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Exploring Barriers and Prospects of Implementing Student-centred Learning (SCL) Approaches at Secondary Level in Bangladesh

Riad, Sheikh Shahbaz

University of Rajshahi

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**EXPLORING BARRIERS AND PROSPECTS OF IMPLEMENTING
STUDENT-CENTRED LEARNING (SCL) APPROACHES AT
SECONDARY LEVEL IN BANGLADESH**



M.Phil Dissertation

***A dissertation submitted to the Institute of Education and Research (IER)
University of Rajshahi in Partial Fulfillment of the Requirement for the
Degree of Master of Philosophy***

By

Sheikh Shahbaz Riad

**Institute of Education and Research
University of Rajshahi
Rajshahi-6205, Bangladesh**

June 2015

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June 2015



***Dedicated
To
My Beloved Father
Principal Sheikh Md. Abu Hamed***

DECLARATION

I do hereby declare that the thesis entitled **Exploring Barriers and Prospects of Implementing Student-centred Learning (SCL) Approaches at Secondary Level in Bangladesh** submitted to the Institute of Education and Research (IER), University of Rajshahi, Rajshahi, Bangladesh has been made by me. It is an original work done by me taking advice and suggestion from my learned supervisor. No part of this thesis, in any form, has been submitted to any other university or institution for any other degree or diploma. I myself take all responsibility for all comments, statements and opinions articulated in the dissertation.

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M.Phil Fellow

Session: 2011-2012

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Bangladesh.

CERTIFICATE OF THE SUPERVISOR

This is to certify that the dissertation entitled **Exploring Barriers and Prospects of Implementing Student-centred Learning (SCL) Approaches at Secondary Level in Bangladesh** submitted by **Sheikh Shahbaz Riad**, M.Phil fellow, of the session 2011-2012, Institute of Education and Research, University of Rajshahi, Bangladesh. The findings and views expressed in this dissertation are originated from experiential data and entirely his contribution. He has prepared this dissertation under my supervision and guidance. As far I know, the dissertation has not been submitted anywhere else for any purpose e.g. any degree or diploma or publication.

I have gone through the final draft of the dissertation thoroughly and found it satisfactory for submission. The dissertation is therefore recommended and forwarded to the University of Rajshahi through Institute of Education and Research for necessary formalities leading to its acceptance in partial fulfillment of the requirements for the degree of Master of philosophy.

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Sheikh Shahbaz Riad

ABSTRACT

The purpose of this phenomenological qualitative research study is to explore the barriers and prospects of implementing student-centred participatory learning approach in the secondary schools in Bangladesh, along with investigate the present mind sets of the class room teachers, students, head teachers and teacher educators on student-centred learning. The study is conducted through one to one interviews with six head teachers, ten teacher educators and focus group discussions with six groups of students and six groups of classroom teachers in six different secondary schools of Dhaka division. Besides, observation and field notes were taken from twelve classes to see what are actually happening in the classes. Findings of the study reveal that all stakeholders of the secondary level in Bangladesh reflect common understandings on student-centred learning and its objectives.

The study also indicates that though teachers are highly positive to student-centred learning approach, they were not able to apply the techniques effectively because of some reasons like large class sizes, excessive class loads, lack of subject-based teachers, no time for before class preparation and lack of necessary teaching aids.

The findings of the study also recommend that to overcome the barriers in the way of implementing student-centred learning approaches there need some steps. Class-wise number of students should be kept within 40. Number of classes per teacher per day should be brought in 4 out of 6. To get maximum benefits from teaching learning activities subject-based teachers' recruitment should be ensured in every school.

The major implications of the study reveal that for shifting from teachers' dominating lecture paradigm to collaborative, interactive and democratic student-centred teaching-learning mode positive role of head teachers, special training for classroom teachers and ensuring monitoring with mentoring by teacher educators should be incorporated for overall school effectiveness and quality education.

LIST OF ABBREVIATION

BANBEIS	Bangladesh Bureau of Educational information and Statistics
B.Ed	Bachelor of Education
CPD	Continuous Professional Development
CCA	Child-Centred Approach
FGD	Focus Group Discussion
GO	Government Order
HT	Head Teacher
JICA	Japan International Cooperative Agency
LCT	Learner-Centred Teaching
LEEP	Learning Effectively through Enhanced Pedagogies
LSBE	Life Skills Based Education
NCERT	National Council of Educational Research and Training of India
NGO	Non-Government Organisation
MDG	Millennium Development Goal
MoE	Ministry of Education
MWTL	Multiple Way of Teaching and Learning
NCTB	National Curriculum Textbook Board
PLA	Participatory Learning Approach
PEDP-2	Primary Education Development Project- phase two
SBA	School Based Assessment

SCL	Student–centered Learning
SCLA	Student–centered Learning Approach
SESDP	Secondary Education Sector Development Project
SEQAEP	Secondary Education Quality and Access Enhancement Project
SMC	School Management Committee
SSCTLs	Student-centred Teaching Learning Strategy
TP	Teaching Practice
TQI-SEP	Teaching Quality Improvement in Secondary Education Project
TS	Teaching subject
TTC	Teachers’ Training College
UNESCO	United Nations Educational, Scientific and cultural organization
UNICEF	United Nations International Children Emergency Fund

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CHAPTER ONE

INTRODUCTION

INTRODUCTION

1.1 Background

According to UNESCO (2009)

‘Secondary education is advancing rapidly throughout the world, with the number of pupils enrolled having risen from 321 million in 1990 to 492 million in 2002-2003. The biggest increase has been observed in South America which, with Europe, has the highest gross enrolment rates (almost 100%) at that level. Next come North America, East Asia and Oceania, with rates in excess of 90%. The gap is greater in West Asia, where only 69% of pupils of an age to attend the first tier of secondary education are enrolled’.

In this way, ‘secondary education has increasingly become a central policy concern of developing countries, particularly among those that have made rapid progress in universalizing primary education (Holsinger, 2000). In Bangladesh the expansion of primary education is crucial, just as it is in other developing nations within South Asia and beyond. (Chowdhury et al 47, cited in Banbais & Mwca, 2005). At the same time, Importance has been increasingly attached to Bangladesh secondary education for the last two decades. A good number of education projects such as Teaching Quality Improvement in Secondary Education Project (TQI-SEP), Secondary Education Sector Development Project (SESDP), and Secondary Education Quality and Access Enhancement Project (SEQAEP) are working with a view to obtaining quantitative along with qualitative development in secondary education. The quality of education depends, to a large extent, on the quality of teachers involved in its development and delivery. As teaching is a complex process, it requires proper teaching methodologies, to replicate knowledge in the minds of the students and to diffuse knowledge to next generation. ‘A quality teacher will acknowledge the needs and interests of the pupil, permit the pupil to learn at their own pace, encourage learning through doing and where necessary, provide remedial and enrichment instruction among

others' (MIE, 2004). Teaching is mainly based on two major categories of methods; namely the teacher-centred and Learner-centred. In teacher-centered approach, students set all of their focus on the teacher. The teacher talks, while the students exclusively listen and jot down. Learners work alone and there is a very little scope of cooperation and participation. On the other hand, 'Learner-centered teachers do not employ a single teaching method. This approach emphasizes a variety of different types of methods that shifts the role of the instructors from givers of information to facilitating student learning'. (Blumberg, P. 2008). In Bangladesh, for the last ten years emphasis has been given on student-centred participatory approach of teaching-learning. The present study hopes to explore and analyze the factors related to proper implementation of Student-centred approach in the classroom activities from different perspective.

1.2 Statement of the Problem

Teaching, as conventionally understood by a traditional teacher, is just the act of disseminating information to the learner in the classroom. This method emphasizes learning through the teacher's guidance at all times. Students are expected to listen to lectures and learn from them. This teaching method is mostly non interactive, which fails to inspire the students and promote creativity. These types of methods had been practicing in our education from long since. But the 'Teaching Quality Improvement in Secondary Education Project' (TQI-SEP) under the Ministry of Education (MoE) has introduced Student-centred participatory teaching-learning approach at the secondary level from 2005. One of the goals of the project is to increase the quality of education at this level by improving the quality of teaching process. Almost all of the teachers (202,000) of secondary schools of Bangladesh are now trained and skilled in student-centred participatory approach through 14 days long subject-based Continuous Professional Development (CPD) training. Besides, most of the head teachers

(16,050) are also aware and trained about the positive effects of this approach. It is observed that during training of classroom teachers, they were found enthusiastic and motivated to student-centred participatory approach but during school monitoring they have been found reluctant and passive to practice that approach in the classroom. So it is hoped that a comprehensive study should be accomplished with a view to exploring the barriers in the way to proper implementation of this approach in the classroom and discovers the prospective means of implementing learner-centred learning approaches effectively.

1.3 Rationale of the study

The concept of student-centered learning (SCL) has been credited as early as 1905 to Hayward and Dewey's work. (Hasan & Ageely, 2011). According to Cannon and Newble (2000), 'Student-centered learning is as ways of thinking about teaching and learning that emphasize student responsibility and activity in learning rather than content or what the teachers are doing'. Essentially student-centred learning has student responsibility and activity at its heart, in contrast to a strong emphasis on teacher control and coverage of academic content found in much conventional, didactic teaching (Kayesa, 2007). In this respect, learner-centered goals are always situated, i.e., derived in a concrete educational context and taking into account all options and limitations of that context.(Motschnig, etal,2008). B. Rosalyn (2007) pointed out that 'The implementation of student-centred learning in the classroom begs the question of what it would take to create student-centred schools...It also shows that many schools that cater successfully for students, including socio-economically disadvantaged students, use a student centred approach to learning'. Alliance for Excellent Education (2012) argued that 'Learner-centered instruction is focused on the needs, abilities, and learning styles of individual students. It is personalized, engaging, and rigorous.... in schools

where more personalized and collaborative learning occurs, the administration, educators, staff, and parents are committed to a new approach to teaching and learning'. 'The contemporary research of education theory has widely and deeply investigated many aspects of how students learn and how teachers should teach them more effectively. Many valuable conclusions have been achieved and student-centred teaching-learning strategy (SSCTLs) has been identified as an important and powerful method of improving course teaching quality'. (King,2003 & Cheng, 2003). Many countries have adopted Student-centred teaching and learning. Emphasizing on SCL, UNESCO suggests that, Vietnamese students need to be trained with new methods so that they can be provided with the new working skills such as activeness, cooperativeness, creativeness and argumentativeness (Tran, 2000 in Thanh,2010). Biswas and Roy (2011) in their article 'Important Consideration in Planning Student-centred Education in Bangladesh' recommended that as the Bangladeshi school system is based on banking concept the curriculum should be more child-centric so that creating tomorrow's learner-centred environment would be ensured. Ministry of Education (MoE) is trying to encourage teachers, administrators and others concerns regarding student-centred participatory approach of teaching-learning activities for the last ten years. With a view to obtaining that goal the 'Teaching Quality Improvement in Secondary Education Project' under MoE has trained almost all secondary teachers on student-centred participatory approach through Continuous Professional Development training (CPD) from 2006-2012 with the intention of obtaining quality education. At the same time, National Curriculum (2012) for vi-x by National Curriculum Textbook Board (NCTB) also has also given importance on SCL to ensure learning. However, according to NCTB's statistics on 'Evaluation of Secondary Curriculum and Need Assessment' (2010), lecture method is still a

favourite method to the students and teachers. Moreover, it is observed that teachers are enthusiastic and motivated to learner-centred participatory approach during training but in practical field that is, in the classroom they are found unwilling to apply these approaches due to some reasons. But no significant research work comes into view to have been available on this issue. Therefore, this study has been considered to investigate for better implementation of SCL to achieve quality secondary education in general. The findings of the study would provide guidelines to the teachers, curriculum planners, administrators and experts to find out proper means to implement SCL approach effectively. Simultaneously, this study will facilitate them to overcoming the barriers to implement it. It may facilitate the classroom teacher and school administrators, to re-design their classroom and class routine for better teaching-learning techniques. The future researchers may also use the findings of this study as a mechanism to investigate and improve the quality of education.

1.4 Objectives of the Study

The general objective of the present study was designed to explore the difficulties in the way to proper implementation of Student-centred Participatory Approach in the classroom and discover the prospective means of executing it to obtain maximum benefit for quality education.

The specific objectives of this study were

- To explore the conception of students, classroom teachers and head teachers regarding Student-centred Learning.
- To explore scenarios of urban-rural, government-non-government, boys-girls and co-education schools in implementing Student-centred Learning.

- To investigate present secondary curriculum and secondary books of NCTB-13 in relation to student-centred learning?
- To find out barriers to implement Student-centred Learning?
- To suggest measures to overcome the barriers in implementing Student-centred Learning.

1.5 Research Questions

The following research questions would comprise the objectives of the Study.

- 1) What are the mind sets of students, classroom teachers and head teachers regarding Student-centred Learning?
- 2) What are the scenarios of urban-rural, Government-non-government, boys-girls and co-education schools in implementing Student-centred Learning?
- 3) How far the present secondary curriculum and secondary books of NCTB-13 are friendly to student-centred learning?
- 4) What are the barriers to implement Student-centred Learning?
- 5) What are probable measures to overcome the barriers in implementing Student-centred Learning?

1.6 Definition of the key concepts

Student-centred Learning

Student-centered teaching focuses attention on what the student is learning, how the student is learning, and the conditions under which the student is learning, whether the student is retaining and applying the learning, and how current learning positions the student for future learning. In student-centred approaches students are not considered to be empty vessels. They come with their own

perceptual frameworks. Students construct their own meaning by talking, listening, writing, reading, and reflecting on content, ideas, issues and concerns. 'In a learner-centered environment, students work in small groups, choose a variety of tasks, share work, and learn social and leadership skills. Teachers help students to set and check learning goals' (Ebanks, 2010). For the purpose of this study, the term SCL will refer to learner-centered approach in where students take active part in the learning process and teachers facilitate them, learners can work freely in a democratic environment and where teachers are expected to talk less than learners create learning-opportunities through active and self-involvement.

Teacher-centred Learning

Teacher-centered learning commonly takes the form of the note-taking and lecture model. Knowledge is transmitted from teacher to students. In Teacher-centred Approaches, teachers serve as the centre of knowledge, directing the learning process and controlling student's access to information. The focus is almost exclusively on what is learnt. Students are viewed as 'empty' vessels and learning is viewed as an additive process. (Napoli, 2004). Teacher-centred approach is preferred by low level of student, where student are passive and Power is primarily with teacher. In this study, teacher-centred learning will be treated as approach which often leads to students who are passive learners and who did not take responsibility for their own learning.

Secondary School

Secondary education is considered as the backbone of education system of any nation. Secondary education is the gateway to the opportunities and benefits of economic and social development. Secondary education is now being recognized as the cornerstone of educational systems in the 21st century. Quality secondary education is crucial in creating a bright future for individuals and nations alike.

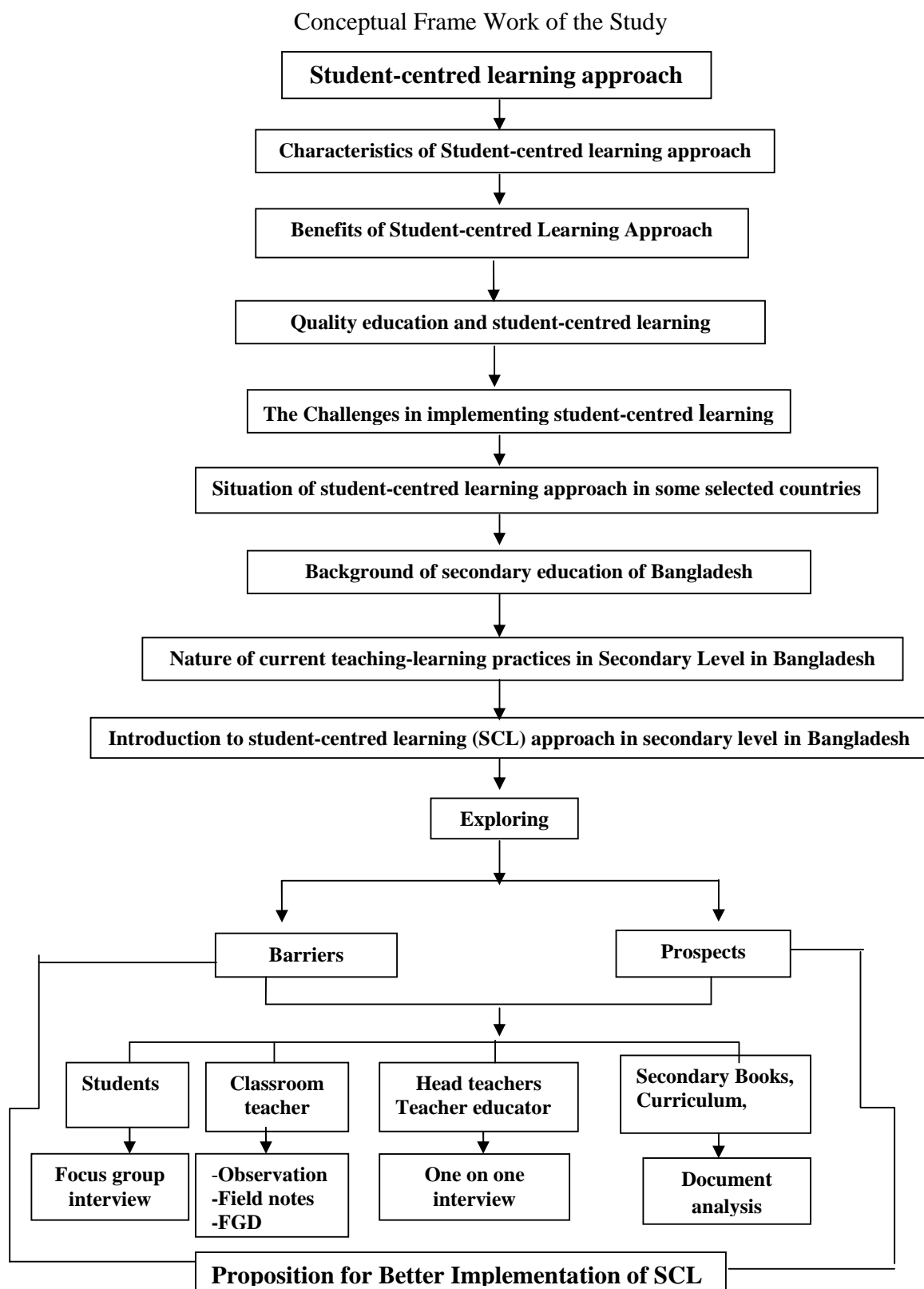
Secondary education leads to increase productivity, income, and self-reliance. In Bangladesh, Secondary education has increasingly become a central policy concern. The objectives of secondary education prescribes in Education Policy 2010 is very significant to obtain quality education and building a great portion of secondary students as human resource. There are three types of institutions in general secondary education in Bangladesh, (a) junior secondary schools, which categorize only to class 1 through 8; (b) secondary schools, comprising both junior secondary and secondary levels and catering to classes 6 through 10; and (c) schools and colleges, which cater to all three sub-levels of secondary education, i.e. junior secondary, secondary, and higher secondary education 1 to 12. In this study, schools comprising both junior secondary and secondary levels and catering to classes 6 through 10 will be considered as Secondary School.

1.7 Significance of the study

The Government of Bangladesh places great importance on secondary education and has been trying to transform its huge population into human resource. With the intention of quality education many changes and development have been taken place at the secondary level. Introducing student-centred participatory teaching-learning is one of the key endeavour. So it is hoped that the proposed research will help to categorize the existing problem of proper implementing that approach in schools and identify the effective and efficient pathways to overcome the obstacles. The research also will be useful for policy planners, teacher educators, local education administrators and academic supervisors to make valuable decision for ensuring student-centred participatory approach in future.

1.8 Theoretical and Conceptual Framework of the Research

A theoretical framework is a collection of interrelated concepts, like a theory, guide for research, determining what things will be measured. 'It is a systematic ordering of ideas about the phenomena being investigated or as a systematic account of the relations among a set of variables. (Warmbrod, 1986 cited in Camp, 2001)'. According to Creswell (1994), 'A theoretical framework is an examination of discipline-based literature related to topic and identifying an overarching theory that explains the central hypothesis or proposition.(Cited in Camp, 2001). A theoretical framework refers to how the researcher or writer of the report not only questions, but consider and develops thoughts or theories on what the possible answers could be, then this thoughts and theories are grouped together into themes that frame the subject. It is the process of discovering a core set of connector within a topic and showing how they fit together. According to Miles and Huberman (1994 cited in Fang, 2003), a conceptual framework provides the foundations of the study to be investigated by presenting the fundamental constructs, variables, and dimensions of the research, and examining the relationships among them. The graphical presentation of conceptual framework that strengthens the present study is as follows-



1.9 Limitations of the Study

A limitation identifies potential weaknesses of the study. The present study had some limitations. In Bangladesh there are at present three stems of secondary schools comprising general, vocational and English medium schools. But only general secondary schools had been considered in this study. Besides this, junior secondary schools categorizing class 1 through 8 and higher secondary education categorizing class 11 to 12 did not consider in this study. A further limitation was that the study was limited only the schools of Dhaka division, where there are another six divisions in Bangladesh.



CHAPTER TWO

LITERATURE REVIEW

LITERATURE REVIEW

2.1 Introduction

According to Creswell (2008) ‘a literature review is a written summary of journals articles, books, and other documents that describes the past and current state of information, organize the literature into topics and documents a need for a proposed study’. ‘The literature review in a research study accomplishes several purposes. It shares with the results of other studies that are closely related to the study being reported. It relates a study to the larger ongoing dialogue in the literature about a topic, filling in gaps and extending prior studies (Cooper, 1984; Marshall & Rossman, 1999, cited in Creswell, 2008). Literature review gives a framework for constructing the significant of the study as well as a standard for comparing the results with other findings. Though in qualitative and quantitative research purpose of reviewing literature is same and it is to justify and documents the need of the study but amount of literature cited at the beginning of the qualitative study is minimal but substantial in quantitative research (Creswell, 2008). This chapter has been sought to conceptualised SCL approach and it characteristics. It has also attempt to rationalize the background secondary education of Bangladesh with prevailing teaching-learning situations. Moreover, this chapter has explored the present position of student-centred teaching-learning approach in secondary schools in different largely populated neighbouring countries like India, Pakistan, Sri Lanka, Maldives, China, Myanmar, Thailand, Malaysia, Philippine, Vietnam and specially Bangladesh.

