166) identifies the relevance of Critical Security Studies in addressing insecurities in the non-western world. She writes, 'Non-western insecurities cannot be reduced to Hobbesian fear alone. CSS presents a theory of security that better explains and offers a way out of insecurities encountered in/by the Global South'.
After analysing the reading lists of IR theory classes of Dhaka University, it is found that the pre-dominance of realist school is notable. And the entire reading list is primarily selected from Western writers' write-up which basically represents the contexts of the West. Readings in Security Studies course for instance, hardly touches on the scholarship of South Asian authors on South Asian security issues, though there are a number of scholarly publications on the South Asian security issues.

Instead of state, the primary referent object of security needs to be the individuals in the security studies of Bangladesh. And therefore, Bangladesh needs to prioritize Critical Security Studies in terms of Security Studies teaching in Bangladesh.In the context of security mapping for Bangladesh, it is argued that it is pertinent to redesign curricula and redefine the role of academics in Bangladesh (Islam 2015).

Conclusion: What is to Be Done?

Knowledge transfers from generation to generation in classrooms. And hence how International Relations is taught matters as teaching is a powerful mean to mold the thinking line of the students. In addition, how the world politics is explained to the students of International Relations in their everyday schooling matters.As Jonas Hagmann and Thomas J. Biersteker contend that 'In their specialized training, IR schools worldwide instruct great numbers of students to adopt particular modes of thinking and approaches concerning world politics. In doing so, IR teaching plays a central role in pre-structuring foreign policy practices, as students will likely reproduce the syllogisms acquired in their training when taking up professional positions' (Hagmann and Biersteker 2014:293). Hagmann and Biersteker (2014:293) further notes that 'IR courses speak more directly to larger, an eventually also more policy-proximate, audiences, while in terms of substance, they are more directly dependent on the instructors' choice of topics and approaches'. Here the instructors play the role of agency regarding how the students will be exposed, what approaches they will be exposed and so forth.

There are limitations of such analysis based on the prescribed readings. first, there might be possibility that readings are taught differently in different Universities based on their respective style of delivery, expertise, enthusiasm and indifference. second, the inquiry is unable to represent the totality of classroom socialization practices. despite such limitations, such an analysis provide substantial clues about pedagogical choices at the graduate level, which is fundamental to the production of future IR scholars and practitioners

Scholarship on International Relations has become increasingly reflexive in the last two decades. 'At least since the late 1990s, a critical literature on the discipline has emerged focusing on the historical origins, roots and organization of the discipline and the political dimension associated with the pedagogy and scholarship' (Hagmann and Biersteker 2014). And thus Bangladesh needs to adopt reflexive scholarship and needs to redefine pedagogy practices and curricula design in International Relations teaching. People's perspective of International Relations is missing which needs to be incorporated.

Finally, a more self-reflexive understanding of International Relations teaching is needed in Bangladesh.as 'a focus on IR teaching contributes a different perspective on the politics of transmitting worldviews and analytical perspectives inside the field' (Hagmann and Biersteker 2014:297).

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A Reading Progressive Test: Assessing the Reading Ability of Upper Class Intermediate Level Students of North South University

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It is imperative that students, especially at the tertiary level, achieve adequate proficiency in major academic skills like reading, and writing to be able to do well in different content area courses of their choice. Thus the need for EAP (English for Academic Purpose) courses is on the rise to help students improve their academic reading and writing skills. In this regard, effective and valid testing instruments are very important to measure the proficiency level of the students, and prepare them to become effective communicators in the future. The present paper presents a test designed for 8th semester tertiary-level students followed by a discussion on test design and presentation of the findings of students' test performance. The study, in which twenty nine students participated, tries to find a correlation between the participant's test score and academic performance. The literature review section draws on various theoretical evidences that expand upon various aspects of the definition of reading abilities. In the study, twenty nine students of an advanced composition course participated. The results indicate that most of the items had moderate level of difficulty and discrimination, and that academic exposure has very little effect on participant's test scores. It also reveals that three of the questions require a revision either because they lack difficulty or they simply fail to discriminate between the top and the bottom scorer. The scores of the test and test-takers' academic exposure had little correlation. Moreover, the participants having higher academic exposure scored a little higher than the junior students which could possibly happen due to their longer exposure to teaching materials and experiences. The methodology section contains a reading comprehension with 10 MCQ questions. It is to be noted that the findings of the test can be used as washback in that they can be referred to in the future design of reading tests.

Keywords: *Top-down approach, Bottom-up approach, Interactive theories, Schema theory, Test construct, Target language use domain.*

Introduction

Motivation of the Test

North South University (NSU) offers English for Academic Purposes (EAP) courses for students of all disciplines. The courses are designed in a way that enables the students to achieve the required academic reading and writing proficiency to survive in different 4-year undergraduate content programs. Depending on the students' language proficiency, they are placed in different levels of EAP courses, among which ENG 105 is one. ENG 105 is an advanced composition course designed for the

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undergraduate students. Most of the students are in their sophomore or senior years. The students are assessed throughout the semester with not just midterms or finals, but also through discussions, assignments and quizzes. These assessment tools are, however, not standardized. It is the course instructor's responsibility to design test according to the need of the students and administer them accordingly. These assessments help the instructor indentify students' achievements and also possible changes needed to be taken into account to turn the learners into efficient readers.

The present paper presents a test designed for the students in one of the advanced composition courses at NSU. The purpose of this designed test and the paper is to assess students' reading ability. This paper, at first, deals with the theoretical studies and empirical evidences pertaining to reading ability and shows how it supports the definition of reading ability. Next, it discusses test design, followed by an analysis of the results. The paper ends with an overall conclusion of the findings.

Research Questions

This paper addresses the following questions:

1. What is the nature of reading ability in this test?
2. How reliable was the test?
3. What is the relation between participants' academic exposure (semester) and the overall performance of the test?

Literature Review

Reading: A definition

Before starting the discussion on reading abilities and how reading may be tested, it is necessary to understand the very definition of reading. Traditionally reading was viewed to be a passive skill, which was later refuted and labeled as an important receptive skill. Nunan (1999) said that reading involves "highly complex cognitive processing operations" (p. 249). According to Goodman (1967), whose view on reading is shared by Paran (1996), considers reading to be a "psycholinguistic guessing game" (p. 25) where the readers sample texts, predict possible content by making hypothesis, sample texts again to confirm or create new hypothesis according to the need. This particular view of reading believes that readers do not always need to read every sentence or word and sometimes simply rely on their ability to guess what is to come next. Therefore, reading can be considered an active receptive skill in that the meaning, the results of decoding, is not just found in the text, but "constructed from reader's background knowledge" (Grabe, 1991, p. 6).

Reading Abilities

Top-down, bottom-up and interactive

It is very unusual that two readers use the same strategy or adopt the same approach to reading. The two most important reading approaches constitute (a) top-down and (b) bottom-up approaches, the difference of which became "a cornerstone of reading methodology" (Brown, 2007, p. 358). Nunan (1999) characterizes bottom-up approach to reading as "a process of decoding written symbols into their aural equivalence in a linear fashion" (p. 252). In this approach, readers basically process letters into words, words into sentences, sentences into paragraphs. Evidences gathered from the techniques of Goodman and Burke (1972) showed that "reading is more than mechanical decoding" (cited in Nunan, 1999, p. 253) which eventually led to the development of an alternative approach, widely known as top-down approach. This approach treats reading as a "process of reconstruction" (Nunan, 1999, p. 253) and believes that readers only opt for decoding when the other means fail. On the other hand, according to top-down process, readers are engaged in testing one's hypothesis about the meaning of a text (Nunan,

1999, p. 253). Reading as top-down approach functions the same way as "whole-word approach" (Nunan, 1999, p. 252). The third approach to reading has been explained by interactive theories. Grabe (1991) believes that meaning of a text depends on a reader's background knowledge. He also believes that there needs to be an interaction between top-down and bottom-up reading process. Nevertheless, Murtagh (1989), another advocate for interactive theories, believes that neither top-down or bottom-up approach can fully account for the very process of reading; to be an efficient reader one needs to strike a balance between the two.

Schema Theory and Background Knowledge

According to the schema theory, a text does not encode meaning by itself (Anderson, 2004; Eskey, 2005; Grabe, 2004, as cited in Brown, 2007). This theory says that it is the reader who brings information, knowledge, emotion, experience and culture to the text. However, Nassaji (2002) provided an alternative view of the role of background knowledge arguing that knowledge is not "pre-stored", but rather it comes into play in the context of the task. In either of these two views, it is evident that effective reading enforces a strong interaction between the texts and the world.

Strategies for Reading Comprehension

According to Brown (2007) reading comprehension is nothing but developing appropriate, effective comprehension strategies, some of which are related to bottom-up procedures and some others to top-down processes. Out of 10 such strategies, 5 selected ones are as follows:

Identifying the purpose in reading

Every act of reading has a purpose. It comprises of looking for particular information and eliminating irrelevant information.

Skim the text for main ideas

Skimming requires a quick running of one's eyes across a text for its synopsis. This sub-skill affords the reader to make guesses about the purpose of the passage, the central idea, and also supporting details.

Scan the text for specific information

The next most import category is scanning or quickly looking for some particular pieces of information. Garton (1979) defines scanning as "pushing through a text at 'an initially uncomfortable rate', with the search focused on specific information, such as a date, a number, or a place" (p. 110). Brown (2007) describes the purpose of scanning to extract specific information without going through the entire text.

Analyze vocabulary

One way for learners to make effective guesses in a situation when they do not recognize a word is to analyze the word in terms of its morphological construction (prefixes and suffixes), grammatical context (an item of grammar that may give clue to information), or semantic context (topic).

Distinguish between literal and implied meanings

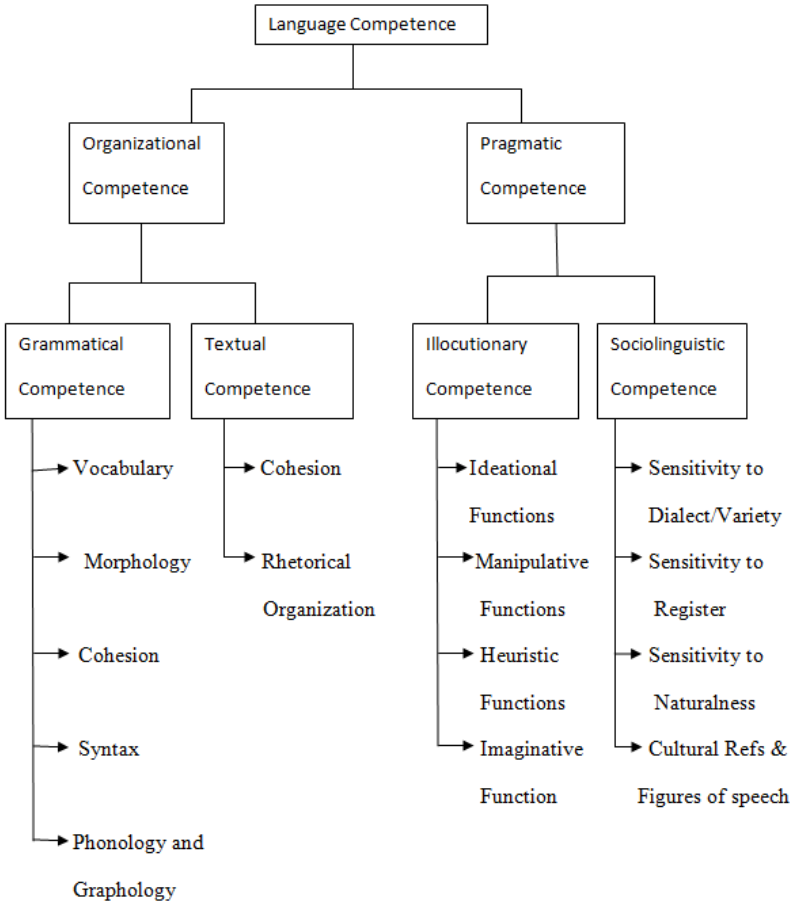
This sub-skill entails top-down processing skills. Readers need to process the implied meanings expressed trough certain expression. For example, telling somebody sitting by an open window that it is cold, is actually asking him to close the window (Brown, 2007).

Test Construct (Reading)

Construct is defined by Fulcher (2010) as the abilities underlying learners' test performance that cannot be observed directly. The oldest construct was believed to be intelligence while others include teachers looking for "attitude", "fluency" as extrapolated from the "behaviour of the individuals concered" (Fulcher, 2010, p. 96). Bachman (1990) adapted Canale and Swain's (1980) model of communicative competence into a language competence model. Different components of the model are represented through a table below:

Figure-1

Bachman's components of language competence (Bachman, 1990, as cited in Fulcher, 2010)



Test Construction

Target language Use (TLU) Domain

The context for this exam is an upper-intermediate level general education course (GED) at North South University titled Advanced Composition, the content of which focuses on the reading ability of students based on a short reading comprehension called "A happy life may not be a meaningful life".

On the day of the test, students were presented with the text and the multiple questions with possible choices. The paper includes texts on one side of it and the multiple questions on the other. The Target Language Use (TLU) domain is instructional and is related to various aspects of life.

To contextualize the test with the learner, a theme about 'life' was chosen. There were important reasons for choosing 'life' as the test theme and including multiple choice questions as test tasks. The theme about 'life' corresponds to the specified TLU domain because of its universal appeal as every learner can relate to this theme and may feel interested to know the actual meaning of life. Through this theme, learners will come to know the difference between 'happiness' and 'meaningfulness' of life. They will also come to know how social relationship makes someone's life more meaningful. Through all these, they will be able to relate to their position in today's increasingly mechanized world. Thus, the test context can be considered as closely related to real-life TLU tasks providing excellent elicitation device for the elements of the exam constructs. The TLU setting for the test is the regular classroom for the course. Both reading a passage and answering the questions are possible tasks within the TLU domain. The test also provides an opportunity to the learners to come across different levels of register in the reading text.

The skills the students need in order to perform this task are the ability to understand detail, the ability to identify the overall gist of the text, and the ability to make inferences regarding the meanings of lexical items, as well as the author's intentions and feelings. Ten multiple-choice (MC) items are included to measure students' performance.

Item Coding for Multiple Choice Section

It is to be noted, the selected response items are designed to assess test-takers with regard to three components of reading ability: general, specific and making inferences. Table 1 provides with the answer keys and the components of reading ability that each item measures.

Table-1

Coding Multiple Choice Items for Reading

Observed Variable	Item Number	Answer Key
General	1	D
	3	C
Specific	2	C
	4	B
	6	D
	9	B
	7	B
	8	B
Inference	5	A
	10	C

Administration Procedures

The test was administered among all twenty nine students of the course English 105 course. The students were asked to put away everything with the exception of a pen and pencil. The test packets were only distributed among students after they were seated in rows. Instructions were read aloud by the course instructor before the test started. Test takers were told that they may ask questions during the test if necessary. Test takers were asked to raise their hands should they have any questions. The time for answering the 10 questions was 20 minutes.

Test Pilot

Study Participants

The participants were twenty nine students of a GED course. They were all adults between 20 and 24 years of age. Thirteen of the students were males, and sixteen females. All the participants were Bangladeshi whose native language is Bangla. There were mixture of both Bengali and English medium background students with a majority from Bengali medium education. Among 29 students, 22 were from Bangla medium and the rest were from English medium background with a Higher Secondary School Certificate (HSC) or equivalent degree. Their duration of study at North South University ranged between five to forty four months.

Measuring Instruments

The researchers wanted to examine test takers' reading ability and understanding in the context of the test. The test consisted of only a reading section, which consisted of a reading passage followed by ten multiple-choice questions. Through this exam, reading ability was defined as the ability to make inferences. The students were required to derive both 'literal' and 'implied' meaning through guessing and synthesizing the main ideas of the paragraphs and the whole piece. They were also required to answer direct/simple questions as well as vocabulary questions. Among the 10 items of the reading test, six MCQ items measured proficiency in specific/vocabulary, two items measured inferences, and two items measured synthesis of main ideas (also known as general questions). A complete copy of the exam, including keys and coding for the MCQ items, has been presented in the Appendix sections.

Scoring Procedures

An objective scoring method was used to score the reading section. One point was awarded for each correct answer while each incorrect answer received zero point. The inclusion of ten items allowed for a maximum possible score of ten points on the reading section.

Test Analysis and Results

Results for Multiple Choice Tasks

Descriptive Statistics

As the reading test had 10 multiple choice questions, with a total possible score of 10, the mean was 5.55. Both median and mode were 6. The range was 7 with a minimum score of 2 and a maximum score of 9. The summary of all these results are presented in the table given below:

Table-2

Descriptive Statistics for Reading Task

Statistics	
Number of Participants (N)	29
Number of Items (k)	10
Maximum possible score	10.00
Mean	5.55
Median	6.00
Mode	6.00
Range	7.00
Minimum	2.00

Maximum	9.00

The table above shows that the mean was 5.55, which corresponds to a percentile of 56%. Median and mode both being 6 corresponds to a percentile of 60%, out of a total possible score of 10. Given the fact that the test being a low stake class test, the scores are not up to the mark. Therefore, the percentages are not that satisfactory since the tests takers could have performed better. With one test taker scoring 2 points and the top scorer scoring a total of 9 points, the group can be described as a heterogeneous group. The table below shows the range of distribution in a stem and leaf plot.

Table-3

Reading MC Stem and Leaf Plot (N=29)

Frequency	Stem	Leaf
20.000	1	00000000000000000000
21.000	2	000000000000000000000
16.000	3	0000000000000000
24.000	4	000000000000000000000000
14.000	5	00000000000000
17.000	6	00000000000000000
9.000	7	000000000
13.000	8	0000000000000
11.000	9	00000000000
16.000	10	00000000000000000

Item Analyses

In this section, the detailed efforts to increase the internal consistency reliability through item analysis are discussed. The quality of an individual item can be analyzed by measuring its particular mean, known as p-value. The p-value of an item is a simple measurement of the percentage of test takers who answered the item correctly out of the total number of test takers attempting the item. P values from 0.3 to 0.8 are considered to be satisfactory because lower p-value means that the test item has higher difficulty level. Similarly, higher p-value represents the test item as easy. 1 cannot be an acceptable P-value of any item as it represents that the particular item is too easy and items having p-value below 0.3 is too difficult for the test takers to be included in this test.

A second measure of item quality is the discriminating index, also known as the d-value. The d-value of an item measures the extent to which the item discriminates between the high and low achievers in the test. A positive d-value is desirable as it indicates a larger percentage of high scorers answered the question correctly than the percentage of low achievers. A negative d-value is also possible but undesirable because it indicates that a greater number of low scorers got the item correct than the high scorers. d-values can range from -1 to 1 applying the following guidelines; items with a negative d-value or a positive d-value from 0.01 to 0.3, are considered for revision or removal and items with a d-value of 0.4 can be kept unchanged. These two measurements of item quality, p-value and d-value along with the decision of each item are presented in the table below.

Table-4

Measurement of MC Item Quality

Item No.	Observed Variable	Difficulty (p-value)	Discrimination (d-value)	Decision
1	Gen1	0.689	0.667	Keep

2	Vocab1	0.724	0.334	Keep
3	Gen2	0.552	0.778	Keep
4	Spec1	0.828	0.556	Keep
5	Infer1	0.483	0.334	Revise
6	Spec2	0.586	-0.223	Delete
7	Vocab2	0.310	0.556	Revise
8	Spec3	0.448	0.778	Keep
9	Spec4	0.379	0.556	Revise
10	Infer2	0.552	0.223	Keep

Items can be viewed as 'easy' or 'difficult' by comparing their p-values to the test mean 5.55 which corresponds to 56% of the total of 10 possible points. Items 1, 2, and 4 have p- values higher than 0.65 which indicates that these items were quite easy for the participants. Items 3, 5, 6, 8 and 10 have p-values from 0.4 to 0.6 which means these items were moderate in terms of difficulty level. And item 7 with the lowest p-value of 0.310 was probably the most difficult item for the test takers.

D -Values ranged from -0.223 to 0.778, where only one item, item 6 had a negative d-value of -0.223. This means that item 6 was not discriminating at all. Such questions are often deleted by test designers. Items with d-value 1.00 are considered to be the best item as they have maximum discrimination and are likely to reflect successful learning on the part of the participants rather than indicating the poor nature of the designed items. In this test, there is no item with a d-value of 1.00, but there are values that are close to 1. Items 1, 3, and 8 have d-values 0.66, 0.77 and 0.77 which is a very good range for discrimination index and the corresponding p-values for these items are also very satisfactory (0.689, 0.552 and 0.448) so the test designer might decide to keep these items.

Items 4, 7 and 9 have d-value 0.556 which is also a satisfactory to discriminate between the high scorers and the low scorers. Therefore, these items might be kept by the test designer and considered for revision if need be. Items 2 and 5 both have d-value 0.334 and item 10 have a d-value of 0.223. Although these values are not exactly high, they can still be kept, considering a revision takes place, because the values are higher than 0.00. Items with d-values 0.00 are usually deleted by the test designers since they provide the designers with very little information about the test takers. In this test none of the items had a d-value of 0.00.

Items 1 to 4 which were a combination of 2 general and 1 vocabulary and one specific question were kept unchanged because for all these items the p and d- vales are satisfactory. Item 5 which is an inference question requires revision as both the p and d-values are moderate. (p=0.483 and d=0.334). In spite of a good p value, item 6 is still being deleted due to its negative d-value 0d -0.223. Items 7 and 9 are also advised for revision as its d-values ranges around 0.31-0.38 which is a little low although the discriminating index is 0.556 for both. And item 8 and 10 were again kept unchanged due to a satisfactory value of difficulty and discrimination.

The item with the worst overall performance was item 6, with a p-value of 0.55 and a negative d-value of -0.22. This indicates that all the participants who missed the item were likely among the high achievers. Upon review of the reading section data, it was noted that those participants who answered the question incorrectly, most of them chose the same distractors indicating that this distractor may have been a second key which in result degraded the item and warrant for deletion.

Item 3, on the other hand, was considered well designed, as it obtained a relatively satisfactory p-value of 0.55 which indicates a standard difficulty level and a moderately high d-value of 0.778 which makes the item more discriminatory between test takers.

Distractor Analyses

Items were chosen for distractor analyses based on their performances i.e. their discrimination index and difficulty level. The section presents further analysis of item 6, which had the worst performance among all the items on the test and item 3, which may be considered one of the best because of its satisfactory discrimination index and difficulty level.

The d-value of item 6 is -0.223, shows that there was no discrimination at all which as result required complete deletion of the item even after having a satisfactory p-value (p=0.586). The table below represents the frequency of the items along with the percentages.

Table-5

Distractor Analysis for Item 6

Options	Frequency	Percent
A	6	21.00
B	2	7.00
C	3	10.00
D (Answer)	18	62.00
Total	29	100.00

The correct answer for item 6 is D, and 18 out of 29 (i.e. 62%) test takers chose the right answer. 11 test takers (38%) got the item wrong. Among these 11, 6 (21%) of them selected distractor A, 2 (7%) of them chose distractor B and 3 (10%) of them opted for option C. It is to be noted that 2 of them were from the group of bottom scorers and 4 belonged to the group of top scorers. Frequency of option A is 6 which is 21% of the total number of students. Interestingly 3 out of the top 4 scorers chose option A which is basically 50% of the total frequency. This proves that option A is a very good distractor as it is able to distract half (50%) of the top nine and 21% of the total. It is also to be noted that from the 9 low achiever, 1 test taker only chose option A and 1 test taker chose option C and the rest 7 (78%) answered the question correctly. This test item basically distracted the low achievers less and the top achievers more which is undesirable. Therefore it can be said that the performance of item 6 was heavily impacted by the 6 scorers (3 of them belonging to the group of the top achievers) who were distracted by distactor A. Nevertheless it is worth examining the distractors to determine what might have possibly attracted the top 3 performers towards a wrong answer, where most low performers were able to identify the correct answer.

Item 3 was a general question having a difficulty value of 0.55 and discrimination index of 0.77, where 17 out of 29 test takers (59%) answered the item correctly and the other 12 i.e. 41% where distracted by other options. Among the three other distractors, option B and D attracted 2 test takers each with an individual percentage of 7% and a total of 14%. Distractor A, on the other hand, attracted the highest number of test takers i.e. 8 test takers (27%). Among these 8, 6 of them (75%) are low achievers. The rest 3 of the 9 low achievers chose option B and C. The table below shows the frequency analysis and the consecutive percentages of this item.

Table-6
Distractor Analysis for Item 3

Options	Frequency	Percent
A	8	27.00
B	2	7.00
C (Answer)	17	59.00
D	2	7.00
Total	29	100.00

It is to be noted that from the group of top 9 achievers, all the test takers chose option C which is the correct answer. In other words, 100% top test takers opted for the right option without any distraction. Therefore this item can be considered as a good item as it discriminated well between the high scorers and the low scorers. The test item also has satisfactory difficulty as all the high scorers answered it correctly whereas the low scorers were deviated by the other distractors.

Variables

Relationship between a Background Variable and Performance

There are three types of variable which can be related to learner's performance. The variables are learners background (English/Bengali), gender (male/female) and student's academic exposure (number of semesters). It is believed that the senior the student becomes, the knowledgeable s/he becomes. To determine whether it is true for the participants of the survey, the correlations between learners' academic exposure and their scores in the test were analyzed.

Among the 29 participants of this survey 16 were above 8th semester having atleast 2 years of exposure to this university. Rest 13 participants were juniors belonging to either 8th semester or below in this institution. The average scores of senior and junior students in the test are given below:

Table-7
Correlation between participants' number of semesters & scores in the test (out of 10)

Above 8th Semester	8th Semester & Below
5.57	5.15

The average shows that the number of semesters spent has some effect (though less significant) on the score of the test. The learners above 8th semester got 5.57 out of 10 as opposed to the learner below or at 8th semester having the average of 5.15. After looking at the average it can be said that there is very little difference in their performances which may be a sign that the seniors are slightly better than the juniors. The difference between the averages is 0.42 which does not affect the learners' performance that much. The reason behind seniors performing slightly higher than the juniors can be because of their longer exposure to the learning materials and experience. Their exposure to the institution may have helped them to enhance their understanding and comprehension level.

Discussion and Conclusion

As stated before, the researcher assessed the students on 10 multiple choice reading comprehension where there were 2 general questions, 2 inferencing questions and 6 specific questions. The result of the test shows that the range of the test being 7 makes the group a heterogeneous group. The researcher

also did items analysis to find out the difficulty and discrimination value of each item to increase the internal consistency of the test. It was seen that most of the items were of moderate difficulty level with a p-value ranging from at least 0.4-0.6. However, test -takers found item 7 and 9 the most difficult where the p- values were less than 0.4. Furthermore, the discrimination index showed that among all the 10 questions, item 6 had the lowest d- value, which is -0.22 which is an indicator to the fact that item 6 failed to discriminate between the top and the bottom scorers completely. After analyzing all the items the researcher decided to revise item no 5, 7 and 9 for having comparatively lower difficulty level. Also, as item 6 failed to make discrimination between the top and the bottom scorers completely the researchers decided to delete the item. For item 6, 21% test takers' answers were wrong (option A) making that a good distractor where 50% of the top scorers got distracted.

It is believed that with exposure comes knowledge. The researcher analyzed the scores the test-takers achieved and their academic exposure (number of semester) to find a correlation between the two. 8th semester being the bench mark, the results showed that there was very little difference between the two groups. The participants having higher academic exposure scored a little higher than the junior students. This may possibly be because of their longer exposure to teaching materials and their experience.
In a nut shell, the results show that most of the items had moderate level of difficulty and discrimination which leads the researcher to keep most of the items while revising just a few. It also shows that, though the variable (academic exposure) was present among the participants, it created very little difference among the average scores of the two groups (8th semester or above and below 8th semester).

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Appendix

Test

Below is a copy of the test administered to students, along with the answer key. MC items are coded for general, specific or inference to the right of the key.

Class Test Time: 20 minutes

Name: ID: Section:

Background: Bengali/ English Gender:

Read the following passage and tick (√) the best answer. Total Marks: 10

Psychiatrist and Holocaust survivor Viktor Franklin once wrote, "Life is never made unbearable by circumstances, but only by lack of meaning and purpose." For most people, feeling happy and finding life meaningful are both important and related goals. But do happiness and meaning always go together? It seems unlikely, given that many of the things that we regularly choose to do – from running marathons to raising children – are unlikely to increase our day-to-day happiness. Recent research suggests that while happiness and a sense of meaning often overlap, they also **diverge** in important and surprising ways.

Roy Baumeister and his colleagues recently published a study in the *Journal of Positive Psychology* that helps explain some of the key differences between a happy life and a meaningful one. They asked almost 400 American adults to fill out three surveys over a period of weeks. The surveys asked people to answer a series of questions their happiness levels, the degree to which they saw their lives as meaningful, and their general lifestyle and circumstances.

As one might expect, people's happiness levels were positively correlated with whether they saw their lives as meaningful. However, the two measures were not identical – suggesting that what makes us happy may not always bring more meaning, and vice versa. To probe for differences between the two, the researchers examined the survey items that asked detailed questions about people's feelings and moods, their relationships with others, and their day-to-day activities. Feeling happy was strongly correlated with seeing life as easy, pleasant, and free from difficult or troubling events. Happiness was also correlated with being in good health and generally feeling well most of the time. However, none of these things were correlated with a greater sense of meaning. Feeling good most of the time might help us feel happier, but it doesn't necessarily bring a sense of purpose to our lives.

Interestingly, their findings suggest that money, contrary to popular sayings, can indeed buy happiness. Having enough money to buy what one needs in life, as well as what one desires, were also positively correlated with greater levels of happiness. However, having enough money seemed to make little difference in life's sense of meaning. This same disconnect was recently found in a multi-national study conducted by Shigehiro Oishi and Ed Diener, who show that people from wealthy countries tend to be happier, however, they don't see their lives as more meaningful. In fact, Oishi and Diener found that people from poorer countries tend to see their lives as more meaningful. Although the reasons are not totally clear, this might be related to greater religious belief, having more children, and stronger social ties among those living in poorer countries. Perhaps instead of saying that "money doesn't buy happiness," we ought to say instead that "money doesn't buy meaning."

Not too surprisingly, our relationships with other people are related to both how happy we are as well as how meaningful we see our lives. In Baumeister's study, feeling more connected to others improved both happiness and meaning. However, the role we adopt in our relationships makes an important difference.

Participants in the study who were more likely to agree with the statement, "I am a giver," reported less happiness than people who were more likely to agree with, "I am a taker." However, the "givers" reported higher levels of meaning in their lives compared to the "takers." In addition, spending more time with friends was related to greater happiness but not more meaning. In contrast, spending more time with people one loves was correlated with greater meaning but not with more happiness. The researchers suspect that spending time with loved ones is often more difficult, but ultimately more satisfying, than spending time with friends.

When it comes to thinking about how to be happier, many of us fantasize about taking more vacations or finding ways to avoid mundane tasks. We may dream about skipping housework and instead doing something fun and pleasurable. However, tasks which don't make us happy can, over time, add up to a meaningful life. Even routine activities — talking on the phone, cooking, cleaning, housework, meditating, emailing, praying, waiting on others, and balancing finances — appeared to bring more meaning to people's lives, but not happiness in the moment.

More broadly, the findings suggest that pure happiness is about getting what we want in life—whether through people, money, or life circumstances. Meaningfulness, in contrast, seems to have more to do with giving, effort, and sacrifice. It is clear that a highly meaningful life may not always include a great deal of day-to-day happiness. And, the study suggests, our American obsession with happiness may be intimately related to a feeling of emptiness, or a life that lacks meaning.
By Daisy Grewal

1. Which one will be the most suitable title for the passage? (General)
    a. A meaningful life is full of happiness.
    b. Money can buy happiness
    c. Life needs meaning, not happiness
    d. A happy life may not be a meaningful life (Answer)
2. The word "diverge" in line 7, can be best replaced by- (Specific/Vocabulary)
    a. Consent
    b. Disagree
    c. Differ (Answer)
    d. Turn
3. How do you best summarize the third paragraph? (General)
    a. People's happiness is correlated with meaningfulness
    b. Feeling happy means being in good health
    c. Happiness and meaningfulness are not identical (Answer)
    d. Feeling good brings sense of purpose to our lives
4. Oishi and Diener found that people from poorer countries tend to have a more meaningful life. One of the reasons behind this is- (Specific)
    a. Motivation
    b. Social relationship (Answer)
    c. Poverty
    d. Disincentive
5. What does the writer imply by "American Obsession"? (Inference)
    a. Getting and spending (Answer)
    b. Spending less
    c. Giving more
    d. None of the above

6. What makes life unbearable? (Specific)
   a. Lack of meaning
   b. Lack of purpose
   c. None of the above
   d. Both a and b (Answer)

7. Which one is the antonym of "**obsession**"? (Specific/ Vocabulary)
   a. Fixation
   b. Indifference (Answer)
   c. Desire
   d. Enthusiasm

8. The give is high in _____? (Specific)
   a. Happiness
   b. Meaningfulness (Answer)
   c. None of the above
   d. Both a and b

9. Which of the following has "**NO**" correlation with happiness? (Specific)
   a. Staying healthy
   b. Sacrifice (Answer)
   c. Trouble free occasions
   d. Pleasant life

10. Who has the probability of having a happier and more meaningful life? (Inference)
   a. People with easy and pleasant life, less children and who doesn't bother about social relationship
   b. People who are powerful and wealthy who always receives gifts from others
   c. People with more children, strong religious beliefs, good health and has enough money to buy his/her needs. (Answer)

People who are taking more vacation, enjoying life and doesn't have any worries about household responsibilities.

A Case Study of Flipped Classroom Model in Engineering and Business Higher Education in Bangladesh

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Industrial revolution spurred standardization of education and digital revolution fosters customization of education. Digitalization intertwined with the Internet and social networking drives the education platform towards a more student-oriented (self-paced) and problem solving learning environment. This study analyzes the implementation of flipped classroom learning model, in signals and linear systems course and in marketing management course at United International University. In this model, students access asynchronous online video lectures outside the classroom and participate in in-class learning activities assigned, facilitated and assessed by the teacher. Application of this model requires continuous online access and pre-class preparation by students. It explores the potential of extending the learning platform outside the classroom by course website and expands the scope of teacher – student and student-student communication by course forum. This model brings more rigor in the course content and design in addition to scope of covering more content by developing lectures online and freeing up the class hour for learning activity and assessment. It may create extra course load for the students and create resentment about the flipped learning model. The case study extracts several critical factors in teaching staff such as tech readiness, project/problem solving oriented design, and factors in students such as tech savviness, self-starter for a self-paced course design as imperatives for successful implementation of the model. The study recommends institutional measures (curriculum redesign, continuous and activity based assessments strategies, technology integration) to help enable the teaching staff and students with skills and attitudes necessary to scale up the model university wide.

Keywords: *Learning model, flipped class room, learning activity, technology integration.*

Introduction

The conventional approach to university education, prevalent for hundreds of years, involves a lecture by the professor during the scheduled class period and students working on exercises outside of class (Veen`, 2013). A flipped classroom inverts this conventional process. It "moves the lectures outside the classrooms and uses learning activities to move practice with concepts inside the classroom" (Strayer, 2012). The philosophy behind the flipped classroom teaching methodology is that it allows instructors to teach both content and process (Findlay-Thompson & Mombourquette, 2014). The remaining sections of this paper reviews the literature on flipped classroom model, discusses on implementation of the model in the courses of Science & Engineering and Business, examines the impact of this model, analyzes the data collected on students' attitude toward this model and recommends measures to improve the impact of the model.

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Literature Review

Education from industrial revolution has been transformed by two forces: technological developments & ideological developments (Bishop & Verleger, 2013). Innovations in education technology such as printing press in the 1400s have pushed the limit of developing educational contents in a larger scale (McLuhan 1962; Eisenstein 1980; Febvre & Martin 1997). Innovations in communication & computing technologies in the 19th and 20th century such as electronic telegraph, wireless radio, television, computers, internet and world-wide web have influenced and increased the choices of learners to educate themselves. The pervasive impact of social media in 21st century has its impact on how learners interact with potential sources of learning and peers. The technological developments help to overcome physical barriers to a free and open flow of information which inspired the ideology to remove artificial and man-made barriers as epitomized in free software movement (Stallman and Lessig 2010).

Massive Open Online Courses (MOOCs) is a derivative of developments in the technology of education and drive to keep education accessible beyond physical as well as financial barriers. Studies suggest that interactive online videos can outperform in- person classroom lectures significantly (Cohen et al 1981., McNeil 1989, Zhang et al. 2006). Research also supports the claim that paper- and – pencil homework can be effectively replaced by online homework (Bonham 2003., Fynewever 2008.). The use of datamining and analytics have made online tutoring system as good as human tutors (VanLehn 2011). MIT is the first university to break away from a close door educational model to launch its Open Course Ware (OCW) in 2001 (MIT 2016). It opens the door for major innovations in online educations such as Khan academy, Udacity, Coursera and edX (Udacity 2016, edX, 2016). An open and improved online education platform challenges traditional brick-and-mortar schools to catch up with best of innovations in education.

A flipped classroom offers a solution to a traditional brick-and-mortar university model to meet challenges from many sources. The ever-increasing cost of tuition for higher education can managed economically by scaling up the delivery of lectures and its accessibility. Pre-recorded video lectures and support learning materials can be uploaded online for students' homework and save the class time for interactive learning activities. This model allows application of problem-based learning methods to meet the demands of higher outcomes from education by students and accreditation institutions (Felder & Brent 2003.).

Defining Flipped Classroom

A flipped classroom most commonly refers to reversing or inverting the traditional model of in- and out-of-class activities. "Inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa" (Lage et al 2000). In a flipped paradigm, the students are introduced to topics and basic concepts using video lectures or other means during their time outside of the classroom and spend the scheduled class period working on exercises under the supervision of the instructor. Instead of being a "sage on the stage" the instructor now becomes a "guide on the side" (King, 1993). The conventional paradigm treats the student as an empty container into which knowledge is poured, while the flipped paradigm treats the student as an active learner who reconstructs knowledge from information (Veen`, 2013).

A number of researches on flipped classroom employs group-based interactive learning activities inside the classroom, citing student-centered learning theories based on the works of Piaget 1967 and Vygotsky 1978. The exact nature of these activities varies widely between studies. Similarly, there is wide variation in what is being assigned as "homework". The flipped classroom label is most often assigned to courses that use activities made up of asynchronous web-based lectures and close-ended problems or quizzes. In many traditional courses, this represents all the instruction students ever get. Thus, the flipped classroom

actually represents an expansion of the curriculum, rather than a mere re-arrangement of activities (Bishop & Verleger, 2013). A simplified depiction of this is shown in Table 1.

Table-1
Definition of a Flipped Classroom

Inside Class	Outside Class
Questions & Answers Quizzes to assure video lecture listening performance	Video Lectures Learning materials (Slides) uploaded on course site. Peer 2 Peer, Student 2 Instructor networking on course forum.
Group-Based/Open-ended problem Solving	Quizzes & Practice Exercises to prepare for class.

Impact of Flipped Classroom Model

In studies where flipped classroom model has been used, the impact according to students' perception was relatively consistent. Students' attitude toward flipped model tends to be positive including a few students' disliking the change. Students tend to watch the video lectures as assigned and even when they are not. DeGrazia et al. (2012) observes a significantly better class preparation by students when they are assigned to watch optional video lectures instead of textbook readings. Students also recommend a required pre-class quiz on the lecture material which significantly improves the tendency of the students to watch the video lectures and prepare for the class. Student preference for interactive class time to in-person lectures is more than their preference for in-person lectures to video lectures (Toto & Nguyen, 2009). They also prefer shorter rather than longer videos (Zappe et al., 2009).

There are some issues noted in literature review on flipped classroom model which may limit its impact on students' performance. First, this type of teaching methodology can create greater chasm between high-income and low-income students (Findlay-Thompson & Mombourquette, 2014). Second, schools generally need access to software that may be prohibitively costly and beyond the capacity of educational budgets (Techsmith, 2013). Third, teachers need training on software and proper structure of a flipped classroom which costs time and commitment from teachers (Findlay-Thompson & Mombourquette, 2014).

Implementation of Flipped Classroom Model

This study implements flipped classroom model in two courses of a university in Bangladesh. Dr. Khawza Iftekhar Uddin Ahmed teaches Signals & Linear Systems (EEE 211) in three sections (A, B, C) (80 students in total) for Spring 2016 at School of Science & Engineering (SoSE). The students of this course are mostly in second year of undergraduate program. To facilitate the model in 24 classes, he creates 69 lessons (approximately 23 hours). In the beginning of the trimester, he provides course outline, sample questions and reading materials on the course page (http://www.elms.uiu.ac.bd/course/view.php?id=764) explaining the operational procedures of the course for the whole trimester. Lectures notes with contents of the video lectures for each class is also available on course page. The learning process generally followed the same sequence. First, prior to class, students are expected to watch three to five video lessons (1 hour to 1.5 hours). Second, in each alternative classes online quizzes are taken to monitor students' preparation for the class and level of understanding of the concepts. Third, after the quiz, students present the topic as covered in the video lessons for that class. They deliver the presentation as a group and it lasts for 15-20minutes and it is arranged in each class with Round Robin (RR) schedule. It provides the instructor formative assessment for each student by quiz and each group by presentation.

Fourth, then students work out in class activities to reflect on, discuss, and practice what they had learned in a group basis. Most of the in classroom activities are instructor led. Students are also assigned to explore problems with the scope of solving them by using concepts covered in the course.

The instructional materials are available on course page. In case students find problem to watch them online, they can download them to watch offline. A course forum is available on facebook to facilitate peer2peer communication and student2teacher communication more smoothly. Assignment submissions options and relevant notices are available on course page making the online course platform as complete as possible.

Mohammad Tohidul Islam Miya teaches Marketing Management (MKT 3336) in two sections (A & C) (60 students in total) for Spring 2016 at School of Business & Economics (SoBE). The students of this course are mostly in third year of undergraduate program. Unlike Dr Khawza, he has spread the trimester into three different periods (Mid1, Mid2 & Final). He followed flipped classroom model up to Mid1 exam and then, switched to traditional model of teaching up to Mid2 exam and afterwards, reverts to flip model up to final exam of the trimester. He develops 15 (approximately 4 hours) video lectures for the first nine classes of trimester before Mid1 exam. Like Dr Khawza, he provides course outline, sample questions and reading materials on the course page (http://www.elms.uiu.ac.bd/course/view.php?id=745) explaining the operational procedures of the course for the whole trimester. Lectures slides with contents of the video lectures are also available on course page. The learning process generally followed the same sequence as Dr. Khawza did with two exceptions that quizzes are arranged in each class and students are invited to participate or present the topic by cold call basis.

Methodology

For EEE211, survey data was collected from all students who agreed to participate (n = 56) by sending their reply through online survey. To encourage students to answer honestly , the survey data was collected anonymously. Student responses were collected in regards to the a) instructional videos assigned for out-of-class preparation, b) the in-class instructional activities, and c) the more general impact the course had on students (Enfield 2013). Descriptive statistics have been used to analyze the attitude of the students toward Flipped classroom instruction materials (Survey items 1-8), in-class activities (survey items 9-12) and the more general impact the course had on students (survey items 13-15). Survey item 16 gave students (*Please provide any additional comments and concerns as feedback that will help in improving the future classes*) gave students the opportunity to provide further information in an open-ended manner.

For MKT 3336, case study interviews were deemed appropriate as this course took flipped model of learning to explore the attitudinal as well as behavioral response of the student. Unlike EEE211, which has already experimented model in previous trimesters, this course wanted to gain a better understanding of the phenomenon by collecting students response on case study basis, specifically interviewing the participants (Flyvbjerg 2006; Zikmund 2003). In this study, open-ended questions were used to inquire about the students' experience with a flipped classroom. Open-ended questions were used because they encourage respondents to answer freely (Zikmund, 2003), respond in their own words, result in unanticipated answers (Zikmund, 2003), and often provide richer data compared to closed questions. So students were invited to personal in-depth interviews to share their perception and attitudes toward Flipped classroom model.

As noted above, the nine participants for the study were selected using a judgement sample. Students who participated in all assignments of flipped classroom model of the course MKT3336. Students were

asked open ended questions specifically toward Instructional Videos and In-class activities. There is commonality in questions asked in the survey questionnaire for EEE211 and personal in-depth interviews for MKT3336. But some questions were different to fit in the context of course and mode of data collection.

Analysis of the Findings EEE211

Instructional Videos

Responses to survey items 1-8 are used to collect multiple choice data on particular areas of interest in the use of instructional videos. Most of the students reported that they liked the way of learning using flipped class room model (75%). Almost all students (98.2%) found the lecture videos helpful. Majority of the students (69.6%) found the video length appropriate though a certain percentage (26.8%) found lengthy. Students seemed to find one hour video lecture to watch before class to demanding (50%). It is interesting to see that students like in classroom lectures preferred to keep notes (75%) while watching video lectures. However students found the video contents appropriately challenging (78.6%) to their cognitive level. Though students find watching one hour video lectures before class quite daunting but they mostly agreed (71.4%) to the learning process of watching the videos before coming to the class. Finally, the compliance of the students behavior with the process of the learning model is very high. Over 80% students have managed to watch most of the relevant videos (70% or more) before they joined the class.

Table-2

Survey Items for Instructional Videos

Question 1: Which one is true for you?	%
I like Watching videos at home and doing activities in the class because it makes my concepts clear.	75
I do not like watching videos at home and doing activities in the class because it demands lot of time at home.	25
Question 2: How effective did you find the lecture videos in helping you learn the contents of the course EEE 211, Signals and Linear Systems?	%
Very Helpful	58.9
Somewhat Helpful	39.3
Not Helpful	1.8
Question 3: The duration (15 minutes ~ 30 minutes) of each video clip	%
Appropriate for the given content	69.6
Too short for the given content	3.6
Too large for the given content	26.8
Question 4: Typically, you were asked to watch about an hour of instructional videos between each class session	%
The amount of video to watch was too much	50
The amount of video to watch was about right	48.2
The amount of video to watch was too little	1.8
Question 5: Did you find taking notes while watching the videos helpful in learning the content?	%
I never attempted this strategy	5.4
Very helpful in learning the content	75
Somewhat helpful in learning the content	19.6
Not helpful in learning the Content	0

Question 6: In general, I found the content of the videos to be:	%
Too difficult	8.9
Appropriately challenging	78.6
Too easy	12.5
Question 7:Watching videos before the class:	%
Is fine with me.	71.4
Is burdensome with me.	28.6
Question 8: What is the percentage of videos have you watched before the class?	%
All	14.3
More than 90%	19.6
More than 80%	23.2
More than 70%	23.2
More than 60%	7.1
More than 50%	8.9
Less than 50%	3.6
0%	0

In-class Activities

Responses to survey items 9-12 were used to collect multiple choice data on particular areas of interest in the use of in-class activities. Students strongly supported (60.7%) the incentive of doing well in the quiz as a reward of watching the video lectures. They very strongly welcomed the (approximately 90%) idea of working on problems in the class as a group basis based on concepts covered in the video lectures. Most interestingly, contrary to initial perception of the instructors students mostly liked (64.3%) the assignment of presenting their idea of concepts that they have learned through video lecture. Moreover, most students (80.4%) find that presentation assignment has improved in their achievement of skills.

Table-3

Survey Items for In-class Activities

Question 9: How did the use of quizzes impact your motivation to watch the videos?	%
I was more likely to watch the videos because there were quizzes.	60.7
I was equally likely to watch the videos whether there were quizzes or not	30.4
I was less likely to watch the videos because there were quizzes	8.9
Question 10: The group works to solve tasks that were introduced in the video was	%
enjoyable & effective	89.3
not enjoyable & not effective	10.7
Question 11: Did you like giving presentation in the class?	%
Yes	64.3
No	17.9
Not sure	17.9
Question 12: Do you think the presentation that you gave in the class improve your communication skills?	%
Yes	80.4
No	3.6
Not Sure	16.1

General Impact of the Course Students

Responses to survey items 13-15 were used to collect multiple choice data on particular areas of interest in how students were impacted by taking the course. One important driver of flipped classroom model is the reasoning that it helps the learners to progress with more choices and that will motivate them to take learning more seriously and with interest. From survey item 13, students showed greater willingness (57.1%) to sign up for a course based on flipped learning model. We also observed that almost all students find the course as beneficial (98.2%) based on flipped learning model. Finally, most of the (68%) students are investing more time than standard hours specified for a student to prepare for a class (in case of this course, EEE211 – 6 hours) ,which offers an interesting question to explore further : whether these extra hours are invested out of excitement or compulsion to catch up with course load.

Table-4

Survey Items for General Impact of the course on Students

Question 13: Do you think you will prefer a course following the flip model, i.e., watching videos at home and doing activities in the class	%
Yes	57.1
No	19.6
Not sure	23.2
Question 14:I believe the content/skills I learned in this class will be useful:	%
Professionally (career related) and Personally (non-career related)	67.9
Only professionally	12.5
Only personally	17.5
Neither professionally or personally	1.8
Question 15: How many hours have you studied EEE 211, Signals and Linear Systems Course in a week on average?	%
More than 10 hours per week	7.1
Around 8-10 hours per week	21.4
Around 6-8 hours per week	39.3
Around 4-6 hours per week	19.6
Less than 4 hours per week	7.1
Only before exam	5.4

Case Analysis of MKT 3336

The total number of questions can be classified into three categories: Instructional Videos, In-class activities and General Impact of course. Nine students participating in the interview were coded in numbers from 1-9. The initial questions were related to the outside class instructional materials and videos. Later came questions about the in-class activities and preference of students for particulars activities out all activities offered in the classroom. Finally, students were asked to rate the impact of the course according the expectation set in the learning outcomes of the course. In total, sixteen questions were asked in the interviews. Answers to two of those questions are shown as sample.

We find three distinctive groups in the responses of the interviews. In the first group (four students), students were appreciating outside class instructional materials and videos but they appreciate more about in-class activities which are led and guided by the instructors rather than the group working out the

problems independently. In the second group (four students), students also appreciate the outside class instructional materials and videos but they appreciate more about in-class activities where groups work out the problems independently rather than instructor led activities. In the third and final group (one student), we find that the student finds outside class instructional videos burdensome and in-class activities increasing the workload. It seems that the student is on the side of traditional classroom where the teacher will deliver in-person lecture and offer outside class assignments.

There are three personality groups observed in the classroom: Group one are the students who want flexibility in lectures but do not enjoy freedom of problem solving activities with the risk of being wrong; group two are the students who also want flexibility in lectures but they prioritize independence (freedom in thinking) in working out the problems as a group rather than getting a sure access to the solution by instructor's guidance; group three are the students (in our study only one student who prefers a traditional class room instead of a flipped classroom.

Table-5

Sample answers for two questions of in-depth interviews (total 16 questions)

What is your opinion related to the instructional videos used for this course?
1. *I have nothing important to say* 2. *it was easy for us to make clear our concepts very well* 3. *videos were very helpful for our learning method and clearing our concepts.* 4. *I really enjoy your class and lecture. watching video system was so good.* 5. *It's really useful to us, we can easily understand the topic in the classroom.* 6. *It is helpful because I can watch those instructional videos again and again. Actually how many times I needed.* 7. *In class I mistake many things. But when I see video, I can see it again & again that causes I do not mistake anything.* 8. *It is very helpful. I appreciate.* 9. *It would be better if the videos have better sound quality because while using the phone it wasn't easy to hear properly.*
What is your opinion related to the in-class activities used for this course?
1. *The time for online quizzes was too short,,,,, it should be at least 15-20 min* 2. *basically online quizzes, audio lecture, videos were really helpful for us to understand the topic very well and online activities , class activities were a new experience for us* 3. *using video's for clearing our concepts and so on. and in an effective way.* 4. *I really enjoy your class.* 5. *class practice is more effective than homework because we can work in a team and cope up with different types of people which is good for our job life.* 6. *I guess it's good for our job life* 7. *In class we have got many examples of real life marketing plan and how those are worked.* 8. *I was learning better in video lecture than your class lecture. Class lecture did not any impact on my learning process.* 9. *I strongly suggest that a small fun video on the lecture topic to be shown before the activities start so as to remind and easier to remember before the group activities.*

Conclusions

In this study we find that implementation of a flipped classroom model is not simply inverting the traditional classroom model. It is also the fact that some (though few) students do not prefer flipped classroom model to traditional classroom model. From both survey & case study, we find the insight that students find the videos interesting but they want more convenience in video instructions (size of the videos, average time to watch video before class, etc.). We also find that students' tendency to comply with outside class instructions increases if in-class activities are designed on out-side class instructions. The case study adds one insight: students are different with their preference of given choices of in-class activities, instruction led or independent group working out the problems. We also find that students find high learning outcomes and invest more time to prepare for the class but it seems that they are highly interested to repeat the behavior by sign-up for a flipped classroom.

Our findings in this research suggest that there needs to be further research on flipped classroom. We need to research to find the convenient work load distribution for outside classroom instructions. Further research is also necessary to find out the flexibility for students' in class assignment according to their level of growth cognitively and affectively. We also need research to better understand the choice of some students for traditional classroom over flipped classroom: are they against flipped classroom or against a poorly designed flipped classroom, which does not meet their personal requirement for education?

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Data Analytics to Improve Students' Academic Performance

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United International University (UIU) has been offering graduate degrees for more than 10 years. During this time period, we are regularly coming up with students who are suffering miserably in their academic career. In academic context, these students fall into the state of probation. A probationary state is when a student's CGPA falls below 2.00. Every new recruit is generating a larger batch of probationary students. Observation indicates that students suffer not only due to factors relating to teachers' quality and teaching practices; a lot of other issues like social surroundings, previous academic efforts, his/her real intention and other factors affect his/her performance. In this study, we would analyze some parameters of a group of students based on their historical data. Data were collected from their current and previous academic performances and survey questionnaires related to their habits and social involvements. Some data on teaching practices and delivery quality would be considered here. The analysis on data would help us to develop a model for prediction of students' future academic result. This prediction will help students to design their academic career more carefully and help develop a better sustainable nation.

Keywords: *Data analytics, data mining, decision tree, regression method*

Introduction

Data analytics is a process of collecting, cleaning, analyzing and modeling data for the purpose of sifting important insights, making prediction and reaching suggestive conclusions [1]. This helps the institution make an informed intelligent decision to maintain a sustainable growth. Data analytics is used in diverse fields such as business, industry, academia and societal relations.

Educational data analytics or educational data mining (EDM) is an emerging field that addresses the development of different methods for the exploration of volumes of data that are unique to educational institutes [2]. It models the student's performance and provides useful insight on the aspects vulnerability of teaching learning processes. Using these tools the institutional authority can predict the student's performance and take extra care and other remedial measures so that the deterioration of student's performance can be stopped and the drop-out can be prevented. Prediction of student's performance using data analytics tools have been discussed in [3], [4].

It has been observed that on an average 25% to 30% students go to the state of probation in United International University (UIU). At UIU a state of probation is defined as a status when a student achieves a CGPA below 2.0. Repeated state of probation in four consecutive years results in a student's cancellation of admission and eventual dropout from the institution. Therefore, to prevent such dropout, specific and concerted strategies need to be chalked out. Employing data analytics, the student's performance in

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terms of CGPA and state of probation can be predicted. Based on the predicted results intrusive counseling can be arranged with the help of course instructors and administrative counselor. Such measures can improve the overall eco system of the academic institutions. In the subsequent sections we provide the description of data sets, the prediction algorithms and the performance of the predictors. Also, we explain the more insights that can be obtained from the results of the data analytics.

Data Sets

Primarily two sources of student's data are considered. One source is based on the data that are available during the process of admission test, such as, admission test mark, SSC and HSC results. Another source is the student's trimester-wise CGPA. First five consecutive trimesters CGPA of 759 students of Summer 2013, Fall 2013 and Spring 2014 trimesters are used. The students are from the different programs of the Department of Computer Science and Engineering, the Department of Electrical and Electronic Engineering and School of Business and Economics.

Methods

WEKA (Version 3.6.13) has been used for prediction of the status between probation and non-probation and prediction of the trimester CGPA. Decision tree is used for the prediction of probation, whereas regression is used for the prediction of CGPA. For decision tree, J48graft and Random Forest algorithm have been used. For regression method, Linear regression and M5P Regression Tree algorithm have been used. In our test model, 10-fold cross validation model has been used in each experiment where whole 759 instances of data have been divided into equal 10 partitions. 9 partitions are used for training and the remaining partition is used for the testing. This has been repeated for 10 times until all the partitions are employed for training one-by-one. The attributes of input data and output data for the prediction of probation are shown in Table 1. The attributes of input data and output data for the prediction of trimester CGPA are shown in Table 2. The attributes of output data are shown in bold font.

Table-1

The Attributes for the Prediction of Status of Probation for Different Trimesters

Trimester	Attributes with type
Trimester 1	Admission Test Mark (Numeric), SSC Result (numeric), HSC Result, *Probation (Yes, No)
Trimester 2	Admission Test Mark (Numeric), SSC Result (Numeric), HSC Result (Numeric), 1st Trimester Result (Numeric), *Probation (Yes, No)
Trimester 3	Admission Test Mark (Numeric), SSC Result (Numeric), HSC Result (Numeric), 1st Trimester Result (Numeric), 2nd Trimester Result (Numeric), *Probation (Yes, No)
Trimester 4	Admission Test Mark (Numeric), SSC Result (Numeric), HSC Result (Numeric),

	1st Trimester Result (Numeric), 2nd Trimester Result (Numeric), 3rd Trimester Result (Numeric), *Probation (Yes, No)
Trimester 5	Admission Test Mark (Numeric), SSC Result (Numeric), HSC Result (Numeric), 1st Trimester Result (Numeric), 2nd Trimester Result (Numeric), 3rd Trimester Result (Numeric), 4th Trimester Result (Numeric), *Probation (Yes, No)

*Probation – If a Trimester CGPA is below 2 then Probation **Yes.** The attributes of output data are shown in bold font.

Table-2

The Attributes for the Prediction of Trimester CGPA for Different Trimesters

Trimester	Attributes with type
Trimester 1	Admission Test Mark (Numeric), SSC Result (Numeric), HSC Result (Numeric), **1st Trimester Result** (Numeric)
Trimester 2	Admission Test Mark (Numeric), SSC Result (Numeric), HSC Result (Numeric), 1st Trimester Result (Numeric), **2nd Trimester Result** (Numeric)
Trimester 3	Admission Test Mark (Numeric), SSC Result (Numeric), HSC Result (Numeric), 1st Trimester Result (Numeric), 2nd Trimester Result (Numeric), **3rd Trimester Result** (Numeric)
Data Set 4	Admission Test Mark (Numeric), SSC Result (Numeric), HSC Result (Numeric), 1st Trimester Result (Numeric), 2nd Trimester Result (Numeric), 3rd Trimester Result (Numeric), **4th Trimester Result** (Numeric)
Data Set 5	Admission Test Mark (Numeric), SSC Result (Numeric), HSC Result (Numeric), 1st Trimester Result (Numeric), 2nd Trimester Result (Numeric), 3rd Trimester Result (Numeric), 4th Trimester Result (Numeric),

	5th Trimester Result (Numeric)

The attributes of output data are shown in bold font.

Performance Evaluation and Results

The performance of the binary predictor in predicting the state of probation can be measured in terms of observed accuracy and Kappa statistics. The performance of the regression algorithm in predicting the trimester CGPA is given by correction coefficients, mean absolute error (MAE), root mean squared error (RMSE), relative absolute error (RAE) and root relative squared error (RRSE). The definitions of these performances are given below.

- **Kappa Statistic, k**

$$\kappa = \frac{p_o - p_e}{1 - p_e} = 1 - \frac{1 - p_o}{1 - p_e},$$

Here p_o is the observed accuracy and p_e is the estimated accuracy of the binary predictor.

- **Mean absolute error, MAE**

$$\mathrm{MAE} = \frac{1}{n}\sum_{i=1}^{n}|y_i - \hat{y}_i| = \frac{1}{n}\sum_{i=1}^{n}|e_i|$$

where y_i is the actual value and $\hat{y}_i$ is predicted value.

- **Root mean squared error, RMSE**

$$\mathrm{RMSE} = \sqrt{\frac{1}{n}\sum_{i=1}^{n}(y_i - \hat{y}_i)^2}$$

- **Relative absolute error, RAE**

$$\mathrm{RAE} = \frac{\sum_{i=1}^{n}|y_i - \hat{y}_i|}{\sum_{i=1}^{n}|y_i - \bar{y}|}$$

where, $\bar{y}$ is the mean value of the actual values.

- **Root relative squared error**

$$\mathrm{RRSE} = \frac{\sum_{i=1}^{n}(y_i - \hat{y}_i)^2}{\sum_{i=1}^{n}(y_i - \bar{y})^2}$$

Performance of predication of the state of probation is summarized in Table-3 and Table-4 when J48graft classification algorithm and Random Forest classification algorithm are used respectively. We observe that there is improvement of prediction accuracy in Trimester 5 compared to Trimester 1. In the prediction of the first Trimester, SSC and HSC Marks and Admission Test results are used. No prior trimester's CGPA is available before the completion of Trimester 1. However, in the prediction of the state of probation in the subsequent Trimesters, the past trimesters' CGPA are used as inputs to the predictors. Due to this, the prediction accuracies have improved with the availability of more trimesters'

CGPA. The effect of conditioning in the new environment of the university is reflected in CGPA. Therefore, prior trimester CGPA is an important parameter for the improvement of the prediction accuracy.

Table-3

Performance of Prediction Accuracy of State Probation Using J48graft Classification Algorithm

Trimester	Correctly Classified Instances	Incorrectly Classified Instances	Kappa Statistic	Total Number of Instances
Trimester-1	465 (61.2648%)	294 (38.7352%)	0.0261	759
Trimester 2	606 (79.8419%)	153 (20.1581%)	0.5628	759
Trimester 3	592 (77.9974%)	167 (22.0026%)	0.5124	759
Trimester 4	632 (83.2675%)	127 (16.7325%)	0.4821	759
Trimester 5	668 (88.0105%)	91 (11.9895%)	0.6314	759

Table-4

Performance of Prediction Accuracy of State Probation Using Random Forest Classification Algorithm

Trimester	Correctly Classified Instances	Incorrectly Classified Instances	Kappa Statistic	Total Number of Instances
Trimester 1	445 (58.6298%)	314 (41.3702%)	0.0944	759
Trimester 2	585 (77.0751%)	174 (22.9249%)	0.4982	759
Trimester 3	602 (79.3149%)	157 (20.6851%)	0.4969	759
Trimester 4	639 (84.1897%)	120 (15.8103%)	0.5468	759
Trimester 5	665 (87.6153%)	94 (12.3847%)	0.6413	759

Table-5

Performance of Prediction of CGPA Using Linear Regression Algorithm

Trimester	Correlation coefficient	Mean absolute error	Root mean squared error	Relative absolute error	Root relative squared error	Total Number of Instances
Trimester 1	0.3006	0.7625	0.9327	94.94%	95.2867%	759
Trimester 2	0.7992	0.3688	0.486	57.1588%	60.0723%	759
Trimester 3	0.8746	0.272	0.3594	47.0718%	48.4687%	759

Trimester 4	0.9158	0.2107	0.283	38.6542%	40.1658%	759
Trimester 5	0.9535	0.1467	0.2097	27.1086%	30.1365%	759

Table-6

Performance of Prediction of CGPA Using M5P RegressionTree Algorithm

Trimester	Correlation coefficient	Mean absolute error	Root mean squared error	Relative absolute error	Root relative squared error	Total Number of Instances
Trimester 1	0.3181	0.7637	0.9274	95.0935	94.7474	759
Trimester 2	0.7986	0.3674	0.4867	56.9403	60.1592	759
Trimester 3	0.8765	0.2679	0.3569	46.366	48.1381	759
Trimester 4	0.9158	0.2107	0.283	38.6542	40.1658	759
Trimester 5	0.9532	0.1474	0.2103	27.2493	30.2187	759

Table 5 and Table 6 tabulate the performance of the prediction of Trimester CGPA using Linear regression and M5P regression tree algorithms, respectively. Again we observe that predicted CGPA are better correlated with the actual CGPA with the passage of the trimesters when prior CGPAs are available.

In addition to the prediction of the student's performance data analytics can also be employed to derive valuable insight and intelligent on the causes of poor performance of students. To clarify this, let's consider the scenario of the 759 students who are considered in our study. Table-7 shows that the students who are from outside of Dhaka have a higher likelihood of going into probation. This may be due to the challenges of facing a new metropolitan city like Dhaka.

Table-7

Status of 1st year probation based on if the student is from outside Dhaka

	1st Trimester Probation					
From outside Dhaka (Yes/No)	No		Yes		Total	
Yes	226	56.4%	175	43.6%	401	52.8%
No	246	68.7%	112	31.3%	358	47.2%
Total	472	62.2%	287	37.8%	759	

Table 8: Relation Between Pre English and 1st Trimester Probation

	1st Trimester Probation					
Pre English	No		Yes		Total	
No	212	64.8%	115	35.2%	327	43.1%
Yes	260	60.2%	172	39.8%	432	56.9%
Total	472	62.2%	287	37.8%	759	

Table 8 shows the students who are comparatively poorer, i.e., who need to take a Pre-English course in English, are more prone to falling in to probation.

Conclusions

This paper presents some preliminary efforts on how data analytics can help in identifying the poor performing students in a university. The performance of prediction accuracy is convincing and it can be used to administer follow-up actions in containing the poor performer early so that their grades can be improved. In addition, data analytics can be employed to reveal the causes of poor performance so that early remedial and counseling activities can be designed. To increase the prediction performance of 1st year some more relevant data on the student's regular practice such as his/her regular study hours, and time he/she uses for socialization can be collected and afterwards can be fed into learning algorithms for the prediction. It is also evident that the SSC, HSC and Admission Test Results are not good features in predicting the state probation in the first trimester.

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Pedagogy in Bangladeshi Private Universities: Context, Culture, and Confusion

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Although Bangladesh has had a long history of university teaching, pedagogy has hardly entered the imagination of university educators. Today's teachers are yesterday's students, with each generation being groomed in the same cultural patterns of learning that are continually repeated without examination. Higher education in Bangladesh must also contend with another type of cultural problems. The first of these is that students enroll in universities from three different school systems: Madrasah (religious schools), Bengali and English medium schools, each with its sharp, disparate worldviews. At the same time, the majority of faculties lack the knowledge of pedagogical methods for adjusting their teaching framework to accommodate the diversity of students' worldviews to nurture knowledge progression in classroom settings. The second problem deals with students' acquired cultural practices of rote learning and memorization by way of lectures and homework that parrots texts and lectures. In contrast, however, a university setting has been traditionally charged with and has the advantage of stimulating new ideas and knowledge, provoking assumptions, and teaching and encouraging critical thinking. The third pedagogical challenge also derives from Bengali culture, from which teachers assume a hierarchical mindset and attitude that is counter-productive to students' learning.

Keywords: *Pedagogy, school systems, culture, universities, Bangladesh.*

Introduction

Pedagogy teaches teachers how to teach, so that they may effectively teach students how to learn; it offers important training for teachers to transform students from mere parrots of information into challengers and innovators of knowledge. Yet, while Bangladesh has had a long history of university teaching, pedagogy has hardly entered the imagination of university educators. A few universities have adopted pedagogy programs since the University Grant Commission (UGC) and World Bank's Higher Education Quality Enhancement Project (HEQEP) recently began offering grants to bring qualitative changesto universities' teaching environment. Although as institutions universities tend to lack experiences in pedagogy, a few public and private universities have recognized the importance of pedagogical training, and a good number of individuals within them have been trained in the fundamentals and techniques.

Private Universities and Context

Bangladesh has had strong tradition of public universities, but with the downfall of Soviet Union in 1992 and rise of a neo-liberal market philosophy, the way waspaved for establishing private universities in Bangladesh. These private universities offered an alternate platform for higher education and have experienced exponential growth. Currently, there are 34 public universities, 90 private universities, among which are two international universities and 31 specialized colleges.

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The change in global politics led to the commercialization of education, which reflected aglobal capitalist ethos (Bartlett 2004). Under the compulsion of globalization, the University Grant Commission (UGC), which oversees the affairs of public universities, allowed private universities to operate in Bangladesh. The UGC deals differently in its approachesto public and private universities. Public universities, whichassume to promote the "value" of education, depend totally on government grants and subsidies, while private universities depend solely on market nichesso as to produce the image of a "profit-making" enterprise. Private universities are principally preoccupied with recovering their costs and are oriented towards a market-based expansion strategy in a way akin to private sector firms.Consequently, given market insecurities, private universities lack stable means to ensure the quality of research and teaching output (Maitrot 2015:21).

The euphoria to commission private universities started with a somewhat inflated idea. When private universities began their operation, many investors assumed that Bangladesh was brimming with scholars. In the initial years private universities relied heavily on faculty members from public universities that offered their services on a part time or adjunct basis. As time passed the sphere of private universities expanded and they gradually built up a pool of scholars by hiring public university teachers, full time or adjunct, and fresh post-graduates from public and private universities. Importantly, private universities became an intellectual sanctuary for many scholars returning to Bangladesh with foreign, post-graduate degrees.

In general, private universities imported the North American structure or system of education. The first few private universities, such as North South and Independent University, Bangladesh, copied the model of American universities, but many universities commissioned later imitated the structure of the already established local, private universities. While US universities and curricula vary considerably, the "American curriculum" model that has been predominately imitated in establishing private universities emphasizesdegree paths in business administration (B.B.A and M.B.A) and computer science. Because business and computer science graduates must interact globally, they must be competent in English. Hence, all private universities have established English departments. Consequently, because the core of all private universities revolves around business administration, computer science, and English studies, the foundational philosophy of higher education embedded in the disciplines of philosophy, social sciences, liberal arts, and natural science studies has been undermined. Despite the vow of entrepreneurs to copy the American model, their undervaluation of the liberal arts and sciences defies the survey findings of the Association of American Colleges and Universities (AACU), whichconcluded that "a candidate's demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than their undergraduate major." Ninety-five percent (95%) of employers wanted their employees to write, speak, and reason better. The ability to think innovatively and not just to recite yesterday's information now ranks near the top of the qualities sought by employers. The same survey found that employers give a preference in hiring to university graduates with the capacity for contributing innovation to the workplace. Such skills and knowledge are provided by the liberal arts and sciences (HRS 2013).

The over-emphasis on business and technology, with the mistaken assumptions about the global role and effect of the market model, also contradicts many parents' expectations that higher education will offer their children social awareness, values, and ethics. Parents and students want a broad spectrum of subjects be offered at the university level (Alam 2009). Unfortunately, an aspect of the American model of privatized higher education comes with a downside: Many business entrepreneurs that finance the private universities view higher education not only as source of business, instead of as an institution of

knowledge production, but they also see their investment in education as a means for enhancing their social status. With the emergence of a market model for university education comes the tacit modus operandi of treating university degrees as commodities; that is, such universities exist primarily to perpetuate and duplicate business models.The misinformed euphoria of entrepreneurs also fails to account for the policy environment of higher education set by the University Grant Commission (UGC), which essentially promotes the British colonial model of public university education characteristic to South Asia, andis highly critical of the market ethos educational philosophy. While private universities must also conform to UGC policies, and because they evolved through the convergence of the American market-emphasis model and the British model of the UGC, a hybrid education management structure and culture developed. In this hybrid environment, tension and confusion between the UGC and private university approaches are evident. For example, private university governance is comprised of two parallel bodies of a Board of Trustees (BoT), which establishes the university, and the UGC-imposed Syndicate, without fixing each other's boundaries and roles in policymaking.

Given the conflicting aims of the BoT and the Syndicate, a scenario of permanent tension seems likely[68].On one hand, private universities are eager to offer market-driven courses and certificates to ensure their financial viability, but the UGC opposes the market ethos. On the other hand, the strict regulations and statutes of the UGC require private universities to compromise their market ethos, which may make them replicas of public universities. Consequently, many private universities see the UGC as a real hindrance to their growth. Many private university actors see public universities as symbols of a decaying education environment with falling educational standards in a highly politicized cultural setting. Despite the rhetoric the broader academic culture and practices of public universities have been reproduced in private universities because of the latter's initial reliance on senior faculty members from public universities.

Despite all odds and limitations, private universities have a somewhat positive image in the education market. Some universities are better than others, which in popular parlance means that good universities are those that have faculty members with doctoral degrees, permanent campuses, and more departments in different academic disciplines, and conduct regular classes without political disruption. Parents have shown that they are willing to pay high fees to private universities for their wards' higher education.

Objectives

To address the prevailing educational practices and problems in private universities, ,I contend that the objectives of pedagogy training must be based on teaching problems at the level of higher education and that the following general determinations dictate the direction, content, and depth of training needed:

1. Howaware are faculty membersof the importance of pedagogy;
2. What skills do faculty require to learn to teach effectively, including how astutely can they deconstruct cultural contexts of learning to prepare students with analytical mindsets, skills, and knowledge;
3. How do instructors approach topics and content so thatstudents can apply their academic learning to their future professional life; and
4. Who is responsible for formulating pedagogy manuals to train and guide faculty members?

[68] In light of conflict among BoT members, between the BoT and office of the vice chancellor, the forceful removal of the vice chancellor in some universities, and private universities' student movements against value added tax (VAT), the government is seriously considering formulating policy that would increase its control in the governance structure of universities by installing a government representative in the BoT.

Trainer to Teacher

My familiarity with pedagogy came about in an unusual way: Whereas university faculty are usually introduced to pedagogical training after they are hired to a faculty position, I received training to be a pedagogy trainer before I joined the faculties of Independent University, Bangladesh (IUB) and then briefly at National University of Singapore (NUS) over 17 years ago.My pedagogical interest began when I joined the Training Division of BRAC in 1995,whosetrainers were proficient in the "Training of Trainers" and had presented in depth orientation in critical pedagogies based on the work of Paulo Freire (1972).The primary aim of the training of trainers was to teach them to guide others towards pursuing a fuller humanity, social emancipation, and transformation by taking their leadsfrom the aid-target populations, such as the poor and women . Trainers learned how to developed training coursesin different thematic areas of development,such as education or fostering conscientiousness in tasks, which were then used to transformthe lives of millions of beneficiaries and thousands of staff. Mytraining experience was further polished when BRAC sent me to the School of International Training (SIT) in 1996to receive training in pedagogy and academic management to establish an international Master's degree and post-graduate diploma program for development practitioners.

In academe, of course, the pedagogical needs of the recipients—teachers—varied from development practitioners, and for this new setting I had the benefit of NUS's excellent pedagogy manual, the focus of which was to transform students into skilled professionals. My insight into problematic teaching practices was further developed when I become a team member of IUB Task Force to evaluate IUB's academic management (Razia et.al 2013).

Creating Relevancy in University Teaching

My recent observation of pedagogic training of two universities suggests that the trainers, and consequently the teachers they train, missed current, problematic teaching practices. The primary fault lies in failing to make exogenous (foreign) materials relevant to current and regional realities. The following dialogue took place during a training session between a junior (JF) and senior faculty (SF) member and me, andillustrates the lack of relevancy of materials for and approaches to topics.

Me: What is the purpose of teaching?
JF: *You tell me*.What is the purpose? No one ever explained it to us.
SF: The purpose of teaching is for the *production of knowledge in classes*.
Me: How do you produce knowledge?
SF: Usually I read from books and give lectures in class. Students become erudite from my lectures.
Me: Why have you been using the same literature for the last 15 years?
SF: True, the literature may be old, but it is new to incoming students that hardly know the subjects.

The above dialogue illustrates common expectations for class interaction: "You tell me" indicates an expectation of being handed information—usually and preferably for accomplishing a short-term goal of passing an exam—rather than taking a question or novel idea as a challenge for questioning past assumptions and formulating new perspectives and making specific applications. The phrase "the production of knowledge in classes" more specifically shows an expectation that students will simply absorb information that has been spewed out and that doing so constitutes successful learning.

