

**A Study on Curriculum Development and Classroom Practices of out of
School Children Education Program in Dhaka City**

**A thesis is submitted as a partial fulfillment of the requirement for the degree of M.Phil
of Education**

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August,2025

**A Study on Curriculum Development and Classroom Practices of out of
School Children Education Program in Dhaka City**

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Dedication

This report is dedicated to my parents as well as my soul, loving daughter Raisa and son Rafat.

Declaration

I certify that the work presented in this thesis is, to the best of my knowledge and belief, original, except as acknowledged in the text, and that the material has not been submitted, either in whole or in part, for a degree at this or any other university.

I acknowledge that I have read and understood the University's rules, requirements, procedures, and policy relating to my higher degree research award and to my thesis. I certify that I have complied with the rules, requirements, procedures, and policy of the University (as they may be from time to time)

Here, I have described that all are true. Thank you.

Signature.....

Date.....

Acknowledgement

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Moreover, I would like to thank all the author whose literature have been helped me to accomplish the thesis.

Finally, I would like to share my cordial appreciation to those who helped me with great support and inspiration during my thesis work.

.....

Mausumi Razzak Roni

Certification

This is to certify that Mausumi Razzak Roni, Roll: 17-910, Session:2016-2017 has completed a major research paper for Course of M.Phil degree. I consider this paper acceptable for receipt of the M.Phil degree. Title of paper: 'A Study on Curriculum Development and Classroom Practices of out of School Children Education Program in Dhaka City'.

Signature of Supervisor

Date

Abstract

This study focused on exploring Curriculum Development and Classroom Practices of out of School Children Education Program. The specific objectives of the study are followed, first one is to explore curriculum design according to accelerated education principle. Secondly is to find out the existing classroom practices for the students of out of school children education in line with curriculum and third one is to evaluate the teacher's performance that influence the implementation of curriculum in out of school children education program. This study is qualitative in nature. Eighteen teachers, eighteen learning centers and four experts are selected at primary level for this study. Teachers, learning centers and experts has been selected following purposive sampling. In this study, different types of data collection tools have been used. A questionnaire for teacher has been developed to primary level. A descriptive checklist and interview schedule has used to collect data for exploring curriculum development of out of school children education program. An observation schedule has been to collect data about classroom practices as well as an observation checklist has been administered for collecting data about teachers' performance of out of school children program. There are many findings but major findings of the research are mentioned. From the study, it was found that the curriculum was age-appropriate, competency-based but not condensed properly. Literacy and numeracy skills are highlighted on the curriculum. Moreover, learning principles, pedagogy and practice of accelerated education model was integrated throughout the curriculum and teacher training manual. In addition, teaching-learning strategy, assessment strategy, model lesson plan, instruction for daily lesson presentation, accelerated education model syllabus is well-defined in the teachers 'guide. Sometimes, teachers follow Out of School Children (OOSC) Education Program Syllabus properly for classroom practice of previous knowledge assessment, teaching-learning strategy, on-going assessment etc. But some malpractices are observed also.

Acronyms

AE	Accelerated Education
AEP	Accelerated Education Program
ADP	Annual Development Program
AEP	Accelerated Education Principle
ABAL	Ability-Based Accelerated Learning
AEWG	Accelerated Education Working Group
BNFE	Bureau on NonFormal Education
BRAC	Bangladesh Rural Advancement Committee
DAM	Dhaka Ahsania Mission
D.Ped	Directorate of Primary Education
DPE	Directorate of Primary Education
LC	Learning Center
MOPME	Ministry of Primary and Mass Education
NFE	NonFormal Education
NAPE	National Academy for Primary Education
NFPE	NonFormal Primary Education
NGO	Non-Government Organization
NCTB	National Curriculum and Textbook Board
OOSC	Out of School Children
PEDP	Primary Education Development Program
PS	Program Supervisor
PTI	Primary Training Institute
RM	Regional Manager
SCE	Second Chance Education
SCiB	Save the Children in Bangladesh
TG	Teachers' Guide
UPM	Upazila Program Manager

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Chapter-1

Introduction

1.1 Background of the study

The term "curriculum" has diverse meanings to different people. The term can be very inclusive, incorporating everything involved in the planning, teaching, and learning process in an educational institution, or it can be very limited, merely incorporating the outline of a course of study (Tyler, 1975). A curriculum is a “plan or program of all experiences which the learner encounters under the direction of a school” (tanner and tanner, 1995: 158). According to the Gatawa (1990: 8) it is the “totality of the experiences of children for which schools are responsible”. Curriculum development is a most important stage in the educational system of any country. In this regard, Lunenburg (2011) suggested that objectives, content, or subject matter and learning experience are the three major components of the organization of the curriculum. Objectives points towards the main aim, content considers what to teach and learning experiences include both teachers and students. Non-Formal Education (NFE) is a flexible, simple, and accessible educational activity designed to meet the basic learning needs of disadvantaged groups, particularly children and older adults who cannot receive formal education due to dropouts or lack of vocational training (Non-Formal Education Act, 2014) and the target groups of non-formal primary education are different ages (8-14) out of school children like neo-literate, ethnic minorities, unprivileged children, street children, slum children etc.

According to UNESCO Institute for Statistics (2019), Out of school refers to children in primary school who are not enrolled in either primary or secondary education. This includes children from disadvantaged backgrounds like those who work or live on the streets, live in slums, or come from low-income families (Islam, M.R, 2015).2017 report of the Directorate of Primary Education showed that in that particular year, there were about 18.4% of primary school dropouts and about 2% of children who never enrolled. According to those rates, it was calculated that there were approximately 2.8 million out-of-school children in the country between the ages of 8 and 14 (The

Daily Star, 2021). According to United Nations Population Fund (2020) Bangladesh has a total population of 164.7 million people. Compared to rural areas, dropout rates are higher in urban areas. Overpopulation in urban and semi-urban areas is to blame for this (Zaman, 2014). The capital and largest city of Bangladesh is Dhaka, that has a population of 14.4 million (Bangladesh Population, 2021). On the other hand, a sizable portion of out-of-school children live in Dhaka and Chattogram, where about half of out-of-school children in each age group reside (Bangladesh Education Fact Sheets, 2020). For ensuring nonformal primary education, verities education programs are run by Govt. and NGOs in our country. At present, Bangladesh government has run nonformal primary education program for out of school children. This program is known as out of school children education program.

1.2 Statement of the problem

Significant disparities like-different age group, various socio-economic status as well as socio-psychological pattern are visible among out of school children (Shindler, 2010). To enrich this diversified group by same material is very difficult. Mitigating this diversification for making a level playing field effective and qualitative learning is very essential for out of school children. Insufficient training for teacher, imperfect course design, and a lack of monitoring and supervision can impact the quality and effectiveness of non-formal learning (Mridha & Institute of Social Welfare and Research (ISWR), University of Dhaka, Bangladesh, 2021). This research has been tried to find out the curriculum design, current class room practices and teacher's competencies of out of school children education program. It will help the self-development of teachers and students as well as it will help to design the training for teachers who are employed in out of school children education program along with designing of curriculum for out of school children. This will be also added value to another stakeholder. So, the audience of the study are teachers, students, program implementation authority and concern stakeholder.

1.3 Research objectives

1. To explore curriculum design according to accelerated education principle.
2. To find out the existing classroom practices for the students of out of school children education in line with curriculum.
3. To evaluate the teacher's performance that influence the implementation of curriculum in out of school children education program.

1.4 Research question

- A. How the non-formal primary education curriculum is designed for out of school children?
- B. What are the teachers' classroom practices for the students out of school children education in line with curriculum?
- C. To what extent do teachers' performance influence the implementation of curriculum in out of school children education program?

Rational

Purpose of the study is to explore the Curriculum Development and Classroom Practices of out of school children education program in Dhaka City. Promoting student learning, encouraging quality teaching, creating an environment that supports learning, and selecting the right curriculum structure and content are all part of managing for a quality curriculum (Batoool et al., 2021). If the students or target group are out of school children, curriculum development for those children should be considered especially because they face very difficult situation in real life. Vayachuta et al. (2016) describes in the research that Children who are out of school face three main issues: a poor quality of life, a lack of life and social skills, and engaging in dangerous and illegal activities like drug use, sex issues, violence, and gambling. They can resolve these issues with the aid of education. According to another study, education is the cornerstone of children's futures and a process that can save, sustain, and transform lives over the course of a lifetime. It gives kids the comprehension, know-how, and abilities they need to create prosperous futures for themselves and their communities (Machel, 2001; Talbot, 2013). But Formal education is characterized by being highly organized in terms of objectives, timing, and support. It also happens in a definite institution like schools or universities and leads to certificate (Linder, 2011). On the other hand, Nonformal

education is typically implemented outside of educational systems and is semi-structured. It is organized in terms of goals, timing, and support, but it is optional and has no certification as a goal (Linder, 2011). So, for those who have stopped attending school or who have dropped out, non-formal education can be a second chance at education. Here, they can learn some useful skills that they can use as needed in the real world (CAMPE, 2002). Out of school children education (OOSC) program is a nonformal education program for out of school children run by govt. So, it is need to know the curriculum development and classroom practices of out of school children education program in Dhaka City. But adequate current research is unavailable on this issue.

Significance

This study will be helped to develop the current situation of education for out of school children in Dhaka City. The current situation means existing classroom practices, challenges of implementing out of school children education program, teacher's skill that is need to be enriched. This study has been tried to suggest an advance treatment for the betterment of education of out of school children so that quality primary education can be ensured for out of school children through non formal method. It will support the Program implementing organization and concern stakeholder to take further steps for the betterment of the student. So, it can ensure inclusive and equitable quality education for all.

1.5 Definition of the important terms used in the study

Curriculum Development

Researcher defines the curriculum development as Out of School Children (OOSC) education program syllabus development according to accelerated education principles.

Classroom Practices

Researcher defines classroom practices as how teaching-learning process is implemented in the class room.

Nonformal Education

Coombs (1968) and Coombs and Ahmed (1974) defined NFE as an alternative type of education that takes place outside of the conventional classroom setting and is available to both adults and children. Non-formal education is described by researchers as project-based non-formal primary education for children who are not enrolled in formal school or drop out from formal school.

Out of school children

According to UNESCO Institute for Statistics (2019), the number of children not enrolled in primary or secondary education is known as out of school children. Children between the ages of 8 and 14 who are eligible for primary education but do not enroll in it or leave it early are chosen by the researcher to be out of school children.

Accelerated Education Program

Accelerated Education Working Group (AEWG) defines an Accelerated Education Program (AEP) as a flexible, age-appropriate program that encourages access to education in a shorter amount of time for underprivileged groups, older children who are not in school, and young people whose education was cut short or interrupted due to poverty, marginalization, conflict, and crisis. The purpose of AEPs is to give students learning approaches that are appropriate for their level of cognitive maturity and equivalent certified competencies for basic education (*Accelerated Education Working Group: Learning Agenda*, n.d.).

Life skill

WHO defines life skills as the capacity for adaptable and constructive behavior that enables people to successfully handle the demands and difficulties of daily life. Essential life skills include self-awareness, empathy, effective communication, interpersonal relationships, critical thinking, creative thinking, problem solving, and decision making, as well as the ability to manage stress and emotions (Dudhade, 2021). These life skills are representative of socio-emotional learning and conflict resolution. Effective communication, Interpersonal relationship is representative of

interpersonal communication; Critical thinking, Creative thinking, Decision making is representative of independent thinking.

Accelerated practices

Researcher defines accelerated practices as teachers 'classroom practices according to accelerated pedagogy and accelerated Learning principles.

Learner centered Practice

As examples of "best practice" pedagogy, learner-centered education (LCE) and related techniques like activity-based, inquiry-based, and problem-based learning are heavily promoted internationally. Lessons should be interesting to students, encouraging them to learn; an environment and conduct that reflect mutual respect between teachers and learners; learning challenges that build realistically on learners' prior knowledge; authentic dialogue that includes open questions; and curriculum that is pertinent to students' lives and perceived future needs, in a language they can understand or home language preference (*Is Learner-centred Education 'Best Practice'?* n.d.).

Dhaka City

Researcher defines Dhaka City as a geographical area of Dhaka metropolitan city that cover Out of School Children (OOSC) education program.

1.6 Limitation and Delimitation of the study

Sample area

This study does not cover the whole country. If it was possible to choose the Bangladesh as sample area, the research findings would be generalizable for our country.

Sample size

So, the sample is not representative of the population and hence the findings of this study cannot be generalized for the whole population.

Budget

The budget is limited to complete the study. Researcher must bear the overall financial cost for the study. So, it makes financial crisis to conduct the study smoothly.

Research objective

Curriculum development is a vast topic. Researcher has focused on integration of accelerated education principles through this syllabus in this study only.

1.7 Conceptual framework of the study

Conceptual framework has been designed according to literature review based on Accelerated Education Principles-2017, Syllabus of Out of School (OOSC) education program, Teachers 'guide, D.ped Assessment guideline-2015.

1.7.1 Accelerated Education Principles (AEPs)

AEPs focus on learner, teachers, program management and, alignment with Ministry of Education (MOE) and policy frameworks. Ten principles have been made by the accelerated education working group (2017) for the implementation of accelerated education model. AEPs are mentioned below-

Focusing area	Accelerated Education Principles (AEPs)
Learner	Principle 1: AEP is flexible and for over-age learners Principle 2: Curriculum, materials and pedagogy are genuinely accelerated, AE-suitable and use relevant language of instruction Principle 3: AE learning environment is inclusive, safe and learning-ready

Teacher	Principle 4: Teachers are recruited, supervised and remunerated Principle 5: Teachers participate in continuous professional development
Program management	Principle 6: Goals, monitoring and funding align Principle 7: AE center is effectively managed Principle 8: Community is engaged and accountable
Alignment with Ministry of Education (MOE) and policy frameworks	Principle 9: AEP is a legitimate, credible education option that results in learner certification in primary education Principle 10: AEP is aligned with the national education system and relevant humanitarian architecture

Table-1: Accelerated education principles

Curriculum development has been described in the principle number-2. Some strategy has been mentioned for curriculum development in the Accelerated Education Principle (AEP)-2. The strategies are-

- a. Develop and provide condensed, levelled, age-appropriate, competency-based curriculum.
- b. Priorities the acquisition of literacy and numeracy skills as the foundation for learning.
- c. Integrate Accelerated Learning principles, pedagogy and practices throughout the curriculum and teacher training.

- d. Adapt the AEP curriculum, learning materials, language of instruction and teaching methods to suit over-age children and reflect gender sensitive and inclusive education practices.
- e. Integrate psychosocial well-being and life skills' acquisition in the curriculum to address young people's experiences in conflict-affected and fragile contexts. (Who er life skill 21 century er skill)
- f. Ensure AEP timetable allows for adequate time to cover curriculum.
- g. Develop and provide teacher guides.
- h. When funding AE curriculum development, allow sufficient time (1-2 years) and budget, and provide long-term technical expertise.

Researcher has selected seven sub-themes from curriculum development strategy of AEP-2 for finding out the design of curriculum development of out of school children program. The themes are-1. Developing condensed, age-appropriate, competency-based curriculum 2. Prioritizing literacy and numeracy skills 3. Integrating accelerated learning principle, pedagogy, and practices 4. The AEP curriculum suits over-age children and reflect gender sensitive and inclusive education practices, 5. Integrating psychological wellbeing and life skills, 6. Ensuring AEP timetable, 7. Developing teacher's guide;

1.7.2 Syllabus of Out of School (OOSC) education program

Following the Primary Education Curriculum accelerated education model syllabus is produced for OOSC education program. Classroom practice according to Out of School Children education program syllabus is analyzed below.

Lesson and time management

Instruction for conducting lesson is made for every subject of class one to three according to syllabus of accelerated education model and textbook of NCTB. According to instruction for

conducting lesson, class will be held 3 hours in every day, five days in every week and a club day in every week.

Teaching learning method and strategy

Participatory teaching learning method and strategy will be implemented in the class room. The participatory methods are group work, pair work, peer learning, storytelling, role play, project method, self-reading etc.

Club day activities

Club day activities are conducted in accelerated education model for special purposes. These activities help to improve life skill along with the discussion of lesson in the classroom. Besides the teaching learning in the classroom, learners will know reading, writing, drawing in different area, life skill, communication skill, leadership skill, child right etc. by these activities.

Co-curricular activities

The co-curricular activities are celebrating national and international day, cultural program, annual sports, and debate competition.

Evaluation process

Learners are evaluated in several phases in learning center. The types of evaluation are given below-

Base line evaluation-For identifying learning needs

On-going evaluation-To find out the textual status

Monthly evaluation-To find out improvement of the students in academic subject

Course completion evaluation-For detecting improvement of the learners in every academic subject.

1.7.3 Teachers guide of class-2

Classroom practice criteria according to teacher's guide of class-2 (2016) are describe below-

Evaluation previous knowledge

It is mentioned in the teacher's guide (TG) to evaluate previous knowledge first by question-answer and make link with the current lesson.

Use of materials

It is advised to use text book, picture relevant to the text, poster, flash card, chart, scenery, digital materials like audio file, real object like chair, table, balloon etc. as teaching materials in the teacher's guide (TG).

Teaching-learning Process

It is mentioned in the teacher's guide (TG) to use participatory teaching method indirectly. Sometimes, reinforcement, feedback, teacher-student engagement, classroom management strategy has been described in the teaching-learning process indirectly.

So, in this part, teaching-learning process has been described under some themes. The themes are-teaching method, reinforcement, feedback, teacher-student engagement, classroom management strategy. These are described below-

Teaching-learning method

It is advised in the TG to use participatory teaching-learning methods indirectly for lesson presentation. The methods are relevant discussion, demonstration and explanation of picture, group work, pair work, exploration, game like bingo etc.

Reinforcement

It is advised in the TG indirectly to use reinforcement techniques during lesson presentation. The techniques are clapping for encouragement, praising the student's activity and sometimes, asking question for the encouragement of the students.

Feedback

It is advised in the TG indirectly giving feedback of students' activity if necessary, during lesson presentation. It is advised also that sometimes, teacher will help the students if necessary.

Teacher-student engagement

It is advised in the TG indirectly that teacher will ensure spontaneous engagement of the students during explanation of the text book picture and try to make understanding the concept of the lesson clearly.

Classroom management

It is advised in the TG indirectly that teacher will manage group work and give treatment to the weak students of the group. She will Observe group work around classroom and help the students if necessary.

On-going assessment

It is advised in the TG that teacher will assess students' activity by checking writing, questioning etc. However, researcher has identified indicators of classroom practices according to out of school children education program syllabus and teachers guide of class-2. The indicators are – 1. developing lesson plan, 2. evaluation previous knowledge, 3. teaching-learning method, 4. use of instructional materials, 5. on-going assessment, 6. Reinforcement, 7. Feedback, 8. Teacher-student engagement and 9. Classroom management

1.7.4 D.ped Assessment guideline-2015

D.ped. assessment guideline-2015 identifies fifteen area of learning for the measurement of teachers' performance covering three domains of teaching. The domain is -1. professional knowledge and realization, 2. professional practice and 3. professional values and relation. The learning area are mentioned below-

Domain name	Learning area
Professional knowledge and realization	Subject related knowledge, Concept about teaching-learning method, Concept about curriculum, Concept about child, Concept about laws

Professional practice	making lesson plan, expectation, Communication skill, classroom environment and management, use of teaching materials, evaluation
Professional values and relation	commitment to equality, Creative thinking and professional development, participation with local people and cooperation with colleague

Table-2: Domain wise learning area

Researcher select four indicators under professional knowledge from five learning area and six indicators under professional practice from six learning area and three indicators under professional values and relation from four learning area. Researcher select 13 competencies from 13 learning to evaluate teachers 'performance. The learning area are- Subject related knowledge, Concept about teaching-learning method, Concept about curriculum, Concept about child, making lesson plan, expectation, Communication skill, classroom environment and management, use of teaching materials, evaluation, commitment to equality, participation with local people and cooperation with colleague.

Analyzing the Accelerated Education Principles-2017, Syllabus of Out of School (OOSC) education program, Teachers 'guide, D.ped and Assessment guideline-2015, this study emphasizes on some specific factors that affects the research objectives. The following is the framework-

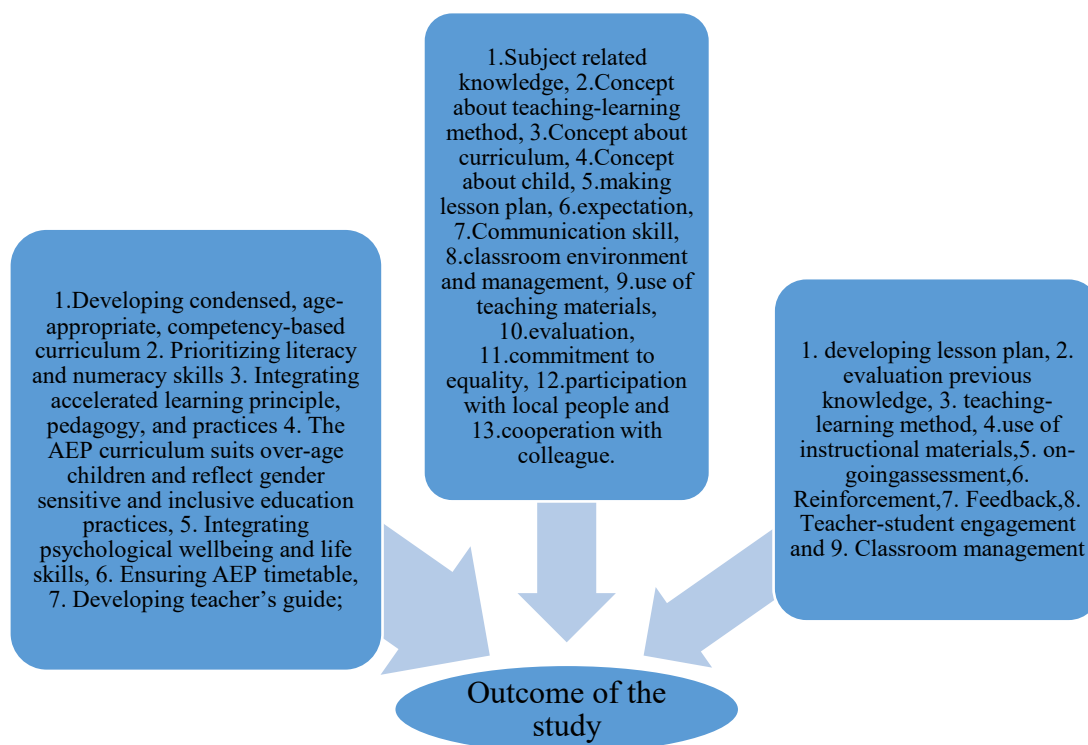


Figure -1: Conceptual frame work

Chapter-2

Literature Review

In this part, different types of literature like journal article, report, statistical data, and website material from professional associations and other documents are reviewed for making theoretical framework of this study. Thematic approach had been followed for literature review.

2.1 Curriculum development

Definition of curriculum development, curriculum materials or component, criteria of curriculum design, different curriculum development model has been described in here.

2.1.1 Definition of curriculum development

According to Jacobs & Gawe (1996: 99) curriculum design is concerned with the arrangement of major components of the curriculum and follows logical steps which guide the development of the curriculum. Taba defines ‘curriculum’ as a document containing a statement of the aims and of the specific objectives; it indicates some selection and organization of content; it either implies or manifests certain patterns of learning and teaching. Because the objective demand or the content organization requires it includes a program of evaluation of the outcomes (Gulzar, 2021). Curriculum design refers to how the components of the curriculum have been arranged in order to facilitate learning (Shiundu & Omulando, 1992). Doll (1992) says that curriculum design is a way of organizing that permits curriculum ideas to function. She also adds that curriculum design refers to the structure or pattern of the organization of the curriculum. So, Curriculum design refers to the structure or organization of the component of curriculum.

2.1.2 Curriculum materials or component

Curriculum materials are often considered an important means in realizing curriculum innovation, because they provide concrete support and suggestions for the enactment of the curriculum in classroom practice (Brown, 2009; Carlson & Anderson, 2002; Carlson, Davis, & Buxton, 2014). Curriculum materials are tools that mediate teachers’ activity in the classroom and can afford, but also constrain, the teacher’s actions (Brown, 2009). The primary function of curriculum materials

is to support teachers in enacting the curriculum. However, it is the teacher who decides how to use the materials (Pieters et al., 2019). The curriculum elements or materials or components that have been identified are: 1. situation analysis 2. aims, goals and objectives 3. Subject matter or learning content 4. teaching and learning activities 5. evaluation procedures (Print 1985: 15; Jacobs & Gawe 1996: 99)

2.1.3 Criteria of curriculum design

Good curriculum meets several criteria. The criteria are-(a) it is designed to provide rich and varied experiences for a wide diversity of students; (b) it is organized and flexible, so that it can be adapted to meet the educational objectives of the organization; (c) it uses appropriate resources to meet the needs and interests of the learners; and (d) it includes appropriate teaching strategies to carry out the identified learning objectives. To meet these criteria, one must address several considerations during the curriculum development process. For this monograph, these considerations are grouped into three distinct stages of curriculum development: preparation, process, and evaluation (Wiles & Bondi., 1989).

2.2 Curriculum development model of Malcolm Skillbeck

Skillbeck (1984) proposed a concept of style curriculum Development In dynamic manner is to analyze the situation which is an important strategy in developing the course, Skillbeck believes that situation is important elements in determining the differences of the course because it cannot predict the occurrence of the future determining the objectives of learning before exploring real situation. Skillbeck have 5 steps of curriculum consist:

Analyze situation

It analyzed the aspects that make changes of Curriculum. There are 2 Aspects that maybe include. These are mentioned below-

External Factors

- (a) Social culture
- (b) Changes of the education system and curriculum
- (c) Change of course content
- (d) Enhancing teachers' latent in teaching and learning

- (e) Using resources in school to develop teaching and learning management

Internal Factors

- (a) Attitudes, abilities, and educational needs of students
- (b) Value of teacher exploitation skill
- (c) Equipment, resources, budget, plans and possibility for organizing school teaching
- (d) Acceptance and recognition of problems arising from the execution of the curriculum
- (e) School expectation

Define objective situation analysis

The objective setting has changed according to the outsides and insides factors that reflecting the reality of existing situations consistent with the direction value as well as the expected outcomes from education management objectives should be written.

Design the teaching learning

The program design must be consistent with the objectives of education management. The documents that related to the courses and that are being taught in various areas are mentioned below-

- a. Basic information of the curriculum will be set in the core curriculum as compulsory subject or an elective course of interest
- b. Grouping and integration of various subject
- c. Grouping of student which may be arranged according to the interest of students
- d. Connection of various subject with goals of the course
- e. Organization of teaching content
- f. Places, resources, equipment, and electrical appliances
- g. Design methods for teaching and learning activities
- h. Assign a working group

- i. Prepare the plan and actions for the operation

Interpret and implement the program

Teachers must have professional awareness that must be monitored, supervised, and evaluated. Generally, he will determine what design and implementation is beneficial. The teacher will closer and know information about the interest, the needs of students that are so good. Practice to develop the course must be suitable.

Evaluate learning and assessment

Assessment is a value decision in learning potential and practice of the learner the practice evaluation. The learner is determined by the learner (Budiarty, 2020).

However, curriculum design has been presented below according to Malcolm Skillbeck-

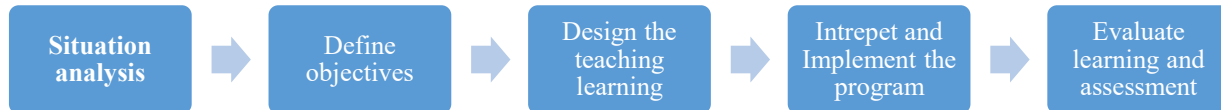


Figure-2: Curriculum design according to Malcolm Skillbeck

2.3 Curriculum development model of John Dewey

Curriculums that center the learner, aim to provide learning through experiences, pursue that the learned information works in everyday life, adopt democracy and learner autonomy as a principle and carry the ideal goal of achieving the desired goal using rational and scientific methods, in accordance with the curriculum model schematically shown in figure (Özkan, 2020)

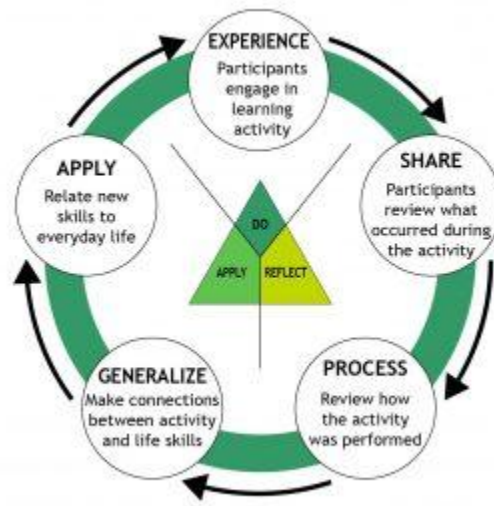


Figure-3: (*John Dewey Curriculum Development Model*, n.d.)

2.4 Curriculum development model of Tyler

In *Basic Principles of Curriculum and Instruction*, Tyler stated his intention to “help the student of education to understand more fully the kinds of problems involved in developing a curriculum and plan of instruction and to acquire some techniques by which these basic problems may be attacked.” (Tyler, 1949:1) He describes learning as taking place through the changed behavior of the student. Nowadays, it could be called a child- or learner-centered approach. Tyler’s classical four principles, or questions, which must be answered for developing a curriculum – questions about educational aims, learning experience leading to the realization of those aims, organization of instruction, and evaluation (ibid.:1) - were the accepted approach to curriculum development for decades (Läänemets & Kalamees-Ruubel, 2013).



Figure-4: (Tyler Curriculum Development Model - Bing, n.d.)

2.5 Curriculum development model of Hilda Taba

Hilda Taba (7 December 1902 – 6 July 1967) was an architect, a curriculum theorist, a curriculum reformer, and a teacher educator. Taba contributed to the theoretical and pedagogical foundation of concept development and critical thinking in social studies curriculum and helped to lay the foundation of education. Her model “Grassroot approach” is modified version of Tyler’s model.

Steps of Hilda Taba model of Curriculum Development

Hilda Taba is the developer of this model of learning. Taba believed that there is a definite logical and sequential order in creating a curriculum. She promotes the “Down-Top model” or Grassroots approach. Taba’s grassroots model has seven steps as listed below, advocating a major role for teachers.

Diagnosis of learners’ needs

The teacher who is also the curriculum designer starts the process by identifying the needs of the students for whom curriculum is to be planned. For example; Majority of students are unable to think critically.

Formulation of objectives

After the teacher has identified the needs of learners that require attention, he or she specifies the objectives by which needs will be fulfilled.

Selection of the content

The objectives selected or created suggest the subject matter or content of the curriculum. Not only objectives and content should match, but also the validity and significance of the chosen content need to be determined. i.e., the relevance and significance of the content.

Organization of the content

A teacher cannot just select content but must organize it in a Particular Sequence taking into consideration the maturity of learners, their academic achievement, and their interests.

Selection of learning experiences

Content must be presented to students and they must be engaged with the content. At this point teacher should choose appropriate instructional methodology that will include the students with the content.

Organization of learning activities

The learning activities be systematized in a sequence depending both on content sequence and learners' characteristics. The teacher needs to keep in mind the students he or she will be teaching.

Evaluation

The curriculum planner i.e., the teacher must fix what objectives have been accomplished. To evaluate the achievement of learning objectives, assessment procedures need to be designed. (Gulzar, 2021)

2.6 Curriculum development model of Wheeler

The Wheeler Model of Curriculum is a cyclical model. Its ideas are in a cyclic form (Tyler's original Ideas). Wheeler's model of curriculum is a spherical model. It consists of the following

1. Experiences
2. Choosing learning
3. Choosing content
4. Organizing and learning (Admin & Admin, 2022).

2.7 Curriculum development model of Nicholls

The Cyclical model of curriculum - Nicholls and Nicholls Nicholls and Nicholls model of curriculum, developed in 1976, has been taken to be more representative of the cyclical approach. The real notion of the cyclical nature of this model is present in this version of the model rather than the Wheeler version. The Nicholls and Nicholls model of curriculum has a five-point plan of developmental progression.

Those five points are: 1) Situation analysis. 2) Selection of objectives. 3) Selection and organization of content. 4) Selection and organization of methods. 5) Evaluation (Newlyn, 2016).

2.8 Action research model of curriculum development

According to Şaban (2021), curriculum development is on-going procedure and purpose of the curriculum development to achieve the goals and objectives of curriculum. Effective implementation of curriculum that developing the classroom practices reach the door to achieve the goals and objectives of curriculum. Action research is research that helps to progress a classroom practice. A study proposed action research as a curriculum development model.

The model proposed in this study has also been designed as a cyclical problem-solving process that consists of six interrelated stages. The stages are: (1) “identifying the focus area”, (2) “performing a needs analysis”, (3) “developing an action plan”, (4) “implementing the action plan”, (5) “evaluating the process”, and (6) “reflecting on the process”. A cyclical diagram is mentioned below-

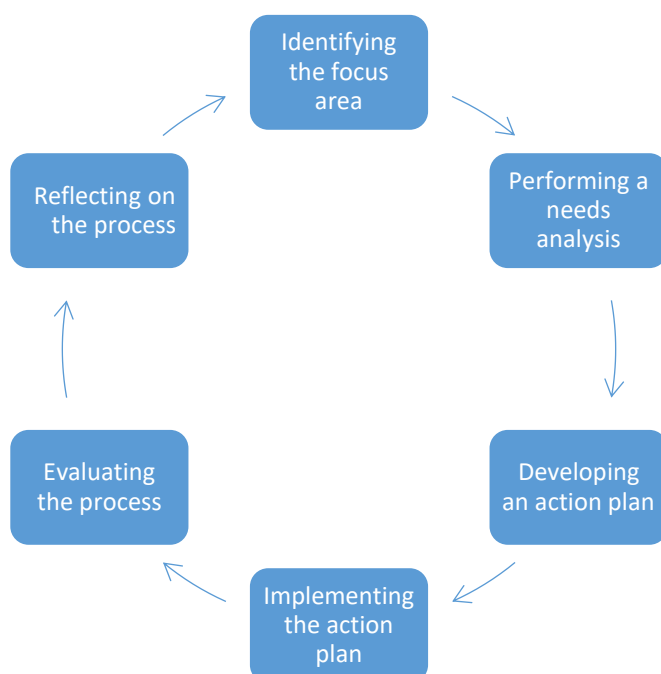


Figure-5: Curriculum development cyclical problem-solving process

2.9 Out of School Children (OOSC) Education Program

According to the Teachers Foundation Training Manual (p.33) purpose of the program, OOSC program implementation principle, target group of the program are described below-

Purpose of the program

To make chance of taking education and mainstreaming of the learners

OOSC program implementation principle

The principle of OOSC program implementation is- prevention of drop out, making inclusive education, Inclusion of mainstream education and coordination of stakeholder.

Target group of the program

- Children of (8-14) age group which are out of school and drop out
- Children which are out of any other formal education or education conducting by NGO

- Minority group like ethnic minority, geographically distressed (hilly, coastal, howr) and disabled child and deprived children.

Bureau of Non-Formal Education (BNFE) has been entrusted to implement the ‘Out of School Children’ Program as Second Chance Education (SCE) Program under the sub component 2.5 of PEDP-4. The SCE pilot program was designed for 100,000 Out-of-school-children. The LCs under the SCE pilot program practiced four models namely Ability-Based Accelerated Learning (ABAL) Model, Cohort Model, Multi-Grade Model and SHIKHON Rural Model which were implemented by Save the Children in Bangladesh (SCiB), in a joint venture partnership with BRAC and Dhaka Ahsania Mission (DAM) (BNFE)

2.10 Importance of non-formal education

NFE provides alternative learning opportunities for most children, youth and adults who do not have access to formal schools. NFE is an attractive system for the under-privileged groups in terms of accessibility, duration, curriculum, and teaching-learning environment. NFE schools are located near learners' homes. This reduces the time spent on going to and returning from school. Teachers and students live in the same community. Most NFE school teachers are women. Teachers and students feel close to each other (Banglapedia,2021). The aims of non-formal education programs run by NGOs are to reduce illiteracy, improve the basic education condition of the children, especially for the poorest families; encourage the participation of girls in education, empower women; and support the government’s universal primary education programs. On the face of it there, non-formal education is a necessary part of a sustainable education system in a context such as Bangladesh (Sultana & Haque, 2019).

ISCED (2011) defines the characteristics of non-formal education as-

- Alternative or complement of formal education
- Institutionalized, intentional and planned by an education provider
- For all ages
- Flexible structure for out of school children.

2.11 Non formal education for out of school children

The educational system of Bangladesh faces several problems. In the past, Bangladesh education was primarily a British modeled upper-class affair with all courses given in English and very little being done for the common people. The Bangladesh education board has taken steps to leave such practices in the past and is looking forward to education to provide a poverty-stricken nation with a brighter future. There exist a substantial number of NGO-run non-formal schools, catering mainly to the drop-outs of the government and non-government primary schools. NGO-run schools differ from other non-government private schools. While the private schools operate like private enterprises often guided by commercial interests, NGO schools operate mainly in areas not served either by the government or private schools, essentially to meet the educational needs of vulnerable groups in the society (Wikipedia,2021).

2.12 Perspective of out of school children

According to UNESCO Institute for Statistics (2019), Children out of school are the number of primary-school-age children not enrolled in primary or secondary school. Children that disadvantaged groups like street or working children, children of slum dwellers, children from low-income family are out of school children (Islam, M.R,2015). Non-government organizations (NGOs) and the government of Bangladesh operate seven types of Non-Formal Education: Early Childhood Development Education, Pre-Primary Education, Primary Education, Adolescent Education, Adult Education, Post-Literacy/Continuing Education, and Technical/Vocational Education (Banglapedia,2021).

2.13 Cause of drop out from formal education

Poverty is the main reason of drop-out of working children from school. The other causes of drop out from school is lack of awareness of Parents, corporeal punishment at school, not being interested in study, inattentiveness, reiterative failure, earning for livelihood, financial support for the family, helping father's occupation, absence of joyful learning environment and no guidance

either from home or from school in preparing lesson, early marriage at the secondary level, migration etc. (Zaman, 2014).

2.14 Aims of PDEP4

The PEDP4 aims to provide quality education to all children of Bangladesh from pre-primary to grade 5 through an efficient, inclusive, and equitable education system. It will be implemented over the course of five years (2018-19–2022-23) and will cover one year of PPE and grades 1–5. The direct beneficiaries of the PEDP4 are approximately more than twenty-one million children enrolled in the MoPME / DPE preprimary and primary education sub-sector. The indirect beneficiaries include over 90 million family and community members in all areas of the country. The PEDP4 is clustered around three result areas or 30 Annual Primary School Census (APSC 2021) March 2022 components: (a) Quality, (b) Equitable Access and Participation, and (c) Management, Governance, and Financing. The objective of the first component is to enable children to acquire the essential grade-level competencies stipulated in the curriculum by implementing quality teaching-learning practices in all schools. The second component aims to provide all communities with learning environments that support participation of all children and ensure continuity of education. The third component seeks to ensure strong governance, adequate and equitable financing, and good management of the primary education system to enable the provision of quality education that is efficient, inclusive, and equitable. The program has a total of 21 subcomponents to support the achievement of these objectives (*Bangladesh Primary Education Statistics-2021*, 2022).