2.2 Concept of student-centred learning approach

According to Smith & Blake (2005) ‘There have been numerous attempts to define learning, but basically learning can be viewed as the process of acquiring new knowledge, skills, insights and attitudes. The study of learning has been given

considerable attention since the late nineteenth century, the major shortcoming of early theories was that the learner was viewed as a passive receiver of information an empty vessel to be filled with good information by teachers. The history of learning theory has shown a shift from this notion to one that accepts that the learner already has considerable knowledge and understanding about the world and takes an active part in creating new knowledge. This is a shift, from an 'instructivist' to a 'constructivist' approach'. Thus 'Student-centred methods and techniques derived from cognitive theories form different application-oriented paradigms. One of the theories that accept the student as active in the classroom and consider him/her as the primary builder of new information is a student-centred structure called constructivism (Bayindir,2010). On the other hand, Neo & Kian (2003) opined that 'In the student-centered learning mode, students play an active part in their learning process and become autonomous learners who are actively engaged in constructing new meaning within the context of their current knowledge, experiences and social environments. Learners become successful in constructing knowledge through solving problems that are realistic and usually work in collaboration with others'. Iowa Department of Education, (2010) expressed that

'In student-centered classrooms, students are directly involved and invested in the discovery of their own knowledge. Through collaboration and cooperation with others, students engage in experiential learning that is authentic, holistic, and challenging. Students are empowered to use prior knowledge to construct new learning. Through the development of the meta-cognitive process, students reflect on their thinking. Curriculum and assessment are centered on meaningful performances in real-world contexts. As a partner in learning, teachers intentionally create organized and cohesive experiences to assist students to make connections to key concepts'.

Attard,(2010) opined that though student-centred learning does not have one universally agreed definition, there is a principle which has been agreed by all proponents and researchers of the SCL approach. This is that SCL is based on the philosophy that the student is at the heart of the learning process. Angele (2010) also has given a broad definition of student-centred learning as

‘Student-Centred Learning represents both a mindset and a culture within a given higher education institution and is a learning approach which is broadly related to, and supported by, constructivist theories of learning. It is characterised by innovative methods of teaching which aim to promote learning in communication with teachers and other learners and which take students seriously as active participants in their own learning, fostering transferable skills such as problem-solving, critical thinking and reflective thinking’.

2.3 Characteristics of student-centred learning Approach

Student-centred learning spaces more responsibilities to the learners for their own learning. It engages students in more decision-making processes where they learn by action or doing, rather than just by listening and performing insignificant tasks which are often not in actual situation and most of the time not realistic to them. In student-centred approach learning becomes more active and lively. It becomes more outstanding and appropriate to the students as it depends on their own lives and experiences and the real world.

2.3.1 Student-centred learning is more inclusive

Inclusive education depends on needs of individual learners. One of the main objectives of inclusive education is to ensure children need so that they can achieve their full potential. As each of our learners is different so flexible teaching-learning methods and techniques is required. Different student-centred learning techniques give opportunities to learners to work in a inclusive manners.

2.3.2 Student-centered approaches allow freedom of learning

In teacher-centred method, teachers decide what students should learn, how should they learn, the manner at which they learn, the conditions under which they learn. So the students are totally dependent to teachers. But in student-centered learning process teachers give freedom to learners to share their opinion and choice over learning activities. As a result, students are always keen to show their creativity through different activities.

2.3.3 Student-centered approach encourages students to reflect on what they are learning

In this approach teachers encourage students to learn more. They also motivate students to accept responsibility for their own learning. It also includes assignment components in which students reflect, analyze and critique what they are learning and how they are learning. For example, whether they revise their writing or check their answers, how they present group work, when they do assigned reading, how they study for exams.

2.3.4 Student-centered approach encourages collaboration, cooperation and teamwork

In teacher-centred learning approach students are treated as empty pot. They know nothing. On the other hand teachers are the depot of all knowledge. But in student-centred philosophy, classrooms are considered the society of learners where they can learn from and with each other with the help of teachers as facilitators. They can learn collectively from their educational experiences. SCL emphasises on cooperation and friendship, rather than competition and contest among students.

2.3.5 Focus on students' experience and interests

In teacher-centred approach teachers choose the topic of discussion, share their own proficiencies and experiences. There is a little scope for learners to share ideas, experiences and interest to teacher and classmates. But in SCL approaches there are wide scopes for learners to contribute his or her individual experiences within them. Students are more likely to become involved in the lesson, group work and pair work.

2.3.6 SCL approach needs clear and comprehensive teaching skill

In student-centered approach teachers teach students how to reflect, how to solve problems, how to assess something, how to debate, and how to create new ideas. Those learning skills of learners depend on broad knowledge and expertise of teachers. Teachers have to act as guides, facilitators, and designers of teaching experiences.

2.3.7 Teachers have to engage in multiple work of learning

In student-centered approach teachers have to do many tasks for students, like asking more questions to the students, attach more elements to their answers, offering more examples, previewing and the reviewing contents, organizing group work, group presentation with more concentration in fixed time. Teachers have to involve students in establishing their own individual goals.

2.3.8 SCL is based on different teaching-learning techniques

SCL approach does not employ a single teaching method. It gives emphasis to varieties methods and techniques like solving problems, prepare and answering questions, discussion, debate, group work, pair work, mind mapping and brainstorm during class. Students work in team or group on problems and assignments under interdependence and individual accountability.

2.3.9 It explore critical thinking skill

Student-centred learning approaches always try to bring out information, ideas, and answers from the students. As they have knowledge and experiences of life which can contribute greatly to the learning process individually and collectively. The more they contribute, the more they are likely to conceptualise and think critically. There is no scope to underestimate the ability and the experiences of our students.

2.3.10 SCL comprises constructivism

The philosophy of constructivist theory is that learners are not passive recipients of information; they construct and reconstruct knowledge in order to learn. Constructivism suggests total involvement and interaction of students with contents in new situation. In constructivist perspective, learning occurs when learners are self-organised with their experiences and teachers allow them to raise their own queries, create their own assumptions and explore their potentials. In SCL approach students get wide scopes to construct their new knowledge, find out new solutions of problems through interaction of experiences. According to Shen, et al (2004) student-centred participatory learning approach (PLA) is grounded in constructivist theories of learning, which suggest that knowledge is actively constructed by, rather than transmitted to learners. People learn by applying their knowledge to meaningful problems (Piaget 1928, Vygotsky 1978, Brown, et al., 1989; Hawkins and Pea, 1987 in Shen et al 2004) actively building their own understanding.

2.3.11 SCL needs flexible classroom

In our traditional teacher-centred classroom, sitting arrangement furniture is fixed and they are friendly to teaching-learning activities. But classrooms of SCL

demand different arrangements. Here sitting procedures are arranged in a manner that is easy and flexible for students to work together in pairs or groups and also easy for the teacher to move around to facilitate discussion among student groups.

2.3.12 SCL emphasis on formative assessment

The purpose and processes of evaluation in SCL is based on formative assessment techniques. Where traditional assessment mainly weights on marks and grade of learners, SCL highlights how much they learn and perform. There are more scopes to give and receive feedback from the teacher and peers.

2.3.13 SCL encourage self-directed learning

Self-directed learning manner motivates students to take initiative and responsibility for learning independently. Learners select, manage, and assess their own learning activities. In that case teachers provide support, mentoring, advising and peers provide collaboration and cooperation. Thus continuous practice of student-centred learning approaches habituate students toward self-directed learning.

2.3.14 SCL is a problem-solving approach

SCL is a problem-solving approach, in which both student and teachers are encouraged to learn the process, conceptualizing the problem, analyzing the causes and effects relating the problem, suggesting feasible solutions, selecting the best solution and reflects their experience itself.

2.4 Benefits of Student-centred Learning Approach

Student-centred Learning Toolkit of The European Students' Union (2011), opined that 'Student-centred learning (SCL), if implemented properly, offers benefits to all, including the institution, students and staff involved, higher

education staff unions, students' unions and society as a whole. The benefits of SCL for the students involved are many and varied. Coming into an academic community possibly for the first time can shape the way students think for the rest of their lives. SCL provides skills for life, creates independent learners and responds to the changing and differing needs of individual students'. Like learners, teachers are also benefited from SCL as much as the students in their classes. Corley (2010) stated that instructors can encourage learners to discover how they learn best and they can apply different strategies suitable for each learner. Sharing decision-making with learners helps them become more self-directed. When the learner is self-directed, i.e., setting his or her own goals and standards, the instructor becomes a facilitator who reviews learners' set criteria, timelines, lists of resources, collaborations, etc. The instructor role changes from "sage on the stage" to "guide on the side." Instructors lead less and facilitate more, with learners taking on the responsibility for organizing content, generating examples, posing and answering questions, and solving problems. Student-centred learning approach students also learn to make connections and associations by relating the subject matter to their own life experience. According to Cubukcu (2013), Student-centered learning, or student centeredness, is a model which puts the student in the center of the learning process. Student-centered learning is a model in which students play an active role in their own learning styles and learning strategies. While learning, internal motivation is of vital importance. Individual systemizing is more important than standardized systems. Student-centered learning improves learning to learn and learning how to improve skills such as critical thinking, problem-solving and reflective thinking. It is true that the largest change with student-centred learning or learner-centred teaching (LCT) is obviously lectures which are replaced with small group discussion and other group activities. Students do not learn by heart the contents, but rather constructively analysis and synthesis the contents. 'In a student-centered class, students don't

depend on their teacher all the time, waiting for instructions, words of approval, correction, advice, or praise. They don't ignore each other, but look at each other and communicate with each other. They value each other's contributions; they cooperate, learn from each other, and help each other. When in difficulty or in doubt, they do ask the teacher for help or advice, but only when they have tried to solve the problem among themselves. The emphasis is on working together, in pairs, in groups, and as a whole class. Their teacher helps them to develop their language skills' (Jones, 2007)

2.5 Quality education and student-centred learning approach

There is very close relation to quality education and student-centred participatory learning approach. Ayele, Schippers & Ramos (2007) clarified that 'Generally quality education includes: learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; environment that are healthy, safe and gender sensitive and provide adequate resources and facilities and processes through which trained teachers use student-centred teaching approaches in well-managed classrooms and in schools. According to UNICEF (2000) Quality education includes the processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities. It also comprises outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society. UNICEF also merged student-centred learning with life skills-based education (LSBE). UNICEF (2005) said that Life skills-based education is experiential, participatory and activity-based methods. Life skills must be taught in schools that are inclusive, child-friendly, adequately resourced and provisioned, staffed by trained and motivated teachers, and which utilise participatory and experiential methods including continuous assessment. QLA (2014) also

expressed that quality learning is an approach to improving learning and the quality of school life. It provides simple tools, methods and concepts to make classrooms and schools more efficient and effective. In a school setting, the quality learning approach challenges students to accept responsibility for their learning. For this to happen, teachers must assist students to become responsible, able to respond to this challenge.

2.6 Challenges in implementing Student-centred learning approach

Ginsburg (2006) has shown that UNESCO has recognized some challenges in promoting teachers' use of active-learning, student-centered pedagogies. These are the quantity and quality of pre-service preparation and the effectiveness of in-service professional development that teachers receive; the material conditions like facilities, equipment, and number of students in classrooms where teachers are asked to implement active-learning, student-centered pedagogies; the inconsistency between the information-memorization orientation exemplified in the curriculum and examinations focusing on memorization of information and the constructivist notions of knowledge and understanding associated with active-learning, student-centered pedagogies. Danko & Duarte (2009) also identified that, 'The implementation of student-centred teaching/learning methodologies is certainly challenging to both teachers and students. On one hand, in adapting the curricula, teachers are required to adopt whole new approaches that are more practical and undoubtedly creative; on the other hand, students are called to recognise the necessity of more responsibility and discipline on their part. Li (2012) opined that the constructivist and student-centred learning models are even more difficult to implement in cultures where transmissive instructional models are pervasive. Moreover, the lack of guidance and ambiguity of the implementation strategies and the inexperience of school staffs and teachers might lead to superficial implementation of SCL. Another research study named 'Contextual challenges of

implementing learner-centred pedagogy: the case of the problem-solving approach in Uganda' done by Sikoyo (2010) revealed that although teachers understood and recognised the benefits of active learner engagement in pedagogic process, they were unable to implement the problem-solving approach in the manner prescribed because of time constraints; inadequate learner participation in instructional activities owing to large class sizes where average students in schools over 100 and learners' low proficiency in English; as well as inadequate instructional materials, particularly science equipment and materials. On the other hand, Gladys, Zacharia, Gracious & Nicholas (2012) in their study 'The Challenges of Implementing Student-centred instruction in the Teaching and Learning of Secondary School Mathematics in Selected District in Zimbabwe' has identified some constraints of using the student-centered methods. These are lack of teacher training; heavy workloads; lack of teachers' subject matter Knowledge; language barrier; shortage of textbooks; Lack of teaching and learning aids and examination oriented assessment system.

2.7 Situation of Student-centred Learning in some selected countries

Jones (2001) has identified that 'In many Asian countries, where there is a shortage of trained teachers, large class sizes, and a shortage of books and teaching-learning materials, teacher-centred teaching became the norm. With as many as one hundred students in a class, and with children in makeshift classrooms or seated in the open-air and public buildings, discipline is often the focus of attention, as the teacher tries to keep children busy or at least under control. To bring about change, special projects to promote SCL have been initiated across the Asian region'. With a view to bringing changes in teaching-learning process many countries strongly incorporated student-centred learning approach in their secondary curriculum for the last ten years.

India

National Council of Educational Research and Training of India (NCERT) in their National Curriculum Framework 2005 has strongly recommended in favour of student-centred learning approach. 'Our current concern in curriculum development and reform is to make it an inclusive and meaningful experience for children, along with the effort to move away from a textbook culture. This requires a fundamental change in how we think of learners and the process of learning. Hence the need is to engage in detail with the underpinnings and implications of 'child-centred' education. 'Child-centred' pedagogy means giving primacy to children's experiences, their voices, and their active participation. This curriculum must enable children to find their voices, nurture their curiosity to do things, to ask questions and to pursue investigations, sharing and integrating their experiences with school knowledge rather than their ability to reproduce textual knowledge (NCERT, 2005). Many states of India have already been started to introduce student-centred learning strategies. From 2007, the Government of Maharashtra has decided to integrate activity based learning in all public schools by the initiative of UNICEF. (http://www.unicef.org/india/education_3624.htm)

Pakistan

Education system in Pakistan does not provide education to the students according to the demands of the dynamic society and the teachers in Pakistani schools still use teacher-centered or subject-centered approach of teaching rather than using student-centered approach. This out-dated model of teaching hampers students' creativity and their ability of expression. Though, most of the teachers in Pakistan admit the positive impact of student-centered approach on the holistic development of the students but they are not motivated to implement it in their classes (Siddiqui, 2007; Thomas, 2006 in Jan .2013). In another study Khan (2012) has found that student-centered teaching strategies like inquiry-based

teaching in Pakistan demands more autonomy of the students in the learning process. Therefore, it is too early to introduce it due to the traditional pedagogical practices of the school which are structured around examination, syllabus and course completion.

Sri Lanka

According to Pasqual (2005), 'Education curriculum in Sri Lanka has been slowly changing from "Teacher Centered Learning" to "Student Centered Learning. However, the real rate of change has been low due to number of reasons: Lack of resources for students to gather the required knowledge, logistics issues in providing teachers with necessary training and support mechanism'. In Sri Lanka, instruction and learning processes means that teachers focus on using child-centered methodology where the teacher is the facilitator of learning. Peer teaching and group work is encouraged and parents should be as involved as possible with their children's education. In the early grades, teachers should adopt more play-based methods and focus on socialization of children. For children with disabilities, aids should help to deliver the material to students in the appropriate way. Rote learning and lectures should be limited. (INEE, 2013).

Maldives

In Maldives, school has a comprehensive curriculum of work with systematically planned lessons, aligned with the national curriculum and the importance of planning for learner-centered learning is reflected in the school mission and vision. School is a model of learner centered teaching, learning, assessment, and mentors/supports for the learning of other school communities, locally, nationally and internationally. School is a model where student differences are recognized and all students are given opportunities to demonstrate individual skills and knowledge. Student motivation and engagement levels are high and as a result, a high percentage of learning outcomes is achieved. (UNICEF,2010),

Myanmar

The child centred approach (CCA) or student-centred approach arrived in Myanmar through International Non Government Organisations such as UNICEF and JICA in the late 1990s and early 2000 and was later picked up by local NGOs. CCA is government endorsed and UNICEF and JICA who both have a Memorandum of Understanding (MOU) with the Ministry of Education, started to train teachers who worked in the state sector schools through the teachers' colleges....Classroom observations showed that CCA practices were indeed being used in many (not all) classrooms, especially for the younger children and in schools where some teachers had been trained. The most commonly used approaches included group and pair work, student presentations in front of the class, getting more able students to teach others in small groups, the use of teaching aids such as flash cards and pictures, especially in maths, Myanmar and English, role play, singing songs, and reciting poetry (sometimes together as a whole class), drawing pictures, using pictures to illustrate body parts, plants or other objects, as well as the use of jigsaw puzzles and storytelling. (Lass, 2010)

Thailand

In Thailand, as part of the national curriculum set up in 2002, there was a suggestion to change the teaching approach to become more student-centred (Rogers 2002 in Mokoginta, 2013). The Basic Education Core Curriculum, 2008 of Thailand also strongly advocated in favour of learner-centred approach. Education shall be based on the principle that all learners are capable of learning and self-development, and are regarded as being most important. The teaching-learning process shall aim at enabling the learners to develop themselves at their own pace and to the best of their potentiality. In organizing the learning process, educational institutions and agencies concerned shall provide substance and

arrange activities in line with the learners' interests and aptitudes, bearing in mind individual differences. With a view to organizing activities for learners to draw from authentic experience, it is necessary for learners to drill in practical work for complete mastery; enable learners to think critically and acquire the reading habit and continuous thirst for knowledge. (National Education Act, 2002, Section 22, 24).

China

In the late-1990s, education policymakers began a process of curriculum reform with the goal of transforming Chinese schooling from exam-oriented education to student-centered learning. Traditional education practices have expected students to passively accept and memorize material presented by teachers, and to reproduce the knowledge on often high-stakes examinations. The new curriculum is designed to reduce teacher-centered instruction in favor of student-centered learning characterized by active learners creatively solving problems, challenging existing knowledge, and participating in lively discussion. (Adams & Sargent 2012).

Malaysia

Malaysian Ministry of Education policies have encouraged the introduction of student-centred learning approaches for secondary teacher training programmes. The philosophical guidelines for teaching and learning approaches in the Integrated Secondary School Curriculum stated that the effectiveness of teaching and learning in the secondary school classroom is dependent on teachers' instructional approaches. Documents of Ministry of education prescribe that teachers are expected to practice more student-centred rather than teacher-centred approaches. A research conducted by Neo (2005) showed that 'in group-based learning, students learned by cooperating and interacting with each other and participated actively in their own learning process and learned to cultivate teamwork, communication, management and interpersonal skills'. The Smart

Schools Initiative which is one of the seven flagship applications of Malaysia's Multimedia Super Corridor (MSC) project also emphasis on pedagogy of student-centredness, instead of memory-based learning designed and replacing education by stimulates thinking, creativity, and caring in all students; caters to individual abilities and learning styles, more equitable access and exercise greater responsibility for their own learning (Tek.2006). In another study done by Sarina, Kasim & Furbish (2010) showed that students also generally hold very positive views of student-centred approaches to teaching and learning.

Philippines

The mission of department of education of Republic of Philippines is to 'learn students in a child-friendly, gender-sensitive, safe, and motivating environment. - Teachers facilitate learning and constantly nurture every learner. Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen. Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners'. (DepEd 14). In an effort to bring more relevant education to young Filipinos, the Department of Education (DepEd) is set to introduce this year an "enjoyable," "less burdensome" and "learner-centered" curriculum for Grade 1 and first year high school students. K to 12 basic education program, which will be implemented starting this June 2012, will be "less on memorization but more encouraging of critical thinking." Under the program, the public school system will have kindergarten, six years in elementary, four years in junior high school, and two more years in senior high school.(abs-cbnnews.com 01/11/2012). Besides this, department of education under his 'Learning Effectively through Enhanced Pedagogies (LEEP) training has aims to equip the teachers with the necessary skills to ensure that their teaching approaches, the technologies and multimedia learning resources they use, and the teaching environment they create will all result in an

effective learning environment where the learners are active participants in their own learning and where their growth is continuous. (Deped 14).

Vietnam

During the last decades, Vietnam has implemented rapid reforms in its educational system. Vietnamese educators are dedicated to importing various Western teaching and learning approaches, especially a student-centered approach and see these approaches as 'standards' for local education reforms. This happened because they believe that a student-centered learning approach promises to provide local students with new skills required by the labor market like independence, creativeness, activeness and cooperativeness. (Thanh, 2010). Learning by rote needs to be eliminated from all school levels and replaced with student-centered learning...Any teachers found failing to change their teaching style would be listed and provided with video-tapes showing new teaching techniques. If they still failed to improve, they would be sent for intensive training So There must be radical changes in training methods: to change from passive knowledge transmission in which teachers are talking and learners are taking notes; to advise learners on the ways of active thinking and receiving knowledge, to teach students the methods of self-learning. (Pham-Minh, 1995, Tran, 2000, in Thanh 2010).

2.8 Background of Secondary education

Secondary education is the second stage of formal education which usually begin about age 11 to 13 and ending usually at age 15 to 18. Generally secondary Education includes education of grades 6 through 12 or the second stage of education that commences after primary education and continues up to beginning of higher education. It also serves as a bridge between elementary and higher education and prepares young generation between the age group of 11–18 for entry into higher education. Secondary education of present Great Britain is the

successor to a slightly older system that assigned students at age 11 to one of three types of schools by means of selection tests. From the 1950s and '60s these schools were gradually replaced by a single type of school called a comprehensive school, which admits children irrespective of ability or aptitude and which offers both academic and vocational programs under one roof. (Encyclopedia Britannica). In Germany the term "secondary school" refers to institutions offering courses leading to the "Certificate of Maturity" a qualification for entrance to an institution of higher education. At the age of 16, students conclude their program of studies and transfer to a vocational school or enter apprenticeship training. (Encyclopedia Britannica). In most Western countries, secondary education begins somewhere between the seventh and the tenth year of school. In the United States and Canada, primary and secondary education in public schools is administered as one big organization, usually referred to as K-12. In India, the secondary stage consists of grades 9-12 (ages 14-17). India has more than one hundred thousand secondary and senior secondary schools serving 30 million students where the average teacher to student ratio is 1:34. (Indian Education Report,2005). Most countries divided secondary level of education into a first or lower segment and a second or higher segment. These may be denoted by different names, with a particularly varied set of names for lower segment: middle, intermediate, lower secondary, junior high, upper elementary, etc (Holsinger,2000).

2.9 Introducing Secondary education of Bangladesh

Education in Bangladesh has three major phases: primary, secondary and higher education. According to Bangladesh Education Commission of 1974 'The stage of education after primary education and immediately preceding college education is known as secondary education. Secondary education is the second stage in our educational structure. Secondary education mainly caters for adolescents'. (Bangladesh Education Commission,1974). Post primary education in the general

stream is imparted by junior secondary schools (grade 6- 8), senior secondary school (9-10) and higher secondary schools known as intermediate colleges (grade 11-12). Post-primary level madrashas are known as Dakil madrasa (grade 9-10), Alim madrashas (grade 11-12). At the secondary level there is a separate stream for imparting technical-vocational education and training. After completing junior secondary level, students may enter into Vocational Training Institute for 2-years SSC (vocational) courses and having SSC (vocational or SSC science they may enter into Vocational Training Institute (VTIs), Polytechnic Institutes for 2-years HSC (vocational) or 3-years Dip-in Engineering courses. In terms of ownership and management of secondary schools there are two major types: government secondary schools and non-government secondary schools. Nearly 98% of the secondary and higher secondary schools are owned and managed by private sectors. However, these institutions are private only in name because 90% of their salaries and wages and the costs of their physical infrastructure development, durable educational supplies and equipment are provided by government (Ministry of education, 2004). In the new academic structure prescribed by education policy 2010, the secondary level of education has included Classes IX to XII. It is hoped that at the end of this level, students will choose different streams of higher studies according to their capabilities, or they will earn their livelihood by their acquired vocational education or they can seek further vocational skills. Bangladesh has one of the largest sectors of education of the whole world where there are 19,070 schools, 2, 23,555 teachers and 75, 10,218 students in secondary level.

