

Analysis of Present Situation of Use of Lesson Plan in Primary School of Bangladesh

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Abstract— This study presents of classroom practice about use of lesson plan at the primary schools of Bangladesh. Various video, graphs, personal observations and research findings alongside some reports depicts that this situation of use of lesson plan in the school of Bangladesh is below standard. The stakeholders of this research were 80 assistant teachers and 40 head teachers from 40 schools. 8 Assistant Upazilla Education Officer and 8 Instructor, Upazilla Resource Center selected from respective upazilla purposively. Use of lesson plan below the mark because of teacher-student ratio is high, shortage of teacher, lack of teachers' dedication and motivation, no mentoring facilities and shortage of supervision by the head teacher. Teachers faced some problems and got inadequate support from various sources in respect of preparing and using lesson plan. To change things, authority of government if necessary, support is provided to teachers according to the recommendations of this study. as a result, teachers can use effectively and quality of teaching learning will be improved.

Keywords— Present situation, use, lesson plan, primary schools, Bangladesh.

1. INTRODUCTION

The Nobel laureate Amartya Sen in his speech to a teacher gathering in Delhi on 2 January 1999 said "Elementary education is central component of any kind economic development.... Economic powers such as Japan had high levels of education before; they advanced towards industrial development (Manzoor, 2008, p.7). Elementary education is the first step of formal education system of Bangladesh. Bangladesh is leading the largest primary education in world. Bangladesh has different kinds 104017 primary institutions (ASPR, 2013).

Also has many achievements during the past era, then more development are still needed in order for all children to obtain the profit of quality education. In order to ensure quality primary education for all children, it is significant to change curriculum, re-write textbooks and enhance quality of teaching in the classroom (UNICEF & JICA, 2009). Primary curriculum of Bangladesh is competency-based. But there are lots of gaps in curriculum, textbooks and its' implementation system (JICA 2009). For the improvement the quality of primary education, the Government of Bangladesh has undertaken an integrated programme with the co-operation of development partners known as PEDP since 1997. Now the Fourth Primary Education Development Programme (PEDP4) is running for improve the quality primary education.

Teachers are irreplaceable agents of the educational process in all levels of education system and in all types of educational provision (Svatopluk Petracek, 1989). But for the successful implementation of competency-based curriculum in Bangladesh teacher training is not good enough. Most of the schools give teaching conventional and dominant way. There are trends to focus on memorizing. There is less emphasis on developing analytical, practical or vocational skills (UNICEF, 2009). Also, teachers depend too much on the textbooks to present the content on teacher-centered way without sufficient explanation using life-like examples and materials or problem-solving strategies and diagnosis error patterns (Uddin, 2005). So, poor quality of teaching is acknowledged as one of the key variables contributing to the low level of learning achievement in primary schools (Bangladesh Education Sector Review, 2002). If teaching and learning process is not equally effective for all students, the difficulties in achieve, skills by the students could get collapse. Generally, executed lesson plan practices include the objectives to be taught, time frame, procedures to be used, necessary materials, questions, independent practice, and evaluation. Lesson plan influences not only teachers teaching but also classroom management. Defining objectives and learning outcomes is important for planning process. Knowledge about students, knowledge of subject matter, and knowledge about teaching techniques are also factors of planning process. Lesson plan should be made one week before the beginning of the academic year. The plan should be practical and usable, be rational in terms of teacher capability and time.

The plan should be strengthening for the successful educational program. Depending on the class and subject, teachers should be required to follow curriculum designed by NCTB. Annual lesson plan, daily lesson plan, daily class routine, teacher's guide, teachers' edition, etc. are important for successful implementation of primary curriculum introduced by National Curriculum and Textbook Board (NCTB) of Bangladesh.

