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- a. The structure of the submitted manuscript should be in accordance with *IMRaD format*;
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- c. In the methodological section please mention the followed research design;
- d. The article should be preferably between 4000-8000 words in length. The article having more than 9000 words will not be processed;
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- i. The author/s must attach a letter of declaration(*JSSRC: Form NO-A*) ensuring that this manuscript is not submitted anywhere else for publication;
- j. For referencing, the journal strictly conforms to *APA (7th ed.)* style.

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Experience of Female College Teachers: A Sociological Enquiry

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Abstract: This study is all about exploring the professional experience of female teachers working in public and private colleges in Bangladesh. To accomplish the investigation a qualitative approach was employed. The study was completed by in-depth interviews with seven female college teachers and grounded in reality. Eight respondents were selected purposively, five from private colleges and three of them from public colleges (public and government as well as private and non-government used synonymously). The objective of the study is: to explore female college teachers' experience in imparting teaching and disseminating knowledge in their colleges in general. The findings put forward that the respondents sensed that professional engagement opens a window of opportunity to them and poses some crucial challenges in their personal, family and social life. Through the opportunity, they get empowered regarding possessing resources, widening choice and enlarged level of decision-making. At the same time, they beset with some challenges like role conflict and role strain in their personal life, familial settings and professional engagement. They viewed that there is a reverse correlation between the extreme level of role strain and high-quality professional output that is effective teaching-learning.

Keywords: Professional Development; Role conflict; Role strain; Job satisfaction; Self-esteem and Empowerment.

Introduction

The gender dynamics in Bangladeshi society are transforming rapidly, especially in the professional sector where high educational quality is seemingly the driving force. When the dilemma is between professional development and family keeping, women are opted for teaching in several cases. It is observed that a significant number of women think that they can cope with the professional challenges in the education sector quite effectively than many other fields of working for highly educated female professionals in traditional societies like Bangladesh. Considering the above reality this investigation is intended to explore Bangladeshi female college teachers' experience in their professional context. Currently, Bangladesh has 137225 college teachers, of them 35551 are female which is 25.91 percent of total college teachers, according to education statistics 2021(BANBAIS, 2021). This number has been increasing in the last few decades. For instance, the total number of college teachers in Bangladesh was 86291 in

2009. Among them 17185 were female which is 19.91 percent of total number of teachers. It was further increased in 2014. The number was 105054, and the females among them are 24151 and that was 22.98 percent of the entire college teachers (BANBAIS, 2021). In the present day, one is female in every four college teachers which was one in every five, one decade earlier. This is a noteworthy enhancement from the point of gender dynamics.

In addition to the increasing number of female teachers in Bangladeshi college education, knowing their formal and informal life is also significant to understand the overall teaching-learning scenario as an entirety. Contemporary education theories suggest that despite education being a matter of formal classroom instruction, it is also based on the teacher's mental state, health method and motivation (Huffaker & Calvert, 2003). For this reason, teachers' social context, mental attachment towards teaching-learning and the process of a journey in professional life are essential for the effective learning of society (Dey, Rahman & Akther, 2012). Furthermore, many researchers suggested that how instructors come across their social life also influences the whole gamut of education (OFOEGBU et al, 1988). The study demonstrates that there are many areas left to be explored in college education in Bangladesh. One of the major fields is to know the working experience of female teachers which will unfold not only a number of pages of many aspects of education but also unwrap by and large Bangladeshi society as a whole. As such, this study is intended to investigate college teachers' experience in the profession as a female instructor.

It is experienced that a number of female teachers found teaching as a profession more convenient than another career as it is flexible in nature, allowed more freedom in the job place, put forward high opportunities for searching self-creativity, self-rewarding, bringing additional social acknowledgement and finally satisfactory in nature. Nevertheless, this kind of career is to some extent pleasing to female professionals, they are to encounter many challenges in their family life as well as from wider society for existing social values, working environment, infrastructures, external and internal threats, structural constraints- both material and nonmaterial and so on. On the other hand, to some extent, it creates some opportunities for them for example, generates scope for empowerment, widens entitlement, extends their level of confidence and brings financial solvency in their personal and family life. Keeping all the above realities in thoughts the qualitative study enquired how female college teachers experience the challenges and exploit the opportunities as a college instructor in their personal, professional and social life.

Methodology

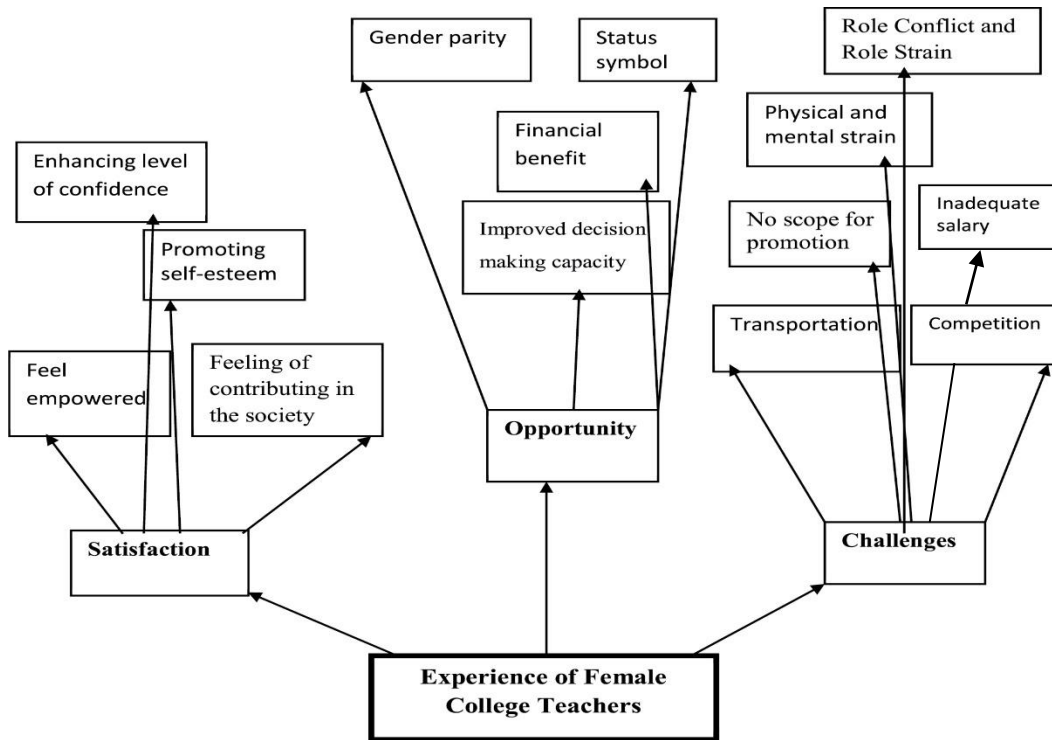
The investigation has been accomplished through the Qualitative Approach. The research is designed to examine the action and interactions of such individuals and the process of their practices and then grounded in reality. Some of the qualitative techniques are employed to explore the respondent's experience in

their job place. The principal technique of the study is In-depth interview by using a non-structured interview schedule. Respondents of the investigation were eight female college teachers and their age range was 32-52 years. Their work bases are in the northern part of five different districts of Bangladesh. The respondents are selected purposively, five of them from non-government colleges and three from government colleges. Data is collected by conducting eight face-to-face in-depth interviews during December, 2022 February, 2023. Data analysis is accomplished by using a thematic analysis procedure. For ethical ground the respondents are previously informed that their provided information, feeling and expression will be used for research purposes unanimously. To some cases, where felt required, given information was cross checked with information provided by other respondent/s. In addition, this kind of cross checking also helped to validate exploring reality.

Findings

Their narratives suggest that the profession engendered many opportunities and accomplishment bought for them, alongside posing a number of challenges to them in many ways. They informed the researcher that they feel empowered, in high esteem and capable of contributing to society and delivering knowledge to a new generation. Moreover, it improves their decision-making capacity, reducing gender disparity, changing social values affirmatively about working women and enhancing collaboration with the other gender.

Reflective concept model of female college teachers’ experiences



Conversely, they are to encounter few challenges in several forms. Some of them face physical and mental strain in the work, sometimes they feel twisted with family and professional burdens. At the same time, some respondents reported that role conflict between family life and job responsibilities as well as role strain in different job assignments in the colleges make them a little demoralized on some occasions. A remarkable finding of the study is some of them do not find any scope for professional development. At the same time, some of them are completely apathetic about professional upgrading. When they were asked about academic accomplishments, various sorts of answers were recorded in response. One public sector college teacher was informed about her strong aspiration for completing a higher degree like MPhil and PhD and a solitary private college teacher once aimed at taking a higher degree however now gets disappointed by thinking that the degree will bring out nothing for her in the current professional setting.

Additionally, the oldest teachers felt that her depth of knowledge about her own discipline decreased compared to the time newly graduated from university as she did not find any scope for promoting her knowledge level and now she just keeps up the service looking forward to retirement .

When enquired about enhancing pedagogical skills in the delivery and student learning, all are followed the traditional lecture method except one. Only two of them heard about interactive learning and active learning methods. In addition, only two respondents are partially aware about online teaching learning and have little knowledge about teaching technology.

A portion of the respondents felt discomfort with some external factors during discharging their duties and responsibilities in their institutions. Delivering lectures, performing vigilance in the examination hall, evaluating in the formative assessment, conducting viva-voce, maintaining discipline in the college campus and organizing co-curricular activities they are to face some external and internal elements made obstacles that barred them to accomplish the duties as per their talent and efficiency in satisfactory level.

Their experience suggests that the participants of the research find themselves in a social dynamic with their profession which lifts their social status in a social context. Along with their up-gradation, they are contributing to change society at a considerable level. In addition to their self-development, they are to encounter significant challenges according to their assessment. Nonetheless, their satisfaction encourages them for further advancement, they cannot hide their disappointment in some areas.

Empowerment and self-esteem: All the respondents reported that they feel empowered with their job and find an improved form of self-esteem as their choice is widened and they are contributing to society in their own capacity. A government college teacher reported that she enjoys her plenty of decision-

making capacity by purchasing assets and making an investment in her personal life for the future which engenders a feeling of self-esteem in her mind. Exact opposite statement was given by other government college teachers. She reported that her husband makes a compulsion on to sign the salary cheque in advance and deals with her account. Even her profession and earnings do not bring any positive change in social empowerment. Moreover, physical sufferings she has to endure for the sake of her family life and the future of her children. Often she thought to leave either service or marital relations however restraint prevailed and finally thought out of social reality and children's future. Accordingly, a government college teacher reported that along with teaching she runs a school for underprivileged children who are basically street children or children of homeless slum dwellers. She is involved in such activity from the inner call of the soul and is searching for the meaning of life. She partakes in such activities along with some of her colleagues by donating resources and time for acquiring peace and tranquility in the mind.

Correspondingly, a private college teacher stated that she initiated entrepreneurship along with her college service. She runs a boutique house in the city where few female students get part-time work for earning which helps them to continue their education. The respondent sensed that her work in college gives her freedom to engage in many other activities which bring her honor and esteem. A public college teacher engaged in Bangladesh National Cadet Core (BNCC) and on a few occasions she traveled outside Bangladesh as a part of BNCC activities. Nonetheless, involvement in extracurricular activities is something painstaking, conversely, it generates a sense of self-respect and dynamism both in the body and mind as well as a feeling of love and respect.

Job satisfaction: All of the respondents thought that they are quite satisfied with the job situation, institutional settings, performing in the classroom and working with young learners. However, some of them are not completely pleased with their salary structure and promotion prospects. One of the respondents had opted for a BCS education but subsequently failed to reach but he is happy with her present private college job with little discontent. However, in this study, it is found that both kinds of teachers express their dissatisfaction with facilities other than salary structure compared to the same ranking of other government services. One of the government college teachers informed me that she is in teaching after leaving government cadre services and now she is a bit aggravated as she has had more facilities in her previous service than her present ones like government-provided transportation, personal staff and better office spaces.

While non-government teachers sounded like the above observation. A non-government teacher sensed that external meddling in the teaching, evaluating and the disciplinary matter is a source of displeasure. Most of them come from local politics and insist on the political agenda in the institutional process. She was

disappointed with some recent past experiences of the appointment of some teachers in her college by using a deal mechanism and influence by passing the rules and meritocracy. She felt that this kind of practice of appointing teachers compromising with quality and merit will affect the government's targeted quality education and sustainable development goal in the long run.

Another non-government college teacher expresses her discontent with a power exercise in professional practice. One of her colleagues is a wife of a powerful man holding office. She cares a little about the rules and procedures of the service. That lady comes to the college at her will, conducting classes as she wishes, however, she draws salary regularly without ensuring any kind of accountability to anyone including the executive head of the institution- the principal. In contrast, the principal does not even take any effort to discipline the person according to prevailing regulations. Nonetheless, the executive head sometimes takes tougher action for small deviations of small fry- the powerless, rather he is always busy to please the lady and tries to prove that he is a man of that lady teacher. That reality engenders a nexus between the college administration and the people of malpractice. Through the process, the people of inappropriate conduct enjoy a state beyond accountability and the administration passes through no accountability and no transparency in administering the college and financial activity as the governing committee is composed of the powerful man. In addition, she observed that these kinds of practices are not the exclusive example in her institution solely. She opined that the concept of governing body for educational institutions is for making sure the quality of education, ensuring accountability and transparency, taking care of students' mental and physical well being and supporting the maximum level of better education atmosphere. However, the irony is that in this case the body and administration make a nexus for maximizing their petty interests which result in sacrificing quality education and a deteriorated learning environment.

The participants are not overall discontented with the salary structure and the nature of the job however the common issue among them is displeasure with their allied facilities compared to other government offices, external intervention and lack of accountability and transparency in policy formation and decision making.

Gender Parity: Apart from one, all respondents reported that they do not come across any gender discrimination in their work environment. A single respondent reported that she has to face some sort of gender issue though she acknowledged that those are not considerably a big deal to her at all. For instance, she was not considered for the remunerative committee and she thought that the college authority did not consider her as those the work is more strenuous and time consuming therefore as a female teacher she cannot cope with it. However, she herself thought that she deserved those and can perform such kinds of jobs. A government college teacher narrated that on many occasions she found her male

colleagues taking her official burden smilingly and making things comfortable for her with few exceptions. In some cases, she sensed those rivalries out of natural professional competition.

Challenges

Role strain and role conflict: Most of the participants, excluding one, feel pressure balancing diverse roles in the college and at the family especially, as mother, teacher and wife. They encounter both role conflicts holding different status as well as role strain from the same status. They are to balance relationships among department heads, students, college administration, husband, children and family members (Ali, Rana, & Islam, 2018). One of the respondents explains that she gladly does her professional assignment without harming her family and personal life.

A teacher of a Non-government College shared that she comes out of a well-heeled family background and her husband is a smartly earned public university teacher and a practicing religious person. Her husband's attitude towards her profession is as they need not face any financial intricacy that is why she need not work outside the home and she has to do many things with caring for children, keeping the house and giving special attention to their children's learning. Along with her husband, in-laws also insist her leaving the job and joining the bandwagon of the happy-family trip of keeping house and living with pleasure. That sort of way of thinking implies that the profession is only required for earning money rather than correlated to human creativity, satisfaction and contribution to society, the lady teacher observed. The teacher is highly troubled with her husband's attitude towards her service life and lives with high mental stress which endangered long-lasting relational strain in her conjugal life. Once she thought that she would leave the job however her father refrained from doing so and encouraged her to fight to survive. At one point tugged in by the stress of several contradictory issues, she felt that her ability to serve students gradually lowered, her concentration to teaching was scattering, confidence level diminishing and as if the meaning of living was flying out. She did not find any difference between serving as a professional or sitting idle at home. She identified that sort of situation negatively affected the quality of intellectual output and impacted mental, physical and social health.

Quite the opposite, a non-government college teacher coming out of the low middle-income group reported that she enjoys unconditional support from her banker husband and in-laws with three minor children, including a twin. She lives in an extended family with eight members. They share family responsibilities with financial difficulties that raise discontent on a few occasions however she feels relaxed about child rearing, security and education. That circumstance boosts her capacity to serve in the work setting and makes her vibrant in a teaching-learning situation. As she finds more integrated with family relations, sometimes she feels compelled to do a wide role in managing the family that also negatively impacts

her academic functions and steps taken for improving professional learning. Seldom, she realized she needed more action, improving academic skills and spending more time and efforts in academic activities but for the intensity of the family burden she constantly feels inclined to take on more family responsibilities. In addition, she infrequently thought that her absence from family affairs and attending to children will harm both the well-being of the family and the upbringing of infants. That sort of feeling and thinking negatively impacts little of her professional development and provides more care to the students. Nevertheless, she thought that compared to many of her colleagues she achieved a significant level of improvement due to her vibrant family relations and supportive role of family members.

Another government college teacher reported that she lives in a city but connected with extended family who lives in villages. She realized that performing duties in the family, maintaining children, and attending kindred from both sides are time consuming and laborious. She feels consistent stress in balancing her family role and professional work. As she has to manage her academic duty by any means because of time constraints and family business, she has no or less spare time to concentrate on professional development. She sensed that she achieved very little progress in academic development and professional improvement.

One of the respondents from government colleges viewed that she was projected by the principal as a smart and efficient person so that the principal wished most of the time to engage in administrative jobs and works related to other than classroom activities. Consequently, she does not get sufficient time to attend students that impacted students' learning along with her own academic development.

Accordingly, the rest of the participants reported that their family members expect more time and attention from them at the same time the college administration. They cannot make either side happy completely. The family, especially husband, thought that they were not appropriately doing the family role and the college authority considered that she thoughtfully escaped work responsibility. This is a real dilemma for their professional life.

The entire teachers observed that they felt worn out with making equilibrium in family roles and work in professional settings. They faced role conflict with family and working palace as well as role strain in professional settings with different roles at the same time. They suggested that some kind of support based on the society, family and institution could reduce or remove their despair and woe.

Physical and mental strain: All of the participants informed that sometimes they feel stress mentally as well as physically when they are to work long hours and do some strenuous jobs like evaluation, tabulation, managing exams and the like. A single participant reported that on a few occasions she thought about leaving the job under heavy workload but her feeling of social recognition and financial return

makes her strong enough to retain the job. A teacher reported that once she got faint in the classroom and was finally brought to the hospital and resultantly had to stay in the hospital for three days. She said that some workloads, family pressure and complex relationships with colleagues brought her to such a situation. She realized that a congenial work atmosphere, collegial relations among colleagues and resilience in personality are the key to the maximum level of success in professional life. Hence, she suggests that education authorities should take decisive steps about caring for teachers' mental and physical health as their wellbeing accelerates healthier growth of our most precious resources- student community.

Transportation: Transportation is also a big deal for all respondents except one as she avails private transport facilities. The private car owning person got it from her father as a gift and she felt that the comfort and service she got from the vehicle boosts her mental serenity and quality of teaching as transportation is a big issue especially for female professionals in Bangladesh. A participant stated that she has to commute daily around 30 kilometers up and down mostly by bus. This is not only time-consuming but also physically stressful and mentally painful in some cases as public transportation is inadequate in number, low service quality, unfriendly to women passengers and sometimes gender harassment is observed. As a dignified professional like a college teacher, coming across such an experience is sometimes traumatic in nature. As her husband is a primary school teacher, as she has to contribute to the family budget, she cannot afford personal transportation. Availing public transportation in daily work by a female professional is sometimes a horrific experience. Overcrowded boarding, low-quality vehicles, sluggish operation and most shockingly often getting abused by male passengers are both mentally and physically infuriating and in a long run, diminishing to quality intellectual output in the classroom. Another private college teacher reported that she has to commute around 20 km a day by an unsafe manually made van powered by an electric-charged motor. This kind of vehicle is highly accident-prone and in bad weather not suitable for female passengers.

Accordingly, the entire government college teacher claimed that transportation is a crucial issue for them as all the government service holders in their same rank avail government provided personal transportation while they did not have such facilities. They argued that personal transportation helps to save time and ensure quality delivery in the classroom.

Discussion

The research findings suggest that there are several crucial and desired transformations achieved in the respondents' personal, social and family life. However, they are to go through a long, complicated and stressful journey. They claimed that they have decisive advancement in some areas of social and personal levels. With few exceptions, they expressed their gratification in empowerment and self-esteem. Due to being professionals, they can contribute to a larger extent in

family and society. Additionally, their decision-making capabilities widen, they have greater access and control to resources and power, and they can contribute increasingly not only to the well-being of society but also they have the ability to expand more philanthropic activities for inner peace which were not possible without this profession. With very little exception the participants felt that their service in colleges empowered them in family life as well as in society. That sort of view is supported by a recent study of Dey et al. (Dey, Rahman, & Akther, 2012).

On the contrary, the finding implicated that regarding empowerment there are some bottlenecks still existing. In a single case, the study found a teacher becomes a money making machine without having any kind of individual freedom, control of resources and decision making. This person actually felt vulnerable as her parents no longer support her in crisis as well as she fears for her children's future in the case of a break up from the relationship. There she trades her rights off for the children's future. In addition, the circumstance implied that her sense of vulnerability is also a cause behind her submissive role against wrong doing of her husband.

One of the vital issues of the study was job satisfaction in the work. Except for a few issues they mostly pleased with their job status and job nature. In some cases, government and non-government is an issue as reflected in similarity with the existing study (Mahbub, 2014). Sarkar (2021) found that job satisfaction in colleges is a complex issue and is differently exposed in government and non-government colleges. This study's findings about job satisfaction is an exceptional result in Bangladeshi traditional gender relation, also encountered some empirical study results like Rahman's enquiry (Rahman, 2015). While no significant difference was found among the female teachers in Government Colleges and Non-government Colleges in Sarkar's (2021) study. Alom et al (2005) did widespread study on female teachers in a public university in Bangladesh and their findings are slightly diverse from this one. They found female teachers in public university are more satisfied with their promotion, miscellaneous benefits and support in teaching compared with their counterparts.

While the under-study female teachers were pleased with their salary structure and collaboration with male colleagues, they were dissatisfied about promotion opportunities and allied facilities compared to other government offices. Nevertheless, Sarkar (2021) found no significant correlation between public and private college teachers regarding job satisfaction, this investigation suggests that all private college female teachers express their contentment clearly differently from public college teachers. Respondents from public colleges visibly agonized with discriminatory allied facilities compared to other government offices. Their feeling is that at policy level, overall teachers including female teachers are ignored therefore education is not appropriately get attention. They thought that teachers are the core to quality sustainable education. As teachers of higher

education are ignored thus whole education is also not properly maintained. In the same way, participants from private colleges worried about external influence in their academic, administrative and institutional atmosphere. Their experience implied that this kind of external interference asymmetrically influenced the teaching-learning quality as well as the teachers' capability to serve the learners and teachers' devotion towards profession.

The study also explored another vital area of their occupation that is professional development. Divisive reality is also featured in this area. Public college teachers comparatively have a better opportunity for professional development than private college teachers despite the fact that those are inadequate according to the respondents. Moreover, private college teachers felt that they have almost no scope to develop for many obstacles like administrative barriers, inadequate training facilities, institutional obstacles and family burdens. Al-Faruki and Rahman (2022) found that insufficient professional development in college teachers is the outcome of both lack of motivation and lack of institutional development in Bangladesh colleges though the study was conducted only on public colleges. While female private college teachers experienced that it is a process-driven reality. In the beginning, they have a strong impulse to acquire profound updated knowledge for better output, however consistent no opportunity made them reluctant to attain new knowledge. As a result, college education endured with prevailed inertia and apathy creating and acquiring new knowledge in college education which impacted negatively the entire national education.

Additionally, the respondents of this study identified that they don't find any gender disparity in their workplace which is a unique feature of the study. Moreover, they came across more than that of their expectation which was encountered by the finding of Huq and Rahman (Haq and Rahman, 2008) and supported by the study of Alom et al (2005). This finding indicates that the gender parity situation in Bangladeshi society is substantially improving, especially in college education.

In addition, participants of the study also identified a major area of their professional life is work-family conflict and role strain in college which is similar to Pronay's study findings (Pronay, 2011). Role conflict and role strain are the essential issues in modern life. The issue was brought to the field of sociological research by prominent sociologists Robert K Merton in the earliest years of the second half of the twentieth century through his renowned article 'The Role-Set: Problem in Sociological Theory (1957). He observed that a person has to play a set of roles that engenders strain in the social structure and if society does not maintain equilibrium it will impact both the individual and society (Wallace and Wolf, 1995). Role strain is a situation where a person plays many roles from single status and role conflict is a situation where a person performs many roles from several social statuses (Erdwins et al, 2001). Following the theory Erdwins et al

(2001) found that role strain and role conflict create intense pressure on the professional and impact professional efficacy if not get into equilibrium in the personal, family and social atmosphere. However, spousal, supervisor (controlling officer) and institutional empathetic support can manage it properly without inflicting any harm to the person and society (Gupta, 2016). The findings of the inquiry suggest that role strain and role conflict in the college turn down the potentials of female teachers as well deteriorate the teaching-learning quality. Moreover, they sensed that high strain severely impacted the physical and mental health of a professional.

Moreover, the respondents explained that these kinds of challenges have two dimensions: (1) some are related to long-term policy decisions; (2) some are related to social value and outlook. Long term issues are related to policy and government decisions and social issues depend on the positive change of social outlook towards the professional life of women folk. Especially, controlling officers' and family members' empathetic views and lucid behavior can address a large part of their challenges related to role strain and role conflict. From the policy and government part, some comprehensive policy adaptation may solve the hard part of their challenges. For instance, setting up the required number of quality childcare facilities for professional women, employing some mental health counselors in the respective directorate or division and increasing support facilities for professional women.

