

Status of Early Childhood Education Learning Environment in Dhaka City

The thesis submitted in partial fulfillment of the requirement for the degree of Master of Philosophy

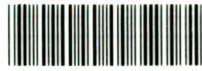


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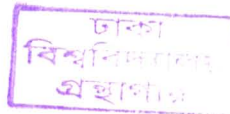
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Declaration

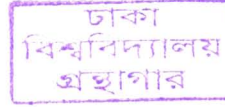
This thesis is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgement of collaborative research and discussions. The work was done under the guidance of Professor Dr. Md. Delwer Hossain Shaikh, at the Institute of Education and Research, University of Dhaka, Bangladesh.

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In my capacity as supervisor of the candidate's thesis, I certify that the above statements are true to the best of my knowledge.

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in Dhaka City

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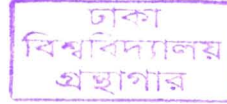


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Abstract

‘Status of Early Childhood Education Learning Environment in Dhaka City’

Learning Environment is a vital element in Early Childhood Education. If we can provide safe, square and effective learning atmospheres to the learner, it helps children to be confident and self motivated pupils. Moreover it reduces dropout and grade repetition rates and ensures achievement of higher competencies in the later years. The study is undertaken to focus prevailing Learning Environment of Early Childhood Education of Non-government organizations in Dhaka city. The study is expected to survey the present situation of physical environment, to assess learning environment and developmentally stimulating environment, to find out the strength and problem and provide necessary suggestions for developing learning environment of pre-primary school of Non-government Organization. Purposively selected 10 pre-primary centers from five NGOs were observed and Teachers, Field Officer and Program Coordinator were interviewed for the study. ‘Observation Schedule’ ‘Chick List’, ‘Questionnaire’ and ‘Interview Schedule’ was developed to collect information. All research tools were pre-tested and modified before implementation. The data has presented in narrative way. Learning and developmentally stimulating environment have measured on a five point rating scale. Ethical issues were taken under consideration in every step during the study. The study reveals that the Non Government Organizations introduce ECE programs in different name such as ‘Pre-primary education’ by BRAC and GS ‘School preparedness program’ by DAM ‘Pre-school program’ by SUROVI and ‘Childcare center’ by PHULKI. The program that is temporary in nature sited 2 hour and 30 minutes per day and six days in a week for children of poor and slum dwellers. The pre-primary school is located in the community within half kilometer of the government primary school. The main objective is to prepare children through joyful activities for primary school to help government achieving 100% enrolment and completion rate in primary education. Program is running mostly rented semi-pacca house whereas insufficient space, light and air. Classrooms are decorated with poster, different types of chart, picture, model, symbol etc. Outdoor space or playground is not available for the children. Each organization provides low cost teaching learning materials and indoor play materials. Quality of materials is more or less good but insufficient in number. Teacher stimulates the classroom environment using different types of methods and aids. The behavior of

the children shows that the environment of the center is better than their house. It is seen that the learning environment is child friendly that would be supported social, intellectual, moral development of the children. Finally 70% ECE centers are running with adequate facilities and learning environment. 20% provide good and 10% have inadequate facilities and learning environment. Developmentally stimulating environment is stronger than physical environment. With the support of the findings trained teacher, modern and creative play materials, noise free place, spacious classroom, playground etc are recommended for the development of the learning environment of ECE.

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Acronyms

BEP	BRAC Education Program
BRAC	Bangladesh Rural Advancement Committee
DAM	Dhaka Ahsania Mission
ECCD	Early Childhood Care & Development
ECCE	Early Childhood Care & Education
ECE	Early Childhood Education
ECELES	Early Childhood Education Learning Environment Survey
EFA	Education For All
GG	Global Guideline
GPP	Government Partnership Program
GS	Grameen Shikha
IER	Institute of Education
LE	Learning Environment
NFE	Non Formal Education
NGO	Non-government Organization
PPC	Pre- Primary Center
PPE	Pre-primary Education
SBK	Sishu Bikash Kendro
UNESCO	United Nation Educational scientific & Cultural Organization
UNICEF	United Nation International Children Emergency Fund

CHAPTER - ONE

INTRODUCTION

1.1. Background of the Study

The position of a country's global economy depends on the competencies of its people and these competencies are built up early in the life of a child. 'The early years of life are the foundation years' (Hurlock, 1994). The learning of a child starts from mother's womb and continues throughout the life. The Psychologist point of view that the first five years of the child is the most important period for the foundation of the basic human qualities including proper development of psychomotor and socio-cultural abilities. If children do not get appropriate stimuli, environment and guidance at this stage, it is likely that this will leave adverse effects may be too difficult to reverse in latter stage of development (Katherine, 1969). So early care and education have decisive and lasting impact on how children grow to adulthood.

Early childhood is defined as ages from birth to 8 years old (Erin Steeley, 2000). Early childhood care and development takes an even border perspectives, it is a holistic and integrated approach. In this sense the working definition of ECCD encompasses both components- care and education. Care addresses the child survival, development and protection. Education is the process of learning by facilitating exploration and discovery and establishing the foundation for a child's lifelong learning" (Bangladesh Education Sector Review, 2000) Early Childhood Education (ECE) is the most important part of Early Childhood care and Development. ECE generally refers to programs that focus on school preparedness for children of three to six years of age. Its purpose is to protect the child's rights to develop its cognitive, emotional, and social potential (Education Policy, 2010). Studies reveal that much of the brain cells occur, accompanied by the structuring of neural connections, by age 6, most of these connections are made. Thus the physical, mental and social well being of children is interconnected and all are necessary for continuous maturation (Evans, J. L et al. 2000). According to the National Association for the Education of Young Children (NAEYC) as children grow rapidly, both physically and mentally during this time, investment in ECCD also has long term benefits. In fact studies indicate that it can be very cost effective. One such study shows that \$ 1 investment in ECCD provided for \$ 7 in social benefits (World Bank survey, 2000).

According to the American Academy of Pediatrics, quality early childhood education improves health and promotes development in young children. However, it should not just be a smaller scale version of an elementary school classroom. Rather, a quality early education classroom should provide a safe, nurturing environment. It should be a place that fosters the proper development of young children in an atmosphere geared toward their particular needs and abilities (Jones, K. 2011). A student's learning environment can positively or negatively impact his ability to learn (Jennifer, Kristin, 2011). Creating a positive learning environment is an essential component to fostering an atmosphere where children can learn successfully (Barrus, Julia, 2010).

When a classroom environment is not conducive to learning, students don't learn well and disruptive behavior is likely. The classroom environment is not only the physical setting but also the learning environment, which the teacher determines and implements. If a teacher finds that his classroom is out of control, it's time to take measures to change the classroom environment, for many reasons (Pearce, Cindi, 2010)

A group of Canadian scholars' (2000) made a Proposal on Positive learning environments in schools. Their preamble was: i) maximize the learning of every student; ii) help children and youth become full participating citizens of society; iii) help to build a sense of community; iv) lead to cost savings and economic benefits as prevention is less expensive than incarceration.

Classroom environments are extremely important for students and for teachers (Atkinson, Hilary, 2010). According to a University of Delaware study, a teacher can create a positive and constructive learning assessment environment (Grady, Erin, 2010). When a teacher adjusts the physical aspects of her classroom as well as the way she interacts with students, she will find that the classroom becomes more conducive to learning and the students will behave better (Pearce, Cindi, 2010)

Children's right is about the obligation of all adults to protect the best interests of children and to create the condition under which they can develop and thrive. 'Children are born without barriers. Their needs are integrated and it is our duty to compartmentalize them into health, nutrition or education. Yet the child itself cannot isolate its hunger for food from its hunger for affection or its hunger for knowledge (Mayers, 1992, as cited in Yong, 2005). So students need environment that engage them in authentic tasks and offer them significant

opportunities to develop knowledge. In supportive environment learns have a high level of self efficiency and self motivation and can use learning as a primary transformative force (Bereiter& Scardamalia n. d.). Academic Learning Environment is a vital element in ECE. Especially child's learning depends on the interaction of environment. Students in the effective learning environment acquire more diversified knowledge (Kolb-2005), skill, behavior, attitude, etc. Safe learning environment helps children to be confident, self motivated pupils etc.

In Bangladesh, Early Childhood Education is growing concern. Mainly it starts at home, the ideal place and environment for ECE. But it cannot successfully fulfill the need of a child so Institutional arrangement are needed for holistic development of children. The government has very recently prepared a National Education Policy (2010) includes provisions for 1-year pre-primary education for age 5. Preschool became a strategy to prepare children for quality primary education and address drop out, retention, attendance and enrolment.(NFE Mapping Report -2010). Early Childhood Development, as indicated in the National Plan of Action (NPA) III for children approved by the Government in June 2005. Early Childhood Education is identified as one of the major intervention in the same policy document.

The government of Bangladesh is remarkably putting emphasis in its efforts in ECE sub-sector for last couple of years. Bangladesh has been proactive in adopting global and national policies to protect the rights of children. Through ratification of the Convention of Child Rights (CRC, 1989), Bangladesh made a strong commitment to making children's well-being a priority, participation in the World Declaration on Education for All in 1990 and the Dakar Framework for Action 2000, Bangladesh has pledged to reach the ECCE goal for "expanding and improving early childhood care and education, especially for most vulnerable and disadvantaged children." By adopting the MDGs, Bangladesh has also committed to improve the lives of young children. Focus on ECCD on the basis of the MDGs not only makes a difference to young children but also cuts across multiple areas. It ensures poverty eradication, reduction of infant and maternal mortality, malnutrition and promotion of gender equality and primary education for all (ECD Policy, 2006). Moreover the National Education policy 2010 highlights the importance of children to be mentally and physically ready for primary school and includes provisions for 1 year pre-primary education for age 5. The total number of children in the 5 to 6 age group was estimated to be 31, 86,413 in 2008 (BPEASP Report, 2009). This number will increase in subsequent years but provides a basis for

estimating. With the help of government, various Non-government organizations are providing non- formal education services to children within the early childhood age group. This includes 60,510 in ECCE and 1,426,986 in pre-primary (BNFE, 2009). Among the slum dwellers, 48.3% of people over 5 years of age living in the slums have never attended school. To exacerbate the situation it is reported that, household urban slums get less assistance by government or NGOs to improve their social conditions compared to households in rural areas (IFPRI Survey, 2006).

In developing country like Bangladesh the obstacle against the effective, relevant, successful primary education system is the children from disadvantaged and vulnerable group. They cannot able to attend primary schools and if attend drop out gradually for several adversity occurs in their life. Moreover due to breakdown of joint family system, ambition and busy life of working parents and innovation of modern media, normal home environment are absence for most of the children. The collaboration efforts of GOB and NGOs will be ensured to successfully carry out the different types of ECE programs. According to Bangladesh ECD Network, there are 291 Non government Organizations offering some programs on ECE for young children. But we don't know the actual scenario of those programs especially its environment and learning opportunities. So research is essential on the area because a Pre primary program with good learning environment can be very fruitful for the development of the nation as well as the country.

1.2 Statement of the problem

Non-government Organizations have arranged pre-primary education for the children of the poor and slum dwellers. Expectation of this pre-primary education is preparing children through joyful activities for primary school. Well preparation and joyful learning may happen when physical facilities of the school would be age appropriate and teacher could motivate children creating stimulating environment. The study was attempted to find out whether prevailing situation of physical environment are age appropriate or not, learning environment and developmentally stimulating environment are child friendly or not? What is the strength and problem for creating appropriate learning environment? According to above discussion, the researcher chooses the following problem as the research title

‘Status of Early Childhood Education Learning Environment in Dhaka City’

1.3 Objectives of the Study

The study consists of general and specific objectives.

The general objective of the study is to know the academic status of the early childhood education physical and learning atmosphere run by the NGOs in Dhaka city.

The specific objectives of the study are stated below

- i) To survey the present situation of physical environment of pre-primary center run by the Non-government organization
- ii) To assess the learning and developmentally stimulating environment of the Pre-primary center
- iii) To explore the strengths and ongoing challenges of learning environment of pre-primary center
- iv) To suggest development of the learning environment of the pre-primary school based on the findings.

1.4 Rationale of the Study

Global experience clearly demonstrates that early childhood interventions for cognitive and psycho-social development have many benefits - especially for the most disadvantaged children. Children who receive age appropriate interactive care for cognitive and psychosocial development through centre-based learning, and supported by the family, do better at primary school. This results in higher enrolments, less repetition, and fewer dropouts. Participating children also enjoy additional benefits like better health, improved nutrition intake and socialization skills (UNICEF, 2005). But a great number of disadvantaged and vulnerable children remain excluded, cannot let the country to be cent percent successful in basic education. Though the enrolment rate in primary education is appreciating but the drop out rate and quality of the primary education is alarming for us. Studies reveal that one of the main causes of drop out of the children from illiterate poor family is that they enter the primary school without having any basic preparation (Saila, 2002). As teacher student ratio is very high in primary schools of our country, they do not receive necessary assistance from the teacher. Moreover their illiterate parents can not help them in this regard and also remain awfully busy for their livelihood. The crowded classroom, less contact hour between teacher and student, low quality teaching, traditional fearful learning environment, little opportunity to play and lack of remedial measures are some factors that hamper the quality of education. It has been proven that the ECCD program has a positive effort on the schooling and academic performance of the children in future.

The government of Bangladesh is remarkably putting emphasis in ECE.' Early childhood education is identified as one of the major intervention in the National Plan of Action (NPA-III, approved by Government, June, 2005). Pre-school became a strategy for government to improve quality of primary education and address drop out, retention, attendance and enrolment (NFE Mapping-2010).

The quality of an early childhood education program starts with having a classroom environment that is both safe and nurturing. Children should be given positive behavior identification and guidance for modification to help build self esteem and develop autonomy (Briesmer, Beth, 2011). Academic success in school is directly influenced by a child's learning environment. Classrooms where emotional and academic supports are in place help students to focus on learning. Good learning environments work to curb disruptions that hinder the learning process (Popkey, S. 2011). The physical and social environment of a classroom can have a tremendous impact on students and the way they learn (Mariene, Inglis, 2011). The classroom environment is not only the physical setting but also the learning environment, which the teacher determines and implements (Pearce, Cindi, 2010). A safe learning environment is necessary for students to grow and mature in your preschool classroom, but such an environment is not always easy to maintain. Maintaining a safe learning environment for young children requires a well-planned, clean and organized space that is free of dangerous materials. Teachers must also prepare rules and routines and explicitly teach acceptable behaviors so that students will participate in creating a welcoming classroom. To preserve the classroom expectations, rewards and consequences must consistently be implemented throughout the year. If the learning environment is routine-oriented, welcoming and physically non-threatening every day, students will always be safe (Brittany Goss, 2010). One of the most important things about being a teacher is to maintain a helpful learning environment in the classroom. The teacher must teach, but that is only part of her job. The teacher must also make sure that the classroom environment is maintained and remains a safe place for students to learn and express their feelings and thoughts about the subject matter (Charlina Stewart, 2010).

The above discussion, it was clear that good learning and a good learning environment are closely connected. A good learning environment contributes to good academic achievements, social competence and well-being. Early Childhood care and development is all that the name implies and more. It comprises all the essential support young child needs to survive and

thrive in life, as well as the supports a family and community need to promote children's healthy development. If we want to support young children and help them, we need to understand many factors of their development. Academic learning environment is one of the most important components among them. The young child's learning environment must be physically and psychologically safe. Overall, this safe environment should empower the child by providing opportunities for exploration, play, and practicing life skills (GG for ECCE,2003).It was found that children from the poorest background benefit most from ECCE provisions in terms of care, health and education that ultimately result in human resource development (Masse & Barnelt, 2003). If we can provide safe, square and effective learning atmospheres to the learner in ECE classroom, it reduces dropout and grade repetition rates and ensures achievement of higher competencies in the later years (Planning Commission Study). But there are no research conducted yet on learning environment of the ECE programs.