Successful use of the mentioned materials plays an important preface for successive professional development of teachers and achievement of competences by students. This idea for teachers' continuous professional development was started from 2004 under JICA Support Programme (JSP). Bearing in mind the significance of using lesson plan in the classroom eight intelligence-based lesson plans was introduced under the IDEL project funded by UNICEF. So, the researcher was interested to conduct a study on analyze the present situation of using lesson plan in the Classroom of primary school of Bangladesh. This study is an attempt to explore the present status of using lesson plan in the primary classroom in order ensures the quality teaching learning.

2. OBJECTIVES

- I. To analyze the present situation of using lesson plan in the Classroom of primary school of Bangladesh.
- II. To identify the problems and challenges of using the lesson plan in the primary school.
- III. To create awareness of teachers and supervisors for using lesson plan in the primary school of Bangladesh.

3. LITERATURE REVIEW

Review of literature is an important part of research. It is established, conflicting evidence and gaps that means literature review can identify previous approaches to the topic, identify central issues in the field, integrate what previous researchers have found and identify important issues still unresolved. In this study literature review helped to decide the sample, sampling technique, developing questionnaires, collecting data and finally processing and analyzing the data.

3.1 Primary Education in Bangladesh

Primary Education of Bangladesh is consisting of five years' formal education from grade one to five. which is age group six to ten years. These five years of primary education is compulsory for all children. Compulsory Primary Education act (CPE act) was enacted in 1990 in order to implement the constitutional provision for free, universal and compulsory education In Bangladesh. The objectives and plans of national development are guided by a strategy of poverty reduction and human development. In which education, especially at the basic level, has a critical role. Fundamental education is generally imparted in the primary schools.

It is necessary to discuss pertinent literature to know about what research was done in the relevant area. It is also significant to discuss the relevant subject. It helps the seeker to know the problem properly and its impression on the relevant field. Similarly, it is important to the readers and the researchers to realize the topic properly. The relevant literature review expresses the importance of lesson plan.

In this situation researchers studied the relevant literature and reviewed which is mentioned below:

3.2 Factors Influencing Quality Teaching Learning

Various factors are significant in impressing the quality of primary education in Bangladesh (BRAC 2004, Rahman 2008). Some of them which are closely related with preparing and using lesson plan are given below.

- Professional in-service teacher training.
- Preparation of the teachers, preparation of lesson plan and teaching materials.
- Successful use of lesson plan, chalkboard and teaching materials.
- Interesting, sequential and well-organized presentation of the subject.
- Student friendly circumstance in the class: particularly interesting, well-managed and rapport between teachers and students.
- Active, standard-based, participatory, child-centered and relevant instructional method that facilitate active student learning through democratic process between teachers and students.

3.4 Teachers why and how prepare the lesson plan

Study supports the notion that planning has to occur in order for teachers to demonstrate effective teaching behaviors (Byra & Coulon, 1994; Clark & Yinger, 1979; Griffey & Housner, 1991; Housner & Griffey, 1985). Clark and Yinger (1979) identified eight reasons for why teachers plan:

- Determine a direction to take a lesson.
- Build confidence and security about the lesson.
- Learn the material or refresh their memory by studying and reviewing the content.
- Organize the material for presentation.
- Make decisions on timing and flow of the lesson.
- Organize students.
- Provide an outline for instruction and evaluation.
- Meet organizational needs such as daily, weekly, and semester schedules.

In addition, planning provides an opportunity to connect prior learning, student characteristics, and environmental conditions to the teaching/learning process (Griffey & Housner, 1991; Housner & Griffey, 1985). Generally, lesson plans are classified into yearly lesson plans, weekly lesson plans which consist of five daily plans, daily lesson plans and substitute teacher plans (Farrell, 2002; Bailey:1986:15-40);

3.4.1 Yearly Plan

Annual plan provides an overview of the course in curriculum. It suggested the units to be taught and the time devoted. Annual plans are usually submitted to the head teacher of the school, at the end of first week of the respective academic year. A concise version of the yearly lesson plan may be included in the syllabus as well.