2.15 Nonformal curriculum development

Non-formal education curriculum would be equally valid, valued and recognized if those who go through the system are credible in terms of their learning, and application of it towards worthwhile purposes. Such learning should be the evidence of change resulting from a process freely negotiated by the learner and the facilitator. Negotiating a process of learning is the essence of curriculum in the non-formal context. On-formal curriculum should be learner-led and not content-led; the learner, in the final analysis, should determine what is taught and how. What this diversity

of needs and variety of curricula suggest, is that curriculum development in non-formal education is situational, choice of methods, techniques, approaches, and models depend on the situation. (Thompson, 1995)

2.16 Nonformal curriculum development approach

Lindblom (1959) suggests in the place of the rational model, an approach which he describes as "successive limited comparisons", or incrementalism. This approach can be discerned in the mechanisms such as formative evaluation, which have been built into program planning; mechanisms which seek to ensure the identification of gaps and the taking of action to fill them. Formative evaluation is an important component in most out-of-school curriculum development program. The practice of formative evaluation has come about as a result of the disastrous consequences which have resulted from the old practice of summative evaluation - evaluation which is done at the completion or termination of the program when it is no longer possible to correct mistakes already made. The notion of rationality has assumed several meanings depending on the context in which it is used. Simon (1959) defines rationality in relation to planning. Carley (1980) suggests five sequential activities which rationality implies viz. Problem identification and goal setting; Determination of means to solve the problems; Prediction of consequences of each means; Comparison of each means to goal set; and Choice of best means.

Most of the works on curriculum development are related to the formal system. It is only recently that attention has been paid to curriculum and its development in the out-of-school sector. Some practitioners prefer to use the term "program development" in place of "curriculum development". It is now fashionable to speak of program design and development in non-formal education because the term 'program' is said to provide more variables in practice than does the curriculum

Determinants of Non-formal Curriculum An attempt will be made here to identify and discuss those factors which, in the author's view, ought to determine the non-formal curriculum. Some of the factors are major, depending on the degree of influence which they exert on the curriculum. The following illustration attempts to synthesize the 'more important elements' of the three non-formal curricular models which will be discussed later. It is proposed that "staff", "student", and "setting" (environment) are central to the development of a non-formal curriculum. These, and the

other factors or contingencies (Squires, 1988) make curriculum development in non-formal education markedly different from that which obtains in the formal sector.

The following is an attempt to show those factors which determine the non-formal curriculum. These are-Educational Needs, Purpose, Environment, Peda Andragogy, the learners, Structure, Learning Experience, Facilitator.

2.17 Non formal curriculum development models

The NFE curriculum development begins with the analysis of social indicators based on community needs in each district or city. Social indicators combine with social change, which study continuously since the two interactions. From social change can be obtained NFE condition of good quality and function. Educators should plan the education that can meet the needs of the community. (Hidayat et al., 2017)

Three models namely, the Psycho-social or Freirean, the Liberal Education, and the Core-Interface can be considered in a discussion of non-formal education curriculum development models.

2.17.1 The Psycho-social model

A positive psychosocial school environment helps to create a conducive environment for effective teaching and learning. It relates to ‘the dynamic relationship between psychological aspects of our experience (our thoughts, emotions, and behaviors) and our wider social experience (our relationships, family and community networks, social values, and cultural practices)’ (INEE, 2016: 8). Key elements contributing to the psychosocial school climate include the quality of personal relationships at school, methods used in the process of learning, classroom management and discipline, students’ and teachers’ well-being, prevalence of school-based violence, and social and emotional learning (SEL). Sustainable Development Goal 4 (SDG 4) recognizes the importance of the psychosocial school environment. Implementation target 4.a aims to ‘build and upgrade education facilities that are child, disability, and gender-sensitive and provide safe, nonviolent, inclusive, and effective learning environments for all’ (*The Psychosocial School Environment | Unesco IIEP Learning Portal*, n.d.).

The Psycho-social Model According to Freire, the social and political contexts in which education takes place are very important. He suggests that an educational program consists of two phases - the thematic research and the curriculum or program. Thematic research is a process by which the learners begin to perceive social reality; significant themes which have. The enthusiasm with which the Freirean approach has been tried, especially in developing countries, has been accompanied by criticisms; critics suggest that Freire's approach is a breeding ground for conflict. There is no intention to go into the merits or demerits of the criticisms. What should be noted, however, is that the approach is situational, and that it can be employed in non-formal education.

2.17.2 The Liberal Education Model

This model has been of long standing in the traditional adult education curriculum of the university extra-mural provision and the Workers' Educational Association (WEA). The learner is central in the liberal education process; it is, therefore, like Freire's method of "conscientization", or Mezirow's "perspective transformation". According to Mezirow, perspective transformation is a process of emancipation which leads to critical awareness. It is a learning process in which adults come to recognize their culturally induced dependency and strive to overcome it. The purpose of liberal education is to bring about desirable or worthwhile states of mind for individuals through induction into "forms of knowledge". Jarvis (1985) presents three possible interpretations of liberal education viz., education in the liberal arts, education of the free man, and education to free the mind. A liberal education encourages the exploration of assumptions and the questioning of beliefs (Thompson, 1995).

2.17.3 Bhola's Core-interface model

Another model which is worth considering is "the core/interface model of curriculum development in non-formal education" by H.S. Bhola. The model consists of two main elements viz., core and interface. The core consists of objectives, strategies, and evaluation. The interfaces (needs assessment, institutional and social support, instructional development), are complementary and supplementary to the core model. Bhola's model is important because it brings into focus the need for organizational and instructional(materials) development. These models show that non-formal education curriculum development cannot be confined to one model; several approaches ought to

be considered in its development. The skills of the curriculum developer should be ingeniously deployed in utilizing the various approaches in the absence of the approach to non-formal curriculum development. Relevance for the learners is identified and problematized, and presentations made in what he called "circles of culture"; these are small groups of about twenty. A variety of methods are used in presenting the themes. Freire believes that a dialectical approach should be used in dealing with the problems of society.

In general, curriculum development in non-formal education has tended to proceed along conventional lines. The systematic approach which is in use in the development of curricula in the formal system can also be discerned in the non-formal sector. The use of this approach has been dictated by expediency or convenience - simply using what is there. The resources which are available, for instance, are those of the formal system. Such a tendency has several practical constraints such as contextual unsuitability and model irrelevance. The curriculum in non-formal education is characterized by commonality and diversity, given the diversity of the needs and the heterogeneity of the clientele who include adults, adolescents, out-of-school youth, farmers, and extension agents, among others. Callaway's (1971) classification of non-formal education clientele gives an indication of how diverse their needs could be and how varied the curricula or program to meet the needs. What this diversity of needs and variety of curricula suggest, is that curriculum development in non-formal education is situational, choice of methods, techniques, approaches, and models depend on the situation (Thompson, 1995).

2.18 Accelerated education program

AEPs can take various forms, from short-term program that help learners cover just a few years to offering full cycles of primary schooling.¹³ AEPs must ensure that the timetable they develop allows adequate time for covering the curriculum, whether it be full, partial or modified. When curricula are condensed, learners need to be even more intensively supported by teachers, as topics are covered rapidly. AEP curricula, which are based on essential elements of the national curriculum, help learners transition into mainstream, formal schooling, technical and vocational training, or employment. If AEP curricula do not already exist, agencies delivering AEPs can advocate for, and support, their development through review or design assistance. Working with

national curriculum and child development experts will ensure the AEP curriculum covers essential content and is tailored to learners' needs. AEPs should be sure to allow for sufficient time, resources, and expertise for development of curricula, should none already exist. This may take one to two years, and may evolve by starting with the lower levels first, then moving to higher levels (*UNHCR, the UN Refugee Agency*, n.d.).

2.19 Teaching and learning materials of AEP

AEP learning materials are designed to help learners consolidate knowledge and skills. Materials should be inclusive, gender-sensitive and conflict-sensitive, and they should be directly related to the curriculum being taught. They should eliminate negative stereotypes and address social justice, or respond to other issues relevant to the context. Textbooks may need to be developed in more than one language. This may include learners' first language or mother tongue, so that students can learn to read easily with understanding. This may also include the main language of formal school or business, so learners can more easily transition to formal education or employment. In addition to textbooks, AEP learners will need plenty of additional learning materials – such as readers, activity or exercise books and exam books – especially for building literacy. These, too, need to be inclusive, gender- and conflict-sensitive, directly related to the curriculum, and developed in multiple languages (*UNHCR, the UN Refugee Agency*, n.d.).

2.20 Role of curriculum for effective classroom practice

Managing for a quality curriculum involves the promotion of student learning, the fostering of quality teaching, the creation of a climate that supports learning, and an appropriate curriculum structure and content (Batoool et al., 2021). Pedagogy is the term which used in teaching for children. Literature suggests that the goal of any pedagogy is to develop student learning, and yet the 2005 Global Monitoring Report on quality (UNESCO, 2005) includes creative, emotional, and social development as indicators of quality learning.

Pedagogic practices were most effective when they involved communication with students. Three strategies indicated where teachers were focused on students' learning. There are- 1. feedback, paying inclusive and sustained attention to students 2. creating a safe classroom environment 3. drawing on students' backgrounds and experiences. Moreover, six practices used in interactive ways by effective teachers were more likely to enhance learning. These practices are -1.

demonstration and explanation, drawing on subject knowledge 2. Flexible use of whole-class, group, and pair work where students discuss a shared task 3. frequent, relevant use of learning materials beyond the textbook 4. Open and closed questioning, expanding responses, encouraging questioning 5. Use of local languages and code switching (switching between two languages within a sentence to ensure understanding) 6. Planning and varying lesson sequences. (Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries, n.d.)

2.21 Classroom practice

According to Bulger et al. (2002), there are four Aces of Effective Teaching -Outcomes, Clarity, Enthusiasm, and Engagement. Teaching effectiveness is dependent upon the interaction between the instructor's subject-matter knowledge and teaching (pedagogical) ability. It is impossible to be a skilled teacher without being competent in both subject matter knowledge and pedagogical ability. Subsequently, subject-matter knowledge remains a precondition for effective teaching, not the sole determinant. In order to optimize student knowledge, teachers should plan to integrate the Four Aces of Effective Teaching throughout each lesson. The following sections describe the components of an effective lesson, the purpose of each element, and respective strategies for the practical application of the Four Aces of Effective Teaching.

Instant Activity

An instant activity is an educational intervention that is used to involve students immediately upon entering the classroom. An instant activity can be applied with individuals, small groups, or an entire class. To reach achievement with an instant activity, the tasks should be clear, simple, and based on students' previous knowledge and/or skills.

Lesson objectives

After completing the instant activity, the teacher should present the daily objectives (outcomes). The central concept of these objectives is to specify the students' performance. These outcomes notify students of what they should know or be able to do at the conclusion of the lesson. Teachers can subsequently measure student achievement of the stated objectives as an indicator of student learning. The objectives should be clear, measurable, and directly connected to the expected course competencies.

Advance organizer

An advance organizer can be a topical outline, diagram, or concept map that has the key purpose of providing a coherent structure for the presentation of the involved instructional material. An effective advance organizer explains the scope and sequence of a lesson for the teacher and student by providing an overview of the lesson content. Accordingly, an advance organizer supports students in structuring their thinking, class notes, and out-of-class study.

Lesson body

The lesson body naturally signifies the foremost portion of the lesson where the teacher provides information to the students and supports in their construction of functional knowledge structures. Habitually, the lesson body is founded by a lecture or lecture-discussion format. More effective teachers apply the Four Aces of Effective Teaching during the lesson body. During this time, information should be presented enthusiastically and clearly. Besides, the lesson should build upon students' previous knowledge and actively involve the students frequently. Teachers should design learning activities and distribute them throughout the lesson body.

Lesson closure

A closure is considered an essential part of an effective lesson but many teachers may sacrifice this section of the lesson due to limitations of time. This can serve as the time to repeat the lesson objectives, clarify the organization of the lesson, summarize the lesson body, check for student understanding, and preview the upcoming lesson. Most significantly, a closure can maximize student engagement time using a variety of reflective activities.

So, evaluation of previous knowledge, on-going assessment, lesson presentation, use of instructional materials should be focused on classroom practice. A diagram on effective classroom practice is presented below-

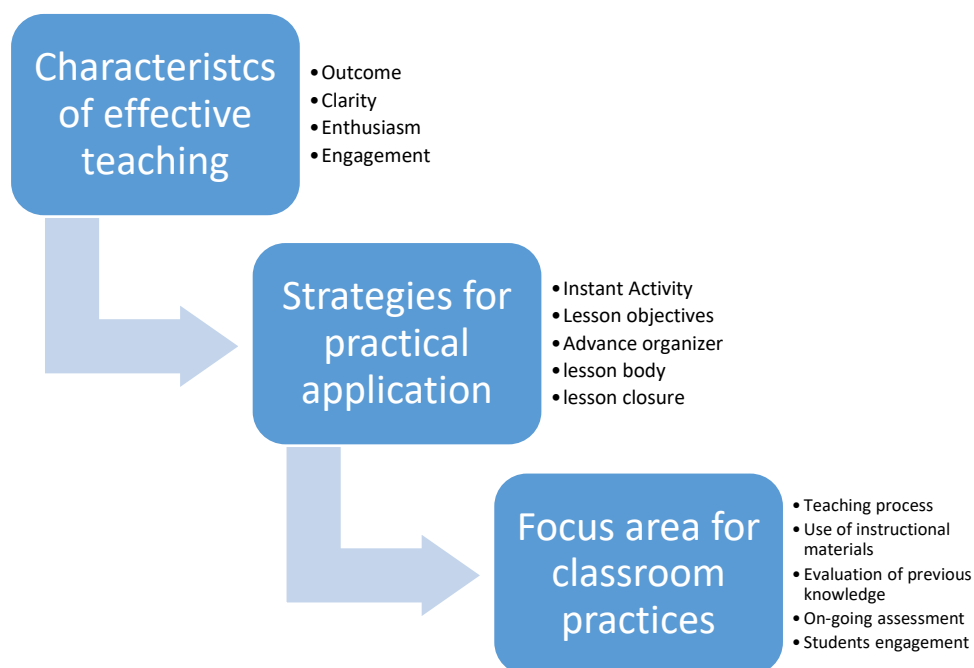


Figure-6: Effective classroom practices

2.22 Existing classroom practices

Existing classroom practice are described below according to the research article by Shrestha, (2013). The practices are-

Use of songs

The most teachers are using songs in their lessons, making them fun and enjoyable. Sometime teacher plays song or rhyme from the audio in last English class at first. Students sang the Good Morning song and Hello song in chorus. After exchanging greetings with their teacher, they sang the Hello song with iPod and clapped hands.

Use of audio devices (iPods and speakers)

The primary schools were provided with audio materials for classroom use, almost all students interviewed reported the use of audio devices, that is, iPods and speakers, in their English classes in which they listened to songs, rhymes, poems and dialogues on the iPod.

Use of English in the classroom

The use of more spoken English is associated with communicative English language learning. The student interview data show that most of the students' teachers use English in their English lessons most of the time (as indicated in the EIA observation study; EIA, 2010) compared to the baseline study (EIA, 2009), and use Bangla only when the students do not understand English. It may be that the EIA teachers are using more English than they used to in their English lessons. This change may be linked with the materials and the professional development support offered to these teachers in the project.

Pair and group work

The students enjoy pair and group work in their English lessons. This shows their preference for more participatory and interactive activities in English lessons.

Role play

The students enjoy participating in role-play activities. Role play is also one of the techniques promoted in the EIA materials to encourage creativity and enhance communicative fluency in the classroom.

Participatory approach

Most of the teachers claimed that they applied different techniques of participatory approaches in teaching. They involved learners in activities like pair work, group work, and asking and answering questions. However, during their teaching observation, it was found that they did not apply participatory approach confidently and some of them were faltering engaging learners in different activities (Riad & Podder, 2015).

Teaching strategy for children

To make lessons attractive some suggestions came from the teachers like providing sports materials, arranging cultural programs on different occasions, telling funny stories in the classes, dancing, showing pictures, using letter chart on the board etc. (Zaman, 2014).

Reinforcement strategy

Reinforcement is one of the most influential factors affecting student learning during classroom activities. Reinforcement has different meanings based on diverse situations, but in the teaching-learning process, reinforcement refers to some methods used by the teacher in the classroom to keep the attention of the student towards classroom activities and to motivate them towards learning. In other words, it is one of the ways by which teachers try to motivate students. There are two types of reinforcement: positive and negative. The aim of reinforcement is to stimulate students' performance during classroom activities and to encourage them to acquire knowledge to make them prepared for the future world. Another important part of reinforcement is to make changes on student's behavior towards learning (Uddin et al., 2017).

The primary school teachers of Bangladesh support appreciation (i.e., good, very good etc.) as positive reinforcement but they use harsh sentences (e.g. —You will never be able to do anything, —keep silent, —read again etc.) to reinforce the students at English class (Uddin et al., 2017). International context is different from us. Teachers use “praise” and “tangible items”, “games” and “playtime” and “money” or “points” as a reinforcement strategy during their instruction In Kenyan Primary Schools (Kinyanjui et al., 2015).

Formative assessment

English teachers have positive attitudes about formative assessment. Besides, they believe that the basics of formative assessment such as feedback, sharing learning goals, peer and self-assessment should be applied in their classrooms, and that they can be useful for their students' learning process. They cannot use formative assessment practices in their classes very often and effectively. There are some reasons for this (statistically significant) difference between the teachers' positive beliefs and their actual formative practices in their classrooms. The first thing to consider is that most of the teachers have crowded and overcrowded classrooms. There sometimes can be up to 60 students in a class, which makes the use of formative assessment very hard to implement. Another

reason for not using formative assessment is that the teachers have a heavy work load, most of them having more than 20 hours of class in a week and a lot of topics to teach. Even though they do not stop trying to use some of the formative practices for the sake of enhancing their students' learning, such issues make it difficult for English teachers to apply formative assessment effectively in their classes (Büyükkarcı, 2013)

Feedback

Evidence shows that the quality of feedback has a huge impact on students learning and motivation. An important reason to provide feedback to teachers was to call for teachers' awareness of the effectiveness of their pedagogy in relation to meeting learning needs. Some students considered feedback as a giving information about teachers' expectations and a clear justification of the marks they get, others considered the role of feedback as a guidance that lets them know how well they learned. Feedback's most important function according to many students, was in its ability to assist in preparation for the exams, and for applying skills from one area of study to another. Students emphasized its role as a strong motivator for a better learning or self-esteem. Findings revealed that receiving late and minimal feedback during the semester was a common cause of students' dissatisfaction. They indicated they wanted a more proactive approach from the academic staff, because they recognized the value of feedback as central to improved learning. Feedback needs to be perceived as timely and relevant to the students' future studies, focused, and valued, aware of students' perceptions, and sensitive. In line with the findings, the answers of the second group proved that 95% of students recognized the value of feedback as central to improve learning. Feedback is unhelpful when it is vague, untimely, and when enough information is not provided to make it useful ("The Value of Students' Feedback," 2019).

Classroom management

The current research reveals various gaps and misalignments between expectations and reality in primary education classroom management. most of the primary education teachers of Bangladesh encounter problems in classroom management due to the lack of teaming up, group work, empathy and students' cooperation. The findings also reflect that most of the teachers faces classroom management problems due the constraint of time for conducting classes. 30 to 40 minutes of classroom instruction were shown to be insufficient to handle children. to manage students in an ideal manner. The research community support that Quality classroom management in primary

education requires a lot of time and efforts. This allocated time is highly needed only to warm up students and make them disciplined for the positive instructional input (PII) rather going at daily lessons. Dealing with this short time a teacher fails to create learning teaching environment and finally distracts from quality management. Besides, a teacher must deal with different categories of students having same textbooks for all which is too much challenging for the teachers to manage entire classroom. As a result, most elementary schools are unable to provide well-equipped, technologically enhanced multimedia classrooms with digital and audio-visual aids that really create mismanagement conducting classes. Learners frequently face resource constraints, particularly in the absence of qualified teachers and sufficient additional academic materials that also creates mismanagement in classroom. The aforesaid findings also present that lack of well-decorated classroom, absence of teaching assistant, variation of students' talents, pedagogical and interactional management, different age groups of students in the same class, limited opportunity of internet and its buffering disrupt the multimedia classroom, lack of gamification, unaware of the scientific teaching, Lack of both lab space and experts inside schools, indifferent professionalism, lack of scientific seating arrangement e.g. (Horseshoe or semicircle, Round table, Double Horseshoe, Group Pods) forced primary education classrooms to distract from proper management. (Hosan et al., 2022)

Teacher-student relationship

A study confirmed that the quality of the relationship between teachers and students was significantly related to teachers' emotional experiences during instruction. Closeness, reflecting the positive interpersonal relationship between students and teachers, was particularly important for teachers' experience of joy in the classroom. Teachers who felt connected with their students were more likely to report joy and less frequently anxiety and anger. If teaching is experienced negatively in many situations, it may decrease teaching quality, deteriorate the teacher-student relationship further and enhance the likelihood of developing burnout symptoms. The ability to manage classrooms accordingly and to form positive interpersonal relationships with students can be regarded as important factors of teacher emotional wellbeing in the job. (Hagenauer et al., 2015)

The teaching mechanism is a process in which teachers and students participate and cooperate. In this process, a good teacher-student relationship can make students more willing to communicate

and interflow with teachers, get more attention, and help in learning, get more positive responses in the process of communication, and thus gain better academic achievements (Xu & Qi, 2019)

Classroom facilities

A study on UMK City Campus has revealed important insights into the facilities that influence the students' academic achievement. The size of the classrooms, cleanliness and comfortability, noise interruption from outside and overall environment of the classrooms in UMK is not satisfied by the students to achieve their academic achievement. Teaching aid and hostel are the most important facilities to influence academic achievement of UMK students in City Campus. (Ramli & Mohd Zain, 2019). To achieve a good quality of students' performance, the classroom facilities in school should be fit for their purpose and perform well. The school classroom facilities that influence their performance in school. (Mohd Yusoff et al., 2017)

Funding and students' participation in co-curricular activities

A study recommends to encourage the students to engage in various co-curricular activities such as joining social clubs, religious clubs, and sporting groups to develop their total personality for the outside world. This also suggest to incorporate such activities into the school time table by the school authorities. (Kisango, 2016a)

Students that have good social skills are those that are actively involved in school activities. Extracurricular activities are capable to form personal character of a student. Among the expected individual development through extra-curricular activities are cultivating leadership qualities, building, and shaping a healthy personality and ultimately form a disciplined generation. Extra-curricular activities are also capable of forming a positive personality and develop a sense of responsibility. Involvement in societies, clubs and other activities will develop social skills, mingle and friendly relation as well as able to create public relations that can be utilized in the future society (Mancha & Ahmad, n.d.)

Problems in classroom management

Hosan & Weiyan,(2022) mention some problem that teachers faces in classroom management. The problems are described below-

Lack of student cooperation is always an issue, with 43.30 percent respondents agreeing with this, while only 3.30 percent disagreed with the statement that they do not face problems or obstacles as a result of students' lack of cooperation and group work.

Quality classroom management in primary education entails a lot of time and efforts to put in. 30% of respondents strongly agreed that 30-40 minutes of classroom teaching is insufficient to manage students whereas most of the subjects opined that the given tenure is highly needed to warm up students and make them disciplined for the positive instructional input (PII). While 50% the half of the total respondents agreed to the statement, also 3.30% respondents disagreed with the statement. By contrast, 13.30% respondents go on neutral position in their response.

Dealing with different categories of students in a class with same academic text book provided by NCTB causes classroom management problem

The primary source of learning and teaching is academic textbooks. A teacher has to deal with different categories of students having same textbooks for all which is too much challenging for the teachers to manage entire classroom.

Large classroom with enormous numbers of students affects students' concentration inside the classroom instruction. Most of the teachers fail to manage students and make them adhesive in lectures. 33.30% respondents strongly agreed that large classrooms with an endless number of students cause noise and negatively impact students' focus throughout the learning process.

Multimedia plays an important part in keeping kids more focused. In contrast, less usage of multimedia devices, on the other hand, forced students to be passive learners which is the most challenging to keep them active in the classroom. The data demonstrates that 50% of respondents strongly agree that multimedia plays an important role in maintaining student concentration which really help teachers to manage overall classroom environment.

The outcomes of teaching and learning depends on instructional input. A well decorated classroom helps teachers to provide proximal instructional input. But most of the primary education classrooms are bare from education friendly decoration which really affects well classroom management.

2.23 Effectiveness of teachers training

90% of teachers believed that teachers training was very effective. Teachers mentioned that the training has made them aware of the new teaching approach (CLT) and helped them to teach the English language in a more effective way. Teachers said that they are very much interested in receiving training because they get many opportunities to exchange their ideas and gather new experience. Training changes teachers tremendously; they can be successful and proficient through training (Rahman & Ahmed, 2019)

New knowledge

Training helps the teachers to learn new knowledge for classroom practice. Karim & Mohamed, (2019) has described some practice that has been learnt after training. The practice is explained underlying theme-

Use of technology

Most of the teacher have learned the use of technology to facilitate students' learning but they had no idea about the use of technology prior to attending the training program. Nevertheless, teachers had learned the incorporation of mobile phone and speaker to encourage listening and speaking activities in the classroom.

Basic class-starter

Most of the teachers had learned to convey greeting and to incorporate warm session. They had also learned the techniques that precede the improvement of four skills of English language.

2.24 Training for teachers' development

Sustainable development goal target 4c emphasizes on teacher training for increasing and developing qualified teacher (<https://plus.google.com/+UNESCO>, 2021). Five of the seven indicators are related to teacher training. The National Professional Standards for Teachers identify seven standards what is expected of teachers covering three domains of teaching. Here are three standards for professional practice that means class room practices. These three standards and specific focus area respectively presented below-

Standards for professional practice	Focus area
Plan for and implement effective teaching and learning	Establish challenging learning goals Plan, structure, and sequence learning programs Use teaching strategies Select and use resources Use effective classroom communication Evaluate and improve teaching programs Engage parents/ carers in the educative process
Create and maintain supportive and safe learning environments	Support student participation Manage classroom activities Manage challenging behavior Maintain student safety Use ICT safely, responsibly and ethically
Assess, provide feedback and report on student learning	Assess student learning Provide feedback to students on their learning Make consistent and comparable judgements Interpret student data Report on student achievement

Table-3: Standards for professional practice (*National Professional Standards for Teachers*, 2021)

Practice must be linked to theory for recruits to apply their knowledge and skills in a classroom setting before teaching full-time (OECD, 2018; UNESCO, 2019). ‘The most effective teacher training courses involve active, experiential, practice-based learning focusing on outcomes rather than inputs. These courses consider trainee teachers as “reflective practitioners”, who learn both by doing and reflecting on their practice’ (UNESCO, 2019: 48).

Generally, the purpose of teachers training is to help the implementation of curriculum successfully. On the other hand, making teaching skill is very important for implementation of curriculum. Classroom management, providing feedback, learner-centered practices, and flipped classrooms appear to have a positive impact on learner performance. Pre- and in-service teacher education programs could develop these skills (Best, Tournier, and Chimier, 2018).

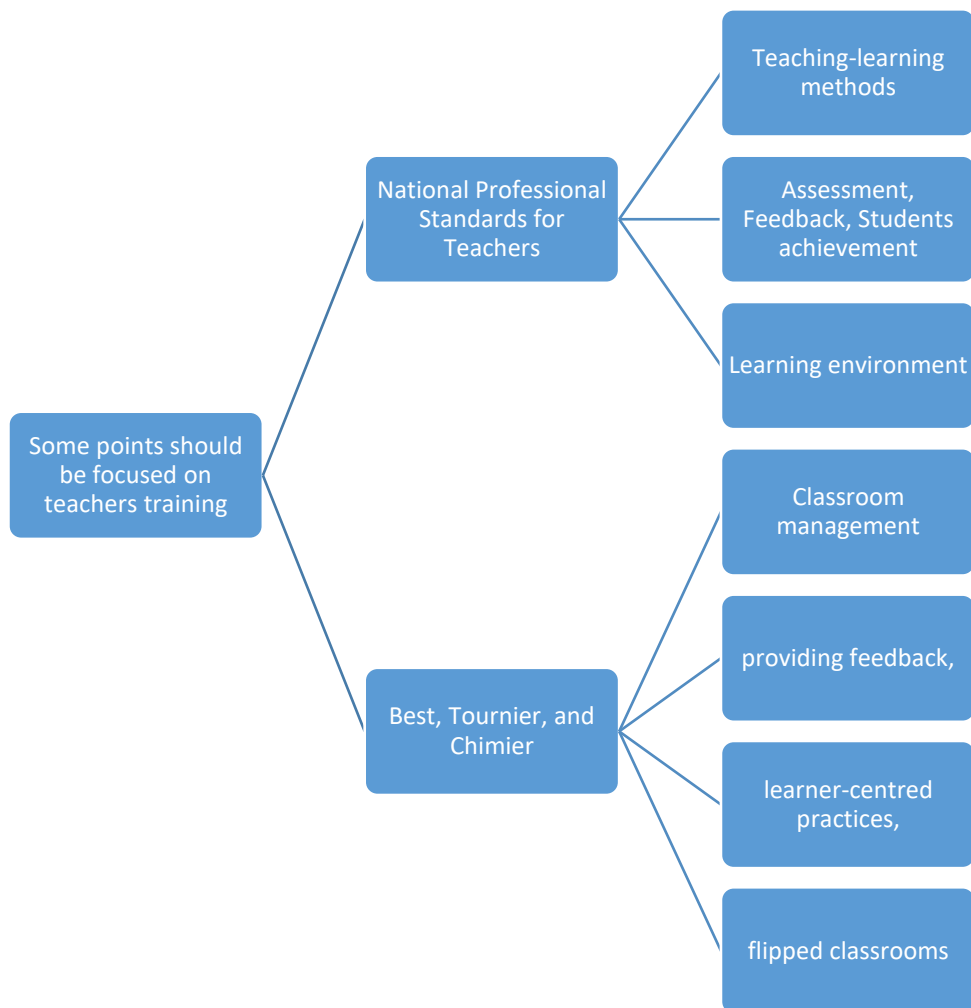


Figure-7: Focusing points for training

However, subjects that should be focused on training according to National Professional Standards for Teachers and Best, Tournier, and Chimier are overlapped.

2.25 Challenges teachers face in implementing CBC in teaching and learning

According to Makunja, (2016) secondary school teachers face challenges in implementing CBC. The challenges are-

Lack of in-service training to teachers on CBC

Lack of in-service training for teachers after the introduction of competence-based curriculum was one of the major challenges which affected the successful implementation of competence-based curriculum. Responding, 28 teachers (27.45%) indicated that lack of in-service training limited the teachers' pedagogical knowledge to apply competence-based approaches during the teaching and learning process. Although teachers were eager to implement CBC, the biggest challenge they faced was lack of knowledge and understanding about competence-based curriculum. As one of the heads of school interviewed explained: Teachers are eager to implement CBC, but the big challenge which most of the teachers' face is lack of knowledge. Most of them do not understand clearly the competence-based approaches because they did not get any training. As a result, the teachers faced a dilemma when it came to implementing CBC because they lacked current knowledge and skills to deal with students' complex learning problems which, unfortunately, affect the quality of education in the country as well.

Insufficient teaching and learning resources

Insufficient teaching and learning resources were one of the challenges the teachers face in implementing competence-based curriculum with variations from one school to another. In numerical terms, 19 teachers (18.63%) mentioned the unavailability of appropriate teaching and learning materials which could help students actively participate in the teaching and learning process. The number of textbooks and reference books available at some schools was not satisfactory. The textbooks are not enough to satisfy the increased number of students.

Chapter-3

Research Methodology

Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue (Creswell, n.d.). In this chapter, steps of data collection and analysis is described.

3.1 Nature of the study

Researcher needs to identify the best effective approaches and methods for research methodology so that they can be useful to achieve the aim and objectives of the research (Creswell, 2007). To conduct this study, simple qualitative strategy had been followed. Qualitative research is a type of research that aims to gather and analyze non-numerical (descriptive) data in order to gain an understanding of individuals' social reality, including understanding their attitudes, beliefs, and motivation. It is often used to explore complex phenomena or to gain insight into people's experiences and perspectives on a particular topic (Jackson et al., 2007). This research will help to gather in-depth insight on curriculum development and classroom practices of nonformal primary education program. Mainly non-numerical data had been collected by questionnaire, observation schedule, interview schedule and descriptive checklist. Qualitative researchers use different sources of data to understand the topic they are studying. These data sources include interview transcripts, videos of social interactions, notes, verbal reports (Packer, 2010).

3.2 Research approach

The research approach is described by the underline figure-

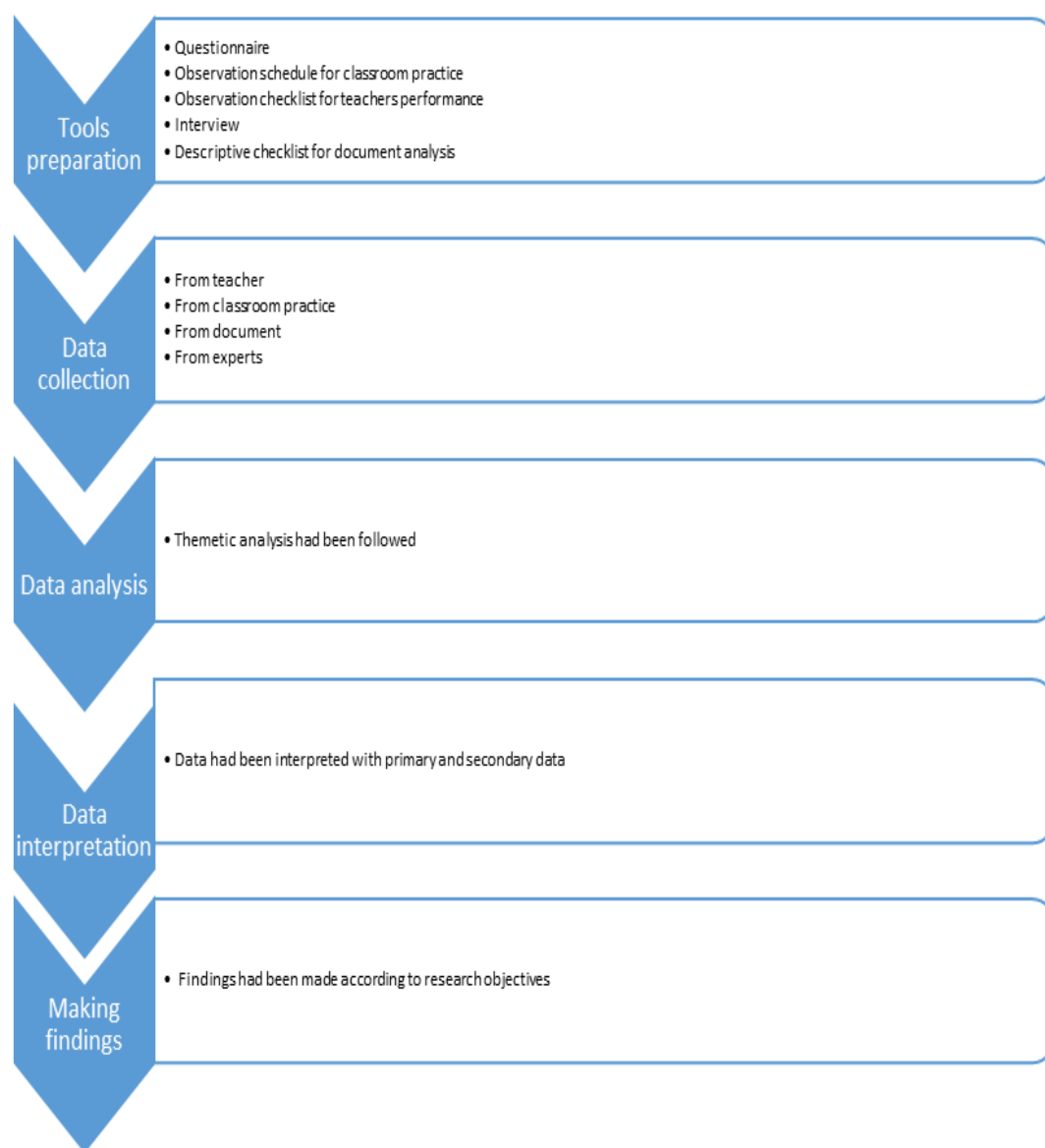


Figure-8: Research approach

3.3 Study area

Researcher had selected Dhaka City as study area. For this study eighteen learning center of OOSC education program had been selected which is in Dhaka City. The location of learning centers is given below-

North City Corporation	South City Corporation
1.Korail jamai bazar nonfofmal primary school.	1.Emambag nonfofmal primary school.
2.Dhamalcot BRP nonfofmal primary school.	2.Shoheed nagar nonfofmal primary school.
3.West vashantek nonfofmal primary school.	3.Tula bagicha nonfofmal primary school.
4.East camp kurmitola nonfofmal primary school.	4.Bagicha mosjid gali nonfofmal primary school.
5.Dhaka uddan nonfofmal primary school.	5.Arabari momenbag nonfofmal primary school.
6.Nabinagar nonfofmal primary school.	6.Alamen road nonfofmal primary school.
7.Comfort nonfofmal primary school.	7.Hazinagar neru haspatal nonfofmal primary school.
8.Masterpara nonfofmal primary school.	8. Nandipara commissioner gali nonfofmal primary school.
9.Atipara nonfofmal primary school.	9.West nandipara nonfofmal primary school.

Table-4: Location of learning centers

3.4 Population of the study

Learners, teachers, and curriculum developers of Out of School Children (OOSC) education program is the population of the study.

3.5 Sample and sampling technique

Sampling procedure is vital for primary data collection that is totally absent for the collection of secondary data (Malhotra and Dash, 2011). Sample is the representative of population. So, sample

selection is very important for data collection. So, sample selection techniques are described below-

Area

Two area, north City Corporation and south City Corporation of Dhaka city had been selected for data collection by purposive sampling.

Learning center

Eighteen learning centers of OOSC education program had been selected following purposive sampling technique. The learning centers are located in Dhaka City.

Teacher

One teacher had been selected from one center purposively. So, total eighteen teachers are had been selected for data collection.

Curriculum expert

Four curriculum experts had been selected for data collection. Here, purposive sampling technique had been followed.

3.6 Sampling design

Two areas had been selected purposively from Dhaka City. Nine learning centers had been selected purposively from each area as well as a teacher had been selected purposively from each learning center. So, total 18 learning centers and 18 teachers had been selected purposively. Four curriculum experts and two stakeholders had been chosen purposively also for data collection. The sampling design is given below-

Sample type	Sample size	Sampling Technique
Area	Two area (North City Corporation and South City Corporation)	Purposive sampling
Learning Center	18 Centers	Purposive sampling

	(9×2=18)	
Teacher	18 Teachers (18×1=18)	Purposive sampling
Curriculum expert	4 Experts	Purposive sampling

Table-5: Sampling Design

3.7 Characteristics of the selected sample

The general characteristic of the sample is they all are involved in OOSC education program. The sample are divided into five categories which are learners, teachers, UPM, PS and curriculum experts.