Conclusion

The study outcome demonstrates that the professional role of college female teachers brings a significant quality change in their social, personal and family life in all respects. They are able to contribute to the society with talent and sincerity and vice versa they acquire respect, admiration, satisfaction and financial solvency through their profession. Such an outstanding result is achieved in exchange for sacrificing their comfort, passionate love, intimate family time, care giving services to the loved one and facing many hassles in daily life. One of the noteworthy findings is that no respondent raises the issue of gender disparity in their working environment which indicates that a momentous positive change is occurring in society in favor of female professional engagement. They find such a professional engagement opens a window of opportunity to them and poses some crucial challenges in their personal, family and social life. Through the opportunity, they get empowered regarding possessing assets, widening choice and enlarged level of decision-making. At the same time, they are beset with role conflict and role strain in their family life and work environment which poses a threat of losing equilibrium in personal life, family settings and professional engagement. They viewed that there is a reverse correlation between the extreme level of role strain and high-quality professional output that is effective teaching-learning.

Additionally, it is implicated in their experience that a normal level of family bonding is favorable for efficient professional output whilst both strained family relations and high intensity of family bonding inauspicious for better professional output. Moreover, they felt that empathetic and caring treatment from administrators and supportive-rational attitudes of family members towards professional practice enhance the quality of teaching-learning.

One of the crucial observations of the respondents is that they achieved an insignificant level of professional development throughout their professional life due to the thin scope and non-encouraging professional environment. This kind of reality made them apathetic towards acquiring new knowledge and proficiency. The study also suggests that an increasingly high level of participation of women in instructional practice creates unlimited potential for individuals as well as for society. However, state and policy-makers have a huge scope to give attention to the further improvement of quality education through making the change in women teachers' professional development.

Future research scope: The researcher cannot identify whether there is any impact of their institutions on their job performance or job satisfaction for time constraints. Investigator expects future researchers will investigate the issue.

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Application of Constructivism, Gagne's 9 Events of Learning and Formative Assessment for Teaching Economics in a Government College of Bangladesh

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Abstract: This study aims to apply three core concepts from curriculum, learning and assessment to prepare lesson plans for effective learning and observe its effects on students learning following explanatory sequential mixed research design. It follows a convenient sampling method. Target population of this study represents 2nd year students. 26 honors second year students were the participants of this study. Data were collected through a survey questionnaire and interview schedule. Collected data were analyzed through SPSS and thematic coding. The results of the study showed that the teacher's effectiveness, student's perceptions, teaching styles and assessment styles were impressive. The study will be helpful for educators and policy makers to know more about theory-based effective lesson plans, manage classes effectively and ensure quality learning in the classroom.

Keywords: Constructivism, Gagne's 9 events of learning, Formative assessment, Lesson plan

Introduction

This paper aims to apply and assess the impact of three theoretical ideas namely constructivism, Gagne's nine events of learning and formative assessment in making effective lesson plans and implementing on the honors second year students at a government Girls' college in Bangladesh to teach Intermediate Macroeconomics. The effective lesson plan is labeled as 'the hidden world of teaching' (Saad, 2011) or 'quality improvement activity' (Shen, Poppink, Cui & Fan, 2007) that guides the teacher to utilize the available time, resources, materials, and techniques at an optimum level. We know that curriculum deals with what students should learn, learning deals with how students should learn, and assessment gives us information on whether students learn anything in the process of education (UNMC, 2018). These three terms are highly interrelated and lie at the heart of education at any subject and any level.

However, in Bangladesh, these three components are considered independently and there are no linking procedures of these terms to enhance the process of learning. In most cases, classroom activities are run by traditional teacher-centered lecture-based methods without any lesson plan where the students' role is passive and that of teachers are dominant. So, students' learning and participation processes are hampered.

To overcome this poor classroom management and performance, some effective lesson plans describing learning objectives, lesson steps, lesson's development and ending based on three key theoretical ideas namely- constructivism, Gagne's 9 events of learning and formative assessment are prepared. Thus, the study is very important for Economics teachers to increase their teaching quality and experiences by incorporating appropriate learning and assessment techniques. It is also very helpful and crucial for students as it provides strong evidence to them on how to increase their engagement and participation in learning activities and have enhanced learning outcomes. Since there is a strong alignment among curriculum, learning, and assessment. Therefore, a collaborative approach is taken to prepare a lesson plan by infusing these three core concepts.

To prepare an effective lesson plan to ensure true learning for the students in the classroom, educators consider different pedagogical concepts. This study consciously chooses three concepts from curriculum, learning and assessment-constructivism (Under constructive teaching learning method, pair discussion, collaborative learning group work, role play, scaffolding and cooperative learning are applied for this study), Gagne's 9 events of learning and formative assessment (Among different forms of formative assessment, quiz, in-class questioning, instant practice and oral feedback are applied for this study). A brief description of these three core concepts is given below.

Constructivism

Psychologists are continuously researching to find out the ways how a learner learns or how they should learn. In that process, we are able to know the Constructivist learning theory. The term constructivism comes from the English word 'construct' that originates from the Latin word 'constrvere' which means to rearrange or to structure (NCTB, 2012). So, the main essence of the constructivist theory is to form and internalize ideas or construct knowledge that are/is regarded as learning. The process of learning occurs as we construct and change the knowledge and thinking process in every moment with our sense, language and experience and surrounding environment (Matter, 2018) and we become engaged and active learners using the process of *accommodation* (the process whereby the conceptual frameworks are adjusted in the light of new information), *assimilation* (the process whereby new information is incorporated into existing frameworks) and *equilibration* (UNMC, 2018). When a learner faces something new, s/he verifies that with his/her previous understanding and familiarity. At the time of receiving the new concepts if the learner finds that irrelevant s/he cancels the concepts otherwise, s/he gains knowledge from the concepts. In this case, Trianto (2013) rightly mentioned that learners have to search for their own necessary information and change the complicated facts, check the fresh ideas with the old ones and review them if the ideas are no longer suitable.

Rationale for Choosing Constructivism

Learning theories are very important for educational pedagogy and philosophy. Learning theories are abstract frameworks that are used to describe how ideas and information are accepted, accomplished, and conceived during learning processes.

Constructivism says that a learner can learn when s/he actively takes part in the learning process, thus, conceiving the contents and constructing their knowledge and meaning based on previous knowledge, surrounding environment, language skills, socialization process, cooperation, engagement, interactions, and involvement into the learning process.

In a constructivist learning environment, a *learner* can develop questions, construct knowledge, apply concepts in daily life, identify issues, share own ideas, create own answers, test, and challenge hypotheses, use data, connect, interact, involve in the real-world situation and reflect on ideas. Through this process, s/he becomes an independent thinker, problem solver, discussant, analyst, and responsible learner. They work in groups. Constructivism inspires learners to exercise top-level thinking skills (encouraging Bloom's Taxonomy).

Under constructivism, a *teacher* can accommodate different learning styles, develop lifelong learners, have the opportunity to pursue interests and make decisions and can build open and trust-based relationships with the learner, thus becoming an observer, diagnostician, and facilitator of student's learning. They usually behave cooperatively, facilitating the environment for students. Therefore, the role of a teacher in constructivism is to help the learner to construct new ideas, not just provide different theories and information to the learners.

There are two different processes of realizing learning. They are- an external communication process between the student and his/her environment and an inner mental process of expansion and acquisition. Behaviorism and cognitivism focus only on internal psychological processes, whereas constructivism focuses on both processes (Illeris, 2009). That is why constructivist learning theories are introduced in the lesson plan of this study.

Critical Discussion on Constructivism

In constructivism, students participate very actively in the learning environment, and they know how to involve themselves in the learning process. It increases their metacognitive domains along with the affective and psychomotor domains. Learners have a great association with the content and the environment in what and where they are acquiring knowledge. It improves the learner's socialization capacity. Here, they are not considered as a blank box to be filled in rather they are treated as growing ones. Constructivism inspires higher order thinking, and it increases the confidence of the students as it promotes self-controlling power and boosts the diversity of thoughts.

However, constructivism requires some solid foundation of prior knowledge on which we can build or incorporate something new. It requires learners' maturity. Students should have some minimum amount of self-management capacity. Learning may be hampered for distracted learners and all learners may not have the same level of schema and thinking skills. Teachers should have a solid foundation on child psychology. It poses some difficulties for the teachers and requires a lot of pre-planning for them. It is a time-consuming instructional process.

Examples that Promote Constructivism

Previous literatures (Kurt, 2021; Levitt & Adelman, 2010; Palmer, Harshbarger & Koch 2001, Kaddoura, 2013; Alzahrani & Woollard, 2013; Karacop, 2017) reveal that constructivist learning is promoted following learning strategies: Role playing or active story telling; Learning Groups; Workshops; Internships; Collaborative learning; Cooperative learning; Field trips; Inquiry and discovery based learning; Hands on training; Problem based learning; Jigsaw classroom; Designed based exercises; Case studies; Project works; Personal response system; Think-pair-share; Real time use of ICT; Public response system; Metacognition and reflection; Open ended questions; Brainstorming on possible alternatives; Self-directed learning; Learning by doing; Social learning; Interactive Learning and Integrated learning.

Gagne's 9 events of learning

Robert Gagne (1916-2002) is an American Education Psychologist, exceptional contributor to structured instructional design, a great writer and thinker and a very innovative figure in the area of teaching and learning (Ngussa, 2014). After synthesizing the theory of behaviorism and cognitivism, he assumes that learning is the change in human behavior that happens in the human brain. In the influential book named 'Conditions of Learning' Gagne proposes a sequential condition of learning and proposes nine steps of learning that incorporate both the internal and external aspects of learning. Those steps start from generating learner attention through the stimulus to preparing the learner to solve new problems. His nine levels of learning offer a phase- by-phase checklists that helps one ensure that he presents comprehensive and successful learning experiences. Gagne's 9 steps (Wong, 2018) can be mentioned as: (i) Gaining attention; (ii) Informing the learner of the objectives; (iii) Stimulating recall of prerequisite learning; (iv) Presenting the stimulus material; (v) Providing learning guidance; (vi) Eliciting the performance; (vii) Providing feedback about performance correctness; (viii) Assessing the performance; and (ix) Enhancing retention and transfer.

Rationale for Choosing Gagne's steps

Gagne's nine steps of learning are chosen for preparing lesson plans for this study. Gagne's nine steps of the instructional model is a comprehensive one as it includes all types of learning outcomes addressed by instructions. It combines external instructions with the learner's internal cognitive learning process and memory. By following the steps, a learner is able to know 'how to learn'. In

designing instruction, it considers the learner's characteristics in terms of individual diversity, learner's readiness, and motivation to learn. Gagne advocates such an instruction process of learning that starts from the simple step of gaining attention to the complex enhancing retention and transfer. So, the learner has to gradually improve his capability to learn from one step to the next one.

Critical Discussion on Gagne's 9 events

Gagne's 9 events of learning are widely used by educators. Miner et al., (2015) use Gagne's 9 events of instruction into a nursing course over 3 semesters and find the mean grade of the students improved significantly and suggest that the 9 events of learning may be introduced in both synchronous and asynchronous online nursing courses.

Neo, Neo, & Teoh, (2010) combine Gagne's nine steps of learning in a multimedia enhanced learner-centered learning environment to see its impact on students' learning by gathering the data through surveys and questionnaires and find positive and encouraging results. The learners are motivated and active in pursuing their learning in a self-directed way.

Ullah, Rehman, & Bibi (2015) try to find out the effect of using Gagne's 9 events of instruction in teaching radiology and imaging in a medical institute over the period of May 2014 to September 2014 consisting of two phases and 8 lectures. They find improved performance of the teachers and increased learners' approval rate which suggest better understanding and higher retention of knowledge of the students.

Formative Assessment

Formative assessment is a process of continuous monitoring and evaluation of learners' progress at the time delivering lectures in a classroom and providing actionable, effective, and corrective feedback accordingly so that learners can achieve learning objectives. It is a continuous process that happens every day at the time of instructions through which teachers can identify their students' strengths and weaknesses and provide corrective measures to adjust ongoing teaching learning activities and prepare them for the final examination. Formative assessment is regarded as assessment for learning (Voinea, 2018).

Rationale for Formative Assessment

Through formative assessment teachers can identify their students' weaknesses and provide corrective and effective feedback on how to improve instantaneously (Havnes et al., 2012). They can observe their students' practical and classroom activities, affective domain, especially their personal and social behavior, attitude, and values, assess their performance, and give instructions and guidance accordingly (Moss & Brookhart, 2019). They can involve their students actively in their assessment process and work together to improve the level of learning. They can adjust my teaching styles to teach the learning goals effectively.

It's a continuous process through which teachers can increase their student's motivation. Through the process of formative assessment, teachers can measure the skills of listening, speaking, and reading within a short period of time at a low cost and suggest to them some corrective feedback on how to improve those skills gradually. It enables a learner to be self-regulated and autonomous with the help of peers and teachers where s/he can take responsibility for his/her learning.

Critical Discussion

Educators should introduce that type of assessment which promotes the pace of learning. In this regard, formative assessment can play the leading role in which learners can achieve the learning objectives. Instruments that are used in formative assessment include guided reading, guided discussion, fill-out the document, peer and self-assessment, writing, quiz, in class observation, Socratic question, practical work, hands on training, brainstorming etc. RHODE Island Schools (2016) in collaboration with the U.S department of education identifies the following critical elements in formative assessment lesson planning; big idea, learning goals, success criteria, and learning progressions.

Hansen, & Ringdal (2018) use mixed methodology incorporating three complementary data-analytic approaches, focus group interviews and seven doctrines of good response practice in a formative assessment practice to examine the achievement goal pattern and stability of the students. They suggest that feedback should be used as a learning tool in ongoing assessment practice. Students' achievement-goal patterns may be attained through the understanding of feedback and formative assessment in higher education.

Tridane et al., (2015) use a questionnaire method to measure the impact of ongoing assessment on education and the untrustworthiness of the mark for the summative assessment over 250 students. They conclude that formative assessment helps the teacher to anticipate and fill the gaps of students and the method of the learning process and may not attain the level of learning.

Fuller & Dawson (2017) integrate technology and implement student response systems for the formative assessment using the Observation Cycle of Danielson's, Level of Professional Development Evaluation Model of Guskey and the Professional Development Design of Desiemone. They identify that teachers can use technology and associated professional development strategies to assess students formatively and correct and adjust their teaching strategies in the classroom.

Hegazy & Barton (2017) review the literature on formative assessment comprehensively and find that there are some important models on formative assessment such as Centre for Educational Research and Innovation model of OECD (2005) with six key elements for formative assessment, William, and Thomson (2008) moments of contingency model of formative assessment consisting of five key practices and Heritage's (2010) formative assessment

model with six guiding principles for formative assessment. After discussing the models of formative assessment, they propose a formative assessment practice for adolescents with six guiding principles.

General observation and reflection of researchers provides a scenario of a classroom where a teacher in Bangladesh conducts class by following a lecture-based method with a duration of fifty minutes where s/he is the supreme spokesperson in the class in providing all types of information to my students and they are merely passive listeners. This method is also known as chalk-and-talk method i.e., only teacher writes, and teacher speaks or Jug-and-mug method i.e., teacher acts like a jug to just give water into a mug but never from mug to jug. That is why it becomes very tough for the teacher to draw their attention to my lecture. As students have very little engagement in the classroom activities, they find the class boring and in lieu of giving proper attention in the class they become diverted, involved in operating mobile phones, gossiping with each other, they do not feel any interest in the lecture as if it becomes very unattractive to them.

Actually, the teacher is a sailor in a boat without a rudder, i.e., does not have any scope to reach the target. Very often, s/he failed to stay on track to teach the specific concepts. Because the researcher did not use any lesson plans to conduct a class. He does not even know how to make an effective lesson plan and how to improve those plans by incorporating the basic theories and concepts of curriculum, learning and assessment. The researcher rarely applied any techniques such as peer and group learning, cooperative and collective learning to enhance the engagement of his students in the learning process where they can have the autonomy and control of their own learning.

The prime intention of a teacher in conducting class in Bangladesh is to prepare his students for the summative assessment that occurred at the end or middle of the year by providing some suggestions from the syllabus on what to read and what to skip to do well in the examination. Students just follow the teacher's instructions and memorize those questions for the examination. So, the gradual development of student's performance in all aspects was absent in the class. Actually, the overall scenario of the teaching learning activities was very frustrating for the researcher and for his students.

So far, our knowledge goes, the effective use of lessons incorporating pedagogical concepts is new to Bangladesh. Here most of the teachers in all levels basically follow a teacher centered approach to teach their subjects. Though there are some researches in Bangladesh that incorporate some pedagogical concepts to prepare lesson plan (Al Faruki, Haque and Islam, 2019; Hasan, 2020; Iqbal, Siddiqie, & Mazid, 2021) and apply those in classroom, they mostly focus on different issues like scaffolding, student centered approach and survey based econometric analysis. They also chose a graduate level college that jointly teaches both boys and girls in graduate and undergraduate level.

However, the researcher doesn't find any study that focuses on graduate level girls education. This creates a gap in the educational research in Bangladesh. This study proceeds with the following research questions:

What is the implication of applying a lesson plan considering pedagogical concepts to Teach the Intermediate Microeconomics Course in a Government Girls College in Bangladesh?

In order to address the research question, the study focuses on applying three pedagogical concepts namely constructivism, Gagne's 9 events of learning and formative assessment to the students of honors second year of government girls college of Bangladesh. The purpose of this study was to explore and reflect the effect of preparing and implementing effective lesson plans incorporating three pedagogical concepts as a teaching-learning strategy on the honours 2nd year Economics Students. The study sheds light to-

- a brief description of 3 pedagogical concepts that are used to prepare lesson plans for effective learning.
- The process of preparing effective lesson plans given in details in Appendix A.
- Methodological issues and
- Findings of the study
- Discussion and
- Strengths and weaknesses of the new approach.

Methods and Methodology

This study is exploratory in nature. It explores the reflection of the outcomes of some lesson plans that have been prepared on the basis of some key theoretical ideas of curriculum, learning and assessment. It follows an explanatory sequential mixed research method-thus, applying quantitative approach first and then qualitative approach to explain the results of quantitative approach. Convenient sampling technique is used. Data for this study is collected from the primary sources which is collected from survey data and interview schedule. Students are asked to fill out a 5-point Likert scale survey questionnaire (Appendix B) to evaluate the course, teacher, and teaching techniques after participating in the class that is conducted on the basis of a structured lesson plan (Appendix A). A lesson plan is a written document of a teacher on how to impart the lesson in front of the students in order to obtain the intended learning outcomes within the stipulated time. Although teaching is regarded as an art, a teacher should have a lesson plan so that s/he would be on the right track, thus, delivering lectures on the basis of learning goals, making the lesson attractive, delightful, easy, and sustainable and increasing the confidence of the teacher and the learner. Lesson outlines in this paper are prepared in considering the three key theoretical ideas namely – constructivism, Gagne's 9 events of learning and formative assessment.

The duration of the class based on the lesson plan is 60 minutes. The Beginning section needs 10 minutes, the development section requires 40 minutes, and the Closure section is conducted within 10 minutes.

Regarding the qualitative method, the researcher interviews the students and critically observes and reflects on the activities during the class time by concentrating on their participation, engagement, result, and feedback.

Before collecting the data, the researcher discussed with his students his plan on conducting my classes on the basis of his prepared lesson plan. He gave them a consent form and they signed that form. Then, he conducted four effective classes based on lesson plans. After that, he provided the questionnaire to every student in my class to fill in. Researchers helped them to understand the questions by translating them in Bangla so that they can fill in the questions after internalizing the ideas and questions. I have interviewed my students on the basis of the semi-structured questionnaire given in Appendix C.

After collecting the survey data from the students, researchers analyzed that through SPSS to estimate the achievement of the structured lesson outcomes through the four lesson plans, researchers have set 21 statements that were evaluated in 5-point Likert scale measurement. Researchers categorized those statements in four broad heading namely, my teaching effectiveness, student's perception, teaching style and assessment style. In analyzing the questionnaires that are filled up by my students after conducting four classes on the basis of prepared lesson plans, the researcher estimates descriptive statistics and frequency tables and finds that most of my students either agree or strongly agree with the propositions that are given in the questionnaire. Semi-structured Interview data are coded, analyzed, and explained to reveal the effectiveness of the new teaching technique.

Results

After applying the structured lesson plans, results and findings are incorporated in this section. Therefore, this section gives the description of the achievement of lesson outcomes from the made lesson plans. It also includes personal observation of the class, trends of students' feedback and assessment results. Researchers have prepared and implemented four lesson plans and found very positive and encouraging results. The students were very enthusiastic and eager to learn and participate in their lesson, and they participated in such a way that almost all the learning objectives were attained by them in the classroom. It was possible as a result of the structured lesson plan which made them very active in the classroom activities and helped them to take responsibility for their own learning. At the time of implementing the first lesson plan, the researcher observed that some of my students were too shy to share and demonstrate their ideas in front of me and with a pair. But gradually, the situation improved significantly, as researchers noticed most of the students were learning in cooperative and collective ways.

On the basis of the questionnaire that researcher has prepared for the ethics approval form, he got the following results:

As the researcher is a teacher at a Government Girls College, all of the students in his class are female students. Out of 26 students 18 students belong to 18-20 years of age and the rest 8 students belong to the age group of 21-23 years.

Criteria	Frequency (percentage)					Mean Score
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Teacher's effectiveness						
1. Teachers' preparedness in terms of preparing lesson plans, updated knowledge, and demonstration capacity was excellent.	0	0	0	0	100	5.00
2. The level of knowledge of the subject matter of consumer behavior at the start of the class was poor.	0	0	0	0	100	5.00
3. The level of knowledge of the subject matter of the course increased at the end of the class.	0	0	0	0	100	5.00
4. My teacher draws our attention, states the objectives of every day's and recall previous day's learning at the beginning of the class	0	0	0	3.8	96.2	4.96
5. My teacher presents different information, provides guidelines, and practices at the class.	0	0	0	46.2	53.8	4.54
Student's Perception						
6. I am happy with the knowledge gained throughout the class	0	0	0	15.4	84.6	4.85
7. I feel I achieved the desired learning outcomes from the class.	0	0	0	30.8	69.2	4.69

8. Teacher uses of various teaching aids and technology.	0	3.8	30.8	61.5	3.8	3.65
Teaching Styles						
9. Our class stays busy and does not waste time.	0	0	0	53.8	46.2	4.46
10. My teacher explains another way if we do not understand something.	0	0	0	3.8	96.2	4.96
11. My teacher checks to make sure we understand what he is teaching us.	0	0	0	15.4	84.6	4.85
12. My teacher takes time to summarize what we learn each day.	0	0	0	3.8	96.2	4.96
13. My teacher wants us to improve our thinking skills.	0	0	0	7.7	92.3	4.92
14. My teacher helps to set goals for our learning and keep track of our progress.	0	0	0	26.9	73.1	5.00
Assessment Styles						
15 My teacher assigns homework that helps me to learn.	0	0	0	30.8	69.2	4.96
16 When my teacher assesses my work, he writes on my paper to help me understand.	0	3.8	3.8	73.1	19.2	4.08
17 My teacher treats students with respect	0	0	0	7.7	92.3	4.92
18 My teacher is tolerant of different opinions expressed in class.	0	0	0	3.8	96.2	4.96
19 My teacher effectively encourages students to participate, ask questions and give answers.	0	0	0	0	100	5.00

20 My teacher provides clear constructive feedback.	0	0	0	15.4	84.6	4.85
21 My teacher assesses our performance at every step of our learning.	0	0	11.5	73.1	15.4	4.04

In a five-point Likert Scale questionnaire, in most of the cases, we found the mean values of each statement ranging from 4.60 to 5.00. It implies that the new, innovative teaching practices have a significant impact on my students' perception and performances. They strongly agree about the statement relating to the teacher's effectiveness, new teaching, and assessment style. Relative frequency data about the statements relating new theory-based teaching-learning also support the proposition. However, in the case of using various teaching aids and technology, we found the mean score as 3.65 where 30.8 percent of students remained neutral, and 3.8 percent disagreed. It indicates that students are not satisfied with the teaching aids that were used in their classroom. There were serious deficiencies of different types of educational materials and aids. Researchers could only use a multimedia projector without any internet connections.

Again, in deciding with the proposition on 'when my teacher assesses my work, he writes on my paper to help me understand' and 'my teacher assesses our performance at every step of our learning' we found the mean score as 4.04. In this case, relative frequency shows that they remain neutral, agree, and strongly agree with the statements.

Some open-ended questions were set to know the impact of the lesson plan on students. In synthesizing the answers to those questions, researchers found that the students considered the inclusive, active, and participatory type step by step teaching style as the best part of the classes. One of his students wrote, "*It is a very good system, as I can participate in the learning process and discuss and prepare my lesson in the classroom*". In identifying the worst part was that all have to have some minimum amount of knowledge in actively participating in the classes. Many students do not have the quality. A student utters, "*Sir, it is a good system, but we do not have enough preparation and practice to actively participate in a class, I feel very uneasy to represent a group in front of others*". The strongest part of the researcher's teaching they identified was that he was well prepared about the lesson objectives, making them engaged in the learning process. They suggested that they should have all classes following this type of structured lesson plan. All of my students confess that they participate more actively in the learning process than the previous teaching practices.

The researcher has conducted an interview with my students regarding lesson plans, traditional teaching practices and formative assessment to know their thought

process. They confess that they have not heard about lesson plans before and never participated actively in a structured lesson plan-based class. One of my students states, *“Sir, this system is very fine, as we all know what to do at the beginning of the class, can participate, share, ask questions, get instant feedback, and utilize and enjoy every moment of the class. But in the lecture method, we just hear your lesson by sitting in front of you silently”*. They also say that lesson plan-based student-centered teaching style is far better than the traditional lecture-based method. They like to be assessed in a formative assessment context because they can identify their weakness and get immediate and corrective feedback from me.