3.4.2 The Daily Lesson Plan

Every day lesson plan is a written description, of what a teacher would like to have happen during a particular lesson or class duration. It should contain the idea or aim, the time block, the procedure and the teaching aids needed. Generally daily lesson plans are submitted to head teacher of the school at the end of each week for the following week.

3.4.3 Substitute Teacher Plan

Lesson plans for substitute teachers should be cordially planned and written in detail. Detailed plans present the teacher with feeling of confidence and guarantee. The lesson plans should be putted on the teacher's desk and included in the substitute teacher folder.

3.5 Pre-planning Strategies for Writing the Lesson plan

The teacher first should be aware of the learning style of the students before writing a lesson plan, reading skills of students and access to technology. The following discussion will also help teacher writing an effective lesson plan;

- What do I want all students to know and be able to do at the end of this lesson?
- What will I do to reason this learning to happen?
- What will students do to facilitate this learning?
- How will I assess to find out if this learning happened?
- What will I do for those who show through assessment that the learning did not take place?

keep in mind the question when preparing lesson plans is what students are going to learn, achieve, and accomplish tomorrow and what the teacher is going to deliver tomorrow because the role of the teacher is not to hide, it is to uncover. Learning has nothing to do with what the teacher covers. Learning has to do with what the student accomplishes (Wong, 2009:87). Based on the answers of these questions, teacher should read the lesson plan establishing a variety of instructional strategies focusing on academic expectations and core content to connect writing to what is being taught.

Particularly, a lesson plan should address the following (Richards, 1998:103-121);

1. Idea or objectives to be taught, which tells the student what they will learn.
2. Time blocks, e.g., approximate time expected to be devoted to the lecture.
3. Procedures to be used for instructional design.
4. Materials needed both for the student and the teacher .
5. Independent practices or student time on task.
6. Evaluation, applications, and student understanding,

e.g. Main questions to be asked by the teacher to check student understanding. other hand, a effective lesson plan provides for each class to have a focus; each minute of the class and role of students are planned; lecture is designed to engage class making the students active participants; significant points are repeated multiple times within a period and throughout the semester; and how new class material relates to earlier material are pointed out building a foundation for students learning (McCutcheon, 1980: 4-23; Purgason, 1991: 419-431).

4. METHODOLOGY

It has undertaken various formal methods to finish the study. The study was qualitative and quantitative in nature. It was decided to select samples from Dhaka and Gazipur district under the Dhaka division of Bangladesh. Total 40 government primary schools selected from the selective area. Of them twenty were urban government primary schools and twenty were rural government primary schools. Purposively selected primary schools of Bangladesh were the population of this study. Assistant Teacher, Head Teachers, Assistant Upazila Education Officer and Instructor, Upazila Resource Centre are selected from the selected schools. Questionnaire was developed by considering the respondent. Data collected from phase to phase interview method in this study. Several types of data collection tools were used in the study. Document Analysis checklist, Questionnaire, Classroom observation checklist, Literature review, personal

experience gained from school visit, Purposive sampling technique was used to select the school. The stakeholders are the right population who can give the correct information about preparing and using lesson plan in the classroom. So, for questionnaire survey, the following categories of respondents have been selected purposively as sources of data.

- a) Assistant teachers.
- b) Head Teachers.
- c) Assistant Upazila Education Officer.
- d) Instructor, Upazila Resource Centre.

What materials they used for preparing lesson plan, how they developed lesson plan, what necessary things they considered for preparing lesson plan and from whom they get help. Collected data were computerized and analyzed using MS Excel and statistical formula SPSS.

5. RESULTS AND DISCUSSION

These Tools were used for four categories of respondents namely Assistant Teachers, Head Teachers, Assistant Upazila Education Officer and Instructor, Upazila Resource Centre. According to the sampling design of the study it was planned to collect data from respondents of various categories and classroom observations. Responses to each question were analyzed both in quantitative and qualitative terms as per suitability. The information under several headlines is presented below according to the order.