With the support of this view, the study is undertaken to collect information about the prevailing facilities of Early Childhood Education Programs and to take stoke of the situation of ELC learning environment by finding what condition are existed of Non-government Organizations in Dhaka city. The study is expected to provide necessary information and some suggestions so that one can take a clear idea on it and the respected authority may take necessary steps or measures for improving in this area in future.

1.5 Definition of terms used

To have a unified conceptual understanding much global discussion and deliberation have taken place in the early childhood sector. Some of the key concepts relevant for this understanding include

Early Childhood Years

A child's first eight years is a critical formative stage.(Evans ,at all, World Bank 2000) It involves distinctive developmental continuum through which children develop surprisingly sophisticated skills and the capacity to learn by interacting and communicating with their environment. They develop and learn through manipulating objects and interaction in a safe and stimulating environment. During this period children go through transition into primary school.

Early Childhood Education

The term *Early Childhood Education* highlights the cognitive dimensions of children, such as learning through exploration and discovery, and school preparedness activities. In this research the program arranged at the age of 5 to 6 years old children are considered as school preparedness activities.

ECCD

Early Childhood Care and Development (ECCD) is a holistic and integrated approach, focusing on children from conception to age 8, to ensure their right to survival, protection, care and optimal development, through family focused, center and school based programs. (ECD draft Policy, 2010)

Learning Environment

Learning environment is such a situation where learning occurs. Learning environment is a term used in connection with a range of quite specific area of education, as well as to convey some broad areas about learning. It is the sum of the internal and external circumstances and influences surrounding and affecting a person's learning. In this research, 'Learning Environment' is interpreted as physical environment including school building, space, decoration, facilities etc and as developmentally stimulating environment includes social, physical, emotional, pedagogical contexts that is inclusive, respectful and caring of all of its members.

1.6 Limitations of the study

The study confined to collected data only from the Non-government Organization in Dhaka city. There are a lot of components or activities in the field of early childhood education, the researcher considered to gather data only pre-primary education of five well known and experienced Non-government organizations. Only two centers for each NGO in a particular union were taken to collect data. Again the centers of pre-primary education were not selected randomly rather they were selected as a nearly located center from field office and convenient for the researcher. So the sample of the study was not representative to the whole population as well as the findings could not be generalized for the whole population. The researcher was able to observe each center only once and it was arranged only in summer season. Several visits in several season made the study more effective.

CHAPTER - TWO

CONCEPTUAL FRAMEWORK

2.1 Introduction

The review of the previous document related to the new one gives the researcher a background for thinking about the problem area. The researcher can have a clear idea of the subject of research by going through this related literature (Gay, 1996). Location and analysis of documents containing information related to the research problem. The major purpose of reviewing the literature is to determine what has already been done and what needs to be done. Only the brief summaries have been depicted below.

2.2 Early childhood education (ECE) – A definition

The term ‘Early Childhood Education’ highlights the cognitive dimensions of children, such as learning through exploration and discovery and school preparedness activities. It involves distinctive developmental skills and the capacity to learn by interacting and communicating with their environment (ECCE policy framework, 2010). The government may call this program as ‘pre-primary education (PPE)’ or ‘early care for pre-primary education (ECPE)’ (ECD Policy, 2006)

The definition given by Evans et al (2000) states “Early childhood care and education means providing all the supports necessary for every child to realize his/her right to survival, to protection, to care and to education that will ensure optimal development from birth to age six”.

2.3 Concept of Learning Environment

According to renowned psychologist Douglas & Holland, the term ‘environment’ is used to describe in the aggregate all the external forces and conditions which affect the life, nature, behavior and the growth, development and maturity of the organism” The term ‘learning environment’ inspire students and educators to attain the knowledge and skills, suggests place and space – a school, a classroom, a library. And indeed, much 21st century learning takes place in physical locations like these. But in today's interconnected and technology-driven world, a learning environment can be virtual, online, remote; (Specialist view on 21st Century Learning Environment).

Conceptually speaking, the Learning Environment refers to the whole range of components and activities within which learning happens. Technically speaking, a Learning Environment relies on computer-supported Systems such as a Learning management system, a combination of various educational technologies , virtual environments etc. (Eindi , Peauce,2010)

According to State University, the learning environment encompasses the physical surroundings and what goes on in the classroom--the dynamic. the teacher does not just prepare the classroom at the beginning of the week, or the semester, and get on with the job of teaching. Instead, he sees the classroom environment as integral to the teaching and learning that take place. Similarly, the classroom environment is not a static place but is subject to change and reflects what happens within it.

Jonassen D.H. Land S.M (2002) explained the area of learning environment. They stated that learning environment encompasses a whole range of variables in the area of psychological, pedagogical, technical, cultural, and pragmatic research. Students in the effective learning environment acquire more diversified knowledge.

Hannafin, Land, & Oliver (1999) told that learning environments are typically constructivist in nature, engaging learners in "sense-making" or reasoning about extensive resource sets. Learning environments typically include four components: an enabling context, resources, a set of tools, and scaffolds.

According to Andrew Janik from Kent State University, Learning Environment creating an environment that encourages learning should be a priority for every teacher. A warm classroom full of examples of student work and motivational sayings helps to inspire students to a higher level of involvement which, in turn, leads to better understanding. A teacher's attitude toward the subject matter and students is also very important to creating a superior learning environment. A positive attitude can help motivate students and motivation can make all the difference in a student's education. A positive learning environment will boost that level of motivation.

2.4. Component of Learning Environment

Early Childhood Education is expected to create a high-quality learning environment. Learning environment encompasses a whole range of variables in the area of psychological, pedagogical, technical, cultural, and pragmatic aspect/research (Jim Greeman, 2005).

A safe learning environment is necessary for students to grow and mature in preschool classroom (Brittany Goss, 2010). A positive learning environment also means that staff is knowledgeable and have expertise in emergency medical intervention and prevention (Marry Johnson Gerard, 2011). Learning environments that promote positive health practices and appropriate nutrition are environments that prevent illness and optimize learning for young children. Promoting good health practices includes supporting families in accessing appropriate medical and dental services and modeling appropriate health habits. An appropriate learning environment is clean and has good lighting, ventilation, heating and cooling (Hilary Atkinson, 2010).

The various aspects interact and viewed in connection so as to enable comprehensive work for good learning environment. Learning Environments typically include four component (cited as Hannatin M. Land and Oliver K, 1999) 1) an enabling context, 2) resources, 3) a set of tools, and 4) scaffolds.

Sandy Garrett, State Superintendent of Public Instruction, Oklahoma State Department of Education stated that the learning environment is an important and powerful teaching tool. Much of the early childhood teacher's work is done before the children ever arrive. If the environment is set up with the knowledge of how children learn and develop it can positively support teaching and learning. For this teacher must maintain i) daily schedule, ii) classroom arrangement, iii) materials within each learning center and iv) the curriculum.

Universally Designed Learning (UDL) environments provide considerations for the widest diversity of learners possible so that all children benefit. These include children with varying disabilities, linguistic diversities, and varied learning styles. The concept of Universal Design for Learning facilitates inclusive early childhood environments by ensuring equitable access and meaningful participation through flexible and creative approaches within a developmentally appropriate setting. In this setting following areas are addressed

- **Attitude**- Consideration of learner differences, access and strategies for all children.
- **Curriculum** - Curriculum design must be responsive to diverse classrooms. Educators must share a commitment that all children participating will be successful in their development and learning. Successful outcomes for all children are characterized by diversity and individualization.

- **Physical Environment** - All children must be able to safely access and engage in the learning opportunities presented.
- **Relationships** - Collaboration, between all individuals associated with the child's learning, is essential for fostering and maintaining positive relationships (e.g. families, teachers, therapists, early intervention personnel).

Learning Environment takes many different forms and aspect. The following aspects of schools and training establishments are central to developing the learning environment (Education policy report of Norway, 2005-08)

- The psycho-social environment
- Cooperation between participants in the learning environment
- Relationships between children and young people
- Physical and mental health
- Leadership
- Norms, rules, school organization
- Values (views on learning and people, democracy, pupil participation, inclusion, well-being)
- Pupil participation
- Parent involvement (inter al. cooperation home - school)
- The physical working environment

On June 2000, the community organizations met to develop a consensus statement on how school can work with communities to prevent unfairness. In this paper, they listed 13 principles that can create and maintain environment that foster a sense of belonging, enhance the joy of learning, caring relation etc. Positive learning environments can be built on these principles: (A Pan-Canadian Consensus Statement)

- A positive learning environment is inclusive, respectful and caring of all of its members.
- Education and the development of children and youth are the primary focus of schools.
- An inclusive curriculum, recognizing diversity and promoting respect, is needed to help students resolve conflicts peacefully, learn about the law and acquire social and decision-making skills that contribute to the safety of their schools and communities.
- Fair and consistently implemented school policies and codes of behavior contribute to positive environments and reduce racism, bullying and other forms of harassment.
- Decisions are guided by a problem solving, not punitive, approach as well as by supporting and enabling all members of the community to participate and contribute.

- Every member of the learning environment is entitled to natural justice; including due process that is fair, non-biased, and proportionate, subject to appeal and that provides the reasons for the consequences.
- Three levels of action are effective in maintaining positive learning environments. Prevention of all forms of violence should be universal, involving all members of the community. When intervention is requested, it should be progressive, constructive, supportive and transparent. Follow-up services should be utilized to ensure rehabilitation and to victims recover from critical incidents and crises.
- Allocations of support to individuals are guided by individual needs and are a shared responsibility of schools and community agencies.
- Leadership training and professional development including knowledge of systems change is provided through long term development programs.
- The school provided with adequate tools and resources (such as an integrated curriculum, materials and staff).
- Pro-social leadership is the responsibility of all in the school and community.
- Youth are directly involved and have the own voice in the process.
- The effort to maintain a positive learning environment is integrated into all aspects of the school.

According to Julia Barrus (2010), In order to build an effective learning area, an educator must begin with the basic foundations of environment including learning categories, outdoor areas, and classroom design and order as well as decor size.

According to the American Academy of Pediatrics (cited as Beth Griesmer, 2010), a quality early education classroom should provide a safe, nurturing environment. It should be a place that fosters the proper development of young children in an atmosphere geared toward their particular needs and abilities. The room arrangement should include learning and play centers.

Physical Development: A quality program offers a variety of physical activity in the classroom and on the playground. All equipment should be age appropriate and safe. Teachers should not only supervise activities, but also model proper physical activity through songs and games.

Emotional Development: Starting preschool can be an emotional time for young children being away from parents and home. A quality early education program offers a warm, friendly environment. Children are encouraged to play and explore within the supervised and nurturing atmosphere of the classroom. The school should have a supportive relationship with parents, allowing them to observe the class on occasion or take part in activities.

Intellectual Development: Intellectual development is encouraged through age appropriate activities. Objects and activities around the classroom are labeled with pictures and words to help build vocabulary and develop reading skills. Multi-sensory activities are available in free-play centers and through daily curriculum. Stories and songs foster creativity and using the imagination. Age appropriate technology is introduced using programs geared toward preschool children's abilities and attention spans.

Social Development: A primary goal of a quality early education program is to foster social development in young children. Teachers encourage language development through modeling, rather than correction. Children learn to interact with peers and adults in positive and appropriate ways through daily activities.

2.5. How to set up/create Early Childhood Education Learning Environment

Brittany Goss (2010) explained that the learning environment is necessary for students to grow and mature in preschool classroom, but such an environment is not always easy to maintain. Maintaining a safe learning environment for young children requires a well-planned, clean and organized space that is free of dangerous materials. Teachers must also prepare rules and routines and explicitly teach acceptable behaviors so that students will participate in creating a welcoming classroom. To preserve the classroom expectations, rewards and consequences must consistently be implemented throughout the year. If the learning environment is routine-oriented, welcoming and physically non-threatening every day, students will always be safe. His idea of setting up the center is as follows

1. Before school begins, create a physical environment that is conducive to learning and cooperation. Think carefully about the locations of learning centers, the carpet space and desk, if you have one. Make sure that you are able to see everything from any point in the room. Organize toys and educational tools in accessible, child-friendly bins. Put anything that children should not access -- such as scissors -- on a high shelf

or in a cupboard to prevent accidents. Make sure the room is clean and free of dangerous materials every day before students arrive.

2. Develop three to five major rules for classroom. Make a poster using colorful markers and pictures, and post this in a highly visible area of the classroom. You might include rules such as "keep your hands and feet to yourself," "listen while the teacher is speaking," and "treat others as you would like to be treated." Teach these explicitly in class and praise students when they model good behaviors.
3. Develop a system of rewards and consequences. Many teachers use a stoplight chart to track student behavior. Make a stoplight out of construction paper with a green, yellow, orange and red dot. Then write students' names on clothespins and start every day on green. If a student misbehaves, the first offense will move the student to yellow, the second to orange, the third to red. Create appropriate and consistent consequences for each color. Allow students to move their clothespins back up for improved behavior. Implement a reward, such as a sticker, for students who end the day on green. Teach this system in the first week of class and maintain it consistently throughout the year.
4. Teach classroom procedures during the first week of class and in miniature lessons every day from then on. Learning to behave in an academic setting is one of the most important educational goals for preschoolers, and behavior routines must be taught explicitly. Spend a week teaching students how to sit on the carpet, how to listen to a read-aloud, how to raise their hands, how to line up and how to use learning centers. Give frequent verbal affirmation for positive behaviors. Make lessons short, incorporate some non-behavior educational material throughout each day and develop a consistent daily routine from day one.
5. Plan detailed lessons every day. Keep in mind which students work well together and which students require extra attention. Implement teaching strategies for multiple learning styles. Incorporate movement into your lessons, to keep pre-k students engaged. Well-planned lessons lead to excellent classroom management. If students are engaged in learning and understand what is expected of them at all times, the classroom environment will remain safe and secure.

Karen Hollowell explains about the learning and literacy Environment for young children. He noted that Young children, especially preschoolers and kindergartners, are in the beginning stages of literacy and oral language development. They need a learning environment that

continually reinforces direct instruction, and they should be in print-rich surroundings that increase phonological awareness. Don't just keep books on the shelves. Allow students easy access to literary materials so they will become comfortable exploring and learning new things. A literacy-rich classroom improves the overall academic growth of children by helping them understand the value of reading in all subjects and building their vocabulary and language skills.

1. Expose students to many types of print. Reading material should always be available. Centrally locate the classroom library, and supply it with fiction and nonfiction texts. Help children understand how written language is used in everyday life by keeping phone books, menus and newspapers in the room for them to examine.
2. Read stories or informational texts that supplement math, science and social studies units to integrate literacy across the curriculum. Use graphic organizers in science experiments to teach sequencing. When introducing addition, display number words and mathematical terms so kids can see the phonetic representations of the calculations they are performing.
3. Select materials based on children's needs and abilities. Place leveled texts in the classroom library so all kids can read successfully. Use manipulative such as plastic letter tiles and alphabet picture cards to help struggling readers decode words. Borrow more complex books from upper-grade teachers to challenge advanced students.
4. Read aloud to the class every day. Your students are encouraged by personal participation in literacy instruction. When reading fairy tales or or fables, model expression by altering your voice to reflect the characters. Have an informal reading time at least twice a week when everyone, reads silently for pleasure for 30 minutes.
5. Use technology to enhance the literacy experience. Pamela Solvie, a former first-grade teacher, used a digital whiteboard as part of her reading instruction. The whiteboard is an electronic dry-erase board on which students and teacher can write. Use this device to teach text structure, phonics and vocabulary.

According to Veronica Stanley-Hooper on an article of “How to Create Outdoor Environments for Learning and Fun”, outdoor play environments can be educational and a great way to spend a beautiful day. Children love to pour, scoop, pretend, run, jump and climb. Outdoor play helps children develop physically, socially, and emotionally while burning extra energy and calories. Burning those calories can help to prevent childhood

obesity. Even literacy skills are reinforced when children create and explain rules for the outdoor games they play or create.