Discussion

This study aims to show the effects of applying lesson plans on economics students in a Government Girls' College in Bangladesh. It follows an explanatory mixed research design. The findings of the research show that the application of lesson plans incorporating the theoretical concepts from curriculum, learning and assessment have a significant effect on students' learning. A quantitative survey was done after conducting the classes following structured lesson plans. From that survey, it is known that teachers' effectiveness, new teaching styles and assessment styles were very effective. This finding resonates with that of Hasan (2020) who found that the outcome of the lesson plans was effective. Students' perceptions of this new teaching learning techniques were impressive. This finding also corroborates with the findings of (Iqbal, Siddiqui and Majid, 2021). However, in terms of using different teaching aids and sitting arrangement in the classroom, students were not so satisfied.

The researcher's personal observations and reflections on the new teaching technique and students' engagement was very encouraging. As stated earlier, researchers previously conducted classes following a teacher-centered approach and without having any structured theory-based lesson plans. However, when theory-based lesson plans were formed and classes were conducted accordingly, the scenario of the class-room environment changed dramatically. It made the classroom environment more active, delightful, and effective.

It was also observed that student's' class attendance and concentration to learn the lessons has increased as a result of conducting classes based on lesson plans.

The researcher was well prepared and had good confidence in himself on how to make his class most effective and make students involved in the learning process. So, students also found keen interest in lectures and gave full and proper attention and participated actively in every step of the lecture. The duration of the class was sixty minutes, but everybody enjoyed every moment of the class. The researcher used modern multimedia projector to make the lecture more attractive and visible and understandable and introduce some techniques such as peer and group learning, cooperative and collaborative learning to make the lecture more active and student centered. He provided corrective feedback to his students when they

needed to ensure a very student-friendly environment in the classroom. He also assessed their performance gradually following formative assessment, thus keeping a sharp eye on their behavior, attitude, and gradual learning process. Whereas, in traditional teaching methods, students did not give any feedback to questions, but now, they are actively participating in the class and providing feedback to the researcher and to their fellow friends spontaneously.

The researcher found that the three key theoretical ideas have had a great impact on the lesson.

In making the lesson plans, he had a very effective and impressive impact of the three basic theoretical ideas on his lesson plans. From the concept of constructivism, researchers learnt that no student had blank knowledge, rather every student had some previous experiences, language skills, social interactions and they can learn and construct knowledge and meaning if they got favorable support from teachers. It is evidenced from the experience of the class that researchers conducted on the basis of lesson plans. When he raised the question of what would be the learning objectives, they promptly responded and helped him to set the objectives, they almost completed the homework and were ready to participate in the class in the form of answering questions or participating in pair or group activities. This concept helps researchers to design the lesson in such a way so that he can input some techniques to make them active in the learning processes. However, researchers failed to incorporate all the classroom practices and methods of constructivism such as project works, field works, inquiry-based learning, collaborative learning, and real time use of ICT.

Gagne's nine steps of learning helps researchers tremendously to design his lesson plan step by step from gaining attention to retention of knowledge and making the lesson more attractive, active, and understandable.

Assessment has a direct impact on a student's learning because through this process we evaluate whether learning objectives are attained or not. The process of formative assessment also helped researchers to design effective lesson plans as it gave the spaces of assessing students at the time conducting the classes. Through this assessment process, researchers can identify the strengths and weaknesses of his students and give corrective feedback immediately. However, it is a little bit difficult to certify students on the basis of formative assessment. In the end, the researcher realized that he achieved the learning outcomes of the four lesson plans by applying the classroom practices of the three influential and important theories of curriculum, learning and assessment.

Limitations

At the time of conducting the classes, some students faced the problem of inertia, as they never engaged themselves in the teaching and learning activities and they had poor language capacity, inadequate socialization, and insufficient prior

knowledge. Though researchers had implemented the class with only 26 students, he had most other classes with more than 100 students per class. Then, it would not be possible to take care of such a large number of students, assessing formatively and providing feedback individually. It takes huge pre-plans and time to prepare an effective lesson plan that researchers have prepared. At the time of implementing the lesson plan, he faced some problems in following every step of Gagne's instructions and applying the classroom practices of formative assessment. It requires more time to implement the lesson plan in a proper way.

Rooms for Improvement

Since the researcher prepared and experimented with only four lesson plans for his students and found impressive results, he should replicate and apply this process in all the lessons of the courses. Small class size with advanced educational aids and materials in the classroom and real time online platform could be an effective way to promote learning. The sitting arrangement of the class should be more flexible so that he could rearrange the classroom as he wishes. In order to ensure true learning for students, researchers realized that he need to provide written feedback to students and assess them at every step of their learning.

Conclusion

The study assessed the effects and reflection of lesson plans that were prepared in considering constructivism, Gagne's 9 events of learning and formative assessment and implemented to the students of honors second year in intermediate microeconomics course. An explanatory sequential mixed research method is used to see the effects of lesson plans. In order to prepare the integrated lesson plans, basic definitions, and critical analysis of three concepts from curriculum, learning and assessment are provided. After conducting classes on the basis of lesson plans, a reflective analysis of new classes and previous classes is incorporated into the study. Finally, the results of the study that was collected through quantitative and qualitative data about the effectiveness of lesson plans and new teaching style are found very impressive and that was confirmed by the response from the students in the interview sessions. The majority of the students either agree or strongly agree about the statement relating to the teacher's effectiveness, teaching style and assessment style. The mean score for the statements was found in the range of 3.65 to 5.00. Comments and interviews from students were very encouraging since they enjoyed the method and involved themselves very actively in the teaching and learning process.

If a teacher wants to improve his method of instruction to become an effective teacher, then, this study will be helpful since it provides step by step guidelines for making a lesson very interactive. It also helps the teacher to grasp the idea on how to assess the performance of the students instantly and provide corrective feedback. The findings also help the students to realize that they need to participate very actively in the classroom activities. Finally, the findings of the study can be very crucial for the future educators and policy makers and other stakeholders to know how to design a theory-based lesson plan and implement it

successfully in the classroom. However, since there are so many theories in curriculum, learning and assessment, this study basically focuses on constructivism, Gagne's 9 events of learning and formative assessment. Therefore, further research can be conducted by considering connectivism, blended learning and summative assessment.

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Appendix A: Lesson Plan

Lesson Plan Structure:

There are three main stages of a lesson. The stages are:



It incorporates the subject name, topic name, learning objectives (prepared on the basis of Blooms Taxonomy), lesson steps such as icebreaking or introducing the session, recalling previous lesson, lesson development which include explanation, demonstration, practice, guidance, and feedback session and ending session that comprises wrap up, assessment and next step’s lesson.

Before going to the class, the researcher prepares the lesson plans with a concrete description of step-by-step procedures for implementing the lessons among the students, carrying necessary educational materials such as marker, white paper etc. Though the researcher intends to manage his classroom so that he can reach all my students easily and they can hear my lecture equally, it becomes almost impossible due to inadequate infrastructural support. All my students are to sit on fixed low and high benches. Researcher arranges two low and high benches in such a way so that after completing the instructions from my side, they can form a group with four to five students and face one another and discuss and actively participate in the group activities.

(1) Lesson Outline			
Subject: Intermediate Microeconomics	Topic: Different Concepts of Utility Analysis	Class: Honors Second Year.	Total Duration: 60 minutes Theory mapping
Learning Objectives: In this lesson, students are expected to: 1. Define utility. 2. Describe cardinal and ordinal utility, marginal and total utility with example. 3. Illustrate the law of diminishing marginal utility. 4. Analyze consumer equilibrium on the basis of the relation between price and marginal utility.			
Lesson Steps		Duration	Theory mapping
Beginning Wonderful and attractive starter activities to engage students with declaring the learning	✓ First of all, I congratulate all my students in my class and draw their attention to some picture such as Apple or Ice-cream through a multimedia projector. ✓ Then, asking my students what concepts we can learn with Apple	10 minutes	Gagne’s 1 st step Gagne’s 2 nd step Gagne’s 3 rd

<p>objectives and verifying previous knowledge.</p>	<p>provides some clues. I create an environment so that my students themselves can identify some of the learning targets.</p> <p>✓ Then, I will ask my students whether they know something about the concepts of utility or is it the concepts that they read in the previous classes? Trying to introduce and implement <i>scaffolding</i> and retrieve previous knowledge.</p>		<p>Step and constructivism to know the previous knowledge</p>
<p>Development This is the most important part of my lesson plan where I explain the learning contents with verbal, tabulation, and graphical explanation. Demonstration, guided practice opportunities, feedback and formative assessment activities are provided in this segment of my lesson plan.</p>	<p>✓ I asked my student to read what is utility and how we can give examples of different types of utility and <i>create some pairs</i> to discuss their views with each other.</p> <p>✓ I tabulate and draw and explain the marginal and total utility with concrete examples. Then, giving some examples to draw similar types of graphs by students themselves.</p> <p>✓ Working as a <i>role player</i> when a single person eats the same items such as ice-cream at a time, then links this with the law of diminishing marginal utility theory.</p> <p>✓ <i>Forming a group</i> to think how a consumer can reach equilibrium with his/her utility preference and market price and working as moderator of this group activity.</p> <p>✓ After observing the group activities of my students, I provide constructive feedback.</p> <p>✓ Then, I make some <i>quiz</i> type questions to check and test my students' learning.</p>	<p>40 minutes</p>	<p>Apply Gagne's 4th, 5th, and 6th steps.</p> <p>Group Discussion</p> <p>Formative Assessment</p>

<p>Ending Wrap up the whole sections of today’s lesson and give some clue what will be discussed in the next class.</p>	<p>✓ I summarize the main points of today’s class, especially receiving feedback from my students in their own words.</p> <p>✓ Then, I will remind my students that there are mainly two types of utility namely cardinal and ordinal utility and inform them that tomorrow we will learn indifference curve analysis which is the main instrument of ordinal utility.</p> <p>✓ Give them homework on indifference curve analysis.</p>	<p>10 minutes</p>	<p>Gagne’s 7th, 8th, and 9th steps of learning</p>
<p>Lesson Outline 2</p>			
<p>Subject: Intermediate Microeconomics</p>	<p>Topic: Indifference curve analysis</p>	<p>Class: Honors Second Year.</p>	<p>Total Duration: 60 minutes Theory Mapping</p>
<p>Learning Objectives: In this lesson, students are expected to: -</p> <ol style="list-style-type: none"> 1. Define indifference curve. 2. Discuss the characteristics of indifference curves. 3. Illustrate the slope of the indifference curve. 4. Categorize the shape of indifference curve on the basis of commodity nature and marginal rate of substitution 			
<p>Lesson Steps</p>		<p>Duration</p>	<p>Theory Mapping</p>
<p>Starting</p>	<p>✓ Telling a story on every individual’s perception is different from others to draw their attention to today's lesson.</p> <p>✓ Declaring the learning objectives to my students. The objectives are set in such a way so that I can teach them lower order thinking concepts to higher order thinking concepts.</p> <p>✓ Ask my students what the origin of today’s concepts is and what related concepts were discussed in the previous lesson?</p>	<p>10 minutes</p>	<p>Gagne’s 1st to 3rd steps of learning</p>

<p>Instructional Phase</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Definition of indifference curve with examples in the form of table and graph is given. <input type="checkbox"/> <i>Forming some pairs</i> to discuss the characteristics of indifference curves and write those characteristics in a white paper. <input type="checkbox"/> Asking students to illustrate the slope of the indifference curve and providing effective support from my side, thus, helping them to construct their own knowledge. <input type="checkbox"/> Shape of the indifference curve with commodity characteristics and Marginal Rate of Substitution (MRS) is demonstrated, then, asking them to discuss in pairs and write and explain in the white board, thus encouraging them to learn by doing. <input type="checkbox"/> <i>Asking some short questions</i> to my students to check their level of understanding and provide appropriate support where necessary. 	<p>40 minutes</p>	<p>Peer group discussion</p>
<p>Ending</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Asking my students what the Big Ideas of today's lesson are, write them one by one on the white board. <input type="checkbox"/> Discussing the fact that indifference curve shows what a consumer is willing do whereas what a consumer can do will be discussed tomorrow. 	<p>10 minutes</p>	<p>Formative Assessment and Gagne's last 7th to 9th steps of learning</p>

Lesson Outline 3			
Subject: Intermediate Microeconomics	Topic: Budget Line Analysis	Class: Honours Second Year.	Total duration: 60 minutes Theory mapping
Learning Objectives: In this lesson, students are expected to: 1. Define the budget line. 2. Identify The equation and slope of the budget line. 3. Demonstrate the characteristics of the budget line. 4. Examine the shift of the budget line.			
Lesson Steps		Duration	Theory mapping
Pre-instructional Phase	<ul style="list-style-type: none"> ✓ A video on the budget line is shown to students to gain the attention of my students. ✓ My students get informed about today's learning targets that are already given above. ✓ I ask some questions on utility and indifference curve to check their previous knowledge and experience. 	10 minutes	Gagne's first three steps
Instructional Phase	<ul style="list-style-type: none"> □ Encourage my students to think about their budget to buy some necessary items given the market price and limited income, and share their ideas with their pair. □ Then, I provide a concrete definition of the budget line with an example. □ To understand the comprehending power of my students, I give some clue on prices of two goods and fixed income and ask them to write a budget equation and derive its slope. □ Forming some groups to discuss and examine how a budget line shifts, then, welcome anyone from the group members selected randomly in front of all to demonstrate at least one point. 	40 minutes	Gagne's 3 rd to 6 th steps and constructivism and formative assessment by providing instant feedback

	<input type="checkbox"/> I critically observe their learning activities and provide necessary feedback when they need it. <input type="checkbox"/> I ask some open-ended questions to know the level of their understanding.		
Post Instructional Phase	<input type="checkbox"/> Wrapping up the key ideas of today's lesson. <input type="checkbox"/> Inform the students that we have already known a consumer's wills and the budget constraints. Next lesson will discuss how consumers will achieve their equilibrium. <input type="checkbox"/> Giving homework to write the main points of indifference curve and budget line	10 minutes	Gagne's 7 th to 9 th steps of learning.

Lesson Outline 4			
Subject: Intermediate Microeconomics	Topic: Consumer Equilibrium Analysis	Class: Honors Second Year.	Duration: 60 minutes Theory mapping
Learning Objectives: In this lesson, students are expected to: 1. Define consumer equilibrium. 2. Describe consumer equilibrium with the help of a diagram. 3. Illustrate consumer equilibrium with the concept of cost minimization. 4. Demonstrate changes in consumer equilibrium.			
Lesson Steps		Duration	Theory mapping
Inauguration	<input checked="" type="checkbox"/> Stimulating the curiosity of my students by asking questions on how a consumer balances his/her wills and purchasing capacity, giving some time for brainstorming. <input checked="" type="checkbox"/> Then, asking some questions on what the learning targets may be today and gradually disclosing the learning objectives to them.	10 minutes	Gagne's First 3 steps of learning.

	<ul style="list-style-type: none"> ✓ Creating an environment for my students to remember the previous core concepts of previous two lessons, namely, indifference curve and budget line 		
Development	<ul style="list-style-type: none"> ✓ Delivering the content of learning objectives one by one to my students with the help of table, graph, picture, and video. ✓ Students receive my guidance to learn the lesson and practice them deeply. ✓ Forming some groups with five members in each group to discuss the lessons among themselves to enhance cooperative learning. ✓ Frame some quiz type questions to test their knowledge instantly. 	40 minutes	Gagne's 4 th , 5 th , and 6 th steps of learning & Group Activities & formative assessment in the form of quiz
Closure	<ul style="list-style-type: none"> ✓ Overall summary of the four lessons is discussed now as the four lessons are interlinked. ✓ Students will be given some indications on what to think about producer equilibrium analysis which is more alike to these four lessons. 	10 minutes	Gagne's last 3 steps.

Appendix B: Questionnaire

Research Title: *Application of Constructivism, Gagne's 9 Events of Learning, and Formative Assessment for Teaching the Intermediate Microeconomics Course in Meherpur Government Mohila (Girls) College, Bangladesh.*

Dear Participant,

Thank you for taking the time to fill in this questionnaire and agreeing to be part of this research study. Please answer each question based on your current class experience. You can provide additional information where indicated. All responses are anonymous. Responses to these questions are important to help improve the course and how it is taught. This questionnaire consists of two sections. **Section One** asks you information about yourself and **Section Two** asks you to respond to items related to perception of new teaching and learning techniques and performance of your class teacher. There are **2** pages in total. It should take about 10-15 minutes to complete this questionnaire.

A: Personal Information: (Please circle accordingly)

1. Gender: Male / Female
2. Age: 18-20/ 21-23 /24-26

Please rate the teacher's effectiveness in the following areas:

Criteria	Ratings				
Teacher's effectiveness	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Teacher's preparedness in terms of preparing lesson plan, updated knowledge, and demonstration capacity was excellent.	1	2	3	4	5
2. The level of knowledge of the subject matter of consumer behavior at the start of the class was poor.	1	2	3	4	5
3. The level of knowledge of the subject matter of the course increased at the end of the class.	1	2	3	4	5
4. My teacher draws our attention, states the objectives of every day's and recall previous day's learning at the beginning of the class	1	2	3	4	5
5. My teacher presents different information, provides guidelines, do practices at the class.	1	2	3	4	5
Student's Perception					
6. I am happy with the knowledge gained throughout the class	1	2	3	4	5
7. I feel I achieved the desired learning outcomes from the class.	1	2	3	4	5
8. Teacher uses of various teaching aids and technology.	1	2	3	4	5
Teaching Styles					
9. Our class stays busy and does not waste time.	1	2	3	4	5
10. My teacher explains another way if we do not understand something.	1	2	3	4	5
11. My teacher checks to make sure we understand what he is teaching us.	1	2	3	4	5

12. My teacher takes time to summarize what we learn each day.	1	2	3	4	5
13. My teacher wants us to improve our thinking skills.	1	2	3	4	5
14. My teacher helps to set goals for our learning and keep track of our progress.	1	2	3	4	5
Assessment Styles					
15 My teacher assigns homework that helps me to learn.	1	2	3	4	5
16 When my teacher assesses my work, he writes on my paper to help me understand.	1	2	3	4	5
17 My teacher treats students with respect	1	2	3	4	5
18 My teacher is tolerant of different opinions expressed in class.	1	2	3	4	5
19 My teacher effectively encourages students to participate, ask questions and give answers.	1	2	3	4	5
20 My teacher provides clear constructive feedback.	1	2	3	4	5
21 My teacher assesses our performance at every step of our learning.	1	2	3	4	5

Q-1. What was the best part of the classes? Please comment.

Q-2. What was the worst part of teaching second year Microeconomics? Please comment.

Q-3. What is the strength of your teacher? Please comment.

Q-4. What suggestions do you have to improve the teacher's teaching? Please comment.

Q-5. Do you think you are actively participating in the class compared to previous teaching techniques? Please comment.

Appendix C – Interview Questions

1. Have you ever heard about lesson plans?
 2. Do you participate in a class that are conducted on the basis of structured lesson plan?
 3. Is the class better than the traditional class? How?
 4. Do you like to be assessed in a formative assessment context?
 5. Which part of the class was interesting? Why?
 6. Which part was boring? Why?
- Do you have any suggestions to improve the quality of the class?

Teachers Perception on Conducting Online Class at a Government College in Bangladesh

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Abstract: In Bangladesh, the education institutions conducted class through online platform for a pandemic situation like COVID-19. But the teachers were not accustomed to conduct online class. Therefore, this study is intended to identify the nature of attitude of the teachers towards online class and challenges they have faced in conducting classes. To conduct the investigation mixed method approach was employed and the data have been collected through survey and in-depth interview. The findings of the research show that the teachers are agreed on the necessity of online class and observed that it is invariably essential in a pandemic situation like COVID-19. Nonetheless, some challenges have been identified such as lack of technological knowhow of both teachers and students, the negative mentality of teachers and insufficient training of the teachers' community. However, the study outcome suggests overcoming this type of situation in future the whole education system should be prepared to encounter such challenges successfully.

Keywords: Online Class, Pandemic Situation, COVID- 19, Government College, Teachers' Perception.

Introduction

The COVID-19 pandemic has brought a great change worldwide in the education system (Sepulvida-Escobar & Morrison, 2020). The whole world is transferring their education system from face to face to online. Since there is no alternative to continue the education without the internet as the educational institutions are closed due to the pandemic situation of COVID-19. Some experts identified that online education does not generate expected results in learning. For instance, Adnan and Anwar (2020) have found that online learning does not bring expected results for the students of the developing world. But from a survey in Kolkata, it is observed that about 70% students were participating in online class and conducted their online class through android mobile phone (Kapasias, Paul, Roy, Saha, Zaveri, Mallick, & Chouhan, 2020) which is an inspiring statistic for the education. Again, Khatoony and Nezhadmehr (2020) have found that the teachers were interested in conducting the class by online platform but they were to face some challenges at the same time.

It is seen in Bangladesh that the online class has been started after the COVID -19 and many teachers conduct classes using online platforms, but they have no training or experience (Farhana, Tanni, Shabnam & Chowdhury, 2020). In this case, there exists a question, are they feeling easy in conducting the class or not?

From different studies it is identified some trouble in conducting the online class but those are not directly related to the college. So, what are the feelings of the teachers on conducting online class and what problems they are facing as well as what measures should be taken in future are the main focuses of this study.

It is observed that online learning is not a new concept in the pandemic situation of COVID-19. It was introduced in the 1980s of the last century (Moore, Dickson & Galyen, 2011). Online learning is the term which is done through advanced information and communication technology. In this regard, Yang and Kang (2020) have argued that it's an emerging approach for the students. On the other hand, through a deep explanation of e-learning, distance learning and online learning Moore, et al. (2011) have said that online learning is an updated form of distance learning. That means distance learning is in the context of geographical aspects and online learning is very much related with ICT based. Again, this view is supported by Haynes (2020) who explained that it's a term which is used for the access of education at any time and anywhere through the internet. So, in the case of online learning, internet access is important. In place of face to face learning educational material is delivered through the internet (Edwards & Robinson, 2019). So, it is found that online learning is not related to pandemic situations, rather it is a method of learning anytime and anywhere with the use of the internet.

However, the COVID-19 pandemic has brought a significant change in the education system all over the world. In place of face to face learning many countries have launched online learning to meet up the demand of situation (Sepulveda & Morrison, 2020). Ali (2020) has found in his research that many higher educational institutions all over the world are conducting their class through online platform because of lockdown situation to maintain social distance. Besides other conditions, he has also emphasised on the staff related preparation before conducting the class. But in his research, he did not express the perception of teachers about online classes. So, technologically developed countries are conducting their classes online, but COVID-19 situation has forced the other countries to conduct online class.

In Bangladesh online learning is a new practice Though it's a new practice, it can be developed.. At first, the government of Bangladesh did not give importance on online class but later it has been emphasised on the online class because the long existence of corona virus seriously affects the education system (Mondol & Mohiuddin, 2020). So, for being an order of government, the teachers are compelled to conduct online class in a pandemic situation like COVID-19.

However, in Bangladesh the teachers were not accustomed to conducting online classes before. But, for the COVID-19 situation, they need to conduct online class for the first time. Again, many teachers were not interested in conducting class online because they thought besides students, other people will see the class and they will be criticised in case of any wrong answers. But, after few days, the teachers were asked to conduct class forcibly (Khan, Hossain & Abdou, 2020).

Now, they are conducting online class but many of them are not supporting from the heart.

So, in case of the perception of teachers on online teaching it is seen that the teachers do not have the same attitude on it. Some teachers like online classes; on the contrary, some teachers don't prefer to conduct class through the internet. In this regard a study on the teachers of Tabuk University shows that 62.9% teachers have a negative attitude on online learning, but the young teachers have interest in conducting online classes (Albalawi & Badawi, 2008). So, the attitudes of the teachers on online learning depend on the age or access to using technology. In the same way, Windes and Lesht (2014) have found from a study that online education is not so useful as face to face learning though it varies from one institution to another and the person to person. In case of conducting online class the experience of online teaching is important for the teachers (Smith, 2009). But, in spite of having negative attitudes, teachers and students support the online teaching for a pandemic situation and many students feel it enjoyable and interesting (Verma, Varma, Garg & Godara, 2020). On the other hand, some teachers emphasize on the competencies to conduct online class (Bawane & Spector, 2009) So, it is found that online teaching is supported by the teachers but many of them have negative attitude on it.

In the context of Bangladesh, from 18 March the educational institutions are closed, and the teachers are conducting class through online devices (Biswas, Roy & Roy, 2020). They have also found that the students are familiar with the using technology as well as have positive attitudes on online learning. Again, it is also seen that the teachers of higher education are not interested in conducting class. In this regard Khan et al. (2020) have said that the teachers of universities are reluctant to conduct online classes, but the ministry of education urges other institutions to conduct online classes. So, it can be said that the perception of the teachers online is mixed. Some teachers think that it's very useful and efficient for the development of the teachers as well as students and some others don't support it from the bottom of their heart.

Conducting online classes is not easy for a teacher who is not accustomed to the class. In this regard, Sepulveda and Morrison (2020) have argued that the lack of interaction and the sudden change of delivering mood of lecture affect the learning of the students. Though this is from the perspective of students, it is very much related to the teachers' side too. Koo (2008) has argued from a study that, for online learning, teachers training on online class and internet must be ensured and shown that many teachers are not ready enough for online platforms because of time constraint and lack of access to the internet. And this is an important factor in a pandemic situation too. The same result has been provided by Kim and Bonk (2006). They have found that for online learning the advancement of internet technology is important. But internet use is very much related to technical

and financial aspects (Adnan & Anwar, 2020) which is very much relevant in a developing country like Bangladesh.

Though Bangladesh has started distance learning after the COVID-19 situation, it has been compulsory for all the teachers to conduct online classes. And, since it's a new system for many teachers, it must face many problems. In the context of Bangladesh Farhana, et al. (2020) has found some challenges for the teachers in the case of conducting online classes. The challenges are internet and electricity problems, inappropriate knowledge on computers, difficulties of online class management and the home environment. Through these challenges they have found by conducting interviews with the secondary school teachers, but it is very much related with higher education too. Again, Mahmuda (2016) has argued on the perspective of Bangladesh that power, internet and training is important for using any technological instrument. So, to conduct online classes the teachers have to face different kinds of problems in Bangladesh.