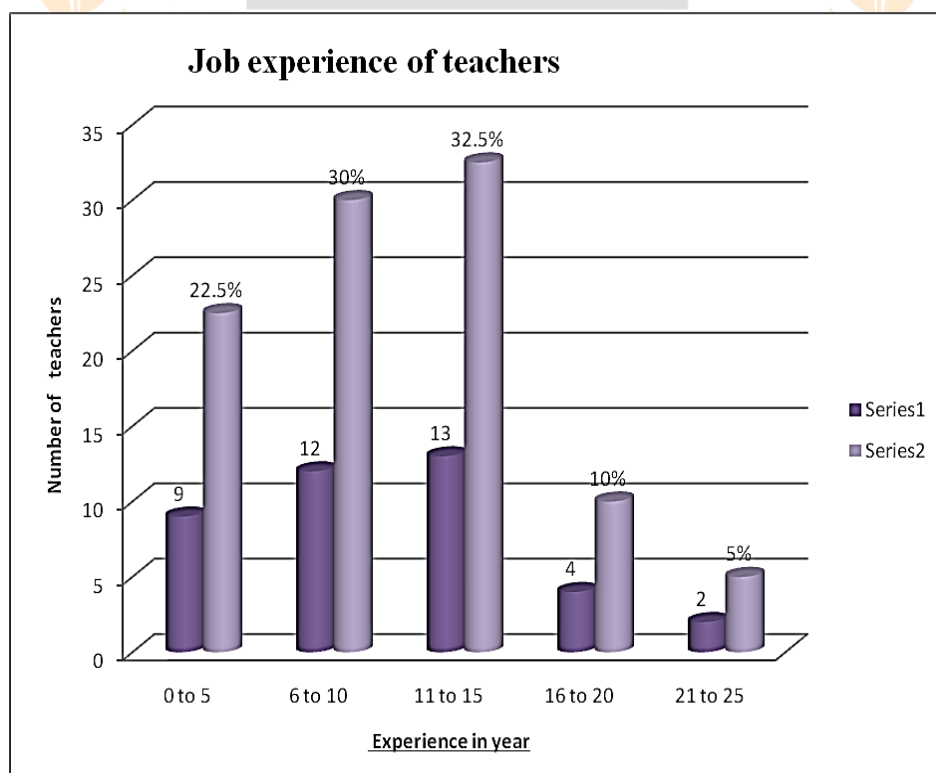


Figure 1: Job experience of teachers

Figure1 shows that 32.5% teachers have 11-15 years work experience, 30% teachers have 6-10 years, 22.5% teachers have 0-5 years, 10% teachers have 16-20years and 5% teachers have 21-25 years Job experience.

This information focuses that maximum teachers have 11-15years Job experience. so they have sound knowledge to improve quality teaching and also their academic qualification is Graduate. So they have sufficient knowledge for Lesson Plan of primary level.

Table 1: The highest educational qualification of Respondents

Respondents	SSC (%)	HSC (%)	Graduates (%)	Postgraduates (%)
Assistant Teacher	4	22	49	25
Head Teacher			41	59
Assistant Upazila Education Officer				100
Instructor, Upazila Resource Centre				100

Table1 describe that 49% and 25% assistant teachers have Graduates and Postgraduates degree respectively. 22% and only 4% teachers have HSC and SSC degree respectively.

From this information shows that most of the Assistant Upazila Education Officer head teachers (59%) have Postgraduates degree while 49% have graduation degree.

It also describes that all of the Assistant Upazila Education Officers and Instructor, Upazila Resource Centre have Postgraduates degree.

Table 2: Long term training

Respondent	C-in-Ed (%)	DPed (%)	B.Ed. (%)	M.Ed. (%)
Assistant Teacher	89	8	2	1
Head Teacher	88	1	10	1
Assistant Upazila Education Officer	9		21	15
Instructor, Upazila Resource Centre			78	22

It is stated, that 89% teachers have C-in-Ed, 8% have DPed training, and 2% have B.Ed. and 1 % teachers have M.Ed. It is found from the table that 88% Head Teachers have C-in-Ed. On the other hand, 10% have B.Ed. degree and 1 % has M.Ed.

