

GENDER EQUITY IN PRIMARY EDUCATION OF BANGLADESH



Ph.D. Dissertation

By

Nasima Begum

A Dissertation

Submitted to the Department of Bangla, University of Dhaka
for the Degree of

Doctor of Philosophy

in

Bangla

Department of Bangla
University of Dhaka
Bangladesh

November 2008

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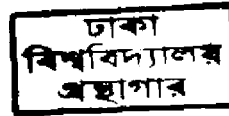
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GENDER EQUITY IN PRIMARY EDUCATION OF BANGLADESH



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Certificate

This is to certify that Nasima Begum, a PhD research fellow of the Department of Bangla, University of Dhaka, and successfully completed her PhD thesis entitled, 'Gender Equity in Primary Education of Bangladesh' under our supervision. So far to our knowledge is concerned no one has previously been awarded PhD degree from the University of Dhaka on this particular topic.



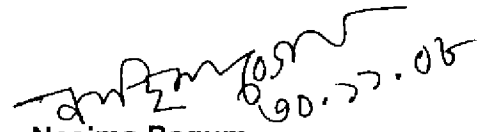
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Declaration

I do hereby declare that the entire research work on **Gender Equity in Primary Education of Bangladesh**, submitted by me as a thesis in the Department of Bangla, University of Dhaka, Bangladesh towards the fulfillment for the degree of Doctor of Philosophy, is the result of my original analysis and investigation.



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The study has been conducted under the guidance of Dr. Wakil Ahmed, Professor of Bangla Department, University of Dhaka and Ex. vice -Chancellor, National University, Bangladesh and Professor Dr. Abul Ehsan, Professor, IER, University of Dhaka, Bangladesh. It was their keen interest, sustained encouragement and valuable guidance, which enabled me to go intensively into the research program. I am profoundly indebted and grateful to my supervisors. Without their support and co-operation, this study could not have been completed.

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Nasima Begum

Abstract

The main aim of this study is to investigate the present status of primary education curriculum, textbooks, teaching-learning strategies, learning environment of the school as well as to identify the strengths and weaknesses of curriculum in respect of gender concepts and issues.

This study consists of six chapters of which the first chapter deals with the introduction having, background, rationale, meaning of Gender perspectives and objectives of the study.

The second chapter is on gender issue in Bangladesh: an overview. Here the main focus is on population of Bangladesh and situation on Female Education. The Government of Bangladesh has ratified CEDAW in 1984, the related optional protocol has also been ratified by the GOB in 2000, Major Focus of the Policies on implementation of women's basic rights there also discussed about scenario of present female education of Bangladesh.

The third chapter describes related papers and studies. It also contains the brief description of girls education strategies of Bangladesh, female education stipend programme and related researches.

The fourth chapter contains the Methodology, and conceptual frame work of the study which describes research design, the sample, area and population, selection of criteria of respondents and collection of data and analysis.

However the fifth chapter is the heart of the research report. It deals with analysis and interpretation of data and documents. This analysis of document contains the review of C-in-Ed curriculum and text books and the basic competency of Primary Education, text books and teachers' guide. Again the analysis of data is concerned with the information collected from the field by using different tools to teachers, head teachers and girls of grade V.

The sixth chapter is the last one and it vividly describes the major findings and recommendations.

List of Abbreviations

ADB	-	Asian Development Bank.
AUPO	-	Assistant Upazila Project Officer.
BISE	-	Board of Intermediate and Secondary Education.
CEDAW	-	Convention on Elimination of all Forums of Discrimination Against Women.
CRC	-	Child Rights Charter.
DC	-	Deputy Commissioner.
DPE	-	Directorate of Primary Education.
DG	-	Director General.
DD	-	Deputy Director.
DPEO	-	District Primary Education officer.
EFA	-	Education for All.
FAWE	-	Forum of African Women in Education.
FFYP	-	Fourth Five-Year Plan.
GER	-	Gross Enrolment Rates.
GIR	-	Gross Intake Rates.
GOB	-	Government of Bangladesh.
HDI	-	Human Development Index.
IDA	-	International Development Agency.
MOPME	-	Ministry of Primary and Mass Education.
MDG	-	Millennium Development Goal.
MIS	-	Management Information System
MMC	-	Madrasha Managing Committee.
MTRT	-	Mobile Ttraining Resource Team.
NAPE	-	National Academy for Primary Education.
NER	-	Net Enrolment Rate
NGO	-	Non-Government Organization.
NIR	-	Net Intake Rates.
NWDC	-	National Women Development Committee
PTI	-	Primary Teachers Ttraining Institute.

- PMU - Project Monitoring Unit.
- POU - Project Operation Unit.
- PRSP - Poverty Reduction Strategy Paper.
- PIU - Project Implementation Unit.
- SESIP - The Secondary Education Sector Improvement Project.
- SMC - School Managing Committee.
- SSC - Secondary School Certificate.
- SOM - The Stipend Operation Manual.
- UEO - Upazilla Education Officer.
- UNO - Upazilla Nirbahi Officer.
- UNICEF - The United Nation Children Education Fund.
- UNGEI - The United Nations girls Education Initiative.
- UPO - Upazilla Project Officer.
- URC - Upazilla Resource Center.
- WID - Women in Development.
- WCEFA - World Conference on Education for All

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Chapter 1

Introduction

1.1 Introduction

The word gender is now being used sociologically or as a conceptual category, and it has been given a very specific meaning. In its new incarnation gender refers to the socio-cultural definition of man and woman, the way societies distinguish men and women and assign them social roles. It is used as an analytical tool to understand social realities with regard to women and men. The distinction between sex and gender was introduced to deal with the general tendency to attribute women's subordination to their anatomy. For ages it was believed that the different characteristics, roles and status accorded to women and men in society, are determined by biology (i.e.sex), that they are natural, and therefore not changeable.

In a way woman, and women's bodies, were and are held responsible for their subordinate status in society. Once this is accepted as natural, there is obviously no need to address the gender inequalities and injustice that exist in society. The concept of gender enables us to state that sex is one thing, but gender is quite another. Everyone is born male or female, and sex can be determined simply by looking at our genitalia. [Bashin, 2000, pp 1-2]

Each society slowly transforms a male or female into a man or a woman, into masculine and feminine, with different qualities, behaviour patterns, roles, responsibilities, rights and expectations. Unlike sex, which is biological, the gender identities of women and men are psychologically and socially - which means historically and culturally-determined. According to Ann Oakley, who was among the first few feminist scholars to use the following concept, "Gender' is a matter of culture, it refers to the social classification of men and women into 'masculine' and 'feminine'". [Oakley, 1985]

Two criteria are found to exist here. First one is the difference between men and women. The difference may be on daily activities, roles and responsibilities. The second one is women's limited right comparing to men. This may be on ownership of property, liking and disliking or making decision. The process, which reduces these irregularities and difference and brings women in the same platform of social context as men, is gender equity. Gender is socio cultural which is man made. It refers to masculine genitalia and related difference in pro-creative function and feminine qualities, behaviour,

patterns, roles and responsibilities. Gender is a relative term, which changes in time, culture-to-culture and even family.

“Gender equity is not just women's issue. It has to do with the unequal relationship between men and women. It cannot be achieved through only women's projects; women's organization and women focused Ministry. These may have important catalyst roles to play, but ultimately, gender equity requires changes in the mainstream of the society- in the attitudes, in the practices of men and women, law and policy makers, planners and institutions”. [Islam, 2005, p. 59]

So, we can call gender equity as fairness and justice in the distribution of benefits and responsibilities between women and men. The concept not only recognizes the different needs of women and men but it also acknowledges that women have been disadvantaged due to past discrimination and require additional support to rectify the existing gender imbalance. A gender equity approach is concerned with equality of outcomes and can be seen as the means to achieve gender equality. Examples include strengthening women's groups and their literacy, and management and advocacy skills in order to increase women's capacity to effectively work with men at the community level. [Unnayan Padkhap, 1997]

A country cannot be developed and prosperous without a strong and effective education system for all that reaches both boys and girls. The schooling should be affordable for families and school should be a place where girls feel comfortable and easy to stay (Herz, 2006, p. 41). The gender issues are now taken into consideration to take positive application of the society. Much more effort is needed also to improve education quality at least to a reasonable basic level. “To change gender issues to positive attitude, education actively play role of just like a liver. Life style of women is totally responsible to their illiteracy”[women and education 1995]. On the above circumstances the government of Bangladesh has recognized primary education as a key area of investment for reducing poverty and improving the life of children. The primary education enables children to acquire basic competencies and life skills at an early stage. It changes their opportunity for employment and opens up the advantage for secondary and higher education, vocational education and employment in trade and commerce. Education can afford girls to derive particular benefit from education as it

enables them to exercise their judgment and empowerment to make decisions for themselves and families. Educating girls will not only provide opportunities for earning income and reducing poverty but will also make them more knowledgeable about the advantages of delaying marriage and child birth and of good health and hygiene. Educating a girl will have a deep impact on reducing poverty and improving the quality of life, not only for one individual, but also for the whole family. This greater participation of women in education brings gender equality and it is of great importance in facility change for a better society, where people can lead happy and prosperous lives.

On the above context the researcher wants to undertake a study on the gender issue entitled "Gender Equity in Primary Education of Bangladesh". This study will cover all components in primary education to find out what extent the GOB has succeeded fulfilling the gender equity in our country.

1.2 Rationale of the Study

Primary education provides basic education to the children. It is the constitutional right of the Bangladeshi citizens. Basic competencies based on life skills and fulfillment of life's potential for both men and women are provided through primary education. It is of vital importance for making foundation of primary school curriculum.

Progress of primary education in Bangladesh in the last two decades, despite its many deficiencies, may be characterised as the points of shining light. Most attainment is achieved in establishing equality in enrollment for boys and girls. It is known to all that gender remains an educational and broader societal concern in our environment as the traditional system of keeping women and girls in gender discrimination and deprivation. The deprivation of girls and women affects large segments of population who are being disadvantaged in different ways. If we look into poor families, it will be found that girls are more neglected by facing challenges by both physically and mentally. They are likely to be barred in having access in formal education. So, it is necessary to take special efforts for participating them in formal education. Again the boys often get privileged in the classroom. Girls feel uneasy by teachers' attitudes and behavior. Here /imparting teacher's training should emphasize gender sensitivity. Further more another discrimination is detected at the S.S.C level. Many girl students are found to be drop out. No nation can prosper without proper utilization of both men and women. Hence slogans

for empowerment of women are echoed now- a -days. Bangladesh is a signatory to the Education for All, Dakar Goals and MDG. According to Dakar Goal- 5 is "Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education should be eliminated by 2015 with a focus on ensuring girls full and equal access to and achievement in basic education of good quality. The MDG is also stressed eradicate extreme poverty and improve the welfare of people by the year 2015. Gender equity and empowerment of women has also been stressed. [Goals 3: MDG]

Bangladesh has made some efforts for meeting gender parity goal in primary and secondary education at least in terms of enrolment and equal access of boys and girls. Now challenges are reduction of gender parity at all levels and establishing equality in education are questioned. The last time for target fulfillment is knocking at the door. Now it is essential to find out how far the gender equity is maintained in education especially in primary level. The Government of Bangladesh has shown its commitment to the achievement of these principles through the establishment of a Ministry of women and cultural affairs (MWCA) and the development of the national policy on the advancement of women. Gender mainstreaming is endorsed in the micro and macro chapters on women's development in the fourth and fifth five year plan as a strategy for women's development. Primary education is seemed to be in critical situation in achieving equality and equity in the development of Bangladesh.

Strategies to achieve gender equality in education have been at the core of declarations and treaties entered into by the government of Bangladesh for the last two decades. To mitigate gender disparity in primary schools some steps are needed to take. The steps are changing classroom practices (boys centric practice), the school environment and facilities (Tube well & Separate toilets for girls) engaging more girls students in work.

However, a new out look is needed to implement in primary schools to mitigate the gender disparity. The researcher now wants find ou

- How far gender issues are addressed in Bangladesh Primary school curriculum and teaching learning process.
- What extent of success has been made in creating ideal awareness and class room approaches.

- What needs to be done more for establishing gender equity in primary education. To find out the answers of above questions are very essential for eradicating poverty, eliminating gender disparity and transforming our primary education into girls friendly and for this purpose researcher has undertaken this study to perform.

1.3 Research Questions

This study has been conducted with a view to answering the following major research questions:

1. What are the present status on gender issues in Primary Education with the respect to a. Aims and objectives of curriculum b. textbooks c. Teaching learning strategies d. Assessment process and e. learning environment of school.
2. What are the strengths & weaknesses of curriculum in respect of gender issues?
3. How is it possible to create awareness among the primary school teachers on gender issues?
4. What are the implementing processes of curriculum with special reference to gender issues?

1.4 Objectives of the Study

1. To investigate the present status on gender issues in primary education in terms of following areas,
 - a) Curriculum
 - b) Textbooks
 - c) Teaching learning strategies
 - d) Assessment process
 - e) Learning environment of primary school
2. To identify the strengths & weaknesses of curriculum in respect of gender issues
3. To determine the extent of awareness of primary school teachers and PTI instructors about gender issues.
4. To assess the implementing process of curriculum with special reference to gender issues.

1.5 Delimitation of the Study

Delimitation is a boundary or specific area to work of any research program. It also defines and gives some opportunities to work smoothly. Limitation is also included in delimitation. Delimitation plays an important role in conducting research work. It helps the researchers to work smoothly considering the areas of data collection. The delimitations of this study are as follows.

The researcher has selected three divisions out of six divisions as the study area. The researcher was compelled to select the sample and limited respondents due to cost and time constraint. Again 12 upazilas covering 12 districts are selected for the purpose of the study. Further more 90 government primary schools and 5 PTIs are selected for the same. The researcher also has chosen only one Instructor from one PTI and one teacher from each of the selected schools area as the respondents.

Again the numbers of girls for interview were only 4 from class v in one school. More over the researcher couldn't manage to take all types of primary schools as the area of study. If more areas and more respondents were selected the study would produce more effective and reliable findings. However the researcher took initiative in applying the tools properly, so that no misuse and ambiguity is shown in collecting information.

Chapter 2

Gender Issues in National and International Perspective

2.1 The Bangladesh at a Glance

Bangladesh, a developing country located on the Northeastern part of the south Asia emerged as an independent nation in 1971. Formerly known as East Pakistan (from 1947 to 1971) and prior to that as East Bengal, Bangladesh is one of the most densely populated countries in the world, Nevertheless, it is a beautiful country with vast, sprawling emerald fields and pastures criss-crossed by deluging rivers, most notably the Padma, the Meghna, and the Jamuna along with their complex network of tributaries. During the rainy season from late May to late October, monsoon may transform this classic land into a natural water expanse which is both compelling and often deadly. Although flood and related disasters take their tolls in lives every year, the people continue to turn to water as a source of recreation and pleasure. Thousands of country boats with their colorful sails swarm other the silvery rivers and their myriad creeks and inlets, creating an amazing panorama of serene tranquility. Bangladesh appeared on the world map as an independent state on December 16, 1971 following the victory at the War of Liberation from March 25 to December 16, 1971.

Bangladesh lives in the northeastern part of South Asia between 20° 34" and 26° 38"-north latitude and 88° 01" and 92° east longitude. The country is surrounded by 41" India on the west, the north, and the northeast and Myanmar on the southeast and the Bay of Bengal on the south. The area of the country is 1, 47,570 sq. km. The limit of territorial waters of Bangladesh is 12 nautical miles, and the area of the high seas extending to 200 nautical miles measured from the base lines constitutes the economic zone of the country.

The Bangladesh Bureau of Statistics conducted the third decennial population census in the country on March 12, 1991. The total population of the country stood at 111.4 million in 1991. The percentage of urban population was 20.1 while that of rural 79.9. The density of population was approximately 647 per sq. km. in 1981. It has increased to 755 per sq. km. in 1991. The percentage of Muslim population was 88.3 while that of Hindu, Buddhist and Christian were 10.5, 0.6 and 0.3 respectively. The Bangladesh Bureau of Statistics conducted the fourth decennial population census in the country in January 22nd, 2001. The enumerated population of the country stood at 123.2 million.

Every human society has its own particular culture, or socio-cultural system, which overlaps to some extent with other systems. Variation among the socio-cultural system is attributable to physical habitats and resources, to the range of possibilities inherent in various areas of activity, such as language, rituals and customs, and the manufacture and use of tools, and to the degree of social development, and in terms of institutional structure and functions (social organization, economic system, education, religion and belief, and custom and law). Human culture may also be subdivided for study into non-urban culture as compared with modern urban culture, and feudal, peasant, or tribal societies as distinct from modern industrial society, also called mass society. 10000

A country of Muslim majority though, Bangladesh is also inhabited by various tribes and aboriginal whose lives are characterized by a certain grace and artistry. They include Mogs, Chakmas, Tipras, Marmas, Jaintias, Lushais, Moorgans, Bonjagis, Pakkshs, and Tanchingya. These ethnic groups have been fighting for the preservation of their cultural identity. Most of these groups retain the ethnic features inherited from Myanmar, Thailand, Assam (India) and elsewhere in Southeast Asia. Although they have assimilated many aspects of culture of the original plain dwellers, these groups have still managed to preserve their own language and culture.

Bangladesh has a rich cultural background. It is a meeting place of three cultures, Hindu, Buddhist, and Muslim. All these cultures encourage education and reading. The influence of Islam on the language, literature, folk songs, dress, and social customs of the people is very strongly manifest. They daily wash themselves clean, and the Muslims perform ablution or 'Wazu' five times daily before saying their prayers. The religious festivals of Hindu festivals mainly are Durga Puja, and Janma- Astami. The Christians observe two main festivals, on the 25th December when they celebrate the birth of Jesus Christ. The Easter Sunday, which occurs on the first Sunday after the first full moon on or after March 21, celebrates the Resurrection of Jesus Christ. This is also a joyous festival and stands out in contrast to the sorrow of Good Friday which precedes it. The Buddhist of festivals is Baisakhi Purnima & Ashari Purnima.

2.2 International Activities on Gender Issues

We have already entered in to the 21st century. To survive within this competitive world there is an alternative to proper utilization of all sorts of resources. Human resource is the most important among all sorts of resources and women are essential important part of human resources. In fact without considering or involving women in development process we cannot think about the development progress of a nation. Mahatma Gandhi defines

"Recognition of human potentials is development, participation is considered as a precondition for development." In economic development means proper distribution of income. Actual development is equal distribution of power, right and opportunity. If any discrimination exists between men and women to use exercise power, right or opportunity development must be affected.

If we look behind women could contribute a little to develop a nation in the world. Naturally they were capable but social systems keep them out of development process. Vickie Randal Paul Den said, "Backwardness of women in our society is due to the effect of their childhood socialization". Social system restricted women to participate in development process in two ways.

Firstly men control each and every family. A women's duty is to look after home and her roaming power is limited within the home boundary. As a result women are less progressed than a male person. A female child from her childhood observed this and her mind also grow up accepting this discrimination. Secondly women's position and status in the society like in the family is also too weak to establish their rights.

On the ground of global events on WID it is noted that women's participations outside home was started in the mid nineteenth century, in some European countries and USA. But they did not pay reasonable return according to their labour. On the 8th march, 1837 women workers of needle producing factory of New York raised their voice against discrimination between male and female workers. In 1910 Clara Tefkin a German women leader called the world community to observe the 8th March a "Women's day". In 1970 Ester Boserup on "Women's role in Economics Development of women in development". Later on in 1984 UN has declared 8th march as International Women's Day" This agitation helped women to work outside home with minimum acceptable stand.

Four women conferences were held under the auspices of the UN to remove the inequity between men and women, and to develop some plan of actions. These are summarized below:

2.2.1 First World Conference on Women (Mexico- 1975)

The first world conference on the status of women was convened in Mexico City to coincide with the 1975 International Women's Year, observed to remind the international community that discrimination against women continued to be a persistent problem in much of the world. The Conference, along with the United Nations Decade for Women

(1976-1985) proclaimed by the General Assembly five months later at the urging of the Conference, launched a new era in global efforts to promote the advancement of women by opening a worldwide dialogue on gender equality. A process was set in motion—a process of learning—that would involve deliberation, negotiation, setting objectives, identifying obstacles and reviewing the progress made.

The Mexico City Conference was called for by the United Nations General Assembly to focus international attention on the need to develop future oriented goals, effective strategies and plans of action for the advancement of women. To this end, the General Assembly identified three key objectives that would become the basis for the work of the United Nations on behalf of women:

- Full gender equality and the elimination of gender discrimination;
- The integration and full participation of women in development;
- An increased contribution by women in the strengthening of world peace (reed below)

The outputs of the conference are:

- International Women's Year (1975)
- Declaration of women's decade (1976-1985)
- To the heads of state/government of set up national machinery on WID.

www.First World Conference on Women

2.2.2 Convention on the Elimination of All forms of Discrimination against Women (CEDAW)

CEWAW adopted in 1979 December 18 by the UN General Assembly, is often described as an international bill of rights for women. Consisting of a preamble and 30 articles, it defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination. The Convention discrimination against women as "...any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, Irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field". By accepting the Convention, States commit themselves to undertake a series of measures to end discrimination against women in all forms, including:

- To incorporate the principle of equality of men and women in their legal system, abolish all discriminatory laws and adopt appropriate ones prohibiting discrimination against women

- To establish tribunals and other public institutions to ensure the effective protection of women against discrimination; and to ensure elimination of all acts of discrimination against women by persons, organizations or enterprises.

The Convention provides the basis for realizing equality between women and men through ensuring women's equal access to, and equal opportunities in ,political and public life -including the right to vote and to stand for election -as well as education, health and employment. States parties agree to take all appropriate measures, including legislation and temporary special measures, so that women can enjoy all their human rights and fundamental freedoms.

Outputs of the conference are

Unrecognized document ratification by member-countries.

www.internationalwomensday.com

2.2.3 Second World Conference (Copenhagen- 1980)

There was a general consensus that significant progress had been made as representatives of 145 Member States met in Copenhagen in 1980 for the second world conference on women to review and appraise the 1975 World Plan of Action. Governments and the international community had made strides toward achieving the targets set out in Mexico City five years earlier

The outputs of the conference are-

1. Review decade programmes
2. Formulation program of action

www.internationalwomensday.com

2.2.4 Third World Conference on Women (Nairobi-1985)

The Conference stated Equality, Development and Peace contributed greatly to the process of eliminating obstacles to the improvement of the status of women at the national, regional and international levels.

Outputs of the conference are

1. Review decade programmes
2. Identification of forward looking Strategies for equality, Development and peace

www.internationalwomensday.com

2.2.5 Fourth World Conference on Women (Beijing - 1995)

Statement of the mission were

The Platform for Action is an agenda for women's empowerment. It aims at accelerating the implementation of the Nairobi Forward-looking Strategies for the Advancement of Women [1] and at removing all the obstacles to women's active participation in all spheres of public and private life through a full and equal share in economic, social, cultural and political decision-making. This means that the principle of shared power and responsibility should be established between women and men at home, in the workplace and in the wider national and international communities. Equality between women and men is a matter of human rights and a condition for social justice and is also a necessary and fundamental prerequisite for equality, development and peace. A transformed partnership based on equality between women and men is a condition for people-centred sustainable development. A sustained and long-term commitment is essential, so that women and men can work together for themselves, for their children and for society to meet the challenges of the twenty-first century.

Outputs of the conference are

1. Beijing declaration & platform for action
2. Identification of 12 critical areas of concern

The 12 critical areas are

1. Women & Poverty
2. Women in Education.
3. Women & Health
4. Violence against Women
5. Women in Power sharing
6. Women Rights are human rights
7. Women in Media
8. Women & Environment
9. Institutional Mechanism
10. Economic structure
11. Girl Child
12. Armed Conflict on Women

Out of 12 critical areas, here have been address education basis two areas, which are-

Education and Training of Women

Education is a human right and an essential tool for achieving the goals of equality, development and peace. Non-discriminatory education benefits both girls and boys and thus ultimately contributes to more equal relationships between women and men. Equality of access to and attainment of educational qualifications is necessary if more women are to become agents of change. Literacy of women is an important key to improving health, nutrition and education in the family and to empowering women to participate in decision-making in society. Investing in formal and non-formal education and training for girls and women, with its exceptionally high social and economic return, has proved to be one of the best means of achieving sustainable development and economic growth that is both sustained and sustainable.

On a regional level, girls and boys have achieved equal access to primary education, except in some parts of Africa, in particular sub-Saharan Africa, and Central Asia, where access to education facilities is still inadequate. Progress has been made in secondary education, where equal access of girls and boys has been achieved in some countries. Enrolment of girls and women in tertiary education has increased considerably. In many countries, private schools have also played an important complementary role in improving access to education at all levels. Yet, more than five years after the World Conference on Education for All (Jomtien, Thailand, 1990) adopted the World Declaration on Education for All and the Framework for Action to Meet Basic Learning Needs, [12] approximately 100 million children, including at least 60 million girls, are without access to primary schooling and more than two thirds of the world's 960 million illiterate adults are women. The high rate of illiteracy prevailing in most developing countries, in particular in sub-Saharan Africa and some Arab States, remains a severe impediment to the advancement of women and to development.

Discrimination in girls' access to education persists in many areas, owing to customary attitudes, early marriages and pregnancies, inadequate and gender-biased teaching and educational materials, sexual harassment and lack of adequate and physically and otherwise accessible schooling facilities. Girls undertake heavy domestic work at a very early age. Girls and young women are expected to manage both educational and domestic responsibilities, often resulting in poor scholastic performance and early drop-out from the educational system. This has long-lasting consequences for all aspects of women's lives.

Creation of an educational and social environment, in which women and men, girls and boys, are treated equally and encouraged to achieve their full potential,

respecting their freedom of thought, conscience, religion and belief, and where educational resources promote non-stereotyped images of women and men, would be effective in the elimination of the causes of discrimination against women and inequalities between women and men.

Curricula and teaching materials remain gender-biased to a large degree, and are rarely sensitive to the specific needs of girls and women. This reinforces traditional female and male roles that deny women opportunities for full and equal partnership in society. Lack of gender awareness by educators at all levels strengthens existing inequities between males and females by reinforcing discriminatory tendencies and undermining girls' self-esteem. The lack of sexual and reproductive health education has a profound impact on women and men.

Science curricula in particular are gender-biased. Science textbooks do not relate to women's and girls' daily experience and fail to give recognition to women scientists. Girls are often deprived of basic education in mathematics and science and technical training, which provide knowledge they could apply to improve their daily lives and enhance their employment opportunities. Advanced study in science and technology prepares women to take an active role in the technological and industrial development of their countries, thus necessitating a diverse approach to vocational and technical training. Technology is rapidly changing the world and has also affected the developing countries. It is essential that women not only benefit from technology, but also participate in the process from the design to the application, monitoring and evaluation stages.

Access for and retention of girls and women at all levels of education, including the higher level, and all academic areas is one of the factors of their continued progress in professional activities. Nevertheless, it can be noted that girls are still concentrated in a limited number of fields of study.

The mass media are a powerful means of education. As an educational tool the mass media can be an instrument for educators and governmental and non-governmental institutions for the advancement of women and for development. Computerized education and information systems are increasingly becoming an important element in learning and the dissemination of knowledge. It is therefore essential that educators teach critical judgement and analytical skills.

Resources allocated to education, particularly for girls and women, are in many countries insufficient and in some cases have been further diminished, including in the context of adjustment policies and programmes. Such insufficient resource allocations

have a long-term adverse effect on human development, particularly on the development of women.

In addressing unequal access to and inadequate educational opportunities, Governments and other actors should promote an active and visible policy of mainstreaming a gender perspective into all policies and programmes, so that, before decisions are taken, an analysis is made of the effects on women and men, respectively.

The Girl-child

The Convention on the Rights of the Child recognizes that "States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or status" (art. 2, para. 1). [11] However, in many countries available indicators show that the girl child is discriminated against from the earliest stages of life, through her childhood and into adulthood. In some areas of the world, men outnumber women by 5 in every 100. The reasons for the discrepancy include, among other things, harmful attitudes and practices, such as female genital mutilation, son preference - which results in female infanticide and prenatal sex selection - early marriage, including child marriage, violence against women, sexual exploitation, sexual abuse, discrimination against girls in food allocation and other practices related to health and well-being. As a result, fewer girls than boys survive into adulthood.

Girls are often treated as inferior and are socialized to put themselves last, thus undermining their self-esteem. Discrimination and neglect in childhood can initiate a lifelong downward spiral of deprivation and exclusion from the social mainstream. Initiatives should be taken to prepare girls to participate actively, effectively and equally with boys at all levels of social, economic, political and cultural leadership.

Gender-biased educational processes, including curricula, educational materials and practices, teachers' attitudes and classroom interaction, reinforce existing gender inequalities.

Girls and adolescents may receive a variety of conflicting and confusing messages on their gender roles from their parents, teachers, peers and the media. Women and men need to work together with children and youth to break down persistent gender stereotypes, taking into account the rights of the child and the responsibilities, rights and duties of parents as stated in paragraph 267 below.

Although the number of educated children has grown in the past 20 years in some countries, boys have proportionately fared much better than girls. In 1990, 130 million children had no access to primary school; of these, 81 million were girls. This can be attributed to such factors as customary attitudes, child labour, early marriages, lack of funds and lack of adequate schooling facilities, teenage pregnancies and gender inequalities in society at large as well as in the family as defined in paragraph 29 above. In some countries the shortage of women teachers can inhibit the enrolment of girls. In many cases, girls start to undertake heavy domestic chores at a very early age and are expected to manage both educational and domestic responsibilities, often resulting in poor scholastic performance and an early dropout from schooling.

Girls are less encouraged than boys to participate in and learn about the social, economic and political functioning of society, with the result that they are not offered the same opportunities as boys to take part in decision-making processes.

Existing discrimination against the girl child in her access to nutrition and physical and mental health services endangers her current and future health. An estimated 450 million adult women in developing countries are stunted as a result of childhood protein-energy malnutrition.

SOURCE: ...

The International Conference on Population and Development recognized, in paragraph 7.3 of the Programme of Action, [14] that "full attention should be given to the promotion of mutually respectful and equitable gender relations and particularly to meeting the educational and service needs of adolescents to enable them to deal in a positive and responsible way with their sexuality", taking into account the rights of the child to access to information, privacy, confidentiality, respect and informed consent, as well as the responsibilities, rights and duties of parents and legal guardians to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the Convention on the Rights of the Child, and in conformity with the Convention on the Elimination of All Forms of Discrimination against Women. In all actions concerning children, the best interests of the child shall be a primary consideration. Support should be given to integral sexual education for young people with parental support and guidance that stresses the responsibility of males for their own sexuality and fertility and that help them exercise their responsibilities.

The girl child with disabilities faces additional barriers and needs to be ensured non-discrimination and equal enjoyment of all human rights and fundamental freedoms in

accordance with the Standard Rules on the Equalization of Opportunities for Persons with Disabilities. [30]

Some children are particularly vulnerable, especially the abandoned, homeless and displaced, street children, children in areas in conflict, and children who are discriminated against because they belong to an ethnic or racial minority group.

All barriers must therefore be eliminated to enable girls without exception to develop their full potential and skills through equal access to education and training, nutrition, physical and mental health care and related information.

In addressing issues concerning children and youth, Governments should promote an active and visible policy of mainstreaming a gender perspective into all policies and programmes so that before decisions are taken, an analysis is made of the effects on girls and boys, respectively.

www.Fourth World Conference on Women

2.2.6 Conference on 'BEIJING +5'

Another conference was held in New York on June 2000 .It is called 'BEIJING +5'.The twenty-third special session of the General Assembly on "women 2000: gender equality, development and peace for the twenty- first century" took place at the UN headquarters in New York from 5 June to 9 June 2000. The conference adopted a political Declaration and outcome document entitled "further actions and initiatives to implement the Beijing Declaration and platform for action". The objectives and outputs of the conference are given bellow.

- Slogan : Women 2000: Gender Equality, Development and Peace for Twenty Fist Century.
- Objective : Review of the Implementation of Beijing Declaration and Platform for Action (PFA) by different Countries.
- Participation : Government and non-governmental representatives from 187 Countries participated in the Conference.
- Output : 12 Critical Areas identified in the 4th World Conference were reviewed and Re-emphasized for Advancement of women, among them education was given top-most Priority.

[www. International women's day-2008](http://www.International women's day-2008)

2.3 Present Situation of Female Education in Bangladesh

Pupils are the human resources input in the education system; in a sense they may be seen as a part of the raw materials in the system but more important, they are the target group for all operations that this system involves. That is why any successful Primary Education system aims to maximize this input. PEDP-II also aims to maximize the enrolment of all primary school age (6 -10 year) children of the country.

Single-year age group population for 6 to 10 years old children is required to calculate the indicators of access (gross and net intake rates) and participation (gross and net enrolment rates). Data on single-year age projected population for the year 2005 were used to calculate the indicators of access and participation at national level. These projections have been done under the SIPDSPP Project of BBS using Sprague's Multipliers and on the basis of Poverty-Aging Population Projection (2005). The projected population figures by single-year age are given on the following table:

Table 2.1
Single-year age projected population, 2005

Age, years	Boys	Girls	Total
6	1862450	1773762	3636212
7	1758632	1674888	3433520
8	1779202	1694478	3473680
9	1729616	1647254	3376870
10	1738910	1656104	3395014
Total:	8868810	8446486	17315296

[Projection of Primary and Secondary School age Population, Enrolment, Facilities and Indicators Related to Internal Efficiency (2005), SIPDSPP Project, and BBS.]

To calculate the same indicators at district level, the district wise population of 6-10 years-age group children for the year 2005 was obtained from BBS that totaled to 18,793,100 children of 6-10 years age group in the country. This figure is obviously higher than that given in the table above (17,315,296). The experts of Technical Committee on Primary Education Statistics suggested use of SIPDSPP figures, as they are believed to be more realistic. Therefore, the district-wise population of 6-10 years age group needed to be adjusted to make it consistent with the national figure given above. The adjustment was done in proportion to the district-wise projected population for the year 2005, as obtained from BBS.

2.4 Gender Discrimination and Target of Bangladesh

Gender equity and Women empowerment is an important means for development that has been included in PRSP. So, it would be not possible to achieve the goals of Millennium Declaration without ensuring Gender equity. The Millennium Development Goal (MDG) set out a powerful agenda for a global partnership to fight global poverty and hunger, offering a shared vision of a better world by the year 2015. The vision is to reduce extreme poverty and hunger, gender equity, sustainable environment and global partnership, which have been set out in 8 Goals and 18 targets. Bangladesh is committed to achieve these goals and target within 2015 as a signatory of Millennium Declaration. The third MDG component is to ensure gender equality and women empowerment. To achieve these goals Bangladesh set out a target to eliminate gender inequality in primary and secondary education by 2005 and all level of education by 2015.

Table 2.2
Target of Bangladesh to Eliminate Gender Inequality

Goal -3	Target-4	Indicator
Gender equity and women empowerment.	Eliminate Gender Inequity in Primary and Secondary Education by 2005 and all Level of education By 2015.	<ul style="list-style-type: none"> - Male-Female ratio in primary, Secondary and higher Education. - Male- female ratio in literacy - Portion of women labor in non agricultural sector

2.4.1 Male-Female Ratio in Education

Bangladesh is about to achieve the target on male-female ratio in primary and secondary education by 2005. The government has taken a few special initiatives for increasing girl's enrolment in primary and secondary schools like stipend to the girls' students at primary and secondary level, free book and other educational supplementary materials support to the students that has given a hand to achieve these goals. Now boys and girls ratio is 55:45 and it is near about the target. The male female ratio is given in table 2.3.

Table 2.3
Girls and Boys Ratio in Education

Level of education	Base Year (1990-95)	Present scenario
Primary	45:55	51:55
Secondary	34:66	46:54
Higher education	25:75	38:62

Target of enrolment has been achieved successfully, but challenges is now to achieve universal Primary education that would cost USD 1.7 billion and government has to collect about 40% of this amount from other development partners if we wish to achieve the goals of universal Primary Education by 2015.

2.4.2 Women Participation in Labour Force

Women Participation in employment and income is an important means of Women Empowerment and reducing income disparity between male and female.

Table 2.4
Ratios of the Labour of Male and Female

Total Labor	Male	Female
4632400	78%	22%

[Bangladesh Institute of Labour Studies (BILS)].

The total labour forces aged 15+ of Bangladesh are 4632400. Women participation is only 22%, the above statistics shows. The percentage of female labour force constructed basically depends from RMG sector where 80 percent labour force is female. According to UNDP, Women participation rate in Labour Force of Bangladesh is just double from other South Asian countries. In 2003, women participation in economy of Bangladesh was 55.9%, India 25.7%, Pakistan 15.2% and Srilanka 47.4% (The daily Sangbad 18 April 05). But contribution of women is not recognized in national economy, because, women's participation in labour sector is mostly informal. The state should take necessary measures to recognize the women participation in national economy irrespective of formal and informal economy.

2.4.3 Empowerment of Women at Local Government

Now in the Union Parishad (UP) Election, there are 3 women reserve seats for members out of 12. It is a significant step taken by government for empowering women at local government level. As a result, in 1997 UP election, about 50 thousands women took part to the election and 12 thousands and 8 hundred women were elected including UP Chairman. But the women members of UP are being bared from decision-making and power practice process. A research report of Khan Foundation says, The Daily Sangbad (18 April 2005), a national Bangla newspaper reports that about 82% members could not take part in decision making process of UP to fulfill their election commitment.

Table 2.5
Indicator of Gender Equality

Goal -3	Target-4	Indicator
Gender equity and women empowerment	Eliminate Gender Inequity in Primary and Secondary Education by 2005 and all Level of education By 2015.	<ul style="list-style-type: none"> - Male-Female Ratio in primary, Secondary and higher education. - Female-male ratio in literacy - Portion of women labor in non agricultural Sector area, in City Corporation and - Pourashava level, Women participation is remarkable.

2.4.4 Women in Parliament

Women participation in Political process is very low in Bangladesh while half of total population is women. In National Election 1991, only 2% parliament member were women while the Prime Minister and Leader of Opposition were women also. In last Parliament election in 2001, only 6 parliament members (2%) were women out of total 300 MPs. A bill for reserved seats for women has been passed and total 45 reserved seats will be kept for the women in the next parliament election that would increase the participation of women in the parliament. But the women leaders are asking direct election in the women seats, the issue should be taken in concern for women empowerment in practice.

Table 2.6
Women in Cabinet from 1972-2001

Year	Total members of the cabinet	Women members of the cabinet
1971-75	50	2
1976-82	101	6
1982-90	133	4
1991-96	39	3
1996-2001	42	4
2001-2006	60	3

Democracy Watch research report July 2003.

2.4.5 Women in Development Policy

In 1997, Government has developed and adopted National Women Development Policy and according to this policy woman has got rights to participate directly in UP election and a few

initiatives are taken e.g. inclusion of mother's name with father's name, pension scheme for widows of late employee, 60% quota for primary school teacher and 30% quota in other educational institution. But in 2004, this policy was revised and most of initiatives, which increase women empowerment, were almost lost. Now the women leaders are demanding to reactivate the Women Development Policy 1997 and the Government should take necessary steps in this regards to achieve gender equality as commitment of MDG.

2.4.6 Women in PRSP

In PRSP, there has been discussed achievement of women and mechanism to eliminate gender discrimination in a separate chapter recognizing gender equality is an important means for development and poverty reduction. Priority has been given to the women in education, health, agriculture and environment as well as other sectors. PRSP has pointed out that women's are falling to extreme poverty due to gender discrimination in wage in Bangladesh.

There are different types of religious family code in Bangladesh based on different religion, as a result women are treated differently in the same state. The women leaders are demanding a uniform family code to resolve this issues and the government has included this issue in PRSP that commits to implement the uniform family code by 2007. But it is not implemented yet. Moreover, government is still to disapprove the 2nd article of CEDAW. Because it says about the equal rights of women on property possessions and it will create contradiction with existing religious based family code. Besides, there was a committee to eradicate gender discriminatory words, sentences and concepts from textbook. But till now it is not initiated.

2.4.7 Women Development in National Budget (2007-08)

Women are discussed in social safety and security section where given a description as 'the major challenge of social infrastructure development is women, children, disable and any other vulnerable population to include mainstream development'. Half of the population is women, but women have been discussed along with some vulnerable section, but we should know, vulnerable section is a part of women folk, not as a whole. In the Budget, government has added a new charity approach along with existing allocation to the vulnerable section of women, e.g. maternal health service. Maternity Health Service is an issue of Health problem and the budget allocation should go to Health sector. If budget did it, it would help the total women folk as well as the poor and vulnerable women. Gender sensitiveness is a major indicator for a good budget and in the budget declaration

(2007-08), a few words like 'gender sensitive' and 'gender equality expenditure' have been used; but in the real context, the budget does not reflect it; It is also more absent in practice level. Government should take necessary steps to ensure gender sensitiveness of national budget for achieving gender equality as well as national development.

Mainstreaming women in development, right to participation in decision-making process, possessions of property, gender friendly social norms and practices to the women are the basic part of gender equality and women empowerment. Without fulfilling these levels, only commitment and disorganized allocation cannot help in gender equality and women empowerment as well as achievement of MDGs. It is proved that if women have education, participation in decision-making process, it would help to eradicate poverty and hunger. Government should take the necessary steps in these regards.

2.5 Effects of the Policy and Conference

Women's status has been changed positively in the course of time. Now, they are performing in every sector with firm confidence. In our country their position has also been changed. Their participation has been increased both in the formal and non-formal sectors. According to world banks report 1995-96 participation of women in work force is 67% in rural areas and 27% in urban areas. In various developed countries like China and Japan women are working all the day and contributing a major portion in GDP. In Bangladesh most of the garments involve women and this sector is contributing 54% on female employment. A large number of women are working in many other industries. Besides this, now women are performing well in many other recognized professions such as law, engineering, medical science, banking, teaching etc.

Participating in the politics, women's are now changed from housewife to policy makers. In Bangladesh two main leaders are women and in the parliament women's portion is not dissatisfactory. A separate ministry has been created in 1989. Besides department of women's affairs has been established as the principal field office of the ministry of women affairs. National women organization "Bangladesh Jatiya Mahila Sangstha" was established in 1976 and nationalized in 1991

Literacy rate of women has also been increased significantly during the last three decades though it is comparatively less than average rate. Education is the key to development and a nation cannot be educated, in true sense, without a literate mother. So increased rate is obviously showing a bright future. Now, education up to SSC has been made tuition free for girls & student. Besides, monthly stipend is given to them.

Our policy makers are always maintaining conformity with UN Policies and Principles. Our constitution has clearly denied any discrimination between men and women. The government has enacted a number of Laws, Rules, and Act etc.

To stop violence and repression against woman and ensure they're safe living and working life. The Muslim family law ordinance child Marriage Restriction Act ordinance establishments of Family Court etc are various examples of government steps to ensure women's right. Recently child and women repression act has been passed which is a milestone in the history of Bangladesh

Though some limitations are existing to involve women in developing process we cannot deny that a radical change has been taken place during that last few years. Now, women are participating in all sectors whether it is formal or informal, National or International. If we can use women's stillness fully no doubt, our country will go ahead competing with the world in this era of globalization. So, we should ensure the best use of human resource, which obviously includes women. Government of Bangladesh is fully committed for Advancement of Women, which is expressed in many ways, like-

- A. The Bangladesh constitution provides equal rights for women in all spheres of public life The Rights for Women are discussed in a number of Articles of the Constitution. The Articles 10, 19 (1) and 28 (2) state:
 - a. "Steps should be taken to ensure participation of women in all spheres in national life"
 - b. "The state shall adopt effective measures to remove social and economic inequality between men and women and to ensure the equitable distribution of wealth among citizens and of opportunities in order to attain a uniform level to economic development throughout the Republic".
 - c. "Women shall have equal rights with men in all spheres of state and public life."
 - d. The Constitution provides for representation of women to political and public representative institution, such as the Parliament and the local government bodies. In order to ensure a minimum representation of women in these institutions, the Constitution provides the protection of reservation of seats.
- B. Government of Bangladesh has ratified CEDAW in 1984. The related optional Protocol has also been ratified by the GOB in 2000.
- C. The 4th 5 yr Plan (FFYP, 1991-95) incorporated the objectives of Women in Development in Macro and Micro Frameworks to bring W. into the Mainstream of Socio-economic Development.

- D. The Government of Bangladesh is committed to implement the Platform for Action (PFA) adopted in the Fourth World Conference on Women in Beijing. The PFA emphasized the strategy of mainstreaming of women's development into government policies and programs.
- E. For strengthening the National Machinery of Women's Development major institutional events are-
- i. Identification of WID Focal Points and Sub Focal Points.
 - ii. Formation of NCWD.
 - iii. Revision of Allocation of Business of the MOWCA (2000).
 - iv. Formation of:
 - Parliamentary Standing Committee for MOWCA ('98)
 - Women's Dev. Implementation & Evaluation Committee.
(To support & follow-up NCWD, 2000).
 - WID Committee at Dist. & Upazilla/Thana level (2000).

The Bangladesh government has developed a national policy on women development.

The major focuses of the Policies are as bellow-

1. Implementation of Women's basic rights;
2. Elimination of all forms of discrimination against the girl child and formulation of necessary laws;
3. Elimination of all kinds of violence against women;
4. Armed conflict and women's position;
5. Ensure Women's equal opportunity and active participation in al national economic activities:
6. Women Needs
 - 6.1 Poverty Alleviation.
 - 6.2 Economic Empowerment.
 - 6.3 Employment.
 - 6.4 Support Services for Women.
 - 6.5 Women and Technology.
7. Political Empowerment of women.
8. Women's Administrative Empowerment.
9. Heaths and Nutrition.
10. Housing and Shelter.
11. Women and Environment.

12. Women and Media.

13. Women in Distress.

The Bangladesh Government also has been taken a national action plan for implementation of the platform for action (PFA) in Education sector

A. Policy level

Formulate and enact an education policy in incorporating equity and equality measures for women and girls of different categories and cultural ethnic groups taking into account their needs, interests and priorities.

Objectives of the policy is:

To enable MOE and MOPME to develop programmes that are comprehensive, need based and instrumental in addressing women's needs and sustainable development.

[PFA: 79, B 1 to B 6]

The following activities to be undertaken:

- a. Initiate the process for the Minister's approval of the formulation of policy.
- b. Consult with relevant bodies at the government level, NGOs, women's organizations, professional bodies and experts.
- c. Circulate draft widely for comments and necessary modification.
- d. Consult with the Ministries of Finance, Establishment, WCA and other relevant bodies of the draft.
- e. Place the draft before the Parliament after approval of the cabinet.
- f. After accreditation by the Parliament Publish the policy in the official gazette in the form of a resolution.
- g. Form a body with Govt. and NGO representatives to monitor policy formulation and implementation.

B. Institutional Measures

Amend Allocation of Business of MOE, PMED and Directorates to integrate and incorporate needs, interests and priorities of women in education.

Objectives institutional measures:

To ascertain and stress roles of MOE, MOPME and Directorates in the advancement of women in advancement of women in education and ensure women's equal participation in this sector. [PFA, B 1: 80 (b)]

Activities to be undertaken:

- a. MOE and MOPME will initiate the proposal for amendments of the relevant items of the Allocation of Business.
- b. Consult with the Ministeries of Law, Finance, Establishment and WCA.
- c. Summary to be placed to the Cabinet Division.
- d. Cabinet Division to obtain approval of the Cabinet.
- e. Incorporate amendments as approved by the Cabinet after formal consent by the President.

C. Action Level

Introduce basic education programme for out of school adolescent girls migrating to urban areas for live lihood.

Objectives of action are:

To educate migrant adolesvent girls staying out of school in urban areas of employment of other purposes. [PFA B 2: 41 (a, b, c)]

Activities to be undertaken-

- a. Identify adolecent girls who have migrated to cities/urban areas and staying out of school.
- b. Initiate a project proposal to bring there girls in basic education programme.
- c. Have the project approved by appropriate authorities with allocation of funds needed.
- d. Approach motivates employers/parents through special means to enable their adolescent girls to have,basic education specially devised for them.
- e. Publicize basic education programme for migrant abolescent out of schoolgirls through media.

Chapter 3

Review of Literature and Related Research Studies in Bangladesh

3.1 Review of Different Education Policies and Education Commission Reports in Bangladesh

This Chapter explores the relevant literature and research studies. The researcher didn't come across any research work that could be exactly related to this study. Although some action researches have previously been conducted, yet no specific studies related to were found. However, different policies, documents and commission reports addressed to this issue have been presented below in brief:

3.1.1 The World Conference on 'Education for All' (Thailand-1990)

The world conference on 'Education is a fundamental right and urged the March 1990. The conference notion was Education is a fundamental right and urged the nations to intensify their efforts to address the basic learning needs of all. The conference adopted the world declaration on ' Education for All' and Bangladesh was a signatory to the world declaration. The conference also approved the framework for action.

Following the WCEFA and its framework of action Bangladesh prepared its first national plan of action on EFA. In view of financial constraints Bangladesh set its goal slightly lower to those of world declaration. In 1990, the world had 127 million children who had no access to education and 960 million illiterate adults. During that period Bangladesh had a school aged child population of 17.02 million. (In) 75.6% of the children about 12.87 million enrolled in primary school. The completion rate was low and the dropout rater was high. Bangladesh took prompt action to realize the goals set in the world declaration. Among them introduction of compulsory primary education all over the country in 1993, started off a social mobilization camping on Basic Education in April, 1992 by the Prime Minister, Food for Education program to get the children of marginal families to enroll in schools, free of cost textbooks for children, launching of a well designed integrated Non-formal Education Program to meet the learning needs of deverse group.

