

Role of Mass Media in Advancing Quality Primary Education
in the Rural Areas of Bangladesh

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June 2019



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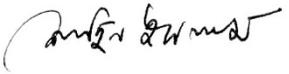
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Preface

Education plays a crucial role in the advancement of a nation. Bangladesh has successfully implemented the Millennium Development Goals (MDGs) by 2015. The Target-2 of MDG for achieving "Universal Primary Education" are claimed to be on track in Bangladesh, showing considerable success in terms of net enrollment rate in primary education. The Govt. of Bangladesh had taken many initiatives for improvement of education in the country, including enactment of the Compulsory Primary Education Act 1993, making five-year primary education program free in all primary schools and free distribution of book. These have enabled Bangladesh to achieve significant progress in primary education in terms of enrolment of the students across the country. However, it is still facing some challenges with regard to quality of education and school dropouts. Mass media can play an important role in creating awareness in quality primary education. As such, the National Institute of Mass Communication has arranged a research project titled "Role of Mass Media in Advancing Quality Primary Education in the Rural Areas." This study will be helpful to peruse the goal of quality education by all, including guardians or parents, authorities of primary education, mass media activists and the concerned ministry. I would like to express my sincere appreciation for the researcher, Mr. Abdullah Al-Mamun, as well as the entire team who helped to make this research a success.



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Acknowledgments

I would like to express my gratitude to the Institute of Mass Communication for giving me the opportunity to be part of this research. I thank the Shahin Islam, ndc, Director General, Md. Masud Karim, Additional Director General, Md. Munzurul Alam, Director (Admin & Development) Mr Mohammad Abu Sadique, Deputy Director (Radio-Engg. Trg.), Irin Sultana, Deputy Director (Research) (c.c) and Md Fahim Siddique, Research Officer for their cooperation and support in this regard. They also helped a lot in selecting the methodology for this study. The door to Mr. Masud's office was always open whenever I ran into a trouble spot or had a question about my research or writing. He consistently allowed this paper to be my own work, but steered me in the right the direction whenever he thought I needed it.

I would also like to thank the experts who were involved in the validation survey for this research project. Without their passionate participation and input, the validation survey could not have been successfully conducted.

I would also like to acknowledge my informants. Their names cannot be disclosed, but I want to acknowledge and appreciate their help and transparency during my research. Their information has helped me to complete this study. I am also deeply thankful to local elites, school management committee and government officials for their kind support and permission for conducting survey effectively.

Finally, I must express my very profound gratitude to my family and friends for providing me with unfailing support and continuous encouragement throughout my study period and through the process of researching and writing this report. This accomplishment would not have been possible without them. Thank you.

Md. Abdullah Al- Mamun

Acronyms

NIMC	National Institute of Mass Communication
EFA	Education for All
PEDP	Primary Education Development program
DPE	Directorate of Primary Education
MOPME	Ministry of Primary and Mass Education
GPS	Government Primary School
NNPS	Newly Nationalized Primary School
RNGPS	Registered Non-Government Primary School
NRNGPS	Non-Registered Non-Government Primary School
ROSC	Reaching Out-of-School Children
TEO	Thana Education Officer
GER	Gross Enrolment Rate
NER	Net Enrolment Rate
UDHR	Universal Declaration of Human Rights
MDG	Millennium Development Goal
DMC	Directorate of Mass Communication
FYP	Five Year Plan
SDG	Sustainable Development Goal
GoB	Government of Bangladesh
FGD	Focused Group Discussion
KII	Key Informant Interview
CI	Confidence Interval
NGO	Non-Governmental Organization
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
TV	Television

Executive Summary

Ensuring quality education for all still is a great challenge for us, though Bangladesh achieved its MDG's goal by 2013 as 100% enrollment has been ensured in the catchment area, gender parity reduced, and dropout rate decreased (EFA 2015 National Review). In rural areas it has been a great challenge as they are almost out of modern technology as well as qualified teacher. Bangladesh government has been trying to address the issues seriously at the every corner of Bangladesh and government already declared it as a war against illiteracy. By 2030, 100% net enrollment rate for primary and secondary education should be achieved and percentage of cohort reaching grade 5 to be increased to 100% from current 80%, Bangladesh has committed to bring it action. Already, The Government has integrated the SDGs into its 7th Five Year Plan 2016-2020 (7FYP), which reflects its core sustainable development goals. In the present context government should include all sectors in achieving SDGs-4 because it is not only a duty of Ministry of Primary and Mass Education though they can play a key role but also the important role of other institutions which are very influential. In this case media is a vibrant form which addresses the issues publically.

Our study is aiming to investigate the impact of mass media on education as how it is the influential factor to advancing quality primary education as well as social education. Considering the mentioned above context we will try to evaluate the present situation and will make the progression path so that media can play an important role to promote quality education and lifelong learning opportunities for all.

This research complies with the Cognitive Social Learning Theory as mass media is playing like selective exposure which helps viewers experiencing attention. Through this process viewers perceive the information that leads to selective retention. For this study we aim that our respondents (parents and teachers) will be experiencing awareness through particular TV program for fostering quality primary education for their children/students.

As the research related to mass communication involves multidisciplinary approach, so the research methodology of this study has been the mixed method where both qualitative and quantitative methods have been applied instead of relying only on one to examine the mentioned the research question. For this study, we used both primary and secondary data. Primary data has been collected by using both qualitative and quantitative data collection tools. Secondary data

collected from literature review, desk research and from secondary data source of relevant department or ministry. The derived sample sizes are based on unknown population size. Thus, for the economic reason and time constraint we propose to fix the sample size of this study would be **196** at 95% confidence level with CI of 7; which would represent the study population. Instead, we propose 210 for fitting sample size within study area. As part of qualitative analysis 15 personnel from different institutions were interviewed through KII checklist for gathering in-depth information and qualitative insights.

The results show that 87.62% of the respondents watch television. But the frequency of watching television differs as 40.48% of them watch television regularly almost daily, 30.95% falls in the category of “sometimes”- twice a week and 16.19% watches television twice a month. For measuring the perception about quality education we asked respondents, 48.57% of the respondents answered correctly that quality education depends on grade specific competency which develop problem solving skill; and learner will be acquiring social values and norms. Though, they have been asked through structured open-ended question as because of giving clue to the respondents. However, 65.71% of the respondents opined that media is playing a role in creating awareness for advancing quality education at rural area though 27.14 % of the respondents gave opposite opinion and 7.14% of the respondents did not give answer yes or no. Of them who watch television, 75.71% think that there are no specific TV programs which addressing grade specific competency. 19.05% gave opinion that they do not know actually and only 5.24% said “yes” there are some TV programs which promotes grade specific competency. But 73.21% of the respondents said that TV program has direct influence in advancing social education whereas less than 1% opposed; 25.84% do not know actually whether the TV program has direct influence in advancing social education or not. Whereas 27.6% of the respondents mentioned that the Meena Kartoon has positive impact in advancing social education while 19.5% of the respondents said Sisimpur is playing the same role. These are 21.2% and 15.0% of all the answers respectively. On the other hand, 26.7% of the respondents did not response on it; that is 20.4% of all the answers. Lack of expert and coordination among government who are working in both education and cultural ministry are also the leading factors to design program addressing quality education for TV channel, KII findings show.

As part of mass media's role concerned ministry of mass communication can promote 1) School based program telecasts for encouraging students 2) Installing school based e-learning system 3) Installing school based news corner and internet system for advancing quality primary education at local level, 30% of the respondents recommended. 36% of the respondents think that model class encompassing grade specific competency can be supportive for both teachers and parents in advancing quality primary education if mass media telecasts at regular basis. Approximately 19% of the respondents gave strong emphasize on telecasting exam preparation program for PSC. On the other hand, only 1% of the respondents did not response on it.

Parents awareness on quality education depend upon the availability of TV programs focusing education, time of program telecast, duration of program, necessary training for parent's awareness and the relationship between parents and teachers. Considering the factors mentioned above concern authority should take appropriate measures for designing TV program emphasizing quality education, organizing training for parents of primary school going children so that they can take initiative at their home for achieving targeted skill, program on-air time and duration can be adopted following exact reality of rural areas; and to strengthen parents-teacher relationship school must call regular parents meeting for discussing the student's progress.

Chapter 1: Introduction

1.1 Background of the Study:

The Government of Bangladesh considers education as a basic human need and a key factor in the overall sustainable development of the country. Meanwhile it has remarkably progressed in achieving target in terms of quantitative figures in education sector as 100% enrollment has been ensured in the catchment area, gender parity reduced, and dropout rate decreased. In 2016, over 21 million students were enrolled from Pre-primary to Grade 5 in all types of formal and non-formal schools. The prevalence of over-age children is consistent with previous years. Both the Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) increased over the past year. The GER was 112.1% (boys 109.3% and girls 115%) in 2016 up from 109.2% in 2015. The NER was calculated to be 97.96% (boys 97.1% and girls 98.8%) in 2016 up from 97.94% in 2015. The gender parity index was 1.05 for the GER and 1.02 for the NER in 2016, indicated that a higher percentage of girls than boys were attending primary school (BANBEIS 2016). However the gender gap has narrowed significantly compared to the PEDP3 baselines of 1.09 for the GER and 1.06 for the NER. In 2016, the lowest percentage of enrolled boys was observed mainly in the southern-eastern part as well as in northern districts. The primary education cycle completion rate rose from 60% in 2010 to 81% (Boys 77.7% and Girls 83.9%) in 2016, including a gain of nearly 5 percentage points between 2010 and 2016. The main factor that has contributed to this rapid improvement appears to be the introduction of PECE as more students outside of GPS/NNPS sat for the exam. The survival rate is the percentage of a cohort of students enrolled in Grade 1 who reach Grade 5. Similar to the cycle completion rate, the overall trend of both cycle completion and survival to Grade 5 rates has risen significantly since 2010. The survival rate was 67.2% in 2010 and 82.1% (Boys 78.6% and Girls 85.4%) in 2016. Repetition and cycle dropout rates are the key internal efficiency indicators that show how the system converts inputs (budgets) into outputs (students who completed primary education). In 2016 repetition rate stood at 6.1% (Boys 6.4% and Girls 5.8%) in all grades, significantly improved from the PEDP3 baseline of 12.6%. The dropout rate has fallen markedly since 2008 (it was at approximately 50% in 2008) and 19.2% (Boys 22.3% and Girls 16.1%) in 2016 (ASPR 2017 Report). This is a marked achievement and DPE has taken special efforts to reduce the dropout rate gradually.

Ensuring the timely delivery of textbooks has been a major achievement in the PEDP3. In 2010, only one-third of the schools received their textbook within the first month of the school year. In

2016, more than 99% of the schools received their textbooks on time and 87% of the schools received their textbooks before the start of the academic calendar. The percentage of teachers who meet the minimum professional qualification to at least C-in-Ed was above 83% in 2010 but had improved to 94.3% (Male 94.8% and Female 94.1%) in 2016. Among the various groups of teachers, both male and female Head Teachers in GPS and NNPS have almost met the PEDP3 target of 95%. Both male and female Assistant Teachers in NNPS (77%) are the group furthest from achieving the PEDP3 target of 95% by 2017. In terms of the two types of in-service training (subject based and sub-cluster), there was an increase in the annual coverage of the sub-cluster training in 2016 (88%). There has also been an increase in subject based training for classroom teachers. But in 2016, only 92.2% of Head Teachers received subject-based training compared to 84.7% in 2010.

1.2 Statement of the Problem:

Ensuring quality education for all still is a great challenge for us, though Bangladesh achieved its MDG's goal by 2013 as 100% enrollment has been ensured in the catchment area, gender parity reduced, and dropout rate decreased (EFA 2015 National Review). The achievement of grade-wise and subject-wise learning outcomes or competencies is the ultimate outcome in the primary education sector for ensuring quality education. But The National Student Assessment (NSA) report 2015 which is the only process to assess learning achievement that shows the frustrating results as the average scale score for Bangla was 100.2 (104.2 in 2013 and 102.2 in 2011) and 112 (115.2 in 2013 and 116.2 in 2011) in Grade 3 and 5 respectively. This difference indicates insignificant growth in Bangla skills and understanding from Grade 3 to Grade 5 especially in 2015. Around 65% of Grade 3 students performed at Grade 3 level or above in 2015 compared to 68% in 2011 and 75% in 2013.

In rural areas it has been a great challenge as they are almost out of modern technology as well as qualified teacher. Bangladesh government has been trying to address the issues seriously at the every corner of Bangladesh and government already declared it as a war against illiteracy. And this is also a global commitment as Bangladesh decided to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. By 2030, 100% net enrollment rate for primary and secondary education should be achieved and percentage of cohort reaching grade

5 to be increased to 100% from current 80%, Bangladesh has committed to bring it action. Already, The Government has integrated the SDGs into its 7th Five Year Plan 2016-2020 (7FYP), which reflects its core sustainable development goals. Although it has been remarkably successful in reducing poverty in the last decades, a quarter of the populations are still living below the poverty line (SDGs and country process in Bangladesh, March 2017).

However, in the present context government should include all sectors in achieving SDGs-4 because it is not only a duty of Ministry of Primary and Mass Education though they can play a key role but also the important role of other institutions which are very influential. In this case media is a vibrant form which addresses the issues publically. We in Bangladesh are now in a state of media expansion. A large number of people here depend on newspapers and broadcast media for entertainment. But media also has an important educational role: Students from rural areas can take lesson from watching certain television programs. They also can learn a lot of things listening to radio. And almost every national daily, both Bangla and English, has its education page; they published both institutional and general knowledge based reports for students. In the page, they published educational articles written by teachers, trainers, students, and experts. It also publishes different difficult explanations, questions and answers of primary, secondary and higher secondary levels.

Our study is aiming to investigate the impact of mass media on education as how it is the influential factor to ensure quality primary education as well as in advancing social education. Considering the mentioned above context we will try to evaluate the present situation and will make the progression path so that media can play an important role to promote quality education and lifelong learning opportunities for all.

1.3 Justification of the Study:

Quality education is the key to a nation's development. A properly educated nation, which is modern in genius and intellect and forward-looking in thinking, can only put the country at the zenith of its development. That's why education is the backbone of a nation.