From the above table, it is shown that 21% Assistant Upazila Education Officers have B.Ed. degree and 9% have C-in-Ed and 15% have M.Ed. degree.

It is also found from the above table 78% Instructor; Upazila Resource Centre has B.Ed. degree and 22% have M. Ed degree.

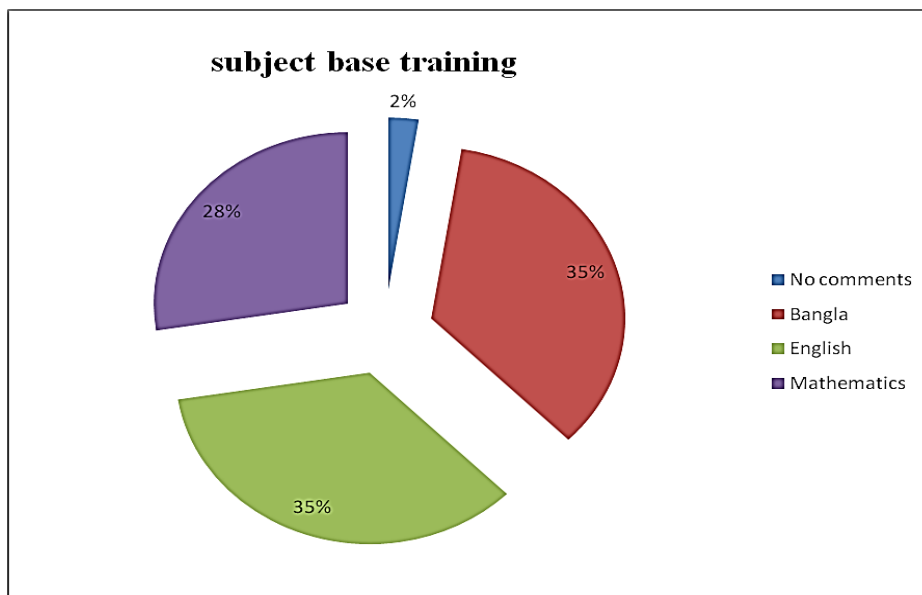


Figure 2: Subject base training of AT

Different subject base training describes that, 35% assistant teacher trained in English subject, 35% teacher trained in Bangla subject, 27.5% teacher trained in Mathematics subject. The data indicates that maximum Assistant Teacher has trained in Bangla and English subject. Another think most of the Assistant Teacher has different subject like Bangla, English Training. It is look like the good for quality education.

Table 3: Use of teaching-learning aids by the Assistant Teacher

Teaching-learning aids	During Class time	Use lesson plan	For assessing	For preparing and developing teaching aids
Text book	100	88	81	90
Shikhak Sohayeka	49	55	44	30
Teachers' Edition	51	62	38	28
Shikhak Nirdeshika	15	41	33	20
Teaching Package	0	0	0	0
Questions booklet	0	0	0	0

In the Table 3 describe all assistant teachers use text books during teaching whereas nearly half of the teachers (49%) use Shikhak Sohayeka and 51% teachers use teachers' edition, 15% teachers use Shikhak Nirdeshika and nobody use teaching package and questions booklet during teaching. It is also revealed from the above table that 88% teachers use text books for developing lesson plan while 55% Assistant Teacher use Shikhak sohayeka, 62% teachers 'use edition and 41% teachers use Shikhak Nirdeshika. Nobody uses teaching package and Questions booklet for developing lesson plan. It is also opined that most of the Assistant Teacher (88%) and 44% teachers text books and Shikhak Nirdeshika for assessing students' learning and around 38% teachers use Shikhak Sohayeka, 33% teachers' use editions. nobody

uses question booklet for assessing students' learning. It is found that 90% teachers use text books to prepare and develop teaching aids while 30%, 28% and 20% teachers use Shikhak Sohayeka, Teachers Edition, Shikhak Nirdeshika respectively for this purpose and nobody use teaching package for preparing and developing teaching aids.