World Conference on Education, 1990.

3.1.2 The World Education forum in Dakar-2000

Bangladesh has participated in the world education forum in Dakar, where the decade of UN Girls Education initiative (GIE) was launched as a part of the ongoing Education for All movement. Out of the six goals of Dakar Declaration, two goals emphasis on girls'

education. These two goals were: a) to ensure that all children with special emphasis on girls and children in difficult circumstances have access to and can complete free and compulsory primary education of good quality by 2005; and b) to eliminate gender disparity in primary and secondary education by 2005 and achieve gender equality in education by 2015. The government commitment was to achieve EFA goals by 2000 were:

- To increase gross enrollment
- To reduce dropout rate
- To increase literacy rate
- To improve basic learning competencies
- To increase the girls enrolment and to reduce the gender disparity. (World conference, 2000)

3.1.3 The United Nations Girls Education Initiative (UNGEI)

UNGEI is a global endeavor to ensure that the right of all girls to quality basic education is fulfilled. UNICEF is the lead agency globally, and Bangladesh has been named as one of the 25 countries for acceleration efforts to ensure gender equality and to improve enrolment and completion rates by 2005. This is part of the global effort to achieve the Millennium development Goals of completion of a full course of primary schooling by all girls and boys by 2015 and the interim goal of the elimination of gender disparity in primary and secondary education by 2005. The goals are inextricably related to addressing gender discrimination and the status of women in society. Part of this movement UNICEF Bangladesh commits itself to promote and support efforts by Government and all partners to accelerate progress to achieve results in girl's education by 2005.

3.1.4 Girls Education on the Basis of 'National Education Commission -2003

In all education Commission's reports specially the nation policy on women education of 2000 have identified, women has a sectoral issues and recommended some steps to solve the women problems. However the past education Commissions' reports of Bangladesh did not mention any specific strategy to solve the problem of discrimination for women. The national education commission (2003) chaired by Prof. Moniruzzaman miah has stated the following specifics policies of women education for discrimination of gender. The Objectives of girls' education are:

To bring women in the main stream of education from primary to higher education by taking administrative and other supportive rules. The women should not be bounded by

education of different and standard. Their education needs to be ensuring, so that they can become self-dependent.

- a) It is essential to accept and implement the principle on bringing women in the main stream of education. This action should be for all sectors of education. This action should be for all sectors of education for this, it is also necessity to identify different problems and discrepancies among all stages and sectors of education, so that a time frame strategy could be taken into consideration.
- b) It is necessary to prepare effective principles, laws and guidelines for accesses of women in every sector and stages education.
- c) To announce to bring equality by reducing gender discrimination and also to take specific steps for its implementation in the area of admission and completion primary and secondary education.
- d) To make ensure equality of women by creating similar conditions for both male and female regarding degrees and admission to different institutions like technical, vocational and higher technical education irrespective of rural urban areas intuition.
- e) To ensure accessibility of women in all stages (primary to higher education) and all groups (humanities, science, technology, professional, religious education etc.) identifying problems of women, so that real steps could be taken to solve this problem.
- f) To determine time -frame for removing discrimination from all the sectors of education.
- g) To give equal opportunity to women for decreasing inequality between man and women by preparing different programs for abult and vocational education program.
- h) To give importance to create all opportunities with a view to making women self sufficient through general, science and technology education. It is also necessary to aware women attitude in fever of equal rights.
- i) To ensure preparing gender related data for making actual progress of women education.

To remove the Structural Problems, the following are to be taken consideration

- a) The numbers of school have to be specified according to ratio of girls.
- b) 30% seat of hostel has to be allotted for girl students, so that they are able to study at that institution. Later on the number of hostel must be equal according to boys and girls.
- c) It is needed to increase the number of toilet as the girls are increasing in number.
- d) It is necessary to take special training program to fillup 60% women quota of appointment as well as special training allowance, accommodation and security
- e) Opportunities of playing and Physical training have to be provided in every school for girls.

The Commission also recommended the following stated to creating positive attitude towards women education:

- A. To create awareness on women education extensively through modern Mass media, indigenous knowledge and traditional methods.
- B. To reduce girls dropout from school, it is necessary to change family attitude, security on the way for attending school and introduce vocational education for special circumstances.
- C. To create awareness of girls sexual abuse in school and family, as well as inform them about specific policies of the authorities.

The commission also recommended curriculum and textbooks as follows:

- A. 30% women member should be included in curriculum committees and sub committees, subjects, committees, review committees, assessment and evaluation committees, so that women's perspective and interest should be reflected in educational materials.
- B. It essential to remove gender discrepancies related contents and concepts from the curriculum and textbooks all stages to education, specially English, Bangla and literature. So that a positive roles and attitude in women are reflected in educational materials.
- C. More biography of pioneer women and their works will be included in language and literature curriculum of primary and secondary education.

Other recommendations of the education commission are as follow

- a) More women should be appointment in all policy making and decision making level like the Ministry, Directorate of Primary and higher, Madrasha Education board, Madrasha Education, Education board, University grant commission and various other organizations in the country.
- b) The importance of school managing committee (SMC) and others monitoring committees is very high for monitoring of teaching learning of teacher and attendance of girls learners and to ensure quality education at the primary and secondary level. So that three fourth member of this committee's should be select from mothers of students.
- c) Although now a day's mother's name is written beside father's name but mother does not get any reorganization as a guardian. Even is absent of father, both of other male member of family gets recognized as guardians of students. By changing this policy both mother and father should be recognizing as joint guardians of the students. In case of father absentia, mothers will be accepted as the legal guardian.

3.2 The Current Situation and Initiatives taken on Girl's Education in Bangladesh

Many factors impede girls' access to and completion of primary and secondary education. Within the education system there are many constraints, including ineffective methods of teaching, large class sizes, some of the lowest contact hours in the worlds, high teacher teaching, large class sizes, some of the lowest contact hours in the world, high teacher absenteeism, poor accountability systems and a lack of sanitary facilities for girls in schools. In some areas, such as the urban slums, there is insufficient provision of schools. Factors outside the school represent even more formidable barriers. From a girls' birth she is treated differently from boys. Expectations for a girl are narrower. She is expected to grow up and level her family home to live with her husband's family. Dowry at the time of marriage is a major expense for the girl's family. Until her marriage the family is often worried about her safety and security. Inextricably related to this in most rural areas and many urban settings is the taboo on girls having any social relations with males outside the families. Any breach of this cultural norm is considered a threat to at the girl's security and future marriage prospects. After a girl reaches puberty, her movements are constrained. Accessibility of school becomes a major concern. If the distance to school is too great or the route too public, a girl may not be allowed to attend. Since a girl is not likely to become a wage earner for her family, there is less likelihood that additional money will be spent for her education compared to her brother's. For instance private tuition is considered by many as essential for progressing through the secondary cycle and for passing the final exams. A family will often hesitate to make this expenditure on a girl since they see no financial return for the family. For most families the burden of housework falls disproportionately on girls, which often interferes with their studies. In the poorest families girls often are engaged as domestic workers in the homes of more wealthy neighbors or sent to the cities to work as domestic helpers. This usually means the end of the girl's schooling and is common even for girl's as young as 8 years old. Early marriage is one of the main reasons girls drop out of secondary school. When an adolescent girl marries she generally stops attending school and begins full- timework in her husband's household. Early marriage of girls thus reinforces the cycle of poverty and gender discrimination.

The Government of Bangladesh (GOB) has taken various initiatives to address some of the above factors. Most notable are the stipend projects. In July 2002 the Government launched the Primary Education Stipend Programmed. Poor families in rural areas are given a small monthly stipend if their children regularly attend recognized primary schools meeting minimum quality criteria. The poorest 40% of students in a school may be selected to receive stipends provided they maintain 85% attendance and

pass the annual school examinations. The initiative is funded entirely by the Government of Bangladesh. The secondary girl's stipend projects have been implemented for a much longer period. Launched in 1994 and funded by IDA, ADB and the Norwegian Government as well as the Government of Bangladesh, the projects pay the tuition fees and provide monthly stipends for all unmarried girls up to Class 10 in rural areas who attend recognized institutions, maintain at least 75% attendance and secure marks of at least 45% on the annual examinations. From June 2002 the Government extended the female stipend programme to include the Higher Secondary phase (Classes 11 and 12) however, for Higher Secondary the coverage is more selective. The stipend projects, particularly the secondary girl's projects that have been in place for nearly a decade, have been important for enrolling and retaining girls in secondary schools. The prospect of their daughters receiving a stipend for their secondary education may have also encouraged parents to keep their girls in primary school. The provision of free education and monthly stipends is recognized as one of the factors that contributed to Bangladesh achieving gender parity in primary and lower secondary enrolments.

Despite having achieved gender parity in primary school enrolments, Bangladesh still has a long way to go to achieve gender equity, access to quality education for all girls, completion of basic education with acceptable competency levels and relevant life skills and equal roles for women and girls in society. Some of the key issues, which must be addressed, are as follows:

Perceptions of lesser value and limited roles of girls: Gender discrimination starts from birth and continues throughout life in Bangladesh. The perceived lesser value and limited roles of girls and women are embedded in the socio-economic system. Girls' education, very broadly defined, can play a part in changing these norms and practices. The issue must be addressed both within schools and in the broader society, starting from early childhood and continuing through adolescence.

Quality of basic education: As the statistics above illustrate, neither girls nor boys are receiving an education of an acceptable standard. By age 11 only just over a quarter have achieved the expected minimum competencies of primary school. Besides low academic achievement, there is little scope for developing relevant life skills within schools. Although many girls do continue with secondary school, their low competency levels put them at a disadvantage from the very beginning of the secondary cycle. For those who do not go on to secondary school, their low competency levels will be a severe limitation to their participation in economic and social areas throughout life. For girls, because of the gender

discrimination they already face, poor quality education doubly disadvantages them. Education, which should enable them to overcome these obstacles, instead fails to give them the skills and confidence they need to actively participate and advance in the social and economic spheres. Most of the 1.5 million girls out of school are dropouts from the system. Quality improvement is essential if the goal of universal completion is to be attained.

- **Equity and access:** Reaching the 10% of girls who never enroll in school remains a challenge. The exclusion of nearly 1.5 million girls is a violation of the fundamental and basic right of every child to education; there are some groups of girls and boys who never enroll. These include working children, girls and boys with disabilities, children in urban slums, children of the ultra poor and girls and boys living in geographical areas with limited access to schools. It is not only an access issue, but also primarily one of equity. Very focused efforts will be needed to ensure that these children are enrolled in basic education programmes. In many cases it girls are doubly.

The girls' education strategy addresses the issues identified above. The aim is to promote and enhance the value and role of girls in all aspects of social and economic life, to improve the quality of basic education and to ensure equitable access to learning opportunities for girls currently not enrolled in primary schools. The strategy promotes and supports the rights of girls and women as mandated in the Convention on the Rights of the Child (CRC) and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).

As the lead agency for girls education, UNICEF is responsible not only for reflecting the global priorities in its own programs but also for ensuring the girls education is promoted as a national priority in Bangladesh by GOB and across a wide spectrum of partners and civil society. UNICEF has a major responsibility to advocate for girl's education amongst all partners, to ensure that a broad based coalition is built for promoting girls education amongst all partners, to ensure that a broad based coalition is built for promoting girls education and to monitor progress towards the MDGs related to girls education.

To fulfill its mandate for girls' education in Bangladesh, a number of strategies will be employed by UNICEF to meet both its programmatic objectives as well as to contribute to the fulfillment of the girls' education goals in Bangladesh by 2005 and 2015. The key strategies that support the overall girls' education strategy include:

Promoting girls' education and empowerment in national policies: In addition to inclusion in the Education for All National Plan of Action, girls' education priorities and issues should be reflected in all major policy documents. UNICEF will work closely with GOB and other partners to ensure that girl' education and empowerment are included in Bangladesh poverty Reduction Strategy paper (PRSP), in the National plan of Action for Children, GOB periodic development plans and other relevant policy documents. [Masuda –promote girls education]

Networking and building alliances and partnership: The girls' education goals can only be realized through the combined efforts of many partners. While Government plays a critical role, other UN agencies, bilateral and multilateral donors, NGOs and other civil society groups can also make important contributions. UNICEF will work within Government and other structures to build and strengthen alliances and partnerships for the promotion of girls' education. Cooperation and coordination with NGOs running non- formal education programs will be of paramount importance.

Promotion of multi-dimensional and cross-sectoral approaches: The fulfillment of every girl's right to education will not be achieved through work with schools and learning centres alone. UNICEF will promote and support approaches that recognize and address the complex nature of constraints and barriers to good quality girls' education.

All development initiatives should include a gender dimension, and programs across the sectors can have an influence on attitudes and behaviours, which will ultimately determine whether or not families recognize the value of girls' education.

- **Support to formal and non-formal channels:** In the current situation in Bangladesh concerted efforts are needed using all possible channels for education and for promoting the rights of girls. UNICEF will support initiatives within the formal education system as well as through various non-formal modes. Providing good quality education will be a major focus, equally important within formal and non-formal systems.
- **Promotion of girls' education at every stage of the life cycle:** Within the wider context of gender discrimination in society, girls' education must be promoted as a right and duty at every stage of childhood and adolescence. Long before they start school, girls must be given equal and adequate opportunities for their mental

and social development. Treating girls equally with boys, interactive care practices, early stimulation and pre-school learning opportunities are important factors which will influence a girl's enrolment, retention and achievement in school. Throughout childhood and adolescence initiatives are needed to promote gender equity and behavioral change so that girls and women can participate fully in every area of societal life, and retention of girls through the secondary cycle is particularly important.

- **Promotion of girls' participation and empowerment:** Interventions should be designed and implemented with the active participation of girls and boys. UNICEF will integrate this concept in programs which it supports directly and advocate for the participation and empowerment of girls at all levels and in all programs both of the Government and of other partners.
- **Inclusion of boys:** While there is an urgent need to focus on girls' education, this does not mean that boys will be ignored or neglected. Research from around the world has shown that initiatives that are good for girls are nearly always good for boys as well (while the reverse is often not the case). The purpose of the UNGEI is not to exclude boys but rather to ensure that both girls and boys have their right to quality education fulfilled. It is also important that boys learn in an environment in which there is no gender discrimination and in which positive attitudes and respect for all are encouraged and nourished.
- **Monitoring of progress:** It is important that reliable and valid data are available and used to monitor progress towards the girls' education goals. UNICEF will work closely with GOB and other partners to ensure that relevant data is available and that the information is used to inform policy and programs. It will be particularly important to identify areas, which need strengthening in order to meet the goals and to adjust policies and programs accordingly.

3.3 Gender Sensitivity and Primary Education

Primary school period (from ages 5-11) is very important in the mental and attitudinal development of a child. While sexed roles based on gender have not yet begun to appear, it is at this stage that a child's initial attitudes are being formed. School is the first

experience that the child has outside the home, and the first opportunity that society has of correcting attitudes and habits learnt at home. What often happens is that the child sees the same attitudes reflected in the school, and this has the effect of strengthening these attitudes. A well thought-out Primary Education curriculum, as well as classroom planning, can at this very initial stage, help to make the child think differently, this is the basis on which the rest of the child's educational and mental development will take place.

That is why the task of gender sensitive reading material in all subjects at this stage becomes so important. Women should be shown in positive lights, as well as women should be shown in all aspects and activities of life. Often the argument is made that life is not like that. But the stories and poems selected for the children do not merely reflect life as it is - they also hold up an ideal. And if a gender sensitive ideal is presented to the children at this stage, we can hope that such behavior will ensure through life as a result.

Children learn not only through books, but what they see around them is equally important. In this case, seeing women in the role of teacher also hopes them to develop a more respectful attitude towards women. But if they see both male and female teachers interacting with each other in an equal manner, this also sets up a behavioral model for them to follow. Also seeing women in administrative and decision-making positions is important for the child, as again this is an image the child will carry through life.

If teaching methods are gender sensitive and do not discriminate between boys and girls- if phrases like 'you shouldn't do this because you are a girl/boy' are consciously not used - the children will also learn to think of themselves less from gender roles and positions. Equal treatment of boys and girls at this stage is important because, when they go on to choose subject streams in their secondary school education level, boys and girls will choose science, arts or commerce on the basis of their ability and interests rather than on gender. At this stage, boys and girls must be made to feel that they can do whatever they want and like regardless of their gender.

Outdoor activities, be they sports or homestead gardening, or school functions, should be encouraged for girls. This is also a time of physical development, so the physical activities need to be encouraged in girls. This gives girls a sense of independence for the future. Girls in our society are normally homebound, and perhaps school is the only place where they can safely engage in outdoor activities, a special effort to make this available to girls needs to be made.

In school design and classroom layout, a lot of stress is being given nowadays on participatory activities. These participatory activities must be available to both boys and

girls, and girls must be encouraged to speak out, to express their opinions and make their presence felt.

Learning starts from a young age and this is the foundation on which the future is built. Social progress and development is possible only through planned and well thought out interventions. As school is the first formal learning experience, we must learn to gear the education in school our society more progressive and egalitarian. The first step in this stage has been taken with the declaration of universal Primary Education, and with the reiteration of the child's right to education. Now we have to work towards basing this education on egalitarian and more realistic principle, so that we indeed shape the citizens for the 21st century.

3.4 Related Research Studies in Bangladesh

In the contest of Bangladesh gender issues and its conceptual work is negligible. Because of that inadequate knowledge on the basis of gender issues, Father headed family, lack of women worker in society. Now a day it is increasing from past decade. The Government of Bangladesh takes initiative to improve this situation's. So they are tried to use equity and equality on girls and boys. Some non-governmental organization is working with gender awareness in society and family. There are some works done by different organization included here.

3.4.1 Member (primary curriculum), Women in Development Unit and Curriculum Evaluation sub team of National Curriculum and Textbook Board (NCTB) conducted a research (2000) on 'Knowledge and Attitudes about Gender Issues of Pupils at Primary Level in Select Schools in Dhaka'

They have introducing their work in the study like that, "Women play central role in family life and in population and development activities. Throughout history, women have, to varying extent, played roles in society. However, it is only in relatively recent times that the full measure of their importance has been recognized and articulated.

Topics generally included in gender issues are the meaning of gender, gender roles, status of women, legislation related to women's (e.g., repudiation, inheritance, and women's participation in decision-making and in national development, individual rights to control fertility and practice safe sex). Primary education can be a good start to develop gender sensitivity. A research on primary pupils' knowledge and attitude may bring some ideas on how the gender issues can be focused in the primary level."

The Findings of the study were as follows

1. The class 5 pupils' knowledge about gender issues ranged from satisfactory to highly satisfactory. In general they have satisfactory knowledge about gender issues.
2. There is no difference that exists between the knowledge about gender issues among the girls and boys.
3. The class 5 pupils elicited positive attitudes toward gender issues. There are no difference that exists between the knowledge about the girls and boys.
4. There are no difference that exists between the attitudes toward gender issues among the girls and boys.
5. The girls and boys have similar views on the reasons about why boys and girls are different.
6. Both the girls and the boys elicited aspirations of being professionals when they grow up. The girls elicited varied professional choices than the boys.
7. The boys and the girls share similar views about the reasons that hamper the girl's education.
8. The boys and the girls have similar opinions on the tasks, which, may be done by the sons and daughters at home.

Recommendations were as follows

1. The research team should conduct in-depth discussions on the gathered to serve as inputs to curriculum materials evaluation.
2. The study should be replicated in the rural and urban schools in the different divisions of Bangladesh.
3. Further studies about gender issues should be conducted which will involve the teachers, the parents, and the stakeholders.
4. The results of the studies undertaken should be disseminated to the teachers and other educational sectors to get their insights on gender sensitivity.
5. The research findings should be used in conducting gender sensitivity review of curriculum materials.
6. In-service training program for teachers about gender sensitivity should be conducted in the various levels.

3.4.2 Mr. Abu Ahmad Arif, Joint Chief, Bangladesh Planning Commission (1994) conducted a research on 'Female Education in Bangladesh: Setting Strategies in Terms of Policies and Projects'

The main summaries of the study were

1. When asked about the appropriate age of the child for starting education, the holy prophet (peace be upon him) advised that it should ideally begin 15-20 years before the birth of the child. In history, perhaps this is the biggest advocacy for female education in general and education of the girl child in particular. Most unfortunately, however, throughout the globe in general, followers of the holy prophet of Islam (S) do not seem to have adhered to this great advice with the degree of seriousness it deserves. In fact, the logic for complete access of women to education is the logic for expanding education itself.
2. It goes without saying that conceptually and operationally, education development is an integral component of the overall socio-economic transformation of the country. Hence, to be effective, advancement of female education has to be organized by continuously strengthening WID and integrating female education as an antecedent and consequential corollary to it. Instead of leaving economic development of women to take place as a part of the overall process of socioeconomic transformation, here in Bangladesh there is a case for identifying women's development as a clearly defined target in the policy dynamics and development programming accompanied by strong sectoral programmers on female education and employment. Simultaneously, for any medium-term or long-term development plan, therefore, education must be a most important weapon for integrating WID in the overall dynamics of socioeconomic programming.
3. In the formal sector, female employment can be classified into the following groups:
 - a) High level professionals like post-graduate medical/ engineering/ agricultural specialists and the like/high level generalist policy administrators like secretaries, additional secretaries/ directors general etc;
 - b) Mid-level professionals like graduate doctors/engineers/agriculturists etc. mid-level generalist executives like directors, joint secretaries, etc;
 - c) Highly skilled occupational like Master Craftsmen in civil and electro-mechanical engineering etc;
 - d) Skilled functionaries like Master Craftsmen in civil and electro-mechanical engineering, medicine, agricultural etc;
 - e) Semi-skilled crafts; and
 - f) Unskilled workers.

4. Estimated absolute numbers along with the relative percentage-wise female share in the total formal sector employment as benchmarks and also as targets for the terminal point of a Five Year Plan should ideally constitute important macro Parameters. Built on the above lines, estimates of educated female scientific quantification of female unemployment and under employment in the modern sectors.
5. The history of economic development of today's socio-economically advanced nations reveals that in the matter of women's employment, supply of female manpower has been very job market. Also here in the area now forming Bangladesh, the enhanced volume of female employment has been partly the result of an increasing supply of educated women.
6. In analyzing the potential role of the private sector employers in the matter of promoting female training and employment, the most relevant question that has to be addressed at the very outset is as to why at all the private sector employers will go for such promotion policies. In order to maximize profit, they will employ the most competent person (irrespective of gender considerations) and will try to avoid/minimize the cost of training which the employer's expert the educational and training institutions in the government and private sectors to perform.
7. Private sector employers will choose to enhance female employment and training if such a programmed is based on a clearly visible economic logic that it will increase the volume of fits that will accrue to them. There are occupations where on with the same wage-level, female labors productivity is higher than male productivity. Such occupations would differ from to sector, from enterprise to enterprise and from plant to some such occupations are easy to identify. However, there at occupations where the identification would require detailed ductility analysis. Employers may find it useful to conduct studies as a part off its regular R&D activity. Under a situation of continuous a technological transformation, identification occupations where labor productivity in higher for women will contribute, as a by-product, to the national human resource development and manpower planning process. Female occupational payments in the private sector (based on such studies) will general a social pressure for enhanced women's employment in the government sectors also.
8. In the ultimate analysis, enlargement of the base of female employment and education constitutes a process of enacting gradual social reforms. This would require policy support in three forms:

- a) Political support is fundamental in order that the mass leaders have a commitment and accountability bring about such a social transformation with the deliberate realization that this will benefit the community itself;
 - b) Planning commitment is required by way of incorporation of women's development in general and female education/employment in particular in the macro framework and sectoral programmed of the Five Years Plans;
 - c) Administrative commitment is also necessary, because the planning process can take care of women's share only in the new employment and in the new product capacity created under the Five Years Plans. However for the current and future vacant positions in existing volume of job and in the current product capacity that already exists, it is the General Administrative Machinery (consisting of the Ministries, Departments, Sector Corporations and Autonomous Bodies), which has to take care of the responsibility. The planning and administrative machineries have also to induce the private sector to follow the suit, with appropriate incentives, if necessary.
9. To champion the cause of women's education in order to bring about quantitative expansion and qualitative upgrading in this field, the Ministry of Women's Affairs has to play an innovative and pioneering role and maintain very close links with the Primary and Mass Education Division, Ministry of Education, Planning Commission and such other Ministries/Agencies that offer professional education.
10. Policy planning and monitoring implementation will remain ineffective without sound statistics. The Ministry of Women's Affairs should prescribe the data pertaining to women's education that should be collected, compiled and disseminated (a) by the Bangladesh Bureau of statistics in their ten-yearly censuses/periodical releases, (b) by the Bangladesh Bureau of Educational Information and Statistics in their routine reports, and (c) by the Statistical/ MIS organs of various Ministries/Agencies administering educational programmed.

3.4.1 In Cooperation with USAID the Foundation for Research on Education Planning & Development (FREPD) 1983 was doing a Study on 'Assessment of Female Education in Bangladesh'

Major findings of the study of primary Education were

1. The proportion of girls' enrolment, as compared to that boys' was 1:1.7, Girls comprise only 37% of the total enrolment

2. Only about 40% of the 5-14 years children had been found to be enrolled in school in the survey area.
3. Enrolment of girls tended to increase in higher classes, which can be attributed to seasonal variations and increased awareness for education
4. Primary school enrolment has increased over the years but the rates of increase in different areas differs rather widely.
5. The female teachers increased in absolute number from 5,889 in 1973-74 to 16500 in 1982, butting terms of percentage of total number of women teachers' still constitute only a marginal segment; 8.9% of total number of teachers, 9.3% in government schools and 7.6% in non-government schools.
6. Only about 15% of rural schools have women teachers at an approximate rate of about 1.5 teachers per school.
7. The dropout rate in the government primary schools was 16% for boys and 17% for girls.

3.4.2 Professor Noorunnahar Fyzennessa, Social Scientist (1994) Conducted a study By ADB on 'Case Studies of Successful Women in Bangladesh'

The objectives of the study were

Attempts are made to determine if it is correlated with success of women of Bangladesh. On the basis of a set of criteria of success, 60 successful Bangladeshi women were interviewed. Major findings were the sixty cases included in the sample confirm that the success of the respondents (sixty successful women of Bangladesh) was greatly dependent on the level of education they had acquired. All the respondents asserted that higher education had contribution to their success. This implies that the level of education and the level of success are positively and strongly correlated. An important policy implication to be drawn from this finding is that if the government wants to empower women or to see more women as "successful" well-designed policy interventions must be used to encourage women to achieve higher education. In national development plans adequate financial resource needs to be allocated to implement projects related to primary, secondary and higher education of women. The respondents recommended that education should be modernized based on science and technology. Vocational and technical education should get priority over general education, particularly in the rural areas. The number of educational and training institutions

supported by adequately qualified teaching staff and physical facilities needs to be increased. Social mobilization in support of creating positive attitudes toward women's education must be ensured. The NGOs can in collaboration with the government play an effective role in strengthening social mobilization process.

Another factor that emerged as a very important determinant of success is adequate family-support. Most of the respondents asserted that they would not be successful without the support and encouragement of their respective families. It is therefore concluded that the availability of timely and adequate financial and non-financial support from the family plays an effective role in making women successful. The financial support mostly came from the parents, and in a number of cases, from brothers and husbands.

The support respondents received however varied with the level of education of their respective families. The families, which had higher level of education, provided more effective financial and non-financial support. The supports were available even when the family was not financially rich. One policy implication, which can be derived from this, is that if government wants the families to provide more support to women's education resulting to success. It should increase opportunities for income generating activities available to such families. Besides an increase in the number and amount of scholarships specially earmarked for women's education may lessen the burden of families.

In addition to financial support, encouragement from the members of the families was found to be a strongly significant factor. Positive attitudes of the parents particularly that of the mother, motivated the respondents to go for higher education and to seek outside employment. The family with higher education provided more encouragement. It means children of educated parents are likely to be more successful.

As per the findings of the case studies, professional training, particularly high quality and appropriately designed training enhanced the respondents' ability to carry out their jobs, with in turn led to their success. This implies that women should be provided with more opportunities to acquire vocational and or job specific training. It should however be mentioned that training was not found to be as strong a factor as education and/or family support.

The successful women included in this study indicated that while carrying out their professional duties, they had also actively participated in family chores. Although they admitted that the bearing and rearing of children did temporarily disrupt their progress toward success, they claimed that it was not an insurmountable barrier. It is noted that all of our respondents were aware of the social development and trends. An equally important aspect of our findings is that women of our society irrespective of their social status and education are quite eager to establish a progressive society in which the women will march forward side by side with their male counterparts.

Women's success is yet to be visible. It is difficult to state what kind of support/incentives/motivation is needed to encourage women to become entrepreneurs. More research on the causal factors and policy prescriptions is needed.

The respondents have further stated that economic hardships faced by women can be reduced if proper education is provided for them. They would be able to work comfortably with self-confidence and courage having a reasonable educational background.

Recommendations were as follows

1. The government should ensure equal opportunity to men and women at all levels of education.
2. Education up to S.S.C level should be ensured for rural girls.
3. Education up to H.S.C level should be ensured for urban girls of low-income group.
4. Employment oriented education should be introduced.
5. Educational materials, uniform, snacks should be provided by the government (At primary level)
6. Safety and security of the girl students should be guaranteed. Adequate opportunities for transport and housing should be created.
7. To achieve gender equity, the implementation, evaluation and monitoring of public should be ensured.
8. Increasing number of schools should be established.
9. Social awareness about the importance of education should be raised through mass media.
10. Education on health hygiene and environment is included in the curricula to benefit both boys and girls.

11. Community leaders should be mobilized and motivated, ensuring proper education of women, especially at the rural level.
12. Employment oriented education should be introduced.

3.4.3 In Great Britain Mr. Abbas Bhuiya and Kim Streat field under took a study about Bangladesh entitled 'Mothers Education and Survival of Female Children in a Rural Area of Bangladesh'

Although in the developed world better survival in which females are socially disadvantaged relative to males, a higher mortality of females can be observed. This feature of mortality of females can be observed. This feature of morality is striking during the neonatal period when biological factors largely determine survival; mortality of girls is lower than that of boys. The transition from a higher mortality of males to a higher mortality of females occurs at the age of around six months, when breast milk alone ceases to be adequate for children's nutritional requirements. This is the time when children need extra care from their parents, especially as regards feedings and treatment of frequent infections mostly associated with contaminated weaning foods. Investigation of food distribution and medical care within the family in households of rural Bangladesh has documented discrimination against girls; thus the observed differences between the mortality of the two sexes can be considered a function of gender-based inequality in feeding and health care within the household. But in reducing this inequality to a minimum mother have an obvious role to pay. Their education has been shown to have a paramount impact on survival of children in many ways. However, there has been shown to have a paramount impact on survival of children in many ways. However, there has been little exploration of whether the impact.

The collection of data for this study was carried out by ICDDR, B. The data were analyzed at the Australian National University while the first author was a Research Scholar in the department of Demography. Countries and agencies that share its concern about the impact of diarrhea diseases on the developing world support ICDDR, B. Main donors are: Arab Gulf fund, Australia, Bangladesh, Belgium, Canada, Denmark, Ford Foundation, France, Japan, Norway, The Netherlands, Sweden, Switzerland, United Kingdom, UNICEF, UNDP, USAID, and World Bank.

3.4.4 On 6 June 2007 the daily *Prothom Alo* Published report on primary school curriculum on the basis at gender issues there head line was 'If the text book only for Boys' /

The report was "mother of which child returns home after completing responsible job in the office, looks after her sons; she is to read in the text book-father does office work and mother only cooks, Again that mother of the child who having taken micro-credit, changed the condition of the family, overcame the poverty, developed the status of the family members her child is also to read-mother only cooks and serves services others. Even when a school -teacher mother, teaches her sons then she also reads father can only can about knowledge, mother manages the family. Perhaps the intention is the children who read the books all are male children and they will play vital role of the society. Can't be the opposite. After reading the textbooks of class 1-5 every one will think that these are composed only for male children and promulgated only to make the male children well educated. This information is found recently from "gender sensibility in the text book of Bangladesh" researched by the Higher Social Science Research Center of Dhaka university which has been done By Mr. Robayet Ferdous, a teacher of Dhaka university and Journalist Feroz Jaman Chowdhury. Researchers have shown the inferiority and aslant of women in the textbook. They proposed some specific recommendations to change this situation.

What we learn from our family of male dominated society, actually it reflects/focuses in many aspects of life. It is very natural to reflect stable impact on his mind as a child learns from school alongside the family for a long time. School is the main field for children socialization. Various stories, poems, essay, even in the picture of our text shows that there exists gender in-equality. In those chapters the importance of men are shown active and those of the women are shown as helpless, weak and inactive. All the books as Bengali, English, Mathematics, Social science and Islam, which are specified for class one to five, are selected by NAPE for research under the title of "Gender sensibility in the text books of Bangladesh". They have analyzed two thousand five hundred thirty six pages and marked/spotted many factors about gender insensible and dispute on that kind of male dominated.

In the above research things related to the gender insensible are shown some of them cha be given here: In chapter "Bai pora vare moja" at page 71-79 of class four a boy is shown that he is enjoying reading verities books of story and poem, where at first he reads

story of prince princes and giant. In the story giant has arrested princes and prince has come with open sword to rescue princes from giant-palace. Such kinds of fairy tale focus repeatedly the male as a hero and female as a prisoner. Female are prisoner/captured, helpless, and weak-this thought/reflection can be entered/planted in the minds of the children through such stories. In the textbook of class three in chapter 'Mama bari r pitha' we can see that aunt is making verities cake and feed those to others including her niece coming from Dhaka. In the description a point shows that there is no fatigue/weariness of Aunt. She is continuously making cake and giving one after one to everybody. On the other head, Uncle is giving description about recipe of various kind of cake of Bang, Season of making, how and which rice is needed while eating cake. But here it would be very natural if the maker of cake would give such description. As the aunt is making cake in the story so aunt is describing about kinds of cake and it's making process.

There are 12 pictures among those are selected as martyr intellectual in the chapter 'Sharonio Baronio Jara' Amar boi for class five. But there is no picture of martyr journalist shalina Parvin and Mahernu nesa though their names were mentioned there. Naturally wars of Liberation means, 'Struggle of Bangali male' women are neglected. If we don't mention properly in the textbooks about the participation of women in Liberation war, the children of new generation can't know the contribution of women. Now we analyses English textbooks. It's good to say that English books are comparatively gender sensible. But after that there is much dissimilarity. For example-there are description of seven occupation in chapter" Family and friends" English for Today for class five. Teacher, driver, potter, farmer, nurse, health worker and housewife. Where women are shown as three customary (Nurse, health worker & housewife). But at present we know that women are taking part in many challenging occupation and doing well. We can see in mathematics book of primary level that ability and buying ability only for man and whenever buying is made then doer is man or male child. It is printed that man will manage financial transaction means. "Man is donor, Woman is receiver". There have been given Mathematics marks of 20 students in the mathematics book page no-30. Here first, second and third place/class process respectively David, Badal, Kani and all are male child. Composer of textbooks don't know that female child can be good at mathematics.

After mathematics. If analysis social science there also exists thousands gender sensible words and sentences for an example-in chapter 'Family and neighbor' for class

four shows that we can help our mother in cooking and household works. We can help father in farming, business of others activities. Here mother is related to eternal work as cooking and household works. On the other hand father is related to earning activities. Again we can see in the picture 'Microscope Machine' for class 3 that a boy is looking stars through Microscope and a girl is standing beside him aimlessly. There is no picture even in this book where a girl is working with computer or Microscope machine. There is tendency of showing women less industrious than man or helper of a man.

Reader will wonder after observing the chapter 'Mammal' for class five. There have been given only a picture of a man with the picture of other animals. There also mentioned woman-man, male-child, female-child, in the various picture of textbooks but in general sense when man is used then almost in all the picture of a man is shown.

Islam sheikh book is full of gender insensibility like other books. In various ideal story of Islamic sheikh focus that the name of a male child has been used where there is no use of female child in the title of various ideal stories written in Islam sheikh for class three. The names of many ideal men are mentioned there but nothing about ideal women. There can be presented image/statue of many ideal women in the textbooks. There could have the biography of Bibi Fatema (R), Bibi Khadeja (R) and Rebeya Basri (R) as exemplary/ ideal women.

The research discussed above shows that minor but many mind touching Gender insensible descriptions are there in the primary level textbook. Although their remains many research about gender inequality, female education, drop out of education system in Bangladesh yet/but it is the highly discussed research about "Gender sensibility in the text books". Now it is essential to focus the credit and struggle of female in the textbooks. We have to present the positive image of female to the learners of new generation. Researchers propose some recommendation to create gender sensibility in the textbooks from 1-5. For example, it should not focus weak and helpless image of women, should avoid capture position of princes imaginary tale, should give up insincere image of women in all sectors, should keep balance in progressive image, recognition of participation of women in liberation war and Proper presentation, avoiding living-affectionate etc, there should be mention regarding women's Challenging occupation. Household works is for both man and women such as, men are also responsible for household work and this out look should have been mentioned in the textbooks. They

proposed to show the women as buyer and they are also good at mathematics and science in the textbooks as examples, beside this, researchers have given importance to increase the participation of women in editing the textbooks. We should present women properly in various activities to show it clearly that both man and woman are fit for all works. We should make visible women as 'person' or 'different person' in the mind of the children. That newspaper has given a message from Prof. Md. Yousuf Faruk Chairman, NCTB. As a name "To avoid gender discrimination in our textbook it should be needed Ministries Suggestions"-In the view of researcher such kind of gender discrimination in our textbook have been find. The Chairman of NCTB said about this, there is some gender discrimination in our textbook at primary level one to five, those are approved by NCTB. There are some sensible words also. It was not planned. It has come unconsciously. The past situation of our social status that is going on in our text book still now. The time before our women did not come outside to work. But now a day it has been changed. Now our child observed that their female relatives doing job and their father and w are helped in household work. On the other hand in our textbook student read that their father worked out side and mother did only cooking and caring the child. It is very difficult case. Now changed our social conditions. Now it is researched and discussed. If it discussed before we could change our textbook. We should because our people and social status are changed, discrimination has been found out and we should change. But it is a matter of time. Because, we are publishing a huge number of books. So, that gender discrimination is not changed as early as possible. If to do something we need Government Instructions. By ministerial Instruction and logistic help we can the writing of our text book and cover design done by male only. For asking writer we publish circular in Newspaper. We have requirement that educational qualification and writhing skilled. To avoid gender discrimination female writer can apply here to prove their qualification. Though, it has been discussed. We should rearrange the syllabus of our primary textbook. By ministerial support and direction it can be done smoothly.

Chapter 4 Methodology

The methods and techniques followed in accomplishing the study have been described in this chapter. It included sources of data, tools constructed, sample selected and analytical procedures adopted. Through the study, the researcher also tried to highlight a brief picture of the plan and procedures followed in respect to different purposes of the study. It may be mentioned here that two-dimensional approaches were mainly adopted in the research methodology, namely (i) Analysis/curriculum, textbooks of primary school and C in Ed course, related various documents and evidences (ii) Opinion of the stakeholders through questionnaire (iii) Class room observations and informal interview. /ef

4.1 The Research Design

(See over leaf)

4.2 The Sample

The Researcher has used the following sample in the respective area.

1. Analysis of the existing document
 - a) Existing school curriculum & necessary papers
 - b) Textbooks of primary school.
 - c) C-in-Ed curriculum & necessary papers
 - d) C-in-Ed Textbooks

To investigate its present status of gender equity and its strength-weakness in respect of gender issues.

2. Observation of classroom teaching and learning
 - a) Primary school classroom
 - b) C-in-Ed classroom

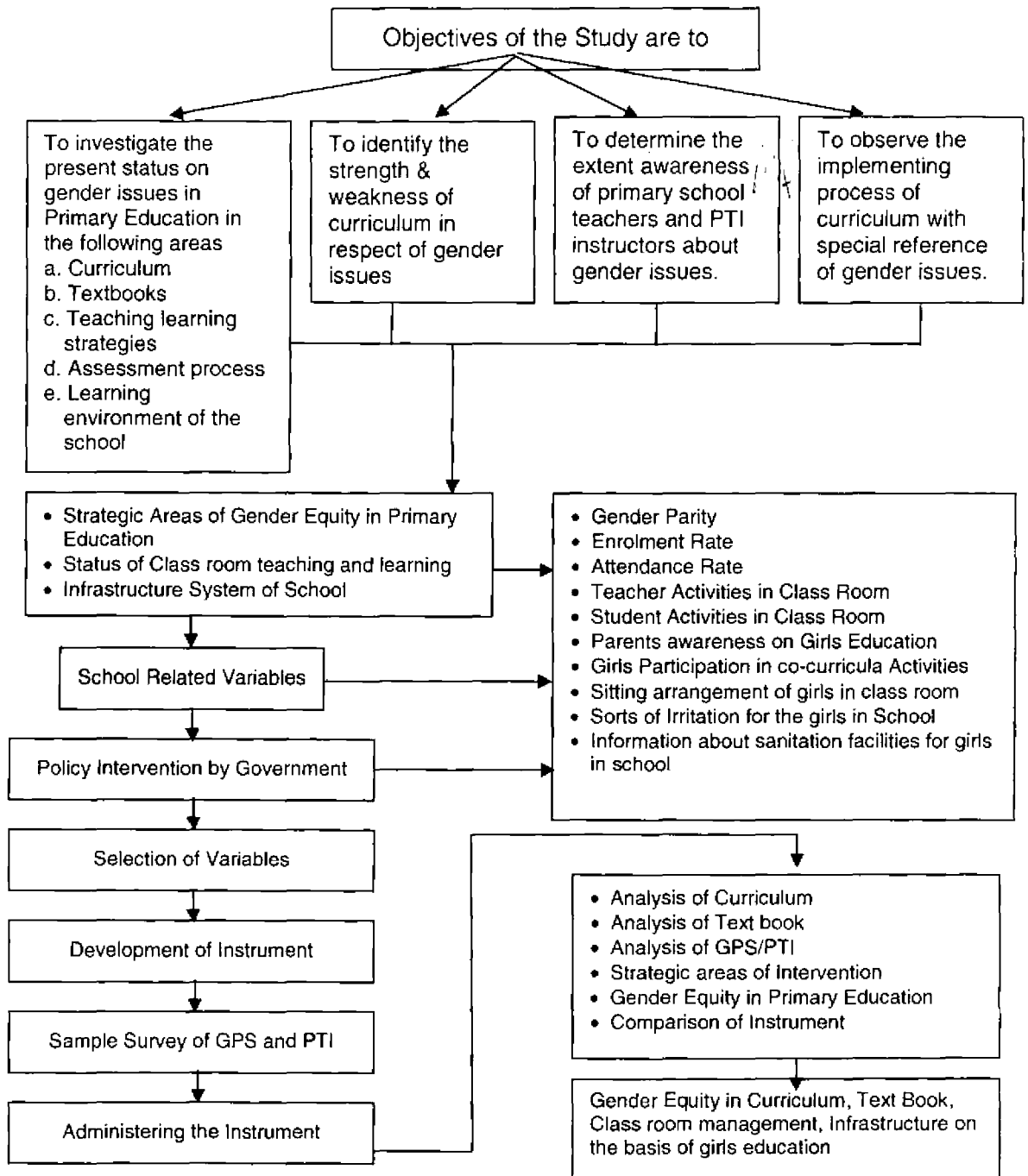
To identify the teaching learning strategies and assessment process and see the implementation of curriculum with special reference to gender issues.

3. Questionnaire
 - a) School teacher
 - b) PTI's instructor
 - c) Head teacher

- d) Focus group discussion through structured questionnaire to know their awareness of gender issues and school environment for grade five students.

4.1 Research Design

Table 4.1
The Conceptual Framework of the Study



4.3 Area & Population

Researcher has chosen 3 divisions of Bangladesh as Research area. They are Dhaka, Barishal and Chittagong. Researcher chose 90 teachers from 90 schools out of whole primary school & PTI instructors was taken from 5 PTI's out of 3 Division. It was selected randomly. The sample of the study comprises the following categories.

Before this, Researcher was tried out the Questionnaire within 10 schools in Kaliakoir under Gazipur District. The schools were:

Table 4.2
Name of the Tryout Schools

No.	Name of school
1.	Latifpur Model Government
2.	Kaliakoir Government Primary School
3.	Chandhora Government Primary School
4.	Mouchak Government Primary School
5.	Kathaltoli Government Primary School
6.	Mothajuri Government Primary School
7.	Bagchala Government Primary School
8.	Begumpur Government Primary School
9.	Fulbaria Government Primary School
10.	Raghunatpur Government Primary School

4.4 Selecting Criteria of Respondents

Table 4.3
Division, District and Upazila wise Distribution of Sample Schools and Category of Respondents

Division	District	Upazila	UPO	Schools	HT	CT	Girls	PTI	Ins.	FGD
Dhaka	Mymensingh	Sadar		7	7	7	28			
	Gazipur	Sadar		7	7	7	28			
	Jamalpur	Sadar		10	10	10	40	1	1	
	Faridpur	Sadar		7	7	7	28			
	Manikgong	Sadar		7	7	7	28	1	1	
Chittagong	Chandpur	Sadar		7	7	7	28			
	Commilla	Sadar		10	10	10	40			
	Rangamati	Sadar		4	4	4	16	1	1	
	Brahmonbaria	Sadar		10	10	10	40	1	1	
	Feni	Sadar		06	6	6	24			
Barisal	Barisal	Sadar		8	8	8	32	1	1	
	Pirojpur	Sadar		7	7	7	28			
Total =	12	12		90	90	90	360	5	5	

Researcher has selected 3 divisions out of 6 Divisions by randomly, and then she selected 12 districts from 3 divisions and select Sadar Upazila from each district. From every upazila Researcher selected 5% school randomly. Out of 5% schools, 3% schools were rural school. Researcher observed one classroom teaching and learning and it was grade- V of each school; also C-in-Ed classes and 4 girl students were selected randomly from each school.

4.5 Data Collection and Analysis

The researcher personally visited the selected primary schools and PTIs, observed the classroom in primary school and C-in-Ed class. The Researcher also collected opinions from the respondents through interviews and informal discussions. This personal contact helped the researcher enormously for having discussion with them about the Gender Equity in Primary Education.

The data for the present study was collected by administering, the tools developed by the researcher for the purpose. The procedure for analyzing and observing classroom teaching and learning was made to present the real picture of existing gender discriminations of Primary Education.

There were both open-ended and closed-ended items in the questionnaire used for the data collection. The responses to each closed-ended item were analyzed in terms of the frequency of the respondents' agreement or disagreement with a particular response. The responses to the open-ended items were recorded in figure and language and further analyzed suitably. Afterwards, the analysis and interpretation of data have been presented in details.

Chapter 5

Document Analysis and Interpretation of Data

This chapter deals with the analysis of the document and opinion survey data. Researcher has analyzed very deeply competency-based curriculum, aims, objectives, textbooks, and data of school on the basis of gender issues.

5.1 Document Analysis

In this section various components of curriculum have been analyzed. to analyze curriculum and textbooks, researcher took help from FAWE (the Forum for African women in education). The list below summaries the main point to look out for.

Narrative presentation

- Action - productive/ reproductive activities
- Technology - who has the skills/ whose work, is recognized?
Who leads and who help?
- Location - Who is seen where?
- Power - Who has it?
- Language - Who is named? Who is not?
- Language - Nouns and pronouns?
- Language - How are people described?

Illustrations

- Action - productive/ reproductive activities?
- Technology - Who has the skills? Whose work is recognized?
Who leads and who help?
- Location - Who is seen where?
- Power - Who has it?
- Size - Who is shown in larger imager?
- Position - Who is in the centre/ fore ground?
- Number - Who is shown in greater number?

[FAWE ABC: 1978]

On the basis of above tools, the researcher has analyzed the curriculum and textbooks.

5.1.1 Review of C in Ed Curriculum

Researcher has reviewed the C in Ed Curriculum in the light of gender perspective of Bangladesh. The C in Ed Curriculum is divided into the following components:

- a) Aims

- b) Learning out comes related to aims
- c) Structure of C in Ed curriculum
- d) Subject wise objectives.
- e) Subject wise learning out comes
- f) Contents
- g) Instructions for writing textbooks.

5.1.1.1 Aims and Learning out comes of C in Ed course

There are 22 aims of C in Ed curriculum. Out of 22, only 3 aims indicated about gender issues. There are given below-

- 1. Be aware of constitutional principles of Bangladesh about education, UN declaration of human rights, charter of child rights and declaration of world conference on education for all.
- 13. Know about continuous evaluation, its use and application and competency -based test construction.
- 17. Develop professional sincerity and values.

These 3 aims are further subdivided into 4 learning out comes, which are given below-

- 1.1 Know about the principles of education as mentioned in the constitution and describe them.
- 1.2 Make people conscious about their rights of education, human rights declaration of United Nations, charter of child rights and world conference on education for all.
- 13.0 Identify the deficiencies of learners, especially coming.
- 17.0 Acquire religious, ethical, social and cultural qualities, democratic values practice them and reflect them through professional duties.