In Education Policy-2010, the chapter of Education: Aims and Objectives declared that the aims, objectives, goals and principles of the Education Policy will be as (17) “to ensure proper quality of education at each level and to correlate the competencies learnt at the earlier level (as per the aims and objectives of education) with the next one to consolidate the formations of knowledge and skills; to promote extension of such knowledge and skills; to enable the learners to acquire these skills; to motivate the people to participate in the educational process, at the primary, secondary and vocational levels, in particular to realize the objectives of education.” Also the aims and objectives of Primary Education under this policy states that- “make them (students) motivated and capable of pursuing higher education through ensuring the qualitatively adequate marginal skills at respective levels of studies; To achieve this, adequate number of quality teachers will be appointed. Besides, the development of physical infrastructure, favorable social ambience, competent pedagogy, warm teachers-students relationship and the respectable status of women has to be ensured.”

Defining quality of education is an important phenomenon which may uncover the abstract term quality. In this study, we want to investigate that how media can contribute in advancing quality primary education. Though, a conventional definition of quality includes literacy, numeracy and life skills, and is directly linked to such critical components as teachers, content, methodologies, curriculum, examination systems, policy, planning, and management and administration. However, UNICEF strongly emphasizes what might be called desirable dimensions of quality, as identified in the Dakar Framework. Its paper *Defining Quality in Education* recognizes five dimensions of quality: learners, environments, content, processes and outcomes, founded on ‘the rights of the whole child, and all children, to survival, protection, and participation’ (UNICEF, 2000). Like the dimensions of education quality identified by UNESCO (Pigozzi, 2004), those recognized by UNICEF draw on the philosophy of the Convention on the Rights of the Child.

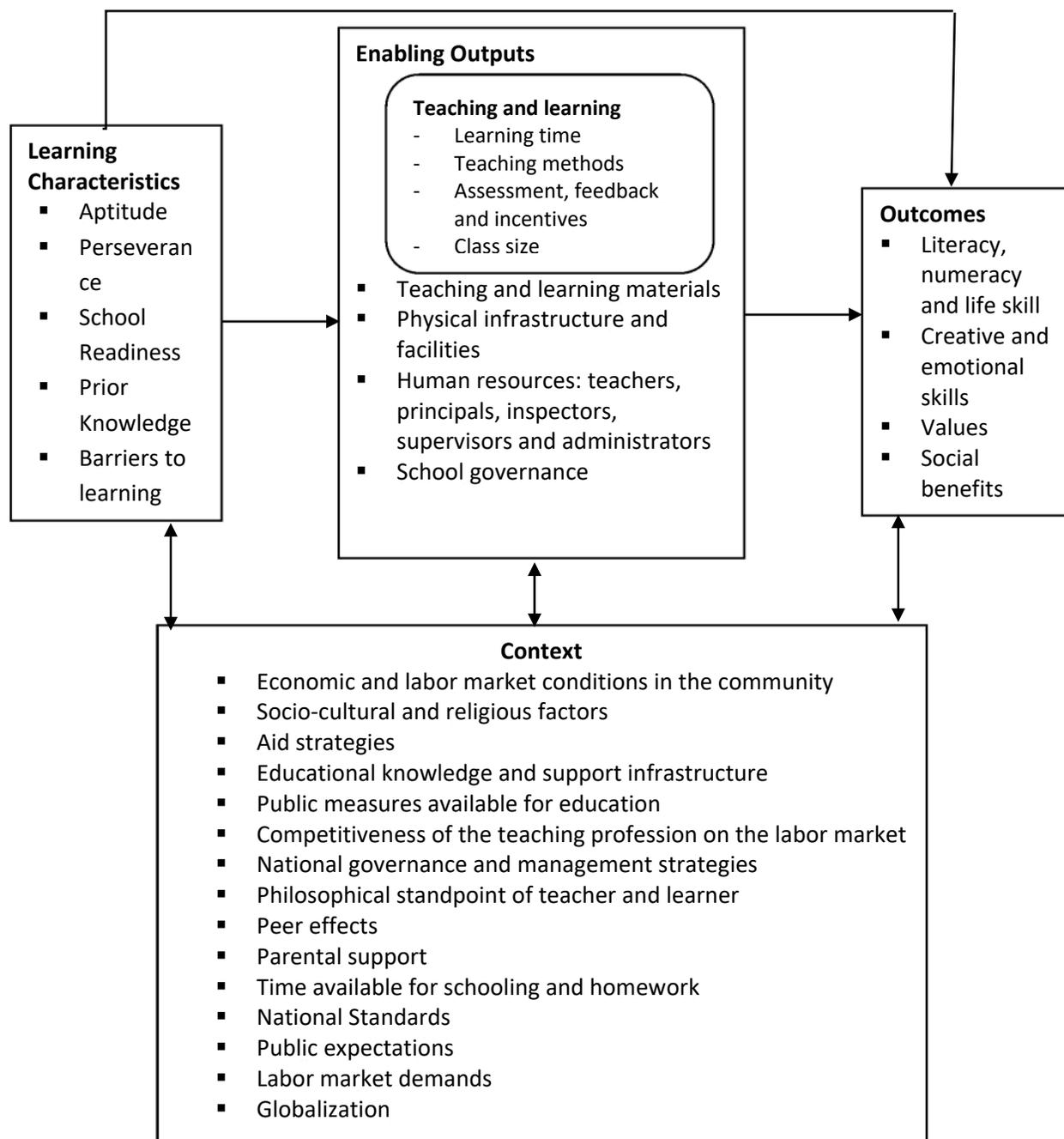


Figure 1.1: A framework for understanding education quality

Figure 1.1 indicates, the teaching and learning process is closely nested within the support system of inputs and other contextual factors. Teaching and learning is the key arena for human development and change. It is here that the impact of curricula is felt, that teacher methods work well or not and that learners are motivated to participate and learn how to learn. While the indirect

enabling inputs discussed above are closely related to this dimension, the actual teaching and learning processes (as these occur in the classroom) include student time spent learning, assessment methods for monitoring student progress, styles of teaching, the language of instruction and classroom organization strategies.

According to quality education framework we should ensure that children will be capable of achieving grade specific cognitive skill and competency as well as they will be acquiring values and behaviors that the willingness of students to put into practices what has been learned. Though the school and parents are the sole agent for ensuring these skills to be met, but we are interested to know the media's role in this particular case as human being are to some extent dependent on the media to acquire the necessary skill and values. For this reason, we would like to see the impacts of media on parents and teachers to manage the environment at both school and home for their children's betterment.

In such situation, media can be used for alternative medium for parents to teach their children. Because, the some piece of information when conveyed on a printed page or over the telephone by radio or television will appear different and have entirely a different effect on us. Hence the effectiveness of a piece of information depends upon the medium through which it is imparted. Thus, the mass-media are not only the messages, but also the massage; because, it massages the sensory organs and stimulates them to respond actively. Hence, the mass media can be a very important for class room teaching as a part of the process of instruction.

However, the role of media in Bangladesh dates back to the war of independence in our country. In this war the media, mainly the Radio, plays an important role in inspiring the freedom fighters to go forward with brevity. Besides, in 1971, World Media also play a greater role in the war of independence of Bangladesh publishing the reports on war in world level. After the independence, they play a vital role in the development of politics at the time of political crisis in different Military regime in our country. In 2013, Media mainly social media plays a crucial role in uniting the general people to raise their voice against the verdict of the war criminal. Protest began right after the verdict was announced. Student organizations started the protest immediately after the Judgment in the Shahbag square that was the actual call for people to gather in the Shahbag square within half an hour of the Judgment. It took half an hour to spread out the call for protest through

different social media and later the satellite TV channels. Thus, Media play an important role in this protest. Besides in the recent time Media also reported on the killing of different bloggers and the different terrorist activities by different terrorist groups.

Moreover, Bangladesh has recently enacted a policy regarding broadcast of news and program named National Broadcast Policy 2013. In this policy it has been declared in the motive and aim of the broadcast policy (1.2.7) that “Raising awareness among the common mass about different issues of public interest through broadcast media so that they can participate in development programs, especially education, agriculture, women empowerment and poverty alleviation.” In chapter three: Program broadcast related regulations, the article (3.1.1) states that “the main purpose of program broadcast will be ensure free flow of information, spreading education, inspiring people to take part in development works and providing them a source of pure entertainment. All radio and television should follow this principle in broadcasting program and news.” Article 3.6: Educational Programs also declared that “the programs must relate to the betterment of the educational system for the overall benefit of the mass and may look forward to taking education to the poverty stricken people or people living in remote areas.”

However, mass media in education are mainly press, radio, motion-picture, television, etc. So mass media are many and these are technically called passive agencies of education. They influence the attitude and behavior of the people indirectly. These agencies cover entertainment, informatory propaganda, historical record, education and improvement of moral judgment and moral tone of the people. Media play a crucial role by providing guidelines to students in education sectors, by providing information about social problems to all sections of people in society, by providing political consciousness to the general people in political sectors. Besides, it also helps the people to raise a protest against any type of injustice. But this study mainly encompasses the role of media in advancing quality primary education in the rural parts of Bangladesh. This study also examines the public opinion and the present case to explore the role of media in advancing education in our country. Thus, this study will try to explore the impact of educational program on primary school going children to achieve specific skill and competency at each grade. Mass media is a broader aspect that includes both electronic and print media as well as social media, but in the context of rural area people are very used to have electronic media like television for getting information generally. Thus, we will be considering the television as a means of main media in our study.

1.4 Research Questions:

According to research objective we want to know the role of mass media in advancing quality primary education in the rural areas of Bangladesh. The research question might be followed by research objective; hence the research questions are-

- i. What is the relationship between educational programs aired by television and the quality education
- ii. Why media is important for advancing quality education at rural areas
- iii. How does the television influence parents and teachers in advancing quality education at both home and school?

1.5 Objectives and Goal:

To discover the extent the mass media is playing an important role in advancing quality primary education in the rural areas of Bangladesh.

The specific objectives of this study are as follows:

- i. To evaluate the role of mass media in advancing quality primary education in the rural parts of Bangladesh.
- ii. To determine the educational programs of television that are related to both academic and social education which promotes quality primary education

Chapter 2: Literature Review

Television is one of the key mediums of mass media that has been given considerable importance in many countries as a source and a tool of teaching. The success stories of using television for education in many countries has negated the concept that television is basically an entertainment oriented medium and it is hostile to thoughts. Television is adaptable and can follow different approaches when used in the different educational situations. The medium is used for formal, non-formal and informal education. To support formal education, television usually functions as supportive and reinforcement tool. Television can be attached with school curriculum and time tables. When systematically organized it takes the form of school broadcast. In non-formal education, television has a more specific role to play. When used as a part of multi-media communication tool, television can directly or indirectly teach the subject matter.

Z, Khan identified the two general problems related to explosions which today's world is facing in his study titled "Role of Mass-Media in Education in India". He termed as "information explosions" and the "population explosion". He defines Information explosion as an explosion of knowledge. He discussed that today, throughout the world, social and technological changes are taking place rapidly due to expanding world of information. He emphasized on educational technology for solving the today's cry for "more education to more people in less time". Both qualitative improvement and quantitative expansion of education can be facilitated and accelerated with the help of this mass media under educational technology. He strongly believes that the mass-media has come to our rescue to tackle this problem. (Khan, 2010)

Naveed gave importance on media's effective role. He believes that if media is to work as an effective teaching tool then certainly it is helping hand towards, achieving the aim and objectives of education. He mentioned that the television, as an important mass medium disseminates education through formal and informal methods. In the world of scramble; TV is more effective in teaching mathematics, science and social studies whereas history, humanities and literature have not benefited from this medium to the same degree, Naveed discussed in his study. (Naveed, 2011)

Television also continues to benefit the masses by making them conscious of the environment, rights, duties and privilege. It is a source of teaching etiquettes, language skills, hobbies, social relations and religious beliefs.

Role of television is neither fixed nor easily tangible and measurable. The role is directly related to the question of how the planners are serious and determined to use television. The role could either be enormous or, on the contrary very meager depending upon the specific tasks and available resources.

Researchers found that there are insufficient studies regarding the role of media in Bangladesh and it was difficult for the researchers to find out related studies. In Bangladesh, there are very few studies on it. Pradeep Kumar Dwivedi & Ingita Pandey discussed in details about the importance of in the creation of social awareness. They said that Media play an important role in increasing of public awareness and collect the views, information and attitudes toward certain issue. They also discussed how media play this role. (Pandey, 2013)

Dr. Syeda Rozana Rashid & Md. Azharul Islam examined media portrayal of violence against religious minorities in Bangladesh and the ways in which it influences public opinion taking the 2012 violent attack on a Buddhist community at Ramu, Cox's bazar as a case in their article "The Role of Media in Influencing Public Opinion on Violence against Minorities: The Case of Ramu in Bangladesh". But this article only discusses only the role of media in the Ramu case. (Islam, 2013)

Samia Rahman & Syed Mahfujul Haque Marjan analyzed that the current liberalized environment is characterized by information and knowledge. They also discussed about the both negative and positive role of Media in Bangladesh. They think that, Media is very powerful that plays a significant role in shaping public opinions and beliefs. But Political influence and pressure from the Government, self-censorship by journalists due to stress from upper hierarchy are just some of the factors that affects viewer's perception. Media is now playing a role for a change agent or a mediator of setting agenda in Bangladesh and the rest of the world and compared with the similar case studies as it is essential to know how media shape the public opinion and setting agenda and manufacture consent. (Marjan,2013)

Catherine Happer & Greg Philo also examined the impact of the media in the construction of public belief and attitudes and its relationship to social change. Drawing on findings from a range of empirical studies, they look at the impact of media coverage in areas such as disability, climate change and economic development. Thus they discussed about the role of Media in the social and economic development sectors in Bangladesh. (Philo, 2013)

Tshering Dorji also discussed about the role of media in the environmental sectors. He mainly pays the attention on the environmental consciousness avoiding the social and political consciousness in his article “Attitude towards Mass Media and its role in promoting Environmental Consciousness: An Empirical Investigation”. (Dorji)

Sheila S. Coronel discussed about the role of media in the democracy. It also discussed about how media institutionalized democracy of a country. Thus the media plays an important role making the government responsible to the people and deepen the democracy of a country. (Coronel, 2009)

Maria Salami also examined the role of media in the education sectors of our country in his article “Role of mass media in enhancing education in Bangladesh”. In this article she said that the role of mass media in a democratic country is similar to the role of judiciary and executive. To some extent, it plays a more effective role than judiciary and executive organs of the country. She also added that both the print and broadcast media can play a vital role in enhancing education in a developing country. Thus she mentioned the role of media in the education sectors of our country. (Salami)

There are few TV shows all over the world which promote academic knowledge directly; in Bangladesh the scenario is very poor. Sometimes the television acts as news agent carrying news on success and challenges of education. For example, they telecast the news on celebration of public exam results as well as future challenges, but they do not telecast the gradual progress or regress of education as part of tracking the government endeavors, though sometimes they outbreak the corruption news on particular cases of education sector.