Table 4: Use of Lesson Plan

Respondent	Yes (%)	No (%)
Assistant Teacher	89	11
Head Teacher	75	25
Assistant Upazila Education Officer	52	48
Instructor, Upazila Resource Centre	23	77

In the Table4 describes 89% teachers use lesson plan regularly while conducting classes. It also describes that 75% Head Teachers mentioned teachers use lesson plans regularly. Only 52% Assistant Upazila Education Officers and 23% Instructor, Upazila Resource Centre cited that teachers use lesson plans regularly in their classroom teaching.

Table 5: Assistant Teacher develop the lesson plan.

According to learning outcomes (%)	Colleagues (%)	Head Teacher (%)	Teachers' edition (%)
10	29	38	23

In the table5 shows that 38% Assistant Teacher develop the lesson plans with the assistance of Head Teacher, 29% Assistant Teacher develop the lesson plan with the assistance of colleagues. 23% Assistant Teacher develop the lesson plan with the assistance of teachers' edition and only 10% Assistant Teacher develop the lesson plan according to learning outcomes.

Table 6: Opinion of supervisors about develop the lesson plan

Supervisors	Teacher himself	With the help of colleagues	With the help of HT
Head Teacher	46	55	59
Assistant Upazila Education Officer	49	77	13
Instructor, Upazila Resource Centre	16	45	33

In the table6 shows that according to the opinion of head Teacher, 59% with the help of Head Teachers, 55% with the help of colleagues and 46% Teacher himself developed the lesson plan. According to the opinion of Assistant Upazila Education Officers, 13% with the help of Head Teachers, 77% with the help of colleagues and 49% Teacher himself developed the lesson plan. According to the opinion of Instructor Upazila Resource Centre 33% with the help of Head Teachers, 45% with the help of colleagues and 16% Teacher himself developed the lesson plan.



Table 7: Assistant Teacher used the lesson plan at the classes in last week.

100%	75%	50%	25 %	Less than25%	Not used
0	12	30%	50%	5%	3%

It is revealed that 50% assistant teachers used lesson plan use in the 25%conducted classes of last week, 30% assistant teachers used lesson plan use in the 50%conducted classes of last week, 12% assistant teachers used lesson plan use in the 75%conducted classes of last week, 5% assistant teachers used lesson plan use in the less than25%conducted classes of last week and 3% assistant teachers lesson plan not use in the conducted classes of last week. Nobody uses lesson plan100% conducted classes of last week.

Table 8: Opinion of supervisors

Opinion	Percentage (%)
Should be more cordial	48
Should be use real objects	44
Should be use more communicative English in the class	43
Should betake test on end of each week's lesson	53
Should be maintain classroom discipline	18
Should be divided the duration of the lesson	22
Should be ensure the reading ability of students	39
Should be try to achieve learning outcomes by the learners	17
Should be use attractive learning materials	36
Should be give equal emphasis to all students	14
Should be ensure 100% attendance	21
Should be give more tasks for mixed group	11
Should be take additional care to the weak students	49
Should be use Pair and group work Techniques	28
Should be Assess according to learning outcomes	22
Should be Make digital content	9
Should be Increase subject-based knowledge	7
Should be use domain-based questions	30