The outdoor environment are setting up

- Market/Beach umbrella with stand
- Sand and water table
- Scoops of various sizes
- Measuring cups
- Buckets
- Shovels
- Bouncy balls
- Sidewalk Chalk
- Beanbags
- Jump rope
- Hula Hoop
- Large paper (if available)
- Craft paint (if available)
- Paint brushes
- Painting easel (if available)
- Plastic toy kitchen (if available)
- Various sports equipment

Erin Grady (2010) pointed out the usage a variety of methods to create a positive, constructive learning environment. According to him, a teacher can create a positive and constructive learning assessment environment. To increase the student's interest teachers are able to take an active role in shaping the kind of classroom they lead.

1. Allow your students to participate in lesson schedules, activities and other events. Evaluate your student's abilities and ask their opinions to help you tailor your lesson plans to their skill sets.
2. Plan a variety of learning activities for your students. People learn in different ways -- some prefer hands-on activities, others enjoy audio-visual presentations and still others like guest speakers that add variety. You can help each child learn in the best possible way by offering different activities throughout the semester.
3. Give your students positive feedback. Reinforce good behavior with verbal affirmations, positive responses after a student responds to a question, recognition of a student's skills and reassuring words that the student is progressing in a positive direction.

4. Maintain your students' self-esteem during classroom time. When appropriate, provide gentle correction, recognition of accomplishments and training that will add to a student's confidence level.
5. Get to know your students as soon as possible. Address the students with their first names, involve all students as equally as possible, encourage students to treat each other with respect and allow students to meet with you privately if they have any problems.
6. Make the classroom as comfortable as possible. For some teachers, this may mean adding bean bag chairs or creating a cozy reading area in the classroom. Other teachers may choose to hang inspirational posters or quotes on the wall. Anything an educator can do to make the classroom more inviting will be appreciated. Reach out to local businesses to ask for in-kind donations of these items.

According to Sandy Garrett, State Superintendent of Public Instruction, the environment of the classroom is depending on the use of learning centers which is a key component to ensuring the success of students.

When planning where to set up centers, take a close look at your classroom. Three basic settings are needed: a place for the whole class to work together, a place for students to work independently, and a place for teacher-directed small group work. It is helpful to use a map of the classroom with scale cutouts of furniture and equipment to try different arrangements. Once you have set up your room and observed students in the environment, it may be necessary to do some rearranging to better accommodate their needs. Keep the following considerations in mind:

- Create logical traffic patterns so students can move about easily from one area of the room to another without disturbing others.
- Consider fixed items such as sinks, built-in shelves, carpeted and tiled flooring and electrical outlets; use space efficiently.
- Separate quiet and noisy activities.
- Provide a large floor space for group activities.
- Create an area for teacher-directed small group activities.
- Provide spaces for individual work.
- Store appropriate materials and equipment near the center in which they will be used.

The following is a list of centers suggested by Sandy Garrett that are typically found in the early childhood classroom such as;

Art Center

Literacy Center
Library Center
Listening Center
Writing Center
Math Center
Science and Sensory Center
Block Center
Dramatic Play Center
Music and Movement Center
Cooking Center
Computer Center
Woodworking Center

The learning environment must be envisioned in both a physical space and a cognitive space. The physical space of the classroom is managed as the teacher prepares the classroom for the students.

Teachers must also consider the cognitive space necessary for a learning environment. This cognitive space is based upon the expectations teachers set for students in the classroom and the process of creating a motivational climate. Effective teachers create and implement classroom management practices that cultivate an engaging classroom environment for their students. Two specific areas of cognitive space that teachers include in their plans are setting expectations (i.e., rules and procedures) and creating a motivational climate.

2.6. Learning Theory - an Overview

Principles of Reinforcement

Skinner's research focused on the study of behavior. In his research, he found that consequences remit responses. He focused on *shaping* behavior and developed a behavioral model he called *operant conditioning*. Operant conditioning shapes behavior through reinforcement. His research suggests that punishment is ineffective and leads to short-term behavior change. For example, when a teacher puts a child in time-out for doing something wrong, she is liable to change that child's behavior for the moment, but it may not prevent the child from misbehaving in the future. In contrast, reinforcement proved to achieve lasting behavior changes, reinforcement increases a desired behavior. In other words, if a teacher gives a child, a star sticker every time he chooses to play in a low preference specific interest area, the child's likelihood of playing in that center increases. Skinner described reinforcement as being either positive or negative.

Constructivist Theory

According to the constructivist theory, children take an active role in their own development (Hall, 1987). As children interact with their environment, they gain knowledge (Brewer, 2001). Two theorists who impacted the constructivist theory are Jean Piaget and Lev Vygotsky (Mooney, 2000).

Piaget explained the process of constructing knowledge. He explained this process using three terms: accommodation, assimilation, and equilibrium. These three terms are defined as follows:

1. Accommodation – creating a new category for information input
2. Assimilation – organizing new information into existing schemata
3. Equilibrium – information is organized by either accommodation or assimilation.

Children gain information through their experiences with their environment. This information is organized through these three processes (Brewer, 2001).

Vygotsky believed that children gain knowledge through their experiences. Vygotsky also believed that children gain knowledge through their *social context*. Children's *social context* contains their family, people they interact with, and their values. The values of their social context influence how they think and learn (Mooney, 2001). Within Vygotsky's theory is the zone of proximal development. The zone of proximal development is the range between what a child is capable of doing independently and what a child is capable of achieving with guidance from an adult (Brewer, 2001). Vygotsky emphasized that the people part of a child's social context should support children within their zone of proximal development, while providing children with meaningful experiences. The guidance which adults give children is referred to as scaffolding. Teachers can provide meaningful experiences to children by providing whole group instruction. During whole group instruction teachers can help children to engage and scaffold them within their zone of proximal development.

DeVries and Zan (1994) speak of the importance of the sociomoral atmosphere in classrooms. They write that interactions between children and their caregivers and educators influence their social and moral experiences as well as their development. These authors suggest that group time might be the most important in terms of creating a sociomoral classroom environment. They state that the primary objectives for group time fall under two major umbrellas of development: sociomoral and cognitive. Within the sociomoral domain group time encourages children to develop social and moral reasoning skills. Constructivist teachers therefore use finger plays and other rituals to build a sense of

community and belonging for the children. Through this sense of community and belonging, children learn mutual respect and cooperation as they work together and listen to one another. By providing group time, children experience multiple perspectives, which expose them to fairness and justice. Children develop several cognitive skills as they engage in group time: reasoning, intelligence, and knowledge in several domains. Group times are successful when the teacher carefully plans them using the children's needs, interests, and abilities as a basis. During group time, the teacher serves as a leader. It is crucial that the teacher keeps the long terms goals and objectives in mind and serves as a respectful and responsive leader (DeVries & Zan, 1994).

CHAPTER - THREE

REVIEW OF LITERATURE AND STUDIES

3.1. Introduction

The major purpose of reviewing the literature is to determine what has already been done and what needs to be done. More over it was done to avoid unnecessary repetition of the same work. Considering this, the researcher reviewed literature went through many web pages which were related and relevant to this study. Only the brief summaries of the reviewed literature have been depicted bellow.

3.2. Literature Review: Abroad

A Study was conducted by Mauree Elizabeth Harris ,B.S., Louisiana State University (2008) on ‘Recommended Practice in Preschool Instruction: Increasing Child Attention During Whole Group’ The purpose of this study is twofold: 1) to establish normative data to determine typical levels of correspondence with recommended practice and typical levels of child task engagement during whole group instruction 2) to modify the whole group activity to determine if child task engagement is impacted. This identifies the levels of task engagement of children during whole group instruction, while concurrently describing the whole group instruction in terms of recommended practice for preschool. The purpose is to determine if the identified criteria for recommended practice in whole group instruction will impact child task engagement during this activity. The settings for the targeted classrooms were three preschool classrooms. Each of the three classrooms was selected based on their performance as compared to the normative data in Phase One. These three classrooms had the highest amount of children exhibiting low levels of task engagement and low number of recommended practice for whole group instruction. Results indicated that when each of the teachers increased their adherence to the recommended practice in whole group instruction, children’s task engagement was observed to increase.

Godwin S. Ashiabi (2007) was conducted a research name “Play in the Preschool Classroom: Its Socio-emotional Significance and the Teacher’s Role in Play” published in Early Childhood Education Journal. The goals of this paper were two-fold. The first goal was to examine the emotional and social developmental value of play in the early childhood classroom. This issue is important because of the recent impetus for a more academic focus in early childhood classrooms, and questions about the developmental benefits of play. The

second goal was to examine and discuss the role teachers could play in making play a developmental and educational experience. This is because understanding the significance of play could make teachers less apprehensive about using play to promote learning and development, and enable them answer questions regarding the value of play. Using these goals as a backdrop, this paper discussed views of children's play; the defining characteristics of emotional and social development; play and the socio-emotional development of children; and the role of early childhood teachers in children's play.

Violeta Vidaček-Hainš, Victoria Appatova and Harry Prats conducted a research on "Components of effective academic learning environment: Case studies of Croatian and American students". They explained that Learning environment factors have been increasingly taken into consideration by different higher education systems in two target groups of students in Croatia and the USA. In addition to curriculum and technical support provided at a higher educational institution, other factors have been gaining importance, including student services, mentor support, learning skills development, self efficacy, as well as the prior knowledge gained in the course of secondary education and from family backgrounds. The results are interpreted in the context of identifying the key factors for successful tertiary-level education, especially in the field of information and communication technology in Croatia. Students' feedback is suggested to be used for introducing possible modifications towards a creative and effective learning environment at colleges and universities.

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The National Association for the Education of Young Children (NAEYC) recommends the consideration of age, individual growth, and cultural factors when designing developmentally appropriate programs. Practitioners should have knowledge of children's cognitive, physical, social, and emotional development to guide their planning and preparations of the environment and planned activities. Practitioners should consider each child's growth patterns, personality, learning styles, family makeup, and culture when planning instruction. The NAEYC also provides guidelines regarding the recommended practices in order to provide children with quality education (Hart, Burts, & Charlesworth, 1997). By considering these areas of early childhood education teachers will provide children with experiences that require their attention or task engagement in order to learn. When children engage in tasks, opportunities exist for learning across social, cognitive, language, and emotional domains. Teachers provide learning experiences directly during whole group instruction.

A Study on “An Observational Study: Examining the Relevance of Developmentally Appropriate Practices, Classroom Adaptations, and Parental Participation in the Context of an Integrated Preschool Program by Mark S. Brown, Doris Bergen and at all. This study was done to (a) gain a greater insight into how preschool programs were practicing integration, (b) acquire knowledge of how developmentally appropriate practices were being used throughout the learning centers, (c) examine how the special education preschool teachers made appropriate adaptations for their special needs children, and (d) explore the role of parents as they participated in activities with their children. The study showed that Through Social Interactions with Their Typical Peers and with Adults, the Children with Special Needs are Able to Develop Self-Regulatory Behaviors.

A study was conducted on “Capturing quality in early childhood through environmental rating scales” by Kathy Sylva , Iram Siraj-Blatchford at all, This paper explores the relationship between ‘process’ quality characteristics in English pre-school centres and the developmental progress made by children between the ages of 3–5 years. This new instrument was developed specifically for assessing the curricular aspects of quality, including pedagogy, in pre-school centres subject to the English national Early Childhood Curriculum. Multi-level statistical analyses revealed that quality of centre-based provision as measured by the ECERS-E was a significant predictor of children’s development at entry to school. This study demonstrated that the ECERS-E is a reliable instrument for assessing the educational aspects of process quality and is a significant predictor of children’s cognitive/linguistic progress. In contrast, the ECERS-R had a stronger relationship with children’s socio-behavioural progress in the pre-school period.

DeAnna M. Laverick, (2007) on “Starting School: Welcoming Young Children and Families into Early School Experiences” stated that the transition process should be proactive and responsive to the children’s needs. This article addresses four key components of appropriate support for young children who are starting school: (1) a consideration of the developmental characteristics of young children, (2) a recognition of factors that affect adjustment to new situations, (3) the establishment of relationships with families, and (4) the implementation of strategies that assist young children in making this important transition. Strategies for assisting children who are beginning their school careers are shared.

An article was written by Danling Fu, Lynn Hartle, and at all on “A Comfortable Start for Everyone: The First Week of School in Three Multi-Age (K-2) Classrooms”. The article

describes the start of the school year in three multi-age classrooms where 8 new kindergarten children join 16 returning first and second graders. The authors (professor/observers and teachers) describe what happens during the first week of school in this setting where the students remain with their teachers for 3 years. They explain what the start of the year is like for the returning students (first and second graders), the new students (kindergartners), the parents, and the teachers.

Recent research organized by McClelland & Morrison (2003) suggests the importance of teaching *learning-related* social skills. These skills are behaviors such as listening and following directions, participating appropriately in groups, staying on task, and organizing materials. The authors suggest that these skills are necessary for school success and school adjustment and are most important for success in kindergarten. These skills may also set the stage for later social behavior and academic performance by providing the foundation for positive classroom behaviors. The authors further state that children who are interested and involved in classroom activities are able to focus and pay attention and perform better academically (McClelland & Morrison, 2003).

One study by Lopez and Menez (2002) focused on children's attention in a preschool setting of twenty children. Attention was defined as becoming and remaining engaged in a task and more specifically, "...child was engaged in an individual academic activity required by the teacher, such as writing or drawing." This study suggests that children's ability to attend is related to a child's success in school. They looked at children's level of sustained attention throughout preschool. They used an observational procedure. Lopez and Menez found that preschoolers' sustained attention increased throughout preschool. They labeled this increase a possible developmental trend. It is the dominant and directing mode of learning during preschool of children's thought (Elkind, 2002).

Children display attention when they play with the materials in their environment. Play allows children to express ideas, emotions, and feelings. Play provides children opportunities for relaxation and recreation. Play enables children to practice for the next stage of development and to engage in a wide range of problem solving activities and contributes to intellectual growth. It facilitates learning across the three domains of development. Play also contributes to the development of learning dispositions such as intrinsic motivation, engagement, perseverance, positive social interactions, self-esteem, and self-confidence (Wood & Attfield, 2005).

Murphy, Laurie-Rose, Brinkman, and McNamara (2007) conducted a research on '*Sustained task engagement and social competence in typically developing preschool-aged children*'. The research examined typically developing children's sustained attention and its relationship with social competence. They studied forty preschool children during free play. Murphy, Laurie-Rose, Brinkman, and McNamara (2007) found higher levels of social competence on children who displayed attention.

Elias and Berk (2002) examined Vygotsky's assumption that sociodramatic play in early childhood contributes to the development of self-regulation. The authors studied 53, 3 and 4 year olds enrolled in 2-day care programs. Vygotsky argued that children achieve their greatest "self-control" in play. Make-believe play is a unique; broadly influential zone of proximal development in which children advance themselves, acquiring many culturally valued competencies and increasing control over thinking and behavior. Elias and Berk (2002) used a vocabulary subtest of the Wechsler preschool and primary scale of intelligence to find that socio-dramatic play supports Vygotsky's statement that make believe plays a significant role in children's self-regulation development (Elias & Berk, 2002).

Research by Howes, Phillipsen, & Peisher-Feinberg (2000) suggest that children who are more emotionally secure with their teachers are also more competent both in their relationships with peers and in general. Emotionally secure preschoolers may "check in" with the teacher or seek instrumental assistance when they need help. In contrast, dependent preschoolers frequently seek attention and contact with the teacher, often waiting for help without trying to solve problems on their own (Howes, 1994).

Other research by Wood & Attfield (2005) on '*Play, learning and the early childhood curriculum*' suggest that an adult's interactions should support and respond to children's needs and potential, support children's skills as players and learners, enrich the content of their play, support their own ideas and provide additional ideas and stimuli, enable children to elaborate and develop their own themes, be responsive to the level of play development, and remain sensitive to the ideas that children are trying to express (Wood & Attfield, 2005).