3.8 Data collection tools and methods

A Questionnaire, observation and interview had been administered as data gathering tools. At first Researcher clearly defined the purpose and the expected outcomes of the study during data collection. Then she defined the responsibilities of all participant and ensured their confidentiality. Tools were developed by the suggestion of experts. Details about tools were explained below-

1. Questionnaire

Teacher's questionnaire had been developed for the convenience of data interpretation and making findings. The questionnaire had been developed on the basis of TOT training manual of OOSC education program. It had been included Close ended question, open ended question, matrix question. Researcher tried to develop a specific, clear and simple questionnaire. Researcher had administered a self-developed questionnaire for collecting qualitative data. A questionnaire has been developed with 4 types of closed ended questions-Dichotomous ('Yes/No') questions, Filter or Contingency Questions, Multiple-choice questions, and Checkbox questions (Appendix-III).

2. Observation schedule for class observation

Observation schedule had been developed for the observation of teaching-learning process of out of School Children Education Program. Researcher had observed eighteen class. So, researcher had observed a subjective class of every center (Appendix-IV).

3. Interview schedule

Interview schedule had been developed for curriculum experts who had experience of out of School Children education program. Seven questions had been gathered to structure interview schedule. Researcher administered four interviews for collecting data about curriculum design (Appendix-V).

4. Observation checklist

Researcher made an observation checklist for collecting data about teachers' performance. For developing observation checklist 3 points Likert scale had been settled by the suggestions of experts. There, 13 competencies covering 13 learning area had been kept as indicators of teachers' performance. Thirteen competencies had been adapted by the expert from D.ped. Assessment guidelines-2015 (Appendix-VI).

5. Descriptive checklist for document analysis

A document analysis checklist had been made for collecting secondary data about curriculum design. The checklist had been made with Out of school children (OOSC) education program syllabus, Training manual of OOSC education program, teachers guide of OOSC education program, NCTB curriculum, and Guide to the Accelerated Education Principles (Appendix-VII).

3.9 Source of data

Mainly primary data had been collected from learning centers, teachers, UPM, PS and curriculum experts by observation, questionnaire, and interview. Moreover, secondary data had been collected from document. The documents are Out of school children (OOSC) education program syllabus, Training manual of OOSC education program, teachers guide of OOSC education program syllabus, NCTB curriculum, and Guide to the Accelerated Education Principles.

3.10 Data analysis and interpretation process

Researcher had analysed data according to the needs of research question. Thematic analysis had been followed for qualitative data and descriptive analysis had been followed for quantitative data merely to find out the result. The steps in qualitative analysis had been included: (1) preliminary exploration of the data by reading through the transcripts and writing memos; (2) coding the data by segmenting and labelling the text; (3) using codes to develop themes by aggregating similar codes together; (4) connecting and interrelating themes; and (5) constructing a narrative (Creswell, 2002). To augment the further discussion, the visual data display will be created to show the evolving conceptual framework of the factors and relationships in the data (Miles & Huberman, 1994) The steps in quantitative analysis had been included: (1) Scoring data (2) Creating a codebook (3) Determining types of scores to use (4) Selecting a computer program (5) Inputting the data into the program (6) Clearing the data (Creswell, 2012)

Data analysis process for exploring ‘curriculum design according to accelerated education principles’

For document analysis Out of school children (OOSC) education program syllabus, Training manual of OOSC education program, teachers guide of OOSC education program syllabus, NCTB curriculum, Guide to the Accelerated Education Principles had been selected. Relevant data had been collected by organizing information and making notes for exploring curriculum design according to accelerated education principles from these documents. Then data had been analyzed and interpreted by a descriptive checklist (Appendix-vii) for document analysis according to sub-themes. The sub-themes are-1. Developing condensed, age-appropriate, competency-based curriculum 2. Prioritizing literacy and numeracy skills 3. Integrating accelerated learning principle, pedagogy, 4. The AEP curriculum suit over-age children and reflect gender sensitive and inclusive education practices. practices, 5. Integrating psychological wellbeing and life skills, 6. Ensuring AEP timetable, 7. Developing teacher’s guide. The sub-themes had been selected from Accelerated Education Principle (AEP) no-2. The principle is – ‘Curriculum, materials and pedagogy are genuinely accelerated, AE-suitable and use relevant language of instruction ‘. The instructions under AEP-2 are-

- a. Develop and provide condensed, levelled, age-appropriate, competency-based curriculum.
- b. Priorities the acquisition of literacy and numeracy skills as the foundation for learning.
- c. Integrate Accelerated Learning principles, pedagogy and practices throughout the curriculum and teacher training.
- d. Adapt the AEP curriculum, learning materials, language of instruction and teaching methods to suit over-age children and reflect gender sensitive and inclusive education practices.
- e. Integrate psychosocial well-being and life skills' acquisition in the curriculum to address young people's experiences in conflict-affected and fragile contexts. (Who er life skill 21 century er skill)
- f. Ensure AEP timetable allows for adequate time to cover curriculum.
- g. Develop and provide teacher guides.
- h. When funding AE curriculum development, allow sufficient time (1-2 years) and budget, and provide long-term technical expertise.

According to the expert comments, sub-themes which are related to the research had been adapted by these instructions. The data from interview schedule had been used for making support about interpretation.

Data analysis process for finding out 'classroom practices'

Data had been gathered from questionnaire, observation schedule for the analysis of teachers' classroom practices of OOSC education program. Lesson presentation of class-2 and class-3 had been observed for gathering data. First, data had been explored by reading through the transcripts and writing notes from questionnaire and observation schedule and then coded by segmenting and labelling the text. Sub-themes had been developed under classroom practices by combining similar codes together and then interrelations had been formed among themes. The sub-themes are-1. developing lesson plan, 2. evaluation previous knowledge, 3. teaching-learning method, 4. use of instructional materials, 5. on-going assessment, 6. Reinforcement, 7. Feedback, 8. Teacher-student engagement and 9. Classroom management. Then descriptions had been written for themes according to data. Finally, data had been interpreted by the questionnaire, observation schedule,

Out of School Children (OOSC) program syllabus, teachers guide and training manual of OOSC education program.

Data analysis process for evaluating ‘teachers’ performance’

Data had been gathered from observation checklist, questionnaire, observation schedule for the analysis of teachers’ performance of OOSC education program. Teachers’ performance had been analysed by percentile rank of teachers’ individual competency according to learning area for every domain and percentile rank of teachers’ average competency. According to the D.ped Assessment Guidline-2015, teachers standard had been developed for govt. primary school based on three domains of education. The domains are-1. Professional knowledge and realization 2. Professional practice and 3. professional values and relation. Every domain has some learning areas. Professional knowledge and realization have five learning areas, professional practice has six learning areas as well as professional values and relation has four learning areas. Here, total fifteen learning areas cover three domains. The learning areas are- Subject related knowledge, Concept about teaching-learning method, Concept about curriculum, Concept about child, Concept about laws, making lesson plan, expectation, Communication skill , classroom environment and management , use of teaching materials, evaluation, commitment to equality, Creative thinking and professional development, participation with local people, and cooperation with colleague .Thirteen learning areas had been adapted for the teacher of Out of School Children (OOSC) program by the experts suggestions. These adapted learning areas had been used for data analysis and interpretation as sub-items. The adapted learning areas mentioned below by the table-

Domain	Learning area	Adapted learning area
Professional knowledge and realization	Subject related knowledge	Subject related knowledge
	Concept about teaching-learning method	Concept about teaching-learning method
	Concept about curriculum,	Concept about curriculum,
	Concept about child	Concept about child
	Concept about laws	
Professional practice	Making lesson plan	Making lesson plan

	Expectation	Expectation
	Communication skill	Communication skill
	Classroom environment and management	Classroom environment and management
	Use of teaching materials	Use of teaching materials
	Evaluation	Evaluation
professional values and relation	Commitment to equality	Commitment to equality
	Creative thinking and professional development	Participation with local people
	Participation with local people	Cooperation with colleague
	Cooperation with colleague	

Table-6: Adapted learning area (sub-item)

Descriptive analysis had been followed here. Teachers' performance had been calculated by percentile score of teachers achieved performance from the lesson observation (NAPE, 2022), (Arafat et al., 2014).

Data had been presented by pie-chart of competency. Finally, data had been interpreted with observation checklist, questionnaire, observation schedule, Out of School Children (OOSC) program syllabus, teachers guide and training manual of OOSC education program.

3.11 Ethical consideration

At first, researcher had taken recommendation on the consent letter from supervisor. Then, she had taken permission from program head of BRAC education program for data collection. Then, researcher had chosen sampling area carefully so that available data had found for conducting research. She described the research objective during data collection and she tried to collect data carefully. She had checked data more than one during data collection. Researcher did not create any pressure over sample during data collection. Researcher applied right and authentic method and technique during data collection by questionnaire, observation as well as interview. She informed the objectives of data collection to the respondent and other. Moreover, she tried level best to collect authentic data.

Chapter-4

Data Analysis and Interpretation

In this chapter, data analysis and interpretations has been done under three themes according to research questions. The themes are-curriculum design according to accelerated education principle, Class room practice and teachers' performance. Sub-theme under 'curriculum design' are-1. Developing condensed, age-appropriate, competency-based curriculum 2. Prioritizing literacy and numeracy skills 3. Integrating accelerated learning principle, pedagogy, and practices 4. The AEP curriculum suits over-age children and reflects gender sensitive and inclusive education practices, 5. Integrating psychological wellbeing and life skills, 6. Ensuring AEP timetable, 7. Developing teacher's guide; sub-theme under 'The Classroom practice' are-1. developing lesson plan, 2. evaluation previous knowledge, 3. teaching-learning method, 4. use of instructional materials, 5. on-going assessment, 6. Reinforcement, 7. Feedback, 8. Teacher-student engagement and 9. Classroom management. Sub-themes under 'teachers' performance' are- 1. Subject related knowledge, 2. Concept about teaching-learning method, 3. Concept about curriculum, 4. Concept about child, 5. Making lesson plan, 6. Expectation, 7. Communication skill, 8. Classroom environment and management, 9. Use of teaching materials, 10. Evaluation, 11. Commitment to equality, 12. Participation with local people and, 13. Cooperation with colleague. The data presentation with interpretation is described below-

4.1 Curriculum design according to accelerated education principle

Data has been interpreted according to the sub-themes. These sub-themes have been selected from accelerated education principle number-2 (appendix-XV). This interpretation has been presented with the data of Out of school children (OOSC) education program syllabus, Training manual of OOSC education program, teachers guide of OOSC education program syllabus, NCTB curriculum, Guide to the Accelerated Education Principles. The data from interview schedule has been presented also for making support about interpretation.

4.1.1 Developing condensed, age-appropriate, competency-based curriculum

Following the Primary Education Curriculum, a syllabus is produced for Out of school children education program (OOSC) education program. Besides, this syllabus has been made for individual class and age group.

‘Expert say that philosophically according to government policy, NFE curriculum is designed. They must follow the government curriculum, govt. text book (CED2)’.

Another expert ensures that the syllabus of OOSC program has been developed according to NCTB curriculum.

‘Expert say also that OOSC Curriculum has been designed according to government primary education curriculum but age, previous experience, class of target group duration of curriculum implementation has been considered (CEB1)’.

Primary education curriculum is competency based. According to the syllabus of OOSC education program, goal of the education model is – ‘to help achieving the terminal competency, achievable competency and learning outcome of national curriculum within short term compare to primary education.’ So, the terminal competency, achievable competency and learning outcome are same as primary education curriculum. On the other hand, content of out of school children education program has been merely changed from govt. text book. Some subjects are condensed and some are not here. Example for: class-3, Bangla book is condensed, the chapter-22, Khalifa Hazrat Abu Bakar (rh) is present in govt. book but it is absent in accelerated education model syllabus. On the other hand, class-3, English book is not condensed, all chapter is present in accelerated education model syllabus. So, the syllabus of Out of School Children education is not condensed properly.

However, it can be decided that the syllabus of Out of School Children education is not condensed properly but competency based.

According to the OOSC education program, the target group are 8 (eight) to 14 (fourteen) years older children who have never been there or who are drop out from school before completing primary education. Age and previous experience of target group, curriculum implementation time are focused to make the goal and objectives of out of school children program.

‘Expert say that the objectives of out of school children program are defined considering age, previous experience of target group, duration of curriculum implementation (CEB1)’.

So, this syllabus is age-appropriate. However, it can be decided that curriculum is age-appropriate, competency-based but not condensed properly.

4.1.2 Prioritizing literacy and numeracy skills

Four skills of communication (listening, speaking, reading, and writing) and numeracy skill are emphasized on the AEP syllabus of OOSC education program by the contents of Bangla, English and Math. Five days in a week has been kept for Bangla, English and Math in the OOSC education program syllabus. Sixty (60) minutes for Bangla, forty (40) minutes for Math and thirty-five (35) minutes for English has been kept in every day’s lesson. So, total 110 days or 110 hours for Bangla, 110 days or 73.33 hours for Math and 110 days or 64.15 hours has been kept for lesson delivery in six (6) months whereas total 25 hours or less than 25 hours has been kept for other individual subject in six (6) months. Language of instruction for lesson delivery is mainly Bangla (mother tongue) but English is encouraged for English class. Without English text book, mother tongue (Bangla) has been used as a language of instruction for all subject in the teacher’s guide and training manual. English language has been encouraged as a language of instruction for conducting English lesson but use of English language as a language of instruction is not directly present in the teacher’s guide and training manual. On the other hand, AEP (Accelerated Education Principle) priorities the acquisition of literacy and numeracy skills as the foundation for learning using the mother tongue as the language of instruction. Language of instruction may be the learners’ first language or mother tongue so that students can learn to read easily with understanding. So, out of school children education program syllabus follow AEPs (accelerated education model syllabus) properly in this part.

4.1.3 Integrating accelerated learning principle, pedagogy, and practices

learning principle

The impact of self-belief and motivation of children is discussed in the OOSC education program syllabus directly in club day activities through life skill and accelerate learning principle is integrated within the teaching-learning process of Teachers guide. Sessions are present in the training manual on child development and learning, learning theory of Howard Gardner that

reflects different types of intelligence and learning style of child. The intelligence of Howard Gardner are-linguistic intelligence, logical-mathematical intelligence, visual-spatial intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalist intelligence. This theory helps to learn about different learning style of children and managing them successfully. Motivating, engaging, learner-centered, joyful, and activity-based teaching-learning are encouraged in teachers guide and training manual. Expert thinks also that joyful teaching-learning methods is helpful for out of school children because it can make interest to school.

Expert say that keeping the children in the learning center by joyful teaching-learning method and making flexible timing should be the focus of curriculum development for out of school children so that they are interested to school and can be able to maintain general life along with work (CED2).

According to AEPs, this learning approaches emphasize on the influence of self-belief and motivation of children. It recognizes that students have different learning styles, including visual, auditory, and kinesthetic, and it connects different types of intelligence and the ways in which information is retained and recalled. Ideally. Accelerated Learning approaches not only activate with the individual needs of learners but also motivate and actively engage them to learn as efficiently as possible through learner-centered, fun, and interesting activities. So, the learning principle is integrated throughout the curriculum and training manual.

Pedagogy

In the out of school children program syllabus, teaching learning methods are fixed considering age, previous experience and class of target group, duration of curriculum implementation. Participatory teaching-learning methods are followed in this syllabus. Here, participatory teaching learning method and strategy has been encouraged to implement in the class room. The participatory methods are group work, pair work, peer learning, storytelling, role play, project method, self-reading etc. Club day activities are added in accelerated education model syllabus for special purposes. These activities not only help to improve the life skill but also progress classroom activities by joyful and fun activities. Session on classroom management, teaching-learning methods, and strategies, inclusive education is present in the training manual. Different types of teaching-learning methods like brain storming, group work, individual work, demonstration,

discussion, question-answer etc. and active learning strategy has been discussed here. These are mainly participatory teaching-learning methods.

‘Expert say that participatory teaching method like group study, Role Play, pair work, silence reading is effective teaching method for out of school children. Joyful way of content delivery, activity-based teaching learning method for ensuring 4 skills (listening Reading Writing speaking) ensuring engagement of every student, Mild and Moderate special child are considered for selecting teaching methods for out of school children’ (CEB1).

On the other hand, according to accelerated education principles teaching-learning method will be learner-centered, active, participatory, and varied to meet the needs of all. So, this pedagogy is integrated throughout the curriculum and training manual.

Practices

Accelerated education model syllabus has been made with two section-first sections: concept of accelerated education model and second section: subject-based accelerated education syllabus. Concept of accelerated education model, its usages, its goals and objectives, its main considerations, rational of this model, benefits of this model, features of this model, Implementation strategy of this model, assessment of students learning progress, evaluation and record keeping, lesson plan making, lesson distribution of accelerated education model syllabus and subject-based coordination as well as working hour has been discussed in the first section. Subject-based syllabus of Bangla, Math, English, Bangladesh and global studies, Science, Religious and Moral education has been discussed in the second section. Individual session on accelerated education model syllabus and its implementation strategy has been discussed in the training manual also. Besides, knowledge on implementation strategy of Bangla, Math, English, Bangladesh and global studies, Science, Religious and Moral education is integrated throughout the training manual. Specially, session on microteaching of individual subject that is directly related to teacher’s classroom practice is present in the training manual also. So, the practice of accelerated education model is integrated throughout the curriculum and teacher training manual.

4.1.4 The AEP curriculum suits over-age children and reflect gender sensitive and inclusive education practices.

The content (compulsory learning material) of OOSC education program represents the diverse groups of learners and reflect gender sensitive and inclusive education practices. For example: ‘Respect to all, festivals of Islam and Hinduism, festivals of Buddhism and Christians’ contents are present in class-3 by the subject of ‘Bangladesh and Global studies’ by chapter two. It represents the children of different religious, participation of male-female along with special child by achievable competency no:2.1,2.2,2.3 and learning outcome no :2.1.1,2.2.1,2.2.2,2.2.3,2.3.1,2.3.2,2.3.3. Besides, according to accelerated education model syllabus, participatory, active and learner centered teaching learning method and strategy has been encouraged to implement in the class room.

Moreover, Session on inclusive education practices is present in the training manual. Concept of inclusive education and implementation of inclusive education strategy has been emphasized on here. According to AEPs materials will be inclusive, gender-sensitive and conflict-sensitive and demonstrate representation by diverse groups of learners, including children of religious and ethnic minorities, and children with disabilities. So, content follow this principle.

According to OOSC education program syllabus, the target group of OOSC education program is (8-14) age group that is over-age compare to the target group of formal primary education program. Content is same for these two groups but implementation time is different for these two groups. Considering this matter, implementation time of Out of School Children (OOSC) program has been reduced in comparison with primary. So, OOSC curriculum suit over-age children.

However, it can be decided that curriculum of out of school children education program is suit over age children and reflects gender sensitive, inclusive education practices. So, out of school children education program syllabus follow AEPs (accelerated education model syllabus) properly in this part.

4.1.5 Integrating psychological wellbeing and life skills

Psychological wellbeing

According to the Out of School Children (OOSC) education program syllabus, the aspect of socio-emotional learning and conflict resolution is integrated within club day activities by life skill. Self-Awareness, empathy, interpersonal communication, identify life problem and problem Solving, decision making, independent thinking, effective communication skill that represent socio-emotional learning and conflict resolution are present in the OOSC education program. One day in week has been kept for OOSC education program syllabus. Here, thirty minutes (30) is allocated for life skill where emotional learning, conflict resolution addressing psychological wellbeing is integrated in club day activities. So, Club Day activities has been kept in accelerated education model syllabus for special purposes. These activities help to improve life skill for psychological wellbeing and classroom practice for making education relevant and engaging for learners.

‘Expert say that if an organization or project who will use the curriculum have been any special objective or they want to follow more skill, they will make a new curriculum by integrating the new objective or skill with government curriculum (CED2)’.

‘Expert says also that teaching method should be like a learning to enjoyment for out of school children and socio-psychological issues should be integrated with their teaching method because they came from different socio-psychological pattern (CED2)’.

AEPs, suggest that the aim of curriculum will be- to improve learners’ psychosocial well-being, addressing the unique needs of learners in fragile contexts. Life skills will be added to curricula to make education relevant and engaging for learners. This curriculum may include socio emotional learning, conflict resolution Ideally, these aspects of the curriculum will be integrated throughout all core content areas, rather than as a standalone subject. So, psychosocial well-being and life skills is integrated within the OOSC curriculum.

So, out of school children education program syllabus follow AEPs (accelerated education model syllabus) properly in this part.

4.1.6 Ensuring AEP timetable

According to the syllabus of OOSC education program, every class completion time is 6(six) months from class one to three and 24 (twenty-four) months for class four to five, 12 months in every class. Class will be held 3 hours in every day, five days in every week and a club day in every week. AEPs also suggest that commonly, it will cover two grades of the primary curriculum in one AEP year. The first three grades of primary school will often cover faster than the last three, since learners will be able to learn lower-level skills more quickly. However, acceleration rates will be decided based on what will be challenging and appropriate for learners. AEPs can take various forms, from short-term programs that help learners cover just a few years to offering full cycles of primary schooling. So, the syllabus of out of school children program (OOSC) has been made following AEP principle properly in this part.

4.1.7 Developing teacher's guide

Teaching-learning strategy, assessment strategy, developed lesson plan, instruction for daily lesson presentation, accelerated education model syllabus are clearly described in the teachers 'guide. Use of simple language is observed for developing this guide. The guide is easily readable. Accelerated syllabus and learning pedagogy are integrated through the guide. According to AEPs, AEP educators will also need high quality, detailed teaching, and content guides, including detailed model lesson plans. These must relate clearly to the AEP curriculum and take educators through specific steps in delivering the curriculum using Accelerated Learning pedagogy. Guides will be most efficient within the tight timeframes of AEP if they are in languages that teachers can read easily.

So, the syllabus of out of school children program (OOSC) has been made following AEP principle properly.

4.2 Classroom practices

The interpretation has been presented by the data of questionnaire, observation schedule, Out of School Children (OOSC) program syllabus, teachers guide and training manual of OOSC education program. Here thematic analysis has been followed. The themes are-1. developing lesson plan, 2. evaluation previous knowledge, 3. teaching-learning method, 4.use of instructional

materials,5. on-going assessment,6. Reinforcement,7. Feedback,8. Teacher-student engagement and 9. Classroom management.

4.2.1 Developing lesson plan

Lesson plan for observed classes was found in sixteen learning centers but lesson plans were not found in two learning centers (DSCSNPS), (DSCTNPS). Time distribution for activities and learning outcome had been present in every lesson of teachers' guide. Subject wise time management had been mentioned in the accelerated education model syllabus and training manual for teachers' foundation training also. For example-

Activities	Time for Teachers	Time for students
1.Collective work- 25 minutes		
1.1.Greeting, roll calling	5 minutes	5 minutes
1.2. Story telling	10 minutes	10 minutes
1.3. Discussion again and conceptualization of new lesson along with writing class work on the board and making understanding about class work.	10 minutes	10 minutes
2.Reading story / creative writing (12/13 or 15 students) -20 minutes	20 minutes (Listening story from 12/13 or 15 students and checking creative writing from rest of the students) - 20 minutes	20 minutes
3.Small group work (two groups with teacher, six minutes per group)-12 minutes	12 minutes	12 minutes for 2 groups
4.Students learning assessment – 3 minutes	3 minutes	3 minutes
Total	60 minutes	60 minutes

Table-7: Time distribution for Bangla lesson (Teacher's foundation training manual, p.139)

On the other hand, most of the teachers had mentioned activities but time distribution for activities was absent in every lesson plan. Teachers who had made lesson plan, they had mentioned common activities like-previous knowledge, assessment, homework, evaluation etc. Here was mentioned three types of lesson plan in accelerated education model syllabus. There were – Session Complete, monthly, daily lesson. All teacher said that they made lesson plan regularly. Moreover, when researcher collected data, it was observed also that class-3 had been started but most of the teacher did not get till then text book and some of them had collected one set textbook only for continue class. For example- ‘Teacher says: Madam, I do not get text book till now. Students ask that when they will get new textbook’ (DSCNcT17), (DSCWnT18). Sometimes, it was observed also that some teachers were curious to get text book as soon as possible.

‘Teacher says the PS: Madam / Sir, when will you get text book? PS says: You will get text book as soon as possible’ (DNCNaT6), (DSCBT13).

In this matter PS ensured the researcher that they had advised the teachers in the refreshers training to collect at least one set old text book for continuing class from nearby primary school (PSDS).

So, most of the teachers follow lesson plan in accordance with accelerated education model syllabus partially and very few teachers do not follow lesson plan regularly. There is a shortage of text book in most of the learning centers.

4.2.2 Evaluation of previous knowledge

It was observed that twelve teachers evaluated previous knowledge of the students following some strategy. The strategy is described below-

First strategy

In this part, sometimes teachers ask question the students and order the students to raise up their hands who know the answer. Then teachers hear the answer from several enthusiastic students. Finally, they went to the next part or want to listen the answer from more students who does not raise up hands (DSCBNPS, DSCNcNPS, DSCHNPS, DSCWnNPS, DSCENPS).

Second strategy

Teachers ask question about previous lesson randomly as her wish. If any students do not recall the answer, the teacher helps his/her. (DNCKNPS, DNCMNPS).

Third strategy

Teachers ask question the students and they (student) answer the question together. Sometimes students answer the question orally or writing according to the teachers' instructions (DNCVNPS, DNCUNPS, DNCNaNPS, DSCSNPS).

Fourth strategy

Teachers ask question the students and if the students are silent, again they ask that who will speak? But when it is observed that students are confused, the teachers call the name of students and that student try to answer the question. In this case teachers help the student. Sometimes they repeat the same question or ask another question and want to listen the response from other students (DNCANPS).

Absent of evaluation previous knowledge

Six teachers do not evaluate previous knowledge of the students properly. Three teachers in six start today's lesson without evaluating previous knowledge of the students (DNCC1NPS, DNCEkNPS, DSCAmNPS) and rest of the teachers started lesson by different way, one teacher ask the students that what the previous lesson is but do not evaluate the previous lesson. The students answer 'A black cat in a hat, in a group. Then teacher say again that they have read yesterday thus way. Then she asks that what the that day's lesson is and starts the lesson (DNCDNPS)). Another teacher asks the students that what they will read that day and the students answer in group that 'prarthona' and the teacher starts the class. It was repeat class (DSCANPS). Another teacher tries to evaluate previous knowledge by a question. The question is - what is environment? but students do no reply. She replies own self and starts class (DSCTNPS).

There was a direction in the teacher's guide to evaluate previous knowledge of the students by question-answer and session was present on learning evaluation and feedback. Here summative and formative assessment had been discussed but noticeable discussion on 'Evaluation of previous knowledge' was not observed here. 'Evaluation of previous knowledge' was absent in the lesson plan.

So, in this part, most of the teachers has evaluated previous knowledge of the students following some strategy properly and they have followed question-answer method to evaluate previous

knowledge. The strategies are-evaluation of interested students and then indifferent students, evaluation of several individual students as teachers wishes, evaluation of whole students together by common question, first teacher gives a scope to answer the interested students and then individual students but without getting any response she helps them. But some teachers do not evaluate the previous knowledge any way. 'Evaluation of previous knowledge' is absent in training manual and lesson plan.

4.2.3 Teaching-learning method

It was observed that all teachers followed participatory method conducting a lesson and the participatory methods were-relevant discussion with real life experience with example, read aloud, group work, Writing, Storytelling, Discussion with explanation, Question-answer, showing picture and explanation, Silent reading, Lecture.

The scenario of presenting teaching-learning methods in the class room are described below-

Scenario 1: 'Teacher says the students to open the Bengali book first. Then she asks and write down questions on the board and students answer this question together. Sometimes, teacher tells the several students to stand up and ask question on the lesson. The students reply. Then the teacher calls more two students in front of the class and advice to teach the word meaning. Then teacher teaches the students a poem 'Amar desh.' According to the teacher's instruction enthusiastic two students teach the poem again one by one. Then the teacher teaches the students fill in the blanks, spelling etc. and students read with teacher together. This process continues about 40 minutes. Finally, students write down word meaning in group. But it is not originally group work because they seat in group but writing by self without any interaction among group members. Then teacher gives home work (DNCMNPS).

In this LC teacher follows question-answer, reading aloud, individual work as teaching-learning strategy. Teacher-students' activities are participatory.

Scenario 2: Teacher announces today's lesson. Then she listens relevant real-life experience from students and teaches seven days name. All students read aloud with teacher. Then, several students teach rest of the students respectively according to the teacher's instruction. Then teacher divides the whole students into five small groups and advice the groups to read the seven days name of a week. Teachers make these groups with strong students and weak students. After completing the

group work, she listens the seven days name from several students and discuss relevant issue with them thus-

Teacher: What are the seven days in a week, you tell? (Indicating a student)

Student: Saturday, Sunday.....Friday

Teacher: Friday, it is a very interesting day, isn't it? What do you do in the Friday? Do you visit anywhere? Raise your hand who have visited the zoo.

Then some students raising their hands and teacher again ask – what have you observed at the zoo? The students reply spontaneously. Then she writes the seven days name on the board and the students write this in their notebook. Teacher checks and corrects the students note book. Finally, she teaches the seven days name twice and gives the students home work (DSCBNPS).

In this LC, teacher follows relevant discussion, question-answer, reading aloud, group work as teaching-learning strategy. Teacher-students' are involved with activities.

Scenario 3: Teacher discusses relevant issue that are related to real experience and text with the students. Then she asks the students about picture that are shown from book. The student's response with the teacher actively. Then she announces the today's lesson and read the story. Sometimes she gives example, explains, and asks question as necessary. Teacher explains difficult word, unknown word, punctuation mark and gives example. Then she teaches the students line by line once and observes if the students read with teacher. Then, several students teach rest of the students respectively according to the teachers' instruction. Then teacher divides the whole students into five small groups and advices the groups to identify difficult words that have been said by her. After completing the group work, she checks the group work and gives them home work (DNCVNPS).

In this LC teacher follows relevant discussion, storytelling, explanation, group work as teaching-learning strategy. Teacher-students' activities are participatory.

Scenario 4: Announcing today's lesson teacher asks the students – how to write down number from word? For example: teacher says -how to write one thousand in number?

The student's response with teacher and teacher writes down 1000 on the board. Then she advices the students to write 1000 on their notebook and observes their activity. Sometimes, she corrects

the student's notebook. Then she rubs out the number and writes more words on the board. She makes practiced the students' writing word to number several times and evaluate them in group thus-teacher asks the students: will you write word to number? Students reply in group: yeas (DSCWnNPS)

In this LC teacher follows question-answer, individual work as teaching-learning strategy. Teacher-students' activities are participating.

Scenario 5: Teacher announces today's lesson and then wants to listen the relevant real experience from the students. But not getting hopeful response she starts discussion with students about relevant issues.

Teacher: what is social component of environment? social components are component that are created by human, aren't them? who has made house, building?

Students: The Masion

Then teacher gives instruction the students to listen her and reads from book. Sometimes, she explains and discusses with students as necessary. She writes some questions and answers on the board. Then students write these questions and answers in their notebook. Teacher observes their activity and evaluates the lesson. Finally, teacher checks and corrects their notebook (DNCANPS).

In this LC teacher follows relevant discussion, question-answer, reading aloud, individual work as teaching-learning strategy. Teacher-students' activities are contributing sometimes.

Scenario 6: Teacher announces today's lesson. then she wants to listen the relevant real-life experience from the students and discusses relevant issues with the students. Moreover, she draws a chart on the board and lists some element. Teacher makes a chart in two columns for writing the social and natural element of environment. The chart is given below-

Social	Natural

Then she advises the students to seat in three lines and write down the element name in the right box of the chart. When students complete the writing, teacher advises them back to the previous seat. She checks their notebook and corrects them. Finally, she gives them home work (DSCENPS).

In this LC teacher follows relevant discussion, individual work as teaching-learning strategy. Teacher-students' activities are contributing.

Scenario 7: Teacher shows picture from text book and listen from students about these pictures. She explains the picture thus-

Teacher: What have you observed in the picture? plate of food, haven't it?

Students: Yeas.

Teacher: What foods are here? bread, isn't it? Do we eat bread at noon?

Students: No

Teacher: We eat bread at morning, don't we?

Then, she writes the word on the board and teaches the words several times. Then students write the words in their note book and teacher listens these from several students respectively. In this time rest of the students read with her/his classmate who is instructed by teacher to teach them. Then teacher asks the several students the meaning of the words. Then she teaches the sentence of the next part with instruction several times.

Teacher: listen and say

Students: listen and say

Then she tells an enthusiastic student to teach those sentences. This student teaches the sentence and teacher teaches this sentence again several times. Then she advises the students to read silent about 2/3 minutes. Finally, she evaluates the students and helps the vulnerable students to learn the lesson. Then she teaches the lesson again and gives them home work (DSCNcNPS).

In this LC teacher follows explanation of text book picture, read aloud, silent reading, individual work as teaching-learning strategy. Teacher-students' activities are contributing. Here teacher

teaches instructional words as usual from text book without making understanding about instruction.

Scenario 8: Teacher announces the today's lesson. Then she spells the word 'Animals' and listens the meaning from students. She explains the cause of adding 's' in the end of word. In this time, she engages the students.

Then she explains every picture from text book and tell the meaning. She teaches 'a black cat in a hat' and tells the meaning thus- black that means kalo. Then she searches the similarity engaging students between sentence and picture. Then she divides the students in to five group and advises them to underline the word that are told by she. After group work, she advises the students to back their previous seat. She evaluates the group work and corrects them. Finally, she gives them home work (DNCDNPS).

In this LC teacher follows text book picture explanation, group work as teaching-learning strategy. Teacher-students' activities are participatory. Here teacher tells the word meaning directly without making understanding of the word.

Scenario 9: Teacher listens relevant experience about lesson from students. Then she shows the pictures from text book and listens from students about the pictures. Finally, she announces the today's lesson. Then she reads the story with explanation of difficult and unknown words with relevant discussion. She evaluates the lesson. Then she shows the students that-how to break the associated letter on the board and get practiced two students on the board. She advises the students to write that letter in their notebook. Then she checks the notebook and gives them home work (DNCNaNPS).

In this LC teacher follows relevant discussion, storytelling, individual work as teaching-learning strategy. Teacher-students' activities are contributing.

Scenario 10: Teacher listens relevant issues about lesson from students. Then she announces the today's lesson and reads from the text book with explanation. Then she discusses relevant issues with students as necessary. Finally, she evaluates the lesson (DSCHNPS).

In this LC teacher follows relevant discussion, read aloud as teaching-learning strategy. Teacher-students' activities are contributive.

Scenario 11: Teacher announces today's lesson. Then she writes multiplication of 12 on the board and advises the students to write this in their notebook. She teaches the students this almost three times. Then she advises the several students to teach it as like her respectively. Then she gives home work to write multiplication of 12. Teacher writes a number on the board and ask the local value of every digit and writes on the board. Sometimes she corrects local value of every digit. Then she writes more number on the board for the practice of the students and advises the students to write the local value of every digit in their notebook. She checks the note book and gives them home work (DNCUNPS).

In this LC teacher follows individual work, question-answer as teaching-learning strategy. Teacher-students' activities are contributing.

Scenario 12: Teacher announces today's lesson first and she wants to know about picture of the text book. A student says something but teacher starts reading from textbook. She delivers lesson improper way. Teacher tells the meaning of the sentence sometimes directly and sometimes hesitantly. She asks question about text to the students chaotically. Teacher tells the meaning directly and ask question about text to the students. Then she reads some line and tells the meaning directly thus- how old are you? that means 'tomar boyos koto.' Then she writes several words on the board and advises the students to write this in their notebook. Students are inattentive most of the time. She checks the notebook and teaches these words. Students read this with the teacher together. Then she evaluates the students (DSCAmNPS).

In this LC teacher follows question-answer, read aloud, individual work as teaching-learning strategy. Teacher-students' activities are contributing sometimes. Here teacher tells the word meaning directly without making understanding of the word and sometimes avoids students' response that is not good for learning because it hinders the student's interest of learning. This reflects knowledge gap of the teacher about pedagogy.

Scenario 14: Teacher asks the students a question to evaluate the previous lesson but students are inactive. So, teacher answers the question own self and she starts to read from textbook. Sometimes, she asks the students some questions about reading text for engaging them like-what is the environment? And discusses relevant topic with students merely. Several students' response. Then she writes 'social element of environment' on the board thus –

Five social elements of environment are -1)2)3)4)5) Then she asks the students 'the social element of environment' and sometimes she adds the name of element own self. Students write this on their notebook. Then, teacher evaluates the lesson and gives home work (DSCTNPS).

In this LC teacher follows question-answer, read aloud, individual work as teaching-learning strategy. Teacher-students' activities are participatory sometimes.

Scenario 15: Teacher reads some parts of a story 'sobai mile kori kaj ' and students read with also. Then she tells several students to read respectively. When a student finishes some line, another student starts to read just after this. Then teacher writes some word meaning on the board and advices the students to write this in their notebook. Finally, she checks the class work (DNCEkNPS).

In this LC teacher follows storytelling, read aloud, individual work as teaching-learning strategy. Teacher-students' activities are contributing.

Scenario 15: Teacher advices the students to listen her and starts reading. Sometimes, she asks the students some questions while reading. Then she writes question-answer on the board and monitors the students. Then students write these on their notebook. The questions are-1.how many kinds have the environments? 2.what are the elements of natural environment? Teacher helps the students to understand the question and answer. Then she tells the students to read what are written by them and evaluates everyone. Finally, she gives them homework (DNCC1NPS).

In this LC teacher follows read aloud, question-answer, individual work as teaching-learning strategy. Teacher-students' activities are participatory.

Scenario 16: Teacher announces the todays lesson first. Then she evaluates the previous lesson and starts reading from text book. She reads the lesson with instructions that are given in the book and translate this.

Teacher: C no pair work, ask and answer. Pair work that means sitting in pair how you are sitting in pair.

Then she writes some question on the board and advices the students to write this in their note book. The questions are-What is the person? How old is he? What does he do? Where does he

work? If any student face difficulties to understand the question, teacher helps them to solve this. After finishing the writing, she checks and corrects their notebook. Then she evaluates their lesson and gives them homework (DSCSNPS).

In this LC teacher follows read aloud, individual work, question-answer as teaching-learning strategy. Sometimes, teacher directly translates English to Bengali without making understanding.

Scenario 17: Having weakness in the previous lesson, teacher teaches the poem ‘Train’ in several small groups. Then she evaluates the lesson and advices the students to come back their previous sitting position. Moreover, she teaches the next eight lines of the poem and advices the students to go through with teacher silently. Then she teaches the poem and students read with teacher together. Finally, she gives homework and observes the student’s activity (DNCKNPS).

In this LC teacher follows group work, read aloud, question-answer, individual work as teaching-learning strategy. Teacher-students’ activities are participating.

Scenario 18: Teacher asks the students about today’s lesson and students reply together.