So the universities in Bangladesh, as well as universities everywhere, face pressure and competition to prove that what they offer hasrelevancy in a global context. , The universities in Bangladesh for the most part are not rising to the challenge as Badrul Ahsan (2013) laments: "Benjamin Franklin, one of the

Founding Fathers of the United States, advised us to look for three things in a university: light, liberty and learning. Our universities have more light than before because classrooms and corridors are better illuminated. There is also more liberty because teachers and boards are running these institutions at their will. While these two things are taking more space, learning is getting squeezed [out]. Lurid tales of lewdness, corruption and profligate greed are coming out of these seats of higher learning like bats flapping out of dark basements".

While Ahsan's remarks are allusive, the Webometrics Ranking of World Universities provides evidence of a grim situation.Webometrics ranks Bangladesh University of Engineering and Technology (BUET) highest out of all public and private universities in Bangladesh. However, this grim reality is manifested in many ways. In global ranking, the best Bangladeshi university is, which is ranked by at 2012 (Webometrics, January 2016), and are much below than BUET ranking. The two important global ranking systems, i.e., theTimes Higher Education World University Rankings and the QS World University Rankings hardly recognize the low quality of universities of Bangladesh.

The quality of education offered byinstitutions of higher learning has adeep impact on the job market. Currently, 47% of postgraduate students are unemployed (EIU 2014:10). More specifically employers find graduates' abilities lacking in two ways: Not enough graduates have specialized skills needed in high growth sectors; and where graduates have these skills, they are still not employable because they lack proficient skills with English and computers and software systems, and with other softer skills, such as communication and problem-solving. In other words, university curriculaare outdated and graduates' work skills are mismatched for the job market (EIU 2014). Employers, such as industrialists and business entrepreneurs in the fast growing economy sectors with over 6% annual growth, are unable to employ the low quality university graduates (REF). As a result, these entrepreneurs turn to Indian and Sri Lankan graduates to work in their enterprises. Currently, over 500,000 Indian graduates are working in Bangladesh, whichannually transfers over US$3,716 millionin revenue to India (Siliconindia. 2013). One such worker from India remarked, "We are unemployed in India because of tough competition, but in Bangladesh we enjoy a good salary and lifestyle". Obviously, then, universities are failing to supply the type of expertise that business and industrial sectors need.

The irony is that although the pass rates in public examinations are getting higher, a huge number of students are failing to master the desired job market competencies (Habib 2014). Frustrated parents of unemployed graduates want to know to what extent universities prepare students with the appropriate knowledge and skills for the professional world. They ask this for two reasons: One is a matter of seeing real world success for their financial investment in their children's education; the other has to do with employers' having difficulty in matching university graduates' knowledge and skills with professional realities and needed expertise.

Recycled Culture

Today's faculty instructors are yesterday's students. They were all trained insimilar cultural patterns of teaching and learning processes.Part of that culture is teachers blamingstudents when the latter fail to meet performance expectations and criticizing themas being interested only in gaining certificates, not an education, for a lack of personal investment in their learning and looking for shortcuts, and for rote learning.To break the cycle of blame requires that instructors recognize their responsibility intransforming students' attitudes and performance.Instructors should ask themselves why high achieving secondary school students perform poorly in higher education settings. Very basically this requires that faculty members examine deeply and understand the pedagogical environments of two levels of educational

instruction to help students make the transition from one to the other. This inquiry, of course, involves self-evaluation about assumptions of the processes and goals of higher education.

Teaching and learning behaviors and assumptions are also rooted in general Bengali culture. A professor at a European university that is a popular destination of Bangladeshi students gave this assessment of these students:

> "Bangladeshi students' ability to learn and acquire knowledge is [hindered by] their lack of critical thinking. They take things for granted on face value. They do not raise questions. They don't debate and argue and shy away from discussions. In the class they do not challenge what the professor is saying; reality, therefore, is given to them, not constructed by them. These skills of assessment, critical thinking, and analysis must be developed from childhood. At a later stage the values of acceptance and norms of shying away or hiding take deep root and [it is] difficult to change"

Students' lack of critical assessment skills from having been raised in a system of memorization rooted in an ethnic culture of silence, whichcan be attributed to the broader hierarchical culture that informs Bengali behavior (Mannan 2015: 26). People define their lives in hierarchical terms: big-small (*boro-choto*), elder-junior (*murubbi-choto*), teacher-disciple (*guru-shishaya*), respect-disrespect (*adab-beadab*), deference-disrespect (*sroddha-osrodha*), honored-dishonored (*jat-bejat*), polite-impolite (*binoyee-abinoyee*) (Mannan 2015:29). The criteria of rank are embedded in inferred Bengali behavioral codes (Davis 1983, 69). In the context of education, the culture of *guru-shishaya*is reproduced, which is understood as a one-way communication from guru to *shishaya*. The guru shares his wisdom and students abide by it by following his instructions. *Shishaya*must not raise questions, even if the guru is wrong; otherwise the *shishaya*shows disrespect (*beadab)*.This culture sets the premise for a culture of memorization and rote learning and not one of independent critical thinking. Being a part of Bengali culture, teachers have a hierarchical mindset and attitude that discourages questions and analyses from students. The gap between memorization and creative thinking puts students at a significant disadvantage.

When instructors assume the mantel of a dogmatic *guru*, their teaching becomes a hollow exercise in stroking their egos. Professor Syed Saad Andaleeb of BRAC University (2016) further noted a culture of laxity in such teachers. He lists the following critiques based on his observations:

The teacher does not attend classes regularly and has many excuses to be busy; could not make the class interactive; used the traditional lecture method and taught straight from the book; did not have a clear idea of either the content or materials; not approachable or friendly; laughed at us if we could not answer, as if it was our fault that we did not know the answer; would never answer questions and laughed at us for being so stupid; displayed [preferences/favoritism] towards a particular group; went through all the slides without explaining the subject matter; was rigid, not open to ideas, and lost patience when questioned; discouraged students from asking questions; was not available during office hours; the course outline was not up-to-date; the assessment system was questionable [especially its fairness]; the lectures were disorganized; no clear expectations were set; the exams required rote memorization of mundane/trivial facts and writing essays.

The above observations corroborate findings of IUB's task force (Razia 2013) in thatthe tendency among instructors is to assume a role of a guru, rather than guide students in an active process of discovery and learning. The performance of university teachers in Bangladesh is also shown in the World Bank report

(2013): Lecturing and reading the textbook is the common teaching style; There is littleinteraction with students; Teachers rely heavily on textbooks for classroom instruction; Teachers fear applying innovative approaches; Many teachers are unfamiliar with level of competencies of students; Pass rates in public exams increased over a given period, but not students' competence.

A cultural-structural aspect of higher education in Bangladesh is that students come from three different school systems: Madrasah (religious schools), Bengali and English medium schools, each with its sharp, disparate worldviews; that is, students arrive in universities with particular ontological, epistemological, and ethical orientations to the world (Saila et.al. 2016: 68). At the same time, the majority of faculties lack pedagogical skills for adjusting their teaching framework to accommodate the diversity of students' worldviews and to nurture knowledge progression in classroom settings.

In summary, given certain cultural features, university faculty members often fail to make a distinction between their role and that of pre-university and college teachers. In Bangladesh, the job of secondary school and college teachers is to ensure that students learn given material and to evaluate students on the basis of the pre-determined learning outcomes. A university instructor, by contrast, is to guide students to and through sources of knowledge by ensuring that students develop critical scholarship for discovery, learning, and creativity.

A gap between present approach of teaching and learning of students could be attributable to students' unfettered access to internet viewing and learning, whichis making them less interested in the lecture-based learning. For any assignment students look first for easy-to-find references in internet search engines. The medium also gives them more access to visual and auditory learning, which they tend to rely on rather then trying to articulate ideasfrom print reading and writing.

Pragmatic Solutions

A crucial starting point in changing prevalent pedagogical attitudes and practices is to communicate to university instructors that, first and foremost, the needs of the students are at least as important as any of their research projects or other tasks as a faculty member. To communicate this foundational understanding and give instructors practical tools for understanding and effectively meeting students' needs require training in pedagogy. Second, given the teacher focused methods and goals of teaching in secondary schools and colleges that emphasize rote learning and evaluate students on the basis of pre-determined learning outcomes, university faculty require training to compensate for earlier forms of instruction to guide students develop critical scholarship for discovery, learning, and creativity. Methods that over-emphasize teacher-focused methods—lectures; demonstrations; direct, or explicit instructions; rote learning; oral repetition; imitation; copying—contrast significantly with student-centered learning, or constructed learning—inquiry-based;project work; individual and team activity, such as in small-groups, pairs, or whole class interactive work; problem solving; allowing for extended dialogue with individuals; encouraging higher order questioning. In other words the teaching methods are teacher guided, but student-centered (Westerok 2013:10-12).

University level education is uniquely positioned to promote and nurture an analytical mindset and critical and creative thinking by challenging established ideas in order to inculcate new ways of thinking and ideas, along with new knowledge sets. To do so,"...faculties have to learn the modern way of instruction…They have to learn problem-based teaching where students are given specific problems to be solved in innovative ways. The students have to learn in teams and teachers have to know how to make it happen" (Klotz 2014).

Instruction in pedagogy theory and methods and their context appropriateness begins to address problems in higher education.Pedagogical training modules would include following aids:
Most fundamentally, teachers' awareness of problems related to instruction in any setting needs to be raised. That is, teachers must be able to identify the symptoms of poor learning and take responsibility for low achievement.

The advent of information and communication technologies (ICTs)and the World Wide Web has created unique challenges to instructors in higher education in part because such tools were not part of their educational process. The effective use of these technologies for students constitutes a new area of pedagogical analysis, and today's instructors need training on how to best use the technology. From his extensive studies of the use of computers and the World Wide Web in many levels of education, Richard H. Hall of Missouri Science and Technology consistently found that "one of the most important predictors of how effective computers are in increasing student learning is the amount of computer training the teacher has (Wenglinsky, 1998)" and"In order for the web to serve as an effective adjunct to traditional class, the instructor must know more than how to teach students to surf the web"(Hall, no date).

Pedagogy training helps instructors keep course content relevant. Besides using outdated texts, as mentioned earlier, for some subject areas instructors must know how to adapt materials written for students in another region and with other perspectives to location-specific situations.In other words, relevantcurricula and syllabishould not be designed on a "linear education model" (Klotz 2014), which meansupdating the present design of coursesas time and circumstances require.

Pedagogy training can also help instructors identify their students' learning abilities, as in whether they tend to be more visual or conceptual in their aptitude and teachers may be trained in deciding HOW materials and information are best communicated. That is, the learning mode derives from the thing to be learned, rather than students' learning styles dictating the mode of communication. The pedagogy training to faculty must be designed so that teachers may expedite the process of effective learning so that students can 'develop' and demonstrate" their learning capabilities. A teacher can contribute to increase capacity of students to interpret a problem so that they can 'develop' capabilities for qualitative and quantitative reasoning and develop expertise in planning and problem assessment with knowledge of social responsibilities. At the same time, students with analytical mindset can 'demonstrate' their creative thinking and judgement capability along with communication skills pedagogy training alone, however, is not enough to improve the learning environment. Beyond classroom instruction, physical and professional policy and structural support systems are needed, such as proper library resources anda supportive environment for faculty research interests. Without the latter, faculty members stagnate in their areas of expertise, especially withburdensome teaching loads, which diminishes effective teaching, which in turn affects academic standards.

By establishing teaching policies, institutes of higher education can further support their faculties in pedagogy and raise the quality of education. Teaching policies should include criteria for curriculum development and maintenance; guidelines for developing and directing the implementation of academic goals, objectives, policies, procedures, and standards; evaluation standards and procedures to monitor faculty members' compliance with teaching duties; guidelines for monitoring student performance; and standards and procedures for setting examinations.

Conclusion

In university classroom settings students often have their first exposure to international experiences and where they have opportunities to gain experience and interact socially with people of varying religious,

cultural, class, ethnic, and national backgrounds, as well as with those of differing gender orientation. The quality of this experience depends on how well a university, as a knowledge enterprise, creates an enabling environment where faculty play proactive roles in guiding students through and drawing them into new experiences that challenge assumptions and foster curiosity and creative thinking and prepare them for the challenges of post-university life. An important aspect for fostering quality education is the university's policy-driven education management system, whereby faculty and students encounter transformative experiences in the process of knowledge production. Universities can significantly improve the quality of education by providing pedagogic training, extensive classic and contemporary library sources, research support for faculty and students, contemporary teaching materials, concepts, and knowledge. Having well-supported personnel and material resources translates into improvement in students' performance in their academic fields and a thriving intellectual and scholarly collegial community.

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Gender Studies: Problematics of Pedagogy in Theory and Praxis

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Gender studies as a cross-disciplinary field has gained currency for the last forty years, an expansive field in which debates on pedagogical strategies bridging theory and praxis have been the crux of research on syllabus framing, selection of theoretical paradigms and empirical methods, philosophy behind policy making, creating instructional design and executing classroom teaching. The history of feminist activism, the specificity of feminist issues seeking resolution, the contemporaneity and urgency of events, the local, global or glocal contents and contexts of occurrences, the dynamism of socio-cultural spaces and the politicisation behind who can 'speak' on what can be included and what must be excluded intervene in determining an inclusive and reflective teaching-learning process. Is it possible to prepare a universal formulation for teaching gender studies across levels and purposes? Is it an iconoclastic approach to hierarchy between the facilitator and the learners in the classroom or is it the dissemination of lived experiences foregrounding reflexivity or is it transformative learning that will impact social change? 'Who' is the instructor and 'who' are the learners? Interestingly, the fluidity of gender studies and seeing 'gender' as doing or a performative further problematises the teaching methodology. What is the meaning of 'feminist' within the premise of feminist pedagogy? The need for intersectionality of different disciplines to teach gender studies and the engagement of reflexivity both from the teacher and the taught will lead to transformative learning. The teaching of gender studies is a therapy resulting in healing or should it be restricted to academic dialogue alone. Is there too much theorising? Can the nature of the learning environment in institutionalised set ups give way to radical criticism or can the conditions of learning be made free of institutionalised control? Other issues such as understanding men and masculinities with respect to gender studies, gender studies through the e-learning platform, blending affective and cognitive faculties while teaching, understanding the sociology of gender and systematic perpetuation of power structures will be reviewed. This present paper will critically examine the schism between theory and practice in the pedagogy of gender studies by analysing selective feminist texts and situating them in contexts.

Keywords: *Gender studies, pedagogical strategies, theory, praxis, feminist*

Introduction

The end of the 20th and the beginning of the 21st century has witnessed the burgeoning of Gender Studies departments across the globe. As a discipline Gender Studies is a field in action that arose out of a need for gender equality and equity and as such must face challenges and constant change to justify its provenance in practice. This brings us to the question: can there be a universalised methodology for teaching gender studies that cements the crevice in theory and praxis?

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Gender studies cannot be considered in isolation because of its intersectionality with other disciples, especially women's activist movements and involves a critique of power relations and even conventional methods of criticism. Judith Butler (1994) called gender research a discipline without "proper objects" of study, meaning that gender studies must involve almost everything. This understanding of gender research is founded on the notion that it cannot be segregated from an analysis of power structures of class, caste, ethnicity, race, religion, culture and sexuality. Pluralism and diversification marks gender studies as it criss-crosses with social sciences, natural sciences and humanities. Consequently, as a subject it is appealing to many beyond just practitioners of the field. Paulo Freire (1976), an eminent theorist in critical pedagogy subscribes to the view that subjugated groups must control their own learning and their own history and not be taught commandingly by others. Moreover, bell hooks in her trilogy on learning comments on critical thinking, experiences and approaches to gender, class and race studies in the education system (hooks 1994, hooks 2003, hooks 2009).

Universal/ You n (free) verse et al

Debates hover on the construction of instructional design and its ideology for the teaching-learning process of gender studies as the risk of submitting to power structures and cultural stereotypes within the classroom, staffroom and institution is very high. Here the role of the recipient is critical as his/ her participation in the knowledge creation process and shouldering of social responsibility for the impact it will create is profound. However, attempts need to be directed at generating awareness of the imbalance in power structures and the need for framing alternate structures through reflexivity on the part of both the instructor and the students. Thus, pedagogy for gender studies cannot be wholly restricted to intellectual discussion but must be enriched by experiences of both parties involved. From the syllabus to the execution, equal opportunity laws must be implemented to ensure engagement of all individuals and groups in the classroom. Heteronormativity in society can lead to an exclusion of groups such as the third sex; hence sensitivity towards all dimensions of gender must be imbibed.

Gender studies alone cannot determine the methodology for implementing social change or fixing strategies for power criticism. In fact, postcolonial, norm-critical, feminist, anti-racist criticisms and other power critiques contribute enormously to the teaching of gender studies. It can now be unanimously agreed that gender studies cannot have one universal approach to address this multifarious, expanding discipline that blurs borders between fields of research.

Instructor/ Instruct-her

As instructors do we need to only know theories or be abreast of research in areas of social discrimination? Can a class of gender studies be holistic without a reference not only to the historic but also the contemporary movements striving for equality or the laws thereof that impact such occurrences? In such a case can the instructor be in a position of power before the students and at the same time critique the very foundation of power struggle.

Gender studies demands the involvement of learners both theoretically as well as practically because of the very nature of the subject that calls into question the conditions of living. Didactical practices have often emerged from phases of women's activism; hence the social, political, cultural and economic conditions of life merge the private and the public. Gender studies thus appeals to both emotive and cognitive faculties. Academic discussion along with the sharing of lived experiences in the classroom enriches the learning outcome by quenching affective and intellectual requirements.

Classroom/ Classed-room

Is the classroom a simulation of a real-life scenario? Yes. Should the classroom be classified or should it construct a classless environment keeping in mind the heterogeneity in the learners' backgrounds? Even

differences in learning styles and reception between the sexes can be a challenge to combat. Here, group work amongst girls and boys can help build solidarity and achieve the desired outcome of a balance in power. This will ensure that independence melts into interdependence amidst the sexes. How can the instructor design pedagogy in a way that meets the affinities of all? Content and especially, criticism must give way to integrate differences in opinion. Can a man be a feminist? Yes, of course. Anyone who voices the subjugation of the marginalised Other such as women can be a feminist.

The American researcher Kimberlé Crenshaw (1995) coined the term "intersectionality" in the context of gender. Gender along with the other intersecting socio-cultural constructions undergoes a complicated and intricate dynamism in performance. How an individual subject performs gender through the changing relations with race, religion, ethnicity, class, and caste is a concern to be reckoned with. The classroom must be a space that builds an inclusive environment to manage differences discreetly between individuals and should not be a construct to strengthen exclusion. Interpersonal communication between learners lends fluidity to gender without any fixed meaning making. Thus in the classroom such tools must be employed that restrict exclusion and the acceptance of the normative and instead promotes an awareness of power relations.

Texts in Contexts

Reading texts in contexts is a crucial aspect of gender studies whereby a text is read in its own condition and all preconceived notions are put to test to broaden the horizon of learning. Reading incisively is not enough for criticism but gaining multiple perspectives on the text is essential. Learners then should be able to recognise their own positionality in terms of their ideology and also learn to appreciate other viewpoints. There are several reading techniques to approach a text. The purpose of study impacts the selection of the reading process. A close and responsive reading allows the reader to empathise with the alternative perspectives on the text. To understand the author's intention in writing the text is significant but situating the text in the time of its production as well as the present is important too.

For instance, let us scan Mahasweta Devi's dramatic short story, *Draupadi* (1978) translated by Gayatri Chakravorty Spivak into English in 1981. This feminist manifesto is pitted against the Naxalite movement in the Naxalbari area of West Bengal which was being thwarted by the then Indian government and it foregrounds a female protagonist, Dopdi Mejhen who is on the top of the hit list of Senanayak. Interestingly, Spivak makes a deconstructive reading of the text where she proves how the nameless Senanayak stands for 'theory', a First World scholar trying to pin down the native Dopdi, the Santhal rebel who represents 'practice'. The historical background for the text is crucial for understanding the power dialectics in it and to make a post- colonial reading of it. But my contention is to highlight a pragmatist-feminist reading of the text. Dopdi, the essentialist who is addressed by the derivative form of the Sanskrit name Draupadi is intertextualised with the epic heroine and at the same time made to go further ahead of Draupadi in her final destiny. She is countered in a gang rape under the instruction of Senanayak but she belies all definitions of femininity by refusing to clothe herself after she is raped multiple times and stripped of her clothing. This objectified unarmed subject fails all strategies of an encounter devised by Senanayak. Dopdi, the double subaltern overturns hierarchies of power and emerges victorious even in her defeat. Theory used to validate a text's reading for academic purposes is only one aspect of pedagogy but with a subject such as gender studies it can never be complete without reference to the issue of the present rape culture. Considering the fact that a gender studies classroom will consist of men as well as women, the text must be dealt with cautiously. Mostly girls are of the opinion that rape as an instrument of oppression is perpetuated on women alone but it is the responsibility of the instructor to alert them on the contrary view. Men too can be subjected to rape. No gender studies classroom ever speaks of the immediate actions to be taken or averted once one experiences rape. In a matter-of-fact

way the instructor must share with the learners the basic knowledge related to rape, witness, evidence, and laws in the present context. The social aspect of such epistemological concern is undoubtedly rooted in the culture where the text is being taught. Pragmatists believe in grounding knowledge through experience and subscribe to a pluralist approach to women's experiences. Pragmatist-feminists try to bridge the schism between theory and praxis and utilise learning for social reform movements.

Philosophy and Pedagogy

Sidney Hook, a 20th century pragmatist said, "social action is the mother of inspiration and not, as is usually imagined, its offspring" (1991 [1940], 3). Feminist theory having evolved from women's activist movements includes the learning from social activism. Pragmatist- feminists have a socio-political focus and promote definite enlightening changes. In Seigfried's words pragmatist feminism "reject(s) philosophizing as an intellectual game that takes purely logical analysis as its special task. For both, philosophical techniques are means, not ends" (1996, 37).

In the present, pragmatist-feminists attempt to make radical changes to the dominance of socio-political structures. Feminist reformers such as Jane Addams and Charlotte Perkins Gilman raised their voice against the subjugation of women, children and minorities. Jane Addams symbolised the cross-fertilisation of pragmatism and feminism by restructuring the social order to ensure justice for women and the underprivileged by working as an interpreter across class and cultures (Fischer 2005).

For pragmatist-feminists, pluralistic communities have epistemological value and provide the base for an inclusive problem-solving approach to social issues. Pragmatists view education as a socio-political power that shapes society and individuals just as contemporary feminists feel in assessing curriculum and teaching methodology. The social context is of greatest primacy since it unfolds the changing realities. Pragmatist-feminists believe in incorporating individual experiences in a pluralistic dialogue of manifold realities and all parties engaged in the situation must contribute to the making of a solution.

Both feminists and pragmatists have a similar opinion about epistemology that relies on experience and relationality. Seigfried in *Pragmatism and Feminism* enumerates features of pragmatism that are meaningful for feminists. The four dualistic aspects of rationalistic philosophy that John Dewey and some feminists critique, she mentions as follows:

(a)The reductionism in doing and the over-emphasis on thinking and reflection;
(b) the derision for bodies and matter and eulogising of spirit and immateriality,
(c) the stark distance between practice and theory, and
(d) the insignificance of changes and the supremacy of a fixed reality. (1996, 113)

Even Jane Duran in "The Intersection of Pragmatism and Feminism" (1993) reiterates that feminist theorists have looked down at the obsession with universals "that seem to pervade much of analytic philosophy (indeed philosophy as a whole),". Duran points out that feminists and pragmatists take little cognizance of universal generalisations and focuses on particulars along with "relations and connections become almost more important than particulars themselves" (1993, 166). Incidentally, postcolonial feminists emphasise that experience in itself is inured by one's cultural context. Ofelia Schutte (2000) states that "the nature of knowledge is not culture-free but is determined by the methodologies and data legitimated by dominant cultures" (40).

As a political and emancipatory exercise, education anchors the relationship between theory and action and as such philosophy of education has been well ensconced in pragmatist philosophy which feminists

write about. Elizabeth Minnich and Jane Roland Martin have criticised the content of curriculum and pedagogy at college level. The conventional academic canon has been brought under scrutiny by them to underscore the power construct that excludes the representation of women and minorities. Especially, Minnich draws attention to the administrative hierarchies of colleges and universities that frequently position women's studies or African-American studies on the margins. In *Transforming Knowledge* (1990), Minnich blends pragmatism and feminism to unveil the patriarchal postulations at the foundation of academics.

Interestingly, Maxine Greene, a major philosopher of education who relied on diverse philosophic traditions, has motivated both educators and philosophers to reconceptualise education as a practice of autonomy and self-determinism: "an opening of spaces" for novel means of intellection and living. Citing the examples of Jane Addams, and also some feminist texts, Greene in *The Dialectic of Freedom* expatiates on the how women have shared truths about their personal and public lives. According to Greene, an educational system must encompass radical diversity welcoming an open space for varied others to make their presence felt in the public world to "tear aside the conventional masks…that hide women's being in the world" (57). Present-day feminists direct their potential to transform the academy as well as culture by rethinking and restructuring our thoughts, the hierarchies of cognition and the social normatives of gender construction. In *The Task of Utopia: Pragmatist and Feminist Perspective*, Erin McKenna utilises this process-orientation to build a socio-political philosophy that is receptive of change and not focused on "ends".

John Dewey lays great weightage on social relationships in his philosophy, in the sense of individual to the larger community and not as individual to individual. Individuals "have always been associated together in living, and association in conjoint behavior has affected their relationships to one another as individuals" (1984 [1927], 295), states Dewey. Pragmatist-feminist tradition upholds a sense of community to reassess the meaning of living in a democracy (Green 1999) to create a feminist communitarian philosophy (Whipps 2004) or to rethink of ways of configuring societies. Both Dewey and Addams subscribe to "social ethics" to achieve equality and diversity in community building. In fact, Jane Addams who believed that interdependence leads to evolution, collaboration, and coexistence, attempted to structure communities where associations mushroomed.

Conclusion

To attain a worthy public life a thrust on a variety of experiences to bring forth truths and the significance of respecting pluralistic perspectives is required and it implies that we rely on relationships with others. Judith Greene in *Deep Democracy: Community, Diversity, Transformation*, Beth Singer in *Pragmatism, Rights and Democracy,* and Erin McKenna in *The Task of Utopia* and currently many pragmatist-feminists have used these foundations to further their political philosophies. Education alone through critical thinking and social responsibility can effect changes in social constitution. Pragmatist-feminists envision a participatory democracy in which every individual of the society is engaged in community change and development.

Seigfried states that though feminists and pragmatists differ on how they see the Other yet both by acknowledging the diversity of the Other or in the objectification of Others, resist hierarchies framed by sexism, racism and classism. She mentions that pragmatists "are more likely to emphasize that everyone is a significantly and valuably Other … and tend to celebrate otherness by seeking out and welcoming difference as an expression of creative subjectivity" (1996, 267). Contrarily, feminists who have witnessed marginalisation and Otherness as women are drawn to "expose the controlling force exercised by those who have the power to construct the Other as a subject of domination" (Seigfried 1996, 267). This

concerted joint effort of pragmatists and feminists is helping in the realisation of a deeper appreciation of present progressive feminist aims of narrowing the gap between action and theory in a democratic manner. Still gender studies and its pedagogy has a long way to go!

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Papers on the Theme

Pedagogy, Culture and Language Classes

Enhancing Cultural Understanding through Engaged Pedagogy in Language Classes

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Culture and societal issues should be understood as central to education since the issues we encounter as teachers and students are not only the question of right or wrong, but also the fight against the inequality, cultural and religious bias and gender issues alongside empowering the status-quo and voice of students. Hence, it is quite essential for ESL/EFL instructors to recognize and use their own and the learners' lived experiences as part of their teaching tools to increase students' cultural sharing attitudes. Culture sharing and understanding among learners are often overlooked in ESL/EFL classes due to the difficulty on the part of teachers to merge it with the regular teaching materials and activities. As a result, students often feel alienated due to sensitive and discriminatory issues like local culture, religion, racism, gender issues and many more. In order to build intercultural competence among learners, it is of significant importance that teachers look into engaged pedagogical activities like active learning and interactive involvement to promote increased culture sharing attitudes among language learners. Since engaged pedagogy is an accumulation of critical, anti-colonialist, feminist and multicultural theories, it significantly empowers students' values leading towards a better learning and teaching environment. This paper will focus on how engaged pedagogy can be employed keeping in mind Charles Friere's notion of knowing the 'why' of things to boost cultural understanding and attitudes among language learners. Emphasis will be placed on interactive modules, active learning activities, initializing practice from theories and supporting a platform to facilitate cultural practice because it is important to implement culturally responsive language teaching so that teachers better understand the cultural resources students bring to the language classroom. The paper will also reflect on the theories like Critical Pedagogy and Constructivism and its practical implications along with challenges in improving cultural understanding in language learning. Finally the paper will conclude with some suggestive activities and recommendations for promoting cultural understandings among language learners through engaged pedagogy.

Keywords: *Engaged pedagogy, cultural awareness, language classes.*

Introduction

The concept of culture is closely associated with behavioral customs, attitudes, personalities, courtesies that are crucial in interacting and communicating in a community and largely in a society. For a language class specifically, students bring diverse cultural and societal backgrounds into the learning environment that often needs to be addressed while teaching. Instructors face challenges addressing different cultures and local issues in language teaching. They can use different modules, sessions and activities incorporating the notions like how to behave, share and engage for the part of students in a congenial environment.

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Engaging and involving learners with emphasis on culture, society and other overlooked issues like gender, religion can make students more comfortable in expressing their understandings. Creating cultural awareness among learners should not be overlooked in any sense since culture friendly learning space can be one of the most effective ways of getting used to a second or foreign language. Classrooms should be that free space of platform for the students to share and acknowledge what they have with themselves and from where they belong. However, it is often hard for teachers to plan lessons or design materials accordingly or accentuate real life discussions and sharing per se. If Charles Freire's age old notion on freedom in education can be restated, learning and teaching in classrooms will hardly face cultural or social barriers. The main focus of this paper would be to highlight the implications of engaged pedagogy to enhance cultural understanding among EFL/ESL learners for a better learning and teaching scenario.

Literature Review

Progressive or engaged pedagogy is more demanding than any other conventional pedagogy because it emphasizes well-being of the learners (Hooks, 1991). Empowering students through accelerating the process of self-actualization is seen as an effective practice in education for many years. The major purpose of employing engaged pedagogy in classrooms is to address diverse talents, enhance cultural understanding through promoting active learning in student centered atmosphere. The idea of Critical Pedagogy begins with the neo-Marxian literature on Critical Theory (Stanley 1992).

The philosophy of Freire's Progressive Education emphasizes significantly on critical thinking skills by presenting people's situations, predicaments as problems so that learners can share ideas, think, infer and come to conclusive point by themselves. The task of teacher should be to bridge the gap by making connections among the culture and backgrounds of the learners. Being a facilitator does not only require teachers to monitor, rather she/he needs to elicit responses, give prompt to learners more often. Students should practice more based on what they know and have experienced and the teacher engages in the process as being a learner among the learners (Riasati & Mollaei, 2012). The instructors should participate in critical dialogue contributing to find out the implicit ideas rather than only allowing them to do so. While this particular engagement takes place, both teacher and student share their life experiences, cultural societal issues which may act as source of knowledge or resource for further understanding for learners. While producing and evaluating their learning materials, students are engaged in the decision making process in class, which in turn results in their own decision-making outside the classroom (Auerbach,1995; McLaren, 1988;Shor, 1996). Luke and Gore (1992) pointed out that critical pedagogy is not single-strategy pedagogies of empowerment and liberation but should be able to evolve in response to local contexts and needs.

A good number of definitions of culture have come up over the last 50-60 years. In the 1960s, the social scientists have considered culture to be closely related to human learning. Since then, there has been a never ending discussion; debates on what could the exact idea on culture. In spite of taking multiple attempts, and efforts to define the term 'culture', researchers have not yet come up with a single agreed-upon definition (Tang, 2006). It is because culture is a very 'broad concept embracing all aspects of human life' (Seelye, 1993, p. 15). Previous researches on cultural understanding among EFL state that classroom activities that are not contextualized and attached to real life issues, activities and concerns , do not help the students learn to use L2 (e.g., Firth & Wagner; 1997; hall, 1997; Stoller, 2006; van Lier, 2000). Second Language Learning has been re-conceptualized over the last decade as a participatory process, in which a learner is not only a learner of new ways of expressing ideas but rather the learner becomes a learner of new ways of thinking, behaving and living in an L2 community (Pavlenko & Lantolf, 2000; Young & Miller, 2004). Adding to that Byram (1997) defines critical awareness as "an ability to

evaluate critically and on the basis of explicit criteria perspectives, practices and products of one's own and other cultures and countries" (p. 53). The notion of intercultural communicative competence (ICC) focuses immensely on the idea of preparing learners to interact appropriately and effectively with people from diverse linguistic systems, backgrounds and work views (Byram, 1997; Deardoff, 2006; Fantini, 2007). In other words,

> *Engaged pedagogy requires that teachers grasp the lives of their students in both intimate detail and broad outline, and also understand the role of schools in identity formation. Engaged pedagogy elevates students' voices, perspectives, historical and cultural backgrounds, and emerging cultural formations to the status of the core curriculum. Engaged pedagogy prefers dialogical approaches, where students' languages, thoughts, and ideas are linked to actions subject to critical evaluation*.
>
> (Equity Network)

Engaged pedagogy, as Hooks stated, is equal to holistic learning since it demands an environment fit for expressing values and nurturing freedom on education. And about the teachers, Hooks said, *'they are committed to nurturing intellect so that students could become scholars, thinkers and culture workers".* Byram (2008) clearly asserts that one of the goals of Critical Cultural Awareness is to unmask student ideologies concepts that could possibly lead to intercultural conflict (Yulita, 2013, p.205). The objectives (critical literacy winter school, 2006) of CCA that clearly match with employing engaged pedagogy in language classes are:

Students will see things from different perspectives, examine the origins of world views, values, beliefs and attitudes, make connections between global and local contexts; ask questions about the world, themselves and others. Galloway (cited in The NECTFL, 2015) also pointed out, therefore that as foreign language learners move forward critical awareness, teachers should craft activities that encourage students to consider new values and beliefs…. (1998). However, Lafayette (1988) noted that teachers spent the greatest amount of time and effort on teaching grammatical and lexical components of language, leaving the culture as the weakest component in the curriculum. Moreover, Strashein (1981) mentioned that teachers spent approximately 10% of teaching time on culture. Although teachers have begun to incorporate more culture in the lesson, the major concern that remains is finding effective ways for integrating culture and language that prepare the learners to communicate and collaborate effectively in 21st century. And as stated in the Standards for Foreign Language Teaching (1999) the effective practices to achieve cultural goals and objectives would be:

1. Students should demonstrate an understanding of the relationship between the practices, products and perspectives of the culture studied;

One of the challenges that teachers face while introducing culture in language classrooms is while introducing culture, norms or respective values, such as bits of trivia, can ultimately appear to be distorted, disconnected and possibly lead to stereotypes (Dema & Moeller, 2012). By using the Culture Triangle of 3P framework (Perspectives, Products and Practices) in their planning and structuring of lessons teachers may ensure that culture is being explored in a contextual way (Lange, 1999 cited in Dema & Moeller, 2012). This framework proposed by National Standards in Foreign Language Education Project, 1999) helps teachers to merge together the knowledge and ideas on discriminatory issues like racism, class hierarchy, religion and local culture. Hooks stated when education is the practice of freedom, students are not the only ones who are asked to share, to confess, and adding, engaged pedagogy does not seek simply to empower students. (1991). Most importantly, content and materials

should be presented in a positively to elicit best responses and participation from the learners to help them get a deeper understanding of the culture overall. Because any classroom that employs holistic model of learning will also be a place where teachers and students are empowered by the process (Hooks, 1999).

Lessard-Clouston (1997, p. 136) claims that, "[C]ultural awareness is necessary if students are to develop an understanding of the dynamic nature of the target culture, as well as their own culture." In the same respect, Sárdi (2003) believes that although some of the researchers are concerned for the fact that teaching target language exclusively may cause the students to feel alienated against the target language culture, their own language and culture, students apparently are not aware of these matters and are glad to be involved with both the target and their native culture as well as cross-cultural issues.

Suggested Techniques Promoting Active Learning

Active learning instructional strategies include a wide range of activities that share the common element of —involving students in doing things and thinking about the things they are doing|| (Bonwell & Eison 1991). Depending on the circumstances of a language classroom several engaged pedagogical techniques can be used that may prompt active learning:

Cultural Introduction by Way of Storytelling

This technique was introduced by Matthew Jellick for the purpose of exploring learners' cultural and community issues by sharing thoughts on several common aspects like food, travelling, festivals, marriage, family, rituals and so on. Teachers can stress on the vocabulary being used allowing for specific skills to integrate in accordance with the collective mastery of English (Jellick, 2015). Teachers task here is to make up creative stories to share with the class, leaving blank key cultural and personal references particular to the country and the individual (Jellick, 2015). Before allowing students to prepare their own stories, it will be helpful if the teachers show or narrate a sample story sharing examples of his/her own culture, personal anecdote with a clarification of vocabulary /phrases and sentence organization. Also class size, time and mode will also influence what way teachers should employ to promote constructivist learning in class. This technique is also a means of informal assessment in class. Likewise, oral recitations can also be introduced for practicing and sharing respective cultures. As Peterson and Coltrane (2003) state that it is important to be aware of culturally appropriate ways of addressing people, expressing gratitude, making requests and agreeing or disagreeing with someone and also intonation patterns and behavior are important facts since they might be different in the target language speech community than their own speech community. However, it is seen that in practice, teachers are more likely to teach students about English culture in terms of food/fashion even if they say they will look at it on deeper sociological levels (Önalan, 2005).

Film or Document Series around Religious, Cultural, Ethnic and Racial Diversity

In order to raise awareness and understanding among students, film shows or movie review discussions once/twice in a week can be organized to elicit students' responses on these sensitive issues. Major benefits of using this technique are: students' discussions and less effort for the part of teachers in initiating conversations during sessions.

Small Talk

It refers to short, casual, friendly conversations about less-serious but common topics. Teachers can initiate "opener" questions at the beginning. This activity is applicable for all levels of students for building vocab stock, real-life dialogue patterns and many more.

Benefits of Using Engaged Activities in Class

Building intercultural competence among students alongside increasing their language proficiency may not be an easy task for teachers. However,if employed properly, students can express their experiences in a more uninhibited, congenial environment. Some of the advantages would be:

- Help educators reach students who may benefit from more hands-on or practical learning experiences;
- Encourage students to critically think about and analyze information themselves, rather than passively receiving knowledge

Ways to Incorporate Engaged Activities in Language Classroom

Some of the effective ways of employing engaged pedagogy would be:

- Encourage all students to participate in discussions
- Use appropriate materials and learning styles for better learning outcome
- Ask and initiate open-ended discussions and questions
- Plan adequate time and proper setting to process engaged activities

Conclusion

Hooks (1994) argued for improving educational practices along the specific lines of engaged pedagogy alongside focusing on the existing ways of enhancing learning and teaching in current educational contexts. The rationale for adopting engaged pedagogical activities is to stimulate and raise effective cultural understanding among language learners so that discriminatory issues like racism, local culture, and local language etc. come to light with students being empowered enough to speak and shape ideas. Keeping in mind the notion of progressive education and critical pedagogical factors; it is high time we teachers raise and employ activities facilitating cultural sensitive learning and sharing atmosphere. The teachers should act more like a learner here to best elicit and encourage students' expressions and opinions and deconstruct stereotypes and prejudices in classroom. The objective is to empower students, believe in what they can do by allowing them to take the floor. Once learners start spending time thinking and expressing their beliefs, the process toward cultural awareness begins which engage students in tasks that encourage thoughtful and rational evaluation of persona; and social perspectives (Byram, 1997).

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English Language Learning Strategies used by the Secondary Madrasha Students

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The status of English as a language in Bangladesh is somewhere between foreign and second language. It plays a significant role for the students of all classes. At the same time, learning English is compulsory not only for academic purposes but also for everyday life. As English is not our native language, the learners use different and individual learning strategies while learning English. In 2015, Madrasha education board added two hundred marks for English and made it compulsory for the secondary level students. This is why now the students are more serious about learning English than before. The paper, in this regard, focuses on learning strategies used by Madrasha students and the type of difficulties they face while applying the strategies. Through questionnaire, interview, focused group discussion the researcher tried to find out what strategies they are using, in what areas they were using them, and what difficulties were there while applying the strategies for the students from Madrasha of secondary level. Besides, this study also highlights the most common as well as popular strategies used by the students.

Keywords: Apply, learning strategies, Madrasha education system, Madrasha students, student motivation, using method.

Introduction

In the last few decades, individual learning strategies of learners have become an area of major concentration for the researchers in the field of English language teaching (ELT), and a large number of studies have already been conducted to figure out how and what type of learning strategies can facilitate the learners of English Language. Actually language learning styles and strategies are among the main factors that help to determine how and how well our students can learn a second or foreign language. A second language is a language studied in a setting where that language is the main vehicle for everyday communication and where abundant input exists in that language. Also, it is studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted. Bangladesh is mainly a monolingual country with 97% speakers of Bangla. In this country the status of English as a language is in between foreign and second language. In Bangladesh English is taught at primary, secondary, higher secondary and tertiary levels. It is also taught in Madrasha education as well as at vocational level. There are four categories of education system in Bangladesh: Bangla Medium, English Medium, English version and Madrasha system. Though English is compulsory for all these four streams of education, recently (2015) Madrasha education board added 200 marks for English both at *Dakhil* and *Alim* level. So now the demand of learning English is increasing more than before and for that reason students are now more attentive while learning English. As English is not our mother tongue, the learners of English apply different and individual learning strategies so that they can learn successfully and easily.

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Context

In perspective of Bangladesh, the demand of learning English is more increasing day by day. In every sector of our life English is needed. Here the learners of English are from top to bottom level. The learners learn English not only to get good score in the examination but also for their self-improvement in every sector of life. As a result learners from all background desperately seek how to learn English in a better way and so they are then applies different strategies. My study will focus particularly on Madrasha students at secondary (Dakhil) level and at the same time also focus on the using and applying the strategies for learning English.

Purposes

Recently in Madrasha Education board added 200 marks for English and makes it compulsory for all the students. Though students are already have keen interest for learning English well but from this decision the students of Madrasha background are now strongly motivated for learning English not only for getting good score in the examination but also for their won development. My research work will try to identifies do the students from Madrasha background are really applying any strategies for learning English, to what extent they are using the strategies and what type of difficulties they faces while applying the strategies for learning English.

Significance, Scope and Limitations

This study is significant not because of this study is first in this topic, rather a few number of related work has conducted through this area. A good number of studies on ELT have also been carried out during the recent past under different public universities in Bangladesh and abroad. But surprisingly, no study has been conducted on the Madrasha education, particularly at the Dakhil level students learning strategies for English. So, there are sufficient scopes of study in this field. Therefore, the present study is very significant and a crucial demand of time. Furthermore, since the present study concentrates on the issues of English language learning strategies used by Madrasha students of secondary level so this study mainly focus the students with their strategies for English learning. In the picture of Bangladeshi context, higher secondary education plays important role. This stage of education creates a strong foundation of every student and therefore, present study may play significant roles for the learners of English at the secondary level.

However the present study has some limitations and shortcomings with regard to unavailability of necessary data, information, literature and other relevant materials. Here the researcher finds no formal study or investigation for this topic especially on English language learning strategies used by Madrasha students of secondary level and for this reason the researcher faces difficulties in finding relevant resources to support and associate the present study.

Literature Review

For the present study, the researcher has collected information from different sources. There are many studies carried out in the field of Applied Linguistics and ELT around the world. Some of the important works related to the present study are reviewed here. Language learning strategies is a term referring to the processes and actions that are consciously deployed by language learners to help them to learn or use a language more effectively. Research into language learning strategies began in the 1960s. Particularly, developments in cognitive psychology influenced much of the research done on language learning strategies. In most of the research on language learning strategies, the primary concern has been on "identifying what good language learners report they do to learn a second or foreign language, or, in some cases, are observed doing while learning a second or foreign language."

Brown (1980, p.87), another researcher, draws a clear distinction between learning strategies and communication strategies on the grounds that "communication is the output modality and learning is the input modality". Brown suggests that, while a learner generally applies the same fundamental strategies (such as rule transference) used in learning a language to communicating in that language, there are other communication strategies such as avoidance or message abandonment which do not result in learning. Brown (1994, p.118) concedes, however, that "in the arena of linguistic interaction, it is sometimes difficult to distinguish between the two".

Oxford (1990) claimed "learning strategies are steps taken by students to enhance their own learning"(p.1). She proposed a more specific definition of learning strategies as "specifications taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations"(p.8).

Oxford's (1990) Classification of Language Learning Strategies

Oxford (1990:9) sees the aim of language learning strategies as being oriented towards the development of communicative competence. Oxford divides language learning strategies into two main classes, direct and indirect, which are further subdivided into 6 groups. In Oxford's system, Meta cognitive strategies help learners to regulate their learning. Affective strategies are concerned with the learner's emotional requirements such as confidence, while social strategies lead to increased interaction with the target language. Cognitive strategies are the mental strategies learners use to make sense of their learning, memory strategies are those used for storage of information, and compensation strategies help learners to overcome knowledge gaps to continue the communication. Oxford's (1990:17) taxonomy of language learning strategies is shown in the following:

- Direct strategies:
  - Memory
    - Creating mental linkages
    - Applying images and sounds
    - Reviewing well
    - Employing action
  - Cognitive
    - Practicing
    - Receiving and sending messages strategies
    - Analyzing and reasoning
    - Creating structure for input and output
  - Compensation strategies
    - Guessing intelligently
    - Overcoming limitations in speaking and writing

- Indirect Strategies
  - Meta cognitive Strategies
    - Centering your learning
    - Arranging and planning your learning
    - Evaluating your learning
  - Affective Strategies
    - Lowering your anxiety

- Encouraging yourself
- Taking your emotional temperature

➢ Social Strategies

- Asking questions
- Cooperating with others
- Empathizing with others

It can be seen that much of the recent work in this area has been underpinned by a broad concept of language learning strategies that goes beyond cognitive processes to include social and communicative strategies.

In the perspective of Bangladesh, most teachers are little aware of the ways and media their students prefer to learn the language. Even if some are a bit aware of them, they hardly pay or have little scope to pay little attention to it, which naturally leads to the failure of the instructional program to attain its general as well as specific goals and objectives. Therefore, teachers need to discover their students' preferred ways of learning the language, by which they can make their style of teaching appealing to the students to the optimum level. Alongside the teachers of a language teaching program, people involved in material designing and syllabus planning can also be substantially helped by such information.

According to Samad (2000) observes that develop syllabuses, materials and teaching and learning activities often work by predicting the intended learners' likes and dislikes on the basis of their own past experience and/or by consulting the relevant literature available in the market. Evidently, this type of approach catastrophically fails to reflect the intended learners' language learning preferences, leading to the failure of the instructional program as well. That is why, the present researcher considers that it is very important to find out the language learning styles and preferences of the learners. This researcher also believes that this study can help teachers, in general, and Bangladeshi EFL/ESL teachers, in particular, to attain more efficiency and success in their professional career. English is an international language.

About Madrasha Education:

Madrasha education system is the second biggest education provider in Bangladesh. In spite of huge enrolment in the madrashas, no formal research study has been conducted in this field till present time. The disinterest in conducting study causes slow improvement of teaching -learning situation at all levels in the madrashas, particularly at the Dakhil level. English language research in the madrasha education system is treated as a barren field of study. A student of Madrasa or general cannot say that he or she is perfect in English. English is a foreign language. So students should develop keen interest to the subject. Hasan (2005) conducts a linguistic study on the "English Language Curriculum at the Secondary Level in Bangladesh. He finds that 59% students have disinterest in speaking in Englihs. He also discovers that the syllabus and the curriculum of education are examination oriented, which prevent them from acquiring the language competence. He discovers 82% rural and urban Madrasha students complain that English is not used sufficiently in the class.

Basically the students at secondary level (Dakhillevel)while learning English language have two kinds of knowledge working for them:

- Their knowledge of their first language
- Their awareness of learning strategies, the mechanisms they use, consciously or unconsciously, to manage the absorption of new material

Students differ as language learners in part because of differences in ability, motivation, or effort, but a major difference lies in their knowledge about and skill in using "how to learn" techniques, that is, learning strategies. As like Oxford's direct strategies they mainly focus 'memory and cognitive strategies' because in classroom research demonstrates the role of learning strategies in effective language learning:

- learners are able to identify the best strategy for a specific task but poor learners have difficulty choosing the best strategy for a specific task
- Learners are flexible in their approach and adopt a different strategy if the first one doesn't work; poor learners have a limited variety of strategies on their repertoires and stay with the first strategy they have chosen even when it doesn't work.

Learning strategies instruction shows students that their success or lack of it in the language classroom is due to the way they go about learning rather than to forces beyond their control. Most of the students can learn how to use strategies more effectively; when they do so, they become more self-reliant and better able to learn independently. But most of the cases they will face some difficulties while applying those strategies because lack of appropriate knowledge about the subject matter, insufficient time, shyness, environment, evaluative capacity, commitment, psychological conditions, observation of world knowledge, etc. The Madrasha education system is the second biggest education provider in Bangladesh. In spite of huge enrolment in the Madrashas, no formal research study has been conducted in this field till present time. Studies about learning strategies in English at secondary (Dakhil) level are treated as a barren field of study.

A huge number of studies on ELT and applied linguistics have also been conceded out during the years under different public as well as private universities in Bangladesh. But only few study have been conducted on the Madrasha education, particularly at the secondary (Dakhil) level students' English language learning strategies. For this reason the researcher will get more facilities to discover the hypothesis for this research and at the same way also identify the gap of this issue.

Therefore, the researcher tried to depict a picture of using strategies of English language learning at the Dhakil level in the Madrasha, to what extent the students are using the strategies and focused on the types of difficulties the learners are facing while applying those learning strategies for learning English.

Methodology and Research Design

This part explains the research methodology that has been followed by the researcher to perform the research. Besides, a detailed discussion on the purpose of research methodology, choosing a research approach, instruments, participants, and process of analysis has been included here. For collecting data, both quantitative and qualitative approaches have been applied. For quantitative data questionnaires consisting of both multiple choice and open ended questions were distributed to the secondary level of Madrasha students. To overcome the missing of questionnaire, focused group discussion was taken. After collection, the data has been analyzed also in the manner of both quantitative and qualitative approach. Then through the triangulation of data, suggested by Cohen and Manion (1994) the findings and decisions have been made.

Research Objectives:

The main intent of this research is to find out the using of learning strategies, to what extent language learning strategies used by Madrasha students at secondary level and at the same time to find out the difficulties while applying the strategies. The research itself was designed around the concept of strategy

instruction being part of the students‟ normal learning process‟‟. In this way, the students were given the opportunity to improve their learning by gaining an understanding of the nature of learning strategies and their role inthe learning process. In order to build the most of this research opportunity different methods of data acquisition, and their procedures, were considered. A description of the participants, justifications for the choices made, explanations of the actual research procedures as undertaken, ethical considerations, and limitations of the study are set out below.

Research Questions:

- Do the Madrasha students of secondary level use any strategies for learning English?
- To what extent language learning strategies' are used by the Madrasha students?
- What type of difficulties they face while applying the strategies?

Ethics and Limitations:

This chapter contributes researcher by providing a comprehensive framework for the appropriate data collection process in order to obtain aim and objective of the study. For making this research, the researcher has got a limited number of times and has conducted a very small scale of study. Also the research has been done only by me (the researcher). Because of time limitation the researcher was bound to work in a limited area. Beside this, the researcher uses SILL format for making questionnaire and here for situation demand only 16 questions are allowed. Despite the limitations of the study, the employed method was able to collect valuable data successfully.

Data Analysis and Findings

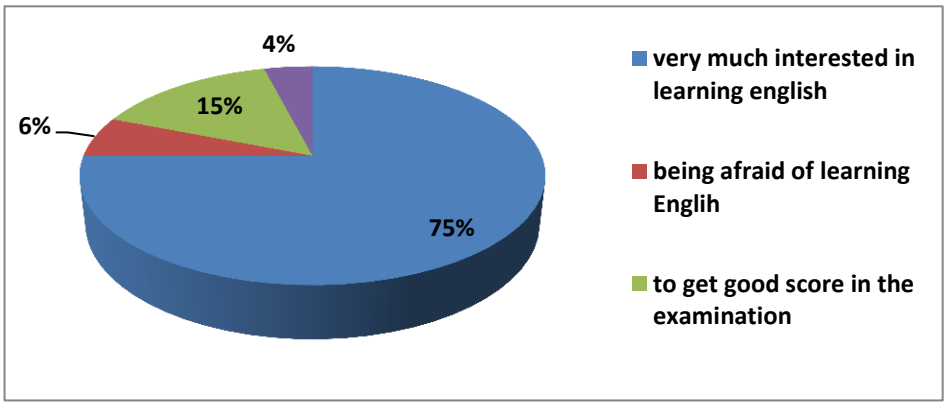
This chapter shows data analysis and findings and this chapter consists two parts. First part contains analysis and findings of quantitative data and second part contains findings and analysis of qualitative data. Both qualitative and quantitative data were collected for conducting this research. This chapter consists of the data, collected from the students. Data are collected through questionnaire, interview and focused group discussion. Both quantitative and qualitative data are reviewed and analyzed here. The interview of six students from different class and Madrasha is discussed here. This chapter consists of two parts. The first part contains the quantitative data. All the quantitative data are presented and analyzed by calculator and presented by pie chart. The second chapter consists of qualitative data. All the qualitative data are analyzed through five interview questions and three questions for focused group discussion.

Data Analysis and Findings from Quantitative Data

Q.No. 1. What is the main reason for learning English?

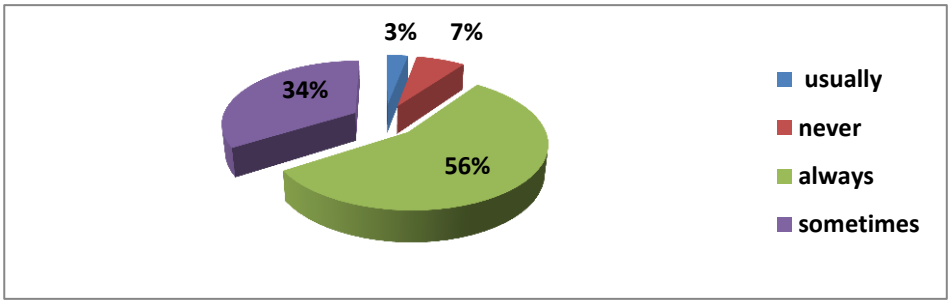
Figure-1

Students' Interest for Learning English



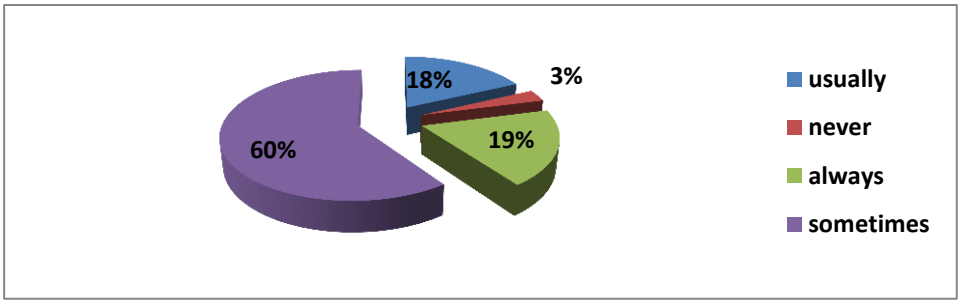
Q.No.2. Before coming to the English class do you take any preparation?

Figure-2
Students' Awareness for Learning English



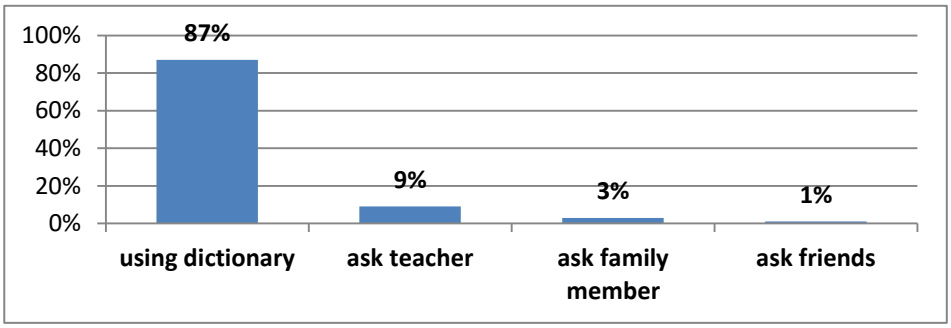
Q.no3 Do you connect the sound of an English word with an image or picture of the world to help you remember the meaning of the word?

Figure-3
Student's Usages of Cognitive Strategies



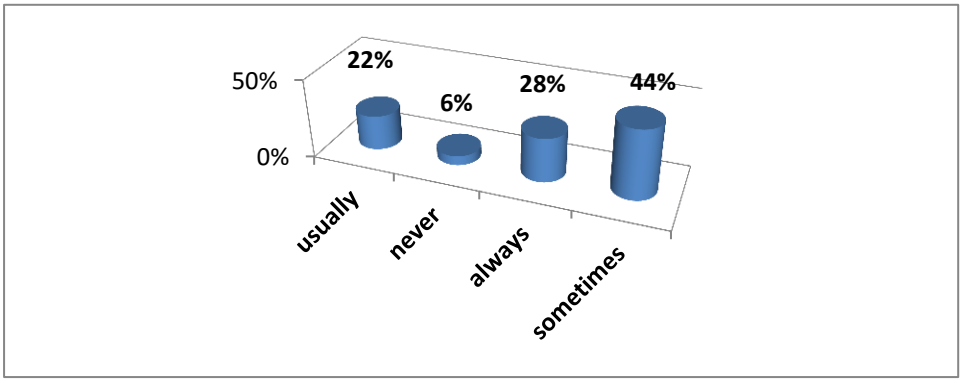
Q .No.4. What other way do you follow to find out the meaning of an unknown word?

Figure-4
Students' Technique for Finding New Word



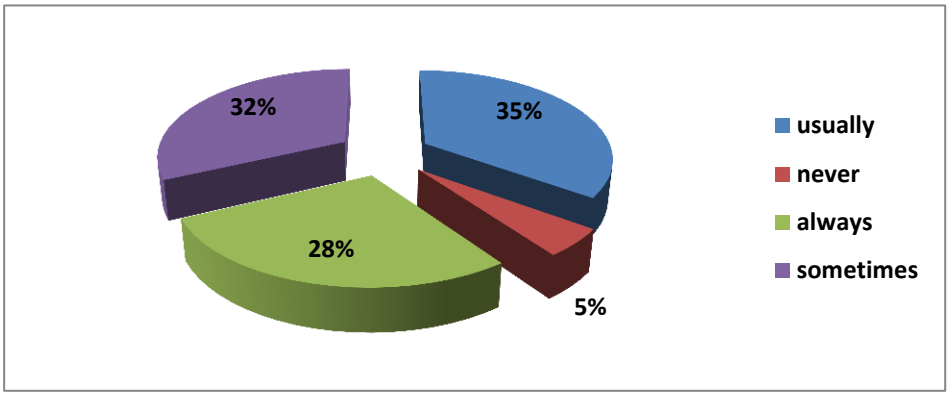
Q .No.6. Do you summaries the information when you read or listen something new in English?

Figure-5
Student's Usages of Meta Cognitive Strategies



Q. No.8. Do you write notes, messages or emails in English?

Figure-6
Students' Interest of Using English in Daily Life Activity



Q. No.9. Do you face any mistakes while writing in English?

Table-1
Students' Rating of Mistakes While Writing In English

Response	Yes	No	Sometime
Students number	34	8	18
Percentage	55%	15%	30%

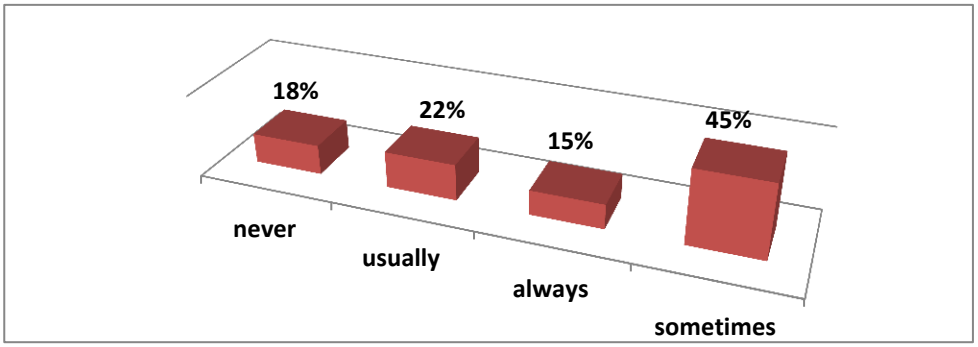
Q. No. 10. To recover your mistakes while writing in English what do you do?
Here we found a number of different strategies used by the students to improve or recover their problem

in writing:

- Free writing like essay, paragraph, letter etc.
- Practice and memories grammar rules
- In everyday life, messages or email
- Translate native language from English
- Memories new vocabularies from target language

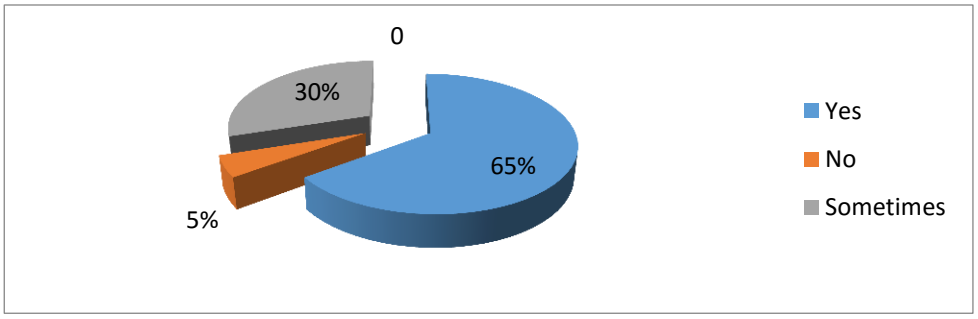
Q. No.12. Do you speak English to your teachers or classmates?

Figure-7
Students' Usages of Social Strategies



Q.No. 15. Do you feel any motivation in learning English?

Figure-8
Students' Motivation in Learning English

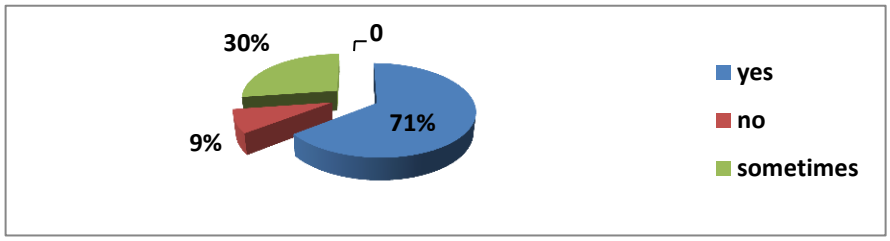


As this question was open-ended, for that reason to clarify their answer there was a comment box under this question, so that students were put their own comments for their motivation in learning English. Now put some direct comments from the students' questionnaire is given bellow:

- Learning English is very effectual for us
- My family always encourage me for learning English perfectly
- For improving my speaking fluency
- To get a good job
- Everybody likes me when I talk with them in English
- To achieve good score in the examination

Q.No.16. Do you face any type of difficulties while applying the strategies for learning English?

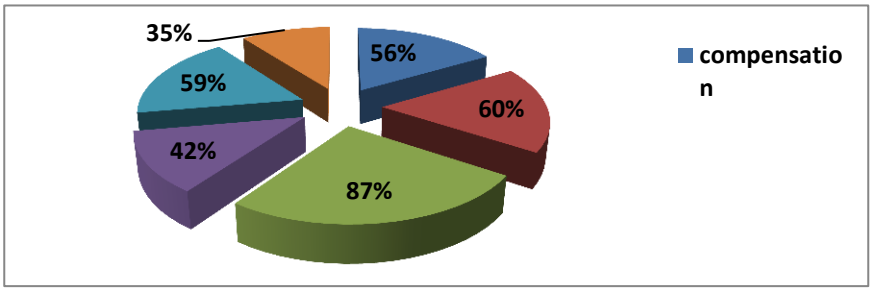
Figure-8
Difficulties Faced by Students While Applying the Strategies for Learning English.



From the students answered questionnaire the researcher got some specific information about their difficulties and now those are given bellow:

- in the examination hall, we did not find any strategies for remembering everything that we have learnt
- my environment totally against me
- for time limitation we won't apply the strategies
- teachers never encourages us
- friends sometimes insulting me
- sometimes I become confused about my learning focus

Figure-9
Overall Strategies Used by the Students



Discussion

The main highlighted area of this research was to find out the strategies used by the students while learning English at Dakhil level from Madrasha background students and at the same time also to find out in which strategies were commonly used and while using those strategies if they would fell any kind of difficulties. From the analysis of the data we find that among 64 students there were 75% students very interested for learning English, 6% students were much afraid of learning English, 15% students only learn because they need to achieve good score in the examination and only 4% students having no interested for learning English. from this data analysis we can draw a conclusion that most of the students are very much interested for learning English not only to achieve good score in the examination but also they are encouraged themselves for speaking fluently in English because they thought that speaking English in publicly a good remark for them as they the students from Madrasha background. Only few of them are not interested for learning English but they only learn because they have to. Again when participants

were asked for their awareness for learning English 56% participants answered that they were always take preparation for learning English. 3% students said that they were usually take, 7% of them answered that they never and 34% answered that they sometimes took preparation . From the participants answered data we can get an idea about their awareness for learning English where most of the participants were always took preparation for their English class, some of them answered that they usually took and only few of them said that they never took preparation. That means most of the students are aware for learning English.

Next question was about using for cognitive strategies where 18% students answered that they usually do it, 3% students answered that they never uses it, 19% students answered that they always do it and 60% students answered that they sometimes do it. From the students answer we can draw a conclusion that among 64 students there are 60% students are using cognitive strategies that means 38 of them are using this strategies. Only 3% of them said they never usethese strategies. So from the students answered questionnaire we can get a picture about using cognitive strategies among students. The researcher also asked the students about using their memory strategies and for this question the researcher gave four different options for the students so that they can easily find out their appropriate answer. Here 87% students answered that they always uses memory strategies, 1% of them answered that they never do it, 9% students answered that they usually do it and 3% students answered that they sometimes do it. As the researcher gave four different options for the students most of the students agreed with that different options they were using for example using dictionary, pictures or images to connect new word or to find out meaning. Again when the participants were asked about their improvement of listening skill among 64 students 15% of them answered that they usually do it, 9% of them answered that they never do it, 21% participant answered that they usually do it and 57% of them answered that they sometimes do it. From the student's point of view, we can get a clear picture about their awareness for improving listening skill and mostly they hear English TV news or shows and movies also.

When the participants were asked about a strategy that if they do not understand of any meaning or while listening anything do they summarizes that information for their better understanding what things they do. Among 64 participants 22% participants answered that they usually do it, 6% of them said that they never do it, 28% of them answered that they always do and 44% participants answered that they sometimes do it. That means most of the participants sometimes try to find out new information while listening anything if they do not understand that particular information.

Another question was about their interest for paying attention when someone is speaking in English. From this question 42% students answered that they always pays their attention when someone is speaking in English, 28% of them said they usually pays attention, 12% participants answered that they never pays attention and 18% of them they sometimes pays attention.

Another question is related to the previous question that do the participants speak in English to their classmates or teacher and for this question among 64 students 22% participants answered that they were usually do it, 18% of them answered that they never do it, 15% of them said that they always do it and 45% participants answered that they sometimes do this. Even the researcher also asked the participants encouragement for speaking in English when they are afraid of making mistakes. For this question students answer is very positive. Among 64 students 50% answered that they always do it, 10% of them they sometimes do it, 34 % answered that they usually do it and only 6% of the total participants answered that they never do it.

About asking the participants their interest for writing in English everyday stuffs what thing they do and at

the same time while writing in English do they face mistakes. For this particular question 35% students answered that they usually write in English , 28% students answered that they always do it, 5% of them said that they never do it and 32% participants answered that they sometimes do it. This results shows that most of the students are interested for writing everyday stuffs in English. This question also carries another important things that participants difficulties while writing in English. This question is an open ended question and there was a comment box so the students can put their own answer. Here we find 55%participants answer was yes, 15% participants answer was no and 30% of them answered that sometimes they face and they (participants) also mention the specific area for example: sentence structure, clause, spelling , grammar etc. The researcher also asked the participants about their improvements for writing English and here the answer was different from one another. Among 64 participants answers mostly says they are try for free writing, sometimes paraphrasing different English short story, asks their teachers for correction, sometimes they memorizing grammar and spelling very carefully, translated the passages from Bengali to English, some of them read English newspaper every day.

Another question was related to identify the participants using social strategy and for this question the researcher asked them as the participants ever get any type of facilities from their teacher while learning English. Among 64 participants only 7% participants answered that they never get any facilities, 38% participants answered that they always get, 45% answered that they sometimes get and 10% of them they usually get facilities from their teacher and when they do not get, they will ask for help also. Next question was also about for social strategies that if the participants does not understand anything in the class do they ask their teacher to slow down or repeat that again. For this particular question participants answer is very positive. here 53% participants answered that they always do this, 27% of them said they usually do it, 18% said they sometimes do it and only 2% of them answered that they never do this. That means, most of the students are using social strategies while learning English.

This question is most important for the participants as well as for the researcher also that the participants motivation for learning English. As this question is open ended so the participants answer is either yes or no or sometimes. Here for this question participants answer for yes is 65%, 5% for no and 30% for sometimes. In the given comment box participants also clarify their specific answer for motivation and from those answers the researcher gets some important issues. Participants says that learning English are very effectual for them not only for achieving good score in the examination but also for personal improvement. To get a good job with handsome salary also another reason. Some participants said that their family also supports for learning English perfectly because they wants to go abroad for higher study. These are actually participant's source of motivation although there are lots of other issues but among 64 participants these are very common to all.

Final question was directly related to research question that participants ever face any difficulties while applying any strategies for learning English. This question is also an open ended question so here we see among 64 participants 71% answered that they always faces, 30% of them said they sometimes and only 9% answered that they never faces. On that given comment box all participants answered that their specific areas of difficulties and here the researcher also get some points about their difficulties. Most of the students answer was they are not known for applying the proper strategy that is appropriate for them or not. Sometimes for the limitation of time, environment, students shyness, disgraceful behavior, confusion, proper learning focus also diverts them for applying the strategies as well as for learning English.

Analysis from the Focused Group Discussion

The focused group were conducted in order to obtain data that could be compared with the SILL data and identify supportive comparisons, or anomalies. The questions were also designed to identify the participants' attitudes and opinions regarding learning strategy usage. The type of information that was hoped for is detailed below:

1. Do you ever use any type of strategies while learning English?

Most of the students answered that they used different types of strategies for learning English They said English language learning seemed difficult to them. At the same time, the language use also seemed troublesome. As a result, they used different types of strategies.The participants also said that in the examination hall they mainly followed memory strategies. Because in the examination hall they had limited time for answering questions so for that time limitation they followed memory strategies and they said it worked very well. Another two participants said that they always tried to guess the meaning from the longer text. Sometimes they also summarized the meaning from the context and these two participants said that it worked most and the rest one said he followed a different way. He most of the time tried to connect the unknown word with an image or picture and it would help him to remember anything but in the examination hall it killed the time. In case of writing all the participants said that they were always tried for free writing, for example writing an essay or a paragraph. After finishing the essay or paragraph they showed it to their teacher for correction. In this way they improved their writing skill.

2. To what extent the strategies you used?

In most of the cases they used learning strategies. For example, they said they mainly learn English not only for their interest but also they wanted to get good score in the examination. When they faced a new word in English, most of the cases they usages memory strategies that means they first look the word and then try to connect the word with similar thing and there they used basically their schema. Most of the students agreed with this statement that they used memory strategies. Even in the examination hall, they try to active their schema because they continuously remembering their lesson.

Even they also followed compensation strategies in case of complex text, they would try to understand the meaning on the basis of context that means they are guessing from the context. They said it was very effectual for them and sometimes in the examination hall it saved their time. Meta cognitive strategies are vastly used by them and found it on their own statement that they always seek opportunities for practicing English but in the class room they were only able to read and write or to do some grammar practices. In case of speaking, they did not able to find any scope for practices and for this reason most of the students said that they practiced speaking in their home. They also said it worked because they felt shyness while speaking English in the public place but in home there was nobody to interrupt them and if they made any mistakes self correction helped those most. Some of them said, sometimes they rewarded their own self for betterment in speaking English. Social strategies were also used by them. Though they were not used to by this term, but they used this strategy unintentionally. Whenever they saw the people speaking in English they always paid their attention for them. In their classroom, they also preferred peer work instead of individual task. They said peer work was more beneficiary then individual task. They also asked their teacher to repeat anything when they did not catch the task or lecture given by the teacher. Finally they said they were always motivated in learning English because they said as English is global language and for the time demand they needed to learn and practiced English as much as possible for their own betterment.

3. Do you ever face any type of difficulties while applying strategies?

For this question, most of the students answer was yes. They said it loudly that, most of the time they faced difficulties while applying the strategies. As they were the student of Madrasha background they said they did not get that much chance for showing their merit especially their English knowledge. Most of the places they were underestimated and blamed that they are actually religious biased, so they did not know English at all. Even in case of speaking in the public place, their shyness affected them most . In the school they did not get that much chance for practicing English for the time consuming and sometimes interruption from others. If they were done any mistakes that time they were insulted by their teacher and friends also. The important thing was although they said they mainly learn English as they were interested but most of the time to achieve good score in the examination would affect their interest because on that time they only focused writing skill and the limited important things that were necessary for their examination. This limited issue became disposed their own learning and that time their learning strategies based only for achieving good score in the examination.

4. Do you feel any motivation in learning English?

For this question, all the participants strongly answered that they all the time felt motivation for learning English. All of them said that English is a global language so they were very much interested for learning English. Even their family members also encouraged them for learning English. One of them said that her father always encouraged her to learn English very well. Another participant said that as he was actually interested for studying abroad so learning English was very much essential for him. Not only for other issues but also for academic issue English is necessary for them. In recent 2015 Madrasha education board added 200 marks for English and made this compulsory for every student. So this thing also encouraged them a lot for learning English. To achieve good score in the examination they also learnt English but they said they mainly learnt English for their own improvement in every sector of life and here their parents and teachers also encouraged them most. Although sometimes they failure but they tried their best to get rid of them because they were known that learning English is very important not only for building their own career but also for their self-improvement. So they were seek everywhere the scope of learning English and always motivated themselves.

Recommendations:

From the above discussion the researcher wants to give some recommendations for the reader and these are given bellow:

- The whole discussion and analysis it is found that the learners are motivated to learn English in a better way and the need a friendly weather .
- If the teachers are friendly with the students, only then the teaching learning process can more easily.
- The teacher might be taken different workshops for how to give effective feedback or different style of learning strategy which can help the learner's smooth learning and at the same time learning can be more enjoyable for them.
- Class time might be increased so that learners get more interaction with their teachers and apply the strategies properly.
- Supports from family member and friends also needed, because this support can achieve learners motivation.
- Teachers always try to give positive feedback for the learner so that they can never face any distracts while learning English.