No.1 Objective is directly related to the child rights, human rights and declaration of world conference on education for all, which are related to women and girls interest and equity but no-13 and 17 objectives and learning out comes don't directly related to gender issues.

From these, it can be concluded the aims and learning out comes of C in Ed course did not emphasized much about the issues of gender and gender related matters.

5.1.1.2 Structure of C in Ed curriculum

The structure of C in Ed curriculum shows different subjects and marks distribution, from this, it is seen that there are 4 modules consisting 15 subjects areas. These subject

areas will be analyzed. Of the 15 subjects, only 3 subjects directly indicate some aspects of gender issues. These are-

- a) Importance of Primary Education and the Systems of Primary Education in Different Countries
- b) Environment and Society
- c) Environment and Science

5.1.1.3 Subject wise objectives, learning out comes and contents

The name of the Subject wise objectives, learning out comes and contents of the above mention 7 subjects are shown below:

**Table 5.1
Subject wise objectives, learning out comes and contents**

Name of subjects	Objectives	Learning out comes	Contents
a) Importance of primary education and the systems of primary education in defferent countries	1. Know the different aspects of primary education	1.1 Refer to constitutional rights in the field of education. 1.2 Explain education as a child's birthright. 1.3 States the decisions of Jomtien conference regarding education. 1.4 Describe the program 'Education for all'. 1.5 Explain education irrespective to boys and girls.	Primary education in national and international perspective.
b) Environment and Society	2. Achieve the development of human, social, and ethical qualities among the learner.	2.1 Name the social qualities developed through different family, society and school. 2.2 Name the ethical qualities developed through family, society and school. 2.3 Acquire values through democratic practices in different activities of the school.	2. Human social and ethical qualities

	3. Creating awareness of population education and related programs and the necessity of the population education and its nature	3.1 Explain the nature and scope of population education 3.2 Explain the necessity 3.3 Describe different aspects of population Education of Bangladesh. 3.4 Explain the subject matter of population Education in the different classes of Primary level.	3. Population education program in Bangladesh
c) Environment and Science	4. Know about health rules	4.1 Explain health rules and the need to abide by them.	4. Health rules

5.1.1.4 Instructions for writing textbooks

In the instructions for writing textbook of C in Ed course, there were no instructions about gender issues.

Curriculum and C in Ed course Syllabus

5.1.2 Analysis of C-in-Ed Textbooks

There are 13 subjects related textbooks in C in Ed course. Most of the books have been mentioned teaching methods and techniques. The textbooks have reviewed as follows:

5.1.2.1 Importance of Primary Education: Primary Education in Other Countries

This book has 5 important chapters, which are-

1. Primary education: National and International perspective.
2. Primary education for child development.
3. Primary education for national development.
4. Primary education of developed countries.
5. Primary education of developing countries.

In the respect of these chapters, there are only one gender related components.

Researcher has been thinking to introduce gender equity topics in chapter 1 and 3.

Ref.: Importance of Primary Education: primary education in other countries, *for C in Ed trainees*, edited by Professor Md. Reajul Islam, published by National Academy for Primary Education, Directorate of Primary Education, Bangladesh]

5.1.2.2 Primary Education in Bangladesh: Principles, Strategies and Organization

This book has a topic about 'dropout' here, writer mentioned- girl students problem, imbalance curriculum etc as courses. When the writer tries to reduce dropout, there is no mention of gender discrimination. Researcher thinks that proper gender based curriculum and girl students' facilities in school should be introduced. Topics on ideal teachers, Member of SMC and its activities, supervision of classroom teaching, problem and problem solving in Primary Education, co-curricular activities of C-in-Ed course should be focused in C-in-Ed books.

Ref.: [Primary Education in Bangladesh; Principles, Strategies and Organization for C in Ed trainees, edited by Dr. Azhar Ali, published by National Academy for Primary Education, Directorate of Primary Education, Bangladesh]

5.1.2.3 Primary Education: Introductory Ideas

This book discusses about Introduction of Primary Education a like, Primary Education of British colonial period, liberation period and after liberation period, various attempt on Primary Education. Education commission specially Primary Education, various type of Primary Education system like NGO management Primary Education, ebtaydai/madrasha, kindergarten system etc are discussed in this book. Objectives and goals of Primary Education, subject based curriculum and competency-based curriculum, essential learning continua assessment system, mastery learning also are discussed in the book. From Wood's dispatch development of women education has been introduced. Dr. Kudrat-E-Khuda commission has given top priority to girls education are also discussed in this book.

Ref.: Primary Education: Introductory Ideas, Edited by Prof. Anowerul Aziz and Others (2002). Published by National Academy for Primary Education, Directorate of Primary Education, Bangladesh]

5.1.2.4 Learning and Evaluation of Personality Development

There are five chapters in this book.

1st chapter: Discussion on methodology on learning assessment. So there are no opportunities to use gender issues.

2nd chapter: Children personality development and measurement. Writer used here all theory from male psychologist it would be better if used some female psychologist.

3rd chapter: Discussion on learning domain and classification of curriculum objectives, competencies.

4th chapter: Test and its validity, reliability, objectivity, usability.

5th chapter: Implementation of test and statistical analysis of result.

Assessment system has been used fully in this book. So there are no opportunities to use gender sensitivity

Ref.: [Learning and Evaluation of Personality development, *for C in Ed trainees*, edited by Dr. Iqbal Aziz Muttaki, published by National Academy for Primary Education, Directorate of Primary Education, Bangladesh.]

5.1.2.5 Child Psychology

This book has 7 chapters. From first to last the writers use "Children", not boys or girls. In the chapter "Intelligence" writer could mention separate intelligence quotient for boys and girls.

Ref.: [Child Psychology, *for C in Ed trainees*, edited by Professor Md. Ali Azam, published by National Academy for Primary Education, Directorate of Primary Education, Bangladesh]

5.1.2.6 Teaching Methods

This book covers 5 chapters. All chapters discuss about what is teaching and what is learning, many renowned educationists' theory on teaching and learning, and different types of methods.

In this book a chapter "Characteristics of learning environment, writer could write use of gender balance atmosphere very carefully, these sections are:

- Teacher student relationship
- Safe environment for learning
- Relatively of inter students
- Re-organization of class room
- Class room decorating
- Use of school library
- Co curricular activities
- For class room decorating writer use a sample

"Using a sentence under the picture like 'Amina plays a doll' under a girl's picture.

This sentence does not encourage the female teacher for balancing boys and girls.

Ref.: [Teaching Methods, *for C in Ed trainees*, edited by Kafil Uddin Ahmad, published by National Academy for Primary Education, Directorate of Primary Education, and Bangladesh.]

5.1.2.7 Mother Tongue: Bangla

The cover page of the book is very nice, developed and attractive. Picture of a boy and a girl. Here would be better encouragement to girls if a girl's picture stood first, also has reviewed 13 contents of the book.

Chapter	Discussion on boys	Discussion on girls	Comments
1. Teaching Mother tongue	Here is discussed about literature and linguistics.	Discussed about mother and her girl in mother tongue.	The word 'Child' is used for knowing as both boys and girls.
2. Characteristics of Bangla tongue	Vocal cord of the boys has been discussed. The noble of man writers have retired at the page of 24.	Vocal cord of girl's has been discussed. Here is not discussed on female writers.	Here boys and girls discrimination is in existence.
3. Essential learning Continuum	Not discussed about boys.	Opinion of the different environment has told that the 6th no attainable competency. By this way woman shyness has referred.	Children cheer if equal importance gets in teaching and learning.
4. Bangla text book at primary level.	Discussed in Mahanobir doya, Birshresthader kotha, Majhi, Bir purush, Adorsho chele etc. story, poem, and biography.	Discussed on kazla didi, Amar ma,	It would be better to give equal opportunity both for boys and girls in story and poem.
5. Language skills.	-	-	Strategy of acquiring skill listening speaking, reading and writing. Here reference of boys and girls does not required.
6. Teaching method, strategy of teaching learning	-	-	Here is discussed the strategy of acquiring language. So, here is not clear suggestion about gender equity.
7. Teacher edition and question book of Bangla text Book	-	-	It is about about method so equal importance would be better, in teaching learning situation.
8. Teaching method of Bangla	-	-	It is a teaching method so equal importance would be more inspiration both for boys and girls.
9. Creative in the teaching of Bangla language.	-	-	Here kept equal sight about creative strategy of teaching language.
10. Grammar teaching at primary level.	-	-	Here is equal importance to teach the rules at Grammar.
11. Lesson plan in Bangla	-	-	Equal right need to boys and girls in the making of lesson plan so that children be come more study.
12. Co-implements in teaching Bangla.	-	-	Generally, boys come ahead to collect implements. It would be better to ensure equal importance by keeping participation of girls.
13. Evaluation strategy in teaching Bangla.	-	-	Here is given equal opportunity at language teaching evaluation.

Writer: The book is written by hard working of three People. They are Samsul Kabir, Hosna Ara Khanom, and Khondokēr Sayedatunnesa. Here is also more importance of females.

Ref.: [Mother Tongue: Bangla, for C-in-Ed trainees, 2002. Published by National Academy for Primary Education, Directorate of Primary Education, Bangladesh]

5.1.2.8 Environment studies: Science

The book belongs to gender parities, which as follows:

Chapter	Discussion on boys	Discussion on girls	Comments
1. Subject and importance at lesson P.P. Science	None	None	There is as provision to use gender.
2. Learning competency	There are no opportunities to use gender issues.	There are no opportunity to gender issues.	There are no opportunities to use gender issues.
3. Near environment observation and investigation.	Discussed about boys Captain.	There are no girls	Here is sight of observation and creative way to observe institution.
4. Animal Kingdom	Referred two botany scientists George Bentham and sir Joshet Dutton Hooker.	There are no female botany scientists	N/A
5. Earth and wrld	-	-	-
6. Weather and climate	-	-	Here is equal opportunity to do practical work for boys and girls.
7. Conception, Characteristics, Condition and kind of object.	-	-	-
8. Conception, source, Characteristics and kind of power	Boys picture at experiment of light runs straight way.	There are no girls picture	-Gender disparity
9. Science and Technology.	Contribution of markny, logy Beyard, Charles Babes is referring here.	Girl is listening radio.	Boys and girls have showed equally at the picture of Television.
10. Population and environment	Referred male ratio at 2001 and 1991 according to census.	Referred female ratio at 2001 and 1991 according to census.	Boys and girls have come at census.
11. Soil	-	-	-
12. Scientists cultivation	-	-	-
13. Flower. Fruits, Vegetable.	-	-	-
14. Food and Nutrition	-	-	-
15. Hygienic environment	Uses the picture of boys	Girls has encouraged by taking two pictures. Here is told procreation of women from the listens.	Discussed on girls in vaccination, Hygienic and disease diagnostic. Water management, toilet also referred at school.
16. Primary treatment	Here given picture of sank under water patient, Bone breaking patient also boys.	There are no girls.	Gender disparity.
17. Teaching learning method.	-	-	Both boys and girls participation is essential at teaching learning curriculum.

Ref.: [Environment and Science, for C-in-Ed trainees, 2002. Published by National Academy for Primary Education, Directorate of Primary Education, Bangladesh]

5.1.2.9 English

The cover page of the book was headed the colour of cover page deep. There is a boy and girls picture in the table circle of cover page. Girl become more encourage if their picture is before them boys. The contents of thisbook are analyse as:

Chapter	Discussion on boys	Discussion on girls	Comments
1. The content teaching English at Primary school in Bangladesh.	-	-	There are discussion, that boys and girls need to talk much more than in other classroom in order to practice using the language.
2. The principles of teaching English in the primary school	Here is told about learning English by boys.	The same is told for girl.	Given equal importance to learning foreign language boys and girls.
3. Mother tongue and English	There is no opportunity to use gender issues.	Told about girls.	Given equal importance to learning foreign language boys and girls.
4. Approaches teaching English in Primary classroom in Bangladesh. Balance of mother tongue and English	Discuss about boys	Discuss about girls	Equal opportunity for boys and girls.
5. The principles of input, practice and task for analyzing the primary English textbook	There are no opportunities to use to gender issues.	There is no opportunity to use gender issues.	-
6. Classroom technique pair work, group work, whole class work and drills	Discussion about boys.	Discussion about girls.	Given equal opportunity for boys and girls to remove boring.
7. Teaching large classes	-	Discussion about girls.	Need equal importance to boys and girls.
8. Classroom management for language teaching	--	--	--
9. Teaching vocabulary	Discuss about boys.	--	Equal opportunity for boys and girls for learning vocabulary.
10. Teaching supplementary activities for the primary English class	Discuss on boys.	Discuss on girls	Equal opportunity for boys and girls for learning
11. Rules of teachers and learners in language teaching	Discuss on boys to communicate each other.	Discuss on girls.	Equal opportunity for boys and girls.
12. Practical idea for using teaching aids flash cards, textbooks, picture, pictures from other sources chart and models.	Told about boys and their picture.	Told about girls.	Equal importance to boys and girls for using teaching aids.
13. How to prepare a lesson plan using input, practice, task framework	N/A	N/A	N/A
14. Sample lesson plan from I - V	Discuss about boys.	Discuss about girls.	Equal importance to boys and girls using pictures, chart, card, models.
15. The receptive skills; listening and reading and techniques for teaching	Refer boys to read.	Refer girls to answer	Equity maintain

Chapter	Discussion on boys	Discussion on girls	Comments
them			
16. The sub skills of listening and reading prediction, skimming	Discuss boys for reading	Discuss about girls and given picture of girls.	Equal opportunity to boys and girls
17. The productive skills: speaking and writing and techniques for teaching them scanning reading and listening for impressive comprehension	Discuss about boys.	Discuss about girls.	Equal opportunity to boys and girls.
18. The sub skills of writing- 1: Techniques of writing	Discuss about boys.	Discuss about girls.	Equal opportunity to boys and girls.
19. The sub skills of writing - 2: sentence level skills and paragraph writing related of the primary textbook	Referred boys.	Referred about girls.	Equal opportunity to boys and girls.
20. Techniques for practicing the use of English in primary school	Discuss about boys.	Discuss about girls.	Equal opportunity has given to boys and girls.
21. Principles of teaching grammar in the primary classroom.	Discuss about boys.	Discuss about girls.	Equal opportunity for boys and girls to teach grammar.
22. Inductive and reductive approaches to teach grammar	Discuss about boys.	Discuss about girls.	Equal opportunity to boys and girls for practicing grammar point as they can learn easily.
23. Part of speech and their uses	Picture of boys at board.	Pictures of girls at board.	Equal opportunity to boys and girls.
24. Types of sentences	--	--	Equal opportunity for boys and girls.
25. Subject verb agreement in English	Discuss about boys.	Discuss about girls.	Equal opportunity to boys and girls to teach subject, verb agreement.
26. Tenses and its uses.	Taking boys	Taking girls.	--
27. Structure used in primary English textbook	Give picture of boys.	Given picture of girls.	Equal opportunity for boys and girls.
28. English as an Inter national language: Language diversity and understandable pronunciation	Discuss about boys as pronunciation.	Discuss about girls.	Equal opportunity has given to boys and girls at drills, rhymes.
29. English sounds	--	--	Here has given equal opportunities to boys and girls.
30. Different types of text.	Equal	Equal	Here has given equal opportunity to boys and girls for evaluating boys and girls.
31. Principles of Continuous pupils assessment (CPA)	Given picture	Given no picture	Not refer equal to boys and girls.
32. Techniques for assessing and evaluating progress and performance in the four skills including simple texts	Here picture of boys	Here picture of girls	Equal opportunity to boys and girls.
33. Dealing with the learning difficulties of weaker students	Boys	Girls	Equal opportunity has given to boys and girls for participating in the lesson.

This book tries to maintain gender equity.

Ref.: [English for C-in-Ed trainees, Published by National Academy for Primary Education, Directorate of Primary Education, Bangladesh]

5.1.2.10 Mathematics

Mathematics for C in Ed course contains with 18 contents, which is reviewed on the basis of gender issues.

Chapter	Total problems	Boyspriority	Girls Priority	Comments
1. Objectives of learning mathematics	-	-	-	-
2. Present curriculum of mathematics	-	-	-	-
3. Concept of numbers and teaching learning activities	-	-	-	-
4. First four rules	-	-	-	-
5. Mathematical problem solving	7	-	-	There are no term on gender
6. GCM & LCM	40	2	-	Gender biased
7. Common fraction	68	1	1	Gender balance
8. Decimal fraction	27	-	-	-
9. Simplification	38	-	-	-
10. Unitary and percentage methods	119	15	4	Gender biased
11. Measurement	18	1	-	-
12. Deposit-expenditure & cash memo	12	7	1	Gender biased
13. Graph	8	7	5	-
14. .Geometry	-	-	-	-
15. Teaching aids	-	-	-	-
16. Evaluation and preservation of record	-	-	-	-
17. Writing lesson plan and its use	-	-	-	-
18. Appendix	-	-	-	-
Total =	337	33	11	-

Ref.: [Mathematics, for C in Ed trainees, Published by National Academy for Primary Education, Directorate of Primary Education, Bangladesh 2002]

5.1.2.11 Islamic Studies

Chapter	Discussion on boys	Discussion on girls	Comments
1. Akaid	From first Prophet to last Prophet Hazrat Muhammad (sm), Zin angels have discussed.	Discussed girls to understand the importance of heaven.	Equal opportunity has given to learn Akaid boys and girls.
2. Ebadat	Discussed about boys	Discussed about girls.	Equal importance to boys and girls
3. Akhlakh	Discussed Mumin, Noby, Rasul, Sahid, Hakim.	Noise old women, mother, daughter, wife	Equal importance to boys and girls

Chapter	Discussion on boys	Discussion on girls	Comments
		has discussed	
4. Teaching Quaran Mozid	--	--	Here has given equal opportunity to boys and girls to teach Quarn Mozid
5. Life style	Discussed about Noby and Rasul	N/A	N/A
6. Teaching learning method	--	--	Here is the method of Akaid, Ibadat, Akhfakh, teaching Quarn is equal to boys and girls.

Ref.: [Islamic Studies, for C in Ed trainees, 2002. Published by National Academy for Primary Education, Directorate of Primary Education, Bangladesh]

5.1.2.12 Christian Religion

Chapter	Discussion on boys	Discussion on girls	Comments
1. History of creation	--	--	Equal opportunity to boys and girls for knowing the history of Khrist
2. In obedience of men and its result	1st man Adam (As) and his two sons has referred	Referred has also women	Equal opportunity has given for boys and girls
3. Obedience of men and their freedom	Discussed about Mozy, Joseph, Feraun and Soldiers	Queen daughter and made servant also discussed.	Equal opportunity has referred to boys and girls for parents, relatives duties
4. Advice of Jesus on the Hill.	Equal	Equal	Equal opportunity is given for boys and girls at the Jesus advice.
5. Expression of love by serving	-	-	How can be served the God by loving is taught for boys and girls equally.
6. Central mystery of freedom.	-	-	-
7. Life style who has believed	Discussed about boys.	Less discussed about girls.	Equal opportunity to boys and girls about life style who believed to Christ.
8. Christ in personal life	Personal life of Christ is discussed.	N/A	N/A
9. Method on text books	--	--	Equal opportunity to boys and girls how to learn the Christian religion.

Ref.: [Christian Religion, for C in Ed trainees, 2002. Published by National Academy for Primary Education, Directorate of Primary Education, Bangladesh]

5.1.2.13 Hindu Religion

Chapter	Discussion on boys	Discussion on girls	Comments
1. Creator and creations	Discussed about boys	-	Need equal opportunity to boys and girls to understand the creator and creations style.
2. Basic characteristics of Hindu Religion	Discussed about boys	Discussed about girls.	Equal opportunity has given to boys and girls.
3. Identify of Religious books, Veda, Upanisod & Ramayana	Discussed about zogi Raj bosu, Dasaratha, Ram etc.	Discussed about Sita, Urmila	Contents maintain gender equity.
4. Praise worthy and prayer	-	-	-
5. Tacle, Pray and daily routine	-	-	-
6. God- Goddess	Discussed about God	Discussed about Goddess	Contents maintain gender equity.
7. Worship	--	--	--
8. Devotion to superiors	--	--	Equal opportunity to boys and girls how to devote the superiors.
9. Story: Patriotism, Patriotism of Zona, devotion of Dodhice.	Discussed about husband of Zona	Discussed about Zame.	Equal opportunity to boys and girls.
10. Choritamirito Sri Choitonno, Swami Bibakanondo	Discussed about Sri choitonno and Bibakanondo	Discussed about mother Anondomoyee	Equal importance to boys and girls.
11. Identify of Sanskrit language devanogory bon and word, making sentence	-	-	-
12. Hindu Religion learning and evaluation	-	-	It's the method of language teaching. Importance of terminal competency of Hindu Religion discussed. Here equal opportunity.

Ref.: [Hindu Religion, for C-in-Ed trainees, 2002. Published by National Academy for Primary Education, Directorate of Primary Education, Bangladesh]

5.1.2.14 Environment Studies: Social Science

Chapter	Discussion on boys	Discussion on girls	Comments
1. Poribesth and Poribesh Poricity Samaz.	There is no opportunity to use boys.	There are no opportunities to use girls.	N/A
2. Paribesh Poricity is a Combined subject	There are no opportunity to use boys.	Not discussed about girls.	N/A
3. Terminal competency and learning Continue.	Discussed about boys at no-7 T.C	Referred boys and girls at 7 no. Terminal competency.	Equity maintains

Chapter	Discussion on boys	Discussion on girls	Comments
4. Class wise subject of Poribesh Poricity and Poribesh Poricity (Samaz)	Discussed about boys of India, Myanmar, Tribal boys. Discussed about great person.	Discussed girls about dresses, Dresses of tribal girls, great person of man helping.	Almost equity maintains
5. Teaching learning strategy of Social Studies.	Discussed boys. Psychologist john kiore and kill Patrice. Teacher and students.	It is a method. Referred male Psychologist not female.	Given equal opportunity.
6. P.P. Learning elements.	Need not to refer boys.	Need not refer girls.	N/A
7. Evaluation strategy in learning P.P.	-	-	-
8. Humanity Social and moral quality	Discussed great male	Discussed great female.	Equal gender has discussed at the end of chapter by creating social and moral quality.
9. Social development and serviceable work	Not referred to boys	Discussed about girls at different society serviceable work.	Equal opportunity to boys and girls at social work is needed.
10. Population and basic needs.	Here has given importance to boys about marriage at the teen age.	Discussed girls about their marriage at teen age and demerits about it.	Equity maintains
11. Population curriculum of Bangladesh	Population scholar Missiles has referred.	Discussed about empowerment of women, mother children health care women irritation has discussed also.	Not equal opportunity to boys and girls.

Cover page: The cover page of Social studies book for C-in-Ed trainees very nice developed and attractive. There is picture of a boy and a girl. Cover page has made very strong and glisten so that the book cannot wet by the rainwater. Cover page has drowned Kayum Chowdhury.

Ref.: [Environment and Society, for C in Ed trainees, edited by Md. Habibur Rahman Kabily. Published by National Academy for Primary Education, Directorate of Primary Education, Bangladesh 2002.]

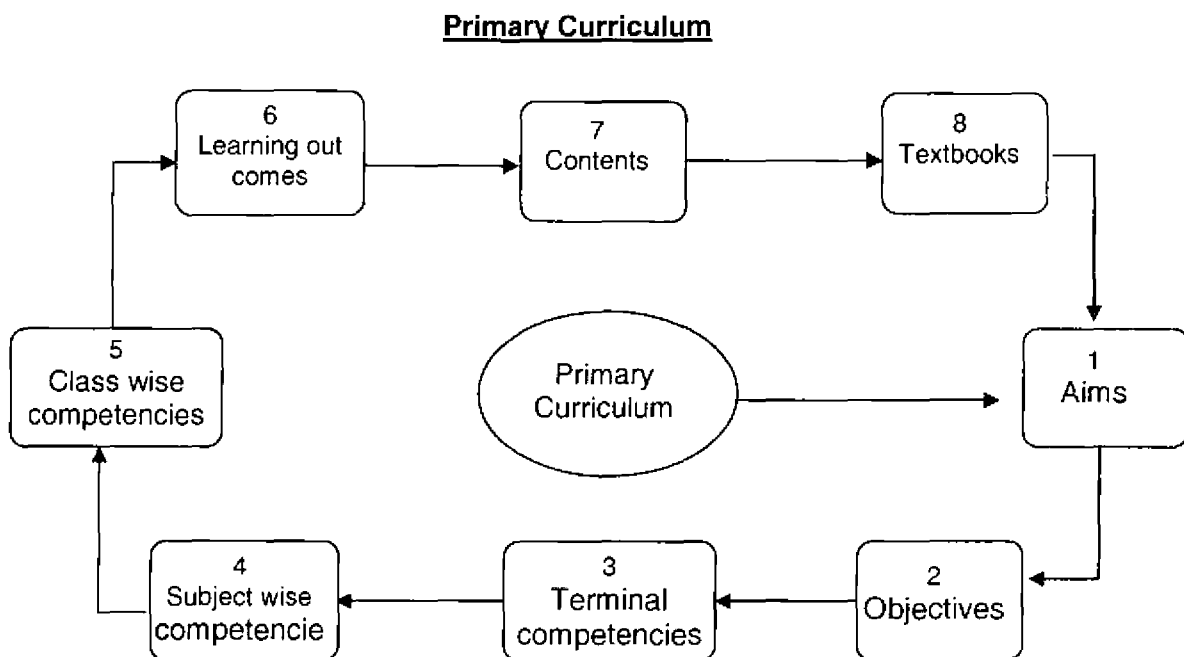
5.1.2.15 Physical Education

This book is fully male character based. Here writer uses male as all pictures, all players in Page 10-110. Even discussing about 'scouting' has maintained a topic "scouting for boys". After study this book, trainee teacher will think "physical education only for boys".

Ref.: [Physical Education, for C in Ed trainees, Published by National Academy for Primary Education, Directorate of Primary Education, Bangladesh 2002.]

5.2 Analysis Primary Level Curriculum

Primary education cycle is of 5 years. Its' curriculum is competency based. The aim of Primary education is "To develop physical, mental, social, spiritual, moral, human and emotional and recreational traits of Bangladeshi children and motivate them to fulfill their dream for better life". Primary level Curriculum consisting with Aims, Objectives, Competencies, learning outcomes, Contents of Primary Education. Curriculum of primary education is in a flow chart in below;



5.2.1 Objectives of the Curriculum

There are 22 objectives of primary level curriculum. Objectives of primary level Curriculum does not indicated about gender issues directly. Most of the aims indicated gender balance indirectly, except no.of objectives 3. There are given below-

1. To create confidence and belief on almighty Allah on every learners so that they can build up the same belief and confidence and also be inspired the same in their thinking and practical activities and help them to develop their spiritual, moral, social and human evaluations.
2. To help children to gain their principle and characters by the guideline of their individual religion.

3. **To create awareness in the children, love for all, respect, harmony, compassion, and cooperation and influence them to attract and develop for peaceful environment for all nation-religion-classes, men-women.**
4. To create eagerness among children for human rights, mutual understanding, cooperation, international brotherhood, internationalism feeling and world peace and culture.
5. To build learner's attention for labor work, to create good attitude to respect working class people and also to create awareness for better life through financially benefited labor workers.
6. To build consciousness in children, about own and other's rights, duties and responsibilities learning from direct participation in the family, social and schooling activities.
7. Helping children to practice for extreme tolerances and for democratic rule and regulations.
8. Inspiring the children on freedom fighters consciousness to build their mind patriotic and also to open the door of nationalism from them, creation good mind for sacrifice and inspiring them for country building activities.
9. To acquire knowledge for national history, heritage and culture and helping children to internal lookout and also creating awareness to make respect for the said matters.
10. To help children for building their good health through physical exercises and games and also to help them to get the habit for hygienic living.
11. In all aspects and activities of life ensuring them to learn basic skill through Bengali medium.
12. To give proper teaching to gain mathematical impression and knowledge, logical thinking and growing ability to resolve their own problems.
13. As foreign language, elementary knowledge must be taken care of and helping them on use of this language.
14. Learning-skill and knowledge, on this subject creation curiousness and this way grow interest in them for education as lifetime achievement.
15. For development of lifestyle gives them knowledge of science and technology, teaching them to resolve problems scientifically and make them habit of it helps them to create scientific lookout.
16. To help to acquire knowledge on source of information, collection of information through different medias including computer, it's use, processing and preservation.

17. To make awareness and help to make understand children about environment and to teach them how to take preventive measure for environment actively by their direct participations and to inspire them for development and preservation of it.
18. To help learners to develop their creativity, beauty consciousness, charming sense and intellectuality through music, arts and crafts etc, and to help them enjoying pleasure and beauty of creativity.
19. To help building careful attitude in them for utilization and preservation of social and state properties.
20. To help to uncover expected moral and social virtues like sense of justice, dutifulness, discipline, modesty, attitude to live together etc.
21. To get the concept on influence of population growth on basic needs of human being and environment and to help creation awareness in them.
22. Based on the learners ability, attitude and eagerness helping them to be a complete man and give them proper education to become a competent citizen and also develop them such manner so that they can cope with their next level of education.

5.2.2 Primary Levels Terminal Competencies

National textbook board (NCTB) has identified 50 terminal competencies to fulfillment aims and objectives of primary curriculum. Selected 50 terminal competencies are divided into 9 subjects. In Subject wise terminal competencies, attainable competencies of grade based, subject matters, direction of compilation, learning teaching activities, evaluation etc.all are co related with each – other.

Table 5.2
Terminal competencies and Subject wise competencies

SI no.	Name of subjects	No. of terminal comps.	No.of sub.wise comps
1.	Bangla	5	16
2.	English	4	29
3.	Environment studies- science	6+3	9
4.	Environment studs.- Social Science	17+3	22
5.	Mathematics	9	37
6.	Islamic Studies	5	48
7.	Hindu Religion	5	16
8.	Christian religion	3	12
9.	Buddhist religion	3	14
10.	Physical education	3	8
11.	Art & craft	1	15
12.	Music	1	9

In terminal competencies of primary level, there are a few involvement of gender equity. From 50 terminal competencies in primary level curriculum, only 5 are gender related competencies, with in these 5 competencies only no. 6 indicated directly as gender issues. The competencies are as below:

6. To show respect and patience to all nation-religion-class, women-men
9. To be aware of self and other are rights.
11. To give full co- operation to all and to behave with friendly attitude.
13. To know own duties and responsibilities as a member of a family and to take part in home base activities
- 15 To become aware of the democratic rules and regulation and about duties of responsibilities of own as a good citizen.

Our Constitution, National Education Commission, National Curriculum Committee are telling about equal rights of boys and girls. So, it would be better to mention some points directly for gender equity to set up terminal competencies and also in class wise attainable competencies.

তথ্যসূত্র: [আবশ্যিকীয় শিখনক্রম (প্রাথমিক শিক্ষা), (সংশোধিত ২০০৩), সর্বজনীন প্রাথমিক শিক্ষার পটভূমিতে প্রাথমিক স্তরের শিক্ষাক্রমের পরিমার্জন ও নবায়ন, জাতীয় শিক্ষাক্রম ও টেকস্ট বুক বোর্ড, ঢাকা]

5.2.3 Subject-based and Class Wise Attainable Competencies

In subject-based competencies, only Environment studies-Social Science has been indicates gender issues in competency no.9 that is "To show love and respect to all without distinction of nation. Religion, caste, female, Male and be curious to create peaceful social environment by rousing equity, friendship, amity and co-operation among the members of the society". All of class wise attainable competencies in subject brief below.

A. Class Wise Attainable Competencies of English

Subject wise competencies	Class 1	Class 2	Class 3	Class 4	Class 5
<p>Listening:</p> <p>1. To recognize basic sound differences, stress and to nation.</p>	<p>1.1 Will become familiar with English sounds by listening to common English words phrases and rhymes.</p>	<p>1.1 Will become familiar with English sounds by listening to common English words, phrases, sentence and rhymes</p>	<p>1.1 Will recognize sound differences in the context of words and phrases</p>	<p>1.1 Will recognize sound differences in the context of words and phrases and sentences.</p> <p>1.2 Will recognize which syllable in a word is stressed.</p> <p>1.3 Will recognize which words in a sentence (e.g.) nouns, verbs etc. are stressed.</p>	<p>1.1 Will recognize difference in the context of words and phrases and sentences.</p> <p>1.2 Will recognize which syllable in words is stressed.</p> <p>1.3 Will recognize which words in a sentence are stressed.</p> <p>1.4 Will follow the rhythm of English through the distribution of strong and weak syllables.</p> <p>1.5 Will recognize and use intonation patterns i.e. for yes/no questions and greetings, for statements and who-questions</p>
<p>2. To understand commands/instruction , given in simple and clear English and carry them out.</p>	<p>2.1 Will obey simple commands e.g. 'stand up' sit down etc.</p>	<p>2.1 Will obey simple commands. (Open..... Close.....)</p>	<p>2.1 Will carry out simple commands and comply with requests.</p>	<p>2.1 Will carry out simple commands and comply with requests.</p>	

Subject wise competencies	Class 1	Class 2	Class 3	Class 4	Class 5
				2.2 Will carry out a set of simple command/ instructions	2.2 Will carry out a set of commands/ instructions.
3. To understand simple questions and statements	3.1 Will understand 2/3 simple set questions asked by the teacher about the student himself and a few familiar objects e.g. What your name is. What is this?	3.1 Will understand 4/5 simple set questions about the student himself and things around him.	3.1 Will understand simple questions asked by the teacher about the student himself. 3.2 Will understand questions about his friends and relatives. 3.3 Will understand questions about objects around him. 3.4 Will understand statement spoken by the teacher.	3.1 Will understand questions asked by the teacher about the student himself. 3.2 Will understand questions about his friends and relatives. 3.3 Will understand questions about objects around him. 3.4 Will understand statement spoken by the teacher.	3.1 Will understand questions asked by the teacher about the student himself. 3.2 Will understand questions about his friends and relatives. 3.3 Will understand questions about objects around him. 3.4 Will understand statement spoken by the teacher.
4. To understand simple rhymes/ poems stories read out to them.	4.1 Will enjoy the rhythm and music to simple rhymes.	4.1 Will enjoy the rhymes and music to simple rhymes.	4.1 Will understand simple rhymes. 4.2 Will understand simple poems.	4.2 Will understand simple poems. 4.3 Will understand simple stories.	4.2 Will understand simple poems. 4.3 Will understand simple stories.

Subject wise competencies	Class 1	Class 2	Class 3	Class 4	Class 5
Speaking : 1. To repeat with correct stress and intonation what the teacher says. 2. To exchange greetings and farewells and to make introductions. 3. To ask and answer questions in English	1.1 Will repeat after the teacher simple words and phrases and the Alphabet song. 2.1 Will say 'good morning' and 'good bye' 3.1 Will answer set questions asked by the teacher about the student himself and about familiar objects.	1.1 Will repeat after the teacher simple words phrases and sentences. 2.1 Will say 'How are you?' and 'I am fine, Thank you.' 3.1 Will answer set questions about the students and familiar objects.	1.1 Will repeat after the teacher phrases, words, and sentences. 2.1 Will exchange greetings and farewells. 3.1 Will ask simple who/question and answer them.	1.1 Will repeat after the teacher phrases, words, sentences. 2.1 Will exchange Greetings and farewells and to make simple introductions. 3.1 Will ask wh/and yes/no/question and answer them.	1.1 Will repeat after the teacher phrases, words, and sentences. 3.1 Will ask suitable wh/and yes/ no/ questions and answer them.
4. To recite rhymes and poems.	4.1 Will repeat thymes after the teacher.	4.1 Will repeat rhymes after the teacher.	4.1 Will recite rhyme and verses.	4.1 Will recite thymes and verses.	4.1 Will recite rhymes and poem with understanding
5. To say what someone is doing			5.1 Will say that the speaker in doing and what somebody else is doing.	5.1 Will say that the speaker is doing and what somebody else is doing.	5.1 Will say that the speaker is doing and what somebody else is doing.
6. To give instructions/ commands and to make requests			6.1 Will give simple instructions/comman ds and to make requests.	6.1 Will give simple instructions/comman ds and to make request.	6.1 Will give simple instructions/ commands and to make request.
7. To take part in conversations on topics related to their daily life.			7.1 Will take part in simple conversations on simple topics.	7.1 Will take part in simple conversations on simple topics.	7.1 Will take part in simple conversations on appropriate topics.
8. To describe what he/she sees in his/her environment.			8.1 Will describe a person/an object.	8.1 Will describe a person/an object, a place.	8.1 Will describe a person/an object, a place, an occasion/event.

Subject wise competencies	Class 1	Class 2	Class 3	Class 4	Class 5
Reading : 1. To read aloud printed materials of the level of prescribed text with correct pronunciation and understanding.	1.1 Will recognize similarities and differences in shape and size. 1.2 Will recognize name of objects having same initial sounds. 1.3 Will recognize letter shapes both small and capital (non-cursive). 1.4 Will read words and phrases with him helps of visual clues. 30-40 (30-40 as specified in the syllabus)	1.1 Will match words and pictures. 1.2 Will recognize names of objects having the same initial and final sounds. 1.3 Will recognize the alphabet both small and capital (non-cursive). 1.4 Will read words and phrases with the help of visual clues. (About 30 new words)	1.1 Will match words and pictures. 1.4 Will recognize and read words and phrases, and sentences introduced in the text.	1.4 Will recognize words and sentences introduced in the text.	
			1.5 Will recognize and read short sentences. 1.6 Will recognize and read greetings questions and answers.	1.5 Will recognize and read short sentences and paragraphs. 1.6 Will recognizes and statement commands, greetings questions, and answers.	1.6 Will recognize and read statement commands, greeting questions and answers.
2. To recognize and read both cardinal and ordinal numbers			2.1 Will identify and recognize cardinal numbers up to 50	2.1 Will identify and recognize cardinal numbers up to 100 (one hundred)	2.1 Will identify and recognize cardinal numbers up to 100 or more and ordinal numbers up to 12th.
3. To read names of months, days of the week and time.			3.1 Will recognize and identify the days of the week	3.1 Will recognize and identify the names of the months.	3.1 Will recognize and study the calendar.

Subject wise competencies	Class 1	Class 2	Class 3	Class 4	Class 5
4. To read aloud rhymes, short poems with proper stress, rhythm and intonation.			4.1 Will read aloud with correct stress of rhymes from the textbook.	4.1 Will read aloud poems with proper stress and intonation from the textbook	4.1 Will read aloud poems with proper stress and intonation from the textbook.
5. To read silently with understanding short stories, text materials etc.				5.1 Will read silently with understanding short text materials on topics as school, play ground, animals etc.	5.1 Will read silently longer sets of sentences, paragraphs and stories from the textbook.
6. To read silently with understanding letters, addresses and telegrams.				6.1 Will read with understanding simple letter and addresses.	6.1 Will read with understanding simple letter and addresses.
7. To read instructions.				7.1 Will read instructions and carry them out	7.1 Will read instructions and carry them out.
8. To recognize the use of punctuation marks in reading.				8.1 Will recognize the use of full stop, comma and question mark.	8.1 Will recognize the use of full-stop, comma, question mark and exclamation.
Writing: 1. To write non-cursive letters both small and capital	1.1 Will practice/simple writing patterns etc.	1.1 Will write non-cursive small letters. 1.2 Will write non-cursive capital letters	1.3 Will write words, phrases and sentences using non-cursive and capital letters.	1.3 Will write words phrases and sentences using non-cursive and capital letters.	
2. To write words, sentences and phrases using cursive letters both small and capital		2.1 Will recognize 3 cardinal numbers up to 10.		2.1 Will write cursive small letters.	2.1 Will exchange greetings and farewells and to make simple instructions

B.Mother Language – Bangla

Subject Wise Competencies

To Listen

1. To acquire knowledge about the structures, arrangement of sentences and rules of Bangla Language.
2. To understand the main themes of rhymes, poems, stories, conversations, speeches, descriptions etc. by listening them attentively.
3. To understand cardinal and ordinal words including dates by listening them.

To Speak

1. To be able to apply the structures, arrangement of sentences and rules of Bangla Language.
2. To be able to recite and speak on rhymes, poems, stories, conversations, speeches and descriptions, by understanding them.
3. To be able to speak with correct, standard and colloquial Bangla for expressing the opinion and feelings with classmates and others.
4. To be able to speak cardinal and ordinal and words including dates.

To Read

1. To be able to apply the structures, arrangement of sentences and rules of Bangla Language.
2. To be able to understand the main themes of rhymes, poems, stories, conversations, speeches, descriptions etc of Bangla by reading these attentively.
3. Can be able to read printed letters and handwriting with correct pronunciation and continue acquiring knowledge on Bangla Language.
4. To be able to read cardinal and ordinal words including dates.

To Write

1. To be able to apply the structures, arrangement of sentences and rules of Bangla Language.
2. To be able to write the main themes of rhymes, poems, stories, conversations, speeches, and descriptions etc of Bangla by understanding them.
3. To be able to write cardinal and ordinal words including dates.
4. To be able to express the observations, experiences and feeling by writing with correct and clear Language.
5. To be able to write simple letters and application and to fill up different forms.

Subject wise competencies	Class 1	Class 2	Class 3	Class 4	Class 5
3. To write figures for words and words figures			3.1 Will copy and write 1-20 both in figures and in words, up to numbers.	3.1 Will copy and write up to 100 in figures and in words	3.1 Will write cardinal numbers up to 100 both in figures and ordinal.
4. To recognize and use punctuation marks.			4.1 Will recognize and use full-stop, comma and question marks.	4.1 Will recognize and use full-stop, comma, question mark exclamation & hyphen.	4.1 Will recognize and use full-stop, comma, and question mark exclamation hyphen and dash.
5. To know the uses of capital letters.			5.1 Will use capital letters for sentence beginning and proper nouns and for the beginnings.	5.1 Will use capital letters for sentence beginnings and proper and for the beginning - within quotation marks.	5.1 Will use capital letter in beginnings and proper nouns, punctuation marks.
6. To make dictation given is slow and clear English		6.1 Will take dictation of the alphabet.	6.1 Will take dictation of words and phrases only.	6.1 Will take dictation of words, phrases and sentences.	6.1 Will take dictation of short paragraph from the textbook.
7. To write words, phrases and sentences correctly			7.1 Will copy words, phrases and sentence form the textbook or model presented by the teacher	7.1 Will make sentences using words and structures given in the textbooks.	7.1 Will make sentences using words and structures given in the textbooks.
8. To write connected sentences.				8.1 Will write a short piece of composing a set of questions.	8.1 Will write short description of objects such as 'a cow', 'a cat', a table', etc.
9. To write simple letters				9.1 Will write letters to friends	9.1 Will write letters of friends and relatives.

Attainable competencies of English shows at four skills in English -

Listening: no. 1, 2, 3, 4 speak in general about boys and girls.

Speaking: no. 1, 2, 3, speaks in general about boys and girls.

Reading: no. 1, 2, 3, 4, 5, 6, 7, 8 speak in general about boys and girls.

Writing: no. 1, 2, 3, 4, 5, 6, 7, 8 speak in general about boys and girls.

B.Mother Language – Bangla

Subject Wise Competencies

To Listen

1. To acquire knowledge about the structures, arrangement of sentences and rules of Bangla Language.
2. To understand the main themes of rhymes, poems, stories, conversations, speeches, descriptions etc. by listening them attentively.
3. To understand cardinal and ordinal words including dates by listening them.

To Speak

1. To be able to apply the structures, arrangement of sentences and rules of Bangla Language.
2. To be able to recite and speak on rhymes, poems, stories, conversations, speeches and descriptions, by understanding them.
3. To be able to speak with correct, standard and colloquial Bangla for expressing the opinion and feelings with classmates and others.
4. To be able to speak cardinal and ordinal and words including dates.

To Read

1. To be able to apply the structures, arrangement of sentences and rules of Bangla Language.
2. To be able to understand the main themes of rhymes, poems, stories, conversations, speeches, descriptions etc of Bangla by reading these attentively.
3. Can be able to read printed letters and handwriting with correct pronunciation and continue acquiring knowledge on Bangla Language.
4. To be able to read cardinal and ordinal words including dates.

To Write

1. To be able to apply the structures, arrangement of sentences and rules of Bangla Language.
2. To be able to write the main themes of rhymes, poems, stories, conversations, speeches, and descriptions etc of Bangla by understanding them.
3. To be able to write cardinal and ordinal words including dates.
4. To be able to express the observations, experiences and feeling by writing with correct and clear Language.
5. To be able to write simple letters and application and to fill up different forms.

Subject wise Competencies	Class wise attainable competencies in Bangla				
	Class I	Class II	Class III	Class IV	Class V
To Listen 1. To acquire knowledge about the structures, arrangement of sentences and rules of Bangla Language	1.1 Will listen to the sounds of Bangla alphabet attentively. 1.2 Will listen to the sound of Bangla alphabet with patience. 1.3 Will understand the command instruction questions and request by listening to them	1.1 Will listen to the sound of Bangla joined letters. 1.2 Will listen to the sound of Bangla joined letters with patience. 1.3. Will understand by listening the command, instructions, questions, and requests.	1.1 Will understand by listening the words formed with Bangla letters and joined letters. 1.2 Will understand by listening different words and small sentences. 1.3. Will carry out by command, the command, instruction, and declaration by listening. 1.4. Will ask question and answer after listening to conversation in standard pronunciation	1.1 Will understand by listening the familiar and learnt words. 1.2 Will understand by listening different kinds of words and small sentences. 1.3 Will carry out perfectly by listening the command, instruction, indication and declaration. 1.5 Will understand by listening conversation and question.	1.2 Will understand by listening different kinds of speeches. 1.6 Will understand by listening the news presented on radio and television and follow them.

Subject wise Competencies	Class wise attainable competencies in Bangla				
	Class I	Class II	Class III	Class IV	Class V
2 To understand the main themes of Rhymes, Poems, Stories, Conversations, Speeches, Descriptions etc by listening them attentively.	2.1 Will understand Rhymes and Poems by listening and get enjoyment.	2.1 Will understand by listening theme of Rhymes and Poems and get enjoyment	2.1 Will understand the gist of Rhymes and Poems by listening and recitation themes in standard pronunciation.	2.1 Will understand the gist and themes by listening Rhymes and Poems,	2.1 Will realize the gist and themes by listening Rhymes and Poems.
	2.2 Will understand by conversation and story by listening them.	2.2 Will understand by listening conversation, story and description.	2.2 Will understand the subject matter by listening conversation, story and description in standard pronunciation.	2.2 Will understand subject matter by listening story, description and discussion in standard pronunciation	2.2 Will understand the subject matter and flow of incident by listening story, description drama, speech and discussion in established pronunciation
	2.3 Will understand the names of the days of the week.	2.3 Will understand the names of month Bangla year.			2.3 Will understand by listening speech in standard pronunciation.
	2.4 Will understand the names of the six seasons.	2.4 Will understand the names of the six seasons			
3. To understand cardinal and ordinal words including dates by listening them.	3.1 Will understand the numbers from 1-50 and the words related to number by listening them.	3.1 Will understand by listening numbers from 1-100 and cardinal words in Bangla	3.1 Will understand by listening to cardinal and ordinal words including dates used in the lesson.		3.1 Will understand by listening cardinal and ordinal words including dates used in the lesson and in other fields.

Subject wise Competencies	Class wise attainable competencies in Bangla				
	Class I	Class II	Class III	Class IV	Class V
To Speak 1 To be able to apply the structures, arrangement of sentences and rules of Bangla Language	1.1 Will speak clearly and correctly Bangla alphabet. 1.2 Will speak clearly and correctly Bangla Vowels and consonants. 1.3. Will make request and address. 1.4 Will ask and answer by simple question.	1.1 Will speak clearly and correctly Bangla alphabet and necessary joined letters. 1.2 Will speak clearly and correctly Bangla vowels and consonants. 1.3 Will make request and address modestly. 1.4 Will realize theme and ask answer-question in complete sentences.	1.1 Will speak clearly and correctly the words formed with Bangla joined letters and pronounce them. 1.2. Will speak different words and small sentences by understanding theme. 1.4 Will speak about different kinds of command, advice indication and declaration. 1.5 Will make questions by listening conversations and answer.	1.1 Will speak familiar and learnt words in standard pronunciation 1.5 Will make questions properly by listening as conversations and answer by listening the questions.	1.1 Will speak familiar and learnt sentences maintaining proper rules and normal speed. 1.2 Will speak different kinds of sentences clearly and in standard pronunciation. 1.5 Will make questions by listening conversation and speech, and answer them and speak own opinion.
2 To be able to recite and speak on rhymes, poems, stories, conversations, speeches and descriptions, by	2.1 Will speak about the identity of own self-identity of parents and the name of classmates.	2.1 Will tell about the address of own self and the known environment	2.1 Will recite Rhymes and Poems		2.1 Will recite Rhymes and Poems in standard pronunciation using proper rhythm.