Table1: Bangladesh Secondary Education Sector At a glance

Type of School	Management	No. of Institution	No. of Teacher			No. of Student		
			Total	Female	% Fem.	Total	Girl	% Girl
Junior Secondary School	Private	2989	22235	5315	23.90	444751	271560	61.06
Secondary School	Private	15085	179156	39079	21.81	6381472	3416676	53.54
	Public	306	7110	2656	37.36	215415	104816	48.66
	Total	15391	186266	41735	22.41	6596887	3521492	53.38
School and College (School Section)	Private	679	14602	4738	32.45	455753	230656	50.61
	Public	11	452	213	47.12	12827	2666	20.78
	Total	690	15054	4951	32.89	468580	233322	49.79
All(School)	Private	18753	215993	49132	22.75	7281976	3918892	53.82
	Public	317	7562	2869	37.94	228242	107482	47.09
	Total	19,070	2,23,555	52,001	23.26	75,10,218	40,26,374	53.61

Source: Banbeis 2014

Table 1 demonstrated that Bangladesh's secondary education dominantly run privately where total number of schools are 18753, total number of teachers are 2, 15,993 and total number of students are 39, 18,892. Total number of private secondary schools comprise 98%.

2.10 Nature of current teaching-learning practices in Secondary Level in Bangladesh

Teaching methods comprise the principles and methods used for teaching and learning. The quality of education depends, to a large extent, on the quality of teachers, the quality of syllabus or contents, and the quality of methods involved in the teaching-learning process. A quality teacher will acknowledge the needs and interests of the learners; permit them to learn at their own pace; encourage learning through doing; and, where necessary, provide remedial and enrichment

direction. Teaching is mainly based on two major categories of methods; namely the teacher-centred and learner-centred. The teacher-centred methods mostly hold content-oriented conception and the learner-centred methods contain learning-oriented conceptions. Teacher-centred learning strategies are focused on the teacher transmitting knowledge from the expert to the novice. In contrast, learner-centred learning focuses on the students' learning and what students do to achieve this, rather than what the teacher does. (Riad, 2011) For long time, teaching-learning activities in the secondary schools of Bangladesh was mostly dominated by teacher-centred approaches like lecture, demonstration, recitation, memorization, or combinations of those activities. This is because of highly teacher-student ratio, lack of sufficient teachers, large class size, short span of class hour and so on. Besides this, when considering their approach to teaching, teachers are always looking for the method that is most beneficial for all of their students. Teachers want their students to enjoy the learning process, and they want the classroom to be systematic and controlled. Role of the teacher is to analyze and discuss ideas with students so that students can move to new levels of awareness in order that they can ultimately be transformed. It is believed that students expect teachers to teach them in order to pass the test or examination. Though from the last decade there have been given a great emphasis on student-centred approaches in our education particularly in secondary level but teacher-centred approach are still practicing in our classroom. According to NCTB's statistics on 'Evaluation of Secondary Curriculum and Need Assessment' (2010), lecture method is still a favourite method to the students and teachers.

Table 2: Teaching-learning activities and student'-teacher' choice

Types of methods/techniques	student choice as learning process (%)	teacher choice to apply in the classroom (%)
Lecture	31.2	72
Group work	25.7	55
Question-answer	10.8	70
Demonstration	9.6	22
Quiz	6.9	30
Brainstorming	4.5	32
Role Play	3.8	18
Debate	2.9	20
Pair work	1.2	22
Others	2.1	-

NCTB, 2010

Table 2 showed that 31.2% students preferred lecture method as a learning process and teachers choose lecture 72% as teaching method. Like the students, teachers' communities were also found to select lecture method as the first choice of teaching methodologies. Group work is the second choice of students and question-answer to teachers. Other techniques of student-centered approach like question-answer, demonstration, quiz, brainstorming, role play and pair work. On

the other hand, from classroom observations NCTB (2010) found that most of class time was dominated by teachers' where they used lectures, reading out from text book, using board and controlling the class. Students' participation in the classes like group work, questioning to teachers, writing from own initiative and presentation got less time. NCTB also observed that for stating School Based Assessment (SBA), tendencies of using student-centred learning and teaching gradually increasing.

Table 3: Teachers' activities in the classroom (From Classroom Observation)

Types of methods/techniques	Teachers' activities in the classroom (%)
Lecture	10.8
Reading from text book	9.2
Speaking and using board	10.9
Using other teaching aids (except text book)	4.5
Taking test, demonstration of model and chart	6.0
Directing learners	5.4
Asking questions to all learners	7.6
Asking questions to specific learners	6.9
Listening learners' answer	4.9
Answer to questions of the learners	4.8
Monitoring students' work	9.0
Controlling classroom	8.2
Others	12.1

NCTB, 2010

Table 3 showed that teachers still delivered lectures and speaking as classroom activities highly. Total percentage of using lecture and speaking with using board are 21.7% which proved teacher-dominating classroom.

2.11 Introduction to Student-centred Learning (SCL) approach in Secondary Level in Bangladesh

Student-centred Learning or learner-centred approach is a participatory approach in which learners can work freely in a democratic environment. In a student-centred learning situation, teachers are expected to talk less than learners creating learning-opportunities for them through active and self-involvement. Some of the characteristic features of a participatory classroom are the combination of some activities like group work, pair work, role play, acting, peer observation, panel discussion, brainstorming, pair checking, peer teaching, group teaching, debate, recitation, assignment, project work, report writing and so on (Riad & podder, 2014). SCL approaches have been introduced in our education from the last decade in different stages in different names. Communicative Language Teaching (CLT) in English has been introduced in primary education in 1996 and in secondary education in 1996 which is very similar to student-centred approach (TQI-SEP, 2006). According to Akter (2012) 'This CLT is actually participatory approach in which students have the opportunity to participate in different activities such as pair work, group work, peer work, role play, picture interpretation, expert jigsaw, audio-lingual, extensive reading, and aural -oral activities, skimming, scanning and so on. As a result, they can get a chance to display their creative power that helps to make them more confident, and they can remove their learning related fear'. In primary sector, introduction to Multiple Way of Teaching and Learning (MWTL) approach in 1996 through IDEAL project is another initiative which helps to promote more interactive and child-centered teaching in the classroom (PEDP-II, 2003).

2.11.1 Secondary Teacher Education (B. Ed) Curriculum 2006

The Secondary Teacher Education B.Ed Curriculum developed by SESIP in 2006 under National University has significantly contributed in familiarizing student-centred approach of teaching to all stakeholders of secondary education. One of the goals of teaching-learning activities of B.Ed curriculum was to introduce activities and stimulate critical interaction to support, challenge, modify and extend learner competencies with a collaborative model in which the teachers created a learning community that is learner centred, developmentally orientated and problem focused and facilitated through a variety of teaching methods that encourage the students to become reflective practitioners. This B.Ed curriculum mentioned some specific methods and techniques of teaching and learning which may encourage the trainees in their classroom activities. These are workshops, small group work, hands on practical activity, investigation, Reflective journals, seminars, group and class discussions, action research, problem solving and portfolio. With the above mentioned student-centred techniques it is hoped that trainee teachers will engage the students in a wide range of learning activities.

2.11.2 Teaching Quality Improvement in Secondary Education Project (2006-2012)

The Most significant activities in relation to rising awareness, dissemination and providing successful training on student-centered learning to classroom teachers, head teachers, teachers educators, educational administrators, SMC members have been done by ‘Teaching Quality Improvement in Secondary Education Project. From 2006 to 2012 this project has administered different training programmes for different stakeholders of secondary education. Among them Continuous Professional Development training was most gigantic one. Almost all subject teachers were trained in CPD and accustomed to participatory mode of teaching-learning like mini lecture, discussion, question-answer, pair work, group work, investigation, observation, role play, debate and assignment . This project trained almost 5, 64,025 stakeholders under different training programmes. The following table shows a detail picture.

Table 4: Training programmes under TQI-SEP (2006-2012)

S.N	Types of Trainings	Number of trainees
1.	Training of Trainers/teacher educator (ToTs)	4,618
2.	Head Teachers Training	28,645
3.	Subject Based Training Continuous Professional Development (CPD) CPD 1, CPD 2 and CPD 3	4,20,368
4.	Continuous Professional Development (Digital Content)	988
5.	Secondary Teaching Certificate (STC) (3 months STC`)	15758
6.	Secondary Teaching Certificate (STC) (9 months STC`)	1228
7.	B.Ed (12 month) Govt. TTCs	14531
	B.Ed (12 month) BOU	19694
8.	Awareness creation training on inclusive education for HT and SMC members	53826
9.	Inclusive education for classroom teachers in three outreach districts	2142
10.	Education administrators' training	1177
11.	Curriculum dissemination training	547
12.	Foreign training	503
Grand total		5,64,025

TQI-SEP, 2012

Table 3 shows that TQI-SEP took all-out efforts to aware, disseminate and train different stakeholders of secondary education under different training programmes in home and abroad. The key objectives of the training programmes were almost same as to achieve quality education.

2.11.3 Student-centred Learning in NCTB curriculum 2012

After a long period of 17 years, the curriculum of secondary level has been reformed in 2012. A study on the previous secondary curriculum of 1995 identified many weaknesses, inappropriateness and problems in different components of the curriculum. It is found that the previous curriculum was excessively theoretical and informative, and it led the learners to rote learning. Beside this, scopes for investigation, acquiring problem solving skills, learning by doing and developing creativity and innovation were limited in that curriculum. Opportunities for developing moral and humane qualities were also insufficient. Moreover, it heavily emphasised content memorization. The newly developed curriculum of 2012 has tried to address those limitations. New curriculum of secondary education 2012 thought that ensuring learning through curriculum implementation depends mainly on two things. The most important one is the class teacher's active cooperation and the second one is the appropriate use of quality textbooks and other teaching aids. At the same time they especially put stress in learner mental and physical participation in the teaching-learning process. Learning can take place easily and effectively if learners actively participate in the learning process. So class activities should be diversified. For this reason, curriculum 2012 highlighted different SCL techniques like discussions, group works, story writing, drawing, debates, role play, practical work, question-answer, demonstrations. Though in curriculum12, it is believed that there is no particular method which can be applicable to all for every situation. The success of learners depends on the teacher's skillful application of any method, or how appropriately she or he can apply the techniques and methods in line with the lessons or subject. The success of a lesson depends on the teacher's intelligence, subject knowledge, and proper application of teaching learning activities. However curriculum12 highly acknowledged the constructivist theory, gestalt theory and experiential learning where active participation, reflection, collaboration and involvement of learners are very crucial (NCTB, 2012).



CHAPTER THREE

METHODOLOGY

METHODOLOGY

3.1 Introduction

‘Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. Why a research study has been undertaken, how the research problem has been defined, in what way and why the hypothesis has been formulated, what data have been collected and what particular method has been adopted, why particular technique of analysing data has been used and a host of similar other questions are usually answered in research methodology concerning a research problem or study’ (Kothari, 2004). The chapter delineates the overall research design and rationale engaged in this study which includes research design, participants and Settings, sample selection, data collection procedure, data analysis techniques and ethical considerations.

3.2 Research Design

Decisions regarding what, where, when, how much, by what means concerning an inquiry or a research study constitute a research design. Research design is needed because it facilitates the smooth sailing of the various research operations, thereby making research as efficient as possible yielding maximal information with minimal expenditure of effort, time and money. (Kothari, 2004). This study has been carried out following phenomenological qualitative research design. Lester (1999) opined that ‘Epistemologically, phenomenological approaches are based in a paradigm of personal knowledge and subjectivity, and emphasis the importance of personal perspective and interpretation’. Phenomenological research is in which the researcher identifies the essence of human experiences concerning a phenomenon, as described by participants in a study. Understanding the lived

experiences marks phenomenology as a philosophy as well as a method, and the procedure involves studying a small number of subjects through extensive and prolonged engagement to develop patterns and relationships of meaning (Moustakas, 1994 cited in Creswell, 2003). On the other hand, qualitative research is a system of inquiry which seeks to build a holistic, largely narrative, description to inform the researcher's understanding of a social or cultural phenomenon. According to Creswell (2003), 'a qualitative approach in which the inquirer often makes knowledge claims based primarily on constructivist perspective (i.e., the multiple meanings of individuals experiences, meanings socially and historically constructed, with an intent of developing a theory or pattern) or advocacy /participatory perspective (i.e., political, issue-oriented, collaborative or change oriented) or both.'. Liamputtong and Ezzy (2005) opined that 'qualitative research based in an interpretive paradigm is exploratory in nature, thus enabling researchers to gain information about an area in which little is known' (cited in Swift, et al. 2007). According to Savenye.(2007) 'Qualitative research focuses on understanding the way people interpret and make sense of their experiences and the world in which they live and studies social phenomena in their natural settings... Qualitative research methods typically include interviews and observations, but may also include case studies, surveys, and historical and document analysis'. To investigate the answers to the stated research questions, the researcher employ observation check list, field notes, semi-structured interview, focus group discussion and focus group interview methods. Observation notes and semi-structured interview has been used for data collection because data collected through observations and interviews could be compared, and the observations could give clues to asking suitable questions in the interviews. While visiting the participants' classrooms, field notes have been written. As focus group discussion (FGD) is an exploratory research tool to examine people's thoughts and feelings and obtain detailed information about a particular topic or issue, so it has

been applied for teachers and students both. Additionally, the researcher has analyzed and reviewed documents such as secondary curriculum, education commission reports, and textbooks to have clear understanding about the prospects of developing strategies to apply student-centred teaching-learning.

3.3 Sampling

Creswell (2008) argued that in qualitative inquiry the intent is not generalized to a population, but to develop an in-depth exploration of a central phenomenon. Thus to best understand this phenomenon, qualitative researcher purposefully or intentionally selects individuals and sites. Purposeful sample seems to be the most widely used sampling method especially in the context of qualitative research. Basically, it is a method of sampling in which the researcher select subjects who have experience or knowledge of the issues being addressed in the research (Oppong, 2013). This Qualitative study has been conducted following purposeful sampling technique. Six secondary schools comprise government, non-government, boys-girls and rural-urban schools of Dhaka division of Bangladesh were selected for this study purposefully. Out of six schools two were government, rests four were non-government secondary schools. Among them two were girls, one was boys and rests three were co-education schools. Again three were rural and three were urban schools.

3.4 Participants

A research participant also called a human subject or an experiment, trial, or study participant or subject, is a person who participates in human subject research by being the target of observation by researchers.

(http://en.wikipedia.org/wiki/Research_participant.16.7.14). 'It is typical in qualitative research to study a few individuals or a few cases. This is because the overall ability of a researcher to provide an in-depth picture diminishes with the

addition of each new individual or sites. One objective of the qualitative research is to present the complexity of a site or of information provided by individuals' (Creswell, 2008). With considering these characteristics of sites and participants of the research was controlled because it is hoped that limited number of participants would be useful for getting more in-depth information and data. Participants of this study were class teachers, students and head teachers of sample institutions. Moreover opinions of teacher educators and trainee teachers of Teachers' Training College(TTC), Dhaka have taken as they are directly involved in teachers training and classroom activities. Total numbers of participants were 151 where there were 6 head teachers, 56 class room teachers, 69 students, 10 B.ed trainee teachers and 10 teacher educators.

Table 5: Participants of the research

Name of the schools	Number of Participants				
	HT/ AHT	Teachers	Students	B.ed Trainees	Teacher Educator
School A	1	10	10		
School B	1	8	12		
School C	1	9	12		
School D	1	8	10		
School E	1	11	14		
School F	1	10	11		
Trainees teachers of TTC, Dhaka				10	
Teachers Educators					10
Total	6	56	69	10	10
Grand total					151

3.5 Setting

The research setting is the environment in which research is carried out. This qualitative research took place in six secondary schools comprise government, non-government, boys, girls, rural and urban schools of Dhaka, Gazipur, Manikgang districts and Teachers' Training College, Dhaka under Dhaka division.

Table 6: Research setting

Name of the schools	Location	rural/ urban	Girls/boys/ Co-education	District
School A	Farmgate, Tejgaon, Dhaka	Urban	Girls	Dhaka
School B	Ser-E.Bangla Nagar, Dhaka	Urban	Boys	Dhaka
School C	Village: Railla, P.O:Janna, Upazilla: Saturia, Manikgang	Rural	Girls	Manikgang
School D	Village- Raban, P.O- Ghorashal, Palash, Norshingdi	Rural	Co-education	Norshingdi
School E	Arichpur, Tongi Bazar, Gazipur	Rural	Co-education	Gazipur
School F	Dolairper, Jatra Bari, Dhaka	Urban	Co-education	Dhaka

Dhaka division is central part of Bangladesh. The rationale to select secondary schools of this region was that, most of schools, head teachers and classroom teacher are directly or indirectly connected to researcher's professional field. Another reason was that teachers of secondary schools of different upazilla and zilla came under CPD training where research was directly involved.

3.6 Techniques of data collection

Qualitative research uses multiple methods that are interactive and humanistic. The methods of data collection are growing, and they increasingly involve active participation by participants and sensitivity to the participants in the study. Qualitative research is an investigation approach in which the researcher explores a central phenomenon by asking broad, general questions to participants to collect detailed views in the form of words or images (Creswell, 2003). The three main qualitative data collection tools such as interview, observation and document review have been exercised here for data collection.

Table 7: Tools of data collection

S.N	Tools	Participant/ provider
1	One to one interview	Head teacher, Teacher educator
2	focus group discussion (FGD)	Student, Classroom teacher,
3	Observation note	Classroom
4	Document analysis	Secondary books 13, Secondary education Curriculum 12, National education policy 10,

3.6.1 One on one interview

Interviewing is a popular tool of data collection in qualitative research. Creswell (2008) opined that, a qualitative interview occurs when researchers ask one or more participants general, open-ended questions and records their answers. Among the different approach of interviewing the most time consuming and costly

approach is to conduct individual interviews. A popular approach of educational research, the one on one or face to face interview is a data collection process in which the researcher asks questions to and records answers from only one participant in the study at a time. In this research one on one interview has been administered with six head teachers of participating schools and ten teacher educators of different Teachers' Training Colleges.

3.6.2 Focus Group Discussion (FGD)

According to Eliot & Associates (2005) 'A focus group is a small group of six to ten people led through an open discussion by a skilled moderator. The group needs to be large enough to generate rich discussion but not so large that some participants are left out'. Liamputtong (2010) argued that focus group methodology is useful in exploring and examining what people think, how they think, and why they think the way they do about the issues of importance to them without pressuring them into making decisions or reaching a consensus. Creswell (2008) believed that focus group can be used to collect shared understanding from several individuals as well as to get views from specific people. Gill, Stewart, Treasure, & Chadwick (2008) also found that focus groups are used for generating information on collective views, and the meanings that lie behind those views. They are also useful in generating a rich understanding of participants' experiences and beliefs. With a view to exploring the thoughts, opinions and feelings and obtain detailed information about research questions focus group discussion were conducted with students and teachers of participating schools where every focus groups comprise ten members on an average.

3.6.3 Observation

According to Creswell (2003) observations are in which researcher takes field notes on the behaviour and activities in an unstructured or semi structured way, at the research sites. Observation methods are useful to researchers in a variety of ways. They provide researchers with ways to check for nonverbal expression of feelings, determine who interacts with whom, grasp how participants communicate with each other, and check for how much time is spent on various activities (Schmuck, 1997 cited in Kawulich, 2005). Among different types of observational techniques non-participants observation has been applied in this research for taking notes from classroom observation. A non-participant observer is an observer who visits a site and records notes without becoming involved in the activities of the participants. The non-participants observer is an outsider who sits on a periphery or some advantageous place to watch and record the phenomenon under study (Creswell, 2008). In this study, twelve classes of five schools were observed as a non-participant observer.

3.6.4 Document analysis

Documents are valuable sources of information in qualitative research. Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study. These sources provide valuable information in helping researchers understand central phenomena in qualitative studies. Examples of public documents are minutes from meetings, official memos, and records in public domains and archival material in libraries. Private documents consist of personal journals and diaries, letters, personal notes, and jottings individuals write to themselves. Documents represent a good source of text data (Creswell, 2008). To get necessary helps different public documents of Bangladesh like national education policy 10, secondary education curriculum 12, and NCTB prescribed secondary books 13 have been analysed.

3.7 Data collection procedure

With a view to getting primary consent for conducting interviews, FGDs and classroom observations ten head teachers of ten different secondary schools were phoned by researcher. Aims and objectives of research study were explained to them and seek cooperation. Most of head of the institutions cordially welcome the proposal and give consents. Two of head teachers showed their negative mode to give time because of their load of work. Finally six schools were selected considering convenient time, place, communication facilities, interest of head teachers and types of schools. While meeting the head teachers a consent letters were provided (Appendix 1).