A Study on '*Preschool teachers' talk, roles, and activity settings during free play*' was conducted by Kontos (1999) examined several questions relating to teachers' talk, roles, and activity settings are related. The participants were 20 Head Start teachers and 20 assistants in Head Start programs with 15-18 four year olds. This study found that three-quarters of

teachers' verbalizations fell into four categories. The majority of teachers spend their time in 2 settings: constructive play and manipulative. Teachers were found to adjust their roles depending on their role and activity. Facilitators were more engaged in the play enhancer/playmate role. Play managers were more often engaged in stage manager role. The amounts that teachers talk to children are an indicator to how stimulating an environment is for children. Higher quality play results when teachers match their play styles to children's play choices.

Research on 'Teacher-child interactions and preschool children's perceptions of self and peers' by Colwell (2003) examined connections between teacher-child interactions and children's perceptions of self and peers. The author studied forty-seven predominately white, middle-class preschoolers at their preschool. Empirical evidence suggests that the quality of teacher-child relationships predict children's late adjustment to school. Children's spend time interacting with teachers, as well as children's cooperative behavior, emotional expressions, and aggression towards teachers was observed and interview was done to assess their self-perceptions and perceptions of peers. The results showed that positive teacher-child interaction might promote more positive attitudes about the classroom generally and translate the positive attitudes toward peers. Research suggests that gender plays a role in teacher-child interactions (Colwell, 2003).

A book named "**The Nursery School: A Human Relationships Laboratory**" by Katherine, H. Read was reviewed. This book is divided in to twenty two chapters and all chapters contained many important things of nursery schools with teachers' duties, roles and activities etc. in this book, it is said that, the teacher serves as a model for the child and the teachers of nursery school also has an important role as a reinforce of learning through the attention she gives. The nursery schools child is influenced by his teacher's response. So one of the most significant goals of the teachers should be helped the child to gain self-confidence and to feel respect for himself.

In a book on "Infant and Child Care: A Guide to Education in Group Settings" by William Fowler, the author has pointed about the needs for comprehensive early childcare and education, child development and learning cognitive basis of early development etc. in the last chapter of this book it is described on the teaching methods, teaching problems and way of problem solving, teacher child interaction, child centered activities etc which are very important for an elementary teachers to make them professionally competent.

A book named “**Teaching in the Elementary School**” by Herbert J. Klausmeire and Katharine Dresden was reviewed. It is recognized in this book that since learning is a complex matter, teaching is even more complicated. The treatise hereby presented is a scholarly and interesting treatment of ‘how to understanding of the teachers work’ etc. the book ‘teaching in the Elementary school’ should provide invaluable to all elementary teachers, whether they be students preparing to teach or those now engaged in teaching.

3.3. Literature Review: in context of Bangladesh

Sabrina Sultana conducted a research on “The implementation status of Early Childhood care and development program of some selected NGO’s in Bangladesh: An Explorative study”. The objectives of the study were to illustrate the nature of ECCD practices in terms of target population, area coverage, objectives and major activities / component; to identify the physical facilities and financial assistance for ECCD program; to explain the implementation process in terms of teaching-learning activities, materials, teacher training, monitoring and supervision mechanism. In this research it was found as major findings ;

- i) Community is very much aware of ECCD and they contribute and support the ECCD program run by the NGO’s very well.
- ii) None of them had any arrangement for food refreshment during class hour.
- iii) There were different types of learning teaching activity to ensure the holistic development of the learners.
- iv) There were sufficient learning teaching materials except few centers.
- v) Most of the learners were quite spontaneous in their activities.
- vi) The center environment was better in preschools than that of SBKs.
- vii) The learning teaching process of BRAC preprimary was slightly different from that of DAM and GS.

‘A study on Learning Environment in Secondary School and the Role of the Head Teacher’ (2010) was conducted by Jakia Afrin. The objectives of this study were three fold that were i) To explore the nature of Learning Environment in Secondary School. ii) To find out the present situation of learning environment. Iii) To examine the role of Head Teacher in making the Learning Environment of Secondary School. The major findings of the study

- The nature of learning Environment varies from school to schools both government and non-government has poor infrastructure and sanitary conditions.
- The teaching materials are inadequate in a number of schools. Libraries are not available.
- According to the findings of this study it seems that the present situation of 20% school in not of satisfactory level. Rest 80% schools environment is of moderate level. But both of them need an improvement to it.

A study was conducted by Bangladesh forum for Educational Development (BAFED) on *Early Childhood Care, Education and Development (ECCED) in Bangladesh*. The objectives of the study were:

To assist government for initiating policy and programming strategy through providing background information data, present status and other relevant information on ECCED.

In that study ECCED means school preparedness programs for 3-5 years old children that ensure their physical, social, emotional, intellectual and moral development.

Some of the major findings of the study were:

- Most of the school preparedness or care programs available in the surveyed institutions are heavily loaded with only literacy skills and scope for learning with fun and enjoyment is limited.
- Learning teaching aids are limited in all categories of institutions.

Another study was conducted by Taposh Kumar Biswas on *the existing situation of Early Childhood Education (ECE) in Dhaka city*. The objectives of the study were: a) to collect information about educational background, experience and training of ECE teachers ; b) to collect information about physical facilities and class environment of ECE schools ; c) to collect specific information with regard to existing curriculum, teaching-learning materials and aids of ECE programs; d) to identify the problems and issues related to ECE programs ; e) to give necessary suggestions for improving the ECE programs. The major findings were:

- i) Most of the teachers were female, graduate and had no training on ECE.
- ii) Most of the schools had physical facilities such as transportation, drinking water and toilet.
- iii) Most of the school had no building of their own and had been run with rented structures.
- iv) Most of the schools did not have any play ground.
- v) Most of the teacher followed child-centered method and had their own school-based curriculum, but did not use appropriate teaching aids

Save the children USA conducted a study on *Assessment of Grameen shikha's ECD programs*. The objectives of the study were to assess:

- a) The current status of the program
- b) The effect of the program on the children and parents.
- c) Identify the factors affecting the quality of the preschools
- d) The appropriateness of program, training, material design.

The major findings of the study have been given below:

- i) The pre-schools were child friendly and both the children and facilitators were very participatory during the session.
- ii) Supervision of the pre-schools needs to be improved.

A study was conducted by Syeda Atiqun Nahar on *Academic qualifications, professional preparations and special needs of the teachers of Early Childhood Education (ECE) Programs*. The objectives of the study were; a) to collect information about academic qualifications of the teachers of ECE; b) to ascertain whether teachers have any official training on ECE programs; to identify the professional needs of the teachers of ECE programs; c) to find out the training facilities of the teachers of ECE. The major findings of the study were:

- i) Most of the teachers of government primary schools were HSC holders and kindergarten schools were bachelor degree holder.
- ii) Almost all the teachers of both category schools did not have any training on ECE.
- iii) Most of the teachers of both category schools faced various problems relating to the classroom, evaluation of children, teaching aids etc.

Professor, Dr, K.M. Sirajul Islam and Ms. Ismat Sultana conducted a research study on “The Prevailing Situation of Early Childhood Care and Education for Formulating Policy and Deciding Implementation Strategies on the Early Childhood Care and Education as a Part of Basic Education in Bangladesh”. Four different types of field tested questionnaire were used to collect data from 156 respondents of primary schools, 136 of KGs, 21 day care centers and 47 mosque based learning centers of 6 divisions. To reach the goal of the study five specific objectives had been identified. One of them was “To collect information regarding the existing curriculum, training arrangement for teachers & parents and teaching materials for ECCE”. Data and information for this study were collected through direct interviews with questionnaires and other methods. The major findings of the study were:

- Most of the elementary school teachers do not have clear idea about the need of proper physical and socio-psychological development of the children.
- In most of the cases, for pre-primary classes there is no standard curriculum and syllabus, trained teachers and sufficient learning materials.

Some of the prominent recommendations made on the basis of the findings were:

- Registration of all concerned institutions offering pre-primary care and education must be compulsory.
- Standardization of curriculum and syllabus, proper ECCE training of teachers and supply of necessary teaching learning materials be ensured.

CHAPTER FOUR

METHODOLOGY OF THE STUDY

4.1 Introduction

Research methodology is a way to solve the research problem systematically and a science of studying how research is done scientifically (Kothari, 2005). This chapter mainly deals with the methods and techniques used in each steps to conduct the study. It contains detail description of every step taken such as

- Nature of study
- Sample selection
- Source of Data
- Description of tools
- Piloting the Tools
- Data collection Techniques
- Data analysis
- Ethical consideration

4.2 Nature of the Study

According to Gay and Airasian (1996), ‘the nature of the question or problem to be investigated determined whether the study is qualitative or quantitative’. By nature this study is a descriptive based on qualitative and quantitative data analysis. The researcher tried to explore the present status of early childhood education learning environment arranged by the non-government organization in Dhaka City through the study. The need to delve into research object, the study was conducted following both qualitative and quantitative approach.

4.3 Sample Selection

Sample for the study was selected to investigate the existing situation of physical facilities, learning and developmentally stimulating environment, its strength and challenge of pre-primary school of the Non-government organization.

i) Selection of NGOs

Five Non-government Organizations were selected randomly named BRAC, Dhaka Ahsania Mission (DAM), Grameen Shikkha(GS), Surovi, and Phulki. In selecting the NGO the researcher kept under consideration the following criteria

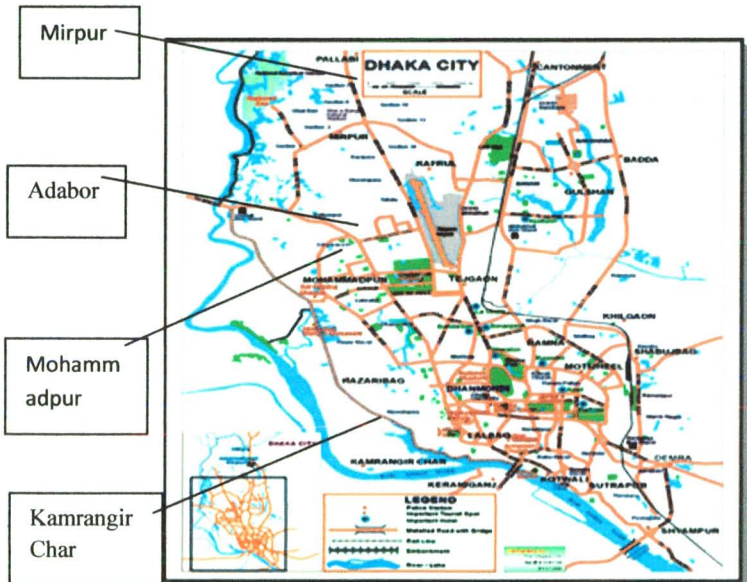
- a) NGOs who have pre-primary activities within the Dhaka city
- b) Having at list more than one center in Dhaka and
- c) Having at least 7-10 years working experience in early childhood education

ii) Selection of Pre-primary Center

In total ten pre-primary centers from five Non-government organizations (2 pre-primary centers for each) were selected purposively by Researcher. The location of the pre-primary center was Kamrangir char, Mirpur, Adabor and Mohammadpur. At first Researcher was making correspondence with the Program Coordinator of respective NGOs by sending mail or over phone rather than face to face contact for permission. With the help of the field manager or field facilitator, researcher selected the Pre-primary centers in nearby distance from researcher’s location and set the visiting date and time for data collection.

Table 4.1: Location of the Center

Name of NGO’s	Location of center observed	No. of center
BRAC	Kamrangir char	2
Dhaka Ahsania Mission (DAM)	Mirpur 14	2
Grameen Shikkha(GS)	Mirpur	2
Surovi	Adabor	2
Phulki	Mohammadpur	2



Source: <http://image.google.com.bd>

iii) Teacher, Field Supervisor and Program Coordinator:

To investigate the classroom practice of pre-primary center, a total of 10 teachers, one teacher from each Pre-primary center, five field supervisors from different five NGOs who was working respective field where sample pre-primary center was situated were selected and

interviewed. Five Program Coordinators of respective NGO were also interviewed to find out the learning environment, strength and challenges for the study.

Table 4.2: Sample of the Study

Sample of the Study	Number	Location
Pre-primary classes	10	Kamrangir char, Mirpur, Adabor, Mohammadpur
Teachers of Pre-primary Classes	10	Kamrangir char, Mirpur, Adabor, Mohammadpur
Field Supervisor/manager	5	Field Office
Program Coordinator	5	Head Office

4.4 Source of Data

The researcher used both primary and secondary data for the study. Primary data were collected from pre-primary classroom of Non-government organization in Kamrangir char, Mirpur, Adabor, Mohammadpur through observation, from the teacher of pre-primary center through questionnaire, from field supervisor of the field office and Program Coordinator of head office through interview. Secondary data was gathered by analyzing school document, annual report, research paper, teacher's guide of pre-school teacher, training manual etc.

4.5 Description of Tools

In order to ascertain the learning environment of early childhood education in different Non-government organizations and get information on current status the following research instruments were developed by the researcher.

a) Check list

This tool was mainly prepared to focus on the physical facilities and resources at individual center. It was developed for collecting quantitative data and listed suppliers and facilities that were available in the center. This Checklist contained information regarding center, children, facilitators and center facilities with rating option, resources problems / challenges which was visible in the center

b) Classroom Observation Schedule

The purpose of the classroom observation schedule was twofold. First one was rating the learning and developmentally stimulating environment of the sample pre-primary center of non-government organizations to use the Likart type five point rating scale. Second one was to observe the teaching learning process for collecting classroom example of the learning and

developmentally stimulating environment of the sample pre-primary center against the rating. In Classroom Observation Schedule, there were 25 items or statement regarding learning and developmentally stimulating environment. Survey were developed on the basis of globally recognized two ECE learning Environment Rating scales for example; Global Guideline Assessment tools and Early Learning Environment Rating Scale of ECE to follow Global Guideline for ECCE (The Global guideline was prepared by Association for the Childhood Education International (ACEI) in 1999 addressing five areas)

Each item was assessed in three ways: (i) a rating ranging from “not available” to “excellent” respectively ‘Inadequate’, ‘minimum’, ‘adequate’, ‘good’, ‘excellent’ and ‘not available’. (ii) Space for examples pertaining to the item rating and (iii) space for additional comments. As each item was rated, write examples and comments that reflected the reasons for ratings.

c) Questionnaire

In order to collect data about teacher’s preparation, experience, attitude and opinion about learning environment of Pre-primary education, a comprehensive questionnaire developed for the Teachers/facilitators pre-primary center of non-government organizations. There were three parts; the first part contained teacher’s personal information including age, sex, marital status, educational background, experience and job satisfaction in terms of salary and other opportunities. The second part contained teacher’s knowledge and attitude in regard to learning environment of Pre-primary education. The third part of the questionnaire contained problems and challenges faced for conducting activities with the children. In total 13 questions were listed. Answering system was simple Yes-No or alternate response type, some multiple option one response and some open ended type. The questionnaire was prepared in simple Bangle language and the instruction for the usage of the questionnaire was given clearly at the top of the questionnaire.

d) Interview schedules

Two interview schedules were prepared for Program Coordinator and Field Officer collecting data related to facilities, curriculum, materials, teaching aids, teacher preparation, learning environment, problems of pre-primary center of five Non-government organizations. The purpose of the Interview schedules was to gain insights, feelings and attitude of the authority for pre-primary program.

4.6 Piloting the Tools

To identify unforeseen problems Checklist, Observation Schedule and Questionnaire were piloted on a similar kind of pre-primary center in Dhaka city except sample. The pre-test was useful in assessing the quality of the measures and in determining whether the question or items were comprehended. The final version was planned to be administered to a representative sample.