Subject wise Competencies	Class wise attainable competencies in Bangla				
	Class I	Class II	Class III	Class IV	Class V
understanding them.					
	2.2 Will recite Rhymes, Poems and stories.	2.2 Will recite Rhymes and Poems.	2.2 Will tell the subject matters of Rhymes and Poems.	2.2 Will tell the main themes of Rhymes and Poems	2.2 Will explain the main themes of Rhymes and Poems.
	2.3 Will tell the name of seven days of the week 2.4 Will tell the name of the six seasons.	2.3 Will tell stories with own style. 2.4 Will describe familiar incidents with own word and take part in conversation. 2.5 Will tell the name of days of the week and Bangla months serially. 2.6 Will tell the name of six seasons correctly.	2.3 Will describe the visited a heard incident with own words.	2.4 Will answer the questions on Rhymes and Poems. 2.5 Will describe and discuss on simple matter.	2.4 Will express own opinion of describing and discussing simple and easy matter. 2.5 Will deliver speech on simple and easy matters.
3. To be able to speak with correct, standard and colloquial Bangla for expressing the opinion and feelings with classmates and others.	3.1 Will practice speaking in established colloquial rules.	3.1 Will speak in established colloquial Language.	3.1 Will speak in the classroom by using established colloquial language.	3.1 Will speak in school in established colloquial language with complete sentences.	3.1 Will speak with all in established colloquial language.
	3.2 Will tell the name of known flowers, fruits, trees, animal's beasts birds by looking their in reality and picture.	3.2 Will describe familiar flowers, fruits, trees, and animals' beast birds by seeing them.	3.2 Will explain subject matter by using questions-answers	3.2 Will explain the familiar subjects in established colloquial language.	3.2 Will tell the themes and inner meaning of any contents by listening and seeing.

Subject wise Competencies	Class wise attainable competencies in Bangla				
	Class I	Class II	Class III	Class IV	Class V
	3.3 Will identify different colours and tell their names.	3.3 Will tell the names of different flowers, fruits, animals, trees and other things.	3.3. Will describe familiar or seen incidents in established colloquial language. 3.4 Will seek permission in school, home and different in environment and address with modestly.	3.3 Will explain the known seen and heard incidents by using established colloquial language.	3.3 Will tell properly events of own experience by using standard colloquial language. 3.4 Will express orally indifferent formal and nonformal manner of courtesy and address with modestly.
4. To be able to speak cardinal and ordinal and words including dates	4.1 Will tell numbers up to words related to numbers upto fifty.	4.1 Will tell numbers from 1-100 and words related to numbers.	4.1 Will tell cardinal and ordinal words including dates and indication used in the lessons.		
			4.2 Will tell the sentences by making theme with cardinal and ordinal words.	4.3 Can tell the subject matter of any incident happened with dates month and year.	4.4 Can tell the different national days of the country with year, month and date. 4.5 Will tell the birth day of all the members of the family and the foundation anniversary of the school friends with years, month and date.

Subject wise Competencies	Class wise attainable competencies in Bangla				
	Class I	Class II	Class III	Class IV	Class V
To Read 1. To be able to apply the structures, arrangement of sentences and rules of Bangla Language	1.1 Will read Bangla alphabet. 1.2 Will read the letters by joined up them with vowel symbols 1.3 Will read the words and sentences of the textbooks.	1.1 Will read Bangla alphabet clearly and correctly with audible sound. 1.2 Will read joined letters by separating them. 1.3 Will read the words and sentences of the text books in established pronunciation	1.2 Will read joined letters by identifying them in words with clear and correct pronunciation 1.3 Will read the words and sentences used in the lessons in audible clear sound and established pronunciation. 1.4 Will read sentences and lines by identifying different punctuation marks.	1.3 Will read words and sentence used in lessons by using audible clear sound and established pronunciation and with possible normal speed 1.4 Will read stanza and paragraph by identify and using punctuation marks.	1.2 Will read the new in words clearly with proper pronunciation.
2 To be able to understand the main themes of rhymes, poems, stories, conversations, speeches, descriptions etc of Bangla by reading these attentively	2.1 Will read Rhymes Poems and stories	2.1 Will read Rhymes Poems, stories and dialogues in established pronunciation.	2.1 Will read Rhymes, Poems, Stories, Prose and dialogues by using in established pronunciation and understand them.	2.1 Will read Rhymes, Poems, stories, Proses and dramas in established pronunciation with possible normal speed and understand them.	2.1 Will read Rhymes, Poems, stories, Prose's and dramas in established pronunciation with possible normal speed and understand the themes.

Subject wise Competencies	Class wise attainable competencies in Bangla				
	Class I	Class II	Class III	Class IV	Class V
	<p>2.2 Will recite rhymes and poems by using book.</p> <p>2.3 Will read the names of days of the week looking at books</p> <p>2.4 Will read the name of six seasons looking at books.</p> <p>2.5 Will read the name of familiar flowers, fruits, trees, animals, beast, birds and other things.</p>	<p>2.2 Will recite rhymes and poems with standard pronunciation looking at books.</p> <p>2.3 Will read the names of days of the week and Bangla months looking at books</p> <p>2.4 Will read correctly the name of six seasons looking at books</p>	<p>2.2 Will recite Rhymes and Poems with standard pronunciation looking at books.</p>	<p>2.3 Will recite Rhymes and Poems with proper rhythm pronunciation and intonation looking at books.</p>	
<p>3. Can be able to read printed letters and handwriting with correct pronunciation and continue acquiring knowledge on Bangla Language</p>	<p>3.1 Will read letters and words written by them selves.</p>	<p>3.1 Will read clear writing of own and others</p>	<p>3.1 Will read clear hand writing of own and others</p> <p>3.2 Will read textbooks equivalent juveniles and other books.</p>	<p>3.1 Will read the writing of own and others letter and application written clearly.</p> <p>3.2 Will read textbooks, equivalent juveniles, other books and newspapers.</p>	<p>3.1 Will read the writing of own and others written Letters and applications.</p> <p>3.2 Will read textbooks, equivalent juveniles, other books, newspaper and understand them.</p>

Subject wise Competencies	Class wise attainable competencies in Bangla				
	Class I	Class II	Class III	Class IV	Class V
			<p>3.3 Will read different kinds of simple signal indication, nameplates of persons and institution and Bangla lesson in computer.</p> <p>3.4 Will read silently.</p>	<p>3.3 Will read different kinds of simple signal indication nameplates of persons and institution advertisement, wall poster leaflet etc.</p> <p>3.4 Will read silently with normal speed and understand them.</p>	<p>3.3 Will read different kinds of simple signal indication nameplates of person and institution, advertisement wall poster, leaflet etc. and understand them.</p> <p>3.5 Will read the news head lines correctly published in the daily newspapers.</p>
4 To be able to read cardinal and ordinal words including dates	4.1 Will read numbers from one to fifty and cardinal words.	4.1 Will read numbers correctly from 1-100 and cardinal words.	4.1 Will read cardinal and ordinal words used in lessons including date indicators.	4.1 Will read cardinal and ordinal words used in lessons including date indications and understand them.	
To write 1 To be able to apply the structures, arrangement of sentences and rules of Bangla Language	<p>1.1 Will write Bangla alphabet in clear and accurate shape.</p> <p>1.2 Will write words joining vowel signs with letters after identifying them.</p> <p>1.3 Will write the words and sentences of the textbooks by copying them.</p>	<p>1.1 Will write Bangla alphabet clearly in accurate shape</p> <p>1.2 Will write words joining vowel signs with letters after identifying them.</p> <p>1.3 Will write words and sentences of the textbooks by listening.</p>	<p>1.1 Will write words and sentences maintaining the accurate structure of the letter.</p> <p>1.2 Will write words and sentences using ker, phala signs and joined letters.</p> <p>1.3 Will write words and sentences of the text books by listening</p>	<p>1.2 Will write words and sentences correctly using ker and phala</p>	<p>1.2 Will write words and sentences correctly using ker and phala signs properly</p>

Subject wise Competencies	Class wise attainable competencies in Bangla				
	Class I	Class II	Class III	Class IV	Class V
	<p>1.4 Will write words by making them with letters.</p> <p>1.5 Will identify punctuation marks and write them.</p>	<p>1.4 Will write correct sentences using familiar words</p> <p>1.5 Will identifying punctuation marks and write them.</p> <p>1.6 Will write answers of short and easy questions of the text.</p>	<p>1.4 Will write correct sentences using familiar words.</p> <p>1.5 Will write sentence by identifying punctuation marks as much as possible.</p>	<p>1.4 Will write sentences using learnt words.</p> <p>1.5 Will write sentences using punctuation marks</p> <p>1.6 Will write simple dictation.</p>	<p>1.5 Will write correct sentences using punctuation marks properly.</p> <p>1.6 Will write dictation correctly.</p>
<p>2 To be able to write the main themes of rhymes, poems, stories, conversations, speeches, and descriptions etc of Bangla by understanding them</p>	<p>2.1 Will write name own and parent's name.</p> <p>2.2 Will write the name of days of the week.</p>	<p>2.1 Will write own name, introduction and address.</p> <p>2.2 Will write the name of days of the week and Bangla, months.</p>	<p>2.1 Will write Rhymes and Poems of the textbooks.</p> <p>2.2 Will write answers of subject based easy questions.</p>	<p>2.1 Will write questions answer correctly by reading and listening stories, speeches descriptions.</p> <p>2.2 Will write subject based questions and answers.</p>	<p>2.1 Will write questions answers.</p> <p>2.2 Will write by expressing own feeling.</p>
	<p>2.3 Will write the names of six seasons.</p>	<p>2.3 Will write the names of six seasons correctly.</p> <p>2.4 Will write the name of familiar flowers, fruits, trees animals, beast's birds and other things.</p>		<p>2.3 Will write by expressing the own feeling as much as possible.</p>	<p>2.3 Will write by expressing the main theme of specific contents.</p> <p>2.4 Will write in a normal speed maintaining space between margin, word and line.</p>
<p>3. To be able to write cardinal and ordinal words including dates.</p>	<p>3.1 Will write numbers from one to fifty and cardinal words in Bangla</p>	<p>3.1 Will write numbers from 1 to 100 and cardinal words correctly.</p>	<p>3.1 Will write cardinal and ordinal words including dates correctly used in the lessons.</p>		

Subject wise Competencies	Class wise attainable competencies in Bangla				
	Class I	Class II	Class III	Class IV	Class V
				3.2 Will write sentences using known numbers and cardinal words.	
4 To be able to express the observations, experiences and feeling by writing with correct and clear Language.			4.1 Will write on the familiar environment in easy language	4.1 Will write on familiar environment and experience. 4.2 Will write paragraph on easy topic.	4.1 Will write the description on familiar environment and experience 4.2 Will write essay in easy language.
5 To be able to write simple letters and application and to fill up different forms.			5.1 Will write personal letters to the closer ones in easy language. 5.2 Will write official letters 5.3 Will fill up the easy forms.	5.2 Will write personal letters and application for leave.	5.2 Will write personal letters and application correctly. 5.3 Will fill up necessary forms correctly 5.4 Will write diary.

Attainable competencies indicate four Skills in Bangla

To Listen: no. 1, 2, 3, 4 speak in general about boys and girls.

To Speak: no. 1, 2, 3, speaks in general about boys and girls.

To Read: no. 1, 2,3,4,5,6,7,8 speak in general about boys and girls.

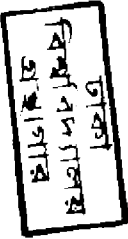
To Write: no. 1, 2,3,4,5,6,7,8 speak in general about boys and girls.

C. Class Wise Attainable Competencies Mathematics

Subject wise competencies	Class-wise attainable competencies				
	Class I	Class II	Class III	Class IV	Class V
1. To count any number of objects.	<p>1.1 will handle material of day, today life and acquire the concept of counting numbers.</p> <p>1.2 Will be able to count objects up to 50.</p> <p>1.3. Will arrange articles in pairs.</p> <p>1.4. Will be able to count objects upto 50 by making them into bundle of 10</p>	<p>1.1 Will be able to count objects from 51 to 100.</p> <p>1.2 Will be able to count objects from 51 to 100 by making the bundles of ten.</p>	<p>1.1 Will be able to count objects up to 1000.</p> <p>1.2 Will be able to count objects from by making bundle of 10 and 100 from (up to 10,000).</p>	<p>1.1 Will be able to count objects by using bundles of ten, hundred and thousand</p>	
2. To count number up to crore	<p>2.1 Will be able to count numerals from 1 to 50</p>	<p>2.1 Will be able to count numbers from 51 to 100.</p>	<p>2.1 Will be able to express the concept of group-form of articles by number.</p>	<p>2.1 Will be able to count numeral up to crore by tens, hundreds, thousands, and lakhs. (Such as, 55555 will be 5 lakhs 55 thousands 5 hundreds 5 tens 5).</p>	

Subject wise competencies	Class-wise attainable competencies				
	Class I	Class II	Class III	Class IV	Class V
	2.2 Will be able to transform group concept into numbers from 1 to 50.	2.2 Will be able to transform group concepts into numbers from 51 to 100.	2.2 Will be able to express 101 to 10,000 by tens, hundreds, and thousands (for instance 55 will be 5 tens 5, 555 will be 5 hundreds 5 tens 5, 5555 will be 5 thousands 5 tens 5).		
	2.3 Will be able to count 10 to 50 by tens (Such as 14 is 1 ten 4 etc.)	2.3 Will be able to count numbers from 50 to 100 by tens (such as 55 is 5 tens 5 etc.) 2.4 Will be able to count by skipping two, three, five and ten.	2.3 Will be able to count by skipping tens, hundreds and thousands.		
3. To recognize the symbols from 0 to 9	3.1 Will be able to recognize number digit 1 to 9 and identify them according to their names. 3.2 Will acquire the concept of zero.	-	-	-	-
4. To read numbers up to crore	4.1 Will be able to read the numbers from 1 to 50	4.1 Will be able to the numbers read from 51 to 100.	4.1 Will be able to read the numbers from 101 to 10,000.	4.1 Will be able to read any numbers up to crore.	

Subject wise competencies	Class-wise attainable competencies				
	Class I	Class II	Class III	Class IV	Class V
5. To write numbers up to crore	5.1 Will be able to write the numbers 1 to 50 in figure. 5.2 Will be able to write the numbers 1 to 20 in words.	5.1 Will be able to write the numbers 51 to 100 in figures. 5.2 Will be able to write the numbers 51 to 100 in words.	5.1 Will be able to write any number from 101 to 10,000 in figure. 5.2 Will be able to write numbers from 101 to 10,000 in words.	5.1 Will be able to write any number up to crore in figures. 5.2 Will be able to write any number up to core in words.	
6. To identify, read and write Roman numerals up to 12.	-	-	-	6.1 Will be able to recognize numbers read and write Roman numeral up to 12.	
7. To determine place value of digits used in numbers up to crore.	-	7.1 will gain the concept of place values (ones, tens and hundreds)	7.1 Will acquire the concept of place value of digits used in numbers up to ten thousand (ones, tens, hundreds, thousands, ajut/ten thousands).	7.1 Will acquire the concept of place value of digits used in numbers up to crore (ones, tens, hundreds, thousands, ajuts, Lakhs, Nijuts, crores).	
		7.2 Will be able to find out the place value of digits used in numeral up to 100.	7.2 Will be able to find out place value of digits used in numbers up to ten thousand.	7,2 Will be able to find out place value of digits used in numbers up to crore.	
8. To compare numbers up to crore and arrange them in order of their values.	8.1 Will be able to identify more and less.	8.1 Will be able to compare any two numerals from 21 to 100 and can determine greater and smaller.	8.1 Will be able to compare any two numerals within 10,000 and can determine grater-smaller.	8.1 Will be able to compare any two number within crore and will be determine greater-smaller.	

Subject wise competencies	Class-wise attainable competencies				
	Class I	Class II	Class III	Class IV	Class V
	8.2 Will be able to compare any two numbers from 1 to 20 and will say which one is greater or smaller.	8.2 Will be able to identify the odd and even number from 51 to 100.	8.2 Will be able to express and concept of greater smaller by using signs. ($>$, $<$).	8.2 Will be able to express the concept of greater smaller by using signs ($>$, $<$).	
	<p>8.3 Will be able to identify the odd and even numbers from 1 to 50.</p> <p>8.4 Will be able to attain the concept of sequential order and can arrange numerals from 1 to 20 as greater to smaller and smaller to greater sequence.</p>	8.3 Will be able to understand the serial order from 21 to 100 and can arrange them serially from greater to smaller and smaller to greater.	<p>8.3 Will be able to arrange some numbers serially from greater to smaller or smaller to greater.</p> <p>8.4 Will be able to identify the odd and even numbers from numerals up to 10,000.</p> <p>8.5 Will be able to arrange certain numbers of odd/even numbers serially.</p>	<p>8.3 Will be able to arrange some numbers serially from greater to smaller or smaller to greater.</p> <p>8.4 Will be able to form the largest and smallest number consisting of maximum six digits.</p> <p style="text-align: center;">১১৪৯২২৯</p>	
9. To read write and use ordinal numbers up to 20.	9.1 Will read, write and use the ordinal numbers from 1st to 10th	9.1 Will read, write and use ordinal numbers from 1st to 20th.	-	-	-

Subject wise competencies	Class-wise attainable competencies				
	Class I	Class II	Class III	Class IV	Class V
10. To addition of two or more than two numbers (with and without carrying).	<p>10.1 Will gather the concept of addition by accumulating 10 things together and will learn the process of addition from it.</p> <p>10.2 Will add two numbers without carrying. (Summation maximum 50)</p> <p>10.3 Will add zero with other number</p> <p>10.4 Will add numbers by commutating numbers.</p>	<p>10.1 Will learn to add numbers by using teaching aids. (Summation maximum 100).</p> <p>10.2 Will add two-digit numerals with and without carrying.</p>	<p>10.1 Will add two, three or four-digit numerals up to maximum four numbers without carrying.</p> <p>10.2 Will add two, three and maximum four-digit numerals up to maximum four numbers with carrying. (Summation will not exceed 10,000).</p>	<p>10.1 Will add maximum five numbers containing maximum five digits (Summation maximum 1,00,000)</p>	<p>10.1 Will add two or three numerals containing maximum six digits (Summation maximum 1,00,00,000)</p>
11. To be able to subtract one numeral from other (with and without carrying)	<p>11.1 Will separate up to 10 components to gather the concept of subtraction and will learn subtraction process.</p>	<p>11.1 Will subtract by using teaching aids.</p>	<p>11.1 Will subtract maximum four-digit smaller numeral from three or four-digit numeral without carrying.</p>	<p>11.1 Will subtract maximum five-digit smaller numeral from five-digit numeral.</p>	<p>11.1 Will subtract maximum six-digit smaller numeral from six-digit numeral.</p>

Subject wise competencies	Class-wise attainable competencies				
	Class I	Class II	Class III	Class IV	Class V
	<p>11.2 Will subtract one number from maximum 50 (Without carrying)</p> <p>11.3 Will subtract zero.</p>	<p>11.2 Will subtract maximum two-digit smaller numeral from two-digit numeral with and without carrying.</p>	<p>11.2 Will subtract maximum four-digit smaller numeral from three or four-digit numeral with carrying.</p> <p>11.3 Will tell and identify minuend, subtrahend and difference from a sum on subtraction</p>	<p>11.2 Will determine the third component if any two of minuend, subtrahend and difference are given.</p>	
<p>12. To solve problems by applying addition and subtraction processes.</p>	<p>12.1 Will solve simple problems by applying addition and subtraction process. (Will use maximum number up to 50 and result will be maximum 50).</p>	<p>12. 1 Will solve different problems by applying addition and subtraction processes (will use maximum number up to 100 and result will be maximum 100).</p>	<p>12.1 Will solve two-staged addition and subtraction problems by using maximum four-digit numerals.</p>	<p>12.1 Will solve three-staged addition and subtraction problems by using maximum five-digit numerals.</p>	<p>12.1 Will solve maximum four-staged addition and subtraction problems by using maximum six-digit numerals.</p>
<p>13. To be able to multiply one number by another (Multiplicand 4-digit numeral and multiplier maximum three-digit numeral).</p>	-	<p>13.1 Will gather concept of multiplication by using teaching aids and will learn process of multiplication from it.</p>	<p>13.1 Will learn multiplication table from 11 to 20 and write them.</p>	<p>13.1 Will multiply maximum four-digit numeral by maximum three-digit numeral(product maximum 10,000)</p>	<p>13.1 Will multiply maximum six digits number by a number hardly 3 digits(product maximum 1,00,00,000)</p>
		<p>13. 2 Will learn multiplication table from 1 to 10 and can use them in multiplication. (Product will be maximum 100).</p>	<p>13.2 Will use multiplication table in multiplication.</p>	<p>13.2 Will multiply in short method by applying zero in multiplication.</p>	

Subject wise competencies	Class-wise attainable competencies				
	Class I	Class II	Class III	Class IV	Class V
		13.3 Will multiply maximum 2-digit numeral by a single digit numeral without carrying (Product will be maximum 100).	13.3 Will multiply maximum three-digit numeral by 10, 20, 50, 100 etc. by using short method.	13.3 Will multiply by exchanging multiplicand and multiplier.	
		13.4 Will multiply any number by zero or multiply zero by any number.	13.4 Will multiply maximum three-digit numeral by maximum two-digit numeral without carrying (Product maximum 10,000).		
		13.5 Will multiply by exchanging numbers.	13.5 Will multiply maximum three-digit numeral by maximum two-digit numeral with carrying (product maximum 10,000).		
14. To be able to divide one numeral by other (Divisible maximum 5-digit and divisor maximum 3-digit number).		14.1 Will have concept on division by using teaching aids and will know the process of division from it.	14.1 Will divide maximum three-digit number by one-digit number.	14.1 Will divide maximum four-digit number by two-digit number.	14.1 Will divide maximum five-digit number by three-digit number.

Subject wise competencies	Class-wise attainable competencies				
	Class I	Class II	Class III	Class IV	Class V
		14.2 Will divide by using multiplication table (Divisible will be maximum 2-digit number and divisor will be maximum one digit number without zero.	14.2 Will tell about divisible, divisor and quotient.	14.2 Will know that division is just the opposite process of multiplication and can apply.	14.2 Will divide maximum five-digit number by 10 or 100 by simple method.
			14.3 Will get know and tell that no number is dividable by zero and quotient is zero when is divided by zero.	14.3 Will divide maximum four-digit number by 10 by simple method.	
15. To solve three-staged problems by applying addition, subtraction, multiplication and division processes (No number more than four digits will be used at any stage).		15.1 Will solve problems related to multiplication	15.1 Will solve multiplication and division related simple problems (maximum two-digit number and one-digit number for divisor in case of division).	15.1 Will solve multiplication and division related simple problems (Maximum four-digit numbers will be used).	15.1 Will solve multiplication and division related simple problems (Maximum four-digit umbers will be used).

Subject wise competencies	Class-wise attainable competencies				
	Class I	Class II	Class III	Class IV	Class V
		<p>15.2 Will solve problems related to division</p> <p>15.3 Will solve three-staged problems by applying addition, subtraction, multiplication and division processes.</p>	<p>15.2 Will solve simple problems by applying any one of addition and subtraction or any one of multiplication and division process (Maximum two-digit number will be used and in case of division divisor will be one-digit number).</p>	<p>15.2 Will solve three-staged simple problems by using any two or three of addition, subtraction, multiplication and division processes.</p>	<p>15.2 Will solve simple problems by applying any two or three of addition, subtraction, multiplication and division processes (Four-digit numbers will be used at all stages of the procedure.</p>
<p>16. To recognize Bangladeshi Notes and coins and use them in daily transaction.</p>	<p>16.1 Will identify Bangladeshi coins and notes up to 50 taka.</p>	<p>16.1 Will identify Bangladesh notes up to 100 taka and use coins and notes in daily transaction.</p>	<p>16.1 Will identify all Bangladeshi coins and notes and will know the method to write Taka and paisa and will be able to write them.</p> <p>16.2 Will exchange coins and notes and solve problems of transaction in daily life.</p>		

Subject wise competencies	Class-wise attainable competencies				
	Class I	Class II	Class III	Class IV	Class V
17. To know unitary method and solve simple problems by applying the same.					<p>17.1 Will gather concept of unitary method.</p> <p>17.2 Will solve simple problems by using whole numbers with the help of unitary method.</p>
18. To simplify the sum related to simplification of whole numbers.				<p>18.1 Will be able to simplify the sum related to simplification consisting or addition, subtraction, multiplication and division of whole numbers.</p>	<p>18.1 Will use bracket to form simplification.</p> <p>18.2 Will simplify the sum related to simplification. Consisting of whole numbers by using addition, subtraction, multiplication, in which division processes and brackets.</p>

Subject wise competencies	Class-wise attainable competencies				
	Class I	Class II	Class III	Class IV	Class V
19. To acquire the concept of average and solve problems related to it.					19.1 Will gather the concept of average. 19.2 Will find out average. 19.3 Will solve average related problems.
20. To gather concept on LCM and HCF and apply these concept to solve problems.				20.1 Will have the concept on factors and multiples and can find out factors and multiples. 20.2 Will gather the concept of prime and composite number and identify prime and composite numbers up to 100. 20.3 Will find out prime factors. 20.4 Will find out divisibility by 2, 3 and 5.	20.1 Will find out LCM and HCF by different method. 20.2 Will solve simple problems by using LCM and HCF

Subject wise competencies	Class-wise attainable competencies				
	Class I	Class II	Class III	Class IV	Class V
				<p>20.5 Will gain the concept of HCF and can find out HCF of maximum three numbers by prime factorization.</p> <p>20.6 Will gain the concept of LCM and can find out LCM of maximum three numbers by using multiples.</p>	
21. To solve problems by using mathematical symbol.			21.1 Will use mathematical signs such as, +, -, x, =, > and <	21.1 Will understand simple mathematical sentence and use symbols in the sentence.	21.1 Will use literal signs in mathematical sentence. Such as if $5+a=8$ then find out the value of a.
					21.2 Will solve problems by using symbol.
22. To gain the concept of simple fraction and to know and use different types of fractions. (Denominator maximum 2-digit number).		22.1 Will divide any article into two parts and identify each part as $\frac{1}{2}$.	22.1 Will have concept of fraction with of one digit denominator and use in daily life.	22.1 Will use proper fraction of maximum two-digit number with denominator.	22.1 Will convert more than one fraction into fractions with same numerator or denominator.

Subject wise competencies	Class-wise attainable competencies				
	Class I	Class II	Class III	Class IV	Class V
		<p>22.2 Will divide any article into four parts and identify each part as $\frac{1}{4}$.</p> <p>22.3 Will read, write and compare the fractions $\frac{1}{2}$. And $\frac{1}{4}$.</p>	<p>22.2 Will know and tell the numerator and denominator of fractions.</p> <p>22.3 Will gain the concept of equivalent fraction and can form equivalent fraction.</p>	<p>22.2 Will form equivalent fraction.</p> <p>22.3 Will have the concept of lowest form fraction and can covert fractions into lowest form fractions.</p>	<p>22.2 Will determine grater-smaller by comparing fractions and can arrange in sequential order from greater to smaller and smaller to greater by using mathematical symbol.</p> <p>22.3 Will gain the concept of proper, improper and mixed fraction and can convert improper fraction into mixed fraction and mixed fraction into improper fraction.</p>
			<p>22.4 Will compare simple fractions with equal denominators and say which one is greater or smaller and will use mathematical symbol.</p>	<p>22.4 Will express different fraction into fraction or equal denominator.</p>	

Subject wise competencies	Class-wise attainable competencies				
	Class I	Class II	Class III	Class IV	Class V
				22.5 Will say which one is greater or smaller by comparing fractions and write them by using mathematical symbol.	
23. To be able to add. Subtract, multiply and divide fractions (Denominator maximum 2-digit number)			<p>23.1 Will add fractions with same (Denominator one-digit number).</p> <p>23.2 Will subtract with same denominator fractions (Denominator one-digit number)</p>	<p>23.1 Will add and subtract fractions (Denominator maximum 2-digit number)</p> <p>23.2 Will simplify simplifications of addition and subtraction.</p>	<p>23.1 Will add and subtract proper, improper and mixed fractions.</p> <p>23.2 Will multiply fraction by whole number.</p> <p>23.3 Will multiply fraction by a fraction.</p> <p>23.4 Will gain the concept of fraction of integer and fraction of fraction and can apply.</p>

Subject wise competencies	Class-wise attainable competencies				
	Class I	Class II	Class III	Class IV	Class V
					23.5 Will divide fraction by whole number and whole number by fraction.
					23.6. Will divide a fraction with another fraction, 23.7 Will simplify sums related to simplification consisting of fractions and having Addition, subtraction, multiplication, division and brackets.
24. To solve simple problems of fractions with addition, subtraction, multiplication and division (The denominator of fractions maximum 2-digit number).				24.1 Will solve problems of daily life by using addition and subtraction of fraction.	24.1 Will solve problems of daily life by applying addition, subtraction, multiplication and division processes (Maximum three).
25. To acquire concept on decimal fractions and use them.				25.1 Will gain the concept of decimal fraction and express by decimal point.	

Subject wise competencies	Class-wise attainable competencies				
	Class I	Class II	Class III	Class IV	Class V
				25.2 Will read and write decimal fractions. 25.3 Will determine place value of the digits used in a decimal fraction. 25.4 Will convert proper fraction into decimal fraction. 25.5. Will turn decimal fraction into proper fraction. 25.6 Will determine greater-smaller from decimal fraction by using symbol.	
26. To be able to add, subtract, multiply and divide decimal fractions and use there is solving simple problems.				26.1 Will add, subtract, multiply and divide decimal fractions and solve problems by using any two of these processes.	26.1 Will add, subtract, multiply and divide decimal fractions and solve three-staged problems (Maximum three processes).
27. To gain the concept of percentage and solve problems.					27. Will acquire knowledge on percentage and express simple fraction into percentage.

Subject wise competencies	Class-wise attainable competencies				
	Class I	Class II	Class III	Class IV	Class V
					<p>27.2 Will convert percentage into simple fraction.</p> <p>27.3 Will use percentage to determine population, profit and loss, profits etc.</p>
<p>28. To know different units of length, weight, volume and area measurement and to use them.</p>	<p>28.1 Will compare distance, weight, shapes, heights and say such as,</p> <p>28.2 Will know</p> <p>a. Far-near</p> <p>b. Heavy-light</p> <p>c. Thick-thin</p> <p>d. Big-small</p> <p>e. Tall-short</p>	<p>28.1 Will know centimeter and meter as the unit of length measurement and will recognize scale and measuring tape</p> <p>28.2 Will know gram as a unit of weight measurement and will recognize weight blocks.</p>	<p>28.1 Will measure length of various articles in meter and centimeters.</p> <p>28.2 Will determine length of any drawn line or picture by using meter scale.</p>	<p>28.1 will know the units of length measurement and can express kilometer to meter and meter to centimeter.</p> <p>28.2 Will know the unit of measurement of length like inch, foot, yards, and mile as per British system and can convert mile to yards and foot into inch.</p>	<p>28.1 Will convert kilometer to meter and as well as its opposite order.</p> <p>28.2 Will convert kilogram down to milligram and also to opposite order.</p>
		<p>28.3 Will know liter as a unit to measure volume of liquid and will recognize liter can/scale.</p>	<p>28.3 Will know the relation among kilometer, meter and centimeter and can express kilometer to meter and meter to centimeter.</p>	<p>28.3 Will know the units of weight measurement and can weigh different article/matter by using weights.</p>	<p>28.3 Will turn mound down to chatak and do also to opposite order.</p>

Subject wise competencies	Class-wise attainable competencies				
	Class I	Class II	Class III	Class IV	Class V
			<p>28.4 Will know the unit like gram and kilogram in metric system and can weigh different article/matter by metric units.</p> <p>28.5 Will know the units of volume of liquid and can measure liquid by liter can.</p>	<p>28.4 Will know and tell the units of weight measurement in local system.</p> <p>28.5 Will know the units of volume of liquid in metric system and measure liquid by liter-can.</p>	<p>28.4 will know and tell the relation of units between metric and local system.</p> <p>28.5 Will add, subtract, multiply and divide measurement related to length and weight by using different units of metric system.</p>
				<p>28.6 Will have the concept of area and will know and use the units of area measurement.</p> <p>28.7. Will know the formulas for finding out area measurement and solve problems related to this.</p>	<p>28.6 Will find out the areas of rectangle, square and triangle by using formulas for finding area measurement</p> <p>28.7 Will solve problems on area measurement.</p>
29. To know unit of time and to know calendar and its use.	29.1 Will tell the name of days in a week.	29.1 Will learn the name of the days in a week order wise and can utilize in daily life.	29.1 Will tell time in hours and minutes by looking at clock and can use in daily life.	29.1 Can express time into hours and minutes.	29.1 Will know and tell the name of the months in Hijri year.

Subject wise competencies	Class-wise attainable competencies				
	Class I	Class II	Class III	Class IV	Class V
	29. Will 2 tell the different parts of a day and use in daily life.	29.2 Will learn the name of Bangla and English months serially and can use in daily life. 29.3 Will know second, minute, and hour as units of time. 29.4 Will learn the relation between second to minute, minute to hour, hour to day, day to week, week to month and month to year and use in daily life.	29.2 Will solve addition and subtraction sum related to unit of time. 29.3 Will show the dates of each month from calendar and tell dates and days accordingly.	29.2. 2 Will solve addition and subtraction sum related to unit of time 29.3 Will write dates as per current method mentioning date, month and year.	29.2 Will tell the number of days contain in months in Bangla and English calendar. 29.3 Will know about leap year and find out leap year from years. 29.4 Will know about decade, agelera and century.
					29.5 Will solve addition and subtract sum related to units of time. 29.6 Will multiply and divide time related number by whole number. 29.7 Will convert year, month and day into hours, minutes and seconds and also do it in opposite order.

Subject wise competencies	Class-wise attainable competencies				
	Class I	Class II	Class III	Class IV	Class V
					29.8 Will express time as per international rule and also can do its opposite.
30. To maintain accounts of debit and credit and use them.					30.1 Will gather concept of debit and credit and maintain deposit and expenditure account for week and month.
					30.2 Will gain the concept of cash memo and read and write cash memo.
31. To collect different information from environment and arrange them accordingly.				31.1 Will collect data by identifying different resources (Population, plants, students, animals, furniture, books, etc) 31.2 Will arrange collected data using tally mark or tables.	31.1 Will arrange disordered data.
32. To gain the concept of graph and to express different information through graph.				32.1 Will gain the concept of graph and draw graphs on population-based and other data.	32.1 Will draw graphs from population-based data and can identify different information from given graph.

Subject wise competencies	Class-wise attainable competencies				
	Class I	Class II	Class III	Class IV	Class V
33. To identify and name geometric shapes of different articles from environment.	33.1 Will know and tell different shapes (Circular, triangular, rectangular etc.) of the articles in the environment.	33.1 Will be introduced with different solids (Such as, Cube, sphere, cone, cylinder etc.) and can arrange them separately according to their shapes. 33.2 Will be introduced with different shaped articles like quadrilateral, square, triangle, circle etc. and can identify them.	33.1 Will know and identify the solids like cube, sphere, cone, cylinder, pyramid etc.		
34. To classify and name geometric shapes on plain surface (Triangle, quadrilateral, circle) and can draw these.			34.1 Will identify triangle and can name these according to their arms. 34.2 Will draw triangles with different arms.	34.1 Will be introduced with parallelogram, rhombus, rectangle and square from the classification of quadrilateral and can arrange them separately according to their shapes. 34.2 Will draw parallelogram, rhombus, rectangle and square	34.1 Can name triangle as per their angles. 34.2 Will draw triangle according to their angles.

Subject wise competencies	Class-wise attainable competencies				
	Class I	Class II	Class III	Class IV	Class V
			<p>34.3 Will gain the concept of quadrilateral and can identify rectangle and square.</p> <p>34.4 Will identify circle.</p>	<p>34.3 Will draw a circle.</p>	<p>34.3 Will gain the concept of specialty of parallelogram, rhombus, rectangle and square and can differentiate them.</p> <p>34.4 Will have the concept on arc, chord, diameter and radius of a circle and can identify these.</p>
35. To gain the concept of point, line and surface.				<p>35.1 Will have concept of point, line and surface and can identify these.</p> <p>35.2 Will gain the concept of angles and its measurement.</p>	<p>35.1 Will gain the concept of different angles and can draw various angles with name.</p>
				<p>35.3 will know that unit of angle measurement in degree and will measure an angle with a protractor.</p>	

Subject wise competencies	Class-wise attainable competencies				
	Class I	Class II	Class III	Class IV	Class V
				<p>35.4 Will have the concept of perpendicular and parallel and draw them.</p> <p>35.5 Will gain the concept of adjacent and right angle.</p>	
36. To know use of calculator and to use it accounts.					36.1 Will know the techniques to use current (non-scientific) brand calculator and can apply to solve (problems and accounts).
37. To apply attained mathematical knowledge to solve related to problems population.					37.1 Will gain the concept of population and census and can tell the population of Bangladesh at different time and population of male and female by comparing.
					37.2 Will know the density and growth

Subject wise competencies	Class-wise attainable competencies				
	Class I	Class II	Class III	Class IV	Class V
					rate of population and can solve elated problems by applying attained arithmetical knowledge.

In subject wise competencies of Mathematics shows that –

No. 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30,31,32,34,36,37 are speaking in general about boys and girls.

D. Class Wise Attainable Competencies Poribesh Porichiti (Integrated of Science and Social Studies) for Grade I-II

Attainable Competencies	
Class I	Class II
1.1 Will know what the environment is	1.1 Will know about the importance of soil, water, air etc of environment.
1.2 Will know the name of soil water air etc. as the basic components of environment	
2.1 Will recognize different components of social environment, house and school: living and non-living things of environment through observation.	2.1 Will observe the importance of different components of social environment like Para and lane.
	2.2 Will recognize the matters of natural environment like trees, food, birds, beasts, fish and man etc.
	2.3 Will know the characteristics of living and non-living things and be able to distinguish between them based on observation.
	2.4 Will know about the observed living and non-living things by pictures and description from out of the known environment
	2.5 Will be careful of the living and non- living things of the environment.
	2.6 Will know the uses of living and non-living things, shapes, colors. Source and part etc. and be able to distinguish and classify them accordingly.
	2.7 Will be active on keeping balance of the environment
3.1 Will observe how the waste materials of the school and domestic use pollute the environment and be able to keep the house neat and clean.	
4.1 Will know about the different kinds of incidents of the surroundings like cool-warm, shine shadow, noise and quiet environment etc. and will be curious to know more about these.	4.1 Will know about the different kinds of incidents of the surroundings like sunrise sunset, cloud and rain, wind blowing stirring of the leaves with wind, waving of water, change of season, change of dress according to season etc. and will be curious to know more about these.
4.2 Will describe orally about the living and non-living things and incidents already observed and information received by picture, group discussion and simple experiment will draw the picture of the things observed and will prepare the models of these and display them.	4.2 Will be able to do simple and controlled experiments.
	4.3 Will know about the harmful wrong ideas of the society and blind faith and will know the scientific explanations of these.

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Attainable Competencies	
Class I	Class II
	4.4 Will describe orally the relation diagnosed between the matters and incidents offer observation, classification and cause and effect, will draw the pictures and prepare models of these and display them.
5.1 Will know that there is a relation of developed life with the application of technology.	5.1 Will observe the process of food grains preservation in the family and neighboring like drying in the sun, keeping with salted, keeping with ice, preparation of pickle and jam jelly etc.
	5.2 Will visit local hospital mill factory industry and laboratory and ask questions about these, describe orally and draw pictures of them.
6.1 Will receive information about living and non-living things by observing real objects, watching pictures and discussing.	6.1 Will know newspaper, radio television, computer, mobile phone, mobile film etc. by pictures and will know about the prominent functions of them.
	6.2 Will receive information by observing real objects, watching pictures and discussing and will preserve the leaves of trees, flowers, feathers of birds, pictures of birds and beasts, rock and stone, Cain, the cast off the skin of snail and mollies.
	7.1 Will realize that the natural incident is sudden and it also a scientific explanation and be able to ask question about this.
	7.2 Will listen to the story of the biography of the famous scientists.
8.1 Keeping clean of different organs of own body like tooth, nail, hair, nose, eyes.	8.1 Will keep in good condition of own belongings and dresses.
8.2 Will go to bed and rise timely and attend the school in time.	8.2
	8.3 Will take part in games and sports regularly.
	8.4 Will know and realize the bad effect of spitting and evacuation of faces and urine on often place and will practice the right habit.
	9.1 Will know Food, cloth, dwelling, education and medical treatment are essential for men should be aware of them
	9.2 Will acquire the idea and be conscious about the impact of the population growth on basic needs.
	9.3 Will be able to tell the advantage of (nuclear) small family and the disadvantage of large family.

E. Class Wise Attainable Competencies of Environment Studies- Science

Terminal competence	Attainable competencies of environment studies- science		
	Class 3	Class 4	Class 5
1. Will know About different Components of Environment	1.1 Will know importance of water in animal and plant's life based on observation, experience, quarries and investigation will know about characteristics of water and gain the concept on its three states.	1.1 Will identify varieties of soil through observation, quarries and investigation. Will identify related agricultural materials. Will know the ways to develop fertility of land. Will investigate relating earth decay and ways of protection accordingly.	1.1 Will recognize air as a matter.
	1.2 Will understand Presence of air in the surrounding through observation, experience and investigation. Will realize the importance of air for survival of animals and plants. Will tell about main Components of air in the environment.		1.2 Will know how different works are done by utilizing wind flow. 1.3 Will know about Weather and climate. 1.4 Will identify characteristics of matter and energy based on observation and experience. Will know varieties of energy like heat, light, sonic and magnetic energy through investigation and asking questions. 1.5 Will identify the characteristics of matter and energy through observation. 1.6 Students will be introduced to placement, shapes and characteristics of the sun, moon and stars accordingly by investigation through observation and quarries. Will know about the classification of luminaries-stars, planets, satellites, and the earth's moving round the sun, event for being

Terminal competence	Attainable competencies of environment studies- science		
	Class 3	Class 4	Class 5
			day and night, weather, seasonal changes etc.
2. To observe different social and natural events, different living and nonliving and to classify them.	2.1 Will observe and classify different events in the environment living and nonliving.	2.1 Will observe and classify different harvests grow in land.	2.1 Will identify matter by observing characteristics of matter and energy and will arrange to classify energy in to light, heat, magnetic, sonic and electric power/energy and matter into metal and nonmetal.
	2.2 Will know the characteristics of living and nonliving and will classify by comparing between living and non-living.	2.2 Will observe and classify different transport (land water and air transport).	2.2 Will classify matter into solid, liquid and gas as per states by observation. Apart from these will gain concept on element and compound substance.
	2.3 Will know about maintenance of a domestic animal (goat) and its Usefulness.	2.3 Will observe source of water and use of water in daily life.	2.3 Will classify plants as per shapes.
		2.4 Will observe Creatures and classify plants according to characteristics.	2.4 Will arrange un flowering / cryptogams and flowering/ phanerogam as per classification.
		2.5 Will realize presence of air in the surrounding and importance of air for survival.	2.5 Will observe cultivation of flowers, fruits and vegetables of different seasons.
		2.6 Will know about maintenance of a domestic animal (goat) and about its usefulness in social atmosphere.	2.6 Will classify different type of animals
	2.7 Will know about modern technique to maintain a domestic animal (Goat), feeding and care.		
3. To know the causes of environment pollution and will be active to develop and preserve environment	3.1 Will observe how environment become polluted. Will know the causes of pollution and ways to preserve environment.	3.1 Will be able to know the causes of soil, water and air pollution in the environment. Will know how to protect pollution and will be active to protect these from pollution.	3.1 Will know about pollutions of environment. Will know how different activities of mankind affect environment and what to do to protect environmental equilibrium.
4. Todo simple experiment on daily events and can collect various data/	4.1 I will observe natural events relating the moon, sun and earth and will be interested to know. such as, Day and	4.1 I will observe daily events and can explain reasons though collecting data and information. Such	4.1 Will observe the following daily events and will realize its reasons by collecting data/

Terminal competence	Attainable competencies of environment studies- science		
	Class 3	Class 4	Class 5
information through this.	night, cloud and rain, wind flow, trembling of tree leaves, waves in the water, seasonal change, fog, dew etc.	as, Quantity of heat related to the process of changing water into vapor, quantity of heat, color of wet material and determination of relation of wind flow. Can explain that volume of matter will change due to change of heat. Can tell about relationship of heat and wind flow.	information through this. Will preserve information on weather and climate (7 days/15 days/1 month). <ul style="list-style-type: none"> - Light moves in a straight line. - Light, shadow and reflection. - Trembling of matter creates sound and media is needed for sound to pass through. - Blowing in a whistle create sound.
	4.2 Will know the deferent sides of essentiality of water and air in daily life through information collection/ experiment and will decide upon normal events.		
5. To identify how inconstant use of science and technology develop and change standard of life.	5.1 Will gain the primary concept of evaluation of science. Will gather tools like knife, scissors, hand fan, axe, chopper, boti (a kind of chopper), spade, saw, pulley, tube will, electric fan, printing press, microscope and telescope, computer etc.	5.1 Will gain the primary concept of different energies like electricity, heat, light and sound.	5.1 Will know the history of mankind by scientific aspect how conquered nature and environment through invention of technology. Will gain the concept of science and technology and will know about practical uses of technology in daily life through attained knowledge.
		5.2 Will observe how use of these energies increases standard of living of mankind. For instance, rice mill, different musical instruments, water irrigation pump, electric bulb, electric iron, radio, television, train, refrigerator, computers etc.	5.2 Will know the type of technologies used in different sectors such as, industry, agriculture, medical, communication and educational system and will understand how the technologies are effective to change and enhance standard of living.
6. To gain the concept of different sources of information sharing and about computer and its use. Will be motivated for collecting information, processing and preservation.	6.1 Will know the names of sources for information along with its main activities, such as- newspaper, radio, litter, television, mobile phone, telegraph, computer, mobile talkies etc.	6.1 Will know about the roles of transportation in information sharing along with computer. Such as, rickshaw, train, motorcar, boat, launch, airplane, helicopter etc.	6.1 Will explain the activities of computer in information communication through out the world, fax, mobile phone, telegraph, television, radio and will know about its functions through discussion and

Terminal competence	Attainable competencies of environment studies- science			
	Class 3	Class 4	Class 5	
	<p>6.2 Will collect information through observation of real facts, seeing pictures, discussion and travel and will gain the concept of the subjects by asking questions.</p> <p>6.3 Will know the way for preservation, for instance, document, newspaper, computer.</p> <p>6.4 Will collect information on Trees, creepers and herbs, flowers, stones, visible places, sport events etc.</p>		<p>quarries.</p> <p>6.2 Will know about satellite that provides news on information communication system and weather forecast.</p> <p>6.3 Will know about dish antenna and internet.</p>	
7. To realize inspiration, inquisitiveness, astonishment and cause and effects.	7.1 Will determine relation between causes and results from information collected through experiment by different competence of attainment. Such as:	7.1 Will determine cause and effect through examination, and collecting data/information, For instance,	7.1 Will determine relation between cause and effect for the following through data and information collection and experiment.	
	a. Air, heat, light and water are necessary for survival of plants.	a. Quantity of heat with water into vapor, color of wet clothe with wind flow etc.	a. Air has weight and it occupies space.	
	b. Wind flow and trembling of leaves, flying kites, floating clouds.	b. Heat changes volume of mass. A glass/Plastic bottle with full of water breaks if put in ice or in refrigerator.	- By applying low heat metal cork opens if unable to open it. - Up and down of mercury in thermometer. - By applying heat and cooling a bottle increase and decreases the volume of balloon respectively fixed with the bottle.	b. Light moves in a straight line.
		c. Water doesn't fall if covered with hard and thick paper and turned around.		
d. Cloud and rain, fog, dew and hail storm.		d. Media is required for sound to pass through.		
	e. Change of state of water due to increasing and reducing heat.		e. Metal gets hot earlier than nonmetal.	
	f. Dotted water is seen outside of a glass if cold water is kept in a dry glass.		f. Toys, cars, TV, fan etc. run by remote and calling bell rings.	
	g. A piece of paper doesn't get wet if put in a glass and turn the glass			

Terminal competence	Attainable competencies of environment studies- science		
	Class 3	Class 4	Class 5
	around and put it into water.		
8. To try to be habituated to maintain hygiene and will try to lead a healthy life.	8.1 Will use a container of specific place to put dirt and garbage from houses, classrooms and school into it.	8.1 Will know about the bad effects of mosquito, fly and insects in health.	8.1 Will know about diseases of special organs (Such as- Nose, eye, teeth and ear diseases) and will know the preventing management against those diseases.
	8.2 Will use toilet properly.	8.2 Will realize importance of maintaining rules of hygiene and will maintain rules for taking food, sports, work, rest and sleep.	8.2 Will know about water and air borne diseases and other diseases will be active for necessary management.
	8.3 Will realize harmfulness of having polluted food and drinking polluted water and will carefully avoid these.	8.3 Will know first aid against cut, drown and burn and can apply in need.	
	8.4 Will take physical care.	8.4 Will realize the importance of dustbins and drains in the locality and will use these properly.	8.4 Will know about balanced diet and will habituate to take food with vitamins but cheap in price
9. To know about population growth in the country and basic needs and its influence in the environment and will be alert from these.	9.1 Will gain the primary concept on population and environment.	9.1 Will gain concept on bad effects of population growth.	9.1 Will know the graph of comparative population statement of SAARC countries.
	9.2 Will gain family member and primary concept on environment.	9.2 Will gain the concept of census and density of population.	9.2 Will gain primary concept on population.
	9.3 Facility of small family and problem of big family.	9.3 Will gain the classroom facility on the basis of classroom size and students' number.	