Conclusion

Finally concluding the discussion, it can be mentioned that this research reflects the individual learning strategies used by Madrasha studetns at their secondary (Dakhil) level. From this research, the picture I have found is that most of the students at secondary level use different learning strategies without knowing that they are using strategies for learning English. It has also been found that those strategies are very popular and commonly used by the students. The researcher has been able to identify the difficulties that the students face while applying the strategies. Therefore the following conclusions can be drawn from the previous discussion:

First of all, I have found that more or less every student at secondary level uses different and individual learning strategies but it is also true that they are using the strategies without knowing anything. Only for their own progress they are mainly using learning strategies and the strategies they are applying really work for them.

Secondly, as they are students from Madrasha background, they feel that learning English is very effective for them not only for achieving good score in the examination but also for their personal improvement in real life situation.

Thirdly, the students are using different learning strategies for learning English, especially in the classroom as well as in their home by memorizing new things, finding out new words, speaking, writing, and listening.

Fourthly, the students also face difficulties while applying the strategies because they do not know the proper and accurate procedure for applying the strategies. Even they do not know which strategies are appropriate for them and which are not.

Finally, English language learning strategies are commonly used by Madrasha students at secondary level. Though the students are not aware of applying proper strategies and so face difficulties while applying the strategiest, they are strongly motivated for learning English as well as applying the strategies for their own development.

Acknowledgements

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EFL Testing Washback: Assessment of Learning or Assessment for Learning?

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It has long been assumed that assessment exerts a powerful influence on second/ foreign language learning and teaching in a backward direction, and hence is the term language testing 'washback'. Washback, a concept standing for the impact of a test on the teacher and the learner, the educational institution, the educational system, and the society as a whole, can be either beneficial – assessment for learning or harmful – assessment of learning. The present study was designed to explore the relations of testing washback to the learning of English as a foreign language EFL) at the undergraduate level in the Department of English at Jahangirnagar University, and anticipated enriching the existing relevant literature as well as improving the assessment system and instructional strategies in the department and thus EFL education at other identical settings. Four hypotheses consonant with the objectives of the study – Q_1 Assessment impedes the implementation of the EFL syllabus at the undergraduate level in the Department of English at Jahangirnagar University. Q_2 Assessment prevents the EFL students at the undergraduate level in the Department of English at Jahangirnagar University from doing the tasks and activities pertinent to their acquiring communicative skills. Q_3 Assessment negatively impacts upon the materials used for teaching and learning EFL at the undergraduate level. Q_4 Assessment negatively affects the EFL teaching methods and techniques at the undergraduate level. – were formulated to carry out the study. Sixty students learning EFL at the undergraduate level in the Department of English at Jahangirnagar University participated in the study. A valid and reliable questionnaire was administered to collect data from the participant population. Afterward the data were analyzed by employing the descriptive and contextual methods as well as SPSS program module. The analysis of the data revealed harmful testing washback as the students learned EFL for scoring good grades in the examinations, rather than acquiring communicative competence. That is, assessment appeared to be of learning, not for learning EFL at the under-graduate level. Based on the findings, the researcher put forward specific recommendations on rethinking and modifying the syllabus, classroom tasks and activities, language materials, teaching methods and techniques, assessment system, and responsibilities of the authority concerned.

Keywords: *Washback, assessment, learning EFL, undergraduate level, the syllabus, classroom tasks and activities, language materials, teaching methods and techniques.*

Introduction

A test or examination, an indispensably pervasive part of a second/foreign language education system, refers to a formal situation created by the tester to make the testee respond to a stimulus from which desired information could be elicited so as to ascertain the testee's ability or knowledge, that is, communicative competence encompassing grammatical competence, sociolinguistic competence, strategic competence and discourse competence, and/or to grade him/her according to a given standard.

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Therefore, it is assumed to be a powerful determiner of what happens in the language classroom, and is claimed to affect teaching and learning activities both directly and indirectly. It has long been asserted in a wide range of contexts that a test exerts a powerful influence on the language learner who is preparing to take the test and on the teacher who tries to help him/her prepare. And the impact a test has on teaching and learning a second/foreign language is commonly used as 'washback' in applied linguistics (see Chen and Curtis, 2004; Alderson and Wall, 1993).

The term 'washback', sometimes referred to as 'backwash' (Biggs, 1995, 1996 in Cheng, 2000), can generally be considered as the impact of an examination or test on teaching and learning (Cheng, 2002, 2003, 20008, 2009; Hughes, 2003). Brown (2000) defines washback as "the connection between testing and learning" (p. 298). Alderson and Wall (1993), however, restrict the use of the term 'washback' to "classroom behaviors of teachers and learners rather than the nature of printed and other pedagogic material" (p. 118). They also regard washback to be what teachers and learners do that "they would not necessarily otherwise do" (p. 117). Messick (1996) states that in order to be considered washback, good or bad, teaching has to be "evidentially linked to the introduction and use of the test" (p. 16). Moreover, Wall (1997) makes a clear distinction between washback and test impact. The latter would refer to the effect of a test on "individuals, policies or practices, within the classroom, the school, the educational system or society as a whole" (cited in Cheng and Curtis, 2004, p.4). Other researchers (Andrews, Fullilove & Wong, 2002) do not make that distinction, and maintain that narrow and wider effects can be included under the term 'washback'.

In general, the term 'washback' refers to any influence that a test may have on the teacher and the learner, either positive or negative, and either at the micro or macro level. At the micro level, the test affects the learner and the teacher while it affects the instructional system of the institution at the macro level. Pierce (1992) specifies classroom pedagogy, curriculum development, and educational policy as the areas on which washback has an effect. On the other hand, Alderson and Hamp-Lyons (1996) take a view of washback which concentrates more on the effect of the test on teaching, and refer to washback as "… the influence that writers of language testing, syllabus design and language teaching believe a test will have on the teaching that precedes it" (p. 280).

Washback is thus a very complex notion, as it appears, and can stand for the effect of a test on the classroom, but also on the school, on the educational system and also on the society as a whole. Further, this effect does not always occur directly but is mediated by a number of factors, such as the teachers' perception of the test, the status of the test as well as that of the subject-matter tested, the macro-context in which the test is used, the purpose of learning the target language in the context, among others. Furthermore, to study the washback effect, it is necessary to look at the people that participate in the educational process, to the actual classroom events and activities, and to the outcomes of these processes.

However, washback can be either positive or negative. The former happens when the testing procedure reflects the skills and abilities that are taught in the language program (Bachman, 1990). As Pearson (1988) contends, good tests can be utilized and designed as beneficial teaching-learning activities so as to encourage a positive teaching-learning process. On the other hand, the latter occurs when a test content or format is based on a narrow definition of language ability and so constrains the teaching-learning context (Brown, 2002), and there is a mismatch between the content and the test.

Hence, the present study was designed and intended to examine whether or not the tests administered in the English as a foreign language (EFL) courses offered at the undergraduate level in the Department of

English at Jahangirnagar University functioned as assessment of learning or assessment for learning the target language.

Literature Review

In second/foreign language education, a large number of studies have been carried out to date so as to investigate influences of tests on teaching and learning. Alderson and Wall (1993) concluded from their Sri Lanka study that the examination had a demonstrable effect on the content of language lessons. This effect was that of the narrowing of the curriculum to those areas most likely to be tested. This finding is similar to that of Lam (1994) who reported an emphasis in teaching on those parts of the examination carrying the most marks. Similarly, Cheng (1997) noted that the content of teaching had changed after the introduction of the revised examination, reading aloud being replaced by role-play and discussion activities, for example, reflecting the new examination content. Read and Hayes (2003) confirmed this in their New Zealand study, as did Cheng (1997, p. 50) in Hong Kong: “By the time the examination syllabus affected teaching in Hong Kong secondary schools … nearly every school had changed their textbooks for the students”.

However, Watanabe’s (1996) findings were different since he spoke of teachers not necessarily teaching listening or writing even though the examination contained these skills. The findings of Read and Hayes (2003) were quite detailed and exhibited variations in washback on the curriculum depending on the course observed. Shohamy et al.’s (1996, p. 309) findings were also somewhat different from Cheng’s (1997) as they found that in relation to the EFL examination “ample new material has been published and marketed since the announcement of the test changes became public”. Tests are sometimes used by schools or school administrations as a “lever” to introduce the innovation of new curricula, but it may change the format of what teachers instruct, not foster an in-depth change of teaching methodologies as a whole. Shohamy et al. (1996) reported on the stability of the washback effect over time as they investigated two national examinations that had been implemented in Israel in the late 1980's. One was a high-stakes test of English as a foreign language (EFL), and the other was a low-stakes examination of Arabic as a second language (ASL). Following Madaus (1990), Shohamy et al. (1996, p. 300) defined a high- stakes test as one used in a context in which decisions about "admission, promotion, placement or graduation are directly dependent on test scores", while low-stakes examinations do not entail these significant decisions. The notion of high-stakes and low-stakes examinations is reflected in Alderson and Wall’s (1993, pp. 120-121) breakdown of the washback hypothesis: "Tests that have important consequences will have washback; and conversely, tests that do not have important consequences will have no washback".

As Hughes (1993) pointed out, the key question about the products of washback was whether or not it led to learning. Shohamy et al. (1996) asked their student respondents whether and how the ASL test and the EFL test had promoted learning. With regard to the high-stakes EFL test, 68% of the students believed that the test promoted learning and 92% said that the goal of the test was to promote learning. But in terms of the impact of the EFL test on their language learning, 46% students believed that it had little or no impact while only 34% of the student respondents reported that their command of English was affected to a large extent by the test. In terms of the low-stakes ASL test's impact on learning, Shohamy et al. (1996, p. 306) said that "both teachers and students express negative feelings toward the test and complain that the test is of no importance and not essential in all course levels."

Wall and Alderson (1996) examined the impact of a new textbook and a corresponding examination on English language teaching (ELT) in the secondary schools in Sri Lanka, and disclosed the evidence of washback on the content of teaching and ways of assessing. Cheng’s (1999) study was intended to

explore washback on teachers' perceptions and actions in the context of Hong Kong Certificate of Education Examination (HKCEE) in English. The findings of the study revealed that more activity types and student activities could be found in classroom teaching after the change in the HKCEE, but the interaction pattern of teachers' teaching did not change much even after the examination reform.

Appropriate use of tests can evidently promote the teaching and learning of a second/foreign language. Recent research indicates that tests also influence different educational parties, particularly teachers and students in many different ways. In her studies of Arabic as a second language and English as a foreign language for the modified Israeli examinations, Shohamy (2005) indicated that the results obtained from tests could have serious consequences for individuals as well as for programs, since many crucial decisions were made on the basis of test results.

Manjarres (2005) carried out a study to examine washback within a high-stakes test. The general objective of the study was to describe the washback effect of the English national examination held in public schools in Colombia. The study unfolded a positive relationship between the examination and the teachers; that is, the English language teachers adjusted their strategies in order to meet the students' expectations. It was also noticeable when teachers depended on other materials (e. g. previous test formats) to perform better in the classroom. The study also showed that the teachers were not familiar with how to develop the students' communicative competence; one of the teachers admitted that listening and speaking skills were not evaluated in the examination.

Likewise, Tsagari (2007) conducted a study to investigate the washback effect of a high-stakes examination on the teaching and learning process, and interviewed 15 native and non-native EFL teachers actively involved in teaching. The results led to a detailed analysis of the textbook materials using a specially designed instrument. The analysis of the data uncovered that the examination did influence the materials the teachers used while teaching, but it did not show any washback effects upon the teaching methods of the teachers.

Hence, to investigate the impact of the examinations on EFL learning appears to have been indispensable so as to enhance EFL education at the undergraduate level in the Department of English at Jahangirnagar University. And this brief review of the existing relevant literature was supposed to contribute to conducting the present study, especially by lending support to or contradicting its findings that would lead to inferences, implications and constructive recommendations as well.

Research Problems

Tests are often perceived as exerting a conservative force that impedes progress in second/foreign language learning (Andrews and Fullilove, 1994). This is particularly evident in case of the students learning English as a foreign language (EFL) at the undergraduate level in Bangladesh since they terribly suffer from a phobia about tests, which often hampers their acquiring the competence that the course is supposed to offer and their exhibiting the performance expected as an outcome of studying the course. The phobia, synonymous with negative washback, might have impact on the syllabus, the language materials, the teacher and the learner, and hence hinders the teaching and learning process including the basic skills of EFL– listening, speaking, reading and writing.

Previously a learner of EFL and presently a practitioner of EFL teaching, the present researcher himself did not only experience washback in his student life but also observed the phenomenon in teaching and learning EFL especially at the undergraduate level in the Department of English at Jahangirnagar

University. The researcher was then interested to know whether or not tests functioned as assessment of learning or assessment for learning EFL at the undergraduate level.

Research Objectives

The current study was designed to reveal what type of washback– negative or positive was on teaching and learning the EFL skills– listening, speaking, reading and writing at the undergraduate level in the Department of English at Jahangirnagar University. That is, the investigation would first endeavor to examine how tests affected the learners, the teachers, the syllabus and the teaching/learning materials contributing to and constituting the teaching and learning process of the EFL skills, and then, in the light of the findings and implications, postulate some recommendations so as to reduce the harmful effects of tests, if any, and construct tests having beneficial washback on teaching and learning the skills.

Research Hypotheses

The research hypotheses posed here followed on the hypotheses formulated by Alderson and Wall (1993), and were in consonance with the objectives of the current study:

H_1 Assessment impedes the implementation of the EFL syllabus at the undergraduate level in the Department of English at Jahangirnagar University.

H_2 Assessment prevents the EFL students at the undergraduate level in the Department of English at Jahangirnagar University from doing the tasks and activities pertinent to their acquiring communicative skills.

H_3 Assessment negatively impacts upon the materials used for teaching and learning EFL at the undergraduate level.

H_4 Assessment negatively affects the EFL teaching methods and techniques at the undergraduate level.

Methods

Respondents

The current study was conducted with 60 undergraduate students of English as a foreign language randomly selected from the First Year BA (Hons.) program in the Department of English at Jahangirnagar University. All the respondents were Bengali speaking and already studied English as compulsory subject at their primary, secondary and higher secondary levels of education.

Instrumentation and Data Collection

A questionnaire (See the Appendix) being constituted of 16 items was employed to collect data from 60 undergraduate students of English as a foreign language. The items of the questionnaire were concerned with the syllabus (Item Nos. 1, 2, 3 and 4), tasks and activities (Item Nos. 5, 6, 7 and 8), materials (Item Nos. 9, 10, 11 1 and 12), and teaching methods and techniques (Item Nos. 13, 14, 15 and 16). That is, they were designed to uncover the relations of the examinations in English to the respondents as regards the syllabus, classroom tasks and activities, language materials, and teaching methods and techniques. The present researcher developed the questionnaire on the model of Cheng (2005) and Shohamy (2005), and used a five-grade Likert Scale (1932) from 'strongly agree' to 'strongly disagree'.

Data Analysis

The data collected from 60 undergraduates of English as a foreign language were analyzed by employing the descriptive and contextual methods. In addition, the students' responses to the questionnaire were computed and analyzed using the SPSS program module. The statistical measurements used here included means and standard deviations for each item of the questionnaire.

The statements assessing the expected responses of the participants were adopted through a five-point Likert Scale. On the scale, the statements were coded as 1 indicating 'Strongly Agree', 2 'Agree', 3 'No Opinion', 4 'Disagree' and 5 indicating 'Strongly Disagree'. The mean scores of each of the items of the questionnaire follow: mean scores 5 – 3.5 suggesting 'strong effect', mean scores 3.49 – 2.5 suggesting 'moderate effect', mean scores 2.49 – 1.5 implying 'little effect', and mean scores 1.49 – 1 indicating 'insignificant effect'.

Results and Discussion

The current study investigated the relations of washback to the EFL learners as regards the effects of the examinations on four crucial factors of EFL education at the undergraduate level in the Department of English, Jahangirnagar University: the syllabus, tasks and activities, language materials, and teaching methods and techniques. The study employed the SPSS program module to analyze the data collected through a questionnaire. Along with the statistical package, the descriptive and contextual methods were used for data analysis. The findings resulted from the detailed analysis of the data are presented in a table and sixteen figures below. The first issue dealt with the impact of the examinations on the syllabus for English language education; the second issue was related to classroom tasks and activities that might affect the students in learning EFL for the preparations for the examinations; the third issue was concerned with the language materials used in the class for the preparations of the students; and the fourth issue was linked to the teaching methods and techniques that the students experienced while learning EFL.

Table 1 below demonstrates the mean scores and standard deviations of each of the items of the questionnaire, and hence the degree of effect that the examinations had on the syllabus, tasks and activities, materials, and teaching methods and techniques as perceived by the EFL students and as exhibited in different figures below:

Table-1

Mean and Standard Deviation

No.	Item	Mean	Standard Deviation
1	I am aware of the objectives of the syllabus for English language education at the undergraduate level.	3.30	1.04
2	I learn everything of the materials based on the syllabus although something may not be tested.	1.98	1.27
3	I learn some lessons that are less likely to be tested in the examinations.	4.06	1.19
4	I study some relevant materials to perform well in the examinations.	3.60	1.13
5	I spend more time learning grammar because grammar is more likely to be tested in the examinations.	3.87	0.89
6	I do my classroom activities according to my needs and abilities.	3.16	0.94
7	I learn whatever I think important to learn, no matter whether it is tested or not.	1.99	1.08
8	I learn what is tested in the examinations.	3.21	1.30
9	I study supplementary materials other than those the teachers suggest to succeed in the examinations.	3.96	1.02

10	I practice the questions of the previous examinations for relatively better preparations for the examinations.	**3.90**	1.02
11	I study model questions predicted to be set in the examinations.	**3.44**	1.27
12	I study authentic materials in addition to the teachers' materials to learn English language.	**1.96**	1.12
13	I like the teaching methods and techniques that help me succeed in the examinations.	**4.62**	0.80
14	I prefer learning test-taking strategies when the examinations are near.	**3.44**	1.40
15	My teachers' EFL teaching methods and techniques are influenced by the examinations.	4.34	0.87
16	I try to achieve the test objectives throughout learning English language.	**3.18**	1.10

The Syllabus

No.	Item
1	I am aware of the objectives of the syllabus for English language education at the undergraduate level.
2	I learn everything of the materials based on the syllabus although something may not be tested.

Figure-1
Item-1

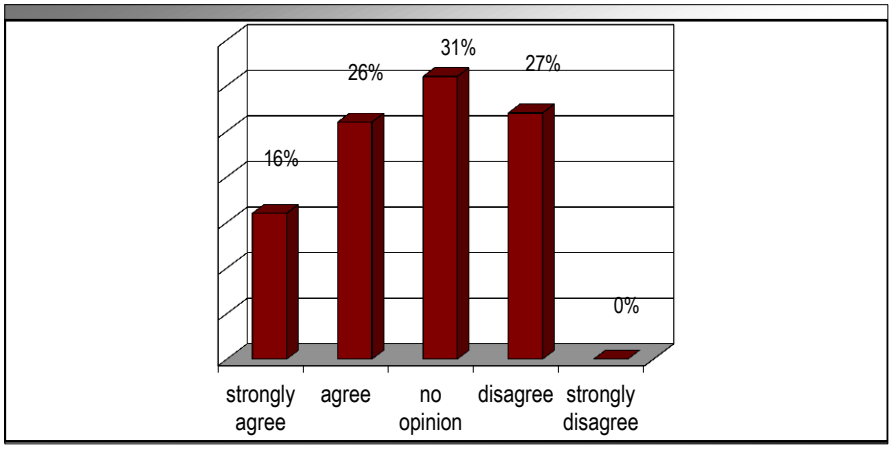
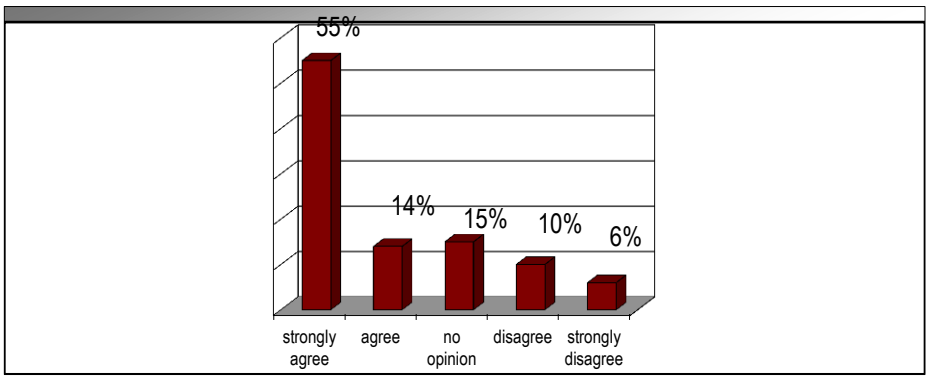


Figure-2
Item-1



It is evident that the contents of a test might have a direct washback effect either positive or negative on the syllabus (Alderson & Wall, 1993). The syllabus plays a vital part in the EFL class. It helps determine the focus of the class, and sets goals for students throughout their study. The mean score of Item No. 1 related to the syllabus and/or curriculum is 3.30 while the standard deviation is 1.04. And Figure-1 shows that only 42% teachers (agree plus strongly agree) claimed they were aware of the objectives of the syllabus. Again, the mean score of Item No. 2 also concerned with the syllabus is 1.98 whereas the standard deviation is 1.27. And Figure-2 displays that 69% teachers (agree plus strongly agree) confirmed they taught everything of the textbook based on the syllabus although something might not be tested in the examinations. The study thus revealed positive attitudes of the students toward learning, and indicated that the classroom instruction and learning were well aligned with the syllabus.

No.	Item
3	I learn some lessons that are less likely to be tested in the examinations.
4	I study some relevant materials to perform well in the examinations.

Figure-3
Item-3

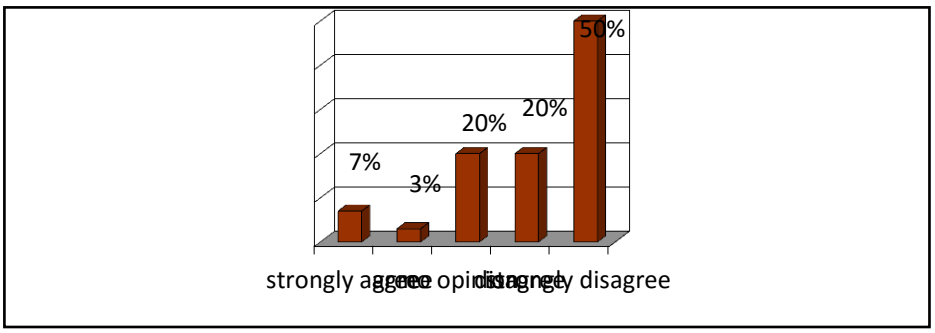
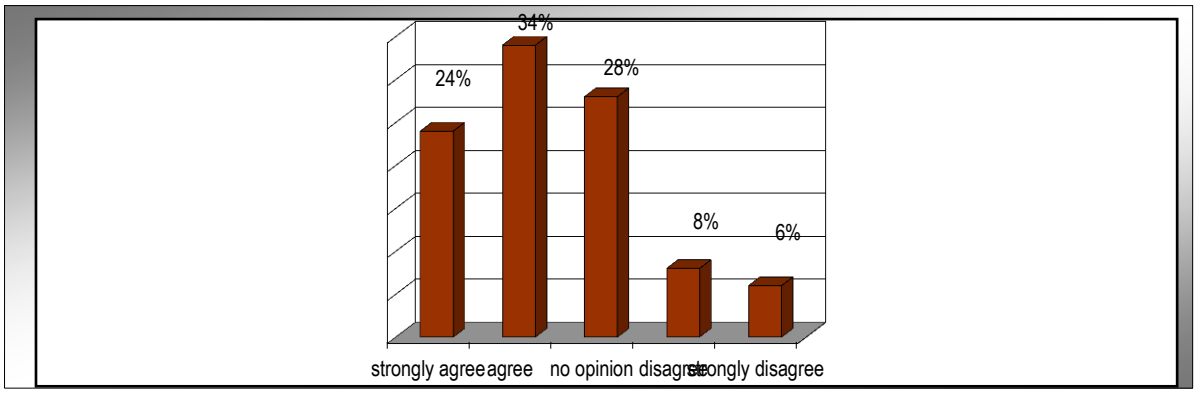


Figure-4
Item-4



Notwithstanding, the findings displayed in Figure-3, 70% respondents supporting disagree plus strongly disagree, and Figure-4, 58% subjects for agree plus strongly agree, indicate that the activities in their classroom were test-oriented, and they concentrated on the lessons and contents pertinent to their examinations. The findings are in consonance with the mean scores of Item No. 3 being 4.06 and Item No. 4 being 3.60, which point out that the EFL students were affected by the examinations. That is, it is then conspicuous that the emphasis is on the contents that would help the students do well in the

examinations. These results support those of the studies carried out by Wall and Alderson (1996), Manjarres (2005) and Tsagari (2007), and may be attributed to the fact that most of the students having good scores in English in the examinations are not that much capable of communicating in English in their real life situations.

Tasks and Activities

No.	Item
5	I spend more time learning grammar because grammar is more likely to be tested in the examinations.
6	I do my classroom activities according to my needs and abilities.

Figure-5
Item-5

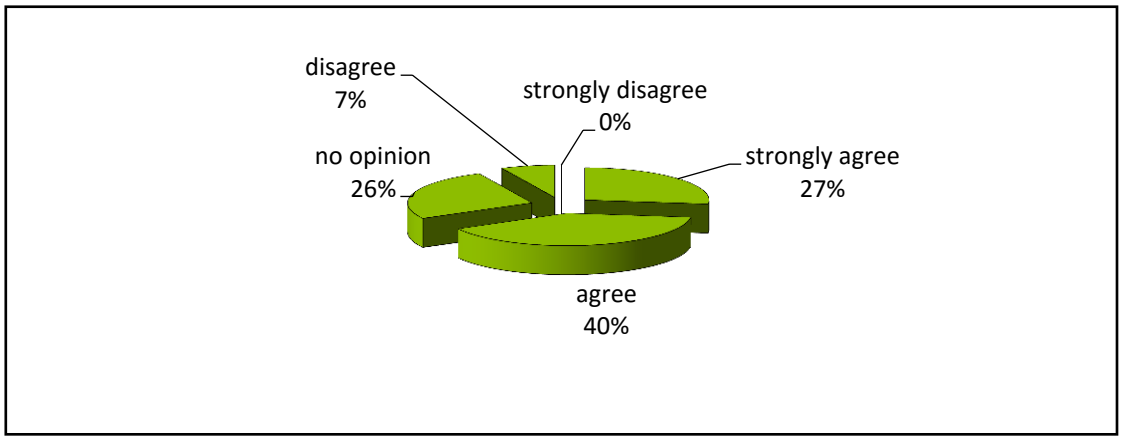
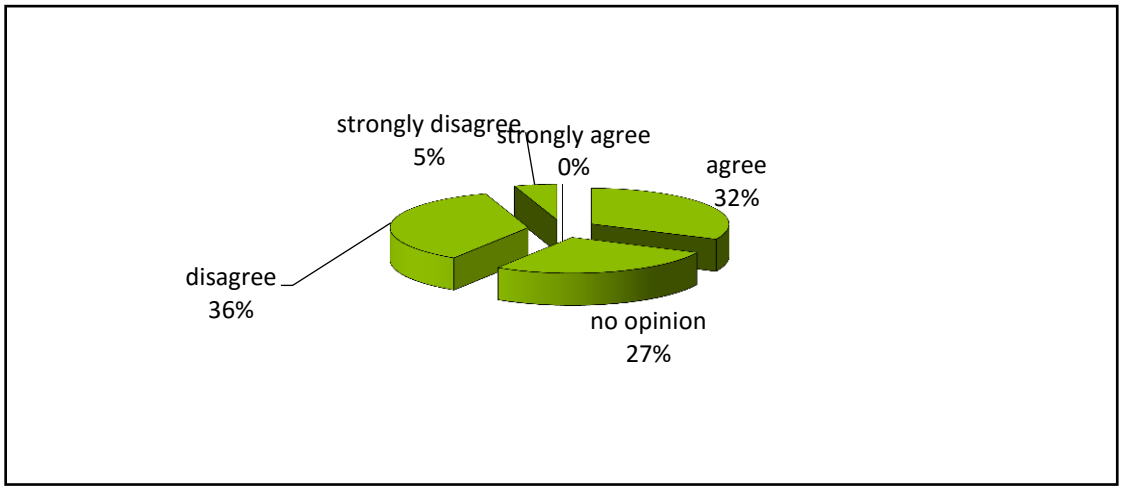


Figure-6
Item-6



As the mean score of Item No. 5 is 3.87 while its standard deviation 0.89, it is clear that the learner perception of classroom activities was related to the contents of the examination. That is, according to Figure-5, 67% students spent more time learning grammar because grammar was more likely to be tested in the examinations. Again, Figure- 6 displays that 59% students were somehow keen on and conscious of

their needs and abilities, and their lessons were designed accordingly. Since the mean score of Item No. 6 is 3.16 and its standard deviation is 0.94, it is indicative of the association of the students' attitudes with their needs and interests.

EFL teaching was test-driven as the findings show that the test affected the classroom tasks and activities. Teaching grammar rather than communication skills had a rather strong effect on EFL learning. Learning test-taking strategies had a strong effect as well. However, there is a general perception among the EFL students that the tasks and activities which are not tested in the examinations are considered as the wastage of time and labor; and this notion is countenanced by the findings of the present study since 67% students agreed that they spent more time studying grammar and grammar-related items because they would be tested in the examinations.

No.	Item
7	I learn whatever I think important to learn, no matter whether it is tested or not.
8	I learn what is tested in the examinations.

Figure-7
Item-7

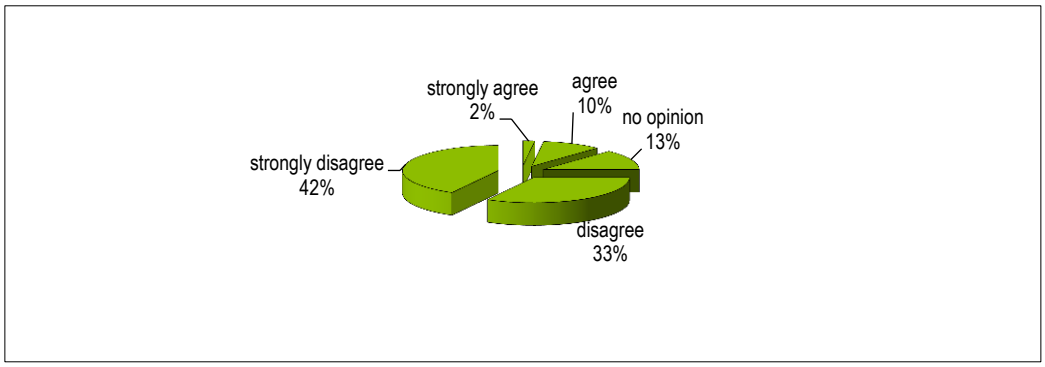
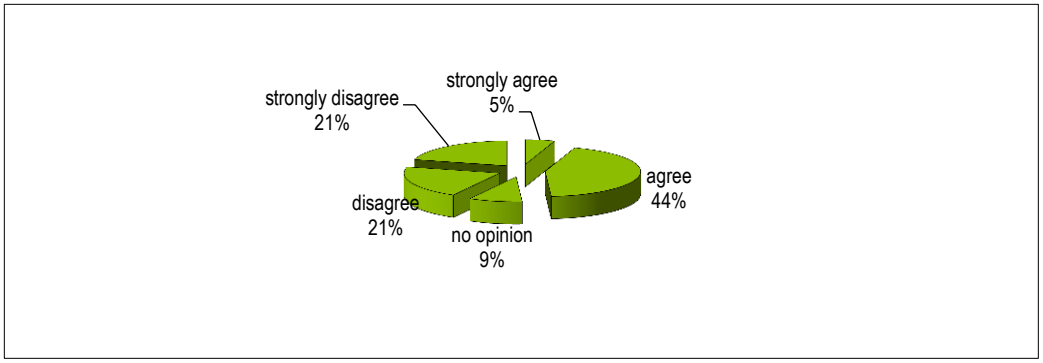


Figure-8
Item-8



It is expected that class activities would be interactive and the students can actively be involved in pair-work, group-work, and individual work as well.

Contrariwise, Figure-7 exhibits that 75% students (disagree plus strongly disagree) did not consider the importance of attaining communicative competence, rather they considered whether or not they learned

the items that would be tested. This result is supported by the mean score of Item No. 7 being 1.99 while its standard deviation is 1.08. Similarly, Item No. 8 having 3.21 as its mean score and 1.30 as its standard deviation also shows learning EFL as being directed to the examinations as 49% students in Figure-8 (agree plus strongly agree) learned what would be tested in the examinations.

Materials

No.	Item
9	I study supplementary materials other than those the teachers suggest to succeed in the examinations.
10	I practice the questions of the previous examinations for relatively better preparations for the examinations.

Figure-9
Item-9

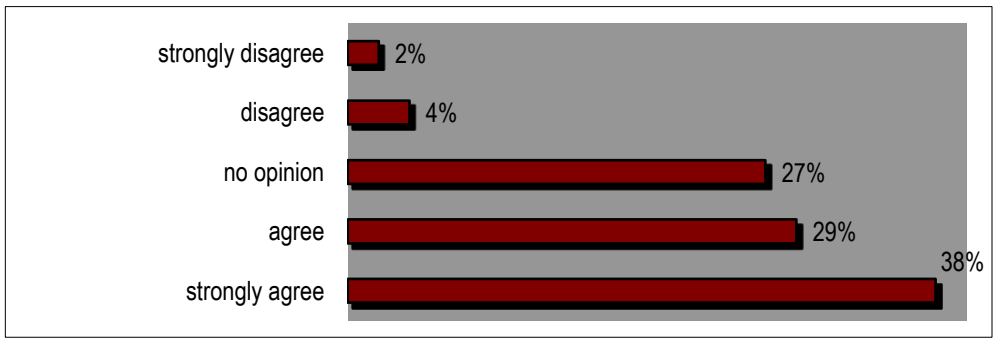


Figure-10
Item-10

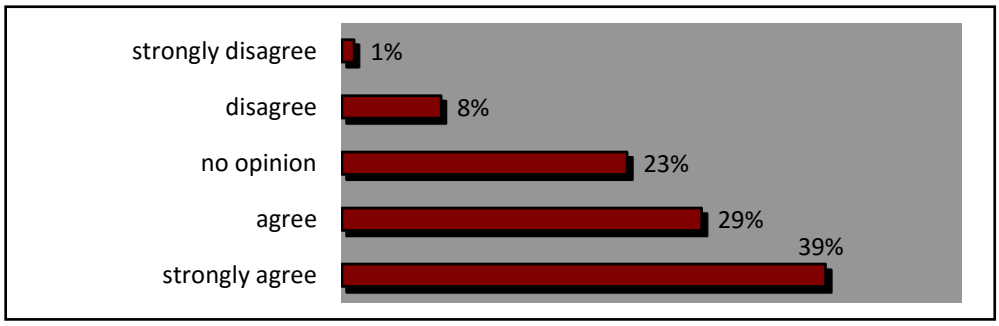


Figure-9 reveals that 6% students studied supplementary materials other than those the teachers suggest to succeed in the examinations. Again, Figure-10 shows that 68% students practiced the questions of the previous examinations for relatively better preparations for the examinations. Besides, Item No. 9 and Item No. 10 have high mean scores, 3.96 and 3.90 respectively, and thus indicate the students' interest in supplementary materials that would help them pass the examination.

The present study is consistent with the study of Caine (2005) in Japan where he found that the students were heavily dependent on test papers, model questions, suggestions/ guidebooks, called 'hidden syllabus' driven by the content of EFL examinations. The findings of this investigation also support those of Cheng (1997) in Hong Kong where she found that test contents dominated the classroom teaching.

No.	Item
11	I study model questions predicted to be set in the examinations.
12	I study authentic materials in addition to the teachers' materials to learn English language.

Figure-11
Item-11

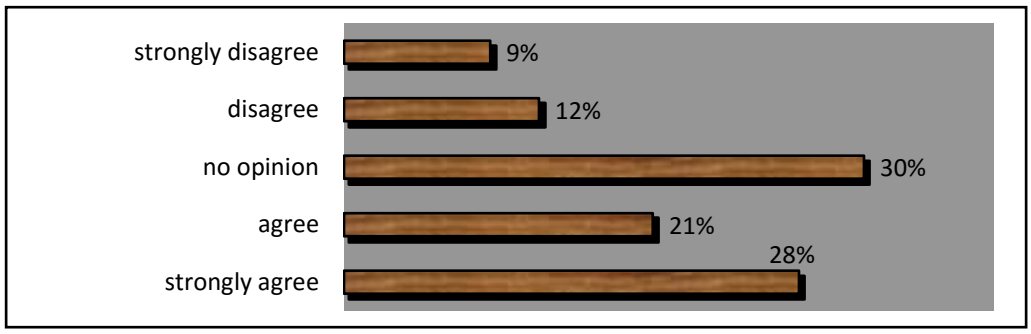
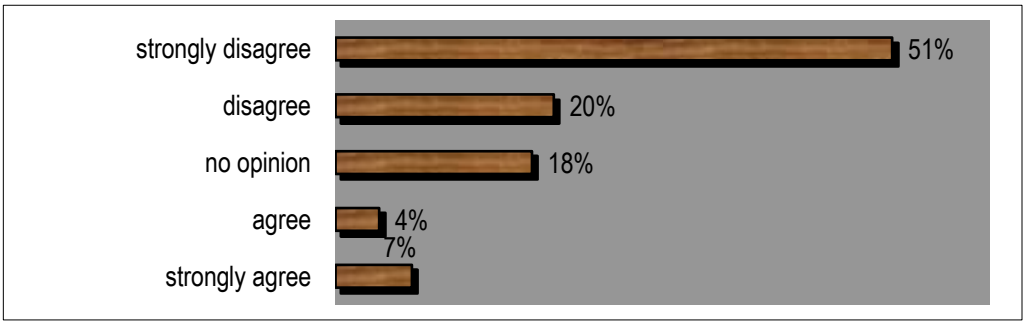


Figure-12
Item-12

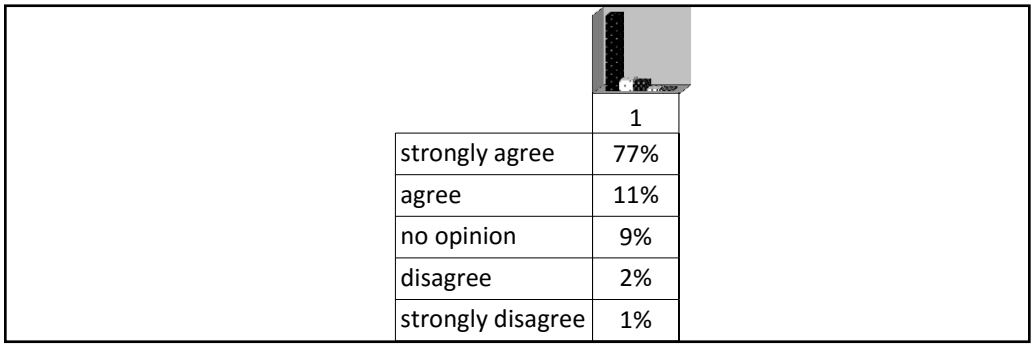


Item No. 11 has 3.44 as its mean score and 1.27 as its standard deviation; and Figure-11 discloses that 49% (agree plus strongly agree) students studied model questions predicted to be set in the examinations. Again, Item No. 12 has 1.96 as its mean score and 1.12 as its standard deviation; and Figure-12 unfolds that 71% (disagree plus strongly disagree) students did study supplementary materials that would develop and improve their EFL skills. The findings thus discover that the students would learn EFL to their examinations. That is, the students' study of additional materials and model questions would help them get well prepared for the examinations whereas the use of authentic materials for the development of EFL skills had hardly any relevance to the examinations.

Teaching Methods and Techniques

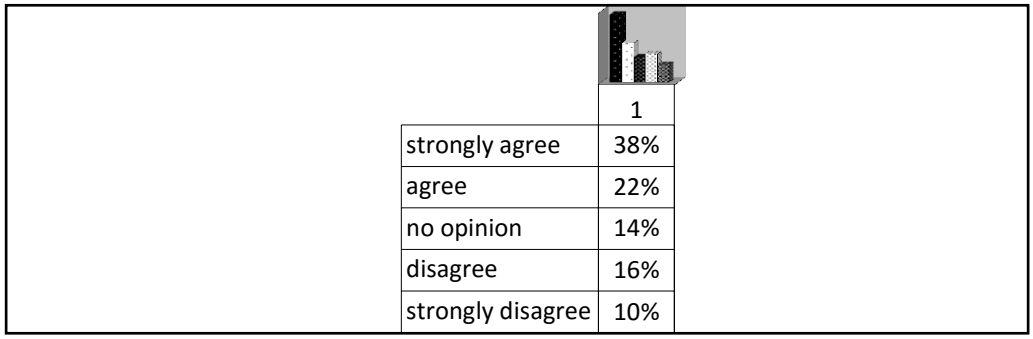
No.	Item
13	I like the teaching methods and techniques that help me succeed in the examinations.
14	I prefer learning test-taking strategies when the examinations are near.

Figure-13
Item-13



	1
strongly agree	77%
agree	11%
no opinion	9%
disagree	2%
strongly disagree	1%

Figure-14
Item-14



	1
strongly agree	38%
agree	22%
no opinion	14%
disagree	16%
strongly disagree	10%

Item No. 13 has 4.62 as its mean score and 0.80 as its standard deviation; and Figure-13 exhibits that 88% students (agree plus strongly agree) liked the EFL teaching methods and techniques that helped them succeed in the examinations. Again, Item No. 14 has 3.44 as its mean score and 1.40 as its standard deviation; and Figure-14 demonstrates that 60% students (agree plus strongly agree) preferred learning test-taking strategies when the examinations were near.

The results reveal that the examinations influenced the EFL teaching methods and techniques to a substantial extent. That is to say, the teachers were compelled to change and modify their teaching methods and techniques with a view to helping their students get adequately prepared for the examinations. In addition, learning test-taking strategies had a strong effect on learning EFL since the learning of the strategies, the students felt, would enhance their skills for their tests.

No.	Item
15	My teachers' EFL teaching methods and techniques are influenced by the examinations.
16	I try to achieve the test objectives throughout learning English language.

Figure-15
Item-15

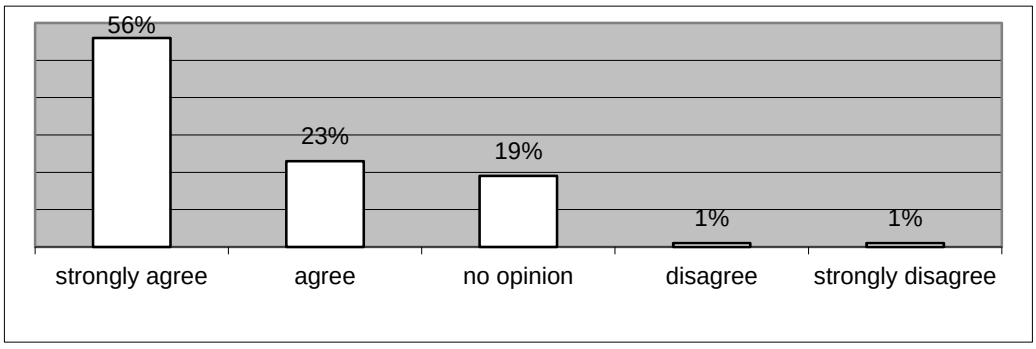
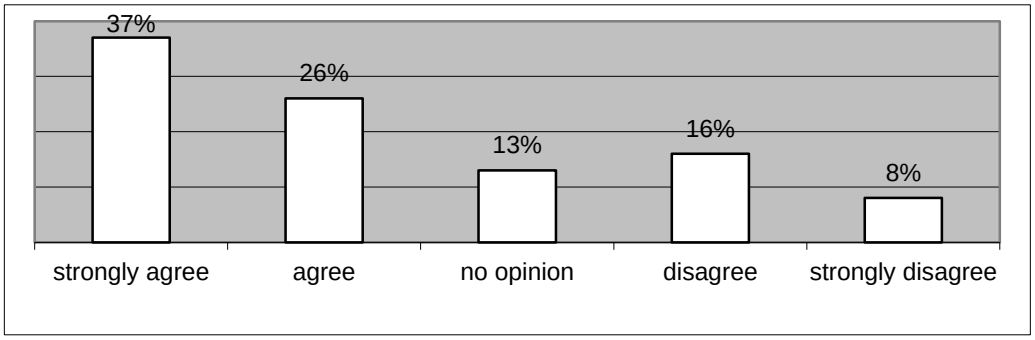


Figure-16
Item-16



As Figure-15 shows, 79% students thought that teaching methods and techniques were influenced by the examinations. Item No. 15 having 4.34 as its mean score and 0.87 as its standard deviation appears to be consistent with the result of Figure-15. That is, the students intended to do well in the examinations, and wanted to get the teaching methods and techniques modified accordingly. Again, Figure-16 displays that 63% students tried to achieve the test objectives throughout learning EFL. It is also in harmony with the finding of Item No. 16 having 3.18 as its mean score and 1.10 as its standard deviation.

It is then clear that the students needed to be aware of the test objectives that should be properly aligned with the syllabus objectives and/or learning outcomes. The objectives of the syllabus are to help the students achieve communicative competence. The communicative competence can be attained through learning the language itself, not learning about the language. Nonetheless, the study revealed that the students used most of their classroom time learning stray linguistic elements including grammar rules, which are in direct contradiction to the spirit of the communicative language teaching approach. This conspicuously shows that negative washback prevailed in EFL teaching and learning at the undergraduate level in the Department of English at Jahangirnagar University. Thus, the findings lend support to all the research hypotheses: H_1 Assessment impedes the implementation of the EFL syllabus at the undergraduate level in the Department of English at Jahangirnagar University; H_2 Assessment prevents the EFL students at the undergraduate level in the Department of English at Jahangirnagar University from doing the tasks and activities pertinent to their acquiring communicative skills; H_3 Assessment negatively impacts upon the materials used for teaching and learning EFL at the undergraduate level; and H_4 Assessment negatively affects the EFL teaching methods and techniques at the undergraduate level.

The results of the current study that washback functioned as an obstacle to EFL education in regard to the syllabus, classroom tasks and activities, language materials, and teaching methods and techniques, appear to lend support to those discovered by Lam (1994), Wall and Anderson (1996), Cheng (1997), Read and Hayes (2003), Manjarres (2005) and Tsagari (2007), and may be attributed to the fact that the students at the undergraduate level were more concerned with scoring good grades in the examinations than acquiring communicative skills as are evident in the students' inadequate ability of using the EFL skills in their real life communication.

Conclusions and Recommendations

The present study was designed to examine how the students at the undergraduate level in the Department of English at Jahangirnagar University perceived and considered their examinations while learning EFL. As the study revealed, the examination had strong impact on the students. Though a good

number of students were found to be aware of the objectives and/or learning outcomes of the syllabus, they appear to have been controlled by the test since they performed their tasks and activities, studied language materials, and took the methods and techniques with a view to scoring good grades in the examinations. As a consequence, most of the students are found to have scored good grades in the examinations, but cannot efficiently use their listening, speaking, reading and writing skills of EFL for communication in their real life situations. That is, it is then conspicuous that the students learned EFL to their examinations since tests functioned as assessment of their learning, not as assessment for their EFL education.

Based on the findings, some recommendations might be made so as to reduce the harmful washback and develop beneficial effects of the examinations.

Firstly, the students should not only be aware of the instructional/learning outcomes as stated in the syllabus, but also be adequately motivated and guided so that their EFL learning is in accord with the syllabus. Therefore, the authority concerned should arrange in-service training programs for the EFL teachers with a view to equipping them with the expertise in appropriately aligning learning outcomes, instruction, and assessment (Killen, 2004 in Burger, 2008) to teach EFL for adequately helping the students achieve the objectives spelled out in the syllabus and hence developing the students' communicative competence in all the basic skills of the target language – listening, speaking, reading and writing needed for communication in their real life situations.

Secondly, the department authority should monitor whether an EFL teacher is teaching to the examination by providing the students with some test-related suggestions, giving them practice in some test-related exercises, skipping some lessons unlikely to be tested in the examination, keeping the students away from practice of communication and so forth or teaching the students in accordance with the objectives mentioned in the syllabus, developing and improving the students' competency and proficiency in the basic skills of EFL for communication in authentic situations, making the students engaged in active learning through peer-work, group-work, role-plays, and simulations, employing those tasks, activities, methods and techniques consonant with the students' needs and interests, and the demands of the reality as well and so on.

Thirdly, the language materials should be consistent with the learning objectives stated in the syllabus, and should cover the teaching/learning items advocated by the syllabus. And the teachers' job has to be to teach EFL to the students so that the students can acquire a good command of the basic skills of the language essential for their every day communication in varied situations. That is, the materials should meet the students' needs and interests as well as the demands of the reality in terms of subject-matters, tasks, linguistic elements, linguistic level, culture, gender, test format and so on.

Finally, the examination system should conform to the spirit and principles of communicative testing and/or alternative assessment, for instances, self-assessment, peer-assessment, task-based assessment, portfolio assessment, projects, presentations and so on (Weir, 1990; NCLRC, 2004a ; NCLRC, 2004b; Coombe et al., 2007; Popham, 2009) measuring the students' communicative competence being constituted of grammatical competence, sociolinguistic competence, strategic competence and discourse competence. In other words, the test should determine how much the students are able to use what they have learned in their real life situations. Here, all the basic skills encompassing listening, speaking, reading and writing should receive equal importance in the testing system. Thus, assessment should be for learning, not be of learning.

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Appendix

The Student Questionnaire

Following are a number of statements with which some persons agree and others disagree. As different persons possess different opinions, there are not right or wrong answers.

Please indicate your opinion about each statement by putting a tick mark (√) in only one box against each statement which best shows the extent to which you agree or disagree with that statement. Your responses will be used for research purposes only.

Thank you very much for your cooperation!

SL	Item	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
THE SYLLABUS						
1	I am aware of the objectives of the syllabus for English language education at the undergraduate level.					
2	I learn everything of the materials based on the syllabus although something may not be tested.					
3	I learn some lessons that are less likely to be tested in the examinations.					
4	I study some relevant materials to perform well in the examinations.					
TASKS AND ACTIVITIES						
5	I spend more time learning grammar because grammar is more likely to be tested in the examinations.					
6	I do my classroom activities according to my needs and abilities.					
7	I learn whatever I think important to learn, no matter whether it is tested or not.					
8	I learn what is tested in the examinations.					
Materials						
9	I study supplementary materials other than those the teachers suggest to succeed in the examinations.					
10	I practice the questions of the previous examinations for relatively better preparations for the examinations.					
11	I study model questions predicted to be set in the examinations.					
12	I study authentic materials in addition to the teachers' materials to learn English language.					
Teaching Methods and Techniques						
13	I like the teaching methods and techniques that help me succeed in the examinations.					
14	I prefer learning test-taking					

	strategies when the examinations are near.					
15	My teachers' EFL teaching methods and techniques are influenced by the examinations.					
16	I try to achieve the test objectives throughout learning English language.					

Towards an Effective Pedagogy: Evaluation of Materials Used in Foundation English Courses at Rajshahi University

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This paper is an exploratory study of the materials used in the English language courses offered by the various departments at Rajshahi University. The foundation English language courses at these departments were introduced to help students cope with the rigours of academic programmes conducted in English besides developing their necessary communicative skills. The argument in this paper is based on the theoretical position that materials need to correspond to their respective contexts for effective language teaching and learning. Document analysis was conducted to assess the materials used in the foundation English courses of 16 departments under the 7 faculties of Rajshahi University. It has been found that the language courses fall short of their objectives as the materials focus basically on language forms with little emphasis on practical application of the target language. The situation may be improved by implementing appropriate materials geared towards the learners' needs through a major overhaul of the whole system or by adopting an eclectic approach that incorporates feasible CLT (Communicative Language Teaching) features into the existing traditional approach of teaching English in the various departments of Rajshahi University.

Keywords: *Material design, evaluation, EAP, tertiary education.*

Materials Defined

Teaching materials form an integral part of most English language programmes. Although mostly associated with course books, the term 'language-learning materials' essentially refers to anything which is used by teachers or learners to facilitate the learning of a language. Materials may be linguistic, visual, auditory or kinesthetic in nature. Cassettes, videos, CD-ROMs, dictionaries, grammar books, readers, workbooks or photocopied exercises- are all various manifestations of possible teaching materials. Even everyday objects and occurrences such as newspapers, food packages, photographs, live talks by invited speakers, instructions given by a teacher, tasks or discussions between learners also hold their own as effective materials in a language classroom (Tomlinson 1988). In other words, they can be anything that is deliberately used to increase the learner's knowledge and exposure to the target language. This pragmatic concept of materials is useful in the sense that it enables one to utilize as many sources of input as possible in materials development. It also helps teachers to choose from a vast array of the most appropriate materials for their respective learners in various teaching contexts.

However, course books have long retained the qualification that they are of an acceptable standard or level of quality and appropriate to the learners for whom they are being used as Hutchinson and Torres (1994) suggest- "…No teaching-learning situation, it seems, is complete until it has its relevant textbook."

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It is absolutely essential, therefore, that we establish and apply a wide variety of relevant and contextually appropriate criteria for the evaluation of the textbooks that we use in our language classrooms. This paper will discuss and describe the intricate evaluation process that was undertaken at Rajshahi University in Rajshahi, Bangladesh for textbooks that were being used in this particular learning environment. The purpose of this research was to determine the overall pedagogical value and suitability of the books geared towards these specific English language programmes.

Materials Development

Studies of materials development are a recent phenomena. Until recently, materials development was treated as a sub-section of methodology, in which materials were usually introduced as examples of methods in action rather than as a means to explore the principles and procedures of their developments. However, during the 1990s, language courses started to put more emphasis on the study of materials development for their own merits. Consequently, the ELT market became awash with a plethora of books on the principles and procedures of materials development.

Among the various materials used in language courses, the most frequent one in rotation is the course book. Nonetheless, course books often come under criticism for being inevitably superficial and reductionist in its coverage of language points and in its provision of language experience. (Kitao and Kitao, 1997). Other distinguished theorists have criticized textbooks for their inherent social and cultural biases. Researchers such as Porreca (1984), Florent and Walter (1989), Clarke and Clarke (1990), Carrell and Korwitz (1994), and Renner (1997) have demonstrated that many EFL/ESL textbooks still contain rampant examples of gender bias, sexism, and stereotyping. Moreover, it has also been pointed out that in cannot cater to the diverse needs of all learners and that it imposes uniformity of syllabus and approaches, and also removes initiative and power from the teacher (Allwright 1981; O'neil 1982; Littlejohn 1998; Hutchinson and Torres 1994). However, course books are not without their proponents who argue that they are the most convenient form of presenting materials. They not only help to achieve consistency and continuation, but also provide learners with a sense of system, cohesion and progress. Besides, they help teachers to prepare lessons and learners to revise them. (O'Neill, 1982; Sheldon, 1988; Cunningsworth, 1995) Because of these convenient aspects, course books still remain the favoured vehicle for teaching a language course.

Materials Evaluation

In light of the resources available, it often becomes necessary to distinguish the best one out of a number of possibilities. (Sheldon, 1988) Evaluation is then, concerned with relative merit. It has been generally agreed that for materials to be valuable, the learning points should be potentially useful to the learners and that the learning procedures should maximize the likelihood of meeting the learners' specific needs while also being concurrent with "…the aims, methods, and values of the teaching program." (Cunningsworth, 1995 p.7).

Sheldon (1988) has offered several other reasons for textbook evaluation. He suggests that the selection of an ELT textbook often signals an important administrative and educational decision in which there is considerable professional, financial, or even political investment. A thorough evaluation, therefore, would enable the managerial and teaching staff of a specific institution or organization to differentiate the available textbooks on the market. Moreover, it would provide for a sense of familiarity with a book's content thus assisting educators in identifying the particular strengths and weaknesses of textbooks already in use. This would go a long way in ultimately assisting teachers with making optimum use of a book's strong points and recognizing the shortcomings of certain exercises, tasks, and entire texts.

One additional reason for textbook evaluation is the fact that it can be very useful in teacher development and professional growth. Cunningsworth (1995) and Ellis (1997) suggest that textbook evaluation helps teachers move beyond impressionistic assessments and it helps them to acquire useful, accurate, systematic, and contextual insights into the overall nature of textbook material. Textbook evaluation, therefore, can potentially be a particularly worthwhile means of conducting action research as well as a form of professional empowerment and improvement. Similarly, textbook evaluation can also be a valuable component of teacher training programs for it serves the dual purpose of making student teachers aware of important features to look for in textbooks while familiarizing them with a wide range of published language instruction materials.

One of the problems in materials evaluating is the subjective nature of many of the instruments of evaluating (Sheldon,1988) - a view succinctly corroborated by Littlejohn (1998) who maintain that "course book assessment is fundamentally a subjective, rule of thumb activity and no neat formation about what materials can achieve". Despite this limitation, pre-eminent theorists in the field of ELT textbook design and analysis such as Williams (1983), Sheldon (1988), Brown (1995), Cunningsworth (1995) and Harmer (2007) all agree, for instance, that evaluation checklists should have some broad criteria pertaining to the physical characteristics of textbooks such as- layout, organizational, and logistical characteristics. Taking these considerations into account, McDonough and Shaw (2003) provide a rather comprehensive model of evaluating materials. The model that they suggest is based on the view that it is useful to perform an external evaluation of the organizational principles involved. This stage is followed by a detailed internal and finally an overall evaluation of the materials to see how far the course book in question correspond to what the author claims besides the aims and objectives of a given teaching programme.

The External Evaluation

Criteria included in this central stage of the model provide a comprehensive, external overview of how the materials have been organized. The 'blurb' or the claims made on the cover of the book along with the introduction and table of contents enable the evaluators to assess "what the books say about themselves". (Cunningsworth, 1995). Additional information may also be found on-

1) The intended audience and the proficiency level: most materials claim to aim at a particular level, such as beginner or intermediate.
2) The context in which the materials are to be used: it is useful to determine whether the materials are for teaching general learners or EAP.
3) The presentation and organization of language organized into teachable units/lessons.
4) The author's views of language and methodology:
5) Visual materials: whether the book contains photographs, charts, diagrams etc. for mere cosmetic value only or proper integration into the text.
6) Cultural sensitivity: whether the materials present a 'balanced' picture of the particular country or society.
7) Inclusion of audio/video materials: whether it is essential to posses this extra bit of material in order to use the textbook successfully.
8) Inclusion of tests in the teaching materials: whether they would be useful for the particular set of learners or not.

If the external evaluation shows the materials to be potentially appropriate and then the internal evaluation may begin. If not, the evaluation may 'exit' at this point and start to examine other materials if needed.

The Internal Evaluation

The essential issue at this stage is to analyze the extent to which the aforementioned factors in the external evaluation stage correlate with the internal organization of the materials as stated by the author. In order to perform an effective internal inspection of the material, at least two units of a course book need to be inspected to determine the following factors:

1) The presentation of skills in the materials: Are all the language skills covered? Are the skills treated in an integrated or discrete way?
2) The grading and sequencing of materials: This criterion is an important one and merits some investigation as it is not always clear what the principle is- some materials are steeply graded while others claim to have no grading at all.
3) Appropriate texts beyond the sentence level where reading/discourse skills are involved.
4) Use of authentic or artificial recordings where listening skills are in question.
5) Incorporation of original interaction patterns instead of artificial dialogues for speaking materials.
6) Context appropriate exercises to test the learners' needs and what is taught;
   The conclusion reached at this stage lead to further considerations grouped under the following stage- the overall evaluation.

The Overall Evaluation

At this stage an overall evaluation integrating both of the previous stages is made by considering the following parameters:

1) Usability factor: How far the materials can be integrated into a particular syllabus as 'core' or supplementary? One may need to select materials that suit a particular syllabus or set of objectives. The materials may or may not be able to do this.
2) Adaptability factor: Can parts be used/extracted/added in author context/modified for local circumstances? There may be some favourable qualities concerning the writing skills in the materials but, for example, the listening materials may be found to be unsuitable and in need of modification.
3) Flexibility factor: How rigid is the sequencing and grading? Can the materials be entered at different points or used in different ways?

Based on the preceding points illustrated for materials evaluation, a model check list was developed for evaluating the foundation English courses central to this study. The chief points of consideration were the following-

1) Is the material form-focused or meaning-focused?
2) Coverage: What areas are covered?
   a) Grammar: What are the items of grammar? Is it discrete point grammar or contextualized and integrative grammar?
   b) Pronunciation.
   c) Skills: What are the skills covered?
      Reading: How much covered and at which level?
      Writing: How much covered and at which level?
      Speaking: How much covered and at which level?
      Listening: How much covered and at which level?
3) Types of Activities:
   a) Does it emphasize learning by doing and provide for skills training?
   b) Does it provide for student centered activities?

c) Is there enough practice opportunities?
d) Is there enough output (production) opportunities?

4) Context/text: Are the text/topics familiar or unfamiliar? Are they locally produced or foreign?
5) Culture sensitivity: Are the texts/topics culturally appropriate? Are they free form cultural bias?
6) Are there varieties of topics/tasks/activities?
7) Are the activities interesting and engaging?
8) Are the text/tasks/activities at the right level?
9) Are the materials properly organized/sequenced?
10) Are the materials planned in lesson format? What is/are the lesson format(s)?

Evaluation of Materials in Use

The materials used for teaching the English courses chiefly comprise of books written by numerous domestic and international authors. A list of necessary books for the English language courses has been provided by each of the majority of the departments under the 7 faculties at Rajshahi University. It has been found that a number of identical books have been recommended by almost all the departments. Teachers also mentioned that they use some materials (books) outside the recommended list. The books that have been commonly advocated by most of the departments have been the centre of evaluation in this study. The books are:

a) *Learning English, the Easy Way* by Professor Sadruddin Ahmed
b) *Advanced Learner's Degree General English* by Chowdhury and Hossain
c) *Writing Scientific English* by J. Swales
d) *Technical Writing* by John M. Lennon
e) *A Practical English Grammar* by A.J. Thomson and A.V. Martinet
f) *Intermediate English Grammar* by Raymond Murphy
g) *Essentials of Business Communication* by Rajendra Pal and J.S Korlahalli

Each of these books has been evaluated with the help of the checklist based on McDonough and Shaw's (2003) model. There is no single course book for any of the courses. Teachers and students normally use a blend of different parts of all these books or exclusively one of them as the situation demands.

Learning English the Easy Way by Professor Sadruddin Ahmed

This book is one of the most commonly recommended books for all the 16 departments surveyed. It also happens to be the book that the teachers use and ask the students to use. The evaluation of the books as follows.

Focus of the Material: Form-focused or Meaning-focused

The book is primarily form-focused. It basically deals with the formal aspects of language - the grammatical forms, the basic structures of English.

Coverage

The following areas of language are covered by this book:

a) **Grammar:** The grammatical items include the parts of speech (nouns and verbs), sentence structures (simple, compound and complex), effective sentences, transformation of sentences and translation practices. The book deals with contextual grammar, presented in meaningful passages, but the passages are inauthentic.
b) **Pronunciation:** The book puts no emphasis on pronunciation

c) **Skills:** The presentation of the skills are as follows:
   (i) **Reading**: A chapter entitled 'Reading Comprehension' mainly focuses on the various modes of inferring the meanings of unknown words from reading passages and the development of vocabulary. A few reading passages have been provided as examples to illustrates the probable questions and techniques of answering.
   (ii) **Writing**: Detailed sections on writing focus on the development of paragraphs, essays, amplifications, précis letter writing, report and memo writing. The uses of punctuation and capital letters in writing have also been illustrated.
   (iii) **Speaking**: The chapter entitled 'Notions and Functions', provide examples of different situations with the possible dialogues, but they appear rather unnatural. These are intended to be suggestions and do provide some ideas, however, there are no explicit exercises that provide opportunities for practicing free speaking.
   (iv) **Listening**: The practice of listening skill is not included in the book.

Types of Activities

The activities in the book are mainly end-of-chapter exercises which demand the practice of the language forms elaborated in the respective chapters. It emphasizes the notion of 'learning by doing' especially in the writing section where detailed examples of various types of composition have been provided with the aim to illustrate the crucial points so that the students may generate those genres themselves. It provides for student centred activities in the sense that the exercises at the end of the lessons are intended to develop reading and writing skills that have been focused in the book through extensive practice.

Context

The texts and topics of the book are familiar to the users as the writer has included different socio-cultural aspects in the context of Bangladesh.

Culture Sensitivity

The texts and topics are free from culture bias – no disparity about views related to gender, race, religion and foreign culture has been noticed.

Variety of Topics/Tasks/Activities and Interest Level

Topics used for explaining various types of composition are varied. The activities at the end of each lesson are chiefly for the practice of both different grammatical structures and write-ups of different types. Although the topics on which exercises are based are varied, the exercises themselves appear somewhat monotonous and repetitive after a while.

Appropriateness for Learners' Level

The texts and exercises are intended for students at upper-intermediate and tertiary levels. The book is based on the assumption that students at these levels still grapple with effective communication in English which can be remedied by having a thorough knowledge of grammatical structures. In this sense, the texts and exercises appear to be appropriate to the level of the intended audience.

Organization and Sequence of Content

The gradation of the content is based on the complexity of items and the frequency in which they occur. It follows a linear structure where the items are so arranged that the easier forms are followed by more difficult ones. The contents are outlined in lesson formats with the major aims stated at the beginning.

The examination of *Learning English the Easy Way* reveals that it is both form and skills focused, and emphasizes on vigorous practice of grammatical structures besides extensive writing and some reading skills. The texts and activities are culture sensitive and appropriate to the level of the learners.

Advanced Learner's Degree General English by Chowdhury and Hossain

This book is also a frequently referred and widely used one in the English language classes of the various departments of Rajshahi University. An overview of the book is given below:

Focus

The book is both form and skills focused, that is, it's primarily concerned with structures of language.

Coverage

The areas covered are as follows:

a) Grammar: The book deals with the essentials of English grammar. The books covers – tense, kinds of verbs, conditionals, articles, types of sentences, voice, phrases, modifiers, headwords, appositives, and determiners. It also provides a list of common errors that occur in these structures and how to avoid them.
b) Pronunciation: The book does not include pronunciation.
c) Vocabulary: The book has a section on vocabulary, synonyms, antonyms, suffixes, prefixes and ways to change words into different parts of speech. It can be assumed that these are intended to be memorized as there are practice opportunities or instruction on how to develop vocabulary of the learners.
d) Skills: The following skills are covered.
    (i) Writing: Specimen of different types of paragraphs, letters, composition situational writing (advertisement, memoranda, notices, posters, slogans, press releases, report writing) are provided with examples at the end of each chapter for further practice.
    (ii) Reading: Reading is covered by providing reading passages which are followed by questions to check the reader's comprehension.
    (iii) Speaking and Listening: The vocabulary section is mainly aimed to help in writing. Activities on speaking and listening skills are not included.

Types of Activities

It emphasizes "learning by doing" - providing extensive drills on writing and reading skills. Student centred activities provided especially in the writing section deals with various kinds of letters. A number of simulated situations have been outlined so that the students can practice situational writing. Adequate target language production opportunities have also been provided for the students' benefit in reading and writing.

Context/Text

The texts and topics are familiar ones as they have a local flair in most instances.

Culture Sensitivity

The texts and topics are found to be culturally appropriate as they deal with topics deemed controversial in local culture.

Appropriateness of Tasks/Topics/Activities and its Level of Interest

The book is intended for students of Degree Honours (non-credit) course. The writing and reading activities are intended to help learners cope with reading and writing items they might come across in

real life. In this regard, the level of the book seems appropriate. However, it does not take into account the listening and speaking skills one might require in real life situations. The topics used in the writing and reading sections are varied enough to keep the students interested. The exercises, however, tend to get somewhat repetitive after a while.

Organization and Sequence of Contents

The content follows a linear sequence for the section dealing with the grammatical items. The writing and reading comprehension section can be said to follow a matrix format as it gives the users maximum flexibility to select topic from the table of content in a random order. It is well suited to the situational content.

It can be concluded that *Advanced Learner's Degree General English* is basically form and skills focused with emphasis on reading and writing skills. Speaking and listening skills are not given equal importance.

Writing Scientific English by J. Swales/ Technical Writing by John M. Lennon

These books are the most widely used ones in the faculties of Science, Life and Earth Science, and Engineering and Technology.

Focus

The books can be said to be meaning-focused. It presents the structural form of English in relation to the linguistic demands of the science subjects.

Coverage

The following areas are covered:

a) Grammar: Grammatical items have been presented in a contextualized manner. Various points of grammar like simple statements, passives, relative clauses, tense; articles, tables and graphs with/without time reference are discussed with reference to scientific statements.
b) Skills: The following skills have been included:
    (i) Reading: Scientific Reading has been illustrated by discussing the inference of meaning at sentence level.
    (ii) Writing: The books explain samples of scientific writing which are followed by exercises for the learners.
    (iii) Speaking: The books provide no opportunity to practice speaking.
    (iv) Listening: The books provide no opportunity to develop the learner's listening skills.

Types of Activities

It provides training only for scientific writing. Practice opportunities are adequate for students to hone their skills in subject specific writing.

Context/text

The books in use are foreign ones. The expressions of general scientific statements concerning the dimensions of natural and physical objects tend to be the same worldwide. Hence, it is familiar to students of the science faculties.

Culture Sensitivity

The texts/topics can be considered as culturally neutral.

Variety of Texts/Tasks/Activities and its Level of Interest

The books are aimed at tertiary students of Physical and Engineering students. The exercises seem to be well suited to the learners' of the faculties of Sciences, Life and Earth Science and Engineering and Technology. Although the texts are varied, the activities at the end of each section appear to be tedious after some times as the same format occurs repeatedly.

Organization and Sequence of Materials

The contents of the materials are arranged from simple to complex sequence and according to frequency in which they appear. New common scientific statements and terms are presented first while the less common ones appear later.

Writing Scientific English and Technical Writing seem to be well suited for the development of scientific writing of the science students.

A Practical English Grammar by A.J. Thomson and A.V. Martinet

Thomson and Martinets' book is another one that enjoys a ubiquitous presence in the list of recommended books. An evaluation of this book is given below.

Format

The book is form-focused; deals with the explicit elaboration of linguistic forms.

Coverage

The book exclusively covers in a discrete point approach the grammatical structures of English. It gives special attention to articles, nouns, adjectives, adverbs, positions, verbs, pronouns, prepositions, tense, the different parts of speech, voice, conjunctions, purpose, numerals and spelling rules among its major focus. Pronunciation, vocabulary and the four major skills are left out.

Types of Activities

Context/Text

The texts used are at the sentence level. Some examples may appear unfamiliar to the local students as the book is a foreign one.

Culture Sensitivity

The overall texts and topics can be declared as culture sensitive. It leaves out topics that are generally considered taboos.

Variety of Texts/Tasks/Activities and its Level of Interest

An assortment of different sentences has been used in illustrating examples of various grammatical forms. However, tasks/activities are not included in the book.

Organization and Sequencing of Materials

Following the usual norm of material focusing or grammatical forms, the book follows a linear format where easier items are presented before the introduction of more challenging ones.

The title of the book *A Practical English Grammar* speaks for itself – it deals with the intricacies of the linguistic forms.

Intermediate English Grammar by Raymond Murphy

This book has frequently appeared on the reading list of most of the departments. An overview of the book follows bellow;

Focus

Intermediate English Grammar is based on a form-focused approach, which emphasizes principles underlying language, i.e. the syntax.

Coverage

The book mainly deals with the various aspects of grammatical structures and their appropriate uses. It covers tense, modals, voice, conditionals, articles, noun, pronouns, determiners, relative clauses, adjectives, adverbs, conjunction and preposition. However, the major language skills of reading, writing, speaking and listening have not been included. Vocabulary and pronunciation are also absent.

Types of Activities

The book, again, puts heavy emphasis on "learning by doing". It provides ample practice opportunities with a view to catering for student needs. Each unit consists of two pages. One page provides explanation sand examples, and the other has exercises. A key is also provided at the back of the book so that students can check their answers.

Context/Text

As it is not a locally produced book, the content may appear unfamiliar at times, but it does not inhibit the students' understanding of grammatical forms.

Culture Sensitivity

Despite the foreign content the book can be described as culturally inoffensive.

Appropriateness of Texts/Tasks/Activities and its Interest-level

The texts and tasks are well suited for learners at intermediate and upper-intermediate levels. The topics are wide ranging and interesting. The form of the exercises is repetitive, but provides scope for expressing the originality of the learners.

Organization and Sequencing of Materials

The units are organized in grammatical categories. They are not ordered according to level of difficulty, so the book does not necessarily need to be worked through from the beginning to end. It can be used selectively and flexibly according to the specific difficulties the students are likely to have.

It can be concluded that *Intermediate English Grammar* is easy to use; it provides comprehensive coverage in simple language of the problems intermediate learners often have.

Essentials of Business Communication by Rajendra Pal and J.S Korlahalli

Along with the previousones, this is also one of the most frequently used course books in the faculties of Science, Engineering and Technology.

Focus

The book can be said to be meaning-focused. It presents the structural form of English in relation to the linguistic demands of different business communication.

Coverage

The following areas are covered:

Grammar: there is no overt syntactic analysis of language illustrated in this book. It focuses primarily on the varying tone and register of language depending on the relevant business context.

Skills: The following skills have been included:

- Reading: business specific reading has been exemplified by discussing the inference of meaning at sentence level.
- Writing: The book explains samples of business writing which are followed by exercises for the learners.
- Speaking: The book provides no opportunity to practice speaking although it does elaborate the importance and key features of public speaking and presentation.
- Listening: The book provides no opportunity to develop the learners' listening skills.

Types of Activities

It provides training only for business writing. Practice opportunities are adequate for students to hone their skills in context specific writing.

Context/text

Even though the book is a foreign one that focuses on the same expressions of general business statements/ideas worldwide, students of the science faculties may find it useful as a preparation for the actual official correspondence they could possibly encounter in their future professional lives.

Culture Sensitivity

The texts/topics can be considered as culturally neutral.

Variety of Texts/Tasks/Activities and its Level of Interest

Although the texts are varied, the activities at the end of each section appear to be a little monotonous after some times as the same format occurs repeatedly.

Discussion

From the evaluation of these widely used books it appears that the authors regard correct knowledge of grammar and functions an essential aspect of communicative competence and they have adopted the PPP (Presentation, Practice, and Production) teaching approach as a means of accomplishing their objectives.

In respect with the treatment of grammatical structures and functions, the course books utilize the somewhat contestable but successful and long-standing PPP approach. Although it was shown that newer approaches such as TBL (Task Based Learning) may be more consistent with recent theories of SLA (Second Language Acquisition), the PPP approach is still acceptable and appropriate in many circumstances. In addition, the activities and tasks were found to be basically form-focused. This in turn encouraged mainly controlled practice with language skills while limiting communicative skills- creative, personal, and freer responses on the part of the students. Despite their strengths in grammar teaching, the books still had shortcomings. Many of the activities, for instance, were repetitive, failed to encourage truly meaningful practice, promote realistic discourse, or lead to the internalization of language. It is suggested that the inclusion of more consciousness-raising activities, genuine negotiation of meaningful tasks, and effective cooperative learning strategies would have improved this particular aspect of the books. Additional problems centered around the grading and selection criteria that were used for the

book's syllabus as well as the fit between some aspects of the syllabus and the actual needs and desires of the students and teachers in the tertiary English program.