In the table8 shows that 49% supervisors said to provide extra care to the weaker students and 17% supervisors' opinion try to achieve learning outcomes by the learners. 36% supervisors said the teachers to use attractive teaching aids and14% gives equal emphasis to all learners. 21% supervisors suggested ensuring 100% attendance and 48% supervisor opinion being more cordial in teaching. 44% supervisors said teachers were advised to use real objects in teaching, use more English in the English class and take test on each week's lessons. Only 18%supervisors advised the teachers to maintain classroom discipline, 22% supervisors advised divide time of the lesson for moving forward and ensure everyone's reading

ability. 28% supervisors were advised to use Pair and group work Techniques and 22% supervisors were advised to assess according to learning outcomes. 9% and 7% supervisors were advised Make digital content and increase subject-based knowledge. 30% supervisors were advised to be use domain-based questions. It is stated, from the responses of Head Teacher's that half of the teachers have no constraints regarding subject knowledge, clear conception about Lesson Plan, co-operation from colleagues and concrete knowledge about students in developing and using Lesson Plan. Some of the teachers have some constraints regarding engagement in other than teaching activities, necessary teaching learning materials, concrete knowledge about students and enough facilities in the classroom. It is revealed from the responses of Assistant Upazila Education Officers and Instructor Upazila Resource Centre that some of the teachers have no constraint regarding co-operation from colleagues, concrete knowledge about students in developing and using lesson plan. According to the responses of Assistant Upazila Education Officer, half of the Assistant Teachers have some constraints regarding enough Subject Knowledge, time for developing Lesson Plan, clear conception about Lesson Plan and enough facilities in the classroom. Maximum Assistant Upazila Education Officers said that teachers do not develop lesson plan for lack of their sincerity and due to vacant posts, they also have to take extra class. Some Assistant Upazila Education Officers said lack of accountability and lack of strong academic supervision are the causes for not constructing lesson plan by the teachers. Most of the Instructor, URC said that teachers do not construct lesson plan because they are not interested in teaching following the methodology and for lack of sincerity and shortage of time. They also said teachers need training on lesson planning and supply of sufficient materials and to keep the teacher student's ratio 1:40. They also opined for reduction of work load and no. of classes.

6. FINDINGS

Researcher has observed that some issues behind this use of lesson plan in primary school of Bangladesh. The findings of the research which have identified through analyzing the result are presented. Maximum Assistant Teacher has job experiences within 11-15 years. Utmost Assistant Teachers have graduation and post-graduation degree. Most of the Head Teachers have post-graduation degree. All the respondent Assistant Upazila Education Officers and URC instructors have post-graduation degree. All respondent Assistant Teachers have C-in-Ed training. Utmost Head Teachers have C-in-Ed training. Some Assistant Upazila Education Officers have B.Ed. training. All Instructors (Upazila Resource Centerare) have B.Ed training and some of them have M. Ed training. Maximum Assistant Teacher has several subjects training, like Bangla, English, Mathematics. Teaching materials (like Teachers guide, text books, Shikhak Sohayeka, Shikhak Nirdeshika) are available in the all schools. Most of the teachers use textbooks during the teaching, during the making lesson plan, during assessing of the students', during making materials and using them. Most of the teachers use teachers' edition and Shikhak Sohayeka during lesson planning, during teaching in the classroom and during assessing of the students. Nobody uses teaching package and question booklet for developing lesson plan and assessing students' learning. Around half of the teachers developed lesson plan taking help from colleagues and using Teachers' edition and some of the teachers developed lesson plan with the help of colleagues and head teachers and using Teachers' Edition. Most of the Head Teachers