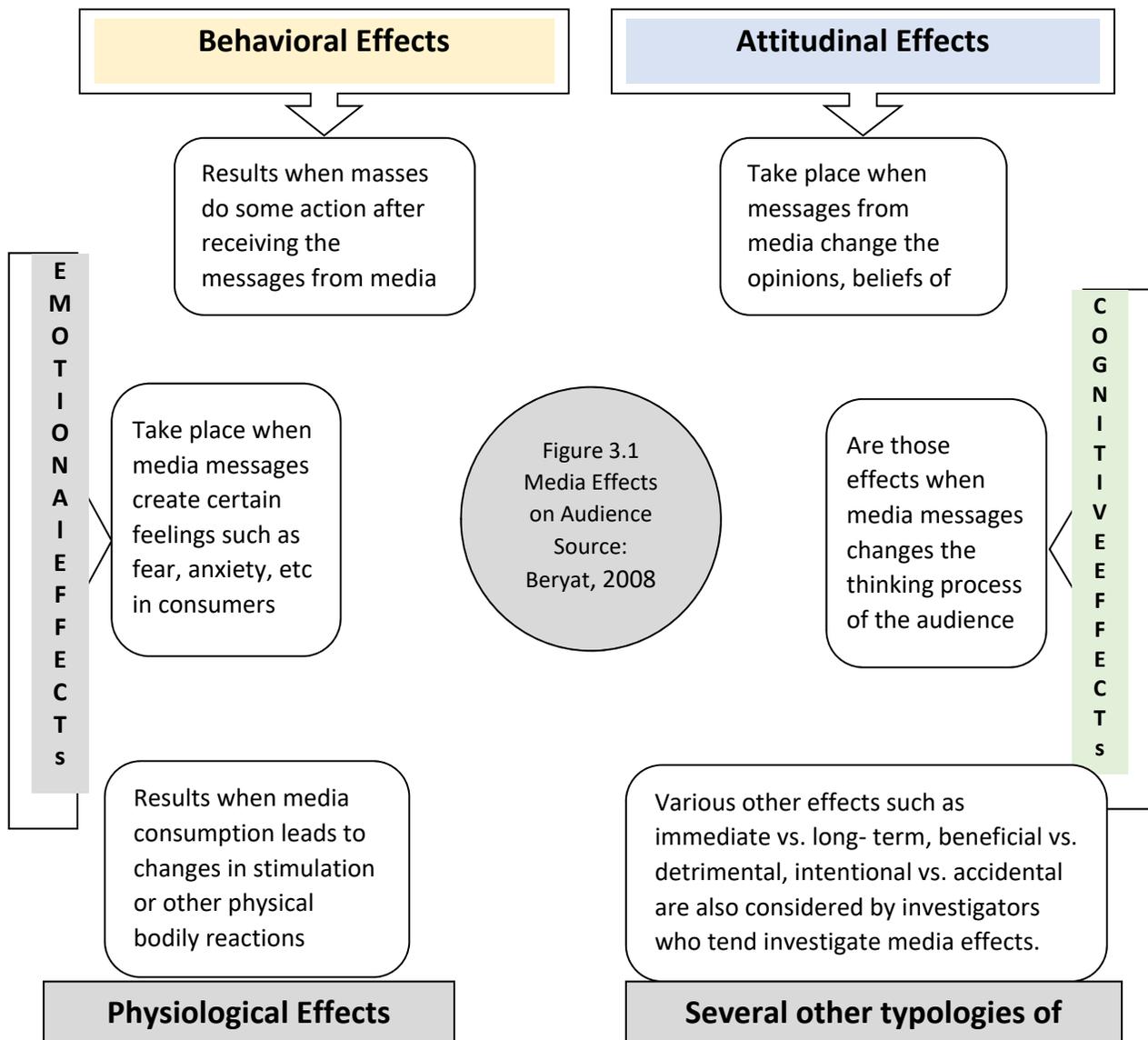
All these studies make a field for our research. We see that there is lack of research in addition to the role of Mass Media in advancing quality primary education in the rural Bangladesh. So, we conducted a survey among the parents of primary school going children of rural Bangladesh to know the viewers’ perception on the role of Media in advancing quality primary education. The lack of research also justifies this work. It would be a great opportunity to add academic works on the role of Media in Bangladesh.

Chapter 3: Theoretical Framework

Mass communication is a very complex system and has come a very long way over the years. Various communication researchers have developed different theories while exploring the relationship between mass media and media audience. Newbold (2002) opined that throughout the history of media research, a prevailing concern has been about media's influence upon knowledge, beliefs and behavior of individuals. Baran (2002) stated that different mass communication theories explain and predict social phenomena in relation with communication process. These theories try to relate mass communication to different aspects of individuals which includes personal and cultural lives or social systems in which they are living.

Although many theories have been developed over the period of time but there is no single theory which can be universally accepted. Most of the communication researchers have tried to observe the effects on masses keeping in consideration the social and psychological changes that occur on mass media audience. While understanding different types of media effects, investigators observed that media messages have several effects on masses.

As opined by Beryant (2008) in the Figure 3.1, media effects are often classified into five categories: Behavioral, Attitudinal, Cognitive, Emotional and Physiological effects. The author argues that different media messages lead to different media effects on masses such as Behavioral effects could result in some kind of action, Attitudinal effect might change the beliefs and attitude of audience, Cognitive effects bring change in their thinking process and Physiological or Emotional effects may cause some kind of feeling or physical body reactions.



Therefore, various theories of Mass Communication like Hypodermic Needle Theory, Attitude Change Theory, Two Step Flow Theory, Cultivation theory, and Dependency theory, Uses and Gratification Theory and Agenda Setting Theory have been discussed in the development sector for many years. The sociological approach to mass communication theories is based on the assumption that there exists a definite relationship between media usage and individuals. However, all of them mentioned above are not complying with our study as this study is trying to find out how media affects cognitive learning, behavior and attitude. Even though, not a single theory will conform to this study. So, we have to identify the theories which fit for our study objectives.

Over the years, with the widespread reach and popularity in the communication technologies various communications researchers have brought forward different beliefs in terms of media effects. According to McQuail (2010) argued that the study of mass communication is based on the postulation that the media have effects on masses. Different communication scholars have categorized effects of mass media in different ways depending upon the nature and purpose of media messages. There are many ways in which media influences people, for example, we dress for the weather as per forecast by the satellite and news given in media, go for shopping, movie after seeing advertisements in media and so on. Many people copy the acts of violence and our minds are full of information as enthused by media portrayals.

However, in the middle of the 20th century, mass communication researchers soon began to discover the psychological approach of individuals to understand the communication effects. The stimulus – response (S-R) model which focused an immediate and direct effect resulting in the change of attitude, belief or behavior was replaced by S-O-R model in the 20th century taking into consideration that various factors causes selective influence on the behavior of the individuals.

Attitude Change Research argues that although same messages are delivered to masses by media but each individual receives and interprets the media messages in a different way. The findings of American researcher Carl Hovland emphasized that media audiences are very selective by nature. Media audiences are heterogeneous in nature and follow the selectivity process i.e. selective exposure, attention, perception and retention.

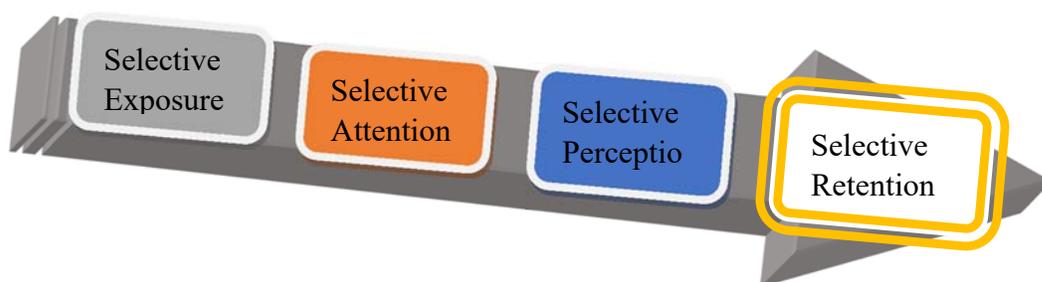


Figure 3.2: Individual Selectivity

Stimulus–Response Theory led behaviorists to ponder whether there exist some mediating factors between Stimulus and response that affects behavior of the audience. Such arguments and assumptions lead to the foundation of Cognitive Social Learning Theory. This theory evolves under the umbrella of behaviorism of individuals.

As mentioned by Bandura (1977) the Social Cognitive Theory is concerned with behavioral effects i.e. how behaviors are learned. Cognitive Social Learning theory, states that people will imitate behaviors of others.

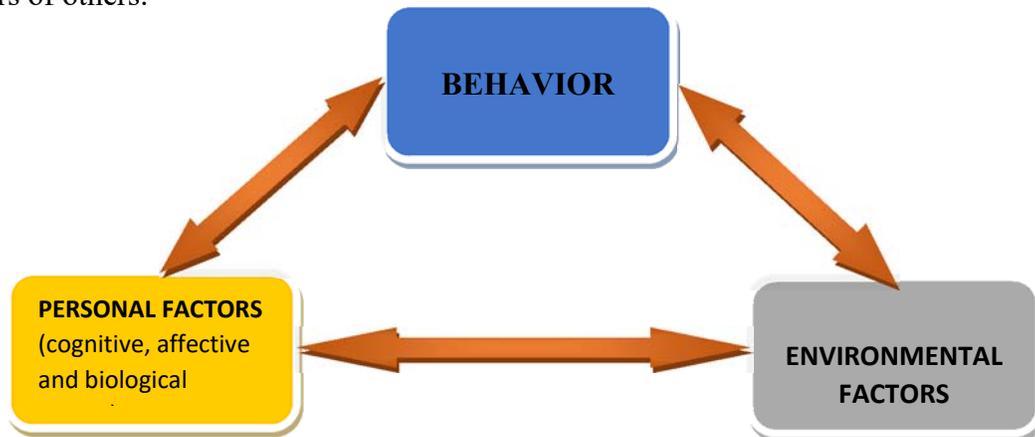


Figure 3.3: Cognitive Social Learning Theory

Our study complies with this Cognitive Social Learning Theory as mass media is playing like selective exposure which helps viewers experiencing attention. Through this process viewers perceive the information that leads to selective retention. For this study we aim that our respondents (parents and teachers) will be experiencing awareness through particular TV program for fostering quality primary education for their children/students.

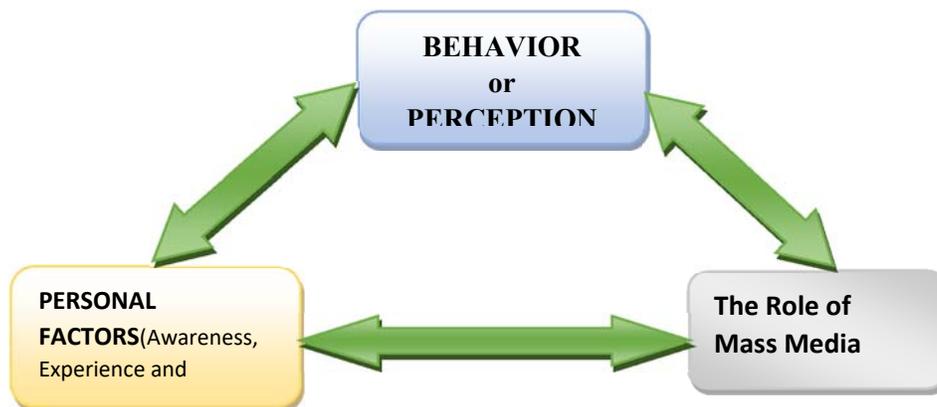


Figure 3.4: Behavioral effects due to media's role

Chapter 4: Research Design and Methodology

4.1 Research Methodology:

As the research related to mass communication involves multidisciplinary approach, so the research methodology of this study has been the mixed method where both qualitative and quantitative methods have been applied instead of relying only on one to examine the mentioned the research question. This is actually top down approach as at first we have to

divide whole country into four parts according to geographical diversity along with considering literacy rate. After then we can follow multistage sampling for choosing district, upzila, union, village and school.

For this study, we used both primary and secondary data. Primary data has been collected by using both qualitative and quantitative data collection tools. Secondary data collected from literature review, desk research and from secondary data source of relevant department or ministry.

Questionnaire survey and KII have been applied here for gathering primary information from school teachers and parents; and key informant interviewer from the proposed study area. School teacher and parents of primary school going children are our primary data source for gathering quantitative data. A certain number of parents of students from proposed study area will be interviewed on some specific questions related role of mass media in education. Upon the same topic school teachers, concerned media personal, respective government officials and educationist will be asked through KII checklist focusing on mass media and education.