In the pandemic situation of covid-19, the whole world is being affected. According to UNICEF 63.0% students are being affected due to closure of educational institutions in 193 countries (Ramij & Sultana, 2020) and in Bangladesh, 3.15 million tertiary level students are facing problems. In the same way, after the spreading of coronavirus, the teachers of a government college named Rajshahi Government College which is situated in Rajshahi district have started to conduct the online class for the first time. So, they have to face a lot of problems like the other educational institutions in Bangladesh because some teachers are unfamiliar with the online class (Islam, Tanvir, Amin & Salman, 2020). But, in this pandemic situation, there was no alternative to conduct the class on an online platform. Again, the national university started to conduct their class for the benefit of students and many teachers of the college were involved there. But it is observed that teachers are not interested in conducting online classes (Rahman, Aziz & Ahmed, 2020). Again, most of the teachers were very much in trouble to conduct those classes. However, this study is very much related with the current issues on online class. Though distance learning has been started for many years in Bangladesh by open university (Islam & Selim, 2006), the other universities or institutions did not start the online class system. But, the COVID-19 situation has compelled the teachers of Bangladesh to conduct online classes which are seen as the same attitude in different institutions in Bangladesh because they do not want to change the learning environment (Mahmud & Gope, 2009). Again, in this situation, there is no alternative but to conduct online classes. Many teachers also face different kinds of troubles to continue online class (Farhana, Tannin, Shabnam & Chowdhury, 2020).

From above discussion it is seen that the different researches have been done on different sides of online class but they did not do so on online class in a pandemic situation, and the teachers are forced to conduct their class through online platform, they may feel bore to take class as well as they may face different kinds

of problem to do so which are not seen from above literature reviews. Again, though some researchers have been done on both the teachers and students and it has been done on universities in other countries, this research has been done on a government college and the participants are only the teachers but the students and other participants are not involved in this study. However, as a teacher of this college, it has been observed that the teachers are feeling uneasy in conducting online classes and many teachers are not interested at all in conducting online class and it is also observed that for being the first time users, they are facing many problems and challenges. So, this study will help the principal of the college to take proper steps to conduct online class properly because it will try to find out the attitudes of the teachers on online class and also find out the challenges which are becoming hindrance for effective class. As a result, the students will be benefitted and they will find interest to attend the class because after taking the necessary steps, the class will be done properly. So, this study will be helpful not only for the teachers but also for the students and principal to identify the challenges and find out solutions of the challenges.

Therefore, to know the teachers' attitudes of the college and to find out the challenges they face during conducting class is the main objective of the study.

To achieve the aforementioned objectives, the study has been done on the following research questions:

- a) Do the teachers want online teaching?
- b) What are the challenges the teachers are facing in conducting online class?

As a result, to know the attitudes of the teachers and identify the challenges related with online class is important. Thus, the study has been conducted to know the perception of the teachers and identify the challenges during conducting class in the Covid-19 situations.

Methodology

To conduct this research, the mixed method approach has been used. That means both qualitative and quantitative data will be used here because it is very helpful to explain complex phenomena (Creswell, 1999). The qualitative approach is generally done to know the depth understanding of individual thought, views, opinion and experience which has been used here to know the perception of the teachers on online teaching through interview. On the other hand, a quantitative approach has been used here to find out actual figures and both approaches have been applied to minimise the demerits. Again, for better understanding of the research and to explain anomaly mixed methods is very much effective (Dunning, Williams, Abonyi & Crooks, 2008). Finally, to get a real picture mixed method has been used here.

Again, the random sampling has been used in this study to collect data. Because, for random sampling, anyone of the population has a chance to be involved. So, among 240 teachers of the college 40 teachers are selected as samples to conduct

the study. On the other hand, for the interview the purposive sampling has been done. Because, the teachers who seemed expert on conducting the class have been chosen for an interview. In this case 7 teachers have been interviewed to know the attitude of the teachers. The sample size is small because the data was collected during the pandemic situation of COVID-19. It should be noted that all participants were the teachers from the government college.

To collect data different methods have been used in this research. The interview for qualitative data and survey method for quantitative data have been used here. But for both methods the questionnaire was prepared to collect data. So, only 40 samples have been collected through a survey and 7 participants were interviewed very closely to know the attitude and challenges of online class. However, it has been tried to be very much careful about validity and reliability. From the selection of respondents and collection of data, sincerity was maintained. At first, before data collection, 10 participants were asked to fill up the questionnaire. And the Cronbach's Alpha test of the questionnaire has been done to ensure the validity. The value of the test is 0.78. The test has been calculated with the help of SPSS. On the other hand, face to face interviews have been done with selected teachers. The participants were asked the same questions for the triangulation. During the interview the audio has been recorded by smart mobile phone with the consent of the participants. And, the record is saved with confidentiality in a safe and secret place to ensure reliability.

For quantitative data, survey questionnaires have been used as a research instrument. The questionnaire has been divided into two parts. One part is on the demographic data and the other part on the perceptions of the teachers. Total 14 Likert scale items with five points (1=strongly agree, 2=agree, 3=neutral, 4=disagree and 5=strongly disagree) were structured to ask the respondents opinion. The first four (1-4) items were done to know the perception about online class and the other 6 (5-10) items were to know the challenges of the college and the rest of the items (11-14) are to find solutions to the problems. And for qualitative data an interview protocol has been prepared to ask questions so that the real data can be ensured. In this regard 6 open ended questions were added. It is notable that a voice recorder has been used to save the record of interviews with the participants.

To evaluate the quantitative data, SPSS has been used. Some statistical tools like mean, median, mode and standard deviation are given importance to explain the primary data. Mean has been used to know the average result of five points Likert scale. Mode is used to know the most frequent answers and standard deviation is done to ensure consistency of the answers for every item. But for qualitative data face to face interviews has been conducted with the interview protocol. After listening to the recorded interview, the opinion and perception of the teachers on online class has been included in this research.

Generally, a pilot study is done before conducting large scale study and to test the validity of the questionnaire. So, a pilot study has been done to test the standard of questionnaire before collecting data for study. For this reason, 10 participants were asked to answer the questions. Using SPSS, it is found that the value of the pilot study is .78 which is suitable to continue the study. After getting the result of the pilot study, the main study has been completed.

Findings

The collected data from different participants have been discussed here. At first, the quantitative data has been analysed then the qualitative data is explained from different aspects. The participants' information has been explained at first. However, to understand easily the table has been used to explain data.

1. Age of the participants

Age Level	Frequency	Percent	Cumulative Percent
30-35	7	17.5	17.5
36-40	8	20.0	37.5
41-45	7	17.5	55.0
46-50	9	22.5	77.5
51-55	7	17.5	95.0
56-60	2	5.0	100.0
Total	40	100.0	

From the table above it is seen that teachers from different ages have participated in the research. It starts from 30-35 years and ends with 56-60 years and the number of 56-60 age teachers are less than any other groups.

2. Gender of the respondents

Gender	Frequency	Percent	Cumulative Percent
Male	34	85.0	85.0
Female	6	15.0	100.0
Total	40	100.0	
Total	40	100.0	

From this table in case of gender it is seen that most of the participants are male. The number of male participants is 34 and only 15% are female.

3. Designation of the participants

Designation	Frequency	Percent	Cumulative Percent
Lecturer	9	22.5	22.5
Assistant Professor	18	45.0	67.5
Associate Professor	10	25.0	92.5
Professor	3	7.5	100.0
Total	40	100.0	

In the case of designation, it is seen that all the categories of the teachers have participated in the research. And, most of the participants are assistant professors. The number of assistant professors is 18, associate professor 10, lecturer 9 and professor is only 3.

4. Faculty of the participants

Faculty	Frequency	percent	Cumulative Percent
Arts	16	40.0	40.0
Social Science	8	20.0	20.0
Business Studies	1	2.5	2.5
Science	15	37.5	37.5
Total	40	100.0	100.0

In this table, it is seen that the number of teachers from science and arts faculty are more than social science. 40% teachers are from arts, 20% from social science, 37.5% from science and only 2.5% from business studies have participated in this research.

5. Teachers' perceptions on conducting online class

Theme: Teachers' perception on conducting online class									
No	Statement (Cronbach's Alpha Value = .78)	Scale					Median	Mode	Standard Deviation
		1	2	3	4	5			
1	Online teaching is important for a pandemic situation	26	13	0	1	0	1	1	0.632
2	Online teaching is very easy for me	4	17	15	4	0	2	2	0.816
3	Online teaching is helpful for the students	8	24	6	1	0	2	2	0.688
4	Conducting online class is challenging for some teachers	7	26	5	0	2	2	2	0.871
5	Technological support is enough for online class in your college	8	17	6	6	1	2	2	5.179
6	Teachers' knowledge on conducting online class is sufficient	1	22	11	6	0	2	2	0.783
7	Teachers' preparation before conducting online class sufficient	4	19	15	2	0	2	2	0.74
8	College infrastructure is adequate for conducting online class	9	19	7	5	0	2	2	0.939
9	Power supply and internet connection is smooth in my college	7	15	10	5	2	2	2	0.939
10	Student participation can make the online teaching effective	16	15	5	1	2	2	1	1.061
11	Adequate training for the teachers can be helpful for online teaching	16	21	2	1	0	2	2	0.687
12	The help of college authority for online teaching can solve the problems of online teaching	13	23	2	1	1	2	2	0.834
13	Technological and technical facility should be developed	16	22	1	1	0	2	2	0.656
14	Student should be provided technical and financial assistance	12	20	6	2	0	2	2	0.815

The above table shows the results of the primary data in a short. The table is on statistical analysis using SPSS. Different items related to online class are mentioned in a short here. The result of data through median, mode and standard

deviation is shown here. For the first item, median and mode is 1 and the rest items are 2. And the standard deviation is varied in different items. The detailed discussions on the table are below.

From item 1 it is seen that 26 teachers strongly support online class in a pandemic situation and total 39 among 40 teachers think that online teaching is important for a pandemic situation but only one person disagrees with the statement. The median of the data is 1, the mode is 1 and standard deviation is 0.63.

From item 2 it is seen that only 4 teachers that means 5% teachers strongly support, and 24 teachers think that it is easy for them to conduct online class, but 37.5% teachers were neutral in this case. Again, 10 % of teachers totally disagree with the item. Median of the scale is 2 and mode is 2 and standard deviation is 0.81.

In Item 3, it is proved that online teaching is very helpful for the students. Most of the teachers agreed with the statement 8 teachers strongly support and 24 teachers support that online teaching is helpful, 6 participants were neutral and only one respondent disagreed. The median and mode of the item is also 2 and standard deviation is 0.68.

In item 4, most of the teachers think that online class is challenging for some teachers and only 5 participants were neutral, but 2 participants strongly disagreed with the statement. The result of the data shows that median is 2 and mode is also 2 and standard deviation is 0.87.

In item 5, it is seen that the participants have given different opinions on this item. Total 25 teachers say that technological support is enough, and 8 teachers strongly support it. On the other hand 6 teachers are neutral and other 6 teachers also disagreed with the statement besides one participant strongly disagreed on it. Of course, one participant missed to answer on this point. The value of median and mode is 2 and standard deviation is 5.179.

In item 6, To conduct online class, the knowledge of the teachers is shown that 22 participants agree, 11 are neutral and 6 disagree with the statement. That means many teachers are confused about their own knowledge on conducting class. It is seen that the value of median and mode is 2 and standard deviation is 0.78.

From item 7, it is seen that 19 teachers agreed with the comment and 15 are neutral and only 2 participants disagreed. The median of the data is 2 and mode is also 2. Besides, standard deviation is 0.74. That means the teachers in this college are well prepared before conducting online classes.

In case of item 8, the data shows that 70% teachers support that college infrastructure is enough including 22.5% strongly agreeing with it and 17.5% are neutral. On the other hand, 12.5% disagreed with the statement. The statistical value shows that median and mode is 2 and standard deviation is 0.93.

In item 9, total 56% participants (including 17.9% strongly agree) think that power supply and internet connection is smooth but 12.8% disagree. Again 25.6% are neutral in this case. The median and mode of this item is the same that means 2 and standard deviation is 0.93.

For item 10, most of the participants think that for effective teaching student's participation is important. 41% teachers strongly agree with this statement and a total 37.5% agree with it. Only 12.5 % teachers are neutral, on the other hand, 2.5% disagree with the statement. The median of the data is 2 and the mode is 1 and standard deviation is 1.061.

In item11, it is seen that 92.5% participants agree (including 40% strongly agree) for teachers training for online teaching. On the other hand, only one person disagreed with the statement. Again, the median and mode value are 2 and standard deviation is 0.68.

In item12,the data displays that 32.5% are strongly agreed and 57.5% are agreed for college authority help to conduct online class but only one person is disagreed with this statement. The median of the statement is 2 and mode is also 2 and the standard deviation is 0.83.

In item 13, 40% teachers strongly agree, and 55% teachers agree with the statement that technological as well as technical facilities should be developed and only 2.5% teachers disagree. So, it is proved that for the college technological and technical facilities should be increased in future. The median and mode are 2 and standard deviation is 0.65 in this item.

In item 14, total 80% that means 32 teachers have approved that technical and financial support should be provided for the students. Of course, 15% are neutral and only 5% disagree with the statement. The median is 2 and mode is also 2 but standard (deviation is 0.81).

However, to know the perception of the teachers on online class interviews has been done. Though the questions were the same as Likert scale, some new information from the participants have been discovered. All the participants who are the teachers from different departments of Rajshahi college have agreed that they are conducting their classes online. But they have told me that they are compelled to do this for having no alternative but online class. Again, most of the teachers say that for COVID-19 situation, the educational institutions are closed; the students are staying at their home, so there is no option without online class. When the participants were asked about supporting online class, one of the participants, an assistant professor of the Department of Social Work, said, "There is no option but supporting online class because we cannot conduct offline class for a pandemic situation". Another participant who is an assistant professor of the Department of Management also says "we are not interested in conducting online class but we are doing it for the wellbeing of the students."

On the other hand, in case of challenges for conducting online classes, some new information has come in front. The teachers express different opinions about challenges. But most of the teachers say that lack of technological knowledge for both the teachers and students about online classes, staying in remote area (students), financial problem to buy internet to join in the class, lack of device to attend class, lack of motivation for the students, low level of students, lack of proper atmosphere to conduct online class are creating obstacles to conduct online class. Again, one of the participants who is also the head of the Department of Economics says “the negative mentality of the teachers and students is the main problem for online classes.” Of course, few other teachers say that the lack of electricity supply and deficiency of proper training to conduct online classes are major problems for them. But all the teachers support one point, which is the internet problem.

And in case of solving the problems and for effective online class, some teachers suggest that financial support should be provided for the students, camera-based sound proof studio should be ensured in the college, proper training should be provided for both the teachers and students, internet package with low cost can be ensured by contacting with some mobile companies, motivation should be given both the teachers and students to change mentality. Again, one of the participants, a professor of the department of Political Science, says “an accreditation council can be prepared to ensure effective class.” On the other hand, one participant expresses “to increase the participation of the students in online class, a messenger group can be prepared to communicate among them and teachers.” Besides, one of the teachers, an associate professor of Social Work, expresses “We should give importance on using those apps which are suitable for interactive class; For example zoom.” The participants also want the authority of the college to ensure enough internet speed and in-house training for the teachers. Finally, monitoring should be strictly followed for effective online class, they suggest.

Discussion

In this study, different instruments have been used to know actual information about online classrooms. The findings from quantitative data and qualitative data are almost the same but, in few cases, some new information is observed in qualitative data. From quantitative data it is seen that the number of female teachers is less because female service holders in the college are short in number. The same situation is seen in case of designation. The post for the professor is limited in the college. About the perception of the teachers on online class it is seen that almost all the teachers of the college think that online class is important for the students in this pandemic situation but to conduct class is not easy for them and the teachers are conducting class because there is no option but online class. That means they are not interested in conducting online classes but a pandemic situation has made them use online platforms. Though some young teachers have shown their interest in online class which is supported by Albalaw and Badawi (2008) because they have competence on the computer but it can not bring the same learning outcome like face to face class system.

Again, the variation is seen in the technological condition of the college, in this item the standard deviation is 5.179 which means that the technological support is not satisfactory for online class which is supported by Farhana et al. (2020). Because the teachers are not given internet access properly and many teachers do not have their personal computer, though the college authority has tried to provide an internet facility but it was not enough for the purpose. But, for other challenges (students' participation, academic environment, teacher's knowledge and preparation, power supply etc.), the teachers have expressed almost the same opinion giving importance on the training for the teachers (Mahmuda, 2016). And the financial support for the poor students is also important to do effective the class.

Conclusion

The findings of the study clearly implicated that online teaching is extremely vital for pandemic situations. Though some teachers are not enthusiastic to conduct online classes, they are doing it for the benefit of the students. Conducting online classes is not very easy for the teachers and the knowhow of the teachers is also not satisfactory before class and for most of the teachers it is found highly challenging. Furthermore, there is a significant limitation on the technological support in college which is a key for online learning but the college authority is trying to develop facilities for online teaching. In the study college, power supply and internet connection existed, but the standard is not up to the mark. For effective online teaching, the study outcome suggests that the student's participation is important but teachers' training is also important for effective online teaching-learning and the support facilities of the college authority should be improved in the case of technical and technological affairs. In addition, the study suggested that the financial support for the student is essential to conduct online class fruitfully. Finally, the study findings suggest that the positive mentality that is also important for online learning of the teachers should be changed from negative to positive, through motivational programs and appropriate training.

It is to be noted down that being a small-scale study sample size was very small and it proved a strong limitation for the research. Another limitation of the research is, due to the pandemic situation the education institution was closed, the teachers were staying at their home. Absences of teachers in the campus pose a tremendous challenge for collecting data. Furthermore, time constraint was also a challenge which may affect the outcome of the research.

It was observed that the online teaching is an only medium of student learning in the pandemic situation of COVID-19 in the government college of Bangladesh. Though the teachers were conducting the class without having any option, the investigation implicated that some steps can make the online teaching fruitful. The study also recommended that training for teachers must be arranged before conducting online class so that they can deliver their lecture effectively. Besides special studio, with enough internet speed and consistent electricity supply should be ensured in

the college campus. In addition to special internet package, some more student friendly bundled package should be provided for the students in special arrangement with collaboration of mobile companies. Additionally, some motivational programs could be offered both for the teachers and students for changing their mind set positively towards online learning. Finally, it is considered that a large scale study can be conducted on the topic in future. To conclude, it can be considered that though the COVID-19 compelled to conduct online class for the developing countries like Bangladesh, it also creates huge opportunities to make digitised the education system. Therefore, if the authority can develop opportunities for the teachers and students, the online class can be an essential tool for teaching rewardingly not only in a pandemic situation but also for all time.

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Using Flipped Classroom and Developing an Action Plan for Teaching Macroeconomics at the Government Colleges of Bangladesh

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Abstract: This paper is based on action research that attempts to minimize the problems of traditional lecture methods by implementing flipped classroom with the support of technology. Lack of interaction between the teacher and the students are identified as the key pedagogical issues in this study where the objectives are to implement flipped classroom with the help of Google Classroom for increasing interaction and expanding the learning hours through the same. Another objective of this study is to formulate an action plan for implementing flipped classroom using Google Classroom at Bangladeshi government colleges. The research site was a government college in the city of Rajshahi, Bangladesh which is the workplace of the authors. An FGD was conducted with the students of Macroeconomics of the same college to get primary data on the situation. Students identify several issues with traditional class and several benefits of flipped classroom. The respondents preferred a blended form of online and face-to-face class rather than a single method. Finally, an action plan has been developed for the government colleges of Bangladesh.

Keywords: Flipped classroom, Action plan, Macroeconomics, Bangladesh College Education.

Introduction

Learning is “the process of getting or providing logical tutoring, in particular at a university or school” (English Oxford Living Dictionaries, 2018). The developed nations have altered their age extensive conventional education process called Teacher Centered Teaching (TCT) with a further realistic education technique called Student Centered Teaching (SCT). It is because SCT is more student-friendly that fits with the demands of 21st century learners. This study focuses on the teaching-learning situation of our workplace, a government college in the city of Rajshahi, Bangladesh. We will use the acronym RC to denote our workplace. RC is not unique in case of common features of the college learning scenario of Bangladesh. RC is one of the renowned colleges among all the colleges in Bangladesh. This college has been declared as the best college in Bangladesh for successive four years in the rankings

done by both the Ministry of Education (MOE) and NUB on the basis of its recent performance. At our workplace, that is, in the Department of Economics, RC we enroll 235 students for honors 1st year and 400 and 200 students for masters and preliminary leading to masters respectively according to the instruction of the National University of Bangladesh. Moreover, we also teach the Economics course to approximately 50 pass course students and approximately 120 higher secondary (HSC) students. So, the total number of students we have to teach in this department in each academic year is 1830. In this department, there are 12 teaching staff and 3 non-academic staff. However, as a whole, we teach 52 courses in total for the students of different educational levels. Currently, in a week, we conduct 58 classes to cover all the courses. The Department of Economics has 3 class rooms whereas HSC and degree pass students have their own classrooms apart from the classrooms of any department of RC. Furthermore, we can accommodate only 120 students in each room out of 235 honours level students, out of 400 master level students and; out of 200 preliminary students leading to masters and master's level students. Each of the classrooms has a fixed multimedia projector, sound system and a moveable white board. From this department, around 20% students of honours 1st year get admission to different public universities by taking the chance of readmission whereas the dropout rate for other years is around 15%. Finally, every year around 160 students complete their undergraduate degree successfully from this department. In RC we teach in the lecture method from the beginning. Both the instructors and the students are well-known with this teaching-learning technique. This teaching method was chosen by the teachers at our workplace as they found only this method applicable in an adverse teaching-learning environment as explained. Another reason for adopting the lecture method is, it is ongoing for years and no one tried to change it. In reality our teaching practice is still conventional and we are not ready at all to accept different modern teaching methods and tools. But, currently the situation is changing slowly where many of our colleagues are trying to make their classes interactive rather than leaving the students as passive listeners. In this regard, this study attempts to overcome drawbacks of the current learning method with the help of Flipped Classroom using Google classroom as a technological tool in teaching Macroeconomics courses in the Department of Economics, RC, Rajshahi, Bangladesh.

Flipped Classroom

Flipped classroom refers to a strategy of teaching learning that reforms the idea of classroom boundary claiming that teaching-learning can take place at any time and anywhere (Thai et al., 2017). The idea of flipped classroom denotes that the teachers will provide necessary reading materials and/or lectures to the students before their class with the intention to make them prepared beforehand. Then, time in the class can be occupied in giving feedback to the students in various ways.

Interactive Teaching Using Flipped Classroom

According to (Faruki et al., 2019) SCT can be referred to as interactive teaching that emphasizes ideas like- knowledge according to students' needs, interests, problems, curiosity and teaching like facilitating, helping or guiding to enhance

learning experience of the learners. Whereas, flipped classroom is a teaching strategy that reforms the ideal of classroom boundary and brings teaching-learning anywhere and anytime (Thai et al., 2017). Key benefits of using interactive flipped classroom teaching technique and Google classroom as technological tool consists of improvements in the classroom atmosphere (increases in attendance, attention levels, involvement and engagement), education (interaction, discussion, conditional teaching, excellence of learning, education performance), and assessment (feedback, formative, normative). On the other hand, the greatest challenge of instructors using flipped classroom teaching technique is finding extra time and workload required to learn and set up technological tool, creating effective questions for student's response, adequate exposure of course material, and talent to take action to instant student's feedback (Gillette et al., 2018). Students' challenges may include adjusting to a new technique of learning, enlarged confusion when manifold perspectives are discussed in addition to negative reactions to individuals being monitored. Van Alten et al.(2019) has described in their paper that in flipped classroom educators provide materials to students before face to face class whereas in non-flipped classroom students do not get teaching materials before class. So, in flipped classroom students' learning seems to be more effective than in non-flipped classroom. According to Nouri(2016), in higher education teaching-learning has been pursued to transfer student-centered teaching strategies towards more efficient, flexible, active, methods that temperate the restrictions of conventional transmittal models of learning. Recently, the flipped classroom model has been recommended to uphold this transition. Limniou et al. (2018) found evidence of getting better learning outcomes from an interactive class compared to a traditional one. Alsancak Sirakaya & Ozdemir (2017) have explained about students-centered teaching learning techniques that learners control their learning environment and how to actively participate in learning problem solving, creativity, critical thinking, information, communication, literacy, teamwork and self- direction skills are incorporated. Nouri (2016) also exhibited a positive attitude towards using technology based flipped classroom to enhance effective learning by ensuring engagement.