The adoption of a learner-centered approach, a reassessment or evaluation of the overall goals of the language program, and the inclusion of subject specific materials within the course framework might have been appropriate in this case. Final problems centered on the books' treatment of pronunciation skills and it is suggested that the inclusion of activities designed to teach students the relevance and importance of prosody as well as the communicative purposes and functions of intonation would have been beneficial. In keeping with this theory it is important to remember that since the 70's there has been a movement to make learners the center of language instruction and it is probably best to view textbooks as resources in achieving aims and objectives that have already been set in terms of learner needs. Moreover, they should not necessarily determine the aims themselves (components of teaching and learning) or become the aims but they should always be at the service of the teachers and learners (Brown, 1995). An important factor in changing attitudes to materials development has been the realization that no course book can be the ultimate ideal for any particular class (Sheldon, 1988) therefore; an effective classroom teacher needs to be able to evaluate, adapt and produce materials so as to ensure a match between the learners and the materials they use.

Consequently, there ensued a great deal of discussion in recent years on authentic materials development and adaptation. Tomlinson (1998) have listed theoretical principles for materials development and outlined a principled and flexible framework for teachers to use when developing materials. Hidalgo *et al.* (1995) and Prowse (1998) both provide some insight into how materials, specifically course books may be adapted to suit specific group of learners. Since a major overhaul of the whole system is generally deemed unfeasible due to reasons of practicality, the initiation of an eclectic approach that incorporates suitable CLT features into the existing traditional approach of teaching English in the EAP courses seems to be an appropriate choice to improve the learners' overall language proficiency- a view supported by Low (1989:153) who maintains that 'designing appropriate materials is not a science; it is a strange mixture of imagination, insight and analytical reasoning.'

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An Analysis of the Needs of English Language of the Students of National University

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English language enjoys especial status in the global linguistic market place and even literate persons are deprived in case of their lacking in English language skills (Phillipson, 1992). Giving emphasis on the importance of English learning National University has included English in the first year honors syllabus of B.B.A., C.S.E., E.C.E. and Economics, which is not integrated to the main discipline/honors subject but taught as a fundamental course. In fact, before 2011, English was included as a compulsory subject in the syllabus of the first year Honors including Degree pass (B.Com., B.Sc. and B.A.). Basic objective of this course is to improve English language competence of the learners. But, there is a growing detachment between education in the colleges and the requirements in the labor market (Report no.65, South Asian Human Development Sector, A Study on National University and affiliated Colleges in Bangladesh January 2014). The syllabus of this English course neither at present nor before was selected and designed based on any survey of need analysis which is a prerequisite to design any syllabus or curriculum (Aziz, 2009:58). Moreover, since that time English had been included to the first year syllabus, no Need Analysis of the students regarding English was done. As a result, there was no investigation regarding the extent to which this English course caters to the need of the students. So, this area should be explored. This small scale study is an attempt to study whether the need of the learners is met by this English course. This study has been done through questionnaire survey and interview with the students and the teachers and the analysis of the concerned level's syllabus. Then, findings from the investigation have been tabulated and analyzed. Some recommendations have been presented on the basis of the opinion and findings from the teachers and the students at the end.

Keywords: *Need analysis, English language, tertiary level, national university.*

Introduction

In the present world, knowledge has become the main guiding force for economic development and competitiveness for a nation. But, this knowledge does not refer to some bookish treasure stuck or hidden in some isolated island; rather this knowledge facilitates its users to sustain in the competitive global world. In this regard, rightly does Harvey (1990) consider competency in English as a part of 'Global literacy skills'. Truly, to keep pace with the competitive global market, competency in English skills is a must. In this respect, Bangladesh is not standing apart in ensuring this competency in English for her people. In connection with the progressive movement of Bangladesh for her people's global literacy skill development, National University (NU) has included English in the first year honors syllabus of B.B.A, C.S.E., E.C.E., and Economics. As a matter of fact, English was a compulsory subject for all the National University students of all disciplines including Degree Pass (B.Com., B.Sc. and B.A.) before 2011. But, According to South Asian Human Development Report 2014, there is a noticeable gap between education in the colleges under NU and the requirements in the labor market (Report No.65, South Asian Human

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Development Sector, January 2014). In fact, experts in English language just design English language syllabuses for both the public and the private universities without any 'Need Analysis' survey or research (Aziz, 2009:58). So, this is area deserves to be explored.

Background of the Study

Under National University (NU) more than two millions students are studying in different parts of the countries in 2254 affiliated colleges (National University Brief History, 2016). Affiliated colleges are playing an increasingly important role in producing significantly more graduates compared to all other higher education providers. Students' performance is assessed primarily through centralized external examinations held annually, and the college curriculum is centrally developed with slight feedback from the stakeholders while curriculum evaluation does not occur in a regular and systematic way. As a result, the gap between what is taught in colleges and what is required in the labor market is widening (Report no.65, South Asian Human Development Sector, A Study on National University and affiliated Colleges in Bangladesh January 2014, p. IV) So, this pitfall should be addressed and through the endeavor of this paper the author attempts to represent the English language needs of the learners of NU.

Purpose Statement

The aim of the study is to bring to light whether the English language needs of the undergrad learners (the students' of B.B.A., C.S.E., E.C.E. and Economics) at National University are met up by the English language course of the prescribed syllabus.

Literature Review

Definition of NA and Its Importance

Giving importance to the use of 'Need Analysis' (NA) Valdez, (1999:1) says that NA is a prerequisite to designing a good syllabus and ensuring some success for ESL learners. Shank and Terril (1995) also support NA as a determiner to ensure success for EFL/ ESL learners. Again, Valdez (1999:1) mentions that setting of goal and objective before starting any language course is very important and NA can be an effective way in this regard. On the other hand, like Aziz (2009), Rahnuma (2009) says that NA is a prerequisite for setting up the structure and content of a language course. Munby (1978) and Robinson (1991) mention NA as the guiding force behind the designing of any ESP course. According to Aziz (2009), 'Need Analysis' (NA) is a term which refers to a method for recognizing learners' need and NA plays an important role in deciding course objective for any syllabus. All language programs according to Nunan and Lamb (1996), should start their journey from the goals and objectives that have been derived from NA. Brindley (1984) elaborately elucidates the term NA as set of instruments, procedures for determining the language content and learning procedure for any particular group of students. On the other hand, supporting NA, Oliva (2009:207) emphasizes on the systematic assessment of needs "to identify gaps-discrepancies between desired and actual student performance. Identified unmet needs should play a major role in curriculum revision." Nunan (1999) postulates two types of needs i.e. content needs and process needs which can be inferred from NA research or process.

Nunan and Lamb (1996) say that NA helps sort out learning purpose so that the learners can be grouped according to the purposes of learning English. Nunan and Lamb (1996) further state that through this NA technique, teachers can gather information regarding not only learners' learning purposes but also learning strategies and language profile. Perceiving the importance of NA, Valdez (1999:2) illustrates the efficacy of this process as:

The need assessment helps in the analysis of the analysis of the learning styles, skill levels, and specific learning objectives. Teachers can use a variety of techniques, grouping strategies, and materials to help learners become successful, comfortable and productive. For instance, in grouping strategies, needs analysis can help teachers learn about a learners' age, social background, educational background, and language ability…These groupings can help the teacher with selection, sequencing and grading and content, methodology task selection and sequence, and assessment and evaluation. (Valdez, 1999:2)

Realizing the importance of NA, Dudley-Evans and St. John (1998:122) termed NA as 'cornerstone' which plays a crucial role in leading the successful learning of English language. Giving importance to NA, Jordan (1997:22) says that NA should be the "starting point for devising syllabuses, courses, materials and the kind of teaching and learning that take place."

Different Ways of Analyzing Needs of the Students

Basturmen (1998) opines that NA research is most appropriate for situation where the learners face similar problems. Richterich and Chancerell (1987) point out that identification of certain problematic element should not be the end of NA research, rather giving importance to the problem sorting out the needs and expectation to solve the problem is indispensable for the ultimate benefit of the learners.

Oliva (2009: 207) says in favor of systematic needs assessment to find out "discrepancies between desired and actual students performance." Oliva (2009) mentions different levels of needs of the learners as 1. Human, 2. National, 3. State or regional, 4. Community, 5. School, 6. Individual. Oliva (2009) proposes that data for NA research should be gathered through a survey of the needs of learners as perceived by 1.Teachers, 2. Students and 3. Parents and she thinks opinion from one or more of these groups should be gathered. Oliva (2005: 207) further says that both teachers and students should be asked same set of questions to gain their opinion regarding perception of the syllabus and needed improvement. She mentions the advantages of this process as:

It is advantageous in that it is a simple process, requires relatively little time and effort and is relatively inexpensive to conduct. It also provides an opportunity for the various groups to express their views about what is needed in the curriculum. The perceived needs approach becomes an effective public relation device when it is used with parents; it says in effect, that the school to know what parents think about the school's programs and wants their suggestions. As a first step, the perceived need approach is worthwhile. (Oliva, 2005: 205)

Considering NA as a mean to fill up the gap between need and actual performance of students, Oliva (2009) advocates for objective data by analysis of various documents as she observes that the needs of learners as perceived by the various groups may differ from need as exposed by objective data. So, Oliva (2009: 205- 207) says:

> "a need assessment must be carried beyond the gathering of perception of needs...Those conducting a needs assessment must gather extensive data about the school and community and must make use of multiple means of assessment, including opinions, empirical observation, inventories, predictive instruments and tests." (Oliva , 2009: 205- 207)

Holt (1995) holds beginning level learners as source for collecting information regarding selection of topics, language and materials. For the teachers, the learners may prove as an important source to collect data on unmet needs and gathering information regarding students' need and learning styles, and the teachers can make the best use of the teaching-learning situation benefitting the students (Valdez,

1999:3). Flowerdew and Peacock (2001in Aziz, 2009) came up with a balanced view in suggesting the sources for collecting data regarding the need of the students as they suggest the people who are instrumental behind the course formation and application like language teachers, the learners, the administrators and the institution. Flowerdew and Peacock (2001in Aziz, 2009) also mention learners' diaries and teachers' notes to the list. Weir and Roberts (1994) also support evaluation as an important process in NA research. Robinson (1991) proposes case studies, test, observations, questionnaires, interviews and authentic tests in this respect. Jordan (1997) suggested 14 methods of data collection for NA research:

1. Advance documentation
2. Language tests at home
3. Language tests on entry
4. Self-assessment
5. Observation and monitoring
6. Class progress test
7. Surveys
8. Structured interviews
9. Learner diaries
10. Case studies
11. Final tests
12. Evaluation or feedback
13. Follow-up investigation
14. Previous research

Some Related Research

NA research is a very important activity before selecting or designing a syllabus, setting objective for any teaching program and above all for curriculum development. As a matter of fact, this logical step before starting the journey of a language program benefits both the teachers and the students (Vale et al, 1996, Nunan and Lamb, 1996, Shank and Terril, 1995, Valdez, 1995, Oliva, 2009, Aziz, 2009, Rahnuma, 2009). Reasonably, many researches take place concentrating on this important domain.

Zhu and Flaitz (2005) concentrated on the language needs of the students of a public university in the United States. They discovered students' deficiencies in different skills and sub-skills. They discovered that students here had problems especially in writing and speaking skills but comparatively less problem in reading and speaking.

Akin and Guceri (2001) came up with evaluation of materials at Turkey's Bilkent Univesity. They showed that in the newly adopted material, there was little scope for the learners to take part in the class since the materials was theoretical. Attempts were taken to adopt new effective materials after this evaluation.

Basturkmen and Al-Huneidi (1996), focused on the needs of both the teachers and the learners in Kuwait University where English is taught as a second language. They Basturkmen and Al-Huneidi (1996) incorporated in their work the perception regarding the importance of skills, sub-skills an language deficiencies; language demands and needs. It was found that more than 60% teachers perceived inadequate skills of the students.

Rahnuma (2009) focused her study on the need of NA for the ESL learners. She showed how effective need analysis can play the role of a important means to "anticipate 'learners' future demands and direct

syllabus design, selection of course materials, teaching /learning a course and evaluation as perspective implication for successful language learning." Rahuma, 2009:127)

Aziz (2009) conducted a NA with students and teachers focusing on the English language needs of the Humanities students of Dhaka University. Through her study she provided information to teachers, curriculum experts and decision makers regarding the needs, lacks, problems and preference of classroom teaching style of the students. The teachers got from the study that their students had lackings in their proficiency level to meet the academic success. This study also identified the particular problematic areas which did not meet the expectation of the teachers. Through this study the teachers also got an idea about the level of students' language skills and so they could take necessary measure to improve the different language skills of the students. Aziz (2009) says that in future, the English Language Teaching courses will be benefitted if the decision makers and expert take into account the needs and perception of the students and teachers.

Abedin et al (a. 2009) concentrated on the listening skills of the students at private university. They found that students had problem in listening skills but there was little opportunity for the learners to improve the skill. Surprisingly, they observed that students have been carrying the poor listening skill from their primary level and listening skill is not emphasized at any of the levels of their previous journey of the study. They recommended good listening material to be developed, motivating the students for enough practice, ensuring listening based task, and compulsorily inclusion of listening skill test in the syllabus and so on. Like Abedin et al (a. 2009), Alam and Sinha (2009) also observed in their work the lacking in listening skills of the students of the tertiary level in Bangladesh. They observed listening skill at this level remained as an ignored skill and so they strongly argued for the need to incorporate this skill at the tertiary level to improve communicative competence. They came up with practical and effective tasks and materials that are appropriate for the context of Bangladeshi universities.

Evaluating the English Foundation Course prescribed for thirteen department of Arts Faculty at Dhaka University, Khan (2000) sorted out that there were mismatch between the needs of the students and the content of the syllabus. She (2000:95-96) focused the opinion of the students in the following way:

The majority of the students think that the course was useful only to a certain extent because all their expectations were not fulfilled. Students expressed their disappointment that hardly any work on 'listening' and 'speaking' was done in class as a result their 'speaking skills' have not improved- a few students stated their grammatical abilities had improved –they were not fully satisfied with their text book- they wanted the duration of the course to be extended-they pointed out the need for more classes on 'speaking' and 'writing'. They also suggested smaller classes, individual attention, and separate course for 'speaking' in second year and different textbooks for different departments. (Khan, 2000:95-96)

Khan (2000) recommended for revision and development of the syllabus focusing on the needs of the students. She demanded clear course objective and appropriate selection of the content of the syllabus.

Abedin et al (b.2009) found tertiary level students' lacking in reading skills. They observed in their work the problems with the reading material in teaching the concerned level's students. He concentrated on the suggested reading materials of the students at undergrad level, which act as bar in activating learners' schemata. They showed through their study how reading material facilitates creating poor learners. They recommended contextual reading text and assistance from the teachers to overcome the problem.

In their study, Jahan and Jahan (2008) showed students' need for good presentation skills. They (2008: 38) emphasized the fact that having presentation skills refers to having competency in all the four skills of language. They observed that though at tertiary level in private university some marks were allotted to this skill, students' presentation skill was not satisfactory since students here present any topic through memorization without communicating with the audience. They further pointed out that the development of this skill in return promoted the way to gain from academic and professional life for the students. They sorted out problem in teaching and methods of this particular skill and recommended for the development of this important skill.

Methodology

Participants

100 students from Honors part IV (8th semester) of different concerned disciplines were selected with convenient sampling approach from a college under NU. The students were selected from fourth year as they got maturity to realize the effectiveness of English course in their journey of study. 10 English teachers from the same affiliated college were selected following the same approach.

Survey Instrument

A questionnaire consisting of four close-ended and multiple choice questions was prepared for survey among the students. Two topics -one for the teacher and the other for the students for focus group discussion were given. For the teachers, the topic was 'The perception of the teachers regarding the usefulness of the English language course' and topic for the students was 'The usefulness of the English course in developing students' English language skills. Mobile phone recorder was used to record the voice of the participants in the focus group discussion. Syllabuses of B.B.A., C.S.E., Economics and E.C.E. were also taken for analysis.

Data Collection Procedure

Data was collected through questionnaire survey with the 100 students. Then on random basis 30 students were selected for focus group discussion from the previously selected 100 students. These 30 students were divided into three groups and three focus group discussions were arranged for the students with these thirty students. Focus group discussion was also arranged for the ten teachers. The syllabuses of Compulsory English Course of the four different concerned disciplines were analyzed. Course content of the syllabuses was presented in the appendix for better understanding of the findings from the focus group discussion, both from teachers and the students.

Findings

Table-1

Findings from Questionnaire Survey among the Students

Question number	Questions' topics	Response			
1.	Whether English course facilitates their (students') further study	Yea -0 (0%)	No-95 (95%)	Sometimes-5 (5%)	
2.	The English skills that got focus in classroom learning	All the skills-0 (0%)	Reading and Writing-100 (100%)	Speaking and listening-0 (0%)	Mixture of the different skills -0 (0%)

3.	English skills that got focus in the testing/exam	All the skills -0 (0%)	Reading and writing-100 (100%)	Speaking and listening -0 (0%)	Mixture of any three skills-0 (0%)
4.	Whether they believe that fours skills of English should get focus in the syllabus and testing	Yes -100 (100%)		No-0 (0%)	

Findings from Questionnaire Survey among the Students

In the first question the students were asked whether their English Course facilitates their further study. It was found that 95 students out of 100 replied in the negative whereas only 5% replied that sometimes it helped them. In the second question, the students were asked what the English skills that got focus in classroom learning were. Here, all the students, that is, 100 out of 100 students replied that only writing and reading skills got focus in their classroom learning. In the third question, the learners were asked what the English skills that got focus in their examination. In answer to this question, the learners again mention reading and writing skills which got focus in the testing procedure. In the last question, the learners were asked whether they believe that four skills should be incorporated in the syllabus and testing. Here, all the students mentioned that they believe that development of four skills should be incorporated in the syllabus.

Table-2

Teachers' Feedback from Focus Group Discussion

Responses
1. teachers' belief regarding the importance of the development of the four skills of English language and dissatisfaction with the present syllabus.
2.inappropriate present syllabus
3. students' incompetency in reading and writing skills even after completion of English course
4. as a non-credit course English loses its importance
5. result-students' main concern
6. students' poor speaking and listening skills
7. importance of presentation skills
8. teachers' motivation for the development of learners' speaking and listening skills
9. teachers' limitations- limited time, pressure from the authority for the completion of English syllabus and good result
11. teachers' not teaching the contents which have disparity with the testing items
10. the importance of incorporation of speaking and listening skills
11. importance of speaking and listening testing
12. inclusion of public speaking course
13. clearly written course objective in the syllabus

Findings from Teachers' Focus Group Discussion

All the teachers feel for the development of the four English skills for the betterment of the students in future. But, at the same time they that the present syllabus is not appropriate for the learners in developing their four skills of English language. The teachers here pointed out that though in the syllabus there is enough option for the students to overcome problem in reading and writing even after completion of the course, the major students become hardly competent at least in these two skills. Only

few students take the course seriously and as a result they develop two skills-reading and writing. The teachers, in connection with this problem they share that since this course is not students' major subject they got little interest in developing them. What the students worry about is whether they will pass. Shockingly, it is found that students even here sometimes do not fully answer all the questions and most often they avoid the question based on 'comprehensive passage'. Students here either do not attend the question on reading comprehension (though this question is compulsory) or roughly answer without taking much care. In the syllabus, comprehension passage carrying 16/20 marks is the only option for the students to develop their reading skills. Some teachers opine that since English course is a noncredit course for them or this course is not integrated to the main domain of the discipline, they just think about how to pass.

Since major of the students are not at all good at English speaking and listening, they need special care in the development of these two particular skills. Moreover, the students of B.B.A. C.S.E. and E.C.E. in the later part of their study go for presentation and for this they need English speaking and listening skills. But unfortunately, in the syllabus there is no option for this. Besides, the testing or exam is solely centered round the reading and writing skills.

Teachers opine that students can be positively pursued through motivation to practice speaking and listening. But they are under pressure from the authority to complete the syllabus in time. Besides, the teachers are asked for good result of the students. As a result, since in the testing part, there is no option for the evaluation of listening and speaking skills of the students, they just do not go for teaching these two skills. Some teachers motivate the learners to give emphasis on these two skills but they cannot give much time in this affair as they have limited time for syllabus completion. Moreover, nowadays in NU there is practice of crash program in which the teachers and the learners go through a process of three or four month teaching and learning. After this four months crash program they are sent for exam. The teachers are to teach the same syllabus of one year within this limited time. So, the teachers have very little option to take care for the development of these two skills. Very frustratingly, even after taking care for the development of these two skills the teachers find that the students are motivated only by their learning outcome in the form of result. Their attempts always get consideration of good result. They are ready to go for hard labor but only for testing. Teachers share that in the syllabus there are some contents which are not part of testing and so they do not go for teaching those items in the class because limited time to finish the syllabus and sometimes the learners are also not interested to learn those things since they are not to be evaluated following those issues.

Teachers' recommendation regarding the problem is that since the present syllabus is not enough to meet the demands or need of the learners, huge changes should be brought in the syllabus. Giving importance to global literary skills, the syllabus designer can include activities and content based on the development of these two skills. At the same time, in the exam, testing of listening and speaking should also get some room. Public speaking course can be added to develop particularly these two skills.

Since objective of the syllabus is not clearly stated, the teachers demand a syllabus based on some effective activities concentrating on all the four skills of English attached with clear course objective.

Table-3
Students' Feedback from Focus Group Discussion

Responses from group 1	Responses from group 2	Responses from group 3
1. dissatisfaction with the present syllabus	1. dissatisfaction with the present syllabus	1. dissatisfaction with the present syllabus
2. inappropriate present syllabus to help the learners to overcome speaking, listening and reading problem	2. inappropriate present syllabus to help the learners to overcome speaking, listening and reading problem	2. inappropriate present syllabus to help the learners to overcome speaking, listening and reading problem.
3. need of appropriate reading material	3. need of appropriate reading material	3. need of appropriate reading material
4. demand for teaching of presentation skills	4. demand for teaching of presentation skills	4. demand for teaching of presentation skills
5. importance of incorporation of speaking and listening skills in the syllabus	5. importance of incorporation of speaking and listening skills in the syllabus	5. importance of incorporation of speaking and listening skills in the syllabus
6. demand for practice speaking and listening in the classroom	6. demand for practice speaking and listening in the classroom	6. demand for practice speaking and listening in the classroom
7. problem with teachers' motivation –not having follow up feed back	7. problem with teachers' motivation–not having follow up feed back	7. teachers' motivation encouraging
8. demand for more classes at different semester/year	8. demand for more classes	8. demand for more classes
9. importance of evaluation of speaking and listening skills	9. importance of evaluation of speaking and listening skills	9. importance of evaluation of speaking and listening skills
10. demand for teachers' delivery of lecture in English	10. demand for teachers' delivery of lecture in English	
11.incorporation of appropriate speaking and listening activities in the syllabus	11.incorporation of appropriate speaking and listening activities in the syllabus	10.incorporation of appropriate speaking and listening activities in the syllabus

Findings from Learners' Focus Group Discussion

Majority of the students are dissatisfied with the syllabus since it does not concentrate on the development of all the skills of English. They think that the present syllabus is inappropriate to help them to overcome speaking, listening and reading problem. Following this syllabus they can mainly overcome their problem in writing.

They even do not feel that present syllabus help them remove their problem in reading skill. They mention that in the syllabus there is option for reading comprehension still they feel they are not benefitted in this regard. They feel the need of appropriate reading material for reading skill development.

Students of B.B.A., C.S.E. and E.C.E. got presentation assignment as a regular part of their study so they feet the need of good English speaking and listening skills. All the students agree on the point that in this age of competition there is no escape from being presentable and for this reason they feel the need of

speaking and listening skills. They also feel that if they have English communicative competence, then they will be more confident to face the global market or to do better in different competitive exam for job purpose.

They feel that there should be focus on speaking and listening skills in the syllabus. They want separate classes for speaking and listening skills development. Their demand is also for more classes for development of English skills. Students think that they should be given opportunity to experience English language year round and so they demand more courses on development of English skills in different semesters. They want to practice in the class since they believe classrooms provide them with opportunity of controlled environment and they get the chance to be corrected by the teachers.

Their comment is that since there is not any option of being evaluated of them on the basis of these two skills-speaking and listening in the exam, in the class there is not emphasis on the development of these skills. All the students agree that sometimes the teachers motivate them to practice these two skills but majority of the students say that since there is no follow up activity from the teachers' side, they (the students), lose motivation. Some students mention that they get encouragement for practice of speaking and listening skills. Most of the students' demand is that if the teachers at least deliver lecture in English then they might have the option to develop listening skills. Above all, the students do believe that in the syllabus there should be inclusion of activities based on speaking and listening and testing should also be based on giving equal importance to these two skills.

Analysis of Syllabuses

From the syllabus analysis it is clear that the major concentration is on the development of the grammatical base. As grammar items there are tense, parts of speech, infinitive, participle etc. for writing part, there are correction, completing sentences, combining, notion, function, attitude, paragraph, essay, amplification, report, formal and informal letter and so on. For reading test, there is in the syllabus, reading comprehension. In the English (Compulsory) syllabus of Economics, there is some content focusing on the development of vocabulary and speaking skills which include using dictionary, suffixes, prefixes, dialogue practice etc.

Closing Reflection

Both the teachers and the students are not satisfied with the present syllabus only because the syllabus cannot cater the demand of the students. Rationally, teachers and students realize the demand of time that is any how students' have to be communicatively competent that is, that have to have good command over the four skills of English language for economic development and competitiveness and unanimously, both the groups demand concentration on four skill based activities or contents in the syllabus. There should always be congruity between the course objective, text and the testing otherwise, it will hardly be possible to follow the course objective. For example, in the syllabus there is the mention of speaking and listening skill development of the students but in the syllabus there is hardly enough option for the practice of these two skills. Being introduced with the IPA systems and vowel consonant distinction and dialogue practice is not enough for the development of these two skills (Appendix, Economics syllabus). Moreover, there is no option for the evaluation of students' speaking and listening skills so it is very much likely that students, who are very much worried about learning outcome in the form of good result, do not go for practicing these two skills even after motivation of the teachers. Besides, there is some demand for the development of reading material and incorporation of appropriate listening material. Reading materials should be such which will help learners activate their schemata to understand well the reading text (Abedin et al, b.2009). The teachers can select reading materials form daily news or some written document which reflects learners' culture and maintain connection with

learners' background knowledge. If teachers choose reading materials from foreign text they should provide the learners with necessary information to build background knowledge helpful for the students.

Recommendation

On the basis of the findings some recommendations have been given below:

- The authorities instrumental behind the designing of syllabus and curriculum of NU should take immediate measure to meet the demands of the learners.
- At present students' speaking and listening evaluation may be done through in-course exam. In that case students will take the matter seriously and practice regularly.
- Syllabuses and curriculum developers should take special care so that there may not exist any incongruity between syllabus content and testing. One sided revision that is revision only in syllabus content is not desirable rather; both the syllabus and the testing should have a balanced status.
- English is not something the need of which is finished at the first semester of first year for the students of different disciplines. So, more than one fundamental course of English language development may be incorporated in the syllabus. In this way, the students will be benefitted throughout the year in touch of English language teaching and learning.
- Public speaking course may be added to develop learners' communicative competence which covers the four skills of language. Moreover, public speaking course may help the learners to be presentable.
- Students' mistakes in writing other subjects in English may be considered seriously to make the students aware about their English use.
- College authority should allot special classes for the development of students' communicative competence by establishing English debating club. Colleges can also set language club and English magazine for practicing English.
- Motivation for learning English is very important. Since, students are most often guided by the thought of result and ultimate benefit from any sort of learning, the teachers should encourage the students making them realize how English can help them (the learners) in the later part of their life to compete in the global market.

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Appendix

Syllabus of B.B.A., C.S.E., E.C.E. and Economics:

The name of the English course for B.B.A. is English (Code:1105), for C.S.E. it is GED (Code:116), for E.C.E. it is English (Code:101) and for Economics it is English (Course: 9999)

The syllabuses of B.B.A., C.S.E., and E.C.E. are same:

Course content:

1. Reading and comprehension

Thematic structures, vocabulary, cohesive and rhetorical devices, grammatical items, intention/ attitude of the writer, precise i. comprehension; ii. Paragraph; iii. Précis; iv. Essay; v. amplification; vi. dialogue-writing.

2. Structures
The sentence:
i. Normal group-a. Determiners, b. Adverb, c. adjective, d. Noun-adjective, e. Headword, f. Prepositional phrase g. infinitive phrase, h. participle phrase, i. appositive
ii. Verbal group: a. the tenses, b. the modal auxiliaries, c. the phrasal verbs
iii. Verb Modifiers: a. adverbials of time, b. adverbials of place, c. adverbials of manner, d. adverbials of duration,

Completing sentence correction of sentences, transformation of sentences combination of sentences, framing of wh questions

3. Notion and Functions:
i.Emotional attitude e.g.liking ii.Moral attitudes, regret,etc
ii. Sufasion (utterance, designed to influence the behavior of other)
iii. intellectual attitudes, e.g. agreement, disagreement, permission, obligation etc.
iv. Socialization e.g. greeting, farewell, etc.

4. Letters:
Application---Request---Enquires---Quotations---Complaints---Tender to newspaper,
Formal and informal, Advertisements, etc.

5. Translation:
English to Bengali and Bengali to English

6. Technical Writing: Projects, reports, and thesis

The content of syllabus of Economics is bit different from those of B.B.A., C.S.E., and E.C.E. In the syllabus of Economics along with all the contents of the syllabuses of B.B.A., C.S.E., and E.C.E. there is some content concentrating on the development of speaking skills and vocabulary development. The additional part of the syllabus of Economics is as follows:

Developing vocabulary: Using the dictionary, suffixes, prefixes, synonyms, antonyms, changing word forms (from verb to noun etc.) and using them in sentences.

Speaking skills: Speaking skills should be integrated with writing and reading in classroom activities.
The English sound system; pronunciation skills; the IPA system; problem sounds, vowels, consonants and diphthongs; lexical and syntactic stress.

(Writing dialogue and practicing it orally students can develop their speaking skill.

Marks Distribution:
Reading Comprehension: 20
Writing and Grammar: 60
(National University Syllabus of English non-credit course)

Questionnaire for the students

(Put a tick indicating your answer)
1. Does your English Course facilitate your further study?
a. Yes b. No c. Sometimes
2. What are the English skills that got focus in your classroom learning?
a. Reading and Writing,
b. Speaking and Listening
c. Mixture of the different skills
3. What are the English skills that got focus in the testing/examination?
a. Reading and Writing,
b. Speaking and Listening
c. Mixture of the different skills
4. Do you believe that four skills of English language should get focus in the syllabus and examination?
a. Yes… b. No…

Decolonizing English Studies in Bangladesh and Integrating Bengali Literature into English Language and Literature Education at Tertiary Level: A Case Study

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The implementation of the study of Bengali literature in the departments of English Language and Literature (ELL) in Bangladesh is to date a "to be or not to be" issue in most of the universities in general. Being a twice-born country, Bangladesh still seems to fail to liberate herself from the mental colonial legacy in many aspects of national life, including the university education. Taking a mixed-method approach, this paper examined the perceptions of different stakeholders within English studies- here, tertiary level teachers and students in ELL Department about the issues related to the integration of Bengali literature into English Studies at tertiary level. In doing so, we investigated: (a) learners' knowledge in English and Bengali literature, (b) the problems they face (if there is any) due to the limited Bengali practice at universities, (c) their perceptions of the potential benefits of studying Bengali at tertiary level, (d) their opinions regarding the inclusion of Bengali literature into English Studies and finally, (e) the linguistic medium in which Bengali literature can be presented to the learners at tertiary level. This paper might be one of the most important steps to decolonize the English Studies as it is argued here that in order to create intercultural awareness of the learners, their (learners') own socio-cultural and traditional values must be presented to them through native literature in original form.

Keywords: *Decolonization, education, English studies, Bengali literature, intercultural awareness.*

Introduction

Colonialism and education go hand in hand in dominating and subjugating third world countries, such as Bangladesh. According to concise Oxford Dictionary of Politics (1996), colonialism is "The policy and practice of a strong power extending its control territorially over a weaker nation or people". The purpose of colonial education in colonies (e.g. Indian-subcontinent) was the "consolidation of British Empire, recruitment of clerks, spreading of English Literature, promoting craze for English articles and English textiles, preparing a class of interpreters of English laws, and translating literary master pieces of Indian religious books into English" (Rather, 2004, p. 26). After ruling nearly two hundred years, it is likely that the British colonizers have met their ultimate goal of mental subjugation not with weapons but with chalks and blackboard.

One of the definitions about the term is:

> Decolonization is the process of revelating and dismantling colonialist poser in all its forms. This includes dismantling the hidden aspects of those institutional and cultural forces that had maintained the colonialist power and that remains even after political independence is achieved (Ashcroft et al., 2007, p. 56).

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Though the British colonial Government was abolished in 1947, its legacy is still dominant in Bangladesh - a fact that has been termed by Gramsci as *cultural hegemony*. Since the commencement of the British Colonization in India till date, English has been the language of domination and power. This cultural domination exists even today in educational sectors, especially in the English Language and Literature (ELL) study, in post-colonial countries.

A close observation of the syllabus in the departments of ELL reveals that countries like Bangladesh are still lingering the influence of British colonial legacy. The most dominant portion in the curricula of the department of ELL is based on British literature. However, literatures from the different countries such as American, Africa, Arabian, Indian literature, etc. have been taken into account in the departments of ELL in Bangladesh. This step seems to be giving us the idea to get rid of the British influence academically and decolonizing the departments of ELL to some extent, but still this process is not leading the students to their own cultural orientation because there is little scope to study Bengali Literature along with English literature of the ELL department within English studies in Bangladeshi universities. For example, by studying African literature, students are learning about African societies. *Things Fall Apart* by Chinua Achebe gives students a notion of family structure of Africa, socio-cultural and economic system of Ibo society. Again by learning Indian literature as *The Guide* by R.K. Narayan, they come to know about the Indian Culture. Thus, the students are getting acquainted to the cultures of others except their own culture; therefore, it is not a pure step towards the decolonization of English Studies.

This problem within the current English curricula is generally overlooked in Bangladesh. Students are learning about other cultures, albeit they are somehow deprived of the opportunity to learn their own culture by studying Bengali literature alongside English and other literatures.

Purpose of the Research

In this paper we claim that avoiding one's own identity, one cannot understand the identity of others, so the students in the Departments of ELL must be acquainted with their own culture first. As the process of decolonizing our English Studies in the English Departments of Bangladesh, we cannot claim English Studies in the university curricula fruitless, since the English language has become an international language providing a common tongue to communicate with the people of other language. This paper focuses the importance of intermingling of Bengali literature with English literature in the ELL departments as a way of decolonization. In doing this, this paper examines the perceptions of the tertiary level teachers and students majoring in ELL about the integration of Bengali literature within English studies in Bangladesh.

Literature Review

The British Aim of Modern Education System

Nehru (1991) points out the bad impact of British Education System through his speech. He divides the intention of the British into two with which, he thinks, they came up in the Indian Sub-continent. He asks:

> Which aspect of England came to Indian Sub-Continent? Did Shakespeare and Milton's England which was impoverished in its own language and literature, in the courageous activities, in the political revolutions; did that England come to India which is the pioneer of science and technology, or, another England which had the intention not to enlighten the state but to rule them and suppress them? (Translated from Bengali by the present researchers)

There is no doubt that a second type of England came to the Indian Sub-continent. It should be mentioned here that Lord Macaulay wanted to recommend such an educational system by dint of which the educated people will be "Indian in blood and colour but English in taste, in opinion, in intellect" (Rahim, 2000, p. 134). In this context, Nagugi wa Thiong'O (1986) says, "Thus language and literature were taking us further and further from ourselves to other selves, from our world to other worlds". (*Decolonizing the Mind: The Politics of Language in African Literature*)

Importance of Integrating Bengali Literature into ELL

Each coin has two sides. Despite the negative effects of English studies mentioned above, the importance of English studies cannot be ignored. In the convocation ceremony of Calcutta University Tagore (as cited in Rahman, 2012) said,

> If the study of Bengali and English language and literature gets united with each other like that of the confluence of Ganges and Yamuna, then for the Bengali students the premise will be like that of pilgrimage…Thus, the achievement of English language and literature can never be denied. (pp. 44-5, translated from Bengali by the present researchers)

Further speech of Tagore (as cited in Rahman, 2012) in that convocation ceremony was:

> …we can gather energy or source from the foreign languages only, but the real energy or the real source is found in our own language for our own self-revelation. (Translated from Bengali by the present researchers)

He (Tagore) further says (as cited in Rahman, 2004) that during this era of globalization, we cannot protest against English language and literature. We should compromise with this foreign language for our own sake (p. 157, translated from Bengali by the present researchers). Another matter needs to be remembered that, Ezra Pound thinks learning all languages is necessary because a language does not cover all human wisdom, and a language does not have the sensor to feel all kinds of human expression (p. 155, translated from Bengali by the present researchers).

Research Methodology

Research Questions

This paper, as mentioned before, explores the issues regarding the implementation of Bengali literature in the departments of ELL in order to accelerate the process of decolonizing the current English language and literature education system in Bangladesh. The following research questions are investigated:

1. What are the opinions of the tertiary level students majoring in ELL about their knowledge of Bengali and English literature?
2. What do teachers and the aforesaid students consider about the integration of Bengali literature within English literature curriculum?
3. In what form should Bengali literature be presented to the tertiary level students majoring in ELL?
4. What are the teachers' and above mentioned students' experiences about (if there is any) the problems of studying ELL without the study of any course related to their mother tongue?
5. What are the participants' perceptions about the possible benefits of the study of Bengali literature along with English Study in the department of ELL?

Method

For the purpose of the study a mixed-method approach is used in order to gather both qualitative and quantitative data. As for the research instrument, two separate survey questionnaires were used for teachers and students. Moreover, there were also two 'open' questions in the questionnaires (Research Question No. 2 & 3) that allowed five teachers and ten selected students to: a) share their experiences about the problems of studying ELL without the study of any course related to mother tongue, b) share their opinions about the benefits of studying Bengali literature along with English Study in the department of ELL. For a sample questionnaire see Appendix-1(Questionnaire for Students) and Appendix-2(Questionnaire for Teachers). The participants of this questionnaire were total 15 students from master's level and senior undergraduate level—7th and 8th semester of ELL at IIUC, holding CGPA 3.25 and above. In order to conduct the survey teachers were requested to give 15-20 minutes during the class schedules. A direct interaction over the questions was made by the researchers of this paper with the students while doing the survey. As for data analysis, the quantitative data were analyzed using MS Excel while the qualitative data were analyzed by finding themes that are pertinent to research questions. The data collected from the open-ended questions in the questionnaires were coded following Richard's (2003) model. The responding teachers and students were coded as T1, T2...T5 and S1, S2....S10. The secondary data comprises of references from research articles, newspapers, books, internet, etc.

Findings

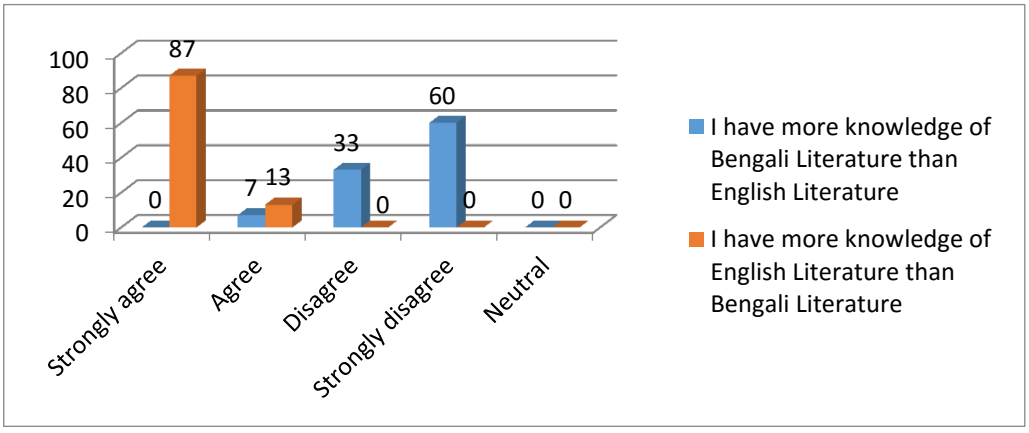
Close-ended Questionnaire (Quantitative) Data

Learners' Knowledge in English and Bengali Literature

Fifteen students were asked on their knowledge of Bengali and English literature in order to examine in which field they are more knowledgeable. In the survey, the results show that 87% and 13% students select 'Strongly agree' and 'Agree' respectively in support of the knowledge of English literature with its contemporary incidents. In comparison to it, the results of Bengali literature are 7% 'Agree', 33% 'Disagree' and 60% 'Strongly disagree'.

Figure-1

Learners' knowledge in English and Bengali literature

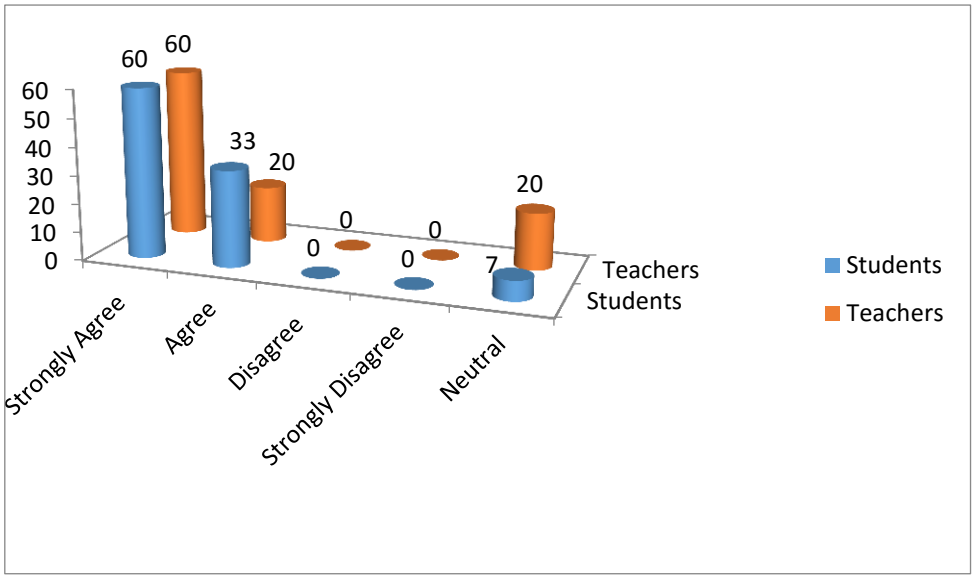


The Study of Bengali Literature Should Be Included in the University Curricula along with Greek and Latin, Arabic in Translation and African and European Literature as a Way of Decolonization

The results of this question stand as 60% 'Strongly agree' and 33% 'Agree' by the students and 60% 'Strongly Agree' and 20% 'Agree' by the teachers. 20% teachers and 7% students remain 'Neutral' from both sides.

Figure-2

People's Opinion regarding Inclusion of Bengali Literature along with that of Other Global Languages

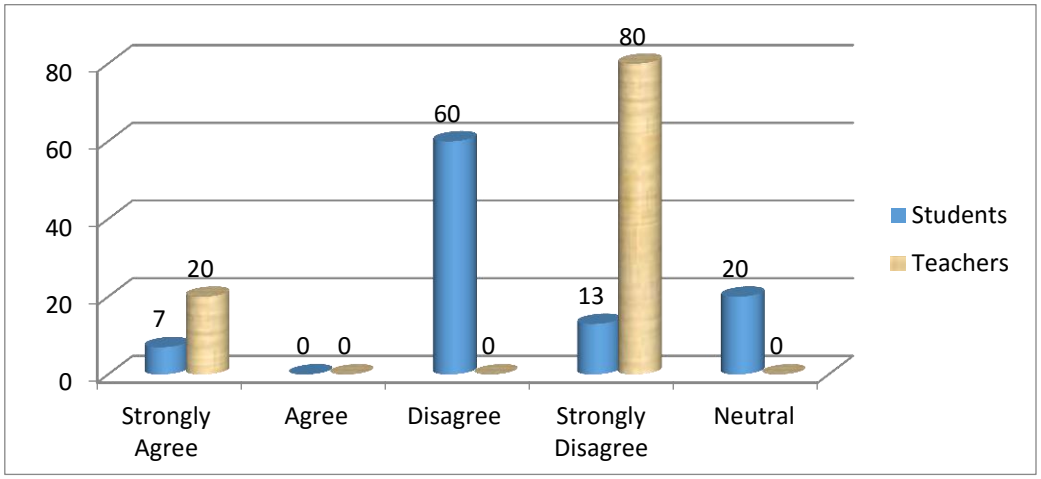


Bengali Literature should be Taught in the University Level in English Translation

As the results illustrate, most of the students of English Department at IIUC do not support the study of Bengali literature in English Translation. Among the students, 60% select 'Disagree', 13% 'Strongly Disagree', and 20% 'Neutral' except 7% 'Strongly Agree'. Even most of the teachers reject the study of Bengali literature in English translation by selecting 80% 'Strongly disagree' option. It has been found that only 20% teachers 'Agree' that Bengali literature should be studied in English translation.

Figure-3

Bengali Literature should be Taught in the University Level in English Translation

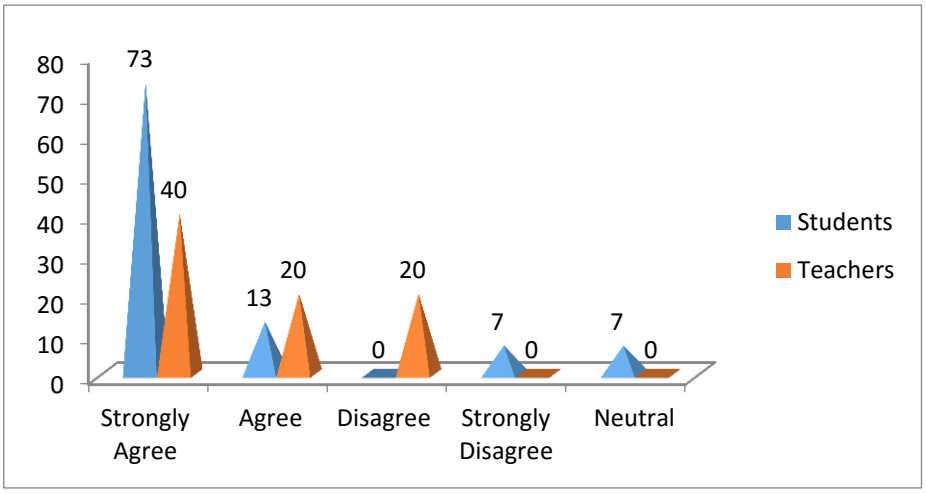


Bengali Literature should be Taught at the University Level in Bengali Language

Against the above statement, both teachers and the students answered in favor of the implication for Bengali literature in its own form. 73% students choose 'Strongly agree', 13% 'Agree', 7% 'Strongly disagree' and 7% remain 'Neutral'. On the other hand, 40% teachers choose 'Strongly agree', 20% 'Agree' in the positive liked-scale option while 20% choose 'Disagree'.

Figure-4

Bengali Literature should be Taught in the University Level in Bengali Language



Findings of the Open Questionnaire (Qualitative data): Thematic Presentation

The Problems the Tertiary Level Learners Face Due to the Limited Bengali Practice at University

Some respondents think that they (students) are being deprived of the Bengali literature as there is no study of such pieces in the Department of English at IIUC. T3 remarks:

> *"They have no idea about their own literature which has been enriched by classic writers who wrote realistic, insightful, thought- provoking literary pieces" (T3).*

S3 says that the students lack in the knowledge of Bengali historical periods.

> *"As there is no study of Bengali at the university level, we are not only being deprived of the major pieces, but also we do not get the notion of those historical periods in which the writers wrote their literary pieces."(S3)*

Regarding the identity and cultural crisis S4 says,

> *"We are losing our identity and originality due to the lack of knowledge on our own background and literary works" (S4).*

Likewise, T4 thinks, the students of ELL Departments are unknown of their own 'Culture and Context' and therefore, S6 says s/he is suffering from—

> *"Inferiority complex, Cultural crisis, Indifference about own mother tongue…" (S6).*
> *"It creates a gap between us and our literature after HSC level" (S8).*

Here, T5 points out a possible cause for students' interest towards English culture more than own culture.

> *"As the students are failing to understand the value of their own literature, they are being marginalized within English culture and taste, and they are showing negligence towards Bengali culture underestimating it as a poor culture" (T5).*

Poor linguistic skill is one of the major problems opined by many students like S1, S2 and T1. For example, S1 states that because of not practicing Bengali writing s/he is having problem with spelling and diction.

> "I fail to choose proper dictions and face spelling problem while writing something in Bengali" (S1).

S2 says that her/his Bengali writing is not up to the mark due to the lack of academic practice.

> "*Bengali literature helps us to develop our linguistic skills while conveying what we want to say and write. It has a rhythm of life which is still unknown to most of us. As a result, our linguistic skills have not reached up to the mark." (S2)*

T1 opines regarding the students' lack in expression and excellence in their writings:

> "*The students are suffering from the lack of perfection in writing and in expressing something" (T1).*

Participants' Perceptions of the Potential Benefits of Studying Bengali at Tertiary Level

In the questionnaire survey most of the participants comment on the benefit of comparative study. The participants comment that the inclusion of Bengali literature in the university curricula will make the learners eligible for a comparative study by means of which they can get a clear notion of their own culture. In this regard, S9 remark:

> *"We can compare English society and the Greek society through the study of such literature as English literature and Greek and Latin in Translation. When Bengali literature will be added in the curricula, we will be able to compare the two societies more profoundly than the present state." (S9)*

T1 says that comparative study will increase the arena of different literature before the students.

> *It will increase the arena of knowing own literature along with other literatures (T1).*

Cultural awareness will be increased if Bengali literature is included along with English studies. S5 thinks:

> *English is quite different from our cultural habits and aspects. So, we would feel good and relieved if we study Bengali novels, stories of some famous writers (S5).*

S2 believes that Bangladesh will strengthen its heritage and originality only when the teaching of Bengali will be widespread.

> *Bangladesh will gain its heritage and originality only when the teaching of Bengali will be widespread (S2).*

Pointing out a possible way for decolonizing English Studies, T2 comments:

> *Decolonizing the English Studies is a must for the Department of ELL in Bangladesh. Inclusion of Bengali Literature study in the universities of Bangladesh may be the best step to reclaim its own past and originality (T2).*

S7 considers that the study of literature in Bengali may increase learners' understanding of English literature. S7 remarks:

> *If we study Bengali literature, it will increase our critical thinking (S7).*

S4 says that the study of Bengali literature along with English major courses will enhance their intuitive sense.

> *Bengali literature along with English major courses will enhance our intuitive sense (S4).*

T3 opines that the study of Bengali literature will accelerate the students' critical thinking ability more rapidly than English literature.

> *The study of Bengali literature based on mother tongue will accelerate the students' critical thinking ability more rapidly than English literature (T3).*

T3 also finds Bengali literature as a solution to problems faced by the students relating to life.

> *Since Bengali literature has local setting, character stories, students will be interested in it and will be able to know a lot about life and solutions to different problems (T3).*

S10 expresses that Bengali literature is necessary for building morality, awareness, and for getting good job.

> *Bengali literature is necessary not only for building morality and awareness, but also for getting good job (S10).*

However, T4 remarks on the possibility of no positive output as:

> "*The benefit would be very little as one or two semester is hardly enough to have absolute conception about Bengali literature" (T4).*

Discussion

The end of the World War II is greatly marked by the end of Colonialism. With collective great struggle the Post-colonial countries achieved freedom from the British colonization. The attempts, which had been made by the people of the post-colonial countries to shade off the influence of British colonialism in many aspects of national lives in order to uphold their national and cultural identity, are still an ongoing process. Unfortunately, despite great endeavor, imperialism has emerged in many post-colonial countries including Bangladesh taking new shapes and forms. Now imperialism seems to be dominating mostly in the realm of educational sectors.

Education is becoming more and more available day by day to the people of Bangladesh with the development of the country. In the era of globalization, we are indeed being benefitted by studying English language academically; but the over-centralized study of English in academy, especially in the ELL departments at university level, make learners confined solely to the knowledge of English literature and other literatures in translation more than their own literature in its own form. Figure.1 (see 4.1.1) shows that the ELL Department mainly focuses on teaching the students about English literature along with Greek and Latin translations and with some of post-colonial studies without including Bengali literature with it, so the students are lacking in terms of knowledge on their own literary pieces. Therefore, the students face a lot of problems in absence of the study of Bangla literature. They are forgetting the Bangla diction, spelling, phrases, which is required for a skilled writing and speaking ability (see 4.2.1.3).

In this regard, Islam (2016), from English department of Dhaka University, asserts: " There is no discipline in the thought of a nation when there is no discipline in their language". His observation on the present generation is: " A large number of our young generation is failing to express their thought in an organized way (…) Many of the debaters from Dhaka university also possess the weakness not to express a full sentence correctly. If a student of 18-19 years old is not eloquent not only in English but also in Bangla then it is not a wonder anymore; rather, this wonder transforms into a terror" (p. 10, translated from Bengali by the present researchers)

This gap in learners' knowledge is allowing them to disvalue their national literary pieces. Hence, they find Bengali literary pieces very poor in quality and pay a neglecting outlook to them. This current condition has been identified as a failure of our nation by language movement activist Ahmed Rafiq. According to him (as cited in Roy, 2016), colonial legacy still has an invisible influence on us, and so, we still consider English as a supreme language. Hence, it should be mentioned that whenever the people in the present generation are asked of Bengali literature, most of them boastfully reply—"I do not read Bangla novels" (cited in Hasan and Rahaman, p. 20). Such negligence is the indication that the current generation is suffering from cultural and identity crisis.

Academically English language is the focal point in Bangladesh, therefore Bengali is now in a state of threat. Observing this threatened position of Bengali, Roy (2016) asserts in his newspaper article titled *Language in Daily Life* that careless practice of Bangla language in different Medias, for instance, TV programs titled "Dhamaka" and "Kopa Shamsu!"; vulnerable use of Bengali language in Fm radio station, etc. are changing the pattern of Bangla language in an alarming rate. Similarly, meanings of words like 'odvut' or 'jotil' are being used to mean something totally different.

From the above discussion, it appears at the implication of our literature in the university education, especially in the Department of ELL, seems to be a crying need; an attempt to establish one's own root and originality, especially in such nation like Bangladesh which is suffering from external literary force despite having a historical background of shedding blood for the sake of language. Moreover, teaching and learning others' literary pieces ignoring one's own is a sign of disrespect towards mother-tongue. Thus, a nation should not make itself confined in specific literature studies. In this regard Askari (2015) expresses his observation in a newspaper article, titled: *Save Bangla language from corruption*: "We are not against any language. Every language has its own importance (…) There is no contradiction between Bengali and English. Bengali is our sweet home, and English is our world" (Paragraph no. 12)! In support of the discussion, the survey results of the Figure no.2 (see 4.1.2) show that most of the participants support in favor of integrating Bengali literature in English Studies and similarly Figure no.3 and 4 (see 4.1.3 and 4.1.4) show the majority participants' support the integration of Bengali Literature in the English Departments in Bengali language rather than English translation. So, on the basis of the survey, it seems to us that the study of Bengali literature along with English pieces can increase awareness about own socio-cultural identity and this is an effective step to decolonize the English studies of Bangladesh.

Conclusion

Using a Mixed-Method Approach, this study aimed at exploring the perceptions of the tertiary level teachers and students about the decolonization of English studies in Bangladesh by including Bengali literature in English curricula.

The findings of the study have exposed that, there is a scope for integrating Bengali literature in original language format into English departments in Bangladesh. Most respondents in this study reported that if Bengali literature is integrated within English Study programs at tertiary level in Bangladesh, they will

benefit the students. Finally, this paper ends with recommendations for further research in the other English departments in Bangladesh to analyze the need for accelerating the process of decolonizing English Study nationally, the procedure of integrating the study of Bengali literature within English departments and its effective teaching methodology in the tertiary level classroom.

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Appendix-1

(Questionnaire for Students)

Date:

Dear Fellow Learner,

Assalamualaikum.

Hope you are hale and hearty and doing well.

We feel privileged to request you to respond to a questionnaire consisting of two sections which is meant for collecting data for a research work titled "Decolonizing English Studies in Bangladesh and Integrating Bengali Literature into English Language and Literature Education at Tertiary Level: A Case Study".

We believe you might require not more than 15-20 minutes to complete this questionnaire. We would like to assure you that the data collected by this questionnaire would be used only for the research purpose and would be kept confidential.

We would highly appreciate your spending a few moments from your precious time.

Kind regards,

Kohinoor Akther
N121292
8th semester, Section B
ELL, IIUC

Sofia Siddiqua
N123234
7th semester, Section A
ELL, IIUC

Personal Information

Please fill in the blanks

Personal Information

a	Name:	
b	Name of institution:	
c	Please indicate your academic designation with CGPA:	
d	Please mention your School and High- school background	

Close- Ended Questions

Please put a tick on your answer option

1. I have more knowledge of Bengali literature than English Literature.

a. Strongly agree b. Agree c. Disagree d. Strongly disagree e. Neutral

2. I have more knowledge of English literature than Bengali Literature.

a. Strongly agree b. Agree c. Disagree d. Strongly disagree e. Neutral

3. The study of Bengali literature should be included in the university curricula along with Greek and Latin, Arabic in Translation and African and European Literature as a way of decolonization

a. Strongly agree b. Agree c. Disagree d. Strongly disagree e. Neutral

4. Bangla Literature should be taught in the university level in English Translation.

a. Strongly agree b. Agree c. Disagree d. Strongly disagree e. Neutral

5. Bangla Literature should be taught in the university level in Bengali language.

a. Strongly agree b. Agree c. Disagree d. Strongly disagree e. Neutral

Open- Ended Questions

Please Write Down Your Opinion

1. What problems (if there is any) are the students of ELL facing without the study of any course related to mother tongue literature?

2. How the students would be benefitted if the study of Bengali literature along with English studies is integrated in the department of ELL?

THANK YOU

Appendix-2

(Questionnaire for Teachers)

Date:

Dear Sir/Madam,

Assalamualaikum.

Hope you are hale and hearty and doing well.

We feel privileged to request you to respond to a questionnaire consisting of two sections which is meant for collecting data for a research work titled "Decolonizing English Studies in Bangladesh and Integrating Bengali Literature into English Language and Literature Education at Tertiary Level: A Case Study".

We believe you might require not more than 15-20 minutes to complete this questionnaire. We would like to assure you that the data collected by this questionnaire would be used only for the research purpose and would be kept confidential.

We would highly appreciate your spending a few moments from your precious time.

Kind regards,

Kohinoor Akther
N121292
8th semester, Section B
ELL, IIUC

Sofia Siddiqua
N123234
7th semester, Section A
ELL, IIUC

Personal Information

Please fill in the blanks

a	Name:	
b	Name of institution:	
c	Please indicate your academic designation:	

Close- Ended Questions

Please put a tick on your answer option

1. The study of Bengali literature should be included in the university curricula along with Greek and Latin, Arabic in Translation and African and European Literature as a way of decolonization

a. Strongly agree b. Agree c. Disagree d. Strongly disagree e. Neutral

2. Bangla Literature should be taught in the university level in English Translation.

a. Strongly agree b. Agree c. Disagree d. Strongly disagree e. Neutral

3. Bangla Literature should be taught in the university level in Bengali language.

a. Strongly agree b. Agree c. Disagree d. Strongly disagree e. Neutral

Open- Ended Questions

Please Write Down Your Opinion

1. What problems (if there is any) are the students of ELL facing without the study of any course related to mother tongue literature?

2. How the students would be benefitted if the study of Bengali literature along with English studies is integrated in the department of ELL?

THANK YOU

Papers on the Theme

Globalization, Market Economy and Education

Standardization of Maritime Education and Training in Bangladesh to Face the Global Challenges in the Seafarer's Job Market

Razon Chandra SAHA[76]
Bangladesh University of Professionals

Bangladesh is lagging behind in the process of learning maritime education and training (MET) to create qualified seafarer for occupying global seafarer's job market. Driven in particular, existing institutions of the country are unable to attract students to choose the sea job as career with high salary and opportunity to travel all over the world. Consequently, MET is facing various challenges including human and technological resources in teaching and training respectively to sit on the competency examination in developed maritime countries like UK, Singapore, etc. Moreover, teaching methods and practical training at sea are great barriers to produce global standard seafarers from Bangladesh. Remarkably, participation in the MET in Bangladesh is in infant stage and low profile, which does not indicate a good attitude towards this profession. In a sense, it may be occurring due to less friendly environment of the institution's training place, ineffective teaching method or style of delivering lessens to students and non-availability of trainer of MET in Bangladesh. Standard MET from any country has always attracted the ship management companies or ship owners to recruit seafarers from that particular country. Bangladesh has geographical advantages in the Bay of Bengal and may take the opportunity of having world class MET to get a share of the global job market in this area. To follow the trends of globalization of maritime business, maritime community aimed to develop standardized curriculum for training where educational program vary from country to country even in different institutions of a single country. In this connection, it is necessary to develop standard curriculum by the government for training institution and advertise to the students, guardians and others by focusing on the job opportunity and training facilities for men. This paper aims to analyse how to meet the licensing and customer requirements of MET to get world standard license of seafarers and their demand by the ship owner or ship management company to cope with the basic requirements in the seafarers' global job market.

Keywords: *Maritime, seafarer, Bay of Bengal, globalization, environment.*

Introduction

Bangladesh is lagging behind in the process of learning maritime education and training (MET) to create qualified seafarer for occupying global seafarer's job market. Driven in particular, existing institutions of the country are unable to attract students to choose the sea job as career with high salary and opportunity to travel all over the world. Consequently, MET is facing various challenges including human and technological resources in teaching and training respectively to sit on the competency examination in developed maritime countries like UK, Singapore etc. Moreover, teaching method and practical training at sea is great barrier to produce world standard seafarers from Bangladesh. To know the details of MET, Demirel & Mehta (2009) stated the purpose of MET is to supply the manpower for the shipping industry

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and aimed to establish the fundamental of seafarer's discipline that varies in developing undergraduate and post-graduate studies with quality and as per requirements of International Convention on Standards of Training, Certification and Watch keeping for Seafarers-STCW -78/95. Globally, the seafarer's professions are multinational, multicultural and multifunctional and have to work in a complicated environment. So, it is customary and must be trained by considering the international standard and related regulations for making good seafarers to compete in the challenging global job market enthusiastically. Moreover, shipping (Roe, 2013) is a truly globalized sector where ownership , operation, finance, legality, supply, demand, labor and commodities are taking from any part or anywhere of the world with intensity and unpredictability of changing origin and location as situation based procurement. In here, Roe (2013) is indicating the simplification of policy by International Maritime Organization (IMO) and solely the desires of the ship-owner or ship management company by reducing the operating cost for maximizing the profit where maritime governance has low profile in the current position of shipping industry. Mention that ship-owners are the great stakeholders of the shipping industry who are playing a vital role to make policy to direct the industry with the help of IMO.

This paper is structured in Ten short chapters from the introduction to conclusion and closed by future directions in Tenth Chapter which are the result of the study for helping maritime community and MET institution of Bangladesh to get a guideline how to improve and maintain the standard of education and training to face the challenges in the seafarer global job market also sustain in the world. To get the status of MET institutions that are available in Bangladesh, Chapter Two described the list of MET providers in all stages from the able seaman to Officers also details of maritime university and associated organizations briefly. In addition, Chapter Three stated the process or research methodology, data collection techniques and limitation as well as research ethics shortly. Furthermore, Chapter Four brought the literature review where basic literature on Bangladesh and other countries METs for getting the exiting standard that required to enter into the global seafarer job market, in addition, standardization of MET by STCW 78/95 and Maritime Labor Convention-MLC 2006 (Zhang and Zhao, 2015) illustrated possibly . Step by step, Challenges and opportunities are articulated in Chapter Five and one case study related seafarer is explored in Chapter Six. Furthermore, survey result of quantitative and qualitative analysis described in Chapter Seven graphically. Lastly, based on the literature review, qualitative analysis and case study, Compare and Contrast added in Chapter Eight that explored the real position of Bangladeshi MET and seafarers to take necessary steps for further development to sustain in the global job market and attract ship owner and ship Management Company.

Seafaring is the inimitable works at sea that offers high salary and living facilities with dignity but conveys fatigue and abuse of personal mind set positive or negative to meet with the family and society and it has immense opportunity to earn wealth by a short period and backing to the shore for a long time leave. Kabir (2014) argued that seafarer job has challenges but attracted adventurous young men and to the skill based profession and expected to process a variety of skills and attributes to get job in global job market. Greatly, teacher and instructors of MET institution of Bangladesh are experienced to provide basic and technical education as per requirements of STCW 78/95 and designed curriculum that accredited from the developed countries like UK, Singapore, and Australia etc. However, this study aims to determine to what extent MET be standard in Bangladesh to face the challenges of seafarer global job market by using the innovative teaching and further assessment methods for certification to adopt with the new technology and dynamic shipping environment within a sustainable and achievable framework.

Institutions in Bangladesh for Met

First maritime university named Bangabandhu Sheikh Mujibur Rahman Maritime University –BSMRMU (2016) established in 2013 with the vision "Envision promoting and creating a learning environment for

higher maritime education with excellence, through state- of- the- art facilities and gadgets, competent faculty and staff, expanded frontier of research based knowledge and international standards supportive of the new horizons in diverse fields by 2021". However, there are 2 public and 18 private MET institutions in Bangladesh who are providing undergraduate cadets for sea-going vessels. Among them some MET institutions are conducting ancillary courses as requirements of competency examination to the Department of Shipping accordingly. In addition, National Maritime Institute is specialized MET institution for seaman development and having chance to upgrade to the cadet position meritoriously. Mention that two public academies named Marine academy and Marine Fisheries Academy are developing quality office for Navigation and Engineering department for seagoing vessels where Marine Fisheries Academy is specialized for sea-going fishing trawler also having the opportunity to join merchant vessel competently. Marine Academy (2016a) is the only MET in Bangladesh who has great role to develop qualified seafarer and serving all kinds of vessel in the world proudly. In addition, Bangladesh Naval Academy (2016) is the prestigious Military institution that affiliated with Bangladesh University of Professionals who is the pioneer in training female officer cadets, has ushered revolution in the Armed Forces.

Bangladesh is well known maritime nation of the world and reliable source for seafarers. Preliminary, Bangladesh Marine Academy (2016a) was the only source of seafarer but now-a-days, pre-sea training by private participation opened the door of opportunity and producing large number of seafarers regularly. Being a true maritime country, Marine Academy (2016a) was started in 1972 and earlier it was known as Mercantile Marine Academy that established in 1962. In 2010, all courses of Marine Academy are revised as per STCW 2010 guidelines and introduced female cadets training in 2012. Reportedly, Marine Academy (2016b) achieved the requisite professional status by being a branch of world maritime University in 1990 and through the inclusion of Bangladesh in the White List of the IMO in 2000. Overall, Marine Academy is the forefront of maritime professional excellence in South Asia as a part of world maritime university. In addition, another public MET institution named Marine Fisheries Academy (2016) is shouldering the responsibilities of exploring and pooling the seafaring talents of the country and training them in well planned and well organized manner as Navigator, Engineer and Fish Processing Technologist. Currently, the Department of Shipping –DoS (2016) of Bangladesh is the specialized agency under the Ministry of Shipping who ensured the quality or standards of public Marine Academy, 18 nos private academies and all others maritime institutions for maritime education and pre-sea training and certification of competence of seafarer also deals the welfare issue of seafarers. Moreover, DoS is responsible for exploring, advising government and ensuring the compliance of international maritime conventions proudly.

Research Methoology

Research is the process of investigation in an organized manner by appropriate method systematically and ethically. Driven in particular, it helps to find out the solution of a problem in a harmonized way that provides the future directions and searching of new facts and gaining new knowledge for the welfare of the society or related industry. However, it was difficult to choose the research methodology because of the title of this paper and its significance in two ways, firstly, the standardization of MET and lastly the challenges that required quality MET to serve at sea without fatigue and other key elements of sea. The first objective of this study is to make standards of MET of Bangladesh that tested with other maritime countries MET standards. In addition, a second objective of this study that linked with the first objective is to face challenges in the global seafarer job market that may cover by marinating the standards or international requirements of Bangladeshi seafarer. In order to critically examine, quantitative survey was conducted and one case study added to make it qualitative in addition of literature review. Finally, after

field testing the survey questions and limitation of getting required minimum respondents, two fold research methodology quantitative and qualitative both applied accordingly.

The study begun in November 2015 and ended in April 2016. Preliminary, it was planned to send Research questionnaire to 100 persons as sample size but it was difficult to get related persons in the MET in Bangladesh. After that sample size reduced to 50 and invited to all through e-mail. Furthermore, communicated with all respondents over telephone and describes the purpose of the research and details of the research questionnaire. Instead of replying through email, some respondents agreed to provide telephonic interview and some respondents invited to give physical interview in capital city Dhaka and port city Chittagong. Finally, author conducted the telephonic and physical interview by following the questionnaires. Finally, this study got 15 respondents and covered the target group of MET Provider (n=3), Ship Management Company (n=3), Ship Survey Company(n=1) , Teacher (n=2), Policy Advisor (n=1) , Seafarer (n=1) and Ex-Seafarer (n=4). Unfortunately, there was no response from Department of Shipping in Bangladesh who are responsible for ensuring the quality and standard of pre-sea cadet training by public and private MET institutions in Bangladesh.

This research is involved with the human subjects and considered the ethical guidelines importantly and emphasized on the basic elements of ethical issues that will not harm to anyone or dangerous for the seafarers job industry globally. Connectively, to avoid some elements of risk, however, raises questions about the ethics of the process where used alphabetical letter A, B and C instead of the actual name of the respondent. To summarize, this empirical study that based on the physical interview, telephonic interview, survey through email also literature review from the journals, books and dissertation exclusively from World Maritime University dissertation papers because of their research on MET, last but not least from the IMO website for getting the information to know the MET of world maritime countries to tag with Bangladesh METs enthusiastically.

Literature Review On Met

To follow the attributes of Pedagogy, Sudhakar (2015) defined the pre-sea training as class room teaching, workshop and simulation for producing new seafarer where maritime education is the class based teaching for ex-seafarer and non-seafarer. Overall, MET is the process of knowing maritime affairs from the sea job to shore shipping management, way forward to the logistics, transport and supply chain management. However, pre-sea training is the entry point of shipping industry and further placement of shore based job. In a study, Sudhakar (2015) focused the STCW for getting the qualified seafarer and need to apply in the pre-sea training that will bring the global standard from any part of the world as because of its specialty of direction in working at sea efficiently and minimizing the risk of accident or occurrence during operating the ship. However, Kuntchulia (2015) argued for exchanging pedagogical experience to raise motivation of training among the cadets by using the information technology. Importantly, the result (Kuntchulia, 2015) of teaching and educational process in many respects depends on that and quality is appreciated appropriately, however, it is difficult to imagine the modern teacher who are not using additional methodical grants, except the textbook where quality and standard decreased significantly in the age of modern technology.

Slenter (2000) argued for quality system of MET for determining the pedagogy of faculty members how to present in the class and supply its courses on the light of international quality standards with the reference of STCW-95. Demirel and Mehata (2009) advised to all MET institutions to take cooperation from the leading MET institution in the developed countries that will help to develop international standard curriculum and work with the shipping company closely for practical training that will bring the opportunity of taking job of their institution's cadets. Another factor that will influence MET where Pallis

and Ng (2011) feel that student needs inspiration and motivation for pursuing undergraduate or pre-sea training from MET institutions rather taking maritime education in maritime business and management for shore based position. They also found that current marketing strategies of MET institutions are irrelevant and not focusing to attract student for coming seafarer job also further placement job as seafarer. This is very unfortunate that literature of MET has a limited number where to focus MET in Bangladesh is rare and not found describe adequately. However, example of various countries like Norway, India, and Vietnam brought to make it meaningful.

Figure-1
How Derived the Demand of Seafarer (Wagtmann and Poulsen, 2009)



Total global demand for seafarers always originated from the global demand of maritime transport that influenced by financial sectors, regulators and application of new technology (Wagtmann and Poulsen, 2009). United Nations Conference on Trade and Development-UNCTAD (2015) reported that world economy embarked on a slow-moving recovery led by uneven growth in developed economies and a slowdown in developing countries and economies in transition. In relation to Short(1996) addressed the major concerns on seafarer that now-a-days seafarers are supplying from many countries and their qualifications are issued from the different authority with considerable standard that resulted different culture in a single ship. As shipping is the international dealings that requires competent and medical fit seafarer in all kinds of ship with the help of flag of convenience-FOC, emerging opportunity remains for all maritime nation where qualified MET institution's image and name is important and playing a vital role to attract the recruiter or manning company without any hesitation.

In the survey of Aggrey (2000), 95% respondents were mentioned that women need for educational opportunities, good remunerations, and suitable service conditions to get inspiration to work in the sea profession as seafarer. In this context, it is necessary to promote this profession by the respective authority from college state and advertisement in newspaper and social media especially inspire women learners to take the training for early establishment of life and take the challenge of 21st century. According to Magramo and Eler (2012), maritime history and literature has treated seafaring as a solely

profession of male, however, women begun to get the scope of scholarship to act as stewardship or Captain of a ship as are more organized; hence they are more appropriate to work in the office after they have acquired the necessary training and knowledge of running a ship.

To understand the social aspects implications and future of seafaring as profession, Barsan (2003) revealed a dangerous lack of interest and attraction for this profession because of changing environment of maritime industry, probably the cause of flag of convenience –FOC and low costing of Asian seafarer that combined with the pressure wield by IMO. In this connection with the case of Romania by Barsan (2003), Bangladesh has the opportunity to enter the global market with advantages of FOC. As per data of Romania , there was no unemployment, so, there was no impact nationally, but it may affect seriously in Bangladesh because seafarer of Bangladesh will not get any shore job if they back from sea and unemployment rate is very high and all shore based shipping job in filled already.

Challenges & Opportunities in Seafarer's Job Market

Global shipping industry is passing an unstable situation because of transition from the low profile economy to upper trends of cargo movement from the depression of 2009. Consequently, Manuel (2005) found that MET standard s have long been a challenge because it is varied national, culture and background of seafarers to work adapt in difficult framework and required excellent teamwork .The Seafarer (Alderton et al.,2004) labor market is changing frequently in the direction of volume of world trade as the determinants of the modern shipping industry. In here, basic challenges are encountered in recruitment practices, trade unions, and collective bargaining, as well as training, certification, and fraudulent certification. Wages, contracts, and tours of duty are also investigated, and the book includes in-depth treatment of seafarer safety and hazard exposure. Particularly, the internationalization of ship registrations, multinational crewing and reductions in crewing levels, and the rise in ship management companies have had a profound effect on seafarers' living and working conditions. In line with the previous trends, MET is facing the challenge of great change of new international regulations, new technology and of survival at uncertain market of jobs.

Cahoon and Haugstetter (2008) stated that shortage of seafarer is not globally wider spread as it is for traditional maritime countries. They also concerned about the emerging supplies of seafarer from Asia, this has not been at the level of experience and quality to occupy on board as replacement of existing developed countries aged seafarer. It is highly seen that job dissatisfaction is a great factor to sustain at the job in sea, as a result, resignation by experienced seafarer made the situation of recruiting quickly from any part of the world with the plea of flag of convenience that costs to the ship management company. Author of this paper has seen this challenge or crisis as opportunity of Asian seafarer particularly for Bangladesh.