4.7 Data collection Techniques

For conducting the research, the following techniques were used for data collection.

a) Observation

Observation was one of the important techniques for the study to know learning environment of Pre-primary centers. The researcher and two research assistants observed the activities of each pre-primary center by using pre-determined Observation Schedules and Checklist as a non participant mode for effective observation. Researcher stayed at the center from the beginning to the end of the program. During observation researcher sited such a place from where all activities could be seen accurately. To verify the collected information she took note whatever she observed during the session or immediately after it lest she might forget anything. Besides electronic device like digital camera and video were used to preserve data for further usage.

b) Interview

The researcher conducted one to one interview to the Program Coordinator and Field supervisor of respective organization by using interview schedules. At first Researcher was making correspondence with the Program Coordinator of respective NGOs by sending mail and over phone rather than face to face contact for interview. With the help of Program Coordinator researcher arranged the date and time for the interview of field officer.

c) Self-administrated Questionnaire

For collecting response of the teacher and measuring their attitude regarding center environment, teaching techniques, relation with children etc the questionnaire was filled up by the teachers of NGOs pre-primary centers. On average, they took 30 minute to complete the questionnaire. Researcher provided the questionnaire to the teacher by herself

immediately after finishing the activities and received the tools carefully. For this it was possible to collect 100% questionnaire.

4.8 Data analysis

The researcher used both qualitative and quantitative approach for analyzing data. Qualitative data collected through observation, interview etc was analyzed using the mode of content analysis. Most of the data regarding classroom facilities, learning and stimulating environment etc was presented in a narrative way. Researcher coded the collected data by numeric value to help to reduce the data by categorization. Some information were orderly arranged and presented in classification in a table format with percentage. Microsoft excel (2007) was used for presenting data.

The information regarding physical environment and developmentally stimulating environment collected by observation schedule was measured on a five point rating scale with alternatives ‘Excellent’ ‘Good’ ‘Adequate’ ‘Minimum’ ‘Inadequate’. Assigning a numeric value to each rating i.e. 4.1 to 5 stands for category ‘Excellent’; 3.1 to 4.0 stands for ‘Good’; 2.1 to 3.0 stands for ‘adequate’; 1.1 to 2.0 stands for ‘Minimum’; 1 and below 1 stands for ‘Inadequate’ and ‘0’ stands for ‘not available’. The lowest and highest score of a survey could be varied from 25 to 125 respectively. On the basis of 25 items against 10 Pre-primary centers, the total point was rated to the following table value

Table 4.3: Measurement against rating score

Rating option / Premises	Total score of L.E. (25 items)
Excellent	101 and above
Good	76 to 100
Adequate	51 to 75
Minimum	26 to 50
Inadequate	Below 26
No available	00

According to the rating, (table 3.3 shows the rating) if a center gets 101 or more point, it is said that the learning environment of that center is excellent. If it gets 76 to 100 we can say that the learning environment of that center is good and if the total score is between 51 to 75, it is said that the learning environment contains adequate status. In this way the learning environment is measured according to assigned score against the rating option.

4.9 Ethical consideration

Ethical issues were taken under consideration in every step during the study. At first the researcher submitted an application praying the permission to help by providing all the necessary data required for the study, also attached the request letter signed by her supervisor to the head of the organization. Both the application and request letter assured that the collected data would only be used for the study that was conducted for the partial fulfillment of the researcher's academic course.

In taking interviews the researcher tried not to hamper their official activities of the selected organization. For that she made an appointment with the interviewees. The field officer was informed by the head office about the reason of visit. The researcher showed the request letter to the field officer and expressed her purpose clearly to them. She shared with how to conduct the interview without disturbing their normal activities.

While observing the center activities, researcher tried not to interrupt their regular activities. However as the participants were children of 5-6 years of age, the presence of researcher was interrupting their concentration a little. Very few among them became shy with their natural behavior. In this regard she tried to make them easy by talking with them. Besides, the researcher assured the tutor by introducing herself and also telling the purpose of her presence. Only the researcher and her assistant dealt with the data. Data collected from different sources were edited without any manipulation.

CHAPTER - FIVE

ANALYSIS OF DATA

5.1 Introduction

This chapter aims to present data with analysis collected by using different tools. The Researcher attempted to discover the present situation of physical facilities and learning environment of pre-primary center run by NGOs in Dhaka city. Data is presented by using quantitative approach while qualitative approach supports that in some cases. The similar information from different tools is picked to arrange by the following theme points which are considered for analysis.

- General information about Pre-primary Education of selected NGOs
BRAC
DAM
GS
SUROVI
PHULKI
- Physical Facilities of the Pre-primary center
- Learning and Developmentally Stimulating Environment
- Teacher of the ECE Center
- Assessment of Learning Environment of Pre-primary education
- Strengths
- Ongoing Challenges

5.2 General information about Pre-primary Education of selected NGOs

The current activities of Non-government organization (NGO) with the help of sub agency directed towards meeting children's need who are specially belonging in a poor family at the working area of respective NGOs. To meet the need of twenty first century and to show honour to the government education policy even the last education policy 2010 as well as national and international commitment of government. NGOs are running early childhood education activities to enhance the attendance rate of disadvantaged children and reduce the dropout rate in primary school.

Table 5.1: Programs details of Non-government Organizations

Content/ Org	BRAC	DAM	GS	SUROVI	PHULKI
Name of Pre-primary education	Pre-primary education	School preparedness program	Pre-primary education	Pre-school program	Child care center
Starting year	2002	2003	2001	2002	2004
Total center in Dhaka City	430	9	30	6	50
Total center in Bangladesh	13054	183	440	15	50
Age range (Y)	5-6	5-6	5-6	5-6	3-6
Gender	Boys & girls	Boys & girls Both	Boys & girls	Boys & girls	Girls & boys
Time table /duration	1 year duration 6 days in a week 2:30 hour a day	1 year duration 6 days in a week 2:30 hour a day	1 year duration 6 days in a week 2:30 hour a day	1 year duration 6 days in a week 2:30 hour a day	1 year duration 6 days in a week 6 hour a day
Student teacher ratio	30:1	25:1	30:1	30:1	20:1
Tuition fee (monthly)	Not applicable	Tk. 50	Tk. 15	Tk. 10	Tk. 150

Source: Document analysis and Field survey

The above table (table no-4.1) shows the Program details of selected Non-government Organizations. In most cases, Pre-primary education is center based. The single classroom is known as a school, one teacher is for each center. Program duration is one year. Numbers of center are maximum 430 under BRAC and minimum 6 under SUROVI.

Bangladesh Rural Advancement Committee (BRAC)

BRAC introduced Early Childhood Education named 'Pre-primary Education' from 2002. This program targeted 5-6 years old children of the catchments areas of government primary school. In Dhaka city 430 pre-primary education centers were running in full swing and underprivileged children were main target group. Both girls and boys were allowed to admit as well as special need children were encouraged to continue. Teacher student ratio was 30:1. ECE center sited for 6 days in a week and 2 hr and 30 minutes per day. The objectives of pre-primary education were -

- Preparing children physically and mentally fit and eager for entering formal primary schools.
- Socialization of children through child friendly games and activities.
- Assist children to be acquainted with environment outside home.
- Assist children achieve skills and competences in rhyme, dancing, singing, reciting, drawing, telling stories, alphabets etc.
- Assist children achieve creative development in different areas.

Dhaka Ahsania Mission (DAM)

Dhaka Ahsania Mission implemented ECE program named 'School Preparedness Program' in partnership program with Plan Bangladesh under UNIQUE project. The program started from 2003 for the children of poor and disadvantage family. Both boys and girls gave same emphasis in the center. 25 children were enrolled in each center whose average age was 5.5. The parents had to pay Tk. 50 per month for their children. Parents were happy to get good service for children. The school preparedness program's objectives were

- To improve capacity of parents and community for promoting early childhood care and development.
- To ensure enrolment of children in primary schools with proper preparation as well as their health.
- To establish community-based resource center to run early childhood care and development program.
- To continue the practice of early childhood care and development through community-based organization and to demonstrate a replicable model in this regard.

Grameen Shikkha (GS)

Grameen Shikkha provided ECE program named 'Pre-Primary Education' for 5-6 years children of poor parents. Among 440 centers, only 30 ECE centers were running in Dhaka city. The capacity of each center was 30 children and a teacher treated both boys and girls for 2 hours and 30 minutes every day. Parents paid Tk. 15 per month for their children. The objectives of the program were-

- To prepare the parents for child rearing activities properly.
- To create a base of education to ensure the smooth transition to formal primary school for the children.
- To build capacity among the community to continue the early childhood care and development practice.

SUROVI

SUROVI was running ECE programs named 'Pre-school program' for the children of poor families. It started from 2002 in urban area. The student teacher ratio of that program was 30:1, sited 2 hrs and 30 minutes a day and 6 days a week like BRAC, DAM and GS, targeted age was 5-6 who came from poor and low income family. Special need children gave priority

in this program. Inclusive approach was maintained strictly. Parents paid a token money at the rate of Tk. 10 per month. Objectives of the program are given bellow -

- To reinforce the children for education.
- To create high demand among the students to the teacher for learning.
- To make a competitive situation in learning.
- To prepare children for class one with better performance.

Table 5.2: Target Group of Pre-primary Education Program of NGOs

Content/ Org	BRAC	DAM	GS	SUROVI	PHULKI
Class room system	Single age group	Single age group	Single age group	Single age group	Multi age group
Average Age	5.5	5.5	5.5	5.5	4.5
Presence of Special Children	2 student	6 student	2 students	No	No
Priority Target group	Children of Poor parents	Children of Disadvantage and slum dweller	Children of Poor parents	Poor and Disadvantage children	Children's of working parents

Source: field survey

PHULKI

PHULKI worked in urban areas including slums and factories of Dhaka city PHULKI designed its own program of ECE named 'Child Care Program' for the children of working low income group women. The pre-schools with financial assistance from plan Bangladesh, KIK-business group started from 2004 to now. Parents usually paid Tk. 150 per month and provided the meal of his/her children. Children enjoyed here very much.

The objectives of the programs were-

- Developing a system of service delivery which is able to keep beneficiary happy.
- Effective caring of children with joyful learning.
- To meet the needs of children with good preparation for primary school.

5.3 Physical Facilities of the Preprimary School

5.3.1 Location and space of the center

Early childhood education center mostly known as 'pre-primary center' was generally a room located at a near distance of the learner's house. Organizations established its centers to help poor and underprivileged children or children of illiterate parents who were more likely to be excluded from educational opportunities. All centers were located in the community within

half kilometer of the Government primary school so that the learner of pre-school would attend class one of the primary school. Pre-school programs ran through in a project approach. So DAM, GS, SUROVI and PHULKI started programs by rented house with the help of community.

The measurement of the room was DAM – 24'x12'x8', GS – 16'x6'x8', SUROVI – 10'x12'x8' and PHULKI – 10'x10'x8'. On the other hand BRAC motivated the community to build a room with a given measurement. Community helped to find out appropriate location and built a room (24'x12'x8' – Room Size) for conducting program. According to instruction of BRAC manual, for 30 students' suitable room size is 306 sft. (24x12.75x8). Here it was seen that most of the NGO's could not manage spacious classroom for smoothly arranging the program.

Table 5.3 : Location and space of ECE center

Organization	Location of the center	nature of the Center	Number of class room	Space	Use of center
BRAC	In the community	Rented and semi-pacca building	01	14'x12'x8' = 168 sft.	Only ECE
DAM	In the community	Rented and tin shade	01	24'x12'x8 = 288 sft	Multipurpose use
GS	In the community	Rented and tin shade	01	16'x6'x8 = 96 sft	Only ECE
SUROVI	In the community	Rented and Building	01	10'x12'x8 = 120 sft	Only ECE
PHULKI	In the community	Rented and Semi-pacca building	01	10x'10'x8' = 100 sft	Only ECE

Source: Field survey

At the visiting time, the researcher observed that all centers front side were looking shabby. There were no special pictured gates or garden that make the center attractive as well as keep children happy. Center of three NGOs (BRAC, DAM, GS) were situated beside the narrow road. PHULKI and SUROVI conducted their program in a crowded place that sometimes hampered the activities by noise pollution.

5.3.2 Condition of the House

The center of BRAC, GS and PHULKI were semi-pacca building. Usually the roof of the room was made of tin. Wall and floor was made of brick with plaster. But some wall of some centers of DAM and GS were made of the bamboo fence and roof was of tin. Some centers were brick building, such as SUROVI School. But its classroom space wasn't satisfactory. Each center of DAM, SUROVI and PHULKI contained one door and two windows except the center of Grameen Shikha. Door and windows were placed in same side of the room. The classroom of GS pre-primary center had one door but no window. Neither the space nor the ventilation of the room was appropriate for the center. Only BRAC tried to maintain room

size but there were very high temperature in summer season because of not having electricity. Other centers had one or two fan and light though it was not enough in hot season.

Table 5.4 Condition of the House

Organization	Physical condition of the house					Condition of facilities			
	Roof	Wall	Floor	No. of Window	No. of Door	Proper ventilation	Light	Fan	Toilet facility
BRAC	Tin	Tin	Pacca	02	01	Not appropriate	No electricity	No electricity	Not child friendly
DAM	Tin	fancy with Bamboo	Pacca	01	01	Not appropriate	01 Bulb	01 Fan	Not child friendly
GS	Tin	Tin	Plastered by cement	-	01	Not appropriate	01 Bulb	01 Fan	Not child friendly
SUROVI	Building	Paka	Plastered by cement	01	01	Not appropriate	01 Bulb	01 Fan	Not child friendly
PHULKI	Tin	Paka	Plastered by cement	01	01	Not appropriate	01 Bulb	01 Fan	Not child friendly

Source: Field survey

Except the pre-primary center of DAM, other centers of BRAC PHULKI, GS and SUROVI had sanitation facility but unsatisfactory condition.

5.3.3 Classroom decoration

It was observed that all centers were decorated with different types of chart, poster, picture, symbols, moral comments map and rhymes. All materials were hung on the wall from top to bottom. There were weather chart, poster containing rhymes, poster of the name of center management committee, children's hand print and face, poster containing name of 7 days, 12 months, flower chart, minimal chart, fruit chart, birds a & cloth chart in some centers. There were found some colourful picture made by the student. Most of the posters and chart were brought and provided by the NGO and some of them were made by technical officer, teacher or trainer during refresher training.

The quality of the poster was not satisfactory, because the poster or chart's colour became fade. Writing of the poster was slide dim that was not attractive enough for the learner. The floors of the classroom were covered with a thin mat made of jute or plastic. It helped students to sit down on the floor. In some centers, (DAM, GS, SUROVI) there were four corners named 'Block and manipulative corner', 'Imaginative corner', 'Water and sand corner' and 'Art corner' for the children. It was seen that all playing materials were gathered in a box or bowel at the back side of the room.

Blackboard was placed in front of the classroom and hung comparatively at a low height so that children might get access. Pre-reading & writing materials such as story book, exercise

book, khata, pencil, chalk, duster, and pointer were kept on the table, shelf or bench in one corner of the room. There was a display board to stick the drawing made by the learners.

Table 5.5: The list of materials found in four corners

Imaginative corner	Block and manipulative corner	Art and book corner	Water and sand corner
Small size plate, glass, cup made of plastic, A set of small cooking pans and spoon made of aluminum, Small wooden furniture such as bed, chair, table etc Bowl for fruits and vegetables. Telephone sets Threading toys Ball, plastic watch, fishing nets etc.	Wooden block of different shapes Different types of puzzle Bag with different type of seeds, lacing card, threading toys etc	A series of story books great in number, different type of board game, Materials for drawing such as crayon, pencil, note copy, Drawing book Number card, alphabet card etc.	Big bowl Funnel, cup, sand/mud Bottle Stone, boat etc.

Source: Pre-primary center observation by Checklist

5.3.4 Setting arrangement and furniture

It was seen that setting arrangement of learner was very pleasing. Different set up were for different activities. At first horseshoe or U shaped arrangement of all learners were for common Instruction. The teacher and learner began the class by singing the song or did some physical exercise. Group activities were arranged in the four corners of the room. Children divided into four groups as their choice. They moved anywhere in the class room smoothly.