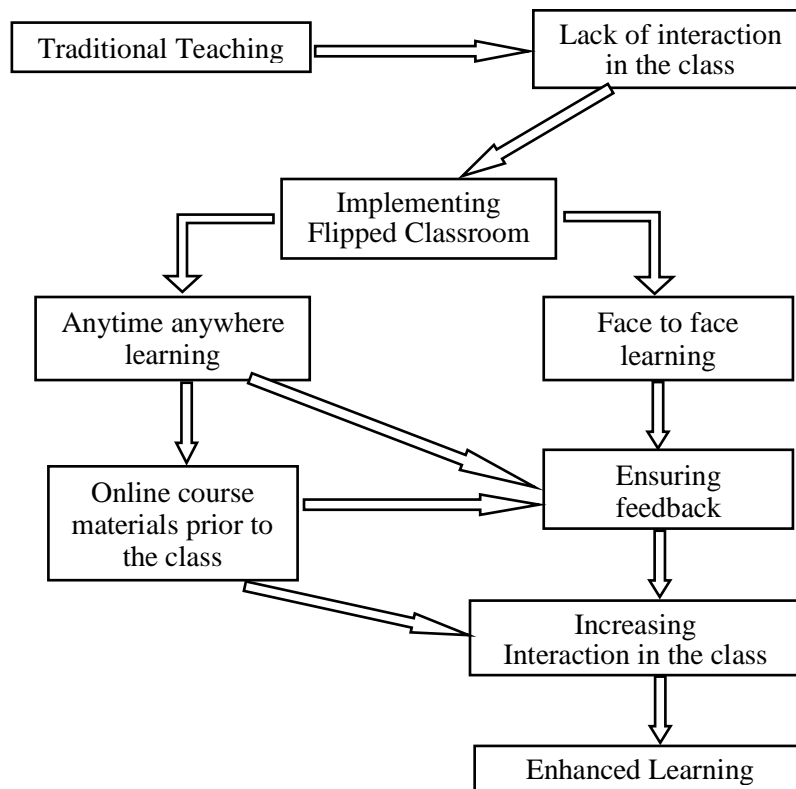
Flipped Classroom Practice in Bangladesh

No evidence of implementing flipped classroom was found in the context of higher education in Bangladesh except the work of Akhter (2015). Akhter (2015) implemented flipped classroom in order to cover her left behind part of the syllabus within a short period of time which she was unable to finish due to the political unrest in the country. While conducting flipped classes, Akhter (2015) found that, while covering huge content within short period of time through interactive activities, her students were quite satisfied as they were well prepared prior to the class whereas she herself was able to observe the students requirements in an interactive class and got the opportunity to ensure more useful feedback to her students compared to her previous traditional classes. Although this is the sole evidence found in the context of Bangladesh of the implementation of flipped classroom, we have found few more papers that support the use of

flipped classroom. Faruki et al. (2019) suggested that ICT based implementation of flipped classroom can be a good choice for the colleges of Bangladesh in providing quality higher education. Likewise, Monowar (2018) also recommended flipped classroom specially for the higher educational institutions as they have to deal with a huge number of students with support of extremely limited resources resulting in a totally unfavorable learning condition. Furthermore, according to Parvin (2019), at present it is the perfect time for Bangladesh to introduce flipped classroom in higher education with the intention to make the learners of Bangladesh able to take new challenges of the twenty-first century by enhancing critical thinking and problem solving skills among them.

In our teaching experience at RC, we always find our classes less interactive which seems to us as the central pedagogical problem in our classes. In this reality, the specific objectives of this study are: (i) to implement flipped classroom with the help of Google classroom for increasing both teacher-student and student-student interaction, and expanding the learning hours despite of poor physical infrastructure; and (ii) to formulate an action plan for implementing flipped classroom using Google classroom at Bangladeshi Government colleges. The flowchart below is the conceptual framework showing the pathway of increasing interaction and enhancing learning through the use of flipped classroom.

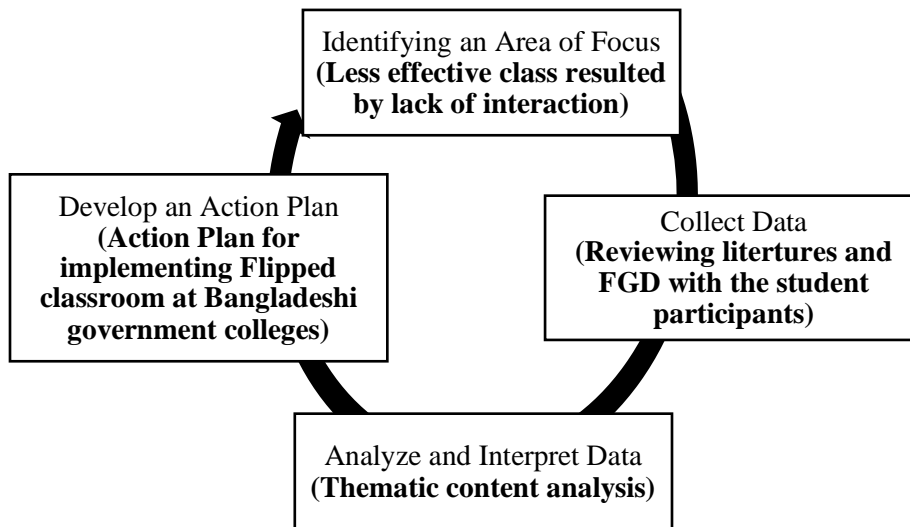
Figure 1: Increasing Interaction in the Class by Using Flipped Classroom



Source: Adapted from Thai et al., 2017.

Methods and Materials

This study is a practical action research where we tried to solve a particular pedagogical problem through a systematic process suggested by Mills (2011). This research design was adopted as it is suitable if a teacher wants to enhance the teaching practice of his/her own classroom (Cresswell, 2012). At first we have pointed out a central pedagogical issue, that is, lack of interaction in the classroom and less effective class due to the same. We have identified this issue from our own teaching experience at RC. Then we have looked into literature to get a possible solution to this crucial issue. From there, we found the implementation of Flipped classroom and use of technology probable solutions. Then we investigated our strengths and available technologies for both of us and our students. Recalling the experience of the lock down situation due to COVID-19, we found Google classroom as a good technological choice to be implemented in our classes. So, we have implemented flipped classroom using the technological help of Google classroom for the course named ‘Macroeconomics’. After that, we have conducted an FGD with 7 students who have attended the classes regularly. Then we analyzed the FGD transcript with technological help of Atlas.ti V 9 and performed a thematic content analysis. We could identify the strength and weaknesses of our flipped classes through this content analysis. After passing through all these steps, we were able to develop and share an action plan for using flipped classroom at Bangladeshi government colleges. At each stage of the study, we were very careful about the ethical issues. The methodological framework is given below:



Source: Adapted from Mills, 2011, as cited in Cresswell, 2012.

Results and Discussion

From the FGD, we were able to develop some themes and sub-themes on the basis of the responses by the participant students. All the findings are discussed based on the themes and sub-themes in this section.

Problems of Traditional Class (TCT)

First of all, students identified several issues with the traditional classes which justifies our attempt to introduce SCT in the form of Flipped classroom. All seven participants of our FGD identified the traditional lecture method as a problematic teaching strategy. The problems of traditional classes are discussed here:

Lack of interaction

Most of the participants identified lack of interaction as the major problem of lecture method. According to one of them, "... teacher cannot get closer to each student and monitor the individual performance. Moreover, we cannot talk freely with the teachers due to time constraints and crowded situations in the classroom". Zerin et al. (2020) also found lack of interaction as a problem of large class. As a result of this gap, the teacher remains unable to identify all the problems of the students regarding any lesson and fails to solve them as well.

Lack of prior knowledge

Lack of prior knowledge about the lesson content was identified as another major weakness of traditional classes at RC. According to one participant, "We do not have any idea about what our teacher is going to teach us in the class. That is why we cannot get prepared properly for the class and fail to identify our problems beforehand. This situation is another obstacle to get the highest benefit from a class." The findings of Zerin et al.(2020) also shows that in a traditional classroom students are not well prepared for the class whereas our FGD participants identify lack of prior knowledge as the key cause behind this lack of preparation.

Lack of feedback

Another central issue of the traditional lecture method is, feedback cannot be ensured for each of the students in the class. According to a student, "due to the time shortage, our teacher cannot focus on each individual student and, on the other hand, each of the students cannot get necessary personalized feedback from the teacher. So, a communication gap still remains between the teacher and the student resulting in a lower level of learning" Faruki et al. (2019) focused on this issue claiming that time constraint limits the scope of feedback in a traditional class with a large number of students.

Management

Managing the large class in a short period of time was identified as another issue that has several dimensions. As one participant has identified, "What we mean by a traditional class is an overcrowded classroom where students are making noise and the teacher has to control them to be prepared for the lesson. Usually, it takes around 10-15 minutes to make the learners ready for the lesson." So, preparatory

issues like controlling the class and grasping the attention of the students takes a considerable portion of the class time due to the large size of the class. Furthermore, the class time is only one hour, so it is very difficult to cover the lesson as per expectation in a traditional class based on lecture method. The findings of Zerín et al. (2020) justifies participants' this claim too.

Real time

One student identified the binding of joining the class in real time as a problem because many of the RC students are engaged with different part-time jobs and it is very difficult for them to attend all the classes in real time. The work of Tessema et al.(2014) focused on the impact of part-time jobs on college students' studying, where they also found cases of missing classes due to part-time jobs.

Benefits of Flipped Classroom

Students identified several benefits of flipped classes with Google classroom which are divided into some sub-themes.

Getting materials prior to the class

All the participants identified getting materials before the class as the most important benefit of flipped class. As one of them said, "We can study at home on the basis of lesson plan and find out our problems even before the class. So, we have the opportunity to get the solution of our problems within the time limit of our face-to-face class." Another participant goes further by saying, "Some contents are difficult to understand when hard for the first time. If we have at least the primary idea of a content, it become easier for us to grasp the message from the teacher. It also removes our fear for attending classes regularly." So, getting materials prior to the class enables them to be prepared for the class by identifying the problems in advance and make the class more effective and makes room for better feedback thereby. Lestari & Sundari(2021) in their study on Indonesian students also found getting materials before class as a major benefit of flipped classrooms.

Enhanced teacher-student interaction

Due to the prior knowledge of lesson content and better preparation for class enables the students to share their thoughts with their teacher, which enhances the interaction between them and decreases the gap between these two groups. The study of Lestari & Sundari (2021) also found enhanced teacher-student interaction in flipped class.

Anytime anywhere learning

Anytime anywhere learning was identified as another strength of flipped classroom, particularly, they found it very helpful as they get the recorded class and can go through it if they miss the class in real time. Thai et al. (2017) identified anytime anywhere learning as the key character of flipped classroom.

Better management

The participants found the class management better in the flipped format. It is because they are well-known about the content and it takes less time to cover the same amount of content as in the traditional class. This is also found in the work

of Akhter (2015). Furthermore, the prior knowledge on the content makes the students more attentive in the class as they can relate the content better. Lestari & Sundari (2021) also found students' enhanced readiness in flipped classroom.

Online assessment through Google Classroom

The participants appreciated assessment through Google Classroom a lot. One student said, "As there is a time-limit, we also need to be active and finish our assignments in time." Whereas another goes further, "we can submit our assignments through Google Classroom without any hazard." So, the students were time-bound due to the assessments through Google Classroom compelled the students to stay connected with their academic study on a regular basis. In the study of Choirunnisa & Mandasari (2021), they found students positive towards assessment through Google Classroom. The students consider assessment through Google classroom as easy, realistic, and flexible.

Challenges of Flipped Class

Through the FGD, we also found some challenges of implementing Flipped classroom in our classes. Major challenge here is the reluctant students. Some students are very reluctant to attend the online classes or go through the materials that they get prior to the class. According to the participants, the students can think of not attending the class as they are not accountable or have any punishment from the department for doing so. They also informed us that some students even leave the online session showing the excuse of low speed or no network which is not always true. This tendency of absence of accountability and showing false excuses may be the unique findings from our study. One of the FGD participants identified the challenges in this way, "Lack of keenness, insufficient technical knowledge, cost of hi-speed internet, lack of institutional bindings are the challenges of online class for us."

Although the FGD participants identified several shortcomings of traditional class and several benefits of flipped class, they don't want flipped class in totally online mode. Rather they want a combination of online and face-to-face classes. One of them argued, "Online class is effective, but face-to-face is also very important. We cannot express ourselves in online mode like a face-to-face class. So, we want our classes in both face-to-face and online mode." This expectation of the students supports the claim by Bailey & Smith (2013) that Blended learning has the strength of combining conventional direct teaching environments with online teaching tools and approaches. Blended or mixed form of online and face-to-face enhances both the students and the teachers' learning and teaching experiences through different interactive tasks and enhances students' learning outcomes thereby. At present, a teacher-centered teaching technique is being applied in our college but in this teaching technique, it is not easier to conduct more interactive and effective classes in terms of students' achievement. We want to make lessons more interactive and more significant through the implementation of flipped classroom. Therefore, we want to maximize the output from the lessons and that

is why we have prepared an action plan for implementing flipped classroom to teach our students Macroeconomics through the following steps.

Implementation Process

Subject: Economics

Course: Macroeconomics (Code: 212203)

Teaching tool: Google Classroom

Year: Honours 1st year

Particulars	Description	
Summary of the course	Total Students	235
	Duration of Course	24 weeks
	Chapter	07
	In-class activity	2 per week
	Live (online) class	1 per week (2 hours)
Marks distribution	Weekly quizzes	10 marks
	Participating in group discussion in Google forum	10 marks
	Short note writing	10 marks
	Group work/project work	10 marks
	Assignment	20 marks
	Final (summative) assessment	40 marks
Instructor's Activity		
Initial activity	Instruction to all students to create a Gmail account 1. Creating Google classrooms as a teacher 2. Sending invitation via mail to the students in order to make them join Google classroom as students Or Students go to Goole classroom and type code/link to join the desired classroom. 3. Adding course title and creating time schedule 4. Adding instruction and course objectives/outline 5. Adding/uploading course resources (Google drive, YouTube video or a link to a website, e-book, lecture sheets, topic related contents) 6. Adding course activity, fixing live class and recorded class schedule. 7. Creating Drive folders for each assignment for students	
Weekly activity	1. Writing learning objectives of the week 2. Uploading PPT slides and PDF files as course materials. 3. Conducting live class by Google meet for 1 hours 4. Uploading recorded class in the materials section 5. Giving forum discussion on the pre-decided topic of the week. 6. Giving quiz/short note writing task and ensuring feedback as formative assessment. 7. Giving group/project work	

Periodical activity	After each 12 th week	<ul style="list-style-type: none"> ● Assignment on the discussed topic ● Feedback and assessment ● Personal contact if necessary
For students		
Sing up steps	https://classroom.google.com/c/MjM2MTMxMDk5OTY3?cjc=cndnogi Go to sign up for 235 students Create new account Put tick mark on the check boxes Click next and fill up necessary information Use pass codes to enter	
Weekly activity	Checking the dashboard for percentage of completion Downloading course materials and getting prepare for live class Participating in live class activity Participating in group works by stream and chat Participating in quiz and check feedback	
Periodical activity	Must submit assignment timely Participate in final assignment	

Lesson Outline (1st week)

Chapter: 01(Introduction)

Date: 01.01.2021(uploading time)

Class: 1 st Year	Google classroom	Time: 2 hours
Learning Objectives:(written in Google classroom in weekly activity) To identify objectives and instruments of Macroeconomics; To identify the fundamental concepts of Macroeconomics; To learn the ways of calculating Macroeconomic Measures: Output, Price and Employment, Potential GDP/GNP and GDP gap; To learn the ways of explaining Aggregate Demand and Aggregate Supply of any country.		
Activity	Name of place	Time and date
PPT slides/PDF files	Resources section	9:30 am (01.01.2021)
Live class	Big blue button	9:30 am (03.01.2021)
Uploading recorded live class	Resources section	2:30 am (03.01.2021)
Knowledge/opinion sharing topic discussion	Forum	9:30 am (04.01.2021)
Formative assessment	Quiz 10 question regarding topic	9:30 am (06.01.2021)
Group work for Macroeconomics students (5/6 members per group)	Forum/chat for Collaborative and cooperative group work	9:30 am (06.01.2021)

Problems Solving Steps

Problems	Solving by using Google classroom
Making group [work effectively in such a populated class]	Using forum/chat
Visualizing the whole lecture materials in such short time through writing on whiteboard	PPT/PDF/recorded videos or links
Giving feedback	Forum/quiz
Checking 235 students in class	Assignment submission
Making the voice audible to each of the students	Live class through big blue button

In flipped classroom, learning is a pedagogical approach that will be open to enhance student's engagement and learning outcome by extending the activities beyond classroom boundary as well as enabling the learners to learn at any time from anywhere. However, it will bring some challenges and some opportunities. According to Alebaikan & Troudi(2010), traditional culture of the institution, accurate design of blended learning and the time constraint are considered as important challenges facing blended learning ability.

Conclusion

In this study, we started with the intention to implement flipped classroom using Google classroom for the Macroeconomics course for 1st year honours students and increase effective interaction to expand learning hours thereby. We also tried to develop an action plan for further use. Through the study, we implemented flipped classroom quite successfully in spite of different challenges. We have got highly positive response from the students identifying different weaknesses of traditional classroom such as- lack of interaction, prior knowledge, feedback, management issue and real time nature as well as strengths of flipped classroom such as- getting materials beforehand, enhanced interaction, any time anywhere learning, better management, and online assessment through Google classroom. Although, we have faced some challenges like reluctant students, absence of accountability, low-speed internet connectivity or cost of internet connectivity; we found flipped classroom as a good choice in order to increase interaction and expand learning hours. It is because students were involved with learning even out of the class as they got reading materials before the class followed by in-class activities and online assessment after the class. Finally, we developed an action plan for implementing flipped classroom at other Bangladeshi colleges on the basis of our experience of implementing the same. Further research can be conducted to explore the implications of flipped classroom for different disciplines at different institutions in Bangladesh.

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Discriminations that Obstruct the Woman to be Police – Myth or Reality

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Abstract: The entry of woman in policing was not the issue to be welcomed. Feminism, masculine dominance and gender discrimination is a prolonged issue and debate in the working place over the world as well as a significantly this issue plays a vital role in the public policy. Feminism, masculine dominance and gender issue are given always priority and emphasis in the theory, research and state policy. Still now it is not available any department at anywhere in the whole world that woman and man are equally appointed in number or ratio is reasonable and rational. This paradigm raises a new question in police science that consideration of gender issue in police is reality or myth. Equal treatment, recognition, effectiveness, difference, diversity and essentiality are robust questions and relevant in this perspective. In the law enforcement multiple performance of multispectral manpower are distinctively important and no one could defy this cop culture.

Keywords: Gender discrimination, Woman Policing.

Introduction

Policing at present days is a crucial issue as well as the most visible government's administrative organ or instrument. Police as agents of Government have to work among cross-cultural and multispectral people and during this performing duty police have to use a multispectral specialized instrument and working force. In the contemporary world most of the civil rights movements are militant (Samuel & Charles, 2002, p. 41). Police have to play multiple and spatially different roles to face these civil rights movements. During the periods sometimes police are negotiable, arbitral and sometimes non-negotiable, arbitrary and coercive force. To face these civil rights movement police should not rush into the hotspot as a non-negotiable coercive force (Klockars & Stephen, 1991, p.530). Woman police is one among the multiple working forces. This intensive study intends to trace out the essentiality and rational presence of the woman police in the society. To protect the diverse dignity of man and woman, police's presence is considerably desired during law enforcement. But a lot of questions about the mental and physical fitness of women to be police are raised from different corners. The study of past police history showed that at different places of the world different types of woman police played their successful role in the need of the state as well as in need for themselves. In the past woman police were recruited for two purposes-

- (1) To fulfill the requirement of the state
- (2) To fulfill the requirement of the individual woman's employment.

In ancient times, especially in India, women police played an inevitable role in the intelligence collection, espionage, guarding the gate and in searching for assassins. In ancient Sanskrit literature women police were available to espionage. Ancient Indian notable political book '*Arthashastra*' written by Kautilya showed a lot of women police were engaged in different types of policing works. Women with shaved heads (*munda*) and wandering spies (*sanchárah*) (Kautilya, *Arthashastra* (English Translation by R. Shamasastri, pp.25-30). In Europe and in America women were recruited in the police. In America in 1845 as 'Police Matron' woman was recruited in police (Vishnoi, 1999, p.38).Henrette Arendt was the first German woman police and she was a member to assist the medical investigation team (Jennifer & Frances, 2000, p.6). These studies showed the success everywhere of women police.

Policing in every society is not the same. A lot of models of policing are prevailing across the world. Each model is not compatible and consistent to work for women police. Mawby mentioned two policing models where he referred about compatibility for women police to work. These two models are (Natarajan, 1988, p.11)-

1. Control Dominated Policing System
2. Community Oriented Policing System

Control Dominated Policing System is rigid policing where major aims are to implement the government's policies. Community Oriented Policing System is flexible, legitimate service to community oriented under decentralized structure where the major aims are to secure the society. In this policing system women police feel comfortable to work with their colleagues. The aforesaid two policing models are controlled by three factors (Newburn, 2008, p. 30): 1. Functions, 2. Structure and 3. Legitimacy. These three factors determine responsibilities, working environment, multilateral cooperation accommodation of pluralistic policing.

Another two policing models are: 1. Integrated Model and 2. Gendered Model (Natarajan, 1988, p.13). In the Integrated Model women police feel comfort and the working environment for women is congenial. This model promotes to work male and female work together. The Gendered Model advocates only for women to do a variety of works. Gender specialist Jennifer briefed that women police have to overcome the following six steps ((Natarajan, 1988, p.15) to reach at desideratum level (Jennifer Brown, *International Journal of the Sociology of Law*, Issue. 25, 1997, pp.1-19): 1. Entry, 2. Separate restricted development, 3. Integrated, 4. Take-off, 5. Reform, 6. Tip- Over.

It is said that law enforcement is a masculine working domain. The term 'Policing' itself is male and hegemonic masculinity values (Jennifer & Frances, 2000, p.42). Law enforcement holds the position of hegemonic power and this

power is preserved only for the privileged male. The privileged male is the dominant class in the society and the subordinate is an outsider in the masculine working domain. The domestic domain is the working place of feminine (Kumar, 2000, p.1). The extension of the working place of females is non-traditional as well as a threat to the masculine domain. The determination of the working domain is the obstruction of equal justice to all. Criminal law doesn't make a difference between male and female during implementation of judgment. The determination of the working domain determines the discrimination between male and female. A robust question is raised that is there any factor in effect that makes the female incapable to be employed as police? So the objectives of this study are-

- (a) To know the reasons why women were not employed earlier in the police.
- (b) To find out the real barriers if any that obstruct the woman to be employed in the police.

Methodology: Common sensual presumption, intuitions, derived logical senses are considerably important in the sociological research field. As a sequel these help to produce the reliable data that are used as sources of information of new data. For this sequel it is necessary to follow the systematic process of research. This study is conducted through investigation of available papers, data, and documents of the past years. This study is intended to trace out the objects through the exploration of the historical documents, books, journals and articles relating with relevant issues. The historical documents, literature, books, journals are descriptive. So the method is analysis of documents. This study analyzes documents as secondary data that illustrate the historical documents, literature, books and journals. The method of the study explores some historical documents, reports, existing laws, rules, instructions, policies and the ruling regime's administrative steps. This qualitative study is also exploratory in nature and observed in-depth insight.

Findings:

The entry of women police was not welcomed at all because of some mythological and masculine reasons. It is perceived that some gender biased and masculine barriers were obstructing the woman to be police.

Most of the powerful arguments against the entrance of women in police were masculine. The physical-biological variations between genders are genital and universal and this argument goes in favor of Masculinity. Pregnancy is a unique gender specificity for women (Kumar, Delhi, 2000, pp.8-9). The general and traditional perception is that the crime fighting image is masculine and policing does not go with female behavior (Roy, et. al, 2011, p.393). Most people believe it and this is the most acceptable popular perception.

It is perceived that the women are reluctant to work outside of the domestic sphere as laborious; conceive and compare the works of outside as wastage of domestic time. In a research Irene Padevic and Babara F. Reskin showed the

following two causes of remaining excluded of women from policing (Natarajan, 2008, p. 10)-

1. Women are socialized to take up different kinds of work than men
2. They believe that they will not be treated well by their male co-worker

Citing the book 'Police Revitalization' of Gerald Carden Dempsey & Forst described the following causes of keeping the women away and excluding from performing from regular policing-

1. Women because of their gender and typical size were not capable of performing the same type of patrol duty as men.
2. Men did not want to put up with social inhibitions placed on them by the presence of women.
3. Men did not want to be overshadowed by or to take orders from women.
4. Men did not want to be supported by females in the performance of potentially dangerous work.

In another research Lillydahl referred following five causes why women reluctant to prefer policing (Natarajan, 2008, p. 10)-

1. Women may prefer white-collar employment to blue-collar because of the inherent characteristics of each type of employment
2. Women may seek out only 'Socially acceptable employment and they avoid jobs that they believe may result in negative feedback and harassment from family members, friends, male co-workers, and employers
3. Some women may have previously experienced sex discrimination in hiring and employment or harassment on the job. These women may no longer desire these jobs again
4. Women may feel ill prepared for blue-collar work
5. The working hours and work schedules of some blue-collar jobs may deter women, especially those with young children

Most of the activities in policing are male attributes such as aggression, physical competence, resistance, protection, apprehension, and force application. On the other hand, the common traits of women are compassion, empathy, sacrifice, compromising, avoiding, nurturing, negotiation and non-coercive (Roy, et. al, 2011, p.393). Police and policing is non-negotiable and coercive (Klockars & Stephen, 1991, p.530). These non-negotiable, authoritarian and coercive enforcement and attributions don't coincide with lenient women. The lenient, flexible, negotiable and impulsive attribution is not desired in policing (Roy, et. al, 2011, p.393).

A lot of villainous criticism was trodden by the pioneer women police officers to reach at desideratum point. Women have faced an enormous uphill struggle to earn the right to wear the uniform and perform the same basic police duties that

men have performed for years (Dempsey & Forst, 2005, p. 321). Criticizing the entrance of women in policing, the cartoon was published in 1852 in London Illustrated Magazine writing 'Efficiency of female police in what is vulgarly called a jolly row'. Even the then renowned female singer in 1907 Vesta Tilley sang a song 'A policeman's lot is not a happy one' praising of male police and degrading the women police. During colonial times the convicted women were to migrate to Australia and had to compel for prostitution. For the missionary's demand these women were employed in the police. These police were known as 'God's Police' (Anne, 2016).

This advancement was possible due to the supportive male's positive role (Mawby, 1990, p. 209). Without support even violation is not possible and discrimination exists due to patronization ((Azad, PSC Journal, 2022, p. 74)). Ruchira Tabassum Noved (Research Fellow on Sexual Harassment and Discrimination on Women, International Diarrhea Research Institute, Bangladesh-ICDDR) stated that pro-government imbalanced powerful hoodlum comparatively more unruly and they are involved with pseudo sexual violence (*ProthomAlo*, Thursday, 8 October, 2020). These are perceived as pseudo-psycho obstacles for the entrance of women in policing.