As per UNCTAD (2006 and 2012) report in their yearly edition of Review of Maritime Transport, in 2006, number of Bangladeshi vessel was 475 and number increased to 1271 in 2012 which increase approx 300% and it is indicating the requirements of seafarer and Bangladesh can take the opportunity to absorb the new seafarer in their ship to follow the government rules of recruiting national seafarer under the Bangladesh Flag Vessels (Protection) Ordinance, 1983 (DoS, 2016). To fill the basic standard of Seafarer, Demirel and Mehta (2009) argued for Standard English language skills that will play an important role in the development and occurrence of near-miss or accident situations at sea. In this aspect, all METs of Bangladesh are conducting the course and syllabus are in English and medium of instruction is English that resulted the opportunity to face the challenge of communication on board and having the quality to attract the recruiter or manning company. Quality of the MET and monitoring system of DOS is variable and institution to institution.

Kabir (2014) identified in his dissertation that visa restriction to certain countries for Bangladeshi seafarer is a great challenge where manning companies are interested to take seafarer from Bangladesh but not possible as because of visa problem. In addition, manning cost also external challenge to get the job in the foreign flag vessel .To focus the MET, Cahoon and Haugstetter (2008) argued to manage the young generation to fill the gap of existing seafarer and need to spread the opportunity of sea job and facilities that are available at sea. In this connection, it is necessary to inform the young talents at school and college to choose this challenging seafarer job and opportunity of raveling and tasting the real taste of the world besides job. To unfold, Demirel and Mehta (2009) concluded that to establish an effective MET, it is essential to apply the internationally recognized standard including STCW, MLC or any rules that guided by respective agency or direction from IMO.

Women Seafarers in Bangladesh –A Case Study

The maritime industry is male dominated that viewed as gender imbalance or inequality where Aggrey (2000) argued for balance through female participation in the maritime industry to break the tradition and change the attitude of male over female about their capabilities and it is only possible by education and training of women . However, from the Russian women seafarers in 1930 by Captain Anna Schetinina as cited by Aggrey (2000), Bangladesh Marine Academy (2016a) introduced women cadets in the pre-sea training in 2012. In addition, Bangladesh Naval Academy (2016) and Marine Fisheries Academy are also recruiting women cadets for producing women seafarers in Bangladesh. On the contrary, private MET institutions are in the process of recruiting women cadets. Hopefully, remarkable figure of women seafarers of Bangladesh will show their expertise to lead and work in the world fleet.

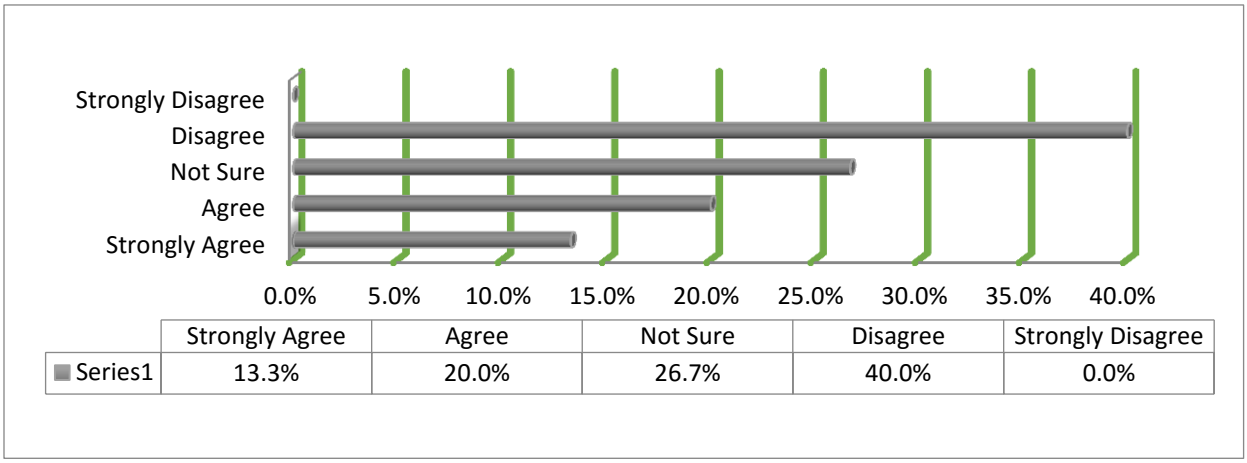
Shipping (Marineinsight, 2016) industry has the lowest number of workforce including seafarer as because of traditional mind set in the male dominated industry that is not encouraging for taking seafaring careers easily. The International Transport Workers' Federation –ITF (ITF Seafarers, 2016) estimated that only 2% (Approx 23000 worldwide) of the world maritime workforce are and especially working in Cruise and Ferries Sector and still rare in the main course of carriage goods shipping industry. ITF identified that MET institutions in some countries are not allowed to take in the nautical course where limited seats for engineering course only. It's a good news that ITF produced guidelines for seafarer to take the challenges in getting admission in the MET and further working at sea which will help to increase the number of seafarer arguably and significantly. Connectively, ITF guides in the process of developing sexual harassment policies and appropriate training, including within cadet training and education.

To unfold, Aggrey (2000) examined that some shipping companies are not accepting women seafarers and treated this as difficult and complex to create environment at the sea, however, IMO is trying to change the attitude of shipping company. Same situation and environment is available in MET institutions where women are getting limited seat for taking the pre-sea training but this is good in receiving post graduate maritime education. In line with such motivation to get women seafarers, Jo (2010) informed that number of women seafarer is increasing with the capacity of officers and rating and pilot in all kind of vessel but limited opportunity in cargo ship which one in the main part or carrier of shipping industry. Finally, Magramo and Eler (2012) advised women seafarers for thinking and act properly in a profession that is male-dominated and must prove the capacity they have like as man and being prepared to become officers on board ships physically, emotionally and spiritually for overcoming all kinds of hindrances, obstacles and challenges that may come in their way or professional life eventually during taking the pre-sea training in MET.

Result of Quantitative & Qualitative Primary Research

Figure-2

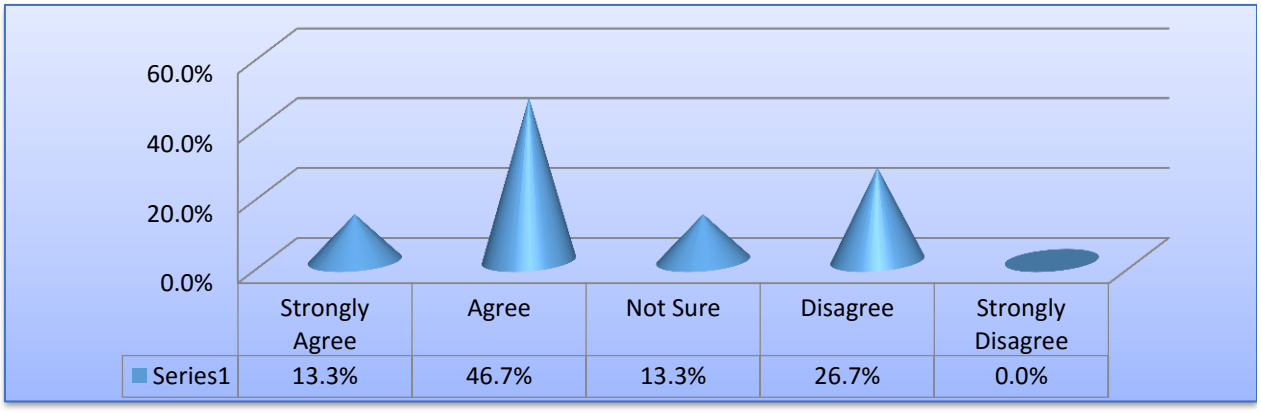
Existing Standard of MET Institutions in Bangladesh



To get the answer of existing primary or undergraduate maritime education and training (MET) in Bangladesh is good and international standard as per STCW 78/95 and ILO Maritime Labor Convention 2006, 40% respondents were disagreed highly. In the qualitative analysis, most of the respondents were mentioned that only Marine Academy has the quality and the style of teaching is international standard where private MET institutions are thinking only for business instead of organizational development for quality maritime education to produce qualified seafarer.

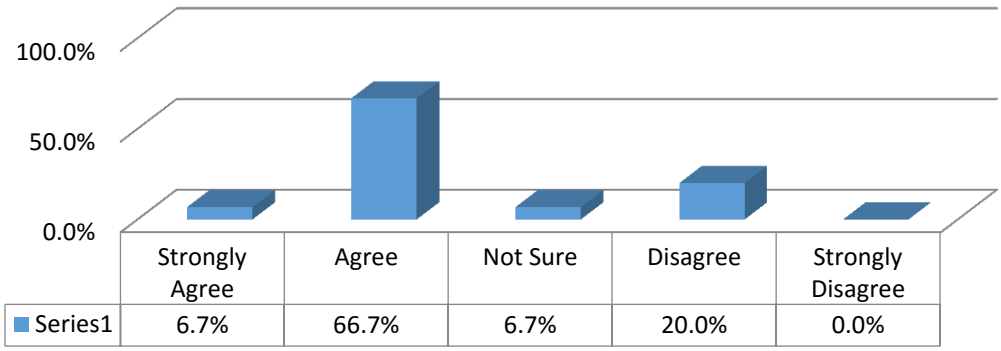
Figure-3

Capacity of MET Institutions of Bangladesh



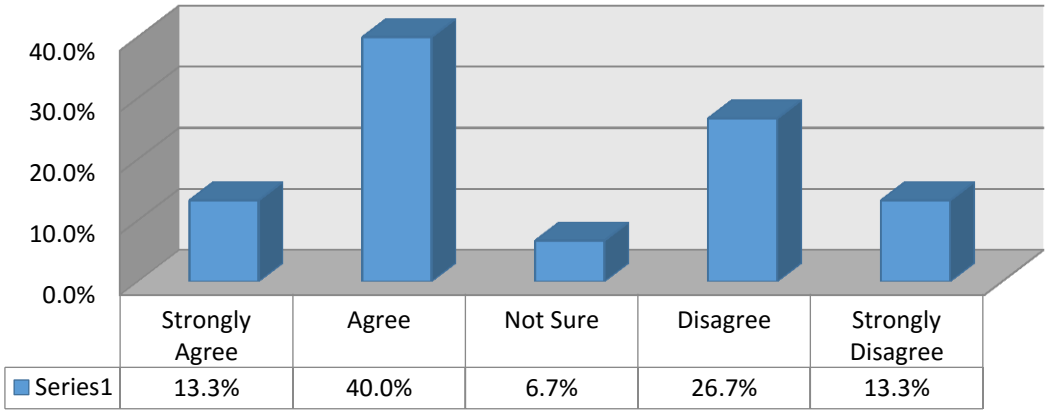
Approx 46.7% believed that MET institutions are capable o produce good and trained Seafarer to compete with other nations also taking job in the Seafarer global job market where approx 26.7% disagreed and expressed that it is necessary to recruit good teacher or instructor for qualified seafarer.

Figure-4
Quality of Teachers or Instructors of MET institutions in Bangladesh



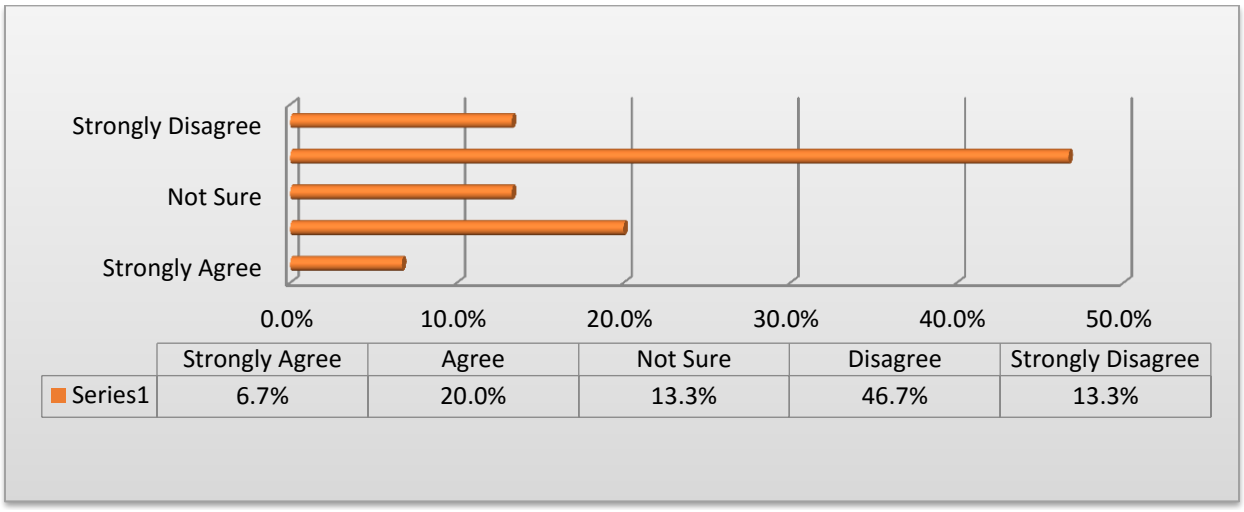
Maximum respondents were appreciated about the quality of teacher or instructor of MET institutions in Bangladesh. However, 20% disagreed with the statement and in the qualitative direct interview process, respondents described that qualified instructors are moving and teaching temporary, as a result, learners are not getting the full lessons from them.

Figure-5
Role of Department of Shipping, Bangladesh for Monitoring the MET Institutions



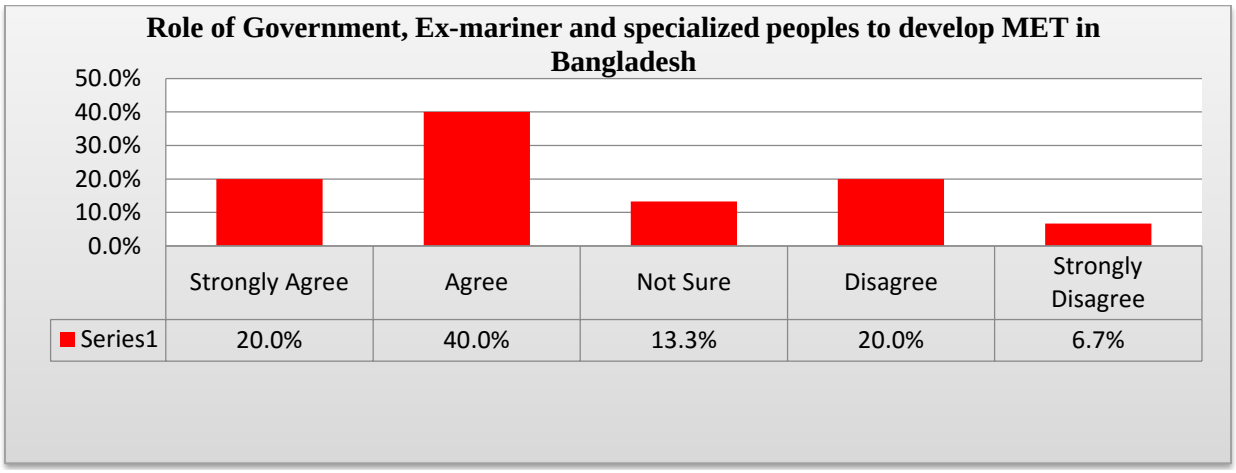
More than half of the respondents agreed with the role of DoS but made questions in monitoring the private MET institutions and advised to take care for the quality education because it is the prestigious matter of Bangladesh. On the contrary, 26.7% and 13.3% were disagreed and strongly disagreed respectively and recommended to leave this responsibility to the newly established maritime university and take the competency examination only.

Figure-6
Promotion of MET in Bangladesh



Approx 46.7% respondents were disagreed where 13.3% strongly disagreed that present publicity and information disseminating procedures of Department of Shipping and MET institutions of Bangladesh are enough to attract student to take education and understand the future of sea job as good profession is not adequate and needs think more by respective authority. On the other hand, good institution like Marine Academy has enough names to get cadet automatically and very competitive to get chance. So, if the quality increases in all MET, promotion activity will be completed automatically.

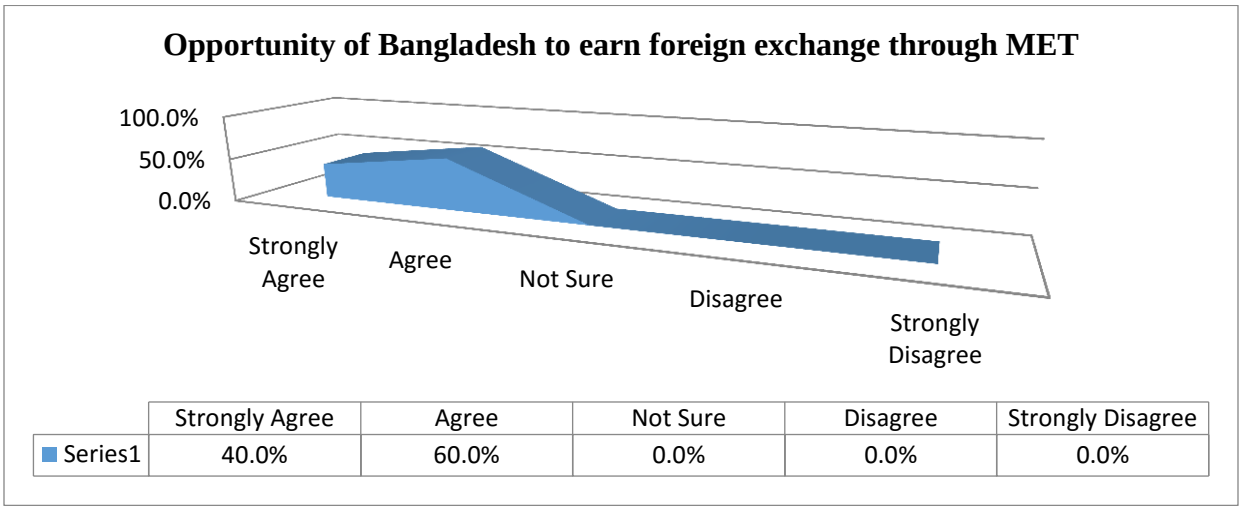
Figure-7
Role of Government, Ex-mariner and Specialized Peoples to Develop MET in Bangladesh



This is good news for MET institutions that Government, Ex-mariner and specialized peoples are trying to develop MET in Bangladesh as great opportunity to utilizing the human resource and motivates learners, student and teacher as maritime nation of the world. From the qualitative analysis all respondents disclosed that they are trying to focus Bangladeshi seafarer to recruit in their incoming vessel in port city Bangladesh.

Figure-8

Opportunity of Bangladesh to Earn Foreign Exchange through MET

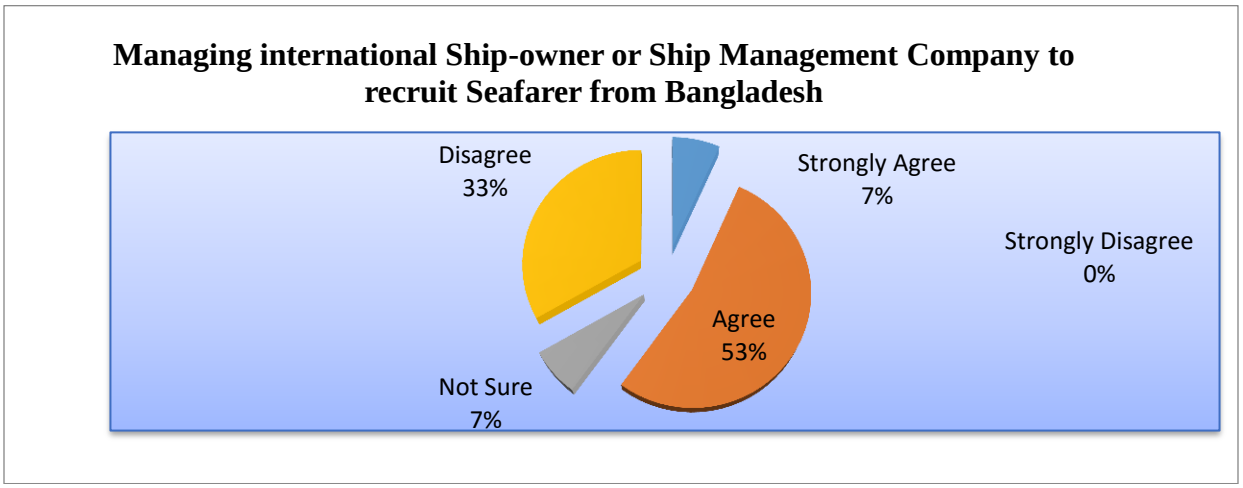


	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
Series1	40.0%	60.0%	0.0%	0.0%	0.0%

All respondent were agreed (60% agreed and 40% strongly agreed) that Bangladesh has big opportunity to cover the global Seafarer job market by utilizing the available manpower by providing effective and best MET and earn foreign exchange consequently. In the qualitative analysis, one respondent advised to utilize the unemployed manpower and may teach them for working at sea as ratings instead of officer.

Figure-9

Managing International Ship-owner or Ship Management Company to Recruit Seafarer from Bangladesh



Particularly, approx 53% agreed that current standard of MET in Bangladesh is able to attract international Ship-owner or Ship Management Company to recruit Seafarer from Bangladesh where 33% disagreed and advised to improve the quality of private MET institutions. Interestingly, one respondent argued for foreign accreditation of private MET institutions and add with the international Ship Management Company to take practical sea training of their cadet.

Compare and Contrast

Driven in particular, Bangladesh has the capacity to produce qualified seafarer through pre-sea training and able to supply new seafarer to the global market, furthermore, able to take professional examination by DoS, Bangladesh as per direction of IMO with the compliance of STCW, MLC and other international regulation that demanded by the Shipping industry or manning company. By contrast, developed countries seafarers are leaving the gob and that are not filling by the young generation in the case of Romania that expressed by Barsan (2003) Moreover, Cahoon and Haugstetter (2008) also showing the mechanism of attracting generation Y to fill the gap of aged seafarer but how far? As developed countries haven't any employment, it is the great opportunity of others like Bangladesh to avail the opportunity and supply seafarer cheaply. One of the respondents stated the below:-

> "As an Economist I can contribute to MET by sharing my analytical expertise as regards global economic and trade trends and scenarios which are critically important to understanding the environment within which maritime/shipping related activities take place. However, as a Least Developed Country (LDC), Bangladesh has been accorded preferential market access for Services under the 'Services Waiver' decision of the WTO, till 2026. This is likely to open up opportunities for export of various services from Bangladesh including maritime/shipping services. There is a need for MET to be sensitive to these emerging opportunities (for relevant marine human resources)".

Another respondent argued very nicely about seafarers of Bangladesh:

> "We are always focusing to the ship owner and Ship Management Company to take Bangladeshi seafarer. Actually, Bangladeshi seafarer are well trained and having the capabilities to adapt with the sea job and functional always. In this situation, our company during their survey of Bangladesh government may take initiative to inform all shipping companies and related organization about our seafarers and quality education of Bangladeshi seafarer"

To summarize, from the view of respondents and literature review in addition of qualitative interview of expert in the maritime sector, it is clear that Bangladesh has the opportunity to take the maximum share of global seafarer job market because she has unutilized manpower and able to train them and prepare for sea job as ratings and officer where quality training is appreciated from all MET institutions in Bangladesh. Moreover, existing challenges of global market like new curriculum as per amended STCW, MLC 2006, visa restriction etc may be solved by the initiative of the government.

Conclusion

Basic standard is the key to get the job at anywhere but getting international job is really a tough matter. In here, international regulations and requirements or standard is the checklist to get the qualified seafarer to enter into the global market easily and with the prestigious matter of Bangladeshi seafarer. Perhaps shipping is the most dangerous sector of the world where financial investment is very high and return is very low. Ship owner or Ship Management Company always tried to recruit qualified and competent seafarer to operate the ship also considering low operations cost or minimize fixed operating costs of the vessel strategically. Moreover, IMO (2016) stated that shipping is a modern highly technical professional discipline that required a great deal of skill knowledge and expertise from the maritime workforce. Exclusively, it is necessary to maintain high standard of MET which one is a key part of the implementation of the new SDG (Sustainable Development Goal).

Ziatari et al. (2013) expected that ILO (International Labor Organization) is going to establish Maritime Labor Convention (MLC)-2006 will enable the industry to attract the more young people and will provide

the opportunity to the MET institutions and will be easy to maintain the quality accordingly. On the other hand, Aggrey (2000) identified that woman has to prove about their capabilities and efficiency during cadet training also at seat during working to win the respect of their male classmate and colleagues physically and technically competent for this specific sea job. Like many developed countries , Ng & Yip(2009) brought the example of Hong Kong where young are not interested to take pre-sea training to choose the seafarer profession and author of this paper viewed this as opportunity to deploy Bangladeshi seafarer in the global job market. Therefore, it is necessary to adopt the policy to encourage training of officers who become the human resources of operational sea-going vessels and shipping companies ashore where all pre-sea training academies of public and private and BSMRMU may serve simultaneously.

Overall, global (Muirhead, 2002) MET has new international regulation, unpredictable shipping environment, newly establish in training and operating ships etc are challenging MET institutions to survive in a uncertain market place. This study concluded by providing the future direction as strategic guidelines by which MET institutions and seafarer will take preparation to face the global challenges of shipping industry as well as seafarer job market.

Future Directions

The aim of this study was to determine to what extent MET institutions of Bangladesh are running and what kind of standard or quality are they maintaining to produce seafarers and their future job at ship. Moreover, what challenges are facing currently by the out pass cadets and what steps may be taken to mitigate the challenges of global seafarer job market. After conducting the study and related qualitative analysis, the below future direction are listed as outcome of this study. Hopefully, future directions will help to MET institutions, DOS, Government and Researcher to understand the MET of Bangladesh and what to do to maintain the quality and attract global recruiter or manning company to take Bangladeshi seafarer firstly:

1. To follow the STCW, MLC-2006 and other conventions of IMO to mitigate the demand of recruiting or manning agency as well as for Ship owner or Ship Management Company also comply with the related international conventions and regional compliance like EMSA (European Maritime Safety Awareness) and etc.
2. All MET institutions who are providing pre-sea training or undergraduate degree may go or affiliate with Bangabandhu Sheikh Mujibur Rahman Maritime University –BSMRMU instead of Department of Shipping, Bangladesh.
3. Department of Shipping, Bangladesh may handle the certification of seafarers and need to increases its manpower as number of seafarer is increasing each and every year. Moreover, they may monitor the quality and standard of all MET institutions and issue the category certificate as per, cadet admission, infrastructure of the institution, training equipment availability and teaching procedures etc.
4. Reference to the study of Kabir (2014), visa restriction for Bangladeshi seafarers is a great problem to enter global job market. Government should take immediate action to solve this problem and contract with the respective country and may take help from IMO.
5. As number of MET institutions increased highly and not possible to absorb all out pass cadets in Bangladeshi ships, it's a duty of government through their department of shipping to establish marketing department at embassy or council office in all foreign countries to promote the Bangladeshi seafarers because of jobs nature and available in the global market.
6. Marine Academy is the oldest MET institution in Bangladesh and it has global certification and prestigious name in the seafarer job market, they can exchange teacher with the private MET

institution for developing their curriculum and teaching technique, may offer to provide practical training or simulations opportunity in their own campus and training vessel for the interest of country.

7. To produce good teacher and instructor in all MET institutions, DoS and BSMRMU may arrange necessary training, workshop etc. Moreover, DoS and BSMRMU may offer scholarship to get higher education in the developed countries or World Maritime University for getting qualified teacher to develop the curriculum for MET institutions in Bangladesh.
8. All MET institutions of Bangladesh may build relationship with the pioneer and foreign established MET institutions to get the standard curriculum, teaching technique or exchange student for making the international standard of MET.
9. Promote the MET in all school and college for attracting the student, organize seminar in all districts of Bangladesh and advertise in the Radio, Satellite television, newspaper on behalf of government about the seafarer profession.
10. To get the women seafarers, it is necessary to create good environment in the MET institution for recruiting women cadets and prioritize the issue of women engagement in national fleet by which nation can earn more foreign exchange by women seafarers. In this connection, it is necessary to allocate women seat in the pre-sea training MET institutions.

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Real-World Work Readiness of College Graduates in Bangladesh: The State of Practical Application of Theoretical Knowledge and Soft Skills in the Workplace

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In this paper, we will examine the adverse effect that globalization has on the commercialization of higher education in Bangladesh. The commercialization of higher education leads to a gap forming between theoretical and practical knowledge. One will find that a lot of college graduates face difficulties when joining the professional workforce. These difficulties arise due to many factors, but two of the major ones are as follows: 1. Lack of training for students at the university level on how to practically apply theoretical knowledge gained in class, in real world situations. 2. Lack of basic soft skills that are crucial for career development in the professional world. In our paper, we will discuss and analyze the lacking found in both the higher educational institutions and in students, and the adverse effects it has on the careers of graduates. In conclusion we will discuss our continuing research intentions using a scale that we have developed. Due to limited time and manpower, our research was a pilot study and has thus used convenience sampling from a single department of a private university for faculty interviews. The interviews conducted touched on the topics related to in-class and out of class experiences of both the teachers and their pupil. For teachers, we focused on whether they felt the need for better communicative methodologies for instruction provision and what they think are the key factors that handicap students in this education system. For students, our questions were more performance-centric as we tried to find out the key determinants that help good performers excel within both class environments and professional environments. We thereafter did a direct comparative analysis of the data collected from this group with the group that face difficulties in both the fields. The survey we conducted with former students who are currently employed, helped us find their thoughts on the pros and cons of the education curriculum they were once a part of, based on their firsthand experience. We also conduct interviews with industry recruiters and professionals for their feedback on the pros and cons of their recent entry-level recruits.

Keywords: *Work readiness, soft skills, theoretical knowledge, practical knowledge, personal growth, organizational awareness, dependability.*

Literature Review

We have extensively studied a list of various journal articles written on the limitation caused by neoliberalism, commodification and commercialization of higher education in countries, and the adverse effect it has had on its consumers, the students, and eventually the socio-economic aspect of the country.

For the basic definition of neoliberalism we referred to the book titled 'A Brief History of Neoliberalism' by Harvey (2005).

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For the education as a service and the growth of private universities we have used the works of Knight (2003). For neoliberal governmentality, its role in higher education, and the changes caused by neoliberalism in higher education via mode of control, management function, goals, work relations, accountability, marketing, pathology, research, and de-professionalism, we explored the works of Olssen and Peters (2005).

For discussion on the expansion of private universities in Bangladesh, explanation of SPHE 2006-1016, its roles, motive and its critics, and the effect it has on private and public universities we studied the work of Kabir (2010).

To understand what skills are considered important from the point of view of employers and human resources personnel, we looked into the work of Eisner (2010).

To understand privatization and marketization of higher education, and the kind of environment they create, and the role of the student and university in the development of this market environment in Bangladesh, we studied the work of Anwaruddin (2013).

Lastly, even though not mentioned in the paper in detail, for our future work, we will be developing our scale for measuring the workforce readiness of graduates based on the work by Caballero, Lissette, Walker, Arlene, Fuller-Tyszkiewicz and Matthew (2011), and Casner-Lotto, and Barrington (2006).

It must also be mentioned that while proper citations will be made wherever applicable, this paper is primarily of a heuristic and experiential in nature and most of the observations are based on the our observed views on the subject, and the sources as mentioned above serve to reciprocate supportively the factual affirmations of the our said views, observations and findings.

Analysis

Globalization affects the world through the social, environmental, cultural, economic and political elements of society. Despite the fact that many of its effects are known on a broad scale, the actual definition of Globalization is often left ambiguous. One of the main reasons for this is because it is hard to define globalization which stratifies everyone. Since globalization affects us in so many different ways, we must examine globalization from many different perspectives. Oftentimes, globalization is examined through a socio-economic lens, while ignoring the other perspectives. One will find that even sociologist, economist differ on their perspective on what is truly globalization. Regardless of what perspective one views globalization from, the fact is that globalization is here and it affects every aspect of our lives is very real. While these effects of globalization can be helpful, it can also have a significant negative influence as well.

The influence of globalization can be seen everywhere in our country and the education sector too is highly influenced by it. Through policies and changes passed under neoliberalism as well as the demand for an international level of education we have seen a shift in how education is promoted on a grander scale in Bangladesh, through the often different curriculums emulated from foreign universities and applied to the local universities, thereby proving a lack of standardization in the context of what is global and what is just for a local environment that can stay abreast with the global standards of both theoretical knowledge and workplace practical ability in individuals who pass through this higher education system.

'Neoliberalism is a theory of political economic practices that proposes that human well-being can best be advanced by liberating individual entrepreneurial freedoms and skills within an institutional framework characterized by strong private property rights, free markets, and free trade.' (Harvey, 2005).

In simple terms, neoliberalism is basically a form of globalization where free trade and trading with other countries is encouraged as well as policies passed by the World Bank, General Agreement on Trade in Services (GATS) and the International Monetary Fund (IMF). Neoliberalism has led to the deregulation and withdrawal of the state. Neoliberalism has changed our way of thinking and political-economic practices.Neoliberalism also*'seeks to bring all human action into the domain of the market'* (Harvey, 2005). It is true that neoliberalism has been ingrained in our lives especially through policies passed under it.

Changes that have occurred to education under neoliberalism is marked clearly by the created shifts or changes in governmentality, accountability, mode of control, goals, work relations, marketing, pedagogy, management function and research within universities (Olssen & Peters, 2005).

Neoliberalism appears as a new form of governmentality in higher education. The neoliberal governmentality has made change in the education by creating a structural shift. The neoliberal governmentality has introduced a hierarchical mode of authority with cause de-professionalization for academic staff. The de-professionalization involves three key actions which are listed below (Olssen & Peters, 2005):

- A Shift from collegial or democratic governance in flat structures, to hierarchical models based on dictated management *specifications* of job performance in principal-agent chains of command.
- The implementation of restructuring initiatives in response to market and state demands involves increasing *specifications* by management over workloads and course content by management, such hierarchically imposed *specifications* erode traditional conceptions of *professional autonomy* over work in relation to both teaching and research. Neoliberalism systematically deconstructs the space in terms of which professional autonomy is exercised.
- Traditional conceptions of *professionalism* involved an ascription of rights and powers over work in line with classical liberal notions of freedom of the individual. Market pressures increasingly encroach and redesign their traditional understandings of rights, as TEIs must adapt to market trends (for example, just as individual departments and academics are being told of the necessity for acquiring external research grants, so they are also being told they must teach summer schools).

Higher education in Bangladesh has gone through many transformations over the last two decades, however one major issue has not yet been completely addressed. The Private University Act which was first put into action in 1992 in Bangladesh, allowed for private universities to open up. Since then, there has been an ever increasing number of private universities that have mushroomed all across the country. According to Bangladesh's University Grant Commission's (UGC) website, there are currently 91 private universitiesand 37 public universities, and of the 91 private institutions, 5 have not been recognized by the government yet, therefore irking that notion that not all university are approved by the UGC or give assurance that they are providing quality over quantity. According to the findings of a study conducted by Sardar M. Anwaruddin in 2013 in Bangladesh, there were 54 private universities recognized by the

government. That number of private universities has spontaneously grown from the meager 54 to an astounding 86. That is a 46.44% increase in under three years' time.

The University Grants Commission is officially the legislative apex body that is concerned with the standards of teaching and research in public and private universities within Bangladesh.

"It is believed that trade, coupled with commercialization and commodification of higher education, will put more importance on economic benefits than on the academic, social, scientific and cultural contributions of higher education to society." (Knight, 2003)

With technical support from the World Bank, the University Grants Commission came up with the Strategic Plan for Higher Education: 2006-2026 (SPHE). The core objective of this plan has been to connect education with market-driven economic forces. However, this plan/policy has apparently had a negative impact on students, teachers and both public and private universities since the SPHE suggests that the government reduce the funding give to higer education in order to reduce the *"public expenditure"* which would be accomplished through *"increasing tuition fees, financial aid, student loans, various cost-revoery measures and different income-generating measures"*.Such findings has led to the belief that universities are now more corporate business like and profit centric instead of being the traditional institutions of education whose core responsibility is to generate new knowledge for the student market. SPHE has thus been viewed as a neoliberal policy the likes of which is likely to have socio-economic consequences in small countries such as Bangladesh (Kabir, 2010).

All these policies and structural changes have led to an environment where education is seen to have been commercialized, privatized, and turned into a commodity. All of thisin context influences and effects the roles of universities, teachers and student in a society.Quoting Sardar M. Anwaruddin's use of Nordensvard framework:

"In these neoliberal times marked by competition for economic gains, we can understand students' roles in society through a frameword developed by Johan Nordensvard (2011) Using three metaphors, this framework introduces students in three roles: the student as a consumer, as a manager and as a commodity. As consumers, students receive educational service for their interests, buy diplomas to improve their acceptance in the labour market, and buy 'techniques, skills and knowledge for becoming a knowledge worker and self-regulated learner'. As managers, they invest in their human capital in order to supply various services, update their skills and abilities according to the principles of demand and supply, and carefully use education to make themselves employable. Finally, students are treated as a commodity in the sense that they prepare themselves as 'accountable, transparent, competitive, and efficient' human capital and sell their 'highly skilled human capital' to the corporate world."

Over the years, one will find that a lot of college graduates face difficulties when joining the real-world workforce. These difficulties arise due to a lack of training or teaching at the higher education level, of how to act and perform within a workforce environment. While it is understood that certain skills, specifically an individual's level of interpersonal skills may not be completely be constructed in any education systems, but the fine tuning of soft skills can be done.

While it is evident that neoliberalism of education has led to its commercialization and unsettled a standardized education platform for the most part, what is important is to see what the actual lacking have turned out to be and how it can be improved upon. The role of the universities, the teachers and the

students is vital in reforming a strategy within this curriculum that will bring about a positive change in the learning methodology.

Discussion

While on our quest to prepare for an analysis of the bigger picture inclusive of not just those involved in the educational sector but also in the corporate world - real employers who seek talent for their businesses; we made the most surprising discovery.

Speaking to the HR, department heads and managers at Aamra Companies, Grameenphone, the Standard Chartered Bank, British American Tobacco (BAT), Magnum Steel and ADCOMM Limited, we found out the following information:

i. A new graduate is a risky investment
ii. They lack proper communication skills (both spoken and written)
iii. Majority of them lack adaptability and initiative
iv. Many lack a sense of time and ethics
v. Practical application of theoretical knowledge is lacking
vi. Lack of practicality in any given situation
vii. Most of them are undependable

The 7 points as stated above are only the common ones and does not include a whole array of other negatives. While the sure positive of a new university graduate recruit have been their initial enthusiasm agreed all across the board, these common factors often lead administrators and the HR personnel to not hiring someone new.

While the question arises how it is then possible that so many young graduates get job right after they finish school, it should also be noted the quality of the employer and the requirements of the firm hiring the students must be factored in.

Fascinatingly, upon conducting basic experimental qualitative interviews with specific sets of questions for students, faculties, the office of Career Guidance and Placement at Independent University, Bangladesh, students who have graduated and joined the workforce, and lastly another set of questions for employers, we were able to find out a lot.

Given the time constraint at the time this paper was conceptualized and materialized, we were able to conduct our interviews within the School of Liberal Arts and Social Sciences only.
The teachers indicated what was mostly mentioned earlier in this paper in regards to the commercialization of education but most of them did mention how there is still room for further improvements especially in regards to research, in regards to students development through education, the basic beat of the story was the same as we heard while interviewing the industry professionals and recruiters. Those findings were further supported by the office of Career Guidance and Placement to some extent as well, and the same findings are best described in the j below:

"…a 1993 study by Raymond et. al. of employer-identified attributes of entry level work success to be oral communication, writing, interpersonal dependability, and self-starting/motivation. They report a 1994 study by Paolillo finding most important skills for graduating business students to be communication, getting alone with others, dependability, initiative, problem-solving, and creative-thinking" (Eisner, 2010).

Of the recommendations mentioned by the companies we had talked to, the ones that we found common and important to them are as follows:

i. In order to make all students workforce ready, the integration of a better syllabus for core courses that concentrate on the basics of a field is much required. While this duty is for the universities to tackle, the students must also learn enough to understand the demands and competition of the job market and accordingly aim to better themselves by gaining knowledge from these courses and aiming for multiple internships.
ii. Multiple internships will allow students to explore the various specialties of their field of study that maybe directly related to their career and at the same time, they will gain firsthand experience of the real job world. This makes a fresh graduate more attractive to employers as not only does a candidate with multiple internship has the experience, but they also generally possess a headstrong attitude of what type of job they precisely are looking for, thereby ensuring the employer that the individual is a good investment.
iii. Even if neoliberalism is prevalent in every part of a university's operation, the office of Career Guidance and Placement needs to start forming professional Organizational Affiliations and expand their services to career counselling and specialized internship placement.

Our few interviews with the students amounted to a lot of disappointment. While many were not only very proactive about their education and future career planning, many were found to not even know the meaning of internship, workforce readiness, that their university has an office of Career Guidance and Placement, or even answer who is responsible for making them workforce ready.

Lastly, the few interviews with the students who have graduated from Bangladeshi institutions and have joined the professional workforce have yielded extraordinary insight into the challenges they had initially faced upon entering the workforce and how they overcame those hurdles. Their answers too were in tandem with the observations of the employers and HR personnel.

Our observation thus far has led us to believe that neoliberalism has purportedly derailed the primary focus of universities, that it is somehow affected not only the students life during their years at the institution, but long after it since it partially plays a part in the professional career growth of students. This chasing after an 'international education' standard has made us sit and think a little bit. Is this in fact a desire for the universities and their 'consumers' to become global?

If such is the case, then why not prepare the students for a globally local environment that will not only help them with their careers or further education here, but also elsewhere? Why not go 'glocal'? With the vernacular limitation existing in Bangladesh, why not opt for best of both worlds instead of the juxtaposition of being completely local and trying to be global, that too by commercializing and commodifying education?

Conclusion

From our basic research, it has been understood that there is indeed a need to further our research and find out more about the persistent problems and possibly develop a framework to counter the issues that will help all parties involved in the field of higher education system in Bangladesh. Therefore, it is our earnest hope that through our further dedicated research on this subject, we will be able to pinpoint in-depth where students, universities, and the education system are lacking or what can be improved further. We plan to conduct one-on-one interviews with Faulty members from each school, multiple universities, and industry specialists, HR personnel andadministrators, all from different locations of the

country, to see if there are any common recurring themes. With these interviews on hand we can start to see what we need to focus upon. We plan to develop a scale by studying the existing works of Caballero, Lissette, Walker, Arlene, Fuller-Tyszkiewicz, Matthew, Casner-Lotto, and Barrington, to measure work readiness of university graduates within the context of Bangladesh. We hope to finalize our scale and develop a plan on how to approach the task of exploring the issues plaguing our education system.

We hope to help future graduates and the higher education system by presenting our findings that will help resolve existingissues which would be beneficialto the future of Bangladesh.

We are currently planning on continuing our interviews at Independent University, Bangladesh across all the schools. Once we finalize our plan of action and methodology, we would like to visit other universities to get a better picture of what is taking place within our education systems and observe its results.

Since this research is a huge undertaking, we will need more people and time to complete our full research thoroughly. Thus far, our research teamhas two members only, but we hope to include more people on a volunteer basis since we do not have thenecessary funds required for this particular project. At this point in time, we are unsure of the amount of time and funding necessary to complete this research, however we hope to have a great portion of the research within the next several months.

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TVET Teachers in Bangladesh; Issues, Challenges and Priorities

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This paper acknowledged the roles of TVET teachers as agent of change considering rapid change in job market requirements, ICT revolution and sustainable development as the principal drivers of change in the national and global context. For an effective TVET system, role of teachers is very crucial, because this is the only living input that is responsible to manipulate other inputs. This paper identifies actual situation of TVET teachers in terms of their delivery process, working environment, training and development process, etc. Furthermore, performance of teachers training institutes and other interventions for staff development in terms of their functional capacity, proficiency, adequacy and relevancy of training is also presented. Identification of emerging issues, challenges and priorities in the global and national contexts is also covered; those have a tremendous impact on TVET system. The author conducted research on ongoing TVET teachers' training programmes and included his practical observation for assessing the performance of teachers training and development in Bangladesh. One of the major findings is that the TVET in Bangladesh is running with a huge crisis in quantitative aspect and a very poor and traditional approach is still prevailing in training learning practices. At the end, this paper focused on the growing concern of shortage of well qualified teachers and recommends giving priority in improving teachers' quality and quantity to transform TVET system as the master key of national sustainable development process.

Keywords: *TVET, TVET Teachers, Vocational Education and Training.*

Background

In the present era of twenty first century a critical challenge that is faced by every society is to attain growth in employment and sustain economic growth in the global economy. To meet these global challenges every developing country gives emphasis on Technical and Vocational Education and Training (TVET) as it has been considered as a tool for creating knowledge, skills and attitudes in the workforce of the country. The effectiveness of TVET in producing skilled workforce is evident by many researchers and organizations. As the Second International TVE Conference concluded, "We have considered the emerging challenges of the 21st century, a century that will be an era of knowledge, information and communication. Globalization and the revolution in information and communication technology have signalled the need for a new human centred development paradigm. We have concluded that TVE as an integral component of lifelong learning has a crucial role to play in this new era as an effective tool to realize the objectives of culture of peace, environmentally sound sustainable development, social cohesion and international citizenship" (UNESCO, 1999, Final Report, Second International Conference on TVE, UNESCO p.61). That is why TVET is considered as the master key for ensuring sustainable development of any developing country.

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Afghanistan	Pakistan	India	Nepal	Bangladesh	Srilanka
65%	28%	33%	20%	47% Bangladesh	7.8%

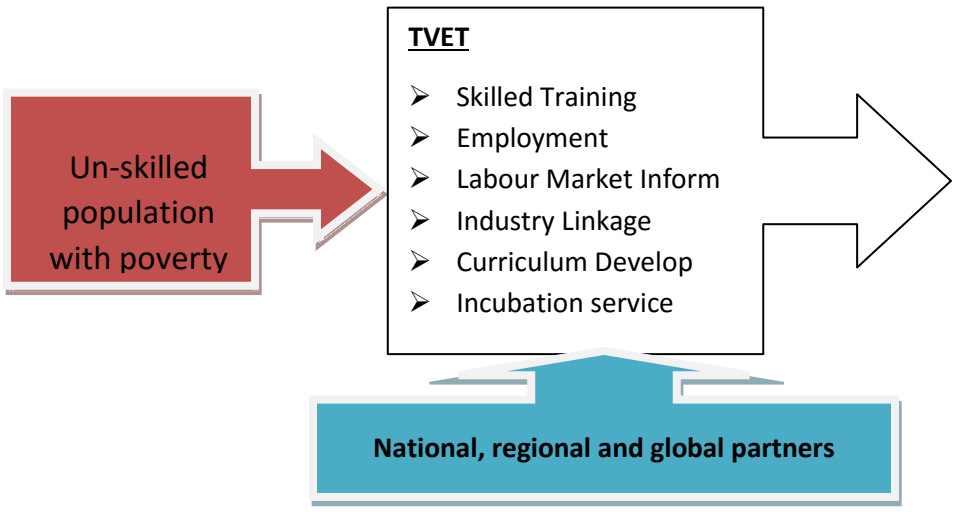
For every developing country, estimated unemployment graduate is another crucial issue. On estimated graduate unemployment Bangladesh stands behind seven countries in South Asia after Afghanistan (Figure-1),

The unemployment rate rises with the level of education. This keeps labour productivity low. For youth who are better educated unemployment rates are linked to lack of technical skills. There is a need for better quality education, English (communication) skills, on-the-job training as well as better job formation. However Youth unemployment and underemployment is especially pressing in South Asia, where there exists a demographic dividend poised to support the region's continued growth. Here TVET can play a very effective role to transform educated unemployment through transforming job focus skills and make a significant improvement in labour productivity.

Skilled manpower and Human Capital

According to the demographic dividend and dependency ratio of population analysis, the least dependency ratio will be occur in 2030 and Bangladesh will have the highest number of working age population (120 millions) in hundred years from 1950 to 2050. In this momentum Bangladesh can capitalize highest number of working age population against its dependent population and this is an opportunity for any country to boost up its human resources, hence it is considered as the “Window of Opportunity”. Bangladesh must utilize this window of opportunity through transforming this 120 millions of working age population into skilled workforce and make this country as a human power house and accelerate social and economic growth of the country. TVET can play here as the key player for developing human resources for ensuring sustainable development and social inclusiveness of Bangladesh. A model for human resource development through TVET is shown in chart 2. To cope up this development strategy government of Bangladesh has given emphasis to enhanced capacity of TVET; mentioned that TVET will play a vital role to build skilled Bangladesh through skilled manpower.

Figure-1
Human Resource Development Model of TVET

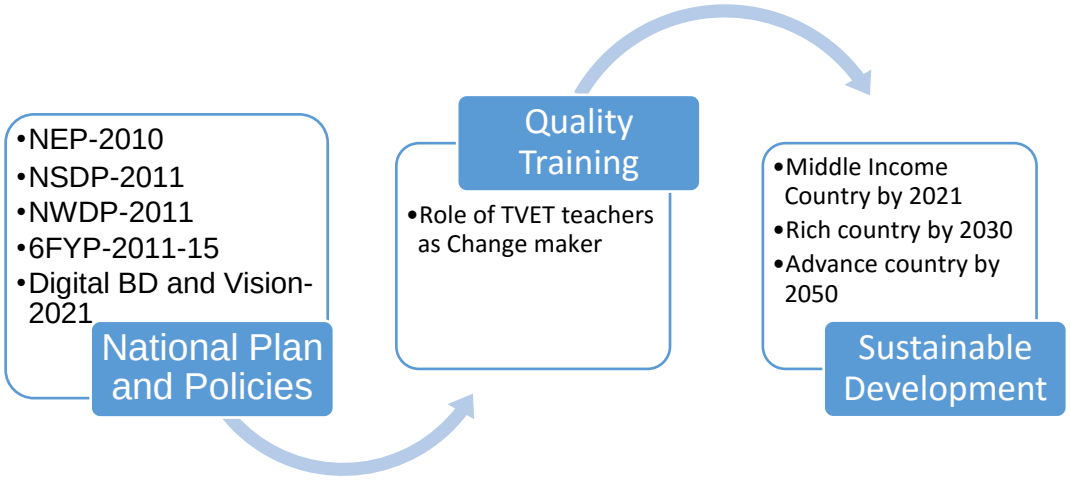


As we recognized the importance of TVET for changing any country's economy as well as ensuring sustainable development than the role of TVET teacher is very crucial and must be considered as agent of change to transform students or trainees or youth (Resources) from unskilled (Raw forms) to skilled (Product) form. Thus the quality of TVET is greatly depends on teachers/ trainers, managers and supporting staff etc. Experts, researchers, policy makers from all over the world recognized teachers as agent of change for preparing the next generation through strategic interventions in developing relevant teachers' education and training programs. (Figure-2)

Recognizes the growing concern of qualitative and quantitative aspect of TVET teachers, GOB has established many new structures and organizations to meet this target. National Skills Development Council (NSDC) has been established chaired by honorable Prime Minister and coordination of about 30 ministry and agency who are the key players of TVET and Skills development in Bangladesh. This paper present with all significant information which lead to develop a strategy for preparing highly competent TVET teachers for ensuring producing of world class TVET graduates.

Figure-2

GOB Plan and Policies and Role of TVET Teacher as Change Maker



TVET and Skills Development Program: Where We Stand Now?

Bangladesh TVET system and skills development program running with three major streams; formal, non-formal and informal. For formal TVET programs gross Enrolment Capacity in the TVET in the age group of 13-18 was found about 0.5 million in 2012. It covers 2.2% of secondary age group of enrolled students under TVET institutions of secondary and post-secondary education. Out of this 2.2% post-secondary level diploma courses covers 25%, Higher secondary level 34%, Secondary level 40% and remaining 1% by Basic trade level of 360 hrs duration and trainees are after eight years schooling. The non-formal TVET or skills providers' enrolment size was about 0.7 million in 2012 recognizable by NTVQF. The combined enrolment size of formal and non-formal program was about 1.2 million in 2013 which is 4.4% of the age group. According to BBS LFS 2010 about 6.8 million workforces were employed in the formal sector and about 47.2 million were employed in the informal sector. Out of these informal sector's workforce 87% are acquired some form of skills of the jobs they were occupying and they acquired these skills while working on the job. These employed workforces in the formal and informal sector along with the large number of migrant workforce from Bangladesh without any skills training have the right to acquire NTVQF through RPL. This huge task must bear by the TVET subsector and the whole nation as a whole.

The formal TVET system is comprises with three major area; Basic, Certificate and Diploma in Engineering. Certificate level TVET programs are mainly SSC (Vocational), HSC (Vocational, HSC (Business Management). All these certificate programs are two years duration and equivalency set with the main stream of education. Pass outs are getting opportunities to get admission in the higher level of education. Four-year diploma-level courses are offered through polytechnic and mono-technique institutions. Diploma and certificate level programs are offering through both public and private TVET institutions. Among all 291 public TVET institutions, 141are in operation under the ministry of education, 38 Technical Training Centres (TTC) are operating under the ministry of expatriates' welfare while the ministry of textile operates 10 technical vocational institutes (TVI). Agricultural Training Institutes (ATI) and Institute of Forestry is also in operation. Main stream TVET institutes are accredited by the Bangladesh Technical Education Board (BTEB) which is the main agency for providing course accreditation & certification. However, Youth development Centres, under the ministry of Youth and Sports, offeringdifferent courses following their own curriculum and certification. Formal TVET governance and main functions are performed by the Ministry of Education. To establish a better coordination among all skills and TVET providers National Skills Development Council (NSDC) has been established and at present it is the apex body chaired by honourable Prime Minister coordinating about 30 ministry and agencies who are directly or indirectly providing TVET or skills development programs.

Growing Trend: Bangladesh formal TVET enrolment has been expanding significantly in the recent past of the last two decades. In July 2012 the number of TVET institution is 6420 (BTEB Annual Report 2011-12) which is about 50% growth over the last four years.

Table-1
Expanding Trend of TVET Institute under BTEB (2008 to 2013)

Institute	2008	2009	2010	2011	2012	2013(Up to June'2013
Public	289	289	290	290	290	291
Private	4074	4339	5019	5752	6297	6573
Total	4363	4628	5309	6042	6587	6864

The apparent combined success rate of all BTEB affiliated formal TVET courses in 2011 was 80.5% as out of 266640 candidates appeared in the exam 214711 come out successful. Actual success rate would 48% if it is calculated as per seat capacity. It is also mentionable that in Bangladesh most of the education and training programs success rate is calculating through number of pass out by the number of appeared in assessment or exam. The system does not consider the drop outs and seat capacity allowed by the institutions. Considering the holistic approach of calculating success rate recent findings shows that the average passed was 78%, in which public TVET institutions passed rate is 89%, MPO 73%, Non-MPO 88%, and NGO 100%. The average pass rate of male student found 78% whereas female student rate was 77% in the SSC VOC exam in 2013. When considering this examinees admission in class nine than the progress rate stood at 52% and if consider the seat number of the respective institute this success rate come down at only 38%. This is the real picture of success rate of TVET program and a serious question may rise for this unusual wastage due to failure of the students and unused seats pose challenges for TVET system as a whole.

To get a comprehensive picture about the quality and strength of TVET sub sector it is better to know about the resources allocation for this master key tool of the sustainable development of the country.

The share of GDO to education sector in 2012 was 2.3% and share of TVET was only 1.4% of the education sector which is in terms of GDP was only 0.032%. These situations ask our self where we are. As in our constitution article 17 stated that "The state shall adopt effective measures for relating education to the needs of society and producing properly trained and motivated citizen to serve those needs" As it is mentioned earlier that TVET is highly recognized for transforming human resources in to human capital for enrichment of the country's economy and social development. So funding to TVET should be incorporate with the political commitment of the government, social needs and aspiration of the people and faster economic growth in the competitive global economy.

TVET Teachers; an Over View

In formal TVET system, there are three types of teachers in public TVET institutes i.e. permanent or revenue staff, development or project staff and staff in transition. In private TVET institutes there are four types of TVET management; government financed TVET institutes where teachers are fully appointed and salaried by government, the second category of TVET teachers are appointed and salaried by the private TVET providers or edupreneurs. The third categories of TVET teachers are appointed and salaried by the self-financednon-profit organizations. The last and fourth categories of TVET teachers are appointed and salaried by the local authority as their temporary need basis. These types of teachers are mostly enrolled in the basic trade level of TVET. In a recent survey (conducted by the Institute of Science, Trade and Technology ISTT, 2009) it is found that only 32% teachers are permanent and they receive all the opportunities stipulated for the teachers in their own organization. On contrary, remaining 68% of the teachers are either project staff or waiting to be transferred to revenue budget or working continuously on the desire of appointing authority. The impermanent teachers missed many opportunities; salary increment, promotion facilities and they did not enjoy all the leave stipulated opportunities. They consider their job as unsecured.

Teachers' Type

TVET institutes are comprises with two broad categories of teachers; one of them are technical teachers and another are non-technical teachers. Technical teachers are recruited as per their own technology background like Civil, Electrical, and Mechanical etc. and conduct their teaching learning process on the same discipline. Non-technical teachers usually taught general subjects like Physics, Chemistry and Mathematics etc. Both in polytechnic and Technical School and College (TSC) are of same pattern of teachers from junior instructor to the chief instructors and then vice principal to principal for polytechnic institute and principal for TSC. Both type of institute the top position is principal.

Growing Concern for Quantitative Challenges

Bangladesh TVET system is running with a huge number of shortages in teachers post that impact on the whole training quality and on output i.e. the quality of graduates. In a recent study conducted on polytechnic teacher's position in 2012 and found that out of 2067 post 1100 post (53%) is filled up. It means 967 posts are vacant (47%). The situation of Technical School and College (TSC) is more waste than that of polytechnic Institute where no teachers are recruiting till 2004. This situation is making paramount crisis in the whole system and nothing is simple to explain but crucial to solve. However a brief picture of present TVET institute with teachers' size is shown in the table 2. As per the BANBEIS report 2013.

Table-2

Number of TVET Teachers in Different Types of TVET Institutions, Source: BANBEIS report-2013

#	Category of Institute	Number of Institute	Number of Teachers	Female Teacher	%Female Teacher	Number of Students

1	Professional	447	8185	1521		113910
2	Technical Vocational	3766	27073	5439		182662
3	Polytechnic Institute	270	3819	479		151333
4	Technical School & College	166	2245	417		64920
5	Glass and Ceramic Institute	1	13	3		868
6	Graphics Arts Institute	1	14	4		685
7	Survey Institute	4	56	7		1247
8	Technical Training Centre	81	1299	215		26846
9	Textile Institute	33	520	65		11368
10	Textile Vocational	50	345	81		5848
11	Agriculture Training Institute	109	960	191		29493
12	Marine Technology	1	52	5		916
13	SSC(VOC) Independent	169	1976	399		24426
14	HSC(VOC)/BM Independent	584	5626	1241		105370
15	SSC(VOC) Attached	1432	5698	1318		127045
	Total	7114	49696	11385	19%	846937

Teachers Required in Formal TVET System to Meet the Target by 2030

According to the UNESCO GMR 2011 TVET enrollment in Bangladesh was only 2.2% and this is the lowest among seven countries about 31% of India, 5% of Australia, Malaysia, Indonesia and Japan. The enrollment size in secondary education was 50.2% (General education-41%, Madrasha 7% and TVET 2.2%). As per the findings of National Skills Survey 2012, 0.7million students were enrolled in non-formal and 0.5 million in formal trend both together 1.2 million equivalent 4% of the age group in 2012. As per the study report of Capacity Strengthening of TVET Sub-Sector Analysis 2013 TVET formal and Non-formal enrollment should be 1.575 million by 2015 for 7% of age group, 3.78 million by 2020 for 15% of age group and 8.1 million by 2030 for 30% of the age group. If Bangladesh wants to utilize its human resources through TVET and transform it into human capital then it must reshape its formal non-formal and informal Training paradigm. It should be an integrated approach which has to be done by NSDC incorporate with all concern skills providers. But narrow the total picture of training size and calculate formal TVET size and interpret the TVET teachers size is shown in Table-3.

Table-3

TVET Teachers Projection from 2015 to 2030

Measuring Indicator	Present TVET Status	Projected Status as per National Target		
Year	2013	2015	2020	2030
Teachers Nos (Formal)	49696	83333	125000	416667
Enrollment (Age Group)	4%	7%	15%	30%
Enrollment Size	1.2 million	1.575 million	3.78 million	8.1 million
Formal TVET size	846936	1 million	1.5 million	5 million
Student Vs. teachers ratio	17:1	12:1	12:1	12:1
New recruitment required	-	33637	41667	291667

Qualitative Challenges

The quality of TVET system mostly depends on its human resources. Any educational system has three major components; input, process and output where success or failure is mostly depends on its input quality and process of the system. Input of education system identified by students, curriculum, training materials, equipment etc. and process of the system is represent by the teaching learning process. The role of teachers is very significant in determining the desired output or the result as they are playing as an actor in the implementation process.

In Bangladesh TVET system is now confronting many challenges in terms of huge shortage of teachers, teacher's skills both on pedagogy and subjects and delivery process, training and development facilities etc. It is mentionable that the quality of any education is contextual, i.e. it is depend upon the norms and standard of the institution as well as of the country and other indicators prevailing in the system. But overall the roll of teachers is most important because this is the main living inputs and other inputs are utilizing by the teachers. If teachers' skill is poor the quality of TVET cannot assure though other inputs are satisfactory. If skilled teachers can set into the system than other shortcomings or deficiency can be minimize through this.

A report published by a resource team of the TVET reform Project and collaboration with the DTE and MOE April-November shows that Bangladesh TVET is running with a poor student instructor ratio. For NGO operated institution it is found 24, for Non-MPO institution it is 41, for MPO it is 39 and for that public TVET institution it is 47 while internationally recognized student teacher ratio at this stage is 12 (Table: 3). With this shortage of teachers let us see the teachers background which will reflect partly the delivery process and quality. (Table 4)

Table-4

Instructor Training and Experience

Post			Training on						Industrial Experience		Teaching Experience			
Types	Created	Filled %	Methodology Yes	No	Industry Yes	No	Ins Man Yes	No			0-5	6-10	11-15	16 above
Public	28	18(64)	-	18	-	18		18	1	17	-	17	1	-
MPO	255	200(78)	1	199	16	184		200	36	164	38	88	68	6
NMPO	72	51(71)	5	46	13	38		51	7	44	6	25	15	5
NGO	5	5(100)	-	5	-	5		5	3	2	3	2		-
Total	360	274(76)	6	268	29	245		274	47	227	47	132	84	11

Source: Capacity Strengthening on Preparation and Implementation of the Monitoring Plan in Bangladesh, DTE, MOE, April-November'2013

TVET Pedagogy

TVET pedagogy defines the entire field or arena that deals with broadly hands-on, vocational education and training. It should be based on the vocational educational principles, and is Practical orientation, problem-based orientation, collaborative learning. Exemplary learning explains social processes and structures out of single phenomena and makes the total context clear out of essential elements. Learning through experience/ Experience based learning. Experience orientation/ Learning by living through. Goal oriented, task orientated (holistic approach where science, technology, engineering and math (STEM) are integrated) and Value orientation. But unfortunately TVET pedagogy is not practicing and preferring properly. Taking Consideration of data from "Capacity Strengthening on Preparation and Implementation

of the Monitoring Plan in Bangladesh, DTE, MOE, April-November'2013" we can get a short picture on TVET pedagogy as well as the quality delivery of TVET in Bangladesh

- Only 2% of TVET teachers have training methodology, none got training on instructional management, only 11% has industrial training and 17% got industrial experience. Used of IT is significantly improving in public TVET institution but major part of private institution is very rare of using IT in their training delivery. The ongoing training for TVET teachers is basically subject skills and very poor portion is covering pedagogy which is very negligible. Most of the Private TVET institutions are not addressing in ongoing training programs.

- Institutional program for teachers training is almost at nonfunctioning stage. Authors conducted a little study on TTTC during the period of 2010 to 2013 and found training output is only 13% against the seat capacity. The TTTC is only specialized teachers training institute for preparing TVET teachers for polytechnic level, but for last one decade the institute is suffering many problem from the campus issue to operational and management issue. The other specialized and only teacher training institute is for vocational teachers are VTTI is almost dead for last 10 years from 203 to 2013. No training program of the regular courses was seen running at that period. Recent the institute conducting some short courses under project support but till it is not conducting any certificate course or specialized course. Another big problem found in VTTI is that the institute organogram is till linking with the polytechnic institute which need to review and must be reorganized with experienced vocational personnel.

World is Experiencing New Paradigm in TVET Teaching

A new TVET pedagogy has been emerged in TVET training learning activities in terms of Teachers activities approaches and learner's activities. The new paradigm of TVET pedagogy is presented in the Box

Past/Traditional Role of Teachers	New Role of Teachers
Work alone	Work in a team
Assign marks based on facts	Assesses based on development and result
Provide marks for declaring pass, fail and reward	Provide marks with guidance how far they are
Instruct the students and impart facts and knowledge	Advises students during their work on tasks and their solving of problems
Impart occupationally oriented theory	Impart occupationally oriented content of skilled work (subjects, tools, methods etc)
Develops teaching materials	Develops equipment concept and support
Develops knowledge with the aid of books. Seminars etc	Develops knowledge by continuous learning
New Roll of Learners will be	
From	To

Passive learner	Active learner
Reproducer of knowledge	Producer of knowledge
Dependent learner	Independent learner
Solitary learner	Collaborative learner

Considering the paradigm shift in present TVET pedagogy Bangladesh TVET system must reorient its teachers and reframed skills delivery system with the new global trend. TVET pedagogy should reflect art of teaching with all required area of competency which must possess by a TVET teacher. An effective TVET teacher requires the following four competencies to become a through full professional. These competencies are Subject skills, principles of teaching skills, attitudes and aptitudes of training, industrial exposures and soft skills. Through accommodate these entire elements a teacher can develop art of TVET teaching.

Considering Bangladesh context here some of the skills and training requirement is shown which can be followed by TVET teachers training program for all level in a TVET institution.

Table-5
Skills and Training Requirement of TVET Teachers and Managers

Level	Skills and Training Requirements
Principal	Institution Development /Building plan Strategic Planning Effective management and Leadership Human resource Management Project planning and Management M&E and performance appraisal Communication, Networking and Relationship Building Research/ Survey Methodology PPP Building and Industry relationship
Head of Department	Departmental Management Curriculum design and development Academic Planning and Management Effective management and Leadership Human resource Management M&E and performance appraisal Project planning and Management Networking and Relationship Building Research/ Survey Methodology Skills and subject updating Industrial relationship and networking
Instructor (All Level)	Educational Pedagogy Educational Technology Subject/skills updating Curriculum design and implementation Assessment and Evaluation

	Communication skills Industrial skills and exposures Skills on Norms and standard

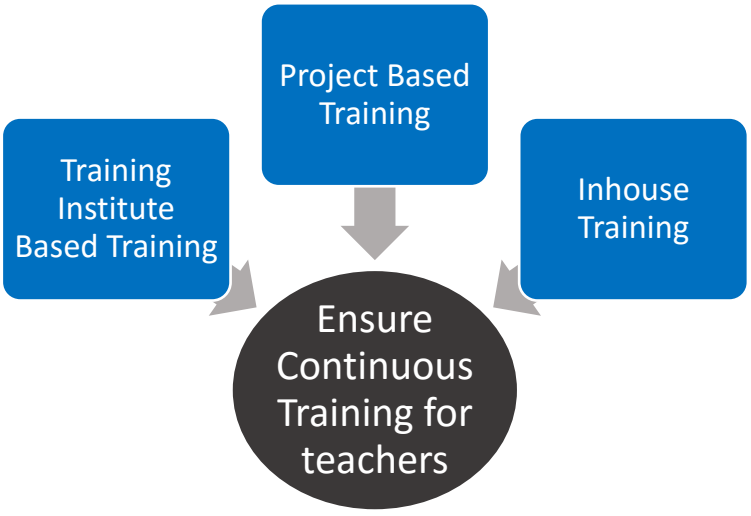
Developing TVET Teachers; Future Road Map

To meet the challenges both quantitative and qualitative aspects, Bangladesh TVET system must fulfilled with the following requirements with defined dimensions-

1. Authority of TVET teacher's recruitment should be reframed as per teachers occupational frame work of the BTEB. Projected Number of TVET teachers must recruited as per the job standard specifying job description, Job specification and personal specification incorporating with required training and experiences for each of the post.
2. TTTC and VTTI should start their regular training program immediately. DTE should take initiatives for starting these institutes and programmes. Recruitment rules of VTTI should be changed and vocational teachers should get illegibility for the VTTI post. (Policy level) Reform of management capacity should be done both for TTTC and VTTI basis on technology/trade implemented in the curriculum
3. Encouraging private university/providers for starting of teachers training programme. Allow and establish more TVET teachers training institutions and departments in Public Private University and teachers provided opportunities for qualifications at the Diploma, Advance Diploma, Graduation, Post-Graduation in Doctoral and Post-Doctoral level.
4. DTE can develop its all institutes (PI and TSC) with teachers training facilities with deploying a post of training coordinator. Integration can be developed among Institute based training; Project based training and in-house training. DTE can coordinate this training program and find the gap and take corrective measures.
5. Set up an individual and autonomous training organization which main role will be to look the training programme and find its obstacle and take corrective measures so that the problem can be solved and a continuity can be maintain in order to overcome the dead lock situation.
6. An individual "Teaching skills development programmes/project" can be design, Develop and implement in order to capacity Development of the teachers training programme for all level covering all TVET instructors at formal levels.

Figure-3

An Integrated Approach for Continuing Teachers Development Program



Conclusions

TVET teachers' training and development is an enormous task to meet up the targeted goal with the milestones of 2020 and 2030. Huge number of teachers should be recruited and thereby the present vacuum should be filled in order to run the system. On the other hand, training of teachers should be set at high priority in both governance and financial aspect. Many projects are being run for strengthening TVET in Bangladesh.

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Signing in the Global Classroom: The Millennials' March towards Post-Culture and Institution, and a World that is Same (?)

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Pink Floyd, in their 1979 rock song, "Another Brick in the Wall", claimed that we do not need education anymore, particularly the kind that makes us just another silent, rigid and featureless brick in the wall. The song created a massive stir; questioning the necessity of education, where assumedly, the teachers are the dictators and the students, slaves. Interestingly, the Millennials seem to have marched passed that era, and now are more flexible and individualized when it comes to receiving education and reaching academic milestones. The world is still a large classroom, like it always was; except for the fact that now the Window is an illuminating smart screen instead of a real one that provides with fresh air, charming views and foods for thought! Education is now widely accessible for all, from all corners of the world. The internet is like an external hard drive for human brain, and Google is, perhaps, replacing human memory. The developed nations still search for talents from the not-so-blessed ones, and the talents simply seek a better life! The advancements and achievements seem to be a success for the Millennials, as the "culture shock" gets reduced, thanks to the concept of Globalization (or Glocalization?), and the entire world seems to be following the same syllabus, and learning the same things! Are they learning the same things? Can they? Should they? Does putting the same contents as the "developed" world make teaching and learning the same for the "developing" or "under developed" ones? Or is it simply a new form of colonizing the minds by inserting the idea that the Western education is still the one to follow? The paper, thus, intends to find out the possible answers to the questions considering the cultural concept of education as well as its global perception and acceptability. The purpose is to find out if the current connected time of ours is a Global Classroom, or just a new web of conformity and conservation. Or is it simply the time to consider Žižek's claim, that education, is indeed a lost cause? The paper will try to study the practice and representation of culture, race and socio-political issues of the Millennials' view towards education, while keeping an eye on the projected alternatives and/or atrocities.

Keywords:

My paper started with the reference to a very famous Pink Floyd song, "Another Brick in the Wall". After learning about that, someone asked me, if I was getting my muse for this research from the West only. I had to answer "no". It is because the inspiration, if that is what I am to call it, came from a very common Bengali poem, something that most of us have read or heard at least once in our childhood. It is called Òmevi Avwg QvÎÓ, (I am an Eternal Learner) by poet Sunirmal Basu. The last two stanzas are the ones we all know. The stanzas are:

বিশ্বজোড়া পাঠশালা মোর,
সবার আমি ছাত্র,
নানান ভাবে নতুন জিনিস
শিখছি দিবারাত্র।

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এই পৃথিবীর বিরাট খাতায়,
পাঠ্য যেসব পাতায় পাতায়
শিখছি সে সব কৌতূহলে,
নেই দ্বিধা লেশমাত্র।

The stanzas roughly translate to the idea that the world itself can be the school for someone with a curious mind to know and unveil more of its mysteries. So, a person like that is a student of the universe with a never ending thirst for knowledge that surrounds him/her in the form of nature.

Now one might ask me that all the references that I am talking about are from the previous century. How do all these define the sense of millennials and their views on academic activities then? Well, these references, both from East and West, can be taken as a foreshadowing of what millennials have been experiencing now; or maybe not! We will come to this point shortly.

At this point, it is essential to clarify what or who I prefer to call "millennials". According to Oxford Dictionaries' website, the word Millennials, a noun means, *a person reaching young adulthood in the early 21st century.* That means the students, who are at the receiving end of structured education in different ages and institutions, mostly up to the basic or undergraduate levels, are mostly millennials. Now why is this important? Well, the millennials globally have seen the normalization of internet and connectivity through the advancement of technology like no other generations. They are growing up in a world that is thoroughly connected, well-documented and easily accessible from almost all its corners. The concept of being a global citizen has never been so vast and vivid before, and can never be, assumedly. The explanation to that claim is simple; the next generations would have something that can rarely be compared to their predecessors. The millennials already do everything they do with the help of technology. While it has opened possibilities of doing things that were rather challenging in the past, quite possibly, quickly and conveniently, it has also minimized the humane individual involvement in accomplishments than it was previously.

Now, let's talk about things that are still being done the same way. For example, the schools are still there, with the classes, syllabi and testing system. Students are still taught by teachers who possess expertise in the specific subject. They still have to pass certain milestones and levels in their academic life and the highest institution to receive education are still the universities, which allow people to come and attend their program from different parts of the world. The West still remains the pinnacle of academic excellence. Almost all the top ranked universities, ranked by both Eastern and Western organizations, are from Europe and North America. Students all over the world still consider these two continents to be ultimate destination for higher studies. In countries like Bangladesh, the degrees earned from universities that are geographically located in those two continents are still considered to have the most value. I believe the situation will remain like this for several more years. Previously, only the highly accomplished academicians and the financially affluent ones could usually afford to attend higher studies at globally recognized universities. While the scenario is still quite the same, there has been an emergence of a little bit middle ground involvement in there. The not-so-rich and the not-extremely-talented lot can also be able to pave their way towards the universities located in North America and Europe, by fulfilling minimum requirements. Although that number is really limited and most of the students who make it to the other countries like that, usually end up in getting day jobs than completing their education. What they could do is to build individual racial communities in the said areas, with both positive and (mostly) negative impacts among the "locals", which invite more of their countrymen to join them. This pattern also helps in minimizing the "culture shock" to some extents.

Let's get back to the classrooms once again. Today, thanks to the internet and its impeccable capability of housing endless data, anyone can learn anything they want. There are practically thousands of websites that can teach people how to cook a gourmet meal at home, to how to build a chair, or even how to survive in the wild; not to mention the destructive sides, like how to make a bomb! However, this easy accessibility of learning practically, at any time, might have boomeranged. Why and how? Well, when we have the notion that we can do anything and everything that we can think of, at any time, any place, with a minimal effort or investment, we lose our interest in learning that on our own. Now, you might object that it is not happening, and if it was true, nothing new would have been invented in the past 5 years, at least. Well, first of all, I am not talking about the people who are keeping their interest alive and moving forward to discover more. I am rather talking about the people who are consuming the benefits of internet, not particularly producing anything using that.