3.7.1 Interviews with head teachers

Despite of administrative work load every head teachers gave time for interview. Their interviews were tape recorded with permission. One or two head teachers were somewhat feel shy as it was their first recording interview but lastly they were free in talking. Every interview took 20 to 30 minutes on an average. Interviews were recorded for better understanding, saving time and transcribing the data. The interviews of head teachers were based on the following key concepts;

Head teachers' understanding about student-centred Learning

Head teachers' attitudes toward student-centred Learning

Head teachers' role toward implementing student-centred Learning

Barriers to implement SCL approaches in classrooms

Prospects of SCL approach if implement effectively

3.7.2 FGD with class room teachers and students

Every head teacher assigned an assistant teacher to help researcher conducting focus group discussion with teachers and students. Both FGD were conducted separately. For all teachers and students, as a research tool FGD was totally new. For that reason researcher explained a brief introduction, the purpose, scope of the discussion and role of each participant. Participants are asked to give their names and short background information about themselves. The discussion was structured around the key themes using the probing questions which were prepared before. Researcher was the moderator and one assistant teacher was note taker of every FGD in every school. As a moderator, researcher stimulates the participants to talk to each other, encourage shy participants to speak and to contribute their thoughts, feelings and ideas. Both teachers and students enjoy the sessions and provide their opinions in a free and frank manner. Every note taker performed his or her responsibilities sincerely with integrity. Every FGD took 60 to 70 minutes on an average. The FGDs were based on the following key concepts;

For Teachers	For Students
Teachers' understanding about student-centred Learning	Students understanding about student-centred Learning
Present practicing student-centred Learning techniques in the class room	Present practicing student-centred Learning techniques in the class room
Teachers' attitudes toward student-centred Learning	Students' attitudes toward student-centred Learning
Students' attitudes toward student-centred Learning	Teachers' attitudes toward student-centred Learning

Head teachers' attitudes toward student-centred Learning	Head teachers' attitudes toward student-centred Learning
Scope of practicing Student-centred Learning through new secondary curriculum and secondary books of NCTB-13	Scope of practicing Student-centred Learning through new secondary curriculum and secondary books of NCTB-13
Barriers to implement SCL approaches in classrooms	Barriers to implement SCL approaches in classrooms
Prospects of SCL approach if implement effectively	Prospects of SCL approach if implement effectively

3.7.3 Interview with teacher educators

Teacher educators are the experienced teachers of teachers training Colleges. They are directly involved in pre-service, in-service and CPD trainings of class room teachers and head teachers of secondary schools. They are also assigned to monitor schools and class room performance of teachers. Ten teacher educators were phone and mailed to get their consent to give interviews in this respect. Consent letters (Appendix-2) explaining the purposes of the study were also sent through mails. All teacher educators found cordial and motivated to share their views and suggestions as a professional responsibilities. Every interview took 15 to 20 minutes on an average. Two teacher educators took the interview questions in home for better understanding and could provide more analytical and explorative information. The interviews were based on the following key concepts;

Teacher educators' understanding about student-centred Learning
Present practicing student-centred Learning techniques in the class room
Teacher educators' attitudes toward student-centred Learning
Teacher educators' attitudes toward student-centred Learning
Scope of practicing Student-centred Learning through new secondary curriculum and secondary books of NCTB-13
Field level experiences about SCL approaches practices in classrooms
Head teachers' attitudes toward student-centred Learning
Barriers to implement SCL approaches in your classroom
Prospects of SCL approach if implement effectively

3.7.4 FGD of trainee teachers of Teachers Training College, Dhaka

Bachelor of education is a one year teachers' training programme of Teachers Training College, Dhaka. Most of the in-service teachers of secondary schools and a few number of would be teachers take part in this training programme. Ten teachers were selected purposely as they were early known to researcher as a trainer. The objectives of the research were explained to them. They were also informed how the meeting will proceed and how members could contribute. Members of the focus group are encouraged to talk openly about their opinions and respond to other members. Participants found very much eager to give opinion. One of trainee teacher was a note taker. This FGD continued for 80 minutes. The FGD was based on the following key concepts;

Teachers' understanding about student-centred Learning
Present practicing student-centred Learning techniques in the class room
Teachers' attitudes toward student-centred Learning
Students' attitudes toward student-centred Learning
Head teachers' attitudes toward student-centred Learning

Scope of practicing Student-centred Learning through new secondary curriculum and secondary books of NCTB-13

Barriers to implement SCL approaches in classrooms

Prospects of SCL approach if implement effectively.

3.8 Brief descriptions of participants' schools

School A: It is a double shift urban secondary girls' school. Total number of teachers of this school was 51 where 5 was male and 46 was female. Total numbers of students were 2236. All teachers were trained in CPD training with B.ED. 10 teachers participated in FGD, out of 3 were male and 7 were female. They were from Bangla, English, Science, Social Science and Business studies backgrounds. In students' FGD there were 10 who were students of class IX and 5 from science, 2 from humanities and 3 from business. Head teacher of this school had 15 years teaching and administrative experiences with professional training.

School B: It is a double shift urban secondary boys' school. Total number of teachers of this school was 54 where 17 were male and 37 were female. Total numbers of students were 2418. Most of the teachers were trained in CPD training with B.ED. 8 teachers participated in FGD, out of 5 were male and 3 were female. They were from Bangla, English, Science, Social Science and Business studies backgrounds. Out of 8 only 3 teachers' were CPD trained. In students' FGD there were 12 who were students of class IX and 7 from science and 5 from business. Head teacher of this school had 16 years teaching and administrative experiences with professional training.

School C: It is a single shift rural secondary girls' school. Total number of teachers of this school was 12 where 8 were male and 4 were female. Total numbers of students were 376. 11 teachers were trained in CPD training with B.ED. 8 teachers participated in FGD, out of 5 were male and 3 were female. They

were from Science, Social Science and Business studies backgrounds. All teachers' were CPD trained. In students' FGD there were 12 who were students of class IX and 7 from science, 3 from humanities and 1 from business. Head teacher of this school had 16 years teaching and administrative experiences with professional training.

School D: It is a single shift rural secondary coeducation school. Total number of teachers of this school was 14 where 10 were male and 4 were female. Total numbers of students were 750 where 368 students were boys and 382 were girls. 10 teachers were trained in CPD training with B.ED and rest 4 had no training. 8 teachers participated in FGD, out of 5 were male and rest 3 were female. They were from Bangla, Science and Social Science backgrounds. Out of them 5 teachers' were CPD trained. In students' FGD there were 10 who were students of class X and 2 from science, and 8 from business. Head teacher of this school had 26 years teaching and administrative experiences with professional training.

School E: It is a double shift rural secondary coeducation school. Total number of teachers of this school was 69 where 57 were male and 12 were female. Total numbers of students were 3401 where 1663 students were boys and 1734 were girls. 45 teachers were trained in CPD training with B.ED and rest 24 had no training. 11 teachers participated in FGD, 9 were male and rests 2 were female. They were from Bangla, English, Science and Social Science backgrounds. Most of them were CPD trained. In students' FGD there were 14 who were students of class X and 12 from science, and 2 from business. Head teacher of this school had 14 years teaching and administrative experiences with professional training.

School F: It is a double shift urban secondary coeducation school. Total number of teachers of this school was 75 where 50 were male and 25 were female. Total numbers of students were 2665 where 1230 students were boys and 1420 were

girls. 41 teachers were trained in CPD training with B.ED and rest 34 had no training. 10 teachers participated in FGD, 10 were male and rests 2 were female. They were from English, Science Social Science and business backgrounds. Most of them were CPD trained. In students' FGD there were 14 who were students of class X and 12 from science, and 2 from business. Head teacher of this school had 24 years teaching and administrative experiences with professional training.

3.9 Brief descriptions of Trainee Teachers of Teachers' Training College, Dhaka

Teachers' Training College, Dhaka is the largest and pioneer teachers' training institution of Bangladesh. In 2014 bachelor of education training session 650 trainee teachers were enroll for the degree. Teaching-learning sessions of B.Ed programme mostly conducted in participatory mode. Moreover, two phases teaching practice (TP) is compulsory for trainee teachers. 10 trainee teachers were selected for focus group discussion. Out of them 9 was female and 1 was male. Most of them were deputed government schools teachers.

3.10 Brief descriptions of Teacher Educators

Teacher educators are the trainers of Teachers' Training Colleges who are directly involved in in-service, pre-service teachers training and different subject-based continuous professional development (CPD) training of secondary school teachers. They are also directly engaged in monitoring secondary schools and mentoring classroom teachers and head teachers. 10 teacher educators were interviewed for this research study.

Table 8: Brief descriptions of Teacher Educators for semi-structured interviews

Pseudonym of Teacher Educators	Gender	Educational qualifications	Experiences	Professional Training	CPD ToT	Foreign Training
Riaz	Male	Ph.D, MSC (Geography)	21 years	Dip in ed, M.ed	Social Science, ICT	New Z Land
Solaiman	Female	MSC (Psychology)	21 years	Dip in ed, M.ed	Inclusive education	New Z Land
Biddut	Male	MSC (Geography)	17 years	Dip in ed, M.ed	Social Science Geography	Malaysia
Ray	Male	M A (English)	17 years	Dip in ed, M.ed	English	New Z Land
Fakhrul	Male	Ph.D, MSC (Geography)	17 years	B. ed, M.ed	Social Science Geography, ICT	Philippines
Ali	Male	M A (English)	17 years	Dip in ed, M.ed	English	New Z Land
Gitta	Female	MSC (Psychology)	13 years	B.ed	Home economics	New Z Land
Kawser	Male	B.A (Hon's), M.A Library science	9 years	M. Ed	ICT, LSBE	New Z Land
Akash	Female	M A (Philosophy)	9 years	B.ed, M.ed	Inclusive, ICT, LSBE	New Z Land
Daywan	Male	B.Ed (honours) Education	9 years		Inclusive, ICT, LSBE	Australia

Table 8 showed that out of ten teacher educators seven are male and rest three are female. Teacher educators have a lot of local and overseas training. They belong to different disciplines with long experiences. They all are closely associated with subject-based CPD trainings.

3.11 Data analysis

There is no single, accepted approach to analyzing qualitative data. It is an eclectic process. In a qualitative research data collection and data analysis are simultaneous activities. Qualitative researchers analyze their data by reading it several times and conducting an analysis each time. This procedure differs from traditional approaches in quantitative research in which data collection occurs first, followed by data analysis (Creswell, 2008). Qualitative research is characterised by its aims, which relate to understanding some aspect of social life, and its methods which generate words, rather than numbers, as data for analysis. The analysis of qualitative research notes begins in the field, at the time of observation, interviewing, or both, as the researcher identifies problems and concepts that appear likely to help in understanding the situation. Simply reading the notes or transcripts is an important step in the analytic process. (Sage publication). Kawulich (2004) opined that analyzing qualitative data typically involves immersing oneself in the data to become familiar with it, then looking for patterns and themes, searching for various relationships between data that help the researchers to understand what they have, and then visually displaying the information and writing it up. Bogdan and Biklen (2007) also stated that ‘data analysis involves working with data, organising them, breaking them into manageable units, coding them, synthesizing them, and searching for patterns’. As the phenomenological research uses the analysis of significant statements, the generation of meaning units, and the development of an essence description, data was analysed through thematic and descriptive approaches. Three sources of data

were identified for this study namely interviews, FGDs and observation which were referred as primary sources of data Document analysis and literature review were as secondary data.

3.11.1 Descriptive analysis approach

Description is a detailed tendering of people, places or events in a setting in qualitative research. It is easiest to start the analysis after the initial reading and coding of the data. Describing and developing themes from the data consists of answering the major research questions and forming an in-depth understanding of the central phenomenon through description and thematic development (Creswell, 2008). Beginning with description, it explored what attempted to accomplish, used and how it appeared in this research study. Major research questions of this study have been analyzed in descriptive ways.

3.11.2 Thematic analysis approach

According to Howitt & Creamer (2010) thematic analysis is one of the most commonly used methods of qualitative analysis. In thematic analysis the task of the researcher is to identify a limited number of themes which adequately reflect their textual data. ‘Thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data. It minimally organises and describes data set in detail. However, it also often goes further than this, and interprets various aspects of the research topic’. (Braun & Clarke, 2006).

Qualitative data of this study was analyzed using a thematic approach. All the information, interviews and FGDs records were examined. Before formal analysis, the researcher translated all interviews from the voice recorder because they were in Bengali. The audio-taped interviews were transcribed precisely and realistically by the researcher with identifying information and omitting unnecessary

utterances. Transcription is the process of converting audiotape recordings or field notes into text data (Creswell, 2008). The researcher used some steps for formal data analysis. Firstly, researcher listened to the recorded interviews several times so that transcribing occurred in an accurate way. He also read and reread the transcript several times. The researcher tried to ensure accuracy of the texts by reading and verifying them beside the recordings. Secondly, the process of categorising the data was undertaken. Thirdly, the data was coded on the basis of the categories and identifying. Creating themes was the final step in the analysis of the data. Each interviewee and participant school was given a pseudonym.

3.12 Ethical consideration

According Belle (2007) Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. The researcher has to see the consent of those he or she going to interview, question, observe or take materials from. Moreover he or she has to reach agreements with them about the uses of data. Creswell (2012) opined that ethical issues in qualitative research are to examine in different phases of the research process. Ethical issues in qualitative research can be described as occurring prior to conducting the study, at the beginning of the study, during data collection, in data analysis, in reporting the data, and in publishing a study (Viva University, 2014). In the study, researcher had maintained the following ethical considerations-

- The aim of research is to bring benefits of society and education in particular.
- Researcher has tries to ensure personal and professional integrity.
- The research has been conducted with respect for gender and inclusive awareness.

- The methodology and findings of research are open for discussion
- Source of knowledge, data, concepts and methodology have been fully acknowledged.
- The researcher received prior permission to collect data from all Participants.
- Participation in research was voluntarily and gladly.
- All data have been kept with appropriate confidentiality and anonymity



CHAPTER FOUR

RESEARCH FINDINGS

RESEARCH FINDINGS

4.1 Introduction

This chapter presents the results and findings of the study of ‘Barriers to and prospects of implementing student-centred learning approach at secondary level schools in Bangladesh’. The data gathered from the interviews, focus group discussions and observations. Besides, different documents were analysed and considered under headings related to the research questions. The data has been grouped under six main headings such as ‘Mind sets of classroom teachers, trainee teachers, students, head teachers and teacher educators regarding student-centred Learning’, ‘Present scenarios of participating schools in implementing student-centred Learning’, ‘Reflection of student-centred learning in secondary books of NCTB-13’, ‘How far secondary schools are ready to implement SCL approach’ ‘Major obstacles to implement student-centred learning’ ‘Probable measures to overcome the barriers in implementing student-centred Learning’ and lastly, projected changes in our education if student-centred learning philosophy can established effectively. Each of the main headings has different sub-headings. The necessary discussions and implications of the findings have been discussed in chapter five and six respectively.

4.2 Mind sets of classroom teachers, trainee teachers, students, head teachers and teacher educators regarding student-centred Learning

This section has been designed under four sub-headings. ‘Mind sets of classroom teachers, ‘Mind sets of trainee teachers, ‘Mind sets of students, Mind sets of head teachers and Mind sets of teacher educators regarding student-centred Learning in secondary schools in Bangladesh.

4.2.1 Mind sets of teachers' regarding student-centred Learning

All six FGD groups of classroom teachers' in the study have understood a very clear conception about student-centred learning approaches, however they highlighted diverse characteristics. The understandings of six FGD groups' teachers of six different schools are below.

FGD of teachers' in Schools A: It is a student-centred participatory approach where students take part actively in learning process with teacher. Here students with different merit level work in group and pair with sharing their own views & ideas. Students also learn by doing themselves. We do believe that SCL approach is good, friendly and effective for students and teachers both. It is good for learners because they enjoy it very much, participate actively without nervousness. Backward and weak students can learn more with the help of their friends. On the other hand, teachers also enjoy this approach because they can determine the learning needs of learners apply different techniques and can ensure better learning.

FGD of teachers' in Schools B: Once there was teacher dominated classroom where mostly lectures were delivered by teacher. It is a participatory approach where students take part actively in learning process with teacher. There are wide scopes to discover hidden potentialities of students. Here students with different merit level work in group and pair with sharing their own views & ideas. Students also learn by doing themselves. It is very friendly and comfortable to teachers because they get relieve from one way and tiresome lecture. If we can make them active and lively in the learning process it really becomes a fruitful classroom. It is also good for learners because they enjoy it very much, participate actively without nervousness. Backward and weak students can learn more with the help of their friends.

FGD of teachers' in Schools C: Teacher will conduct the classes with active participation of students where they involve in pair work, group work, and individual work. It is good for learners because they involve directly and actively in the class activities. On the other hand, creativity of teachers increases by this approach. Besides this, boredom & monotony of one way class activities disappear and friendship between teachers and students increase.

FGD of teachers' in Schools D: SCL means group work, group presentation, pair work, individual work and assignment. SCL is good and effective. Students can learn through sharing their ideas. Students' creativity and potential identified. Weak students get benefit much. Mixed ability student groups learn through sharing. Students take responsibility of their learning. Teachers' workload minimized through this approach.

FGD of teachers' in Schools E: Teachers conduct the class with the help and engagement of students. Students will do their in group and pair. Teachers will help if needed. It is good for learners because strengths and weaknesses of students can identified through different activities which was not possible in lecture methods. On the other hand, this approach better for teachers because they can discovers the need of learners applying different techniques and can ensure better learning.

FGD of teachers' in Schools F: SCL means such an approach participation students is more and where teachers welcome learners to be active more in teaching-learning process. It is good for learners because it increases higher order thinking capacity and creativity of learners. It boosts up confidence, self dependence and leadership qualities of learners. It also lessens introversion of learners. On the other hand, this approach better for teachers because they can discovers the need of learners applying different techniques and can ensure better

learning. This approach also brings benefits for both high and low achieving students. Bright and advanced students by helping weaker students may be more confident and can strengthen their knowledge and skill.

4.2.2 Mind sets of trainee teachers' regarding student-centred Learning

SCL means such teaching-learning process where students and teachers collectively participate in different activities like pair work, group work. In this process there is no scope to deliver one way lecture by teachers. Teachers play their role as facilitators. We do believe that SCL approach is good for students and teachers both. It is good for learners because it increases the abilities of learners more effectively. It increases the attention of learners. It ensures sustainable learning. On the other hand, SCL approach increases teacher's competencies and help him to identify weak and bright students.

4.2.3 Mind sets of students' regarding student-centred Learning

Six students' FGD groups in the study expressed a very comprehensible understanding about the concepts of student-centred learning approaches; however they acknowledged different quality of SCL. The understandings of six FGD of student' groups of six different schools are below.

FGD of students in Schools A: SCL is where students actively participate and help each other with teachers in teaching-learning method. It may be group work, pair work and questioning. SCL helps us to avoid memorizing and explore our creativities. Here weak students can get more help from bright friends in this process. Again both our bright and weak students get scope to discover their potentials.

FGD of students in Schools B: SCL approaches mean group work, practical work, individual work, pair work and group assignment. If teacher alone works or

lectures himself, many students cannot give attention properly. On the other hand, if students work in a group they can share their ideas and opinions. As a result learning becomes effective.

FGD of students in Schools C: Where students actively participate with teachers in teaching-learning method is called student-centred learning method. It may be group work, pair work and questioning. These methods help us to learn effectively in many ways. Low level students can take help from bright students. On the other hand, bright and high level students get opportunity to show their creativity through different techniques of SCL.

FGD of students in Schools D: SCL is where students actively participate with teachers in teaching-learning method. These are group work, pair work and question-answer technique. It creates friendly environment. SCL or participatory methods and techniques are helpful for high and low level students. Low level students can take help from bright students. On the other hand, bright and high level students get opportunity to show their creativity through different techniques of SCL.

FGD of students in Schools E: Students actively participate and help each other with teachers in student-centred teaching-learning method. Group work, pair work and questioning are the different approaches of SCL. These methods help to explore learners' creativity and competency for both high and low level students.

FGD of students in Schools F: SCL means where students actively participate and help each other in group work, pair works. We can learn in our own ways. It increases our skills and creativities. These methods help to explore learners' creativity and competency.

4.2.4 Mind sets of head teachers' regarding student-centred Learning

Six head teachers of participating schools expressed their understanding on student-centred learning in this following ways.

Head teacher of Schools A: Student centred learning means where students are active, they are engage, they are involve with teachers in teaching-learning activities without fear and shyness and where learners are motivated, joyful and courageous to response to and ask questions. Group work, pair work and assignment are some SCL activities in our school. These types of approach built confidence, accountability and strong relationship between teacher-student and student-student. At the same time gap, fear and shyness between teachers and students minimize by proper practice of student-centred participatory approach.

Head teacher of Schools B: Student centred learning means where students have great scopes to share their ideas, views with teachers and other friends. In SCL approach they are active, they are engage, they are involve with teachers in teaching-learning activities without fear and shyness and where learners are motivated, joyful and courageous to response to and ask questions. Group work, pair work and assignment are some SCL activities in our perspectives. Gap, fear and shyness between teachers and students minimize by proper practice of student-centred participatory approach.

Head teacher of Schools C: Once teaching-learning activities were totally one way and it was teacher-centred. But today there has been changed. It is called student-centred teaching-learning, where learner can take active part in all activities. Students will learn something by doing themselves. As they students learn collectively and actively they feel happy to learn. They can share their own ideas which make them confident. On the other hand, teachers also feel satisfaction as he or she find the learners with enthusiasm and actively. Learning becomes sustainable through this process. There are little scope of uninteresting.

Head teacher of Schools D: Student centred learning means where students get scope to talk more, actively involved in teaching-learning activities without fear and shyness and where learners are motivated, joyful and courageous to response to and ask questions. Group works, pair work, invite them to write or work on board, allow them to ask and reply independently and assignments are some SCL activities in our situation. These types of approach built self awareness, self-confidence, accountability and strong relationship between teacher-students and students-students. At the same time gap, fear and shyness between teachers and students minimize by proper practice of student-centred participatory approach. On the other hand, teachers have scope to talk less and engage more the learners in different activities. They can use the time more effectively.

Head teacher of Schools E: Student centred learning means where students are active, they are engaged, they are involve with teachers in teaching-learning activities without fear and shyness and where learners are motivated, joyful and courageous to response to and ask questions. Group work, pair work and assignment are some SCL activities in our classrooms. These types of approach built confidence, accountability and strong relationship between teacher-student and student-student. At the same time, misunderstanding, fears and nervousness's between teachers and students minimize by proper practice of student-centred participatory approach.

Head teacher of Schools F: Student centred learning means where students get scope to talk more, actively involved in teaching-learning activities without fear and shyness and where learners are motivated, joyful and courageous to response to and ask questions. Group works, pair work, invite them to write or work on board, allow them to ask and reply independently and assignments are some SCL activities in our situation. These types of approach built self awareness, self-confidence and responsibility between teacher-students and students-students.

4.2.5 Mind sets of teacher educators' regarding student-centred Learning

Ten experienced and trained teacher educators who were directly involved in pre-service, in-service and CPD trainings of class room teachers and head teachers of secondary schools were seen the sight on SCLA in the following ways. Their actual names were hided. They were recognised by pseudonym.

Teacher Educator Akash: Student-centred learning means the reliance on active rather than passive learning of the students. The learners have full responsibility for their learning in SCL. The learners' involvement and participation are very necessary for learning. The teachers become facilitators and resource persons. The teachers will be the guide on side of Students. Moreover, SCL ensures deep learning and understanding regarding learners' experience. The effective SCL techniques of our classroom are group work, group presentation, mind mapping.

Teacher Educator Biddut: Student centred learning means where they will learn by their activities not listening teachers 'lectures only. In SCL approach students can learn by himself, by his peers, by observing others. As, we have large class, group work may not be effective, so we can apply pair work, peer work, individual work.

Teacher Educator Dawan: SCL is an approach where students are active and learn by themselves. By this approach students become capable and they enjoy learning from his/her friends.

Teacher Educator Fakhrul: Student centred learning means where students will learn by the help of the teachers and actively participate, shares their views and ideas spontaneously. Teachers are very welcoming to students' responses and if needed he will help them to come in a conclusion. Group work, pair work, peer work, individual work and assignment are some SCL activities. Really this approach is very much helpful and effective for both teachers and students. In our

student life, we found our teachers were very tired for excessive talks and lectures and learners were nothing to do but hear the lectures in pressure. But in student-centred approach teachers have a rest to conduct the class in a better and innovative without pressure.

Teacher Educator Gitta: Student-centred learning means where role of students are vital, their participation is more and active and where teachers facilitate them to learn. Different techniques are discussion (pair, group), question-answer, debate, role play, interview, brain storming and concept mapping.

Teacher Educator Kawser: Student-centered learning is a process that students can perform to the class. Students can easily ask the question and students learn by doing different activities like group work, pair work, individual work etc. Group work, pair work, individual work, mind mapping, expert jigsaw, post box etc are some techniques of SCL.

Teacher Educator Ali: Student centred teaching means involving the students in different activities where students work in group/pair/role play/ demonstrations etc. Here teacher plays the role of facilitator, where students' creativity is given priority. It encourages more engagement. But teacher should be active and create opportunity for students to work, otherwise it will not bring positive results.