In reality society demands the presence of women in police. Some cases and incidents demand the presence of women in the hotspot. Women police are more reliable and comfortable to deal with these cases. Always domestic violation and sexual harassment is not visible, explanatory, illustrative, illuminating or predictable because it is pseudo and wannabe; way of collection of information and judicious detection of perpetrator's modus operandi is not welcomed in the prejudiced society (Azad, PSC Journal, 2021, p. 69). In some places in the world for religious and conservative values women police are considered as more competent comfortable. It is believed that women police are soft hearted and more congenial to deal with women and children who come in contact with law and law enforcing agencies.

Discussion

Women police are not befitting to face the outrageous mob and their violent behavior due to their frail and ill physiques. These frail and ill physiques deprofessionalize the women police. Rather women police in uniform increase the sexual attractiveness as well as the incitement among the unruly mob (Jennifer & Frances, 2000, p.44). Thus the unruly mob's behavior becomes more violent on the hotspot. Through the defeminization in women police and to turn it into mannish woman is anti-traits of nature. Reasonably the question is raised; is it possible to make the woman into mannish woman through training for policing?

Gender is now a crucial and exceeding discipline everywhere in every issue. In national, institutional policy formulation, in academic discipline or organizational division everywhere gender is like an omnipresent agenda to be discussed as order of the day. Criminology, criminal justice administration, judicature, policing,

police science and gender related disciplines are incomplete in the absence of gender issues. To ensure equity and diversity, gender is inevitable in public policy formulation (Heidonsohn, 2008, p. 642). Distinctively now adopting women police in policing is the part of coop culture and the importance of gender and accommodation of women police in policing is accepted without further creating any issue of new debate.

The polarization and new dimension in crime is the modus operandi of the criminals. The criminals every day are opening and inventing new fronts and strategies in the crime actus reus. Recent scholars perceived that the integrated police force is more effective that will benefit policing service recipients (Roy & others, 2011, p.393). No physical, mental or psychological factors are the determinant to create the sphere of work for women, but it is just symbolically significant in the society (Kumar, 2000, p. 24).

The economist now thinks that domestic work is also employment as well. No one can ignore it now. Citing Heidenshon (Frances Heidenshom), the renowned gender specialist criminologist Tim Nuwburn quoted that women have four crucial arenas to play their role in ordering the behavior to control the society (Newburn, 2007, p. 828)–

- (1) Traditional domestic role where they play the role like angel
- (2) Traditional community bindings where they play the role likewise woman among the kins
- (3) The role in protection of patriarchal feminine to save the welfare of family in modern world
- (4) To save the modern world feminine welfare as semi- professional

In the light of this role women have an inevitable and significant enormous scope in ordering the society whether it is maintenance of family or eco-socio-politico organization or institution. But the entrance of women in police in the late modern age or the entrance in police of men and women consecutively (not simultaneously) raised the question of gender discrimination that why women are obstructed to get employment in police. The debate is on the rationality, justification, accusatory blaming and questioning of entry of women in police and its gradual progression over the ages in different places.

The history of entry of woman in police is commenced through a cartoon in United Kingdom after peeler's approaching in policing. This cartoon was published in the magazine 'Illustrated London' in 1852 where policing by woman was shown in derogative position. In that cartoon it was shown that women police facing the unruly mob on the London street but the outrageous mob rushed into the women police frustrating their resistance due to lack of physical powers (Jennifer & Frances, 2000, p.43). These epigraphs make policing disqualified, ineffective, amateur and non-professional. The women police officers were selected showing the physical toughness, ability to get man's job. In 1971 a

cartoon was published in the 'Police Review' Magazine describing overweight of women police that commence the ineffectiveness of policing ('Police Review', 1971). In another cartoon in same magazine, it was published that an Hour-Glass-Figure woman police member standing alongside with a male police member who stared at her. Dennis O'Kelly published a picture portraying that a woman police sitting on the lap of male where was written 'Police woman in action'. It is perceived in the general people about the physical attractiveness of woman police on uniform is an issue in the cop's culture. In Australian police Journal a cartoon was published depicting a car was crushed with road alongside tree in which male driver gaze at attractive police woman during his driving. The smug society saw another odd-looking cartoon in 1996 in an article titled 'Equality Trap' published in 'Police Review' magazine. The cartoon connoted that woman police wore sharpen protective breast plate with two spikes where was written 'If she wants to call it baton, who are we to argue'. Language and terminology are important factors that are also used as tools to make gender-based class (Firdous and Maheen, 2010). These types of languages created masculine hegemony, gender based ethos and discrimination. Deviations and inconsistencies derived from these ethos (Kumar, 2000, pp.8-9). These masculine hegemony and gender based ethos and discriminations relegated the woman to the domestic sphere (Firdous and Maheen, 2010). These all publications were derogatory and pejorative for not only women police but for all women of mankind.

The proven physical and mental efficiencies of women police are now undeniable. The progress to achieve the target has not been visible overnight. The day was such a time in history the very idea of a female police officer was unheard of. This breakthrough took a prolonged dark time in the history of women police to prove them as capable. Some determined brave female police officers play their pioneering role to pave their followers. The determined brave female police officers proved their dual successful domain of work in domestic as caring as well as in police organization as daring. From 'Damned Whorse', unpaid or low paid 'Prison Matron' or hired as social worker to assist in policing promoted to the highest rank – everywhere the women police depicted their footprint of success. Alice Stebbins-Wells, the first woman police officer in the USA was hired as a social worker to assist in policing. Later on promoted to the highest rank and was the founder chairman of International Policewoman's Association (established in 1915). These achievements are not free of cost and the cost of ribaldry and sacrifice is not so less. Women police had to bear ribaldry and sacrifice in the history of women policing. Marry Allen was the symbol of tough woman police but she had to care highly for her career. Such female police officer were nurse henricteArend in German, AgdaHaldin in Sweden, Dina Samson in Nederland, Alice Stebbins-Wells in USA, Kate Cocks in Australia, Christine Silverberg and Pauline Clare in UK, Kiran Bedi in India, Koraiza Abdullah in Malaysia and FatemaBegam in Bangladesh- all of them reached at their desideratum point. They proved their capability; they proved of becoming police is

individual capability, not the issue of becoming masculinity; they proved the zone of policing is not unilaterally a domain for the male. They proved that the job is for everyone; everyone can achieve the mental and physical toughness individually to make a career in policing. It is their success that they breakthrough the barriers, proved- blames are myth, ability is individual, policing is not the domain only for masculine and policing is for all capable individuals.

Research on Women police and Policing Model

The most antagonist and inimical environment for the women police is present in the working sphere even where female colleagues or women police are present due to male dominance. In the existing situation a few female officers feel loneliness and isolated from the male colleagues dominated sphere of jobs (Newburn, 2007, p. 829). For the removal of these depression feelings the 'British Association of Women Police' (BAWP) published 'Gender Agenda' in 2001 where the following issues were included (Newburn, 2007, p. 829)-

1. For the service to demonstrate consistently that it values women officers.
2. To achieve a gender, ethnicity and sexual orientation balance across the rank structure and specialisms consistent with the proportion of women in the economically active population.
3. To have a woman's voice in influential policy for focusing on both internal and external service delivery.
4. To develop an understanding of the competing demands in achieving work/ life balance and a successful police career.
5. To have a working environment and equipment of the right quality and standards to enable women officers to do their job professionally.

Conclusion

It is unnecessary to say that women police are significantly underrepresented everywhere and in each country till today. A lot of masculine blaming and arguments are given against female policing. These blaming arguments are not myth, not real, rather mythological reality. No research yet proves the physical and mental incapability of women that obstruct the entry of women in policing. The debate and sociological research about the entry of women in policing had been battling over the last twentieth century though is not yet completed. To establish human rights in full length the urge of woman police entry was inevitable and this inevitability created the scope for women police to prove all efficiencies physically and mentally. Humanization in policing is urgent these days and this humanization process in policing is to make the human being without gender discrimination. To make the policing useful and for comprehensive policing none-gender biased policing is essential. Now this comprehension is under consideration all over the world. Earlier masculine dominance and mythological blaming obstructed the woman's entrance in policing.

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Marshall Plan, Turning Point of Economic World Order, Its Consequences and Present Relevancies

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Abstract: Through the victory of the allied power and the defeat of axis power in World War II, beginning the new rivalry between the capitalist block under the leadership of the USA and socialist bloc under the leadership of the then the USSR. Most of the countries of the defeated axis power were the fertile land to be dazzled with the rhetoric ideology of communism and socialism. To contain the rhetoric ideology of communism and socialism the capitalist block warded in the name of liberty, democracy, freedom of speech and open market economy. The then communist bloc created a craze among the youth advocating class war against the capitalist Bourgeoisie in the name of equality. Following this inscription, the leader of the capitalist bloc the USA declared the 'Policy of containment' in the name of 'Economic recovery' under the shade of 'Marshall Plan'. After the postwar era this bipartisanship of 'Marshall Plan' induced bipolar economic world order. This review study is intended methodologically to depict and examine the epigraph that catalyzed to emerge the rival economic world order in the post-world war era. At present, presumably a new world order is emerging like the post second world order era.

Keywords: Marshall Plan, Economic World Order, Containment Policy, Truman Doctrine.

1.0 Introduction

Though there are many controversial causes of First World War, but in a nutshell it is said that the European colonial expansionism, rival hostilities over Balkan states (German and Austria-Hungary Empire), Russian Civil War's impact which ended with Bolshevik victory over Menshevik (Encyclopedia, 1983, P.371.) played the catalyst role for the First World War. This period was tumultuous and turmoil for trade and commerce (Dimitry, 2002, p.189). Defeat and reparation of blue blood Germany treat the Versailles Treaty as 'Carthaginian peace' that stimulated the German to take revenge which was the unique cause of the Second World War. In this Second World War USA and the then USSR were in the allied force to deter axis Germany but in the post-World War era USA and USSR became political, ideological, and economic rivals. In the post-world war era USA came with comprehensive support to repair the war-damaged Europe in the name of democracy, liberty and human rights which USSR considered 'US containment Policy'. The USSR exported its socialist ideology all over the world and affiliated vast peripheral territory in the name of 'Unionism' which the USA considered a 'seize of liberty'. It was said by Harry S. Truman on January 15, 1953 in his

farewell address that 'the free world grows stronger, more united, more attractive to men on both sides of the Iron Curtain—and as the Soviet hopes for easy expansion are blocked—then there will have to come a time of change in the Soviet world. Nobody can say for sure when that is going to be, or exactly how it will come about, whether by revolution, or trouble in the satellite states, or by a change inside the Kremlin. I have a deep and abiding faith in the destiny of free men. With patience and courage, we shall someday move on into a new era' (Levering, *The Cold War; A Post-Cold War History*, 2016, P. 215). These two rival ideologies make the world conflictive. The USA emerged as the leader of Capitalism under the coverage of democracy, liberty (Ikbal, 2007, p. 1) and human rights. The USSR emerged as the communism and socialism under the coverage of equal rights for all. In the name of 'United Nations Expanded Program of Technical Assistance' USA expanded its influence in the Middle East as well (David, 1956, p. 1). These rival rhetoric ideologies begot the bipolar economic world order situation that denoted the Cold War. It is urgent to remember that the Cold War began not on any particular date or for a particular incident but the result of numerous Soviet and Western actions in the mid 1940s (Levering, 2016, P. 215).

It is said that the core dump of diplomacy is economic achievement. Economic Policy is considered as 'Rule of Conduct' of a nation (Sutton, , 1937, p. 44). Connoting this policy in the name of 'The European Recovery Program' (ERP) European countries took advantage from the USA; USA contributed this huge amount of assistance in Europe to deter the communist's advancement in Europe; In the long run USA enforced unitary supremacy and forfended the advancement of communism in Europe. At the beginning of the 20th century's last decade, it was perceived that the cold war was ended but the present scenario of the Ukraine-centric conflict compelling the world to visualize the Heraclitus of Ephesus (535–c. 475 BCE) saying that 'Everything flows, everything changes' (Imtiaz, 2011). Really the present political scenario of the world is like the aftermath of the Second World War. After the world war the capitalist and communist economy emerged as a rival economic order that intensified the cold war. To keep the balance of power in favor of capitalist economy the then US launched 'the Marshall Plan' in name of 'The European Recovery Program (ERP)' denoting three objectives. These were (*The Marshall Plan: Design, Accomplishments, and Significance*.): (1) To prevent the economic deterioration of postwar Europe; (2) To prevent expansion of communism; (3) To prevent the stagnation of world trade.

The title of the program comes after then foreign secretary of the USA George Marshal. He termed the program as the most effective ever 'United States' foreign aid programs in the foreign policy at his Harvard University speech in 1947.

The Truman Administration and US Congress developed the new foreign aid program to provide political, military and economic assistance to the all war-torn European democratic countries in the Second World War to deter the threat of communist expansion. The then 33rd US president Harry S. Truman (1945-1953)

approved this special interim aid package on December 17, 1947. This special interim aid package program anticipated 'Marshall Plan' elaborately which was extended to France, Italy, Germany (The then West Germany), Turkey and Austria. This special interim aid package program included food, fuel, defensive military support and financial assistance (*The Marshall Plan, 194*, p.10) for post-war rehabilitation, infrastructural construction, and development. This special interim aid package program is known as 'Truman Doctrine' as well as 'the Policy of Containment'. The aim of the 'Truman Doctrine' as well as 'the Policy of Containment' was to prevent the communist influences and expansion of communism in the democratic countries (*The Marshall Plan, 194*, p.17). This newly emerged foreign policy introduced a newer phase in US foreign policy, which could be best considered as 'Economic Diplomacy' (Imtiaz, 2011, p. 207-218) in the post-world war consecutive era. This program stimulated cold war between the US and USSR, bipolar economic order, and division of the world into capitalist and communist fronts. So this study intends to trace out the historical relevance to link between the launching period of 'Marshall Plan' and the present situation in the world with special reference to Ukraine war's impact on the world economy.

2.0 Methodology of the Study: The study was based on literature review. Principally, historical materials, Journals, Newspaper, and different types of research activities are investigated to have insight from relevant document analysis. Considering the nature of this study was to investigate the pertinent historical incidents and contemporary international political and economic situation rather than evolutionary historical approach. As it was perceived that society is a multilayer entity, this existing document can enlighten us about the uniqueness of some layers of the society and its changeability and context. For this reason, identifying and analyzing the moral fiber and characteristics of the political economy. This inquiry would follow the qualitative approach as researcher's in-depth understanding and subjective elucidation would be the key to reach an inference. This study and investigation reviewed several research works as well as the political history and world politics literary works. Socio-political analysis is to identify the structure of socio-political organizations, system of values and morality of the understudy socio-political organizations to some extent.

3.0 Findings

3.1 Description: Changing is the instinct of world politics and it is constantly changing. All strategies of world politics such as world wars, proxy wars, limited wars, wars between state parties, non-state actors and the art of blaming and accusing each other are always changing (Rashid & Semul, 2018: P. 40.). The following incidents detour the world politics and international relations.

3.2 Cold War: Almost last-half of the 21st century was a prolonged time of the Cold War and it was a melodrama between America and Russia but also featuring such colorful actors as China and Cuba, held center stage in world affairs (Levering, 2016, P. 214). This Cold War prolonged even after a few years during

Gorbachev's regime that started on 11 March, 1985 (Levering, 2016, P. 214). The Cold War eclipsed from the world's political platform after the declaration of Gorbachev's new policy '*Glasnost*' (openness to public debate) and '*Perestroika*' (restructuring of the economy) (Levering, 2016, P. 214).

3.3 Marshal Plan: 'Marshall Plan' is widely considered one of America's more successful foreign policy initiatives and its most effective foreign aid programs. It was officially known as the Economic Recovery Program. Congress overwhelmingly passed the Economic Cooperation Act of 1948 - President Truman signed the act on April 3, 1948 which was mainly the brainchild of the then US Secretary of State George Marshall. The aid was mainly distributed to 16 European nations including France, Britain, Belgium, the Netherlands, West Germany, and Norway. The major industrial powers such as West Germany, France and Great Britain were provided comparatively larger amounts.

3.4 Truman Doctrine: US President Harry Truman declared his policy to promote democracy among his allied countries world-wide. Truman Doctrine, also known as Policy of Containment, was President Harry Truman's foreign policy that the US would provide political, military, and economic aid to democratic countries under the threat of communist influences to prevent the expansion of communism. Before that the US was into isolationist policy which prevented it from getting involved in other state affairs. The policy was during a speech to congress in 1947. President Truman urged Congress to grant aid to the Greeks who were fighting against the Greek Communist Party and the Turks who were resisting the Soviets. President Truman successfully convinced Congress to provide 400 million USD in aid to support the two countries as Britain announced its incapability of assisting Greece and Turkey. The Truman Doctrine was part of an overall strategy which included the economic assistance program 'Marshall Plan', many other political assistance programs, and Military program 'NATO'.

In 1949, the US organized the creation of a defensive military bloc consisting of 12 North American and European nations, namely 'NATO' to resist Soviet expansionism. The Korean War in 1950 and the Vietnam War also demonstrated the instance of 'Truman doctrine' in Asia. Although America gained a victory in the Korean War, due to the public dissatisfaction America pulled out of the Vietnam War and it emerged as a communist nation in 1975. In the post-world war era, the only world power which was not affected by the war damage was the US which extended its helping hand towards countries of Eastern Europe and Soviet Union also, although these countries denied assistance. Instead, they formed another organization named 'COMINFORM'.

The 'Marshall Plan' and 'Truman Doctrine' jointly included following programs-

3.5 Political Support: After the end of the Second World War and at the beginning of the Cold War USA emerged as unparalleled economic and military power in the world and Ideologically USSR became the threat for its unitary

hegemonic supremacy. The US foreign policy's strategy mentally and psychologically constrained (The Marshall Plan, p.17) the US's allied states to receive political assistance in the name of upholding democracy, preserving human rights and freedom of speech. The small states are considered as peripheral of center-periphery in the international arena (Afroz, 1993, p. 1). But this political support to the allied regimes over the world was one type of imperative to receive from the superpower in the cold war era (Akmal, 2010: 14). The US allied states stood on behalf of it in the context of international diplomatic issues supporting the US stand. The US continued its support in the favor of the ruling regime to remain in power and sometimes extended its military support to change the anti-US regime if it felt a necessity (The Marshall Plan, p.19).

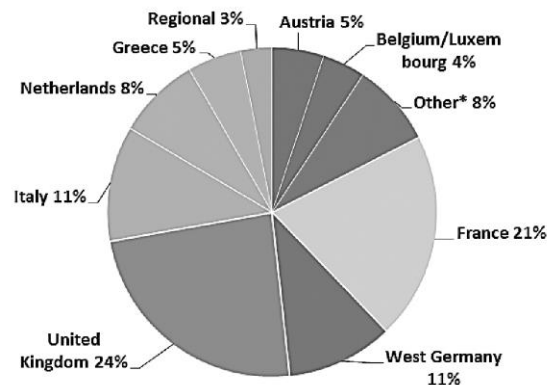
3.6 Military Support: It is thought that the economic crisis of the United Kingdom after 1945 was because of tremendous efforts to win the Second World War and its declining position was due to extreme military expenditure (Pelling, 1988, p. 1). Because of the British declining position many countries became vulnerable and unprotected. Without US support many countries like Japan, Turkey, Greece, Italy, and West Germany (the then) were not capable of defending themselves. Moreover, during the Second World War many territories were included under the Soviet peripheral that denied US hegemonic presence. The wartime Anglo-Russian-Iranian Treaty of 1942 was as likely as that allowed Soviet presence (Bein, 2018, p.31). Ankara accepted joint control over the strategic Turkish Straits Bosphorus and Dardanelles, demanded removal of Soviet military bases, Europe rejected Egypt's monopoly control over Suez Canal, and the United State Government felt the necessity of presence on the Panama Canal. The US argued in favor of its military presence in the Mediterranean, Balkan, Pacific and Japan Sea ((Bein, 2018, p.31). The USA and its allied countries argued for the presence of US military support to secure a weak regime internally to deter the threat. For the continuation of the ruling regime the presence of US military support was desirable for sustainable internal harmony. No negotiation was fruitful to bear such a type of Washington foreign policy apparatus. So, this was one type of intervention, expansionism and consequential.

Greece and Turkey were the core targets of the Marshall Plan as these two countries were strategic lines for the US Marine army's movement as well as were equally important for the then USSR (Bein, 2018, p.46). Subsequently Truman's successor US President Eisenhower continued the same 'Marshall Plan' and 'Truman Doctrine'. Due to the USA's applying this type of foreign policy, Asia and Europe became important geopolitically and strategically. In this regard the concept of 'Pivot Area', 'Hinterland' and 'Heartland' (Dougherty & Pfaltzgraff, 1971, P. 50-54). Dougherty & Pfaltzgraff theory aggregated and enhanced the rivalry between the USA and the USSR which is known as 'cold war' in International Politics. In this situation armament competition, race in arms production (Dougherty & Pfaltzgraff, 1971, P.32) and conflict between opposing nation-states (Dougherty &

Pfaltzgraff, 1971, P.32) increased, collective power structure (Dougherty & Pfaltzgraff, 1971, P. 32) like 'NATO' (Betts, 1989, p.37-52) and 'Warsaw Pact' were introduced in the international politics to help allied states. Territorial integrity, Territorial separation of existing state and of self-determination became the issues in international politics as well after the World War (Rafiqul, 1984). Disintegration among the nation-states and state-nation became another principle for bargaining in international politics. Territorial disintegration in German, Korea, Yemen, and new territorial unification also begot new issues in world politics scenario.

3.7 Financial Support: After the industrial development in Europe, the 1st and 2nd World War were a miserable catastrophe for the European colonial powers and was a blessing for the USA through the creation of a platform to lead the world politically, economically and in modern military warfare. In two World Wars, the economic strength of the European colonial powers was destroyed and the American island being geographically separated from Eurasian warfare battlefield, USA gained economic strength gradually. After the 2nd World War most of the colonies were independent countries. Most newly independent countries were badly affected with the 2nd World War who needed financial assistance and this phenomenon was an element of international politics after the declaration of 'Marshall Plan' and during the cold war era (Shamsul & Abrar,1999, p.6). At the same time getting loans, borrowing in different modes, and lending to allied states were also strategies of world politics during the cold war era (Kjeldsen-Kragh, 2003, p. 319). To recover the teetering position of war-torn Europe USA proceeded with a witty extended hand to lead in world politics (Stevenson & Frye, 1989, p.52-71). For the rebuilding and reconstruction of war torn, economically, socially, and politically collapsed teetering Europe which was in dire need of such type of financial assistance for the maintenance of peace and stability (The Marshall, pp.7-8). The financial assistance of the US under 'Marshall Plan' programs worked like an energizer in Europe to formulate a new Economic and security architecture for the unification of divided Europe (Bein, 2018 p.46).

Percentage of Country Allocations



Source: USAID and CRS Calculations Congressional Research Service.

Notes: Other = Denmark, Iceland, Ireland, Norway, Portugal, Sweden, and Turkey.

In Asia and Africa some US allied states also pursued US favor for the perpetuation of the ruling regime. Petro-Dollar, OPEC, North-South Dialogue, NAM, LDC and collective and cooperative non-nation actors played an important role in the international arena (Shamsul & Chowdhury, 1999, pp.5-15). The whole world was divided into many zonal and regional organizations, alliances, economic advantages and some countries superficially declared them as NAM (Non-Allied) but mentally and really each state was pro USA or pro-USSR. But the USA was a leading donor in all respects during the cold war era (Shamsul & Chowdhury, 1999, pp.5).

4.0 Discussion

4.1 Cold War Development, Emergence of Bipolarity, Durability, Breakdown and Aftermath

The Cold War developed through the declaration of ‘Marshall Plan’, ‘Truman Doctrine’ and ‘Policy of Containment’ which were integral part of US foreign policy during Cold War era. Through confrontation between the two rival superpowers Bipolar World Order System emerged and the duration of Cold War was till the breaking down of USSR and it ended in 1991 with the fall of the then Soviet leader Michael Gorbachev. The ‘Glasnost’ and ‘Perestroika’ (Holloway, 1989, p.78) as new thinking of Gorbachev’s policies (Holloway, 1989, p.66) played the catalyst role in breaking down the USSR. With the fall of USSR the exhausted cold war was over (Mandelbaum, 1989, p.16-37) with automatic transmission process and the world came under the unipolar dominance of US. Gorbachev’s new thinking of policies didn’t mean to give up military super Power’s position but it was to reconstruction of Expansionist Soviet military Doctrine (Holloway, 1989, p.72). The eclipse of Cold War overthrew communism in Eastern Europe and moved towards democracy and finally Soviet Union itself disintegrated (Levering, 2016, P. 214). This continued more or less till the death of Boris Yeltsin’s regime but whenever the former KGB chief Vladimir Putin came to power, the ended over Cold War tried to peep through the cheeping its voice to regain its former lost position as the then USSR. Through the killing of Grozny leader Zokhar Dodaev in 2008, present Russia started its present journey to deter the unitary US hegemonic authority over the world. Gradually Russia reoccupied the pivotal and peripheral territory from the neighboring states that were an integral part of former USSR.

Later on, interaction between expansions of NATO towards Eastern Europe and Vladimir Putin’s aspiration of re-ascendance of USSR might and influence engendered the current Ukraine crisis. It is not singly the outcome Vladimir Zelonosky’s foreign policy or internal politics Ukraine but it is resultant by the aspiration of Russian oligarchic power politics led by Vladimir Putin and Expansionist NATO politics of European hegemony. The inference can be drawn from above analysis that the Ukraine war will polarize further the world as well as

tension aggravate among the world superpowers. In addition, presumably the least developed nations and the poorest section of larger world mass will pay the excruciating prices as a result of such changing reality.