Yes, a lot of things changed in the last few years, but all the common mass cares about is how thin their phone is, how powerful the camera in there is or what new gadgets that are smart phone like is out there. Again, I am talking about the common people, not a selected bunch. So, when we try to "teach" these people, who have access to all the knowledge available in the world, just a click away, we face some issues, and these can vary from culture to culture, classroom to classroom. Students do not remain inattentive and mischievous in the classroom anymore, they do not do doodles on their scripts if they cannot concentrate in a class. All they do is use their phone, play Clash of Clans and other games that I am not very aware or fond of, or simply scroll down their social media newsfeed. I am not saying that it might be the topic or even the teacher who was not capable enough to draw the attention of the student. It is not as simple as that, and I am sure many, if not all, will agree with me in this. It is more than just being "bored", it is indifference. It is the concept that you can later learn it if you Google. There are also cases when students record their teachers' lecture on their phones, without asking for permission, to listen to it later. The overdependence on technology is ruining the basic curiosity of a student, like the one we can find in the poem of Sunirmal Basu mentioned previously.

The argument can be if the content, particularly the syllabi that are taught at different institutions around the world, under the tag of "international standards", is too Westernized or not. I must make it clear that I will not talk about syllabus designing and other relevant issues to teaching. My concern is at very conceptual level; about the idea behind considering the academic structure developed by the "developed" countries as the standard. Almost all the countries have their customizations when it comes to determine the content that students are taught, but when we say international, do not we actually mean following what is "European" or "North American" only? While embracing what is efficient from others to maximize our productivity is always a wise idea, but is learning similar, or something same everywhere a silent way to minimalizing the individuality? Can it be another reason that the current generation experiences minimal "culture shock" or "indifference" as well?

What concerns me more is the over-availability of "educative" and /or "instructive" how-tos that circle around the internet. The evolution of online tutorials from written instructions to video demos, and now even the live streaming surely stands for the technological advancements we have achieved. It obviously has eased so many things for us. However, making a video tutorial is probably easier than writing the instructions down. Also, there is a thin line between the makers and the consumers. There are actually no distinguished groups anymore. Most of the times, both are the same. To put it in Michel de Certeau's words, the practice, the new every day one, is where the "users", ultimately become the "producers". Some say that teaching is probably the only profession, where the teachers and the students, play the past and future for each other. Almost all the teachers were students once, and a lot of students they teach will/may become teachers someday, perhaps. This is a dejavu that they both share, which is rare in

most other professions. That very essence gets a bit disrupted when the teacher is someone who you can see online only, and is teaching you to do something, which you learn simply by copying them, dot to dot. While this practice has ways to encourage personal inputs in the thing that someone just learned how to make, most people tend to keep it to "following" only. The online version allows manipulation, too. For example, when you teach how to make a cake from the scratch, you can show how you prepare the mix, and if the cake does not turnout well, you can cut that part of the video off, and use the footage of a cake that looks perfect. No one will be able to tell the difference, nor will have a way to find out.

It is not about how the internet challenges the moral grounds of students. It is more about how the ability to "learn" from anywhere overshadows the reliability towards a real, face-to-face classroom interaction. Also, the apparent idea that everything the internet says is correct, there have been cases where the student questioned the teacher's knowledge when whatever s/he taught was different from what the internet says. In that regard, my hypotheses is that is this generation finally moving towards a post-institution era, far more advanced than what Pink Floyd asked for, which was basically against the convent schools, where students were taught to be disciplined, and were somewhat dictated by the teachers. Is change that we see now too drastic even for Pink Floyd, where the students are simply attending the colleges to earn a good grade to compete for better jobs? While we all know that education is a "service product", which enhances the quality of life for people. If people are not learning any life skills from their tenure at educational institution, and are there simply to earn a degree, would they still be interested in "investing" their time and money on institutional education? Even if they do, will they still be at the receiving end as an "eager" student to learn, or will they become demanding like a client, which already is a major concern in privately owned educational institutions? Will it be an appreciable phenomenon if the teacher has to be replaced or has to share his/her ground with internet and technology?

As a final note, I would like to mention the cultural perspective of the advancements of internet as the "teacher". Since web content is accessible by everyone from every corner of the world, it kind of projects the idea of a universal approach. It is one of the bright sides of globalization. It certainly becomes glocalization when the ideas are translated, quite literally, into local formats. For example, online schools, such as the Khan Academy, that solves academic problems as a virtual classroom online can be taken as an online alter ego of private coaching facilities that we have in our country. However, it is somewhat better than that, and is actually not violating any codes. The local adaptations usually consists changes in language, and other similar projects, like One-Minute School. While these are the positive points on our plate, the effects are far deep-rooted. To the most of us, these video makers are easily racially profiled. An Asian or South Asian person with a typical skin color and an accent would make much more believable "tutors" to the subscribers of the videos to the West, may be, whereas, in this part of the world, it is the opposite race, the Whiter one, who knows it all. This is not a racial comment; this is simply how it works! The grass still remains greener on the other side! The celebrated top-ranked universities keep looking for talented, diversified students from the "developing" part of the world, and the talented, diversified students respond to them with the hope of a better life! The millennials are at this unique juxtaposition where at one side they are assumedly minimizing the boundaries and socio-cultural differences and becoming the "global citizens"; and on the other hand, they are becoming like someone else, by sometimes, simply, mimicking them, by losing the sense of individuality. On top of that, the overreach to unlimited resources might put them in the place where they lose all interest in learning after all! I am not sure if it is a good or a bad thing, all that concerns me is where to move forward when we are in such a crossroad!

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Papers on the Theme

Information & Communication Technology and Education

Socio Cultural Economics Interlinked with the Differently Able in South Asia: From the Case Study of Inclusive Model of Creating Deaf Creative Sector Based Workers through Skill Based Training in Bangladesh [Working Paper]

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There are well-known and important debates about how inclusive policies 'involve', 'engage', 'consult', and (more recently) 'co-produce' policies, services and neighborhoods with local people especially who are out stream. In that case the disable are mostly under exclusion. These debates can help us to think about the nature of the power of creative arts and relationships at play in our work, and the extent to which taking different approaches can lead to different outcomes for communities and the medium that serve them. And of course whilst these debates are not new, they are constantly being revised and updated, taking place in new circumstances, led by new social actors with new priorities. So this study, leading towards South Asian Cities from the perspectives and case study of Bangladesh, should be seen as an innovative contribution, not only to how we create age and disable friendly places, but more generally to the relationship between researchers, creative media and local communities. Creative Media are facing challenging times, not least the large city authorities, who have faced significant budget reductions, often leading to hard-pressed departments finding it difficult to do what would appear instinctively right: to use a range of techniques to capture the views of different groups of differently able – people, when setting out on something as grand and ambitious as making arts differently able-friendly. This policy is against a background of consultation which has tended to focus on what services to withdraw or reduce for the greater benefits of differently able. However, despite these challenges the paper aims to see and overview the creative media sectors investing their time and energy in policy making and working alongside communities to mutual benefits for both the mainstream and out stream.

Keywords: *South Asia, exclusion, differently able, cultural economy, income generation.*

Background

The idea of community service where we found most effective in terms of South Asia to work with the people with disabilities and community solutions to be inclusive in terms of ensuring accessibility of the marginal and vulnerable youth in creative sectors must be regarded in terms of policy making. After started finding solution in terms of inclusion in Bangladesh, was looking for opportunities to make an impact on the lives of these challenged people and came up with a plan to empower them with IT (Information Technology) skills. We believe technology will give them a voice, help them connect with the world and become independent.

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Srity (24) is one of the physically challenged participants, who have developed fast computer operating skills. She was dreaming to be in a office job and finally she made it through her internship. Ryad (22), a student suffering from deafness attaints all objectives when given a task and is very responsive. Ratul 's (22) determination has never made them late for classes though he travels from outside Dhaka every single day. These people are the source of strength and inspiration now.

Literature Review

The existing literature (both Govt. and Non-govt. policy brief and action plan) for the "Differently Able People interlinked with Youth Employability Policy and Development" give view that:
(a). So far the research had been initiated only does discuss about mainstream people.
(b). The differently able people have not been included in any negotiations and policy level discussion.
(c). The gender based issues have been averted especially who are differently able.

Research Methodology

The methods being followed for the research are interviews, group facilitation, and field observations to observe the actual tool, activities, knowledge, and/or technology used to implement .The methods that have been followed:

1. Comparative sampling between the physically challenged and deaf youth.
2. Case study-23 sample sizes on already who are non –employed deaf students and 3 self-financed and employed physically challenged from both the categories of physically challenged and deaf youth and 3 on the future possible employable deaf youth and 1 being fully employee as a deaf youth, 1 Female deaf youth also.
3. Comparative study between the employed differently able community and future employability.

Why Skill based Income Generation Opportunities for Deaf Youth

The year 2013 was the time when the project was initiated entitled with "IT for Differently Able' with a grant from the US Department of State and turned dream into reality. The project aimed to pass on technological education and skills to people with disabilities. We do believe technology will give them a voice, help them connect with the world and become independent and our team was particularly concerned about that if we want to engage female in IT sector where they can work very easily being at home that can be one of the factors to motivate the parents as it will take time to engage them outwards and risk would be there not only being a woman but also as disable and we targeted at that point even though IT sector and ratio of Female engagement do have a vast and major gender gap in Bangladesh where female are not encouraged to be in technical sector in terms of study and employment whereas teaching and doctor is a common phenomenon.

The most severe problem we assessed that due to unfriendly transportation system and transportation most of the female are unable to join the classes and do continue their study being differently able as society itself imposed it on them in terms of disability and we could hardly manage the gender based equity and equality ratio in terms of training due to lack of this support as we could not provide any alternative transportation solution for them.

In most of the cases we did a campaign like phone to phone or you can say door to door as well as face to face by visiting the Institutions, talking to the parents and teachers and especially regarding female students we required to assure them the safety and security as we selected a mixed group.

Corporate social responsibility based organizations showed zero percent interest as we were struggling to manage a venue for training and the venue charge was high apart from the budget and most of the leading organizations who are working for the rights of disable community did not response when we did urge them to select participants for training and in most of the cases they would directly ask us about how much is the conveyance and money for food by showing the vulnerability causes of the differently able people and attendance which left us under uncertainty to initiate anything further.

The Initiative as Pilot Project

The project which BRIDGE inaugurated that was funded and supported by 'U.S State Department" under the entitled initiative of "AEIF" (Alumni Engagement Initiative Fund) in 2013.The project entered into the first phase which was started from 26 April 2014 and continued till December 2014. At present the BRIDGE team is consisted with 5 people for Friday and Saturday classes along with 5 advisors in the committee along with 4 trainers and 1 Interpreter. Internet Marketing, Word Press. , Graphics Design and English Speaking.

Objectives

- To empower the disable (Which we literally use) but in this era we do consider them differently able
- To follow the inclusive policy for promoting the sign language users and the people who are physically disable
- To enrich them through the IT , i. e-Graphics, Internet Marketing and Word Press
- To make them communicative in English
- To make them engage in self-employment
- To organize the social connectivity and networking

The classes started on 26 April, 2014. The class is mainly divided in to 2 groups, First group which is consisted with 23 students used to have their classes in Friday for entitled course of Graphics and English. Here both the sign language students and physically differently able are doing classes altogether. The afternoon shift is only for physically Immovable.

Table-1

The Class Structure for the Students

Days	Male	Female	Subjects	Remarks	Time
1.Friday	23 from 24 th May to up to-September 30th, now the presence is 12 - 15	6 are deaf and sign language users and 1 Physically immovable is drop out	Graphics, English	Courses are entitled for both sign language users and physically differently able	9.30-10.45 for Graphics and 11.00-12.20 for English
2.Friday	3 as 1 is drop out from August	1 (Drop out)	Internet Marketing and Word Press	Only for physically differently able	2.00-3.00 Internet Marketing and 3.00-5.30 for Internet Marketing Word press

What Were Some of the Strategies in Dealing with the Challenges?

To empower the disable (Which we literally use) but in this era we do consider them differently able by following the inclusive policy for promoting the sign language users who are mostly known as deaf and the most vulnerable one and the people who are physically disable as through the project "IT for Differently Able "which we tried to establish as a model while enriching them through the IT , i. e-Graphics, Internet Marketing and Word Press to make them communicative in English as well as to make them engage in self-employment by organizing the social connectivity and networking as we used to invite the iconic figure at the IT and Outsourcing based Industries in Bangladesh being motivational guest speakers. To motivate the participants and to make them more self confident, every last Friday of every month the guest lecturer used to come who are an icon as well successful and self made people and entrepreneur.

Our working team used to have discussions after each and every classes along with the faculties and guardian regarding need assessment and how can we be more inclusive in terms of providing more access to information on the basis of need assessment as we selected two common course components for both the deaf and physically immovable group as word press and internet marketing is more about being vocal while dealing with the clients through internet based communication and that was the limitation.

Internship and Job Opportunities and Negotiations with the Employers

After finishing the courses we just did not leave them just like that as we wanted them to be confident at the end so we tried to create strategic partnership with mid-level NGOs and newly emerged NGOs to promote the best 5students out of 23. Confirmation of Internship for 3students including IT sector, 2 got placement in a medical data entry sectors and 1in Democracywatch (a Leading National NGO for Democratic practice and Approaches based for Election Observation) and Center for Human Rights Studies, all of them are sign language users including 1 female and lastly 1 male deaf student got full time job in advertising media. The website concept of one The students had been employed through personal networking and advocacy wherever we could have the options to promote them and widely campaigned through social networking where our relatives and friends came forward to help us.

It is our first implementation based model and initiative for team BRIDGE which has inspired us a lot for our future endeavor.

Findings:

1. We did expect to have more female students but the concern is the guardian expected to have separate classes for female students which is not feasible.
2. The female participation from the physically differently able is low, out of 7 female students 6 are from sign language users. The reason behind this is their immovability and lack of support from the parents
3. Some of the students do have lack of access to the Internet due to their financial capability and lack of support, so they are less in contact through email and networking, now most of the communication do happens via mobile or through their concerned contact person
4. Some of the students have been dropped out due to their accommodation support during summer vacation as they do stay in hostel and mostly from outside of Dhaka.
5. Regarding English class there are two ways of conducting the classes, one for beginners and another for advanced level
6. More drop outs from the male students and female are continuing with 99% of ratio as there is only 1 drop out from Female students and she is from physically immovable group and currently pursuing

her study in Jahngirnagar University at the department of Geography which has become the factor for her to be irregular and finally to quit

7. Apparently physically challenged do have more access in education and jobs rather than deaf

Limitations and Recommendation:

1. The special cases of physically disable students who are less in number as we expected that we would also be able to accommodate the wheel chair users along with ramp but at the end they could not make it due to support from their parents and distance, where we found we would have special session along with the guardian and parents also.
2. Female Participation is required to be increased through consultation and motivation to find out their feasibility and access in future.

Our Primary Thoughts about the Challenges They Face? What are We Ignoring in Our Work towards Women?

We did expect to have more female students but the concern is the guardian expected to have separate classes for female students which was not feasible. The female participation ratio from the physically differently able is low, out of 7 female students 6 are from sign language users and deaf. The reason behind this was their immovability and lack of support from the parents .Some of the students do have lack of access to the Internet due to their lack of financial capability and lack of support, so they are less in contact through email and networking, now most of the communication do happens via mobile or through their concerned contact person. Some of the students have been dropped out due to their accommodation support during summer vacation as they do stay in hostel and mostly from outside of Dhaka.

Due to lack of logistical support we could not accommodate the blind students where finance does matter as well as it was our first time effort to address the exclusion policy but we could not be fully inclusive towards "Autistic Students" as well as along with the cases of "Down Syndrome" due to lack of support and expertise and time limitations.

The special cases of physically disable students who are less in number as we expected that we would also be able to accommodate the wheel chair users along with ramp but at the end they could not make it due to support from their parents and distance, where we found we would have special session along with the guardian and parents also. Female Participation is required to be increased through consultation and motivation to find out their feasibility and access in future.

We do believe they are "Differently Able" and this terminology brings the positive vibe and disability is at the end about our mind set and exclusion free society is important through more engagement and employment but still now we are struggling to be inclusive towards "Down Syndrome "and "Autism "based cases which we do hope would be part of our inclusiveness.

Last but not least we do urge to every activist and volunteer to support them being actively engaged as a volunteer through BRIDGE Foundation and work for the excluded group through sharing, teaching and capacity building being a facilitator for each and every differently able to be touched through voice, through your eyes, your touchy fingers, extended and helping hands and valuable time at the end. Mainstream has been done, has been doing and will be doing but what about excluded, scheduled and out stream people, if we don't listen to voice of silence, to make the immovable a movable one through IT, technology and information which can lessen the gap of "Digital Divide' and can ensure "Differently Able in Development "with a positive notion instead of "Disable in Development" the Sustainable and

inclusive development will be a myth only. At the end we do believe you are not disable until unless you do believe that and I am hopeful that the government initiated the strategies of inclusion for the "Differently Able" even though that are in the limited era but this is the beginning. One day there will be no separate school in the name of special education for them and both the parents and teachers would be cooperative to include them and mainstream institutions, organizations and corporations will come forward to engage them and believe in their potentiality. Our team and BRIDGE foundation is proud to be with those who are associated with our initiative being special in terms of endeavor from the mainstream a long and lonely journey to go before we reach towards the goal along with individual efforts.

As the society is reserved and safety at the working place for women is one of the crucial agendas and our team was particularly concerned about that if we want to engage female in IT sector where they can work very easily being at home that can be one of the factors to motivate the parents as it will take time to engage them outwards and risk would be there not only being a woman but also as disable and we targeted at that point even though IT sector and ratio of Female engagement do have a vast and major gender gap in Bangladesh where female are not encouraged to be in technical sector in terms of study and employment whereas teaching and doctor is a common phenomenon.

The parents are really not hopeful about their children in terms of disability as well as they are not conscious and in most of the cases the systematic exclusion by state and society is not motivating them. The teachers are not that much motivating and the hardest part is that regarding employing them none is ready to take the risk do believe in their potentiality that "Yes They Can Do".

The most severe problem we assessed that due to unfriendly transportation system and transportation most of the female are unable to join the classes and do continue their study being differently able as society itself imposed it on them in terms of disability and we could hardly manage the gender equity and equality ratio in terms of training due to lack of this support as we could not provide any alternative transportation solution for them.

In most of the cases we did a campaign like phone to phone or you can say door to door as well as face to face by visiting the Institutions, talking to the parents and teachers and especially regarding female students we required to assure them the safety and security as we selected a mixed group.

Figure-1
Circle of Poverty and Disability

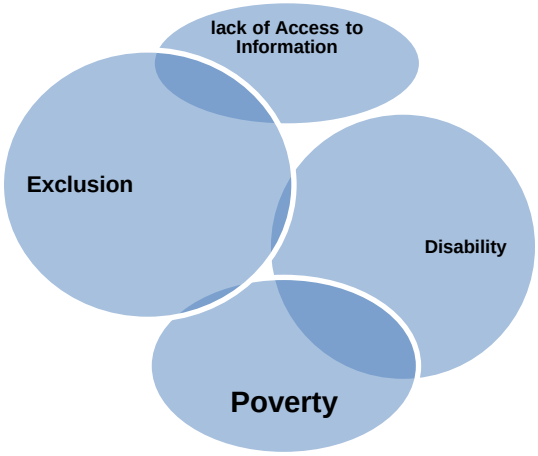

Figure 1 shows the interelated issues regarding the vicious circle of exluded people with disabilities and lack of information connects towards the lack of information for their accessibility.

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Analysing the Impact of Gender on the International Students on the Access and Use of ICT on the Social Integration: A Case of Two French-speaking Universities in Higher Education in Canada

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In the 21st century, the number of international students is increasing everywhere and many students are interested in studying at overseas universities since it enhances their academic career. The aim of this study is to design a structural equation model on the impact of gender for the international students to the access and use of ICT into the social integration. The population of this study was international students from two universities in Canada and the questionnaires were distributed via web link to international students. The data was analysed using the WarpPLS (5.0) software. The results of this study revealed that ICT access and use do not have an impact on the integration with peers (social integration) but does have significant impact on the social integration, particularly integration with faculty and faculty support. However, the results further revealed that gender has an impact on the access and use of ICT for the international students in their social integration.

Keywords: *International students, social integration, structural equation model, university*

Introduction

In recent years, the access and use of information and communication technology (ICT) in the education sector has been accepted globally. ICT is used in every higher education for the teaching, learning, and research purposes. In higher education, the social integration is described to the social involvement to meet with students, to have friends for the extra-curricular activities and on-campus attend the social and cultural events. However, students who are not associated with the behaviors is lead to the social integration, which is less likely to have persistence and more likely to have withdrawn (Tinto, 1987).

According to Tinto (1993) stated that the social integration students personal communication with their peers and with their academics, while in the higher education, students are motivated or being enjoyed. Social integration is beneficial for the working-class students. In the first step, the working-class students are less likely to have the social supports for their higher education studies because of the support they receive from their family and hometown friends (Elkins, Braxton, & James, 2000). However, on the other hand, Malecki and Demaray (2006) indicated that these students are likely getting more benefits than middle-class students that is offered by their peers and their institution. In the second step, the working-class students received less information support from their parents because of their parents are usually do not have much experience about the higher education system (Bryan & Simmons, 2009; Lehmann, 2009). In the third step, the working-class students get less opportunity to access higher education systems and role models within their family (Oliver, Rodriguez, & Mickelson, 1985). However, having a role model within the family can enhance working-class students' academic motivation and to set an instance in the family how to succeed (Lockwood, Jordan, & Kunda, 2002).Miller (2012) stated that

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"student characteristics or goals are "modified and reformulated on a continuing basis through a longitudinal series of interactions between the individual and the structures and the members of the academic and social systems of the institutions (Pascarella & Terenzini, 2005)". Therefore, students begin college with a set of expectations that are constantly recalculated based on their campus experience. However, the social integration is an integral part of the student experience because it is seemingly based on a congruent system of values and attitudes from the student to the institution and from the institution to the student (Pascarella & Terenzini, 2005)". According to Rienties, Grohnert, Kommers, Niemantsverdriet, and Nijhuis (2011) stated that a large number of students are studying overseas to get international experience since international experience always attracts multinational companies. In the past years in Canada, the number of international students has increased in higher education and however, these students contribute a lot to the national economy (Kunin, 2009) as well as their host country's economy (Kunin, 2009). In the case of Quebec province, every year many of the international students arrives to pursue their higher educations and (Affaris, 2011) reported in the Quebec province in 2004, a total number of international students registered 25,472 and in 2010, it went up to 32,225. In addition, the integration of information and communication technology (ICT) in higher education allows international students to interact socially with other students and it plays a crucial role in the social integration (Evans, Forney, Guido, Patton, & Renn, 2009).

Statement of the Problem

Hirt and Gatz (2000) indicated based on the study conducted at a higher institution for the betterment of replacement of the traditional behaviors where college students are engaged to have social integration. Their results revealed that during the students' participation in the social integration, the bulk of the email was not related to either form of integration. Ashmore (2000) found from the studies conducted on the 800 students in West Tennessee and the result revealed that ICT usages are significant for some of the variables, namely, the career development, communication, maths/science/technology, but on the other hand ICT usages did not have an effect on the social integration.Ruud (2013) stated that in higher education, researchers and practitioners have struggled to understand how this ICT affects international students in terms of learning, interacting, and growing. According to Nuñez (2004), it is not surprising to the international students because they detached from feelings and their own culture which is popularly known as the leading courses of the international student's dropping out of higher institutions.

Aim and Objectives

The aim of this study is to analyse the gender of the international students using a model on the access and use of ICT on the social integration. This aim is achieved based on the following sub-objectives:

- To examine the impact of ICT on the international students on the access and use of ICT on the social integration in particular integration with peers;
- To examine the impact of ICT on the international students on the access and use of ICT on the social integration in particular integration with faculty;
- To examine the impact of ICT on the international students on the access and use of ICT on the social integration in particular faculty support;
- To examine the impact of gender on the impact of ICT by the international students on the access and use of ICT on the social integration in particular integration with peers;
- To examine the impact of gender on the impact of ICT on the international students on the access and use of ICT on the social integration in particular integration with faculty;
- To examine the impact of gender on the impact of ICT on the international students on the access and use of ICT on the social integration in particular faculty support; and

- To design a model of the impact of gender on the international students on the access and use of ICT on the social integration.

Research Questions

- To what extent do international students have a significant impact on the access and use of ICT in the social integration in particular integration with peers?
- To what extent do international students have a significant impact on the access and use of ICT in the social integration in particular integration with faculty?
- To what extent international students have a significant impact on the access and use of ICT in the social integration in particular with faculty support?
- To what extent international students have a significant impact of gender on the access and use of ICT in the social integration in particular integration with peers?
- To what extent international students have a significant impact of gender on the access and use of ICT in the social integration in particular integration with faculty support? and
- To what extent international students have a significant impact of gender on the access and use of ICT in the social integration in particular faculty support?

Research Hypothesis

- There is no significant impact on the international students on the access and use of ICT in the social integration in particular integration with peers *(H_1)*;
- There is no significant impact on the international students on the access and use of ICT in the social integration in particular integration with faculty *(H_2)*;
- There is no significant impact on the international students on the access and use of ICT in the social integration in particular with faculty support *(H_3)*;
- There is no significant impact of the gender of the international students on the access and use of ICT in the social integration in particular with faculty support *(H_4)*;
- There is no significant impact of the gender of the international students on the access and use of ICT in the social integration in particular integration with faculty *(H_5)*; and
- There is no significant impact of the gender of the international students on the access and use of ICT in the social integration in particular with faculty support *(H_6)*.

Literature Review

According to Elkins, Braxton, and James (1998), the social integration "positively influences subsequent institutional commitment, which, in turn, positively affects the likelihood of student persistence in college" (p. 18). Furthermore, Peters (1992) indicated that university "should not simply be a bureaucratic apparatus…from which the student regularly receives written assignments, but should be a living institution of which he himself is a part" (p. 264).Wortman and Napoli (1996) conducted a study and stated that the social integration is linked to two factors, namely, term-to-term persistence and year-to-year persistence. The term-to-term persistence is observed significantly and persistently, but on the other hand, it is less related to the year-to-year persistence. Their results further indicated that both the factors are important for international students in order remaining or withdraw at a higher institution. A study was conducted by Myers (2001) on the influence for the persistence of the community college student technical degree seekers and the results revealed that age, social interaction, and in the career development had a positive influence on the technical degree seekers by international students. However, it provides the social integration opportunities for the community college students.

A study was conducted by Kuh (1991) indicated that the social integration consists students' social and psychological comfort with the institutions students' surroundings, associations with the common group

of students, and the sense of belonging to the institution. However, their study further indicated that these factors help student in order to bond with their colleagues for the achievement of their goals till the graduation. A report by Burrus et al. (2013) (p.26) stated that "Social integration is considered a function of the nature and quality of interactions with peers and faculty, as well as a student's social involvement in a college environment (Tinto, 1993). In their extensive review, Pascarella and Terenzini (2005) concluded that studies have consistently supported peer influence as a positive force on persistence. For instance, Gerdes and Mallinckrodt (1994) found that through peer interactions, students were able to establish a social support network helping them cope with stresses associated with adjusting to the college environment. Similarly, Pistole and Kalsner (2003) found that perceptions of insufficient social support have been linked with student departure (Gerdes & Mallinckrodt, 1994). Peer relations can be particularly important in large institutions where students are prone to feelings of isolation and anonymity and may have greater adjustment issues (Chickering & Reisser, 1993)".

In Australia, a study was conducted by Russell, Rosenthal, and Thomson (2010) on approximately 900 international students and their research results revealed that 41% of the students are faced stress, which resulted into homesick, cultural shock for the students. On the other hand, as compared to domestic students for the international students need to pay more attention to the social integration as their friends and family members are far away and it is not easy to reach them(Zhou, Jindal-Snape, Topping, & Todman, 2008).Rayle, Kurpius, and Arredondo (2006) conducted a study on the 527 female university students and the research results revealed that social integration is the strongest variable namely, self-esteem and the university comfort. A study was conducted by Thomas (2001) as Cited in Ruud (2013)on 322 university students and indicated that a larger number of friendships for the international students have an impact on the social integration.

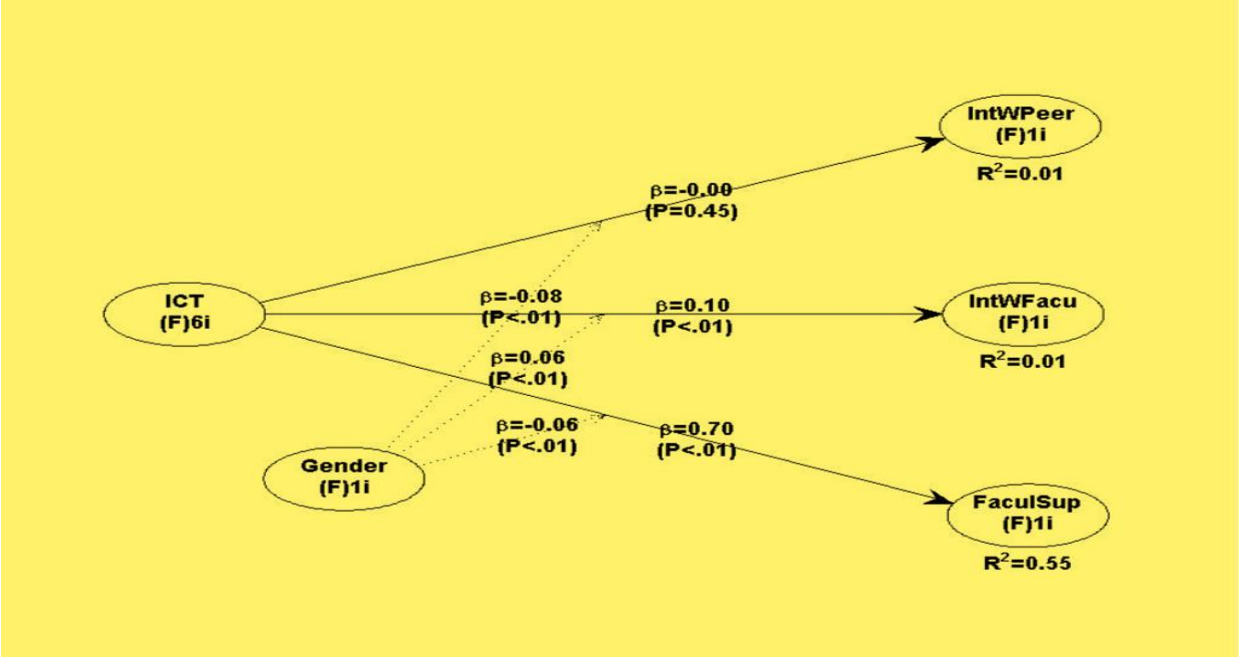
Methodology

This study was conducted in Canada at the two public universities, namely, university of Quebec at Montreal and University of Montreal. The questionnaire was designed from the existing literature and it was validated by a theoretical framework. An ethical clearance was sought from the ethics committee of the University of Quebec at Montreal. Only international students were participating in this study from the two universities and students participated voluntarily. A web link was sent to all the international students to fill-up the questionnaires. Collected data were analysed using the WarpPLS (5.0) software. The partial least squares (PLS) are the technique which is used to design a structural equation modelling as well as for a measurement model because it can have the following measurement scales, sample sizes, residual distributions (Chin, 1998). However, the questionnaire of this study divided into three sections, namely, demographics (the number of sessions at university, the number of hours of the work per week, sex, age, living area (urban/rural/semi-rural), ethnic cultural group, mother tongue, level of education of parents, and local students), social integration (integration with peers, integration with faculty, and faculty support), and ICT access and use (the number of ICT is used in Quebec, the number of access to the Internet in Quebec, the number of Internet users in Quebec, perception of the ICT skills, and the Internet experience).

Results

Figure-1

Proposed Structural Equation Modelling (SEM) on the Impact of Gender on the International Students on the Access and Use of ICT on the Social Integration



Access and Use of ICT on the Social Integration

Figure 1 shown that ICT has the highest impact on the faculty support with a value of $\beta = 0.70$ and $p =< .01$, but on the other hand, ICT have the least impact on the integration with peers with a value of $\beta = 0.10$ and $p =< .01$. However, ICT access and use do not have an impact on the integration with peers because of values are $\beta = -0.00$ and $p = 0.45$.

Impact of Gender by International Students on the Access and use of ICT on the social Integration

Figure 1 shown that the gender has an impact on the access and use of ICT by the international students in the social integration in particular integration with peers, integration with faculty and faculty support followed by with the values of $\beta = -0.08$ and $p =< .01$; $\beta = 0.06$ and $p =< .01$; $\beta = 0.10$ and $p =< .01$. However, the gender has the highest impact on the integration with faculty, but on the other hand, gender has the lowest impact on the faculty support.

Table-1

Model Fit and Quality Indices

Fit index	Model	Recommendation
Average path coefficient (APC)	0.167	P<0.001
Average R-squared (ARS)	0.187	P<0.001
Average adjusted R-squared (AARS)	0.186	P<0.001

Average block VIF (AVIF)	1.718	acceptable if <=5, ideally <=3.3
Average full collinearity VIF (AFVIF)	8.749	acceptable if <=5, ideally <=3.3
Tenenhaus GoF (GoF)	0.426	small>=0.1, medium>=0.25, large>=0.36
Sympson's paradox ratio (SPR)	0.667	acceptable if >=0.7, ideally = 1
R-squared contribution ratio (RSCR)	0.990	Acceptable if >=0.9, ideally =1
Statistical suppression ratio (SSR)	1.000	Acceptable if>=0.7
Nonlinear bivariate causality direction ratio (NLBCDR)	0.667	Acceptable if >=0.7

The strength of the measurement model is measured on the basis of the convergent validity and discriminant validity (Hair, 2010). However, the convergent validity has three sections such as reliability of questions, constructs of the composite reliability, and variance extracted by constructs (Fornell & Larcker, 1981). The model can be measured based on the ten items which have shown inTable 1 and ten items are as follows: APC, ARS, AARS, AVIF, AFVIF, GoF, SPR, RSCR, SSR, and NLBCDR. From Table 1 it clearly states that the model fit is between the data and model(Rosnow & Rosenthal, 1991).

Correlation among the Latent Variables with Square Roots of AVEs

Table 2 represents the measurement items for the impact of gender on the access and use of ICT on the social integration for the international students. However, inTable 2 the square roots of the average variances extracted represent with the diagonal.

Table-2

Correlation among the Latent Variables with Square Roots of AVEs

	ICT	Integration with Peers	Integration with Faculty	Faculty Support	Gender
ICT	0.969	0.055	0.118	0.716	-0.045
Integration with Peers	0.055	1.000	0.007	0.068	0.047
Integration with Faculty	0.118	0.007	1.000	0.166	-0.004
Faculty Support	0.716	0.068	0.166	1.000	-0.030
Gender	-0.045	0.047	-0.004	-0.030	1.000

Analysis of the Cronbach's Alpha Coefficients, Composite Reliability Coefficients

Cronbach (1951) stated that Cronbach's alpha is used to check for the consistency of measurement items. When the range of the reliability is 0.70 or bigger than it is considerable to accept. However, the Table 3 represents the Cronbach's alpha for the all the latent variables have ranged from the 0.987 to 1.000,

hence it can be concluded that the recommended value of 0.70 has exceeded. Furthermore, for the composite reliability has also exceeded the recommended value of 0.70 (Hair, 2010) because all the valued are between the 0.989 and 1.000. Finally, from the Table 3, we can conclude that all the measurement items of the Cronbach's alpha and composite reliability are appropriate for each of the latent variables and reliable.

Table-3

Results of the Cronbach's Alpha and Composite Reliability Coefficients

	ICT	Integration with peers	Integration with faculty	Faculty support	Gender
Cronbach's Alpha	0.987	1.000	1.000	1.000	1.000
Composite reliability coefficients	0.989	1.000	1.000	1.000	1.000

P Values Correlation

Table 4 indicated that the correlations subscales such as ICT, integration with peers, integration with faculty, faculty support and the gender.

Table-4

P Values Correlation

	ICT	Integration with Peers	Integration with Faculty	Faculty Support	Gender
ICT	1.000	0.030	<0.001	<0.001	0.074
Integration with Peers	0.030	1.000	0.786	0.007	0.065
Integration with Faculty	<0.001	0.786	1.000	<0.001	0.884
Faculty Support	<0.001	0.007	<0.001	1.000	0.234
Gender	0.074	0.065	0.884	0.234	1.000

Normalized Combined Loadings and Cross-loadings

WarpPLS (2.0) user manual guide indicated that the loading is a combination of structure matrix (unrotated) and cross-loading matrix (rotated). Table 5 shown that all the items are loaded distinctly on the specified each of the variables. However, according to Hair et al. (2010), the latent variable value must exceed 0.50. The Table 5 shown that all the latent variables have passed therecommended value of 0.50. Hence it could be concluded that all the ten items have displayed the satisfactory level for each of the individual item reliability.

Table-5

Normalized Combined Loading and Cross-Loading

Items	ICT	Integration with Peers	Integration with Faculty	Faculty Support	Gender
Item1	0.713	0.001	0.001	-0.047	0.096
Item2	0.712	0.000	0.000	-0.041	0.096
Item3	0.712	-0.008	0.003	-0.013	-0.052
Item4	0.714	-0.000	0.000	-0.025	-0.110
Item5	0.702	0.002	-0.003	0.075	-0.043
Item6	0.702	0.005	-0.003	0.072	-0.033
Item7	0.000	1.000	0.000	-0.000	0.000
Item8	0.000	-0.000	1.000	-0.000	0.000
Item9	0.000	0.000	0.000	1.000	0.000
Item10	0.000	-0.000	-0.000	0.000	1.000

Graphs Showing the Effect of Variables

Fig. 2 shows that the relationship between ICT access and use for the international students' integration with peers is nonlinear and it has begun approximately 0.78 and it is not positively supported because of the beta value is negative. In spite of the Figure 3, the unstandardized scale indicated that the nonlinear relationship begun to increase when the mean of the respondents is 2.47 and the standard deviation is 3.51. In this relation, it can be concluded that ICT access and use by the international students are not significant on the social integration in particular integration with peers.

Figure-2

ICT Access and Use by the International Students in the Social Integration in Particular Integration with Peers

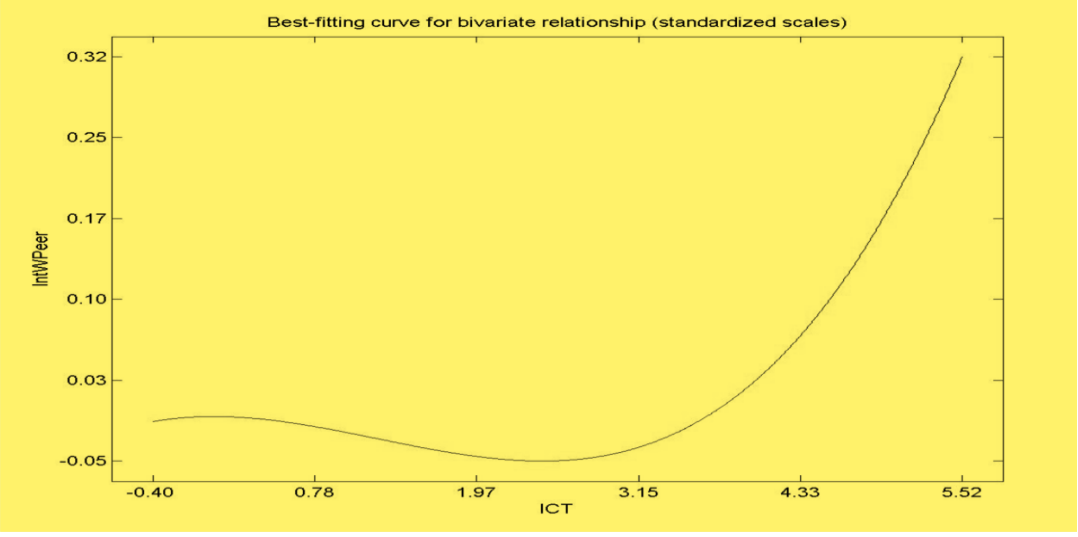


Figure-3

ICT Access and Use (with Mean and Standard Deviation) by the International Students in the Social Integration in Particular Integration with Peers

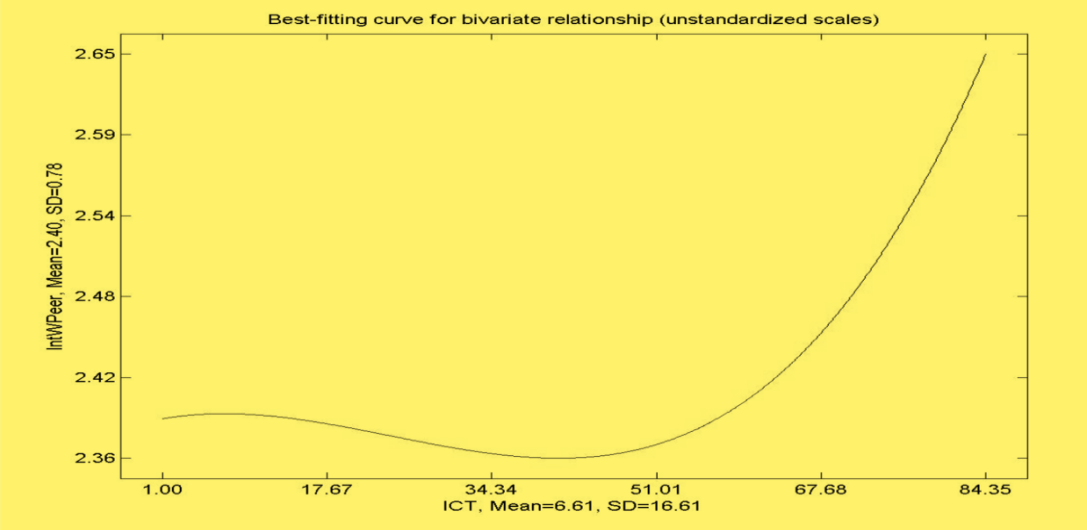


Figure-4

ICT Access and Use by the International Students in the Social Integration in Particular Integration with Faculty

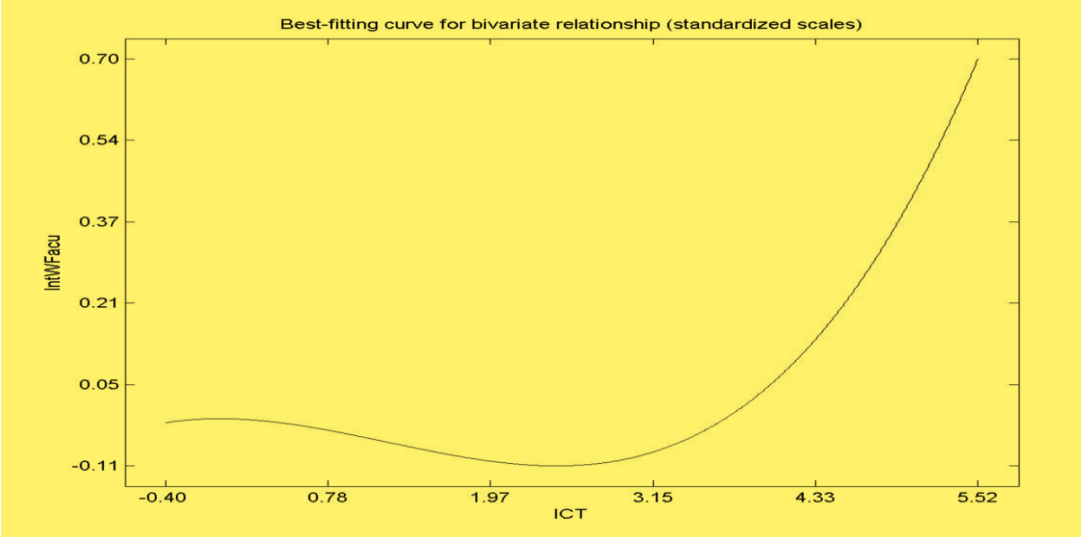


Fig. 4 shows that the relationship between ICT access and use by the international students' integration with faculty is nonlinear and it has begun approximately 0.78 and it is positively supported because of the beta value is positive. In spite of the Figure 5 the unstandardized scale indicated that the nonlinear relationship begun to increase when the mean of the respondents is 2.47 and the standard deviation is 3.51. In this relation, it can be concluded that ICT access and use by the international students are significant on the social integration in particular integration with faculty.

Figure-5

ICT Access and Use (with Mean and Standard Deviation) by the International Students in the Social Integration in Particular Integration with Faculty

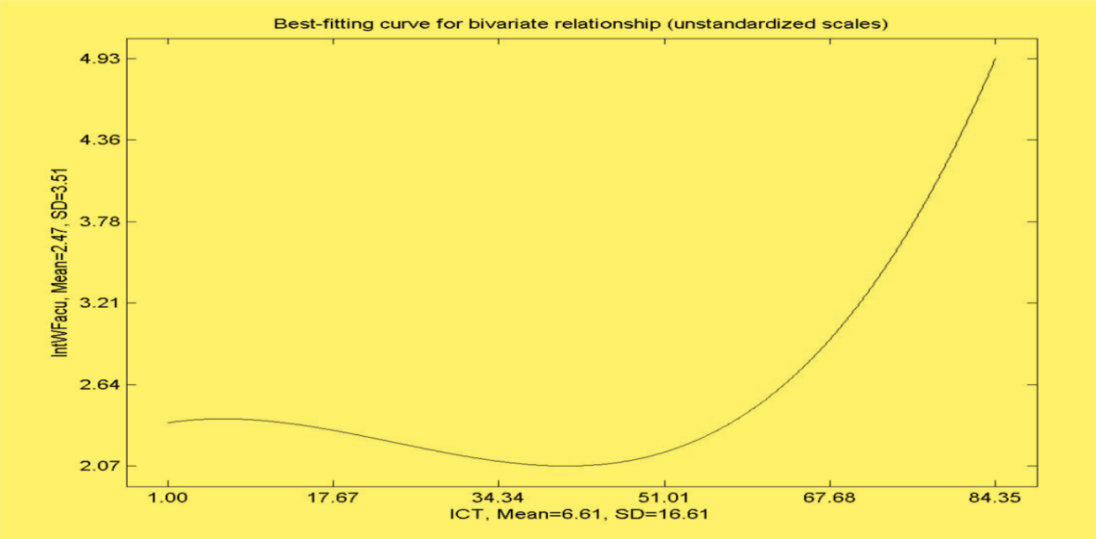


Figure-6

ICT Access and Use by the International Students in the Social Integration In Particular Integration with Faculty Support

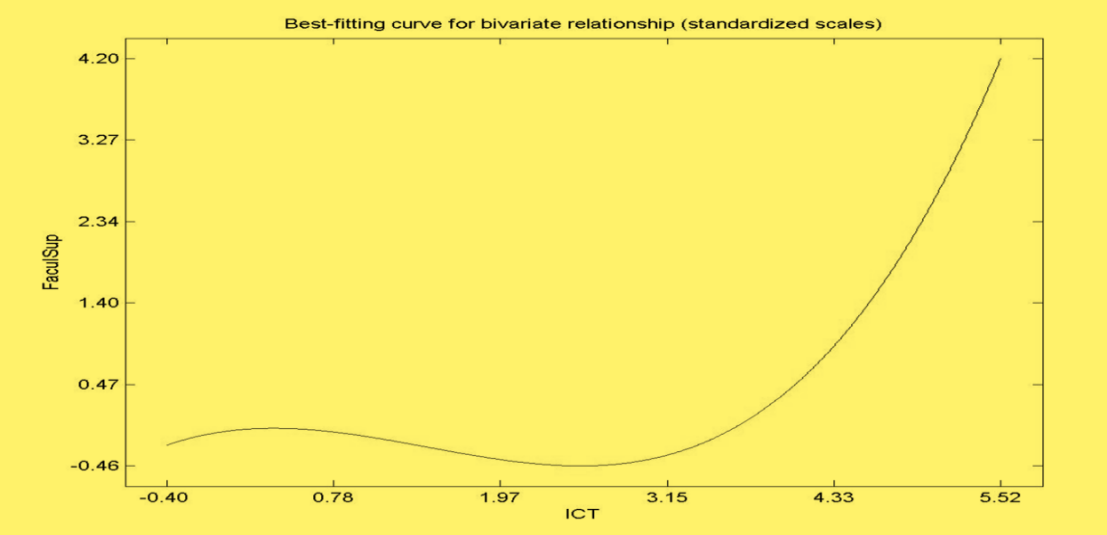
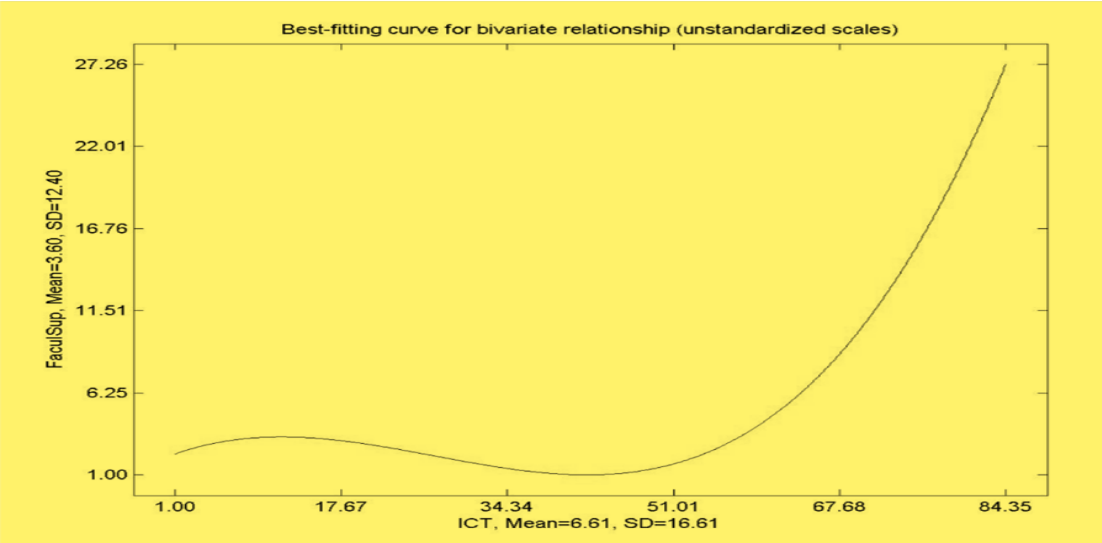


Fig. 6 shows that the relationship between ICT access and use by the international students' integration with faculty support is nonlinear and it has begun approximately 0.78 and it is positively supported because of the beta value is positive. In spite of the Figure 7 the unstandardized scale indicated that the nonlinear relationship begun to increase when the mean of the respondents is 3.60 and the standard deviation is 12.40. In this relation, it can be concluded that ICT access and use by the international students are significant on the social integration in particular integration with faculty support.

Figure-7

Ict Access and Use (with Mean and Standard Deviation) by the International Students in the Social Integration Particular Integration with Faculty Support



Conclusions and Discussions

This study was conducted at two public universities in Canada. The first hypothesis *(H_1)* was accepted since there was no impact on the access and use of ICT on the social integration.The second hypothesis *(H_2)* was rejected because the Figure 1 shown that there is a strong significant on the access and use of ICT on the social integration in particular integration with faculty. The third hypothesis *(H_3)* was also rejected since the strong significant have found by the structural equation model on the access and use of ICT in the social integration in particular with faculty support.The fourth hypothesis *(H_4)* was also rejected due to impact by the ICT in the social integration by the international students. Similarly, the fifth hypothesis *(H_5)* and the sixth hypothesis *(H_6)* was also rejected because the structural equation model showed the impact of gender on the access and use of ICT on the social integration by the international students. However, the combined loading and the cross-loading indicated that all the items have passed the reliability range. On the other hand, the Cronbach's alpha and the composite reliability also shown that the minimum range has passed.

The novelty of this paper was to analyse the impact of gender on the access and use of ICT on the social integration such as integration with peers, integration with faculty and faculty support for the international students. The prime results of the study revealed that ICT access and use have an impact on the integration with faculty and faculty support, but ICT do not have an impact on the integration with peers. However, secondly, the results also revealed that the gender has significant on the social integration. The limitation of this study was that this study conducted within the French-speaking universities. However, a larger number of universities and including English-speaking universities could provide more details of the statistical analysis. Nevertheless, it is not clear why ICT access and use for the international students do not have an impact on the social integration in particular integration with peers. In spite of ICT access and use by international students have impact on the social integration in particular integration with faculty and faculty support. The findings of this research shown that it is very interesting and in line with the cross-cultural research (Ward & Rana-Deuba, 1999). Finally, this study will help for the international students as well as who are interested to help international students with regard to the impact of gender on access and use of ICT on the social integration.

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Researching Students' Experience of Social Media Use as an Informal Learning Platform

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The purpose of this article is to explore students' experience of social media use as an informal learning platform in the international perspective. In accordance, the main focus of this exploratory study is to reveal the use of social media for informal learning of Masters level students of an international Institute of Education in the United Kingdom. Initially, for setting the context of the study, this article begins with some background information about social media and informal learning. Then, consequently, it describes the whole research design process along with students' experience. Data is collected through focus group discussion and questionnaire from the students of different countries, where diversified contexts of students created multidimensional data which enriches the article. Data reveals that, in this age of advanced technology, students use social media as a modern interactive communication channel to communicate, share ideas, experiences, message, pictures, videos and information of interest. Moreover, students find the use of social media helpful in terms of supporting one another in their learning, arranging study groups, managing group works, coordinating meetings, and communicating each other. On the contrary, the most significant demerit of social media students mentioned is the distracting nature of social media; and students become easily addicted to these media which distracts their focuses of learning. Nevertheless, critical analysis of their experience and opinion are made, and some important issues are revealed, which are considered as recommendations for future prospects of social media use in informal learning.

Keywords: *Social media, informal learning, ICT in education, international students.*

Introduction

Over the years, social media have become a very popular platform of both interpersonal and public communication all over the world. In this age of advanced technology, people are using social media as a modern interactive communication channel to communicate, share ideas, experiences, messages, pictures, videos and information of interest (Eke et al., 2014). The use of social media that provide new ways of communication and collaboration affects the way of learning as well (Parker and Chao, 2008; Prensky, 2011). This media has become popular among students between 2004 and 2006 very rapidly, after creation of Facebook and MySpace, through which students can communicate with one another on campus as well as outside (Abdelraheem, 2013).

Nevertheless, before embarking on the main discussion, it is significant to clarify the researchers' understanding of the comprehensive terms 'social media' and 'informal learning', used in this research. In

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this article the term 'social media' means "technologies that facilitate social interaction, make possible collaboration, and enable deliberation across stakeholders. These technologies include blogs, wikis, media (audio, photo, video, text) sharing tools, networking platforms (for example, Facebook, youtube), and virtual worlds" (Bryer and Zavatarro, 2011, p. 327). In addition, the second term 'informal learning' refers to the self-directed intentional or/and unintentional learning that takes place in people's leisure time using social media outside the curriculum of formal and non-formal learning activities (Hague and Logan, 2009, p. 2).

Context and Objectives of the Study

Educational researchers and practitioners become interested to investigate how social media can be used in teaching and learning practices due to its increased popularity among students. In many cases, students find the use of social media helpful in terms of supporting one another in their learning, arranging study groups, managing group works, coordinating meetings, and communicating (Veletsianos and Navarrete, 2012; Arnold and Paulus, 2010; Ellison, 2010; Lipsett, 2008). On the contrary, a number of researchers argue that students use social media for non-academic purposes, which negatively affects their academic performances; for example, excessive use of short-hand versions of words in some communication platforms leads to weaker writing skills (Ahmed and Qazi, 2011).

However, McCarthy (2010) argues that students prefer rapid communication and multitasking, that is why they use social media for interactions and accessing information; nevertheless, further support is needed to ensure the best possible use of this platform for their learning (Cigognini et al., 2011). Evidently, most of the researchers have studied the use of social media in formal education context, but little research has been focused on the informal learning context. Considering the significance of above discussed issues, this study attempts to investigate Masters students' experiences of using social media for informal learning and its prospects. Following the main aim of the study, two major research questions are as follows:

a. How do Masters Students of an international Institute of Education experience the use of social media for informal learning?
b. What are the prospects of social media use in informal learning for students?

Research Methodology

Researchers prepared Participants Information Sheet (PIS) that clarified the purpose and nature of the study, participant's selection process, and the responsibilities and rights of the participants along with an informed consent form (Robson, 19993; Cohen et al., 2011; Wellington, 2015). Moreover, issues related to anonymity and confidentiality, data collection and analysis were included in the PIS. Furthermore, we contacted the participants via email where we explained the purpose of this small scale study and asked to read and sign the attached PIS and consent form ahead of time.

Sample and Sampling Strategy

The non-probability sampling strategy was used to recruit fulltime international students from the institute of education of theuniversity, as the research is a small-scale study, targeting a particular group with no accurate representation of the population (Cohen et al., 2007, p. 113; Best and Kahn, 2006, p. 18). The *convenience* and *purposive sampling* are followed in this study as the research aim was not to generalize the findings. These two strategies were followed for the easy access of the participants and less expensive and time saving for a small scale study like this. In total, 12 students were selected as respondents for the questionnaire through convenience sampling, and 7 of them were selected purposively for the FGD based on their responses on the questionnaire and, the criteria for selecting

participants for FGD were the vast experience of social media use and content sharing for learning which were considered as helpful to explore the prospects of social media use. Questionnaire and FGD were used in this research for their appropriateness with time frame and relevancy with the research questions (Robson, 1993) that permit methodological triangulation which was significant for a complete understanding of a phenomenon and to minimize personal bias (Cohen et al., 2007, p. 141).

Importantly, as researchers of the study one of us steered the FGD as a moderator with minimal intervention (Bell, 2010), andtook important notes. Moderator encouraged them to respond to the questions (Gay et al., 2014) interacting with each other and to listen to other's views. Sometimes, two participants were dominating the discussion and moderator handled these participants carefully and created space for others. The FGD lasted for 90 minutes. Data with detailed notes was recorded with a good quality recorder with group's permission (Wellington, 2015).

Impact of Social Media Use: Advantages and Drawbacks

Before boarding to the main analysis, it is better to show our participants' (who are postgraduate students studying education as a subject) use of various social media platform by a word cloud that will help us to understand their practice. Figure 1 shows various social media, the larger the size of the name the mostly used that is.

Figure- 1

List of Social Media Used by the Participants



According to the participants, students, nowadays, share much more informative materials such as videos, images, news links and articles through social media. It also makes easier to reach out to their classmates, seniors, teachers and academic experts easily and collaborate with their peers. One of the prominent respondents mentioned, "*We created a group in Facebook to discuss about sessions and share our experience. Moreover, this group allowed us to post any kind of issue related to the students, tutors and university. We can share our voice here*." Another respondent added, "*We organize activities, create events, share contents and reading materials as well.*"

Data reveals that, social media undoubtedly is the strongest medium to communicate with the world for not only students, but for everyone also. With a single click, one's thought reaches the potential recipient. In case of urgent news, social media can help studentscatch the response of the individual they need to contact instantly. For example, one respondent confirmed, "*I share my assignment outline in the group, other friends positively criticize it and their comments help me to improve my idea*."Evidently, online interactions may influence developmental outcomes through peer feedback (Pempek et al., 2009). Along with this, students organize group discussion on various subject matter issues using Facebook group. They find video lectures of other international university from YouTube helpful to make their understanding clear.

Recent years, students found social media as the best way to keep themselves on track with the transformation of the world. Students can get closer to cultures from different nations and societies easily. They know what is trending on the web and that brings students across the globe under a single umbrella.One of the strongest benefits of social media is making people more social, collaborative and critical thinker. As they said, students in modern days get linked with more people by the grace of the internet. And there is the sky is the limit in terms for social media friends. They are connected with classmates, elders, juniors, teachers, family members and can follow up the relation with few clicks. "*We get news links and helpful video links from our national and international friend that not only helps us academically, but also helps us to develop our values and moral ethics.*" one participant replied.

All of the respondents agreed that, through social media, students are able to get in touch with new friends from across the world. Collaborating with entities from diverse cultures can help students become more thoughtful to cultural differences and increase their inclusiveness in this global village. As one respondent argued, *"Still we are far from the concept of global village in terms of our nationality and geographical boundary, but social media is a real example of global village."*Another participant added, *"Though there is digital division, in terms of access to social media, between developed and underdeveloped country, but we are moving faster demolishing that division towards a real global village."*As per the study, communicating online is simpler than communicating personally for most of the students because of the geographical distance among people, as we mentioned earlier. Virtually discussing with an associate allows students to learn more about each other, thus firming the faith between the two parties. It also bridges distance. One of the respondents mentioned, interestingly, *"In the real world we maintain various relationship (for example, father, mother, sister, brother, boss, colleague, teachers and so on), but in this world of social media we all are just friends."*

Through forums, students are able to give their ideas and thoughts on certain areas and themes that interest them. By partaking in discussions, they involve in positive self-expression that develops their communication skill. However, participants were asked to share their opinion on their friends' responses. As the participants replied, likes and good comments in social media posts tend to be tremendously positive. Students can check their profiles and spontaneously gain affirmation, support, confidence and self-respect that motivate their works. Data revealsthat as a positive impact of social media many students have not chosen the path of suicide. Blogging can be healing for students who are disordered, depressed, or frustrated, and do not have voice in the family, classroom and society. When they sign in to a social community, they find persons to chat to and those who will listen to them. In the same vein, in their academic and personal life students have some idols. They follow them through the internet and the social-networking sites that always keep them posted on their icon's work. They take inspirations from their hero's page or profile.

Social media is a great tool for spreading awareness. Student can know about important and sensitive topics very fast and also can make others awaken. Sometimes this it is become a life-saving issue according to the study. On the other hand, students often use social media to raise funds for any noble or interesting cause. They open groups or events and reach out to the maximum population rapidly through internet. Many students use crowdsourcing to save one's life or give someone aid for better treatment that develop solidarity among them, and thus they enjoy the power of togetherness.
One prominent respondent mentioned, "Students maintained diary in previous time, but we maintain several digital diaries now." Consequently, as students personalize their social media profile, they go through a sense of individuality. Apart from being able to share their thoughts and interests, they also use to join peers and groups that help them adoptand approve their personality.

We asked the participants to mention 5 adjectives that closely matched their personal reactions to advantages of social media use. A word cloud, showing the frequency of the selected adjectives, is presented in figure 2. Among a variety of words, the most frequently mentionedones were communication, collaboration, content sharing, interesting, feasible, and virtual hangout.

Figure- 2
Participants' Responses towards Advantages of Social Media Use



Nevertheless, besides this optimistic usability of social media, respondents of this study mentioned some demerits also. This popular social media is amazing and source of fun in their compartmentalized life that causes negative impacts of using this media, which is discussed afterwards.

Some Drawbacks to Consider
Most frequent demerit of using social media mentioned by students was its distractive nature. Students often get lost within the enormous virtual world unintentionally and they enjoy it. They log in for some specific purposes, but subsequently they get out of the desired topic and found themselves somewhere else. As one respondent stated,

I open YouTube to watch some additional video tutorial of my subject. I watch two or three tutorials, then I get autosuggestion from YouTube and unknowingly I follow those distractions, and I lose my focus. The dangerous thing is I enjoy these distractions though they are harmful for my academic life.

Social media always costs our valuable time. Many students can utilize those time into productive work but most of them can't make the good of it.Still it harms mostly during the exam and deadline days according to the participants. *"It is very attractive, interactive and engaging. I have fun while using social media. Though I plan to use them for few minutes, my few minutes end up with few hours. Time actually flies when I use social media, but I cannot notice that until I stop."*
Respondents also claimed that students get distracted because of smartphone and social media applications. Along with new features of Facebook, YouTube and other social media, those two factors are very prominent to make the use of social media easier and distracted. It is worth mentioning that, over the times, social media is being more and more user friendly and time wasting. "*Applications in our smartphones continuously give us notifications that insist us to use social media most often when we do not really have that time*", as one of them mentioned. However, Columbia University Professor Keith Wilcox (Today, 2012)argues, itis not about stop using Facebook [social media], but just be aware of what it might be doing to you. The implication for successful use has been investigated subsequently.

Implications for Successful Use of Social Media

The popularity of social media could make them a powerful cognitive tool if adapted for academic pursuits and career goals (Pempek, 2009). Educational institutions could consider the new ways students are communicating each other to take the advantages of social media use in learning. In most of the developed countries across the world, especially international universities, use interactive educational options like Blackboard though social media for academic purposes is rarely used. However, in this fast growing technological era, educational institutions could consider social media use to make learning inclusive, interactive and collaborative. To ensure successful use of social media for students, educational institutions, teachers and policy makers should consider some important issues: *privacy and security measures, quality of information, suspicious information, personal and professional time management, professional and ethical behaviour, and positive attitude*(Schlenkrich and Sewry, 2012). After all, considering the fast growing popularity of social media, educational institutions should develop their students as social media literate which will ensure the positive use of social media for their personal and academic development. There are various types of information available on social media, but students have to be aware about the quality and authenticity before accepting. There, critical thinking and skills to research is required to get the positive results of using social media. Otherwise, young and unaware students could be lost in the crowed by following the usual tendency to run with the race.

To get the positive outcomes, universities could develop websites that is linked to popular social media, where students could interact on academically-focused issues with other students and professors. Students could include their thinking about favourite courses and their career goals. 'Alumnae could visit these sites to help current students find appropriate internships, job placements, and information about postgraduate academic and job experiences' (Pempek, 2009, p. 237). This can be helpful to engage students' social media use with their informal learning experience.

Nevertheless, the full potential of social media has yet to be achieved as our students continue to struggle for optimal ways of using these media though they are matured enough and independent learners. However, if we can find the way of using social media successfully, it can offer teachers and students a suitable tool to improve their learning experiences (Schlenkrich and Sewry, 2012).The findings of this study clearly indicate that students' informal learning experience through social media use is really

interactive and joyful despite there are some impediments. Therefore, academics and educational researchers should look into the possibilities of using social media for students' learning experiences (Balakrishnan, 2016).

Concluding Remarks

This study aimed to explore students' experience of using social media as an informal learning platform. Data revealed that students found social media use, to some extent, very helpful for their informal learning. They also mentioned some challenges of using though they could not stop using social media. However, it should be noted that the research focused on the use of social media in a higher education setting where students are matured and ICT literate. This study focused on the international students' practices that found more or less similar responses from across the world. Students go through the same experiences despite their diverse cultural and academic background. It is worth mentioning here that there are several limitations of this study. This is a small scale study in terms of sample that assesses a specific group, mainly students attending an international university. Therefore, researchers do not claim the generalizability of their finding though they found the findings applicable to any educational settings in modern times as useful research pointers. Further research should explore the use of social media as an informal learning platform in different contexts. More importantly, as the number of users of social media is growing fast, this study recommends that much scholarly research need to be conducted considering the various age groups of students as well as teachers who are responsible for students' achievement.

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Cloud Sharing and Web Tools in English Language Teaching in Bangladesh: Teachers' Attitudes

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Nowadays technology has become an inextricable part of our lives. The recent revolution in the field of information and communication technology (ICT) now offers broader choices and aspects for teaching and learning. Many earlier obstacles and learning or teaching barriers can now be overcome by the help of technology. Newer goals are being set to achieve in this era of technology enhanced learning. Cloud sharing is the use of technology to store, access and share various application using the cloud instead of the local server or local hard drive of one's computer. Using cloud sharing in education means using this technology in traditional teaching and learning environment, thereby benefiting both the teachers and the students. Cloud sharing applications provide an on-demand, convenient and user-friendly access to a usually vast storage of shared resources for the teachers as well as the students. In an English as a Second Language (ESL) or English as a Foreign Language (EFL) classroom, cloud sharing as well as other web tools can be used in various ways that can make the whole teaching-learning process more effective and interesting. This paper explains how cloud sharing can be integrated into an ESL/EFL class by giving a brief description of various cloud-sharing technologies that can be integrated into ESL/EFL teaching. This paper also talks about some other popular web tools that may play a significant role in ESL/EFL teaching and learning. It concludes by giving an overview of some of the teachers' opinions regarding the implementation of cloud sharing applications and other tools in ESL/EFL teaching-learning and what this implication entails.

Keywords: *ELT, ELL, ESL/EFL, cloud sharing, web tools, technology in education.*

Introduction

Using technology in education is nothing too novel in today's world. The growing popularity of web tools in an ESL/EFL classroom has given teaching and learning a new dimension. These tools are widely being used in the learning process in many educational institutions throughout the world. However, in spite of its' growing significance, the dependency on written assignments and paper resource materials in and outside the traditional classroom still lingers, especially in countries such as Bangladesh. Going through large amounts of texts and rigorous instructions only to submit one or a few written assignments and the teachers checking each of the scripts is most often than not a time and paper-consuming process that often renders the learning process void or ineffective. In such cases, the use of cloud sharing and other web tools can go a long way to ensure an effective teaching-learning environment.

Research Questions

The research probed into two questions:

1. How does cloud sharing along with other web tools influence EFL/ESL teaching?

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2. What is the attitude of the teachers in Bangladesh towards using cloud sharing and other tools in EFL/ESL teaching?

Literature Review

Several researches have taken place worldwide related to cloud sharing and using web tools in education. P. Molebash (1999) talked about how different technologies are creating different trends in education. As per Brandl (2002) and González-Lloret (2003), the internet is a helpful source for finding authentic materials. The internet offers the potential for an impressive increase in the usual learner-learner and teacher-learner interactions (Godwin-Jones, 2003; Salaberry, 2001). According to Murray and McPherson (2004), web applications have become a ubiquitous part of our lives. An incredible amount of users now communicates on the web through creating, sharing and recovering data (Warschauer and Grimes 2007; Lomicka & Lord, 2007). Studies conducted earlier reveal the imperative attitude to the acknowledgement and use of technology (Davis, Bagozzi, & Warshaw, 1989; Liaw, 2002). B. H. Khan (2001) proposed a framework for web based learning. T. Laohajaratsang (2001) discussed web-based instruction in innovation for effective teaching and learning. Warschauer (1996) found that using the internet has a positive impact on students' motivation in a second-language learning classroom. R. Blake's research (2008) explains technology and foreign language learning in a digital classroom. El-Seoud, Ghenghesh, Seddiek, Nosseir, Taj-Eddin and El-Khouly (2013) describe the implementation of web-based education in Egyptian universities through cloud technologies. There have been several studies on the learners' outlook toward the Internet and e-learning (Colley & Comber, 2003; Tsai & Lin, 2004). Schneckenberg, Ehlers and Adelsberger (2011), in their case study, utilized cloud technology to improve instruction for business graduate students. The advantages of using the cloud platform, as well as the downsides of cloud implementation are illustrated by Sultan (2010). Ming-ming, Le-hua, Cong, Wei-hong (2012) conducted a case study where the authors proposed the architecture of advantages provided by the cloud applications. These and many other studies show that cloud sharing and web tools have a great positive effect on education, and more specifically, ESL/EFL teaching, even though some also believe that digital technologies function more as a distraction rather than an aid (Traxler, 2010).

Cloud Sharing

The word "cloud" is used as a metaphor in the term 'cloud sharing'. According to Wikipedia, "Cloud storage is a model of data storage in which the digital data is stored in logical pools, the physical storage spans multiple servers (and often locations), and the physical environment is typically owned and managed by a hosting company. These cloud storage providers are responsible for keeping the data available and accessible, and the physical environment protected and running." Using cloud, one has the freedom of accessing a material anywhere at any time and sharing it with one or multiple people. Cloud sharing, in today's world, is giving a new dimension to how people communicate, share and learn from each other.

Following the theme of collaborative learning, cloud sharing facilities combined with other web tools can prove to become an effective and efficient practice in EFL/ESL teaching in educational institutions. There are many cloud storage services available nowadays. These services range from totally free ones to paid ones. This paper discusses some of the most prominent cloud sharing applications such as Google applications, Dropbox and OneDrive which, with or without other web tools, can prove to be quite beneficial for the whole teaching learning process.

Google Drive

Created by Google, Google Drive is a cloud sharing application that lets the user/s create, store and share a huge number of files. Precisely speaking, one can start off with 15GB of free cloud space. Launched in

2012, Google Drive encompasses some other Google applications such as Google Docs, Slides and Sheets. It is possible to work both online and offline and sync the files as per one's needs. These applications altogether enable the learners to work simultaneously. It is specially helpful where several students are to submit assignments to the teacher. The students have the opportunity to edit and rearrange their assignments since they are easily accessible. Even other students can be given the chance to see and comment on their classmates' assignments. The teachers and students can work collaboratively on any file at the same time because it can be updated in real time. Students can work as groups for presentations or projects using this application as per their convenience, even when they are physically apart from each other. Google, altogether, changes the way teachers and students communicate via the internet.

Dropbox

Dropbox is a web application that can be used to store, organize and share any content across various platforms. Similar to Google Drive, files can be stored in an online cloud and can be accessed anywhere given one has access to the Internet. It can be used as a personal storage as well as connecting and sharing platform for both students and teachers. As mentioned in their site, Dropbox is "a home for all your photos, docs, videos, and files. Anything you add to Dropbox will automatically show up on all your computers, phones and even the Dropbox website — so you can access your stuff from anywhere. Dropbox also makes it super easy to share with others, whether you're a student or professional, parent or grandparent. Even if you accidentally spill a latte on your laptop, have no fear! Relax knowing that your stuff is safe in Dropbox and will never be lost" (Dropbox, n.d.).It allows the students and teachers to access the files and work from anywhere trough mobile phones, tablets, laptops or computers. Using the application, teachers can easily share necessary files, notes and assignments with the students and thus avoid the hassle of mailing numerous amounts of files to each student individually. This online cloud allows students to create, access, store, share and retrieve any file at any time they need. Students who may have missed a class or lecture can access it if it is available in the cloud.

OneDrive

OneDrive, or previously known as SkyDrive, is also a file hosting and sharing application. Owned by Microsoft, this application allows the users to save, sync, access and share files using various devices. Similar to Google Drive, OneDrive users get a15GB of storage for free and can get more through a paid account. This application can be used in educational institutions to store thousands of files with secured and easy access to the teachers, students, administrators and even parents. The content saved and shared online can be accessed anywhere at any time, meaning that the teachers can create, manage, share and collect everything they need in one place and the students can access all the resources required for an assignment or a presentation at their individual convenience as well. Additionally, since it is an application by Microsoft, the users get automatic free access to web versions of Microsoft Word, PowerPoint, Excel, Survey and OneNote, which means the users are able to create, collect and share class works and do other educational activities without using different versions of these applications.

Other Web Tools

Blogs

Blogging is one of the very recent web tools that has garnered popularity among the Internet users. According to a study (Ray and Hocutt, 2013), about 12 million adults maintain a blog and 57 million read blogs. Nowadays, blogs are becoming increasingly popular in the EFL (English as a Foreign Language)/ESL (English as a Second Language) teaching-learning context. Teachers can set up a blog and the whole class can participate without much hassle. Blogging introduces a new dimension to the whole teacher-student

interaction. A study done by Ellison and Wu (2008) suggests that college student may be more engaged in writing if they are given the opportunity to participate in writing for blogs. As per this study, a number of students found that blogs provided opportunity for meaningful engagement and interaction while helping to develop their own voice. Blogging inspires collaboration and students get the chance to learn from each other as well.

Podcasts

Podcasting is a quite new phenomenon on the Internet. It can still be considered as a relatively unfamiliar tool when it comes to the integration of web tools in teaching-learning contexts. The term "Podcast" originates from "POD" as in 'Personal On Demand' and "Broadcast" (Smythe and Neufeld, 2010). According to Pozzobon(2008), "A Podcast can be described as a regular audio or video program accessible via the Internet, which can be downloaded to the computer or a personal player, making it available to be listened or viewed whenever the user wants." According to a study of Bell, Cockburn, Wingkvist and Green (2007), there are approximately 10,000 different podcasts available on a variety of topics. Podcasts are quite easy to create and share. They can be syndicated and used with Really Simple Syndication, or also known a RSS and Atom technology, allowing the content pushed to the users or to be automatically downloadable (Dixon and Greeson 2006; Maag 2006).Podcasts can be more interesting to the learners and more likely to reflect the complexities of the language in real life situations than regular materials (Bell, 2005).Podcasts can be of different types (Stanely as quoted in Pozzobon, 2008) such as a. Authentic Podcast: For general people and suitable for advanced level learners; b. Teacher Podcast: Created by teachers in order to help students by providing what is not available elsewhere or something in the local context; c. Student Podcast: Produced by the learners, sometimes with the help of the teachers. Since nowadays people are more web-dependent, podcast files in their cloud-based formats may have a greater appeal to the learners than anything traditional.