Teacher Educator Ray: In SCL situation, SS take active part in learning. They construct, reconstruct and create knowledge through different activities like pair work, group work, debate group discussion etc. instead of being passive listener in the classroom. As an English teacher educator, I find pair works more usable than other techniques. Although in case of other subjects panel discussion and presentation of group work etc could be useful. Students can learn from their peers, they can ask questions to teachers. Everyone is involved in constructing knowledge. Teachers' also have scopes to teach in different and innovative ways.

Teacher Educator Riaz: Student centred learning means where students will learn in group or pair. They will participate actively and spontaneously. Teacher will be facilitator in the class. Group work, pair work, peer work, question-answer method, individual work, role play and assignment are some SCL activities. In participatory or student-centred approach learners get wide scope to share their ideas, thoughts with all. They feel free to talk. At the same time, teachers also get scope to measure and evaluate all students by different activities. As a result learning becomes effective.

Teacher Educator Solaiman: Those activities which directly involved students are called student-centred learning. There are many student-centred techniques. But in our perspective, brain storming, pair work, group work, mind mapping, peer teaching are helpful to engage students. There are many weak and shy students in our class who don't feel free to ask any question to his teachers, but he or she can easily share to his or her friends or peers. On the other hand, this approach helps teachers to ensure sustainable learning if they successfully engage students in different activities.

4.3 Present scenarios of participating secondary schools in implementing student-centred Learning

Out of six secondary schools selected for this study, two were government, rests four were non-government secondary schools. Among them two were girls, one was boys and rests three were co-education schools. Again three were rural and three were urban schools. For the presentation of findings this section has been designed under six sub-headings. 'Present scenarios of school A in implementing student-centred Learning', 'Present scenarios of school A in implementing student-centred Learning', 'Present scenarios of school B in implementing student-centred Learning', 'Present scenarios of school C in implementing

student-centred Learning’, ‘Present scenarios of school D in implementing student-centred Learning’, ‘Present scenarios of school E in implementing student-centred Learning’, ‘Present scenarios of school F in implementing student-centred Learning’.

4.3.1 Present scenarios of school A in implementing student-centred Learning

School A is government school which is situated in Dhaka metropolitan city. It has two shifts where total numbers of teachers are 51 and students are 2251. There was a common question to head teacher, teachers and students. ‘Do you practice SCL approach in your classroom? In response to that question students in their FGD told that they did exercises group work, pair work, group presentation, question-answer method, assignment, and poster demonstration. Students of this school believed that their teachers are happy, positive and motivated to practice SCL techniques in the classroom.

Teachers in their FGD told that they applied SCL techniques like group work, pair work and questioning techniques in their classrooms. Class room teachers also belief that HT is positive to SCL and they often advise them in this context. In the interview head teacher opined that students and teachers are fully motivated to SCL. They enjoy competition in group and pair work. They are habituated to make group and pair. For their long time practice, they can answer any question after consultation among their group.

4.3.2 Present scenarios of school B in implementing student-centred Learning

School B is also government school which is situated in Dhaka metropolitan city. It has two shifts where total numbers of teachers are 54 and students are 2418. In response to the above question, students in their FGD told that they practice group work, pair work, group presentation, question-answer method, assignment and

black board works in their classrooms though their classrooms are not are not fully friendly to implement SCL techniques. They need flexible furniture in their class room. They also feel that their teachers are happy, positive and motivated to practice SCL techniques in the classroom. Teachers in their FGD told that they used group works, pair works and questioning techniques. However they cannot apply all times because of huge students in a class. For example they have 88 students in a class. So they cannot make the classes participatory effectively. In respect of HT's role they belief that she positively advises and inspires them to make our class student-centred. In the interview head teacher opined that she and her teachers-students are mentally prepared to practice different techniques of SCL approach properly. She used to give them all out support within capacity. But problems are related to excessive class of every teacher. They have to conduct every class of routine (6 out 6). So they cannot make every class effectively student-centred mode for lack of preparation.

4.3.3 Present scenarios of school C in implementing student-centred Learning

School C is a non-government school which is situated in upazilla sadar of Dhaka division. It is a single shift school, where total numbers of teachers are 12 and students 376. All teachers are trained except one. In response to the above question, students in their FGD told that they practice group work, pair work, group presentation, question-answer method, assignment and black board works in their classrooms. They also believe that their teachers are happy, positive and motivated to practice SCL techniques in the classroom. They are confident that their classrooms are almost friendly to implement SCL techniques. They have U shaped sitting arrangement. As a result there is no first bench-2nd bench concept. Lighting is sufficient. Teachers in their FGD told that they applied group works, pair works and questioning techniques from their level best. They also feel that HT teacher is cooperative to practice SCL techniques in the classroom. In the

interview head teacher opined that she and her teachers-students are freely, confidently and sincerely followed and practiced SCL approaches in the classrooms. She further told that in her school all teachers can communicate easily to every student; they can talk to every student. Here sitting arrangement is flexible to move, number of students per class is moderate (50/55) and teachers get all out supports from her. Both teachers and learners enjoy group presentation.

4.3.4 Present scenarios of school D in implementing student-centred Learning

School **D** is a non-government school which is situated in a village of Dhaka division. It is a single shift co-education school, where total numbers of teachers are 14 and students 750. Total numbers of male students are 368 and female students are 382. Out of 14 teachers 10 are trained. In response to the above question, students in their FGD told that they practice group work, pair work, group presentation, question-answer method, assignment and black board works in their classrooms with the help of their teachers sometimes. They also argue that their teachers are positive to practice SCL techniques in the classroom. Teachers in their FGD told that they applied group works, pair works and questioning techniques now and then. They cannot practice those approaches regularly because of huge students in every class. In context of HT' role they opined 'HT is not fully aware of participatory approach'. In the interview head teacher opined that they have some limitations. Though, they try to motivate teachers to implement different techniques of SCL approach.

4.3.5 Present scenarios of school E in implementing student-centred Learning

School **E** is a non-government school which is situated in zilla sadar of Dhaka division. It is a double shift co-education school, where total numbers of teachers are 69 and students 3401. Out of 69 teachers 45 are trained. Total numbers of male students are 1663 and female students are 1734. In response to the above question, students in their FGD told that they practice group work, pair work, group

presentation, question-answer method, assignment and black board works in their classrooms but not often. They think that their teachers are happy by practicing SCL techniques in the classroom. At the same time, they claim that their classrooms are not fully friendly to implement SCL techniques. They need square size large tables for group works in future. Teachers in their FGD told that they applied group works, pair works and questioning techniques irregularly. They cannot practice those approaches regularly because of huge students in every class. In the interview head teacher opined that his school is not fully prepared to practice different techniques of SCL approach properly. Main problem is lack of sufficient subject-based teachers. It is not easy to make every teacher efficient in every subject. A business or arts teacher cannot be an expert in science and vice versa. So, they cannot maintain all classes in participatory mode. Though, their HT/principal is positive toward participatory approach of teaching-learning.

4.3.6 Present scenarios of school F in implementing student-centred Learning

School **F** is a non-government school which is situated in Dhaka metropolitan city. It is a double shift co-education school, where total numbers of teachers are 75 and students 2650. Out of 75 teachers 41 are trained. Total numbers of male students are 1230 and female students are 1420. In response to the above question, students in their FGD told that they practice group work, pair work, quiz competition, home work, group presentation, question-answer method, and assignment but infrequently. But their teachers are eager to practice SCL techniques in the classroom. They opine that Classrooms are not fully friendly to implement SCL techniques. They feel the need of square size large tables for group works. Teachers in their FGD told that they applied group works, pair works and questioning techniques irregularly. They think that HT is not so positive to SCL approach. In the interview head teacher opined that his school is not fully prepared to practice different techniques of SCL approach properly. Teachers are motivated but they are tired by taking excessive classes.

4.3.7 How far secondary schools of Bangladesh are ready for implementing SCL approach

This question was exclusively for teacher educators who were directly involved in disseminating curriculum and providing in-serving, pre-serving and refresher training of classroom teachers and head teachers. Additionally they are engaged in class monitoring and mentoring of classroom teachers and head teachers in field level. In response to the question teacher educators from their different field level experiences and observations shared their views in interviews.

Teacher Educator Akash: I think our secondary schools are partially ready to implement SCL. The teachers are trained up. They know the benefits of SCL. In most of the schools they have changed their setting arrangements that are U-shaped. Those who are motivated they are practicing different SCL techniques. But, there are de-motivated teachers also. So, I will say SCL are partially implemented. I have found many classroom teachers in implementing SCL while visiting schools and classrooms. Still there are some teachers who are not fully motivated. In some cases there are some dead teachers (0% motivated) who are always against something new. They are fond of traditional methods and mostly lectures. But I am very much hopeful that the existing classrooms along with the teachers are very much friendly to SCL. In case of learners, my opinion is that they are 100% motivated to implement SCL. They can express themselves fully in SCL. They have the opportunities to do something personally as well as in group. From head teachers' perspective I think 65% HTs are positive, 25% are negative and rest 10% is indifferent toward SCL.

Teacher Educator Biddut: In general our schools are not fully ready. Most of the classrooms are not friendly to practice these approaches. Theoretically teachers are motivated but practically they are not fully motivated and ready. On the other hand, students are motivated. If students can get proper motivation they welcome

it enthusiastically. Class room environment specially sitting arrangement is not helpful. Where there are 7/8 students seat in a bench how can it is possible to apply? Most of head teachers are not fully committed, motivated toward SCL or participatory approach.

Teacher Educator Dawan: Some schools are ready, but maximum schools yet need preparation. Teachers are not motivated as they are facing problems like excessive classes. Existing classroom environment is not friendly to implement SCL. Infrastructure and materials are not friendly and insufficient. While visiting schools I found classroom teachers motivated toward implementing SCL. Some of HT and Principal are committed to implement SCL.

Teacher Educator Fakhrul: Theoretically they are motivated but practically they are not fully motivated and ready. When we visited the schools without prior notice or surprise visit we found them conducting classes in traditional way. On the other hand, students are motivated. If students can get proper motivation they welcome it enthusiastically. Class room environment specially sitting arrangement is not helpful. Where 7/8 students seat in a bench it becomes difficult to apply. HTs and principals are not fully committed, motivated toward SCL or participatory approach. But, who are committed they are doing well.

Teacher Educator Gitta: To a large extent school are ready. But steps should be taken to motivate head teacher and classroom teachers. Classroom teachers are partially motivated. From school visit experiences what I found was not satisfactory. Existing classrooms environments are not fully prepared. In most cases there are huge students in small class. Beside this, there are problem in getting teaching aids and its using scope. In most of the cases, HTs and Principals are committed. Those HT, who have changed their attitudes and are motivated they are committed to implement SCL.

Teacher Educator Kawser: I think schools are ready but most important are teachers' roles. So, effective implementation of SCL mostly depends on teachers' readiness and attitudes. If they positively believe to implement they can apply some techniques in spite of some infrastructural problems. I think a great number of classroom teachers still holding the old philosophy of teaching-learning. They are not ready to bring changes spontaneously. But there are some differences in rural and urban schools. Some schools in urban areas found to practice SCL approach where rural schools are rare. It is not true to say that classrooms are ready. But committed teachers can do it. In simple word they are not positive and helpful to implement SCL approach. We found them negative in new and positive changes. They usually do not welcome new changes. They sometimes connect in internal politics. On the other hand positive and dynamic school leaders have to fight against SMCs and guardians. Students are very keen, motivated to learn, to do, to explore the latent potentials by exercising SCL or participatory approach. They want to take decision and expect compliment from friends and teachers. They enjoy working in different participatory techniques.

Teacher Educator Ali: There are lots of limitations in our schools. For effective SCL lot of support is needed. Most schools have resource constraints. Teachers are not yet motivated. They need more training. Overall teachers should develop mentality to come out from the traditional teaching. From my experience I noticed that in some cases few teachers are motivated and they try to engage the students in SCL. On the other hand many teachers are still traditional and follow the traditional system of teaching. To bring a positive change school authority especially HT should have developed a strong attitude towards change and motive the other teachers. Classroom environment varies from urban to rural. In urban schools especially good schools have better physical environment but huge number of students in each class which play as the main obstacles for effective SCL. In rural schools there are problems in physical facility and number of

students is also high and teachers are not well prepared and motivated to follow SCL in the classroom. From my own experience I think the HTs /Principals who have got training and have changing attitude think it as positive. Student' motivation actually depends on the proper application of SCL. It varies from teacher to teacher. If the teacher is able to engage the students effectively in the class students find this interesting and they are motivated to complete the given activities. And if the teacher is not well prepared and fail to engage them giving suitable activities students find it difficult and may not be motivated to complete.

Teacher Educator Ray: No, schools are not ready. Large classes with fixed furniture are not suitable for student-centred participatory approach. Students cannot easily move and classroom setting be easily changed as per the demand of students' activities. Besides, most teachers' epistemological standpoint does not support SCL. Most of the teacher' believes that knowledge should be given to students. Most of classroom teachers are not motivated. Some of them were found to use SCL approach at a minimum level. Young teachers are more motivated and they try to make their teaching participatory. Existing classroom environment is not friendly to implement SCL. Because- furniture is not supportive; teachers' attitudes not supportive; class size does not supportive; required resources are not available always. Students are more or less motivated. They enjoy a SCL situation as they enjoy more freedom here than teacher dominated teacher-learning situation. Students are very positive to SCL. HTs/principals are not well aware of SCL. As a result they are indifferent and sometimes negative too.

Teacher Educator Riaz: In general our school environment is not fully ready. Most of the classrooms are not friendly to practice these approaches. For huge students in a class they cannot move freely. As a result, it is not possible to conduct pair or group work effectively. It is very true when our teachers take training they show their full enthusiasm and motivation towards targets and aims of the training. But when we go in the field we observe that apply only 20% of

their training. Again in time of school visits we find two kinds of scenario. If we visit suddenly we find them in traditional mode. Conversely, if the visit is prearranged then they partly apply different SCL techniques. So I can say they are not fully motivated. Though there are many teachers who are practicing SCL approach because they are self-motivated. But our students are 100% motivated toward SCL. The new generation always welcome new something. We know that as the headmaster so the school. If HT or principal want to implement SCL approach it becomes easy to teacher and students. They feel interest. But our observations show that HTs are more fascinated in administrative and financial works rather than academic. Only 5 to 10 % HTs are committed to implement SCL or participatory approach.

Teacher Educator Solaiman: Schools are not fully prepared in implementing SCL. But if we work hard and soul we can implement gradually. My experiences say that by and large the teachers are motivated. But due to some problems they can not apply positively. I think all kinds of students like SCL approach. They enjoy working in groups, rather listening one way lecture from teachers. Most of the HTs are not motivated in implementing SCL. Very few of them are positive.

4.4 Reflection of student-centred learning in new secondary curriculum 12 and present secondary books of NCTB-13

In literature review it had been found that new curriculum of 2012 done by National Curriculum Textbook Board and newly published book of 2013 have commenced student-centred learning approaches. In that regard, researcher asked questions to students and teachers in their FGDs. The question was that ‘How far the new curriculum 12 and secondary books of NCTB-13 are friendly to student-centred learning’? As head teachers are not directly involved classroom teaching they were not asked this question. In response to the question students and teachers of six participating schools were as below.

School A

According to FGD of teachers ‘Secondary books of 2013 for different subjects have different worksheets, activity sheets, though there are some limitations. Besides, present assessment techniques comprise creative questions and continuous assessments are friendly to student-centred learning. Moreover, 45/50 minutes duration class is helpful to practice student-centred techniques.

According to FGD of students ‘our news books of different subjects include different types of activities which motivate us to work in group, pair and individually. Moreover, 50 minutes duration class is helpful to practice student-centred techniques.

School B

According to FGD of teachers ‘Secondary books of 2013 for different subjects have different worksheets, activity sheets. Assessment techniques comprise creative questions and continuous assessments are welcoming to student-centred learning. Moreover, 45/50 minutes duration class is helpful to practice student-centred techniques.

According to FGD of students ‘some of our news books of different subjects include different types of activities which motivate us to work in group, pair and individually. But, there are some lessons in Chemistry which need laboratory classes. Moreover, 50 minutes duration class is helpful to practice student-centred techniques.

School C

According to FGD of teachers ‘Secondary books of 2013 for different subjects have different worksheets, activity sheets of SCL friendly’. As well, present

assessment techniques comprise creative questions and continuous assessments are friendly to student-centred learning. Moreover, implementations of different components of continuous assessment are impossible without active engagement of learners. Moreover, 45/50 minutes duration class is helpful to practice student-centred techniques.

According to FGD of students ‘our news books of different subjects include different types of activities which motivate us to work in group, pair and individually. Moreover, 50 minutes duration class is helpful to practice student-centred techniques.

School D

According to FGD of teachers ‘Secondary books of 2013 for different subjects have different worksheets, activity sheets. If we regularly practice these activities by the students then SCL approach will be habituated day by day. At the same time the new books have lack of sufficient and necessary information. Moreover, assessment techniques comprise creative questions and continuous assessments are friendly to student-centred learning.’ Moreover, 45/50 minutes duration class is helpful to practice student-centred techniques.

According to FGD of students ‘our news books of different subjects include different types of activities which motivate us to work in group, pair and individually also. Moreover, 50 minutes duration class is helpful to practice student-centred techniques.

School E

According to FGD of teachers Secondary books of 2013 for different subjects have different worksheets, activity sheets. If we regularly practice these activities by the students then SCL approach will be habituated day by day. Creative

questions and continuous assessments are also friendly to student-centred learning. Moreover, 45/50 minutes duration class is helpful to practice student-centred techniques.

According to FGD of students ‘our news books of different subjects include different types of activities which encourage us to work in group, pair and individually. . Moreover, 50 minutes duration class is helpful to practice student-centred techniques.

School F

According to FGD of teachers ‘Secondary books of 2013 for different subjects have different worksheets, activity sheets which support and induce SCL. If we regularly put into practice these activities by the students, they will be habituated to SCL approach gradually. Present assessment techniques comprise creative questions and continuous assessments are friendly to student-centred learning. Moreover, 45/50 minutes duration class is helpful to practice student-centred techniques.

According to FGD of students ‘our news books of different subjects include different types of activities in different chapters and exercise which stimulate us to work in group, pair and individually. Moreover, 50 minutes duration class is helpful to practice student-centred techniques.

4.4.1 Reflection of B.ed trainee teachers of TTC, Dhaka

Secondary books of 2013 for different subjects have different worksheets, activity sheets. If we regularly practice these activities by the students then SCL approach will be habituated day by day but students should be 30/40 in a class. 50 minutes duration class is helpful to practice student-centred techniques. If we get 50 minutes we can do our works properly in a moderate class size. Assessment techniques prescribe by new curriculum which comprises creative questions and continuous assessments are also friendly to student-centred learning.

4.4.2 Reflection of teacher educators

Teacher educators are directly involved in disseminating curriculum and providing in-serving, pre-serving and refresher training of classroom teachers and head teachers. Additionally they are engaged in field level class monitoring. So they were asked about the reflection of student-centred learning in new secondary curriculum 12 and present secondary books of NCTB-13. Their opinions are below-

Teacher Educator Akash: I think 50 minutes class is well enough to implement SCL. I am 100% hopeful about present assessment techniques that are creative questions and formative assessment. These are very much friendly to SCL.

Teacher Educator Biddut: 50 minutes class is helpful to practice SCL in comparison to previous routine of 35/40 minute class. In comparison to previous techniques present assessment techniques of creative questions and continuous assessment are more effective and friendly to SCL.

Teacher Educator Dawan: Sample worksheets are given and have creative thinking opportunities in new books 13 of NCTB. Yes, teachers can engage students within this duration of 50 minutes. Besides, higher order thinking skills can measure easily by creative questions and continuous assessment techniques.

Teacher Educator Fakhrul: I think 50 minutes is helpful in comparison to previous routine. Before, it was for 30/35 minutes. We should keep in mind that time is factor to make a class really participatory with the engagement of learners. If possible, time should increase for per class. In comparison to previous techniques present assessment technique is more effective and friendly. But it not our expectation that creative question must be creative in real sense.

Teacher Educator Gitta: I think it is helpful. Because, teachers get enough time to conduct the class with good planning and preparation. I think present assessment techniques (creative questions, formative assessment) are friendly to Student-centred Learning. These techniques are student-centred. When a class will be participatory and all students will get chance to practice these techniques the ultimate goal of education will be achieved.

Teacher Educator Kawser: 50 minutes class is certainly helpful for implementing SC participatory approach. For that purpose new NCTB has adapted 50 minutes class in new curriculum. But unfortunately, many schools are not implementing 50 minutes class routine. It may be for lack of proper curriculum dissemination. However for implementing SCL minimum 50 classes is very essential. I believe that to implement all components of continuous assessment there are no way to practice SCL approach.

Teacher Educator Ali: Yes, for more activity in the class 50 or more time is needed as teachers have lot of things to be done in the class like giving feedback, checking students group/pair work, and give enough time to students to complete their works. Yes, I think the present techniques are effective for students' development. As students have to thoroughly read the book and there is limited opportunity to write the answer from their memory, this develops the creativity of the students. However, teachers need extra work for better application of these techniques.

Teacher Educator Ray: 50 minutes duration is helpful to implement SCL but actually more time is requires. In TTCs, the Teaching subject (TS) classes are for 90 minutes and we can teach those classes in participatory mode. Each period in schools should be one hour if there are SCL activities. Group work, group presentation followed by discussion and feedback, debate and panel discussion on a topic requires more time. Present assessment techniques are more effective and friendly to SCL in comparison to previous one.

Teacher Educator Riaz: I think 50 minutes class is helpful to implement SCL approach in Bangladesh's perspective. As we have huge students we have to depend on double shift schools. So I think 50 minutes is enough to put into practice the SCL techniques. Again In comparison to previous present assessment techniques are more effective and friendly to SCL. But we expect that creative question must be creative in real sense where there will include more participatory techniques.

Teacher Educator Solaiman: I think 50 minutes time is not enough. Class duration should be increased. Present assessment techniques are very helpful and friendly to SCL. Continuous or formative assessment can fruitfully implement by applying different techniques of SCL approach.

4.5 Major obstacles to implement student-centred learning

This theme has been developed from one of the major research question. The question was asked to classroom teachers, students, and head teachers of participating schools. B.Ed trainee teachers and teacher educators were also asked for this question. Besides, researcher observed classes in every school and took observation notes regarding SCL. In response to the question all concerns gave their opinion in the following ways.

4.5.1 Responses from School A

FGD of class room teachers of school A recognized the following reasons as obstacles in implementing SCL approach in their school.

- Excess students in the class
- Class duration is not enough
- Class load of every teacher
- No time for before class preparation

- Lack of subject-based teachers.
- Teachers have to conduct classes other than own subject
- Burden of stop-gap class.

4.5.2 Responses from School B

FGD of class room teachers of school B identified the following reasons as obstacles in implementing SCL approach in our secondary schools.

- Excess students in the class
- Shortage of time for every class
- Class load of every teacher
- Nonstop class.
- No time for before class preparation
- Lack of subject-based teachers.
- Teachers have to conduct classes other than own subject
- Burden of stop-gap class.