Polarization in world politics depends on the stability of world politics and international relations (Dougherty & Pfaltzgraff, 1971, P. 132). Where only two powers play their pivotal role in the system is called bipolarity and where many powers play the role in the system is called multipolarity. If only one power plays its role in the system to control the world, politics is called unipolarity of world politics (Dougherty & Pfaltzgraff, 1971, P. 132). After the end of the cold war only one superpower US remained unchanged in the system but many big powers played a role in world politics. The balance of power tilted in favor of the USA. As no power was to deter the USA it may be treated as a unipolar system in balance of power. After the break-down of the USSR and the end of the cold war it took almost three decades (Since 1991 to present 2023). Many nation-states changed their political, economic, and military position. Now they are peeping to show their capability in the international arena. Russia, China, India, Brazil are now active actors in international politics, but Russia, India and China are more capable in this context.

4.2 New World Order: Reality and Possibility

In 1991 the then Russian leader Boris Yeltsin, pushing Michael Gorbachev aside, ended the Cold War (Levering, 2016, p.215). But as the international politics is the matter of constant changing and Russia deserved to desire a powerful military role in the world politics, never it was reluctant for restoration of its former position. Russia is always on trial for that. The distribution of power and the incidence of war in the international system are very important for the polarization in international politics. These polarizations intensify new order, system, and wars. A new distribution system of powers is among the rising nations moving from existing polarity towards new polarity. These frequencies sometimes intensify the possibility of war, conflict and rivalry. In this situation it is assumed new coalitions, alliances, or blocs of nations. These alliance memberships sometimes minimize and reduce the range of conflict, sometimes intensity the conflict among the nations, sometimes reduce unification and sometimes increase disintegrations among the international actors in the international politics. Interaction among nations increases competition to be cooperative with each other. It is considered that the international system in case of pluralism model interaction with a great number of nations produces Cross Cutting loyalties and these Cross Cutting loyalties induce hostility between any single dyad of nations (Dougherty & Pfaltzgraff, 1971, P. 131). The hypothesis gives us the perception that any transition from any polarity to any polarity increases the possibility of war among the nations. Moreover, stable multi-polar order decrease the possibility of conflict among the nations in world politics. By the guide of the aforesaid hypothesis we can observe some changes in the eco-military world politics in the post-cold war era and some recent international

incidents that connotes the possibility of new world economic order and the possible new world economic order may change the existing balance of power in favor of USA and Dollar as currency.

4.3 Russian recent behavior to get back the previous position

After the fall of the USSR, at present the Russian economy is liberal and almost capitalist. The trend of Russian economic policy is global as well. As the trend of economy is global and interdependent (James & Rowley 1978, p.104), so economics and trade are interrelated and interdependent. After the end of the cold war era, the USSR lost its previous power and position, so it could not play as a super power's role as before. During Boris Yeltsin regime, the nationalist rhetoric leader of Russian right-wing populist politician (LDPR- the Liberal Democratic Party of Russia) Vladimir Volfovich Zhirinovskiy raised his voice to recover previous military power and position to deter the unilateral US world-wide hegemony.

Russia suppressed the self-determinant movement under the leadership of Chechen leader Dzhokhar Musayevich Dudayev who was a former USSR air force officer. The Chechen war was concluded without any achievement through the assassination of Chechen leader Dudayev during his satellite conversation with his allies in 1996.

In 2015 President Vladimir Putin gave the secret order to the Russian army for the annexation of Crimea with Russia. Earlier Crimea was integrated with Ukraine. Vladimir Putin declared to return Crimea to Russia. Russia took over Donetsk which is a major economic, industrial, and scientific center city. The capital of Ukraine, Kyiv applied for the membership of NATO. Russia considered it a threat. Strategically Crimea and Donetsk are important for Russia to keep Ukraine in Russia's sphere of influence (The Guardian, 30 September 2022).

Turkish-Russian relations are tested in the Syrian crisis. Economic and trade relations are the driving force of Turkish-Russian relations. Nuclear Power Plant projects, operation for energy, Natural Gas Pipeline, recent Turkey's role in the Ukraine in favor of Russia enhance Russian role in international politics. Relation with Iran is as well tested to create the sphere of influence in the international context. After the fall of Reza Shah Pahlavi, the then USSR and recently Russia is allied with Iran.

Politico-economic models and politico-metric estimation provide a belief that the government is interested in creating political business cycles. Economic theory of politics always provides distinct business cycles to stabilize the national economy (James & 1978, p.106).

The trend and phenomena of national politics after the Second World War was to enhance the regional integration, trading block, cooperative and collective alliance for both trade and security and still now this phenomenon is continuing which gives us the idea of the supra-national and non-state international actor. This phenomenon of economic regionalism is beneficial for each actor denoting

the significant intra-bloc liberal trade for mutual gains (Kabir, 2015: 181-204). International trade, foreign investment and allied assistance for development are core catalyst elements of economic diplomacy. Russia, India, China, South Africa, Brazil, Australia, Japan, Korea, Iran, Turkey, Saudi Arabia, and some other influential international actors are in new trends for new economic divergence which is very significant for the emergence of economic world order. During the formation time of BIMSTEC (Bay of Bengal Multi-Sectoral Technical and Economic Cooperation), BRICS (Brazil, Russia, India, China and South Africa), newly peeping IPS (Indo-Pacific Strategy), IPEF (Indo-Pacific Economic Framework) and QUAD or QSD (Quadrilateral Security Dialogue among Australia, India, Japan and the United States) (10 June, 2022, The Guardian) is the similar just prior to cold war situation when Marshall Plan, Truman Doctrine and Policy of Containment were in semiotic stage. Quad Summit leaders U.S. President Joe Biden, Japanese PM Shinzo Abe, Australian Prime Minister John Howard, India's Prime Minister Narendra Modi sat at Kantei Palace in Tokyo, Japan to form the QUAD to deter sphere of influence zone of Sino- Soviet (May 24, 2022. REUTERS). At this palace Taiwan was present as well. The US is persuading Bangladesh to join Quad and on the other hand Beijing warned Dhaka about the possible consequences of joining the US-led anti-China coalitions. US is tantalizing Bangladesh to promote and facilitate high-standards in trade, govern the digital economy, improve supply-chain resiliency, security, catalyze investment in transparent, high-standards infrastructure, and build digital connectivity (11 January, 2022, Dhaka Tribune).

The above arguments picture our second inference that the world order all over again bouncing back to the era of bipolarized one but in different form and implications-that is not the USA and the USSR (Russia), but it is the USA and allies versus China.

4.4 Dilemma and Relevancies for Bangladesh

Though in this era of globalization, there's Open market and free economy but the Borders are still closed and considered as barriers (Peters, 2015, p. 155-175). Rather Bangladesh is at high risk for its geographical location, huge volume of population, trafficking, Drug routes, tradition of diplomatic relation, development, and commercial partners. Occidentalists are unavoidable for Bangladesh for multiple issues. But foreign policy's core value of Bangladesh is 'Friendship to all; malice to none'. Russian investment is now in huge amount in fuel and energy sector, and it has sought support from Bangladesh in international arena. Both Russia and USA sought Bangladesh's support in UN resolution for Russia-Ukraine war and Bangladesh is in the situation of paradigmatic situation. Huge amount of assistance for Bangladesh law enforcement is from the USA but already an American sanction is imposed on RAB (Rapid Action Battalion) for sustainable reformation. Bangladesh is badly affected by this sanction and recent incident of not allowing unloading of a Russian vessel 'Ursa Major', converted

name 'Sparta-3', at Mongla port is also the part of the effect of the ongoing conflict. Bangladesh is almost locked by India and Indo-Bangladesh relation is bilaterally important for both their geographical location. On the other hand, Indo-China relation is malicious but both are important for Bangladesh. As nearest neighbor India is crucially important for the supply of daily essentials but for foreign aid China is unavoidable. India reiterated her grieves for Chinese presence at Teesta dam, but it is important for reservation for the use of water in lean season. US support is essential for Bangladesh, but India is silent and China is on behalf of Myanmar on the Rohingya issue. For the survival of the garment sector, the US and European cooperation is unavoidable for Bangladesh.

5. Conclusion: The present world order is changing rapidly even speedier than the scholastics community presumed. It was observed in some school of thought in the late twentieth century that world order is moving from bipolar to unipolar and multipolar in nature. However, that sort of inference eventually does not substantiate true and subsequently several new realities emerged through the interaction among nations, especially, Western Europe and their leader the USA, Russian Federation and China. The study found that China is becoming a superpower during the last few decades and the reemergence of Russia as a superpower. Amid the shifting of the existing world order from unipolar to multipolar, conflict between Ukraine and Russia became the novel reality on the global stage and gave birth to the new order. In reality, it is the newborn tussle of hegemony in the global reality between the last century superpower, then the USSR and the leader of Western Europe the USA. It seemed that the new reality is the outcome of their strategic rivalry about domination over wealth and institutions of nations of former colonies. In addition to expanding their influence and domination over the non-aligned countries they are trying to utilize policies like the Marshall Plan-the aid and loan as weapons. Thus, the investigation identified that the Ukraine war emerged as a new reality for the third world countries for all respects. The US and its partners as well as Russia may use their economic and strategic might resemblance with the Marshall Plan in the post second world war. Consequently, that sort of economic-strategic policy may engender dual faced global order which may pose an uneasy dilemma to a developing and underdeveloped world like the second half of the past century.

Additionally, the US hegemony in the name of democracy, human rights and free world and the USSR in the name of deterrence of imperialism to concise the porous vacuum came into advance there. The situation created following the declaration of the Truman Doctrine and Marshall Plan at that time is pretty much similar to the scenario now prevailing in world politics due to the tension arising among leading world powers. Redundant rhetoric tautology is being used by the leading world power in international politics. The whole world is divided among themselves regarding the Russia-Ukraine war issue. Russia is now demanding payment in Ruble from its trading partners to tear up the Dollar and Euro currency

system. Most European countries are dependent on Russian gas, oil, grain, fertilizers, coal, metals, and other commodities. The Chinese Government is demanding foreign payment in its own currency 'Yuan' to cut dependence on dollars. Russia banned 'SWIFT' code to exclude Russian payment in Ruble. This is very significant for international payment of financial institutions for the emergence of a new economic system. Scandinavian countries and Ukraine applied for NATO's membership which Russia perceived as a threat to it and the same stand believed Turkey not to allow their entrance in NATO. Now Russia is showing its capability expressing its behavioral attitude to re-define its affiliation with ex-Soviet states to be global leader. Russia and its associates are intended to form multiple level trading blocks and global economic groups. Russia is interested in diplomatic endeavors with external economic organizations. Russia is newly emerging as a donor instead of a receiver. Russia is actively interested with BSEC (Black Sea Economic Cooperation), BEAC (Barents Euro-Arctic Council), CBSS (Council of the Baltic Sea States), SES (Single Economic Space), EEC (Eurasian Economic Community), EU (European Union, APEC (Asia-Pacific Economic Cooperation) and BRICS (Brazil, Russia, India, China, and South Africa) and OSCE (Organization for Security and Co-operation in Europe). Russia is caring none and is being exposed to be a global leader.

As a result, to deter Russia from the assimilation of Ukraine, the west is providing military assistance to Ukraine uninterruptedly. It is easily perceived that the existing international political scenario is pretty much similar to the situation created following the declaration of Marshall Plan, Truman Doctrine or Policy of Containment which may introduce to the world a new order. At present the world is waiting to see another melodrama of world politics among the super powers in international politics. The weak side of this study is that sources of information are from all over the world to understand the reality of power relations among the nations as well as sometimes shadows the accurate scenario of world politics.

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Students' Perception on Participating in the Online Classroom at the Four Tertiary Level Government Colleges in Bangladesh

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Abstract: As most of the educational institutions in Bangladesh have been closed since March 2020 due to COVID-19 pandemic, the learning procedure of tertiary education has been transformed from face to face classroom education to online education. At that time, in Bangladesh, it had been tried to continue online education without sufficient preparation in terms of technological support, course design and content delivery. This quantitative research surveyed over 200 students of four tertiary level government colleges in Bangladesh to identify the Students' Perception of Online Classroom on the basis of preparedness, participation, and classroom activities. The study also investigated the challenging factors of online classroom faced by the students. Findings revealed a lack of preparedness, participation, and minimal scope of classroom activities through online learning while some positive perceptions were also found. Lack of electricity, low bandwidth of internet connection, paying attention, understanding lessons through the online platform are the major obstacles of Online Classroom in Bangladesh.

Keywords: Students' perception; Online classroom; Tertiary education; Classroom activities

Introduction

Online Classroom (OC) is an alternative way of delivery. This study has tried to identify the factors that influence Students' Perception (SP) regarding OC. SP towards OC depends upon the effects of multiple factors: student self-roles and responsibilities; teacher roles regarding knowledge; motivation; assessment systems; class management and support services; technical skills (for both student and teacher); and, course design and content delivery (Fedynich et al., 2015). All these factors have been identified as highly influential to the SP of OC (Kim et al., 2011). However, at present many educational institutions shifted their traditional classroom into OC. (Huss, & Eastep, 2013).

OC is a course directed over the internet connection, in which students can participate their academic activities and communicate with their teachers and fellow students. Some benefits of OC are interaction between peers and teachers, softly operational, lower total cost, more suitable learning environment,

improving students' technical skills and geographical flexibility (Moghaddam & Moradi., 2021). Peer-interactions, feedback from tutors, online course structure and students' support were the key factors that affected SPs of OC. By considering all these factors, SPs can provide valuable information that will help to improve the quality of OC (Almahasees et al., 2021). This study considered two hundred (200) respondents for main study and thirty (30) for a pilot study using a convenience sampling technique among five hundred and fifty (550) graduate students of the four district-level government colleges in Bangladesh.

Problem Statement

Education is one of the most affected sectors by covid-19 in Bangladesh. All levels of academic activities in Bangladesh became shut down since March 2020. For that reason, session continuation has been hampered in the education sector. At the moment, an innovative teaching method could play a vital role to overcome this disrupted education system (Lee, 2020). Despite this pandemic, to support the continuation of teaching and learning, many educational institutions continued their academic activities through OC from April 2020 in Bangladesh (Islam et al., 2020). Despite its various benefits, there are quite a several limitations of OC in Bangladesh such as lack of electricity, logistic supports, physical interaction, assessment systems, and connectivity problems (Abbasi et al., 2020). The major challenges of OC are: it may be dull, general difficulty with the use of technology and group activities, the student may be isolated, time consumed, connectivity issue and practical or lab activities almost impossible (Gillett-Swan, 2017). There are several reasons for choosing this topic. Although most of the developed countries used OC as an effective medium of learning, it is not handled properly in Bangladesh (Biswas et al., 2020). In spite of that, OC is now an important phenomenon in most of the developing countries like Bangladesh. OC might be a potential method for learning at the tertiary level education in Bangladesh not only due to the COVID-19, but it will continue to persist post-pandemic also (Reimers & Schleicher., 2020). As a non-traditional way of learning it is essential to explore the SP related to the effects of various factors for further developing of virtual learning (Huss, & Eastep, 2013). In the context of Bangladesh, the influencing factor regarding SP of OC need to be identified. Current challenges of OC and possible solutions also need to be identified as they are not well defined yet.

SP Related to the Effects of Various Factors towards OC

Many factors influence SP of OC. According to the findings of Faize & Nawaz (2020), the degrees of student's satisfaction were subject to peer interaction, readiness and self-motivation those are important factors in developing communication which dramatically influenced SPs. Prior et al. (2016) found that if students realize them within a learning community, they are likely to become successful in an OC. Correspondingly, Bali, & Liu. (2018), observed that developing a strong and suitable interaction between students and teachers, and practical supports are all essential to assist positive perception towards OCs.

Specifically, Peechapol et al. (2018) focused their attention to compute SP with peer interaction, student's self-motivation and readiness and they discovered a positive correlation between them. In contrary, Derakhshandeh & Esmaeili (2020) looked in a study in a web-based course, that student's self-motivation is not a key indicator of student's perception. It has been further supported by Ibrahim et al. (2017), which emphasized in their study that in a virtual class, students have to be confident in their efficacy and interactions rather than depend upon only self-motivation to reach the goals in an informal delivery system. Furthermore, fellow students' interaction has been identified as the highest influencing factor towards OC than self-motivation and readiness.

A significant number of researchers identified the importance of teachers' feedback and assessment in online courses. Huss & Eastep (2013), found that feedback and assessment in online courses must be given by teachers in a positive and quick respond manner for online sessions to be succeed. Similar results were found by Herguner et al. (2020), that is, teacher's roles and responsibilities including knowledge, motivation, communication, feedback and assessment were very influential to student's perception of online learning. These results were based on the factors related to the interaction between peers and teachers. Various studies proved that teachers' knowledge, feedback style and equitable assessment were the key factors to success the online sessions.

In their study, Lowenthal & Moore (2020), showed that the weaker management of online sessions and lack of support services were underlying SPs towards OC. Inan et al. (2017) also identified the benchmark factors (management, support service, using technology, course design and content delivery) to measure student perception in an OC. In contrast to the study of Lowenthal & Moore, Inan et al. (2017) identified that student satisfaction and perception increased over time with good management. Therefore, it is well established fact that good management and support service were critically important for developing the perception of OC. Al-Hunaiyyan et al. (2017) stated that the course design and content delivery should be more specific, significant, distinct, rich, organized and delicate for students' retention and comprehension. Al Emran et al. (2016) also discovered that the overall perceptions of the students' learning has been developed by enhancing technical skills, exchanging ideas and views. Kelly & Westerman (2016) found that using technologies, online class management and support systems are also the key indicators for the successful and sustainable learning in a virtual environment. Additionally, Tagoe (2012) have noted the factors like age, sex, prior experience of computers and devices, using technology and self-learning techniques related to the nontraditional delivery system have influenced the satisfaction. Anderson et al., (2011) and Niess & Gillow-Wiles (2013), focused on the teacher roles including creating, formatting, editing, and incorporating their selves' experiences into the course design and content delivery, that should be supported by the technology and management.

The Challenging Factors Related to the SPs towards OC

Unger & Meiran (2020) found that online learning can be a challenge for both students and teachers. Kebritchi et al. (2017) mentioned teachers' skills and students' attitudes as a major difficulty affecting learning in the OC. Whereas, Jacobs (2014) recommended assessment in an online session as a vital challenge to persist students' perceptions. Students' expectations may be challenging and hinder the successful delivery in an online session as well (Herguner et al., 2020). They also found that some students might have undue expectations like an immediate response on their online presentations and tasks or may act impolite and annoying of their identity. Some of them might also query about assessment and others may not follow the schedule properly. According to Baber (2021) students might feel isolated and separated in OCs that can affected their perceptions. Warren (2017) emphasized the same things as it is tough to assess students' improvement within an exchanged view of personality, objectives, and customs due to the concrete sense of personality. As a valuable member of the learning community, a strong sense of personality can play a vital role to build an effective interaction (Baxter, 2019). Hence, it is alarming that isolation and concrete sense of personality can be underlying the perceptions of students towards OC. Meanwhile, Czerkowski & Lyman (2016) noted that in online class, listening or perceiving is a complex and continuous phenomenon and a significant aspect of the student perception. Wise et al (2013) found that students spend 75% of their time in listening and perceiving in OC. On contrary, Czerkowski & Lyman (2016) opined that engagement with the content, thinking, and feedback depend upon instructional framework along with a set of strategies could foster SPs to the OC.

Kebritchi et al. (2017) illustrated that the lack of training and support service, content designing and delivering online courses are the challenging factors that have affected students' satisfaction. Students often become bored with online learning due to lack of engagement, and this insufficient involvement and motivation are one of the fundamental reason behind the failure of online courses (Widjaja & Chen, 2017). Students are no longer inquisitive about taking the lessons, do no longer get admission to the platform and do not complete the syllabus.

From the above review of literatures, it has been specifically observed that many researchers have been led to examine the SP on participating their OC from various perspectives. Most of the researchers could not specify which factors are positively accelerating the SP of their OC. In addition, not a lot of researches has been conducted on the students' perceptions towards the online classroom at the tertiary level education of Bangladesh. This paper discussed the perceptions of students on online classroom and tried to identify the challenges of online classroom as well.

Objectives

The specific objectives of this study are

1. to identify SPs related to the effects of student and teacher roles and responsibilities to their OC.
2. to identify the challenging factors of OC which are being faced by the students while participating OC.

Research Questions:

1. What are the SPs related to the effects of various factors towards OC?
2. What are the challenges that students are facing while participating in the OCs?

According to the two research questions this study aims to relate which factors are positively affected to the students' perception towards their online classroom. Moreover this paper interested to find out the anticipated challenges for both student and teacher.

Methodology

This study is a quantitative one with the intention to get a valid and accurate result through this approach as it is suitable for studying any group's opinions, perceptions and behaviours (McNabb, 2015). This study followed the descriptive design as it is convenient to manage in a short period of time because the subjects are usually surveyed once, and it makes associations between variables. Furthermore, descriptive design helps to incorporate about some characteristics, attitudes, perceptions or behaviours of the population from the sample (Dawson, 2009). This study considered two hundred (200) respondents for main survey and thirty (30) for a pilot study using a convenience sampling technique among five hundred and fifty (550) graduate students of the four district-level government colleges in Bangladesh. Considering the perceptions and challenges found in the pilot study, it seemed that the instrument was appropriate. Since it was a small scale study, the convenience sampling was adequate to gather requisite data to identify the perceptions regarding various factors in OC due to geographical proximity and availability at a given time during the Covid-19 pandemic. An online survey has been conducted by using e-mail or Facebook messenger due to the pandemic. Ethical consent was taken from each of the participants. A structured questionnaire has been developed because, for the medium/small sample size under quantitative method it is one of the most useful tools to assemble data (McNabb, 2015). The items of the questionnaire were designed to find out characteristics, attitudes, perceptions or behaviours of the population from the sample (Alharbi, 2017). The survey instrument was comprised of two sections. Section-1 consisted of 14 questions that were included in demographic information. To minimize response bias, 5 survey questions were itemized negatively. For example, item no 10 to 14 (Appendix) were indicated a Reverse Coded Questions (RCQ) with answers 'Yes' or 'No'. Section-2 contained 12 Likert scale questions, designed to collect students' overall perceptions related to the effects of various factors of the OC (Appendix 2). The rating scale's range

were used from strongly agree to strongly disagree. The factors included in the questionnaire were influenced by the factors of SPs by Moore & Kearsley (2011) and therefore included: peer interaction, preparedness, self-motivation, teachers' knowledge, feedback and assessment systems, management, support service, technical skill, course design and content delivery, along with overall perception. To ensure the reliability of the instrument, a Cronbach's alpha test was performed where the score was 0.79, indicating a very high degree of internal consistency. The validity of the respondent scales were also checked for content validity, construct validity and criterion-referenced validity (McNabb, 2015). After examining each survey item, it was being fixed if they were perfect and correlated to the subject. Confusing items were revised and reworded. Unnecessary items were eliminated for final data collection. One item was added after the pilot study. That item dealt with prior experiences of OC. And the purpose of adding that one item was to find if prior experiences of online sessions were related to SPs towards OC.

Method of Data Analysis

After collecting data, it was coded and presented through narratives, tables, and charts. The data has been analyzed by descriptive statistics using with SPSS-22 as it is a prompt and extensively used software for executing such analysis (Dawson, 2009). In the process of data analysis, all the items/variables of the questionnaire have been divided into five categories as per two research questions:

- I. SP is related to student responsibilities including peer interaction, preparedness and self-motivation.
- II. SP is related to the effects of teacher roles regarding knowledge, feedback, communication and assessment.
- III. SP is related to online class management and support service.
- IV. SP is related to technical skill, course design & content delivery. We thought this sub-category of the first research question to be significant because SPs towards using technology may inspire their perception of their OC. Sufficient technical skills lead to support positive perceptions. On the other hand, poor technical skills lead to deviating of perception too.
- V. Student's challenge towards OC.

According to the above subcategories this study used Mean, standard deviation (SD), chi-square and p-value to justify the significance of the variables.

Mean has been used in this study as an effective tool of data analysis for comparing different sets of data. (McNabb, 2015). 5 RCQs were asked in a "negative" way in the survey, but they are presented in the analysis in an opposite (positive) direction. The average value in the 5-points Likert scale is 3 (reference value), and with "yes" and "no" answer is 0.5 (reference value). If the calculated mean is greater than the reference value ($>3/0.5$) it means the SP is high. On the other hand, in case of less than the reference value ($<3/0.5$), it means the SP is low. While, the mean value of the RCQ with greater than or less than to the reference value, the SP will be just opposite. SD helps to explain the shape of our

distribution, how close the individual data values are from the mean value. Together, they help to make a more comprehensive feature than the mean alone cannot provide us (Saunders et al., 2009).

For comparing the observed value with the expected value, the Chi-square test was used as a statistical measure. Similarly, the 'p-value' was used as an alternative to rejection points to provide the smallest level of significance at which the null hypothesis (H_0) would be rejected (Dawson, 2009). A lower p-value suggests that there is no chance to accept the H_0 , while there is stronger evidence to accept the alternative hypothesis (H_1) (McNabb, 2015). The purpose of this test and value is to determine the significant relationship between most of the demographic variables and SP.

Pilot Study

The survey instruments of this study have been validated by a pilot study with 30 samples. The purpose of the pilot study was to check the validity and reliability of the survey instrument. As the nature of the data collection instruments, the respondents were not guided to deliver manipulated answers. Moreover, the reliability of data has been justified by Cronbach's Alpha with the help of SPSS version-22. For this purpose, this study collected data using the questionnaire from 30 respondents including 18 Females (60%) and only 12 Males (40%). A high degree of internal consistency of the instrument was established because the average value of Cronbach's Alpha was reported 0.79 by the pilot data analysis (shown in table-1).