4.2 Study Area:

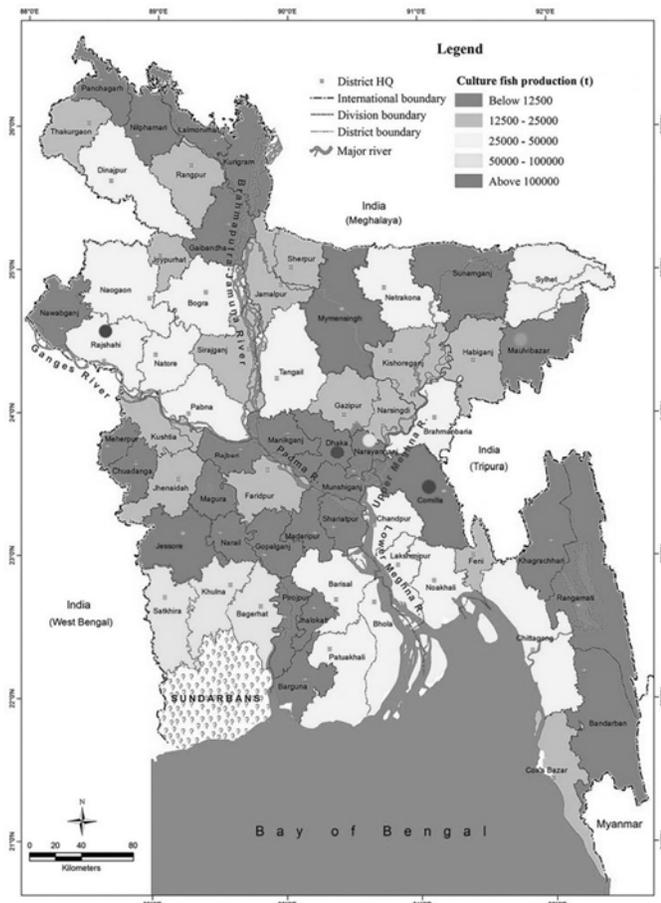
As the study permits generalization of whole country for meeting the research objective, so the study area must be representative of the study population. Due to limited resources and time constraint we could not cover all the areas of rural parts of Bangladesh. In this regard, we have selected the study area purposively as if the characteristic of selected area reflects the geographic condition of four major parts of Bangladesh. As many researchers say that Bangladesh can mainly be divided into five geographical parts as each part holds homogeneity as much as possible. For example, the Northern Part of Bangladesh is covering greater Rajshahi and Rangpur in which the cultural and geographical context are nearly similar and the Southern part that encloses greater Khulna and Barishal is also alike. Similarly the greater western part which includes Chittagong region is also different from eastern part (greater Sylhet) of Bangladesh. The middle part of Bangladesh that encompasses greater Dhaka division is quite different from other parts of Bangladesh due to its geographic condition as well as cultural context. And the study also suggests that the geographic condition might

impacts the literacy rate of the particular areas. However, the proposed study area of this study area could be as follows:

Table 1: Study area

SI	Proposed Study Area	District	Division
1	GodagariUpzila	Rajshahi	Rajshahi
2	Bandar Upzila	Narayangonj	Dhaka
3	MeghnaUpzila	Comilla	Chittagong
4	RajnagarUpzila	Moulvibazar	Sylhet

However, due to budget and time constraint we have selected four divisions; in which four upzilas from four districts have been selected purposively. The detail has been discussed in the sampling part. Also the proposed study area along with district and division has been shown in the below MAP:



MAP 1: The Bangladesh MAP where study district marked in different colors; Narayangonj marked by yellow, Comilla marked by red, Rajshahi marked with red also and Moulvibazar marked by green circle

4.3 Study Population and Sample Size:

The school teachers and parents of primary school going children under mentioned above study area are our main respondents. The population size of the study area is unknown to us. Education expert, local government officials, media personnel, national level government officials and government officials of relevant department are our key informant.

For conducting household survey we need to determine the sample size from the study population. In case of infinite population the below formula used for determining sample size:

$$S = \frac{z^2(p)(1 - p)}{c^2}$$

$$S = ((1.96)*(1.96)*(0.5)*(0.5))/((0.07)*(0.07))$$

S= 196; at 95% confidence level with 7% confidence interval

Where,

Z = Z-value (e.g. with a normal distribution the value is 1.96 for 95% confidence level)

p = percentage picking a choice (when determining the sample size for a given level of accuracy the worst case percentage, 50%, is to be used).

c = confidence interval.

The derived sample sizes are based on unknown population size. Thus, for the economic reason and time constraint we propose to fix the sample size of this study would be **196** at 95% confidence level with CI of 7; which would represent the study population. Instead, we propose 210 for fitting sample size within study area.

210 interviews have been conducted from school teachers and parents of primary school going children. In this case we identified 16 government primary schools from the proposed study area. 13 respondents from each school catchment area have been interviewed as four schools selected from each upzila. Of them, 06 school teachers including head teacher, 07 parents including SMC member have been interviewed from each school catchment area, though the parents of school going children have been selected randomly on the basis of students who are studying in such school; and 05 class teachers for five different grades also been chosen for interview. Attendance register used for a sampling frame as five students according to their roll number from each school as one student from one grade picked up randomly for identifying parents for each school catchment area. Obviously, male-female ratio has been considered. The below table shows the detail data collection plan:

Table 2: Sample size

SI	Name of Division	Name of District	Name of Upzila	Number of School	Number of Respondents
1	Dhaka	Narayangonj	Bandar Upzila	04	52 (4*13)
2	Chittagong	Comilla	Meghna Upzila	04	52 (4*13)
3	Sylhet	Moulvibazar	Rajnagar Upzila	04	52 (4*13)
4	Rajshahi	Rajshahi	Godagari Upzila	04	54 (4*13)+2
Total				16	210

Note: 13 respondents from each school catchment area have been interviewed as four schools selected from each upzila; and additional 02 parents from Godagari Upazila were interviewed based on their demand.

As part of qualitative analysis 11 personnel from different institutions were interviewed through KII checklist for gathering in-depth information and qualitative insights.

4.4 Data Collection Mechanism:

Table 4: Data collection tools and type of data to be gathered

		Data Collection Tools	Expected data to be gathered	No.
Secondary Sources		<ul style="list-style-type: none"> Reviewing the Education Policy Reviewing the Broadcasting policy Reports of MDG progress report. Reports of SDG 	<ul style="list-style-type: none"> Information on education key issues and challenges to be addressed To determine linkage between education and mass media in achieving results in quality education To understand the country's progress in achieving MDG's target for primary education To find out the SDG's targets and indicators for primary education and gather information for measuring the results and outputs over the targeted period 	
		Reviewing documents produced by other entities (journal articles, newspaper reports and articles, government policy documents, etc.) on relevant issues	<ul style="list-style-type: none"> Overall comparison with other similar interventions Information on government's current efforts and capacity on mass media involvement Information about the effectiveness of media's Role 	
		Reviewing the survey reports produced by BBS and BANBEIS (HIES, Population census, etc.)	<ul style="list-style-type: none"> To point out the current educational scenario 	
Primary Sources	Quantitative Data	Questionnaire survey on project beneficiaries	<ul style="list-style-type: none"> To evaluate the role of mass media in letting parents be motivated to send their kids to school regularly To examine the role of media in enhancing social education in the rural parts of Bangladesh To find out the specific program or activity broadcasted by mass media to achieve 100% net enrolment rate in primary school To determine the activities of mass media that are executing in the rural areas to promote quality primary education To assess the media's role in unlocking the sustainable goal of education to rural people of Bangladesh 	210*
	Qualitative Data Collection Tools	KIIs <ul style="list-style-type: none"> Local and national media personnel- 10 (TV) Relevant government officials- 10 (Information officer, primary education officer, educationist) 	<ul style="list-style-type: none"> To find out the specific program or activity broadcasted by mass media to achieve 100% net enrolment rate in primary school To determine the activities of mass media that are executing in the rural areas to promote quality primary education To assess the media's role in unlocking the sustainable goal of education to rural people of Bangladesh 	20

*Details of quantitative survey technique is provided in prior section

4.5 Data Processing:

Generally, data processing depends on the nature of data; for quantitative analysis of pure quantitative data, it is necessary to use statistical software (SPSS) to infer the research objective. However, in qualitative approach of study, it is not mandatory, but, to some extent, we may use electronic device for analyzing demographic status of respondents. In this study, both Statistical Software (SPSS) and MS (word, excel, power point) have been used for representing the quantitative and qualitative information that has been collected through data collection tools in an organized and written manner illustrating different types of tables as well as graphs.

4.6 Ethical Considerations:

Ethical considerations in ethnographic and educational research have been receiving more attention day by day. There are some primary ethical obligations to the subjects with whom the researchers work (American Anthropological Association 1997). This is an issue that needs to be considered not only during fieldwork, but also in preparing the report including interpretation and analysis of data and dissemination of findings (Alderson 1995). During fieldwork the research assistants firstly explained the objective of the study including the techniques they intend to apply to the school authority and the upazila education officers. The fieldwork started after getting their consent. Before every interview, FGD or observation the respondents were informed about the purpose of the events. Without the consent of the informants no information was recorded. It was assured that all sensitive issues and the identity of the concerned persons would be kept confidential. Talking with the children is very special – nothing was discussed with them, which might be harmful for them. In considering the workload of the teachers, SMC members, villagers and the education officials, work schedule was often adjusted with their activities and sometimes squeezed into their daily routine. Each research assistant spent some days for rapport building at the beginning of the fieldwork. Even then, some informants felt disturbance at the appearance of the research assistants. The situation gradually improved within two/three weeks after starting the work. We did not seek permission from the informants or the school authorities to use their names in the report. Thus, in reporting the findings we tried our best to keep anonymity of research participants by using fictitious name of the persons and the schools.

Chapter 5: Result Analysis and Discussion

5.1 Demographic Information:

A total of 210 respondents were participated into the study. 69% of the study population were female and 31% were male. Table 5.1 shows the distributions of demographic characteristics.

Table 5.1.1: Socio and Demographic Information of Respondents

Item Description	Category	Frequency of Respondents	% of Total Respondents	Mean
Age (years)	20-29	44	21.0	35.19
	30-39	99	47.1	
	40-49	60	28.6	
	50-59	07	3.3	
Sex	Female	145	69	Not applicable
	Male	65	31	
Race	Bengali	206	98.1	Not applicable
	Aborigines	04	1.9	
Religious preference	Islam	182	86.7	Not applicable
	Hindu	24	11.4	
	Christian	3	1.4	
	Buddhist	1	0.5	
Geographic Location	Chattagram	54	25.7	Not applicable
	Sylhet	53	25.2	
	Dhaka	52	24.8	
	Rajshahi	51	24.3	

Table 5.1.2: Educational Status of Respondents

Variable	Category	Frequency of Respondents	% of Total Respondents
Education	Went to school but no pass	6	2.9
	Grade 1	7	3.3
	Grade 2	4	1.9
	Grade 3	6	2.9
	Grade 4	12	5.7
	Grade 5	26	12.4
	Grade 6	13	6.2
	Grade 7	9	4.3
	Grade 8	15	7.1
	Grade 9	12	5.7
	Grade 10	22	10.5
	SSC/Dakhil pass	1	.5
	HSC/Alim pass	23	11.0
	BA/Fazil Pass	18	8.6
	Honors	11	5.2
	MA/Kamil pass	17	8.1
	Dont know	1	.5
	Pre-Primary	1	.5
	Never been to school	6	2.9
	Total		210

Table 5.1.3: Information of Respondents' Profession

Variable	Category	Frequency of Respondents	% of Total Respondents
Profession	House wife	103	49.0
	Farmer	13	6.2
	Private Job	2	1.0
	Small business	14	6.7
	Mid-level business	5	2.4
	Primary Teacher	66	31.4
	High school teacher	1	.5
	Auto Driver	1	.5
	Day Laborer	5	2.4
	Total		210

Table 5.1.4: Status of Respondents' Income

Variable	Category (bdt)	Frequency of Respondents	% of Total Respondents	Mean (bdt)	Standard Deviation
Income (Monthly)	1000-9000	42	20.0	17255.74	8391..09
	10000-19000	78	37.1		
	20000-29000	72	34.3		
	30000-39000	14	6.7		
	40000-49000	02	1		
	50000-59000	02	1		
	Total		210		

5.2 Testing for Normality Test for Age and Income:

An assessment of the normality of data is a prerequisite for many statistical tests because normal data is an underlying assumption in parametric testing. There are two main methods of assessing normality: graphically and numerically. SPSS Statistics outputs many table and

graphs with this procedure. One of the reasons for this is that the **Explore...** command is not used solely for the testing of normality, but in describing data in many different ways. When testing for normality, we are mainly interested in the **Tests of Normality** table and the **Normal Q-Q Plots**, our numerical and graphical methods to test for the normality of data, respectively.

The below table presents the results from two well-known tests of normality, namely the Kolmogorov-Smirnov Test and the Shapiro-Wilk Test. The Shapiro-Wilk Test is more appropriate for small sample sizes (< 50 samples), but can also handle sample sizes as large as 2000. For this reason, we will use the Shapiro-Wilk test as our numerical means of assessing normality.

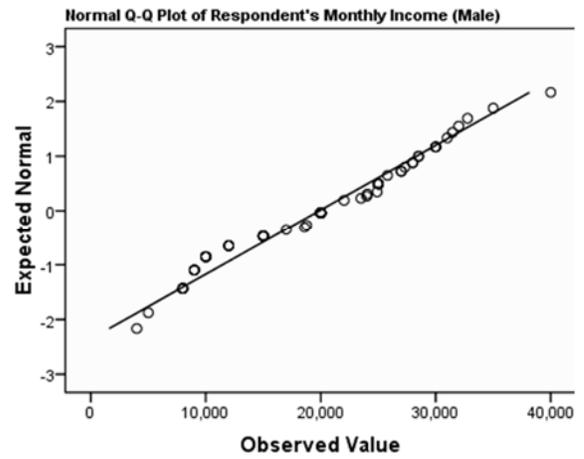
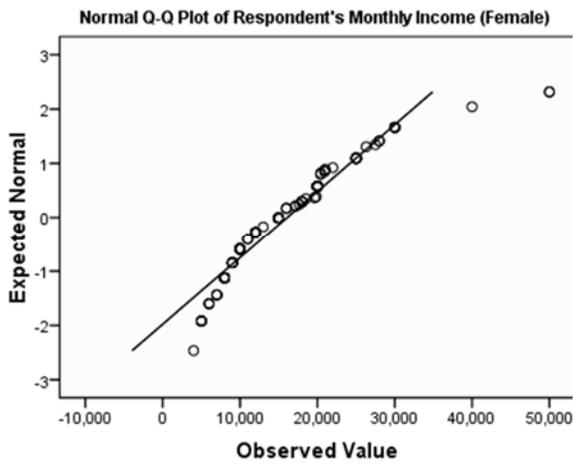
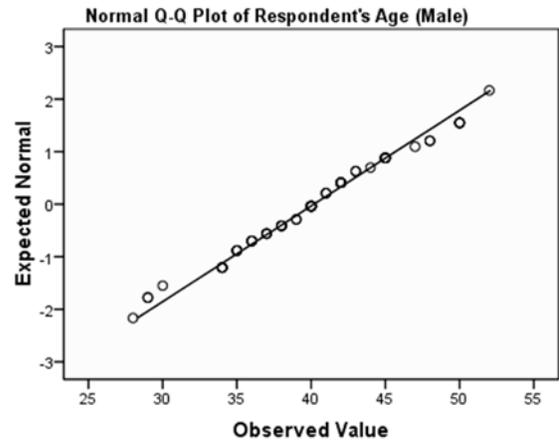
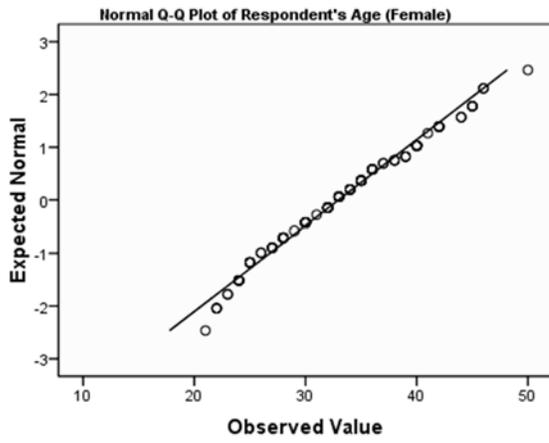
Table 5.2.1: Tests of Normality for Age and Income