4.5.3 Responses from School C

FGD of class room teachers of school C identified the following reasons as obstacles in implementing SCL approach in our secondary schools.

- Excess students in the class
- Class duration is not enough
- Class load of every teacher
- No time for before class preparation
- Lack of subject-based teachers.
- Teachers have to conduct classes other than own subject

4.5.4 Responses from School D

FGD of class room teachers of school D identified the following reasons as obstacles in implementing SCL approach in our secondary schools.

- Large class size.
- Class duration is not enough
- Class load of every teacher
- No time for before class preparation
- Lack of subject-based teachers.
- Teachers have to conduct classes other than own subject

4.5.5 Responses from School E

FGD of class room teachers of school E identified the following reasons as obstacles in implementing SCL approach in our secondary schools.

- Excess students in the class
- Class duration is not enough
- Class load of every teacher
- No time for before class preparation
- Lack of subject-based teachers.
- Teachers have to conduct classes other than own subject

4.5.6 Responses from School F

FGD of class room teachers of school F identified the following reasons as obstacles in implementing SCL approach in our secondary schools.

- Excess students in the class
- Class duration is not enough

- Class load of every teacher
- No time for before class preparation
- Lack of subject-based teachers.
- Teachers have to conduct classes other than own subject

4.5.6 Responses from B.ed trainee teachers of TTC, Dhaka

FGD of trainee teachers of TTC, Dhaka identified the following reasons as obstacles in implementing SCL approach in our secondary schools.

- Excess students in the class. We have many classes where minimum students are 60 and maximum 100.
- Class load of every teacher. We have to take 6 to 7 classes out of 8 every day. It is difficult to make every class student-centred without preparation.
- Lack of flexible furniture class cannot rearrange according to need of techniques.
- No time for before class preparation
- Lack of subject-based teachers.
- Teachers have to conduct classes other than own subject.
- Teachers feel exhaustion conducting non-stop classes.
- Class management becomes difficult because of huge students.

4.5.7 Responses from Teacher educators

Teacher educators are directly involved in field level class monitoring and mentoring of the classroom teachers and head teachers. So they are close observer of actual classroom situation. In response to the question ‘what are major obstacles in implementing SCL approach in our secondary schools’ they opined as follows.

Teacher Educator Akash:

- Negative attitude of head teacher
- Lack of flexible furniture
- Large class size.

Teacher Educator Biddut:

- Large class size.
- Negative attitude of head teacher
- Lack of flexible furniture

Teacher Educator Dawan:

- Large class size
- Teachers are not trained.
- Lack of administrative support

Teacher Educator Fakhrul:

- Teachers' negative attitudes and mindset.
- Learners are advanced than teacher in ICT.
- Fixed sitting arrangement and infrastructure
- Existing quality and competency of the teachers.

Teacher Educator Gitta:

- Negative attitudes and mindset of Teachers.
- Fixed sitting arrangement and infrastructure
- De-motivational attitudes of head teachers

Teacher Educator Kawser:

- Lack of commitment of teachers and head teachers.
- Large class size
- Excessive classes of teachers
- Lack of subject-based teachers

Teacher Educator Ali:

- Lack of monitoring and mentoring of teachers
- Large class size
- Excessive classes of teachers

Teacher Educator Ray:

- Furniture is not supportive.
- Teachers' attitudes not supportive.
- Class size does not supportive.
- Required resources are not available always.

Teacher Educator Riaz:

- Negative mindset and attitudes of teachers'.
- Existing sitting arrangement and infrastructure.
- Existing quality and competency of the teachers.

Teacher Educator Solaiman:

- Infrastructural problem of class
- large class size
- Most of the HTs are de-motivated

4.6 Probable measures to overcome the barriers in implementing student-centred Learning

This heading has been consequent from one of key research question. This question was asked to classroom teachers, head teachers, trainee teachers and teacher educators. In response to the question respondents gave their opinions in the following manners.

4.6.1 Responses from School A

FGD of class room teachers of school A suggested the following as possible measures in implementing SCL approach in their schools.

- Class-wise number of students should be reduced. It should be not more than 40.
- Number of classes per teacher should be decreased. It should be maximum 4 out of 6.
- Teachers should be appointed or recruited in the basis of subjects.
- It should be ensured that teachers conduct classes where they have academic and pedagogical background.
- It is needed white boards, markers, multimedia facilities and necessary teaching aids to the make the classes participatory more effectively.
- Arrangement should be ensured for practical work, science and business fair.

4.6.2 Responses from School B

FGD of class room teachers of school B suggested the following as possible measures in implementing SCL approach for their schools.

- Class-wise number of students should be reduced. It should be not more than 40.
- Teachers should be appointed in the basis of subjects.
- It should be ensured that teachers will conduct classes where they have academic and pedagogical background.
- Teachers should be allowed to take maximum 3 classes out of 6.
- White boards, markers, multimedia facilities and necessary teaching aids to be ensured to the make the classes effectively participatory.

4.6.3 Responses from School C

FGD of class room teachers of school C suggested the following as possible measures in implementing SCL approach for their schools.

- Class-wise number of students should be reduced. It should be not more than 40.
- Necessary teaching aids should be ensured.
- Number of class per teacher should be decreased. It should be maximum 4 out of 6.
- Teachers should be appointed or recruited in the basis of subjects.
- It should be ensured that teachers conduct classes where they have academic and pedagogical background.
- Poster paper, markers and necessary teaching aids to be ensured to the make the classes participatory.

4.6.4 Responses from School D

FGD of class room teachers of school C suggested the following as possible measures in implementing SCL approach for their schools.

- Class-wise number of students should be reduced. It should be not more than 40/50.
- Number of class per teacher should be decreased. It should be maximum 4 out of 6.
- Teachers should be appointed or recruited in the basis of subjects.
- Arts and craft teachers should be recruited immediately.
- Teachers should allow conducting classes where they have academic and pedagogical background.

4.6.5 Responses from School E

FGD of class room teachers of school C suggested the following as possible measures in implementing SCL approach for their schools.

- Class-wise number of students should be reduced. It should be not more than 40.
- Number of class per teacher should be decreased. It should be maximum 4 out of 6.
- Teachers should be appointed or recruited in the basis of subjects.
- Teachers should allow conducting those classes where they have academic and pedagogical background.

4.6.6 Responses from School F

FGD of class room teachers of school C suggested the following as possible measures in implementing SCL approach for their schools.

- Class size should be small. Not more than 40.
- Every class should be 50 to 60 minutes and it should be ensured.

- Number of class per teacher should be decreased. It should be maximum 4 out of 6.
- Teachers should be appointed or recruited in the basis of subjects.
- It should be ensured that teachers conduct classes where they have academic and pedagogical background.
- Monitoring should be ensured.

4.6.7 Responses from B.ed trainee teachers of TTC, Dhaka

FGD of B.Ed trainee teachers of Dhaka Teachers' Training College recommended the following as possible measures in implementing SCL approach for their schools.

- HTs should be trained on SCL or participatory approach so that they become fully motivated.
- Class size should be small. Not more than 40.
- Every class should be 50 to 60 minutes and it should be ensured.
- Flexible furniture should be ensured.
- Necessary teaching materials and aids should be supplied and kept in the classroom so that time cannot be wasted.
- Number of class per teacher should be decreased. It should be maximum 4 out of 6.
- Teachers should be appointed or recruited in the basis of subjects.
- It should be ensured that teachers conduct classes where they have academic and pedagogical background.
- Future classroom should be SCL approach friendly.
- Monitoring should be ensured.
- Salary structure of teachers should be increased so that they cannot desire coaching or private tuition.

4.6.8 Responses from Teacher educators

Teacher educators are directly involved in field level class monitoring and mentoring of the classroom teachers and head teachers. They are also close observer of actual classroom situation. In response to the question in their interviews they opined as follows.

Teacher Educator Akash:

- Proper motivation of class room teachers and head teachers.
- Proper monitoring and mentoring for class room teachers and head teachers.
- Positive role of print and electronic media
- Posters E bill boards can be used
- Performance based assessment for the teachers are very much important to implement SCL.

Teacher Educator Biddut:

- 03 days Training should stars on SCLA particularly.
- HT must be come in training before classroom teachers
- Who are involved in monitoring and supervision, they also be trained in this areas.
- SMC also come for awareness training on SCL.
- Classroom arrangement must be change gradually in future.
- Print and electronic media can aware student-teachers, guardians and SMC members about positive sides of SCL approaches through different programmes, talk shows.
- Formative assessment should be implemented in proper way.

Teacher Educator Dawan:

- Teacher training
- Administrative supervision

- Community involvement
- Friendly furniture for SCL

Teacher Educator Fakhrul:

- 2/3 days Training for HTs on SCL approaches.
- Ensuring necessary aids friendly to SCL
- Who are involved in monitoring and supervision, they also be trained in this areas.
- SMC also come for awareness training on SCL.
- Classroom arrangement must be change gradually in future.
- Print and electronic media can play positively to aware student-teachers, guardians and SMC members about SCL approaches through different programmes, talk shows.
- Formative assessment should be implemented in proper way.

Teacher Educator Gitta:

- Steps should be taken to change the attitudes of SMCs, HTs and classroom teachers.
- Class load of every teacher should be their capacity every day.
- Giving reinforcements to increase will, interest and eagerness of classroom teachers.

Teacher Educator Kawser:

- To establish a uniform culture of SCL a government order (GO) should convey to all schools
- Strengthening monitoring and mentoring.
- Adding more marks of continuous assessment in public examination.
- All head teachers should come under training and monitoring.
- Awareness teachers-learners and guardians about the usefulness of participatory or SCL.

Teacher Educator Ali:

- Reducing class size
- Need more training for teachers for their own understanding about SCL
- Role of HTs/Principals about change
- Monitoring and accountability should be ensured

Teacher Educator Ray:

- Teachers Training and motivational programmes
- Supervision, monitoring and mentoring.
- Flexible furniture
- Small teacher-student ratio (1:40)
- Assessment system should include participatory traits that are assessing students during participation.

Teacher Educator Riaz:

- Mindset of HTs and classroom teachers should be changed positively.
- Ensuring accountability of HTs and classroom teachers as they are committed to implement SCL approach.
- Ensuring monitoring to field level.

Teacher Educator Solaiman:

- Refresher training for HTs regularly.
- Rearranging our classroom.
- Government order (GO) to schools so that schools compulsorily practice SCLA in their classroom.

4.7 Projected changes in our education if student-centred learning philosophy can establish effectively.

This question was asked to all participants of the study comprised head teachers, classroom teachers, students, trainee teachers and teacher educators. In response to the question participants' views were as follows.

4.7.1 Results from School A

Head teacher

- Good relation among learners will be ensured.
- Cooperation attitude will be developed
- Fear, shyness of learners will disappear
- Presentation capacity will develop
- Hidden qualities and creativities of the learners will explore
- Leadership qualities will be nurtured.

Class room teachers

- Quality of education will be ensured.
- Learning will be joyful.
- Learner will be self-confident and creative.
- Drop out will decrease
- Learners will be schools and classroom oriented.
- Quality and creativity of teachers will increase.
- Leadership quality and decision making capacity of students will accelerate.
- Relationship between teachers and students will be deep and meaningful.

Students

- Result will be better
- Quality of education will increase
- attendance of learners will increase
- Drop out will decrease
- Creativity of learner will increase.
- We will be more democratic.

4.7.2 Results from School B**Head teacher**

- Good relation among learners will be ensured.
- Cooperation between teachers-students will be developed
- nervousness of learners will disappear
- Confident of presentation of student will develop
- Qualities and creativities of the learners will discover

Class room teachers

- Quality of education will be ensured.
- Learning will be joyful.
- Learner will be self-confident creative.
- Drop out will decrease
- Both teachers and students will enjoy the class without burden and tiresome.
- Learners will be schools and classroom oriented.
- Quality and creativity of teachers will increase.

- Leadership quality and decision making capacity of students will accelerate.
- Relationship between teachers and students will be intimate and friendly

Students

- Result will be better
- Competition attitude will be developed.
- Quality of education will increase
- attendance of learners will increase
- Drop out will decrease
- Creativity of learner will increase.
- We will be more open-minded.
- Leadership quality will develop.

4.7.3 Results from School C**Head teacher**

- Good relation among learners will be ensured.
- Cooperation attitude will be developed
- Fear, shyness of learners will disappear
- Presentation capacity will develop
- Hidden qualities and creativities of the learners will explore
- Leadership qualities will be cultivated.

Classroom Teachers

- It is will help learner to learn easy.
- attendance of learners will increase
- Drop out will decrease

- Creativity of learner and teacher will increase.
- Friendship between teachers and students will be strong.
- Leadership quality and decision making capacity of students will accelerate.

Students

- Friendship to learner to learner will increase.
- attendance of learners will increase
- Drop out will decrease
- Creativity of learner will increase.

4.7.4 Results from School D

Head teacher

- Interest for school and classroom will be increased.
- Good relation among learners will be ensured.
- Cooperation attitude will be developed
- Presentation capacity will develop
- unseen qualities and creativities of the learners will explore
- Leadership qualities of learners will be raised.

Classroom Teachers

- Quality of teaching and effectiveness of learning will improve.
- Students' eagerness will increase
- Learners will be schools and classroom oriented.
- Attendance rate will increase.

Students

- Result will improve.
- Quality will increase.
- Pressure of home work or home study will minimize
- Competition among students will increase individually and collectively.
- Friendship to learner to learner will increase.
- Presence and attendance of learners will increase
- Drop out will decrease
- Creativity of learner will increase.
- Students will be more confident and resourceful in many respects.

4.7.5 Results from School E**Head Teacher**

- Good relation among learners will be ensured.
- Cooperational attitude will be developed
- Fear, shyness of learners will disappear
- Presentation capacity will develop
- Hidden qualities and creativities of the learners will explore
- Leadership qualities will be nurtured.

Classroom teacher

- Drop out will decrease
- Learners will be schools and classroom oriented.
- Quality and creativity of teachers will increase.
- Leadership quality and decision making capacity of students will accelerate.

Students

- Quality of education will increase
- attendance of learners will increase
- Drop out will decrease
- Creativity of learner will increase.

4.7.6 Results from School F**Head Teacher**

- Interest for school and classroom of learners' will be increased.
- Good relation among learners and between teachers-learners will be ensured.
- Teamwork manner and spirit will be developed
- Introvert learners will be extrovert and friendly to others
- management capacity will develop
- Unseen qualities and creativities of the learners will explore

Classroom Teachers

- Teaching and learning will be effective and sustainable.
- Learning outcome will be achieved.
- Learning fear will disappear.
- Learners will more skilled
- Leadership quality and decision making capacity of students will accelerate.

Students

- Quality of education will increase
- Positive competition among learners will increase

- Morale and confidence will increase
- Attendance of learners will increase
- Drop out will decrease
- Creativity of learner will increase.

4.7.7 Results from B.ed trainee teachers of TTC, Dhaka

- Shyness and nervousness of learners will reduce
- Leadership quality will develop
- Attention and motivation of learners to learning will increase
- Drop out will decrease
- School and classroom based continuous assessment will be fruitful.
- Teaching and learning will be effective and sustainable can apply the knowledge everyday life.
- Learners will be more skillful by doing practical class in SCL mode.
- Learning outcome will be achieved.

4.7.8 Results from Teacher Educators

Teacher Educator Akash:

- Proper motivation of class room teachers and head teachers.
- Proper monitoring and mentoring class room teachers and head teachers.
- Positive role of print and electronic media
- Posters E bill boards can be used
- Performance based assessment for the teachers are very much important to implement SCL.

Teacher Educator Biddut:

- Teaching and learning will be effective and sustainable by applying the knowledge everyday life.
- Learners will be more skillful by doing practical class in SCL mode.
- Learning outcome will be achieved.
- School and classroom based continuous assessment will be fruitful.

Teacher Educator Dawan:

- Value driven citizen will be created.
- Learners' creativity will increase
- Leadership quality of learner will achieve
- Learner will earn the quality of understanding
- Learner will be self confident and positive

Teacher Educator Fakhrul:

If we are able ensure student-centred learning in real sense, then our students will able to demonstrate their prospective qualities. Learning will be joyful. Dropout rate will decrease. Students will get scope to practice human values in every day classroom activities.

Teacher Educator Gitta:

- Collaboration and team spirit will be developed
- Shy learners will be assertive and friendly to others
- Democratic norms and patience of learners will build up
- Creativities of the learners will explore

Teacher Educator Kawser:

- We will get value driven citizen.
- Creativity of learner will increase
- Leadership quality of learner will achieve
- Learner will earn the quality of empathy
- Learner will be self confident
- As teachers speak less so learners will get more time to think.
- Teacher-learner relation will be strong

Teacher Educator Ali:

SCL approach will create more motivated students and develop students' creativity.

Teacher Educator Ray:

- Knowledge-based society can be established
- Students will more reasonable and tolerant
- Leadership and decision making quality of learners will developed
- Democratic norm will take an institutional shape
- Relationship between teacher-student will be improved.
- Culture of reciprocal cooperation may develop.

Teacher Educator Riaz:

If we are able make our learning student-centred in real sense, then our students will able to prove their potentialities in world context in near future. Our students have all qualities but they are driving only for numbers and grades.

Teacher Educator Solaiman:

- Good relation between teachers –students, Students-students will be increased.
- Gap will reduce between teacher and students.
- Area of cooperation among students will increase
- Examination phobia will disappear.
- Attendant rate will raise
- Dropout rate will reduce.

4.8 Findings from Observations

As early stated, observations are in which researcher takes field notes on the behaviour and activities in an unstructured or semi structured way, at the research sites. A non-participants observation technique was applied in this research for taking notes from classroom observations. As a non-participant observer researcher observed twelve classes of six schools and took observation and field notes. The name of the teachers had been concealed in the context ethical consideration.

4.8.1 Findings from School A

Class no-1

Name of School: A

Name of Teacher:

Date:11.05.14

Class & Section: **Vii-A**Subject: **ICT**Class duration: **45 minutes**Position of the class: **4th**Number of students: **60**Present students: **30**

<p align="center">Focus of observation Practice of SCL techniques in Classroom</p>
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PERFORMANCE INDICATORS	Comments
Motivates students to focus on the lesson/discussion and engages them in the teaching-learning process.	Teacher has a positive attitude to motivate learners.
Provides tasks (pair work, peer work, group work,) that are related to the topic and suited to Students' varied learning styles.	Group work provided
Encourages questions and addresses these with accuracy	Asked some questions.
Gives clear instructions to students, and monitors Students activities while performing tasks.	Done it satisfactorily
Gives sufficient time to accomplish tasks	Done it satisfactorily
Gives enough time to students to present students' activities after performing tasks.	Done it satisfactorily
Asks questions to foster student thinking and learning.	Asked lower order questions
Gives effective feedback to students regarding their Performance in tasks.	Partially done.
Synthesizes, or summarizes, the lesson at the end of the class.	Partially done.
Utilizes relevant instructional materials to encourage students to be more participative & involved in learning.	Does not do it
Properly handles the students' behavior and is able to maintain discipline inside the classroom.	Successfully done it
Starts and ends the class on time.	Successfully done it
Makes sure that the classroom is well prepared for conducive 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)	The classroom was friendly in all respects.
Encourages students to express themselves and be confident in taking risks.	Not done it satisfactorily
Others	According to class teacher, as it was first class day after CT, half of the learners were absent.

Class no-2

Name of School: A

Name of Teacher:

Date: 11.05.14

Class & Section: VIII-A

Subject: Bangladesh o Bishaparichoy

Class duration: 45 minutes

Position of the class: 5th

Number of students: 70

Present students: 31

<p style="text-align: center;">Focus of observation Practice of SCL techniques in Classroom</p>

PERFORMANCE INDICATORS	Comments
Motivates students to focus on the lesson/discussion and engages them in the teaching-learning process.	Teacher had a positive attitude to motivate them.
Provides tasks (pair work, peer work, group work,) that are related to the topic and suited to Students' varied learning styles.	Teacher applied group work in the class.
Encourages questions and addresses these with accuracy	Asked some questions which encouraged students.
Gives clear instructions to students, and monitors Students activities while performing tasks.	Done it satisfactorily.
Gives sufficient time to accomplish tasks	Done it satisfactorily.
Gives enough time to students to present students' activities after performing tasks.	Done it satisfactorily.
Asks questions to foster student thinking and learning.	Done it satisfactorily.
Gives effective feedback to students regarding their Performance in tasks.	Done it satisfactorily.
Synthesizes, or summarizes, the lesson at the end of the class.	Done it satisfactorily.
Utilizes relevant instructional materials to encourage students to be more participative & involved in learning.	Used poster.
Properly handles the students' behavior and is able to maintain discipline inside the classroom.	Done it successfully
Starts and ends the class on time.	Done it successfully
Makes sure that the classroom is well prepared for conducive 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)	The classroom is friendly in all respects as half of the students were absent. They can easily move, freely talk to each other. But for 70 students the classroom was not friendly.
Encourages students to express themselves and be confident in taking risks.	Done it satisfactorily
Others	The girls found enthusiastic to talk, to share each other in group. They also found joyful to compete each other group.
Others	According to class teacher, as it was first class day after CT, half of the learners were absent.

4.8.2 Findings from School B

Class Observation and field Notes

Class no-1

Name of School: **B**

Name of Teacher:

Date: **10.05.14**

Class & Section: **IX-1**

Subject: **English**

Class duration: **45 minutes**

Position of the class: **2nd**

Number of students: **76**

Present students: **57**

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.	Teacher had a positive attitude to motivate learners.
Provides tasks (pair work, peer work, group work,) that are related to the topic and suited to Students' varied learning styles.	Group work provided
Encourages questions and addresses these with accuracy	Asked some questions.
Gives clear instructions to students, and monitors Students activities while performing tasks.	done it satisfactorily
Gives sufficient time to accomplish tasks	done it satisfactorily
Gives enough time to students to present students' activities after performing tasks.	done it satisfactorily
Asks questions to foster student thinking and learning.	asked lower order questions
Gives effective feedback to students regarding their Performance in tasks.	Partially done.
Synthesizes, or summarizes, the lesson at the end of the class.	Partially done.
Utilizes relevant instructional materials to encourage students to be more participative & involved in learning.	Not done it
Properly handles the students' behavior and is able to maintain discipline inside the classroom.	Successfully done it
Starts and ends the class on time.	Successfully done it
Makes sure that the classroom is well prepared for conducive 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)	The classroom was friendly in all respects.
Encourages students to express themselves and be confident in taking risks.	Not done it satisfactorily

Class no-2

Name of School: **B**

Name of Teacher:

Date: **10.05.14**Class & Section: **VI-A**Subject: **Math**Class duration: **45 minutes**Position of the class: **3rd**Number of students: **120**Present students: **62**

<p align="center">Focus of observation Practice of SCL techniques in Classroom</p>
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PERFORMANCE INDICATORS	Comments
Motivates students to focus on the lesson/discussion and engages them in the teaching-learning process.	Teacher has a positive attitude to motivate learners.
Provides tasks (pair work, peer work, group work,) that are related to the topic and suited to Students' varied learning styles.	Not done
Encourages questions and addresses these with accuracy	Asked some questions.
Gives clear instructions to students, and monitors Students activities while performing tasks.	done it satisfactorily
Gives sufficient time to accomplish tasks	done it satisfactorily
Gives enough time to students to present students' activities after performing tasks.	done it satisfactorily
Asks questions to foster student thinking and learning.	asked lower order questions
Gives effective feedback to students regarding their Performance in tasks.	Partially done.
Synthesizes, or summarizes, the lesson at the end of the class.	Partially done.
Utilizes relevant instructional materials to encourage students to be more participative & involved in learning.	Not done
Properly handles the students' behavior and is able to maintain discipline inside the classroom.	successfully done it
Starts and ends the class on time.	Successfully done it
Makes sure that the classroom is well prepared for conducive 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)	The classroom was friendly in all respects.
Encourages students to express themselves and be confident in taking risks.	Not done it satisfactorily
Others	There are wide scopes to engage students in different activities like pair work, group work and using board by students. Teacher does not use any participatory approach.