Table-1: Reliability Statistics by Cronbach's Alpha of the 30 samples		
The average value of Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.79	.73	26

In Table-A1 (Appendix 1) the highest value of Cronbach's Alpha was reported 0.81 (item-9 was worded as "Are you satisfied in participating as a self-motivated learner towards OCs?"). Moreover, the average Cronbach's Alpha of 12 Likert items was reported 0.77 and other 14 general items were reported 0.79.

Findings

Among the 200 students with the complete survey, 46% were male and 54% were female while 38% were from the rural area and 62% were from urban areas. Only 26% of the respondents revealed they had previous experiences with OC while 74%, had no previous experience of OC. It has shown in Table-A2 (Appendix). The first research question that directed this study carried out with the multiple factors related to student's perception of the OC. Those factors have been divided into four categories as mentioned in the data analysis sub-section (3.6).

SP related to the effects of student and teacher roles and responsibilities

To answer the first research question, descriptive statistics on SPs related to the effects of student responsibilities were reported as influential factors. In table-2, data showed that the students' responsibilities including peer interaction (88%, item-22), self-motivation (82%, item-9), getting the facility to ask questions during online sessions (72%, item-23) and preparedness for online sessions (70%, item-16) identified either agree or strongly agree on categories. While SPs related to the effects of teacher roles were reported also as influential factors. In table-2, data showed that the teacher roles regarding knowledge, motivation and good at communication (84%, item-20), provided guidelines to the students (82%, item-17) and provided feedback (72%, item-23) identified either agree or strongly agree on categories. Data showed in table-2 on assessment systems (46%, item-26), and item-19, was worded "Online classes are effective than face-to-face live classroom" had a total of 50% disagree and strongly disagree categories.

Table-2 (a & b): Student's Perception Related to Student responsibilities and Teacher roles including feedback and assessment							
Item/ variable labels	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
15. You were satisfied with your online class management and support services (smartphone/computer/laptop/Internet/software) to participate in online classes.	4 (2%)	32 (16%)	32 (16%)	84 (42%)	48 (24%)	3.70>3	1.07
16. You have sufficient computer knowledge and IT skills to attend your online class.	4 (2%)	40 (20%)	16 (8%)	96 (48%)	44 (22%)	3.68>3	1.09
17. Appropriate Guidelines are provided before starting online classes by your teacher.	4 (2%)	8 (4%)	24 (12%)	100 (50%)	64 (32%)	4.06>3	.890
19. Online classes are effective than face-to-face live classroom.	20 (10%)	80 (40%)	32 (16%)	52 (26%)	16 (8%)	2.82<3	1.17
20. The teachers are very knowledgeable, motivated and good at communication.	0 (00%)	4 (2%)	28 (14%)	76 (38%)	92 (46%)	4.28>3	.784
22. You are happy about the student-student and student-teacher interaction during online sessions.	0 (00%)	4 (2%)	20 (10%)	116 (58%)	60 (30%)	4.16>3	.681

23. You have the facility to ask questions or getting feedback during online sessions.	0 (00%)	4 (2%)	52 (26%)	80 (40%)	64 (32%)	4.02>3	.820
26. The assessment systems are not biased.	12 (6%)	80 (40%)	68 (34%)	32 (16%)	8 (4%)	2.72<3	0.94
Table-2 part-(b)							
Statement of the Item	Frequency N=200		% of Respondents		Mean & Std. Deviation		
8.Do you think the content of OC provided to you are helpful?							
Yes=1	N=164		82%		0.82>0.5 0.388		
No=0	N=36		18%				
9. Are you satisfied on participating as a self-motivated learner towards OCs?							
Yes=1	N=164		82%		0.82>0.5 0.388		
No=0	N=36		18%				
12. Lack of physical interaction with fellow Students/teachers (RCQ*).							
Yes=1	N=140		70%		0.70>0.5 0.463		
No=0	N=30		30%				

RCQ*=Reverse Coded Question, that was asked negatively to the respondents in the survey, however, it's processed in a positive direction.

Students' Perception Related to the effects of Online Class Management and Support Service

Descriptive statistics on SPs related to online class management and support service were reported low. Data showed in table-3 that the mean values of item-21 (2.84<3), item-25 (2.84<3), were less than their reference level (3 and 0.5). There were 5 questions (3, in table-3) asked in a "negative" way in the survey, but they are presented in this table in an opposite (positive) direction. For example, the mean value of item-10 (0.78>0.5), item-11 (0.58>0.5) and item-14 (0.58>0.5) in table-3 were worded, "Low or Remittent connectivity", "lack of Electricity", and "Disturbance from Family/Surrounding" respectively are a reverse coded questions. For reporting and analysis purposes, these items were reverse-coded and stated in a positive direction to allow easier comparison to the other responses. Thus, the reported averages for the three items (less than 0.5 on the yes/no scale) indicated that the lack of internet connectivity and electricity, and familial/surrounding disturbances with

online classes existed. As a result, these 5 items treated as the factors obstructing the SPs. It is needed to be improved management and support service. In table-3, the mean value of only two items (15 and 24) was greater than their reference level (3).

Table-3 (a & b): Students' Perception Related to Online Class Management and Support Service							
Item/ variable labels	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
15. You were satisfied with your online class management and support services (smartphone/computer /laptop/Internet/software) to participate in online classes.	4 (2%)	32 (16%)	32 (16%)	84 (42%)	48 (24%)	3.70>3	1.07
21. Simple than traditional classroom	20 (10%)	68 (34%)	48 (24%)	52 (26%)	12 (6%)	2.84<3	1.11
24. Home environment is suitable for participating in online sessions.	0 (00%)	16 (8%)	44 (22%)	92 (46%)	48 (24%)	3.86>3	0.88
25. You will like to participate in an online class with conventional sessions after COVID-19 pandemic over.	20 (10%)	68 (34%)	48 (24%)	52 (26%)	12 (6%)	2.84<3	1.11
Table-3 part (b)							
Item/ variable labels	Frequency N=200		% of Respondents		Mean & SD		
10.Low or remittent connectivity (RCQ*)							
Yes=1	N=156		78%		0.78>0.5 0.418		
No=0	N=44		22%				
11. Lack of electricity (RCQ*)							
Yes=1	N=116		58%		0.58<0.5 0.499		
No=0	N=84		42%				
14. Disturbance from family/surrounding (RCQ*)							
Yes=1	N=116		58%		0.58<0.5 0.499		
No=0	N=84		42%				

RCQ* =Reverse Coded Question

Student's Perception Related to the effects of Technological skill and Course Design & content Delivery

To answer this sub-category of the first research question, descriptive statistics on SPs related to the effects of Technological skill and Course Design & content Delivery were reported. Data showed in table-4 that the mean values of item-16 (2.58<3), item-19 (2.82<3), item-21(2.84<3), item-8 (1.18<1.5) and item-13 (1.42<1.5) were less than their reference level (3 and 1.5). As a result, these 5 items treated as the factors underlying the SPs.

Table-3 (a & b): Students' Perception Related to Online Class Management and Support Service							
Item/ variable labels	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
15. You were satisfied with your online class management and support services (smartphone/computer/laptop/Internet/software) to participate in online classes.	4 (2%)	32 (16%)	32 (16%)	84 (42%)	48 (24%)	3.70>3	1.07
21. Simple than traditional classroom	20 (10%)	68 (34%)	48 (24%)	52 (26%)	12 (6%)	2.84<3	1.11
24. Home environment is suitable for participating in online sessions.	0 (00%)	16 (8%)	44 (22%)	92 (46%)	48 (24%)	3.86>3	0.88
25. You will like to participate for an online class with conventional sessions after COVID-19 pandemic over.	20 (10%)	68 (34%)	48 (24%)	52 (26%)	12 (6%)	2.84<3	1.11
Table-3 part (b)							
Item/ variable labels	Frequency N=200		% of Respondents		Mean & SD		
10.Low or remittent connectivity (RCQ*)							
Yes=1	N=156		78%		0.78>0.5		
No=0	N=44		22%		0.418		
11. Lack of electricity (RCQ*)							
Yes=1	N=116		58%		0.58<0.5		
No=0	N=84		42%		0.499		
14. Disturbance from family/surrounding (RCQ*)							
Yes=1	N=116		58%		0.58<0.5		
No=0	N=84		42%		0.499		

RCQ*=Reverse Coded Question

Identified highest levels of student's perception

While answering questions from different perspectives, this study has found mixed feedback from the respondents. It was identified with high levels of student perception. In Table-5(a) identifies the variable (item-22) that presented a high level of perception. According to this data, the teacher role regarding feedback and assessment has been identified as being extremely critical to SP. The majority of the items (7 out of 9) related to either teacher's role or student's responsibilities which have influenced high student's perception.

Table-5 (a & b): Identified Highest levels of student's perception	
Items	Strongly Agree & Agree
22. You are happy about the student-student and student-teacher interaction during online sessions (Student & Teacher role)	88%
20. The teachers are very knowledgeable, motivating and good at communication (Teacher role)	84%
17. Appropriate Guidelines are provided before starting online classes by your teacher (Teacher role)	82%
23. You have the facility to ask questions or getting feedback during online sessions (Student & Teacher role)	72%
16. You have sufficient computer knowledge and IT skills to attend your online class (Student role as a preparedness)	70%
24. Home environment is suitable for participating online sessions (Management & support system)	70%
15. You were satisfied with your online class management and support services (smartphone/computer/laptop/Internet/software) to participate in online classes. (Management & support system)	66%
Table-5 part-(b)	
Items	Yes
8. Do you think the content of OC provided to you are helpful? (Teacher role plus course design & content delivery)	82%
9. Are you satisfied on participating as a self-motivated learner towards OCs? (Student role)	82%

Identified lowest levels of student's perception

Table-6 addresses the areas that students identify as their lowest levels of perception. Based on this data, online class management and support services, assessment procedure have been identified as being critically important to students' satisfaction. Another statement with low perception, item no-20 dealing with "Simple than traditional classroom" also identified as the lowest levels of SP. The majority of the items (3 out of 5) related to either course management or support services which have critically influenced low student's perception.

Items	Strongly Agree & Agree
26. The assessment systems are not biased (Teacher role as a course design and content delivery)	20%
20. Simple than traditional classroom (Management & support system plus course design and delivery)	22%
18. Online tools are easy to handle (Technological skill & support system)	28%
25. You like to participate for online class with conventional sessions after COVID-19 pandemic over (Management & support service)	32%
18. Online classes are effective than face-to-face live classroom (Teacher role as a course design and delivery)	34%

Moreover, to answer the second research question of this study, descriptive statistics on students' challenges to the OC was reported. Data showed in table-7, that eight items were identified as the challenging factors related to the OC. The majority of the items (5 out of 8) that have been shown in table-7, are related to the effects of either course management or support services which have identified as the challenging factors towards OC. The assessment systems were found (item-25) as the top challenging factor where only 20% of respondents were given their opinion that the assessment systems were unbiased. While 22% and 28% of respondents thought that OC was more simple than traditional classroom and difficulties with the use of online tools respectively (item-20 and 17) as the challenging factors.

Items	Strongly Agree & Agree
25. The assessment systems are not biased (Teacher role as a course design and delivery)	20%
20. Simple than traditional classroom (Management & support system plus course design and delivery)	22%
17. Online tools are easy to handle (Technological skill & support system)	28%
Table-7 part-(b)	
Items	Yes
10. Low or remittent connectivity (RCQ*). (Management & support system)	78%
12. Lack of physical interaction with fellow students/teachers (RCQ*). (Student & Teacher role)	70%
11. Lack of electricity(RC) (Management & support system)	58%
13. General difficulty with the use of technology (RCQ*). (Technological skill & support system)	58%
14. Disturbance from family/surrounding (RCQ*). (Management & support system)	58%

RCQ* =Reverse Coded Question

In table-7(b), 5 items were “negative” way questions which are presented in this table in a “positive” direction. Here, the percentage value of item-10 (78%), item-12 (70%), item-11, 13 and 14 (58%) are showing the statements of all these 5 items as the challenging factors for online classrooms.

Discussion

This study found there was no significant relationship between most the demographic variables and student's perception. In Table-A2 and A3 (Appendix) it has been shown that the P-value of students' satisfaction in respect to "gender" and "residence" is greater than 10 ($10 < P < 49.5$ & $10 < P < 20.5$), it means that there is no significant relationship between gender and student's perception. Similarly, it is not significant with residence and students' perception. The same reliable findings are observed from the various researches (Arbaugh, 2000).

SP Related to the Effects of Student and Teacher Roles, and Responsibilities

The initial students' role was found by asking how about their preparedness of students for an OC. This study began with the motive for choosing online classroom in the six-item about their preparedness on OC, the majority of the respondents (88%) indicated they have selected an OC only when traditional physical classroom was not available or did not fit due to the covid-19. Another reason of choosing OC was, it is strictly convenience. Only 18% of respondents took an OC because they learn best in an online classroom (it has shown in Table-A2, Appendix).

As the findings from this study demonstrated, 88% of the graduate students rated their perception level with peer interaction and student-teacher interaction during online sessions at the highest end of the scales. This is similar to the findings of Inan et al. (2017) that “interactive delivery” or learning by doing was important as participation enhanced positive learning outcomes. 84% of the respondents out of 200, were also highly satisfied with their teacher's knowledge, motivation and communication capabilities, were the highest SP was identified similar to what Kirtman (2009) also found.

Student's Perception Related to the Effects of Online Class Management and Support Service

This study found that online class management and support services were also key indicators for successful and sustained learning in a virtual environment. Similar results were found by McGreal, & Elliott (2004) in their study. Although an average number of participants were partially satisfied with their management particularly, home environment for online learning; most of them were significantly disappointed with their support services specifically, their power supply, connectivity problems and surrounding disturbances.

Students' Perception Related to the Effects of Technical Skill, Course Design and Content Delivery

Based on findings of this study, technological skills, course design and content delivery have been identified as being critically important to students' satisfaction

which is similar to the findings of Jacobs (2014) and Yueng (2001). It was paradoxical that the students' general perception found positive even they expressed OC was not simpler than the traditional classroom. These lower degrees of perceptions suggest narrowing down the gaps between OC and the traditional physical classroom.

Students' Challenges

Based on findings of this study, for answering the second research question, the assessment system, course management and support service, and technological skills have been treated as the major challenges that the students are facing while participating in the OC - similar to what Allen & Seaman (2010) and Arbaugh's (2005) found. Another statement with low perception, dealing with "Simple than traditional classroom" also identified as a major challenge related to OC.

Only 20% of respondents agreed or strongly agreed that the assessment system was unbiased during the online sessions. It may be due to the rapid preparation of assessment instruments and system development by the teacher. Regarding assessment in OC, William, Cameron & Morgan (2012) found that practices during online classes are restricted due to format and methods. The reason may be the students were fresh as this was their first experience to get connected with the online class (Alam, 2020).

As they were new in OC, students had to be adapted to the IT based learning environment in spite of having different obstacles. During the lockdown period, most of the students were staying in different corners of the country especially in the rural areas where internet connectivity is either low or remittent. Also, the lack of electricity interrupts the continuation of the online sessions. From table-A2 (Appendix), it has been shown that most of the students (76%) are habituated to use the smartphone with tool like 'Zoom' (74%) for participating online sessions. It seems challenging as this app has limited time (40-minutes) to be connected online. So the time management has been difficult because students waste their time for rejoining after every technical disconnection (Alam, 2020).

Conclusion

Overall, this study identified positive SP towards OC related to the effects of various factors at the government colleges in Bangladesh. It has interpreted the SP throughout the whole procedure. The result was formulated into four categories according to the first research questions: (a) students' responsibilities including peer interaction, preparedness and self-motivation, (b) teachers' role including feedback and assessment, (c) online class management and support service, (d) technical skill, course design and content delivery.

Students' and teacher roles and responsibilities have identified influencing factors to the positive SP towards OC. However, SP was critically influenced by technical skills, class management, support service, and assessment. Besides, using technology, inadequate internet connectivity, lack of power supply and lack

of physical interaction were identified as the challenging factors for the students' Perceptions towards OC. As noted earlier, respondents were frequently dissatisfied with their assessment systems, using technology, and support services with students pointing out that biasedness and availability were common limitations for online classrooms. Respondents expressed that "we are taking an online classroom because the face-to-face classroom is not available or do not fit due to the COVID-19." Despite many limitations, this study identified the overall SPs were positive with online learning from various perspectives. This study has found the highest SP related to the interaction between peer learners and teachers. This may be due to the staying longtime in their residence as a matter of boredom.

Recommendations

Perhaps, the policymakers in Bangladesh should consider the issue of OC as well as identified those factors are critical to the SPs. The necessary resources for online classroom are- physical and human resources – management and support services – technical skills – course design and content delivery to improve online classroom do not exist in Bangladesh (Alam, 2020). The online courses should be designed earlier for ensuring effective learning. The appropriate guidelines should be provided for the students. Increased online support services including internet facilities and devices/tools from the institution level are also needed. Let the students ask or raise questions and give them feedback in a positive manner. Assessment tools should be developed and enable for using online. Also, the assessment systems should be unbiased. Online content and delivery should be revised according to the course design. Collect students' reflection on what you did better and on what you challenged with after finishing a course delivery to use for tentative course revises.

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APPENDIX

Table-A1: item wise value of Cronbach's Alpha		
Items	Item wise Cronbach's Alpha value	Average value of two major sub-categories
1. Gender	.786	0.787
2. Residence	.802	
3. Do you have previous experiences with OC	.791	
4. Devices Used on Regular Basis	.787	
5. Availability of Internet/Wi-Fi Connection at Home	.785	
6. Reason for taking OC (1-Face-to-face did not fit at the COVID-19 Pandemic, 2-I learn best in an online environment for all time)	.790	
7. Familiarity with these tools in online learning	.786	
8. Do you think the content of OC provided to you are helpful?	.786	
9. Are you satisfied in participating as a self-motivated learner towards OCs?	.810	
10. Low or remittent connectivity	.779	
11. Lack of electricity	.789	
12. Lack of physical interaction with fellow students/teachers	.768	
13. General difficulty with the use of technology	.775	
14. Disturbance from family/surrounding	.786	
Likert Scale items		
15. You have sufficient equipment and facilities (smartphone/computer/laptop/Internet/software) to participate for online classes	.794	0.771
16. You have sufficient computer knowledge and IT skills to attend your online class	.770	
17. Appropriate Guidelines are provided before starting online classes by your teacher	.750	
18. Online tools are easy to handle	.779	
19. Online classes are effective than face-to-face live classroom	.797	
20. The teachers are very knowledgeable, motivating and good at communication	.746	
21. Complicated than traditional classroom	.770	

22. You are happy about the student-student and student-teacher interaction during online sessions	.757	
23. You have the facility to ask questions or clear doubts during online sessions	.744	
24. Home environment is suitable for participating online sessions	.752	
25. You like to participate for online class with conventional sessions after COVID-19 pandemic over	.797	
26. The assessment systems are not biased	.792	

Table-A2: SPs Related to the Effects of General Items to the OC			
Variable labels and coding	Frequency N=200	% of Respondents	Mean & Std. Dev.
1. Gender			
"Male" =1	N=92	46%	1.54
"Female"=2	N=108	54%	0.503
2. Residence			
"Rural"=1	N=76	38%	1.62
"Urban"=2	N=124	62%	0.490
3. Do you have previous experiences with OC			
"Yes"=1	N=52	26%	0.26<0.5
"No"=0	N=148	74%	0.443
4. Devices Used on Regular Basis			
"Smart Phone"=1	N=152	76%	1.36 0.693
"Laptop"=2	N=24	12%	
"Desktop"=3	N=24	12%	
"Tablets"=3	N=0	-	
5. Availability of Internet/Wi-Fi Connection at Home			
"Yes"=1	N=156	78%	0.78
"No"=2	N=44	22%	0.418
6. Reason for taking OC			
"Face-to-face did not fit at the COVID-19 Pandemic"=1	N=164	82%	0.82
"I learn best in an online environment for all time"=2	N=36	18%	0.388
7. Familiarity with these tools in online learning			
"Microsoft Team" =1	N=0	-	2.42 0.758
"Zoom"=2	N=148	74%	
"Google Classroom" =3	N=20	10%	
"Others"=4	N=32	16%	

Table-A3: Chi-Square & P-Value Statistics Showing Student Satisfaction in Respect with Gender					
Question and Value level		Are you satisfied in participating as a learner towards OCs?		Total	Chi-Square & P value
		Yes	No		
Gender	Male	72	20	92	.403* P value=.395<.01
		72.0%	6.0%	78.0%	
Female	92	16	108		
	10.0%	12.0%	22.0%		
Total		164	36	200	
		82.0%	18.0%	100.0%	

* Not Significant (P>10)

Table-A4: Chi-Square & P-Value Statistics Showing Student Satisfaction in Respect with Residence					
Question and Value level		Are you satisfied in participating as a learner towards OCs?		Total	Chi-Square & P value
		Yes	No		
Residence	Rural	56	20	76	1.436* P value=.205<.01
		72.0%	6.0%	78.0%	
Urban	108	16	124		
	10.0%	12.0%	22.0%		
Total		164	36	200	
		82.0%	18.0%	100.0%	

* Not Significant (P>10)

SURVEY INSTRUMENT

Survey On Finding the Students' Perception and Challenges Towards OC

Item 1: Gender:

- a) Male. b) Female.

Item 2: Residence:

- a) Rural. b) Urban.

Item 3: Do you have previous experiences with OC:

- a) Yes. b) No.

Item 4: Devices Used on Regular Basis:

- a) Smart Phone. b) Laptop. c) Desktop. d) Tablets.

Item 5: Availability of Internet/Wi-Fi Connection at Home:

- a) Yes. b) No.

Item 6: Reason for taking OC:

- a) Face-to-face did not fit at the COVID-19 Pandemic. b) I learn best in an online environment for all time.

Item 7: Familiarity with these tools in online learning:

- a) Microsoft Team. b) Zoom. d) Google Classroom. d) Others.

Item 8: Do you think the content of OC provided to you are helpful?

- a) Yes. b) No.

Item 9: Are you satisfied on participating as a self-motivated learner towards OCs?

- a) Yes. b) No.

Item 10: Low or remittent connectivity:

- a) Yes. b) No.

SURVEY INSTRUMENT

Survey On Finding the Students' Perception and Challenges Towards OC

Item 1: Gender:

- a) Male. b) Female.

Item 2: Residence:

- a) Rural. b) Urban.

Item 3: Do you have previous experiences with OC:

- a) Yes. b) No.

Item 4: Devices Used on Regular Basis:

- a) Smart Phone. b) Laptop. c) Desktop. d) Tablets.

Item 5: Availability of Internet/Wi-Fi Connection at Home:

- a) Yes. b) No.

Item 6: Reason for taking OC:

- a) Face-to-face did not fit at the COVID-19 Pandemic. b) I learn best in an online environment for all time.

Item 7: Familiarity with these tools in online learning:

- a) Microsoft Team. b) Zoom. d) Google Classroom. d) Others.

Item 8: Do you think the content of OC provided to you are helpful?

- a) Yes. b) No.

Item 9: Are you satisfied on participating as a self-motivated learner towards OCs?

- a) Yes. b) No.

Item 10: Low or remittent connectivity:

- a) Yes. b) No.
-

Item 11: Lack of electricity:

- a) Yes. b) No.

Item 12: Lack of physical interaction with fellow students/teachers:

- a) Yes b) No

Item 13: General difficulty with the use of technology:

- a) Yes. b) No.

Item 14: Disturbance from family/surrounding:

- a) Yes. b) No.

Directions: Please answer all questions by circling one out of numbers 1 - 5 against each statement (5- Strongly Agree, 4- Agree, 3- Neither Agree nor Disagree, 2-Disagree, 1- Strongly Disagree).

Item 15: You were satisfied with online class management and support services (smartphone/computer/laptop/Internet/software) to participate in online classes.

- a) Strongly Agree b) Agree c) Neither Agree nor Disagree
d) Disagree e) Strongly Disagree

Item 16: You have sufficient computer knowledge and IT skills to attend your online class.

- a) Strongly Agree b) Agree c) Neither Agree nor Disagree
d) Disagree e) Strongly Disagree

Item 17: Appropriate Guidelines are provided before starting online classes by your teacher.

- a) Strongly Agree b) Agree c) Neither Agree nor Disagree
d) Disagree e) Strongly Disagree

Item 18: Online tools are easy to handle.

- a) Strongly Agree b) Agree c) Neither Agree nor Disagree
d) Disagree e) Strongly Disagree

Item 19: Online classes are effective than the face-to-face live classroom.

- a) Strongly Agree b) Agree c) Neither Agree nor Disagree
d) Disagree e) Strongly Disagree

Item 20: The teachers are very knowledgeable, motivated and good at communication.

- a) Strongly Agree b) Agree c) Neither Agree nor Disagree
d) Disagree e) Strongly Disagree

Item 21: Simple than the traditional classroom.

- a) Strongly Agree b) Agree c) Neither Agree nor Disagree
d) Disagree e) Strongly Disagree

Item 22: You are happy about the student-student and student-teacher interaction during online sessions.

- a) Strongly Agree b) Agree c) Neither Agree nor Disagree
d) Disagree e) Strongly Disagree

Item 23: You have the facility to ask questions or getting feedback during online sessions.

- a) Strongly Agree b) Agree c) Neither Agree nor Disagree
d) Disagree e) Strongly Disagree

Item 24: The home environment is suitable for participating in online sessions.

- a) Strongly Agree b) Agree c) Neither Agree nor Disagree
d) Disagree e) Strongly Disagree

Item 25: You like to participate for an online class with conventional sessions after COVID-19 pandemic over.

- a) Strongly Agree b) Agree c) Neither Agree nor Disagree
d) Disagree e) Strongly Disagree

Item 26: The assessment systems are not biased.

- a) Strongly Agree b) Agree c) Neither Agree nor Disagree
d) Disagree e) Strongly Disagree