As a cloud-based tool, podcasting has the ability to offer wonderful benefits to language learners, especially for speaking and listening. Similar to blogging, podcasting has no time constraints, meaning the learners can access the content and learn anywhere at any time.

Prezi

Prezi is a software company created in officially in 2009 by Hungarian creators Péter Árvai, Szabolcs Somlai-Fischer and Péter Halácsy. It is a cloud-based presentation software and storytelling application that is used to convey and share created ideas. It is similar to Microsoft PowerPoint in the sense that users can present information through Prezi. Unlike PowerPoint, however, Prezi primarily needs the internet to work, though there is an option to show the presentation offline once its completed online and downloaded. Prezi presentations are different than PowerPoint ones as they do not follow a traditional slideshow format. It is more free-flowing, having employed a Zooming User Interface or ZUI, in which the users are allowed to zoom in and out of the presentation media called the "Prezi Canvas". One of the major advantages of using Prezi is that it enables the teachers and learners to represent non-linear concepts in a visually engaging way. It can be used by both teachers and students and is quite appropriate for all ages. Moreover, it is mostly free. There is an option to make the Prezi presentations private if one has a paid account in it. Teaching and learning can gain a whole new dimension through Prezi as it provides a new technique drawing and maintaining learners' attention.

There are several benefits of using cloud sharing and other web tools in teaching and learning process. Some of the major benefits are:

Accessibility

One of the major perks of cloud sharing is its' wide accessibility. It is accessible at any time anywhere, and that too from a wide range of devices. A material originally shared using a desktop computer can be accessed and re-shared through mobile phones, tablets, laptops and so on.

Affordability

One of the biggest factors when using technology in education is the expense. Most of the time, better technology requires bigger price, which is a matter of concern for teachers or educational institutions. Cloud sharing is a service that requires a little or no cost to be paid. Another important factor is time. One of the primary reasons for using any technology in education is because it usually saves a lot of effort and time. Cloud sharing goes a long way to meet the teaching-learning needs within a reasonable amount of time.

Reliability

Cloud storages and the aforementioned tools are more reliable than any local storage or hardware system. The users also do not have to worry about sudden hardware failures and loss of data. If any file is deleted or lost from the local drive, it can be easily downloaded again if it is there in the cloud.

Little or No Upgrades

Unlike local storage or hardware that needs frequent upgrades, cloud storage and web tools in general do not require any such improvements. Everything is managed virtually and kept in an OTG (on-the-go) format. Applications like Google Drive do charge a little for upgraded and increased storage space but it is not compulsory to buy any in order to use the basic storage features.

Motivation

As it is quite user-friendly to share and access files stored in the cloud, it ultimately results in a large number of motivated users. Teachers are motivated because it requires a lot less time and saves the unnecessary efforts. Learners are motivated because of the easy-to-access create, edit and sharing options.

The Study

A study was conducted for the research to see what some of the teachers' perception was regarding the use of cloud sharing and web tools in language teaching. The subjects of the study were 12 language teachers from tertiary level. Their ages ranged from 25 to 40 with their teaching experience ranging from less than 2 years to more than 10 years. The study, conducted in the year 2016, employed a three-part questionnaire. The first part of the questionnaire focused on getting the basic information of the participants and the second part used a multiple-choice questions using a four-point Likert-scale to find out their opinions and attitudes for using the internet in language teaching. The third part consisted of open-ended questions. The feedback from the questionnaire was then analyzed.

Findings and Discussion

The feedback from the teachers of the second section of the questionnaire is given in Table 1.Most of the teachers (83.33%) agreed that the internet can be used in traditional teaching. In answer to whether web tools can provide the class with useful learning materials, 78.33% of the teachers agreed that they can. 66.67% teachers agreed to the question that cloud sharing can contribute largely in the whole teaching-learning process. To the question of cloud sharing acting as an alternative to counseling classes, 41.67% of the teachers agreed. Regarding the question that it is easy to create and share files online for teaching and learning EFL/ESL, 66.67% of the teachers agreed. 58.33% of the teachers agreed that cloud sharing

and web tools encourage effective teacher-learner interaction. To answer whether the use of cloud sharing applications and web tools motivates the learners to learn collaboratively, 66.66% of the teachers agreed that they do. As to the use of web tools by the learners in order to learn English by themselves, 50% teachers showed their agreement. 58.33% of the teachers believed their using various interesting web tools like podcasts, blogs and Prezi presentations would result in more attention and participation from the students. As to whether these tools and applications can play the role of a second tutor for the students, 50% teachers showed their agreement. Majority of the teachers (83.34%) agreed that the teachers in our country need more training in using cloud sharing and web tools. 75% of the teachers believed that the teachers and students need more access to the web and cloud sharing tools. 75.33% of the teachers personally agreed that they either like or would like to use the web tools and cloud sharing applications in their classroom teaching as much as possible.

Disagreements in answers to some of the items were also found. 33.34% of the teachers disagreed that cloud sharing can contribute largely in the whole teaching-learning process. 58.33% did not agree that cloud sharing can be an effective alternative to real-life troubleshooting and counseling classes. In answering whether learners can learn to use web resources for learning English on their own, 50% of the teachers disagreed. Additionally, 50% of the teachers did not agree that the web tools and applications can play the role of a second tutor for the students. Of the total participants, 25% of the teachers disagreed that the teachers and students need more access to the web and cloud sharing tools.

Table-1
Teachers' Responses to the Questionnaire

Questions	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The internet can be used in traditional teaching.	0%	16.67%	25%	58.33%
2. Web tools can provide the class with useful learning materials.	0%	16.67%	8.33%	75%
3. Cloud sharing can contribute largely in the whole teaching-learning process.	16.67%	16.67%	50%	16.67%
4. Cloud sharing can be an effective alternative to real-life troubleshooting and counseling classes.	25%	33.33%	25%	16.67%
5. It's easy to create and share files online for teaching and learning EFL/ESL.	0%	33.33%	41.67%	25%
6. Cloud sharing and web tools encourage effective teacher-learner interaction.	16.67%	25%	50%	8.33%
7. The use of cloud sharing applications and web tools motivates the learners to learn collaboratively.	0%	33.33%	58.33%	8.33%
8. Learners can learn to use web resources for learning English on their own.	41.67%	8.33%	50%	0%
9. Using various interesting web tools like podcasts, blogs and Prezi presentations would result in more attention and participation from the students.	8.33%	33.33%	50%	8.33%
10. These tools and applications can play the role of a second tutor for the students.	16.67%	33.33%	50%	0%
11. Teachers in our country need more training in using cloud sharing and web tools.	0%	16.67%	41.67%	41.67%

12. Teachers and students need more access to the web and cloud sharing tools.	0%	25%	50%	25%
13. I like/ would like to use these tools and applications in my classroom teaching as much as possible.	25%	0%	58.33%	16.67%

The open ended questionnaire asked the teachers about the advantages and disadvantages of using web tools and cloud sharing in language teaching and learning. Among some of the advantages the teachers noted were flexibility, accessibility and motivated learning. Students can learn and share from anywhere with the help of these tools. The easy accessibility and innovative features of these tools and applications make learning and sharing more interesting. It helps bridge the teacher-student communication gap that often occurs in traditional teaching. Teachers can remotely instruct a class and assess their progress through the effective use of cloud sharing applications and other web tools. Teaching and learning resources can be conveniently found, shared and validated.

Some disadvantages were also mentioned by the teachers as a part of the open-ended questionnaire. These advantages were mostly related to implementing and using cloud sharing and web tools in ELT classes in Bangladeshi context. There are some very common issues like malicious threats of files being hacked or stolen in cloud sharing applications. Many web tools and cloud sharing applications tend to face technological vulnerabilities all of a sudden. Privacy becomes a very big matter of concern and no data or resource is safe in such situations. In the context of Bangladesh, another issue is accessibility. Though cloud sharing applications and web tools are easily accessible, they require an internet connection, something that is not always available to our teachers or learners. Sharing resources and giving assignments online becomes futile if majority cannot access the materials. Moreover, it is possible for the students to not be attentive enough and get distracted while using the web. Another disadvantage is since the teachers are not well-acquainted and well-trained to use the web tools and cloud sharing applications, any critical technical difficulty may render the teaching-learning process ineffective.

The study reflected a generally positive attitude of the teachers in using cloud sharing and other web tools in EFL/ ESL teaching. Majority of the teachers agreed that the internet can be used in teaching language and web tools can be a useful source for finding and creating learning materials. The teachers find it convenient to create and share files in the web for teaching EFL/ESL and believe that cloud sharing applications and web tools can create a collaborative learning environment for the learners. Most of the teachers seemed to agree on providing the teachers with more training so that they can successfully integrate cloud sharing applications and other web tools in EFL/ESL teaching.

Conclusion

The study aimed at finding out the influence of cloud sharing and other web tools in EFL/ ESL teaching. It also intended to observe the attitudes of the Bangladeshi teachers regarding the use of these sharing applications and tools in teaching and learning. From the findings of the study, it is evident that the teachers have generally positive views in regards to using cloud sharing along with other various web tools in English language teaching and learning. They believe that cloud sharing can have an important effect on teacher-learner interaction and collaborative learning. Additionally, the use of web tools can make learning and teaching motivating and impactful. However, there are some basic concerns to deal with when implementing these tools in language teaching. Issues like security breach, misusing the internet and file theft can be of big concern, specially in countries such as Bangladesh. Furthermore, the lack of ample training and getting teachers acquainted with such technology hinders the use of these tools and applications. Based on the findings, it can be asserted that the implementation of cloud sharing

and various web tools may be successful if the faculty as well as the authorities of an educational institution come forward together with a commitment to provide financial and moral support and sufficient access to necessary equipment required for an effective integration of cloud sharing applications and other web tools.

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Appendix

Please respond to all the sections of the questionnaire:

Section 1

Age:
Sex:
Teaching Experience:

1. Do you have internet access at home?
- Yes. - No
2. Do you have access to the Internet at home?
- Yes - No
3. Do you use the Internet in your classroom for teaching purposes?
- Yes - No
4. Do you use various web tools while preparing teaching materials?
- Yes - No

Section 2

Please indicate the level of your agreement or disagreement with the following statements, by circling the number that best represents your answer.

Strongly Disagree = 1 Disagree = 2
Agree = 3 Strongly Agree = 4

Questions	Strongly Disagree	Disagree	Agree	Strongly Agree
The internet can be used in traditional teaching.	1	2	3	4

Web tools can provide the class with useful learning materials.	1	2	3	4
Cloud sharing can contribute largely in the whole teaching-learning process.	1	2	3	4
Cloud sharing can be an effective alternative to real-life troubleshooting and counseling classes.	1	2	3	4
It's easy to create and share files online for teaching and learning EFL/ESL.	1	2	3	4
Cloud sharing and web tools encourage effective teacher-learner interaction.	1	2	3	4
The use of cloud sharing applications and web tools motivates the learners to learn collaboratively.	1	2	3	4
Learners can learn to use web resources for learning English on their own.	1	2	3	4
Using various interesting web tools like podcasts, blogs and Prezi presentations would result in more attention and participation from the students.	1	2	3	4
These tools and applications can play the role of a second tutor for the students.	1	2	3	4
Teachers in our country need more training in using cloud sharing and web tools.	1	2	3	4
Teachers and students need more access to the web and cloud sharing tools.	1	2	3	4
I would like to use these tools and applications in my classroom teaching as much as possible.	1	2	3	4

Section 3:

Please answer the following questions:

a. What are your opinions on the advantages of using web tools and cloud sharing in language teaching-learning?

Ans:

b. What are your opinions on the disadvantages of using web tools and cloud sharing in language teaching-learning in Bangladesh?

Ans:

A Structured Peer Interactive Method to Overcome the Learning Gaps of the Students

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Teaching the basics of programming languages to novice learners is a challenging task for teachers all over the world. Even after engaging the latest teaching methods and techniques, it is often found that students have problems in using data, conditions, sequences and loops which are considered the key concepts of programming. In this study, after taking a specially designed test, a web based peer teaching method was used to help students bridge the learning gaps. The design of the test helped to identify learning gaps while debugging simulated errors in a trivial program. To check the effectiveness of this method, a research frame was designed. In the research method it was ensured with a test that none of these students have any prior knowledge about programming. After completing certain level of the course, a test named pre-test was taken to test the level of the students and find out their difficulties in understanding of applying debugging steps, i.e., finding and fixing errors in a computer program. Pre-test score of the students proved that they needed to improve their skills of debugging, i.e., they have problems at differing steps of the process. To mitigate learning gaps, students were instructed to post their problems in debugging online, and their peers were instructed to help their friends overcome their learning gaps. After one week of intervention, a post-test was taken and this time score by the students were found to have improved significantly. One month after the post-test, a retention test was taken and the scores statistically showed that this technique helped the students to overcome their learning gaps as well as to retain their mastery of the debugging process. This web based peer interactive method was found effective to reduce learning gaps and it can be easily applied to any course provided the process steps are individually tested in a test. Without significant online involvement of a teacher the students can help each other to bridge the learning gaps and become more confident learners.

Keywords: *Teaching technique, web based, learning gaps, empowering students.*

Introduction

Teaching difficult subjects at tertiary level is a great challenge for teachers all over the world. The process of teaching at tertiary level involves giving feedback to students on their weaknesses and give practice insolving real world problems in their area of expertise. Accordingly, enabling students to solve problems in their own subject areas has become a challenge (Stephenson, 2007). The challenges are to develop basic skills and attitudes which are important for effective learning from both sides (teachers and students) (Barg et al., 2000).

To overcome the challenges of effective teaching, educators are trying to find out effective methods. Sorva (2012) proposed that *levels of engagement* which actively engaged is a effective way of

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teaching.Graham (2013) suggested to empowering students about their interest of learning to engage them whereas Milyavskyia et al., (2012)mentioned that extrinsic motivation actually works towards diminishing intrinsic motivation as well as it also helps students to feel respected and trusted. Problem Based Learning (PBL) is a popular approach where students learn by solving non-trivial practical real-life problems (Barg, et.al, 2000, Fee & Holland-Minkley, 2012). Most recently, the use of Social Media to supplement classroom learning experiences has increased in leaps and bounds (Griesemer, 2014). Griesemer (2014) lists a variety of ways that Social Media can be used for collaborative learning and reports positive student experiences. The studies on the use of Social Media do not however pinpoint the exact gains in learning. This study proposes that students, as novices, need support to identify their learning gaps, which then can be supported by collaborative and peer teaching methods.

The objective of the study is to propose a method that will empower students to solve their own learning gaps.

Proposed Method

It is well accepted that programming is not easy to learn and so we decided to design best practice teaching-learning lessons and check the progress of our students. It was planned that in case of unsatisfactory learning, blog intervention would be applied for helping students to overcome their learning gaps. Besides, to help the students to find their learning gaps we had prepared our quiz questions in such a way so that it can be divided in different blocks which represent different areas of difficulties in programming which were categorized using Bloom's Taxonomy (1956) taking help from previous work by Khairuddin & Hashim (2008) in Table 1. A comparative summary of the thinking levels used to assess learning is given in Table 2 demonstrate that the quiz tests across the whole range of thinking skills which is considered as a "Best Practice Assessment" by Boettcher (2010). Questions were checked and justified by the subject matter experts also.

Table-1

Classification of the test Questions according to Bloom's Taxonomy

Level of Bloom's taxonomy considered	Keywords Given by Khairuddin &Hashim (2008).	Sample questions given by Khairuddin & Hashim (2008)	Text of Quiz Question in Pre-test	Justification for classification	Pre-test Question Categorized as
Analysis Level	Analyze, compare, contrast, distinguish, categorize, calculate, differentiate, and test.	•Differentiate between call by value and call by reference. •Differentiate PRINTf function calls for displaying prompts and for echoing data.	***Question 1:*** A student wants to add THREE pairs of numbers shown in the DATA statements using the program above. Write the output that ***should*** appear in the box on the right	The given Qbasic code was wrong so student have to analyse and compare, contrast, distinguish, what output *should* appear if it was a correct program adding three pairs of data. This question refers to a student's ability to separate a whole into various component parts and predict what the output should be.	Analysis Level

Knowledge Level	Define, list, arrange, order, and state	What is a global variable? • List 5 reserved words in C programming.	***Question 2:*** To check the program line-by-line a table with all the variables and conditions in the program needs to be prepared. In the table below, add the variables and conditions that you would need to check in each line.	Question 2 refers to students' ability to recall basic concepts that they have learned in class by listing or adding the variables and conditions that they would need to check in each line. Student has to be able to recognize variables & conditions used.	Knowledge Level/ Comprehen-sion Level

Under-standing level &	Explain, describe, discuss, identify, review, select, and predict.	Identify the value of x after running this
		program fragment
		x=0; y=0;
		while (y<50) {x++; y=y+5}
			Question 3: As the program is executed, write the value of the variables and the output from the conditions for each line in the trace table.	Question 3 refers to students' ability to understand and restate or describe what happens when the program is executed.	Under-standing level &Application level

Application level	Classify, write, apply, choose and interpret.	Write a FOR loop that produces this output 0 1 1 2 2 4 3 8 4 16 5 32 6 64		Question 3 also refers to students' skill in interpreting the value of the variables and the output which was a new problem to them. They have never seen the faulty program before.	
Evaluation Level	Argue, debate, recommend , prioritize, justify, rate, and decide.	Given the two solutions to the stated programming problem, rate the solutions in terms of efficiency and readability.	***Question 4:*** Circle and show the incorrect output/s.	Question 4 refers to students' ability to judge, critic and decide on the correctness of the value determined by them in the trace table.	Evaluation Level
Synthesis Level	Create, construct, design, develop, manage, organize,	Write a C program that accepts integer inputs from the screen, computes the total and average	***Question 5:*** Rewrite the program (on the reverse side of this page) to give the correct	Question 5 refers to students' ability to relate learned the concepts of organizing given the wrong code and producing the correct code.	Synthesis Level

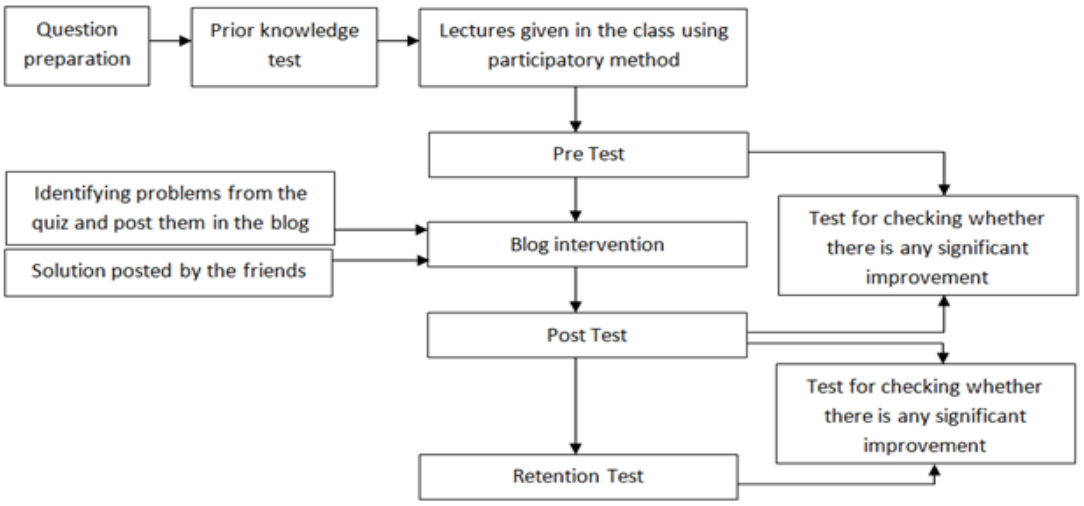
	plan, predict and propose.	values; and displays the values on the screen.	output. If needed, you may renumber the program lines.		

Table-2
Summary of Thinking Level Classification

Test Question	Classified as Bloom's Thinking Level	Stage of Bloom's Taxonomy
Q.1	Analysis	4th Level (HOT)
Q.2	Knowledge & Comprehension	1st and 2nd Level (LOT)
Q.3	Understanding & Application	2nd and 3rd Level (LOT)
Q.4	Evaluation	5th Level (HOT)
Q.5	Synthesis	5th Level (HOT)

To ensure the fairness of the research and assessment of the outcome a prior knowledge test was planned test to verify that none of the students had any prior knowledge of programming languages. In addition, "Activity Based Class Lecture" was developed to ensure that due to different course teachers the activities in classroom did not differ from section to section. After completing the required number of classes pre test quiz was designed to take place followed by blog intervention of a week. After the intervention post test quiz was designed and at the end of the semester retention test was considered. For the blog intervention students activities were limited to two types of work. The first one was to post at least two questions about the problems they faced in their quiz. The post would contain what he did not understand in the question and in what part of the answer he did not know what to write. Another task was to study all the posts of their friends and explain about any two of the problems they feel they can explain in the blog. Scores of the pre test and post test were planned to test to verify whether there is any significant improvement. Another significant test between post and retention test was planned to verify whether the method helps the students to retain what they have learned. All the activities of the research are summarized in the framework presented in Figure 3.

Figure-3
Framework of the Study



Empirical Justification

Sampling and Data Collection

The methodology of teaching was applied in the department of Computer Science and Engineering (CSE) and Software Engineering (SWE) for the course programming in the Computer Fundamental class. The number of students admitted in the semesters of Summer 2013, Fall 2013 and Spring 2014 was averaged 500 which is considered as population and sample size was required 116 with 95% confidence level and 8% margin error (raosoft.com). However, 133 students from different sections of the same course are considered as sample. The sections were chosen based on the teachers' interest to follow the methodology.

After selecting the sample size, the overall frame as shown in Figure 3was developed to conduct the research. Four teachers who were interested to take part in the research were given two batches of students each. The same teaching methods and lecture slides which contained each activity to be done in class were used. Before starting the course teaching activity a test, named "prior knowledge test" was taken to evaluate whether the students have any prior knowledge of programming controls. Then 5 lessons were taken to teach the students about variables, sequence, conditions and loops using the QBASIC language. To gauge the student learning from the teaching, a test named "pretest" was taken. The same pattern of questions were given to all groups for a particular test. The marking scheme was divided into marks out of 15 and the mark obtained by students is used as data for the study.

Analysis

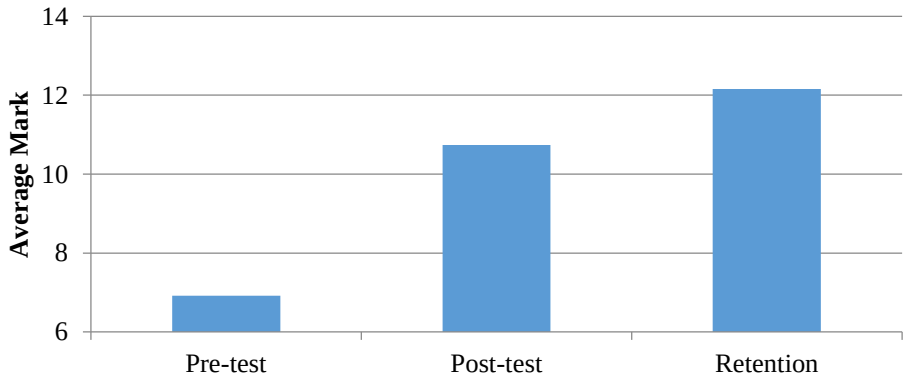
Table 1 presents descriptive statistics of the pre-test, post-test and retention test of the selected students. The mean marks of the tests are 6.88 with standard deviation 2.652, 10.67 with standard deviation 2.762 and 12.14 with standard deviation 2.074 in pre-test, post-test and retention test respectively (Figure 3.1). It is found from the results that the gain of the students in post-test from pre-test is 3.82 whereas in retention test from post-test is 1.42.

Table-4

Descriptive Statistics of the Marks Achieved

	Minimum	Maximum	Mean	Std. Deviation	Gain
Pre Test Mark	2	14	6.88	2.652	
Post Test Mark	2	15	10.67	2.762	+3.82
Retention Test Mark	5	15	12.14	2.074	+1.42

Figure-4
Average Mark in Different test by the students



Question wise gain is shown in the Table 4.Though Q2 and Q3 was questions from lower level of teaching, highest number of students (67) treated Q3 and lowest number of students (9) treated Q2 as difficult problem after pre-test. Q1, Q4 and Q5 was questions from highest level of teaching and number of 29 students, 58 students and 12 students mention these as difficult problem after pre-test. Highest gain (34.81) was found in post-test of the Q3which is followed by the Q4. In post-test, there is no negative gain however, in retention test, there is negative gain in Q1 and Q2.

Table-4
Question Wise Gain Comparison after Intervention Activity

Question number (Stage of Bloom's Taxonomy)		Mean scores (%)	Number of students mentioned as Problems after pre-Test	Solved by students in Blog	Gain (%)
Q1 (4th Level (HOT)	Pre-test	48.31	29	16	
	Post-test	69.66			21.35
	Retention	60.19			-9.47
Q2 (1st and 2nd Level (LOT)	Pre-test	97.46	9	12	
	Post-test	100			2.54
	Retention	99.54			-0.46
Q3 (2nd and 3rd Level (LOT)	Pre-test	44.67	67	51	
	Post-test	**79.49**			**34.81**
	Retention	91.73			12.25
Q4 (5th Level (HOT)	Pre-test	12.5	58	58	
	Post-test	**37.39**			**24.89**
	Retention	56.02			18.63
Q5 (5th Level (HOT)	Pre-test	31.57	12	13	
	Post-test	51.92			20.36
	Retention	71.3			19.37

To test the hypothesis, is the gain in post-test and retention test positively significant?" t-test was conducted and it is found that gain in both test is positively significant.

Table-5

Results of the T-tests Conducted between Different Stages

Significance test	Pretest		Retention test	
Post test	P-value	Significant Difference?	P-value	Significant Difference?
	0.000	Yes	0.000	Yes

Conclusion

The whole system of setting and assessment marking was aligned in a way to help learner isolate and identify their learning gaps. In this case, identify lack of understanding in a stage to fix faulty program. Collaborative interventions using Social Media that allow students to identify their own learning gaps and solve learning problems o be a strong learning strategy. The use of Social Media offered time flexibility for the teacher.

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Web-based Resource Management System for Promoting Teaching and Learning: Bangladesh Perspectives

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The adoption of digital communication media, particularly the Internet, has allowed the intellectual community to access and share knowledge to enhance research competency throughout the world. Technological advancement in the field of digital information networks facilitated information professionals to manage and access knowledge resources for research and development purposes. Web-based resource management system helps scholars to preserve their research output enabling other scholars to find required information timely and accurately. The aim of this research was to explore the current practices of web-based digital resource management system in Bangladesh in the context of global access to information and knowledge management. The study reviewed related literatures published in various national and international journals and also other sources. Moreover, the study also consulted with relevant bibliographic databases especially OpenDOAR, DOAJ and ROAR. Result showed that in Bangladesh some educational, science and technology, agricultural, medical and medicine, social science and general research centre are already using and managing their in-born digital resources through their respective Institutional Repository (IR). Besides, a good number of organizations are trying to implement IR for their respective organization. The outcome of the study will be helpful for IR and non-IR providing organizations in Bangladesh to manage their digital resources more effectively aiming to promoting web-based teaching and learning.

Keywords: *Knowledge management, digital repository, scholarly communication, digital preservation, open access archives.*

Introduction

In the present information and knowledge era, knowledge has become a key resource for teaching and lifelong learning. At the same time, the introduction of Information and Communication Technologies (ICTs) has radically changed the way people learn, communicate and exchange ideas. Accordingly, higher education institutions throughout the world have been integrating ICTs in their teaching-learning process. Library and Information Centres are considered as heart of any higher education institutions. In principle, higher education and library are fundamentally and coincidently related to and co-existent with each other. Library collects knowledge from various sources in different form, process those knowledge and disseminate them as per users' demand. Library and information professionals always try to ensure maximum satisfaction of their users with their resources and services. With this view, information professionals throughout the world are also initiating and adapting appropriate knowledge management system to cope with the changing pattern of knowledge management tools and services. Internet

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technology has been created a tremendous opportunity for acquiring knowledge, ensures transparency, connects users, provides host services and enables sophisticated tools to access them. These technologies also enable library and information professionals to manage and disseminate their digital resources in more user friendly approaches. One of the most advantageous means of web-based digitized resources management system is digital repository commonly known as Institutional Repository (IR). In Bangladesh some leading organizations already hoisted IR in their respective institutions for promoting teaching and learning.

Objectives of the Study

The main objective of the study is to focus on the potentiality of web-based digital resource management system for promoting teaching and learning. The sub-specific objectives are as follows to:

1. identify the present scenario of web-based repository management systems in Bangladesh; and
2. evaluate the need of web-based central repository archiving-retrieving systems for researcher and research organizations of Bangladesh.

Methodology

The study was based on review of related literature published in various national and international journals and electronic sources. Besides, personal discussions were also made with the staff members of various organizations who are currently using institutional repositories in different organizations in Bangladesh. Moreover, the Directory of Open Access Repositories (OpenDOAR) and Registry of Open Access Repositories (ROAR) had been consulted and individual IR sites were also visited.

Web-based Education

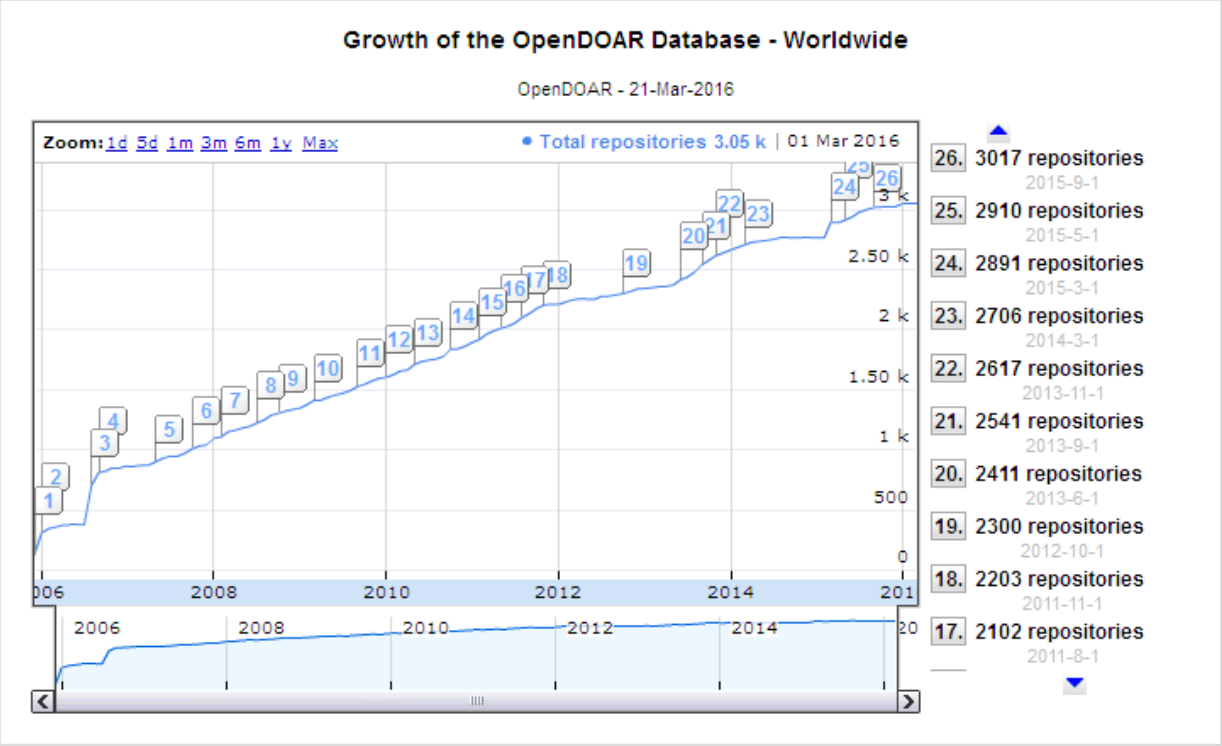
The Internet is changing the nature of communication since its inception. The WWW technology is creating tremendous opportunities for higher educational institutions to provide an 'open for all' learning environment. The face-to-face traditional educational system is giving way to independent learning overcoming distance, time and format barriers. Moreover, implementations of Web 2.0 technologies accelerated knowledge sharing, interoperability, user-centered design, and collaboration with peers and other interested groups. Web-based education is often called online education or e-learning for being included online course content. Sometimes, web based education system may provide static pages including hypertext materials enabling access to a vast amount of web-based information. Meena (2016) described "Web-based education and pedagogical technologies solutions for learning applications provides cutting-edge research on such topics as network learning, e-learning, managing web-based learning and teaching technologies, and building web-based learning communities."

Web-based Knowledge Resource Management

Knowledge is considered as pre-requisite for promoting teaching and learning. Staying up-to-date on knowledge of relevant research areas is also equally important to enriching one's intellectual horizon and promoting research. But, due to scattered sources and an unfriendly access environment, many end-users cannot reach and use those research results for further research and development. To overcome these access barriers many higher education institution including research organizations implemented web-based repository management system. A web-based repository system is a digital assets management system or a network of systems that allows deposit and subsequent distribution of digital files over the internet. In other words, web-based knowledge resource management is a centralized machine-readable repository management system for the collection, preservation and dissemination of information, generally online or with the capacity to be put online. A well-organized web-based system can save time, money and resources by decreasing the amount of user time spent trying to find

information. A repository may be directly accessible to users or may be a place from which specific database, files or documents are obtained for further relocation or distribution in a network (Mishra, 2010). Online digital repository generally collects, preserves and disseminates intellectual output of various institutions, particularly a research institutions, organisations or departments with the help of computer and network technologies. Web-based repository management systems have been gaining popularity throughout the world. Following chart illustrates the growth of web-based repositories to global information community.

Graph-1
Growth of Web-based Repository Worldwide



Source: www.opendoar.org

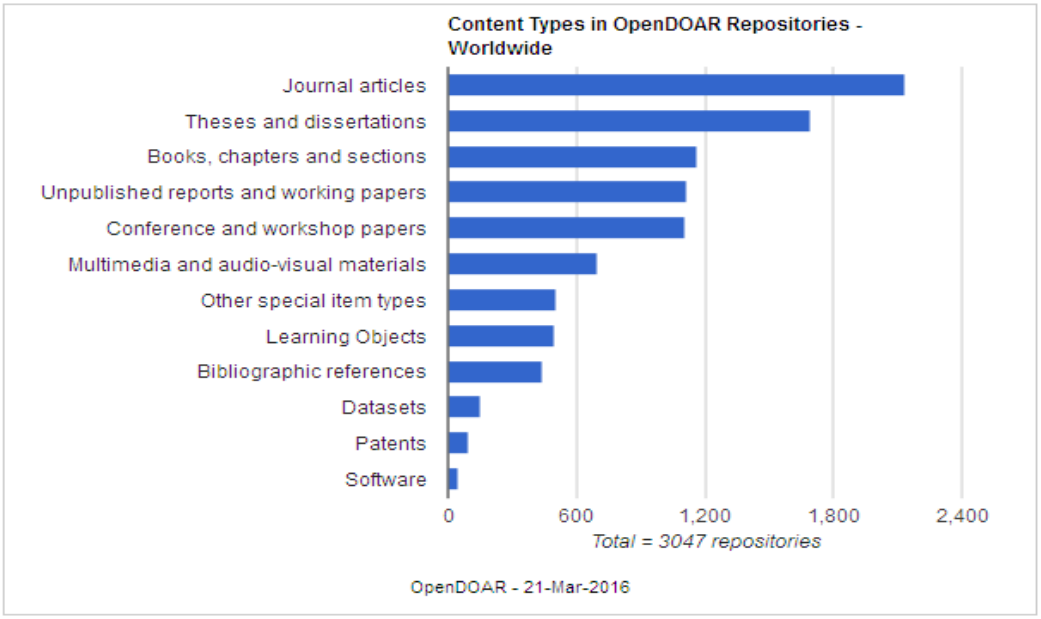
Figure-1 illustrates that the number of repository organizations are growing steadily throughout the world.

Contents of Web-based Repository

Web-based repository contents comprises of all sorts of digital resources relevant to teaching and learning. More specifically web-based repository content may includes peer reviewed journal articles, thesis and dissertation of various level, published books, book chapters, book sections, conference and workshop papers, patents, software and many more.

The Directory of Open Access Repositories (OpenDOAR) mentioned a list of content types that are deposited in the database. Following graph shows the content types of digital repository.

Figure-2
Contents of Web-based Repository

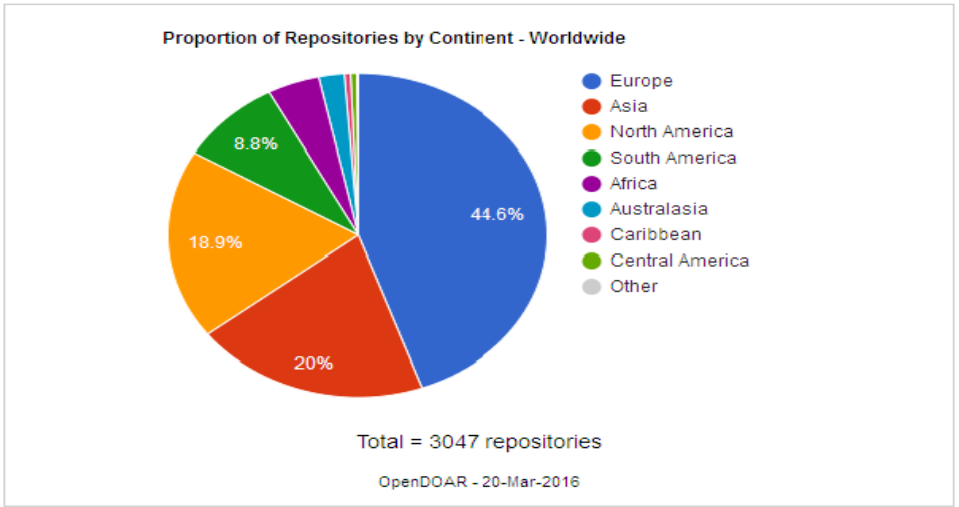


Source: http://www.opendoar.org/ Accessed March 21, 2016

Web-based Repository Management: Global Scenario

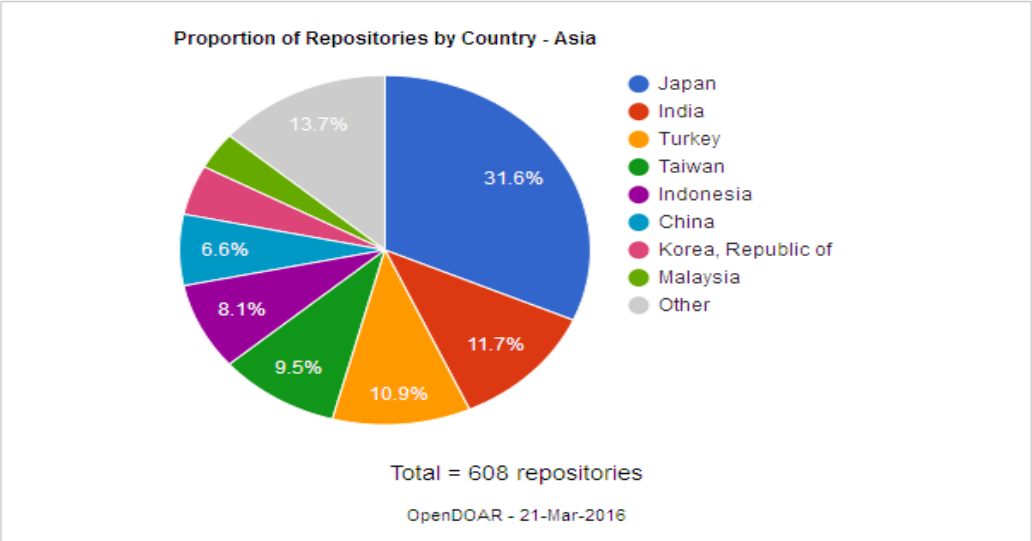
The concept of Open Access Initiative (OAI) removes restrictions to free access to scholarly output, sharing knowledge and accelerating research. Chan (2004) stated "the open-access archive as the most cost-effective and immediate route to providing maximal access to the results of publicly funded research, thereby maximizing the potential research impact of these publications". Digital repository and open access are much talked issue to the information professionals world wide. At present open access digital repositories have become widely accepted and preferred information sources in the areas of education, science and others. There are around 3047 registered open access repository organization throughout the world which are providing repository services ("OpenDOAR Charts - Worldwide," 2016). Following graph illustrates the worldwide distribution of repository content.

Figure-3
Proportion of Repository by Continent



Source: http://opendoar.org/onechart.php Accessed March 20, 2016.

Figure-4
Proportion of Repository in Asia



Source: http://opendoar.org/onechart.php Accessed March 21, 2016.

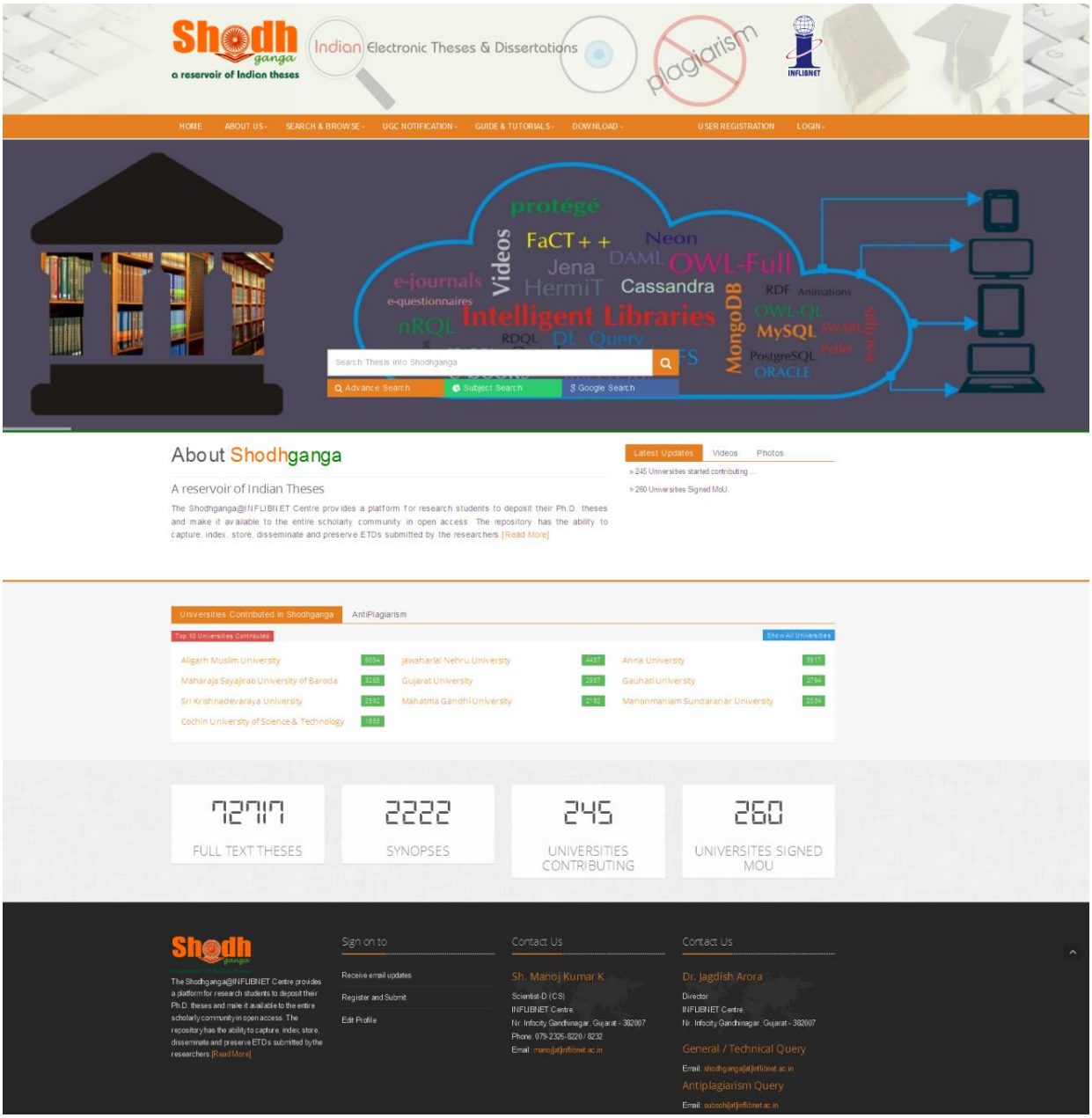
In addition to individual IR in many countries ministries of education/authorities or professional organisations have established joint repositories network for smooth operation and better service quality. In Europe, Digital Repository Infrastructure Vision for European Research (DRIVER) effort has been developed to establish a cohesive, pan-European infrastructure of Digital Repositories, offering sophisticated functionality services to both researchers and the general public ("DRIVER," 2012). There are repository networks established in Norway, Netherlands, Belgium, Ireland, India, Pakistan, Japan, Australia and also some other countries of the world. Each network has developed different lines according to their mission, vision and attributes but provides a broad-scope central database of open access content that can be added to, searched, mined, re-used, exploited for specific interest groups and built upon over time.

In UK, SHERPA-LEAP (London E-prints Access Project, a partner in SHERPA - Securing a Hybrid Environment for Research Preservation and Access) was established in February 2004 as a consortium of seven higher education institutions. The aims of the project was to create e-prints repositories, hosted centrally by UCL (University College London), for each of the partner institutions, and to populate those repositories through collaborative advocacy ("SHERPA-LEAP," 2006.). Besides, the Welsh Repository Network (WRN) Enhancement Project built on the technical infrastructure established during the WRN Start-Up project by investigating the potential of a collaborative, centrally managed model for accelerating the development and uptake of repository services in Higher Education Institutions in Wales and across the UK as a whole ("Welsh Repository Network," 2009).

Norwegian Open Research Repository (NORA) network consists of only four research universities at the moment but may extend to the remaining research universities and be linked to the FE sector's own network over time. Each university has a repository exposing content to OAI harvesters. NORA provides a search interface for users ("NORA," 2008). In the Netherlands, the SURF organisation set up DAREnet3 to link the institutional repositories of all Dutch universities ("NARCIS," 2004). In Australia, the top research universities have repositories that are linked to form ARROW (Australian Research Repositories Online to the World)("ARROW," 2012). The ARROW Discovery Service, developed and operated by the National Library of Australia, provides the search interface.

In India, the Shodhganga@INFLIBNET Centre provides a platform for research students to deposit their Ph.D. theses and make it available to the entire scholarly community in open access. The repository has the ability to capture, index, store, disseminate and preserve Electronic Theses and Dissertations (ETDs) submitted by the researchers (Shodhganga, 2015). As of April 2016, Shodhganga covers more than 72000 thousand full text PhD theses from 245 contributing universities. The platform ensures not only easy access and archiving of Indian doctoral theses but also help in maintaining the standard and quality of research.

Figurw-5
Web-based Repository- India



Source: http://shodhganga.inflibnet.ac.in/ Accessed April 07, 2016.

In Japan, JAIRO (Japanese Institutional Repositories Online) provides free of charge access to academic information (journal articles, theses or dissertations, departmental bulletin papers, research papers, etc.) of cross-sectional Japanese institutional repositories. The National Institute of Informatics (NII) collects metadata of institutional repositories according to an application from the person in charge of the management of the institutional repository of each institution. As of March 2016, JAIRO contains about 2,217,541 contents from 540 organizations to be searched for (JAIRO, 2016).

Figure-6

Web-based Repository- Japan



Source: http://ju.nii.ac.jp/en/ Accessed March 20, 2016.

Web-based Repository Management Practices in Bangladesh

Web-based repository management issues have become one of the major research areas to the library and information management professionals in Bangladesh. Researchers are doing research on various fields of implementing a sustainable digital repository management system in Bangladesh. Shoeb, (2010) described different stages of developing digital Institutional Repository system for a private university library in Bangladesh. Islam & Alam (2010) pointed out various issues of designing and developing IR in a public university in Bangladesh. Chowdhury, Uddin, Afroz, & Sameni (2011) made comparative analysis of two practicing IR system in Bangladesh. Mezbah-ul-Islam & Chandel (2011) summarized the core functional activities for making sustainable digital institutional repository. Rahman & Mezbah-ul-Islam (2014) described different issues and challenges of IR system in Bangladesh.

In practical, the International Centre for Diarrhoeal Disease Research, Bangladesh (ICDDR,B) initiated the first IR practices in Bangladesh in 2006. BRAC University Library is the second successive organization who is providing IR services to its clients. Later, East West University Library initiated digital library with GreenStone software in 2011. Independent University, Bangladesh (IUB) Library and East West University Library implemented IR in 2012 with DSpace software. Besides, University of Dhaka (DU) and Chittagong Veterinary University of Science and Technology also are managing their repository with DSpace.

Directory of Open Access Repository (OpenDOAR) and Registry of Open Access Repository (ROAR) provide information about the present scenario of repository management activities in Bangladesh. Following table illustrates brief overview of IR status of Bangladesh.

Table-1
List of IR Providers in Bangladesh

SL	Name of Institution	Year	URL	Software
1.	ICDDR,B Digital Repository, Bangladesh	2006	http://dspace.icddrb.org/	DSpace
2.	BRAC University Institutional Repository	2008	http://dspace.bracu.ac.bd/	DSpace
3.	EWU Digital Library	2011	http://gsdl.ewubd.edu/greenstone/cgi-	GreenSton
4.	IUT Digital Library	2011	http://lib.iutoic-	GreenSton
5.	Daffodil International University Institutional Digital Repository	2012	http://dspace.daffodilvarsity.edu.bd:8080/	DSpace
6.	Eastern University Digital Library	2012	http://gsdl.easternuni.edu.bd/greenston	GreenSton
7.	EWU Institutional Repository	2012	http://dspace.ewubd.edu/	DSpace
8.	IUB Library Digital Repository	2012	http://dir.iub.edu.bd:8081/	DSpace
9.	Dhaka University Institutional Repository	2013	http://repository.library.du.ac.bd/xmlui/	DSpace
10	RUCL Institutional Repository	2013	http://180.211.185.225:8080/	DSpace
11	NUB Digital Institutional Repository	2013	http://202.74.245.22:8080/xmlui/	DSpace
12	Chittagong Veterinary and Animal Science University Digital Library	2013	http://library.cvasu.ac.bd:8081/	DSpace

Source: http://roar.eprints.org/, www.opendoar.org Accessed April 07, 2016.

Moreover, some other well known organizations like Khulna University of Engineering and Technology (KUET), BARI Digital Library, National Museum Digital Library, Stamford University Digital Library, Banks and Financial Institutions Divisions (BFID) Digital Library, Ministry of Finance, CIRDAP, Shahjalal University of Science and Technology, Mymensingh Agriculture University, Bangladesh University of Engineering and Technology and Premier University Chittagong have also implemented repository management systems in their respective organizations. But these organizations did not register their information in any repository databases. However, it is very clear that web-based repository management has been gaining importance in Bangladesh.

Discussion and Recommendation

Bangladesh is embracing technological benefits in very quick manner. Anyone can easily see the technological influence in all spare of life. Connection with sub-marine cable enabled Bangladesh to access information super highway globally. Internet access has become easy and reached to individual's doorsteps. Besides, reduction of bandwidth charge by the government and introducing different flexible data packages of different telecom operators are accelerating the use of internet. In 2009, WiMax technology was introduced in the country which is enabling fast, secure and dedicated internet connection for all and is also breaking the barrier of not reaching the unreached (Wahed, 2009). Besides, in October 2002, the Government of the People's Republic of Bangladesh declared the first national policy on ICT known as the 'National ICT Policy 2002' with a vision for "a knowledge based society' (Islam & Alam, 2010). Bangladesh Government also approved Right to Information Act 2009 and Vision 2021:

Digital Bangladesh. Both acts makes provisions for ensuring free flow of information and people's right to information. The freedom of thought, conscience and speech is recognized in the Constitution as a fundamental right and the Right to Information is an alienable part of it (Ministry of Law, Justice and Parliamentary Affairs, 2009). Hence, access to digital information became an essential monopoly for information seekers. Accordingly, web-based education has been gaining popularity all over Bangladesh. Introducing multimedia technology in classroom teaching influenced a lot towards technology based education system in Bangladesh. Bangladesh Government also introduced Bangladesh National Web Portal containing around 25,000 websites of offices of ministries, departments, directorates, divisions, districts, upazilas and also union parishad to reduce the digital divide between different classes of peoples. All of these initiatives inspire higher education institution to provide web-based services in terms of teaching and learning.

With this view, it is observed that almost every higher education institutions in Bangladesh introduced their web portal for web-based communication including web-based content delivery system and many more. Implementation of IR system is meant of ensuring web-based access and management of digital content of that particular institution. At present although some organizations are providing web-based IR system, a lot of other similar organizations are out of the practice. Besides, it is observed that all the institution do not follow same standard in terms of policy and management system. In addition, we see different types of barriers including administrative complexity, inadequate financial support, lack of technical manpower, inappropriate infrastructural facilities hinders the growth of web-based knowledge management systems. In this regards, the study propose to initiate a national repository platform for Bangladesh namely National Digital Repository System (NDRS).

The proposed NDRS will be a multi-institutional centralized full-text database platform to collect, preserves, promote and disseminate a nation's cultural heritage, intellectual output and creative commons for promoting education and research. It is also meant to reinforce the national imperatives of fostering national identity and social cohesion. If all the research organization come under a unique platform and provide their research output to the proposed NDRS, all sorts of people will be able to access and use them which will save users' time, money and energy and will prevent duplication of work.

Besides, the NDRS may contribute in the following ways:

- An online repository with international visibility of research result originating from Bangladesh and open access to scientific literature will increase h-index of a scientist or scholar.
- A stronger repository community within research organizations will enhance the level of engagement of all stakeholders.
- Will provide the users to view the aggregated research output to all fields, groups or country.
- Collaborative provision and the shared use of expertise and experience will increase productivity in terms of preservation and distribution of research result.
- Will allow students, faculty members and researchers to search, browse and download full text report free of cost in a single platform.
- Will stimulate increase rates of researchers participation in contributing NDRS.
- Indexed by leading online search engines viz. Google and Google Scholar will increase visibility and usability of local research results.

Conclusion

Web-based open access repository may serve as an essential tool for end-users especially patrons of higher education institutions to find their required information for ensuring quality of education. Besides, an open access repository platform may help policy makers and analysts, academicians, researchers,

training institutions and government and non-government organizations to know which research is already done in his/her research topic, where to get the output or whom to contact for related information. Users will be able to search, browse and download full text report free of cost. Moreover, by collaboration with leading online search engines Web-based NDRS will increase the international visibility of research output originating from Bangladesh. It will also reflect the aggregated research output to all fields, groups or country. A Web-based National Digital Repository System for research organizations in Bangladesh will act as a national focal point for educationist, scholarly as well as individual learners which will foster research and development activities in Bangladesh. Besides, a central repository platform may ensure standard system for IR practicing organizations in Bangladesh. A unique platform may serve as a national portal for intellectual community.

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Papers on the Theme

Pedagogy and Policy

The Necessity of Promoting Science Education for Policy Makers to Ensure Sustainable Development in Bangladesh

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As civilization progresses, the contributions of science and technology to economic development are truly incredible. After World War II, investment policies on science and technology, social welfare and national security were the foundations of tremendous economic growth in different countries all over the world. Moreover, heavy investments on science and education accelerated economic growth in all developed countries. Without proper investments in science and technology, Bangladesh–having insufficient natural resources and over 160 million people–cannot establish a high income economy, and may not even keep pace with neighboring countries like India. For promoting development in every sector of Bangladesh, science based education and research can be the alternative to traditional agriculture and low skilled and low paying employment in the garment industry. Bangladesh also suffers from general science illiteracy and in the broader sense, it has not promoted science based education policies. According to the United States National Center for Education Standards (1996), "Scientific literacy is the knowledge and understanding of scientific concepts and processes required for personal decision making, participation in civic and cultural affairs, and economic productivity." Science literacy and reason based rational analysis lead to organized, systematic processing of information and inspire us to learn and solve problems we face today and we are going to face tomorrow. Policy makers (decision makers of a country who decide what is relevant) can play a vital role by taking policy decisions for overall development (social, political, cultural) in a scientific way. However, policy studies are more inclined toward Social Science (focus on behavior, attitudes, communities, institutions and so on). Unfortunately, policy makers of Bangladesh are sometimes unable to understand the fundamental needs of science education for sustainable development goals. Political leaders are obliged to give reasons for their policy choices in a democratic society like Bangladesh (policy makers offer reasons for their policy choice by addressing its goals and consequences). Social Science helps them in terms of rhetoric and communication skills. But it is not sufficient for tackling many problems, for instance, unplanned industrialization, global warming, atmospheric pollution, environmental degradation, species loss and so on. This requires more understanding of Science than Social Science. It is fairly obvious that evidence based research, policies, investigations and assumptions are more accurate rational, systematic and sustainable. It is true that as a developing country, there are many obstacles to implementing science education in a broad scale (lack of infrastructures, lack of qualified science teachers, inadequate laboratories and financial capabilities) along with policy maker's unwillingness for sake of political interest. Sometimes they are more inclined to look at party interests rather than public interests. Science based policy is rational (separate from political interests) and it can ensure the reflection of public interests where politics may be emotional, dirty, messy, chaotic and biased. It is important for policy makers to know and understand this. After getting enough evidence based knowledge and, at the same time, trying to reduce constraints of politics, decision

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makers can make better reason-based policies for better sustainable, enlightened, progressive future by using accurate, rational, and systematic knowledge.

Keywords: *Science education, policy makers, sustainable development, politics, and education policy.*

Introduction

Education can broaden opportunities for political, economic, social, environmental and cultural development. The purpose of education and its positive impact toward development–especially sustainable development–is well recognized. To achieve sustainable development, Bangladesh made a commitment to fulfilling all the sustainable development goals (SDGs) set forth by UNDP (UNDP, 2015). Bangladesh is committed fulfilling its target within 2030. It is almost a Herculean task to keep this promise as Bangladesh is an economically and politically vulnerable country with huge population. Bangladesh may need to find creative ways towards development and may need to modify current policies.

A common concern of among all cognizant citizens of Bangladesh is how we can achieve sustainable development goals within the given time frame using limited resources. One of the major solutions to attaining the desired goal could be "science" and "evidence-based policy." Science would be the more convenient platform to ascend the ladder of sustainable development because it is rational, systematic, and processed information that can help us to learn and solve problems which we face today and will face in future.

In this article I have tried to focus on the importance of science towards sustainable development, and basic understanding of science for policy makers to keep pace with global development as well as future development in Bangladesh. In my analysis, firstly I have tried to recognize challenges and barriers towards science education and then I have made some recommendations.

Science Education for Sustainable Development in Bangladesh

Sustainable development can be defined as "Development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (Brundtland Commission, 1987). It stands on three pillars namely, economic, social, and environmental. At the aspect of economic development–sustainable economic development can be achieved through developing country's economic status, increasing industrialization and infrastructural development in both urban and rural areas. Whereas, social development is achieved by improving education and health, controlling population growth rate, and eradicating gender discrimination. Sustainable development also requires the protection of the environment. By increasing forests and biodiversity, adopting environmental friendly policies to prevent ecological degradation, obeying international environmental rules and regulations, and building adequate waste and hazardous chemicals management systems, Bangladesh can strengthen sustainable development.

The 70th United Nation General Assembly started on 25-27 September, 2015 in New York, USA. It was a remarkable moment in human history as it declared sustainable development initiative along with 17 goals and 169 targets. It was declared that for the next 15 years, "This agenda is a plan of action for people, planet and prosperity. It also seeks to strengthen universal peace in large freedom" (as cited in Nath.K.D, 2015). According to Helen Clark (2015), "World leaders have an unprecedented opportunity this year to shift the world onto a path of inclusive, sustainable and resilient development". The new

worldwide goals for sustainable development were adopted for the next 15 years till 2030 to end poverty, fight inequality and justice, and tackle climate change (UNDP, 2015). The 17 goals are as follows:

Goal 1: End poverty in all its forms everywhere.
Goal 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture.
Goal 3: Ensure healthy lives and promote well-being for all at all ages.
Goal 4: Ensure inclusive and quality education for all and promote lifelong learning.
Goal 5: Achieve gender equality and empower all women and girls.
Goal 6: Ensure access to water and sanitation for all.
Goal 7: Ensure access to affordable, reliable, sustainable and modern energy for all.
Goal 8: Promote inclusive and sustainable economic growth, employment and decent work for all.
Goal 9: Build resilient infrastructure, promote sustainable industrialization and foster innovation.
Goal 10: Reduce inequality within and among countries.
Goal 11: Make cities inclusive, safe, resilient and sustainable.
Goal 12: Ensure sustainable consumption and production patterns.
Goal 13: Take urgent action to combat climate change and its impacts.
Goal 14: Conserve and sustainably use the oceans, seas and marine resources.
Goal 15: Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss.
Goal 16: Promote justice, peaceful and inclusive societies.
Goal 17: Revitalize the global partnership for sustainable development.

Every goal is significant and challenging for Bangladesh to accomplish within 2030 for various political, economic, and geographical reasons. The key priority areas for Bangladesh are 'agriculture, water, food security, energy, climate change, disaster risk reduction and disaster management, and biodiversity' (Bangladesh Government, 2012, p,8). All these priority areas along with poverty elimination, access to clean water and sanitation, gender equality, safe and sustainable cities, and peaceful societies (Haque. N, 2015) are extremely challenging for a geographically disaster prone county like Bangladesh. Impediments of development for Bangladesh are as:

In social context, sustainable development indicators are population, health, education, and gender. By definition, development is not limited only economic growth, it has many non- economic factors and it is said that 'economic development is human development' (Islam F.M, 2007, p, 37). It is fair to say that Bangladesh suffers various forms of challenges towards social development. Bangladesh is a densely populated country. Although its population growth rate (currently, 1.6%) is decreasing day by day, it remains a great challenge for Bangladesh to control population pressure. The present population of Bangladesh is almost 160 million and it's a major concern of Bangladesh towards development. Due to huge population and among most of them (dependency ratios: 52.2% overall, among them youth dependency ratio is 44.9% and elderly dependency ratio is 7.3%, Index: 2014) are unproductive. They are far removed from development activities; as a result Bangladesh suffers slower progress toward economic and social development. With a vast population burden, Bangladesh faces various problems with regard to nutrition, health, increasing malnutrition, decreasing forests, land degradation, and many other environmental problems. Another social indicator is gender, and it is also a great challenge for Bangladesh to reach gender equality in all economic, social and environmental contexts. Although the government has taken various affirmative policies for women towards women empowerment, marriage, dowry and education, still a large number of women are deprived quality education and suffer domestic violence such as acid throwing, dowry crime, and psychological and physical torture as well as economic insecurity. Discrimination towards women increases poverty and poverty constrains freedom of speech

and thinking. Having all these constraints, it is not an easy task for Bangladesh to effectively realize sustainable development goals towards gender equality in all contexts.

In the context of economy, sustainable development is not possible without an inclusive economic growth. Economic aspects of development can be measured on 'GDP as it is a good indicator of the level of production' (Islam F.M, 2007, p, 39) and standard of living, FDI, RMG, ICT acceleration, and poverty alleviation strategies. Economic development is the pre-condition to accomplish sustainable development goals toward priority areas namely, agriculture, water security, food security, sustainable cities, transportation, and infrastructural development (Bangladesh Government, 2012, P.8). Energy is another indicator for development but Bangladesh suffers many challenges towards electricity production capacity extension and various economic investment policies with regard energy. Heavy investment policies, expansion of science research, expansion of energy production, and international cooperation are needed to reach sustainable economic development in Bangladesh.

In the context of environmental development, Bangladesh is a geographically disaster prone country having 160 million people along with insufficient and limited natural resources along probable devastating consequences of future climate change. Bangladesh faced with inadequacies in various areas such as making insufficient laws or non-implementations of laws for protecting forests and ecological balance, limited knowledge about hazardous chemicals and waste management and deficient information about global warming issues. Bangladesh–without having adequate knowledge , policies, and laws toward environment for present and future–can never achieve sustainable development goals in the stipulated time frame and also risks dangerous environmental consequences for example, river erosion, soil degradation, chemical contamination problems, water pollution, sound and air pollution. All these conditions are responsible for environmental hazards in Bangladesh as well as planet Earth.

To overcome the constraints and challenges discussed above, Bangladesh should take proper initiatives to achieve desired goals. So, what will happen in the future and what will be the possible solutions towards development challenges for Bangladesh? The solutions must be the priority based urgent policies which should include science and technology based education for all. The contribution of science education in the context of sustainable development and its various applications towards in the context on sustainable development technologies are well recognized. Science and technology based knowledge is at the center of progress and it is always essential for development. Scientific knowledge generates many new opportunities for window of development (Perth declaration, 2007; Rahman.M, 2014; World Bank, 2003). Bangladesh needs to cope up with neighboring countries as well as globally in the context of development. It is high time we take visionary policies, investment heavily on science and technology and give special attention to promoting knowledge based society which is always a positive for every development domain. Enormous gap between theoretical and practical knowledge of science, lack of capacity building, and unwillingness of policy implementation means that Bangladesh is missing out on remarkable opportunities that science and technology can bring.

Science and technology can fight to alleviate the poverty, flourish economic growth and lessen the looming disaster of climate change. It is common phenomenon that the investment policies towards science between developed and developing countries vary from widely. Generally, developed countries such as USA, Canada, and Japan ensure heavy investment towards science and technologies and thereby they accelerate the process of human development and finally human resources foster economic, social, and cultural development. By observing the investment policies of developed countries, it might be easy to understand that science based knowledge can hasten development. Therefore, it is equally applicable in the context of Bangladesh to foster its sustainable development. Promoting science education for all

and getting practical knowledge Bangladesh can achieve success on priority areas. According to the Rio +20 (Bangladesh Government, 2012, p, 8), "The key priorities for Bangladesh for sustainable development are agriculture and food security, water, energy, climate change and disaster risk management." Bangladesh is a traditional agriculture based economy country and it may not very common to use scientifically advanced tools that can increase agricultural production. Introducing advance technologies towards traditional agriculture can increase production and decrease food scarcity. Every year arable land is being lost because of various natural disasters–flood, river erosion, cyclone, and drought. By using innovations and benediction of science and technology, Bangladesh can prevent the harmful consequences of natural disasters such as drought, saline water intrusion, extreme temperature (World Bank, 2003). Science and technology based knowledge can promote public awareness and help with building capacity for meeting future challenges towards environmental issues such as environmental degradation, inadequate fresh water, greenhouse gas effect, ground water paucity, and saline water presence.

Lack of advanced medical instruments and skilled physicians, Bangladesh has been facing difficulties in case of diagnosis of fatal diseases such cancer, HIV/AIDS, cardiac, and neurological disorder. Creating access to science and technologies, Bangladesh can improve its position on health, standard living opportunities and other public health related issues, at the same time; it can handle future challenges such as HIV/ AIDS, Zica virus, malaria, and water borne diseases.

Energy on the other hand, termed one of the main keys to development (Gates. B., 2016), is another challenge for Bangladesh. Expansion of energy (electricity) can widen new scopes of development for citizens; unfortunately many areas of Bangladesh remain outside of the electricity grid and those inside the supply network suffer from frequent outages. Science and technology based investment is necessary for promoting energy access for all. Energy is a pre-requisite of economic growth and development.

Many positive steps can be taken with regard to tackling all of these challenges. Among them science-based policies and knowledge can be the supportive gears of sustainable development for Bangladesh. 'Development is a multi-dimensional concept' (Islam F.M, 2007 p, 37) and sustainable development is very close to three pillars namely, social, economic, and environmental. Bangladesh has been committed to achieving its promises towards sustainable development by 2030. Bangladesh has already kept its promises toward eight millennium development goals (MDGs) by achieving success with regard to maternity health issues, child mortality rate reduction, prevention of many diseases, and universal education declaration. Bangladesh has been trying to achieve another four goals and made significant progress towards gender equity, poverty reduction, climate change, and developing universal cooperation for overall development in Bangladesh (Haque. N, 2015). With success towards the eight millennium development goals, Bangladesh may be more confident attaining the 2030 sustainable development goals within required time frame. Nonetheless, many people from different parts of Bangladesh suffer extreme poverty and hunger, malnutrition, education discrimination, and gender discrimination in both urban and rural areas. For sustainable progress, Bangladesh would have to take adequate, rational and evidence-based policies and also needs international cooperation and support.

To ensure sustainable development, Bangladesh needs to take urgent and priority based policies especially science based education and take rational and systematic approach to rendering education. The concept of science education for all citizens never got a vigorous attention before The Perth Declaration on science and technology education of 2007. Three important aspects are discussed specifically, first one is traditional role of science in schooling; second one is sustainable technological

development as well as scientifically informed citizens; and the last one is science education and application of digital technologies. (Fensham. J. P., 2008).

Science and knowledge based professionals can play important roles in economic development if they are able to correctly identify the problems that can be barrier for development. Professionals who are knowledgeable about the methods of science are likely to make better policies or decisions that are more environmentally friendly and sustainable compared compare to professionals who have no knowledge about science. Without adequate scientific knowledge, public sometimes feel confused about the applications of science and technology and it benefits and policy implications. According to the UNESCO (2008, p-4), "without the support and understanding of citizens, technological development can all too easily serve short term and sectional interests. The larger term progress of the whole society is overlooked, citizens will be confused about what should, and what should not be supported … and the environment will continue to be destroyed rather than sustained."

It is high time Bangladesh start making relevant policies towards sustainable development now. What are the more urgent and relevant policies? The answer can be the science and technology based policies and science education for all, especially for policy makers of Bangladesh. Knowledge based society can play a very important role for all development domain. UNESCO (2008, p-5) stated, "Schooling is now being challenged to contribute to the development in students of an active repertoire of generic and subject-based competencies. This contrasts very strongly with existing priorities, in subjects like sciences that have seen the size of a student's a store of established knowledge as the key measure of success. Science and technology education needs to be a key component in developing these competencies."

Promoting Science Education for Policy Makers in Bangladesh

There is a common belief among people all over the world about science education and that is: science classes are not for all; it is for elite students (Aikenhead, 2005). Elite students mean students who are very clear in understanding or want to become scientists or science professionals (Aikenhead, 2005; Driver, 1996; Fensham, 1992). This was stated with regard to Western countries, but it is almost the same in Bangladesh (Nath. K. D, 2015). Unfortunately, the number of science student's enrollment in secondary school certificate level has decreased alarmingly in the past 10 years (Nath. K. D, 2015; USS, n.d.). Science education quality is not good, students feel as it is a foreign culture (Aikehead, 2005) and science curriculum is more difficult and expensive (UNESCO, 2008; Nath.K.D, 2015). Quality education is a rising demand but Bangladesh has no adequate policies yet. It has stumbled for various reasons such as weak curriculum, insufficient budget, unskilled science teachers and inadequate facilities for science students, low quality textbooks, lack of laboratories, students and parents' unwillingness, and finally lack of lucrative future career compared to commerce students. Science education for Bangladesh is urgent as it can foster creativity, discoveries and innovation–all of is beneficial for sustainable and environmentally friendly development. Without giving priority for promoting science and technology "Digital Bangladesh" dream will be retain a distant dream (Haque. N, 2015).

Now question is who decides "what is relevant?" (Fensham, as cited in Aikland, 2005) and "Relevant for whom" or "Relevant to what?" (Aikland, 2005). Traditionally, policy makers make policies for a country. Policy makers or decision makers of a country (who decide what is relevant) can play a vital role for development acceleration by taking ideal policies for overall development (social, political, cultural) in a scientific way for a country, although policy studies are more inclined to Social Science. Social science received great attention in Coleman report (the landmark 1966 study on Equality of Educational Opportunity) focused on policy issues such as education, racial disparities and social welfare matters. Social science focuses on behavior, attitudes, communities, institutions and works for society's sake.

Three decades after the Coleman report, evidence based policy making started to receive greater importance compared to social science (Kenneth. P, et al., 2012).

It would not be presumptuous to say that policy makers of Bangladesh are more or less exposed to science based knowledge but it might not be adequate for making science-based policy; rather they are more inclined towards social science. Basic scientific knowledge is necessary to understand and make urgent policy decisions towards ecological balance climate change, environment, energy, and biodiversity. Generally, policy makers are advised by academic researchers, scientists and science education officials (Elves. W M, et al., 2013). But often there is a communication gap between policy makers and science policy analysts as well as the scientific community. As a result, genuine knowledge exchange is not accomplished (ibid, 2013). According to the Matthew Goodwin (2013) (as cited in the Guardian, 2013), "Policy makers and academics are different breeds who speak different languages." By promoting scientific literacy and knowledge for policy makers, we can reduce the communication and understanding gap between scientists and policy makers in Bangladesh and can better enjoy the benefits of science towards human welfare.

Scientific knowledge is necessary for policy makers who value reason based policies. Policy makers sometimes may not favor certain policies even though those policies are good for development because of political interest and party pressure. There is a great distinction between science and politics. How science can be separated from politics is summarized by Deborah Stone (2001, p. 376; as cited in Kenneth. P, 2012). "Inspired by a vague sense that reason is clean and politics is dirty, Americans yearn to replace politics with rational decision making." Contemporary writings about politics, even those by political scientists, characterize it as "chaotic," "the ultimate maze," or "organized anarchy." Politics is "messy," "unpredictable," an "obstacle course" for policy and a "hostile environment." "Policy is potentially a sphere of rational analysis, objectivity, allegiance to truth, and the pursuit of the wellbeing of society as a whole." On the other hand, "[p]olitics is the sphere of emotion and passion, irrationality, self-interest, shortsightedness, and raw power."

The history of Bangladesh has many times seen policy makers making policies that are politically and ideologically biased irrational policies. For example, after the emergence of Bangladesh on 16th December 1971, student communities, intellectuals, and political leaders urged for universal and secular education system for Bangladesh. But it was destroyed after the assassination of Sheikh Mujibur Rahman, president of Bangladesh. Later, military regimes continued making alliance with Islamic parties. Islamic party's patronized ideology based education (Islamization in education) rather than secular and universal education. (Rahman. M, 2014).

It is high time we remove ideology from policy when it comes to high priority areas like policies for sustainable development in Bangladesh. Evidence based policies can accelerate development as well as ensure a prosperous Bangladesh for future generations that does not suffer from environmental degradation. Having basic scientific knowledge will enhance the policy makers' capacities to enact the most appropriate policy directions and can play a vital role towards sustainable development of Bangladesh.

Concluding Remarks

As a developing country, education for all is still a big challenge for Bangladesh. In this perspective it is difficult to establish and implement sound policy which will ensure science education for all. Moreover, Bangladesh faces various problems: inadequate budget, under-skilled science teachers, limited lab facilities, lack of reliable electricity supply, insufficient infrastructure, unsatisfactory teaching methods,

political turmoil, lack of lucrative career opportunities, and unwillingness of parents and students. To overcome these constraints and to establish sound science based education, we should focus on adequate budget, skill development training, sufficient energy, sound lab facilities, sufficient infrastructure development, political stability, shining future career, building awareness among parents and students, especially ensuring meaningful and deductive teaching methods. Taking rational and science education policy, we can make a prosperous nation. Reason based education will be helpful for promoting sustainable development as well as reducing gender discrimination. As a result, all citizens would be the part of the process for sustainable development.