4.8.3 Findings from School C

Class Observation and field Notes

Class no-1

Name of School: C

Name of Teacher:

Date: 29.04.14

Class & Section: IX

Subject: Math

Class duration: 50 minutes

Position of the class: 2nd

Number of students: 50

Present students:30

<p align="center">Focus of observation Practice of SCL techniques in Classroom</p>
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PERFORMANCE INDICATORS	Comments
Motivates students to focus on the lesson/discussion and engages them in the teaching-learning process.	Teacher has a very positive attitude to motivate learners.
Provides tasks (pair work, peer work, group work,) that are related to the topic and suited to Students' varied learning styles.	Teacher provides pair work in the class.
Encourages questions and addresses these with accuracy	asked some questions which was effective for the class
Gives clear instructions to students, and monitors Students activities while performing tasks.	Done it satisfactorily.
Gives sufficient time to accomplish tasks	Done it satisfactorily.
Gives enough time to students to present students' activities after performing tasks.	Done it satisfactorily.
Asks questions to foster student thinking and learning.	Done it satisfactorily.
Gives effective feedback to students regarding their Performance in tasks.	Done it satisfactorily.
Synthesizes, or summarizes, the lesson at the end of the class.	Done it satisfactorily.
Utilizes relevant instructional materials to encourage students to be more participative & involved in learning.	Done it satisfactorily. But used the materials of students' bought.
Properly handles the students' behavior and is able to maintain discipline inside the classroom.	He successfully does it
Starts and ends the class on time.	He successfully does it
Makes sure that the classroom is well prepared for conducive 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)	The classroom was friendly in all respects
Encourages students to express themselves and be confident in taking risks.	done it satisfactorily
Other	It was almost a student-centred class.

Class no-2

Name of School: C

Name of Teacher:

Date: 29.04.14

Class & Section: Vii-B

Subject: Bangla

Class duration: 50 minutes

Position of the class: 4th

Number of students: 50

Present students: 31

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.	Teacher has a very positive attitude to motivate learners.
Provides tasks (pair work, peer work, group work,) that are related to the topic and suited to Students' varied learning styles.	Teacher provides pair work in the class.
Encourages questions and addresses these with accuracy	asked some questions which was effective for the class
Gives clear instructions to students, and monitors Students activities while performing tasks.	Done it satisfactorily.
Gives sufficient time to accomplish tasks	Done it satisfactorily.
Gives enough time to students to present students' activities after performing tasks.	Done it satisfactorily.
Asks questions to foster student thinking and learning.	Done it satisfactorily.
Gives effective feedback to students regarding their Performance in tasks.	Done it satisfactorily.
Synthesizes, or summarizes, the lesson at the end of the class.	Done it satisfactorily.
Utilizes relevant instructional materials to encourage students to be more participative & involved in learning.	Done it satisfactorily. But used the materials of students' bought.
Properly handles the students' behavior and is able to maintain discipline inside the classroom.	He successfully does it
Starts and ends the class on time.	He successfully does it
Makes sure that the classroom is well prepared for conducive 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)	The classroom was friendly in all respects
Encourages students to express themselves and be confident in taking risks.	done it satisfactorily
Other	It was almost a student-centred class.

4.8.4 Findings from School D

Class no-1

Name of School:

Name of Teacher:

Date: **06.04.14**Class & Section: **X**Subject: **English**Class duration: **50 minutes**Position of the class: **2nd**Number of students: **120**Present students: **111**

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.	Teacher has a positive attitude to motivate learners.
Provides tasks (pair work, peer work, group work,) that are related to the topic and suited to Students' varied learning styles.	Teacher does not apply any SCL approach in the class.
Encourages questions and addresses these with accuracy	He asks some questions. But it is not enough for the class.
Gives clear instructions to students, and monitors Students activities while performing tasks.	He does not do it
Gives sufficient time to accomplish tasks	He does not do it
Gives enough time to students to present students' activities after performing tasks.	He does not do it
Asks questions to foster student thinking and learning.	He does not do it
Gives effective feedback to students regarding their Performance in tasks.	He partially does.
Synthesizes, or summarizes, the lesson at the end of the class.	He partially does.
Utilizes relevant instructional materials to encourage students to be more participative & involved in learning.	He does not do it
Properly handles the students' behavior and is able to maintain discipline inside the classroom.	He successfully does it
Starts and ends the class on time.	He successfully does it
Makes sure that the classroom is well prepared for conducive 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)	The classroom is not friendly in all respects. There was lack of sitting arrangement, lack of sufficient lighting. Many students were standing in the class.
Encourages students to express themselves and be confident in taking risks.	Not done it satisfactorily
Others	Being a large class it was a control and disciplined class. Students are eager to listen teacher's lectures.
Others	There are wide scopes to engage students in different activities like pair work, group work and using board by students. Teacher does not use any participatory approach.
Other	It was totally lecture-based class.
Other	The class is extremely large
Other	Most of students were inactive

Class no-2

Name of School: **D**

Name of Teacher:

Date: **06.04.14**Class & Section: **X**Subject: **Business Entrepreneurship**Class duration: **50 minutes**Position of the class: **6th**Number of students: **76**Present students: **56**

<p align="center">Focus of observation Practice of SCL techniques in Classroom</p>
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PERFORMANCE INDICATORS	Comments
Motivates students to focus on the lesson/discussion and engages them in the teaching-learning process.	Teacher has a positive attitude to motivate them.
Provides tasks (pair work, peer work, group work,) that are related to the topic and suited to Students' varied learning styles.	Teacher did not apply any SCL approach in the class.
Encourages questions and addresses these with accuracy	He asks some questions.
Gives clear instructions to students, and monitors Students activities while performing tasks.	Not done it
Gives sufficient time to accomplish tasks	Not done it
Gives enough time to students to present students' activities after performing tasks.	Not done it
Asks questions to foster student thinking and learning.	Not done it
Gives effective feedback to students regarding their Performance in tasks.	Partially done
Synthesizes, or summarizes, the lesson at the end of the class.	Partially done
Utilizes relevant instructional materials to encourage students to be more participative & involved in learning.	Not done
Properly handles the students' behavior and is able to maintain discipline inside the classroom.	Successfully done it
Starts and ends the class on time.	Successfully done it
Makes sure that the classroom is well prepared for conducive 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)	The classroom was not friendly in all respects. There was Lack of seats, lighting.
Encourages students to express themselves and be confident in taking risks.	Not done it satisfactorily
Others	Being a large class it was a control and disciplined class. Students were eager to listen teacher's lectures.
Others	There are wide scopes to engage students in different activities like pair work, group work and using board by students.
Other	It was totally lecture-based class.

4.8.5 Findings from School E

Class Observation and field Notes

Class no-1

Name of School:

Name of Teacher:

Date: **23.04.14**Class & Section: **IX-A** Subject: **Accounting**Class duration: **30 minutes**Position of the class: **6th**Number of students: **91**Present students: **80**

<p style="text-align: center;">Focus of observation Practice of SCL techniques in Classroom</p>

PERFORMANCE INDICATORS	Comments
Motivates students to focus on the lesson/discussion and engages them in the teaching-learning process.	Teacher had a positive attitude to motivate them.
Provides tasks (pair work, peer work, group work,) that are related to the topic and suited to Students' varied learning styles.	Teacher does not apply any SCL approach in the class.
Encourages questions and addresses these with accuracy	Asked some questions. But it was not enough for the class.
Gives clear instructions to students, and monitors Students activities while performing tasks.	not done it
Gives sufficient time to accomplish tasks	not done it
Gives enough time to students to present students' activities after performing tasks.	not done it
Asks questions to foster student thinking and learning.	not done it
Gives effective feedback to students regarding their Performance in tasks.	not done it
Synthesizes, or summarizes, the lesson at the end of the class.	not done it
Utilizes relevant instructional materials to encourage students to be more participative & involved in learning.	not done it
Properly handles the students' behavior and is able to maintain discipline inside the classroom.	Successfully done it
Starts and ends the class on time.	Successfully done it
Makes sure that the classroom is well prepared for conducive 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)	The classroom was not friendly to participatory mode of class conducting.
Encourages students to express themselves and be confident in taking risks.	Not done it satisfactorily
Others	Being a large class it was a control and disciplined class. Students were eager to listen teacher's lectures.
Others	There are wide scopes to engage students in different activities like pair work, group work and using board by students.
Other	It was totally lecture-based class.
Other	The class is extremely large

Class no-2

Name of School: E

Name of Teacher:

Date: 23.04.14

Class & Section: ix-A Subject: Bangladesh and Bishaporichoy Class duration: 30 minutes

Position of the class: 7th Number of students: 100 Present students: 84

<p style="text-align: center;">Focus of observation Practice of SCL techniques in Classroom</p>

PERFORMANCE INDICATORS	Comments
Motivates students to focus on the lesson/discussion and engages them in the teaching-learning process.	Teacher has a positive attitude to motivate them.
Provides tasks (pair work, peer work, group work,) that are related to the topic and suited to Students' varied learning styles.	Teacher does not apply any SCL approach in the class.
Encourages questions and addresses these with accuracy	He asks some questions.
Gives clear instructions to students, and monitors Students activities while performing tasks.	He does not do it
Gives sufficient time to accomplish tasks	He does not do it
Gives enough time to students to present students' activities after performing tasks.	He does not do it
Asks questions to foster student thinking and learning.	He does not do it
Gives effective feedback to students regarding their Performance in tasks.	He partially does.
Synthesizes, or summarizes, the lesson at the end of the class.	He partially does.
Utilizes relevant instructional materials to encourage students to be more participative & involved in learning.	He does not do it
Properly handles the students' behavior and is able to maintain discipline inside the classroom.	He successfully does it
Starts and ends the class on time.	He successfully does it
Makes sure that the classroom is well prepared for conducive 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)	The classroom is friendly in all respects.
Encourages students to express themselves and be confident in taking risks.	Not done it satisfactorily
Others	Being a large class it was a control and disciplined class. Students were eager to listen teacher's lectures.
Others	There are wide scopes to engage students in different activities like pair work, group work and using board by students.
Other	It was totally lecture-based class.

4.8.6 Findings from School F

Class no-1

Name of School: E

Name of Teacher:

Date: 02.04.14

Class & Section: X

Subject: English

Class duration: 50 minutes

Position of the class: 2nd

Number of students: 100 Present students: 80

<p align="center">Focus of observation Practice of SCL techniques in Classroom</p>
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PERFORMANCE INDICATORS	Comments
Motivates students to focus on the lesson/discussion and engages them in the teaching-learning process.	Teacher has a positive attitude to motivate learners.
Provides tasks (pair work, peer work, group work,) that are related to the topic and suited to Students' varied learning styles.	Teacher does not apply any SCL approach in the class.
Encourages questions and addresses these with accuracy	He asks some questions. But it is not enough for the class.
Gives clear instructions to students, and monitors Students activities while performing tasks.	He does not do it
Gives sufficient time to accomplish tasks	He does not do it
Gives enough time to students to present students' activities after performing tasks.	He does not do it
Asks questions to foster student thinking and learning.	He does not do it
Gives effective feedback to students regarding their Performance in tasks.	He partially does.
Synthesizes, or summarizes, the lesson at the end of the class.	He partially does.
Utilizes relevant instructional materials to encourage students to be more participative & involved in learning.	He does not do it
Properly handles the students' behavior and is able to maintain discipline inside the classroom.	He successfully does it
Starts and ends the class on time.	He successfully does it
Makes sure that the classroom is well prepared for conducive 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)	The classroom is not friendly in all respects. There was lack of sitting arrangement, lack of sufficient lighting. Many students were standing in the class.
Encourages students to express themselves and be confident in taking risks.	Not done it satisfactorily
Others	Being a large class it was a control and disciplined class. Students are eager to listen teacher's lectures.
Others	There are wide scopes to engage students in different activities like pair work, group work and using board by students. Teacher does not use any participatory approach.
Other	It was totally lecture-based class.
Other	The class is extremely large
Other	Most of students were inactive

Class no-2

Name of School: E

Name of Teacher: Date: 02.04.14

Class & Section: IX Subject: Business Entrepreneurship Class duration: 30 minutes

Position of the class: 6th Number of students: 70 Present students: 55

<p align="center">Focus of observation Practice of SCL techniques in Classroom</p>
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PERFORMANCE INDICATORS	Comments
Motivates students to focus on the lesson/discussion and engages them in the teaching-learning process.	Teacher has a positive attitude to motivate them.
Provides tasks (pair work, peer work, group work,) that are related to the topic and suited to Students' varied learning styles.	Teacher did not apply any SCL approach in the class.
Encourages questions and addresses these with accuracy	He asks some questions.
Gives clear instructions to students, and monitors Students activities while performing tasks.	Not done it
Gives sufficient time to accomplish tasks	Not done it
Gives enough time to students to present students' activities after performing tasks.	Not done it
Asks questions to foster student thinking and learning.	Not done it
Gives effective feedback to students regarding their Performance in tasks.	Partially done
Synthesizes, or summarizes, the lesson at the end of the class.	Partially done
Utilizes relevant instructional materials to encourage students to be more participative & involved in learning.	Not done
Properly handles the students' behavior and is able to maintain discipline inside the classroom.	Successfully done it
Starts and ends the class on time.	Successfully done it
Makes sure that the classroom is well prepared for conducive 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)	The classroom was not friendly in all respects. There was Lack of seats, lighting.
Encourages students to express themselves and be confident in taking risks.	Not done it satisfactorily
Others	Being a large class it was a control and disciplined class. Students were eager to listen teacher's lectures.
Others	There are wide scopes to engage students in different activities like pair work, group work and using board by students.
Other	It was a totally lecture-based class.

4.9 Findings from Documents Analysis

To get necessary data three education documents of Bangladesh e.g. National Education Policy 10, Secondary Education Curriculum 12, and NCTB prescribed Secondary Books 13 were thoroughly investigated.

4.9.1 National Education Policy 2010

In the very beginning of the national education policy 2010 it has been said that ‘This education policy will work as a basis for an education system suitable for the delivery of education which will be pro-people, easily available, uniform, universal, well planned, science oriented and of high standard according to the constitutional directives and it will also work as a strategy to counter all problems’ (page 1). This education policy emphasized and particularly mentioned effective teaching-learning strategies for primary and secondary level of education. ‘An interactive teaching method will be pursued to develop the creative faculties and skills of the children and help them do the exercises through individual or group-work. Research initiatives to find out the appropriate methods for innovation of effective teaching, evaluation and implementation will be encouraged and supported’ (Page 9). Traditional examination and evaluation system cannot properly evaluate learners’ actual potentialities. From that point of view education policy 2010 has given special importance on creative question system. ‘In the existing system, primarily, rote learning is evaluated. This cannot be a proper evaluation. In fact, proper evaluation can be made when the internalized knowledge of the student is assessed and not rote learning. The proposed creative system of evaluation is oriented to that end. So, effective steps will be taken to prepare the right kind of textbooks, to set proper rules and to create appropriate awareness and knowledge of all concerned’ (Page 51).

4.9.2 Secondary National Curriculum 2012

The rationale of introducing new curriculum in 2012 has been described in every subject-based curriculum documents. One of rationale is ‘The National Education Policy 2010, as a milestone of the field of education in Bangladesh and the most important steps in the implementation of Education Policy 2010 are to introduce befitting education system and curriculum in accordance with the education policy. Another reason is to develop a new curriculum to meet the demands and keep teaching-learning updated (National curriculum 12, Page 2). One of special features of national curriculum 2012 is to make learners creative through teaching-learning strategies, i.e ensuring creativity and innovation through the exercise of analytical and thought-provoking work along with creative questions. For that purpose new secondary curriculum of 2012 has brought changes in teaching-learning activities, and ways of assessment. The curriculum emphasizes learning by doing instead of rote learning. According to new curriculum learners can be helped achieve new knowledge, skills and values on the basis of known experience, knowledge and skills. So learning may be easy if learners are helped to achieve new knowledge and skills. They should be presented in a way so that learners can relate their new learning to their own life by comparisons, contrasts and examples. Learners should learn through understanding. They should have a clear understanding of what they are learning. Mere memorization without understanding is not any learning. Learning through understanding, or applying an argument or a theory from understanding, helps learners solve a problem independently. This is why importance should be given on learning than memorization. Furthermore the new curriculum has specially emphasized on the constructivist theory of David Jonassen and Gestalt theory of Koffka and Köhler. Likewise, new curriculum particularly mentioned some of student-centred learning techniques like Question and answer method, Group based cooperative method, Demonstration methods and Learning through investigation (NCTB 12).

4.9.3 Reflection of student centred learning approach in secondary books 14

In the light of the present curriculum 2012 almost all the textbooks at the secondary level have been introduced. While introducing the textbooks, the capacity, aptitude and prior knowledge of the learners have been taken into utmost consideration. At the same time, selecting the contexts and their presentation special attention has been given on the expansion of the learner's creative faculty. Adding learning outcomes at the beginning of each chapter, hints about the achievable knowledge of the learners have been given. By adding variety of activities, creative and other questions evaluation has also been made creative. Besides, the textbooks of 2013 revised in 2014 have been written considering the challenges and commitments of 21st century. Examining different books for class (IX-X) it was found that almost all books enclosed diverse techniques like group works, team works, pair works, worksheet, activity, tasks and experiment where there are extensive scopes of active engagement for teachers' and students both. For the first time NCTB incorporated above mentioned student-centred techniques in the text books.

Table- 9: Reflection of different student centred learning techniques in secondary books 14.

Name of book (ix-x)	Total pages	Group/Team work/Fill in the gaps	Pair work	Individual Worksheet/Activity/ Tasks/Experiment
English for Today	234	30	25	25
Accounting	210	1		30
Arts and crafts	122	2		10
Business Entrepreneurship	146	36		
Bangladesh and Global Studies	237	80		82
Biology	206			37
Islam and morale education	184			67
Buddhist Religion and morale education	174			6
Christian Religion and morale education	142			47
Civics and Citizenship	150	36	11	13
Finance and Banking	142	5		6
Physics	246			36
Science	223			30
Chemistry	214	12		20
Economics	146			50
Mathematics	304			153

Table 9 showed that text books of NCTB 14 for IX and X include varieties of student-centred learning techniques. 16 books of the table comprise compulsory subjects, elective subjects of science, humanities and business studies show that there are lots of individual worksheet/activity/ tasks/experiment, group/team work/fill in the gaps, and pair work in the textbooks. These are the constructive steps toward making the books student-centred learning approaches.

4.10 Summary

The results and findings chapter of this study described that findings are mainly based on qualitative data which are consist of interviews, focus group discussions and observations. From all sets of data, it was found that participants have a common concept and outlook regarding student-centred learning approach. Though, all stakeholders expressed common views on student-centred learning but they identified different reasons as barrier to execute that approach. At the same time they proposed diverse remedial measures to overcome those obstacles in the path of proper implementation of SCL approach. Researcher also found some thoughts from class observations.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

DISCUSSION OF THE FINDINGS

5.1 Introduction

The aim of this study was to explore the difficulties in the way to proper implementation of student-centred participatory approach in the classroom and discover the prospective means of executing it to obtain maximum benefit for quality education. The whole analysis and discussion of the study has been followed by key research questions. Firstly, the study described ‘the mind sets of students, classroom teachers, head teachers, trainee teachers and teacher educators regarding student-centred learning’, secondly, ‘the present scenarios of urban-rural, government-non-government, and co-education schools in respect of student-centred Learning’ thirdly, ‘How far the present secondary curriculum 12 and secondary books of NCTB-13 are friendly to student-centred learning’ fourthly, ‘the barriers to implement student-centred Learning and fifthly the probable measures to overcome the barriers in implementing student-centred Learning’. Besides, the limitations emerged in this study is also existing in the discussion. The findings of this study were also discussed in relation to the literature. There is an additional section dedicated to recommendations for future research in the field of student-centred learning. Finally, the prospective and realistic implications have been presented of this research study.

5.2 Mind sets of students, classroom teachers, head teachers, trainee teachers of secondary schools and teacher educators regarding student-centred learning

The first research question described the mind sets and conceptions of students, classroom teachers, head teachers, trainee teachers of secondary schools and teacher educators of different Teachers’ training colleges regarding student-

centred learning. Participating schools were comprised of rural, urban, government, non-government, boys, girls and co-educations schools of different zillas and upazillas of Dhaka division. Research findings indicated that there are common mind sets on student-centred learning approach from all stakeholders. Students, and classroom teachers particularly emphasised on different activities and techniques of SCL like group work, pair work, group presentation, individual work and assignment. On the other hand, head teachers and teacher educators highlighted the engagement, involvement and motivation of students and teachers and its positive and sustainable effect on achieving learning objectives. Moreover, they all were positive in the benefits of student-centred learning approach and they did believed that SCL approach was good, friendly and effective for students and teachers both. Besides, research study showed that according to different stakeholders SCL was good for learners because strengths and weaknesses of students can identified through different activities which was not possible in lecture methods. On the other hand, this approach better for teachers because they can discover the need of learners applying different techniques and can ensure better learning. These findings were comparable to various research studies. The European Students' Union (2011) in their 'Student-Centered Learning (SCL) Toolkit' mentioned that SCL can encourage deeper learning. Knowledge retention differs depending on the way in which material is learned, but all types of active learning show a higher retention rate than traditional forms of learning. The student is also often more motivated to learn through SCL, because the tasks set require original thought and increase interest in the subject-matter. Students retain more of the information they learn where there was an aspect of active learning and active participation.

5.3 The present scenarios of student-centred learning in secondary schools in Bangladesh

The second research question focused on the extent to which present secondary class rooms were ready and supportive to implement student-centered teaching and learning. For that purpose, students, classroom teachers, trainee teachers, head teachers and teacher educators gave responses and opinions from their own perspectives. Moreover, researcher took observation notes by monitoring different classrooms of participant schools. Findings from this study showed that there are mixed consequences from different schools. Out of six schools, two schools confidently believe that they are enthusiastic to practice different techniques of student-centred learning like pair work, group work, group presentation, question-answer method, assignment and black board works. Students of those schools thought that their teachers are happy, positive and motivated to practice SCL techniques in the classroom. They enjoy competition in group and pair work. They are habituated to make group and pair. For their long time practice, they can answer any question after consultation among their group. They have U shaped sitting arrangements which are almost friendly to implement SCL techniques. Lighting is sufficient. Teachers of those two schools also feel that HTs teachers are cooperative to SCL techniques in the classroom. Head teachers of those schools opine that their teachers-students are freely, confidently and sincerely followed and practiced SCL approaches in the classrooms. Both teachers and learners enjoy SCL approach. Though, from observations four classroom as a non-participant observer of aforesaid schools researcher found that teachers used only group work as student-centred techniques. The questions asked to foster student thinking and learning were lower order questions. They did not utilize any relevant instructional materials which may encourage students to be more participative in

learning. However, the classes were in participatory mode because average number of present students of observing classes was 30.