F. Class Wise Attainable Competencies Environment Studies- Social Science

Class III

Terminal Competence	Attainable Competencies	Subject Matter
1. To know about the environment and its different Components.	1.1 Will get idea what the environment is. 1.2 Will know about the different components of the social environment. 1.3 Will know the symptoms and patterns of different components of social environment.	<ul style="list-style-type: none"> • Environment and its different components. • Description with social environment and its different components. • To take care and importance of different components of social environment.
3. To know about environment pollution and the causes of pollution and be active to develop the environment and keep it balanced.	3.1 Will know about the environment pollution. 3.2 Will know about the problem of environment pollution in Bangladesh.	<ul style="list-style-type: none"> • Primary idea about the environment pollution. • Several problems about the environment of home and around us.
9. To love and show respect to all kinds of distinction of nation religion- caste, female-male and to be curious to create peaceful social environment by rousing equity, friendship, sympathy and sense of Co-operation among the members of the society.	9.1 Will show respect to all men of family, school and around us without distinction of around us without distinction of female-male, religion-caste etc. And live mixing with them. 9.2.1 Will respect different life styles and social, cultural and religious functions and festivals of different religion following classmates. And will take part in these functions if possible. 9.2.2 Will exchange greetings of other religion following Classmates on different social, cultural and religious festivals. 9.2.3 Possibly the children will take part in these functions and they will give gifts greeting cards made by themselves, flowers, colors pencil etc. 9.2.4 Will form the state of mind among all for the social peace and stability without considering nation-religion-caste, female- male. 9.3 Will be sympathetic to the poor and underprivileged children persons in the society and if necessary will help them.	<ul style="list-style-type: none"> • Sense of respect among the members of the society, Co-operation and sympathy and to live mixing with them. • Social and religious amity. • Help and Co-Operation within capability to the poor and underprivileged. • Helping the poor Classmates and underprivileged children with their food, books, pencils and other things. • Kind behavior to the assistants of house holds work.
10. To achieve idea about the fundamental human rights and practice them in social and national life.	10.1 Will know what the human rights are, will be able to describe some important human rights.	<ul style="list-style-type: none"> • What is human right? International human Rights day and importance and significance of 2/3 fundamental human rights.

Terminal Competence	Attainable Competencies	Subject Matter
11. To be curious to manual labour and hold respectful out look for the manual laborer.	11.1 Will help to keep the house and it's around neat and clean. 11.2 Will know about the people of different professions and labour and realize their importance.	<ul style="list-style-type: none"> Dignity of labour.
12. To realize the importance of participation in different development work in the family. School and society and active participation in these works.	12.1 Will observe different activities of the family and understand the necessity of new development work and participate actively in these works.	<ul style="list-style-type: none"> Development work of the family.
13. To know about the rights, responsibilities and duties of the citizen and they to be active to carry them out.	13.1 Will achieve primary idea about the rights, responsibility and duty of the child as a citizen. 13.2 Will know about child rights and be able to tell them.	<ul style="list-style-type: none"> Citizen rights responsibility and duty. Child rights. Responsibility and duty.
14. To show tolerance to others opinion and practice of democratic culture.	14.1 Will show respect to others opinion and be active to practice that. 14.2 Will participate in election of class leader or monitor in the classroom. 14.3 Will perform duty for the classmates as a class leader and classmate in the class	<ul style="list-style-type: none"> Practice of tolerance to others opinion and democratic culture in social life and its responsibility and duty. Election of class leader and his responsibility and duty. All out cooperation of all for performing responsibility and duty by the class leader. Participation in electoral process.
15. To be promoted in patriotism and sense of nationality on the basis of consciousness of liberation were and achieve sacrificing mentality and participation in the constructive work of the country.	15.1 Will be able to tell the color of national flag and the accurate proportion of its design. 15.2 Will know that map of Bangladesh, national flag; national song and national symbols have been achieved by liberation war.	<ul style="list-style-type: none"> Colour, design and proportion of the national flag of Bangladesh. Rules of using national flag in different national days. National symbols (like, Flower, Fruit, Fish, Beast, Bird etc.)
16. To acquire knowledge about national history, tradition. Customs and culture and get sight and feel proud and are respectful in these.	16.1 Will know about different national days of Bangladesh. 16.2 Will know and be able to describe different festivals (Eid-UI-Fitor, Eid-UI-Azha, Christmas day, Durga puza, Swarashati puza, Buddha purnima).	<ul style="list-style-type: none"> Different national days and festivals of Bangladesh (Eid-UI- Fitor, Eid-UI- Azha, Christmas day, Durga puza and swarashati purz, Bowdha Purnima).

Terminal Competence	Attainable Competencies	Subject Matter
17. To Achieve knowledge about the characteristics of geographical position of Bangladesh.	17.1 Will draw the map of Bangladesh by marking. 17.2 Will know the position, area and main rivers of Bangladesh. 17.3 Will know the name of administrative divisions of Bangladesh and indicate the capital and divisional cities on the map.	<ul style="list-style-type: none"> • Will be able to draw the map of Bangladesh by marking. • Will be able to indicate the directions of the map. • The capital and divisional cities of Bangladesh.
18. To be careful of perfect utilization, prevention of misuse and saving of social and the property of the state.	18.1 Will know what the personal social and the national property of the state are. 18.2 Will realize the importance of social and the national property of the state.	<ul style="list-style-type: none"> • Prevention of misuse of social and state owned property.
19. To achieve the moral and social quality like the sense of justice, duty, discipline, well manner, punctuality and the mentality to live together.	19.1 Will obey the rules of the family and school and live together. 19.2 Will behave with all of the family and school. 19.3 Will finish every work in time and regularly.	<ul style="list-style-type: none"> • To obey the Rules of the family and school. • To live together with all of the family and school and maintain discipline.
20. To be informed about the different culture of the world and to show respect to them.	20.1 To achieve primary idea about culture. 20.2 To know about the culture of the two neighboring country (India and Myanmar)	<ul style="list-style-type: none"> • Continent based different culture of the world. • Culture of India and Myanmar.
21. To be promoted to establish world peace by natural, co-operation and world brotherhood in men and by the creation of internationalism,	21.1 Will know what the neutral co-operation and friendship in men. 21.2 Will realize the matter that all men are equal of the world without distinction of nation, religion, caste, and race and show amity for all.	<ul style="list-style-type: none"> • Mutual friendship and co-operation in all men without distinction of nation, religion, race, caste. • All men are equal in the world. • To establish world peace and mutual by the help and cooperation of the countries.
22. To know about the population growth and basic needs and the impact of it on the environment and be consciousness about this matter.	22.1 Will know the area and population of Bangladesh. 22.2 Will get idea about the advantages of small family and disadvantages of large family. 22.3 Will get idea about the impact on house and environment around us created by the population growth.	<ul style="list-style-type: none"> • Area and population of Bangladesh. • Advantages of small family and disadvantages of large family. • Impact of population growth on the house and environment around us.

**Social Science
Class IV**

Terminal Competencies	Attainable Competencies	Subject Matter
3. To act to develop the environment and keep balance knowing the environment pollution and the causes of it.	3.1 Will be able to identify the problems relating to environment pollution of Bangladesh. 3.2 Will know some causes of environment pollution of Bangladesh.	<ul style="list-style-type: none"> Some remarkable problems relating to environment pollution. To create consciousness about social cause of environment pollution and prevent pollution. To play active role in different work for saving environment.
9. To show love and respect to all without distinction of nation. Religion, caste, female, Male and be curious to create peaceful social environment by rousing equity, friendship, amity and co-operation among the members of the society.	9.1 Will understand the dignity of women as members of the society and realize the importance of equity in female male for the opportunity of advantage in family. School and society. 9.2 Will know the necessity of equity, friendship among the members of the society. 9.3 Will show amity for the exceptional child and person (like: physical or mental retarded, orphan, person in want) and perform necessary co-operation. 9.4 Will know about the life style of chakma, Marma and Shawntal.	<ul style="list-style-type: none"> Social dignity of female and equity in the field of advantage between female - male. The variety and necessity in equity, friendship among the members of the society. Amity and co-operation to the exceptional like. Physical or mental retarded, orphan, in want child and person. Life style of chakma, Marma and Shawntal and the importance of equity, friendship and amity parallel with original population race.
10. To get idea about basic human rights and practice of it in social and nationalized life.	10.1 Will practice basic human rights in different areas of familial and social life.	<ul style="list-style-type: none"> Basic human rights of family and society.
11. To be interested in manual labor and hold respectful out look for the manual labour.	11.1 Will be careful of keeping home and it's around neat and clean and be active to participate in these work. 11.2 Will realize that the dignity of all manual labor is equal, will evaluate their contribution in the society and will show proper respect to them.	<ul style="list-style-type: none"> Participation in manual labour related work at home, school and likely social. Respect to all work and manual labourers.
12. To realization of the importance of participation in this work.	12.1 Will realize the importance of the development work of the school like library establishment, taking care of furniture development of play ground, tree plantation and taking care and will participate in accordance with ability.	<ul style="list-style-type: none"> Development works in the school. The use and preservation of the library.
13. To know about the rights. Responsibility and duty of the citizen and be active to carry them out.	13.1 Will know about the social and political rights of the citizen and be able to mention them. 13.2 Will be able to describe	<ul style="list-style-type: none"> Concept of citizen, social and political rights and duty of the citizen.

Terminal Competencies	Attainable Competencies	Subject Matter
	what the responsibility and duty of the citizen are.	
14. To show tolerance to others opinion in the society and practice of democratic culture.	14.1 The learners will express their opinion at home and classroom in-group work. 14.2 Will listen to others and classmate's opinion in the classroom and outside and show respect to them. 14.3 Will participate all in the election of leader at school / lane or in various works like: sports, cultural activity, and group competition. 14.4 Will settle the friction among the younger and classmates and achieve the mentality to be refrained from them. 14.5 To form the mentality and carry out the decision taken on the basis of opinion of the majority.	<ul style="list-style-type: none"> • Tolerance to others opinion and practice of democratic culture.
15. To be promoted by the influence of liberation war in patriotism and sense of nationalism and acquisition of sacrificing mentality and participation on the constructive work of the country.	15.1 Will be able to tell what liberation war is and the people from all levels took part in the liberation war of Bangladesh.	<ul style="list-style-type: none"> • Liberation war
	15.2 Will know the historical background of liberation war in brief. (Commencement of liberation war from the language movement)	<ul style="list-style-type: none"> • Language movement.
	15.3 Will know about the greatest heroes of the Independence Movement.	<ul style="list-style-type: none"> • Language martyrs. • Discrimination in different areas at the region of Pakistan, different movements at the then East Pakistan, an upheaval among the masses in 1969. The election in 1970, subsequent condition and the declaration of Independence.
16. To achieve knowledge and insight about the national history, tradition, customs and culture and feel proud of these and be respectful for these.	16.1 Will know about the International mother language day and take part in various programs arranged on the occasion of the day. 16.2 Will get primary idea about the culture of Bangladesh. 16.3 Will know about the social, economical and religious condition of people of Bengal at ancient time.	<ul style="list-style-type: none"> • International mother language day. • Our customs and culture, social, economical and religious condition of people of Bangla at ancient time.
17. To achieve knowledge about the geographical position of Bangladesh.	17.1 Will be able to identify the position of Bangladesh in the world map.	<ul style="list-style-type: none"> • The position of Bangladesh in the world map.

Terminal Competencies	Attainable Competencies	Subject Matter
	17.2 Will know about the nature of land of Bangladesh.	<ul style="list-style-type: none"> • Geographical configuration of Bangladesh • Climate of Bangladesh. • Characteristics of the seasons.
18. To be careful of the proper utilization of social and nationalized properties, prevention of misuse and in preservation of them.	18.1 Will identify the social and nationalized properties of own locality and realize the necessity of them. 18.2 Will properly utilize and prevent misuse of social and nationalized properties.	<ul style="list-style-type: none"> • The social and nationalized properties of the locality and the necessity of them. • Proper utilization of social and nationalized properties. Maintenance and prevention of damage.
19. To achieve the moral and social values of the sense of justice, duty, discipline, good manner, punctuality and mentality to live together.	19.1 Will obey the rules and regulations of the society and live together. 19.2 Will behave well with the neighbors. 19.3 Will show justice to all of family, school and society. 19.4 Will realize the importance of doing work timely in daily life.	<ul style="list-style-type: none"> • Rules and regulations of the society.
20. To be informed about the different culture of the world and showing respect for them.	20.1 Will get idea about the Asian culture. 20.2 Will know about the culture of Japan and Malaysia.	<ul style="list-style-type: none"> • Asian culture • Japanese and Malaysian Culture characteristics of culture
21. To be promoted to establish world peace through mutual and cooperation in men and creation of world brotherhood and internationalism.	21.1 Will realize the necessity and be active to practice mutual and cooperative relation and maintain world brotherhood in all men. 21.2 Will realize the importance of cooperation and friendship among each other of all the states of the world along with the neighboring states. 21.3 Will know what the SAARC is and be able to tell the name of SAARC associated countries and realize the importance of SAARC.	<ul style="list-style-type: none"> • Mutual, Cooperation and sense of brotherhood. • Cooperation and friendship among each other of all the states of the world along with the neighboring states. • SAARC: Background, formation and functions.
22. To know and be aware of the population growth of the country basic needs and the impact of these on the environment.	22.1 Will get idea about the population of Bangladesh on the basis of study of the last a few censuses. 22.2 Will get idea and be able to tell how population growth creates obstacles in fulfilling basic needs of man. 22.3 Will be able to mention the impact of population growth on the social environment.	<ul style="list-style-type: none"> • The nature of population growth of Bangladesh on the basis of a few censuses. • Bad impact of population growth on basic needs. • Population growth and social problems.

Social Science
Class V

Terminal Competence	Attainable Competence	Subject Matter
3. To know about environment pollution and causes of pollution and be active in development of environment and keeping balance of it.	3.1 Will identify the causes of environment pollution in Bangladesh. 3.2 Will know the ways of preserving and developing the nearby environment and participate in this process.	<ul style="list-style-type: none"> • Main environmental problems, causes and impact in Bangladesh. • Preservation of environment, national environment policy and the objectives of world environment day and programs arranged on that occasion and active rules for implementation in taking steps for saving the environment.
9. To show love and respect to all without distinction of nation-religion-cast, female-male and be active for creating peaceful social environment by rousing equity, friendship, amity and co-operation among the members of the society.	9.1 Will know and evaluate their contribution in different areas of the society and autobiography of some great men (Female and male) of different religion and follower of different life style for the development of the society. 9.2 Will realize the necessity of co-operation and friendship among different nations of the world. 9.3 Will know about the lifestyle of garu, Khashia, Murong, and Monipuri. 9.5 Will realize what they would do as a member of society in social problems and natural calamity/ disaster and help and co-operate if necessary under the guidance of teacher.	<ul style="list-style-type: none"> • Contribution of great men (female and male both) in social service. • Importance of co-operation and friendship among different nations. • Lifestyle of Garo, Khashia, Murong and Monipuri, respect to them and social friendship and mentioning the name of some aborigines. • Co-existence of all members of the society without distinction of religion, caste and formation of peaceful society. • Basic human rights in social and nationalized life.
10. To get idea about the basic human rights and practice of it in social and nationalized life.	10.1 Will be able to describe the importance of basic human rights in social and national life.	•
11. To be interested in manual labour and hold respectful out look to the manual labourers.	11.1 Will work in a body with the superiors to keep home, school, and lane neat and clean. 11.2 Will be able to describe the work of some professionals. Will respect every job of the society, realize the dignity of labour and show respect to the person engaged in any job.	<ul style="list-style-type: none"> • Importance of manual labour, participation of keeping home, school, lane neat and clean. • Respect to the manual labourers. • Dignity of labour.
12. To realize the importance and active. Participation in various developments	12.1 Will be able to realize the importance of different development work of the	• Participation in social development work (development work are

Terminal Competence	Attainable Competence	Subject Matter
works in family. School and society.	society like health system, agriculture, co-operative, forestation, making of road, bridge, make shift narrow path way, and participate in these work in accordance with ability.	mentioned in the attainable competence).
13. To know about the rights, responsibility and duty of the citizen and be active to carry them out.	13.1 Will know the own rights, responsibility and duty as a citizen of Bangladesh and carry them out.	<ul style="list-style-type: none"> • Concept of citizen • Rights, responsibility and duty of citizen.
14. To show tolerance to others opinion and practice of democratic culture.	14.1 Will accept the logical speech and opinion of teacher, classmate and others in school and outside. 14.2 Will know the special quality of Classmates and friends of the same age and recognize them. 14.3 Will assist each other in arranging and conducting different social, cultural and religious programs in school and outside of school and accept the opinion of the majority. 14.4 Will achieve the quality of leading the team as a leader in the classroom or outside and lead them. 14.5 Will participate actively in-group work as a leader or member in the school. 14.6 Will be able to participate in accordance with that ability in social work.	<ul style="list-style-type: none"> • Tolerance of others opinion • Recognition of special quality of classmates. • Co-operation of each other in combined participation. • • •
15. To be promoted in patriotism and nationalism by the in- fluency of liberation war and achieve the mentality of sacrificing and participate in constructive work of the country.	15.1 Will realize different incidents of liberation war and significance of it. 15.2 Will know about the Birshrestha, Biruttam, Birbikram and Birpratik.	<ul style="list-style-type: none"> • Protection and liberation war • Role of living abroad and overseas countries.
	15.3 Will know about different sectors and sector commanders of liberation war. 15.4 Will show proper honors and respect to the freedom fighters. 15.5 Will know and be able to describe any local incident about liberation war.	<ul style="list-style-type: none"> • Role of in land people. • Killing of intellectuals. • Surrender of invading army and appearance of Independent sovereign Bangladesh. • Birshrestha, Biruttam, Birbikram and Birpratik. • Different sectors and sector commanders. • Unique contribution of the freedom fighters.

Terminal Competence	Attainable Competence	Subject Matter
		<ul style="list-style-type: none"> • A local incident about liberation war on brief description of the liberation war. • Cherishing fondly the perception of liberation war and inspiration of participation of constructive work of the country.
<p>16. To achieve knowledge about national history, tradition, customs and culture and get insight and feel proud of these and be respectful to them.</p>	<p>16.1 Will know the political, economical and religious condition of the middle ages of Bengal.</p> <p>16.2 Will know about the places enriched with historical evidences (Paharpur, Mahastangar, Maynamati, Sonargaon, Lalbag aer Kella etc.)</p> <p>16.3 Will know about the English reign and its influence in Bengal.</p> <p>16.4 Will know about the contribution of distinguished person in the area of education, society, politics, culture etc. and be respectful to them.</p> <p>16.5 Will know about the appearance of Pakistan through the nationalist movement in the subcontinent means on Bengal.</p>	<ul style="list-style-type: none"> • General history of the middle Ages of Bengal. • The historical places of the country and evidences. • The English reign and its influence in Bengal. The contribution of distinguished person in the area of education, society, politics, culture etc. • •
<p>17. To achieve knowledge about the characteristics of geographical position of Bangladesh.</p>	<p>17.1 Will be able to draw the map of Bangladesh by graph and indicate the main rivers, hills, forests, important cities, ports and urban area.</p>	<ul style="list-style-type: none"> • Drawing of the map of Bangladesh by graph. •
	<p>17.2 Will know about the natural wealth and agricultural produce.</p> <p>17.3 Will be informed about the main industries and their importance.</p> <p>17.4 Will get idea about the main import and export goods and be able to tell them.</p>	<ul style="list-style-type: none"> • Natural wealth of Bangladesh • Industry of Bangladesh • Import and export goods of Bangladesh.
<p>18. To be active in proper utilization, prevention of misuse and saving the social and nationalized wealth.</p>	<p>18.1 Will participate actively with the development of social and national wealth in the own locality and around the school along with the superiors for necessary reform activities/ work.</p> <p>18.2 Will be careful of social and nationalized wealth and assist to prevent damage.</p>	<ul style="list-style-type: none"> • Social and nationalized wealth. • Proper utilization of social and nationalized wealth.

Terminal Competence	Attainable Competence	Subject Matter
		<ul style="list-style-type: none"> • Participation in reform work and development of social and nationalized wealth in the locality and school. • Responsibility and duty of the learners in maintaining social and nationalized wealth.
19. To achieve the moral and social quality of the sense of justice, duty discipline well manner punctuality and the mentality of living together.	<p>19.1 Will obey the rules-regulations of club, union, co-operation, institution etc. and play role for the development of these.</p> <p>19.2 Will behave well with all in the society.</p> <p>19.3 Will be able to distinguish between good- bad, justice-injustice and support the justice and exclude the injustice activities.</p> <p>19.4 Will realize the importance of punctuality and complete all work timely.</p> <p>19.5 Will perform own responsibility and duty in the family school and society.</p>	<ul style="list-style-type: none"> • Social system. • Social esteem and obeying of rules - regulations. • Well-behavior. • Distinguished between good-bad. Justice- injustice. • Punctuality • Sense of responsibility and duty.
20. To be informed about the different cultures of the world and show respect to it.	20.1 Will get primary idea about European and African cultures.	<ul style="list-style-type: none"> • European and African cultures, physical structure of man. Language, religion, food, dress, sports, dance, song etc.
	20.2 Will show respect to all cultures of the world.	<ul style="list-style-type: none"> • Cultures of France and Korea.
		<ul style="list-style-type: none"> • Importance and influence of culture in mans life without distinction of state and continent.
21. To be promoted to establish world peace by the creation of mutual and co-operation and world brotherhood and internationalism,	<p>21.1 Will know what the united Nations is one its contribution to establish world peace.</p> <p>21.2 Will know the name of sister organization of the united Nations and get idea about their functions.</p> <p>21.3 Will know the name and functions of some important agencies of the united Nations.</p>	<ul style="list-style-type: none"> • Structure, objectives and functions of the united Nations. • Sister organizations and their different functions of the united Nations. • Important agencies of the United Nations: UNICEF, UNESCO, UNDP, FAO, WHO, world Bank.
22. To know about population growth of the country and impact of it on basic needs and environment and be aware of this matter.	<p>22.1 Will get idea about the condition of population of Bangladesh and some regional and developed countries of the world.</p> <p>22.2 Will realize the inter-relation between standard of living and population growth.</p>	<ul style="list-style-type: none"> • Condition of the population of Bangladesh. • Inter-relation between standard of living and population growth.

Curriculum is very important to build the students properly. But primary school curriculum should take care for the children's physically, mentally, socially development. Infact it has not carefully been done any change on textbooks. Otherwise they had no idea on concept of gender balance.

5.3 Analysis Primary School Textbooks

This section contains analysis of primary school textbooks. There are 24 textbooks from class one to five. Researcher has been analysed contains all textbooks except textbooks on Religion education.

5.3.1 Bangla: Class I

This book shows gender equity in cover design. In the cover page there is a picture of a girl and a boy. But in writing the text there are two males at first and then one female. In editing, only a male is found.

Setting up the lesson this book is trying to show gender equity. In the lesson 'Amader Katha' (আমাদের কথা) there are two girls and two boys and also a mother and a father in the picture.

In the lesson "Ami O Amar Sahapathira" (আমি ও আমার সহপাঠীরা) there are five boys and six girls in the picture and the girls are before boys.

In the rhyme "Ai Ai Chandmama" (আয় আয় চাঁদ মামা), there is a mother with baby in the picture, the mother recites the rhyme to make her baby sleep.

In the rhyme "Aire Ai Tie" (আয়রে আয় টিয়ে) there is also a picture of mother with baby. She just recites the rhyme and plays with her baby.

In the rhyme "Jhumko Jaba" (ঝুমকো জবা) in the picture, there are one girl and one boy with the rhyme who are dancing.

In the rhyme "Choton ghumaye" (ছেটন ঘুমায়) in the picture, there are three boys and one girl who try to make the younger boy sleep.

In the rhyme "Noton Noton Payraguli" (নোটন নোটন পায়রাগুলি) in the picture there are two girls and two boys. A boy is reciting the rhyme and the other boys and girls are having fun.

In the poem "Provati" (প্রভাতী) in the picture there is a girl. She is not lazy. She is early riser.

In the poem "Mamar Bari" (মামার বাড়ী), there are three girls and two boys in the picture. They are singing, dancing and playing in the garden. One of the girls is in the first position.

In the poem "Chuti" (ছুটি), there are three girls and two boys in the picture. They are singing and having fun. One of the boys is in the first position.

There is a lesson of 'Birshrestha Motiur Rahman' (বীরশ্রেষ্ঠ মতিউর রহমান). It is good for our children by this lesson they can know about our great person who sacrificed life for our independence.

তথ্যসূত্র: মুসা এবং অন্যান্য (২০০৭), *আমার বাংলা বই*, প্রথম ভাগ, সম্পাদক আবুল কালাম মনজুর মোরশেদ, জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড, ৬৯-৭০, মতিঝিল বাণিজ্যিক এলাকা, ঢাকা, কর্তৃক প্রকাশিত।

5.3.2 Bangla: Class II

This book is showing gender discrimination in the first of writing, editing and cover designing. Here it can have equalities of both male and female. The story "Dukhu Miar Jibon Katha" (দুখু মিয়ার জীবন কথা), "Birshrestha Nur Muhammad Sheikh" (বীরশ্রেষ্ঠ নূর মোহাম্মদ শেখ) based on male character. There is no female character based story here. It shows highly gender discrimination. In our country there are many famous female characters in the field of literature but no story has not been included

তথ্যসূত্র: মোহাম্মদ আবদুল কাইউম এবং অন্যান্য (২০০৭), *আমার বাংলা বই*, দ্বিতীয় ভাগ, সম্পাদক আহমদ কবির, জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড, ঢাকা।

5.3.3 Bangla: Class III

This book shows more or less gender equity in the case of writing, editing and cover design. The part of 'word in the picture' (ছবিতে কথা অংশে), the pictures are male biased. Again the poem "Prarthona" (প্রার্থনা) shows gender equity. On the other hand in the lesson "Mamar Barir Pitha" (মামার বাড়ির পিঠা), "Songket gulo Jene Rakhi" (সংকেত গুলো জেনে রাখি), 'Vai boner shokh' (ভাই বোনের শখ), "Traine Vromon" (ট্রেনে ভ্রমণ), "Amader Gram" (আমাদের গ্রাম), 'Var Dupure' (ভর দুপুরে) They are female biased, but at the part of 'Jatio Khela Ha du du' (জাতীয় খেলা হা-ডু-ডু), 'Bangla Vasha' (বাংলা ভাষা), 'Meghna' (মেঘনা), 'Muktisena' (মুক্তিসেনা), they are male biased. Even there is far discrimination at the selection of story and poem. There are so many lessons about "Khalifa Hazrat Abubakar" (খলিফা আবু বক্কর (রা.)), "Joynal Abadin" (জয়নাল আবেদিন), "Birshrestha Captain Mohiuddin Jahangir" (বীরশ্রেষ্ঠ ক্যাপ্টেন মোহাম্মদ জাহাঙ্গীর) etc, who are male but no lesson about female. The text could have story about Begum Rokeya, Bibi Khadeja, Setara Begum, and Sufia Kamal etc. It is a matter of great sorrow that, this book did not have any lesson about those female who are great.

তথ্যসূত্র: কবির, আহমদ এবং অন্যান্য (২০০৭), *আমার বাংলা বই*, তৃতীয় ভাগ, সম্পাদক মনসুর মুসা, জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড, ঢাকা।

5.3.4 Bangla: Class IV

In this book most of the story like- 'Kazi Motahar Hosener Chatabela' (কাজী মোতাহার হোসেনের ছেলেবেলা), Kalifa Hazrat Omor (খলিফা হযরত ওমর (রা.)), Ek Bochorer Raza (এক বছরের রাজা), Birshrestha Hamidur Rahman (বীরশ্রেষ্ঠ হামিদুর রহমান), Chtomamar golpo (ছেট মামার গল্প), Prio Shikhak (প্রিয় শিক্ষক), Bandhur Kache Chithi (বন্ধুর কাছে চিঠি) etc, are male biased.character. Only one Story that is Lipir golpa (লিপি

গল্প), is on female biased again 'Birpurush' (বীর পুরুষ) is male biased. Rest of the lessons shows gender equity. In fact there is much gender discrimination in the textbooks.

তথ্যসূত্র: ড. আবুল কালাম মনজুর মোরশেদ এবং অন্যান্য (২০০৭), আমার বই, চতুর্থ ভাগ, সম্পাদক ড. আবুল কালাম মনজুর মোরশেদ এবং অন্যান্য, জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড, ঢাকা।

5.3.5 Bangla: Class V

In this book the poems 'Chashi' (চাঁষী) and 'Sabar Ami Chatra' (সবার আমি ছাত্র) are fully male based. Gender discrimination extremely exists in the textbooks. The story 'Biday Haz' (বিদায় হজ্ব) Daittya & jele (দৈত্য ও জেলে), 'Amra Tomader Vulbona' (আমরা তাদের ভুলিব না), 'Birshrestha Shahid Mostafa Kamal' (বীর শ্রেষ্ঠ শহীদ মোস্তফা কামাল), 'Shahid Titumir' (শহীদ তীতুমির), 'Muzlum Jananeta Maolana Abdul Hamid Khan Vasani' (মজলুম জননেতা মাওলানা আবদুল হামিদ খান ভাসানী) etc are totally male based. It discusses about their great nobility. But there is no female character it shows highly gender discrimination. Lesson on Mother Teresa (মাদার তেরেসা), Bibi Fatema (বিবি ফাতেমা), Bibi Ayeasha (বিবি আয়েশা), Bibi Mariam (বিবি মরিয়ম), Taramon Bibi (তারামন বিবি), Sufia Kamal (সুফিয়া কামাল), etc might be selected.

তথ্যসূত্র: মনসুর মুসা এবং অন্যান্য (২০০৭), আমার বাংলা বই, পঞ্চম ভাগ, সম্পাদক প্রফেসর কবির উদ্দিন আহমদ মজুমদার, জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড, ঢাকা।

5.3.6 Mathematic: Class I

Exercise	Total Problem/ Solved problem	Boys' Priority	Girls priority	Comments
Exercise-1 Materials Movement and counting	05	02	01	There are three gender related pictures, boys play with ball and girls play with dolls. This pictures meaning is that, girl always play with doll and boys play out side or play ground. Here if the writer enclosed same toy for both group, gender gap would be negligible.
Exercise-2 Number (1-9)	12	1	1	There is equal gender.
Exercise-3 Zero	2	-	-	There is no gender discrimination.
Exercise-4 Read out the number and then write (0 - 9)	1	-	-	There is no gender discrimination.
Exercise-5	12	-	-	There is no gender discrimination.
Exercise-6 Deduction	7	1	1	Here in three pictures, there are three girls and five boys.
Exercise-7 Comparison	03	1	1	There is no gender discrimination.
Exercise-8 Sequencing	05	-	-	There is no gender discrimination.

Exercise	Total Problem/ Solved problem	Boys' Priority	Girls priority	Comments
Exercise-9 (1 - 19)	08	-	-	There is no gender discrimination.
Exercise-10 Eden number and odd number (1 - 19)	05	-	-	There is no gender discrimination.
Exercise-11 Addition	23	12	15	There are girls more than boys
Exercise-12 Subtraction	08	-	-	There is no gender discrimination.
Exercise-13 Even number and odd number (20 - 50)	02	-	-	-
Exercise - 14 Ordinal Number	02	1	1	There is no gender discrimination.
Exercise - 15 Ordinal Number	02	-	-	There is no gender discrimination.
Exercise - 16 Write the number in words (1 -10)	02	-	-	There is no gender discrimination.
Exercise - 17 Ordinal Number	01	-	-	There is no gender discrimination.
Exercise - 18 Ordinal Number	-	-	-	
Exercise - 19 Ordinal Number	02	3	4	Gender discrimination.
Exercise - 20 Days of the week and parts of the day	02	-	-	There is no gender discrimination.
Exercise - 21 Ordinal Number	01	-	-	There is no gender discrimination.
Exercise - 22 Ordinal Number	36	11	11	There is no gender discrimination
Total	140	31	34	Actually there is no gender discrimination in this book.

Ref.: A F M Khodadad Khan and others (2007), *Prathomik Gonit*, book 1, edited by A F M Khodadad Khan and others, published by NCTB, 69-70 Motijhee, Dhaka.

5.3.7 Mathematics: Class-II

Chapter	Total problem/ problem solving	Boys priority	Girls priority	Comments
Exercise-1	17	-	-	There is no gender discrimination
Exercise-2	34	-	-	There is no gender discrimination
Exercise-3	4	-	-	There is no gender discrimination
Exercise-4	4	-	-	There is no gender discrimination
Exercise-5	3	-	-	There is no gender discrimination
Exercise-6	22	1	1	There is no gender discrimination
Exercise-7	30	5	5	There is no gender discrimination
Exercise-8	32	7	7	There is no gender discrimination
Exercise-9	9	-	-	There is no gender discrimination
Exercise-10	38	2	-	Uses boys more than girls.
Exercise-11	36	3	1	Uses boys more than girls.
Exercise-12	-	-	-	There is no gender discrimination
Exercise-13	9	-	-	There is no gender discrimination
Exercise-14	7	-	-	There is no gender discrimination
Exercise-15	7	-	-	There is no gender discrimination
Exercise-16	28	-	-	-
Over all comments				There is little provision for gender discrimination
Total	280	18	13	

Ref.: Chowdhury Rahaman Dr. Munibur and others (2007), *Prathomic Gonit*, book 2 edited by Dr. Munibur Rahaman, Chowdhury and others, published by NCTB, 69-70, Motijheel, Dhaka.

5.3.8 Mathematics: Class-III

This book has a very nice cover. The picture contains geometric symbols. Four writers have developed the book. Out of Four writers only one is female. There are good sequences on the content. Twelve exercises have been included in pages 1-35 totally number based, there are no gender related topics. Exercise-12 is geometric,

Exercise	Total Problem/ Solved problem	Boys Priority	Girls priority	
1. Even and odd number, compararison of numbers	136	-	-	-
2. Addition, subtraction, relation with addition-subtraction	178	-	-	-
3. Addition, subtraction related problems	24	13	6	Extremely gender biased, writers use female character as a worker in this chapter.
4. Multiply	103	2	5	Uses girls more than boys
5. Divide	47	-	-	
6. Addition, subtraction, Multiply, Divide related problems	22	15	9	Use boys more than girls
7. Mathematical symbol	64	-	-	-
8. Coins and notes of Bangladesh	95	13	1	Extremely gender discrimination
9. Fraction	275	-	-	-
10. Measurement and weight	69	-	-	Need more practical example
11. Time measurement	45	6	4	Need more practical example. Shows gender disparity.
12. Geometric	-	-	-	-
Total	1058	49	25	

Exercise-8, 9,10,11 are gender biased like exercise 6. Now a days there are many female shopkeepers, Bankers, Workers. This profession could be incorporated in the text to inspirations the girls. Over all comments: A bit deviation is found in gender equity

Ref.: [Matins, Salah and others (2007), *Prathomic Gonit*, book 3 edited Dr. Munibur Rahaman, Chowdhory and others, published by NCTB, 69-70, Motijheel, Dhaka.]

5.3.9 Mathematics: Class IV

The book belongs to 15 chapters. Among these chapters only one chapter is geometry. The geometry chapter stands on chapter fifteen.

Exercise	Total Problem/ Solved problem	Boys' Priority	Girls priority	Comments
Exercise-1 Number	82	-	-	
Exercise-2 Add and Subtract	75	6	6	Writer, has given priority in both boys and girls condition.
Exercise-3 Multiply	42	2	1	Here, used boys name two times and girls name only one time.
Exercise-4 Divide	46	-	-	-
Exercise-5 Easy problem (Related to Add subtract, Multiply and Divide)	27	8	11	Here, writer tried to draw interest to the girls as an owner of money and as age compares to their mother. It's a good point to encourage a girl in getting study joyfully.
Exercise-6 Simplification	21	-	-	-
Exercise-7	91			
Exercise-8 Mathematical symbol	45	-	-	-
Exercise-9 Common Fraction (সধারণ ভগ্নাংশ)	98	12	10	Assets or any other area women/girl concerned can be increased to maintain gender equity. Because it increases the encouragement of solving the problems to the students (boys or girls)
Exercise-10 (দশমিক ভগ্নাংশ) decimal Fraction	159	7	9	Shows gender discrimination
Exercise-11 Measurement	87	-	-	-
Exercise-12 Time	21	2	1	Shows gender discrimination
Exercise-13 (Data collection & Distribution)	7	-	-	-
Exercise - 14 Graph	7	2	41	Here girls' name used 3 times and boys name used 2 times. It seems writer tried to maintain gender equity but in case of picture, used 38 numbers of girls' picture. So in one problem, it can be said they tried to pay priority to the girls.
Total	808	39	79	

Over all comments: The writers tried to present the contents of the text maintaining gender equity except chapter 14.

Ref.: [Matin, Salah and others (2007), *Prathomic Gonit*, book 4 edited Dr. Munibur Rahaman, Chowdhory and others, published by NCTB, 69-70 Motijhee, Dhaka.]

5.3.10 Mathematics: Class V

The book belongs to 19 chapters. Among these chapters only one chapter is geometry. The geometry chapter stands for chapter seventeen. Total problems and problems solving are 1040 in the text.

Chapter	Total problem/ problem solving	Boys priority	Girls priority	Comments
Exercise-1 - Add and subtract	26	7	3	Here, they did not maintain gender equity.
Exercise-2 - Multiplication and Division	86	-	-	-
Exercise-3 - Fundamental four rules related to problems	21	6	7	Shows gender discrimination.
Exercise-4 - The Unitary method	55	10	-	mentioned 3 times boys hostel and 7 times boy workers but there was no discussion about ladies hostel or ladies worker.
Exercise-5 - Simplification	35	-	-	There is no gender related topics
Exercise-6 - Average	18	2	4	Here, writer also did not follow gender equity. Ladies has taken priority.
Exercise-7 - High test common factor and lowest common Multiple	66	1	1	Gender equity is present here
Exercise-8 - Mathematical symbol and sentence	31	3	3	Shows gender equity
Exercise-9 - General/common fraction	214	16	2	In these problems mentioned Noge Babu, Komol Babu, Motin Soheb, Helal, Kamal have their assets but there was no assets for women, So, it means women can't be the owner of assets. So, it seems more discrimination in this chapter.
Exercise-10 – Decimal fraction (দশমিক ভগ্নাংশ)	99	6	4	Here also it seems discrimination
Exercise-11 - Percentage	87	11	8	Shows gender discrimination
Exercise-12 - Measurement	93	4	2	Shows gender discrimination
Exercise-13 - Timing	53	4	9	Shows gender discrimination
Exercise-14 - Savings Expenditure Vouture	23	11	5	Shows gender discrimination
Exercise-15 -	7	-	-	There is no gender related topics
Exercise-16 - Graph	6	1	1	Here it seen gender balanced, but it could better to use a woman name as a farmer (কৃষিকারী)
Exercise-17 Geometry	37	-	-	-
Exercise-18 - Use of calculator	31	-	3	Here it can be used a womans name as a buyer.
Exercise-19 population	34	8	9	Shows gender discrimination
Total	1012	90	61	Male biased lessons

Over all comments: The writer furnished much more male based contents in the textbook that create gender imbalance.

Ref.: [Chowdhory Rahaman Dr. Munibur and others (2007), Prathomic Gonit, book 5 edited A.F.M, Khodadad Khan, published by NCTB, 69-70Motijhee, Dhaka,]

5.3.11 English: Class I

Chapter	Boys priority	Girls priority	Comments
1. Greeting (i)	3	2	Though here priority was given for male. In the first lesson on the first page a picture of male teacher is given. As a result learners may think that, teacher means male one.
2. Greeting (ii)	1	1	Equal opportunity.
3. What's your name? How old are you?	-	-	Equal opportunity.
4. A rhyme: Two little black bird	1	2	It is a rhyme.
5. Amina's Family	4	6	Shows gender disparity. (Girls biasness)
6. Simple command			Female teacher's picture is given. As a result importance of female is given in the role of teacher.
7. Parts of the body	2	-	Here a boy's picture is given to learn different organs of body.
8. A rhyme: Teddy Bear	-	-	-
9. An alphabet song	11	3	Though a picture of a female teacher is given in the picture, the numbers of boys are shown more and boys are sitting in the first row according to seat arrangement.
10. -15. Alphabet (capital and small)			Related pictures are given to learn words, letters and writing in these lessons.
16. A rhyme: Baa Baa Black Sheep	1	-	Here, a boy is playing with a sheep.
17. -22. Words with sound	-	-	-
18. A rhyme	-	3	Girls focusing rhyme.
19. ...and...	-	-	-
20. Describing words.	5	3	Gender discrimination existing here. (Boy biasness)
21. Simple statements	-	2	Gender discrimination existing here. (Girls biasness)
22. Phrases with on/in.	-	-	-
23. Colours.	-	-	-
24. Rhyme	-	1	Here a picture of a girl is given in a flower garden. Which means that girl will stay in the flower garden. A picture of a boy could be given. As a result equal attraction to the beauty of boy and girl would be possible.
25. -31 Fruits and Flowers, Animals	-	-	Here related pictures are used to learn different words where pictures of boy or girl are not shown.
26. Rhyme	1	-	Here a boy is playing with a frog in the bank of a river. It means boys will do the adventurous work and playing. But a girl can also play this type of game. So here a picture of a girl could be added.
27. -35. Numbers, Revision of numbers			To learn number in English, here picture could be given in persons.
28. Rhyme	1	-	The fishing picture contains a boy. As such gender disparity is seen here.
Total	30	23	

Over all comments: A bit male-based textbook.

Ref.: [Dr S M Fazlul Haque and other (2007), English for today, class 1, editor Yasmin Banu, published by NCTB, 69-70 Motijhee, Dhaka.]

5.3.12 English: Class II

The cover picture is gender balancing. But the writers and editor all are female. So gender disparity is found to exist here. Rhymes of these books like Rain Rain go away, Twinkle, Twinkle, little star, Humpty Dumpty, etc. writer uses boy's picture. The lessons are-

Chapter/Lesson	Boys priority	Girls priority	Comments
1. Greeting	7	14	Shows gender disparity, female teacher.
2. Introduction	20	18	Priority to boys.
3. A. A Rhyme: Rain Rain, Go Away	2	1	Shows the priority to boys
4. Alphabet (Aa-Ee)	-	-	-
5. - 6,7,8 Alphabet (Ff-Zz)	1	5	Shows the priority to girls
6. 9.Practice work	-	-	-
7. Commands and instructions	13	6	In the picture teacher is woman. But gives priority to the boys
8. Fun with sounds I: initial sounds	3	-	Shows the priority to boys
9. Statement	-	2	It gives priority to girls
10. Numbers (1-10)	-	-	-
11. A rhyme: One Two, Buckle My Shoe	2	3	Shows priority to boys
12. Questions and answers I	-	-	-
13. Questions and answers II	3	3	Shows equal priority
14. Fun with sounds	6	3	Shows priority to boys
15. Numbers (11-20)	-	-	-
16. Numbers (21-30)	-	-	-
17. A. rhyme: Look at the Picture	1	-	In the picture gives priority to boys.
18. -22,23.Numbers (31-50)	-	-	-
19. Fun with sounds III: middle sounds	-	-	-
20. -26,27,28,29.Capital letters	-	-	-
21. Capital letters (practice works).	-	-	-
22. A rhyme	4	-	Shows gender discrimination
23. Words and sentences	7	7	Picture shows the equal priority to boys and girls by number. In the picture boys are reading and writing and the girls are singing and dancing.
24. Writing	5	2	Shows gender discrimination.
25. Mina	6	16	Extremely gender discrimination. Could be included same contents of boy.
Total	80	80	

Over all comments: The textbook contains less gender disparity.

Ref.: [Dr Rubina Khan and other (2007), *English for today*, class 2, edited Rahela Banu, published by NCTB, 69-70Motijhee, Dhaka.

5.3.13 English: Class III

This book has a nice cover design by a picture of a school and the enjoyable moment of the students in this picture, there are five girls and four boys. It has shown gender equity in their activities. The lessons are-

Chapter/Lesson	Boys priority	Girls priority	Comments
1. Greetings and introductions	2	2	There are two pictures, one boy and a girl. It is a gender balance lesson.
2. Knowing your friends	3	5	Here shows gender discrimination
3. A rhyme: Cats	1	-	It is a rhyme
4. Sound practice I	4	1	Here shows gender discrimination
5. Fun with pictures and words I	4	1	This lesson shows gender discrimination
6. Fun with pictures and words II	7	2	Here shows gender discrimination
7. Shapes	1	-	-
8. Number (51 – 80)	-	-	-
9. My family	7	19	Extremely gender discrimination
10. Commands and instructions	6	10	Here shows gender discrimination
11. A rhyme: Brush, Brush, Brush	9	11	It is a rhyme
12. Introducing people	12	20	Here shows gender discrimination
13. Animals	-	-	-
14. Talking about a friend	25	7	Here shows gender discrimination
15. A story: The Hare and the Tortoise	2	-	It is a moral story
16. Numbers (81 – 100)	-	-	-
17. Sound Practice II	9	2	Extremely gender discrimination
18. A rhyme: Sleepy Head	1	-	-
19. Requests	6	4	Here shows gender discrimination
20. Use of capital letters and punctuation	8	11	Here shows gender discrimination
21. Making a home	-	-	-
22. A rhyme: Homes	-	2	Here shows gender discrimination
23. Mahbub's mother	5	28	Mahbub's mother is a housewife. She is working in the garden and Mahabub helps his mother.
24. A rhyme: Out in the Garden	1	-	It is a male biased lesson.
25. Days of the week	-	-	-
26. Numbers in words	-	-	-
27. At a shop	9	-	There is a picture of a shop assistant, who is male and customer is a boy 'Selim'. It is a male biased lesson.
28. Kamal's bedroom	2	-	It is Kamal's bedroom. This lesson gives priority to boy.
29. Cursive capital and small letters	-	-	-
30. A rhyme: A tailor, A Cobbler, A Policeman	3	1	There are three pictures, a woman who is a tailor, a man who is a cobbler and also another man who is a policeman
31. That's What friends Are For	-	4	It is a story on wild animals
Total	117	130	Girls biased textbook.

Over all comments: This textbook contains contents gender inequity to the full extent. (Girls biasness)

Ref.: [M Shaheen Kabir and others (2007), *English for today*, class 3, editor Yasmin Banu, published by NCTB, 69-70 Motijhee, Dhaka.]

5.3.14 English: Class-IV

It is better to start from cover page. This book uses four pictures for cover design. First - A boy is reading in a room. There is no girl. The Second, some are eating in a table, and it may be a family. The third-A female teacher is teaching in a classroom, two girls and two boys have been sitting in the first bench. And in the last, a playground, four boys are playing. There are no girls. The lessons are-

Lesson	Boys priority	Girls priority	Comments
1. Greetings and Introduction	16	13	This lesson about one girl and one boy, which is Runa and Reza. Here the picture is about them.
2. Self Introduction	2	10	Here father is a doctor and mother is a teacher. This lesson is about only a girl, it gives priority to female.
3. Food and meals	2	2	Here a picture of a family
4. Numbers (101 – 150)	-	-	Not applicable
5. Road Lights	9	3	Most of the pictures are boys
6. Pronunciation Practice 1	14	9	Here is gender discrimination.
7. A Picnic	4	30	This lesson gives priority to girl who is Mita. Mita and her family have come to a new a forest for picnic. Mita's sister is also with them.
8. Numbers (151 – 200)	-	-	-
9. Work with number (101-200)	-	-	-
10. A daily Routine	10	38	It highlights a boy. In the class, he is at the first bench.
11. Pronunciation Practice 2	16	01	gender discrimination present here.
12. Commands, Requests and Instructions 1	12	16	Participation of girls are more here
13. Writing on your own	-	-	-
14. Stress Practice	-	-	-
15. A Prayer	1	1	Here is a picture of a boy and a girl, Both thank to God for everything.
16. Commands, Requests and Instructions 2	32	22	In the picture (A1) 1- girls are reading, 2- boys are playing football, 3- two girls are skipping, 4- boys are swimming
17. Family and friends	15	13	In the lesson, there is shameem's family and his friend
18. Punctuation	2	8	Here is gender discrimination
19. Telling the time	1	16	This lesson has discussion with a girl. Here teacher is female.
20. Names of months	4	7	There is a teacher who is female, also three girls and three boys.
21. A Day in a Farmer's Life	11	1	This lesson is fully male biased
22. Intonation Practice	1	2	Not applicable.
23. Mice	-	-	It is a poem
24. Making Requests	3	2	All sentences are general
25. - 26: Punctuation	4	48	Female biased lesson.
26. Letter to a Friend	29	9	Male biased lesson, two schools are boys' schools.
27. Pronunciation Practice 3	5	3	Male biased lesson
28. Number in words	-	-	-
29. Ordinal Numbers	-	-	-
30. The Swing	-	-	A girl is swing here, this lesson is about her and a picture of a girl
31. A Thirsty Crow	8	-	It is a moral story, but male biased.
32. Letter to a Pen friend	4	8	Female biased lesson
33. What is It?	-	-	It is a poem
34. The Farmer and the Magic Goose	48	1	It is a moral story, shows fully gender discrimination.
Total	213	263	Female biased textbook

Over all comments: This textbook contains contents much more female based contents.