advised class teachers to develop lesson plan on the basis of learning outcomes with the help of colleagues. Most of the Head Teachers and Assistant Upazila Education Officers advised that class teachers to improve the lesson plan on the basis of learning outcomes with the help of colleagues. Half of the Assistant Upazila Education Officers advised that class teachers to improve the lesson plan by themselves according to learning outcomes. Maximum teachers have used lesson plan during teaching in the classroom in the last week. Less than 50% Head Teachers, Assistant Upazila Education Officers, Instructor (Upazilla Resource Center) observed their lesson during teaching in the last week. But according to the detailed is shown that maximum of the respondent Head Teachers, Assistant Upazila Education Officers, Instructor (Upazila Resource Center) observed teachers' teaching in the last week. ome of the observer suggested that teachers to develop themselves in many areas such as how to use attractive teaching aids, give equal emphasis to all students, provide extra care to weaker students, try to achieve learning outcomes etc. The supervisors advised that the teachers to construct lesson plan, use materials, cite real and life-oriented examples, assess weaker students separately, encourage students to use proper stress and intonation in English class, encourage the teachers to use techniques. But the ratio of advice in different areas was not sound significant. Maximum class teachers used Teachers' Edition to develop their lesson plan and some teachers are used base results of line survey and other teacher mentioned different techniques. But according to the opinion of Supervisors, it was proved that most of the teachers developed lesson plan using teachers' edition. Most of the respondent teachers mentioned that they often got help from their colleagues and Head Teachers to developing lesson plan. They seldom got help from Assistant Upazila Education Officer and Instructor Upazila Resource Centre. Most of the teachers had constraints regarding lesson plan construction, like lack of enough subject knowledge, clear conception about lesson plan, time for developing lesson plan, necessary teaching learning materials, co-operation from colleagues, concrete knowledge about students, enough facilities in the classroom and using lesson plan. Also they face the problem in developing lesson plan due to engagement of teaching activities. Most of Head Teachers mentioned that due to the shortage of time teachers didn't use lesson plan but most of the Assistant Upazila Education Officers mentioned due to the Lack of sincerity and teachers' vacant posts teachers didn't use lesson plan. Instructor of Upazila Resource Centre mentioned that due to the teachers' vacant posts and lack of teaching materials teachers didn't use lesson plan. They (Head Teachers, Assistant Upazila Education Officers and Instructor, Upazila Resource Centre) also mentioned some other causes were behind for not using lesson plan by teachers. All teachers need training on constructing lesson plan, developing sufficient materials and to keep the teacher student's ratio 1:40. Most of them also mentioned, it is necessary to reduce work load and reduce number of classes. Most of teacher also mentioned, it is necessary to reduce work load and reduce number of classes. Most of the Assistant Upazila Education Officers and Instructor, Upazila Resource Centre mentioned that reducing back to back class, supplying teaching aids timely, training and strong academic supervision for ensuring lesson plan by the teachers. Maximum of the observed teachers' performance was very low and a very small number of teachers' performance was excellent in the classroom. Conducting lesson in the classroom with Lesson Plan depends on teachers'

knowledge, skills and commitment. Many other issues are also related with effective use of Lesson Plan in the teaching. According to opinion from the different stakeholders and findings from different studies it is revealed that teachers have some limitation in using Lesson Plan. It is also important to know how many quality teachers can maintain in prepare and use Lesson Plan in the classroom and how much qualitative support is given to teachers in order to effective use of Lesson Plan. However, could be operate further research based on how much knowledge teachers have for preparing and using Lesson Plan effectively in the classroom.

7. CONCLUSION

Is short, the present situation of use of lesson plan in primary school of Bangladesh at below the mark, because of huge teacher-student ratio, shortage of teacher, lack of teachers' dedication and motivation, no mentoring facilities and lack of monitoring as well as supervision by the head teacher. Teachers face some challenges and got inadequate support from different sources regarding using Lesson Plan. To change the situation, the Government of Bangladesh has introduced different initiatives including teachers' training, education policy reforms. If supports are provided to the teachers according to recommendations of this study teachers can use Lesson Plan effectively and quality of teaching learning will be enriched.

8. RECOMMENDATIONS

1. Training on lesson plan should be arranged for the teachers and supervisors.
2. Quality based supervision should be improved by Head Teacher and supervisors.
3. Student teacher ratio should be reduced.
4. Teachers should follow the Teacher Guide and Teacher Edition.
5. Teachers must share ideas on developed lesson plan for its improvement with colleagues and Head Teachers.
6. Basic training of the remaining Assistant Upazila Education Officers and foundation training of the Upazila Resource Centre's instructors should be completed as soon as possible.
7. The authority should monitor and mentor strictly about the use of lesson plan by the class teachers.
8. To encourage the teachers can be categorized and introduced prizes and certificates according to their performance.

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