It was found that pre-primary centers were running with only a room. The classroom was full of little sweet children but there was not enough space to arrange any furniture in the room that is necessary for the school i; e; child friendly table, chair, showcase etc. Maximum activities were designed to be conducted on the floor, so open space was needed to do that. During interview, the program coordinator told that this was a project based downer founded supportive program for keeping children mainstreaming. Only disadvantaged children were allowed to entry in low cost program. There was no provision for furniture in project proposal. It was found during observation, one table or shelf, a medium size steel box, a chair or a bench was in the room.

5.3.5 Teaching learning materials

Table 5.6: Teaching Learning Materials

Content/ Org	BRAC	DAM	GS	SUROVI	PHULKI
Curriculum and Teacher's Guide	Have own curriculum and teacher's guide	Followed guideline by plan Bangladesh named "tutor Guide	Followed guideline by Bangladesh Shishu Academy named "Teachers Guide"	Followed guideline by plan Bangladesh	No any Teacher's Guide
Learner's text story books	Bornor Mala (Alphabet) shongkhar Mela (Math) chobi dekhe shikhi several story book	Asho borno shikhi (Alphabet) ashongkha shikhi (Math) Alphabet chart (English) exercise Khata several story books (12)	Asho borno shikhi (Alphabet) ashongkha shikhi (Math) Alphabet chart, Several story book (10) Ting Longer kando Opur Biral, Boltey Paro etc.	Asho borno shikhi (Alphabet) ashongkha shikhi (Math) Alphabet chart.	Some story books
Indoor play materials	Block, Doll, Plastic ball, fish, bowl, different types of stape, cooking set	Where is my mother, block, water and send cooking set, Doll, Statue made by mud	Different type of model made by mud doll, model of Animal flower, plastic	Different plastic play materials, handmade model of different shape	Plastic ball, balloon, doll, Model etc
Writing and drawing tool kit	Mobile set, pencil, cutter, Eraser, chack, colour (Pencil), paper (News)	Exercise khata, blackboard pencil, paper, colour pencil etc	Pencil, paper, Blackboard, chack, Khata, colour	Pencil, paper, Blackboard, chack, Khata, colour	Limited materials-blackboard, chack etc
Music item and equipment	14 songs are singing with no musical instrument	7 songs are singing with no musical instrument	9 songs are singing with no musical instrument	7 songs are singing with no musical instrument	No wall defined

Source: document & center observation report

The teaching learning materials used in BRAC pre-primary center were mostly the production of BRAC Education Program (BEP). There was Material Development Division in BEP where necessary materials for different education program were developed. BRAC developed its own curriculum, teacher's guide, GPP manual, training manual and materials, pre-school materials, different types of chart, poster, and toys by its resource persons. DAM and SUROVI used materials developed by unique project with the technical assistance of plan Bangladesh. Pre-primary center of DAM and SUROVI were used same materials and curriculum for children published by plan Bangladesh. Besides, DAM also used some story books developed by its own material development unit. On the other hand, GS depended on Plan Bangladesh for teachers' guide and some literacy materials, FIVDB and inner force for some story books.

PHULKI tried to develop its own materials where as it used some story books charts posters, play materials by different organization. Except PHULKI, other four NGOs arranged workshops once a year where parents, facilitators and community experts in this regard made low cost materials for the center.

5.3.6 Safe drinking water and food

The pre-primary centers of BRAC, DAM, GS, and SUROVI could not provide safe drinking water during the class time. They requested guardian and children bringing the water from their home. In this regard, different scenario was found at child care center of PHULKI. Everyday teacher/caregiver boiled the water for the next day so that children were free from bearing water.

DAM provided one packet of fortified biscuits for each learner during the class. With the complements of SFP (School Feeding Program) by the world food program (WFP) the program aimed to improve nutritional status and health of student by reducing micro nutrient deficiencies and providing a protein / calorie supplement. Teacher of the center instructed all students that they must complete the course of eating during the class period. It was found that nobody washed their hand before eating and finished their meal at the right time (2:30 m). Children put the biscuit on the floor and took again for eating. So it made class room dirty as well as unhygienic.

On the other hand, guardian provided breakfast and lunch for their children of PHULKI child care center. Caregiver helped children to take meal at the scheduled time. Sometimes children tried to eat by hand but children did not know the rules of taking food. Unhygienic environment was also founded at the time of taking meal.

BRAC, GS, SUROVI did not provide any food refreshment during the class period nor there was any allocation of time for doing that by the children themselves. The class duration of SBK was 2:30 hours officially but it was observed that the learners usually stayed there for 3 hours. So it was very shocking that the learners stayed there without any kind of food refreshment or break. The little children had to perform many activities such as different type of indoor games which burnt a lot of calories. Moreover sometimes children came to classes without having any snacks just for not being late. Most of the program managers were concerned about that but they excluded that as a tough manageable work. Program

coordinator told that this program was low cost program. No plan to provide food for the children.

5.3.7 Outdoor facilities

It was found during field visit all of the pre-primary centers provided physical activities (physical exercise) in the classroom. None had playground. The program was running in a class room for 20-30 children without having any facility to play outside the class that was most important to develop gross motor skill of the learner. According to Beth Griesmer, 2010, 'A quality program offers a variety of physical activity in the classroom and on the play ground, Gross motor skills improve dramatically in early childhood if such needs are met'. Research shows that NGOs in Bangladesh run school in a single or timber made room but do not have enough space for outdoor games (Saila, M, 2009). Besides, all the ECE centers were looking very poor, having no attractive garden and gate to enter. It seemed to be a shabby place, much dirt in front of the center.

5.3.8 Transport, electricity and medical services

Pre-primary center was situated in the community at best quarter kilometer distance from the learner's house. It was found that half of the centers were established beside the busy road where rickshaw, motorcycle, car etc were pass away in full speed but there was no symbol or sign or speed breaker to control the speed of vehicles. It was found that the NGOs did not provide transport facilities for the learner.

There was electricity in early learning center of GS, DAM, PHULKI and SUROVI but electric device such as fan and light had been inadequate sometimes. There was only one fan and one light for a room which was not sufficient for making the classroom cool and clear.

The same condition prevails in medical services. No child specialized attained for check up the children. It was found that some of the children were suffering from cold, skin disease exima, prickly heat etc but they were playing with other children without any protection.

5.4 Learning and Developmentally Stimulating Environment

5.4.1 Attractiveness of the classroom

The four walls of the center were decorated colorfully by different kinds of chart and posters such as weather chart, children map, posters containing rhymes, songs in common that

stimulated the environment very much. There were some posters which were drawn by the learners, in which case learners voted the picture to be the most attractive one and which was considered to be tentative one waiting for another better picture. Children's were very happy and tried to draw better picture for the competition. In some centers, picture of face or colorful shades of hand were on the top of the wall. Tools and toys for the children did not well organize in the center.

The colour of the wall of the house was not attractive, in some cases plaster of wall was broken and it was also seen at the door and windows. Doors or windows were not colourful even full of dirt and seen gloomy. The most of the centers were decorated with out of date displays. Children sat on the mat in every center. But it was not an attractive one. There were some materials that promoted problem solving such as block, number, alphabet matching card, a set of small cooking pans and spoon made of aluminum. But it was seen that maximum materials became old, colourless, pale looking and limited in number. Some materials were broken and unpaired. Children just played with others without any joy for example; one learner asked the facilitator "where is another part of the puzzle?" Facilitator consoled the learner and told, "You would better to leave it and play with other thing which is available". But the learner looked pale at that moment. Most of the learner enjoyed very much the 'rhyming session'; 'story telling', 'playing'. The environment is more or less clean but not bright. Besides, all the observed centers were looking very poor from the front side, having no attractive garden and gate to enter. It seemed to be a shabby place, much dirt in front of the center. A little signboard was hung upon the door of the pre-primary center.

5.4.2 Teaching learning approach

Participation was the core method of each Pre-primary center. Relation between children to children and children to facilitator were spontaneous. The teacher applied different type of method in different session. Teacher began the class by singing the song or did some physical exercise doing horseshoe or U shaped arrangement of all learners. Communicative approach was applied most of the time for daily awareness, hygiene, language development etc. Dramatic play, imaginative play, group activities, role play, individual activities, demonstration, recitation, story telling etc was followed routine wise. Teacher taught students alphabet, counting etc to use different types of teaching aids made by paper, block, mud, cloth, wood etc. Everything had to be completed in the classroom.

It was observed that in all the centers, children were free to interact with one another. But it was seen that a few students were not interacting with others. They worked and play by their own. Facilitator tried to communicate with them during class time. She aware about the problem of the children but she didn't know what types of problem it was and how did solve it. Teacher did not get training on special need children. She just made communication with them most of the time.

5.4.3 Center environment/ facilities for physical development of the children

Piaget believed that children's intellectual growth is based partly on physical development and that it is affected by children's interactions with the environment. Children build their own understanding of the world by the things they do (cited as, Mooney, 2000). In this study, researcher tried to discover what arrangement offered for the children for their physical development.

During observation it was seen that in every pre-school, there was offered a variety of physical activities in the classroom. At first, morning circle begins with the physical exercise along with the student and teacher. Most of the children played with others actively. The learners were fond of free play period most. Most of the children liked to play in the imaginative corner and block and manipulative corner. During this time children tried to occupy their favorite corner and pick up their favorite toys even by snatching that from others. Most of the materials were appropriate to their age. The facilitator used to make children act with dance relevantly to rhymes, songs with claps. All the learners were very patient and active. Teacher helped children to do that.

So, there were maximum facilities to acquire fine motor skills but no scope to acquire gross motor skill because of having insufficient space in the classroom as well as outdoor activities. Most of the pre-school classroom was very congested. Outdoor activities or play ground for children were not available in any of the pre-school. According to the interview of the authority it was known that the pre school program was a low cost program. It was very hard and costly to arrange outdoor activities. The learner came from local community and stayed at center only for 2:30 hour. Most of the Program organizer mentioned that it was a supportive program, not holistic development program.

Scope of development	Places	Example demonstrated by Children
Physical	Fine motor skill	Assembly and simple physical exercise in the classroom Develop writing skill, Making shape by block, paper, mud, drawing.
	Gross motor skill	Not available

Source: Classroom Observation

5.4.4 Environment for emotional and social development of the children

‘Pre-school children being away from parents and home, they could be emotional sometimes specially at the first month of starting the schooling’ said the facilitator. ‘Day by day they adjusted with the environment and stayed full time of the school hour without crying. Their parents encouraged to send them to the center’ told the facilitator. It was seen that children were very friendly to play and explore within the supervised and nurturing atmosphere of the classroom.

During story telling session, teacher told the story in a interesting way by making facial expression, moving hands, acting, making voice low, high and hush, it made children impressed and they were cried laughing, fear etc. They observed the body movement of the teacher and imitated that. At the time of free playing or corner playing, children were very co-operative with each other. They joined in participatory activity. They imagined many things and acted with their friends. Sometimes teacher helped children how to play group games. Children followed the teacher’s instruction as well the instruction of child leader. Teacher facilitated some of the learner when they asked for the help of the teacher. Teacher helped to teach children how to introduce him to the other. We know that “when students see other students praised for their behavior they will be more likely to contribute to that behavior”. Facilitator asked student to give thanks to other. Researcher found that a set of rules posted nearby serves as a reminder for children about how to behave, what conduct is socially accepted and what is not in all centers.

Scope of development	Example demonstrated by Children (all Pre-school)
Emotional	Most of the children showed patience a large group activities during morning circle, reading, writing, playing Children were very respectful to the teacher, guest and any visitors. If anybody visits the center, it makes children’s happy

Social	<p>Work together in group play, dramatic play, corner play, free play etc</p> <p>Children followed teachers instruction</p> <p>Children cordially accepted the guest and freely shared with her/him</p> <p>Children told their name , address and aims of life</p>
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Source: Classroom Observation

5.4.5 Environment for cognitive development

It was found that much information around the classroom was labeled with pictures and words such as alphabet, number, and vocabulary and develops reading skills. Students were getting basic knowledge about Bangla, English, Mathematics and awareness through conversation, demonstration, role play etc by the teacher. School provided children necessary books, khata, pencil, sharpener, eraser, scale, colour pencil, drawing paper etc. During observation, it was seen that teacher taught children Bangle alphabet ‘Ba’, ‘Bha’, ‘Ma’. She pronounced loudly, children followed the teacher. Teacher showed the symbol of the alphabet and picture also made up of that alphabet. Teacher told that every day children learnt two or three alphabet, count a number, recite poem. Besides teacher of pre-school program tried to convey some information which was real life based that improved their life such as teacher said “vegetable is important for health so you should take “shak” (vegetable) every day on your lunch.

5.4.6 Classroom environment for moral development

Children are not able to identify what is right and what is wrong. But during childhood, children are able to develop their own senses of right and wrong. In the early learning center, it was found that there were labeled a few value based comments such as “honesty is the best policy”, “unity is strength”, “respect the others” ‘follow the rules’ ‘don’t make the please dirty” etc. Learner followed maximum instruction of teacher. Student helped one another by giving pencil, paper etc. Teacher encouraged them to live honestly.

Scope of development	Example demonstrated by Children (all Pre-school)
Cognitive	<p>Read and write the alphabet of Bangla and English (A-Z), counting the number, telling the name of seven days, name of common flowers, common fruits, common animals, common birds etc.</p> <p>Recite a few poems, competently telling address of their residence, Interact with the teaching and playing materials skillfully.</p>

	Make different types of shape, model, draw picture by
Moral	Show love for the teacher, friends and parent. Teacher asked the student, “whose are respected by us?” Children told, “we respect our parents, teacher and eldest person of our family”. When researcher entered the room, all children stood up and showed honor saying ‘assalamualikum’ and showed same manner at the closing time.

5.5 Teachers of Pre-primary center run by NGOs

5.5.1 Demographic information of the pre-primary teachers

Table 5.7: Demographic information about Teacher

Age range (in year)	Persons	Percentage	Marital status		Education			
			Married	single	Below SSC	SSC	HSC	BA
15-20	3	30%	5	5	2	5	2	1
21-25	2	20%						
26-30	-		50%	50%	20%	50%	20%	10%
31-35	1	10%						
36-40	1	10%						
40 and above	3	30%						
Total	10	100%						

Source: Questionnaire for the teacher

Table- 5.6 shows that among ten teachers, 30% were ranging from 15-20 years old and another 30% were above 40. 20% of the facilitator’s age was within 21 to 25. All the facilitators were female. 50% of total facilitators were married and remaining 50% were single and they were continuing their study in different institution. 50% of the facilitators of pre-school had a minimum level of education. They completed SSC without any specialized degree of child education. Remaining 50% facilitators of which 20% were below SSC, 20% were HSC holder and 10% was bachelor degree not yet having any child specialized education degree.

5.4.2 Capacity development of the teacher

All the facilitators got basic training at the first of joining as an employee. Facilitators of BRAC, DAM, GS, SUROVI and PHULKI got basic training of 6 days, 5 days, 7 days, 5 days and 10 days respectively. All facilitators received one day long refresher training in every month that was carried out by officers of branch office of respective NGOs. The teachers of BRAC pre-primary school got a 3 day training on teaching learning process and class room management once only at the first of joining as a facilitator. On the other hand GS arranged material development workshop for four days in every year. There was a four day training

program every 3 month for the facilitators arranged by SUROVI. But there was no long term training for facilitator of pre-school program. Even there was no arrangement of training program of government in this regards.