Variable	Respondent's Gender	Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Respondent's Age	Female	.071	145	.072	.980	145	.029
	Male	.094	65	.200*	.976	65	.230
Respondent's Income	Female	.120	145	.000	.903	145	.000
	Male	.110	65	.049	.964	65	.058

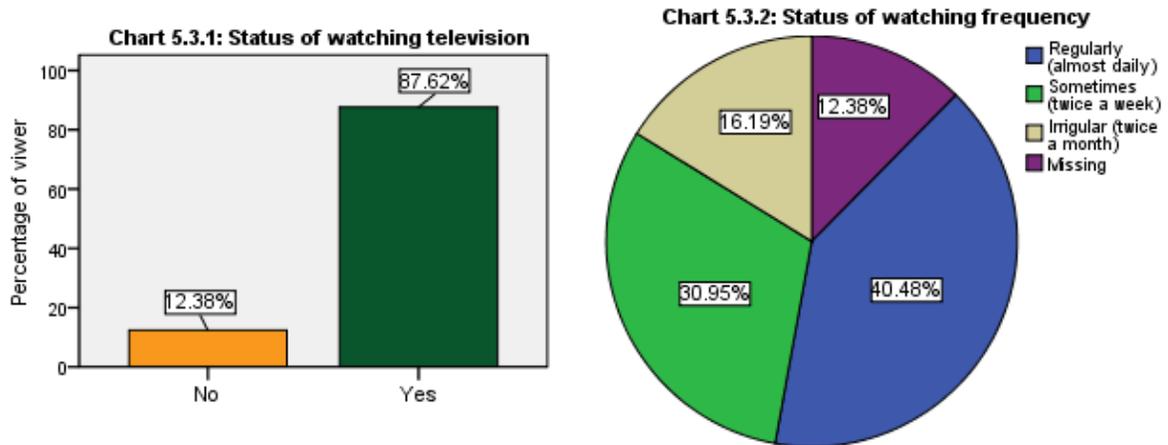
We can see from the above table that for the “Female” and “Male” Group the dependent variable, "Age", is normally distributed because the **Sig.** value of the Shapiro-Wilk Test is greater than 0.05 for Male group and the **Sig.** value of the Kolmogorov-Smirnov Test is greater than 0.05 for Female group.

Similarly, we can say that data for “Male” group for the dependent variable “Income” is normally distributed as because of the greater **Sig.** value of the Shapiro-Wilk Test.

Normal Q-Q Plot for Age and Income:



5.3 Status of TV viewer at community level:



The graph 5.3.1 represents the status of respondent's watching television. 87.62% of the respondents watch television. But the frequency of watching television differs as 40.48% of them watch television regularly almost daily, 30.95% falls in the category of "sometimes"- twice a week and 16.19% watches television twice a month. (Chart 5.3.2)

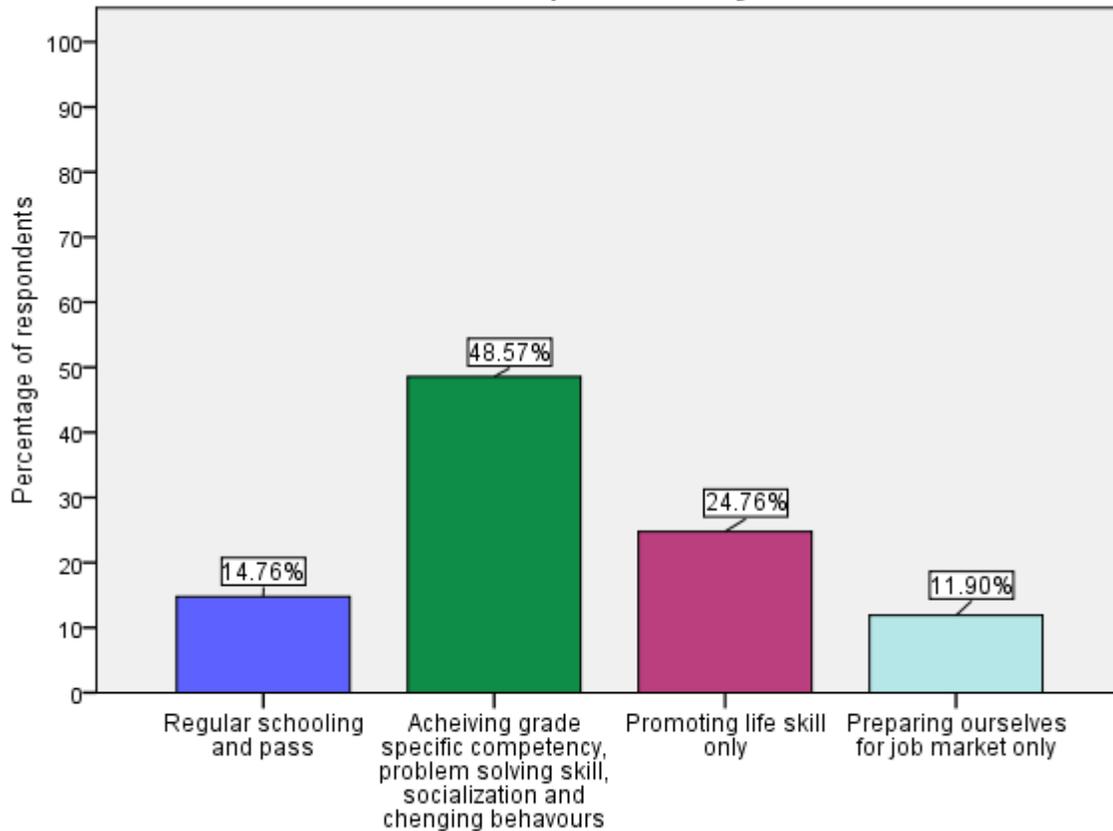
Table 5.3.1: Frequency of watching television by division

Name of Division	How frequent do you watch television			Total
	Regularly (almost daily)	Sometimes (twice a week)	Irregular (twice a month)	
Chattagram	13 (7.1%)	13 (7.1%)	20 (10.9%)	46 (25.0%)
Dhaka	47 (25.5%)	6 (3.3%)	0 (.0%)	53 (28.8%)
Rajshahi	5 (2.7%)	37 (20.1%)	10 (5.4%)	52 (28.3%)
Sylhet	20 (10.9%)	9 (4.9%)	4 (2.2%)	33 (17.9%)
Total	85 (46.2%)	65 (35.3%)	34 (18.5%)	184 (100.0%)

However, Dhaka division ranks top in watching television among all other divisions. 25.5% of the respondents of Dhaka division watch television regularly while only 2.7% of Rajshahi and 7.1% of Chattagram falls in this category. Sylhet ranks second in the frequency of watching television.

5.4 Knowledge about Quality Education:

Chart 5.4.1: Perception on Quality Education



According to quality education framework children will be capable of achieving grade specific cognitive skill and competency as well as they will be acquiring values and behaviors that the willingness of students to put into practices what has been learned. For measuring the perception about quality education we asked respondents, 48.57% of the respondents answered correctly that quality education depends on grade specific competency which develop problem solving skill; and learner will be acquiring social values and norms. Though, they have been asked through structured open-ended question as because of giving clue to the respondents.

Table 5.4.1: Perception on Quality Education Regarding Gender

Indicator of Quality Education	Respondent's Gender		Total	Chi-square (P-Value)
	Female	Male		
Regular schooling and pass	22(10.5%)	9(4.3%)	31(14.8%)	.036
Achieving grade specific competency, problem solving skill, socialization and changing behaviors	67(31.9%)	35(16.7%)	102(48.6%)	
Promoting life skill only	43(20.5%)	9(4.3%)	52(24.8%)	
Preparing ourselves for job market only	13(6.2%)	12(5.7%)	25(11.9%)	
Total	145(69.0%)	65(31.0%)	210(100.0%)	

We also tried to investigate the gender based perception, we found that female counterparts are more confident about their perception on quality education than male counterparts; 31.9% of the female respondents correctly identified the statement of quality education while the percentage of male respondents was 16.7%.

In these results, the Pearson chi-square statistic is 8.522 and the p-value = 0.036. Therefore, at a significance level of 0.05, we can conclude that the association between the variables perception and gender is statistically significant.

Table 5.4.2: Perception on Quality Education Regarding Viewer Type

Indicator of Quality Education	Type of Viewer		Total	Chi-square (P-Value)
	Viewer	Non-Viewer		
Regular schooling and pass	28 (13.3%)	3 (1.4%)	31 (14.8%)	.656
Achieving grade specific competency, problem solving skill, socialization and changing behaviors	90 (42.9%)	12 (5.7%)	102 (48.6%)	
Promoting life skill only	46 (21.9%)	6 (2.9%)	52 (24.8%)	
Preparing ourselves for job market only	20 (9.5%)	5 (2.4%)	25 (11.9%)	
Total	184 (87.6%)	26 (12.4%)	210 (100.0%)	

In our study, we also found that perception may vary due to viewer type; respondents who watch TV regularly are greater than the non-viewer who does not watch TV in building perception on quality education. 42.9% of the respondents are identified as a viewer who makes proper perception on quality education while the percentage of non-viewer was only 5.7%.

However, the association between the variables perception and viewer's type is not statistically significant as we fail to reject the null hypothesis because there is not enough evidence to conclude that the variables are associated. In these results, the Pearson chi-square statistic is 1.616 and the p-value = 0.656 which is greater than significance level of 0.05.

Table 5.4.3: Relationship between Category of Viewer and Perception

Indicator of Quality Education	Category of Viewer			Total
	Regularly (almost daily)	Sometimes (twice a week)	Irregular (twice a month)	
Regular schooling and pass	11 (6.0%)	12 (6.5%)	5 (2.7%)	28 (15.2%)
Achieving grade specific competency, problem solving skill, socialization and changing behaviors	32 (17.4%)	42 (22.8%)	16 (8.7%)	90 (48.9%)
Promoting life skill only	36 (19.6%)	4 (2.2%)	6 (3.3%)	46 (25.0%)
Preparing ourselves for job market only	6 (3.3%)	7 (3.8%)	7 (3.8%)	20 (10.9%)
Total	85 (46.2%)	65 (35.3%)	34 (18.5%)	184 (100.0%)

Of the 210 respondents, we found that 184 respondents fall in the category of viewer. Among them 17.4% respondents who watch TV regularly almost daily ticked the correct statement of quality education, 22.8% who watch TV sometimes twice a week ticked the correct statement and the percentage of the respondents who termed as an irregular viewer was only 8.7% defined the quality education rightly. So, it can be inferred that proper perception of quality education does not depend on watching television regularly; other factors might impact the perception though we have not enough evidence to conclude this statement statistically significant.

Table 5.4.4: Perception on Quality Education regarding Division

Name of Division	Indicator of Quality Education	How frequent do you watch television			Total
		Regularly (almost daily)	Sometimes (twice a week)	Irregular (twice a month)	
Chattagram	Regular schooling and pass	3 (6.5%)	3 (6.5%)	2 (4.3%)	8 (17.4%)
	Achieving grade specific competency, problem solving skill, socialization and changing behaviors	5 (10.9%)	5 (10.9%)	9 (19.6%)	19 (41.3%)
	Promoting life skill only	1 (2.2%)	1 (2.2%)	6 (13.0%)	8 (17.4%)
	Preparing ourselves for job market only	4 (8.7%)	4 (8.7%)	3 (6.5%)	11 (23.9%)
Dhaka	Regular schooling and pass	2 (3.8%)	0 (.0%)		2 (3.8%)
	Achieving grade specific competency, problem solving skill, socialization and changing behaviors	16 (30.2%)	4 (7.5%)		20(37.7%)
	Promoting life skill only	29 (54.7%)	2 (3.8%)		31 (58.5%)
Rajshahi	Regular schooling and pass	0 (.0%)	6 (11.5%)	1 (1.9%)	7 (13.5%)
	Achieving grade specific competency, problem solving skill, socialization and changing behaviors	2 (3.8%)	28 (53.8%)	6 (11.5%)	36 (69.2%)
	Promoting life skill only	2 (3.8%)	0 (.0%)	0 (.0%)	2 (3.8%)
	Preparing ourselves for job market only	1 (1.9%)	3 (5.8%)	3 (5.8%)	7 (13.5%)
Sylhet	Regular schooling and pass	6 (18.2%)	3 (9.1%)	2 (6.1%)	11 (33.3%)
	Achieving grade specific competency, problem solving skill, socialization and changing behaviors	9 (27.3%)	5 (15.2%)	1 (3.0%)	15 (45.5%)
	Promoting life skill only	4 (12.1%)	1 (3.0%)	0 (.0%)	5 (15.2%)
	Preparing ourselves for job market only	1 (3.0%)	0 (.0%)	1 (3.0%)	2 (6.1%)