Teacher: What is our todays lesson?

Students: ‘Prarthona’

Then she teaches the poem ‘Prarthona’ several times and advices several students teach the poem one by one again. After teaching poem several times, she teaches word meaning several times. She evaluates some students. She teaches the poem and word meaning several times again. Then she asks every student about lesson to evaluate them. She advices the students to read the poem in pair. Just after one minute she starts to evaluate the students by asking word meaning and the students reply with teacher together. Then she advices the students for self-reading the poem (DSCANPS).

In this LC, teacher follows read aloud, question-answer, pair work as teaching-learning strategy. Teacher-students’ activities are participatory.

In the curriculum participatory teaching learning methods and strategies were advised to implement in the class room. The participatory methods were group work, pair work, peer learning, storytelling, role play, project method, self-reading etc. According to the teachers comment they followed lecture, question-answer, storytelling, group work, pair work, role play, observation, writing, field trip, demonstration, dancing, singing, brain storming, rhymes with clapping, concept

mapping, relevant discussion, playing as teaching-learning methods. Without lecture all are participatory teaching-learning methods.

However, it was observed that teachers followed discussion, read aloud, group work, individual work, Storytelling, Question-answer, showing picture and explain, Silent reading as a teaching method. So, all teachers followed curriculum for the implementation of the teaching-learning methods. Teacher directly translates English to Bengali without making understanding. Whereas it is instructed in the training manual to make understanding without translating English to Bengali directly. Sometimes one teacher avoided students' response that was not good for learning because it hindered the student's interest of learning. This reflects knowledge gap of the teacher about pedagogy.

4.2.4 Use of teaching materials

It was observed that teacher used mainly text book, picture relevant to the text, black board, chalk, duster, note book, pencil as teaching material. The process of using teaching materials is described below-

Process 1: Teacher asks the students about picture that are shown from book. The student's response with the teacher actively.

Teacher: What do we observe in the picture?

Student: Cow, pigeon

Teacher: How many cows? is it a cow?

Student: No, mam. Six cows.

Then she explains picture and teaches the lesson (DNCVNPS).

Process 2: Teacher writes number like '1000' on the board. Then she advises the students to write 1000 on their notebook and observes their activity. Sometimes, she corrects the student's notebook (DSCWnNPS).

Process 3: Teacher writes some questions and answers on the board about component of environment. Then students write these questions and answers in their notebook (DNCANPS).

Process 4: Teacher draws a chart on the board and lists some element. Teacher makes a chart in two columns for writing the social and natural element of environment (DSCENPS).

Process 5: Teacher shows picture from text book and listen from students about these pictures. She explains the picture thus-

Teacher: What have you observed in the picture? plate of food, isn't it?

Students: Yeas.

Teacher: What foods are here? The bread, isn't it? Do we eat bread at noon?

Students: No

Teacher: We eat bread at morning, don't we?

Then she writes the word 'breakfast' on the board (DSCNcNPS).

Process 6: Teacher explains every picture from text book and tell the meaning. She teaches 'a black cat in a hat' and tells the meaning thus- black that means kalo. Then she searches the similarity engaging students between sentence and picture (DNCDNPS).

Process 7: Teacher shows the pictures from text book and listens from students about the pictures. Then she announces the today's lesson. Sometimes, she shows the students that-how to break the associated letter on the board and get practiced two students on the board. She advice the students to write that letter in their notebook (DNCNaNPS).

Process 8: Teacher writes 'multiplication of 12' on the board and advice the students to write this in their notebook (DNCUNPS).

Process 9: Teacher wants to know about picture of the text book. A student says something but avoiding this teacher starts reading from textbook (DSCAmNPS).

Process 10: Teacher writes 'social element of environment' on the board thus –

Five social elements of environment are -1)2)3)4)5)Then students write this on their notebook (DSCTNPS).

Process 11: Then teacher writes some word meaning on the board and advices the students to write this in their notebook (DNCEkNPS).

Process12: Teacher writes question-answer on the board and monitors the students. Then students write these on their notebook. The questions are-1.how many kinds have the environments? 2.what are the elements of natural environment? (DNCCINPS).

Process 13: Teacher reads the lesson with instructions that are given in the book and translate this thus-

Teacher: C no pair work, ask and answer. Pair work that means sitting in pair how you are sitting in pair. Then she writes some question on the board and advices the students to write this in their note book. The questions are-What is the person? How old is he? What does he do? Where does he work? She writes these questions as class work and home work (DSCSNPS).

Process 14: Teacher reads from text book and sometimes use blackboard to write question Or practicing math (DNCKNPS), (DNCMNPS), (DSCBNPS), (DSCANPS), (DSCHNPS).

Teachers said that they used co-educational teaching material / teaching aids along with books. The materials were real object, different types of pictures, poster, and chart, electronics device like mobile phone sometimes tab and plastic card. But it was observed that teachers used mainly text book, picture relevant to the text, black board, chalk, duster, note book, pencil as material. Use of teaching aids was not observed in the classroom. On the other hand, it was advised to teachers guide to use text book, picture relevant to the text, poster, flash card, chart, scenery, digital materials like audio file, real object like chair, table, balloon etc. as teaching aids but it was not observed to use poster, flash card, chart, scenery, digital materials like audio file, real object etc. Training manual also supported using teaching aids along with textbook. All teachers followed accelerated model syllabus partially for the use of teaching materials. So, mainly text book, picture relevant to the text, black board, chalk, duster, note book, pencil is used as teaching materials in the LCs. The way of using these materials is mentioned below-

Teaching materials	Use of its
Text book	Teachers use text book for teaching
Picture	Teacher uses text book picture for understanding lesson with explanation.

Note book, pencil	Students use these materials for class work
Black board, chalk, duster	Teacher uses these materials for class work, homework. Sometimes, students use these materials for practicing class work.

Table-8: Use of teaching materials

4.2.5 On-going assessment

It was observed that sixteen teachers assess the students to understand their textual status but two teachers did not assess them (DNCKNPS), (DNCEkNPS). Teachers assessed the students following some techniques. The techniques are described below-

Technique-1

Teacher tells the interested students to raise up their hand and listens the answer from them (DNCANPS), (DSCHNPS).

Technique -2

Teachers assess the students in group like identification of word that are told by teacher first then evaluates several students who are interested and not interested by asking question or giving advice writing on the board respectively. Sometimes she evaluates small group work or listens answer from students in a group. Sometimes she evaluates several students to write word to number on the board and asks the whole students that it is right or wrong (DNCVNPS), (DNCNaNPS), (DSCWnNPS), (DSCAmNPS).

Technique -3

Teacher evaluates several students by asking the name of seven days, the name of village, and the name of our prophet or to pronounce difficult word from the story (DSCBNPS), (DNCVNPS), (DSCHNPS), (DSCSNPS), (DSCTNPS).

Technique -4

Teacher listens the answer first from several interested students like-reading from text book, then from several other students (DSCNcNPS), (DSCANPS)

Technique -5

Teacher gives a common work then checks the note book of everybody one by one like-making a list on social and natural environment, listens answer of a question in a group like- ‘what are the natural environment? what are the types of environments? Sometimes, she gives the students to write local value of every digit in a number (DNCUNPS), (DSCENPS), (DNCMNPS), (DNCC1NPS).

It had been advised in the accelerated education model syllabus to find out the textual status by on-going evaluation. According to the teachers comment, the assessment techniques were-asking question or checking their writing, checking group work/individual work/pair work, correction of question-answer in notebook, evaluation by reading or writing on the board. Moreover, monthly, and fortnightly exam were held for the assessment of the students. But it was observed that most of the teachers assessed the students by asking question in group or individually, checking classwork, observing their reading from text book to evaluate their understanding of lesson but some teachers did not assess them. So, most of the teacher follow the accelerated model syllabus but some teachers do not follow.

4.2.6 Reinforcement

It was observed that reinforcement technique had been followed in most of the LCs but any reinforcement was not observed in eight LC (DNCVNPS), (DSCHNPS), (DNCKNPS), (DSCANPS), (DSCSNPS), (DNCC1NPS), (DSCTNPS), (DSCAmNPS). Most of the time teachers encouraged the students by positive reinforcement but sometimes negative reinforcement was observed merely.

Positive reinforcement: The students who are successful to answer the question were clapped for giving thanks by other students according to teachers’ instruction. Moreover, teachers said very good, good boy, good girl, good to successful students and sometimes good to other as well as advised the other students to read more at home so that they are encouraged (DNCANPS), (DSCBNPS), (DNCUNPS), (DNCNaNPS), (DSCNcNPS), (DSCWnNPS), (DSCENPS), (DNCMNPS) (DSCBNPS), (DNCUNPS), (DNCEkNPS). Sometimes, she encouraged the students by comment like-are you worried? I know that many of you will be successful. See, you can this (DSCNcNPS).

Negative reinforcement: It was observed in a LC also that teacher asked question a student and stopped his/her to tell more. Example for-

Teacher: Tell a name of God's creation?

Student: Tree (here he tried to tell more)

Teacher: No more (DSCENPS).

Here, teacher could give scope to tell more or ensure his/her that she will listen from students more name tomorrow so that they are encouraged.

However, maximum teachers used reinforcement in the class room. Most of the time they encouraged students positively by clapping, saying 'very good, good boy, good girl, good 'and saying inspiring sentence like- 'I know that many of you will be successful' but practice of negative reinforcement was observed merely. Some teacher did not use reinforcement in the classroom. On the other hand, it had been advised in the Teachers Guide (TG) indirectly to follow reinforcement during lesson presentation but session on reinforcement was absent in the training manual. The reinforcement techniques were- clapping for encouragement, praising the student's activity and sometimes, asking question for the encouragement of the students. Sessions on reinforcement was absent in the training manual. So, teachers followed the accelerated model syllabus sometimes.

4.2.7 Feedback

It was observed that teachers mainly gave feedback to the students for the correction of class work / homework and behaviors. The scenario of giving feedback is described below-

The correction of class work / home work: Most of the Teachers corrects spelling, pronunciation like Wednesday, question answer, previous homework etc. from student's notebook. Moreover, she helps the students who face the difficulties to read or practice or write the class work or tell the correct answer (DSCBNPS), (DNCVNPS), (DNCUNPS), (DNCNa,NPS), (DSCNcNPS), (DSCWnNPS), (DSCENPS), (DSCSNPS), (DNCMNPS), (DSCAmNPS).

The correction of behaviors: Sometimes teacher advises the student to be attentive in the class or comments the student like- 'you have gossiped with other and do not listen to me. This is why you cannot do this' (DSCENPS), (DNCMNPS). It was observed in another learning center that a student replies wrong and listening wrong answer other students laugh. In that situation teacher

tells them to stop. Then ensuring them that it is natural phenomena and she asks why they are laughing (DNCC1NPS).

Absence of feedback: It was not observed giving any feedback to the students in five LC (DSCHNPS), (DNCKNPS), (DSCANPS), (DNCEkNPS), (DSCTNPS)

However, most of the time teachers gave feedback to the students for the correction of class work / homework and behaviors. Sometimes it was not observed giving any feedback to the students in some LC. On the other hand, it had been advised in the Teachers Guide (TG) indirectly to follow feedback techniques if necessary, during lesson presentation. It was advised also that sometimes, teacher will help the students if necessary. A partial session on feedback was present in the training manual also. So, most of the teacher follow the accelerated model syllabus but some teachers do not follow for giving feedback to the students.

4.2.8 Teacher-student engagement

It was observed that teacher-students engagement was good in some LCs but students were merely inattentive in some LCs, sometimes the class room were boring also and teacher-students engagement is poor in some LCs. The scenario of teacher-students engagement is defined below-

Scenario-1: It is observed that students are active with teacher during class and follow teachers' instruction in these LCs. Teacher-students relationship is friendly. Moreover, teachers address the students very cordially as ammu, abbu etc. Students enjoy class room activities. (DNCANPS), (DNCVNPS), (DNCUNPS), (DSCNcNPS), (DSCENPS), (DNCKNPS), (DNCC1NPS).

Example for: Teacher teaches a story spontaneously in her learning center. The students are very active with teacher. They enjoy the story. Teacher starts the story with relevant discussion. Conversation among teacher and students are presented below-

Teacher-Today we will learn a new lesson, do you listen name of a king?

Students- Yeas (together)

Teacher-How is the king?

Then students share their concept about king and teacher add with them. Thus, the teacher starts the story. Teacher – students' engagement is very fine in this class (DNCNaNPS).

Scenario-2: Sometimes they join the classroom activities spontaneously and enjoy the discussion about relevant issue like- Friday's activities or story in some LCs but they are inattentive for few minutes merely (DSCWnNPS), (DSCANPS),(DNCMNPS), (DSCBNPS), (DNCNaNPS), (DSCHNPS).

Scenario-3: Moreover, whole class is boring and joyless but students are very gentle, they follow the teachers' instruction sometimes. It is observed also that students are indiscipline, inattentive most of the time and they are not engaged with teacher properly. Sometimes they gossip each other (DNCEkNPS), (DSCTNPS), (DSCAmNPS), (DSCSNPS).

'Example for: Teacher teaches English in traditional way. She read aloud the sentence and say the meaning. She teaches the students conversation between teacher-students, student-student but nothing observed any activity like pair work or dialogue between students. Students are inattentive and indiscipline. The class is mind-numbing and depressing' (DSCAmNPS).

Although teacher-students engagement was maintained in some learning centers, it would help to achieve the goal but teacher-students engagement was not maintained in some learning centers and it could be the cause of unsuccessful. Three types of teacher-students engagement scenario were observed in the class room. Most of the time spontaneous engagement of the students was observed in some LCs. They enjoyed class room activities during lesson presentation. Sometimes spontaneous engagement of the students was observed in some LC but they were inattentive for few minutes merely. Students were not engaged with teacher properly in these LCs. Students were indiscipline, inattentive most of the time and they were not engaged with teacher most of the time in some LCs. Teacher-students engagement was poor in these LCs. On the other hand, it was advised in the TG indirectly that teacher would ensure spontaneous engagement of the students during explanation of the text book picture and try to make understanding the concept of the lesson clearly. Teacher-student engagement was integrated within a session by classroom management, teaching-learning methods, and strategy of training manual. So, some teacher follows the accelerated education model syllabus properly and some teacher follow partially but some teachers do not follow accelerated education model syllabus for this part.

4.2.9 Classroom management

It was observed that teachers followed some strategies to manage the classroom during lesson presentation as treatment and sometimes they did not give any treatment for class room management. The strategies are mentioned below-

Making teaching-learning environment

Most of the teachers control the classroom for ensuring suitable teaching-learning environment. The students are silent. For example:

‘A student entered the classroom when class was running. In this situation, teacher take steps such as helping his/her to take seat properly or asking her the cause of late and giving instruction to present on time’(DNCNaNPS), (DSCWnNPS).

Sometimes exception is observed for example:

‘Students are indiscipline, not silent and teacher take no more steps like changing their seat etc. sometimes she avoids these situations and continues reading without solving the problem’(DNCNaNPS), (DSCWnNPS), (DSCTNPS), (DSCAmNPS).’

Giving clear instructions

Teachers give clear instruction to the students most of the time for example: some indiscipline are observed in a LC when teacher check students class work and home work and teacher give instruction to come one by one, although the class room is very thin (DSCWnNPS).

On the other hand, sometimes clear instructions are not observed when giving homework, class work, questioning, pair work in some LCs. Sometimes students are not active properly during class like group work, class work or other activity, some are silent and some are looking at the door or some are indiscipline. In this circumstances, clear instructions are not observed in these LCs (DSCBNPS), (DSCTNPS), (DNCNaNPS), (DSCAmNPS)

For example: ‘teacher- asked question the students during class but there is no clear instruction about answer. When a student tells more answer, she stops his/her to tell more thus-

Teacher: Tell a name of God’s creation?

Student: Tree (here he tried to tell more)

Teacher: No more'(DSCENPS).

Managing naughty students

Most of the teachers take necessary steps when students disturbing the class by gossiping or leaving seat and advise them to be silent, writing properly, taking seat or warn his/her by name or change their position, ask question the inattentive student as well as ensure them a funny play after class sometimes (DSCBNPS), (DNCUNPS), (DNCNaNPS), (DSCSNPS), (DNCMNPS), (DNCC1NPS), (DSCTNPS), (DSCENPS).

For example: 'a student complains against other student who was not writing in the notebook or disturbing to the teacher and listening this teacher advise the student to write on her notebook and change his seat' (DSCENPS).

Some children are disturbing like doing naughty, gossiping during writing but proper steps of teachers are absent in some LCs sometimes. Most of the time it has been happed out of the teachers sight (DNCEkNPS) , (DSCTNPS) , (DSCAmNPS), (DSCANPS).

For example: 'a student hurts another student that happening out of teachers' sight in the end part of a class. This classroom is very lazy and joyless. It is not observed to take necessary steps. This picture is found in a LC (DSCANPS).

Using right standing style

When some teachers are writing on the board, they stand in angle so that all students can watch the black board (DSCBNPS), (DSCWnNPS), (DSCTNPS). Sometimes, teachers standing style during writing on the board are not right. As a result, students have back to them and get scope of doing naughty. So disciplinary activity is not observed among students (DNCANPS), (DNCMNPS), (DSCNcNPS), (DSCHNPS), (DSCWnNPS), (DNCC1NPS),(DSCANPS) (DSCAmNPS).. The scenario of wrong standing style is described below-

'Most of the time a teacher stands in the center of the U, as a result a part of the students is in front of the teacher and another part of the them are back of the teacher. In these circumstances, indiscipline like gossiping each other, moving here and there, lying, etc. are observed. Classroom management is very weak in this LC because most of the time students are doing naughty, involving disciplinary activity, inattentive, hurting another that are out of teachers' sight. In this

circumstance, it is not observed to take proper steps mostly but once the teacher tried to manage the student merely' (DSCANPS).

Appropriate time management

Sometimes, teachers take more time example for 10 minutes to check the note book ,15 minutes for evaluating previous knowledge ,15 minutes for writing 3 questions of the students. Time management of the teachers is not good and those part of the class is boring and very slow that is unnecessary (DSCWnNPS), (DSCSNPS), (DNCEkNPS).

The scenario of this learning center mentioned below-

'Teachers took more time approximately 10 minutes to check the note book. time management was not good because those part of the class was boring, joyless, and very slow that was unnecessary' (DSCWnNPS).

Researcher think that time management is not good because those part of the class was boring and very slow that is unnecessary.

Appropriate pronunciation

Sometimes teachers' pronunciation is not correct like 'sroshtha' question. Sometimes, teachers expression of language is not correct (DSCHNPS), (DSCSNPS), (DSCANPS).

'Example for: teacher tell the student to take her seat thus -sit (DSCANPS) and another teacher tell the word 'Question' like -kuchen' (DSCSNPS).

Maintaining teachers' professionalism

Teacher's professional activity is very essential for class room management. Most of the teacher's activity is good but some teachers are not professional at all. Teacher's unprofessional activities are- insincerity, conducting class in wrong way. Most of the teachers actively move through the classroom during class for observing their activity. Almost all teacher addresses the students very friendly and cordially.

'Example for- Teacher tells the student to write thus- 'Please write, son' (DNCUNPS). Another example of teacher's cordial behavior is given below-

‘There are two special children in the two LCs. It is observed to take special care these special children often and teacher help them to read like the name of seven days individually’ (DNCANPS), (DSCBNPS). But exception is observed sometimes.

Sometimes, a teacher is indifferent and insincere. This classroom was very lazy and joyless. Example for: teacher is not enough cordial with students. A student hurt another student that happening out of teachers’ sight in the end part of a class. This classroom is very lazy and joyless. This picture was found in a LC (DSCANPS).

Another example of teacher’s wrong activity is also mentioned below-

‘Teacher’s activity during checking previous knowledge is not fine because she checks the notebook and drops to below without giving it to the standing students’ (DNCVNPS). But most of the teachers check the student’s notebook going their seat.

However, some teacher gave treatment to the students in some LCs but treatment was absent in some LCs during lesson presentation. Although it was advised in the TG indirectly that teacher would manage group work and gave treatment to the weak students of the group. She would Observe group work around classroom and help the students if necessary. So, adequate monitoring, supervision and feedback session should be held for making teachers habit of proper class room management.

4.3 Teachers’ performance

Teachers’ performance had been determined by their efficiency in conducting lesson of class-2 and class-3. The performance level was calculated under three domains. The domains were- 1. Professional knowledge and realization 2. Professional practice and 3. professional values and relation. Every domain had sub-item. Professional knowledge and realization had four sub-items, professional practice had six sub-items as well as professional values and relation had three sub items. These sub-items were ‘learning area ‘of individual domain. Sub-items covering competency had been described by the table-1. Data had been analysed and interpreted considering these sub-items as sub-themes of teachers ‘performance.

Domain	Sub-item (Learning area)	Covering competency
Professional knowledge and realization	Subject related knowledge	Teacher uses appropriate subject-based knowledge during lesson presentation.
	Concept about teaching-learning method	Verities teaching strategies are applied during lesson presentation.
	Concept about curriculum,	Lesson plan is made according to competency of curriculum and learning outcome
	Concept about child	Feedback is given thus way to the learners so that they feel free to give wrong answer.
Professional practice	Making lesson plan	Lesson plans are made for all lesson presentation.
	Expectation	Teacher helps the students by encouragement to solve any difficult problem.
	Communication skill	Teacher helps the students to find out right answer if the answer of question is wrong
	Classroom environment and management	Furniture, book corner etc. are decorated thus way so that students are able to make group easily in the classroom.
	Use of teaching materials	Teacher makes teaching material planned way for the

		use of a definite teaching-learning process.
	Evaluation	Teacher asks question to individual student, group and whole class for making concept about the improvement of every activity of students.
professional values and relation	Commitment to equality	Teacher gives attention to all students.
	Participation with local people	Teacher expresses positive attitude to the learners and their parents.
	Cooperation with colleague	Teacher enjoys excellent relationship with UPM, PS.

Table-9: Sub-items for teachers' performance

Teachers' performance had been analysed by percentile rank of teachers' individual competency according to these sub-items /sub-themes for every domain. Sub-theme for 'Teachers' performance had been developed by these sub-items. Teachers' performance had been presented by pie-chart of competency. This interpretation had been presented with the data of observation checklist, questionnaire, observation schedule, Out of School Children (OOSC) program syllabus, teachers guide and training manual of OOSC education program.

4.3.1 Professional knowledge and realization

For the analysis of teachers' performance about 'professional knowledge and realization' four competencies had been identified covering subject related knowledge, concept about teaching-learning method, concept about curriculum and concept about child under this domain. The performance level had been calculated by percentile score of teachers achieved from the lesson observation. Competency for every learning area has been described by the table-1.

Learning area	Competency
Subject related knowledge	Teacher uses appropriate subject-based knowledge during lesson presentation.
Concept about teaching-learning method	Verities teaching strategies are applied during lesson presentation.
Concept about curriculum,	Lesson plan is made according to competency of curriculum and learning outcome
Concept about child	Feedback is given thus way to the learners so that they feel free to give wrong answer.

Table-10: Competencies of professional knowledge and realization

4.3.1.1 Subject related knowledge

It was observed that some teachers use subject based knowledge confidently and started the lesson with question to link up the lesson. The questions were-

What is the 7 days name in a week?

What did we read yesterday?

What book is this (showing a Bengali book)?

What is our religion name?

What is our class now?

What poem will we read today?

But it was observed sometimes that some teachers did not follow warm up session to link up the next lesson for example ‘teacher started lesson saying- I read, you listen’(DSCTT12). Moreover, few teachers presented lesson hesitantly. For example, a scenario is describe below-

‘Teacher announced that day’s lesson first and she wanted to know about picture of the text book. A student said something but avoiding this teacher started reading from textbook very

unconsciously. She delivered lesson improper way. Teacher told the meaning of the sentence sometimes directly and sometimes hesitantly. She asked question about text to the students chaotically' (DSCAmT14). This teacher had completed HSC and got foundation training; her year of teaching experience was two years.

Another example is described below-

'Teacher announced the that day's lesson first. Then she evaluated the previous lesson and started reading from text book hesitantly. She read the lesson with instructions that were given in the book and translated this thus way-

Teacher: C no pair work, ask and answer. Pair work that means sitting in pair how you are sitting in pair.

Then she wrote some questions on the board and advised the students to write this in their note book. The questions were-What is the person? How old is he? What does he do? Where does he work? Sometimes she tells the wrong meaning of a question. It seems to be confused in there. Finally, she corrected the meaning' (DSCST11). This teacher had completed BA (pass) and got foundation training; her year of teaching experience was nine years.

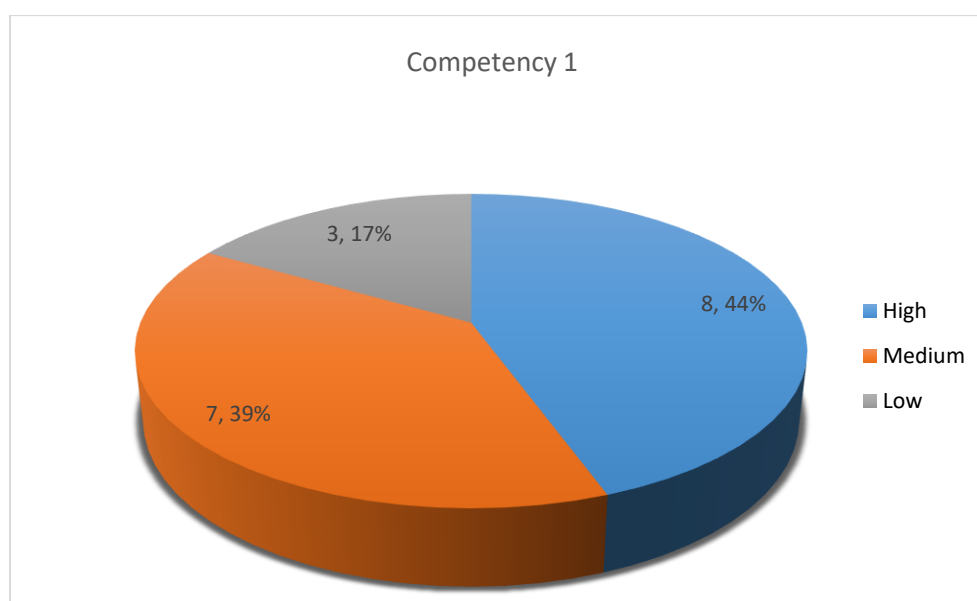


Figure 9: Use of appropriate subject-based knowledge during lesson presentation

Figure 9 depicts, 44% (8 out of 18) of the teachers demonstrate high performance while 7 teachers perform medium and only 3 teachers are low performer in this competency.

On the other hand, according to the first scenario teacher had completed HSC and got foundation training, her year of teaching experience was two years as well as she conducted class hesitantly and from the second scenario, teacher had completed BA (pass) and got foundation training; her year of teaching experience was nine years. So, nervousness, inadequate academic qualification, low teaching experience and inadequate training can affect to provide appropriate subject-based knowledge during lesson presentation. Questionnaire shows that some teachers had completed bachelor degree and some were H.S.C. as well as a teacher had completed Master's degree. Most of the teachers had got foundation training along with refresher training but two teachers had not got foundation training and one of them were trained from another organization on multigrade teaching as well as another had got refresher training only.

4.3.1.2 concept about teaching-learning method

It was observed that all teachers followed one more teaching-learning method during lesson presentation. The observed methods were-relevant discussion real life experience and example, read aloud, group work, writing, storytelling, discussion with explanation, question-answer, showing picture and explain, silent reading. But few teachers used adequate strategy very successfully and most of the teachers used this inadequate strategy successfully. A scenario is described below for example-

‘Teacher reads some parts of a story ‘sobai mile kori kaj’ and students read with also. Then she tells several students to read respectively. When a student finishes some line, another student starts to read just after this. Then teacher writes some word meaning on the board and advices the students to write this in their notebook. Finally, she checks the class work’ (DNCEkNPS). Here, teacher and students are actively participating but teacher use only read aloud and writing strategy. She could use role-play and question-answer method also.

Sometimes, they were unsuccessful most of the time. The scenario was described below-

‘Teacher asks the students a question to evaluate the previous lesson but students are inactive. So, teacher answers the question own self and she starts to read from textbook. Sometimes, she asks the students some questions about reading text for engaging them like-what is the environment? and discusses relevant topic with students merely. Several students’ response. Then she writes ‘social element of environment’ on the board thus –

Five social elements of environment are -1)2)3)4)5)

Then she asks the students ‘the social element of environment’ and sometimes she adds the name of element own self. Students write this on their notebook. Teacher evaluates the lesson and gives homework’(DSCTNPS). Here, most of the time teacher-students were not engaging and teacher used question-answer, read aloud and writing strategy. Here. teacher could make a funny play to keep attention of the students.

Fourteen teacher said that they provided lesson following –lecture, question-answer, storytelling, group work, pair work, role play as teaching-learning method but two teacher said that they followed lecture, question-answer, storytelling, groupwork, pair work and another two teacher said that they followed lecture, question-answer, storytelling, group work, pair work along with many more teaching method like observation ,writing, field trip, demonstration, dancing, singing, brain storming, rhymes’ with clapping, concept mapping ,relevant discussion ,playing .So, they all applied verities teaching-learning strategy during lesson presentation according to teachers’ comment.

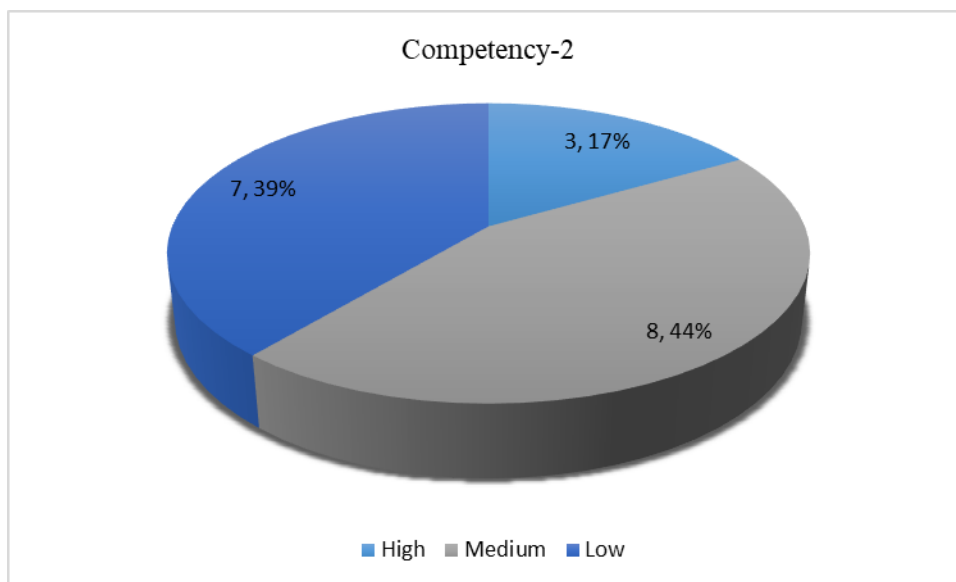


Figure 10: Verities teaching strategies during lesson presentation

Figure 10 shows only 17 % (3 out of 18) of the teachers demonstrate high performance for the competency of applying verities teaching strategies during lesson presentation, 8 teachers deliver medium efficiency and 7 teachers show low performance during lesson presentation. Session on teaching-learning methods and microteaching was present in training manual. Inadequate monitoring and supervision on classroom practice can affect on the development of the competency.

4.3.1.3 Concept about curriculum

It was observed that sometimes teachers had mentioned objectives in the lesson plan but the objectives were not well defined most of the time. For example: teacher mentioned objective of the lesson thus way- 'Poem train will be taught in eight lines with the name of poetry and writer (DNCKT1)'. This objective was not clearly defined and relevant to the learning outcome. Whereas session on lesson plan was present in the training manual and Teacher's guide (TG) supported competency and learning outcome-based teaching-learning process. The goal of OOSC education program was- 'to help achieving the terminal competency, achievable competency and learning outcome of national curriculum within short term compare to primary education.' So, competency-based lesson plan helps to achieve the goal of education program.,

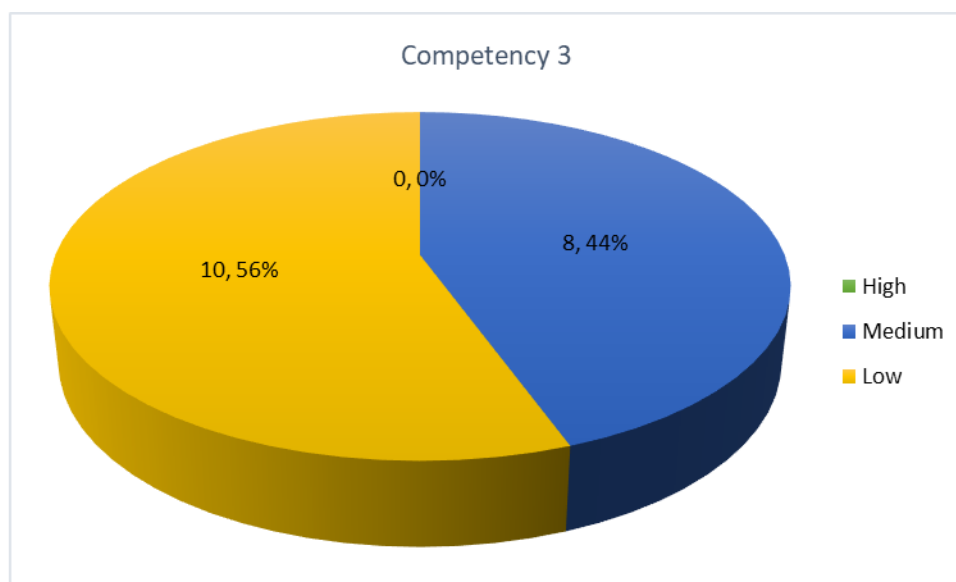


Figure 11: Lesson plan that according to the competency of curriculum and learning outcome

Figure 11 depicts, 56% (10 out of 18) of the teachers demonstrate low performance while 8 teachers perform medium but there is no high performer for the competency. The competency is 'Lesson plan is made according to competency of curriculum and learning outcome'. Fifteen teachers think that child centric teaching learning process is effective for lesson presentation but three teachers think that teacher centric teaching learning process is necessary for lesson presentation. It was perceived that knowledge of pedagogy was absent among some teachers. So, most of the teachers had knowledge gap on concept about curriculum. Inadequate training, inadequate monitoring and supervision can affect on the development of the competency also.

4.3.1.4 Concept about child

It was observed that sometimes teachers corrected spelling, pronunciation like Wednesday, question answer, previous homework etc. from student's notebook. Moreover, they helped the students who faced the difficulties to read or practice or write the class work or tell the correct answer. These were positive feedback. A scenario of giving positive feedback is described below-

‘A student replies wrong and listening wrong answer another student laugh at. In that situation teacher tell them to stop. Then ensuring it a natural phenomenon she asks them why they are laughing at’ (DNCC1NPS).

Besides, satisfactory feedback was absent sometimes for example: ‘teacher say- You are gossiping with other and are not listening to me. This is why you cannot do this’(DSCET10). It was negative feedback. Sometimes any types of feedback were absent some LCs. On the other hand, according to teachers comment positive feedback was used in the classroom only. Eighteen teachers said that if any students did well in the class, he/she was rewarded. Rewarding styles were saying thanks, very good, well done, you will do well more, good job, clapping.

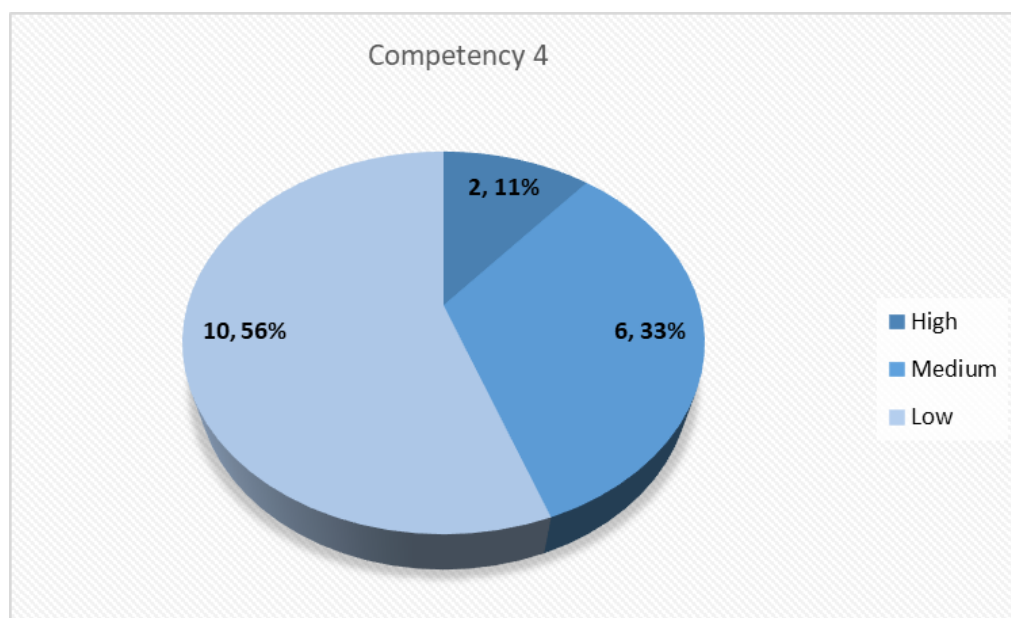


Figure 12: Feedback is given so that the students feel free to give wrong answer

Figure 12 shows only 11 % (2 out of 18) of the teachers demonstrate high performance, 6 teachers deliver medium efficiency and 10 teachers show low performance during lesson presentation. So, there is a deficiency of the skill of giving positive feedback among most of the teacher. Partial session on feedback was present in the training manual. The habit of giving positive feedback should be built by teacher for the improvement of this competency.

4.3.2 Professional practice

For the analysis of teachers' performance about 'professional practice' six competencies had been identified covering making lesson plan, expectation, communication skill, classroom environment and management, use of teaching materials and evaluation under this domain. The performance level had been calculated by percentile score of teachers achieved from the lesson observation. Competency for every learning area had been described by the table-2.

Learning area	Competency
Making lesson plan	Lesson plans are made for all lesson presentation.
Expectation	Teacher helps the students by encouragement to solve any difficult problem.
Communication skill	Teacher helps the students to find out right answer if the answer of question is wrong
Classroom environment and management	Furniture, book corner etc. are decorated thus way so that students can make group easily in the classroom.
Use of teaching materials	Teacher makes teaching material planned way for the use of a definite teaching-learning process.
Evaluation	Teacher asks question to individual student, group, and whole class for making concept about the improvement of every activity of students.

Table 11: Competencies of Professional practice

4.3.2.1 Making lesson plan

It was observed that most of the teacher had made lesson plan for the observed session but lesson plan was absent in two LC. Whereas, all teacher said that they made lesson plan regularly. Most of the teacher had made lesson plan for all subject but they did not mention the item of lesson plan properly. They mentioned students' common activities name like- assessment of previous knowledge, homework etc. in the lesson plan. They did not explain the activities. Several teachers did not make lesson plan for all subject. Although, instruction for making lesson plan was present in the OOSC education program syllabus and training manual.