Table 5.8 Training for the Teacher

Organization	Basic training	Refresher training	Others	Job Satisfaction of the teacher		
				Vary satisfied	satisfied	Unsatisfie d
BRAC	6 Days	Monthly one day	Ones a year			
DAM	5 Days	Monthly one day	Ones a year	7	3	0
GS	7 Days	4 Days every year				
SUROVI	5 Days	4 days after 3 months		70%	30%	0%
PHULKI	10 Days	1 day in a month				

Source: Questionnaire for the teacher

5.4.3 Teacher’s motivation and job satisfaction

An overwhelming majority of the teachers (90%) said that they enjoyed their job very much and felt happy being a teacher of pre-primary education. They felt that it is noble profession and they did something for the society. Though their salary was very poor, they (80%) were satisfied mostly because they were not highly educated. Everyone in the community including their family members used to encourage them to work here, every learner loved them. This was the main motivation by doing these types of job. Besides 50% teacher were studying and wanted to continue their study. So the part-time job would be helpful for continuing their study” told the facilitator between 15-25 years of old.

Above 40 years old teacher said that the pre-school center was situated in their community. It was a safe and simple job. So they were very satisfied and lucky to do this. The facilitator who were 35 or above wanted to continue the job and stayed there until project completion but facilitators who were between 15-30 years of old wanted to continue their study and do a better job if they would get.

5.4.4 Teacher’s attitude towards creating learning environment

During observation of the Pre-primary center, it was found that teachers were well prepared to arrange all activities for the students. Pre-school teachers of DAM, SUROVI and GS prepared daily lesson plan in a week to follow the instruction of technical officer of the respective organization. The facilitator of BRAC only followed the lesson which is well prepared by the head office and program officer supervise once in a week intensively. In case of PHULKI, teachers followed only routine based activities; no lesson plan was prepared by them.

Teachers' attitude toward child friendly environment was positive. In answering the question "what is learning environment and why it is needed, one teacher noted that learning environment means that environment where children learned new knowledge and skill with the help of teacher or nature or parents or self act. All facilitator agreed with the opinion of 'friendly environment, stimulating tools and motivational climate changed learners' behaviors better'.

There was 100% negative response towards punishment. 100% facilitator told that they asked children to do any activities through motivation. Researcher asked them how they became known about motivation. Everybody commented on training. Facilitators of 40 and above years of age told that they punished their children before if she/he denied instruction. But the result was short term of changing behavior. They felt through motivation it not only positively changed their behavior but also made good relationship between teacher and learners. They explained that they got the training regarding motivation. Their real life experience helped them to understand that 'punishment is a barrier for learning'.

All the pre-school teachers had a little knowledge about child psychology and pedagogy. It was observed that the teacher was participating children. When teacher looked children's inattentiveness, she asked question to the student "who were not active in lesson?" Teacher facilitated children who could not solve the problem(DAM), communicated frequently to the special need children (BRAC center), sometimes told story at the children's voice and did modeling when necessary (SUROVI) monitored the class around when children concentrated to prepare their writing (GS), controlled children's emotion with affection (PHULKI center).

Facilitators exclaimed with sorrow that the students who were different from others maintained very hard and tough. They could not manage some situation because of having lack of knowledge such as; a child got admitted in the canter. Teacher observed that the child did not speak but she/he was listening. Facilitator did not know how to manage that child (example from DAM center). But teachers had no training on maintenance of disable or special need children. Researcher asked program coordinator of DAM, PHULKI and GS in this regard. In answering the topic of 'disable children' they told that 'authority was thinking about that. It might be included in the basic training program or arranged special training for the teacher in that regard if children of special need were available in the center'.

But the field officer of BRAC told that they already introduced it at their monthly refresher training. They already got admission of special need child in their center at list one among the

total children. All teachers were satisfied to do the job. If authority increased the salary, most of them (80%) would stay here without seeking any job.

Table 5.9 : Teachers attitude towards learning environment

statement	Rating Option				
	Strongly agreed	agree	Moderate agree	Not agree	No Comments
The center environment should be clear and clam	100%				
Wide classroom is necessary for children	100%				
Student learning depends on the classroom environment	100%				
Children can learn better by doing actively	80%				20%
Children can learn better through lecture by the teacher	60%			40%	
It is essential to do reading, singing, drawing sports, rhyme etc for children	90%	10%			
The learning environment should be delightful/ pleasant	100%				
Teacher encouraged student to ask question	80%				20%
Punishment is sometimes applicable to develop good behavior.	90%			10%	
Teachers only facilitate the learner	100%				

Source: Questionnaire for the teacher

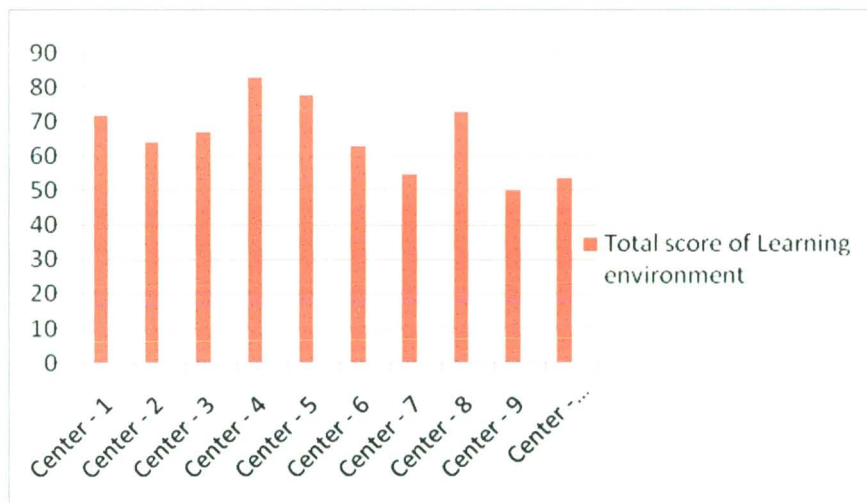
The above table shows the teachers' belief about children learning environment. According to teachers' opinion, 100% teachers believe that the center environment should be clean and claim wide class room necessary for children. Children learning depends on the class room environment, learning environment should be delightful and teacher only facilitate the learners. 80% teachers strongly agreed with the statement "children can learn better by doing actively" and "teachers encourage student to ask question" on the other hand 20% teachers neither support nor reject the statement. Their position was silent in this regard. 90% teachers were strongly agreed with the statement "It is essential to do reading, singing, drawing sports; rhyme etc for children" and "Punishment is sometimes applicable to develop good behavior". 10 % teachers 'agree' and 10% teacher did not 'agree' with those statements respectively. There was a debate over the statement "Children can learn better through lecture by the teacher". 60% teachers were strongly agreed and remaining 40% did not agree with this.

The above discussion shows that most of the teachers' opinion is more or less the same which means they are significantly creating learning atmosphere for the children. But few of them need training so that they remove their confusion in respective field.

5.6 Assessment of learning and developmentally stimulating environment of preprimary center

This research aims to assess the learning and developmentally stimulating environment of the pre-primary center run by non-government organization. Observation schedule was used for exploring the status of classroom environment. The observation to the classroom learning environment items were scored as 5(Excellent), 4(Good), 3(Adequate), 2(Minimum), 1(Inadequate) and 0(Not available) which was scored is reverse. As a five point scale its mid-point is three (Adequate); the total score is greater than mid-point score for a particular item indicates that the item as presenting more frequently in the center. The closer the score is to five, the higher the extent of presence.

Figure: 5.1 Assessment learning environment of pre-primary center



Source: Observation

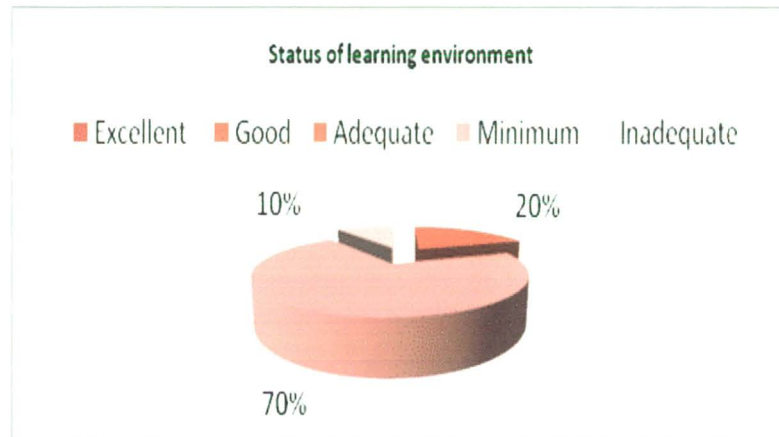
According to the information presented on graph 5.1, Pre-primary Center (PPC)-1 is scored 72 out of 125, suggesting that the learning and developmentally stimulating environment prevail in adequate status. The same situation was found in the PPC- 2, 3, 6, 7, 8 and 10 in this regard. The score is 64, 67, 63, 55, 72 and 54 respectively. PPC-3 and 4 is running with good learning environment. Only PPC-9 gets score 49 out of 125 that means center 9 contain very few facilities that were remarkable for quality.

The above graph shows (Figure: 5.2) the existing situation of pre-primary learning environment. It is seen that most of the pre-primary center (70%) get average score that suggests most of the ECE have adequate learning and developmentally stimulating environment. 20% center is in good condition and the remaining 10% had minimum learning and developmentally stimulating atmosphere.

Table -5.10: Percentage of Learning environment status against rating

Rating Option	Excellent	Good	Adequate	Minimum	Inadequate
No. of Center	00	2	7	1	0
Percentage	00	20%	70%	10%	0

Figure- 5.2: Learning environment status against rating



Source: Survey

5.7 Strengths of Learning Environment

The study has identified the strengths as discussed below of ECE programs run by NGOs within Dhaka City.

a) Knowledge of facilitator

The facilitator of every pre-primary center have good knowledge “about learning environment” when they are provided a questionnaire by researcher. One of those questions was directly related to learning environment. Every facilitator gave correct answer of the question. So it is clear that all teachers have knowledge about “learning environment”.

b) Community participation for developing LE

Community people are more or less active. They provide a learning center with little change where the pre-primary program will be continued. Besides- Community sometimes provides teaching learning materials for pre-primary center (It was seen in GS center). They provide demy homemade materials by paper, doll and animal made by cloth and cotton, model of fruits made by sand etc. Community accepted the program very warmly and they are aware of its necessity. One study shows that the community member of ‘Sunibir’ of SUROVI is self motivated to take care about his/her children education.

c) Parent's Interest

Parents are very much interested to send his / her child to the center. According to the opinion of technical officer and facilitator, parents are workers. So they need support for their child. These programs give either safe accommodation or good preparation for the school. Most of the child's mothers attend the monthly meeting arranged in the center by the NGO personal. They appreciate the program and provide different types of teaching learning materials for the center (GS, DAM, SOROVI)

d) Child's Interest

Pre-school intervention has given importance to holistic development of the children for grade-I. To acquire the competency of pre-primary grade, reciting, singing, playing games, storytelling, group activities, writing, drawing etc is the main process or method that means child friendly environment are tried to be introduced by the teacher. Children are very fond of those. So they are very interested to attend every day. It was observed that one of x- students stood outside of the pre-school center and tried to communicate the facilitator to enter the room. But the facilitator refused the request and advised her to go to primary school at the time. It became a favorite place for all children. Every child enjoyed this environment. So they wanted to be back from primary school (example of BRAC Center).

e) Student teacher ratio

It is highly appreciated that all centers follow more or less same principle of student teacher ratio

Organization	S T ratio
BRAC	30: 1
DAM	25: 1
GS	30 : 1
SUROVI	30 : 1
FULKI	20 : 1

Source: field survey

Above table shows the effective student teacher ratio for conducting good classroom environment.

f) Teacher's guide

Except Phulki, other 4 organizations have well defined teachers guide -how to start and conduct class, how to maintain children, when and how to use teaching learning materials, what types of environment are favorite to the children etc. are explained very clearly.

g) Friendly relationship between teacher and student

Child friendly environment are seen in the pre-primary centers. Children were not afraid. They looked happy and smiling, all children have easy access to the teacher. Games, activities, flexible timing, light curricula flexible teacher behavior and motherly approach have brought child prone environment.

h) Children aware about good environment

Teachers make the children aware about physical hygiene, good and clean dressing and keeping environment cool and clean etc. According to teacher and technical officer, “the children tried to implement their lesson which was taught by the teacher in the ECE center. They motivated their parents to keep them clean by cutting nails, hair, washing clothes, legs, brushing teeth and washing hands after anything eating. In this way children increased sense of beauty by the interaction of classroom environment (KAP study, 2001)

5.8 Ongoing challenges

Managing slum community based early childhood services with quality would be a great challenge. Because slums are not permanent, they are floating people, who moves with their job, places. So children of those families leave center without any information. There are many problem regarding pre-primary education learning environment which is discuss bellow

a) Quality of teacher

This is almost a common problem for all ECE centers that teacher’s vocabulary is not so rich to removes monotonous environment. It was observed that they use always the same words or sentences that cannot stimulate the children through they listen to these. The same result was found in another research report ‘Evaluation of early childhood pre-school programs of plan Bangladesh’ by frances E Aboud, ICCDRRB Bangladesh and Mac Gill University Canada, 2004 mentioned about challenge on learning content and processes, “Pre-school is a place to help expand on their language and cognitive skills through non-instructional talk, but teacher did not fulfill the need. Teacher needs training in non-instructional talk”.

b) Learning environment did not support the disable children

Disable children of urban poor are mostly out of these services. Teacher and program head told that all children with disabilities had the right to be admitted in the early preparedness

programmers. But actually classroom physical facilities could not support the opinion. All facilities were for normal children. Besides teacher did not get any special training that would be helpful for handicraft children. So inclusive atmosphere, facilities should be provided by any organization.

In Bangladesh inclusive education is still a small scale initiative and mostly donor-driven, less locally felt need. Besides there are age-old strong in built cultural inhibitions that work for exclusion of children with disabilities and make inclusion of them is difficult in normal social activities, (KAP study, 2001). This social barrier is to be challenged effectively and strongly which is possible only when society and community are ready.

c) Inadequate supervision and monitoring the learning environment

Respective supervisor supervise the center at least two times in a week, they only observe the center whether it is open or not, whether teacher couplets the lesson, or any problem occurs etc. There is no intensive supervision / observation that help to make a center more effective in regard to the learning and developmentally stimulating environment. No documentation in regard to learning environment maintains either teacher or supervisor of respective organization.

d) Time bound project based facilities

Preprimary education of Non government organizations (BRAC, DAM, GS, SUROVI, and PHULKI) are downer oriented program. Financial support is given by downer agency for the short period. INGO has to follow terms and condition of those agencies. Besides, teachers are not the permanent employee of the respective organization. They are recruited here temporarily for project time. Even their salary does not satisfy them. Poor salary is one of the causes of teacher drop out. All are badly affect on classroom learning and developmentally stimulating environment.

e) Inadequate teaching aids

Children of all pre-primary school use more or less with the same teaching learning materials made locally such as pots, toys, balls, dolls made of mud, plastic etc. Most of the materials are not long lasting. At the middle of academic year play resources leave its colour, attractiveness, original shape and decrease its number and quality.

A KAP Study on ECD in Bangladesh (Sayed Jahangeer Haider) in 2001 mentioned about some weaknesses of the ECD program in Bangladesh, one of which is, “Most of the materials seem to be worn out and insufficient in numbers, children got bored playing the same things in the same corner (everyday), storytelling was in a monotonous manner, lessons not always correspond with the theme, instruction was weak in some cases, teaching in some was good in some poor, some co-tutors were not aware of their duties etc.” Observations made for the present study found almost similar situation at ECD/ECCE program /centers.

f) Unable to create developmentally appropriate learning environment

Most of the teachers follow daily routine based activities. Most of them have similar activities and games, rhymes and stories but lack some other important component, i.e. activities for problem solving creativity, discover social and emotional communication, etc. students play at the same place where they sit. Multidimensional and skillful use of materials of the children is not found during observation. The same result was found in the ESTEEM study on ECCED (2002) following the baseline survey of pre-school classroom and review of the ECCED program. There is lack of proper communication skill of the teacher. Only one teacher manages the whole class. Teacher does not make a excellent communication to the student.

g) Unhygienic Center position and shortage of facilities

The surrounding area of all centers was mostly filthy and crowded that made the environment unhygienic and noisy. The center was not in healthy position. It looks ugly. (Appendix- 9 show some picture in this regard)

i) Electricity – most of the centers can't provide non stop electricity services because of load shading. There is no storage system of electricity.

ii) Space of classroom – most of the classroom space of ECE program is narrow

iii) Sanitation – most of the centers have toilet, attached bathroom but not satisfactory clean and safe for the children.

iv) Playground – it is highly remarkable that all ECE center run without having playground or spare space for children jumping or running.

v) Garden – children are very fond of flower. But the entire ECE center it is absent.