Table 5.4.5: Perception on Quality Education regarding Profession

Indicator of Quality Education	Respondent's Profession									Total
	House wife	Farmer	Private Job	Small businesses	Mid-level business	Primary Teacher	High school teacher	Auto Driver	Day Laborer	
Regular schooling and pass	21 (10.0%)	6 (2.9%)	0 (.0%)	3 (1.4%)	0 (.0%)	1 (.5%)	0 (.0%)	0 (.0%)	0 (.0%)	31 (14.8%)
Achieving grade specific competency, problem solving skill, socialization and changing behaviors	33 (15.7%)	2 (1.0%)	1 (.5%)	4 (1.9%)	4 (1.9%)	55 (26.2%)	1 (.5%)	0 (.0%)	2 (1.0%)	102 (48.6%)
Promoting life skill only	38 (18.1%)	4 (1.9%)	0 (.0%)	2 (1.0%)	0 (.0%)	4 (1.9%)	0 (.0%)	1 (.5%)	3 (1.4%)	52 (24.8%)
Preparing ourselves for job market only	11 (5.2%)	1 (.5%)	1 (.5%)	5 (2.4%)	1 (.5%)	6 (2.9%)	0 (.0%)	0 (.0%)	0 (.0%)	25 (11.9%)
Total	103 (49.0%)	13 (6.2%)	2 (1.0%)	14 (6.7%)	5 (2.4%)	66 (31.4%)	1 (.5%)	1 (.5%)	5 (2.4%)	210 (100.0%)

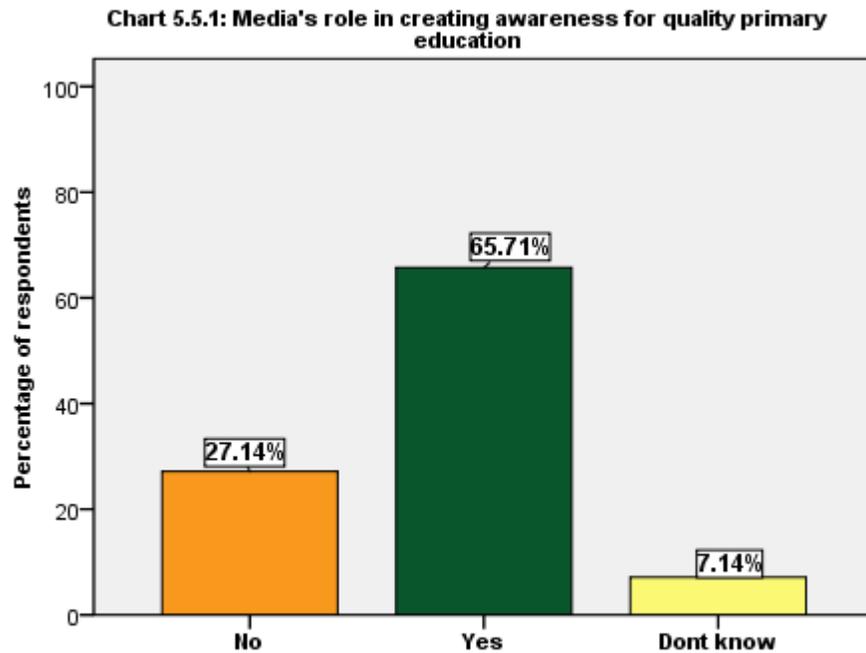
Profession is really an influential factor that may shape understands level of respondents. In this study we have seen that school teachers are more vibrant than other professional in responding the question asked about quality education. 83% (55 out of 66) of the primary teacher appropriately identified the indicator of quality education and this percentage for high school teacher was 100%. Though in the above table we have put the value of percentage of total; for example, 83% of primary teacher is equal to 26% of total respondents.

Table 5.4.6: Chi-Square Tests

Statistics	Chi-Square Value	DF	P-Value
Pearson Chi-Square	84.665	24	.000
Likelihood Ratio	87.794	24	.000

We can also infer that the association between the variables perception and profession is statistically significant. In these results, the Pearson chi-square statistic is 84.665 and the p-value = 0.000. The likelihood chi-square statistic is 87.794 and the p-value = 0.000, whereas p-value is smaller than the significant level of 0.05.

5.5 Effect of Media’s Role in advancing quality education:



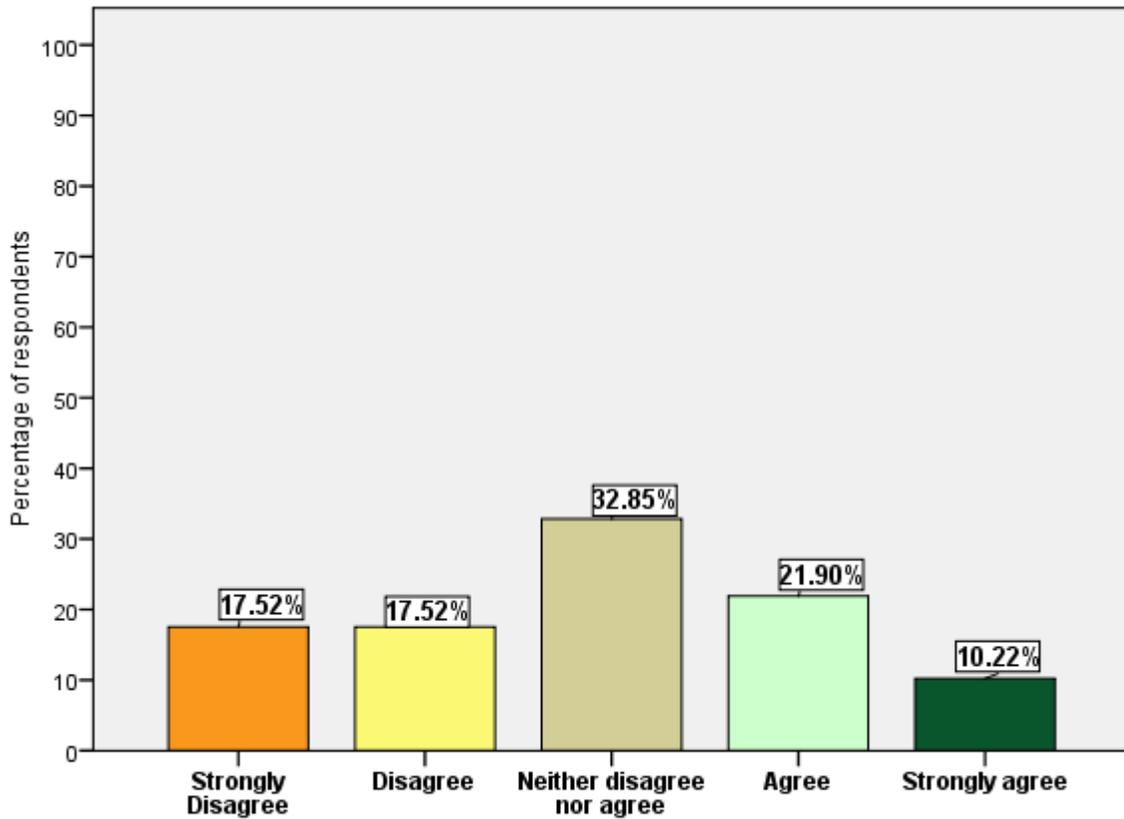
65.71% of the respondents opined that media is playing a role in creating awareness for advancing quality primary education at rural level though 27.14 % of the respondents gave opposite opinion and 7.14% of the respondents did not give answer yes o

Table 5.5.1: How does media play role

Activities/Programs	Responses		Percent of Cases
	No of Response Times	% of Response Times	
Public Service Announcement on quality education	48	26.7%	34.8%
Importance of quality education telecasts through drama and cartoon	96	53.3%	69.6%
Talk show and informative event addressing quality education telecasts	31	17.2%	22.5%
Don't know	3	1.7%	2.2%
Other	2	1.1%	1.4%
Total	180	100.0%	130.4%

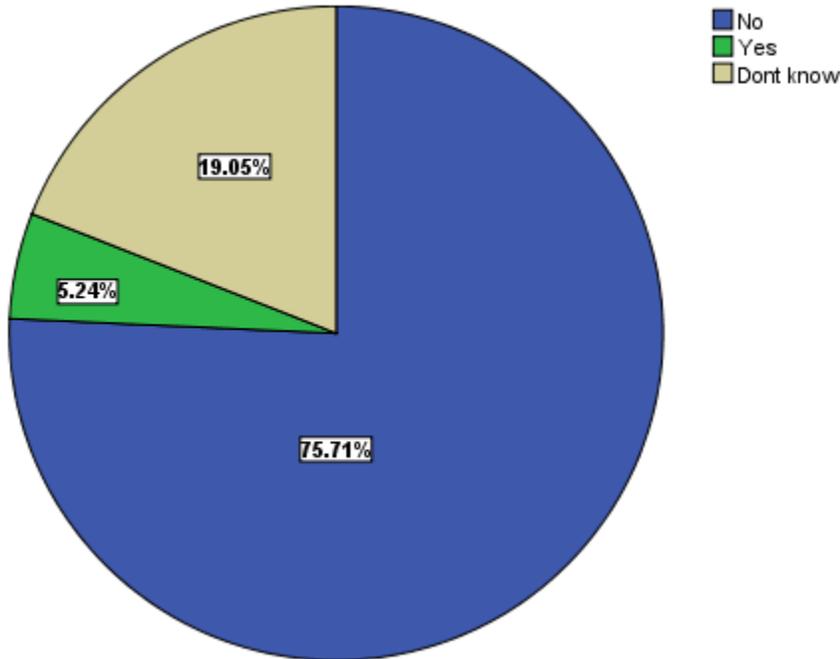
Respondents who gave consent “yes” for media’s effective role were asked that “How does media play role in advancing quality primary education?” We found that 138 out of 210 respondents answered this question; and those 138 people ticked a total of 180 boxes. 69.6% of the respondents opined that drama and cartoon addressing the importance of quality education can be telecasted through TV; 34.8% emphasized on advertisement on quality education and 22.5% stands for TV talk show and event focusing on quality education. On the other hand, only 2.2% of the respondents said that they don’t know how media plays role in this case; that is 1.7% of all the answers.

Chart 5.5.2: Effectiveness of Media's supportive role



Finally respondents were asked about how effective the media's role in advancing quality education; 32.85% of the respondents clearly branded them as a neutral about the statement of media's effective role in advancing quality education at rural areas. Only 10.22% of the respondents strongly agree about the media's effective role whereas 17.52% strongly disagree; however, 21.90% of the respondents are agreeing that media is playing an effective role in advancing quality education while 17.55% paced reverse opinion.

Chart 5.5.3: TV programs addressing grade specific competency



Of them who watch television, 75.71% think that there are no specific TV programs which addressing grade specific competency. 19.05% gave opinion that they do not know actually and only 5.24% said “yes” there are some TV programs which promotes grade specific competency.

We also found that female viewers are more than the male in making negative opinion on the statement of TV programs addressing grade specific competency; 52.4% of the viewer is female who makes negative opinion on TV programs addressing grade specific competency while 23.3% is male. But there is no significant association between gender and opinion on TV programs found because the p-value (0.53) is much higher than the significant value (0.005).

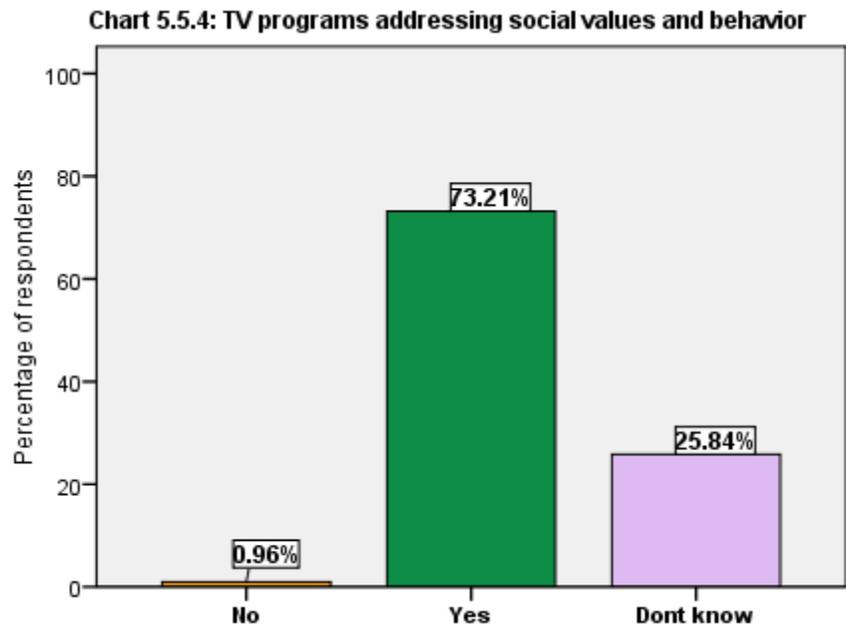
On the other hand, we found that there is a significant association between division and opinion because the p-value (0.022) is lower than the significant value (0.005). And the figures for four different divisions of respondents who make negative opinion on TV programs addressing grade specific competency are approximately close to each other. The percentages of Chattagram, Dhaka, Rajshahi and Sylhet are 16.7%, 18.6%, 22.4% and 18.1% respectively.

Table 5.5.2: Direct influence of TV programs in advancing quality education

Factor		TV programs addressing grade specific competency			Total	Pearson Chi-Square (Sig.)
		No	Yes	Don't know		
Gender	Female	110 (52.4%)	6 (2.9%)	29 (13.8%)	145 (69.0%)	.520
	Male	49 (23.3%)	5 (2.4%)	11 (5.2%)	65 (31.0%)	
Profession	House wife	79 (37.6%)	1 (.5%)	23 (11.0%)	103 (49.0%)	.053
	Farmer	8 (3.8%)	0 (.0%)	5 (2.4%)	13 (6.2%)	
	Private Job	2 (1.0%)	0 (.0%)	0 (.0%)	2 (1.0%)	
	Small business	10 (4.8%)	1 (.5%)	3 (1.4%)	14 (6.7%)	
	Mid-level business	4 (1.9%)	0 (.0%)	1 (.5%)	5 (2.4%)	
	Primary Teacher	51 (24.3%)	9 (4.3%)	6 (2.9%)	66 (31.4%)	
	High school teacher	1 (.5%)	0 (.0%)	0 (.0%)	1 (.5%)	
	Auto Driver	0 (.0%)	0 (.0%)	1 (.5%)	1 (.5%)	
	Day Laborer	4 (1.9%)	0 (.0%)	1 (.5%)	5 (2.4%)	
Division	Chattagram	35 (16.7%)	5 (2.4%)	14 (6.7%)	54 (25.7%)	.022
	Dhaka	39 (18.6%)	1 (.5%)	13 (6.2%)	53 (25.2%)	
	Rajshahi	47 (22.4%)	0 (.0%)	5 (2.4%)	52 (24.8%)	
	Sylhet	38 (18.1%)	5 (2.4%)	8 (3.8%)	51 (24.3%)	

Profession may have impacts in making opinion for any social issues. In this study, we have seen that school teachers have stronger voice in making negative opinion that there are no TV programs promoting grade specific competency telecasts through TV channels. 78.78% (51 out of 66) of the primary teachers are agreeing that there are no TV programs promoting grade specific competency telecasts through TV channels while the school teachers make same opinion was 100%. But there is not enough evidence to conclude that there is significant association between respondent's profession and respondent's opinion in this case as the p-value (.053) slightly higher than the significant value (0.05).