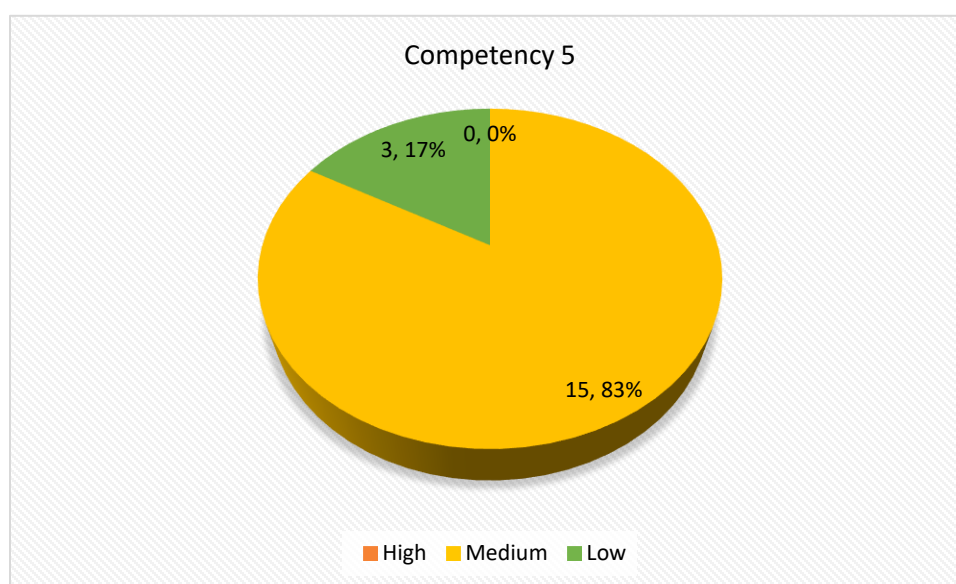


Figure 13: Lesson plans are made for all lesson presentation

Figure 13 shows, only 17% (3 out of 18) of the teachers demonstrate low performance while 15 teachers perform medium but there is no high performer in conducting lesson. Absence of professional mentality and inadequate practices of making lesson plan can affect on this

competency. So, adequate monitoring and supervision can help the teacher to make a habit of making lesson plan for all lesson.

4.3.2.2 Expectation

It was observed that the students who were successful to answer the question were clapped for giving thanks by other students according to teachers' instruction. Moreover, teacher said very good, good boy, good girl, good to successful students and sometimes good to other as well as advised the other students to read more at home so that they encouraged. These were positive reinforcement. Positive reinforcement helps to encourage the students and negative reinforcement discourage the students. Sometimes, negative reinforcement was also observed and any types of reinforcement was absent some LCs. The example of negative reinforcement is mention below-

'Teacher says- Can you tell a name of God's creation?

Student say-tree.... (Here he tried to tell more)

Teacher says- no more'(DSCET10). Here teacher discouraged the student to tell more. Giving one more chance and clear instruction should be the treatment in this situation thus way-

Teacher could say that we listen from M (student's name) one more and will anybody tell a name of God's creation? Interested students will tell only one name of God's creation today, please. We will finish our class.

On the other hand, according to teachers comment positive reinforcement was used in the classroom only. Teachers said that sometimes students were given gift like pen, chocolate, pencil, book, pencil box, robber, and balloons for encouraging. They said also if the rewarded student wants to read more, she/he is given more chance to read as inspiration.

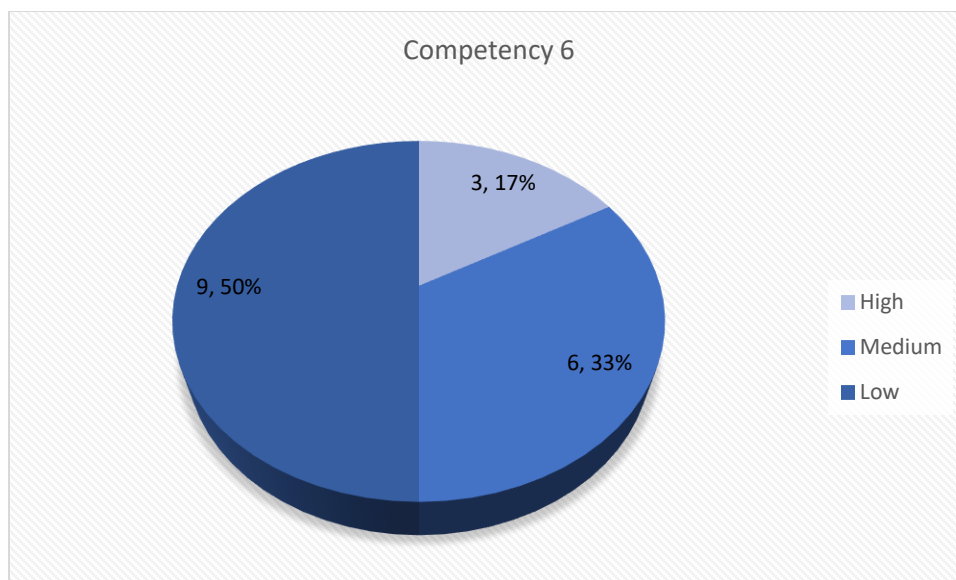


Figure 14: Teacher's encouragement to solve any difficult problem

Figure 14 depicts 50 % (9 out of 18) of the teachers demonstrate low performance, 6 teachers deliver medium efficiency and only 3 teachers show high performance during lesson presentation. So, knowledge about reinforcement is absent among most of the teachers. Lesson about reinforcement techniques was absent in the training manual. So, reinforcement techniques should be included in the training manual and training should be provided the teachers on reinforcement technique.

4.3.2.3 Communication skill

It was observed that most of the teachers corrected spelling, pronunciation like Wednesday, question answer, previous homework etc. from student's notebook. Moreover, they helped the students who faced the difficulties to read or practice or write the class work. Here teacher corrected all student's classwork merely but she corrected several students' classwork most of the time. Sometimes, she corrected the class work of few students. Teachers said that if any student did not understand the lesson, she tried to teach the lesson again specially.

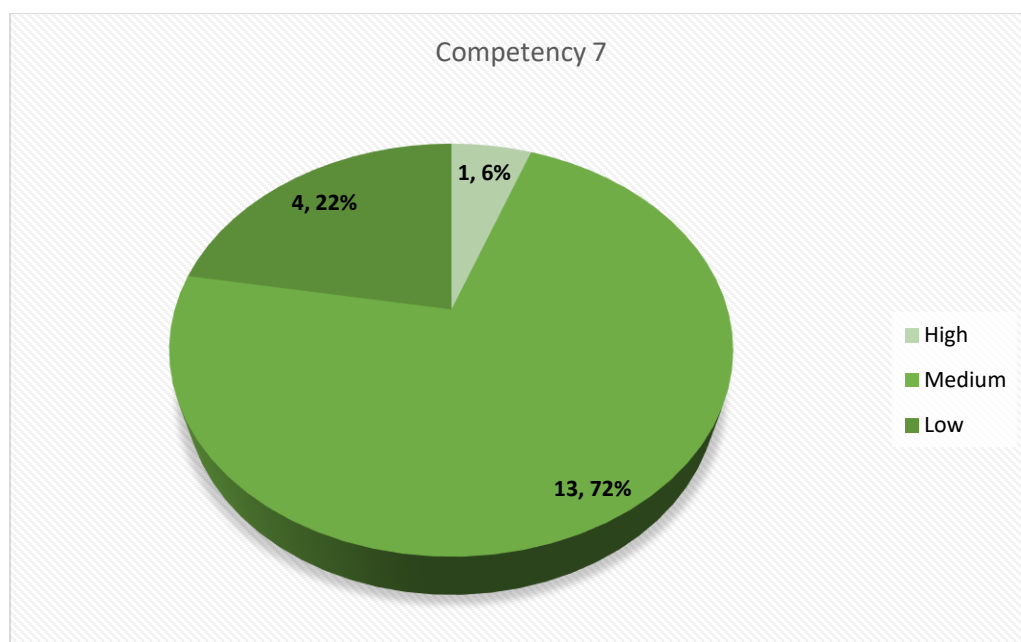


Figure 15: Teacher helps the students to find out right answer

Figure 15 represents, 22% (4 out of 18) of the teachers demonstrate low performance while 13 teachers perform medium and only 1 teacher is high performer in conducting lesson. Lack of Teachers' communication skill can affect on making this competency.

4.3.2.4 Classroom environment and management

It was observed that space was not enough in some LCs at all. Space of some LCS was no way to continue and the space of few LCs was enough apparently. Although, according to the accelerated education model syllabus the size of classroom will be 12 feet * 18 feet and students will take their seat in O / U shape, making small group.

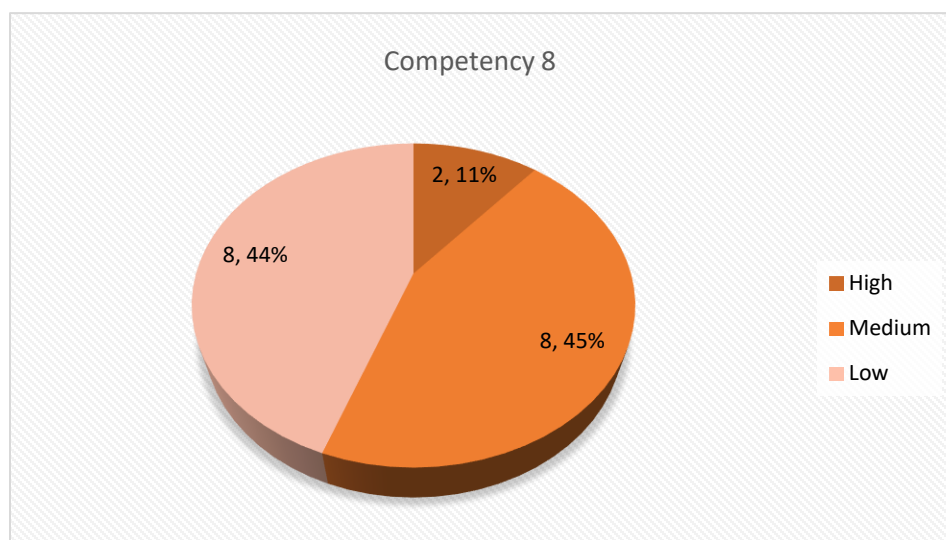


Figure 16: Decoration of furniture, book corner etc.

Figure 16 describes, 44% (8 out of 18) of the teachers show low performance while 8 teachers perform medium and 2 teachers are high performer in decoration of furniture, book corner etc. that were helpful to make group easily in the classroom. So, space is not enough for the all LCs almost. UPM say- 'space of most of the LCs is inadequate. Adequate space is not available in the slum area. If enough space is available, rent of this room is high that cross the budget of the program'(UPDN).

So, inadequate space and inadequate budget effect on making this competency.

4.3.2.5 Use of teaching materials

It was observed that teachers used mainly text book, black board, chalk, duster, pencil and sometimes note book as material. Sometimes, they used this material properly and sometimes were not. These materials were not made by teacher but eighteen teachers said that they used teaching material along with books. The materials were real object like -different types of pictures, poster, and chart. Moreover, seven teachers said that they used electronics device like mobile phone but a teacher used tab and plastic card also as a material. They said also that some materials were provided from program implementing organization and some were collected from students as well as sometimes, they collected teaching materials also.

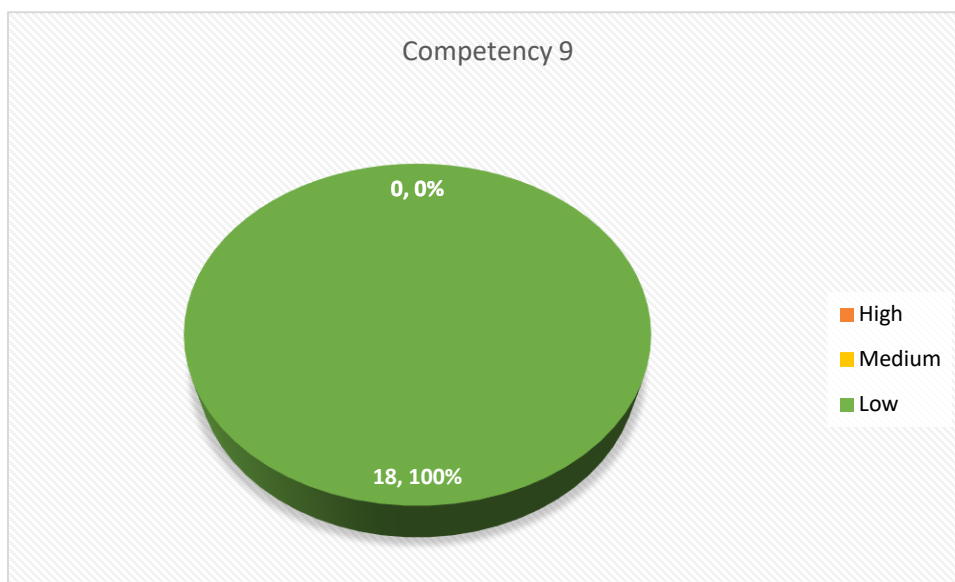


Figure 17: Teacher makes teaching material planned way

Figure 17 depicts 100 % (18 out of 18) of the teachers demonstrate low performance but surprisingly observed that medium and high performer teacher is absent in this competency during lesson presentation. A session was present on ‘teaching-learning material development, collection and reservation’ in the training manual but practice of using different teaching material in the class room was absent. So, inadequate practice of making and using different teaching materials can affect on this competency.

4.4.2.6 Evaluation

It was observed that teachers asked question by individually, in group or whole class for the evaluation of the students respectively but every teacher did not follow these three steps for questioning, sometimes they followed one or two steps for questioning. The scenario of questioning for evaluation is mentioned below-

Scenario -1: ‘Teachers evaluate several students by asking the name of seven days, the name of village, and the name of our prophet or to pronounce difficult word from the story’(DSCBT13), (DNCVT3), (DSCHT16), (DSCST11), (DSCTT12). Here, they ask the question individually.

Scenario -2: ‘Teachers give a common work then check the note book of everybody one by one like making a list on social and natural environment and then, listen answer in a group like ‘what are the natural environment? what are the types of environments?’ (DNCUT5), (DSCET10), (DNCMT8), (DNCC1T7). Here, they evaluate the students individually and then in group.

Teachers said that they evaluated students’ textual status by group work like practicing class work, question-answer; individual work like read aloud, question -answer, writing something etc. Fortnightly exam is held in every month for the assessment of the students.

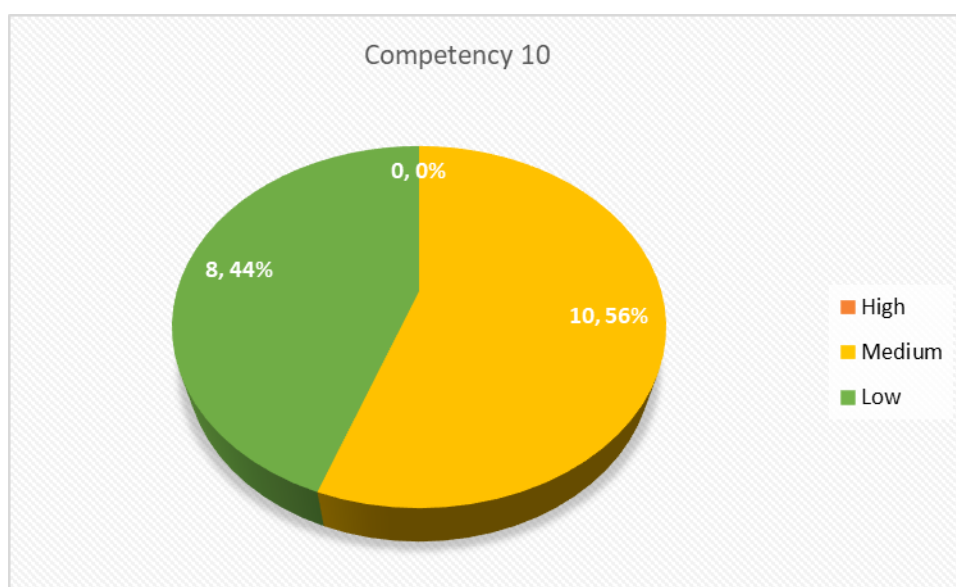


Figure 18: Teacher asks question in three steps

Figure 18 represents 44 % (8 out of 18) of the teachers show low performance, 10 teachers deliver medium efficiency but there are no teachers show high performance in this competency during lesson presentation. The competency is- ‘Teacher asks question in three steps for making concept about the improvement of students.

Although lesson on ‘evaluation and feedback’ was present on the training manual. In addition, evaluation had been highlighted on OOSC education program syllabus to find out students’ textual status also. Three steps evaluation of every class to find out students’ textual status had not been highlighted on OOSC education program syllabus. Evaluation of individual student, group, and whole class should be highlighted on this document to make this competency.

4.3.3 Professional values and relation

For the analysis of teachers' performance about 'professional values and relation' three competencies had been identified covering commitment to equality, participation with local people and cooperation with colleague under this domain. The performance level had been calculated by percentile score of teachers achieved from the lesson observation. Competency for every learning area had been described by the table-3.

Learning area	Competency
Commitment to equality	Teacher gives attention to all students.
Participation with local people	Teacher expresses positive attitude to the learners and their parents.
Cooperation with colleague	Teacher enjoys excellent relationship with UPM, PS.

Table-12: Competency for Professional values and relation

4.3.3.1 Commitment to equality

It was observed that teachers gave attention to the students during lesson presentation by questioning, checking homework, class work, calling name for warning but sometimes teachers continue class without managing the students properly. Most of the teachers tried to give attention to all students properly but sometimes they could do and sometimes they could not do. The example of giving attention is presented below-

‘A student enters the classroom when class is running. In this situation, teachers take steps such as helping his/her to take seat properly or asking her the cause of late and giving instruction to present on time’(DNCNaT6), (DSCWnT18). Here, teachers give attention to the students.

Moreover, some teacher avoided bad situation in the classroom and continued class.

‘Students are indiscipline, not silent and teacher take no more steps like changing their seat etc. sometimes she avoids this situation and continues reading without solving the problem’ (DSCTT12), (DSCAmT14). Here, teachers avoided the bad situations.

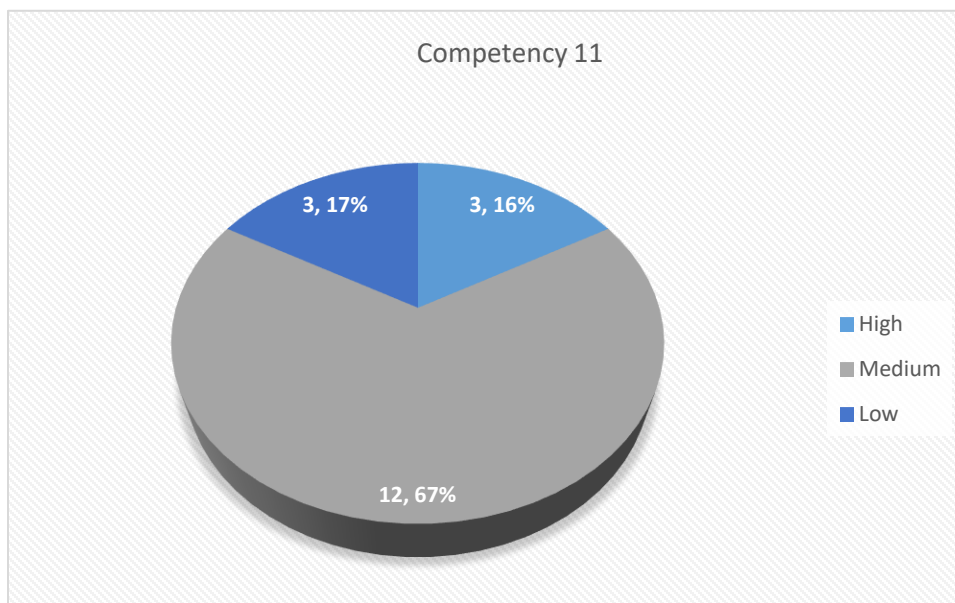


Figure 19: Teacher gives attention to all students

Figure 19 describes only 17 % (3 out of 18) of the teachers show low performance, 12 teachers deliver medium efficiency and 3 teachers show high performance in this competency during lesson presentation. So, unconsciousness of teacher can affect on making this competency.

4.3.3.2 Participation with local people

It was observed that most of the teachers were very cordial. They showed their attitude towards learner warmly and felt their parents. The example of attitude toward learner is mentioned below-

‘There are two special children in the two LCs. It is observed to take special care these special children often and teachers help them to read like the name of seven days individually (DNCAT9), (DSCBT13).

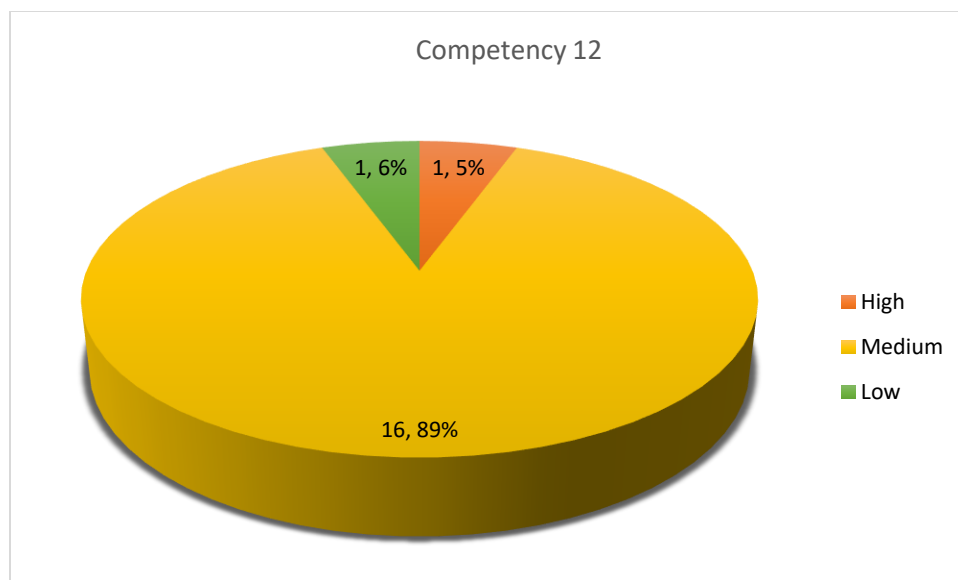


Figure 20: Teacher expresses positive attitude to the learners and their parents

Figure 20 depicts, 6% (1 out of 18) of the teachers demonstrate low performance while 16 teachers perform medium and only 1 teacher is high performer in conducting lesson.

UPM says- ‘the teachers of most of the LCs are from this community’(UPDS). So, it may be the cause of being considerable to the children and their parents but sometimes unconsciousness of teacher can affect on making low competency.

4.3.3.3 Cooperation with colleague

It was observed that teachers showed respect to UPM and PS but they shared their problem very friendly. UPM and PS gave suggestion warmly.

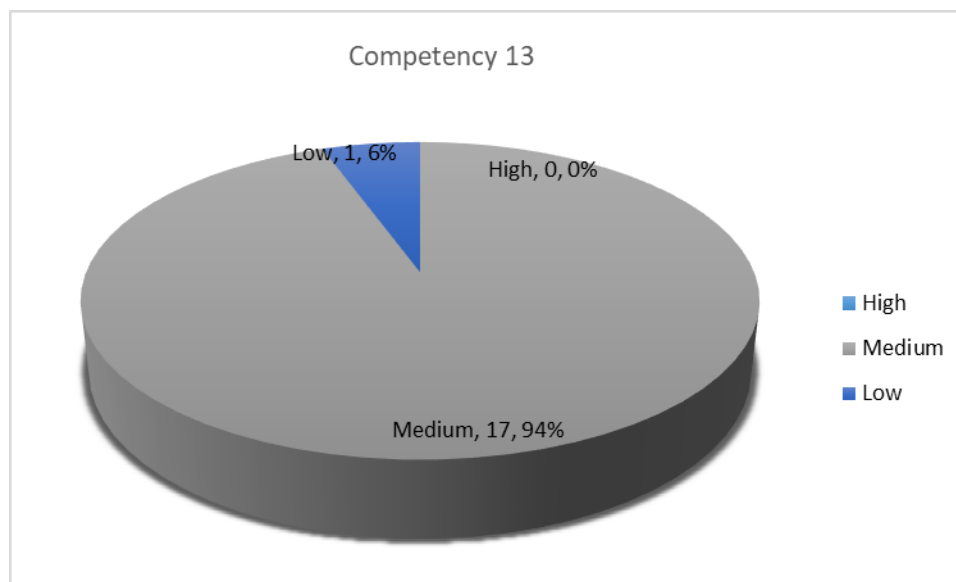


Figure 21: Teacher enjoys excellent relationship with UPM, PS

Figure 21 represents only 6 % (1 out of 18) of the teachers demonstrate low performance, 17 teachers deliver medium efficiency but there is no teacher show high performance in this competency. Sometimes, lack of professionalism can affect on making insincere relationship.

Chapter-5

Discussions of main results, implications and conclusions

5.1 Introduction

In this chapter, research findings, discussion on findings, implications, recommendations and conclusion has been discussed. According to the research questions of the study, findings are given below-

5.2 Discussion of results addressing the Research Questions

Three Research Questions were set for the serve of study purpose. The Research Questions are-

- 1.How the non-formal primary education curriculum is designed for out of school children?
- 2.What are the teachers' classroom practices for the students out of school children education in line with curriculum?
- 3.To what extent do teachers' performance influence the implementation of curriculum in out of school children education program?

5.2.1 Research Question 1- 'How the non-formal primary education curriculum is designed for out of school children'?

The non-formal primary education curriculum was designed for the out of school children education program according to accelerated education principle. The curriculum design according to accelerated education principle are mentioned below-

- 1.The curriculum was age-appropriate, competency-based but not condensed properly.
2. Literacy and numeracy skills were emphasized on the curriculum. Bangla (mother tongue) was used as language of instruction for lesson delivery in every subject but English was encouraged for English class only.

3. Learning principles, pedagogy and practice of accelerated education model was integrated throughout the curriculum and teacher training manual.

4. Curriculum suited over age children and it was inclusive, gender-sensitive. It represented diverse groups of learners, including children of different religious and ethnic minorities, and children with disabilities. The training manual of OOSC education program was inclusive and suited over age children as well as gender sensitivity issue was reflected in the training manual also.

5. The aspect of socio emotional learning, conflict resolution for addressing psychological wellbeing and life skill had been integrated within this curriculum. Club day activities had been kept in accelerated education model syllabus to improve life skill along with the classroom practice.

7. This curriculum covered two grades of the primary curriculum in one AEP year. Every class completion time of OOSC education program was 6(six) months from class one to three and 24 (twenty-four) months for class four to five, 12 months in every class. Here, the first three grades of primary school covered faster than the last two.

8. Teaching-learning strategy, assessment strategy, model lesson plan, instruction for daily lesson presentation and accelerated education model syllabus were clearly defined in the teachers 'guide. Accelerated syllabus and learning pedagogy were integrated through the guide.

5.2.2 Research Question 2- 'What are the teachers' classroom practices for the students out of school children education in line with curriculum'?

Existing classroom practices for the out of school children education program are presented below-

1. Most of the teachers developed lesson plan following accelerated education model syllabus partially. They had mentioned common activities only like-previous knowledge assessment, homework, evaluation etc. but time distribution for activities was absent in every lesson plan and very few teachers did not develop lesson plan regularly.

2. Most of the teachers evaluated previous knowledge of the students following some strategy properly and they had followed question-answer method to evaluate previous knowledge. The

strategies were-a. evaluation of interested students and then indifferent students, b. evaluation of several individual students as teachers wishes, c. evaluation of whole students together by common question, first teacher gives a scope to answer the interested students and then individual students but without getting any response she helps them. But some teachers do not evaluate the previous knowledge any way.

3. Teachers followed participatory teaching-learning methods. The methods were-discussion, read aloud, group work, individual work, Storytelling, Question-answer, showing picture and explain, Silent reading as a teaching method.

4. Text book, picture from text book, black board, chalk, duster, note book, pencil was used as teaching materials in the LCs. Use of teaching aids was absent in the LCs. The way of using these materials is mentioned below-

Text book-Teachers used text book for teaching

Picture-Teacher used text book picture for understanding lesson with explanation.

Black board, chalk, duster- Teacher used these materials for class work, homework. Sometimes, students use these materials for practicing class work.

Note book, pencil- Students used these materials for class work.

5. Most of the teachers assessed the students lesson understanding by asking question in group or individually, checking classwork, observing their reading from text book to evaluate their understanding of lesson but some teachers did not assess them.

6. Maximum teachers applied reinforcement techniques in the class room. Most of the time they encouraged students positively by clapping, saying 'very good, good boy, good girl, good 'and saying inspiring sentence like- 'I know that many of you will be successful' but practice of negative reinforcement was observed merely. Some teacher did not apply reinforcement in the classroom.

7. Most of the time teachers practiced strategy of feedback to the students for the correction of class work / homework and behaviors but some teachers did not practice feedback strategy.

8. Three types of teacher-students engagement scenario were observed in the class room. Most of the time spontaneous engagement of the students was observed in most of the LC. They enjoy

class room activities during lesson presentation. Sometimes spontaneous engagement of the students was observed in some LC but they were inattentive for few minutes merely and students were indiscipline, inattentive most of the time and they were not engaged with teacher properly in some LCs.

9. Most of the teachers controlled the classroom for ensuring suitable teaching-learning environment but some class rooms were indiscipline, students were not silent and teachers took no more steps to make suitable environment, avoided these situations and continued teaching.

10. Sometimes clear instructions were not observed when giving homework, class work, questioning, pair work in some LCs.

11. Some teachers were standing in angle for writing on the board but most of the teachers standing style during writing on the board were not right. As a result, students had back to them and got scope of doing naughty.

12. Sometimes teachers time management was very poor because they took more time for a certain task that was unnecessary.

23. Sometimes teachers' expression of language and pronunciation was not correct.

14. Teacher's unprofessional activities like-insincerity, conducting class in wrong way had been observed sometimes.

15. Most of the teachers actively moved through the classroom during class for observing their activity but sometimes teacher was indifferent and insincere merely. All teacher addressed the students very friendly and cordially like abbu, ammu etc.

16. The challenges were-insufficient space in the classroom, inadequate text book for the students, absence of teachers' professional activity, knowledge gap of the teacher about pedagogy during English lesson, lack of teachers' management and leadership skill.

5.2.3 Research Question 3- ‘To what extent do teachers’ performance influence the implementation of curriculum in out of school children education program’?

Teacher’s performance has been presented according to three domains. The domains are- Professional knowledge and realization, Professional practice, Professional values and relation. Teacher’s performances are displayed below -

Professional knowledge and realization

1. Eight (8) teachers demonstrated high performance while 7 teachers performed medium and only 3 teachers were low performer out of 18 teachers in ‘Subject related knowledge’.
2. Three (3) teachers showed high performance; 8 teachers delivered medium efficiency and 7 teachers were low performer out of 18 teachers in ‘concept about teaching-learning method’.
3. Ten (10) teachers demonstrated low performance while 8 teachers performed medium but there was no high performer out of 18 teachers in ‘Concept about curriculum’
4. Two (2) teachers revealed high performance, 6 teachers delivered medium efficiency and 10 teachers showed low performance out of 18 teachers in concept about child.

Professional practice

1. Three (3) teachers demonstrated low performance while 15 teachers performed medium but there was no high performer out of 18 teachers in ‘Making lesson plan’.
2. Nine (9) teachers showed low performance, 6 teachers delivered medium efficiency and only 3 teachers were high performer out of 18 teachers in ‘Expectation’.
3. Four (4) teachers were low performer while 13 teachers performed medium and only 1 teacher was high performer in ‘Communication skill’.
4. Eight (8) teachers showed low performance while 8 teachers performed medium and 2 teachers were high performer in ‘Classroom environment and management’.
5. Eighteen (18) teachers were low performer but surprisingly observed that medium and high performer teacher was absent in ‘Use of teaching materials’

6. Eight (8) teachers showed low performance; 10 teachers delivered medium efficiency but there was no high performer teacher in 'Evaluation'.

Professional values and relation

1. Three (3) teachers showed low performance, 12 teachers delivered medium efficiency and 3 teachers showed high performance in 'Commitment to equality'.

2. Only one (01) teacher demonstrated low performance while 16 teachers performed medium and only 1 teacher was high performer in 'Participation with local people'.

3. Only one (01) teacher was low performer, 17 teachers delivered medium efficiency but there was no teacher show high performance in 'Cooperation with colleague'.

5.3 Discussions on curriculum design

The study presented that the curriculum of Out of School Children education was made following accelerated education model partially. The syllabus of Out of School Children education was not condensed properly. Government primary education curriculum was followed here and teaching learning methods were fixed considering age, previous experience and class of target group, duration of curriculum implementation. Participatory teaching-learning methods were followed in this syllabus. Four skills of communication (listening, speaking, reading, and writing) were emphasized on this syllabus and program implementation time was mitigated in comparison with govt. primary education curriculum. Moreover, it was added new concept like club day to improve life skill and teachers training. Here, some criteria matched with accelerated education model principles. So, the formal primary education curriculum was redesigned for out of school children integrating some accelerated education model principles.

The Accelerated Education Working Group (AEWG) had made a guideline along with ten principles focusing on learners, teachers, program management and alignment with MOE and policy frameworks. Here was mentioned about Curriculum, materials and pedagogy in principle no two and it was advised in the action points of principle no two to develop and provide condensed, levelled, age-appropriate, competency-based curricula ; Prioritize the acquisition of literacy and numeracy skills as the foundation for learning ; Integrate Accelerated Learning Principles, pedagogy and practices throughout the curriculum and teacher training; adapt the AEP

curriculum, learning materials, language of instruction and teaching methods to suit over-age children and reflect gender-sensitive and inclusive education practices ; Integrate psychosocial well-being and life skills' acquisition in the curriculum to address young people's experiences in conflict-affected and fragile contexts ; ensure AEP timetable allows for adequate time to cover curriculum ; develop and provide teacher guides as well as when funding AE curriculum development; allow sufficient time (1-2 years) and budget, and provide long-term technical expertise. In this research, some action points of principle no-2 had been omitted according to experts' opinion because sometimes it was not concern of research and sometimes it was not adjusted with perspective of out of school children education program.

So, the curriculum of Out of School Children education is made following accelerated education model partially.

5.4 Discussion on classroom practice

The study showed that teachers did not follow Out of School Children (OOSC) Education Program Syllabus properly for classroom practice. Some dissimilarities were observed between classroom practice and OOSC education program syllabus. Teachers had mentioned only activities but time distribution for activities was absent in every lesson plan whereas time distribution for activities in every lesson had been present in training manual and OOSC education program syllabus. Sometimes they did not make lesson plan. A lesson Plan helps motivate the teachers and students to develop a lesson that appeals to various emotions and interests. A well-prepared plan allows the teacher to improvise and change it as per the need of the class or group. It permits the teacher to teach in an organized manner. It also facilitates the teacher to utilize their creativity in the teaching process. It also provides a teacher with an overview of the student's performance regarding their learning outcome, skills, knowledge, and other factors (Mrarslan, 2022). It was observed also that class-3 had been started but most of the teacher did not get till then text book and some of them had collected one set textbook only for continuing class.

The findings presented also that some teachers did not evaluate previous knowledge of the students but a direction was present in the teacher's guide to evaluate previous knowledge of the students by question-answer. Session was present on 'learning evaluation and feedback' in the training

manual. There summative and formative assessment had been discussed but noticeable discussion on ‘Evaluation of previous knowledge’ was not observed. ‘Evaluation of previous knowledge’ was absent in the lesson plan also. Assessing students’ prior knowledge allows an instructor to focus and adapt their teaching plan. For students, it helps them to construct connections between old and new knowledge (*Assessing Prior Knowledge* | *Center for Teaching Innovation*, n.d.). On the other hand, teachers used compulsory learning materials in the classroom mainly but teachers said that they used teaching aids along with books. Although, it was suggested in the training manual to use teaching aids along with books but use of teaching aids was absent in the classroom. Researcher discovered more classroom practices that did not match with OOSC education program syllabus properly sometimes also. Those were-Sometimes, teachers did not assess the student’s status of lesson understanding, practice of negative reinforcement was observed merely in the classroom; Sometimes poor student-teacher engagement, poor classroom management like-absence of clear instructions, wrong standing style, poor time management, incorrect pronunciation and expression of language, teacher’s unprofessional activities like-insincerity, conducting class in wrong way were observed in the classroom. The classroom is a place where social actors interact with each other towards the common objective of giving and receiving knowledge. For it to be well transmitted, classroom practices must be inclusive, to ensure every pupil feels valued and supported in their learning process. In addition, classroom practices include classroom management which is the set of procedures, strategies, and instructional methods that teachers use to create a classroom environment which promotes learning. Classroom practices are related to the actions and strategies teachers and students deploy in class during the teaching and learning process. Set of strategies and instructional methods that characterize the interaction between teachers and students in the classroom, which are meant to promote learning, as well as develop and manage pupil’s behavior. Classroom practices include classroom management, pedagogy, learning activities, as well as students’ engagement in learning and the use of instructional time (IIEP Policy Toolbox, 2022).

Sometimes, teachers did not assess the student’s status of lesson understanding whereas it had been advised in the accelerated education model syllabus to find out the textual status by on-going evaluation. Practice of negative reinforcement was observed merely in the classroom but the Teachers Guide (TG) indirectly proposed to follow reinforcement during lesson presentation while session on reinforcement was absent in the training manual. Sometimes it was not observed also

giving any feedback to the students in some LCs. On the other hand, it had been advised in the Teachers Guide (TG) indirectly to follow feedback techniques if necessary, during lesson presentation. A partial session on feedback was present in the training manual also. Classroom practices of most of the teachers was nice. They managed the classroom well and students were active, spontaneous, attentive, engaging with teachers but some classes were not managed properly most of the time and the classroom were joyless, boring and indiscipline most of the time. Occasionally poor student-teacher engagement was observed in the classroom while TG advised indirectly that teacher would ensure spontaneous engagement of the students during explanation of the text book picture and try to make understanding the concept of the lesson clearly. Teacher-student engagement was integrated within a session by classroom management, teaching-learning methods, and strategy of training manual. Every so often, poor classroom management like-absence of clear instructions, wrong standing style, poor time management, incorrect pronunciation and expression of language, teacher's unprofessional activities like-insincerity, conducting class in wrong way were observed in the classroom. Although it was advised in the TG indirectly that teacher would manage group work and gave treatment to the weak students of the group if necessary. Goal of the accelerated education model syllabus is to help achieving the terminal competency, achievable competency and learning outcome of national curriculum within short term compare to primary education. Teaching-learning should be effective mostly to achieve the goal. Teacher-students engagement is very essential for effective teaching-learning. Previous studies have found that high levels of teacher engagement, such as positive teacher-student interaction and effective teaching support, form an optimal social environment that can facilitate students' positive academic emotions (Domagk et al., 2010; Lei et al., 2018)

5.5 Discussion on teachers' performance

Making teaching skill is very important for implementation of curriculum. Classroom management, providing feedback, learner-centred practices, and flipped classrooms appear to have a positive impact on learner performance. Pre- and in-service teacher education program could develop these skills (Best, Tournier, and Chimier, 2018). The study displayed that most of the teachers showed high performance in 'Subject related knowledge' and least of the teacher showed in high performance in 'Communication skill' and 'Participation with local people.' Teachers who performed high in 'subject related knowledge', their academic qualification was upper HSC or

long year of experience occasionally. Teacher who was high performer in ‘Communication skill,’ they corrected spelling, pronunciation like Wednesday, question answer, previous homework etc. from student’s notebook. Moreover, they helped the students who faced difficulties to read or practice or write the class work. Teacher who presented in high performance in ‘Participation with local people’ they were very cordial. They behaved with learner warmly and felt their parents.

