2004

Subjective Well-Being of the Drug Addicts and Non-Addicts in Bangladesh

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SUBJECTIVE WELL-BEING OF THE DRUG ADDICTS AND NON-ADDICTS IN BANGLADESH

A Thesis submitted to the University of Rajshahi, Bangladesh, in fulfillment of the requirements for the degree of Doctor of Philosophy in Psychology

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June, 2004

DECLARATION

Except where full references have been given, the thesis contains the independent original work of the author.

This thesis has not been submitted before, nor it is being submitted anywhere else at the same time for award of any degree or diploma.

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CERTIFICATE

Certified that the thesis entitled **SUBJECTIVE WELL-BEING OF THE DRUG ADDICTS AND NON-ADDICTS IN BANGLADESH** has been completed by Md. Mozibul Huq Azad Khan, and submitted to the University of Rajshahi for attaining Ph.D. degree in Psychology.

We went through the thesis and found it suitable to be submitted to the University of Rajshahi, Bangladesh for awarding of Ph.D. degree to the candidate, and that we now recommended the thesis for examination.

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ACKNOWLEDGEMENTS

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APPENDIX

APPENDIX-2

PERSONAL INFORMATION SHEETS OR FGD GROUPS (STUDENTS)

Name of Schools---

Address--

Type of the Schools-i. Government/Non-government   (Give ¥ V \ P E R O

         ii. Urban/Rural   (Give ¥ V \ P E R O

         iii. Boys/Girls/Co-education   (Give ¥ V \ P E R O

SL	Name of Students	Class	Group	Class roll
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

APPENDIX-5

QUESTIONS FORMAT FOR FOCUSED GROUP INTERVIEW FOR CLASSROOM TEACHER

Date			
Name of School			
Group Category			
Number of teacher in FGD			
Note Taker			
Moderator			

1. How do you see Student-centred Learning? What do you think about it?

    i. What do you mean by Student-centred Learning?

    ii. Do you think that Student-centred Learning is friendly and effective for teacher and Students perspective? Why or why not?

    iii. How Student-centred Teaching Learning is friendly for students and teachers? Why?

2. What are the benefits of Student-centred Learning?

    i. How the benefits are different for girls and boys? Why?

    ii. How the benefits are different for high and low achieving students? Why?

3. What are challenges to implementing Student-centred Learning in school?

    i. Do you think that class load is an obstacle to implement it? Why or why not?

    ii. Do large class size is a problem to implement? Why or why not?

APPENDIX-6

PERSONAL INFORMATION SHEET FOR HEADTEACHERS/PRINCIPALS

(Kindly provide the following details indicated below)

Name of the Schools/College--

Name--

Educational Qualification--

Professional Training--

Experience as Head of the Institute--

Experience as Classroom teacher---

Contact information:

 Telephone---

Cell Phone---

 E-mail Address:--

Signature---

APPENDIX-8

INTERVIEW PROTOCOL FOR TEACHER EDUCATORS

1. What do you mean by Student-centred Learning?

2. Do you think that Student-centred Learning is effective for teachers and students perspective? Why or why not?

3. What are challenges to implement Student-centred Learning in school?

    i. Do you think that schools are ready to implement SCL? Why or why not?

    ii. Do you think that classroom teachers are motivated to implement SCL? Why or why not?

    iii. Do you think that large class size is a problem to implement? Why or why not?

    iv. Do you think that present class ration is helpful to implement it? Why or why not?

    v. Do you think that existing classroom environment in friendly to implement SCL?

4. How far the secondary books of NCTB are friendly to Student-centred Learning?

    i. Are the books friendly to practice through participatory techniques? How or why not?

    ii. Do you think that present assessment technique (types of question) welcoming to Student-centred Learning? Why or why not?

5. Have you found classroom teachers motivated toward implementing SCL while visiting schools?

APPENDIX-9
CLASS OBSERVATION AND FIELD NOTES FORMAT

2. Class no-

Name of School:...…........…..

Name of Teacher:..Date:..........................

Class & Section:...........................Subject:..

Class duration:.......................................Position of the class:........................

Number of students:......................Number of Present students:......................

| Focus of observation |
| Practice of SCL techniques in Classroom |

PERFORMANCE INDICATORS	Comments
Motivates students to focus on the lesson/discussion and engages them in the teaching-learning process.	
Provides tasks (pair work, peer work, group work,) that are related to the topic and suited to Students' varied learning styles.	
Encourages questions and addresses these with accuracy	
Gives clear instructions to students, and monitors Students activities while performing tasks.	
Gives sufficient time to accomplish tasks	
Gives enough time to students to present students' activities after performing tasks.	
Asks questions to foster student thinking and learning.	
Gives effective feedback to students regarding their Performance in tasks.	
Synthesizes, or summarizes, the lesson at the end of the class.	
Utilizes relevant instructional materials to encourage students to be more participative & involved in learning.	
Properly handles the students' behavior and is able maintain discipline inside the classroom.	
Starts and ends the class on time.	
Makes sure that the classroom is well prepared conducive for participatory learning (e.g. seating arrangement; classroom is well-ventilated, well-lighted; clean black/white boards, floors, walls, maximizes the use of the classroom's available facilities)	
Encourages students to express themselves and confident in taking risks.	
Others	