Ref.: [M Shaheen Kabir and others (2007), *English for today*, class 4, and editor Prof. Khandaker Abdul Hannan, published by NCTB, 69-70 Motijheel, Dhaka.]

5.3.15 English: Class- V

Lesson	Boys priority	Girls priority	Comments
1. Bashir's Friend	31	12	This is a conversation topic. Two boys are Talking about an aunt. Gender discrimination exists here.
2. Commands, Instructions and Requests	25	33	This is classroom situation. Teacher is a female.
3. It's Fun	-	-	It is a poem
4. Telling the time	-	3	Here is not gender balance, May be it is a girls' school.
5. Writing on your own	-	-	Writer try to teach Number
6. Giving instructions	12	11	It is a good sign for us, a female teacher is teaching English in the classroom. But most of the students in classroom are girls. Activity of outside, all are boys.
7. Jamila Akhter and Her Job	3	8	Shows girls priority.
8. Little Boy Blue	2	-	It is a poem
9. At the Doctor's	12	24	Gender discrimination exists here
10. Request (would.... could)	2	1	There are three topics. Two are male biased, and one female biased.
11. Practicing pronunciations	26	7	Gender discrimination exists here.
12. Letter to a Friend	7	-	Gender discrimination exists here. To avoid gender discrimination writer could use point A3 for a girl.
13. Common Birds of Bangladesh	8	10	Female teacher and her classroom. It is also a gender discrimination chapter.
14. Cuckoo	-	-	It is a seasonal poem.
15. Common Birds of Bangladesh	4	-	Here found extremely gender discrimination.
16. Numbers in Words (51 – 100)	-	-	This chapter is number in words.
17. Punctuation: Using a 'Hyphen'	4	3	Here also English teacher is female.
18. My pet	1	4	This lesson focuses on a girl's hobby
19. Little pussy	-	2	There is picture of a girl with her pussycat
20. My Country	6	2	About discussion Bangladesh, uses more pictures of boys.
21. Talking about people	2	1	Here is discussion about different country peoples.
22. Punctuation: Comma	2	2	Shows gender balance
23. The Cap-seller and the Monkeys	2	-	Male biased lesson.
24. Twos	-	-	Poem
25. Eid day	3	2	There is a picture of Eidgah.
26. Use of Capitals letter	4	7	Female teacher, Shows gender discrimination
27. Mohakhali Flyover	10	-	Extremely gender discrimination
28. Punctuation: Commas with Nouns of Address	10	5	Shows gender discrimination
29. Clouds	-	-	It is a poem.
30. The Night to remember	2	3	This is a story about a boy 'Adnon'.
31. A visit to a Book Fair	9	23	Here is a female teacher, shows gender discrimination
32. Pronunciation: Stress	-	13	It is not gender balance
33. Intonation	4	6	It is gender balanced Female teacher
34. Practice Sheet: Listen and Write	5	5	Totally balanced
35. Writing a short composition	3	4	Totally balanced
36. A visit to a Zoo	10	-	This is fully male biased story
37. Practice writing in cursive and non-cursive letters	-	-	Not applicable
38. Alauddin and the Wonderful Lamp	47	9	This is fully male biased story.
Total	256	200	Male biased textbook

Over all comments: There are two girls and boys in the cover design. It shows equal priority to both. Infact the textbook contents much more based on male.

Ref.: [M Shaheen Kabir and others (2007), English for today, class 5, and editor Prof. Khandaker Abdul Hannan, published by NCTB, 69-70Motijhee, Dhaka.]

5.3.16 Science: Class III

Chapter	Boys priority	Girls priority	Comments
Chapter - 1 Our Environment	9	6	Here, there are beautiful pictures enclosed about environment pollution and beautiful environmental pictures about air and water pollution as pollution. Maker men showed 5 times and women are 2 times, But man and woman we all are acting as pollution maker. So same number can be used.
Chapter - 2 Living Beings and Non-Living objects	5	3	Messages about these picture ratios can be considered. It would be more grantable if he would include a female child as well as male child.
Chapter - 3 Water	12	9	Pictures enclosed in this chapter showed various women are acting at various field but as a paddy grower there was no woman character. One woman's picture can be used here as a grower because three women are working in agricultural field in various ways. In case of brick field picture writer also showed discrimination against women. He showed not a single woman as a worker. Women are working in the entire field here we can expect it.
Chapter -4 Air	9	1	Pollution and its effects are appropriate for both men and women. But in this chapter effects and areas about pollution pictures are enclosed mostly for male character. So if write looks over about this matter would be more meaningful.
Chapter - 5 Hygiene	7	7	It seems that write showed gender equity very carefully. It's a good point to encourage the students to read learn and grow out in it and with rich mentality.
Chapter - 6 Science for developed life	13	10	In the picture about ancient life living people gender ratio can be grantable because they are working side by side but the picture about press mind not a single number of women are included. Here one female worker can be enclosed to show the women are working in a mill. Because, it is true woman are working in all working areas.
Chapter - 7	2	1	Here as an information passing and receiving instrument user character can be used in same number of gender. But the chapter did not display gender equity.
Chapter -8 Our World	-	-	-
Chapter - 9 Rearing Goat	-	-	-
Chapter - 10			In this chapter there are four pictures are enclosed. Among them two pictures are about over and less number of pupils impact in classroom and another two are about air pollution and water pollution. In classroom situation in two times writer showed women teacher. But as students among about 60 students he showed only 12 students are girls. Is it possible in classroom situation? Now-a-days not only girls and boys ratio in primary schools are the same but also in most school the number of girls' students are much more than the boys. In another picture about small number of pupil of classroom shows girls and boys ratio 4: 5. It can be considered.
Total	57	37	Completely male biased textbook

Over all comments: The textbook of science, grade - III is found much more male based contents.

তথ্যসূত্র: ড. ইকবাল আজিজ মুন্সাকী এবং অন্যান্য (২০০৭), *পরিবেশ পরিচিতি - বিজ্ঞান*, তৃতীয় শ্রেণী, সম্পাদক কফিল উদ্দিন আহাম্মদ, জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড, ঢাকা।

5.3.17 Science: Class IV

At the cover page of the book has some pictures. At first a girl is doing something with computer, secondly, a scientist, and at last, two students (one of girls, one of boy) are doing experiment in the science class this picture gives priority to girls.

In writing there is one Male person who is Iqbal Aziz Mattaki, and three female people - Prof Gulbahar Jaman, Shyada Tahamina Akter, Gul Nahar Ahmed, and editing there is only a male person prof, Kafil Uddin Ahmed.

This book tries to show gender equity to setup the lesson. Let us see the actual picture of the book.

Chapter	Boys priority	Girls priority	Comments
1. Plant Classification	-	1	Bit gender discrimination.
2. Soil	2	1	As a green fertilizer maker, writer used two pictures with two men and girl. Girl is standing beside the hole where fertilizer is being made. It would be better if he used a woman as a green fertilizer maker or helper to enrich the pictures.
3. Water	14	14	Various pictures are enclosed in this chapter and the writer tried to use gender aspect very carefully.
4. Air	6	3	The chapter also showed no gender disparity but one bus driver could be female so that girls got inspiration.
5. Electricity energy	19	10	In this chapter it seems gender equity is not controlled. Women are not used as hard worker such as agricultural side, paddy. Because it is true women are working in all working area easy or hard.
6. Heat energy	10	6	Though both gender numbers is not equal but writer-enclosed male and female characters very carefully into necessary places. It would be wiser if he enclosed one girl and one boy beside when she was examining temperature drawing her hand under water. That means between two students it would be better if one is girl and one is boy.
7. Sound Every	15	15	Writer tried to use male and female character at necessary places but equity is not maintained.
8. Health Rules	4	5	Gender ratio can be accepted because necessary character is used at necessary places.
9. As disease spreader Insects	2	1	Another picture can be included here as a malaria patient.
10. First aid	5	1	It is a very important chapter for all. So, it would be better if he enclosed more pictures beside these to enrich the cheaper following the gender equity. As a result, girls and boys both of them would be aware about first aid treatment.
11. Goat Rearing	-	-	-
12. Information technology	21	5	In this chapter it seems that a great gender disparity is present. There were many opportunities to use or include female character as a technology user, communication area and information media.
Total	98	62	Completely male biased textbook

Over all comments: The textbook of science, grade -IV is found much more male based contents.

তথ্যসূত্র: ড. ইকবাল আজিজ মুত্তাকী এবং অন্যান্য (২০০৭), পরিবেশ পরিচিতি - বিজ্ঞান, চতুর্থ শ্রেণী, সম্পাদক প্রফেসর কফিল উদ্দিন আহাম্মদ, জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড, ঢাকা।

5.3.18 Science: Class-V

Chapter	Boy's priority	Girl's Priority	Comment
1. Living World	-	-	-
2. Cultivation of fruits, flowers and vegetables	1	1	No gender discrimination.
3. Animal Kingdom	1	1	"A mother with a male child" picture is used wisely. It also maintained gender equity.
4. Food and Nutrition	-	-	-
5. Hygiene		3	Writers used 3 times women's hand as saline maker. It was necessary to maintain the sequence
6. First Aid	4	-	Pictures are used as injured man. Only man does not fall into accident. Sometimes it can occur for women
7. Matter	-	-	-
8. Classification and Structure of Matter	--	-	-
9. Energy	5	4	Gender discrimination
10. Air	-	-	-
11. Weather and climate	-	-	-
12. Earth and Universe	-	-	-
13. Science and technology	14	4	As a doctor, as a worker, as a driver writer used male character in several time. Writers did not maintain gender equity, which discourages the female.
14. Information and communication Technology	12	7	As a technology user, viewer and participant in Videoconference writers used few picture in different number of male and female, Boys' got priority then the male. Here, it seems female are under estimated as a Technology user
15. Goat rear	-	-	-
16. Environmental pollution	31	17	In family environment, industrial area, dusty area, fair environment, unfair environment females pictures are displayed smaller humbler than the males. Equal of nearest number can be used in those areas to insipience the female reader
17. Population and the Environment	-	-	Four pictures are included here. Between them 2 pictures for school 1 for rural area and one industrial area. in case of school and rural area boys got priority than the girls.
18. Neem and the Importance of its Cultivation	-	-	-
Total	58	37	Completely male biased textbook

Ref.: Over all comments: The textbook of science, grade -v is found much more male based contents. As a doctor, as a worker, as a driver writer used male character in several time. Writers did not maintain gender equity, which discourages the female.

তথ্যসূত্র: ড. শাহজাহান তপন এবং অন্যান্য (২০০৭), পরিবেশ পরিচিতি - বিজ্ঞান, পঞ্চম শ্রেণী, সম্পাদক প্রফেসর ড. গাজী মোঃ আহসানুল কবীর, জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড, ঢাকা।

5.3.19 Social Studies: Class III

Chapter	Boy's priority	Girl's Priority	Comment
1. Our environment	31	6	These pictures show real scenario of our environment. Lack of female participation seems everywhere
2. All we are man	62	35	Here shows more male in picture
3. Family and our work in schools	10	11	Here are three pictures. All picture show that boys and girls participate equally.
4. Family and Rules & Regulation of School	6	14	Here are three pictures. Every picture females get high priority.
5. Our Country	11	27	. Every picture /contents males get high priority.
6. Geographical Environment of Bangladesh	-	-	There is no gender related picture.
7. Our Wealth	9	3	Shows gender discrimination.
8. Our rights and Duties	4	6	A bit discrimination
9. Dignity for Labour	25	3	Gender discrimination exists here. Among the service holders, males are represented as justices, lawyers, journalists, doctors, engineers and agricultural specialists. But now, in our country even abroad, many women are working with fame in those occupations mentioned above and so in this case, the representation of women along with males would be a much better picture.
10. Democratic opinion	17	16	Picture: In the picture boys and girls independently show their opinion to select the class captain
11. Various Culture	8	10	There are no pictures/topics about gender related.
12. Population Growth and problems of Bangladesh.	9	13	These pictures show real scenarios of our environment.
Total	192	144	Completely male biased textbook

Ref.: Over all comments: The textbook contains is male-based contents.

তথ্যসূত্র: প্রফেসর কাজী মদিনা এবং অন্যান্য (২০০৭), পরিবেশ পরিচিতি - সমাজ, তৃতীয় শ্রেণী, সম্পাদক প্রফেসর কাজী মদিনা এবং অন্যান্য, জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড, ঢাকা।

5.3.20 Social Science: Class-IV

At the cover page the book has three pictures. First one is on environmental pollution related second one shows heritage and third is communication related. There is no gender related picture. Prof. Md. Altaf Hossain and Written by Prof. Kazi Modina, Abdul Malek, Md. Sujaud-dollah, and Maher Moriom have edited this book. The writers tried to set up shown gender equity.

Chapter	Boys priority	Girls priority	Comments
1. Our work in Family and the school.	11	11	Here are four pictures. Every picture shows that boys and girls participation equally.
2. All we are men.	27	25	In the picture every step has carefully maintained the gender equity. To shows special needs children, could be include boys.
3. Social virtues	10	10	In the picture there are five women and four male. Here didn't maintain the gender equity.
4. Our fundamental rights.	17	16	Here discussion on different type of worker.
5. Geographical Environment of Bangladesh.	-	-	-
6. Environmental Pollution in Bangladesh	-	-	-
7. Impact of population growth in Bangladesh	-	-	This chapter has discussion on pollution
8. Our history and culture	15	-	In the chapter, all decision-makers are males. Females could be included as decision-makers.
9. Our Liberation War	50	9	Procession on make Bangla to our National Language. Probate Ferry (পদ্মার ফেরি) - Cultural programmed at school. In the steps 'Introduction freedom fight' could be include female freedom fighter.
10. Pioneers of Independent of Bangladesh.	5	-	Here there is discussion on Hossain Shahid Shoroadi, Molana Abdul Hamid Khan Bashani, Sheikh Mojibur Rahman, Ziaur Rahman and M.A. G Osmani. In this chapter, there is no mention about Dr. Sitar-a-Begum, Taramon Bibi or lady fighters who worked at the treatment centers for war injured people
11. Natives living style.	-	-	Female gets high priority
12. Dignity of lab our	24	14	Shows boys priority
13. Rights and duties of a citizen	10	9	Picture shows that both male and female get equal priority.seperate line for vote
14. Mentality for Democracy	6	4	In the picture of this chapter, all decision-makers are males. Famous or renowned females could be included as decision-makers.
15. Our wealth of society and country	-	-	-
16. Different cultures of Asia	5	10	Female gets high priority
17. World brother hood	6	4	Shows boys priority
Total	186	112	Completely male biased textbook

Ref.: Over all comments: The textbook contains is male-based contents. To discussion on minority people used more female in the text.

তথ্যসূত্র: প্রফেসর কাজী মদিনা এবং অন্যান্য (২০০৭), পরিবেশ পরিচিতি - সমাজ, চতুর্থ শ্রেণী, সম্পাদক প্রফেসর মোঃ আলতাফ হোসেন, জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড, ঢাকা।

5.3.21 Social Science: Class V

Chapter	Boys priority	Girls priority	Comments
1. Development work of an area.	11	8	In the picture, three ladies and one girl are seen as collecting pure water for drinking from a tube well. It's meaning, collecting water is only job for girls and as for the inhabitants is concerned; it seems that in that area, only females are living. Picture-2: A few children are working for repairing a road with younger people. Comments: In the picture, only male are shown as old people but now a days, it is normal to see that ladies are working to repair the road. Picture-4: A boy is taking care of plants on the rooftop. Comments: By seeing this picture, a question can come in girls' mind that is looking after plantation only job for the boys?
2. Wealth of social and country.	-	-	Discussion about wealth of country
3. Social virtues and values			In the picture, do the inhabitants and children mean only male people? Here, there is no sign of female people. But it is found in the description, "As the members of the society, we should keep our area neat and clean
4. The Importance of Labour	13	18	All garments workers are female,
5. Human rights	11	10	In this chapter, there is no picture for the part of throwing acid. But it is a severe crime for what to create Consciousness among people, a picture could be given. Picture-12: Children are having a rally by bearing Festoons in their hands. Comments: In the picture, in a female child's hand, A placard is found which says, " stop throwing acid". If a male child has the same thing along with the female child, then it would be good to see. Because, usually males throw acid to females. So that, it would be more forceful if males have that kind of placards.
6. Tolerations of other opinion	3	2	Here writers use, creation of leader, republic customs and laws, as common. Could be mentioning specific.
7. Rights and duties of a citizen	4	-	Picture-14: In an election centre at a booth, giving scales on the ballot papers is seen. Comments: In the picture, in the election centre, two dutiful polling officers are males and two voters are also males.
8. Geographical environment of Bangladesh.	-	-	In this chapter has discussion on forests, industries etc,
9. Taking care of Environment	8	5	Picture-20: An art competition is being held because of the world environment day. Comments: In the picture, a male is seen to monitor the competition. But now in Bangladesh, many established female artistes are available. Here, a female could be represented along with a male as a monitor of the competition.
10. Population of Bangladesh	6	10	Picture-21: A picture of densely populated slum area. Comments: In the picture, it is seen that usually ladies Wash the plates after eating. But now a day, both males and females are working as labourers, so that both should have their own contributions for their household activities, which is a good thing to see. As a result, male learners will have a different mentality from very early life.

Chapter	Boys priority	Girls priority	Comments
			Picture-22: A long line for the treatment at a hospital. Comments: In the picture, two ladies are seen bearing two children as standing in the line. Here, to represent Father's responsibilities towards children, children could be in father's hand along with mothers.
11. Historical place and instance.	11	3	Male based contents
12. Our history and culture.	119	1	Extremely male biased contents
13. British period in Bangla	60	2	Extremely male biased contents
14. Pioneers in society development.	15	12	A bit male biased
15. Our Liberation War	39	-	In this chapter, at nowhere, there is no mention about Dr. Sitar-a-Begum, Taramon Bibi or lady fighters who worked at the treatment centers for war injured people. Even, there is no picture of lady fighters in this chapter but the pictures of six Birshrestha are added with it. As a result, question can be raised that "did only male people take participation the liberation war of Bangladesh?"
16. Different nation in the world.	5	18	Female based
17. Cultures of Europe and Africa.	1	2	A bit female based
18. World peace and uno.	-	-	-
Total	306	91	Extremely male biased textbook

Ref.: Over all comments: The textbook contains is male-based contents.

তথ্যসূত্র: ড. সাবিহা সুলতানা এবং অন্যান্য (২০০৭), *পরিবেশ পরিচিতি - সমাজ, পঞ্চম শ্রেণী*, সম্পাদক প্রফেসর মোহাম্মদ আলতাফ হোসেন, জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড, ঢাকা।

Religion Education

As an Islamic country Researcher shows the honour to morality and religion. This study does not hit to Islamic values. So Researcher avoids discussion on the textbooks.

Teacher's edition/guide

The teachers guide was published in 1990 and late the NCTB were served it only for government primary school. By this time all the textbooks of primary level have changed. Yet teachers guide didn't cover the change. So still it is unutilized in primary school.

5.4 Presentation and Analysis of Data

After collecting data from the sample schools the researcher has analysed and interpreted it. 4 types of tools were used to collect these datas.

5.4.1 Classroom Observation

The researcher has observed activities in 95 classrooms including 5 C in Ed classrooms. A structured check list with 21 items and 4 general items were developed and used for this purpose. The observer sat behind in the classroom for a full class period and marks the rating of the performance of teachers and students in the 5-point scale assigned in the checklist. For the purpose of analysis 21 items are clustered into 3 groups. On an Average students present were 48 and out of these numbers of students 47.5% were boys and 52.5% were girls. The clusters were as bellow:

- A. Teachers' activities in classroom.
- B. Students' activities in classroom.
- C. General findings of observation.

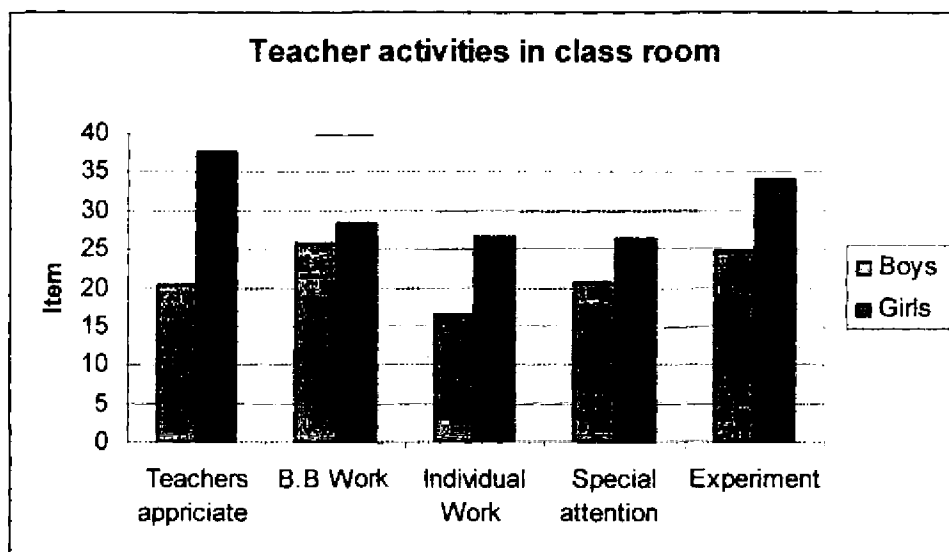
A. Teacher's activities in classroom

The observer has rating the Teacher's activity to girls and boys are shown in Table

Table 5.3
Rating on teacher's activities to girls and boys

Items	(%) Of very often ratings	
	Boys	Girls
1. Appreciate for correct answer	24.1	19.3
2. Give chance to work in black board	20.5	37.6
3. Provides individual help in class room	25.7	28.4
4. Gives special attention to wear learners	16.5	26.6
5. Allow to take part in experiment	20.7	26.4
6. Allow to ask and answer questions	24.8	34

Figure 5.1
Teacher's Activities in Classroom



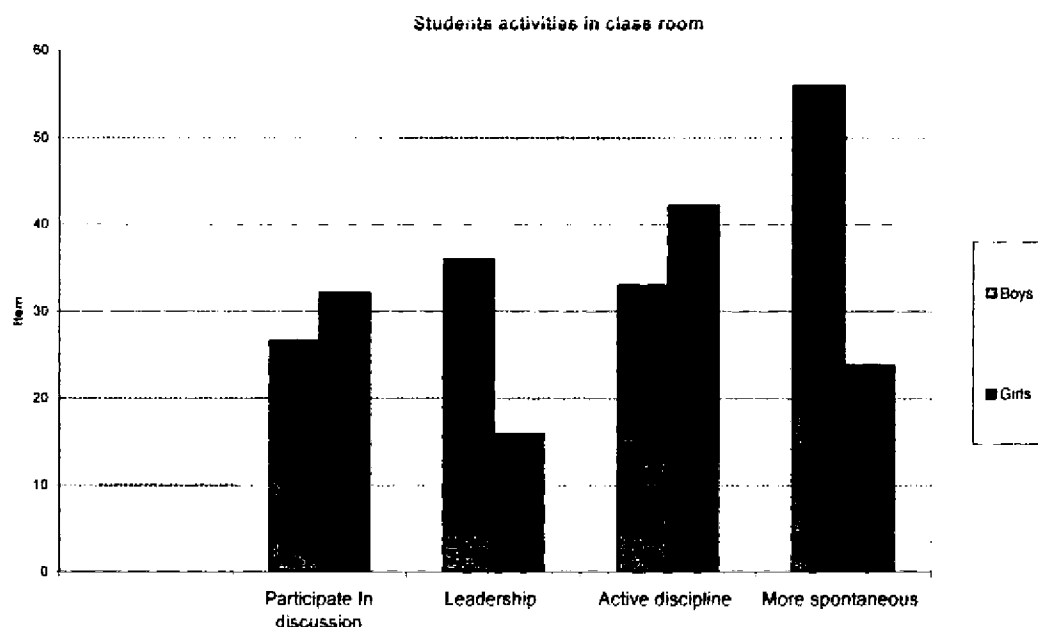
The above table and figure say that the rating of teacher's activities in the class room are extremely congenial and convenient for boys and girls are found to face gender disparity and inequality. The boys are given more importance in getting work on chalk board, individual help from teacher, Special attention for remedial measure, asking question and responsibility for conducting experiment than the girls. Boys get 37.65 "very often" ratings and girls get 20.5% of the same in participating chalk board works. Again in getting special attention in remedial measure boys' rating 26.61% higher than girls (16.5%), Further more in asking and answering questions "very often" rating of boys is 34% and that of girls is 24.8 %. So it can be said that there is an extreme gender inequity in the classroom. The teachers are more boys biased than girls.

B. Student's activities in classroom

Table 5.4
Rating the student's activities have shown in table

Activities	(% of very often rating)	
	Boys	Girls
1. Participate in teachers discussion	26.6	32.1
2. Leadership of group work	36.0	15.9
3. Active in classroom discipline.	33.	42.2
4. More spontaneous in class room activities	56.0	23.8

Figure 5.2
Student's activities in classroom



By analyzing the above table and figure the boys are found to do better than girls in several areas. They are selecting group work (boys "very often" rating is 36% and that of girls 15.9%) as spontaneous in classroom activities (boys rating 56% and girls 23.8%). Again in class room responses and discipline the girls have performed better than boys. Where as in "very often" rating girls obtained 32.1% in class responses and in class room discipline 42.2%. These are higher than boys' rating 26.6% and 33% respectively. We can conclude from the analysis that in class room activities girls and boys possess the same ratings.

C. General findings of observation

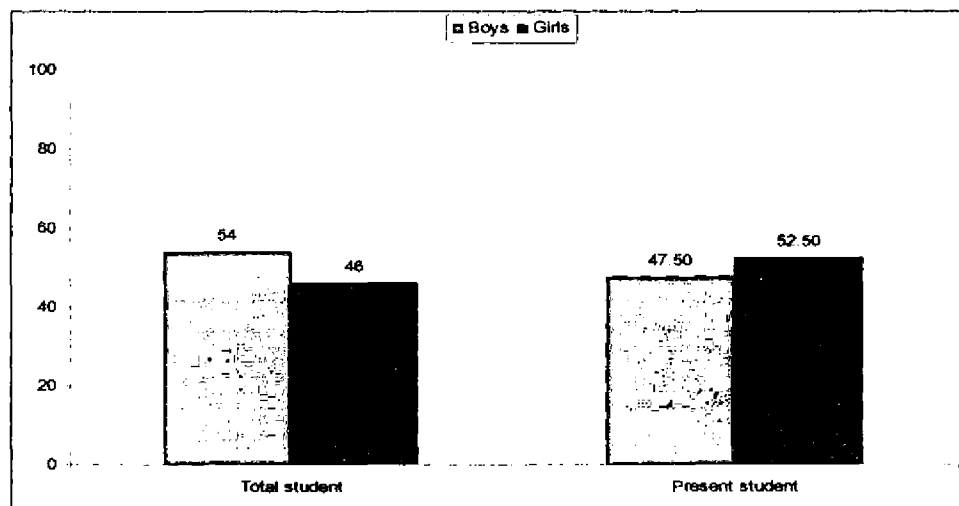
1. Participation of students in visited schools

The observer has intensively observed the 95 classroom activities in 95 schools. During visit it was found that total numbers of students were 7089 out which 3268 students were present on the day of visit. However the percentage is founded bellow.

Table 5.5
Students' participations in school

Students enrolled (%)		Students of the day visit	
Boys	Girls	Boys	Girls
54	46	47.5	52.5

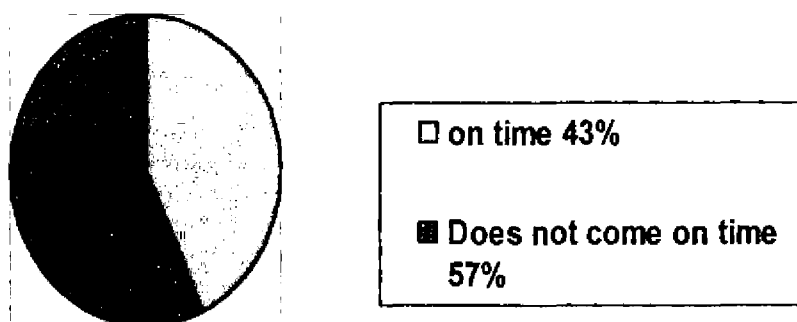
Figure 5.3
Students Participations in school



From the above table and figure it can be said that attendance rate of girls is higher than that of boys on the day of visit.

2. Teacher attendance in Class:

Figure: 5.4
Teacher's attendance in classroom



When observed the classroom, researcher has found that, 43% teachers has come on time and 57% have not come on time. This chart has shown that teacher's attendance in classroom is not regular.

5.4.2 Analysis of tools 1, 3, 4

This section contains the analysis and interpretation of data gathered through 3 sets of structured questionnaires. These tools were administered to 3 categories of respondents namely, head teacher, subject teacher and girls student of grade 5. The investigator has to collect data from head teachers, teacher of social studies and 4 girls students of each school. Total girls students were 360. Researcher to each question was analyzed both in quantitative and qualitative ways under the following major areas-

- A. Seat and sitting arrangement in the classroom.
- B. Gender related teaching learning activities
- C. Co curricular activities.
- D. Water and toilets facilities
- E. Gender based other activities

There were nine questions to 3 categories of respondents. Response has been crosschecked for validating it.

A. Seat and sitting arrangement in the classroom

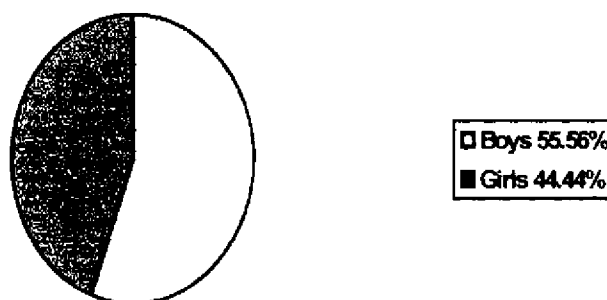
If the seat and seating arrangement of classroom would suitable and comfortable for Girl's and the Girl's would be seat on suitable place, they will be interested to come to regularly in the class. The information's are explained here in some sub points.

A.1 Number of grade V students

Table 5.6
Grade V Students by Gendering

Girls – 32(44.44%)	Boys- 40(55.6%)	Total- 72
--------------------	-----------------	-----------

Figure 5.4
Grade V Students by Gendering



This information has been collected from schools record; it indicates the numbers of girls are less than that of boys.

A.2 Sitting arrangement of the students

Table 5.7
Sitting Conditions in Classroom

Items	Number (%)
Sufficient	31
Not sufficient	30
Not good	01
No Comments	38

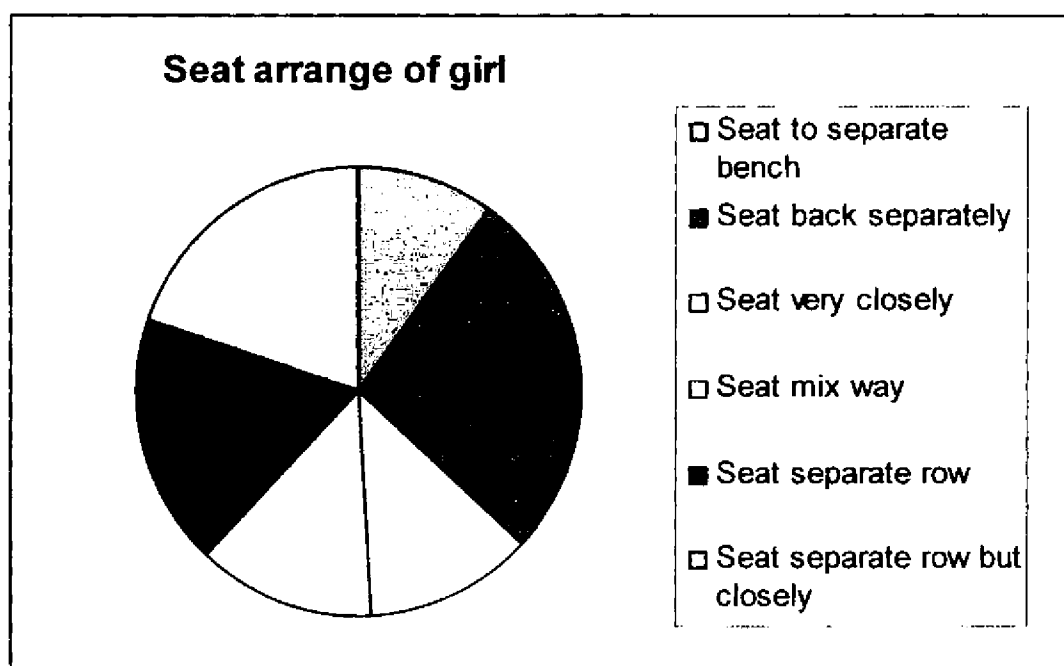
The above shows that seat arrangement for students is not sufficient and comfortable.

A.3 Seat arrangement of girls

Table 5.8
Seat arrangement of girls in classroom

Type of sitting	Number (%)
Seat to separate bench in front of the class	10%
Seat back separately	27%
Seat very closely	12%
Seat boys and girls mix way	13%
Seat separate row	18%
Seat separate row but very closely	20%

Figure 5.5
Seat arrangement of girls



This pie graph and table shows that, there are 10% provisions for separate seat arrangement for girls in the front area of classroom, where as 27% provisions of the same in the backside of classroom and 18% girls has seat in separate rows, Infront, back or mid place of classroom. Nearly 13%girls is to sit mixing with boys. On the other hand 20% girls are to sit in separate rows but very closely which might create obstacles in feeling comfort and free.

A.4 Several sorts of problem faced by the girls for sitting in the class.

According to the views 6.3% head teachers, 7.2% subject teachers, and 68.4% girls mentioned that boys don't allow girls to sit in proper place.

Table 5.9
Problems faced by the girls for sitting in classroom

Sl. No.	Items	Number (%)		
		Head of the Institute	Subject Teacher	Girls Student of Grate V
1.	Boys don't allow girls to sit in proper place.	36.3	16.2	48.4
2.	Boys make their benches dirty	8.1	10.8	17
3.	Boys occupied seats for their friends who come later.	19	24.2	20.6
4.	Others:			
	<input type="checkbox"/> No problem	20.8	20.7	2.6
	<input type="checkbox"/> Not applicable	-	4.5	2.4
	<input type="checkbox"/> Feel problem	10.8	20.9	7
	<input type="checkbox"/> Girls student seat in separate class.	5	2.7	2

From the above table it can be said that a good number of respondents have opined that boy create problem to girls in sitting on proper place. They (boys) occupied seats for their friends who came later.

A.5 Teachers comments on how they Arrange seat of boys and girls.

Table 5.10
Sitting arrangement for boys and girls as per teachers choice

Sitting Arrangement	Number (%)
Boys and girls sit besides (in row from front to back)	22.5
Girls sit in separate row	54.9
Girls sit in the front of classroom	3.6
Boys sit in front some times	6.4
Boys and girls sit in same bench	8.1
Others:	
<input type="checkbox"/> Sits are available so student are free to sit any place	1.8
<input type="checkbox"/> Both change their sitting arrangement occasionally	2.7

From the table it is found that maximum numbers of teachers are in the same opinion of the girl students sitting in separate seats.

A.6 Teachers expectation of seat arrangement for removing the gender discrimination

Table 5.11
Ideal seat arrangement for gender equity

Form of arrangement	Teachers' opinions (%)
Individual benches for Boys and girls	28.8
Separate benches in separate row in each tack	61.2
Boys in front and girls back	3
Girls in front and boys back	4
Girls should sit back	3

According to the information from the above table it can be said that almost all teachers (61.2%) feel girls should sit either in separate benches in a row or in separate benches in respective rows and the boys should sit in the same ways too.

A.7 Bench size and allotted sits

Table 5.12
Primary schools bench size

Bench size	Allotted sit per bench	Number of schools
3'.7"	2	4
3'.9"	3	6
4'.5"	4	6
3'.0"	4	4
3'.5"	3	3
3'.9"	2	6
3'.9"	3	7
3'.10"	3	4
4'.0"	3	6
6'.0"	5	7
3'.25"	3	8
3'.25"	2	4
4'.5"	3	6
3'.0"	2	3
3'.2"	3	5
5'.0"	4	5
2'.9"	2	6

According to the standard sit arrangement every student should have 1'-6" space length of a bench. It is clear that 3 students will sit a bench of 4.6" The above table shows different pictures of sitting on a bench. It shows that bench size and allotted sit for per bench of schools are not standard. So the students' donot feel comfortable and easy in classroom.

A.8 Conditions to Seat

Table 5.13
Conditions of seats in classroom

Items	Number (%)
Some sits are empty	15
Every one gets seat	45
No empty seat	20
Every one does not get seat	20

The above table says that every one gets seat in 45% schools and 15% schools have a little empty seat, Again of 20% school every one does not get seat.

A.9 Sitting arrangements of girl's students

Table 5.14
Seat for Girls

Items	Number (%)
Sit front bench	16
Sit in back	10
Sit tidily	6
Combine sitting	40
Sit both sides	20
Sit separate row	8

It clearly appears from the table that majority girls are sitting combine. It is one of bar for girls education.

B. Gender related teaching learning activities

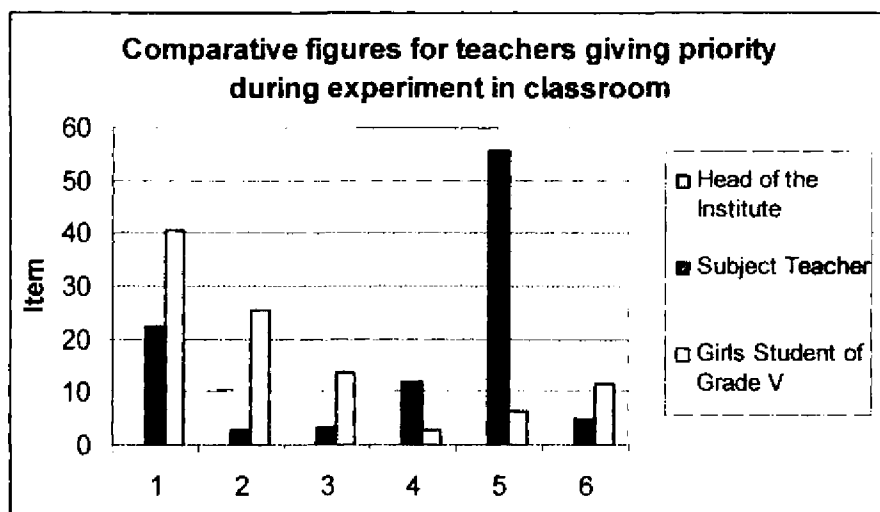
Teachers avoid discussion on Gender related topic. They feel shyness, at this girls feel shyness.

B.1 Teachers give priority during experiment in classroom.

Table 5.15
Comparative data on teachers giving priority during experiment in classroom

SL. no.	Items	Number (%)		
		Head of the Institute	Subject Teacher	Girls Student of Grade V
1.	Boys hold all the experiment activities	0	22.2	40.4
2.	Some times girl's students help them.	0	2.7	25.3
3.	Girls hold all the experiment activities.	0	3	13.6
4.	Some times boys student help them	0	11.8	2.9
5.	Both are actively participate	0	55.3	6.2
6.	Others	0	5	11.6

Figure 5.6
Comparative figures for teachers giving priority during experiment in classroom



This data and figure shows that boys got facility in the experiment in classroom more than girls. Again there is a contradiction between 'both actively participate' the girls (6.2%) and subject teachers (55.3%) opinion.

B.2 Facing any difficulties discussing on subjects suitable for teens in the class

When asked the difficulties in discussing subjects suitable for teenage in the class, 39.8% head teachers, 35.1% subject teachers and 21.6% girls' opinions were feeling shyness by girls and boys, when discussing is made on physical and mental related lesson. On the other hand, 28.6% head teachers, 3.4% subject teachers, 35.8% girls were found to feel 'feeling uneasy' to discuss on the causes. Again 7.2% head teachers, 15.3% subject teachers, 12.2% girls said that boys troubles the girls after ending the class by mentioning the above discussion. The teachers seem to be failure in creating a shape and confidential atmosphere in classroom both for boys and girls.

Table 5.16
Problems for discussing on subjects related topics for teenage

Sl. no.	Items	Ratings (%)		
		Head of the Institute	Subject Teacher	Girls Student of Grate V
1.	Feeling shy, girls and boys about discussing physical and mental related lessons.	39.8	35.1	21.6
2.	Teachers feel uneasy.	28.6	3.4	35.8
3.	Boys shows their interest	8.1	12.4	18.4
4.	Boys treble the girls with those subjects after ending the class.	7.2	15.3	12.2
5.	Others:			
	<input type="checkbox"/> Not any problem	2	10.5	1.0
	<input type="checkbox"/> Don't pass opinion	1.7	5.8	8.0
	<input type="checkbox"/> Feel shyness	7.2	10.9	2.0
	<input type="checkbox"/> Not applicable	5.4	1.8	1.0
	<input type="checkbox"/> No discussion	--	4.8	--

B.3 Some information's from subject teachers

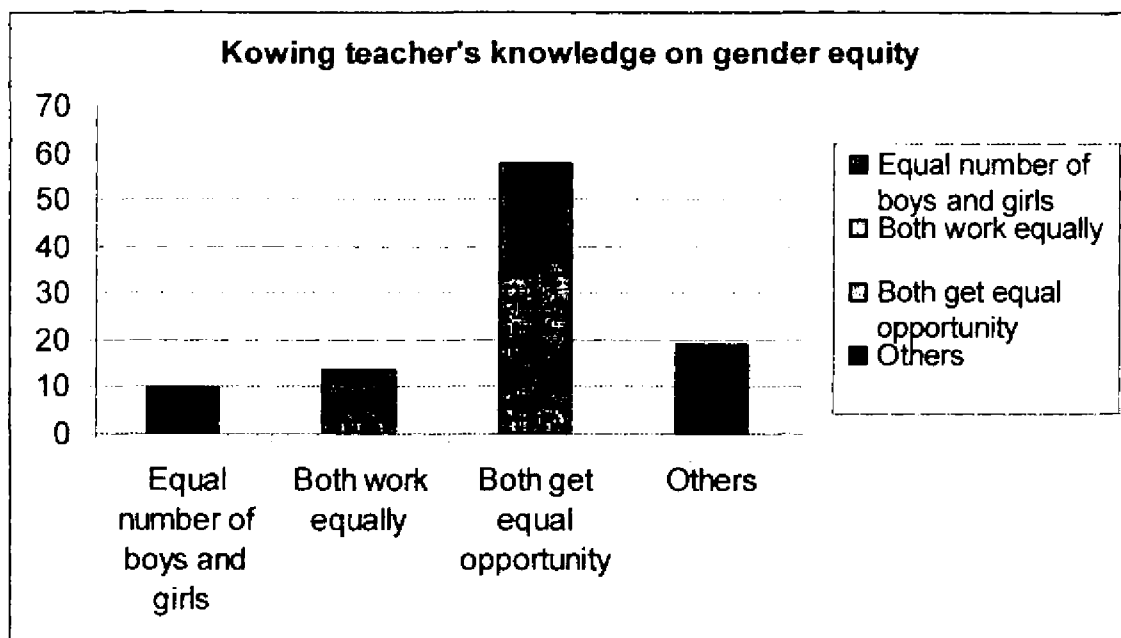
1. Meaning of gender equity

According the opinion of teachers it is found that a majority of teachers (57.6%) opined gender equity, as provision of equal opportunity to boys and girls, 9.9% teacher treat it as equal number of boys and girls. Whereas 13.5% teachers mentioned that equity is working equally by both boys and girls.

Table 5.17
Knowing teacher's knowledge on gender equity

Items	Number (%)
Equal number of boys and girls	9.9
Both work equally	13.5
Both get equal opportunity	57.6
Others	19

Figure 5.7
Knowing teacher's knowledge on gender equity



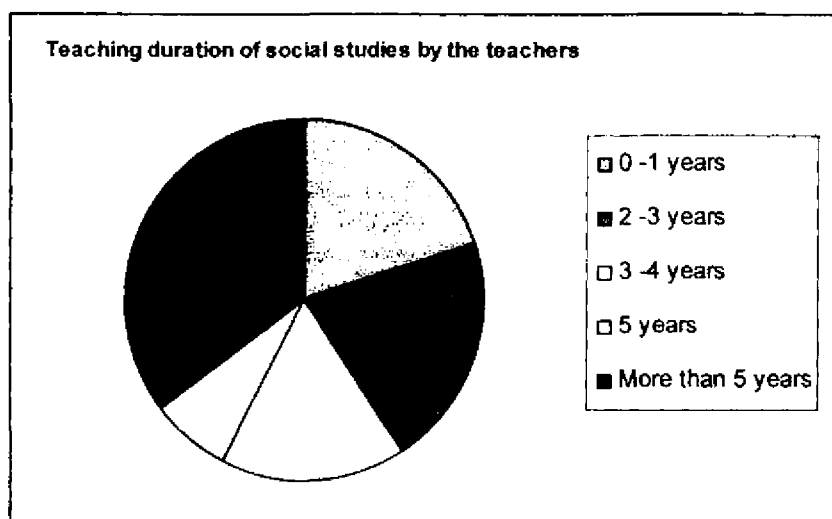
2. Duration of social studies teaching

In response to an inquiry about teachers taught period on the subject, the subject teachers mentioned that 35.2% teachers have experience of more than 5years. 7.2% teachers have experience of 5 years, and 18.9% teachers have experience of 2-3 years. From the above data it can be said that major portion of teachers have experience in teaching social studies less than 5 years.

Table 5.18
Teaching duration of social studies by the teachers

Items	Number (%)
0 -1 years	19.9
2 -3 years	20.9
3 -4 years	16.8
5 years	7.2
More than 5 years	35.2

Figure 5.8
Teaching duration of social studies by the teachers

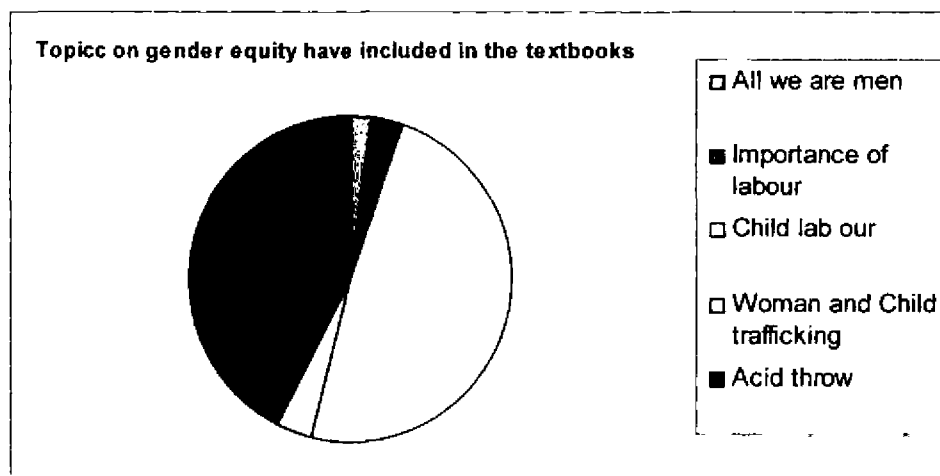


B.4 Topics on gender equity have included in the textbooks

Table 5.19
Topics on gender equity have included in the textbooks

Items	Number (%)
All we are men	2.1
Importance of labour	3
Child lab our	47.3
Woman and Child trafficking	3.5
Acid throw	41.3
Growth of population & Social condition of women	2.8

Figure 5.11
Topics on gender equity have included in the textbooks



The above figure shows that a majority of teachers (47.3%) opined on inclusion of gender topic 'childlabour' and 41.3% teachers opined on 'acid throw', where as 2.1% teachers said 'All we are men', 3% teachers said 'Importance of labour'. It is proved that teachers are confused. They have poor knowledge on gender equity.

B.5 Problem encountered by teachers during teaching on gender equity in the classroom

**Table 5.20
Problem facing in discussion on gender equity**

Items	Number (%)
Boys' don't agree that, boys and girls can do any work equally.	54.5
Students feel uneasy to discuss on physical and mental growth.	25.2
Teacher feels uneasy to teach these subject matters.	3.6
Girls cannot take it easy.	2.7
Others:	
No problem	7.2
Boys are laughing & girls feel shy	5.9
Every one wants to know	0.9

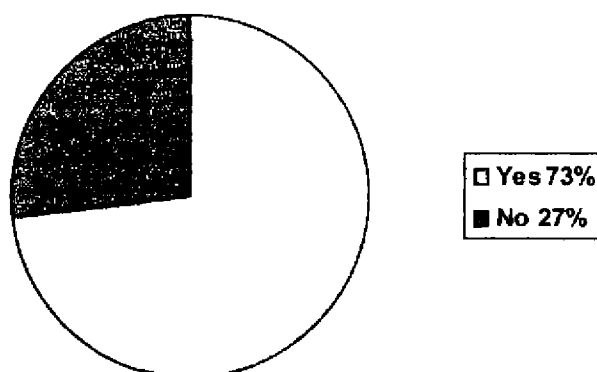
The above table says that 25.2% teachers have opinion on students feeling uneasy in discussion on physical and mental growth. 54.5% teachers' comments on boys' rejection that boys and girls can do work equally. On the other hand 3.6% teachers feel uneasy to discuss on it.