The study showed also that most of the teachers were low performer in Concept about curriculum, concept about child, Expectation, Classroom environment and management, Use of teaching materials, Evaluation. Teacher’s guide (TG) supported competency and learning outcome-based teaching-learning process. Whereas, OOSC education model syllabus and training manual had been emphasized on time distribution of activities but competency was absent in the lesson plan only. So, this competency proved that there was knowledge gap of teachers in the learning area of ‘concept of curriculum’. It was observed negative feedback merely in the classroom and any types of feedback were absent also in some LCs. So, this competency proved that there was knowledge gap of some teachers in the learning area of ‘concept of child’. Partial session on feedback was present in the training manual. Sometimes, negative reinforcement was also observed and any types of reinforcement was absent some LCs. Concept about reinforcement techniques is absent in the training manual. So, this competency proved that there was knowledge gap of some teachers in the learning area of ‘expectation.’ Teachers used mainly text book, black board, chalk, duster, pencil and sometimes note book as material. These materials were not made by teacher although a session was present on ‘teaching-learning material development, collection, and reservation ‘in the training manual. Every teacher did not follow three steps- individual, in group or whole class evaluation by questioning, sometimes they followed one or two steps for questioning. Lesson on ‘learning evaluation and feedback ‘was present on the training manual and evaluation had been emphasized on OOSC education program syllabus also. Three steps evaluation of every class had not been highlighted on those documents.

Lest of the teacher disclosed in low performance in Subject related knowledge, Making lesson plan, Commitment to equality, Participation with local people, Cooperation with colleague. Teacher who presented in low performance in Subject related knowledge, they did not follow warm up session to link up the next lesson and presented lesson hesitantly. Every so often, they did not make lesson plan for all subject. Although, instruction for making lesson plan was

presented in the OOSC education program syllabus and training manual. sometimes they could not give attention to all students. So, this competency proved that there was professional attitude gap of some teachers in the learning area of ‘Commitment to equality.’ Occasionally teachers’ fragile mental ability or nervousness could affect on making low competency in the learning area of ‘participation with local people’. Professional inability cause could affect on making insincere relationship in the learning area of ‘Cooperation with colleague’ also.

5.6 Implications of the Findings of the Study

This study has a wide range of implications on individuals, communities and societies. It can impact on personal development of out of school children. It can promote also teacher’s class room practices along with teacher’s knowledge and skills. This study can help to consider the recommendations during designing curriculum for the out of school children according to accelerated education model.

5.7 Recommendations

According to the study, some problems were observed during data collection about the out of school children education program that is not aligned with the design of nonformal primary education curriculum, classroom practices and teachers’ performance. The recommendations are-

1. Textbook should be provided on time in every learning center.
2. Three steps evaluation-evaluation of individual student, group, and whole class should be highlighted on the OOSC education program syllabus. Moreover, evaluation of previous knowledge should be included in the training manual and lesson plan.
3. A full session or partial session on reinforcement and a full session on feedback should be added in the training manual
4. Adequate training should be ensured for developing teachers’ knowledge on pedagogy, Child development; professional attitude; skill of giving positive feedback and other classroom practices.
5. Classroom facilities like-adequate space, air and light should be ensured for the betterment of the classroom practices.

6. Sufficient monitoring, supervision should be ensured for the betterment of the classroom practices.

5.8 Conclusions

Well trained teachers and better classroom facilities are need for the proper implementation of nonformal primary education curriculum and better classroom practices.

Well-trained teachers are essential for quality education. However, teachers who have not received the required pedagogical training to teach are teaching students today. According to 2017 data from the UNESCO Institute for Statistics, 85% of primary school teachers worldwide have received teacher training (“World Teachers’ Day: Quality Education Requires Well-trained Teachers,” 2023)

Classroom practices include classroom management which is the set of procedures, strategies, and instructional methods that teachers use to create a classroom environment which promotes learning. Classroom management is essential to create a safe and well-ordered environment to teach and learn while promoting quality education and inclusiveness. Classroom practices also include students’ behavior towards their peers and the teacher. In class, student must be taught in the best conditions to feel ready to learn with the same chances than other students in the classroom. Thus, students’ learning outcomes are largely dependent on the type of pedagogy used by the teacher in the learning process, but also on the learning environment within the classroom. Teachers are the central actors when it comes to managing classroom practices and must be oriented towards adapting their pedagogy (IIEP Policy Toolbox, 2022).

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Appendix-I

Forwarding

Date: 26/01/2022

Greetings from the Department of Nonformal and Lifelong Education (NFLE), Institute of Education and Research (IER), University of Dhaka. Mausumi Razzak Roni bearing registration no: 017, session: 2017-2018, department of Nonformal and Lifelong Education (NFLE) is a student of M.Phil. program. Her research title is “A Study on Curriculum Development and Classroom Practices of out of School Children Education Program in Dhaka City”. You will be glad to know that she needs to know some information about your nonformal education programme for the completion of her research work. The information that will get will be kept as highly confidential and used purely for academic purpose.

I shall feel much obliged and remain grateful to you if you kindly supply the necessary information/data to the student as her in need of.

I am looking forward to your kind cooperation in this regard.

Mrs.Syeda Aticun Nahar,
Associate Professor,
Institute of Education and Research
University of Dhaka
Phone: 01712096981
Email: naharier@du.ac.bd

Appendix-II

Consent Document

Institute of Education and Research
University of Dhaka
Non-Formal and Lifelong Education Department M. Phil. Program
Associate Professor Syeda Aticun Nahar, Supervisor
Mausumi Razzak Roni, Student Investigator

Research Title: ‘A Study on Curriculum Development and Classroom Practices of out of School Children Education Program in Dhaka City’

You are invited to participate in a study on “Curriculum Development and Classroom Practices of out of School Children Education Program in Dhaka City”. This study is being conducted by Mausumi Razzak Roni, an M. Phil. student in Non-Formal and Lifelong Education Department, Institute of Education and Research, University of Dhaka, under the supervision of Associate Professor Syeda Aticun Nahar. The following information is being provided for you to determine if you wish to participate in this study. In addition, you are free to decide not to participate in this research or to withdraw at any time without affecting your relationship with the researchers or your university. The purpose of this study is to explore the process of curriculum development and teaching learning practices of nonformal primary education program in Dhaka City. If you decide to participate you will be asked to participate in an interview lasting between 50 to 60 minutes. To help in your preparation, you will be given a questionnaire with 25 questions for you to reflect upon prior to the interview. These interviews will be audio recorded to ensure the accuracy of the collected information and all interviews will be transcribed into a written record. You would be able to ask the interviewer to turn off the audio recording equipment at any time during the interview. Please do not hesitate to ask

questions about the study before participating or while the research is taking place. I will be happy to share the results with you at the completion of the study. Ensuring the confidentiality of data is the norm in research. Your name will not be used in the dissertation dissemination process; rather it will only be known to the researcher. Pseudonyms 1,2,3 will be used for participants (i.e., Teacher 1, Teacher 2, and so on) and general terms will be used in reporting results (i.e., “Two teachers reported that...;” etc.). Written transcripts will be stored in secured office in the researcher’s home for two months following the completion of the study. The written transcripts will be stored on the campus of University of Dhaka for at least one year. The audio transcripts will be destroyed once the transcription process has been completed and a written record is produced and you are confident that the written transcript accurately reflects your comments during the interview. There are no other known risks/discomforts associated with participating in this study. There are several expected benefits from participating in this study. They are 1) taking further steps to the betterment of the students; 2) development of the teaching learning process, and 3) self-understanding. If you have any questions about this study, please contact Mausumi Razzak Roni, the student investigator at 01924862674 (cell) or via email at <mausumirazzakroni@gmail.com>.

A signed copy of this consent form will be given to you for your records

Participant

Date

Consent obtained by: Mausumi Razzak Roni

Interviewer/Student Investigator: Mausumi Razzak Roni

Date

Appendix-III

Questionnaire

প্রিয় রেসপন্ডেন্ট, ঢাকা বিশ্ববিদ্যালয়ের শিক্ষা ও গবেষণা ইনস্টিটিউটের গবেষণায় আপনার প্রতিষ্ঠান কর্তৃক পরিচালিত শিক্ষা কার্যক্রম সম্পর্কিত কিছু তথ্য প্রয়োজন। Research title- A Study on Curriculum Development and Classroom Practices of out of School Children Education Program in Dhaka City.তাই কিছু তথ্য সংগ্রহের জন্য এই প্রশ্নপত্রটি তৈরি করা হয়েছে। এই প্রশ্নপত্র মূল্যায়নের ফলাফল প্রতিষ্ঠানের উপর কোনো রকম প্রভাব ফেলবে না। এই প্রশ্নপত্রে সাড়া দিলে গবেষক বিশেষ উপকৃত হবে ধন্যবাদ।

স্কুলের নাম: তারিখ:

শিক্ষকের নাম: শিক্ষকের বেতন

নির্দেশনা:

শিক্ষাগত যোগ্যতা:

১. অষ্টম শ্রেণি

২. এসএসসি

৩. এসএসসি

৪. ডিগ্রী (বি এ)

পেশাগত ট্রেনিং এ অংশগ্রহণ করেছেন?

১. হ্যাঁ ২. না

যদি আপনার রেসপন্স হ্যাঁ হয় তাহলে, ট্রেনিং কার্যক্রমের নাম ও সময়সীমা উল্লেখ করুন?

ক)মৌলিক প্রশিক্ষণ-১২ দিন

খ)জীবন দক্ষতা ভিত্তিক প্রশিক্ষণ-২ দিন

গ)রিফ্রেশার্স প্রশিক্ষণ – ১দিন/৩দিন

প্রাথমিক শিক্ষায় শ্রেণির পাঠ পরিচালনায় কোন পদ্ধতি বেশি কার্যকর?

ক) শিশুকেন্দ্রিক শিক্ষা পদ্ধতি

খ) শিক্ষক কেন্দ্রিক শিক্ষা পদ্ধতি

শ্রেণীকক্ষ ব্যবস্থাপনার ক্ষেত্রে কি কি কৌশল অনুসরণ করেন?

দৈনন্দিন পাঠ পরিকল্পনা তৈরি করেন?

ক) হা

খ) না

যদি আপনার রেসপন্স হা হয়, পাঠ পরিকল্পনায় উপস্থাপনের কোন কোন বিষয়ে গুরুত্ব দেয়া হয়ে থাকে?

শিক্ষার্থীদের গণিত এর ধারণা দেওয়ার ক্ষেত্রে কি কি ধাতু অনুসরণ করেন?

ক) বাস্তব

খ) অর্ধবাস্তব

গ) বস্তুনিরপেক্ষ ও মৌখিক

শিক্ষার্থীদের সংখ্যার ধারণা দেওয়ার সময় পাথর, কলম, কাঠি, ইত্যাদি ব্যবহার করা গণিত উপস্থাপনার কোন পর্যায়ে পড়ে?

ক) বাস্তব

খ) অর্ধ বাস্তব

গ) বস্তুনিরপেক্ষ

শ্রেণিকক্ষে পাঠ উপস্থাপনায় কি ধরনের পদ্ধতি অনুসরণ করে থাকেন?

লেকচার	
প্রশ্নোত্তর	
রোল প্লে	
গল্প বলা	
গ্রুপ ওয়ার্ক	
পেয়ার পার্ক	
অন্য (উল্লেখ করুন)	

বিষয়বস্তু উপস্থাপনে পাঠ্যবই ছাড়া আর কি ধরনের ম্যাটেরিয়াল ব্যবহার করেন?

বই	
বাস্তব বস্তু যেমন গাছের পাতা কাঠি বিচি	
বিভিন্ন ছবি	
পোস্টার	
চাট	
ইলেকট্রনিক ডিভাইস (উল্লেখ করুন)	

টিচিং মেটেরিয়ালগুলো কোথায় পেয়ে থাকেন?

শিক্ষার্থী যদি পাঠ্য বিষয় বুঝতে না পারে তাহলে কী ধরনের ব্যবস্থা নিয়ে থাকেন?

শিক্ষার্থীকে প্রশ্ন করা হয়	
অন্য কোন কৌশল অনুসরণ করে(উল্লেখ করুন)	

শিক্ষার্থী যদি শ্রেণিকক্ষে কোন বিষয় ভালো করে তাহলে কি কোন পুরস্কার দেয়া হয়?

ক) হা

খ) না

যদি আপনার উত্তরটি হা হয় তাহলে, শ্রেণিকক্ষে কি কি ধরনের পুরস্কার দেয়া হয় উল্লেখ করুন?

প্রশংসা	
উপহার(উল্লেখ করুন)	
বিশেষ কোন সুবিধা (উল্লেখ করুন)	
অন্যান্য(উল্লেখ করুন)	

Appendix-IV

Observation schedule

Research title- A Study on Curriculum Development and Classroom Practices of out of School Children Education Program in Dhaka City

Name of school:

Duration of observation:

Subject:

Date:

Aspect	Descriptive note	Reflective note
1.Warm up session		
2.Teaching learning process		
3.Teachers subject knowledge		
4.Classroom management		
5.Use of material		
6.Assessment		

7.Reinforcement		
8.Feedback		
9.Teacher-student engagement in during class		

Appendix-V

Interview schedule

Research title- A Study on Curriculum Development and Classroom Practices of out of School Children Education Program in Dhaka City

Time of Interview:

Date:

Place:

Interviewee:

Position of Interviewee:

Questions:

1. What is your process when designing curriculum?
2. What would you consider the most crucial stage of curriculum development?
3. If target group are out of school children, what would you consider specially?
4. Describe a time when you disagreed with a colleague. What happened?
5. Can you describe teaching methods that work well for out of school children?
6. What is the most rewarding aspect of curriculum design for you?
7. What obstacles or challenges does curriculum design present?

Appendix-VI

Observation check list

Teacher's name:

LC name:

Indicator for competency measurement	High performance 3	Medium performance 2	Low performance 1
১. পাঠদানকালে শিক্ষক আত্মবিশ্বাসের সাথে সঠিক বিষয়ভিত্তিক জ্ঞান ব্যবহার করেন।			
২. পাঠ চলাকালীন সময় বিভিন্ন শিক্ষাদান কৌশল/ কার্যক্রম প্রয়োগ করা হয়ে থাকে।			
৩. শিক্ষাক্রমের যোগ্যতা অবশিষ্ট ফল অনুসারে পাঠ পরিকল্পনা করে।			
৪. শিক্ষার্থীদের এমনভাবে ফিডব্যাক দেন যাতে তারা ভাল উত্তর দিতে দ্বিধাবোধ করে না।			
৫. সকল পাঠদানের ক্ষেত্রে পাঠ পরিকল্পনা করে থাকেন।			
৬. সকল শিক্ষার্থীকে উদ্বুদ্ধ করে যেকোনো কঠিন সমস্যার সমাধান করার ক্ষেত্রে সহায়তা প্রদান করেন।			
৭. কোনো প্রশ্নের উত্তর ভাল হলে শিক্ষক শিক্ষার্থীকে সঠিক উত্তর খুঁজে পাওয়ার ক্ষেত্রে সহায়তা করেন।			

৮.শ্রেণিকক্ষের আসবাবপত্র , বুক কর্নার ইত্যাদি এমনভাবে সাজানো থাকে যে- শিক্ষার্থীরা সহজেই দল গঠন করতে পারে।			
৯.কোনো একটি নির্দিষ্ট শিখন শেখানো কাজে ব্যবহারের জন্য শিক্ষক পরিকল্পিতভাবে উপকরণ তৈরি করে থাকেন।			
১০.শিক্ষার্থীর প্রতিটি কাজের অগ্রগতি সম্পর্কে ধারণা লাভের জন্য শিক্ষক একাকী, দলীয়ভাবে এবং সমগ্র শ্রেণিকে প্রশ্ন করে।			
১১.সকল শিক্ষার্থীর প্রতি শিক্ষকের মনোযোগ থাকে।			
১২.শিক্ষক, শিক্ষার্থী এবং তাদের মা-বাবার প্রতি ইতিবাচক মনোভাব প্রকাশ করেন।			
১৩.সহকর্মীদের সাথে চমৎকার সম্পর্ক উপভোগ করে থাকেন।			

Appendix-VII

Descriptive checklist

Principle 2: Curriculum, materials, and pedagogy are genuinely accelerated, AE-suitable and use relevant language of instruction

Point	Document	Description
1	Out of school children (OOSC) education program syllabus	
2	Training manual of OOSC education program	
3	teachers guide of OOSC education program syllabus	
4	NCTB curriculum	
5	Guide to the Accelerated Education Principles	

Appendix-VIII

Research Matrix

S L N O	Research question	Source of data	Sam ple Size	Sampling technique	Tools	Analys is
1	How the non-formal primary education curriculum is designed for out of school children?	Out of school children (OOSC) education program syllabus, Training manual of OOSC education program, teachers guide of OOSC education program, NCTB curriculum, and Guide to the Accelerated Education Principles, Curriculum expert	1.Do cum ent-5 2.Ex pert-4	Purposive Sampling	1.Descri ptive checklist 2.Intervi ew Schedule	Qualita tive analysi s
2	What are the teachers' classroom practices for the students out of school children education in line with curriculum?	Teacher, class observation,	1.Te ache r-18 2.Cl ass-18	Purposive Sampling	1.Questi onnaire 2.Observ ation schedule	Qualita tive analysi s

3	To what extent do teachers' performance influence the implementation of curriculum in out of school children education program?	Teacher,	1. Teacher-18	Purposive Sampling	1. Observation checklist 2. Questionnaire	Descriptive analysis with percentile score
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Appendix-IX

Analysis of teacher questionnaire

Teacher's questionnaire had been developed for the convenience of data interpretation and making findings. The questionnaire had been developed on the basis of TOT training manual of OOSC education program. It had been included Close ended question, open ended question, matrix question. Researcher tried to develop a specific, clear and simple questionnaire. Data was collected from one teacher in every learning center by this mixed questionnaire. Data was collected from 18 LC in Dhaka City. So, data was collected from 18 teacher.

Demographic information of teacher

Teacher code	Educational qualification	Foundation training	Teaching experience
(DNCKT1)	BA (pass)	Yeas	6 years
(DNC DT2)	BA (pass)	No	2years
(DNCVT3)	HSC	Yeas	14.6 years
(DNCKT4)	HSC	No	6.7 years
(DNCUT5)	Masters	Yeas	9.10years
(DNCNaT6)	HSC	Yeas	5.6 years
(DNCC1T7)	HSC	Yeas	10 years
(DNCMT8)	HSC	Yeas	15 years
(DNCAT9)	BSS (pass)	Yeas	10 years
(DSCET10)	BSS (pass)	Yeas	17 years
(DSCST11)	BA (pass)	Yeas	9.6 years
(DSC TT12)	BA (pass)	Yeas	11 years

(DSCBT13)	HSC	Yeas	3.6 years
(DSCAmT14)	HSC	Yeas	3 years
(DSCAIT15)	BA (pass)	Yeas	2 years
(DSCHT16)	HSC	Yeas	8 years
(DSCNcT17)	HSC	Yeas	17 years
(DSCWnT18)	BBS (pass)	Yeas	13 years

The views of teacher questionnaire have been presented below in different theme.

Teacher's academic qualification

Eight teachers have completed bachelor degree and some are H.S.C. as well as a teacher have completed Master's degree.

Professional training

Sixteen teachers have got foundation training along with refresher training but two teachers have not got foundation training and one of them are trained from another organization on multigrade teaching as well as another have got refresher training only. All teacher think that training is necessary for professional development.

Lesson presentation

Fifteen teachers think that child centric teaching learning process is effective for lesson presentation but three teachers think that teacher centric teaching learning process is necessary for lesson presentation because they think that if teacher is not know well, she cannot delivery lesson properly.

Lesson plan

All teacher say that they make lesson plan regularly.

Strategy for mathematics class

Seventy teachers say that they follow three strategy namely concrete, semi-concrete and abstract but a teacher say that she follows one strategy like concrete.

Teaching learning method

Fourteen teacher say that they provide lesson following –lecture,question-answer,story telling,group work,pair work,role play as teaching-learning method but two teacher say that they follow lecture,question-answer,story telling,group work,pair work and another two teacher say that they follow lecture,question-answer,story telling,group work,pair work along with many more teaching method like observation ,writing,field trip,demonstration,dancing,singing,brain storming,rhymes with clapping,concept mapping ,relevant discussion ,playing .

So, they

Use of material

Eighteen teachers said that they used teaching material along with books. The materials are real object like -different types of pictures, poster, and chart. Moreover, seven teachers said that they used electronics device like mobile phone but a teacher used tab and plastic card also as a material. They say that some materials are provided from program implementing organization and some are collected from students. Sometimes, they collect teaching materials also .

Rewarding

Eighteen teachers said that if any students did well in the class, he/she got rewarded.

Rewarding styles were saying thanks, very good, well done, you will do well more, good job, clapping. Sometimes they were give gift like pen, chocolate, pencil, book, pencil box, robber, and balloons .Moreover, if the rewarded student want to read more she gave more chance to read as inspiration.

Lesson understanding

Teachers say that if any student do not understand the lesson, she tries to teach the lesson again specially.

Evaluation

Teachers say that they evaluate students' textual status by group work like practicing class work , question-answer ; individual work like read aloud , question -answer, writing something etc. Fortnightly exam is held in every month for the assessment of the students.

Club day

Eighteen teachers say that they conducted club day in every week. In a club day different types of activities were run by students .The activities were-Drawing picture, dancing with song, drama, reading previous lesson, playing, rhymes' with clap, acting, poem recitation, physical activities, role playing, subject based lesson presentation , storytelling, group work, co-curricular activities

Appendix-X

Analysis of observation schedule for Class

Stakeholder	Working area	Code
PS	South city corporation	PSDS
UPM	South city corporation	UPDS
UPM	North city corporation	UPDN

Observation schedule had been developed for the observation of teaching-learning process of nonformal primary education. Researcher had observed eighteen class. So, researcher had observed a subjective class of every center. A thematic analysis of observation schedule has been presented below.

Making Lesson plan

Most of the teacher have made lesson plan for the observed session but lesson plan is absent in two LC. Besides, most of the teacher have made lesson plan for all subject but they do not mention the item of lesson plan properly. They mention in the lesson plan students' common activities name like- assessment of previous knowledge, homework etc. They do not explain the activities. Several teachers do not make lesson plan for all subject. Moreover, when researcher collect data, class-3 has been started but most of the teacher do not get till then text book and they have collected text book one set textbook only for continue class. For example- 'Teacher says: Madam, I do not get text book till now. Students ask that when they will get new textbook' (DSCNcT17), (DSCWnT18).

PS ensure the researcher that they have advised the teachers in the refreshers training to collect at least one set old text book for continuing class from nearby primary school (PSDS)

Sometimes teachers have mentioned objectives in the lesson plan but the objectives are not well defined most of the time. For example-- 'Poem train will be taught in eight lines with the name of poetry and writer (DNCKT1)'.

Starting / warm up session

Seven teachers started the lesson directly. In this case, sometimes they evaluated previous knowledge first then announced today's lesson name or they started today's lesson saying something like- I read, you listen and nine teachers started the lesson with relevant question like-

What is the 7 days name in a week?

What was we read yesterday?

What book is this (showing a Bengali book)?

What is our religion name?

What is our class now?

What poem will we read today?

Sometimes two teachers started the lesson with instruction like- open your Bangla book (in English), open your math book (in Bengali). Moreover, a teacher started the lesson with exchanging greetings and then she started evaluation of previous knowledge.

Evaluation previous knowledge

Twelve teachers evaluated previous knowledge of the students following some strategy. The strategy are described below-

First strategy

In this part, sometimes teachers asked question the students and ordered the students to raise up their hands who know the answer. Then teachers heard the answer from several enthusiastic students . Finally they went to the next part or wanted to listen the answer from more students who does not raise up hands.

Second strategy

Teachers asked question about previous lesson randomly as her wish. If any students did not recall the answer, the teacher helped his/her.

Third strategy

Teachers asked question the students and they (student) answered the question together. Sometimes students answered the question orally or writing according to the teachers' instructions.

Fourth strategy

Teachers asked question the students and if the students were silent, again they asked that who will speak? But when it was observed that students were confused, the teachers called the name of students and that student tried to answer the question .In this case teachers helped the student. Sometimes they repeated the same question or asked another question and wanted to listen the response from other students.

Absent of evaluation previous knowledge

Six teachers did not evaluate previous knowledge of the students properly. Four teachers in six started today's lesson without evaluating previous knowledge of the students and rest of the teachers started lesson by different way, one teacher asked the students that what the previous lesson was but did not evaluate the previous lesson. The students answered 'A black cat in a hat, in a group. Then teacher said again that they read yesterday thus way. Then she asked that what the that day's lesson was and started the lesson. Another teacher asked the students that what they would read that day and the students answered in group that 'prathona 'and the teacher started the class. It was repeat class.

Subject based knowledge

Most of the teacher use subject based knowledge confidently and start the lesson with question to link up the lesson. The questions are-

What is the 7 days name in a week?

What was we read yesterday?

What book is this (showing a Bengali book)?

What is our religion name?

What is our class now?

What poem will we read today?

But it is observed sometimes that they do not follow warm up session to link up the lesson for example 'teacher start lesson saying- I read, you listen'. Moreover, several teachers present lesson hesitantly. For example, a scenario is describe below-

'Teacher announces today's lesson first and she wants to know about picture of the text book. A student says something avoiding this teacher starts reading from textbook very unconsciously. She delivers lesson improper way. Teacher tells the meaning of the sentence sometimes directly and sometimes hesitantly. She asks question about text to the students chaotically .' (DSCAmNPS.

Teaching-learning method

Eleven teachers followed one more strategy in a lesson and seven teachers followed one method mainly lecture method conducting a lesson .The methods are-relevant discussion real life experience and example, read aloud, group work ,writing ,storytelling, discussion with explanation, question-answer ,showing picture and explain ,silent reading. But few teachers use adequate strategy very successfully and most of the teachers use this inadequate strategy successfully. Sometimes, they are unsuccessful most of the time.

Use of materials

Teachers used mainly text book, black board, chalk, duster, note book pencil as material. Sometimes, they use these material properly and sometimes are not.

On-going assessment

In this section, sixteen teachers assessed the students to understand but two teacher did not assess them .Teachers assessed the students following some techniques. The techniques are described below-

Technique-1

Teacher told the interested students to raise up their hand and listened the answer from them.

Technique -2

Teacher assessed the students in group like identification of word that were told by teacher first then evaluated several students who are interested and not interested by asking question or to tell writing on the board individually. Sometimes she evaluated small group work or listened answer from students in a group.

Technique -3

Teacher evaluated several students by asking the name of seven days, the name of village, and the name of our prophet or to pronounce difficult word from the story

Technique -4

Teacher listened the answer from several interested students like reading from text book first then from several other students.

Technique -5

Teacher gave a common work then checked the note book of everybody one by one like making a list on social and natural environment and listened answer in a group like 'what are the natural environment? what are the types of environments?

So, it is observed that teachers ask question by individually, in group or whole class for the evaluation the students respectively but every teacher do not follow these three steps for questioning ,sometimes they follow one or two steps for questioning.

Reinforcement

The students who were successful to answer the question were clapped for giving thanks by other students according to teachers' instruction. Moreover, teacher said very good, good boy, good girl, good to successful students and sometimes good to other as well as advised the other students to read more at home so that they encouraged. Sometimes, she encouraged the students by comment like-

Are you worried? I know that many of you will be successful. See, you can this. These are positive reinforcement. Sometimes negative reinforcement is observed some LCs. The example of negative reinforcement is given below-

Teacher: tell a name of God's creation?

Student: tree.... (here he tried to tell more)

Teacher: No more (DSCENPS)

Most of the LC had followed this reinforcement technique but any reinforcement were not observed in eight LC.

Feedback

For example-Having weakness in the previous lesson, teacher teaches the poem 'Train' in several small groups. Then she evaluates the lesson'(DNCKT1).

Most of the Teachers corrected spelling, pronunciation like Wednesday, question answer, previous homework etc. from student's notebook. Moreover, she helped the students who face the difficulties to read or practice or write the class work or tell the correct answer and sometimes she advised the student to be attentive in the class or commented the student like- 'You gossiped with other and do not listen to me. This is why you cannot do this.'

Moreover, teachers addressed the students very cordially as ammu, abbu etc.

It was observed in a learning center that a student replied wrong and listening wrong answer another student laughed at. In that situation teacher told them to stop. Then ensuring them that it was natural phenomena she asked why they were laughing.

But it was not observed giving any feedback to the students in five LC.

Teacher-student engagement

It was observed that students were active with teacher during class and followed teachers' instruction in most of the LCs. Teacher-students relationship was friendly. Sometimes they joined the classroom activities spontaneously and enjoyed the discussion or story in most of the LC but they were inattentive for few minutes merely in three LC. Moreover, whole class was boring and joyless but students were very gentle, they follow the teachers' instruction in a LC. It was observed also that students were indiscipline, inattentive most of the time and they were not engaged with teacher properly in three LC. Sometimes they gossiped each other.

Classroom management

It is observed that teachers give attention to the students during lesson presentation by questioning, checking homework, class work, calling name for warning but sometimes teachers continue class without managing the students properly. Most of the teachers try to give attention to all students properly but sometimes they can do and sometimes they cannot do. Moreover, some teacher avoid bad situation in the classroom and continue class.

It was observed that teachers followed some steps to manage the classroom. The steps are mentioned below-

Treatment for classroom management

1. Most of the teachers actively move through the classroom during class for observing their activity. Almost all teacher addresses the students very friendly and cordially example for- Teacher says a student: 'Please write, son (DNCANPS), (DNCNaNPS), (DSCNcNPS), (DSCWnNPS), (DSCENPS), (DNCKNPS), (DSCSNPS), (DNCMNPS), (DNCC1NPS), (DSCTNPS).
2. There are two special children in the two LCs. It is observed to take special care this special child often. Sometimes teacher helps them to read like the name of seven days individually. (DNCANPS), (DSCBNPS)
3. Some children are disturbing like doing naughty, gossiping during writing but proper steps of teachers are absent in three LCs sometimes. Most of the time it has been happened out of the teachers sight (DNCEkNPS) , (DSCTNPS) , (DSCAmNPS)
4. Most of the teachers take necessary steps when students disturbing the class by gossiping or leaving seat and advise them to be silent, writing properly, taking seat or warn his/her by name or change their position, ask question the inattentive student as well as ensure them a funny play after class sometimes (DSCBNPS), (DNCUNPS), (DNCNaNPS), (DSCSNPS), (DNCMNPS), (DNCC1NPS), (DSCTNPS)

Sometimes treatment is not observed in some LCs. The situation is described below-

5. Students are silent and control under teachers most of the time (DNCVNPS), (DNCMNPS) , (DNCC1NPS), but exception is observed in two LCs that student are indiscipline ,not silent and teacher take no more steps like changing their seat etc. sometimes she avoids this situations and continues reading without solving the problem (DSCTNPS), (DSCAmNPS)

6. Sometimes students are not active properly during class like group work, class work or other activity, some are silent and some are looking at the door or some are indisciplined. In these circumstances, clear instructions are not observed in two LCs (DSCBNPS), (DSCTNPS). It is observed in another two LCs that a student complains against other student who is not writing in the notebook or disturbing to the teacher and listening this teacher advises the student to write on her notebook or changes his/her seat (DSCENPS).
7. Basically, it is observed to give clear instruction to the students most of the time (DSCWnNPS) but sometimes clear instructions are not observed when giving homework, class work, questioning, pair work in five LCs (DNCNaNPS), (DSCTNPS), (DSCAmNPS).
8. When most of the teachers are writing on the board, she stands in an angle so that all students can watch the black board (DSCBNPS), (DSCWnNPS), (DSCTNPS). But two teachers' standing style during writing on the board is not right. As a result, students are back to her and get scope of doing naughty. So disciplinary activity is not observed among students (DNCANPS), (DNCMNPS).
9. It is observed in a LC also that teachers' activity during checking previous knowledge is not fine because she checks the notebook and drops to below without giving it to the standing students (DNCVNPS). Most of the teachers check the students' notebook going to their seat (DNCMNPS). But some indiscipline are observed in another LC when teacher checks students' class work and home work although teacher gives instruction to come one by one, the class room is very thin.
10. Most of the time a teacher stands in the center of the U, as a result a part of the students are in front of the teacher and another part of them are back of the teacher. In these circumstances, indiscipline like gossiping each other moving here and there, lying, etc. are observed. Classroom management is very weak in this LC because most of the time students are doing naughty, indiscipline, inattentive, hurting another that is out of teachers' sight. In these circumstances, it is not observed to take proper steps mostly but once the teacher tries to manage the student merely (DSCNcNPS), (DSCHNPS), (DSCWnNPS), (DNCC1NPS), (DSCAmNPS). The teacher is indifferent and the expression of language is not correct example for: she tells the student to take her seat thus -sit. Moreover it is observed that a student hurts another student that is happening out of teachers' sight in the end part of a class. This classroom is very lazy and joyless. This picture was found in a LC (DSCANPS).

11. Sometimes it is observed in 2 LC also that student enters into the classroom when class is running. In this situation, teacher takes steps such as helping his/her to take seat properly or asking her the cause of late and giving instruction to present on time (DNCNaNPS), (DSCWnNPS)
12. Sometimes 2 teacher pronunciation are not correct like 'sroshtha'question (DSCHNPS), (DSCSNPS).
13. It is observed in another three LC that teachers take more time example for 8/10 minutes to check the note book ,15 minutes for evaluating previous knowledge ,15 minutes for writing 3 questions of the students. The time management is not good and those part of the class is boaring and very slow that is unnecessary. (DSCWnNPS), (DSCSNPS), (DNCEkNPS).

Classroom facilities

Space is not enough in some LCs at all. Space of some LCS is no way to continue and the space of few LCs is enough. Light and fan were available in every classroom but space was not enough in four LCs. moreover, drinking water, jug, class, chair, mat, basket, steel box, various written poster and printed poster were present also. Lodo, pen pot, stick, sanitizer is present somewhere. Light was not enough in two LCs.

UPM say- 'space of most of the LCs is inadequate. Adequate space is not available in the slum area. If enough space is available, rent of this room is high that cross the budget of the program (UPDN)

Teachers' attention to students

It is observed that teachers give attention to the students during lesson presentation by questioning, checking homework, class work, calling name for warning but sometimes teachers continue class without managing the students properly.

Teachers attitude toward learner and parents

It is observed that most of the teachers are very cordial. They show their attitude towards learner warmly and feel their parents. UPM says- 'the teachers of most of the LCs are from this community' (UPDS).So, it may be the cause of being considerable to the children and their parents but sometimes teachers' low mental ability can affect on making low competency.

Teachers' relationship with UPM, PS

It is observed that teachers show respect to UPM and PS but they share their problem very friendly. UPM and PS give suggestion warmly.

Teaching-learning process

Observation schedule had been developed for the observation of teaching-learning process of nonformal primary education. Researcher had observed eighteen class .So, researcher had observed a subjective class of every center. She four LCs of class-2 and fourteen LCs of class-3. The subject were – Bangla,English,Religious and Moral Education, Science and Math .A thematic analysis of observation schedule has been presented below.

LC: DSCBNPS (English)

1. Teacher announce today's lesson. Then she listens relevant real experience from students and teaches seven days name. All students read aloud with teacher .Then, several students teach rest of the students respectively according to the teachers instruction. Then teacher divides the whole students into five small groups and advice the groups to read the seven days name of a week. Teachers make these groups with strong students and weak students. After completing the group work, she listens the seven days name from several students and discuss relevant issue with them.

Student: Saturday, Sunday.....Friday

Teacher : Friday , it is a very interesting day, isn't it? What do you do in the Friday ? Do you visit anywhere ? Pick up your hand who have visited the zoo.

Then some students pick up their hands and teacher again asks – what have you observed at the zoo ? The students reply spontaneously. Then she writes the seven days name on the board and the students write this in their notebook. Teacher checks and corrects the students note book. Finally she teaches the seven days name twice and gives the students home work.

LC : DNCVNPS (Bangla)

Teacher discuss relevant issue that are related to real experience and text with the students. Then she asks the students about picture that are shown from book. The students response with the

teacher actively .Then she announces the todays lesson and read the story .Sometimes she gives example ,explains and asks question as necessary. Teacher explains difficult word ,unknown word , punctuation mark and give example .Then she teaches the students line by line once and observe if the students read with teacher. Then,several students teach rest of the students respectively according to the teachers instruction.Then teacher divides the whole students into five small groups and advice the groups to identify difficult words that are said by her.After completing the group work, she checks the group work and gives them home work.

LC : DSCWnNPS (math)

Announcing todays lesson teacher asks the students – how to write down number from word ?

Teacher : How to write one thousand in number.

The students response with teacher and teacher write down 1000 on the board.Then she advices the students to write 1000 on their notebook and observes their activity.sometimes, she corrects the students notebook .Then she rub out the number and writes more words on the board. She make practiced the students writing word to number several times and evaluate them in group thus:

Teacher : will you write word to number?

Students : yeas (in group)

LC : DNCANPS (Bangladesh and global studies)

Teacher announces todays lesson and then wants to listen the relevant real experience from the students .But not getting hopeful response she starts discussion with students about relevant issues.

Teacher: what is social component of environment? social components are component that are created by human, aren't them? who has made house, building?

Students: The Masion

Then teacher gives instruction the students to listen her and read from book. Sometimes, she explains and discusses with students as necessary. She writes some questions and answers on the board. Then students write these questions and answers in their notebook. Teacher observes their activity and evaluate the lesson. Finally, teacher checks and corrects their notebook.

LC: DSCENPS (Bangladesh and global studies)

Teacher announces today's lesson. then she wants to listen the relevant real experience from the students and discusses relevant issues with the students. Moreover, she draws a chart on the board and lists some element. Teacher makes a chart in two column for writing the social and natural element of environment. The chart is given below-

Social	Natural

Then she advises the students to seat in three lines and write down the element name in the right box of the chart. When students complete the writing, teacher advises them back to the previous seat .She checks their notebook and corrects them .Finally she gives them home work.

LC: DSCNcNPS (English)

Teacher shows picture from text book and listen from students about these pictures.

Teacher: What are you observes in the picture?

Students :

Then she explains the picture and write the word on the board .She teaches the words several times .Then students write the words in their note book and teacher listens these from several students respectively.In this time rest of the students read with her/his classmate who is instructed by teacher to teach them.Then teacher asks the several students the meaning of the words.Then she teaches the sentence of the next part with instruction several times.