However, most of the respondents think that TV program has direct influence in advancing social education. There are some TV program which promotes social values and behavior. And these programs influence parents to teach their children norms and values. In our study, we found that 73.21% of the respondents said that TV



program has direct influence in advancing social education whereas less than 1% opposed; 25.84% do not know actually whether the TV program has direct influence in advancing social education or not.

We also found that the percentage of female viewers is higher than the male who make positive sense that the TV programs has direct impact in advancing social education addressing social values and behavior; the percentages are 48.8% and 24.4% respectively. But, we have not enough evidence to infer that there is a significant association between gender and opinion on TV programs, because the p-value (0.38) is much higher than the significant value (0.005).

Respondents from different divisions also made positive statements that TV programs are to some extent influential in advancing social education. And the respondent size for four different divisions is approximately close to each other. The percentages of Chattagram, Dhaka, Rajshahi and Sylhet are 15.8%, 18.2%, 19.6% and 19.6% respectively (Table 5.5.4).

Table 5.5.3: Direct influence of TV programs in advancing social education

Factor		TV programs addressing social values and behavior			Total	Pearson Chi-Square (Sig.)
		No	Yes	Don't know		
Gender	Female	2 (1%)	102 (48.8%)	40 (19.1%)	144 (68.9%)	.380
	Male	0 (0%)	51 (24.4%)	14 (6.7%)	65 (31.1%)	
Profession	House wife	2 (1.0%)	68 (32.5%)	32 (15.3%)	102 (48.8%)	.084
	Farmer	0 (.0%)	6 (2.9%)	7 (3.3%)	13 (6.2%)	
	Private Job	0 (.0%)	2 (1.0%)	0 (.0%)	2 (1.0%)	
	Small business	0 (.0%)	12 (5.7%)	2 (1.0%)	14 (6.7%)	
	Mid-level business	0 (.0%)	5 (2.4%)	0 (.0%)	5 (2.4%)	
	Primary Teacher	0 (.0%)	57 (27.3%)	9 (4.3%)	66 (31.6%)	
	High school teacher	0 (.0%)	0 (.0%)	1 (.5%)	1 (.5%)	
	Auto Driver	0 (.0%)	0 (.0%)	1 (.5%)	1 (.5%)	
	Day Laborer	0 (.0%)	3 (1.4%)	2 (1.0%)	5 (2.4%)	
Division	Chattagram	2 (1.0%)	33 (15.8%)	19 (9.1%)	54 (25.8%)	.087
	Dhaka	0 (.0%)	38 (18.2%)	15 (7.2%)	53 (25.4%)	
	Rajshahi	0 (.0%)	41 (19.6%)	10 (4.8%)	51 (24.4%)	
	Sylhet	0 (.0%)	41 (19.6%)	10 (4.8%)	51 (24.4%)	

Understanding level may differ due to respondent's occupation. In this study, we have seen that school teachers have stronger voice in making positive opinion that TV program has direct influence in promoting social values and behavior which are also a connected part of quality education. 66.67% (68 out of 102) of the house wives are agreeing that TV programs are promoting social values and behavior telecasts through TV channels whereas the percentage of the primary teachers was 86.36 who make same opinion on TV programs. But there is not enough evidence to conclude that there is significant association between respondent's occupation and respondent's opinion in this case as the p-value (0.084) higher than the significant value (0.05).

5.6 Current TV programs addressing quality education:

Table 5.6.1: TV programs addressing social education

Name of TV programs	Responses		% of Cases
	No of Response Times	% of Response Times	
Sisimpur	41	15.0%	19.5%
MeenaKartoon	58	21.2%	27.6%
Durpath	4	1.5%	1.9%
Chutir Din	1	.4%	.5%
Let's learn Quran	17	6.2%	8.1%
Drama	18	6.6%	8.6%
Quiz Contest	14	5.1%	6.7%
Don't Know	5	1.8%	2.4%
Talk Show	12	4.4%	5.7%
Health related program	17	6.2%	8.1%
Ittadi Magazine	4	1.5%	1.9%
Other Reality show (documentary, cinema)	27	9.9%	12.9%
No Opinion	56	20.4%	26.7%
Total	274	100.0%	130.5%

Respondents were asked that “Could you please mention the TV program which promoting social education?” We found that 154 respondents out of 210 respondents answered this question; and those 154 people ticked a total of 218 boxes. 27.6% of the respondents mentioned that the Meena Kartoon has positive impact in advancing social education while 19.5% of the respondents said Sisimpur is playing the same role. These are 21.2% and 15.0% of all the answers respectively. On the other hand, 26.7% of the respondents did not response on it; that is 20.4% of all the answers.

Also the same opinion came from key informant interview. Actually, the current TV programs do not address quality education directly but they have social implications which have been broadcasting since long, one of our key informants said.

5.7 Challenges of media in advancing quality education:

Analyzing the KII findings, we sort out some major challenges related to media's role in advancing quality education. One of the leading challenges is lack of appropriate program addressing quality education telecast in the TV channel. One of our KII respondents claim that there is no particular TV program which promote grade specific competency; but he thinks there are some TV program which advances social education.

Private TV channels are not interested to telecast educational program due to their commercial attitude; they generally telecasts those programs which maximize their profit and earned more money. Even though government owned television is playing here little bit role as because of their traditional mind set. One of our key informants working in privet channel alleged that we lack the sponsor for designing educational program.

Lack of expert and coordination among government body who are working in education and cultural ministry are also the leading factors to design program addressing quality education for TV channel.

At both rural and urban areas, people are so much interested in watching hindi serial, they do not know about the educational program which has been telecasted. There is no more exposure about educational programs at community level. For example, in early ninety's, Meena Kartoon has been playing a vital role in ensuring 100% enrolment at primary school. However, today there are some educational programs still telecasts in TV channel but not more publicity at community level; though this type of program do not focus quality education directly, one of our key informants added.

People of study area have accessibility in watching BTV, but in some areas they do not have access to watch private channel. Some of the private channels telecasts educational program which might help to create awareness among community people on quality education.

5.8 Way forward to advancing quality education:

Table 5.8.1: Initiatives to be taken at home/school

Initiatives or tasks	Responses		% of Cases
	No of Response Times	% of Response Times	
Complete daily task at home/school	119	24.4%	56.7%
Evaluate daily task after class	126	25.8%	60.0%
Discuss with teachers/parents about undone lesson	115	23.6%	54.8%
Ensure children friendly environment at home/school	86	17.6%	41.0%
Grade appropriate lesson delivery	32	6.6%	15.2%
No need to take initiatives	8	1.6%	3.8%
Don't know	2	.4%	1.0%
Total	488	100.0%	232.4%

Respondents were asked that “What initiatives can be taken at home/school in advancing quality education?” We found that all respondents out of 210 respondents answered this question; and those 210 people ticked a total of 488 boxes. 60% of the respondents gave opinion on evaluating daily task after class for achieving quality primary education. That is 25.8% of all the answers. 56.7% and 54.8% of the respondents are emphasizing on completion of daily task at both home and school and parents-teachers meeting about incomplete task respectively. On the other hand, only 1% of the respondents did not response on it; that is .4% of all the answers.

Table 5.8.2: Initiatives to be taken by mass media along with government

Initiatives	Responses		% of Cases
	No of Response Times	% of Response Times	
Awareness program addressing parent's role	131	20.7%	63.0%
Awareness program addressing quality education	152	24.1%	73.1%
Government initiatives regarding primary education to telecast	64	10.1%	30.8%
School based program telecasts for encouraging students	63	10.0%	30.3%
Installing school based e-learning system	64	10.1%	30.8%
Installing school based news corner and internet system	41	6.5%	19.7%
Model class telecasts by TV	75	11.9%	36.1%
Program on exam preparation telecasts	39	6.2%	18.8%
Other	3	.5%	1.4%
Total	632	100.0%	303.8%

The above table is describing the initiatives taken by mass media specially television for advancing quality primary education in the rural areas along with government while respondents were asked about recommendations. We found that 208 respondents out of 210 respondents ticked a total of 632 boxes against 9 initiatives. 73.1% of the respondents recommended that the awareness program addressing quality education should be telecasted which will be impacting in advancing quality primary education while 63.0% of the respondents are recommending awareness program addressing parent's role in that cases can be undertaken for telecast. These are 20.7% and 24.1% of all the answers respectively. As part of mass media's role concerned ministry of mass communication can promote 1) School based program telecasts for encouraging students 2) Installing school based e-learning system 3) Installing school based news corner and internet system for advancing quality primary education at local level, 30% of the respondents recommended. 36% of the respondents think that model class encompassing grade specific competency can be supportive for both teachers and parents in advancing quality primary education if mass media telecasts at regular basis. Approximately 19% of the respondents gave

strong emphasize on telecasting exam preparation program for PSC. On the other hand, only 1% of the respondents did not response on it.

Table 5.8.3: Awareness program for parents

Awareness program for parents	Responses		% of Cases
	No of Response Times	% of Response Times	
Instead Hindi serial, awareness program focusing education should be telecasted	21	7.4%	10.0%
Drama focusing education should be telecasted	31	11.0%	14.8%
Cartoon focusing education should be telecasted	15	5.3%	7.1%
Children friendly program telecast	6	2.1%	2.9%
Parents meeting organize by mass media and telecast	30	10.6%	14.3%
Discussion on grade specific competency telecast	4	1.4%	1.9%
Advertisement addressing quality education	5	1.8%	2.4%
Children appropriate program telecast	17	6.0%	8.1%
Don't know	3	1.1%	1.4%
No comment	38	13.4%	18.1%
To organize field meeting every month	7	2.5%	3.3%
Education program should be telecast	80	28.3%	38.1%
Others	26	9.2%	12.4%
Total	283	100.0%	134.8%

However, parents are the sole agent for educating their children; without them it is very difficult to achieve any commitment for advancing quality primary education. Our study observed that parents are not so aware about their children's quality education. Actually, they are playing role as bearer as they just accompany their children during move to school. Findings also show that most of the parents are enjoying hindi serial instead of giving time to their children for completing daily home work. And, most of the parents mentioned that the on air time of hindi serial coincide with study time, as a result they are not getting involved in their children literacy during that time.

10% of the respondents recommended that Hindi Serial can be banned, instead education program should be on aired; 38% of the respondents put opinion separately on telecasting education program through TV channel. 14.0% emphasized in organizing parents meeting by mass media and education department jointly, 14.8% recommended for TV drama focusing quality education and 8.1% expected for children friendly program. In this study, 207 respondents out of 210 ticked a total of 283 boxes against 13 items.

Chapter 6: Recommendation and Conclusion

From the above discussion it can be said that Mass Media is an important spectrum of a country. They play a crucial role in shaping the decision making process related to the public. They create social awareness among community people. Since, the inception of Mass Media like the television has been playing a vital role in addressing social issues. Education for All, Campaign for Vaccination, Youth Leadership, Domestic Agriculture, Cattle Rearing, Health Tips for Children & Mother, Women Empowerment, Stop Early Marriage, Stop Dowry and Combating Women Violence were the very successful program of television in the early ninety's. The consequence of those programs was a lot. People were so much conscious to address the issues which have been arisen. Television is also shaping the public opinion towards the issues related to public interest. In this study, we do examine the role of our mass media in advancing quality education at rural areas. This study successfully identifies the problem and analysis them in details and at last find out the real fact. Thus, the study shows that mass media have the positive impact in shaping the public opinion towards education at rural Bangladesh. But, the mass media do not have direct influence in addressing quality education while it fosters the social education at both rural and urban areas. To avoid the interferences and make the mass media effective in our country both the owner of the media and government will be complementary to each other. Besides, to make the role of mass media effective in advancing quality education, campaign for ensuring quality education must be designed and compulsory for all TV channel. Thus we can expect the proper role of mass media in advancing quality education at rural Bangladesh.

According to result discussion and data analysis, this research recommended some suggestion and initiatives for advancing quality education through TV channel:

1. Parents awareness on quality education depend upon the availability of TV programs focusing education, time of program telecast, duration of program, necessary training for parent's awareness and the relationship between parents and teachers. Considering the factors mentioned above concern authority should take appropriate measures for designing TV program emphasizing quality education, organizing training for parents of primary school going children so that they can take initiative at their home for achieving targeted skill, program on-air time and duration can be adopted following exact reality of rural areas; and to strengthen parents-teacher relationship school must call regular parents meeting for discussing the student's progress.

2. TV program emphasizing grade specific competency should be designed and telecasts regularly. Hence, government should form collaborative body for designing such program hiring education expert from GO and NGO. Obviously, Ministry of Education and Culture will facilitate the coalition between GO and NGO designing such educational program.
3. Both public and private TV channel should telecast the initiatives regarding quality education which being taken by Ministry of Primary and Mass Education. Government should enact a rule upon telecasting such initiatives for TV channel.
4. Different type of programs, drama, cinema, advertisement and talk show encompassing quality primary education should be telecasted. By these programs parents of primary school going children will be awarded.
5. TV channels should go rural areas at least once a month for organizing live program on quality education; it could be model class demonstration, yard meeting regarding student's progress, results celebration etc. They can create opportunity for telecasting best practice of one area to others; parents, teacher and student can gain knowledge from such live programs. Also TV channel should take initiatives for telecasting TV show on PSC exam preparation at regular basis.
6. TV channel should assign one reporter for each district who will collect necessary information of education progress; and will identify the gap so that government can take measures immediately for achieving outcomes.
7. Government should allocate adequate resources for media personnel at both local and national level so that they take proper role in fostering awareness program for targeted people.
8. TV channels should allocate a significant amount of time for children and early grader focusing children friendly program and grade specific learning.
9. School based program like annual sports, parents meeting, model class can be telecasted for showing best practices.
10. Training for teachers on teaching grade specific competency should be telecasted through TV channels.
11. Hindi serial spoil our parents' time while he/she could give more time to their children for next class preparation. Government and concerned authority can think about its regulation; or it may be stopped.