B.6 The subject matters that are included in the textbooks of grade IV and V are enough for gender equity

**Table 5.21
Information on included subject matters**

Items	Number (%)
Yes	73
No	27

Figure 5.9
Information on included subject matters



From the observation it is found that maximum number of teachers have positive attitude on the inclusion of contents present as enough in the text only 27% teachers said that the contents of text are not sufficient to comply with problems in class room of girls.

B.7 When the answer is no, then the topics need to be included in the text

Table 5.22
Knowing more subject matter included

Items	Number (%)
Not at all	45.5
No comments	25.6
About Acid	3.8
About woman Right	5.8
About boys and girls equal right	5.8
About ride bicycle & practical experience	1.8
Add more subjects	11.7

According to analysis of the data it is found that only 4%-6% teacher are in favour of selecting topics on about acid, about woman right, and about boys and girls equal right. But 70% teachers have knowledge on gender issues.

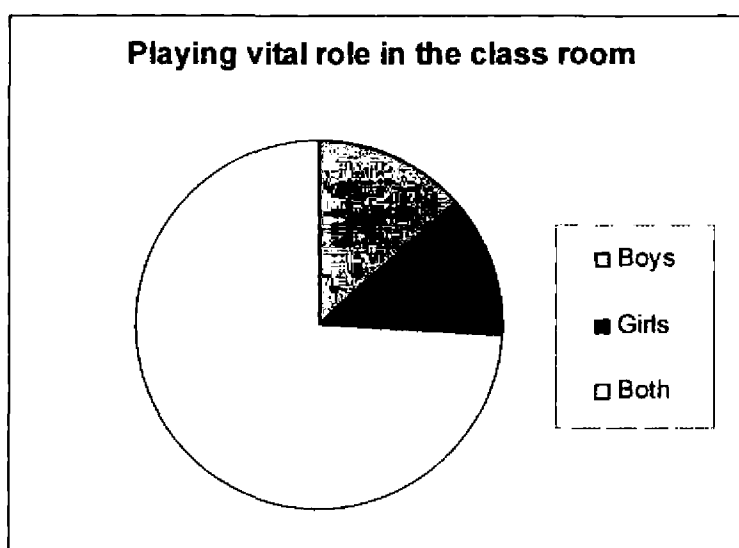
B.8 Vital roles of boys and girls in the classroom

13.5% teachers said that boys play vital role in the classroom, 12.5% teachers said that girls play vital role in the classroom. On the other hand maximum teachers (74%) said that both play vital role in the classroom.

Table 5.23
Playing vital role in the classroom

Items	Number (%)
Boys	13.5
Girls	12.5
Both	74

Figure 5.10
Playing vital role in the classroom

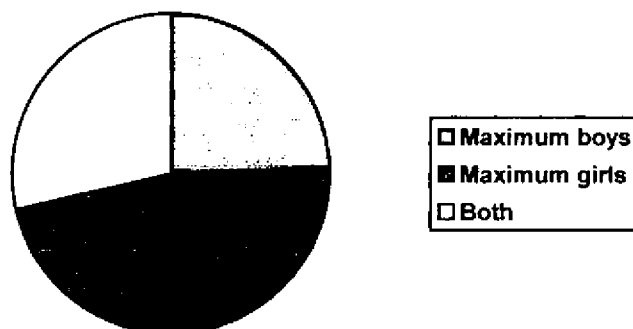


B.9 Achievement of learning outcome by students

Table 5.24
Achieving learning out-comes by the boys and the girls

Items	Number (%)
Maximum boys	24.4
Maximum girls	46.9
Both	28.7

Figure 5.11
Achieving learning out-comes by the boys and the girls



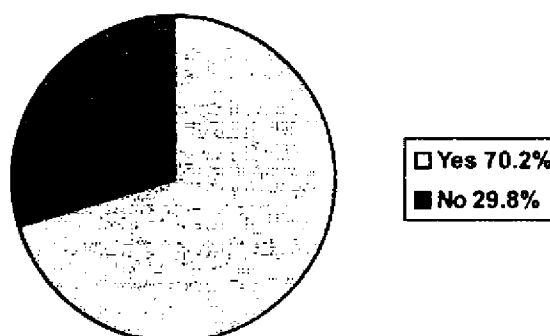
Maximum number of teachers (46.9%) said that girls' students achieve maximum learning out come in the classroom where as only 24.6% teachers commented on boy's achievement.

B.10 Do you go to school every day?

Table 5.25
Girls attendance in School everyday

Items	Number (%)
Yes	70.2
No	29.8

Figure 5.12
Girls' attendance in School everyday



In response to enquiry on regular attending school to girls students (70.2%) opined that they are regular in attendance.

B.11 When answer was negative

Table 5.26
Answer by the girls for the their absenteeism

Items	Number (%)
Ill ness	17.2
Have no mother	3.6,
Family problem	19.8
Residence is far away	15.3
Work in family	17.8
House worker	14.8
Eyes problem	8.9
Others	2.6

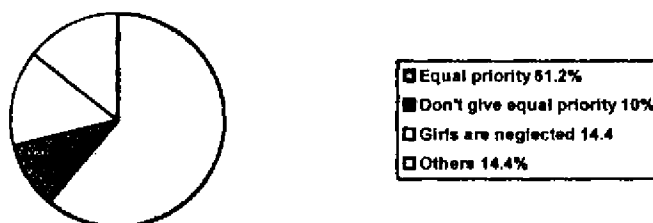
Among 19.85% girls students, 19.8% don't go to school due to family problem, 14.8% don't go to school for house work and 8.9% don't go to school for eyes problem. 17.2% don't go to school due to ill ness.

B.12 Girls priority in the classroom by the teachers

Table 5.27
Girls priority in the classroom

Items	Number (%)
Equal priority to boys and girls	61.2
Do not give equal priority	10
Girls are neglected	14.4
Others	14.4

Figure 5.13
Girl's priority in the classroom



Maximum number of girls (61.2%) opined that teachers give equal priority to girls and boys in the class, and 14.4% and 10% girls opined that girls are neglected and do not have equal priority in classroom.

B.13 Girls opinion on teachers' care taking most in class.

Table 5.28
Teacher's takes care in classroom

Items	Number (%)
To boys	43
To girls	30
Both	27.0

When enquired on teachers taking care most in the class, 43% girls' opinion was towards boys, 30% girls opinion was towards girls, and 27% girls was towards both.

B.14 Result of Annual Examination

Table 5.29
Students performance in annual examination

Class	Participants			Number of passing		
	Boys	Girls	Total	Boys	Girls	Total
Grade V	40(55.56%)	32(44.44%)	72(100%)	38(95%)	30(93.75%)	68(94.44%)

Figure 5.14
Students participation in annual examination

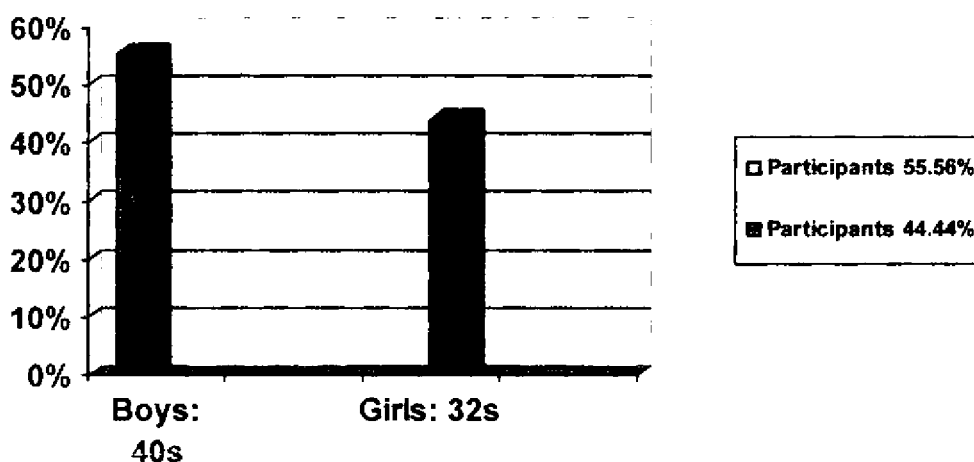


Figure 5.15
Boys' performance in annual examination

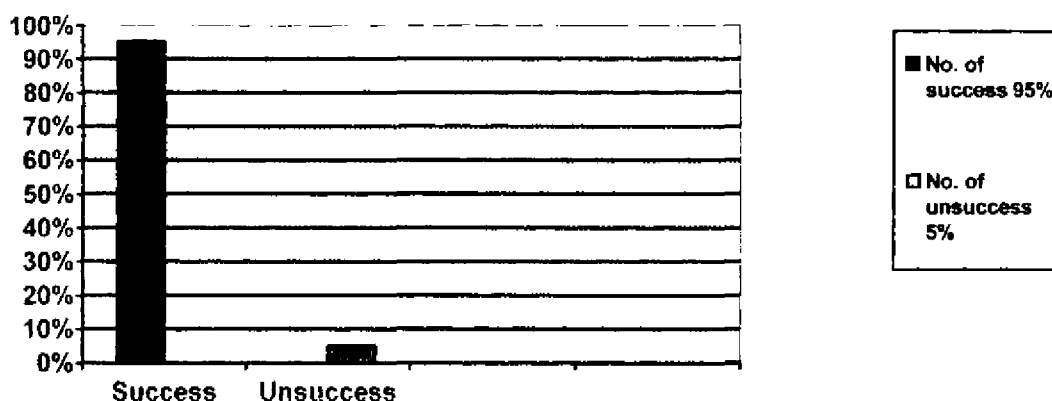
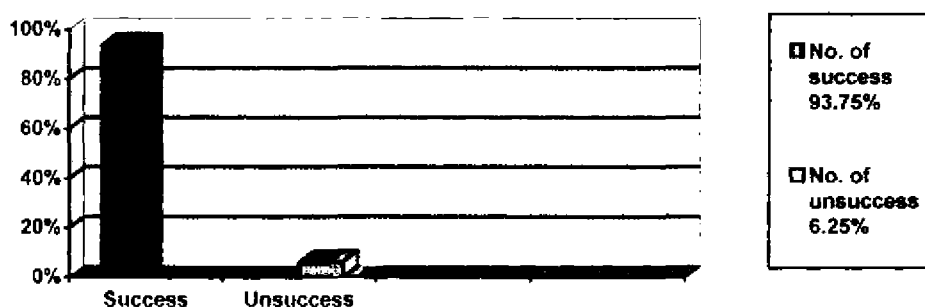


Figure 5.16
Girls' performance in annual examination



Comparatively the performances of boys are a bit better than that of girls.

C. Co-curricular Activities

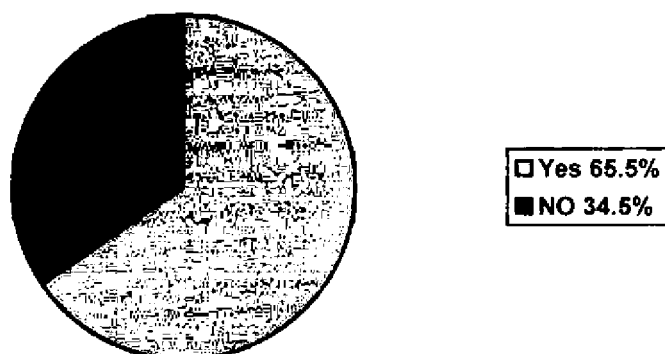
Games and co curricular activities are essential for physical and mental development of children. But lack of proper playground and environment, maximum girls may not want to play. And their parents also to may not want to allow the girls for playing in this situation. Researcher has made some interview with some respondents on this issue.

C.1: Information on girls participating any games in school

Table 5.28
Girls participation in games

Items	Number (%)
Participation	65.5
Non- Participation	34.5

Figure 5.17
Girls participation in games



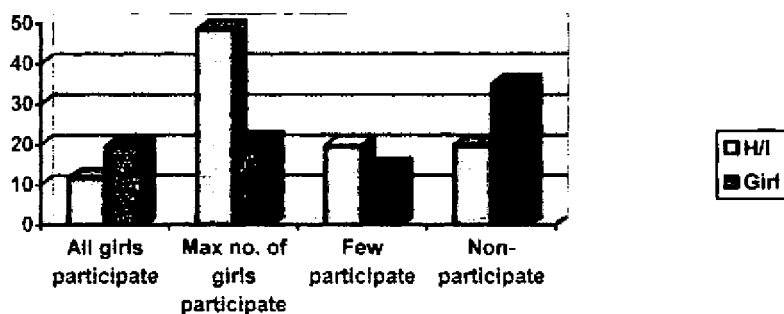
Above graph mentioned that Maximum girls try to participate games in school.

C.2: C.2. Girls participate in game spontaneously in school

Table 5.30
Comparative opinion on girls' participation in games

Items	Number (%)	
	H/I	Girl
All girls participate	11.7	19.6
Maximum number of girls participate	48.5	21
Few participation	19.8	14.4
Non- participation	20	35

Figure 5.18
Comparative opinion on girls' participation in games



48.5% head teachers opined that Maximum number of girls participate in games. Where as only 21% girls agreed to this. Again there is a contradiction of opinion among girls (35%) and head teachers (20%) on the issues of non- participation.

C.3: Reason for non- participation in games

Table 5.31
Reason for non participation in games

Items	Number %	
	H/I	Girl
Ill ness	9	5.8
Shyness	8	10
No adequate place and game material	18	7.2
Feel uncomfortable	18	12
Boys tease	15	14
No interest	2	15
In sincerity of parents	9	4
Religious superstitions of family	10	6
Behavioral shyness of girls	4	6
Discourage by parents	5	20
Others	2	-

It is evident from the above table that girls' students do not participate in games due to boys tease (14%), no interest of girls (15%), and discourage by parents (20%) On the other hand according to the head teachers view the reasons are want of adequate place and game materials (18%), boys teases (15%) and Feeling uncomfortable (18%). So boys' teasing is an important factor for girls' non-participation in games. Once again prove that badly needed moral education topics in subject.

C.4: Seasonal games are: Information on excepting Football, Volleyball, Ha-du-du etc. If organize others games

Table 5.32
others seasonal games participation

Sl. No	Items name and number (%)of participants		
	Name of the plays	Boys	Girls
01	Skipping	8	35
02	Chases	32	6
03	Lodu	4	46
04	Others	56	13

This table shows that on the issues of chase girl's participants (6%) are poor than boys (32%).

C.5: Information's about schools co-curriculum activities

Table 5.33
Comparative data of schools co-curriculum activities

Sl. no	Description	Boy (3828)	Girls (3261)	Comments
1	Participation in the annual sports	(110) 2.87%	(100) 3.07%	
2	Field user in everyday.	(100) 2.61%	(105) 3.21%	
3	Participation in the cultural competition.	(45) 1.17%	(19) .58%	
4	Participation in the cleaning school	(8) .208%	(15) .459%	
5	Participation in annual drama	(15) .39%	(3) .091%	
6	Participation in art competition	(76) 1.98%	(30) .91%	
7	Participation in social work.	(40) .044%	(90) 2.76%	
8.	Who does not Participation in any Schools Co-curriculum activities	(3434) 89.70%	(2899) 88.90%	

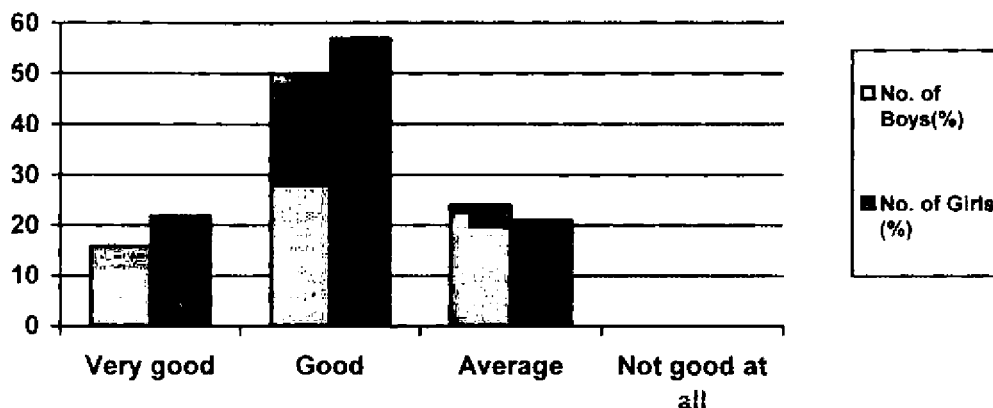
This table mentions that among 11% students most of the girls participate as a field user and cleaning school. In the case of social work and using field, the girls' students are more than the boys. A few number of girls and boys participate in their art competition, annual drama and cultural competition.

C.6: How much achievement the girls and boys show in their co-curricular activity?

Table 5.34
Achievement data for co-curriculum

Items	(%) Number of girls	(%) Number of boys
Very good	16	22
Good	50	57
Average	24	21
Not good at all	--	--

Figure 5.19
Achievement figure for co-curriculum

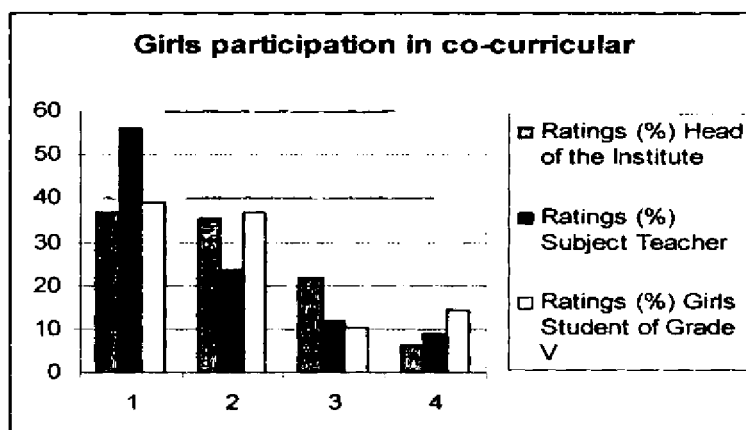


C.7: Extent of spontaneous ness of girls in participating co-curricular activities

Table 5.35
Girls participation in co-curricular activities

SL. no.	Items	Ratings (%)		
		Head of the Institute	Subject Teacher	Girls Student of Grade V
1.	Maximum	36.9	55.8	38.88
2.	Comparatively little.	35.2	23.5	36.88
3.	Very little	21.8	11.8	10.20
4.	None	6.1	8.9	14.40

Figure 5.20
Girls participation in co-curricular



The table says that 55.8% subject teachers 38.88% girls students and 36.8% head teachers commented that girls show maximum spontaneousness in participating co-

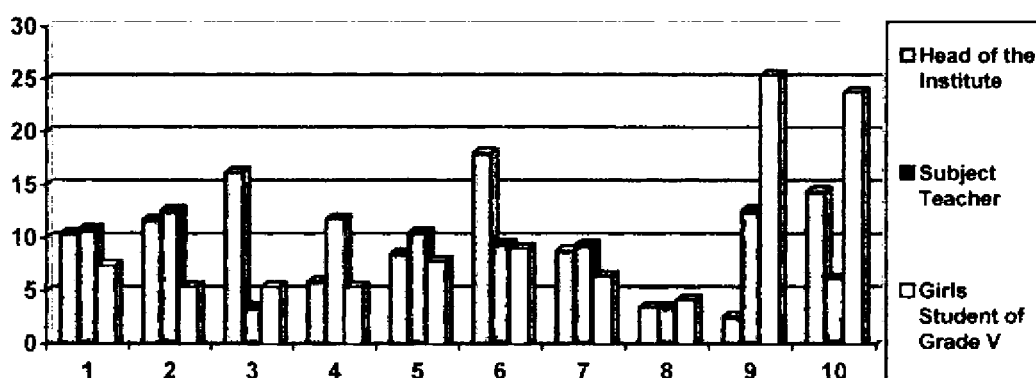
curricular activities only 14.4% girls 8.9% teachers and 6.1% head teachers opined that girls are not spontaneous in co-curricular activities.

C.8: Reasons for girls not to participate in co curricular activities spontaneously

Table 5.36
Reasons not to participate in co-curricular activities

Sl. no.	Items	Ratings (%)	Subject Teacher	Girls Student of Grate V
		Head of the Institute		
1.	Feel shyness	10.4	10.8	7.4
2.	Social mismanagement	11.7	12.6	5.4
3.	Insincerity of parents	16.2	3.5	5.4
4.	Religious superstitious illiteracy of family	5.9	11.8	5.4
5.	Insincerity of society	8.5	10.5	7.6
6.	Behavioral shyness of girls	18	9.4	9.0
7.	Discourage of parents	8.8	9.3	6.4
8.	Physical illness	3.5	3.5	4.2
9.	Superstition.	2.6	12.6	25.4
10.	Usually girls don't like to play due to boys' comments.	14.4	6.2	23.8

Figure 5.21
Reasons not to participate in co-curricular activities



This comparative bar graph says that the spontaneousness of girls in participating co- curricular activities is lagged behind due to students teasing and bad comments. More over insincerity of parents is also a prime factor for non-participation.

D. Water and Toilet Facilities

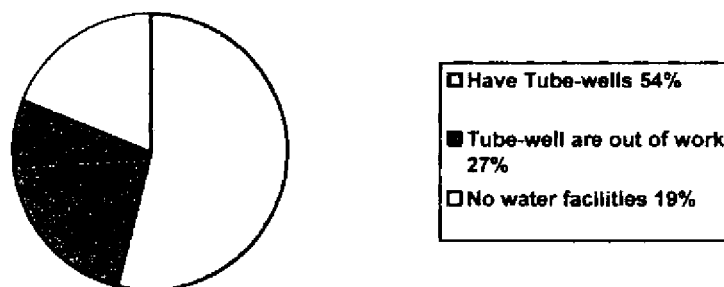
In an education context, a lack of sanitation often creates the difference between a girl attending, and not attending school. For cultural reasons it is acceptable for boys to go to the toilet outside, but not for girls. Education for girls can be supported and fostered by something as basic as a girl's only toilet. Parents are more likely to allow their daughters to attend school if they believe those girls' safety and dignity are protected.

D.1: Water facilities system

Table 5.37
Kind of water facilities

Items	Number (%)
Have Tube-wells	54
Tube-wells are out of work	27
No water Facilities	19

Figure 5.22
Kind of water facilities



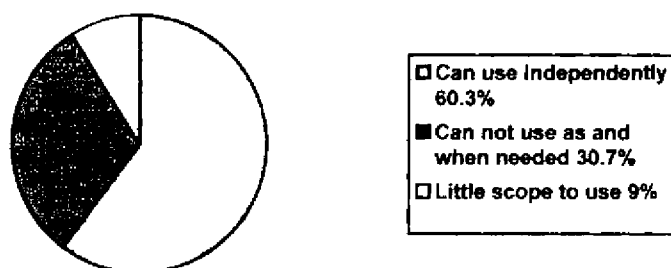
As per the above table and graph it is found that 54% schools have usable water facility (tube-well), 27% school have tube-wells unusable and 19% school have no water facilities.

D.2: Girls scope to use tube well

Table 5.38
Girls scope to use tube well

Items	Number (%)
Can use Independently	60.3
Can not use as and when needed	30.7
Little scope to use	9

Figure 5.23
Girls scope to use tube well



Only 60.3% girls students can use tube- well as and when required 30.7% have no scope to use tube –well.

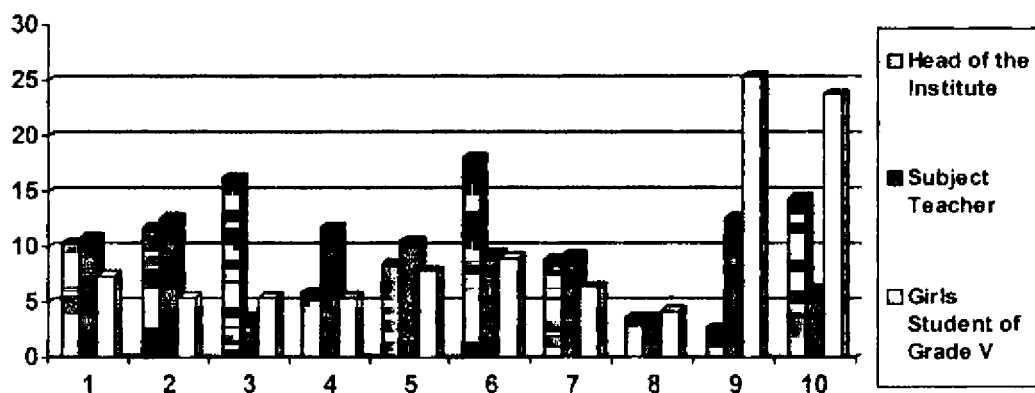
D.3: Different Kind of problems faced by girl students by using tube-wells

The following table shows the ratings on different kind of problems faced by girls by using tube well.

Table 5.39
Comparative data of problems by using tube well

SL. no.	Items	Ratings (%)		
		Head of the Institute	Subject Teacher	Girls Student of Grate V
1.	Boys create barrier for using tube-well.	9.9	6.9	30.4
2.	Tube-wells are fewer than needed for students.	21.6	37.4	13.08
3.	Tube-wells are not in proper place so that girls face problem.	3.6	1.8	2.24
4.	It is dangerous for using Tube well because of sloppy	0.9	4.5	18.6
5.	Others :			
	<input type="checkbox"/> No problem	42.4	10.4	10.48
	<input type="checkbox"/> No tube-wells at all	9.4	26.6	25.2
	<input type="checkbox"/> Not applicable	11.2	3.6	–
	<input type="checkbox"/> There are no water supply system in school	–	8.8	–

Figure 5.24
Comparative data of problems by using tube well



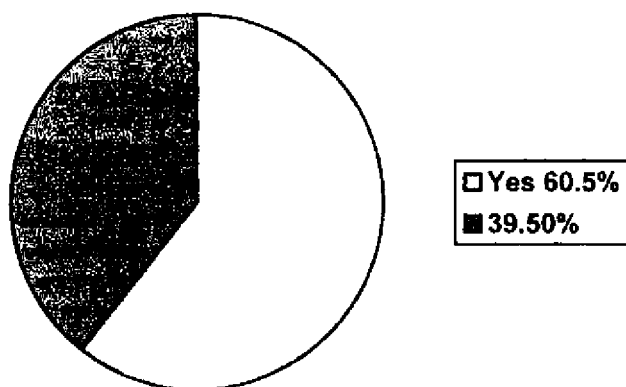
This table and figure shows that, want of using of tube well is one of the problems for girls' .It discourages girls to attend school.

D.4: Information about separate toilet for girls in school

Table 5.40
Data for separate toilet

Items	Number (%)
Yes	60.5
No	39.5

Figure 5.25
Data for separate toilet



Information in above table and pie chart says that toilet facilities are increasing but not satisfactory.

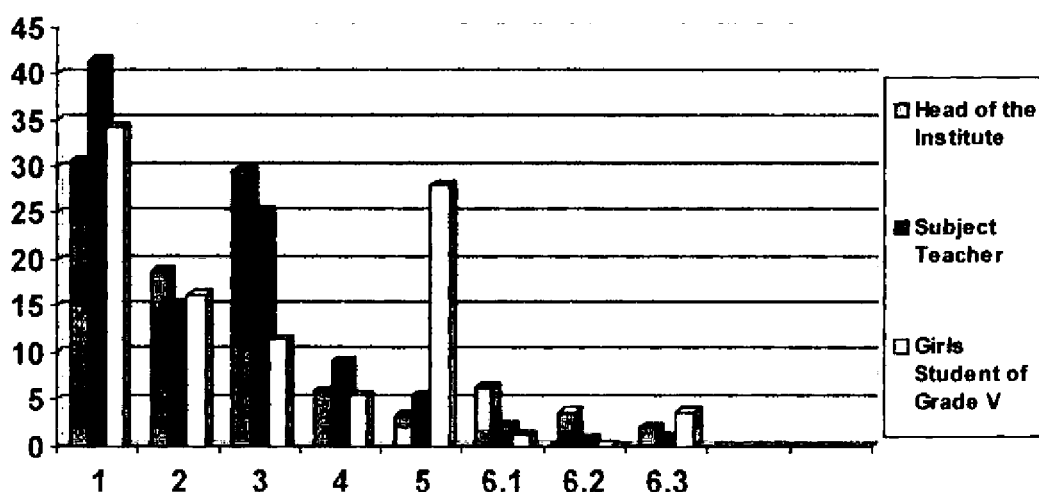
D.5: Problems of girl students duly using toilets in school

When asked the reason, maximum girls opinion was (28%) usually boys use girls' toilet 3.2% head teachers, 5.4% subject teachers have the same opinion and 29.6% head teachers and 25.2% subject teachers and 11.4% girls opined that there are insufficient toilets. Some boys' troubles the girls due to boys and girls toilet are nearby 5.9% head teachers, 9% subject teachers, and 5.4% girls have given the message.

Table 5.41
Comparative information's on girls' students duly using toilets in school

Sl. no.	Items	Ratings (%)		
		Head of the Institute	Subject Teacher	Girls Student of Grate V
1.	Facing difficulties due to individual toilets for girls and boys	30.6	41.4	34.2
2.	Usually Toilets get dirty	18.8	15.3	16.2
3.	insufficient toilets	29.6	25.2	11.4
4.	Some boys make trouble to girls due to boys and girls toilet are near by	5.9	9	5.4
5.	Usually Boys use girls toilet	3.2	5.4	28
6.	<input type="checkbox"/> No problem	6.3	2.2	1.2
	<input type="checkbox"/> Girls and boys use separate toilet	3.6	0.6	—
	<input type="checkbox"/> No toilet	2	0.9	3.6

Figure 5.26
Comparative information's of girls' students duly using toilets in school



E. Gender based other activities

Often it is seen that, in the classroom, teachers give less importance to girls'. For this girls loose their inspiration to come to School. Again their Parents asked to perform them for many kinds of work and not allow them to come to School.

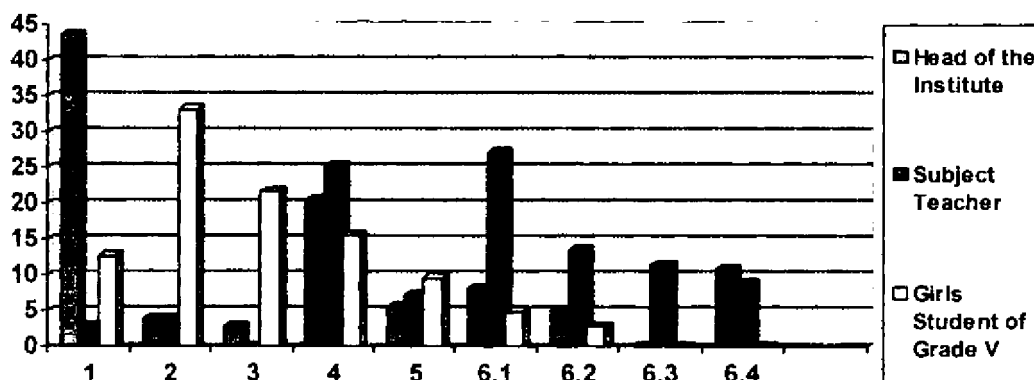
E.1: Kinds of Physical/Mental problem faced by girls in school

When asked the kinds of physical/mental problem faced by girls in school then 43.6% head teachers 2.7% subject teachers, 12.90% girl's students said that girls feel uneasy due to teachers attention to boys. Again 3.9% there head teachers 3.9% subject teacher 33.2% girls student agreed. Male teachers try to punish rebuke girls more than boys.

Table 5.42
Kinds of problem faced by girls

Sl. no.	Items	Rating (%)		
		Head of the Institute	Subject Teacher	Girls Student of Grate V
1.	Feel uneasy due to teachers' attention to the boys' student.	43.6	2.7	12.60
2.	Teacher rebukes and punishes more to girls than boys.	3.9	3.9	33.2
3.	Male Teacher try to abuse girls	2.7	00	21.6
4.	Boys comment to the girls with the bad language	20.5	25.3	15.48
5.	Boys bit the girls students	5.4	7.2	9.52
6.	Others:			
	<input type="checkbox"/> No problems	8.1	27.1	4.8
	<input type="checkbox"/> Observe boys uniformed	5	13.5	2.8
	<input type="checkbox"/> Boys call girls by different	0	11.4	0
	<input checked="" type="checkbox"/> Usually girls feel shy and hide them self.	10.8	8.9	0

Figure 5.27
Kinds of problem faced by girls



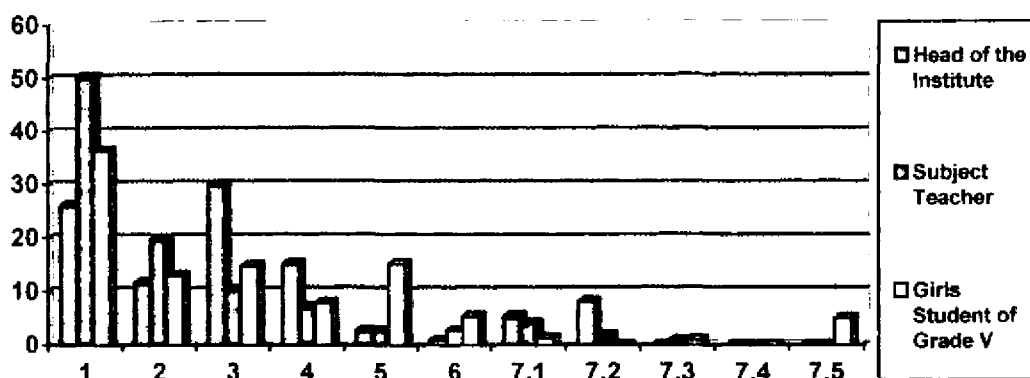
Above graph shows that girls are depressed from different aspects. So this is the bar of proper education for girls.

E.2: Different sorts of irritation for the girls in the same class by the boys

Table 5.43
Comparative data of irritation for the girls in the same class by the boys

Sl. no.	Items	Ratings (%)		
		Head of the Institute	Subject Teacher	Girls Student of Grate V
1.	Boys make fun by adding different names	26.1	50.4	36.36
2.	Make fun by writing "I love you" which hart girls self-dignity.	11.7	19.8	13
3.	Boys irritate by adding bad name	29.9	10.4	14.76
4.	Boys throw the dirty to the girls.	15.2	7.2	7.92
5.	Some time pull the uniform.	2.7	2.7	15.2
6.	When girls go to toilet, boy irritates them.	0.9	2.7	5.4
7.	Others:			
	<input type="checkbox"/> Not any problem	5.4	4.1	1.36
	<input type="checkbox"/> Don't pass opinion	8.1	1.8	—
	<input type="checkbox"/> Feel shyness	—	0.9	1
	<input type="checkbox"/> Not applicable	--	—	—
	<input type="checkbox"/> No discussion	--	—	5

Figure 5.28
Comparative data of irritation for the girls in the same class by the boys



50.4% subject teachers, 36.36% girl's and 26.1% head teachers opined that boys irritate girls by making fun giving different names to girls. Boys also irritate girls by throwing dirts. The percentages for the same respondents are 7.92%, 7.2% and 15.2% respectively. Further again 15.2% girls commented that boys pull uniform of girls.

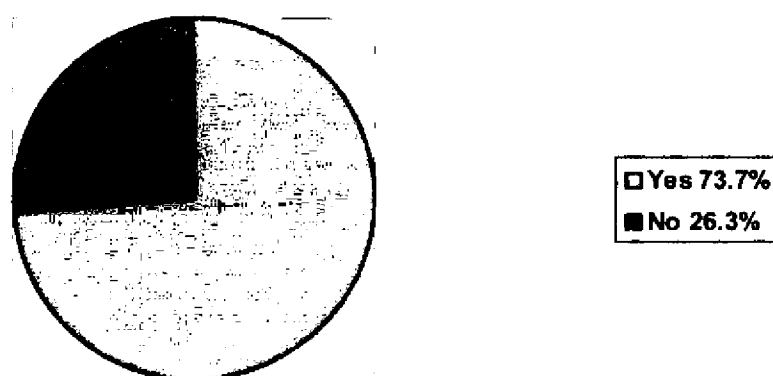
E.3: Parents motivation for girls' education

63.7% girls mentioned that their father agree for their education, 26.3% didn't agree to it.

Table 5.44
Agreeing for girls education

Items	Number (%)
Yes	73.7
No	26.3

Figure 5.29
Figure of agreeing for girls education



Above table has shown that majority of the parents (73.7%) are interested to teach their girls children.

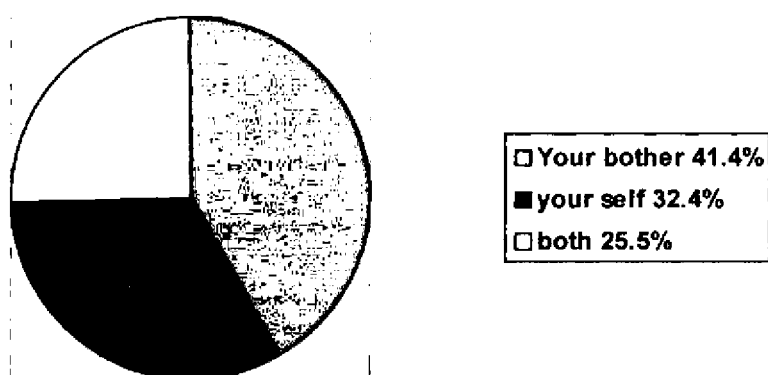
E.4: Parents Take Care to their Children

The girls said about their parents' taking care. 41.6% of them said that their parents are interested in taking care of their brothers'. Only 32.6% girls commented on their self care.

Table 5.45
Parents care to their children

Items	Number (%)
Your bother	41.6
Your self	32.6
Both	25.8

Figure 5.30
Parents care to their children



This table has indicated that the parents are more getting conscious to teach their boy (41.6%) children than their girl children (32.6%). This shows that girls are lacking and getting equal consciousness from their parents with their brother.

E.5: Aims of girls' students in their future plan

Table 5.46
Girls students in future plan

Items	Number (%)
Doctor	24
Police officer	14
Advocate	6.2
Teacher	18.0
Do not know	2.0
House wife	7.2
Want to work in garments	4.8
Pilot	1.2
Army Officer	2.4
Want to be big one	1.8
Engineer	3.2
Want to be a government service	1.4
Nurse	5.2
Judges	1.6
Social worker	1.2
Singer	4.4
Poet	1.4

Above Comments from the girls says that they wanted to become doctor (24%), teacher (18%) and police officer (14%) in future.

E.6: Parents take care to girls

Table 5.47
Parents care to their girls

Items	Number (%)
Give me private tutor/Coaching	10.8
Keep special take care of my feeding	26
Keep special take care of my study	34.0
Give me extra books and learning materials	14.2
They have no thinking about it	10.68
Others	4.32

34% girls commented that their parents take care in study and 26% commented on their care for feeding.

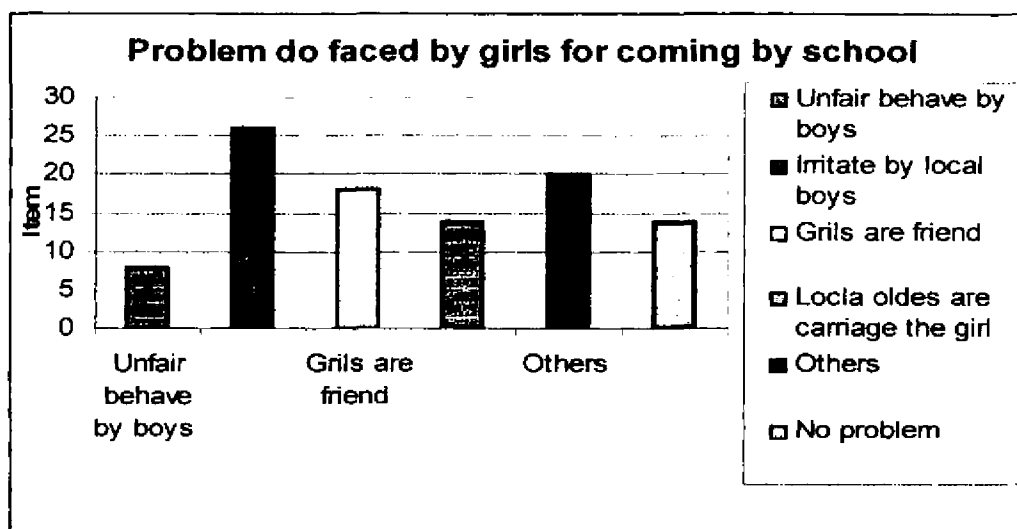
E.7: Sorts of security problems do face the girls for coming school

Researcher enquired to the head teacher on the mentioned problems, they (26%) commented that boys irritate girls before coming to school and few boys behave unfairly with the girls in the school or class.

Table.5.48
Problems do faced by girls for coming to school

Items	Number (%)
Few boys do unfair behave with the girls in the school or class	8
Few local boys do irritate before coming school	26
Girls are friend to come to the school along to long far home to school.	18
Local oldest do not in carriage the girls	14
Others	20
No problem	14

Figure 5.31
Problems do faced by girls for coming to school



For the lack of security, local boys are one of the problems for the bar of girls' education

E.8: Head teacher view on solving the security related problems of girls to come to school

This suggestion has come from head teachers 2% of them opinion was on increasing the sincerity of parents, and 20% was, girls would know child rights,

Table 5.49
Solution of security for girls

Items	Number (%)
1. Increasing the sincerity of parents.	2
2. Developed administrative condition.	03
3. Take intimate by identifying horrific boys.	3
4. Avoid the discrimination of boys and girls.	10
5. Enrich/ increasing social sincerity.	5
6. To know the girls about clear conception of children's right.	20
7. Established the necessity of girls education socially and development of Communication	20
8. Discussion the girls' problem with local guardians.	10
9. Discussions through mothers gathering.	2
10. Open discussion with teachers and guardians.	5
11. Create the sincerity of girl's education to all stage of society.	5
12. To prevent the problem socially.	8
13. Come to school by grouping one way.	7

Above table shows that majority head teachers (20%) have opined that girls have clear conception of child right and establishing girls education as a means of social education can solve the major problem related to security. More over local guardian can solve the security problem.

Chapter 6

Major Finding and Recommendations

The chapter has presented a summary of major findings along with some recommendations for overall improvement of gender issues in Primary Education towards development of girls' education.

6.1 Findings of the Study

1. The curriculum of C-in-Ed course didn't mention directly on gender issues.
2. In the curriculum of C-in-Ed course, the instructions for text book writers didn't mention any clear instruction of how to write gender issues in the textbooks for C in Ed curriculum .
3. In the existing primary curriculum of 22 Objectives, only no.3 Objective - (To create awareness in the children, love for all, respect, harmony, compassion, and cooperation and influence them to attract and develop for peaceful environment for all nation-religion-classes, men-women.) of has been indicated Gender issues
4. Of the 50 competencies stated in primary curriculum, only one competency was related to gender equity.
5. In most of the primary textbook, gender issuse were not emphasised. Topics on gender issue are insufficient in the textbooks.
6. Analysis of the contents of textbooks show, gender issue was not covered elaborately.
7. In the arithmatical problems, most of the names used were males insted of females.
8. There are no great female characters in the Textbooks.
9. The results of analysis different textbooks show that as a technology user, viewers all are males. It seems female are under-estimated as a technology user.
10. In the pictures of textbooks, as a doctor, as a worker, as a driver, as a scientist, writers used male characters insted of female characters.

11. Analysis of the contents and pictures of Environment Studies-Science grade (iii, iv, v) are much more male biased.
12. The textbook contents and pictures of Environment Studies- Social Science grade (iii, iv, v) is much more used male characters insted of female characters.
13. In Environment Studies- Social Science of class-v, chapters “our history and culture” and, 'Mentality for Democracy' all decision-makers are males
14. Sitting arrangement at classroom is dissatisfactory for girls' education.
15. According to bench size and number of bench, does not allow proper sitting arrangement.
16. Boys don't allow girls to sit in proper place in the classroom.
17. From classroom observation it shows that there are no significant differences between girls and boys.
18. In the context of classroom, subject teacher gives priority to boys rather than girls .
19. In the classroom activities, over all girls are more disciplined.
20. Boys student (55.6%) are more than that girls (44.44%)student. ✓
21. Discussion on contents in classroom, boys (12.8%) participation are more girls (7.8%) ✓
22. Teacher has done more on using chalkboard by the boys (37.6%) than girls (20.58%)
23. In the experiment classroom most of the teacher gives emphasis to boys .
24. Teacher asks questions to boys (34%) on lesson summaries than girls (24.8%).
25. Maximum number of teachers said that girls' students (46.9%) achieve maximum learning out come in the classroom where as boys students (24.4%) achieve maximum learning out come.
26. Most of the teachers do not attend in the class on time.

27. Most of the boys and girls feel uneasy to discuss about physical and mental growth .
28. Overall performance of Girls in the class activities such as understanding of subject matter, responses to questions, participation in group work, completion of homework etc are rated as fair.
29. Teachers give special attention to boys rather than girls.
30. Maximum time teachers appreciated more to boys than girls for their performance. X
31. Percentage of girls' attendance in the school is satisfactory.
32. 61.2% girls say that teachers give equal priority to girls and boys.
33. The girl students are depressed from different aspect and it is a ban of proper education for girls. X
34. Most of the parents are interested in providing education to their daughters.
35. Girls future plan are getting develop and pragmatic.
36. Now a days parents are more careful to daughters.
37. Girls' participation is increasing in Primary education.
38. Girls feel uncomfortable, to participate in games.
39. Using tube well is one of the problems of girls not to get the interest for coming school. ✓
40. 49% schools are out of water facilities on the other hand 51% schools water facilities scope is satisfactory.
41. 39.5% schools have no separate toilet. Facing difficulties due to individual toilets for girls and boys
42. 28% girls opined that usually boys use girls' toilet, as they have no sufficient toilets.
43. In co-curriculum activity, girls' participation is poorer than boys(Table 5.33).

44. Most of the girls use the field for playing and participate in social work actively.
45. Maximum girls play games like with 'skipping', 'Kanamasi' but boys play game like football, volleyball, and handball.
46. Girls participation in co curriculum activities actively, head teachers' say 36.9%, girls' say 38.8%, but subject teachers' rating is higher, 55.8%(Figure-5.22)
47. On the Girls participation in co-curriculum activities girls and head teachers give almost the same opinion but subject teachers give different opinion.
48. Boys' behaviour and manner also reasons for girls not to participate in co-curriculum activities.
49. Most of the teachers have knowledge on meaning of gender equity.
50. The teachers have experience of teaching in the subject.
51. Teachers' opinions say that they are not aware of gender equity and they have no clear idea on it.
52. Girls are not aware of child rights.
53. The performance of annual examination of the girls and boys are all most same.
54. Toilet is one of major problems for girls not to come schools. (Figure- 5.26).
55. Girls are not interest to come school due to insufficient proper water facilities.
56. Willing participation of girls in Co-curriculum activities is not satisfactory.
57. 34.5% girls' don't participate in any games in school.
58. Teachers' students' relationship specially with girls student are not friendly which do harm to girls education.
59. Parents are becoming conscious for girls education .
60. Lack of co curriculum activities, girls are not getting interest to go schools.
61. Less participation of girls to co- curriculum activities.

62. Girls try to give correct answer in the classroom more than boys.
63. Teachers give more priority to boys in the classroom for any activity.
64. Teachers give special attention to boys than girls to ensure learning.
65. Girls are more active in classroom discipline but teachers give less importance towards girls' student in classroom.
66. Lack of good relation-ship between teachers and girls' student.
67. Many students are sitting together on a bench due to shortage of enough furniture in classroom.
68. Teachers cannot teach effectively as they don't have clear knowledge on the topic.
69. Nearly 50% schools don't have proper water facilities; which is sometimes a barrier for girl's education. In practice teachers are not showing equal opportunities for girls and boys.
70. Due to Lack of joyful learning, girls are losing their interest in learning.
71. Teacher's have Less attention and interest towards lesson
72. There are scopes to include gender related topics in the subject of 'Importance of Primary Education and Primary Education system' and 'social studies'.
73. Teachers should not use any sort of behaviour, which create dissatisfaction and sentiment girls.
74. More empowerment should be given to girls in content discussion, asking and answering question, performed experiment and all with assignments
75. Maintaining discipline in the school campus and classroom the head teacher should take that proper discipline is maintained and no occurrence happened like throwing to girls with I love you on wall etc.