Teacher : listen and say

Students : listen and say

Then she tell an enthusiastic student to teach those sentence .This student teaches the sentence and teacher teaches this sentence again several times.Then she advises the students to read silent

about 2/3 minutes .Finally she evaluates the students and helps the vulnerable students to learn the lesson.Then she teaches the lesson again and gives them home work.

LC : DNCDNPS (English)

Teacher announces the todays lesson.Then she spell the word ‘Animals’ and listens the meaning from students.She explains the cause of adding ‘s’ in the end of word.In this time she engages the students .

Then she explains every picture from text book and tell the meaning..She teaches ‘ a black cat in a hat ’ and tells the meaning thus- black that means kalo.Then she searches the similarity engaging students between sentence and picture . The she divides the students in to five group and advices them to underline the word that are told by she.After group work she advices the students to back their previous seat . She evaluates the group work and corrects them. Finally she gives them home work.

LC: DNCNaNPS (Bangla)

Teacher listens relevant experience about lesson from students.Then she shows the pictures from text book and listens from students about the pictures.Finally she announces the todays lesson.Then she reads the story with explanation of difficult and unknown words with relevant discussion.She evaluate the lesson .Then she shows the students that-how to break the associated letter on the board and get practiced two students on the board . She advice the students to write that letter in their notebook. Then she checks the notebook and gives them home work.

LC: DSCHNPS (Islam o noitik shikha)

Teacher listens relevant issues about lesson from students. Then she announces the todays lesson and reads from the text book with explanation. Then she discuss relevant issues with students as necessary. Finally, she evaluates the lesson.

LC: DNCUNPS (Math)

Teacher announces today's lesson. Then she writes 12 namta on the board and advice the students to write this in their notebook. She teaches the students this almost three times. Then she advices the several students to teach it as like her respectively. Then she gives home work to write 12 namta. Teacher writes a number on the board and ask the local value of every digit and writes on the board. Then she writes more number on the board for the practice of the students and advice the students to write the local value of every digit in their notebook. She checks the note book and gives them home work.

LC : DSCAmNPS (English)

'Teacher announces today's lesson first and she wants to know about picture of the text book. A student says something avoiding this teacher starts reading from textbook very unconsciously. She delivers lesson improper way. Teacher tells the meaning of the sentence sometimes directly and sometimes hesitantly. She asks question about text to the students chaotically. Then she reads some line and tell the meaning directly thus- how old are you ? that means 'tomar boyos koto'. Then she writes several words on the board and advices the students to write this in their notebook. Students are inattentive most of the time. She checks the notebook and teaches these words. Students read this with the teacher together. Then she evaluates the students.

LC: DSCTNPS (Bangladesh and global studies)

Teacher asks the students a question to evaluate the previous lesson but students are inactive. So, teacher answers the question ownself and she starts to read from textbook. Sometimes, she asks the students some questions about reading text for engaging them like-what is the environment? and discusses relevant topic with students merely. Several students' response. Then she writes 'social element of environment' on the board thus –
Five social elements of environment are -1)2)3)4)5)
Then she asks the students 'the social element of environment' and sometimes she adds the name of element own self. Students write this on their notebook. Teacher evaluates the lesson and gives home work.

LC: DNCEkNPS (Bangla)

Teacher reads some parts of a story ‘sobai mile kori kaj ’ and students read with also. Then she tells several students to read respectively. When a student finishes some line ,another student starts to read just after this. Then teacher writes some word meaning on the board and advises the students to write this in their notebook. Finally she checks the class work.

LC: DNCC1NPS (primary science)

Teacher advises the students to listen her and starts reading. Sometimes, she asks the students some questions while reading. Then she writes question-answer on the board and monitors the students. Teacher helps the students to understand the question and answer. Then she tells the students to read what are written by them and evaluate everyone .Finally she gives them homework.

LC: DSCSNPS (English)

Teacher announces the today’s lesson first. Then she evaluates the previous lesson and starts reading from text book hesitantly. She reads the lesson with instructions that are given in the book and translate this.

Teacher: C no pair work, ask and answer. Pair work that means sitting in pair how you are sitting in pair.

Then she writes some question on the board and advises the students to write this in their note book. The questions are-What is the person? How old is he? What does he do? Where does he work? Sometimes she tells the wrong meaning of a question. It seems to be confused in here. Finally, she corrects the meaning. If any student face difficulties to understand the question, teacher helps them to solve this. After finishing the writing, she checks and corrects their notebook. Then she evaluates their lesson and gives them homework.

LC: DNCKNPS (Bangla)

Having weakness in the previous lesson, teacher teaches the poem ‘Train’ in several small groups. Then she evaluates the lesson and advises the students to come back their previous sitting position. Moreover, she teaches the next eight lines of the poem and advises the students

to go through with teacher silently. Then she teaches the poem and students read with teacher together. Finally, she gives homework and observes the students activity.

LC: DSCANPS (Bangla)

Teacher asks the students about today's lesson and students reply together.

Teacher: What is our today's lesson?

Students: 'Prarthona'

Then she teaches the poem 'Prarthona' several times and advises several students teach the poem one by one again. After teaching poem several times, she teaches word meaning several times. She evaluates some students. She teaches the poem and word meaning several times again. Then she asks every student about lesson to evaluate them. She advises the students to read the poem in pair. Just after one minute she starts to evaluate the students by asking word meaning and the students reply with teacher together. Then she advises the students for self-reading the poem.

Appendix-XI

Analysis of interview schedule

Interview schedule had been developed for curriculum experts who had experience of out of School Children education program. Seven questions had been gathered to structure interview schedule.

A thematic analysis of interview schedule has been presented below-

Features	Expert-1	Expert-2	Expert-3	Expert-4
Profession	Curriculum expert	Teaching	Material Development and Quality Control Specialist	Manager
Organization	BNFE	IER,dU	BRAC	Out of School Children Education Program
Field of expertise	Curriculum development	NFCE	Curriculum development	Education
Code	CEB1	CED2	CEBR3	CEOS4

Process of curriculum designing

Expert-1 tell that the NFE Curriculum has been designed according to government primary education curriculum considering age, previous experience and class of target group, duration of curriculum implementation. Planning of curriculum development is the most crucial stage. We have to face problem to design curriculum in accelerated Model. Joyful way of content delivery, activity-based teaching learning method for ensuring 4 skills (listening Reading Writing speaking) ensuring engagement of every student, Mild and Moderate special child were considered for out of school children. He says also that the objectives of out of school children program are defined considering age, previous experience of target group, duration of curriculum implementation (CEB1)'.

Expert-2 tell that philosophically according to government policy, NFE curriculum is designed. They must follow the government curriculum, govt. text book but if an organization or project who will use the curriculum have been any special objective or they want to follow more skill they will make a new curriculum by integrating the new objective or skill with government curriculum. That is the general process.

Moreover, expert-2 tell also that every level of curriculum development from planning to implementation is important. It is necessary to make adjustment between planning and implementation. Coordination is very essential among planning group, Text book writing group and implementing group. He think also that keeping the children in the learning center by joyful teaching-learning method and making flexible timing should be the main focus of curriculum development for out of school children so that they are interested to school and can be able to maintain general life along with work. He tell also that sometimes different concept on an issue or different perception of an issue make disagree with colleague because the way of thinking, experience of real life are different from everybody. So, selection of wisdom area or level of skill disagree is made according to the content selection of child (4)

Expert-3 tells that mind mapping is made for prototype design according to aim, goals and learning outcome. The focus point of content is mind mapping. Then key points are elaborated and key points are designed as relevance of points. This design is called prototype.

He think that planning is the most crucial stage of curriculum development but competency should be considered specially for the curriculum design of out of school children, because mind mapping and prototype design are made as competency for example: If, to read is a competency. For achieving this competency I can give reading, 2 story or 10 story. If I take 2 story, I will organize this 2 story thus so that student will what achieve from 10 story that will achieve from this two story. So material will be different but competency will be same. Teaching learning material, method, practical activities are mentioned in the prototype design. He tells also that when they design, it is observed that he thinks a way of design but other one thinks another may of design, Moreover sometimes he disagrees with her colleagues because of different concept but it helps to make a new things finally.

Expert-4 say that the out of School Children Education Program is piloted by ABAL, cohort, multigrade and shikhan model.

Teaching method for out of school children

Experts suggest some teaching methods that are effective for out of school children.

Expert-1 think that participatory teaching method like group study, Role Play, pair work, silence Reading are effective teaching method for out of school children.

Expert-2 tells that teaching method should be like a learning to enjoyment for out of school children and socio-psychological issues should be integrated with their teaching method because they came from different scio-psychological pattern, Moreover, he tells that real life experiential teaching-learning method should be followed for them and they should be given to explore.

Expert-3 tells that teaching methods of cohort model is effective for out of school children because the management of cohort model is very easy. Cohort, multigrade, ability based and

shikhon model was being piloted but the cohort model is implemented finally .The classroom management of cohort model is easier than others.

Curriculum implementation:

Expert -1 think that the result of new implemented curriculum are monitored by assessment of students achievement like formative assessment students achievement, teacher development. are the most rewarding aspect of curriculum design. If the implemented curriculum received a lot of negative feedback, necessary corrections are made by series of workshop

Expert-2 think that the result of new implemented curriculum should be monitored by continuous assessment and on-going process like mentoring process as well as in-house monitoring should be developed. A school leader that means Head teacher should be developed centrally as a primary hub. Then head teacher will develop the assistance / other teacher by in-house training. It should be continued whole year with activity base monitoring and e-monitoring software should be developed for collecting information for whole year. Head teacher will observe and upload report as well as give feedback. He thinks also if the implemented curriculum receives a lot of negative feedback necessary corrections should be done and this scope are have always.

Expert-3 think that the result of new implemented curriculum can be monitored by assessment like formative, summative mainly and students' behaviour can be considered also. Some materials that help to achieve the goal like making awareness of many students or increasing the attendance of students etc. are the most rewarding aspect of curriculum design. These are-material of Good Touch, Bad Touch, material of hygiene management etc.

He think also that if the new implemented curriculum receives a lot of negative feedback, it should be explored first -is it objective or true? If it happens truly, it should not be continued.

Challenges of curriculum design:

According to the expert-1, the challenges are - We had to face problem to design curriculum in accelerated education Model. Most of the concern person are ignorant about the concept of accelerated model. Besides, making understanding of the concern on concept of new issues like club day was very difficult.

The expert-2 say-Planning is so easy but implementation is difficult. In the perspective of Bangladesh, want of coordination among planning group, text book writing group and implementing group, Inadequate budget are obstacles to implement any program

The expert-3 say- To enrich a diversified group by same material because they are different age group, different level. It is not only for out of school children but also formal school. Mitigating this diversification for making a level playing field is challenging of course

Specialty of the program

Expert-4 say that the focus of this program is children of (8-14) age group. Experience of this children is more because they are over age children than the children of formal primary education. So, it is possible to complete one year course to six months. Specialty of this program is condensed content, 180 days/42 months action plan.

Appendix-XII

Curriculum analysis (Out of School Children education program)

Following the Primary Education Curriculum Accelerated education model syllabus is produced for OOSC education program. The syllabus is analyzed below.

Goal of the education model

To help achieving the terminal competency, achievable competency and learning outcome of national curriculum within short term compare to primary education.

Objectives of the education model

1. To include the out of school children and drop out children in nonformal primary education
2. To achieve the expected terminal competency in every 6 month from class one to three
3. To achieve the terminal competency in 24 month for class four to five (12 month in every class)
4. To participate the learner in completion of primary education examination
5. To include the primary education graduate in main stream education.

Lesson and time management

Instruction for conducting lesson are made for every subject of class one to three according to syllabus of accelerated education model and textbook of NCTB. According to instruction for conducting lesson, class will be held 3 hours in every day, five day in every week and a club day in every week.

Learning center management

The instruction for the LC management is-

1. The size of classroom will be 12 feet * 18 feet.
2. Presence of enough light and air
3. Students will take their seat in O / U shape, making small group.

Teaching learning method and strategy

Participatory teaching learning method and strategy will be implemented in the class room. The participatory methods are group work, pair work, peer learning, storytelling, role play, project method, self-reading etc.

Club day activities

Club day activities are conducted in accelerated education model for special purposes. These activities help to improve life skill along with the classroom activities. These activities not only help to improve the life skill but also progress classroom activities by joyful and fun activities.

Co-curricular activities

The co-curricular activities are celebrating national and international day, cultural program, annual sports and debate competition.

Evaluation process

Learners are evaluated in several phases in learning center. The types of evaluation are given below-

Base line evaluation-For identifying learning needs

On-going evaluation-To find out the textual status

Monthly evaluation-To find out improvement of the students in academic subject

Course completion evaluation-For detecting improvement of the learners in every academic subject and year.

Appendix-XIII

Training manual analysis

Duration of Training: 12 Days

Time: 9 a.m. to 5.15 p.m.

Total Session: 40

Teaching Learning Methods:

1. Questioning
2. Active reading and discussion
3. Group discussion
4. Demonstration
5. Brain storming
6. Role playing
7. Lecture
8. Discussion
9. Pair work
10. Group work
11. Jigs
12. Playing
13. Presentation
14. Story telling etc.

Materials:

- Exilereted education model syllabus
- Instructional guide for teachers
- NCTB text book
- PPT/ written poster
- Poster paper and marker
- Multimedia
- White board / Black board
- Board marker / chalk
- Hand out
- Dictionary (English / Bangla)
- Chart
- Vip card
- Ball
- Color pencil
- Paper
- Masking tape

- Harmonium
- Tabola etc.

Training Content:

1. Introduction, aspiration, pre-evaluation, objectives and principle
2. Introduction of out of school children education program
3. Concepts and process of training
4. Method of training and learning pyramid
5. Concept of education and primary education of Bangladesh and its types
6. National primary education curriculum and textbook
7. Introduction of exilerated education model syllabus
8. Child development and child learning
9. Child rights and safety measure
10. Inclusive education
11. Teaching learning methods
12. Joyful classroom environment and classroom management
13. Teaching-learning material development, collection and reservation
14. Concept of lesson plan and making lesson plan
15. Concept of co-curricular activities and its necessity
16. Learning evaluation and feedback
17. Introduction of Bangla textbook and exilerated education model syllabus
18. Skill of Bangla language (reading and writing) , letter and banan
19. Skill of Bangla language (speaking and listening),rhymes, poem and story
20. Microteaching (Bangla)
21. Introduction of math textbook and exilerated education model syllabus
22. Concept of number and teaching learning strategy of addition ,substraction
23. Coin , taka of Bangladesh and geometry
24. Microteaching (Math)
25. Introduction of english textbook and exilerated education model syllabus
26. Strategy of learning English language skills and learning phonectics
27. Strategy of learning English language skills (Listening, speaking ,reading and writing)
28. Microteaching (English)
29. Introduction of primary science textbook and teaching learning method
30. Strategy of primary science teaching learning and microteaching
31. Introduction of Bangladesh and bisshoporichoi and teaching learning method
32. Microteaching (Bangladesh and bisshoporichoi)
33. Introduction of religion and moral education and teaching learning method
34. Introduction of club day activities and teaching learning strategy
35. Introduction of drawing and socio-psychological skills development of teacher
36. Me and my life and my responsibility as a facilitator
37. Communication skill and development strategy
38. Academic supervision and regular activities of facilitator

39. Posttest and course evaluation
40. Course completion ceremony

Appendix-XIV

Domain-wise competency

Domain: 1 (Professional knowledge and realization)

Competency	High performance	Medium performance	Low performance
3.1.1. Teacher uses appropriate subject based knowledge during lesson presentation	8 teachers	7 teachers	3 teachers
2. Verities teaching strategies are applied during lesson presentation.	3 teachers	8 teachers	7 teachers
3. Lesson plan is made according to competency of curriculum and learning outcome.		8 teachers	10 teachers
4. Feedback is given to the learners so that they feel free to give wrong answer.	2 teachers	6 teachers	10 teachers

Domain: 2 (Professional practice)

Competency	High	Medium	Low
Lesson plan are made for all lesson presentation.		15 teachers	3 teachers
Teacher helps the students by encouragement to solve any difficult problem.	3 teachers	6 teachers	9 teachers
Teacher helps the students to find	1 teacher	13 teachers	4 teachers

out right answer if the answer of question is wrong.			
Furniture, book corner etc. are decorated thus way so that students are able to make group easily in the classroom.	2 teachers	8 teachers	8 teachers
Teacher makes teaching material planned way for the use of a definite teaching-learning process.			18 teachers
Teacher asks question to individual student, group, and whole class for making concept about the improvement of every activity of students.		10 teachers	8 teachers

Domain: 3 (professional values and relation)

Competency	High	Medium	Low
Teacher gives attention to all students.	3 teachers	12 teachers	3 teachers
Teacher expresses positive attitude to	1 teacher	16 teachers	1 teacher

the learners and their parents.			
Teacher enjoys excellent relationship with UPM, PS.		17 teachers	1 teacher

Appendix-XV

Accelerated Education Principles

LEARNERS

Principle 1: AEP is flexible and for over-age learners

Principle 2: Curriculum, materials and pedagogy are genuinely accelerated, AE-suitable and use relevant language of instruction

Principle 3: AE learning environment is inclusive, safe and learning-ready

TEACHERS

Principle 4: Teachers are recruited, supervised and remunerated

Principle 5: Teachers participate in continuous professional development

PROGRAMME MANAGEMENT

Principle 6: Goals, monitoring and funding align

Principle 7: AE centre is effectively managed

Principle 8: Community is engaged and accountable

ALIGNMENT WITH MOE AND POLICY FRAMEWORKS

Principle 9: AEP is a legitimate, credible education option that results in learner certification in primary education

Principle 10: AEP is aligned with the national education system and relevant humanitarian Architecture.

Principle-2

Curriculum, materials, and pedagogy are genuinely accelerated, AE-suitable and use relevant language of instruction

- a. Develop and provide condensed, levelled, age-appropriate, competency-based curriculum.
- b. Prioritize the acquisition of literacy and numeracy skills as the foundation for learning.
- c. Integrate Accelerated Learning principles, pedagogy and practices throughout the curriculum and teacher training.
- d. Adapt the AEP curriculum, learning materials, language of instruction and teaching methods to suit over-age children and reflect gender sensitive and inclusive education practices.
- e. Integrate psychosocial well-being and life skills' acquisition in the curriculum to address young people's experiences in conflict-affected and fragile contexts.
- f. Ensure AEP timetable allows for adequate time to cover curriculum.
- g. Develop and provide teacher guides.
- h. When funding AE curriculum development, allow sufficient time (1-2 years) and budget, and provide long-term technical expertise.

Appendix-XVI

Teachers' competency according to learning domain

পেশাগত জ্ঞান এবং উপলব্ধি

শিখনের ক্ষেত্র	মান : একজন ডিপ্লোমাপ্রাপ্ত শিক্ষক করতে সক্ষম	যোগ্যতা: অর্জিত হয়েছে	ডিপ্লোমাপ্রাপ্ত এবং নিয়মিতশিক্ষকদের সূচক
(ক) বিষয় সম্পর্কিত জ্ঞান:	১. প্রাক-প্রাথমিক এবং প্রাথমিক শিক্ষার সকল বিষয়ে শিক্ষাদানের জন্য প্রয়োজনীয় বিষয়ভিত্তিক জ্ঞান ও ধারণা প্রদর্শন করতে পারেন।	১. বিষয়ভিত্তিক জ্ঞান ব্যবহার করে পাঠ পরিকল্পনা করতে পারেন।	পাঠ পরিকল্পনায় বিষয়ভিত্তিক জ্ঞানের যথাযথ ব্যবহারের প্রমাণপাওয়া যায়।
		২. বিষয়ভিত্তিক জ্ঞান ব্যবহার করে প্রাক-প্রাথমিক পর্যায়ে শিক্ষাদানের জন্য শ্রেণিকক্ষে বিভিন্ন কার্যক্রম পরিকল্পনা করতে পারেন।	প্রাক-প্রাথমিক শ্রেণিকার্যক্রম পরিচালনার ক্ষেত্রে অন্তর্ভুক্ত বিষয়বস্তু সম্পর্কে উপলব্ধি প্রকাশ পায়।
		৩. শ্রেণিতে প্রতিটি শিক্ষার্থীর কাছে বিষয়ভিত্তিক জ্ঞান আত্মবিশ্বাসের সাথে এবং পরিস্ফুটভাবে ব্যাখ্যা করতে পারেন।	পাঠদানকালে শিক্ষক আত্মবিশ্বাসের সাথে সঠিক বিষয়ভিত্তিক জ্ঞান ব্যবহার করেন।
		৪. শিক্ষার্থীদের বিষয়ভিত্তিক যেকোন গুণসঠিকভাবে উত্তর দিতে পারেন।	শ্রেণিকার্যক্রম পরিচালনার ক্ষেত্রে বিষয়ভিত্তিক জ্ঞানের সঠিক ব্যবহার উদাহরণ দিয়ে দেখান।

		৫. বয়স অনুসারে গল্প বলা, ছড়া, আবৃত্তি, গান, বই পড়া কার্যক্রম পরিকল্পনা করতে পারেন।	শিক্ষার্থীরা যখন কোনো বিষয় বুঝতে পারে না বা সমস্যার সমাধান করতে পারে না তখন দৈনন্দিন জীবন অথবা পরিচিত ঘটনা থেকে উদাহরণ দিয়ে উপলব্ধিতে সহায়তা করেন।
(খ) শিক্ষাদান পদ্ধতি সম্পর্কে ধারণা	২. শিক্ষাক্রমের যোগ্যতা এবং শিখন ফল অর্জন বিভিন্ন প্রকার শিক্ষাদান কৌশল সম্পর্কে পরিপূর্ণ ধারণা প্রদর্শন করেন।	খেলার মাধ্যমে শিক্ষার্থীদের জ্ঞানের বিকাশ করতে পারেন।	পাঠ চলাকালীন সময় বিভিন্ন শিক্ষাদান কৌশল/ কার্যক্রম প্রয়োগ করা হয়ে থাকে।
			শিক্ষার্থীরা পাঠে সক্রিয়ভাবে অংশগ্রহণ করে।
			শিক্ষক এবং ছাত্র, ছাত্র এবং ছাত্রের মধ্যে যিচ্চির মাধ্যমে শিক্ষাদানের বিষয়টি প্রায়ই দেখা যায়।
			সকল ছাত্রই পাঠে অথবা পাঠসমিষ্ট কাজে নিয়োজিত থাকে।
			শিখন স্মরণাত্মক পাঠদানের ক্ষেত্রে সকল শিশুর শিখন নিশ্চিত করার জন্য বিভিন্ন কৌশল ব্যবহার করেন।
			শ্রেণিকক্ষে শিক্ষার্থীরা আনন্দিত এবং আগ্রহান্বিত বোধ করে।
(গ) শিক্ষাক্রম সম্পর্কে ধারণা	৩. প্রাক-প্রাথমিক এবং প্রাক-প্রাথমিক শিক্ষার শিক্ষাক্রম, যোগ্যতা এবং শিখন ফল সম্পর্কে পরিপূর্ণ ধারণা প্রদর্শন করেন।	১. প্রাক-প্রাথমিক শিক্ষা এবং প্রাথমিক শিক্ষাক্রমের বিষয়বস্তু এবং কাঠামো সম্পর্কে পরিপূর্ণ উপলব্ধি রয়েছে।	শিক্ষাক্রমের যোগ্যতা এবং শিখন ফল অনুসারে পাঠ পরিকল্পনা করে।
		২. প্রাথমিক শিক্ষার্থীদের শিখন ফল এবং প্রাথমিক শিক্ষার্থীদের যোগ্যতা ও শিখন ফল সম্পর্কে পূর্ণ পরিচিতি রয়েছে।	পরিকল্পিত শিখন ফল সফলভাবে অর্জিত হয়।

		৩. জাতীয় পরীক্ষাসহ প্রাথমিক পর্যায়ে শিক্ষার্থীদের মূল্যায়ন সম্পর্কিত সকল ব্যবস্থা ও ধ্যান-ধারণা সম্পর্কে পরিচিতি রয়েছে।	প্রাক-প্রাথমিক শিক্ষার্থীরা তাদের কাঙ্ক্ষিত শিখন ফল অর্জনের ক্ষেত্রে সফলতার পরিচয় দেয়।
		৪. প্রাক-প্রাথমিক পর্যায়ে শিক্ষার্থীদের মূল্যায়ন ও মূল্যায়নের হাতিয়ার সম্পর্কে পরিচিতি রয়েছে।	
(ঘ) শিশু সম্পর্কিত ধারণা	৪. শিশুদের বিকাশ সম্পর্কে উপলব্ধি বর্তমান এবং পাঠপরিকল্পসহ শিখন শেখানো কাজে ও মূল্যায়নে তার প্রমাণ পাওয়া যায়। ৫. প্রত্যেক শিশুকে ভালোভাবে জানেন।	১. এমনভাবে পাঠ পরিকল্পনা ও প্রোগ্রামের কার্যক্রম উপস্থাপন করেন যাতে নিম্নলিখিত দিকগুলো দেখা যায় : শিশুদের শিখনের প্রতি স্বাভাবিক আগ্রহ এবং তাদের পরিবেশ সম্পর্কিত ধারণা।	নিম্নলিখিত দিক বিবেচনা করে প্রোগ্রামের কার্যক্রম এবং পাঠপরিকল্পনা করেন : শিক্ষার্থীদের বিদ্যমান জ্ঞান এবং উপলব্ধি বিবেচনায় নিয়ে শিখন স্তর নির্ণয় করা।
		ভাষার যথাযথ ব্যবহার এবং শিক্ষক-শিক্ষার্থী, শিক্ষার্থী-শিক্ষার্থীর মধ্যে মিথস্ক্রিয়া।	
		বিভিন্ন বয়সী শিক্ষার্থীদের দৃষ্টিভঙ্গি সম্পর্কে উপলব্ধি।	সব ক্ষেত্রেই শিক্ষার্থীদের যাচাই করা।
		শিখন পরিচালনার ক্ষেত্রে শিক্ষার্থীদের নিয়ন্ত্রণ।	শিক্ষার্থীদের এমনভাবে ফিডব্যাক দেন যাতে তারা ভাল উত্তর দিতে সক্ষম হতে পারে না।
		শিক্ষার্থীদের চিন্তা-ভাবনা করার সুযোগ প্রদান।	
		ছেলে এবং মেয়ে শিশুদের প্রতি সমান দৃষ্টিভঙ্গি এবং সামাজিক, দৃষ্টিগত, জাতিগত, ভাষাগত দিক বিবেচনা করা।	
		সকল শিশুদের মত/ধারণা প্রকাশসময় সুযোগদান।	

(ঙ) আইন-কানুন সম্পর্কে ধারণা	৬. প্রচলিত আইন-কানুন ও বিধিগত বাধাবাহকতা এবং এর বাস্তবায়নের জন্য সর্বোচ্চ সর্বোত্তমের সাথে কাজ করার প্রয়োজনীয়তা সম্পর্কে উপলব্ধি প্রদর্শন করেন।	১. (ক) চাকরির বিভিন্ন শর্ত এবং বিধি সম্পর্কে ভালোভাবে পরিচিত এবং সব ক্ষেত্রেই এ সম্পর্কিত আইনগুলো মেনে চলেন।	সাম্প্রতিক সময়ে প্রচলিত চাকরিবিধিসহ অন্যান্য আইন-কানুন সম্পর্কে আলোচনার ক্ষেত্রে যথেষ্ট জ্ঞান প্রদর্শন করেন।
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		(খ) সহকর্মীদের সাথে চাকরি বিধি এবং অন্যান্য আইন-কানুন পালন সম্পর্কে আলোচনা করেন।	
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ক্ষেত্র : পেশাগত অনুশীলন

শিখনের ক্ষেত্র	মান : একজন ডিপ্লোমা প্রাথমিক শিক্ষক করতে সক্ষম	যোগ্যতা: অর্জিত হয়েছে	ডিপ্লোমা প্রাপ্ত এবং নিম্নমিত শিক্ষকদের সূচক
(ক) পরিকল্পনা প্রণয়ন	৭. শিক্ষার্থীর কার্যকরভাবে শিখন লাভ করতে পারে এমনভাবে তাদের আগ্রহ সৃষ্টি করা এবং ধরে রাখা ও সক্রিয় করার কৌশলগত পঠ পরিকল্পনা প্রণয়ন।	১. নিয়মিত এবং ধারাবাহিকভাবে এমন পাঠ পরিকল্পনা করেন যাতে নিম্নলিখিত দিকগুলো প্রকাশ পায়:	সকল পাঠদানের ক্ষেত্রে পাঠ পরিকল্পনা করে থাকেন।
		যোগ্যতার সাথে শিক্ষার্থীদের অর্জিতব্য শিখন ফলকে প্রাধান্য প্রদান।	শিখন ফল, পাঠ্যাংশ, শিখন শেখানো কাজ, শ্রেণি ব্যবস্থাপনা এবং মূল্যায়ন পরিকল্পনা সুস্পষ্টভাবে বিবৃত।
		শিক্ষার্থীকেন্দ্রিক শিক্ষাদান পদ্ধতি ব্যবহার। (এ পদ্ধতি শিক্ষার্থীর চিন্তন এবং সৃষ্টিশীল প্রক্রিয়াকে উৎসাহিত করে)	শ্রেণিভিত্তিক অর্জন উপযোগী যোগ্যতার সাথে শিখন ফল নির্ধারণ।
		কার্যকর প্রক্রিয়ার মাধ্যমে শিক্ষার্থীদের শিখন ফল মূল্যায়ন।	পূর্বের মূল্যায়ন ফলাফলের সাথে সম্পর্ক রেখে শিখন ফল এবং কার্যক্রম নির্ধারণ।

		শিক্ষার্থীদের কৃষ্টিগত, লৈঙ্গিক, সামাজিক অথবা অন্যান্য প্রাসঙ্গিক দিকগুলোকে প্রাধান্য দিয়ে সকল শিক্ষার্থীর শিখন চাহিদা সম্পর্কে পরিপূর্ণ উপলব্ধি।	শিখন শেখানো কাজে শিক্ষার্থীদের শিখনকে প্রাধান্যদান এবং যেখানে সম্ভব সেখানে শিক্ষার্থীদের কৃষ্টিশীল চিন্তা করতে উৎসাহদান।
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		শিখন ফল রিহিত করার জন্য মূল্যায়ন প্রক্রিয়ার ব্যবহার।	পরিকল্পনায় সব ধরনের উপকরণের ব্যবহারসহ অন্যান্যাদিকগুলো বিস্তৃতভাবে উল্লেখ করা হয়।
			মূল্যায়ন পদ্ধতি যথাযথ এবং বৈচিত্র্যপূর্ণ (যেমন-মৌখিক প্রশ্ন, পর্যবেক্ষণ, লিখিত কাজ ইত্যাদি)।
			সকল শিক্ষার্থী সক্রিয়ভাবে শিখন শেখানো কাজের সাথে জড়িত থাকে।
(খ) প্রত্যাশা	৮. সকল শিক্ষার্থী সম্পর্কে অনেক উচ্চাশা প্রদর্শন করেন।	১. (ক) সকল শিক্ষার্থী তার অভিজ্ঞতা, জ্ঞান এবং দক্ষতা নিয়ে বিদ্যালয়ে আসে, এমন বিশ্বাস পোষণ করেন।	সকল শিক্ষার্থীকে সব ক্ষেত্রে উৎসাহ প্রদান করেন।
		(খ) যেকোনো সামাজিক অথবা কৃষ্টিগত পটভূমি থেকে আগত শিক্ষার্থীদের উপর গভীর আস্থা এবং উচ্চাশা প্রকাশ করে থাকে।	সকল শিক্ষার্থীকে উদ্বুদ্ধ করে যেকোনো কঠিন সমস্যার সমাধান করার ক্ষেত্রে সহায়তা প্রদান করেন।
(গ) যোগাযোগ দক্ষতা	৯. শিক্ষার্থীদের সুস্পষ্টভাবে নির্দেশনা প্রদান করে থাকেন।	১. (ক) শিক্ষার্থীদের কী করতে হবে সে সম্পর্কে বয়সকে বিবেচনা করে সুস্পষ্ট এবং সর্বিক্ষিপ্ত নির্দেশনা প্রদান করে।	পিটিআই শিক্ষার্থী যখন কথা বলেন শ্রেণীর সকল শিক্ষার্থীর মনোযোগ তাঁর প্রতি নিবদ্ধ থাকে।
		(খ) শ্রবণযোগ্য এবং সঠিকভাবে কণ্ঠস্বর ব্যবহার করে থাকেন।	পিটিআই শিক্ষার্থী শিখন শেখানো কাজের বিষয়ে সুস্পষ্ট নির্দেশনা প্রদান করেন এবং বিদ্যালয় শিক্ষার্থীর তাঁর নির্দেশনা অনুসারে বিভিন্ন কাজ করে থাকে।

	১০. শিখনে অগ্রগতি লাভের ক্ষেত্রে প্রশংসার দক্ষতা প্রদর্শন করেন।	১. (ক) পাঠ এবং শ্রেণিকক্ষের কার্যক্রম পরিকল্পনায় প্রশংসার প্ররোচনা দেয়।	পাঠ পরিকল্পনায় প্রশংসার সুযোগ থাকে।
		(খ) সাধারণভাবে পুরো ক্লাসকে প্রশংসা করে একজন শিক্ষার্থীকে প্রশংসার করেন।	প্রধানত একজন শিক্ষার্থীকে প্রশংসা করে প্রশংসা করা হয়।

		(গ) কোনো বিষয় সম্পর্কে উপলব্ধি নিশ্চিত করার জন্য প্রশংসা করে থাকেন, প্রশংসা আহ্বান করেন এবং উত্তর দিয়ে থাকেন।	সকল ছাত্রকে কথা বলার সুযোগ দেয়া হয়।
		(ঘ) শিক্ষার্থীদের ভাল উত্তর প্রদানের ক্ষেত্রে ইতিবাচকভাবে উত্তর দিয়ে থাকেন।	কোনো প্রশ্নের উত্তর ভাল হলে শিক্ষক শিক্ষার্থীকে সঠিক উত্তর খুঁজে পাওয়ার ক্ষেত্রে সহায়তা করেন।
		(ঙ) শিক্ষার্থীদের প্রশংসার উৎসাহিত করেন।	শিক্ষার্থীরা ভাল উত্তর দিতে ইচ্ছাশীল হয় না।
			শিক্ষার্থীরা কোনো বিষয় ব্যাখ্যা করার জন্য প্রশংসা করে থাকে।
(ঘ) শ্রেণিকক্ষের পরিবেশ ও ব্যবস্থাপনা	১১. সকল শিক্ষার্থীর অংশগ্রহণে সহায়ক, উদ্দেশ্যপূর্ণ, ইতিবাচক, দিরাপদ এবং সমতার ভিত্তিতে শিখন পরিবেশ বজায় রাখেন।	১. (ক) শ্রেণিকক্ষসহ শ্রেণিকক্ষের আসবাবপত্র, লাইব্রেরী কক্ষ/বুক কক্ষের শিখন পরিবেশ উপযোগী করে সাজানো থাকে।	শ্রেণিকক্ষের আসবাবপত্র, বুক কক্ষের ইত্যাদি এমনভাবে সাজানো থাকে যে—
		(খ) শিখন শেখানোর কাজে চাহিদার ক্ষেত্রে কখনো কখনো আসবাবপত্র পুনর্সজ্জিত করেন (যেমন জোড়ায় অথবা দলীয় কাজ, ভূমিকাভিনয় অথবা আলোচনার ক্ষেত্রে)।	শিক্ষার্থীরা সহজেই দল গঠন করতে পারে
		(গ) শিক্ষার্থীদের শিখন এবং সৃষ্টিশীলতা সৃষ্টিতে উৎসাহ প্রদান করার জন্য শিক্ষার্থীদের নানা কাজ যেমন আঁকা ছবি, লেখা কবিতা, গল্প ইত্যাদি শ্রেণিকক্ষ প্রদর্শিত হয়।	বুক কক্ষের গিয়ে বই পড়তে পারে

			সহজেই চলাফেরা করতে পারে।
			সকল ছাত্র স্বেচ্ছায় কাজ করতে পারে।
			সকল ছাত্রের লেখার জন্য যথেষ্ট জায়গা এবং সুবিধা থাকে।

			সকল শিক্ষার্থী শিক্ষককে স্পষ্টভাবে শুনতে এবং দেখতে পারে।
			কোনো শিক্ষার্থী যখন একা একা কাজ করে তখন শিক্ষক যেন তাকে সাহায্য করতে পারেন।
			সকল শিক্ষার্থীর কাজ বিশেষ করে তাদের ঝাঁক ছবি শ্রেণিকক্ষ সকল সময় অথবা বিভিন্ন সময় প্রদর্শিত হয়ে থাকে।
			সঠিকভাবে এবং পরিষ্কারভাবে দর্শনযোগ্য উপকরণ (যেমনছবি, যেকোনো লেখা, মানচিত্র, শব্দ, বর্ণচার্ট ইত্যাদি) প্রদর্শিত হয়ে থাকে।
	১২. শ্রেণি ব্যবস্থাপনার ক্ষেত্রে শিক্ষার্থীদের চাহিদা, সার্বার্থ্য এবং সমতাপ্রাপ্তির পায়।	১. (ক) শিক্ষার্থীদের সার্বার্থ্যবিবেচনা করে শিখনশেখানো কাজপরিচালনা করা হয়।	বিদ্যালয় শিক্ষার্থীদের সহজ থেকে ক্রমান্বয়ে কঠিন কাজনিয়োজিত করা হয়, যাতে তাদের সার্বার্থ্য পরিপূর্ণভাবে প্রকাশ পায়।
		(খ) শিক্ষার্থীরা সমস্ত সময় শিখন শেখানো কাজে ব্যস্ত থাকেন।	প্রায় সমস্ত সময় ধরে শিক্ষার্থীদের শিখন শেখানো কাজে ব্যস্ত রাখেন।

		(গ) সময়ের কার্যকর ব্যবহার করা হয় যাতে শ্রেণিকক্ষ প্রত্যেক শিক্ষার্থীর সময় পরিশৃঙ্খলিত ব্যবহার হয়।	যখন যেমন প্রয়োজন হয় তেমনভাবে শিক্ষার্থীদের একাকী, দলীয়ভাবে এবং সমগ্র শ্রেণিগতভাবে শিক্ষার্থীদের কাজ ভাগ করে দেন।
		(ঘ) বিদ্যালয় শিক্ষার্থীদের যেকোনো সমস্যা সমাধানের ক্ষেত্রে, গুরু ও উত্তরদানের ক্ষেত্রে এবং মূল্যায়নের ক্ষেত্রে সমতা বিধানকে জরাজীর্ণ দেয়া হয়।	প্রাক-প্রাথমিক এবং প্রাথমিক শ্রেণিতে শিক্ষার্থীদের খেলাধলার জর সুযোগ দেয়া হয় এবং কোনো কিছু পরামর্শ করার সুযোগ দেয়া হয়।