Annex-1

1. Questionnaire for survey

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার
জাতীয় গণমাধ্যম ইনস্টিটিউট
১২৫/এ, দারুস সালাম, ঢাকা-১২১৬

বাংলাদেশের গ্রাম অঞ্চলের প্রাথমিক বিদ্যালয়সমূহে মানসম্মত শিক্ষা প্রসারে গণমাধ্যমের ভূমিকা

প্রশ্নপত্র

(শিক্ষকও অভিভাবকদের জন্য)

১. সাধারণ তথ্য

উত্তর দাতার নামঃ	গ্রামঃ
ডাকঘরঃ	ইউনিয়নঃ
উপজেলাঃ	জেলাঃ
বিভাগঃ	মোবাইল নম্বরঃ
ক্যাচমেন্ট এলাকার বিদ্যালয়ের নাম (শিক্ষার্থী/শিক্ষক)ঃ	

২. লিঙ্গ, ধর্ম ও নৃ-তাত্ত্বিকপরিচয়

লিঙ্গঃ <input type="checkbox"/> পুরুষ <input type="checkbox"/> নারী	নৃ-তাত্ত্বিক পরিচয়ঃ <input type="checkbox"/> বাঙ্গালি <input type="checkbox"/> ক্ষুদ্র নৃ-গোষ্ঠী
ধর্মঃ <input type="checkbox"/> ইসলাম <input type="checkbox"/> সনাতন <input type="checkbox"/> বৌদ্ধ <input type="checkbox"/> খ্রিস্টান <input type="checkbox"/> অন্যান্য.....	

৩. পেশা ও আয়

নিজের পেশাঃ <input type="checkbox"/> গৃহিনী (ঘরেরকাজ) <input type="checkbox"/> বেকার <input type="checkbox"/> কৃষক <input type="checkbox"/> চাকুরী (সরকারি, অসরকারি, গার্মেন্টস, চাবাগান) <input type="checkbox"/> ব্যবসায়ী (ক্ষুদ্র, মাঝারি, বৃহৎ) <input type="checkbox"/> শিক্ষক (প্রাথমিক, মাধ্যমিক, উচ্চ মাধ্যমিক, বিশ্ববিদ্যালয়) <input type="checkbox"/> চালক (রিঙ্কা, ভ্যান, অটো, ট্রাক, বাস) <input type="checkbox"/> দিনমুজুর	পরিবারের আয়ের উৎসসমূহঃ <input type="checkbox"/> কৃষিকাজ <input type="checkbox"/> সবজি বাগান <input type="checkbox"/> ফলের বাগান <input type="checkbox"/> প্রবাসী <input type="checkbox"/> হাসঁ-মুরগী-পশুপালন <input type="checkbox"/> বাড়ি ভাড়া <input type="checkbox"/> গাড়ি ভাড়া (রিঙ্কা, ভ্যান, অটো, ট্রাক, বাস) <input type="checkbox"/> ব্যবসা <input type="checkbox"/> চাকুরী
নিজের আয় (মাসিক)ঃ	পরিবারের মোট মাসিক আয়ঃ

৪. শিক্ষাগত যোগ্যতা (পাশ)ঃ

স্কুলে গিয়েছে কিন্তু কোনো শ্রেণি পাশ করেনি= ০	শিশু শ্রেণি= ৯১	প্রথম শ্রেণি= ১	দ্বিতীয় শ্রেণি= ২	তৃতীয় শ্রেণি= ৩
চতুর্থ শ্রেণি= ৪	পঞ্চম শ্রেণি= ৫	৬ষ্ঠ শ্রেণি	৭ম শ্রেণি	৮ম শ্রেণি
৯ম শ্রেণি	১০ম শ্রেণি	এসএসসি/দাখিল= ১০	এইচএসসি/আলিম= ১২	বিএ/ফাজিল= ১৪
স্নাতক (সম্মান)= ১৫	এমএ/কামিল= ১৬	ধর্মীয় শিক্ষা (হাফেজ)= ৫০	জানা নেই= ৮৮	কখনো স্কুলে যায়নি= ৯৯

৫. আপনিকি টেলিভিশন দেখেন?

হ্যাঁ না

৬. হ্যাঁ হলে, টেলিভিশন দেখার মাত্রা কেমন? (নিচের ঘরে টিক দিন যে কোনো একটিতে)

১.	প্রায় প্রতিদিন নিয়মিত	
২.	মাঝে মাঝে (সপ্তাহে অন্তত দুইবার)	
৩.	মাসে দুই একবার (অনিয়মিত)	

৭. মানসম্মত প্রাথমিক শিক্ষা বলতে কী বুঝি? (টিক দিন যে কোনো একটিতে)

১.	নিয়মিত স্কুলে যাওয়া ও পরীক্ষায় পাশ করা	
২.	বিদ্যালয়ে ভর্তিকৃত প্রতিটি শিশুর শ্রেণি উপযোগী বিষয়ভিত্তিক যোগ্যতা অর্জন, সমস্যা সমাধানের দক্ষতা অর্জন, সামাজিক মূল্যবোধ তৈরী এবং ব্যবহারিক আচরণে পরিবর্তন হবে	
৩.	জীবন দক্ষতা তৈরী হবে	
৪.	শিক্ষাটাকে বাস্তব জীবনে প্রয়োগ করতে পারবে	
৫.	এর কোনোটিই নয়	
৬.	ঠিক বলতে পারছি না	

৮. মানসম্মত প্রাথমিক শিক্ষা প্রসারে গণমাধ্যম (টিভি) কি সচেতনতামূলক কোনো ভূমিকা রাখছে?

হ্যাঁ না জানিনা

৯. হ্যাঁ হলে, কিভাবে ভূমিকা রাখছে?

১.	টিভিতে মানসম্মত শিক্ষা নিয়ে সরকারি প্রজ্ঞাপন প্রচার	
২.	নাটক-নাটিকা, কার্টুন প্রচারের মাধ্যমে মানসম্মত শিক্ষার গুরুত্ব তুলে ধরা	
৩.	মানসম্মত শিক্ষা নিয়ে তথ্য ভিত্তিক অনুষ্ঠান/টিক শো প্রচার	
৪.	জানিনা	
৫.	অন্যান্য.....	

১০. এক্ষেত্রে গ্রাম অঞ্চলের প্রাথমিক বিদ্যালয়সমূহে মানসম্মত শিক্ষা প্রসারে গণমাধ্যমের (টেলিভিশন) ভূমিকা কতটুকু কার্যকর বলে আপনি মনে করেন? (ঘরে টিক দিন)

নির্দেষ্ক	যথেষ্ট মাত্রায়	মোটামুটি	মস্তব্য নেই	তেমননা	একেবারেই না
মানসম্মত শিক্ষা প্রসারে গণমাধ্যমের ভূমিকা					

১১. শ্রেণিভিত্তিক যোগ্যতা ও সমস্যাসমাধানের দক্ষতা অর্জনে পরিবার ও বিদ্যালয়ের পাশাপাশি টেলিভিশন কি সরাসরি কোনো ভূমিকা রাখছে?

হ্যাঁ না জানিনা

১২. হ্যাঁ হলে, আপনি কী বলতে পারেন এমন দু একটি অনুষ্ঠানের নাম যেখানে শ্রেণিভিত্তিক যোগ্যতা অর্জনের বিষয়কে প্রাধান্য দেয়া হয়েছে?

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১৩. সামাজিক মূল্যবোধ তৈরী এবং ব্যাবহারিক আচরণগত পরিবর্তণে পরিবার ও বিদ্যালয়ের পাশাপাশি টেলিভিশন কি কোনো ভূমিকা রাখছে?

হ্যাঁ না জানিনা

১৪. হ্যাঁ হলে, আপনি কী বলতে পারেন এমন দু একটি টিভি অনুষ্ঠানের নাম যেখানে সামাজিক মূল্যবোধ তৈরী এবং ব্যাবহারিক আচরণগত পরিবর্তণের বিষয়কে প্রাধান্য দেয়া হয়েছে?

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১৫. মানসম্মত শিক্ষা অর্জণে বিদ্যালয়ে/বাড়ীতে কী কী ধরণের উদ্যোগ নেওয়া দরকার বলে আপনি মনে করেন? (উত্তর একাধিক হতে পারে)

১.	বিদ্যালয়ে/বাড়ীতে প্রতিদিনের পাঠ পরিকল্পনা অনুযায়ী পড়ার কাজ সম্পন্ন করা	
২.	বিদ্যালয়ে/বাড়ীতে শিক্ষার্থীরা শিখনফল অর্জন করলো কিনা পাঠ শেষে তা মূল্যায়ণ করা	
৩.	বিশেষ কোনো পাঠে শিক্ষার্থীদের দুর্বলতা থাকলে তা নিয়ে অভিভাবকদের/শিক্ষকদের সাথে আলোচনা করা	
৪.	বিদ্যালয়ে/বাড়ীতে শিশুবান্ধব পড়ার পরিবেশ নিশ্চিত করা	
৫.	বিদ্যালয়ে/বাড়ীতে শিশুদের উপযোগী করে পাঠের বিষয়বস্তু পরিবেশন করা	
৬.	বিদ্যালয়ে/বাড়ীতে এরকম কোনো উদ্যোগ নেওয়া হয়নি	
৭.	জানিনা	
৮.	অন্যান্য.....	

১৬. বাংলাদেশ সরকারের শিক্ষা মন্ত্রণালয়ের পাশাপাশি মানসম্মত প্রাথমিক শিক্ষা প্রসারে গণমাধ্যম কী কী উদ্যোগ নিতে পারে? (উত্তর একাধিক হতে পারে)

১.	মানসম্মত শিক্ষা অর্জণে মা-বাবার ভূমিকা বিষয়ক বিজ্ঞাপন/অনুষ্ঠান টিভিতে প্রচার করা	
২.	শিক্ষাও সচেতনতা বিষয়ক অনুষ্ঠান বেশি বেশি করে টিভিতে প্রচার করা	
৩.	প্রাথমিক ও গণশিক্ষা মন্ত্রণালয় থেকে গৃহীত সকল পদক্ষেপ টিভিতে প্রচার করা	
৫.	স্কুলভিত্তিক বিভিন্ন প্রতিযোগিতা টিভিতে প্রচার করা যাতে শিক্ষার্থীরা উৎসাহিত হয়	
৬.	প্রতি স্কুলে ই-লার্নিংএর ব্যবস্থা করা	
৭.	প্রতি স্কুলে পত্রিকা কর্ণার এবং ইন্টারনেট এর ব্যবস্থা করা	
৮.	যোগ্যতা সম্পন্ন শিক্ষক দ্বারা মডের ক্লাশ টিভিতে প্রচার করা	
১০.	সমাপনী পরীক্ষার প্রস্তুতি বিষয়ক অনুষ্ঠান টিভিতে নিয়মিত প্রচার করা	
১১.	অন্যান্য.....	

১৭. গ্রাম অঞ্চলের প্রাথমিক বিদ্যালয়সমূহে মানসম্মত শিক্ষা অর্জণে অভিভাবকদের সচেতনকরতে গণমাধ্যম আর কিভাবে ভূমিকা রাখতে পারে বলে আপনি মনে করে?

উত্তরঃ.....
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জরিপকারীর নামঃ	
স্বাক্ষরঃ	তারিখঃ

2. KII Checklist

বাংলাদেশের গ্রাম অঞ্চলের প্রাথমিক বিদ্যালয়সমূহে মানসম্মত শিক্ষাপ্রসারে গণমাধ্যমের ভূমিকা

চেকলিস্ট

সাধারণ তথ্য

উত্তর দাতার নামঃ	ঠিকানাঃ
পদবীঃ	প্রতিষ্ঠানঃ
উপজেলাঃ	জেলাঃ
বিভাগঃ	মোবাইল নম্বরঃ

১. বাংলাদেশ সরকার মানসম্মত প্রাথমিক শিক্ষা অর্জনের লক্ষ্যে কী কী উদ্যোগ নিয়েছে? এবং এগুলো প্রচারে গণমাধ্যম কী ভূমিকা রাখতে পারে? এবং কীভাবে?
২. আপনার জানা মতে মানসম্মত প্রাথমিক শিক্ষা প্রসারে কী কী ধরনের অনুষ্ঠান বর্তমানে টিভিতে প্রচার করা হচ্ছে?
৩. শ্রেণিভিত্তিক যোগ্যতা ও সমস্যা সমাধানের দক্ষতা অর্জনে বিদ্যালয় ও পরিবারের পাশাপাশি গণমাধ্যমের বর্তমান ভূমিকা কী এবং ভবিষ্যতে কিভাবে ভূমিকা রাখতে পারে বলে আপনি মনে করেন?
৪. সামাজিক মূল্যবোধ তৈরী এবং ব্যবহারিক আচরণগত পরিবর্তনে বিদ্যালয় ও পরিবারের পাশাপাশি গণমাধ্যমের বর্তমান ভূমিকা কী এবং ভবিষ্যতে কিভাবে ভূমিকা রাখতে পারে বলে আপনি মনে করেন?
৫. বাংলাদেশের গ্রাম অঞ্চলের প্রাথমিক বিদ্যালয়সমূহে মানসম্মত শিক্ষা প্রসারে গণমাধ্যম কী কী উদ্যোগ নিতে পারে?
৬. মানসম্মত প্রাথমিক শিক্ষা অর্জনে গণমাধ্যমের সাথে প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়ের মধ্যে সমন্বয় সাধন কীভাবে করা যেতে পারে বলে আপনি মনে করেন?
৭. মানসম্মত প্রাথমিকশিক্ষা অর্জনে গণমাধ্যমের ভূমিকায় নীতি নির্ধারণী পর্যায়ে কোনো পরিবর্তন আনা দরকার বলে কি মনে করেন? হলে কী ধরনের পরিবর্তন?
৮. শিক্ষাক্ষেত্রে টেকসই উন্নয়ন লক্ষ্যমাত্রা অর্জনের জন্য গণমাধ্যম কীভাবে ভূমিকা রাখতে পারে বলে আপনি মনে করেন?

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