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Access to Education as 'Rights' and 'Ability': A Case Study of Access to Basic Education in Bangladesh

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Education is a catalyst for human development. Considering this fact access to basic education is made free and compulsory for all citizens in Bangladesh. Government has been taking numerous policy measures and programmatic interventions to enhance the access to education and thus to achieve the target of 100 per cent access to education by 2015. However this study using secondary research method reveals that despite achievements in some areas there are still notable gaps between achievements and targets. This study uses an analytical lens constructed with rights and ability notions of access. It analyses the present scenario of access to education to explore to what extent the education system is providing rights of access to education. At the same time it examines the efficiency of the education system and policies to see the extent to which these system and policies are able to empower the students with ability to enter, sustain and succeed in basic education. The study has found commendable achievement in enrolment and gender disparity. However, from the ability perspective the education system is still not enough inclusive with ethnic and socio-economic disparity. Special measures need to be taken in the area of access to education of children with special needs, access to education of indigenous peoples and more investments in infrastructure.

Keywords: *Access to education, rights and ability, indigenous peoples, ethnic minorities, primary education.*

Introduction

Education is considered as a catalyst for economic and human development worldwide. Concerning this Bangladesh has been encircling its social, economic and political development around education since its independence. Education is the strongest driving force of all developmental activities in Bangladesh which has been reflected on its policy discourse. Free compulsory basic primary education is human right in Bangladesh which certainly posits the state in one hand on duty bearer role, citizens the right claimer on the other. Therefore, access to education in Bangladesh entails the dynamics of entitlement as well as reality check of availability and capability to benefit from the entitlement.

Numerous studies have been conducted in the field of access to education. Studies have been mostly conducted based on the notions of equity, equality of opportunity, universalism and rights. Access to education has been conceptualized from the perspective of equal accessibility to education based on financial affordability (Maile, 2004). It has also been seen from the perspective of equity in access to education based on universalism (Acedo, 2010). Access to education has been researched as full integration of the students into education system (Lewin & Little, 2011). In international and national policy tools and instruments access to education has been conceptualized as universal rights and mechanism for inclusion (UNESCO, 2005). Although there are number of researches on access, very little

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is done on access to education in particular. Moreover, in case of access to education in Bangladesh most of researches are based on rights, equity, equality of opportunity and poverty. Hossain & Zeitlyn (2010) has explored the impact of poverty on enrolment and thus on access to education. Ahmed et al (2007) has done exploratory situation analysis focusing on poverty, gender, disadvantages and policy implications. Among others Rahman (2010) has focused on the dimension exclusion in accessing education and suggested multilingual education for culturally marginalized peoples. Choudhury (2011) has studied the accessibility of disable children from the perspective of inclusion. However theoretically as well as country specific very little research has been done in terms of access to education as 'rights' and 'ability'. Access is mostly seen from the rights perspective. The ability dimension has been mostly overlooked.

The objectives of this study are to explore what policies and legislative provisions are in place to ensure right of access to education, to evaluate the extent to which the education system provides accessibility to the children. In addressing the research topic this study also aims to explore the extent to which various policies and programs empower the children to easily enter into the education, sustain and progress to the next level of education. By doing these this study argues that despite of various policy and programmatic interventions in place there is significant gap between the assigned goals and achieved results in the field of access to basic education in Bangladesh.

This is a secondary research based on secondary data available from the Directorate of Primary Education (DEP) of Bangladesh. It uses data from the Annual Primary School Census 2014 report. The data range is 10 years from 2005 to 2014. This study uses the data to explore the trends, similarity and disparity against the indicators used in the census.

Including this section introduction this paper is structured into 4 separate sections. By setting the scene the introduction addresses the objectives of the research, brief review of significant researches in the field, methodology and outline. Section 2 constructs an analytical framework based on literature review on access and access to education. Section 3 deals with the empirical analysis where it examines the data on various indicators. The section 4 concludes by drawing upon the findings based on analytical framework, policy recommendations and suggestions for future research.

Analytical Framework

Access as rRght and Ability

Access can be defined as the ways through which any form of entitlement can be enjoyed. Access can be conceptualized with particular significance in terms of goods and services. Goods and services are generally offered with the degree of accessibility and availability depending on their nature. Accessibility and availability depend on approaches, actions and organizations (Thynne & Peters, 2014).

Access involves arrangements concerning the easy and ready availability of goods and services. It requires specific action to ensure easy derivation or enjoyment of accessibility to goods and services making them readily available (Thynne & Peters, 2014; Ostrom & Ostrom, 1977).

The broad notion of access consists of two dimensions: 'right' and 'ability'. A right or rights can be defined as the legal, justified, recognized and protected entitlement or claim to anything (Burton, 2007). Ability concerns the actual capacity of an access-seeker to enjoy the rights of access through various means inherent in the system. The combination of rights and ability requires that accessibility to any specific good or service comprise three dimensions: availability to all without any legal or other basis of

discrimination, easy access without any physical barriers, and no economic conditions that limit or deny enjoyment or benefit (Sidoti, 2000; Ribot & Peluso, 2003).

Individuals or groups are accordingly positioned within the access process depending on the power dynamics of social relationships. A range of powers are generally exercised in this access process in the form of 'bundle of powers' within the 'web of powers' where different people, different institutions, different groups hold different dynamics of these powers in terms of deriving benefits from the resources or services (Ribot & Peluso, 2003). Some people or organizations or institutions get the direct control of access to resources. They control this access with the power dynamics irrespective of their legal or illegal entitlement while, there are some people or institutions who gain access and maintain it through those people or institutions that have direct control over access to resources (Ribot & Peluso, 2003). Therefore, the power dynamics related to access determine beneficiary of a particular resource or service depending on individual's ability to exercise power from the 'bundles' and 'webs' of power depending on the social relationships.

Access is a continuous process in terms of deriving benefits effectively from resources using both 'right' and 'ability'. A meaningful access can be conceptualized as gaining access to derive the benefits through a systematic entry interface, controlling the dynamics of benefit deriving process either direct influence or via any individual, organization or group of individuals and maintain that influence over time to get the benefits from the resources or services (Ribot & Peluso, 2003). In this way access becomes a process of 'identifying and mapping' the mechanisms for entry, control and sustain the benefits (Ribot & Peluso, 2003). Maximizing the access in its fullness with smooth entry, balanced control and sustained enjoyment of benefits the access process requires built-in linkage to the legitimate distribution process through political lobby or any linking mechanism (Schaffer & Wen-hsien, 1975).

Access process is generally shaped by various mechanisms which primarily can be divided into two types i.e. 'right-based' and 'structural and relational' (Ribot & Peluso, 2003). In right-based mechanism authoritative entity such as state or agent enjoys greater discretionary power in allocating access. Moreover, in this mechanism the form of 'right' legal provisions determine and shape who *gains, controls* and *maintains* the access (Ribot & Peluso, 2003). The target access-seeker may not have ability to enjoy the right of access acknowledged by the right-based access mechanism. Therefore it needs reciprocal relationship between right and ability. Access can also be shaped by another set of mechanisms i.e. 'structural and relational' mechanism, where 'technology, capital, markets, knowledge, authority, social identities, and social relations' determine and shape the process of gaining, controlling and maintenance of benefits from resource or service (Ribot & Peluso, 2003). Each of these factors influences the relationship between power dynamics and resource or service and shape the mechanism differently. Among them 'access through social identity' might have relevance in exploring how the peoples' shape the access mechanism for fairer distribution depending on gender, ethnicity, religion, status, place of birth and attributes of socially constructed identity dynamics (Ribot & Peluso, 2003). Moreover, it is evident from various studies that the culture shapes the perception of fairness and equality in terms of resource allocation (Hatfield et al, 2011). The access mechanism may create different effects in terms of fairness perception of resource allocation due to its dependency on different social situations (Schaffer & Wen-hsien, 1975). The access mechanism may exclude individuals or groups depending on social and cultural dynamics. In that case a special kind of 'integration' and 'mobilization' can be enacted within the access mechanism to include the excluded (Schaffer & Wen-hsien, 1975). This special access mechanism might be used to enhance the capability of the peoples of a particular group or individual in order to maximize the participation of all in the society by minimising exclusionary practice (Polat, 2010) which enables to achieve fairness and equity leading to 'scope of justice' (Hatfield et al, 2011).

Access 'Right' and 'Ability' in Relation to Education

Education is a fundamental human right which is necessary for the human entity to flourish in its fullness. The Universal Declaration of Human Rights had acknowledged the rights to education for all in 1948. It had stated in its article 26 (1) – '*Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.'* This international declaration had formulated the framework for access to education as inalienable human rights which must be free, easily accessible and non-discriminatory by offering availability of education for all. Ensuring education for all depends on providing easy access to education by creating environment in schools and offering education programs which enable the children learn easily and comfortably (UNESO, 2005).

Access to education can be described as opportunities for entry into educational institutions and programs without any barriers. It also can be seen as the ability to take those opportunities to get into the education institutions and programs. Based on these notions, access concept can be of two types of constructions, i.e. organizational and personal (Hayward *et al.*, 2013). According to overarching MDGs and EFA goals the indicators for access to education are set as the measurements of enrolments, school attainments, dropouts and completion of schooling up to the last grade of the primary schools (Lewin, 2007) and the EFA global monitoring on the status of universal primary education is done based on these access status (UNESCO, 2015). Moreover, access to education does not necessarily constitute only the narrower notion of enrolment but also the sustainability and completion of the education programs successfully (Lewin, 2007). Therefore, access to education can be seen as easy pathways to participate into educational system regardless of organizational or personal barriers such as infrastructure, classroom environment, curriculum, policy & human resource and community barriers (Polat, 2011).

Access to basic education does mean learning and skill development simply beyond enrolment and attendance rate. If the issues of regular attendance, cycle completion of schooling and grades are taken into consideration, then it will result into the actual access scenario with many children out of or in school but 'silently excluded' (Lewin & Little, 2011). Meaningful access to education is not only enrolment and completion of the cycle of basic education, but also enjoying the opportunities to learn through that educational environment and programs and should be benefiting the children equally (Lewin & Little, 2011). Access to education goes beyond enrolment and necessitates the elimination all barriers to get quality education through appropriately developed curriculum which incorporates the material, personal and social elements (Maiztegui-Oñate & Santibáñez-Gruber, 2008).

Access to education can also be seen as the ability of the children to learn and develop their skills from the cycle of basic education and successfully transit to next level of education where this transition indicates that the appropriate access process enables the children to derive the benefits from the system and be empowered for the next level overcoming the 'zones of exclusion' (Lewin & Little, 2011).

The 'integration' and 'inclusion' concepts might be useful to address the issue of 'exclusion from education' from the perspective of equal access (Polat, 2011). During last few decades the access to education literature experienced paradigm shift from integrating the disadvantaged ones into the mainstream to accommodate them through inclusionary measures avoiding the assimilation of differences. In inclusive access to education the process is seen as the way to address the diverse needs of all children from different cultures, communities, socio-economic and physical capabilities through customized contents, approaches, strategies and structures (UNESCO, 2005).

The notions of 'equity' and 'equality' both have shaped the access to education discourse through much contested body of knowledge for last few decades which is mainly grounded on the theory of social justice (Maiztegui-Oñate & Santibáñez-Gruber, 2008). The notion of 'equity' in particular is accommodative to the special needs of disadvantaged groups and communities in regards to ensure justice and redistribution in education (Maiztegui-Oñate & Santibáñez-Gruber, 2008). This notion of equity itself accepts special treatments in education process in the form of 'vertical equity' which addresses the issue of unequal socio-economic and socio-cultural situations and different starting points through affirmative action measures (Maiztegui-Oñate & Santibáñez-Gruber, 2008). The affirmative action measures are necessary in order to eradicate the barriers to access to education such as language and geographical barriers and promote the disadvantaged groups' inclusion into the education system.

Discussion/Empirical Analysis

Policy Commitments: Recognising the 'Right' to Access Education

Education is acknowledged as one of the basic needs for human life and as fundamental human right in the constitution. In article 15 (a) of Part II of the constitution education has been identified as one of the basic necessities of life along with food, clothing, shelter and medical care. The role of the state in fulfilling these basic needs has also been stated as fundamental responsibility. Moreover, the article 17 states 'education' as free and compulsory. It states – '*The State shall adopt effective measures for the purpose of - (a) establishing a uniform, mass-oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law.*' This constitutional framework for educational right explicitly accommodates the notions of 'rights' and 'ability' where state is obliged to ensure the entitlement of citizens as well as create enabling mechanisms to derive the benefits from them. Furthermore, the constitution provides a strong ground for 'equality of opportunity' in article 19 of part II. It embraces 'social justice' as one of the fundamental principles of state policies. It prohibits discrimination on any ground such as religion, race, caste, and sex or birth place. Moreover, it provides scope for making 'special provisions' for emancipation of disadvantaged section of population (Article 28 & 29, Part III).

Reflecting the constitutional obligation and affiliation to international norms and commitments Bangladesh is very active in creating necessary legislative, policy and strategic framework for providing access to education for all. The existing policy instruments have extensively outlined the strategies and mechanisms to provide access to education as claimable right and enhance the capabilities of citizens.

Compulsory Primary Education Act 1990: The Compulsory Primary Education Act was enacted in 1990 to make the primary school attainment for all children mandatory and enforce the liabilities for citizens and state for free and universal basic education which was later on acknowledged by international community in Jomtien, Thiland in the same year (The World Bank, 2008). Aligning with these international commitments and domestic constitutional obligation Bangladesh enacted this act with the aim to undertake administrative and legal initiatives in ensuring education for all children of the country (MPME, 2014).

EFA National Plan of Action I (1991-2000) and II (2003-2015): The first EFA National Plan of Action (1991-2000) was aimed to achieve goals in primary education, non-formal basic education and adult literacy by 2000. However, the targets were not achieved by 2000 and it necessitated the formulation of second EFA National Plan of Action (2003-2015). The EFA National Plan of Action II was formulated with the goals to provide early childhood care and primary education for most vulnerable and disadvantaged children including ethnic minorities. The plan aimed to ensure access, participation and successfully completion of

the courses through appropriate learning programs (World Data on Education 2006). The goals of this plan were aligned with the international commitments of MDGs as well as the Dakar Framework of Action (MPME, 2015). The plan initiated some significant programs in the area of basic education addressing the issue of access and equality (UNESCO, 2006) such as Primary Education Development Program II & III, which are still operational up to 2016 (MPME, 2015).

National Non-Formal Education Policy 2006: National Non-formal Education Policy 2006 has created the ground for access and inclusion to lifelong education opportunities. In order to enhance the policy framework and activity implementation the Non-formal Education Act 2014 was enacted. The law has broadened the scope of activities and strengthened the legal framework for promoting the non-formal education (MPME, 2015). The act explicitly outlined the necessity for inclusion of the children out of school due to disadvantaged situation, ethnic minorities and physically challenged children by providing appropriate access mechanism and opportunity for continuous leaning (GoB, 2014, Part II, Article 6).

National Education Policy 2010: This policy aimed to make the education system more easily available, universal, uniform, well planned, science oriented and pro-people. It stated the necessity and outlined the mechanisms for mainstreaming of all education streams into a uniform stream. Especially the policy outlined necessary directives to ensure the access to education of disadvantaged ones, ethnic minorities by lifting various barriers and initiating learning in mother language in pre-primary education for ethnic minorities. It also acknowledged the need for the development of curriculum in the languages of ethnic minorities' mother language in order to make the access and integration of ethnic minority children smooth and meaningful (MoE, 2010).

Five Year Plans: The continuation of strong commitment for educational development has been reflected in the Sixth Five Year Plan 2011-2015. It aimed to achieve universal primary education for all with 100 per cent enrolment and completion rate by 2015. Complying with National Education Policy and Perspective Plan this policy framework outlined the plan to increase the access to education, participation and completion of at least primary education for ethnic minorities by initiating education in mother tongue, introducing textbooks in languages of ethnic minorities mother tongue and collecting segregated data on ethnic minority children for better analysis of disparity (GED, 2011). The Seventh Five Year Plan 2016-2020 aims to promote economic growth with highly skilled human capital through quality education based on equal, inclusive and quality education. Its focuses are on reducing income inequality, education and skill development. In doing broad based access to education is considered as imperative to economic growth (Sen & Rahman, 2015).

Perspective Plan or Vision 2021: In the development discourse of Bangladesh the initiation of Perspective Plan 2021 has reshaped the pathways of Bangladesh's development. It provides a holistic framework for future development and reflection of political commitments for development within 2021. Especially the plan aims to build an '*informed, knowledge-based, technologically-oriented, gender equitable learning system for all*' which prioritizes the access to equal and quality education of all children irrespective of gender, race, ethnicity, religion, geographical location and socio-economic situation (GED, 2012). This perspective plan is being reflected in all development policies such as National Education Policy and Five Year Plan in order to guide the development stream towards the vision of making Bangladesh one of the middle income countries within 2021, the 50th Anniversary of independence (GED, 2012).

Policy Commitments: Recognising the 'Ability' to Access Education

In order to ensure the enjoyment of the committed rights through various policy instruments the creation of necessary enabling environment is must. It is mentionable here that Bangladesh had committed to

provide basic primary education for free and it was made mandatory by enacting Compulsory Primary Education Act 1990. This commitment as well as other international commitments is being implemented through the active role of Directorate of Primary Education (DPE) under the Ministry of Primary and Mass Education. Various programs have been being implemented to enhance the ability of citizens to get access to education since the adoption of commitments.

Primary Education Development Program: Within the existing development policy framework Bangladesh started first Primary Education Development Program (PEDP I) for the period of 1997-2003 with the contributions from development partners which was focused on 10 specific objectives in the areas of enrolment, completion, quality inputs and monitoring. However, it was found inefficient in institutionalization of achievement and later it was decided to switch to sector wide approach of programming (DPE, 2011). The second Primary Education Development Program (PEDP II) for the period of 2004-2011 was initiated with the focus on quality improvement, institutional capacity building and systematic reform. The program was the first one to be designed with sector wide approach (DPE, 2011). The third Primary Education Development Program (PEDP III) has been being implemented since 2011 for five years. In order to make the education system more inclusive this program has particularly focused on the issue of access to education of indigenous peoples or ethnic minorities. The program has dedicated a sub-component to establish inclusive education for the children of ethnic minorities (DPE, 2011). In order to guide the implementation of the program a framework titled 'Indigenous Peoples Framework' had been formulated which consisted the necessary framework and guidelines to address the indigenous peoples issue which includes ADB's IP safeguards, compliance to national laws and regulations, guideline for social impact assessment and contents and proposed activities under the PEDP III targeted to indigenous peoples (DPE, 2010).

Stipends: Bangladesh has implemented various demand side and supply side innovative programs to incentivise the school attendance and increase the enrolment rate and reduce dropout rates (Ullah & Perumal, 2012). It started its first demand side innovation in the form of food transfer to encourage poor families to send their children to school. Food For Education (FFE) was the first program introduced in 1993 which covered 27 per cent of the country providing 15 kg of wheat or 12kg of rice per beneficiary to 40 per cent enrolled students (DPE, 2013). It continued up to 2002. Another program titled Primary Education Stipend (PES) was introduced for the period of 1990 to 2000 providing BDT 25 per month per beneficiary. Primary Education Stipend Program (PESP) was started in 2002 covering whole country (DPE, 2013) which replaced the previous programs FFE and PES both. This program significantly expanded in 2010 in terms of coverage (DPE, 2013). Moreover, Bangladesh initiated other steps to incentivise the school attendance of poor children such as free text books, new infrastructure development and repair and abolition of school fees (DPE, 2013).

The policy instruments, frameworks and programs discussed above have enhanced the efforts to create enabling environment for students for easy access to quality and lifelong education through various programs and interventions. However, despite of tremendous efforts in achieving the goal of education for all Bangladesh still faces disparities in rural-urban, gender and ethnicity indicators. The gap between the realizations of rights through appropriate channel of ability is still a major factor in achieving the desired goal of education for all. However, the achievements must not be undermined as the overall result is evaluated. The following sub-section analyses the present status of primary education in Bangladesh to explore success and possible discrepancies.

Policy Achievements: Fostering the 'Right' to Access Education

Bangladesh has targeted to achieve 100 per cent in all indicators of access to primary education by 2015 (GED, 2015). In achieving those targets Bangladesh has made remarkable progress in increasing enrolment, completion of schooling cycle and survival rate, reducing dropouts and enhancing education quality in primary and pre-primary level (GED, 2015). Various initiatives and programs such as curriculum development and free distribution of text books, subject-based teacher training through Upazila Resource Centre, stipends for poor students infrastructure and physical facilities for primary education such as construction of schools and repair of old ones, water supply and sanitation facilities for boys and girls, play grounds and access facilities for children with disabilities (MPME, 2014).

Pre-Primary Education: In total 84,710 government, non-government, madrashas and community schools are providing pre-primary education to 308,8460 children all over the country (DPE, 2014). According to Education Watch Pre-school Survey 2013 the enrolment rate for 5 years aged children in pre-primary education program was 52.6 per cent. Moreover, ASPR 2014 revealed that at least 67 per cent children who enter formal primary education are covered with pre-primary education (MPME, 2014).

Enrolment Rate: Currently the primary education profile consists of 19,552979 students out of which 50.7 per cent is girl. Total number of 482,884 teachers is teaching these students in 108,537 schools all over the country (DPE, 2014). In addition to students and institution numbers the Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) indicators reflect the status of access to education. The increasing trend in GER (gross enrolment rate) and NER (net enrolment rate) indicates the progressive achievement of the country.

Table-1

Gross Enrolment Rate (GER) & Net Enrolment Rate (NER) by Year and Gender

	GER (%)			NER (%)		
Year	Boys	Girls	Total	Boys	Girls	Total
2005	91.2	96.2	93.7	84.6	90.1	87.2
2006	92.9	103	97.7	87.6	94.5	90.9
2007	93.4	104.6	98.8	87.8	94.7	91.1
2008	92.8	102.9	97.6	87.9	90.4	90.8
2009	100.1	107.1	103.5	89.1	99.1	93.9
2010	103.2	112.4	107.7	92.2	97.6	94.8
2011	97.5	105.6	101.5	92.7	97.3	94.9
2012	101.3	107.6	104.4	95.4	98.1	96.7
2013	106.8	110.5	108.6	96.2	98.4	97.3
2014	104.6	112.3	108.4	96.6	98.8	97.7

(Source: DPE 2014, p. 50)

Table-1 shows that the GER increased from 93.7 per cent in 2005 to 108.6 per cent in ten years period, whereas the NER increased from 87.2 per cent to 97.7 per cent during the same period. The table also shows that the enrolment rates for girls are continuously increasing in higher rate than that of boys which

indicates the achievement of gender parity in enrolment. The gender parity index for girls is 1.07 in GER and 1.02 in NER in 2014 which indicates that girls are ahead in terms of either indicator of enrolment (DPE, 2014). The data represents a significant improvement in enrolment of children into primary education. However this improvement is still not enough to attain the preset target of 100 per cent by 2015 as there is evidence of disparities in access to education regarding ethnicity, disability, location and socio-economic conditions (CAMPE, 2014).

Intake Rate: In order to have a clearer picture on access to primary education the indicator 'intake rate' is helpful as the GER and NER have limitations of covering entry for overage and underage and repetition (MPME, 2014). The trends of GIR and NIR also demonstrate the increase in access to education during last ten years.

Table-2
Gross Intake Rate and Net Intake Rate by Year and Gender

Year	GIR (%)			NIR (%)		
	Boys	Girls	All	Boys	Girls	All
2005	105.9	111	108.4	93.3	96.1	94.7
2006	104.1	110.7	107.3	93.2	95.3	94.2
2007	104	110.2	107	93.5	95.8	94.6
2008	105.8	112.1	108.8	93.9	96.8	95.3
2009	113.6	116.3	115.1	98.6	99.3	98.9
2010	115.4	118.5	116.9	98.8	99.5	99.1
2011	125.6	126.2	125.9	99.9	99.8	99.9
2012	105	106.7	105.8	95.7	97.1	96.4
2013	111.5	112.6	112	97.5	98.2	97.8
2014	109.1	108.3	108.7	97.6	98.1	97.9

(Source: DPE 2014, p. 25)

In table 2 the GIR has increased from 108.4 per cent in 2005 to 112.0 per cent in 2014. Likewise NIR has also increased from 94.7 per cent in 2005 to 97.9 per cent in 2014. Both the indicators have reached their highest points in 2011 and have dropped in next year. However the trends are upwards the later years. The data also represent significant increase in girls' access to education with the constant higher percentage points for girls throughout the period. Overall the data shows that the access to education has been enhanced significantly during this period.

Enrolment of children with special need: Physical and mental health condition and disability are important barriers to access and progression to successful completion of education (Sabates, Hossain & Lewin, 2010). In order to improve the accessibility for physically challenged students inter-ministerial interventions have been made by establishing school facilities, countrywide integrated programs and establishment of National Centre for Special Education (Choudhury, 2011). Currently total 109,144 students of special need are enrolled out of which 59,966 boys and 49,178 girls (DEP, 2014). The number

of enrolled students is far way bellow than the estimated total number 1.6 million students of special need who are in the primary school going age (Choudhury, 2011).

Policy Achievements: Fostering the 'Ability' to Access Education

The policy frameworks and interventions have empowered the education system to offer accessibility to it. However to what extent the students are benefiting from those interventions and to what extent the education system is accommodative towards the students in providing access to quality education depends on efficiency of the system.

Repetition Rate: The repetition rate indicates the level of internal efficiency of the education system to enable students to progress to next grade.

Table-3

Repetition Rate by Year and Gender in (%)

Gender	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Boys	10.7	11.4	11.8	11.7	12.3	12.8	11.6	7.7	7.3	6.9
Girls	9.6	10.9	11.3	11.4	11.8	12.4	10.6	6.9	6.5	6
All	10.2	11.2	11.6	11.6	12.1	12.6	11	7.3	6.9	6.4

(Source: DPE 2014, p. 65)

Table-3 shows that the average repetition rate has significantly decreased from 10.2 per cent in 2005 to 6.4 per cent in 2014. The table 3 also indicates that the trend reached the highest repetition rate in 2010 at 12.1 per cent just before sharply drop in 2012 to 7.3 per cent. It might have reflected from the initiatives and programs after the adoption of National Education Policy in 2010.

Table-4

Repetition rate in percentage for year 2014

Gender	Grade I	Grade II	Grade III	Grade IV	Grade V	All grade
Boys	7.5	5.7	6.6	10.4	3	6.9
Girls	6.2	3.1	7.3	10.1	2.5	6
All	6.9	4.4	6.9	10.2	2.8	6.4

(Source: DPE 2014, p. 64)

Table 4 shows that repetition rates are significantly high in grade I and grade IV. Although the average repetition rate has decreased the cross grade unequal distribution of repetition rate seems to be risky for the achievement of desired goals. Those students are at 'zone 3' of non-completion of education cycle which makes them risky towards dropout (Sabates, Hossain & Lewin, 2010; MPME, 2014). The table also shows the increased immunity of girls towards repetition with 0.9 point lower rate than that of boys.

Dropout Rate: It represents the inability of students to continue schooling anymore as well as inefficiency of the education system to make the students sustained.

Table-5

Year Wise Dropout Rate in (%)

Year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Dropout Rate (%)	47.2	50.5	50.5	49.3	45.1	39.8	29.7	26.2	21.4	20.9

(Source: DPE 2014, p. 68)

The table 5 shows that the dropout rate has decreased by more than fifty per cent in last ten years. It shows that the dropout rate decreased from 47.2 per cent in 2005 to 20.9 per cent in 2014. However the grade wise drop rates indicate some inconsistency in the trend.

Table-6
Grade Wise Dropout Rate for 2014 in (%)

Sex	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Boys	2	3.5	7.4	9.4	2.4
Girls	0.4	5.7	2.3	6.8	2.2
All	1.2	4.6	4.8	8.1	2.3

(Source: DPE 2014, p. 65)

The table 6 shows that the dropout rate gradually increased from grade I to grade IV. In grade V the rate sharply dropped to 2.3 per cent which was the highest at 8.1 per cent in grade IV. The possible explanation for this sudden drop might be the strict screening in grade IV before the transition to grade V as the schools might be keen to show better performances in public examination at the end of grade V (MPME, 2014). The gradual increase of dropout rates from grade I to grade IV also indicates the inability of the students and inefficiency of education system in any form which forces the students out of the school. Generally health condition, disability, household characteristics and cost of schooling are known factors behind the dropouts. Moreover, student parents' relationship, availability of assistance within household, financial hardship and cultural exclusion play important role in forcing students to dropout (Sabates, Hossain & Lewin, 2010; MPME, 2014). Study also suggests that careful handing is necessary to identifying the precursors of dropout such as absenteeism, overage and grade repetition in order to prevent dropout and schools do have important role to play (Sabates, Hossain & Lewin, 2010; MPME, 2014).

Survival Rate: It indicates the proportion of students who manage to complete the cycle of the grade entered in the first place. It represents students' ability to progress throughout the grade cycle as well as education cycle up to grade V.

Table 7
Year Wise Survival Rate in Percentage

Year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Boys	51.7	47.1	48.9	52.9	57.1	65.9	77	73.5	77.7	77.6
Girls	56.1	53.3	54.9	57	62.2	68.6	82.1	77	83.3	84.4
All	53.9	50.2	51.9	55	59.7	67.3	79.6	75.3	80.5	81

(Source: DPE 2014, p. 69)

Table 7 shows that the survival rate increased from 53.9 per cent in 2005 to 81.0 per cent in 2014. It means that the education system as well as students has achieved significant ability in maintaining the

progression from entry to graduation. Moreover the gap between girls and boys indicates that the girls are more successful in surviving up to last grade of school cycle.

Completion Rate: Finally, the students who reach grade V and complete the education cycle by passing the public examination represent the efficiency of the education system and the ability of students to succeed with appropriate access mechanism and enabling environment throughout the schooling years.

Table-8
Year Wise Completion Rate in Percentage

Year	Number of students participated	Absent	Pass Rate (%)	
			Total	Girls
2009	1979895	156,430	88.84	87.51
2010	2156721	216390	92.34	91.98
2011	2316521	130774	97.3	97.08
2012	2481119	160784	97.35	97.19
2013	2519032	120013	98.58	98.52
2014	2683781	1054821	97.93	98.54

(Source: DPE 2014, p. 72)

Table 8 shows that the pass rate in public examination for grade V has increased from 88.84 per cent in 2009 to 97.93 per cent in 2014. Total number of 26, 83,781 students attended the exam in 2014 and 1,05,4821 were absent. Since the public examination has initiated in 2009 the pass of the examination indicates the completion of the five year school cycle.

Coefficient of Efficiency: It is a synthetic indicator which represents the internal efficiency of an education system. It indicates the capability of the education system in producing graduates. It represents the consequences of repetition and dropouts on the efficiency of the education process in making the primary school students graduated.

Table-9
Year Wise Coefficient of Efficiency

Year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Boys	58	56.6	56.5	57.5	59.1	62.8	67.7	75.6	77.3	77.3
Girls	63.2	61.3	61.1	59.1	62.8	61.8	70.5	79.2	82	82.7
All	60.6	59	58.8	58.3	61	62.3	69.1	77.4	79.7	80

(Source: DPE 2014, p. 70)

Table 9 shows that the ability or in other words efficiency of education system has increased from 60.6 per cent in 2005 to 80 per cent in 2014. The education system also notably more successful in making girl graduates than boys with the indicator of 82.7 per cent whereas the number of boy graduates is lagging behind by 5.4 per cent points.

Infrastructure facilities: Bangladesh has given remarkable efforts in providing necessary infrastructure and facilities to make the access to education easy for children. However the existing status of infrastructure and facilities are no adequate. Only 28 per cent schools meet the student classroom standard of 40. Around 69 per cent schools have facilities for safe water such as functioning tube well. Around 83 per cent of schools have at least one functioning toilet. However the schools with separate functioning toilets for girls are only 64.9 per cent (DPE, 2014). These facts indicate that inadequate classroom facility, water and sanitation facilities are somehow contributing to keep the children out of school or dropout from school due to the inconveniences.

The Special Case of Indigenous Peoples' Access to Education

Bangladesh is quite successful in ensuring the rights and enhancing the ability of children to access to primary education till date. However the education system is still lagging behind in some specific indicators. For instance, the data set used in this analysis do not provide any segregated data on disadvantaged peoples such as ethnic minorities which is an important element to assess the inclusiveness and equality implication of ability part of right to education. It is evident from the questionnaire of the Annual Primary School Census 2014 that the survey collected data on indigenous children or ethnic minority children through the table 1.4 (DPE, 2014). However, the findings have not been reported even though the status of access to education of ethnic minority children is discussed by other researchers with high importance in relation to disparity within the education system. Therefore, this study tries to explore the situation of access to education of ethnic minority children reviewing various studies in the field.

Although the national indicators on access to primary education seem satisfactory, the situation of ethnic minority or indigenous children is not. The ethnic minority or indigenous children are largely lagging behind in education attainment and functional literacy (BBS 2013, p.32). Indigenous populations are largely out of reach in terms of equal access to primary education (Ardt et al, 2005; CAMPE, 2014). A BRAC study in 2005 revealed that 46.4 per cent of ethnic minorities did not have a single year of schooling. The study also shown that only 27.8 per cent ethnic community people have five or more years schooling (Nath, Yasmin & Shahjamal, 2005). The same study also revealed that the literacy rate among ethnic population of age above 7 years was only 42.2 per cent (Nath, Yasmin & Shahjamal, 2005). This scenario gets worse when the data is segregated according to the location i.e. plain land and hill tracts. From a compiled data set it is found that the ethnic minorities from plain land namely Santal, Koch, Mahali, Buno and Rajbongshi had literacy rates of 22, 17, 25, 7 and 14 per cent respectively (AIPP, 2007). The situation of ethnic minorities in CHT is slightly better than that of their plain land counterparts. The estimated literacy rates were Chakma 36.2 per cent, Marma 26.6 per cent, Mro 2.9 per cent and Tripura 18.5 per cent (AIPP, 2007). Overall the literacy situation of indigenous peoples was very low.

It was reported in a daily newspaper the *Daily Prothom Alo* on 1 March 2015 that only 67 per cent children from ethnic minorities are going to school. A Save the Children (2007) study mentioned the enrolment rate for ethnic minority children to be 44.5 per cent (p. 2). In plain land, particularly in north-western part it was found that only 20 per cent students completed a full year of primary schooling in 2004 (Davey & Sarker, 2009). Moreover, this study revealed that the dropout rates were highest in Santal ethnic group at 49 per cent and lowest in Mahalis at 1.44 per cent (Davey & Sarker, 2009). According to a study by Manusher Jonno Foundation in 2012 cited in Alamgir 2015 the average dropout rate in three hill districts was 59 per cent. ADB 2011 reported that around 65 per cent children were leaving school before completing the primary school cycle (p. 20).

In whatever ways these data are analysed it is evident that the enrolment rates for indigenous people are still low comparing to that of national one. The dropout rate is also high enough whereas the national dropout rate is only 20.9 per cent. These low rate of literacy, school attainment and high rate of dropout have been acknowledged by various policy instruments and reports (GED, 2011; CAMPE, 2014). Various policy commitments are also in place to address the issue. National Education Policy, Sixth Five Year Plan and Primary Education Development Program III have explicitly given focus on addressing this issue through multilingual pre-primary and primary education and introduction of textbooks in five languages of ethnic minorities. The PPE is particularly significant for ethnic minorities because a separate project titled Integrated Community Development Project (ICDP) is run in addition to mainstream PPE programs for ethnic minority children which are managed by Chittagong Hill Tracts Development Board (MPME, 2014). However, government's commitment to implement pre-primary education and provide textbooks in mother language of ethnic minorities is pertinent here to this project which is already overdue in 2014 and targeted to be implemented from 2016 (MPME, 2014; Alamgir, 2015). Moreover, government's commitment for involvement in providing first-language-based multilingual education for indigenous peoples is shadowed with inadequate comprehension and ambiguous policy statements (Rahman, 2010). Although there are certain degree of ambiguity in policy narratives and broken promises in case of indigenous peoples issue Bangladesh is aiming for better achievements beyond 2015 by aligning with global sustainable development goals. It is striving to provide inclusive, equitable and lifelong quality education for all by 2030.

Main Findings & Their Significance

This study has analysed available data from the perspective of the 'right' and 'ability' of children to access education in Bangladesh. The synthesized analytical lens has enabled the study to explore achievements, failures and identify the gaps within the access system. The rights dimension has explored the policy and legislative arrangements, instruments for safeguarding the rights and duty bearers' commitments. Complementing this, the 'ability' dimension has explored the empowerment arrangements and obligation. The rights dimension has revealed that to what extent the policies and programs of Bangladesh accommodate the access the right of access to education. Similarly ability has revealed the capability and efficiency of the education system to embrace the students with easy accessibility, affordability and sustainability.

Bangladesh is quite successful in providing access to education. The study has revealed that its achievement against some indicators such as enrolment rate, gender parity, completion rate and survival rate are remarkable. However in terms of quality education it is still lagging behind. Despite of tremendous policy and programmatic efforts Bangladesh is likely not to achieve the goals of 100 per cent access to education by 2015. It is falling behind in the case of making the education system more enabling and inclusiveness for all irrespective of race, gender, geographic location and socio-economic profile. Moreover, through a special focus on indigenous peoples of Bangladesh the study has revealed that the status of indigenous people is far way behind in all indicators of access to education.

The study is significant in contributing to the growing body of knowledge in the area of access to education. Particularly conceptualization of access to education with the rights and ability dimension will deepen the understanding of access literature. Moreover, the empirical findings contribute to the understanding of implications of access to education indicators in Bangladesh in terms of evaluation of effectiveness. It is a substantial addition to the discourse of policy analysis in Bangladesh with handful imperative recommendations based on empirical findings.

Policy Recommendations

Based on the findings this study recommends that several policy initiatives be taken by the government.

First, it is essential to enhance the access of children with special needs is necessary. In order to do that government should appoint teachers with special training to all pre-primary and primary schools of Bangladesh. Infrastructure and facility development, equipment supplies are necessary.

Second, the introduction of multilingual pre-primary education for indigenous children is already overdue. It is necessary to implement multilingual pre-primary and primary education for the indigenous children as soon as possible in order to make the education system accessible and easy for indigenous children.

Third, in order to track the progress and evaluate it is necessary to include segregated data against indicators for indigenous students in every census report. The segregated data and report will be useful to understand the inclusiveness and efficiency of the education system in terms of ethnic disparity.
Fourth, in order to address the efficiency of education system the gradual high dropout rate from grade I to V requires special attention. Particular measures are needed to address the issue of high dropout rate in grade V.

Fifth, Government should investigate the situation of dropout rate deeply to address underlying causes for the high repetition rates in grade I and grade IV. If there is any existing institutional or technical barrier, appropriate policy measure is necessary to eliminate or neutralize that.
Finally, the finding suggests that inadequate infrastructures and facilities are major factors acting as barriers for access to education. Increased investment commitments are needed. If necessary, funding arrangement should be done.

Suggested Lines of Future Research

Considering the limited time, scope and methodology this study has exclusively focused on analysing the achievements and failures from the perspective of rights and ability. The study based on empirical findings suggests further research in the area of access to education of special needs children in Bangladesh, underlying causes of cross grade repetition and dropout rates and access to education of indigenous peoples in Bangladesh. With all the positive and negative notes on the findings this study suggests an additional research questions for future 'Do the conventional indicators of achievement reflect the actual degree of access to education in Bangladesh?'

Concluding Observations

The study has used right and ability nations to examine the access to education which is comparatively new contribution to the literature. Apart from literary significance this study explored important findings which have direct or indirect implications on domestic policy discourse in Bangladesh. It has also urged policy initiatives from the part of government to address the issues of access to education in Bangladesh and make it more inclusive, ability enhancing and easily accessible and available for quality education to all children.

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Papers on the Theme

Education and Library

Value of Libraries to Research, Education and Society: Bangladesh Perspective

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The purpose of this paper is an attempt to describe the value of libraries to research, education and society in Bangladesh, and its objective is to explore the importance of establishing libraries in Bangladesh. Libraries continue to play a crucial role in the development of society providing contents, good knowledge, information on local communities, interests of common people, reading materials, research papers, space, better environment, technological facilities, scholarly communications, institutional repositories and connecting researchers & academics. This paper follows a mixed research approach and collects data from different organizations and receives comments from renowned personalities about value of libraries in Bangladesh. This study investigates how libraries are important to higher educational institutions, research organizations and societies in Bangladesh. It discusses how libraries help researchers, scholars, and societies in order to make a better shape of their working condition in their respective areas. It also focuses on the improved life style of general people in collecting, preserving, and disseminating information by libraries for the greater interest of common people and society in Bangladesh. This study finally shows how communities are benefited from library services.

Keywords: *Library, value, research, education, society, Bangladesh*.

Introduction

Library is an organized collection of print books, print journals, e-resources, online databases, or any other graphic or audio visual materials using ICT tools and technologies with professional staff members for managing, preserving, and disseminating these resources as are required to meet the informational, research, educational, or recreational needs of users and plays a significant role for the development of any developed nation as well as for a developing nation like Bangladesh. Libraries are treated as influential places for education, learning, research and treasure houses of knowledge. These are mainly service-oriented organizations and play a very vital role in the overall social, research and economic

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development of a nation. It is the connecting node in the process of information discovery and ends with delivery the right information to the right user at the right time. In the current information age, it is not possible to keep track of development activities in the absence of a good modern library in the country. Mostafa argued that "The developments of a country depend largely on its research output" (Mostafa & Bandyopadhyay, 2004). Libraries usually have a very important role to play in future development and socio-political, cultural, educational, and intellectual progress of the country (Uddin, 2012)

Literature Review

A careful review of literature reveals that till now no investigations have been carried out to study the value of libraries to research, education, and society based on Bangladesh perspective. On the basis of available literature, it is found that most of the investigated literatures are based on review articles but not related to Bangladesh.

Association of College and Research Libraries (ACRL) in 2010 published a report titled "The value of academic libraries". This report was intended to describe the current state of the research on community college, college, and university library value and suggest focus areas for future research. The report emphasizes library value within the context of overarching institutions. In recognition of this fact, this report includes significant research from other library types: school, public, and special (e.g., corporate, medical, law) libraries (Oakleaf, 2010).

Shaffer (2013) reviewed traditional library services, briefly describes the eScience and publishing landscape as it related to libraries, and explored possible library programs in support of research. Many of the new opportunities required new partnerships, both within the institution and externally (Shaffer, 2013).

Research Libraries UK (RLUK) and the Research Information Network (RIN) in 2010 developed a report titled "The value of libraries for research and researchers". This report presents the findings of a systematic study of the value of the services that libraries in the UK provide to researchers, and of the contributions that libraries from a wide range of institutions make to institutional research performance. The aim was to identify the key characteristics of library provision to support research in successful UK universities and departments (Research Libraries UK & Research Information Network, 2011).

Keyes evaluates techniques for determining the monetary value of special libraries and describes valuation by time-saved methods, relationships to productivity, and cost-benefit analyses (Keyes, 1995).

Portugal (2000) found the difficulty with measuring value that librarians and information processionals provide to an organization resides in the intangible nature of the assets created. As is often stated in the literature, it is easier to measure the cost of a library than measure the profit or benefits they help generate to a company or organisation. However, as Portugal states, the values of other intangibles are constantly measured in a quantitative manner in the corporate world. Intangibles such as copyrights, patents, customer relationships, electronic databases, goodwill, human capital, location and proprietary processes and knowledge, are all concepts that are regularly valued in monetary terms in the business world (Portugal, 2000).

Abdulsalami et al. (2004) examined the role of library in the promotion of knowledge societies in Nigeria. Libraries acquired a great importance in the knowledge society. Libraries which have been variously referred to as the purveyor of information, the custodian of knowledge, and the house of learning plays a

vital role in the development of any society by catering for the information needs of thousands of peoples within a particular community (Abdulsalami, Okezie, & Agbo, 2013).

Nuut (2004) explored that the libraries should pay more attention to the development trends of information society that would enable to adjust their development strategies to social information needs. For that reason it is important to see library as a part of social model of the society and its role in social development plans and strategies and in legislation (Nuut, 2004).

Singh & Nazim (2008) pointed out that Information Technology is currently taking center stage and transformed the whole world into a global village with a global economy, which is increasingly dependent on the creative management and distribution of information. The enormous advantages it has in easing the delivery of information around the world. The authors discussed the impact of information technology and role of libraries in the age of knowledge and information societies (Singh & Nazim, 2008).

Tenopir C et al. (2010) showed that the value of an academic library to its parent institution is difficult, but important, to measure. Many different methods have been used to measure value, including return on investment (ROI), contingent valuation, and other explicit and implicit measures. The authors found that library-provided access to scholarly journals supports faculty productivity and that faculty members value and use electronic resources to support their research, grant and publishing activities (Tenopir, King, Mays, Wu, & Baer, 2010).

Objectives of the Study

The present paper discovers an attempt to briefly describe the core values of different types of libraries for boosting up research, education and community development activities. The specific objectives of this study are:

1. To find out the definition and indicators of library value.
2. To explore the various types of libraries with their role, growth and development in the perspective of Bangladesh.
3. To explain the significance of libraries in education, culture and research.
4. To narrate the changing roles of libraries in the digital age.
5. To share the valuable comments from renowned personalities about value of libraries.

Library: Basic Concept

The word “Library” originates from the Latin term ‘liber’ which means ‘a book’. According to the Oxford Companion to the English Language – “Library is a collection of books, periodicals and/or other materials, primarily written and printed.”

Harrod’s Librarian’s Glossary and Reference Book defines ‘Library’ as (Prytherch, 2000):
(1) A collection of books and other literary material kept for reading, study and consultation.
(2) A place, building, room or rooms set apart for the keeping and use of a collection of books, etc.
(4) A collection of films, photographs and other non-book materials, plastic or metal tapes, disks and programs.

The Whole Library Handbook offers this definition (Heartsill, 1983; Marcum, 2003; Martin, 2003):
"A library is a collection of resources in a variety of formats that is (1) organized by information professionals or other experts who (2) provide convenient physical, digital, bibliographic, or intellectual access and (3) offer targeted services and programs (4) with the mission of educating, informing, or

entertaining a variety of audiences (5) and the goal of stimulating individual learning and advancing society as a whole."

Online Dictionary for Library and Information Science defines library as “From the Latin liber, meaning "book." In Greek and the Romance languages, the corresponding term is bibliotheca. A collection or group of collections of books and/or other print or nonprint materials organized and maintained for use (reading, consultation, study, research, etc.). Institutional libraries, organized to facilitate access by a specific clientele, are staffed by librarians and other personnel trained to provide services to meet user needs” (Reitz, 2016).

So it is well summarized according to Wikipedia, library is a collection of sources of information and similar resources, made accessible to a defined community for reference or borrowing. It provides physical or digital access to material, and may be a physical building or room, or a virtual space, or both. A library's collection can include books, periodicals, newspapers, manuscripts, films, maps, prints, documents, microform, CDs, cassettes, videotapes, DVDs, Blu-ray Discs, e-books, audio books, databases, and other formats (Wikipedia, 2016).

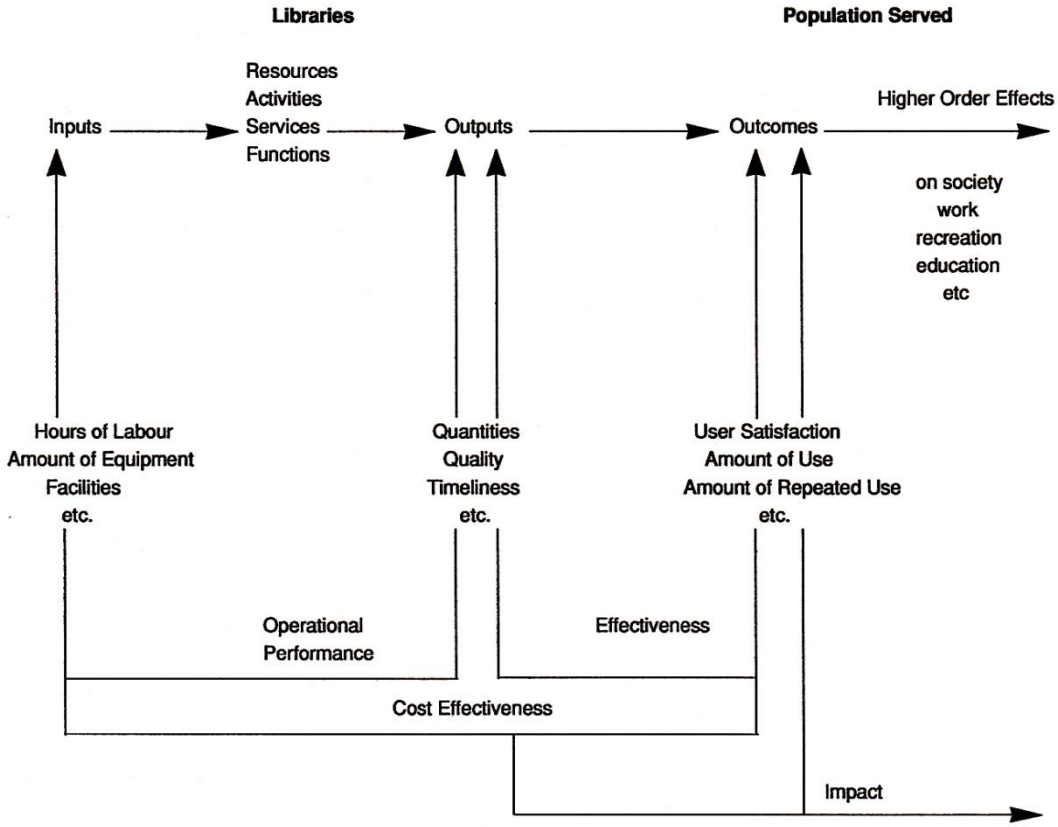
Library Value

Value can be defined in a variety of ways and viewed from numerous perspectives (Zeithaml, 1988), including use, return-on-investment, commodity production, impact, and alternative comparison (Oakleaf, 2010). It is very difficult to define library value in a single statement as it depends on various factors and of course, it varies from library to library. As for example in order to assess the value of a university library the following indicators should be taken into consideration (Yerbury, 1992):

- Infrastructure/ library building
- Plan
- Budget
- Staffing
- Collections or resources
- Facilities and systems
- Preservation
- Patrons/users
- Usage of resources
- Services

Griffiths JM developed the following conceptual framework in which he showed library value from three different perspectives and defined value as a combination of many different variables such as resources, activities, services, functions, quantities, user satisfaction and so on.

Figure-1
Conceptual Framework of Library Value



Source: (Griffiths, 1992)

Library Value from Management part

Higher management of any organization emphasizes library value on the following indicators:

- Users' demand
- Library services have never been stopped
- Library is a growing organism
- Good image of library
- Management values to professional staff members
- Continuous development takes in place for introducing modern IT based library facilities and services

Core Values of Library

It is evident from the below figure (2) that library core values encompass responsiveness to researchers, staff and management that is entirely called accountability. Another important value called 'Behavior'

which includes the indicators as leadership, learning adaptability, ethical behavior, understanding and reporting. The value 'Skills' also covers planning, self management, problem solving and result oriented and finally library value concludes with excellent customer services.

Figure-2

Library Core Values



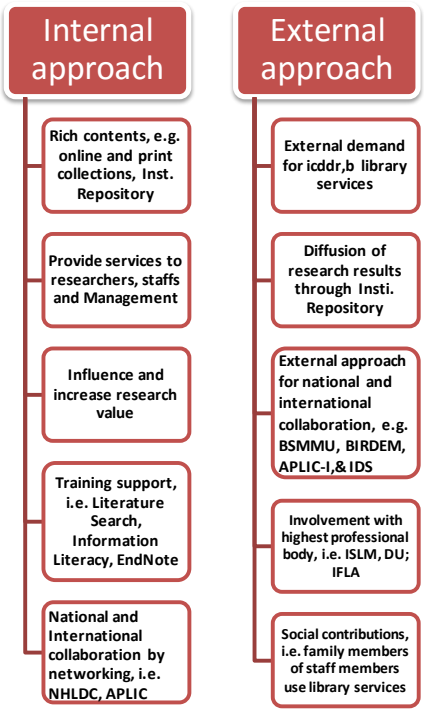
Internal and External Approach of Library Values of ICDDR,B

The figure 3 demonstrates a burning example of library value of icddr,b library. The major impetus behind the icddr,b library value can be attributed to Internal approach and External approach.

Internal approach comprises of Rich contents, e.g. online and print collections, Institutional Repository; Provide services to researchers, staffs and Management; Influence and increase research value; Training support, i.e. Literature Search, Information Literacy, EndNote; and to maintain National and International collaboration by networking, i.e. National Health Library and Documentation Centre (NHLDC), Association for Population/Family Planning Libraries and Information Centers - International (APLIC-I).

Eternal approach is based on External demand for icddr,b library services; Diffusion of research results through Institutional Repository; Maintain national and international collaboration, e.g. Bangabandhu Sheikh Mujib Medical University (BSMMU), Bangladesh Institute of Research and Rehabilitation in Diabetes, Endocrine and Metabolic Disorders (BIRDEM), APLIC-I,& Institute of Development Studies (IDS); Make good relation with the department of Information Science and Library Management of Dhaka and Rajshahi university; and also contribute to society by delivering basic health related information to vulnerable people through Dhaka Hospital.

Figure-3
Internal and External Approach of Library Values of ICDDR,B



Value of Libraries in Bangladesh:

Libraries are treated as gateway of knowledge of higher education and research institutions and play a crucial role for overall socio-economic development in Bangladesh. Almost all the higher educational and research institutions have got their own libraries. It is mandatory for higher educational academies and research organizations to maintain and develop libraries to support their mission and central activities. Universities, colleges, research organizations, and various national and international organizations in the country have their own libraries (Chowdhury & Khan, 2011). There are mainly four types of libraries in Bangladesh:

1. Academic Library
2. Special Library
3. National Library
4. Public Library

Academic Libraries

Academic library is like the heart of an educational institution. Academic library is the library which is attached to academic institutions like schools, colleges and universities. An academic library serves more specifically the students, research scholars, teachers, faculties, and staff of the academic institution.

School Libraries

A school library is a learning laboratory, providing a variety of instructional media, essential for optimum support of the education programme. The function of the school library is to help the students in the process of their self-discovery, to adopt high ideals in life, improve scholastic efficiency through self study and to develop the capacity for critical thinking. The Kudrat-e-Khuda Education Commission of 1974 made the most favorable recommendations for establishing and running libraries in Bangladesh to improve educational quality in the country, and to facilitate the acquisition of knowledge by the public (Chowdhury & Khan, 2011). The Commission recommended libraries for all schools. Unfortunately, the administrative reform commission known as the "Enam Commission" in 1982 cut the position of school librarians. However, as time progressed, the M. Moniruzzaman Miah National Education Commission of 2003 (Munshi, 2005) and Kabir Chowdhury National Education Commission, 2009 again emphasized the importance of libraries at all levels of academia.

College Libraries

College performs an important function in educational process. A college without a library is like a tree with no roots. Thus, the basic function of a college library is to assist its parent body to carry out its programmes. The colleges in Bangladesh are administered and managed both by the government and private bodies. Majority of the colleges are managed privately (Hakim, 2001). There are a total number of colleges (general) in Bangladesh is 3985 (Bangladesh Bureau of Educational Information and Statistics, 2015) up to 2014.

University Libraries

University libraries are essential part of university education and research. The historical development of university libraries has been influenced by the contexts in which the parent organisations operate. The vision, mission and strategies which are selected by universities as a guide for meeting the core functions of teaching, learning, research and providing community service form the foundation on which the role of the university library is based (Wolpert, 1998).

Value of University Libraries

The University Library underpins the critical business of the University in terms of teaching, learning and research, providing excellent access to digital, physical and spatial resources and specialist support. The University Library facilitates the creation of knowledge and the advance of understanding by:

a. Shaping the student experience through the provision of a welcoming environment and a gateway to services and information
b. Supporting teaching and learning by the provision of information and support at any time of the day, in any part of the world, through any device
c. Equipping students with the skills that they need and the confidence to apply them
d. Expanding the e-book collection and developing patron driven services for provision
e. Continuing to engage with students to understand their information and Library needs
f. Strengthening existing partnerships and build new collaborations
g. Monitoring and responding to changes in the external environment e.g. copyright, Open Access, technology, responding where necessary
h. Supporting the university's mission of financial, environmental and social sustainability

The history of the universities in Bangladesh goes back to the establishment of the Dhaka University in 1921. The second university in this region was started in 1953 in Rajshahi. During Pakistan period five universities were established raising the number to 6 in 1970. The University Grants Commission (UGC) of Bangladesh has listed three types of universities in Bangladesh: public - 37 (University Grants Commission

of Bangladesh, 2016c), private - 91 (University Grants Commission of Bangladesh, 2016b), and international - 3 (University Grants Commission of Bangladesh, 2016a), on UGC website. Some public universities, such as the University of Dhaka, Jahangirnagar University, Rajshahi University, Chittagong University, Bangladesh Agricultural University, Bangladesh University of Engineering Technology (BUET), Shah Jalal Science and Technology University, and Khulna University have independent large buildings for their central library.

According to the Wikipedia, a private university is a university that is run with the individual entity. In Bangladesh, the UGC serves as the regulatory body of all the public (government-funded) and private universities of Bangladesh. The Private University Act of 1992 paved the way for vigorous sprouting of private universities (Uddin, 2012).

Table-1

Areas of Library Value and Potential Surrogates

Student Enrollment	• Recruitment of prospective students • Matriculation of admitted students • Recommendation of current students
Student Retention & Graduation	• Fall-to-fall retention • Graduation rates
Student Success	• Internship success • Job placement • Job salaries • Professional/graduate school acceptance • Marketable skills
Student Achievement	• GPA • Professional/educational test scores
Student Learning	• Learning assessments • Faculty judgments
Student Experience, Attitude, & Perception of Quality	• Self-report engagement studies • Senior/alumni studies • Help surveys • Alumni donations
Faculty Research Productivity	• Number of publications, number of patents, value of technology transfer • Tenure/promotion judgments
Faculty Grants	• Number of grant proposals (funded or unfunded) • Value of grants funded
Faculty Teaching	• Integration of library resources and services into course syllabi, websites, lectures, labs, texts, reserve readings, etc. • Faculty/librarian collaborations; cooperative curriculum, assignment, or assessment design
Institutional Reputation & Prestige	• Faculty recruitment • Institutional rankings • Community engagement

Source: (Oakleaf, 2010)

Special Libraries

Special library became popular since the beginning of 20th century. A special library is "one which serves a particular group of people, such as the employees of a firm of government department, or the staff members of a professional or research organization. Such a library deals essentially in information" (Kumar, 1987). Special library may be defined as a library established, supported and administered by a business firm, private corporation, association, government agency or other special interest group or agency to meet the information needs of its members or staff in pursuing the goals of the organization. For example: National Library of Medicine, Libraries of government and non-government organizations like Parliament Library, medical libraries like icddr,b library, etc.

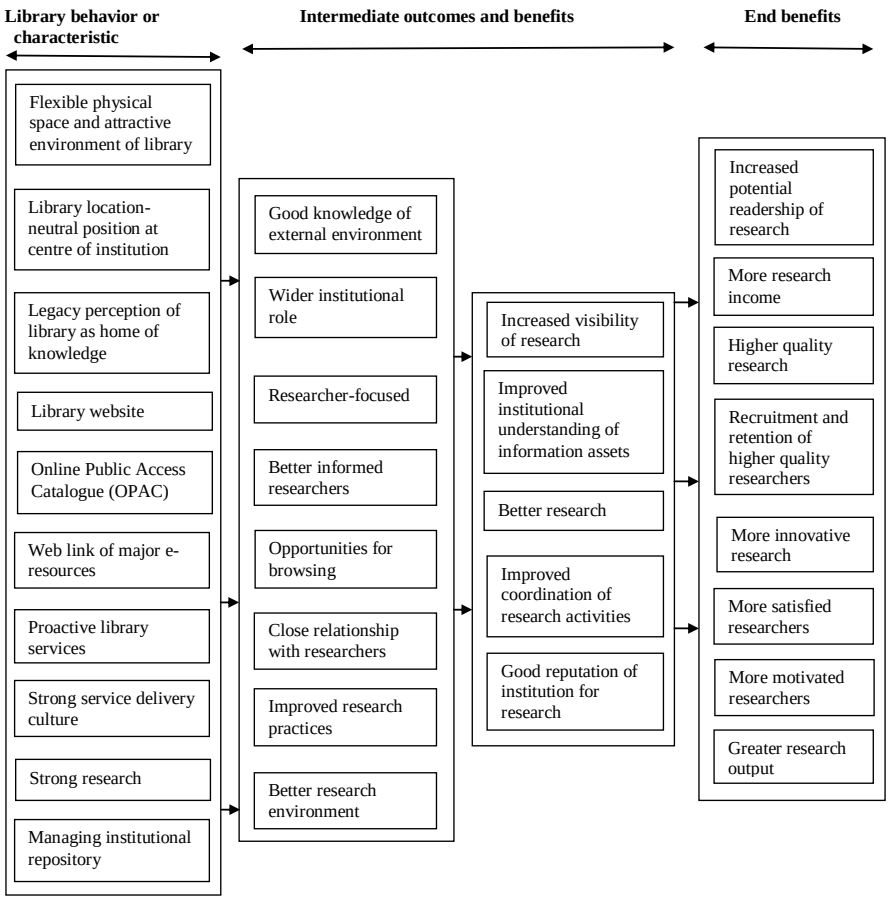
Value of Special Libraries

The core values of special library are highlighted below (Research Libraries UK & Research Information Network, 2011):

a. Good libraries help institutions to recruit and retain top researchers
b. Libraries help researchers win research grants and contracts
c. Libraries promote and exploit new technologies and new models of scholarly communications
d. Repositories increase the visibility of the institution and raise its research profile
e. Outward-facing libraries contribute to institution-wide initiatives
f. Connecting with researchers enhances the value of the library's services and libraries are a physical manifestation of the values of the academy and of scholarship
g. Dedicated spaces provide a better work environment for researchers
h. Easy access to high-quality content is a key foundation for good research

Figure-4

Value of Special Libraries



Source: (Research Libraries UK & Research Information Network, 2011)

A survey of special libraries by BANBEIS in 1990 showed that there are as many as 665 special libraries in Bangladesh (S.M. Mannan & Begum, 2002). Some of these libraries have good collections and provide modern information services. International Centre for Diarrhoeal Diseases Research, Bangladesh (icddrb) library has an immense influence in the country for its up-to date resources on medicine, health, nutrition, demography, and modern services. The icddrb library, in fact, led the library profession of the country in implementing the computerization of libraries in Bangladesh.

Among other important modern special libraries include: libraries of the Bangladesh Institute of Development Studies, Bangladesh Public Administration Training Center, Center of Integrated Rural Development in Asia and Pacific (CIRDAP), Bangladesh Agricultural Research Council, Bangladesh Institute of Research Rehabilitation of Diabetes, Endocrine and Metabolic Disorders (BIRDEM), Bangladesh Bank, Agricultural Information Centre, Bangladesh Atomic Energy Commission, Bangladesh Academy of Rural Development (BARD), Bangladesh Institute of International Strategic Studies (BIISS), Bangladesh Bureau of Educational Information and Statistics (BANBEIS), Bangladesh Council of Scientific and Industrial Research (BCSIR), Bangla Academy, etc.

National Library and National Archives

A National Library is a library specifically established by the government of a country to serve as the pre-eminent repository of information for that country. It acts as the central library of the country. Its mission is to protect national heritage preserved in the form of handwritten, printed, electronic, recorded sound and audiovisual documents. The primary task of the National Library is to acquire, store and permanently archive the intellectual output of Poles, whether the works of citizens, the most important foreign works, or publications related to the country and published abroad.

The National Library of Bangladesh and the National Archives of Bangladesh are run under the administrative control and management of the Directorate of Archives and Libraries, Ministry of Cultural Affairs. The National Library of Bangladesh (NLB) is the legal depository of all new books and other printed materials published in Bangladesh under the copyright law of Bangladesh (Directorate of Archives and Libraries-Government of the People's Republic of Bangladesh, 2016b).

Values of Bangladesh National Library

- To distribute ISBNs to the publishers of the country and publishes the National Bibliography of Bangladesh.
- To buildup the data warehouse with the accumulation of intellectual publications of nation.
- Collecting and preserving the records of the historical importance.
- To increase institutional reformation and ability.
- Implementation of right to information.
- To create new innovation motives for the nation.
- To develop the national collection in order to provide upgraded services to the readers and scholars.
- To compile, publish and distribute the National Bibliography to provide OPAC by building and strengthening capacity.
- To aware, attract and to development the services rendered to the users.

The Government promulgated a National Archives Ordinance in 1983 (Presently National Archives Act 2013) in order to establish National Archives and operate and regulate as per act. The National Archives of

Bangladesh extends research and reference facilities to researchers from within the country and abroad. The research scholars are given all the facilities of research and reference on the materials available in the National Archives (Directorate of Archives and Libraries-Government of the People's Republic of Bangladesh, 2016a).

Public Libraries

Public library is popularly called the cultural centre of a nation. Its role in universal diffusion of knowledge is great. Public library is an institution which provides equal opportunity to every citizen irrespective of age, profession, or religion for acquiring knowledge. Public library service is largely responsible for intellectual and moral advancement of a nation. The public library is often called the 'People's University' (Alvin Johnson) for its universal character. The basic characteristic, which differs public library from others, is that it is freely open to all, irrespective of age, profession, race, sex, color or creed and in it there is free access to any literature required.

UNESCO (1949) defines public libraries as, "those, which serve the population of a community or region free of charge or for a nominal fee. They may serve the general public or special categories of the public such as children, members of the armed forces, hospital patients, prisoners, workers, and employees".

According to the ALA Glossary of Library and Information Science, public library means: “Any library which provides general library services without charge to all residents of a given community, district, or region, supported by public or private funds. The public library makes its basic collections and basic services available to the population of its legal service area without charges to individual users, but may impose charges of uses outside its legal service area, a library accessible to all residents of a given community..." (Heartsill, 1983).

So public library is the most dominant social institution that facilitates the multifarious progress of the society. It is the agency that supports formal education and facilitates the self-education of the masses. It provides information to every citizen of the state promotes cultural activities and provides scope for the healthy utilization of leisure time.

Value of Public Library in Society

Public library and society are inter-linked and inter-dependent. Society without libraries has no significance, and libraries without society have no origin. To serve as a vehicle of social progress, the library plays a vital role:

a. To build a collection of book stock reflecting all the present and potential needs of the community;
b. To provide free access to all its resources free of charge and free from any physical barriers or from interference from political or religious authority;
c. To draw people of all ages and invite them to make the most profitable use of the library for information, recreation and research;
d. To supply to any reader, or group of readers, the books and related material for which they may ask;
e. To satisfy and also promote the desire for books;
f. To afford facilities for research, make the library a center of individual culture;
g. To adopt of a well-balanced public library system based on the ideal of bringing the right book to the right reader at the right time;
h. To assist to extra-mural departments of universities;

i. To organize of cultural exhibitions, lectures, discussion group, symposia of vocational interests, art programs, books weeks etc.

Table-2
Establishment of Government Public Libraries

Decades	Number of Libraries
Before 1960	1
1960-1969	3
1970-1979	0
1980-1989	57
1990-1999	5
2000 and onward	2

Source: (Sarker, 2005)

At present the Department of Public Libraries is composed of with the following 70 public libraries in Bangladesh.

Table-3
Total Number of Public Libraries in Bangladesh

Sl. No.	Name of the library	Nos.
1.	Bangladesh Central Public Library (Now Sufia Kamal National Public Library)	01
2.	Divisional Govt. Public Library	05
3.	District Govt. Public Libraries	58
4.	Upazila Govt. Public Libraries (Dewangonj and Bakshigonj, Jmalpur)	02
5.	Branch Govt. Public Libraries (2 in the Dhaka city),Rajshahi-1 (Sonadighipar), Mymensingh-1 (Bangladesh Agricultural University).	04
	Total=	70

Source: (Majed, Sarker, & Ahammed, 2016)

According to the Directory of non-Government Public libraries published by the National Book Center in 2014 traced the existence of as many as 1024 non-government public libraries in Bangladesh. These libraries are situated in both rural and urban areas of the country.

Changing Value of Library in ICT Based Society

ICT (Information and Communication Technologies) presents an opportunity to provide value - added information services and access to a wide variety of digital based information resources to their clients. Academic libraries are also using modern ICTs to automate their core functions, implement efficient and effective library cooperation and resource sharing networks, implement

management information systems, develop institutional repositories of digital local contents, and digital libraries: and initiate ICT based capacity building programmes for library users.

Since 1995, Internet has become the primary platform for libraries in Bangladesh to build and deliver information resources, services, and instructions. In this digital age, the great advances made by modern science and technology have accelerated information exchange and information distribution. The Internet and Web search engines assist users to obtain large amount of information with great speed. Therefore, modern library user information services have the following features (Uddin, 2013):

- Web-based – current library user services are built on the basis of the Internet and the World Wide Web (WWW).
- On-site/off-site – current library users services cover on-site and offsite user services.
- 24 X 7 – Current library user information resources and services are accessible without any geographic and time limitations.

The most notable modern library services available to researchers may include:

- Online database service
- E-books and E-journals service
- OPAC
- Library 2.0 services (RSS feeds, Wiki, instant messaging, podcast, vodcast, etc.)
- WiFi service
- RFID technology based service
- MyAthens Service
- Virtual Reference service
- Institutional Repository service
- Open access for scholarly publications
- Mobile based service
- E-mail based information retrieval service
- Reference Management service
- Online Information literacy service
- Impact Factor analysis service
- E-learning and information literacy service

Value of Open Access (OA) to Library

The concept of OA movement in Bangladesh is being developed based on reducing the huge pressure of library budget for subscription to journals. A few libraries in Bangladesh subscribe journals for their respective libraries. OA movement in Bangladesh is very slow and rate of progress of OA is very low. Golden route is where the author or author's institution can pay a fee to the publisher at publication time, the publisher thereafter making the material available 'free' at the point of access (the 'gold' route) to journal articles. Green route is where the author can self-archive at the time of submission of the publication (the 'green' route) whether the publication is grey literature (usually internal non-peer-reviewed), a peer-reviewed journal publication, a peer-reviewed conference proceedings paper or a monograph. Institutional repository of icddr,b and Journal of Health, Population and Nutrition (JHPN) can be referred as green route and gold route respectively (Uddin, Koehlmoos, & Hossain, 2014).

Value of Research4Life in Library: Closing the Knowledge Gap and (SDG)

Research4Life is a public-private partnership of the World Health Organization (WHO), Food and Agriculture Organization (FAO), United Nations environment Programme (UNEP), World Intellectual Property Organization (WIPO), Cornell and Yale Universities and the International Association of Scientific, Technical & Medical Publishers. Working together with technology partner Microsoft, the partnership's goal is to help attain six of the UN's eight Millennium Development Goals (MDG) by 2015, reducing the scientific knowledge gap between industrialized countries and the developing world. HINARI (Health Internetwork Access to Research Initiative) programme was initiated and developed by Mr. Kofi Annan, Secretary-General, United Nations, at the UN Millennium Summit in the year 2000. He is the person who took initiative in order to reduce the gap of research information between developed and developing nations. HINARI was launched in January 2002, in order to provide free or low cost online access to the major journals in biomedical and related social sciences to local, not-for-profit institutions in developing countries.

The concept of Research4Life is simple: research in health, agriculture and the environment is better informed when it is based on the most recent, high quality and relevant scientific knowledge. Research4Life applies this, delivering knowledge to the world's poorest countries. Research4Life is empowering universities, colleges, research institutes and government ministries as well as non-governmental agencies and hospitals, with access to scientific knowledge.

Research4Life programme has been categorized into two groups based on three factors, GNI per capita (World Bank figures), United Nations Least Developed Countries (LDCs) List and Human Development Index (HDI). This Research4Life programme is totally free for Bangladesh, since the country is located in developing country. Bangladesh falls in group A. There are more than 300 organizations from Bangladesh have been benefited using Research4Life programme. This programme is considered as a diamond mine of Bangladesh for researchers. At present, this programme will be continued up to 2020 in order to keep pace with the Sustainable Development Goals (SDG) (Uddin, 2013).

Library Consortium and Networking of Bangladesh

Library cooperation, networking and resource sharing are synonymous with cooperation and collaborative activities of library and information centre (S. M. Mannan & Bose, 1998). At present, there are four consortia and networking running in Bangladesh, i.e.

1. Library Consortium of Bangladesh (LiCOB)
2. University Digital Library (UDL)
3. United Nations Information Network (UNIC)
4. Research4Life Network (HINARI, AGORA, OARE, ARDI)

It may be noted that many initiatives were taken to form the library network in Bangladesh by different categories of institutions. Some of these networks are as follows:

- National Agricultural Information System (NAIS)
- Social Science Research Network (SSRN)
- Heath Literature, Library and Information Science Network (HELLIS)
- Development Information Network on South Asia (DEVINSA)
- National Science and Technology Information Policy (NASTIP)
- Bangladesh University Libraries Network (BULN)
- Bangladesh National Scientific and Library Information Network (BANSLINK)

Currently the above mentioned networks are no more in existence due to several constraints (Rahman, Nahar, & Akter, 2006).

Comments

The various comments of renowned persons in the world are given below:

On 17 October 2012 in the national conference of the Library Association of Bangladesh (LAB), Hon'ble Prime Minister Shaikh Hasina said that "Libraries and information professionals play an important role in providing fastest information services to readers in building innovative and knowledge-based society in Bangladesh."

"Library is the heart of the educational institution. Modern library is not only the collection of books, but also it is playing a crucial role for collecting, processing, and disseminating information based on users demands. Information scientists like librarians are doing a great job for creating an information society."

— Nurul Islam Nahid, Honorable Minister, Ministry of Education

"Library services are very much important for creating knowledge-based society in the country. The department of Information Science and Library Management is performing great efforts to upgrade the quality of library services."

— Begum Khaleda Zia, Former Prime Minister of Bangladesh

"In modern society, any nation can't expect development without knowledge practice and proper utilization of information. Using Information and Communication Technologies (ICT), library provides knowledge and information which are treated as the main driving forces of the advancement of the society to all the levels of the society smoothly."

— Professor AAMS Arefin Siddique, Vice-Chancellor, University of Dhaka

"Libraries are more important to the education system then the institutions such as schools, colleges, and universities."

— Nobel Laureate Rabindranath Tagore

Let us be enlightened using library

— Professor Abdullah Abu Sayeed, Bishwa Sahitya Kendra (BSK)

[Note: All the above statements are converted from Bengali to English]

"Libraries allow children to ask questions about the world and find the answers. And the wonderful thing is that once a child learns to use a library, the doors to learning are always open."

— Laura Bush, Former First lady of USA

Conclusion

Library and information services are key actors in providing unhindered access to essential resources for economic, education, research and cultural advance. In doing so, they contribute effectively to the development and maintenance of intellectual freedom, safeguarding democratic and research values and universal civil rights (International Federation of Library Associations and Institutions (International

Federation of Library Associations and Institutions (IFLA), 2003). Libraries in Bangladesh have an important role to play in the development and maintenance of an academic and research based society. They provide the conditions by which people achieve free access to information and knowledge. They provide opportunities to participate actively in the country's further development into a democratic society. The strengths of libraries in developing countries are considered as the most efficient weapon in reducing the gap of digital divide among rich and poor countries. It is well documented that, library is treated as a neglected sector in Bangladesh; the Govt. must take proper initiatives for the overall development of libraries in order to fulfill the goal of "Digital Bangladesh".

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