		(ঙ) শিক্ষার্থীদের খেলাধলা, গান আবৃত্তি ইত্যাদি কাজের মাধ্যমে ব্যস্ত রাখে।	কার্যকরভাবে কোনো বিষয় বাখ্যা করার জন্য শিক্ষক পাঠ্যপুস্তক, ব্র্যাকবোর্ড, ছবি এবং উপকরণ ব্যবহার করেন।
		(চ) বাংলা, গণিত, বিজ্ঞানসহ সকল বিষয়ে বিভিন্ন গেমস খেলতে শিক্ষার্থীদের উৎসাহ দেন।	শিক্ষার্থীরা বস্তুগত এবং দলীয় উপকরণ যেমন খেলাধলা, ওয়ার্কশিট, ওয়ার্কবুক, পাঠেরজন্য বই ইত্যাদির মাধ্যমে শিখন লাভ করেন।
	১৩. শিক্ষার্থীদের সাথে ইতিবাচক এবং সম্মানসূচক সন্দর্ভ স্থাপনের জন্য বিভিন্ন ধরনের কৌশলের ব্যবহার করে থাকেন।	১. (ক) পিটিআই শিক্ষার্থী নিজে ইতিবাচক আচরণ প্রদর্শন করেন এবং শ্রেণি শিক্ষার্থীদের ইতিবাচক কাজ করতে উদ্বুদ্ধ করেন।	শিক্ষার্থীদের তাদের ভালো কাজ এবং আচরণের জন্য প্রায়ই প্রশংসা করে থাকেন।
		(খ) শিক্ষার্থীদের সাথে বন্ধুত্বপূর্ণ, বিশ্বাসী এবং পেশাগত সন্দর্ভ স্থাপন করেন।	শিক্ষক এবং শিক্ষার্থীর মধ্যে বন্ধুত্ব ও মর্যাদাপূর্ণ সন্দর্ভ বিদ্যমান থাকে।
		(গ) প্রয়োজনীয় ক্ষেত্রে শিক্ষার্থীদের প্রশংসা এবং উৎসাহ প্রদান করেন।	
(চ) উপকরণ ব্যবহার	১৪. যথাযথ এবং স্থানীয়ভাবে পাওয়া যায় এমন শিক্ষা উপকরণ নির্বাচন এবং ব্যবহার করেন।	১. নির্দিষ্ট উপকরণগুলো সাধারণভাবে ব্যবহার করেন :	শিখন উপযোগী বিভিন্ন উপকরণ এবং স্থানীয় জিনিসপত্র ব্যবহার করে থাকেন।
		পাঠ্য-পুস্তক	শিক্ষা উপকরণ পরিকল্পিতভাবে ব্যবহার হয়।

		পোস্টার, মানচিত্র এবং অন্যান্য দৃশ্যমান উপকরণ	শিক্ষার্থীরাও যথাযথভাবে এবং আত্মবিশ্বাসের সাথে শিখন উপকরণ ব্যবহার করে থাকেন।
		সব ধরনের পড়ার বই	
		খেলাধুলা উপকরণ	
		অ্যাবাকাসসহ গণনার জন্য অন্যান্য উপকরণ	

		২. প্রাক-প্রাথমিক শ্রেণির জন্য বিভিন্ন ধরনের খেলার গুড়ল, বিভিন্ন ধরনের বুক, সংখ্যা, বর্ণ চিহ্নিত বুক এবং অন্যান্য শ্রেণির উপযুক্ত সহ-পাঠ্যক্রমিক উপকরণনিয়মিতভাবে ব্যবহার করেন।	
	১৫. শিক্ষক সহজলভ্য বিভিন্ন দ্রব্যাদি ব্যবহার করে শিক্ষা উপকরণ নিজেই তৈরি করেন।	১. (ক) সহজলভ্য বিভিন্ন দ্রব্যাদির সাহায্যে নির্মিত সাধারণ উপ-করণগুলো তৈরি বা সংগ্রহ করেন-	কোনো একটি নির্দিষ্ট শিখন শেখানো কাজে ব্যবহারের জন্য শিক্ষক পরিকল্পিতভাবে উপকরণ তৈরি করে থাকেন।
		গণনার জন্য স্থানীয়ভাবে প্রাপ্ত যেমন তেতল বীজ, মারেল, ছেলা।	নিম্নশ্রেণির শিক্ষার্থীরা তাদের চিত্র/কল্পনাকে প্রকাশিত করার লক্ষ্যে বাস্তব উপকরণ ব্যবহার করতে পারে।
		শিক্ষার্থী, শিক্ষকের আঁকা ছবি অথবা পত্রিকা, ম্যাগাজিন অথবা বইয়ে আঁকা ছবি, ফটোকপি করা	
		স্থানীয়ভাবে সংগৃহীত গল্পের/পড়ার বই	
	১৬. শিখনকে সহায়তা দেয়ার জন্য তথ্য ও যুক্তিসহ অন্যান্য যুক্তি (যেমন মোবাইল ফোন) যথাযথভাবে ব্যবহার করা হয়।	১. (ক) ইংরেজি ও বাংলা বিষয়ে ভাষা দক্ষতা অনুশীলনের জন্য সম্ভব ক্ষেত্রে মোবাইল ফোন কার্যকরভাবে ব্যবহার করে	কার্যকরভাবে মোবাইল ফোন ব্যবহার করে শিক্ষার্থীদের শিখনে সহায়ক ভূমিকা পালন করেন।

		খ) বিজ্ঞান বিষয়ে ব্যবহারিক কাজে স্থানীয়ভাবে সহজলভ্য ও সহজে ব্যবহারযোগ্য উপকরণ ব্যবহার করে থাকেন।	বিজ্ঞানে ব্যবহারিক কাজে অথবা কোনো প্রজেক্টের কাজে স্থানীয়ভাবে সহজলভ্য পুঁক্ত ব্যবহারের ক্ষেত্রে উৎসাহ প্রদর্শন করেন।
(ছ) মূল্যায়ন	১৭. যথাযথ মূল্যায়ন কৌশল পরিকল্পনা ও ব্যবহার করেন।	১. (ক) পাঠ পরিকল্পনায় এবং শিখন শেখানো কাজে শিক্ষার্থীদের পরিকল্পিত শিখন ফল কার্যকর ভাবে মূল্যায়নের জন্য যথাযথ কৌশল চিহ্নিত করে থাকেন।	প্রতিটি পাঠ পরিকল্পনার সাথে বিবৃত শিখন ফল অনুসারে মূল্যায়ন কৌশল উল্লিখিত থাকে।

		(খ) একটি নির্দিষ্ট সময়ের মধ্যে প্রয়োজন অনুসারে বিভিন্ন ধরনের গাঠনিক এবং সাময়িক মূল্যায়ন কৌশল ব্যবহার করেন।	পাঠ পরিকল্পনায় বিভিন্ন ধরনের গাঠনিক এবং সাময়িক মূল্যায়ন পদ্ধতি ব্যবহারের পরিকল্পনা করা হয়।
	১৮. শিক্ষার্থীদের মূল্যায়ন করে মৌখিক এবং লিখিত ফিডব্যাক প্রদান করেন।	১. (ক) বিদ্যালয় শিক্ষার্থীদের নির্ধারিত জ্ঞান ও দক্ষতা অর্জনের জন্য প্রয়োজনীয় সহায়তা দিয়ে থাকেন (এজন্য শিক্ষার্থীকে প্রকৃতির অথবা তার কাজ মূল্যায়ন করে মৌখিক ও লিখিত ফিডব্যাক দিয়ে থাকেন)	শিক্ষক শিক্ষার্থীদের বিভিন্ন কাজ পর্যবেক্ষণ করেন, তাদের কাজ পর্যালোচনা করেন এবং প্রয়োজনীয় ক্ষেত্রে ইতিবাচক এবং গঠনমূলকভাবে তাদের ফিডব্যাক প্রদান করেন।
		(খ) শিক্ষার্থীর শিখনের অগ্রগতি নির্ণয়ের জন্য আনুষ্ঠানিক এবং আনুষ্ঠানিক মূল্যায়ন পদ্ধতি পরিকল্পনা করেন এবং সুযোগমতো ব্যবহার করেন।	শিক্ষার্থীর প্রতিটি কাজের অগ্রগতি সম্পর্কে ধারণা লাভের জন্য শিক্ষক একাকী, দলীয়ভাবে এবং সমগ্র শ্রেণিকে প্রশ্ন করে।
		গ) শিক্ষার্থীকে প্রশ্ন করে বিভিন্ন লিখিত কাজ দিয়ে অথবা পর্যবেক্ষণের মাধ্যমে মূল্যায়ন করে থাকেন।	শিক্ষার্থীর কাজে অথবা কথা বলার ক্ষেত্রে অনুসন্ধান করে শিক্ষার্থীর প্রকৃত অবস্থা অনুধাবনের চেষ্টা করে।
		(ঘ) শিখন কাজে শিক্ষার্থীর বার্তা সহজভাবে নিয়ে পরিণত শিখনের জন্য বিভিন্ন ধরনের মূল্যায়নকে ব্যবহার করে থাকেন।	শিখনের ক্ষুদ্র ক্ষুদ্র বিষয়েও প্রাধান্য দিয়ে শিক্ষক মূল্যায়নের প্রক্রিয়া প্রদান করেন।

			শিক্ষার্থীর লিখিত কাজে শিক্ষকের মন্তব্য তাকে আরো চিন্তা করতে উৎসাহিত করে।
	১৯. মূল্যায়ন এবং বিভিন্ন পরীক্ষা থেকে আহরিত তথ্য বিশ্লেষণ করে প্রাপ্ত সিদ্ধান্ত পরিকল্পনা করার ক্ষেত্রে এবং শিক্ষার্থীর শিখন উন্নয়নের কাজে ব্যবহার করেন।	১. (ক) সঠিক সময়ে গাঠনিক মূল্যায়ন পরিকল্পিত এবং অনুষ্ঠিত হয়।	১. (ক) সমষ্টিক পরীক্ষা শুধুমাত্র লিখিত পরীক্ষা হিসেবে গ্রহণ করা হয় না, বরং তা বিভিন্ন ধরনের মূল্যায়নের মাধ্যমে যেমন স্বাধীনভাবে লিখতে দেয়া, পর্যবেক্ষণ, প্রদর্শিত – ভিত্তিক আলোচনা, মৌখিক প্রশ্নোত্তর ইত্যাদির সমন্বয়ে গৃহীত হয়।

		(খ) মূল্যায়নের কাজগুলো এমন- ভাবে পরিকল্পিত হয় যা শুধুমাত্র শিক্ষার্থীর ‘পুনরায় মনে করার বিষয়টি পরীক্ষিত হয় না বরং তার গৃহীতশীলতা এবং চিন্তাশক্তি কেও পরীক্ষা করা হয়’।	(খ) শিক্ষার্থীর পারদর্শিতা পরিমাপ এবং স্থায়ী রেকর্ড সংরক্ষণ করা হয়।
		(গ) সমগ্র প্রদর্শিতভিত্তিক এবং প্রতিটি শিক্ষার্থীর শিখন অগ্রগতির মূল্যায়ন রেকর্ডসহ শিক্ষার্থীর শিখন অগ্রগতি এবং চাহিদার রেকর্ড সংরক্ষণ করা হয়।	(গ) পাঠ পরিকল্পনা করার ক্ষেত্রে মূল্যায়নের মাধ্যমে প্রাপ্ত তথ্যকে বিবেচনায় নেয়া হয়।

ক্ষেত্র : পেশাগত মূল্যবোধ এবং সম্পর্ক স্থাপন

শিখনের ক্ষেত্র	মান : একজন ডিপ্লোমাপ্রাপ্ত শিক্ষকের সমক্ষতা	অর্জিত যোগ্যতা	ডিপ্লোমাপ্রাপ্ত এবং নিয়মিত শিক্ষকদের পারদর্শিতার সূচক
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(ক) সমতার প্রতি অঙ্গীকার	২০. প্রত্যেক শিশুর মধ্যে নিহিত সম্ভাবনা পূর্ণাঙ্গ ত্রায় বিকাশের অধিকার সহ একান্ত শিক্ষা, অটুজম, ন্যায়পরায়ণতা এবং সমতার প্রতি অঙ্গীকার শিক্ষকের বিভিন্ন কাজের মধ্য দিয়ে প্রকাশ পায়।	১. (ক) প্রত্যেক শিশুর জ্ঞান, দক্ষতা, আগ্রহ এবং সক্রিয়তাসম্পর্কে পরিপূর্ণ উপলব্ধি।	শিক্ষক প্রত্যেক শিক্ষার্থীর সাথে ইতিবাচকভাবে মেলমেশা করেন এবং প্রত্যেক শিক্ষার্থী সম্পর্কে উচ্চাশা পোষণ করেন।
		(খ) লিঙ্গ, ধর্ম, জাতি, ভাষা, বর্ণ, দৈহিক অক্ষমতা অথবা আর্থ-সামাজিক অবস্থান নির্বিশেষে শিক্ষক সকল শিশুর চাহিদা সঠিকভাবে এবং সম-তার ভিত্তিতে প্রণয়ন করেন।	প্রত্যেক শিক্ষার্থীর ব্যক্তিগত বিষয় সম্পর্কে পরিপূর্ণভাবে জানেন এবং সে জ্ঞান শিখনের সাথে সম্পর্কিত করে থাকেন।
			সকল শিক্ষার্থীর প্রতি শিক্ষকের মনোযোগ থাকে।

			সামাজিক, বৃহৎগত, লৈঙ্গিক, ধর্মীয়, জাতীয়, ভাষাগত এবং আর্থিক অবস্থান নির্বিশেষে সকল শিশু সামাজিকভাবে এবং তাদের শিখন নিশ্চিত করার ক্ষেত্রে সফল।
			শিক্ষার্থীদের যেকোনো ধরনের অক্ষমতা সম্পর্কে সচেতন থাকেন এবং তাদের শিখন নিশ্চিত করার জন্য পাঠ পরিকল্পনা ও শিখন শেখানো কাজে নির্ধারিত কার্যক্রম পরিকল্পনা করেন।

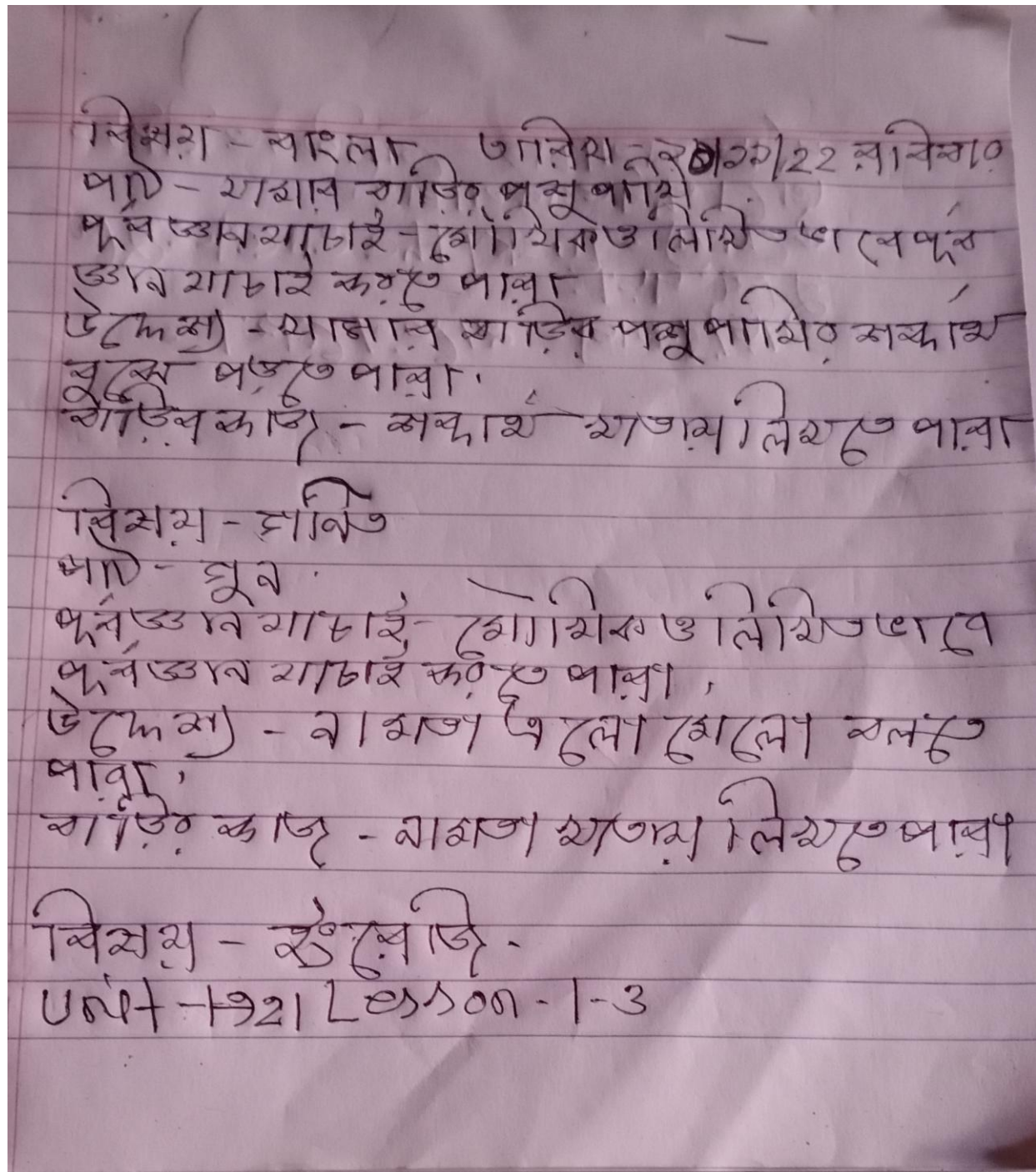
(খ) চিন্তন অনুশীলন এবং পেশাগত উন্নয়ন	২১. সমগ্র শিক্ষকতার জীবনে পেশাগত উন্নয়নের প্রতি এবং সক্রিয়ভাবে চিন্তন অনুশীলনের প্রতি অঙ্গীকার প্রদর্শন করেন।	১. (ক) শিক্ষাদান দক্ষতাবৃদ্ধির জন্য এবং তা সময় সময় আধুনিকায়নের জন্য ধারাবাহিক প্রশিক্ষণের প্রয়োজনীয়তা উপলব্ধি করেন।	প্রশিক্ষণসহ শিক্ষকদের পেশা উন্নয়নের বিভিন্ন উদ্যোগ সম্পর্কে পরিশ্রম করে থাকেন।
		(খ) শিক্ষকতা পেশা উন্নয়নের জন্য অ্যাকশন প্ল্যান বা লেসন স্টাডি ব্যবহার করে থাকেন।	অ্যাকশন প্ল্যান বা লেসন স্টাডি করে থাকেন
		(গ) শিক্ষাদানে পারদর্শিতা অর্জনের জন্য সহকর্মী এবং পেশাজীবীদের পরামর্শ ইতিবাচকভাবে গ্রহণ করে থাকেন।	সহকর্মী শিক্ষকের যেকোনো ইতিবাচক উদ্যোগ গ্রহণ করে সে অনুসারে কাজ করে থাকেন।
(গ) স্থানীয় জনগণের সাথে অংশগ্রহণ	২২. মা-বাবা, অভিভাবক এবং স্থানীয় জনগণের সাথে কার্যকরভাবে বিদ্যালয় উন্নয়নের কর্মকাণ্ডে অংশগ্রহণের প্রয়োজনীয়তা সম্পর্কে সচেতনতা সৃষ্টি করে।	১. (ক) বিদ্যালয় এবং স্থানীয় জনগণ সকলে র সাথে ইতিবাচক এবং পেশাগত সম্পর্ক স্থাপনে সক্রিয় হয়ে থাকেন এবং সকলকে সমানভাবে বিচার করেন।	শিক্ষক, শিক্ষকী এবং তাদের মা- বাবার প্রতি ইতিবাচক মনোভাব প্রকাশ করেন।

			শিক্ষক ওর আচরণের মাধ্যমে স্থানীয় জনগণের মধ্যে অনুকরণীয় চরিত্র এ হিঁসেবে বিবেচিত হন।
			প্রাক-প্রাথমিক ভর্তি হ ও যার সময় থেকে শিক্ষক শিক্ষার্থীর পরিবারের সাথে চমৎকার সম্পর্ক স্থাপন করেন।
			শিক্ষক প্রয়োজনে লিখিতভাবে মা-বাবার সাথে তাদের সম্ভাব্য সম্পর্কে যোগাযোগ করে থাকেন।
			শিক্ষক প্রয়োজন অনুসারে শিক্ষার্থীর গৃহ পরিদর্শন করেন।

			পাঠ পরিকল্পনায় স্থানীয় জনগণ অথবা পরিবেশ সম্পর্কে শিক্ষকের ধারণা প্রতিফলিত হয়ে থাকে।
(ঘ) সহকর্মীদের সাথে সহযোগিতা	২৩. দলীয় সদস্য হিসেবে সহকর্মীদের সাথে কাজ করে থাকেন।	১. ক) বিদ্যালয়ের সকল সহকর্মীর কাছে প্রয়োজন অনুসারে সহযোগিতা প্রদান করে থাকেন।	সহকর্মীদের সাথে চমৎকার সম্পর্ক উপভোগ করে থাকেন।
		খ) সহকর্মী শিক্ষকদের প্রশিক্ষণ কর্ম পর্যবেক্ষণ করে থাকেন।	যেকোনো ধরনের দ্বন্দ্ব এড়িয়ে চলেন এবং এরূপ কোনো সমস্যার উদ্ভব হলে আলোচনার মাধ্যমে তার সমাধান করেন।
		গ) প্রশিক্ষণ পর্যবেক্ষণ করে ইতিবাচক ফিডব্যাক দিয়ে থাকেন।	আলোচনা-পর্যালোচনার মাধ্যমে পরস্পরের শিক্ষাদান, দক্ষতায় উৎকর্ষতা সাধনের ক্ষেত্রে সহায়তা করে থাকেন।

Appendix-XVII

Lesson plan



চিহ্ন: ইংরেজি - ২৮ Unit 18
 প্র. ৬-১০ নং
 ১। পূর্বসূত্র আছে:
 (ক) সংখ্যিক: সংখ্যা সংখ্যা 1, 9, 3, 4
 (খ) লিঙ্গ: Colour
 Red, orange, yellow, green
 ২। লিঙ্গ: সিহ্ন Shape
 ৩। লিঙ্গ ৩ লিঙ্গ আছে
আছে, shape ৩, ৩ লিঙ্গ
লিঙ্গ ৩, ৩ square, circle
 triangle, rectangle.
 * ২৮ প্র. লিঙ্গ আছে।

Appendix-XVIII

Accelerated education model syllabus

তৃতীয় শ্রেণি				
আমার বাংলা বই				
মেয়াদ ৬ মাস/ ১১০ দিন				
পাঠের ক্রমিক	পাঠের বিষয়বস্তু	কর্ম দিবস		মন্তব্য
		জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড (এনসিটিবি)	এক্সিলারেটেড এডুকেশন মডেল সিলেবাস	
১	ছবি ও কথা	৯	৫	
২	আমাদের এই বাংলাদেশ	১০	৪	ক্রাব ডে ১
৩	রাজা ও তাঁর তিন কন্যা	১০	৪	ক্রাব ডে ৩
৪	হাটে যাব	৪	২	
পুনরালোচনা			১	
৫	ভাষাশহীদদের কথা	১১	৫	ক্রাব ডে ৪
৬	চল চল চল	৭	৩	
পুনরালোচনা			১	
৭	স্বাধীনতা দিবসকে ঘিরে	১১	৫	ক্রাব ডে ৬
৮	কুঁজো বুড়ির গল্প	১০	৫	ক্রাব ডে ৮
৯	ভাল গাছ	৯	৩	
পুনরালোচনা			১	
১০	একাই একটি দুর্গ	১৫	৯	ক্রাব ডে ৯
১১	আমার পপ	৭	৩	
১২	পাখিদের কথা	১৪	৬	ক্রাব ডে ১১
পুনরালোচনা			১	
১৩	আমাদের গ্রাম	৭	৩	
১৪	কানামাছি ভৌ ভৌ	৯	৪	ক্রাব ডে ১৩
১৫	আদর্শ ছেলে	৮	৪	
পুনরালোচনা			১	
১৬	একজন পটুয়ার কথা	১১	৫	ক্রাব ডে ১৬
১৭	ঘুড়ি	৯	৫	
১৮	স্টিমারের সিটি	৯	৪	ক্রাব ডে ২০
১৯	পাল্লা দেওয়ার খবর	১৩	৮	
২০	বড়ো কে?	৭	৪	
২১	নিরাপদে চলাচল	৬	৩	ক্রাব ডে ২৩
	মোট দিন	১৯৬	৯৯	
	মাসিক মূল্যায়ন		৬	
	কোর্স সমাপনী মূল্যায়ন		৫	
	মোট দিন		১১০	

পুনরালোচনা পাঠ: এক্সিলারেটেড এডুকেশন মডেল সিলেবাসে বাংলা বিষয়ের তৃতীয় শ্রেণির সমগ্র কার্য দিবসের মধ্যে ৬ দিন রাখা হয়েছে মাসিক মূল্যায়ন এবং ৫ দিন রাখা হয়েছে সমাপনী মূল্যায়নের জন্য। তবে তা শিক্ষকের জন্য পরামর্শমাত্র। পাঠের কোন দিনগুলো পুনরালোচনা পাঠ হিসেবে রাখা হয়েছে তা শিখন শেখানো নির্দেশনায় বর্ণিত রয়েছে (৫ দিন)। শিক্ষক প্রয়োজন মনে করলে পুনরালোচনা দিন ২/১ দিন আগে পরে করতে পারেন। কোর্স সমাপনী মূল্যায়নের জন্য প্রয়োজন হবে ৫ দিন।

Appendix-XIX

Time distribution for OOSC education program

বিষয় / কার্যক্রম	কর্মঘণ্টা	সমন্বিত বিষয়
বাংলা	৫ দিন x ৬০ মিনিট ১১০ ঘণ্টা/১১০ দিন	বাংলা প্রতিদিন ৬০ মিনিট রাখা হয়েছে। কারণ বাংলা মাতৃভাষা। সঠিকভাবে এই ভাষা পড়তে পারলে শিক্ষার্থী গণিতসহ অন্যান্য বিষয় পড়ে বুঝতে পারবে। এছাড়া বাংলার একটি অ্যাকটিভিটি 'সৃজনশীল লেখা' যার মাধ্যমে 'চারু ও কারু' বিষয়ের শিখনফল অর্জিত হবে। শারীরিক শিক্ষার ১টি শিখনফল বাংলা বিষয়ের সাথে অর্জিত হবে।
গণিত	৫ দিন x ৪০ মিনিট ৭৩:৩৩ ঘণ্টা/(১১০ দিন)	গণিত শিক্ষাক্রম অনুসরণ করা হয়েছে। শারীরিক শিক্ষার ১টি শিখনফল- পিটির মাধ্যমে বৃত্ত, অর্ধবৃত্ত তৈরি করা অর্জন করবে
ইংরেজি	৫ দিন x ৩৫ মিনিট ৬৪:১৫ ঘণ্টা/ ১১০ দিন	ইংরেজি শিক্ষাক্রম অনুসরণ করা হয়েছে।
বাংলাদেশ ও বিশ্বপরিচয়	২ দিন x ৩৫ মিনিট ২৫ ঘণ্টা/৪৩ দিন	বাংলাদেশ ও বিশ্বপরিচয় এবং প্রাথমিক বিজ্ঞান এর সাথে শারীরিক শিক্ষার কয়েকটি অর্জন উপযোগীযোগ্যতা সমন্বিতভাবে অর্জিত হবে।
প্রাথমিক বিজ্ঞান	২ দিন x ৩৫ মিনিট ২৪:৫ ঘণ্টা/ ৪২ দিন	
ধর্ম ও নৈতিক শিক্ষা	১ দিন x ৩৫ মিনিট ১৪:৫ ঘণ্টা/ ২৫ দিন	ধর্ম ও নৈতিক শিক্ষার ক্ষেত্রে, ৪ ধর্মের কথা বলা হয়েছে, যেমন- ইসলাম ও নৈতিক শিক্ষা, হিন্দুধর্ম ও নৈতিক শিক্ষা, খ্রিস্টধর্ম ও নৈতিক শিক্ষা এবং বৌদ্ধধর্ম ও নৈতিক শিক্ষা।
সংগীত, শারীরিক শিক্ষা ও চারু কারু	৬ দিন x ১০ মিনিট ১৮.৩ ঘণ্টা/ ১১০ দিন	সংগীত বিষয়ে ৭টি অর্জন উপযোগী যোগ্যতা অর্জন করবে সেখানে ক্লাসের শুরুর জাতীয় সংগীত ও শারীরিক শিক্ষা এবং ক্লাব ডে-র মাধ্যমে অর্জিত হবে।

বিষয় / কার্যক্রম	কর্মঘণ্টা	সম্বিত বিষয়
		শারীরিক শিক্ষায় রয়েছে ৩৪টি অর্জন উপযোগী যোগ্যতা। তারমধ্যে ৫টি বিজিএস ও বিজ্ঞানের এর সাথে, ১টি বাংলা (ছড়া গান), ১টি গণিতের মাধ্যমে এবং দৈনিক সমাবেশ এবং ক্লাব ডে- (জীবনদক্ষতার, ইচ্ছেমতো খেলা) মাধ্যমে অর্জিত হবে।
জীবনদক্ষতা	১ দিন x ৩০ মিনিট ১৩ ঘণ্টা/২৬ দিন	ক্লাব ডে কার্যক্রমের মাধ্যমে জীবনদক্ষতা অর্জিত হবে। <i>Thinking skill - who</i> (আত্ম সচেতনতা, আন্তঃব্যক্তিক যোগাযোগ, সিদ্ধান্ত গ্রহণ, সহমর্মিতা, আত্মসচেতনতা, স্বনির্ভর চিন্তা, কার্যকরি যোগাযোগ) <i>emotional</i>
ক্লাব ডে	১ দিন x ৩ ঘণ্টা ৭৮ ঘণ্টা/ ২৬ দিন	ক্লাব ডে কার্যক্রমে প্রতিটি বিষয়ের শিখন শেখানো কর্মদিবস কমিয়ে সমন্বয় করা হয়েছে। শ্রেণিকক্ষে পঠিত বিষয়ের পাশাপাশি শিশুরা পাঠ্যপুস্তক বহির্ভূত বিভিন্ন বিষয়ে পড়া, লেখা, শারীরিক শিক্ষা, ছবি আঁকা, সংগীত, চারু ও কারুকলা, ইচ্ছেমতো খেলা, জীবন দক্ষতা, যোগাযোগ দক্ষতা; নেতৃত্ব বিকাশ, শিশু অধিকার ইত্যাদি বিষয়ে জ্ঞান, দক্ষতা, মূল্যবোধ ও দৃষ্টিভঙ্গি অর্জন করবে।

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০৮	শিক্ষাক্রমে 'বাংলাদেশ ও বিশ্বপরিচয়'	৮
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Lesson plan (Teachers' guide, Bangla class-1)

পাঠের শিরোনাম: আতা গাছে তোতা পাখি পাঠের শিখনফল: শোনা : ২.১.১, বলা : ২. ১.১, ২.১.২		শিক্ষকের জন্য নির্দেশনা: পাঠটির শিখন শেখানো কর্মদিবস ২দিন। পাঠের উপকরণ: পাখি ও ফলের ছবি ক্লাস কার্ড/চার্ট, কবিতা লেখা চার্ট, পাঠ্যবই, খাতা কলম, খেলার উপকরণ গেম কার্ড, মূল্যায়ন টুলস, সহপাঠ উপকরণ (এসআরএম)
পাঠ উপস্থাপনের ধাপ	শিক্ষক ও শিক্ষার্থীর কাজ	সময়
প্রথম সমবেত - কুশল খবর, গল্প বলা / কবিতা আবৃত্তি/ বর্ণ, কার চিহ্ন/ যুক্ত বর্ণের কাজ — নির্দেশনা অনুসারে পরিচালনা - পুনরালোচনা ও পাঠ্যবইয়ের পাঠ ভিত্তিক নতুন পাঠের ধারণা এবং কাজ। - বইয়ের পাঠ ৪ - সৃজনশীল লেখা, দলীয় কাজের নির্দেশনা বুঝিয়ে দেওয়া।	- নির্দেশনা অনুসারে শিক্ষার্থীদের কাছ থেকে কুশল খবর জানবেন। - নির্দেশনা অনুযায়ী গল্প বলা/কবিতা আবৃত্তি করাবেন। - বোর্ডে নির্দেশনা অনুযায়ী বর্ণ, কার চিহ্ন/ যুক্ত বর্ণের কাজ পরিচালনা করবেন। পৃষ্ঠা- - পূর্বের পাঠ থেকে ছোটো ছোটো প্রশ্ন করে পুনরালোচনা করবেন। - শিক্ষার্থীদের আজকের পাঠ ৪ ছড়া ‘আতা গাছে তোতা পাখি’ বই খুলে পরিচিত করাবেন। প্রাসঙ্গিক আলোচনা ছবি পর্যালোচনা বই ও চার্ট ব্যবহার করে করবেন। পৃষ্ঠা - ছড়া আবৃত্তি শেখাবেন নির্দেশনা অনুসারে। - সৃজনশীল লেখা, দলীয় কাজের নির্দেশনা বুঝিয়ে দেবেন।	২৫ মিনিট
১ মিনিট রিডিং এবং আমার ঐক্য আমার লেখা/সৃজনশীল লেখা	- শিক্ষার্থীদের মধ্য থেকে ১২/১৩ জনকে ১ মিনিট করে রিডিং পড়াবেন - কয়েকজন শিক্ষার্থীর আমার ঐক্য আমার লেখা/সৃজনশীল লেখা দেখবেন	২০ মিনিট
ছোটো দলে কাজ	- নির্দেশনা অনুসারে পরিচালনা করবেন। বইয়ের পৃষ্ঠা ৫ ছড়া শিক্ষার্থীরা পারস্পরিক সহযোগিতার মাধ্যমে অনুশীলন করবে। - পৃষ্ঠায় যত ধরনের ছবি আছে সেগুলোর নাম/শব্দ চর্চা করবে।	১২ মিনিট
শিখন মূল্যায়ন	- আজকের পাঠভিত্তিক ছোটো ছোটো প্রশ্ন করে শিক্ষার্থীদের শিখন মূল্যায়ন করবেন। (৩/৪জন)	৩ মিনিট

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Glossary

Base line evaluation- বেইজ লাইন মূল্যায়ন

On-going evaluation- চলমান মূল্যায়ন

Monthly evaluation- মাসিক মূল্যায়ন

Course completion evaluation- কোর্স সমাপনী মূল্যায়ন

Session Complete lesson plan- সামগ্রিক পাঠ পরিকল্পনা

monthly lesson plan - মাসিক পাঠ পরিকল্পনা

daily lesson plan- দৈনিক পাঠ পরিকল্পনা

Teacher uses appropriate subject based knowledge during lesson presentation- পাঠদানকালে শিক্ষক আত্মবিশ্বাসের সাথে সঠিক বিষয়ভিত্তিক জ্ঞান ব্যবহার করেন।

Verities teaching strategies are applied during lesson presentation- পাঠ চলাকালীন সময় বিভিন্ন শিক্ষাদান কৌশল/ কার্যক্রম প্রয়োগ করা হয়ে থাকে।

Lesson plan is made according to competency of curriculum and learning outcome— শিক্ষাক্রমের যোগ্যতা এবং শিখন ফল অনুসারে পাঠ পরিকল্পনা করে।

Feedback is given thus way to the learners so that they feel free to give wrong answer- শিক্ষার্থীদের এমনভাবে ফিডব্যাক দেন যাতে তারা ভুল উত্তর দিতে দ্বিধাবোধ করে না।

Lesson plan are made for all lesson presentation- সকল পাঠদানের ক্ষেত্রে পাঠ পরিকল্পনা করে থাকেন।

Teacher helps the students by encouragement to solve any difficult problem- সকল শিক্ষার্থীকে উদ্বুদ্ধ করে যেকোনো কঠিন সমস্যার সমাধান করার ক্ষেত্রে সহায়তা প্রদান করেন।

Teacher helps the students to find out right answer if the answer of question is wrong—কোনো প্রশ্নের উত্তর ভুল হলে শিক্ষক শিক্ষার্থীকে সঠিক উত্তর খুঁজে পাওয়ার ক্ষেত্রে সহায়তা করেন।

Furniture, book corner etc. are decorated thus way so that students are able to make group easily in the classroom- শ্রেণিকক্ষের আসবাবপত্র , বুক কর্নার ইত্যাদি এমনভাবে সাজানো থাকে যে, শিক্ষার্থীরা সহজেই দল গঠন করতে পারে।

Teacher makes teaching material planned way for the use of a definite teaching-learning process- কোনো একটি নির্দিষ্ট শিখন শেখানো কাজে ব্যবহারের জন্য শিক্ষক পরিকল্পিতভাবে উপকরণ তৈরি করে থাকেন।

Teacher asks question to individual student, group and whole class for making concept about the improvement of every activity of students- শিক্ষার্থীর প্রতিটি কাজের অগ্রগতি সম্পর্কে ধারণা লাভের জন্য শিক্ষক একাকী, দলীয়ভাবে এবং সমগ্র শ্রেণিকে প্রশ্ন করে।

Teacher gives attention to all students- সকল শিক্ষার্থীর প্রতি শিক্ষকের মনোযোগ থাকে।

Teacher expresses positive attitude to the learners and their parents- শিক্ষক, শিক্ষার্থী এবং তাদের মা-বাবার প্রতি ইতিবাচক মনোভাব প্রকাশ করেন।

Teacher enjoys excellent relationship with UPM, PS- UPM, PS দের সাথে চমৎকার সম্পর্ক উপভোগ করে থাকেন।

Professional knowledge and realization- পেশাগত জ্ঞান এবং উপলব্ধি

Professional practice- পেশাগত অনুশীলন

professional values and relation - পেশাগত মূল্যবোধ এবং সম্পর্ক স্থাপন

Subject related knowledge - বিষয় সম্পর্কিত জ্ঞান

Concept about teaching-learning method- শিক্ষাদান পদ্ধতি সম্পর্কে

Concept about curriculum - শিক্ষাক্রম সম্পর্কে ধারণা

Concept about child - শিশু সম্পর্কিত ধারণা

Concept about laws - আইন-কানুন সম্পর্কে ধারণা

Making lesson plan - পরিকল্পনা প্রণয়ন

Expectation - প্রত্যাশা

Communication skill - যোগাযোগ দক্ষতা

Classroom environment and management - শ্রেণিকক্ষের পরিবেশ ও ব্যবস্থাপনা

Use of teaching materials - উপকরণ ব্যবহার

Evaluation - মূল্যায়ন

Commitment to equality - সমতার প্রতি অঙ্গীকার

Creative thinking and professional development - চিন্তন অনুশীলন এবং পেশাগত উন্নয়ন

Participation with local people - স্থানীয় জনগণের সাথে অংশগ্রহণ

Cooperation with colleague - সহকর্মীদের সাথে সহযোগিতা