On the other hand, research findings from other four schools showed that their classrooms were not fully ready to practice different techniques of SCL due to some limitations; however they try to practice SCL techniques. They need flexible furniture in their class room though; students of those schools felt that their teachers are happy, positive and motivated to practice SCL techniques in the classroom. Teachers of those schools informed that they try to apply group works, pair works and questioning techniques, however they cannot apply all times because of huge students in a class. For example they mention that they have more than 80 students in a class. So they cannot make the classes participatory effectively. According to head teachers' excessive class of every teacher is the impediment in the way of regular practice of SCL techniques for lack of preparation. Another problem according to head teacher is lack of sufficient subject-based teachers. Findings from classrooms observations by researcher indicate that teacher does not apply any SCL techniques in the classes. The classrooms are not friendly in all respects. There was lack of sitting arrangement, lack of sufficient lighting. Many students were standing in the classes. Most of classes were totally lecture-based. Average numbers of present students of those classes were 80 up. One of the class there were 111 students. There were wide scopes to engage students in different activities like pair work, group work and using board by students. It seems to researcher that teachers are not habituated to SCL approach.

Findings from teacher educators' interviews disclosed that our schools are not fully ready to implement SCL approaches. Out of ten, eight teacher educators boldly established that most of the classrooms are not friendly to practice these

approaches. For huge students in a class they cannot move freely. As a result, it is not possible to conduct pair or group work effectively. While training time teachers use to show their full enthusiasm and motivation towards targets and aims of the training. But, practically they apply only 20% of their training. Findings further showed that pre-set school visit and sudden visit give separate feedback from classroom observation. If the visits happened suddenly they found teachers in traditional mode of teaching. Conversely, if the visit is prearranged, teachers partly apply different SCL techniques. Teacher educators think that, great portions of the teachers are not motivated to SCL approach except those who are self-motivated. But students are 100% motivated toward SCLA. Teacher educators' observations showed that HTs are more fascinated in administrative and financial works rather than academic. Only 5 to 10 % HTs are committed to implement SCL or participatory approach. The overall findings are similar to findings of NCTB. According to NCTB's statistics on 'Evaluation of Secondary Curriculum and Need Assessment' (2010), lecture method is still a favourite method to the students and teachers where 31.2% students preferred lecture method as a learning process and teachers choose lecture 72% as teaching method. Like the students, teachers' also select lecture method as the first choice of teaching methodologies and group work is the second choice.

5.4 How far the present secondary curriculum¹² and secondary books of NCTB-14 are friendly to student-centred learning

In this study, most of compulsory books of class IX and X for science, humanities and business studies groups were examined to discover how far they are helpful to student-centred learning and teaching approaches. Alongside opinions of classroom teachers and students were sought from their FGDs. Moreover, views and opinions of teacher educators were taken from their interviews. Findings

showed that different student-centred learning techniques like group/ pair/ individual works and worksheets/activities/tasks/experiments have been enclosed in most of books. There are 30 group works, 25 pair works and 25 activities in English for Today, 30 activities in Accounting, 12 activities in Arts and crafts, 36 group works in Business Entrepreneurship, 80 group works and 82 activities in Bangladesh and Global Studies, 32 activities in Biology, 67 activities in Islam and morale education, 6 activities in Buddhist Religion and morale education, 47 activities in Christian Religion and morale education, 36 activities in Civics and Citizenship, 5 group works and 6 pair works in Finance and Banking, 36 activities in Physics, 30 activities in Science, 12 group works and 20 activities Chemistry, 25 activities in Economics and in Mathematics there are 146 activities. Class room teachers, trainee teachers and students of all participating institutions also acknowledged that secondary books of 2013 for different subjects have different worksheets, activity sheets which may be motivational for students to work in group, pair and individually and engage them by teachers.

Findings in relation to refection of student-centred learning in new curriculum of 2012, demonstrate that extension of class duration from 35 to 45/50 minutes per class and introducing creative questions and continuous assessment techniques have a positive impact on making classes student-centred effectively.

Findings from teacher educators' interviews illustrated that new curriculum 12 and secondary books 13 are great extent positive and welcoming to student-centred learning because there are some steps like extension of class duration, incorporating different student-centred activities in curriculum and secondary books and introducing creative questions and continuous assessment are new initiatives towards student-centred learning era.

5.5 The existing barriers to implement student-centred Learning

This was one of the key research questions of the study. Participants of the study discovered many reasons as barriers to implement student-centred learning approach. Though they expressed their opinions from their own perspective but students, class room teachers, head teachers of participating schools and trainee teachers have identified very common reasons in the way of proper implementation of SCL approaches. Most of them believed that excess students in the classes, class load of every teacher, non-stop classes, no time for before class preparation, lack of subject-based teachers, conducting classes other than own subject, burden of stop-gap classes, lack of flexible furniture and lack of necessary supportive teaching aids are the major difficulties in the path of proper implementation of student-centred learning approach. One of the head teacher recognized present class duration (45 minutes for double shift /50 minutes for single shift) is not enough for student-centred learning approach. On the other hand, teacher educators' identified some others barriers from their own practical experiences which are also alike to each other. Research findings showed that teacher educators' recognized 'negative attitudes and mindset of teachers; 'learners' advancement in ICT than teacher; fixed sitting arrangement and infrastructure; lack of quality and competency of the existing teachers; 'de-motivational attitudes of head teachers; 'lack of monitoring and mentoring of teachers; 'large class size; 'excessive classes of teachers and insufficient time for per class as the barriers of implementing student-centred learning approach in secondary schools in general. These findings are also comparable to Ferdinando's research's work. Ferdinando (2001) identified that 'The implementation of Student-Centred Learning Approach in developing countries like Indonesia is difficult. Universities have limited facilities, so student cannot use them efficiently in searching information. Lecturers in these kinds of campus have to think creatively how to use the

available facilities effectively. Secondly, its implementation in new students' classes needs special monitoring, so individually they can do it better someday'. On the other hand, Zajdali, Hamza, & Kharusi (2012) in their study 'Evaluating Teachers' Perceptions of Student Centered Learning in Ministry of Health Institutes in Oman' showed that 'Despite the perception of the benefits of SCL, teachers still noted some common barriers to applying this approach. These barriers were mainly related to students, teachers, resources and the curriculum. Teachers perceived the barriers that the students might faced as lack of learning skills and abilities and misperception of students regarding SCL. In addition, students' lack of willingness, readiness and lack of motivation to accept the workload imposed on them by SCL'. Another research study named 'Contextual challenges of implementing learner-centred pedagogy: the case of the problem-solving approach in Uganda'done by Sikoyo (2010) revealed that although teachers understood and recognised the benefits of active learner engagement in pedagogic process, they were unable to implement the problem-solving approach in the manner prescribed because of time constraints; inadequate learner participation in instructional activities owing to large class sizes where average students in schools over 100 and learners' low proficiency in English; as well as inadequate instructional materials, particularly science equipment and materials.

Despite of above mentioned drawbacks and limitations to implement SCL, from classroom observations, interviews with head teachers and FGDs with students and classroom teachers it has been appeared to researcher that lack of commitment, lack effective patronization and mentoring by head teachers are the key causes in the path of expected implementation of student-centred learning approaches in secondary schools.

5.6 Probable means to overcome the barriers in implementing student-centred Learning

This was another key research question of the study. Participants of the study proposed many ways to overcome the obstructions of implementation of student-centred learning approach. Findings showed that though participants suggested their opinions from their own perceptions but they have common thoughts. Findings from FGDs of students' and teachers' of participating schools and interviews of head teachers' recommended that to overcome the barriers in implementing student-centred learning in every school class-wise number of students should be reduced; they proposed that it should be maximum 40-50; Number of classes per teacher should be decrease and that should be maximum 3 out of 6 per day, for that purpose necessary subject-based teachers should be fulfilled; it should be ensured that teachers conduct classes where they have academic and pedagogical background, they needed white boards, markers, multimedia facilities and necessary teaching aids to the make the classes participatory more effectively; class arrangement should be friendly to group work, pair work, practical work; schools should supply poster paper, markers and necessary teaching aids on demand of teachers, students.

Findings from FGD of B.Ed trainee teachers of Dhaka Teachers' Training College specified some means as possible measures in implementing SCL approach for their schools. They highlighted that HTs should be trained on SCL or participatory approach so that they become fully motivated; class size should be small which may not more than 40 in a class; class duration should be 50 to 60 minutes and it should be ensured; Flexible furniture should be ensured; necessary teaching materials and aids should be supplied and kept in the classroom so that time cannot be wasted and Monitoring should be ensured for every schools internally

and externally. Additionally, trainee teachers emphasized for financial and social incentives of teachers so that they could not target coaching or private tuition.

Findings from teacher educators who are directly involved in field level class monitoring and mentoring reveal that for better implementation of SCL approach in our secondary schools proper motivation of class room teachers, head teachers and school managing committee (SMC) members should be ensured. Alongside, appropriate monitoring and mentoring of class room teachers and head teachers should be make sure. Moreover, they thought that print and electronic media can play very positive role to motivate students, teachers and guardians to student-centred learning. They also suggested for introducing performance based assessment for the teachers which may motivate teachers to implement SCL in their schools. Giving reinforcements to classroom teachers for increasing will, interest and eagerness of them may be a effective means to overcome the barriers. A government order (GO) from ministry of education (Moe) to schools in general to implement SCLA may brought positive changes in the classroom in near future.

5.7 Apparent outcomes from SCL approaches if implemented effectively

This question was asked to all participants of the study to discover the future achievements after effective implementation of student-centred learning approaches in our secondary schools of Bangladesh. Findings of this question from head teachers, teacher educators, classroom teachers and students of different participating schools revealed that there are many positive and far reaching effects of implementing SCLAs. Participants have many common thoughts in regarding the end results of implementing Student-centred learning approaches. Findings showed that if student-centred learning approaches implement properly quality of teaching and learning will be ensured; learning will be joyful; learner will be self-confident and creative; dropout rate will decrease; learners will be schools and

classroom oriented; quality and creativity of teachers will increase; leadership quality and decision making capacity of students will be stepped up; relationship between teachers and students will be deep and meaningful. Besides these, teacher educators believed that effectual student-centered learning approach will make learners self confident and positive in outlook. Quality of understanding of learners will strengthen. Culture of reciprocal cooperation will develop among learners and democratic norm will take an institutional shape. These findings showed matching with findings of Jones (2007) from literature review where it is found that ‘In a student-centered class, students don’t depend on their teacher all the time, waiting for instructions, words of approval, correction, advice, or praise. They don’t ignore each other, but look at each other and communicate with each other. They value each other’s contributions; they cooperate, learn from each other, and help each other. When in difficulty or in doubt, they do ask the teacher for help or advice, but only when they have tried to solve the problem among themselves. The emphasis is on working together, in pairs, in groups, and as a whole class. Their teacher helps them to develop their language skills’

CHAPTER SIX

CONCLUSION AND IMPLICATION

CONCLUSION AND IMPLICATION

6.1 Conclusion

The purpose of the study was to explore the barriers to and prospects of implementing student-centred participatory approach in secondary schools in Bangladesh. Overall literature review from Bangladesh contexts' and from findings of the study described that students, classroom teachers, head teachers and teacher educators are conceptually agreed in the ideas of student-centred learning approach and its application. Participants have found some common barriers like large class size, class overload nonstop classes of teachers' and lack of subject-based teachers in the way to implementing student-centred learning approaches. However, they have addressed some others obstacles from their own standpoints. On the other hand, to overcome the hurdles of implementing SCLA, participants suggested some ways which are very alike among them. These are like reducing class-wise number of students in between 40 to 50; number of classes per teacher should be decreased and that should be maximum 3 out of 6 per day, subject-based teachers should be fulfilled; teachers should allowed to conduct classes where they have academic and pedagogical background; white boards, markers, multimedia facilities and necessary teaching aids should be ensured and class arrangement should be friendly to group work, pair work, practical work. Participants also hoped that if student-centred learning could be ensured there have many positive effects which may helpful to ensuring quality education. They confidently believed that student-centred participatory approach will ensure good relation between teachers-students, students-students. Besides, examination phobia of learners will disappear gradually; attendant rate will raise and dropout rate will reduce.

6.2 Implication

The purpose of this qualitative phenomenological study was to explore awareness and mind sets that secondary classroom teachers, students, head teachers and teacher educators espouse regarding student-centred learning approaches. This study has also drawn attention to numbers of challenges and prospects that need to be addressed if secondary schools want to go on with implementation of student-centred approach as teaching-learning activities successfully. Based on the observations, field notes, data analysis, interviews and FGDs the researcher has developed several recommendation which may incorporate as implications for different stakeholders of secondary educations of Bangladesh such as head teachers, class room teachers, teacher educators and policy makers with a view to implementing student-centred learning approaches successfully in our secondary schools.

6.2.1 Implication for head teachers

School improvement is the result of cooperation among school, parent and the community under the leadership of head teacher or school leader. UNESCO (2009) opined that head teachers can take action on the composition of groups or the coordination of the teams of teachers, and ensure that a climate conducive to class work and to tranquility among pupils and their teachers reigns in the school. They can also influence the teachers' individual activity if they are able to select them, to motivate them and help them to appraise themselves, to train themselves and to develop individually and as a team. So head teachers can play a very positive role to establish the culture of practicing student-centred learning approaches in the class room. In this study, in the time of interviews with head teachers, trainee teachers and teacher educators and FGDs with classroom teachers and students it has been observed that those schools are motivated to SCL where

head teachers are motivated. So initiative like 2/3 days motivational training for head teachers should be taken so that they come forward to materialise SCLA as teaching-learning activities. Furthermore, head teachers may come forward to encourage debate, role play, recitation and power point presentation as co-curricular activities among teachers and students to popularize different techniques of SCL.

6.2.2 Implication for classroom teachers

UNESCO (2009) felt that ‘Teachers clearly have an essential role to play in improving the school’s performance, but that role cannot be individual. The teacher’s function with regard to the pupils, in the classroom, is not in itself changed. Teachers have always had the objective of helping the pupils in their care to perform well in their specialist field or subject’. So with a view to obtaining those aims teacher education can play the vital role in developing quality teachers. Like head teachers, classroom teachers should come in regular CPD training under government Teachers’ Training Colleges where there are good numbers efficient teacher educators trained in home and abroad. At the same time, all CPD trainings should give special emphasis on student-centred learning approach. In addition, classroom teachers should provide proper knowledge and necessary resources for classroom management that would help them to build a sustainable and high quality student-centred classroom.

6.2.3 Implication for Policy maker

As early stated, the latest secondary curriculum prepared by NCTB in 2012 has given special emphasis on student-cented learning approach. For that purpose new curriculum has taken on philosophy of constructivist theory. This theory believes that learning takes place through continuous changes and development in thinking brought by different types of tangible information. Every individual learner

develops new knowledge and ideas in own way according to his/her own experience and environment. Beside this, most of the classroom teachers have already got TQI-SEP patronized 14 days CPD training where modes of presentation both by trainers and trainees were totally participatory. So it is proved that policy makers are committed to implement student-centred learning approach in the secondary level. So it is the high time for policy makers to analyse the ways and means of implementing effective and classroom friendly student-centred learning techniques in all types of secondary schools in Bangladesh. For that purpose a government order (GO) from Ministry of Education (MoE) to all secondary schools, local administrators is much needed. Furthermore, academic monitoring should be ensured by teacher educators to speed up the targets. Moreover, for motivating teachers and devoted them in different activities it should be ensured that teachers are taking classes according to their subjects and training backgrounds.

6.3 Recommendation for Further Study

The main focus of this study was to make out the barriers to implement student-centred learning approaches and to search for the potential ways to overcome these hurdle to put into practice that approach. Likewise, it was also researcher's objective to discover teachers, students, teacher educators' perception and how far they are involved in practicing student-centred learning approach. Based on the findings and conclusions of this research, several recommendations for future research have been made concerning student-centred learning in secondary education of Bangladesh. It is imperative to point out that as student-centred learning approaches are recent initiatives in Bangladesh secondary education, researches on this field are limited. Thus, Researchers may consider the following extensive fields for future research study.

1. The present study was exploratory and qualitative in nature; therefore, future studies should be conducted which may be quantitative or mixed taking a large sample of teachers and students from different areas of the country and could provide more explanatory findings about the current teaching-learning activities situation of secondary schools in Bangladesh.
2. As student-centred learning is based on the philosophy of experience learning so future studies should be conducted to determine how far our secondary curriculum is experience based.
3. A quantitative study should be conducted to determine the awareness of SMCs and Guardians' on student-centred learning approach
4. Finding from the present study reveal that classroom teachers are not interested to conduct classes which are not directly related to their educational background and training. Therefore, a mixed method study may be conducted to find out relationship between teachers' educational background and classes offered by schools.
5. Perceptions of field level education administrators on student-centred education need to be explored. This study could reveal how mainstream local education administrators perceive SCL and how they supervise the classroom in the schools of their catchment areas.

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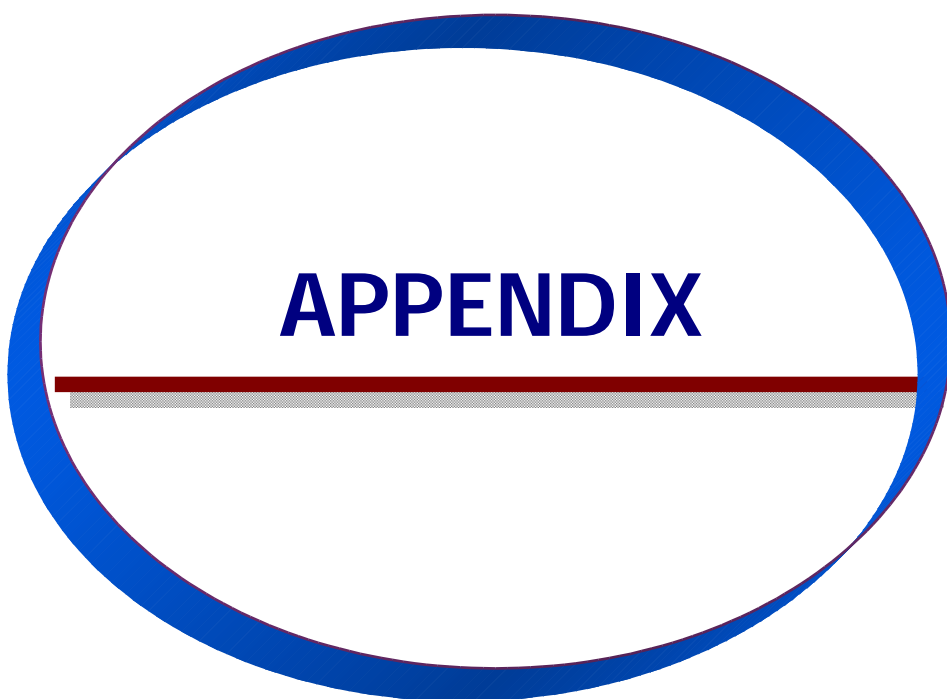
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APPENDIX



APPENDIX-1

INFORMATION SHEET FOR PARTICIPATING SCHOOLS

1. Name of the schools :
2. Name of Head of institution:
3. Address :
4. Phone :
5. Mobile :
6. Types of Schools : (Give $\sqrt{\quad}$ symbol)
 - i. Girls ☐ ii. Boys ☐ iii. Co-education ☐ iv. Single shift ☐
 - v. Double shift ☐
7. Total number of teachers: Male ☐ Female ☐
9. Total number of students: Boys Girls
10. Number of trained teachers:Untrained teachers.....
- 11 . Result of SSC for the last four years

Year	Total candidates	Pass rate	GPA 5
2010			
2011			
2012			
2013			

Signature of Head of institution and date

APPENDIX-2

PERSONAL INFORMATION SHEETS FOR FGD GROUPS (STUDENTS)

Name of Schools -----

Address-----

Type of the Schools—i. Government/Non-government (Give ✓ symbol)

ii. Urban/Rural (Give ✓ symbol)

iii. Boys/Girls/Co-education (Give ✓ symbol)

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

APPENDIX-3

QUESTIONS FORMAT OF FOCUSED GROUP INTERVIEW FOR STUDENT

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

1. What do you mean by Student-centred Learning?
2. Do you like student-centred Learning? Why or why not?
3. What kinds of techniques you practice in your class?
4. Do you think that student-centred techniques help you for effective Learning?
How or why not?
5. Do you think that the benefits are different for high and low achieving students? Why?
6. Do you think that large class-size is an obstacle to implement it? Why or why not?
7. Is present class duration is helpful to practice student-centred techniques?
Why or why not?
8. Do you get much time to present group work or pair work?
9. Do you think that your text books are friendly to practice participatory techniques? How or why not?
10. Are your teachers happy to practice SCL techniques in the classroom?
11. Is your classrooms ready/friendly to implement SCL techniques?
12. What kind changes may come in our education if student-centred learning philosophy can established effectively.

APPENDIX-4

PERSONAL INFORMATION SHEETS FOR FGD GROUPS (TEACHERS)

Name of School -----

Address-----

Type of the Schools—i. Government/Non-government (Give √ symbol)

ii. Urban/Rural (Give √ symbol)

iii. Boys/Girls/Co-education (Give √ symbol)

SL	Name of Teachers	Experiences	Subject taught	CPD Training Yes/No
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 it? Why or why not?

iii. Do present class duration is helpful to implement it? Why or why not?

iv. Do classroom environment in friendly to implementing SCL?

4. How far the secondary books of NCTB-13 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) is welcoming to Student-centred Learning? Why or why not?

5. What is the role of HT/Principal towards SCL implementation?

i. Are they positive to SCL? How and why not?

ii. Are they help you to implement SCL in your classroom?

6. What steps should be taken to implement SCL effectively?

i.

ii.

iii.

7. What kind changes may come in our education if student-centred learning philosophy can established effectively.

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-7

PERSONAL INFORMATION SHEET FOR TEACHER EDUCATOR

(Kindly provide the following details indicated below)

Name-----

Educational Qualification -----

Name of the College/Institute -----

Professional Training-----

Experiences as Teacher Educator -----

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 it? Why or why not?
 - iv. Do you think that present class duration is helpful to implement it? Why or why not?
 - v. Do you think that existing classroom environment is friendly to implement SCL?
4. How far the secondary books of NCTB-13 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) is welcoming to Student-centred Learning? Why or why not?
5. Have you found classroom teachers motivated toward implementing SCL while visiting schools?

6. Do you think that HT/Principal are committed to implement SCL ? Are they positive/negative/indifferent?
7. What steps should be taken to implement SCL effectively? Give your suggestion.
 - i.
 - ii.
 - iii.
8. What kind changes may come in our education if student-centred learning philosophy can established effectively.

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 to maintain discipline inside the classroom.	
Starts and ends the class on time.	
Makes sure that the classroom is well prepared for conducive 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 be confident in taking risks.	
Others	