6.2 Recommendations

1. Provide strong support on issues of gender equality and set topic in curriculum.
2. Create positive attitude to girl's education from all stage of society and motivate families to encourage their girls to participate in education.
3. Discussion on the girl's problem with local guardian.
4. The teachers and concerned authority should avoid the discrimination for boys and girls in the classroom or out side the classroom.
5. Discussion on mothers meeting on girls' education should be arranged.
6. Need to add more facts on women in primary curriculum.
7. Biography and activities of pioneer women should be included in primary level curriculum.
8. A women hero character can be included in Bangla textbooks.
9. In the textbooks topics, Maximum decision-makers are males. It is needed to add famous or renowned females decision-makers Biography in the textbooks.
10. The pictures of textbook should contain the equal characters of boys and girls.
11. In the textbooks picture, do the inhabitants and children mean only male people? Here, there is no sign of female people. But it is found in the description, "As the members of the society, should keep area neat and clean".
12. In Human rights chapter, there is no picture on throwing acid, so, there should be included a picture on it and placard should say, "Stop throwing acid". If a boy has the same thing along with the girls, then it would be good to see. Because, usually males throw acid to females. It helps males to think in the right way.
13. When writer uses any picture (Rights and duties of a citizen) in the election center, females could be represented along with males as polling agents & voters.
14. The picture of textbook should contain the equal characters of boys and girls.
15. Provide separate, clean and adequate number of sanitary facilities that ensures privacy for the girls and women in primary schools and other educational institute.

16. Provide adequate number of tube wells or water facilities and its maintenance regularly.
17. Select the location of toilets to ensure privacy and convenience for girls and women teacher.
18. Construct the toilet for girls and women that are separate, ensure privacy and its maintenance regularly.
19. Improve the learning environment for girls by developing tools for classroom management that raise awareness of the interactive patterns of teachers and students. Applying this knowledge should enable teachers to improve the classroom interaction to include all children in the education process.
20. Create textbooks and materials that reflect a gender balance and do not present stereotypes in topic, in voice, and illustrations. Portray boys as well as girls in non-traditional situations.
21. Provide positive and challenging role- play for both girls and boys.
22. Ensure that all trainers have had gender training and achieve a clear understanding of how to gender equality can be addressed in each of the training programs.
23. Ensure that the curriculum and the textbooks have been developed with due attention to the gender equality guidelines
24. Develop training curriculum that address gender equality as an issue of importance and relevance to the teacher training process.
25. Ensure that awareness training on differences between boys and girls should be included.
26. Recruit more female teachers, officers and office staffs in primary education.
27. Provide a gender perspective to policy development and revamped recruitment procedures.
28. The full participation of all in the decision-making process promote girls education To addressing gender equality at the field level, where an understanding of how disparity and discrimination within the system can lead to unequal educational experiences and outcomes based on gender, capacity

building and pedagogical training for supervisory and advisory personnel as well as for classroom needs.

29. Build the capacity of SMC members in the light of gender issues.
30. Provide additional gender support to the DPE and the NCTB to build gender capacity, to meet the requirements of the gender action plan.
31. Make sure that the appropriate language is used to promote gender equality through training.
32. Ensure that the school and workplace is free of harassment and conducive to self-esteem and dignity.
33. Ensure that girls are given full and equal access to education of good quality.
34. Respect and value parental and community, input and participation in the educational process, ensuring that representatives from all areas are participating.
35. Ensure that, there is no gender discrimination in the use of any materials and services.
36. It is needed to introduce gender related topics in present chapter 1 and 3 of the subject Importance of primary education and primary education system and the subject of social studies.
37. Teachers should make equal treatment with boys and girls in the class and create a good learning environment congenial to both the girls and boys.
38. Teachers should not use any sort of behaviors which create dissatisfaction and sentiment to girls.
39. More empowerment should be given to girls in content discussion, asking, answering questions, performing experiment and all other assignments.
40. Maintaining discipline in the school campus and classroom the head teacher should take proper initiative and efforts. So that proper discipline is maintained and no occurrence happened like throwing dirty to girls, writing 'I love you' on wall etc.

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আক্তার, সেলিনা এবং অন্যান্য (২০০৭)। পরিবেশ পরিচিতি - সমাজ, শিক্ষকের জন্য তথ্য পুস্তিকা, সম্পাদক প্রফেসর মোঃ আলতাফ হোসেন, দ্বিতীয় প্রাথমিক শিক্ষা উন্নয়ন কর্মসূচী, প্রাথমিক শিক্ষা অধিদপ্তর, প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়,

আবশ্যিকীয় শিখনক্রম (প্রাথমিক শিক্ষা)। (সংশোধিত ২০০৩)। সর্বজনীন প্রাথমিক শিক্ষার পটভূমিতে প্রাথমিক স্তরের শিক্ষাক্রমের পরিমার্জন ও নবায়ন, জাতীয় শিক্ষাক্রম ও টেকস্ট বুক বোর্ড, ঢাকা।

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Dhaka University Institutional Repository
Appendix

Appendix - A
Name of the Respondent School

Division - Dhaka

District Name	Name of the School
Gazipur	1. Joydebpur Girls Government Primary School
	2. Kanaia Government Primary School
	3. Dhirasrom Government Primary School
	4. Chapulia Model Government Primary School
	5. Enayetpur Government Primary School
	6. Dhononjoy Khali Government Primary School
	7. Madhobpur Government Primary School
Mymensingh	1. Shankipara Government Primary School
	2. Khagdohor Government Primary School
	3. Satian Tola Government Primary School
	4. Uzan Barea Government Primary School
	5. Nowmahl Model Government Primary School
	6. Dapunia Government Primary School
	7. Sutia Khali Government Primary School
Jamalpur	1. Pirgonj Government Primary School
	2. Dokhhin Norundi Government Primary School
	3. Aralia Government Primary School
	4. Horina Kanda Government Primary School
	5. Rajapur Government Primary School
	6. Joka Government Primary School
	7. Jamira Government Primary School
	8. Chala Para Government Primary School
	9. Bania Bazar Government Primary School
	10. Beltia Government Primary School
Faridpur	1. Ishan Gopalpur Government Primary School
	2. Durgapur Government Primary School
	3. Goaler Tila Government Primary School
	4. Shibrampur Government Primary School
	5. Khalilpur Government Primary School
	6. Purbo Aliabad Government Primary School
	7. Sadipur Government Primary School
Manikgonj	1. Pouro Adarsha Model Government Primary School
	2. Mokta Boys Government Primary School
	3. Mokta Girls Government Primary School
	4. Betila 2 Mokta Boys Government Primary School
	5. Bethuajani Government Primary School
	6. Purbo Dasora Government Primary School
	7. Jaynagor Government Primary School

Dhaka University Institutional Repository
Division - Chittagong

Chandpur	1. Kanudi Manohar Kandi Government Primary School
	2. Sen Gaon Government Primary School
	3. Hossainpur Government Primary School
	4. Uttar Paikasta Government Primary School
	5. Purba Dashadi Government Primary School
	6. Amanullahpur Government Primary School
	7. Babur AHT Government Primary School
Comilla	1. Harun Government Primary School
	2. Gul Bagicha Government Primary School
	3. Monohorpur Government Primary School
	4. Telikon Government Primary School
	5. Kata Bil Government Primary School
	6. Muradpur Government Primary School
	7. Bara Pukurpar Government Primary School
	8. Trisanagor Government Primary School
	9. Champaknagar Government Primary School
	10. Noahpara Government Primary School
Feni	1. Purbo Fazilpur Government Primary School
	2. Uttor Fazilpur Government Primary School
	3. Battali Government Primary School
	4. Shibpur Government Primary School
	5. Uttor Shibpur Government Primary School
	6. Fatehpur Government Primary School
Brahmonbaria	1. Alakpur Government Primary School
	2. Ranginbari Government Primary School
	3. Chilokut Government Primary School
	4. Bishnopur Government Primary School
	5. Pathai Government Primary School
	6. Moind Government Primary School
	7. Tarua Uttar Government Primary School
	8. Araishidha North Government Primary School
	9. Araishidha South Government Primary School
	10. Araishidha Purbo Government Primary School
Rangamati	1. Karliya Chari Government Primary School
	2. Battali Para Government Primary School
	3. Basanta Moin Government Primary School
	4. Swarna Tila Government Primary School

Dhaka University Institutional Repository
Division: Barisal

Barisal	1. Chandra Mohon Government Primary School
	2. Bani Mondir Government Primary School
	3. Kali Bari P.K. Government Primary School
	4. Sher-E-Bangal Government Primary School
	5. Darga Bari Government Primary School
	6. Islamia Government Primary School
	7. Kumar Khali Government Primary School
	8. Chotto Khalisa Khali Government Primary School
Pirojpur	1. Uttor Karishna Nagar Government Primary School
	2. Machimpur (1) Government Primary School
	3. Machimpur (2) Government Primary School
	4. Muktar Kati Government Primary School
	5. Parer Hat Government Primary School
	6. Uttor Para Government Primary School
	7. Paul Para Government Primary School

Appendix-B
Gender Equity in Primary Education of Bangladesh
প্রশ্নমালা-১

প্রতিষ্ঠান প্রধানের জন্য প্রশ্নমালা

নাম:..... শিক্ষকতায় অভিজ্ঞতা:.....
বিদ্যালয়ের নাম:..... উপজেলা:..... জেলা:

সঠিক উত্তরে টিক (☐) চিহ্ন দিন এবং প্রয়োজনে শূন্য ঘর পূরণ করুন।

ক-অংশ

প্রতিষ্ঠানের সাধারণ তথ্যাদি
(রেকর্ড দেখে পূরণ করতে হবে।)

ক্র. নং	বিবরণ	বালক/পুরুষ		বালিকা/ মহিলা		মোট		সর্বমোট
		উপস্থিত	অনুপস্থিত	উপস্থিত	অনুপস্থিত	উপস্থিত	অনুপস্থিত	
১.	বিদ্যালয়/পিটিআই এর মোট শিক্ষার্থীর সংখ্যা							
২.	বিদ্যালয়/ পিটিআই এর শিক্ষক সংখ্যা							
৩.	৪র্থ শ্রেণীর শিক্ষার্থী সংখ্যা							
৪.	৫ম শ্রেণীর শিক্ষার্থী সংখ্যা							

খ-অংশ

ভৌত সুবিধাদি সংক্রান্ত তথ্য (সরেজমিনে দেখে পূরণ করতে হবে)

- ক. শিক্ষার্থীর আসন ব্যবস্থা: পর্যাপ্ত অপর্যাপ্ত ভাল নয়
খ. বেঞ্চের সাইজ: (ফুট) প্রতি বেঞ্চে বসে..... জন
আসন খালি থাকে সকলে বসার জায়গা পায়
আসন খালি থাকে না সকলে বসার জায়গা পায় না
- মেয়ে শিক্ষার্থীর আসন ব্যবস্থা: সামনে বসে পিছনে বসে ঠাসাঠাসি করে বসে
ছেলে মেয়ে মিলিয়ে বসে
- টয়লেট ব্যবস্থা: ছেলে মেয়েদের জন্য পৃথক টয়লেট আছে
ছেলে মেয়েরা একই টয়লেট ব্যবহার করে
ছেলে মেয়েদের জন্য পৃথক টয়লেট নাই
অন্যান্য:.....
- ছেলে মেয়েদের আলাদা টয়লেট ব্যবস্থা থাকলে: ছেলেদের জন্য..... টি মেয়েদের জন্য..... টি
- পানীয় জলের ব্যবস্থা: টিউবওয়েল আছে নাই
- টিউবওয়েল ব্যবহারে মেয়েদের সুযোগ: স্বাধীনভাবে ব্যবহার করতে পারে
প্রয়োজন অনুযায়ী ব্যবহার করতে পারে না ব্যবহারের সুযোগ কম
- যদি প্রয়োজন অনুযায়ী ব্যবহার করতে পারে না অথবা সুযোগ কম তার কারণ কী?
 ছেলেরা ব্যবহার করতে দেয়না।
 ছাত্র-ছাত্রীর তুলনায় টিউবওয়েল খুবই অপ্রকৃত।
 টিউবওয়েল এমন স্থানে যেখানে গিয়ে মেয়েরা টিউবওয়েল ব্যবহার করতে পারে না।
 অন্যান্য (লিখুন):.....
- মেয়েদের স্কুলে আসতে নিরাপত্তা সংক্রান্ত কী কী সমস্যা হয়?
 কিছু ছাত্র স্কুলে বা শ্রেণীকক্ষে ছাত্রীদের সাথে অসৌজন্যমূলক আচরণ করে।
 পাড়া/ মহল্লা/ এলাকার কিছু বখাটে ছেলেরা স্কুলে আসার পথে উত্যক্ত করে।
 স্কুল বাড়ি থেকে অনেক দূরে এবং ঐ এলাকায় মেয়ে শিক্ষার্থীরা একা আসতে ভয় পায়।
 এলাকার মুরক্বীরা মেয়েদের নিরুৎসাহিত করে।
 অন্যান্য (লিখুন):.....
- মেয়েদের স্কুলে আসার নিরাপত্তা সংক্রান্ত সমস্যার সমাধান কিভাবে করা যায়?

শ্রেণী	অংশগ্রহণকারী			পাশের সংখ্যা		
	বালক	বালিকা	মোট	বালক	বালিকা	মোট
সিইনএড						
৪র্থ						
৫ম						

ঘ-অংশ

১. বিদ্যালয়ের সহ পাঠক্রমিক কার্যাবলী সংক্রান্ত তথ্য ৪ (রেকর্ড দেখে পূরণ করতে হবে)

ক্র. নং	বিবরণ	ছেলে (সংখ্যা)	মেয়ে (সংখ্যা)	মন্তব্য
১.	বার্ষিক ক্রীড়া প্রতিযোগিতায় অংশ গ্রহণকারীর সংখ্যা			
২.	প্রতিদিন খেলার মাঠ ব্যবহারকারীর সংখ্যা			
৩.	সাংস্কৃতিক প্রতিযোগিতায় অংশগ্রহণকারীর সংখ্যা			
৪.	বিদ্যালয় পরিষ্কার পরিচ্ছন্নতার কাজে অংশগ্রহণকারীর সংখ্যা			
৫.	বার্ষিক নাটকে অংশগ্রহণকারীর সংখ্যা			
৬.	চিত্রাংকন প্রতিযোগিতায় অংশগ্রহণকারীর সংখ্যা			
৭.	সমাজ সেবামূলক কাজে অংশগ্রহণকারীর সংখ্যা			

২. মৌসুমী খেলা যেমন: ফুটবল, উলিবল, কাবাডি, হা-ডু-ডু, বৌচি ছাড়া অন্য কোন খেলার আয়োজন করলে তার তথ্য:

খেলার নাম ও অংশগ্রহণকারীর সংখ্যা: খেলার নাম ছেলে সংখ্যা:..... মেয়ে সংখ্যা:.....

৩. সহপাঠক্রমিক কার্যাবলীতে কী পরিমাণ মেয়েরা স্বতঃস্ফূর্ত ভাবে অংশগ্রহণ করে?

অধিকাংশ মোটামুটি খুব কম মোটেই করে না

৪. অধিকাংশ মেয়েরা স্বতঃস্ফূর্ত ভাবে অংশগ্রহণ না করলে তার কারণ কী?

.....

৫. মেয়ে শিক্ষার্থীরা সহ শিক্ষাক্রমিক কার্যক্রমে কতটা পারদর্শিতা প্রদর্শন করে?

খুব ভাল ভাল মোটামুটি মোটেই ভাল না

৬. ছেলে শিক্ষার্থীরা সহ শিক্ষাক্রমিক কার্যক্রমে কতটা পারদর্শিতা প্রদর্শন করে?

খুব ভাল ভাল মোটামুটি মোটেই ভাল না

৭. স্কুলে মেয়েদের শারীরিক/মানসিক কী কী সমস্যা হয়?

শিক্ষক শিক্ষিকারা শুধুই ছেলেদের পছন্দ করে এজন্য মন খারাপ লাগে

শিক্ষকরা ছেলেদের চেয়ে মেয়েদের বেশী বকে এবং মারে

পুরুষ শিক্ষকগণ নির্যাতন করতে চেষ্টা করে

ছেলে সহপাঠীরা বাজে বাজে কথা বলে

ছেলেরা মেয়েদের মারে

অন্যান্য (লিখুন):.....

৮. স্কুলের টয়লেট/বাথরুম ব্যবহারে মেয়েদের কী কী সমস্যা হয়?

ছেলে ও মেয়েদের আলাদা টয়লেট/বাথরুম না থাকায় ব্যবহারে অসুবিধা

টয়লেট নোংরা থাকে

টয়লেট/বাথরুমের সংখ্যা কম

ছেলে ও মেয়েদের টয়লেট কাছাকাছি হওয়ায় কিছু ছেলে টয়লেট/বাথরুমে বিরক্ত করে

মেয়েদের টয়লেটে ছেলেরা প্রবেশ করে

অন্যান্য (লিখুন) :.....

৯. শ্রেণীতে শিক্ষক কিশোর কিশোরীদের উপযোগী বিষয়বস্তু আলোচনায় কোন অসুবিধা হয় কী?

শারীরিক ও মানসিক গঠন সংক্রান্ত আলোচনায় ছাত্র-ছাত্রী উভয়ে অস্বস্তি বোধ করে

শিক্ষক নিজেই বিব্রত বোধ করেন

ছেলেরা অতি উৎসাহ দেখায়

ক্লাশ শেষে মেয়েদের এই বিষয় নিয়ে ছেলেরা বিরক্ত করে

অন্যান্য (লিখুন):.....

১০. শ্রেণীতে মেয়েদের বসতে কী কী ধরনের অসুবিধা হয়?
- সুবিধাজনক স্থানে ছেলেরা বসতে দেয় না; উঠিয়ে দেয়
 - ছেলেরা বেঞ্চ নোংরা করে রাখে
 - আগে এসে অন্য বন্ধুর জন্য জায়গা রাখে
 - অন্যান্য (লিখুন):.....
১১. টিউবওয়েল ব্যবহারে মেয়েদের কোন অসুবিধা হয় কী?
- টিউবওয়েল ব্যবহারে ছেলেরা বাধা দেয়।
 - ছাত্র-ছাত্রীর তুলনায় টিউবওয়েল অপ্রতুল।
 - টিউবওয়েলটি মেয়েদের জন্য সুবিধাজনক স্থানে না হওয়ায় অসুবিধা হয়।
 - টিউবওয়েলের তলা /নিচ কাঁচা/ শ্যাওলা পড়ায় উহা ব্যবহার বিপদজনক।
 - অন্যান্য (লিখুন):.....
১২. বিদ্যালয়ের ছেলেরা মেয়েদের কী কী ধরনের বিরক্ত /উজ্জ্বল করে?
- ভিন্ন ভিন্ন ছেলে মেয়ের নাম যুক্ত করে হাস্যরস সৃষ্টি করে
 - চিঠি লিখে ও ষড়্ভাবুড় বলে মজা করে যা মেয়েদের আত্মসম্মানে লাগে।
 - অন্য একজন ছেলের নাম ধরে ক্ষ্যাপায়
 - নোংরা বস্তু ছুঁড়ে মারে।
 - ড্রেস ধরে অনেক সময় টানে
 - টয়লেটে গেলে নোংরা কথা বলে বিরক্ত করে
 - অন্যান্য ভাবে বিরক্ত করে (লিখুন):.....

প্রতিষ্ঠান প্রধানের স্বাক্ষর ও তারিখ

Dhaka University Institutional Repository
Appendix-C
Gender Equity in Primary Education of Bangladesh

প্রশ্নমালা-২

শ্রেণীকক্ষ পর্যবেক্ষণ চেকলিস্ট

Tool-৭

প্রতিষ্ঠানের নাম:..... উপজেলা:..... জেলা:.....
শ্রেণী:..... বিষয়:..... শ্রেণীর মোট শিক্ষার্থী: বালক:..... বালিকা:.....
উপস্থিত শিক্ষার্থী: বালক:..... বালিকা:.....

১. শিক্ষকের শ্রেণীতে উপস্থিতি: নির্দিষ্ট সময়ে এসেছে নির্দিষ্ট সময়ে আসে নাই
২. নির্ধারিত সময়ের মধ্যে পাঠদান সম্পন্ন করেছে: হ্যাঁ না
৩. মেয়ে শিক্ষার্থীর আসন ব্যবস্থা: সামনে আলাদা বেঞ্চে বসেছে পিছনে আলাদা বসেছে
ঠাসাঠাসি করে বসে ছেলে মেয়ে মিলিয়ে বসেছে

নির্দেশাবলী

শ্রেণীকক্ষে প্রবেশ করে শ্রেণীর পিছনে বসে শিক্ষকের পাঠদান পর্যবেক্ষণ করতে হবে। নিচের রেটিং স্কেলের যে সংখ্যাটি দ্বারা শিক্ষকের পাঠদান সবচেয়ে ভাল বেকানো যায় সেটিতে টিক (✓) দিতে হবে।

১ = কখনো না ২ = খুব অল্প ৩ = মাঝে মাঝে ৪ = অধিকাংশ সময় ৫ = সব সময়

পর্যবেক্ষণের বিষয়	রেটিং স্কেল				
	০	১	২	৩	৪
১. শিক্ষক প্রশ্নোত্তরের মাধ্যমে আলোচনা করছেন	০	১	২	৩	৪
২. শিক্ষকের আলোচনায় ছেলেরা বেশি সাদা দিয়েছে	০	১	২	৩	৪
৩. শিক্ষকের আলোচনায় মেয়েরা বেশি সাদা দিয়েছে	০	১	২	৩	৪
৪. মেয়েদের দিয়ে বোর্ডে বেশি কাজ করিয়েছেন	০	১	২	৩	৪
৫. ছেলেদের দিয়ে বোর্ডে বেশি কাজ করিয়েছেন	০	১	২	৩	৪
৬. ছেলেদেরকে শ্রেণীর কাজে ব্যক্তিগত সহযোগিতা করেছেন	০	১	২	৩	৪
৭. মেয়েদেরকে শ্রেণীর কাজে ব্যক্তিগত সহযোগিতা করেছেন	০	১	২	৩	৪
৮. শিক্ষক দুর্বল মেয়ে শিক্ষার্থীর প্রতি বেশি নজর দিয়েছেন	০	১	২	৩	৪
৯. শিক্ষক দুর্বল ছেলে শিক্ষার্থীর প্রতি বেশি নজর দিয়েছেন	০	১	২	৩	৪
১০. শিক্ষার্থীর সঠিক উত্তর করলে শিক্ষক ছেলেদের প্রশংসা করেছেন	০	১	২	৩	৪
১১. শিক্ষার্থীর সঠিক উত্তর করলে শিক্ষক মেয়েদের প্রশংসা করেছেন	০	১	২	৩	৪
১২. পরীক্ষা নিরীক্ষার সময় শিক্ষক মেয়েদের দিয়ে কাজ করিয়েছেন	০	১	২	৩	৪
১৩. পরীক্ষা নিরীক্ষার সময় শিক্ষক ছেলেদের দিয়ে কাজ করিয়েছেন	০	১	২	৩	৪
১৪. ছেলেরা দলীয় কাজে নেতৃত্ব দিয়েছে	০	১	২	৩	৪
১৫. মেয়েরা দলীয় কাজে নেতৃত্ব দিয়েছে	০	১	২	৩	৪
১৬. শ্রেণী শৃংখলা বজায় রাখতে ছেলেদের ভূমিকা বেশি	০	১	২	৩	৪
১৭. শ্রেণী শৃংখলা বজায় রাখতে ছেলেদের ভূমিকা বেশি	০	১	২	৩	৪
১৮. শিক্ষক মূল্যায়নের সময় মেয়েদের প্রশ্ন করেছেন	০	১	২	৩	৪
১৯. শিক্ষক মূল্যায়নের সময় ছেলেদের প্রশ্ন করেছেন	০	১	২	৩	৪
২০. শ্রেণীতে ছেলেদের স্বতঃস্ফূর্ততা বেশি	০	১	২	৩	৪
২১. শ্রেণীতে মেয়েদের স্বতঃস্ফূর্ততা বেশি	০	১	২	৩	৪
২২. আসন ব্যবস্থায় মেয়েরা ভালভাবে বসেছেন	০	১	২	৩	৪

Dhaka University Institutional Repository
Appendix-D
Gender Equity in Primary Education of Bangladesh

প্রশ্নমালা-৩

৫ম শ্রেণীর ছাত্রীদের জন্য সংস্কৃতকার পত্র

নাম: রোল: শ্রেণী: বিদ্যালয়ের নাম:
উপজেলা: জেলা:

সঠিক উত্তরের ঘরে টিক (☐) দাও। উত্তর একাধিক হতে পারে

১. তুমি রোজ স্কুলে যাও কি?
হ্যাঁ ☐ না ☐
২. উত্তর না হলে কারণ কী?.....
৩. শ্রেণীতে শিক্ষক তোমাকে কি ভাবে গুরুত্ব দেয়?
 ছেলেদের সমান গুরুত্ব দেয়
 সমান গুরুত্ব দেয় না
 মেয়েদের অবহেলা করে
 অন্যান্য (লিখ):.....
৪. স্কুলে তোমার শারীরিক/মানসিক কী কী সমস্যা হয়?
 শিক্ষক শিক্ষিকারা গুণ্ডাই ছেলেদের পছন্দ করে এজন্য মন খারাপ লাগে
 শিক্ষকরা ছেলেদের চেয়ে মেয়েদের বেশী বকে এবং মারে
 পুরুষ শিক্ষকগণ নির্যাতন করতে চেষ্টা করে
 ছেলে সহপাঠীরা বাজে বাজে কথা বলে
 ছেলেরা মেয়েদের মারে
 অন্যান্য (লিখ):.....
৫. বাবা মা তোমার পড়াশুনার জন্য খুব আগ্রহ প্রকাশ করে?
হ্যাঁ ☐ না ☐
৬. বাবা মা কার প্রতি বেশি যত্নবান?
 তোমার ভাই
 তোমার প্রতি
 উভয়ই
৭. ভবিষ্যতে তুমি কি হতে চাও?
☐
৮. এজন্য তোমার বাবা মা কীভাবে সহায়তা দেয়?
 এজন্য আমাকে কোচিং করায়/ প্রাইভেট টিউটর দেয়।
 আমার খাওয়া দাওয়ার প্রতি বিশেষ যত্ন নেন।
 লেখাপড়ার ব্যাপারে বিশেষ যত্নবান হন।
 বাড়তি বইপত্র ও শিখন সামগ্রী কিনে দেন।
 এ ব্যাপারে বাবা মা ভাবেন না।
৯. কোন বিষয় পরীক্ষা-নিরীক্ষার সময় শ্রেণীতে কাকে প্রাধান্য দেয়া হয়?
 ছেলে শিক্ষার্থী পরীক্ষা কার্যক্রম চালায়।
 মেয়ে শিক্ষার্থী তাকে সাহায্য করে।
 মেয়ে শিক্ষার্থী পরীক্ষা কার্যক্রম চালায়।
 ছেলে শিক্ষার্থী তাকে সাহায্য করে।
 উভয়ই সমান অংশ গ্রহণ করে।
 অন্যান্য (লিখ):.....
১০. মেয়েদের জন্য স্কুলে আলাদা টয়লেট ব্যবস্থা আছে কি না?
হ্যাঁ ☐ না ☐

১১. স্কুলের টয়লেট/বাথরুম ব্যবহারে তোমার কী কী সমস্যা হয়?
 ছেলে ও মেয়েদের আলানা টয়লেট/বাথরুম না থাকায় ব্যবহারে অসুবিধা
 টয়লেট নোংরা থাকে
 টয়লেট/বাথরুমের সংখ্যা কম
 ছেলে ও মেয়েদের টয়লেট কাছাকাছি হওয়ায় কিছু ছেলে টয়লেট/বাথরুমে বিরক্ত করে
 মেয়েদের টয়লেটে ছেলেরা প্রবেশ করে
 অন্যান্য (লিখ):.....
১২. উল্লিখিত সমস্যা সমূহ তোমার স্কুলে আসা অথবা লেখাপড়ায় কোন প্রতিবন্ধকতার সৃষ্টি করে কি?
 হ্যাঁ না
১৩. তোমার মতে স্কুলের এ ধরনের সমস্যা সমূহ সমাধানের উপায় কী কী?
১৪. তুমি স্কুলে খেলাধুলায় অংশগ্রহণ কর কি?
 হ্যাঁ না
১৫. তোমার বাঙ্কবীরা সবাই খেলাধুলায় অংশগ্রহণ করে কী?
 সবাই করে
 বেশিরভাগ করে
 কম সংখ্যক করে
 কেউ করে না
১৬. তুমি/ বাঙ্কবীরা খেলাধুলায় অংশগ্রহণ না করলে উহার কারণ উল্লেখ কর।
১৭. শ্রেণীতে শিক্ষক কর প্রতি বেনী নজর দেন?
 ছেলেরদের প্রতি
 মেয়েদের প্রতি
 উভয়ের প্রতি
১৮. শ্রেণীতে কিশোর কিশোরীদের উপযোগী বিষয়বস্তু আলোচনায় কোন অসুবিধা হয় কী?
 শারিরিক ও মানসিক গঠন সংক্রান্ত আলোচনায় ছাত্র-ছাত্রী উভয়ে অস্বস্তি বোধ করে।
 শিক্ষক নিজেই বিব্রত বোধ করেন।
 ছেলেরা অতি উৎসাহ দেখায়।
 ক্লাস শেষে মেয়েদের এই বিষয় নিয়ে ছেলেরা বিরক্ত করে।
 অন্যান্য (লিখ):.....
১৯. শ্রেণীতে তোমাদের বসতে কী কী ধরনের অসুবিধা হয়?
 সুবিধাজনক স্থানে ছেলেরা বসতে দেয় না; উঠিয়ে দেয়।
 ছেলেরা বেঞ্চ নোংরা করে রাখে।
 ছেলেরা আগে এসে অন্য বন্ধুর জন্য জায়গা রাখে।
 অন্যান্য (লিখ):.....
২০. টিউবওয়েল ব্যবহারে তোমাদের কোন অসুবিধা হয় কী?
 টিউবওয়েল ব্যবহারে ছেলেরা বাধা দেয়।
 ছাত্র-ছাত্রীর তুলনায় টিউবওয়েল অধিকতর।
 টিউবওয়েলটি মেয়েদের জন্য সুবিধাজনক স্থানে না হওয়ায় অসুবিধা হয়।
 টিউবওয়েলের তলা কাঁচা/ শ্যাওলা গড়ায় উহা ব্যবহার বিপদজনক।
 অন্যান্য (লিখ):.....
২১. বিদ্যালয়ের ছেলেরা মেয়েদের কী কী ধরনের বিরক্ত/উতাক্ত করে?
 ভিন্ন ভিন্ন ছেলে মেয়ের নাম যুক্ত করে হাস্যরস সৃষ্টি করে
 চিঠি লিখে ও ষড়্ভাৰুঁড় বলে মজা করে যা মেয়েদের আত্মসম্মানে লাগে।
 অন্য একজন ছেলের নাম ধরে ক্যাপায়।
 নোংরা বস্তু ছুঁড়ে মারে।
 ড্রেস ধরে অনেক সময় টানে।
 টয়লেটে গেলে নোংরা কথা বলে বিরক্ত করে।
 অন্যান্য ভাবে বিরক্ত করে (লিখ):.....

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Appendix-E
Gender Equity in Primary Education of Bangladesh

প্রশ্নমালা-৪

(পিটিআই ইন্সট্রাক্টর ও ৪র্থ/৫ম শ্রেণীর প. প. সমাজ শিক্ষকের জন্য)

নাম:..... শিক্ষকতায় অভিজ্ঞতা:.....
বিদ্যালয়ের নাম:..... উপজেলা:..... জেলা:.....

সঠিক উত্তরের ঘরে টিক (☐) দিন। উত্তর একাধিক হতে পারে।

১. আপনার মতে লিঙ্গ সমতা বলতে কী বুঝায়?
 সমান সংখ্যক ছেলে মেয়ে
 উভয়ই সমান কাজ করবে
 উভয়ে সমান সুযোগ সুবিধা লাভ করবে
 অন্যান্য (লিখুন):
২. আপনি প.প. সমাজ বিষয় শ্রেণীতে কত বছর ধরে পড়ান?
 ০-১ বছর
 ২-৩ বছর
 ৩ - ৪ বছর
 ৫ বছর
 ৫ এর অধিক বছর
৩. সমাজ পাঠ্য বইয়ে লিঙ্গ সমতা বিষয়ক নিম্নের কোন কোন বিষয়বস্তু অন্তর্ভুক্ত রয়েছে?
 আমরা সবাই মানুষ
 শ্রমের গুরুত্ব
 শিশুশ্রম
 নারী ও শিশু পাচার
 এসিড নিক্ষেপ
 জনসংখ্যা বৃদ্ধি ও নারীর সামাজিক অবস্থা
৪. শ্রেণীতে লিঙ্গ সমতা বিষয়ক বিষয়বস্তু পাঠদান কালে আপনি কী ধরণের সমস্যার সম্মুখীন হন? (প্রয়োজনে একাধিক উত্তর হতে পারে)
 সকল কাজ ছেলে মেয়ে সমান ভাবে করতে পারে, এই ধারণা ছেলেরা মানতে চায় না।
 কিশোর কিশোরীদের শারিরিক ও মানসিক বর্ধন সম্পর্কে শিক্ষার্থীরা আলোচনায় অস্বস্থিবোধ করে।
 শিক্ষক এই ধরণের বিষয়বস্তু পড়াতে নিজেই বিব্রত বোধ করেন।
 মেয়েরা সহজ ভাবে নিতে পারেনা।
 অন্যান্য (মতামত লিখুন)
৫. শ্রেণীতে কিশোর কিশোরীদের উপযোগী বিষয়বস্তু আলোচনায় মেয়েদের কোন অসুবিধা হয় কী?
 শারিরিক ও মানসিক গঠন সংক্রান্ত আলোচনায় ছাত্র-ছাত্রী উভয়ে অস্বস্থি বোধ করে।
 শিক্ষক নিজেই বিব্রত বোধ করেন।
 ছেলেরা অতি উৎসাহ দেখায়।
 ক্লাশ শেষে মেয়েদের এই বিষয় নিয়ে ছেলেরা বিরক্ত করে।
 অন্যান্য (লিখুন):.....
৬. লিঙ্গ সমতার জন্য যে সকল বিষয়বস্তু ৪র্থ ও ৫ম শ্রেণীর পাঠ্যপুস্তক সমূহে রয়েছে তা যথেষ্ট কি?
হ্যাঁ না
৭. উত্তর না হলে আর কী কী বিষয়বস্তু কোন শ্রেণীতে ও কোন বিষয়ে সংযোজন করা দরকার?

৮. আপনি শ্রেণী কক্ষে কীভাবে ছেলে মেয়েদের আসন ব্যবস্থা করেন? (একাধিক উত্তরে টিক দিতে পারেন)
 ছেলে মেয়ে পাশাপাশি বসান হয়।
 মেয়েদের আলাদা সারিতে বসান হয়।
 মেয়েদেরকে সামনে বসানো হয়।

- ছেলেরদেরকে মাঝে মধ্যে সামনে বসানো হয়।
- মেয়েছেলেরা একই বেঞ্চে পাশাপাশি বসে।
- অন্যান্য (লিখুন):.....
৯. ছেলেমেয়ের বৈষম্য দূরীকরণে আপনি কী ধরণের আসন ব্যবস্থা উপযোগী মনে করেন?
- এক বেঞ্চে ছেলে অন্য বেঞ্চে মেয়ে বসানো উচিত
- পাশাপাশি সারিতে বসানো উচিত
- ছেলেদের সামনে বসানো উচিত
- মেয়েদের সামনে বসানো উচিত
- মেয়েদের শ্রেণীর পিছনে বসানো উচিত
১০. একই শ্রেণীর মেয়েদের ছেলেরা কী কী ধরণের বিরক্ত/উত্থাপিত করে?
- ভিন্ন ভিন্ন ছেলে মেয়ের নাম যুক্ত করে হাস্যরস সৃষ্টি করে
- চিঠি লিখে ও ষড়্ভাষা বলে মজা করে যা মেয়েদের আত্মসম্মানে লাগে।
- অন্য একজন ছেলের নাম ধরে ক্যাপায়
- নোংরা বস্তু ছুঁতে মারে।
- ড্রেস ধরে অনেক সময় টানে
- টয়লেটে গেলে নোংরা কথা বলে বিরক্ত করে
- অন্যান্য ভাবে বিরক্ত করে (লিখ):.....
১১. শ্রেণীতে কারা অগ্রণী ভূমিকা পালন করে?
- ছেলে
- মেয়ে
- উভয়ই
১২. পাঠের কাজিত যোগ্যতা কারা অর্জন করতে পারছে?
- ছেলেরা বেশি
- মেয়েরা বেশি
- উভয়ই
১৩. স্কুলের টয়লেট/বাথরুম ব্যবহারে মেয়েদের কী কী সমস্যা হয়?
- ছেলে ও মেয়েদের জন্য আলাদা টয়লেট/বাথরুম না থাকায় ব্যবহারে অসুবিধা
- টয়লেট নোংরা থাকে
- টয়লেট/বাথরুমের সংখ্যা কম
- ছেলে ও মেয়েদের টয়লেট কাছাকাছি হওয়ায় কিছু ছেলে টয়লেট/বাথরুমে বিরক্ত করে।
- মেয়েদের টয়লেটে ছেলেরা প্রবেশ করে
- অন্যান্য (লিখুন):.....
১৪. শ্রেণীতে মেয়েদের বসতে কী কী ধরণের অসুবিধা হয়?
- সুবিধাজনক স্থানে ছেলেরা বসতে দেয় না; উঠিয়ে দেয়
- ছেলেরা বেঞ্চ নোংরা করে রাখে
- ছেলেরা আগে এসে অন্য বন্ধুর জন্য জায়গা রাখে
- অন্যান্য (লিখুন):.....
১৫. স্কুলে মেয়েদের শারীরিক/মানসিক কী কী সমস্যা হয়?
- শিক্ষক শিক্ষিকারা গুঁধুই ছেলেদের পছন্দ করে এজন্য মন খারাপ লাগে
- শিক্ষকরা ছেলেদের চেয়ে মেয়েদের বেশী বকে এবং মারে
- পুরুষ শিক্ষকগণ নির্যাতন করতে চেষ্টা করে
- ছেলে সহপাঠীরা বাজে বাজে কথা বলে
- ছেলেরা মেয়েদের মারে
- অন্যান্যভাবে বিরক্ত করে (লিখুন):.....
১৬. টিউবওয়েল ব্যবহারে মেয়েদের কী কী অসুবিধা হয়?
- টিউবওয়েল ব্যবহারে ছেলেরা বাধা দেয়।
- ছাত্র-ছাত্রীর তুলনায় টিউবওয়েল অপ্রতুল।
- টিউবওয়েলটি মেয়েদের জন্য সুবিধাজনক স্থানে না হওয়ায় অসুবিধা হয়।
- টিউবওয়েলের আশপাশে পিছলা হওয়ায় তা ব্যবহার বিপদজনক।
- অন্যান্য (লিখুন):.....

১৭. সহ-পাঠক্রমিক কার্যাবলীতে কী পরিমাণ মেয়েরা স্বতঃস্ফূর্ত ভাবে অংশগ্রহণ করে?
- অধিকাংশ
 তুলনামূলক কম
 খুব কম
 মোটেই করে না
১৮. মেয়েরা স্বতঃস্ফূর্তভাবে খুব কম/মোটেই অংশগ্রহণ না করলে তার কারণ কী?
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১৯. মেয়ে শিক্ষার্থীরা সহ-শিক্ষাক্রমিক কার্যক্রমে কতটা পারদর্শিতা প্রদর্শন করে?
- খুব ভাল
 ভাল
 মোটামুটি
 মোটেই ভাল না
২০. ছেলে শিক্ষার্থীরা সহ-শিক্ষাক্রমিক কার্যক্রমে কতটা পারদর্শিতা প্রদর্শন করে?
- খুব ভাল
 ভাল
 মোটামুটি
 মোটেই ভাল না
২১. কোন বিষয় পরীক্ষা-নিরীক্ষার সময় শিক্ষক শ্রেণীতে কাকে প্রাধান্য দেন?
- ছেলে শিক্ষার্থী পরীক্ষা কার্যক্রম চালায়।
 মেয়ে শিক্ষার্থী তাকে সাহায্য করে।
 মেয়ে শিক্ষার্থী পরীক্ষা কার্যক্রম চালায়।
 ছেলে শিক্ষার্থী তাকে সাহায্য করে।
 উভয়ই সমান অংশগ্রহণ করে।
 অন্যান্য (লিখুন):.....

তথ্য প্রদানকারী নাম ও স্বাক্ষর: তারিখ:.....

Appendix-F

Objectives of C-in-Ed Course

1. Be aware of constitutional principles of Bangladesh about education, UN declaration of human rights, charter of child rights and declaration of world conference on education for all.
2. Acquire knowledge about the nature of education and about the system of education of other countries including Bangladesh.
3. Acquire special knowledge of the Primary Education of Bangladesh.
4. Understand the concept, objectives and importance of compulsory Primary Education.
5. Achieve excellence in respect of knowledge and skill in subjects included in Primary Education.
6. Implement the different aspects of competency-based curriculum of Primary Education successfully.
7. Acquire essential knowledge and skill in child psychology.
8. Know about different teaching learning methods and apply them successfully.
9. Acquire skill regarding preparation of cheap teaching aids and know about their use, collection and preservation.
10. Know about subject-wise teaching-learning methods and their use.
11. Know about strategies of class management at primary level and apply them.
12. Know about continuous evaluation, its use and application and competency-based test construction.
13. Identify the deficiencies of learners coming from disadvantaged families and make efforts for their elimination.
14. Know about the introduction and objectives of the principles of promotion of undivided class one and two, and their successful implementation.
15. Identify the deficiencies of retarded children and know about the strategies of remedial measures to ensure complete learning and apply them effectively.
16. Develop professional sincerity and values.
17. Acquire religious, ethical, human, social, cultural qualities and democratic values.
18. Participate in development activities, have respect for dignity of labor, scientific attitude, creativity, and aestheticism and acquire qualities of hygienic life.
19. Establish good relations between school and local people.
20. Establish linkage between formal and informal education and gave the initiative to widen the scope.
21. Know about the directives of Primary education.
22. Participate in social and cultural activities and the skills of organizing them at school.

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Learning Outcomes of C-in Ed course

- 1.1 Know about the principles of education as mentioned in the constitution and describe them.
- 1.2 Make people conscious about their rights of education, human rights declaration of United Nations, charter of child rights and world conference on education for all.
- 2.1 Understand the nature, aims and objective of education.
- 2.2 Explain and describe the structure of education.
- 3.1 Understand the scope of Primary education and describe it.
- 3.2 Understand explain and implement the aims and objectives of Primary education.
- 4.1 Understand and explain the concepts, objectives and importance of Primary education.
- 4.2 Understand and explain compulsory Primary Education programmed and its implementation.
- 4.3 Understand and explain the strategies of implementation of Primary education.
- 4.4 Inspire local people to achieve the target of Primary education through their co-operation.
- 5.1 Understand and describe the objectives of studying all subjects under primary curriculum.
- 5.2 Acquire necessary knowledge and skill of all primary subjects and enable learners to achieve required knowledge and skill.
- 6.1 Understand the background of competency-based curriculum and explain those areas, which need to be considered.
- 6.2 Explain terminal competency, attainable class competency and essential learning continuum.
- 6.3 Plan strategies for essential learning continuum, know about subject-wise essential learning continuum and describe.
- 7.1 Know the definition and scope of child psychology and explain its usefulness.
- 7.2 Identify mental, physical, psychological, emotional and social stages of Development of the learner and the hindrances that prevent such development, and establish links with education and teach accordingly.
- 7.3 Know about the influence of environment, heredity, intelligence, personality, attention, and memory and apply this knowledge efficiently.
- 7.4 Know about the main theories of learning and apply.
- 8.1 Know extensively about the methods of teaching and acquire them through practice.
- 8.2 Read and understand the teacher's edition, teacher's manual and use them successfully.
- 9.1 Identify cheap teaching aids according to the needs of different subjects and have the initiative [both teacher and learner] to collect them.
- 9.2 Know techniques of making locally available cheap teaching aids use them and preserve them.

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- 10.1 Know about activity-centered and learner-centered methods and apply them successfully.
- 10.2 Decide the teaching-learning method according to the needs of the subjects and apply.
- 10.3 Understand the importance of teaching-learning activities of the specific competencies and identify effective teaching-learning method.
- 11.1 Know about the management strategies irrespective of the number of learners and class-size and implement them.
- 12.1 Know the methods, objectives and significance of continuous evaluation and explain.
- 12.2 Know the basis of continuous evaluation, scale of measure, subject and time and describe.
- 12.3 Understand continuous evaluation, strategies of evaluation, design tests and apply.
- 12.4 Know strategies of preserving the results of continuous evaluation and preserve them properly.
- 13.0 Identify the deficiencies of learners, especially coming.
- 13.1 From disadvantaged families and remove them.
- 14.0 Understand the necessity, objectives of changed promotion principles and perform responsibility properly for their implementation.
- 15.1 Identify learning deficiency and causes of learning deficiency of retarded children.
- 15.2 Apply remedial measures to make up learning deficiency and ensure complete learning.
- 16.1 Be respectful towards profession and remain committed to performing professional responsibility.
- 16.2 Be conscious of professional ethics, timeliness, impartiality, dutifulness, patriotism, and love of learning, sense of responsibility and reflect them through behavior.
- 17.0 Acquire religious, ethical, social and cultural qualities, democratic values practice them and reflect them through professional duties.
- 18.1 Participate in the activities of educational development.
- 18.2 Be interested in physical labor and be sympathetic to working people.
- 18.3 Develop scientific attitude and reflect it through conduct.
- 18.4 Demonstrate an aesthetic sense in personal life.
- 19.1 Establish good relations and friendship with local people.
- 19.2 Involve local people in different development activities and establish close relationship between the school and the society.
- 20.0 Be acquainted with the non-formal education programmed and establish links, if necessary, between formal and non-formal education.
- 21.1 Identify areas coming under primary directives and give necessary instruction.
- 22.0 Participate in social and cultural activities and apply skills acquired through them.

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Appendix-G
Primary Levels Terminal Competencies

1. To establish full confidence & believe on Almighty Allah.
2. To know the great creator & remembering the great creator in all activities & showing respect for him.
3. To know the prophet of Allah Hajrat Mohammed (S)/and know the every individual religions, life history and their introducers and to follow their holy education & principle in life.
4. To know about own religion & follow the same religious edict in their life to acquire a principle & good characteristic.
5. To love creation of creator.
6. To show respect and patience to all nation-religion-class, women-men.
7. To know people of different countries and to communicate love and tenderness.
8. To gain concept on basic needs of life and to be aware of better living.
9. To be aware of self and other are rights.
10. To give scope others to express their opinions and to respect for the opinions.
11. To give full co- operation to all and to behave with friendly attitude.
12. To be inspired to do laborious work and to respectful towards laborers.
13. To know own duties and responsibilities as a member of a family and to take part in home base activities.
14. To be alert of own and other's rights, duties and responsibilities through active participation in the social and school activities.
15. To become aware of the democratic rules and regulation and about duties of responsibilities of own as a good citizen.
16. To participate actively in country-building activities and through inspiration of sacrificing tendency.
17. To acquire adequate knowledge about the geographical status and characteristics of Bangladesh.
18. To be motivated to nationalism through light of freedom fighters ideology.
19. To know about the national history, heritage, culture & literature and to become respectful on those issues.
20. To become active in development of environment and also for its preservation.
21. To be generous to brotherhood and different cultures throughout the world and to be interested in sense of peace worldwide.
22. To create a good attitude towards carefulness and preservation of individual, familial, social and state are property.

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23. To be aware of on growing and to apply in formation, sentence- arrangements and rules of Bengali language.
24. To acquire knowledge and to apply in formation, sentence-arrangements and rules of Bengali language.
25. To get the gist through listening attentively to rhymes, poem, story, speech, description and conversation in Bengali language.
26. To speak in clear current Bengali language with proper accent that is understandable by classmates & others.
27. To be able to read printed and handwritten subject matters in Bengali and to understand the gist of the aforesaid subject matter.
28. To be able to express observation, experiences and ideas in pure and clear Bengali writing and to write common letters and applications and to fill out different type of forms.
29. To gain clear concept on numeral and to apply these.
30. To be able to listen, read and write numeric and serial numbers (including dates).
31. To know and apply four steps of mathematical procedure.
32. To know geometrical shape of different things of environment and its appliance.
33. To know about the units of length, weight, area measurement, volume, time, currency and to apply these.
34. To learn to adopt mathematical calculation for any practical issue and also to apply the same in resolving any informative subject matter.
35. To apply through arranging and processing different information from environment.
36. To know about calculator and computer and ensure and use of calculator for audit & accounts in practical life.
37. To use mathematical knowledge for resolving population based problems.
38. To converse, listen and understand stories and rhymes in English language.
39. To speak in clear English language about observation, impression & ideas.
40. To read and understand printed and handwritten subject matters in English language.
41. To be able to write experience and familiar issues in short form in clear English language.
42. To acquire knowledge on use of science & technology aiming for the development of daily life.
43. To get the habit of resolving problem in scientific method.
44. To build up scientific outlook.
45. To know environment through observation & investigation. Out of this acquired knowledge able to classify different materials & facts respectively.

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46. To be aware of varieties of creation through practicing arts and crafts (like designing, drawing arts, hand work with clay, wood, cloth and paper) and to expand own area of creativity and sense of beauty.
47. To improve own creativity, sense of beauty, sense of recreation, and intelligence through music, dance & drama.
48. To be interested in games and physical exercise.
49. To know and maintain hygiene for keeping sound health.
50. To be motivated to acquire mentality and attitude to live together with everybody with honesty, sense of justice, responsibilities, sense of discipline and gentle manners.