- h) Only one room is used to conduct the whole session. No rest place, dining facilities or reading corner are available in any center.
- i) Reinforcement – reinforcement stimulates the environment. It helps children to change behavior and makes the positive behavior permanent. But reinforcement, verbal affirmation good, thank you, excellent, fine, nice or symbolic praise are poorly in use in the centers.
- j) Uninspired home environment – students spent not more than three hours in a day at the ECE center. Remaining 21 hours are spent at home with their siblings but home environment is not supporting for them. They have no scope to practice anything at their home. Teacher told that illiterate parents are less aware about learning environment of their house. So they are unable to maintain it.

CHAPTER - SIX

FINDINGS AND RECOMMENDATIONS

6.1 Introduction

The objective of the study is to know the status of the early childhood education physical and learning atmosphere run by the NGOs in Dhaka city. The findings of the study regarding the present situation of physical environment, the learning and developmentally stimulating environment, it's the strengths and ongoing challenges of pre-primary center run by the Non-government organization are stated in this chapter. Moreover there is suggested development of the learning environment of the pre-primary school based on the findings.

6.2 Major findings

6.2.1 ECE programs of Nongovernmental Organization

The Non Government Organization introduced ECE programs in different name such as pre-primary education by BRAC and GS school preparedness program by DAM pre-school program by SUROVI and childcare center by PHULKI most of the programs was for 5-6 years old children and sited 2hr and 30 minutes per day and six days in a week. All NGO's target group was children of poor and slum dwellers as well as special need children but a very few organization admitted one or two special need children for the program. The objectives of the program was more or less same of all organization, the main objectives was preparing children through joyful activities for primary school to help government achieving 100% enrolment and completion rate primary education.

6.2.2 Physical Environment of the ECE center

Location and space

- The pre-primary centers were located in the community within half kilometer of the government primary school. It is simply covered only the project area of respective NGO.
- The center of pre-primary education was temporary in nature.
- Among the ten pre-primary centers, the classroom space was approximately 288 sq ft in the height and 96 sq ft in thee lowest for 20-30 students

Condition of building

- Pre-primary centers are run in a single brick or timber made room, which typically has a tin roof and a dirt floor. Even there is no appropriate ventilation system, insufficient day light and air. The out look of all centers appears poor and shabby.

- Most of the center's washroom and latrine are not enough clean and comfortable for children.

Classroom decoration and Teaching learning materials

- Classrooms are decorated with poster; different types of chart, picture, model, symbol etc. Most of the teaching aids and materials become fading. Indoor play materials are quite good but insufficient in number.
- No outdoor space or playground for the children.
- Each organization provided low cost teaching learning materials for the children
- Teacher's guide is developed and followed by the teacher of BRAC, DAM, GS and SUROVI to conduct the activities. Curriculum is not well prepared yet except BRAC.
- Children stay in the center about 3 hour without having any meal except few centers.

6.2.3 Learning and developmentally stimulating environment of ECE center

The environment is moderately stimulating for the children of poor and slam dwellers. Most of the time children were quite spontaneous in the group activities. Children feel better in the learning center than their house. It seemed that they enjoyed here because of having various play materials.

There are a very good relation between teacher and student. The teacher applied different type of method in different session. Singing, rhyming, dramatic play, imaginative play, group activities, role play, demonstration, storytelling, drawing as well as reading writing and math were followed routine wise.

The routine based activities help to provide children cognitive, emotional/ social and language skill development. But physical development is hampered because of not having outdoor activities. During the class first one hour children are very active, attentive and enjoy very much but last one hour children looks fade.

6.2.4 Facilitator of NGO pre-primary school

- Most of the facilitators age is from 15 to 20 (30%) and 40 and above (30%). Most (50%) of the facilitators had a minimum education. They are SSC holder and nobody acquires any specialized degree for child education. 50% of them are married
- Facilitator received only short term training from the organization.

- Facilitator who were from 35 and above years age were satisfied for the job but the 15-30 years old teacher were not satisfied.

6.2.5 Learning and developmentally stimulating environment assessment

Assessment of existing situation of learning environment of NGOs preschool program results that most of the pre-primary center (70%) get average score that suggests most of them have adequate learning and developmentally stimulating environment. Only 20% center is in good condition and the remaining 10% had minimum learning and developmentally stimulating atmosphere. All the centers need improvement.

6.2.6 Strengths

- Teacher's knowledge and their attitude towards learning environment were positive.
- Community is very much conscious and helpful to conduct the program.
- The parents of the children were very satisfied for arranging these types of activities.
- Children enjoyed the environment of ECE center very much
- Student teacher ratio is good
- Well defined teachers' guide, materials and training module are prepared to conduct the activities.
- Friendly relationship exists between student and teacher

6.2.7 Challenges

- The existing physical facilities and learning environment does not support the disable child.
- Pre-primary school of NGO is running through community ownership, project based target group oriented and temporarily setting in a limited arrangement and slum location.
- Inadequate supervision on learning environment.
- Inadequate play materials and teaching aids
- Most of the teacher follow routine based activities and create similar environment in each day.

6.3 Recommendation

In the light of finding of this study the following recommendation are offered

- Permanent infrastructure and well looking building is essential for quality ECE.
- NGO's should give attention in classroom space, quality teaching learning materials cleanliness of center, electricity, water, toilet facility, music equipment etc.
- Steps should be taken to ensure outdoor space for children.
- Maximum teacher's educational qualification is very low. NGO should select the teacher who has at least graduation and giving good special training on ECE.
- To improve learning environment, well trained teacher is very important. There should be lesson in the training program on how to stimulate the environment by using physical facilities and teaching learning method and how to handle the special need children
- NGO should increase the budget for classroom decoration, child-friendly furniture and materials, play equipment, drawing toolkit, etc.
- Learning environment related information should incorporate in monitoring and supervision system of respective organization.
- Increasing supply of play materials
- For making better learning environment center management committee, community people and parents should work co-moderately.
- Each classroom of ECE center may evaluate yearly by using the Early Childhood Environment Rating Scale and was organized into the following interest areas: art, blocks, dramatic play, library, manipulative, music, science, and writing.

6.4 Suggestion for the further study

The following areas related to the topic can be explored by further studies.

- This study gave emphasis on Pre-primary education of NGOS while the study can also be done on the government program.
- This study was performed in Dhaka city. It can also be conducted in urban area in different district, rural area or all over the Bangladesh.
- Study can be conducted on assessment of the teaching learning materials of early childhood education program.

- Evaluation of the achievement of the learner at pre-primary classes also done for the further study.

6.5 Conclusion

The environment of early childhood education has a strong influence on children and teachers that how they feel and how they act. If children like and enjoy the environment then they feel cheerful and secured; children are happier, are more socially and cognitively competent, work longer, use more language skill etc. With the support of this view pre school are designed very carefully. In Bangladesh nongovernmental organization is arranged early childhood education as a part of the ECCD in a small scale for underprivileged children. NGO make teachers guide, books and different supporting materials for this purpose. They arrange community based pre-primary center of their own way. Mostly it is a downer driven low cost activities. So children learning and developmental need are not completely achieved. Children, whose home learning environment is not encouraging, suppose to victim from education for the next. Their learning is happened in a special way and teachers have to need to be skilled to teach them in a special way. If NGO arrange training for the teacher but there is no distinctive strategy for all. But it is a good initiative for the slum children to access to the education. As a developing country, Bangladesh needs new plan and programs for the coverage of all types of children in pre-primary education system. It is very encouraging that government now recently develop pre-primary curriculum, but teachers manual, teaching materials, training manual etc has not yet been ready. It is a thread for quality that different organization follows different curriculum, different materials and different training for the teacher. For that different learning environment has been emerged. So far ensuring quality learning environment of pre-primary education, the government, NGOs, practitioners, early childhood education specialist needs to pay attention in this field and work closely in a shared vision.

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Appendix -1: Request letter from Supervisor

21 June, 2011

To

.....
.....

Dhaka

Subject : Request for providing necessary information for executing Research

Dear Sir

It is my great pleasure to introduce Syeda Aticun Nahar , M. Phil Researcher, Institute of education and Research of Dhaka University. She is doing research under my supervision. Her Thesis title is 'Status of Early Childhood Education Learning Environment in Dhaka City'. For this purpose she needs some information about your organization to accomplish her thesis successfully.

I would therefore, request you to provide necessary information and cooperation so that she can do her best.

With kind regards,

Dr.Md. Delwar Hossain

Professor

Institute of Education and Research

University of Dhaka

Appendix-2: Letter for seeking permission of data collection

To

.....
.....

Subject: Prayer for collecting information about ECD of your organization

Dear Sir

With due respect, I am Syeda Aticun Nahar, Assisstant Professor, Institute of Education and research, University of Dhaka. I am obliged to share with you that I am doing M. Phil at IER under the supervision of Dr. Delwar Hossain, on the title 'Status of Early Childhood Education Learning Environment in Dhaka City'. My concern area is learning environment of early learning center of Non-government Organization. As a qualitative research, I have selected five NGOs for collecting information.

I would be much obliged if you help me to select two ECD centers of your Organization and give chance to observe the activities as early as possible. I assure you that this information that I seek is for a completely personal academic research and not commercial use in any manner. As the responsible member of the Organization, I think you would willingly help me in this cause.

I sincerely thank you once again and hope that you would continue to extent your valuable support. (Observation Chick List and Survey are attached herewith)

Kindest regards,

Syeda Aticun Nahar
Assisstant Professor of IER
University of Dhaka
Cell: 01712 09 69 81
Email: nahar_ier@yahoo.com

Attachment

1. Proposal of the research
2. Tools for data collection

Appendix 3: Survey for observing the Learning Environment of Pre-Primary Center

Status of Early Childhood Education Learning Environment in Dhaka City

Observation Schedule

code-

(Please help to complete the information bellow. All information will be kept confidential. Thank you)

Name of the Organization:

Name of early learning center:

Time of begin observation:

The end time:

Date:

Name of Interviewer(if necessary):

Designation:

Subcategory: Environment and Physical Space

<p>1. The environment and physical space are free from hazards, including unsafe equipment, pollution, and violence.</p> <p>Classroom Examples: _____ _____</p>	<p> <input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Adequate <input type="radio"/> Minimum <input type="radio"/> Inadequate <input type="radio"/> Not available </p>	<p>Comments:</p> <p>_____ _____ _____</p>
<p>2. Ensure there is sufficient ventilation and suitable temperatures for concentration. Avoid dampness and noise which can distract children from learning.</p> <p>Classroom Examples: _____ _____</p>	<p> <input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Adequate <input type="radio"/> Minimum <input type="radio"/> Inadequate <input type="radio"/> Not available </p>	<p>Comments:</p> <p>_____ _____ _____</p>
<p>3. Create more light (with white walls) sufficient daylight and extra lighting where necessary.</p> <p>Classroom Examples: _____ _____</p>	<p> <input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Adequate <input type="radio"/> Minimum <input type="radio"/> Inadequate <input type="radio"/> Not available </p>	<p>Comments:</p> <p>_____ _____ _____</p>

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<p>4. Classroom seating enable children to move when necessary and to sit with sufficient support.</p> <p>Classroom Examples: _____ _____</p>	<ul style="list-style-type: none"> <input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Adequate <input type="radio"/> Minimum <input type="radio"/> Inadequate <input type="radio"/> Not available 	<p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>5. Try to invest simple seating solutions attractive to children, rather than separating them from their place of learning and play. for example, using mats, cushions, wooden blocks could enable children to work in small groups</p> <p>Classroom Examples: _____ _____</p>	<ul style="list-style-type: none"> <input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Adequate <input type="radio"/> Minimum <input type="radio"/> Inadequate <input type="radio"/> Not available 	<p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>6. Blackboards fixed at appropriate heights for children seated on the floor or on seats or in wheelchair.</p> <p>Classroom Examples: _____ _____</p>	<ul style="list-style-type: none"> <input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Adequate <input type="radio"/> Minimum <input type="radio"/> Inadequate <input type="radio"/> Not available 	<p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>7. Dining areas accessible and have suitable seating.</p> <p>Classroom Examples: _____ _____</p>	<ul style="list-style-type: none"> <input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Adequate <input type="radio"/> Minimum <input type="radio"/> Inadequate <input type="radio"/> Not available 	<p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>8. The environment provides basic sanitation, toilet arrangements should be made accessible and safe. and nutritious food, potable water, and adequate ventilation.</p> <p>Classroom Examples: _____ _____</p>	<ul style="list-style-type: none"> <input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Adequate <input type="radio"/> Minimum <input type="radio"/> Inadequate <input type="radio"/> Not available 	<p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>9. Teachers use local materials as resources for learning</p> <p>Classroom Examples: _____ _____</p>	<ul style="list-style-type: none"> <input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Adequate <input type="radio"/> Minimum <input type="radio"/> Inadequate <input type="radio"/> Not available 	<p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p>

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<p>10. Educators/caregivers create a calm and peaceful social emotional classroom. So that child can learn social behavior</p> <p>Classroom Examples: _____ _____</p>	<ul style="list-style-type: none"> <input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Adequate <input type="radio"/> Minimum <input type="radio"/> Inadequate <input type="radio"/> Not available 	<p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>11. The environment promotes good health practices (e.g., personal hygiene including washing of hands).</p> <p>Classroom Examples: _____ _____</p>	<ul style="list-style-type: none"> <input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Adequate <input type="radio"/> Minimum <input type="radio"/> Inadequate <input type="radio"/> Not available 	<p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>12. The environment provides children with a sense of well-being, belonging, security, and freedom from fear.</p> <p>Classroom Examples: _____ _____</p>	<ul style="list-style-type: none"> <input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Adequate <input type="radio"/> Minimum <input type="radio"/> Inadequate <input type="radio"/> Not available 	<p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>13. The equipment and physical structure are regularly maintained and cleaned.</p> <p>Classroom Examples: _____ _____</p>	<ul style="list-style-type: none"> <input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Adequate <input type="radio"/> Minimum <input type="radio"/> Inadequate <input type="radio"/> Not available 	<p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>14. Children and educators/caregivers experience times of laughter and joy throughout the day together.</p> <p>Classroom Examples: _____ _____</p>	<ul style="list-style-type: none"> <input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Adequate <input type="radio"/> Minimum <input type="radio"/> Inadequate <input type="radio"/> Not available 	<p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p>

Subcategory: Developmentally Stimulating Environment

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page

<p>15. There are opportunities for frequent and positive child-child and child-adult interactions.</p> <p>Classroom Examples: _____ _____</p>	<ul style="list-style-type: none"> <input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Adequate <input type="radio"/> Minimum <input type="radio"/> Inadequate <input type="radio"/> Not available 	<p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>16. The environment stimulates children to play, explore, and discover.</p> <p>Classroom Examples: _____ _____</p>	<ul style="list-style-type: none"> <input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Adequate <input type="radio"/> Minimum <input type="radio"/> Inadequate <input type="radio"/> Not available 	<p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>17. There are opportunities for children to engage in active indoor play and activities.</p> <p>Classroom Examples: _____ _____</p>	<ul style="list-style-type: none"> <input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Adequate <input type="radio"/> Minimum <input type="radio"/> Inadequate <input type="radio"/> Not available 	<p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>18. There is a balance of time for free play, group time and structured activities.</p> <p>Classroom Examples: _____ _____</p>	<ul style="list-style-type: none"> <input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Adequate <input type="radio"/> Minimum <input type="radio"/> Inadequate <input type="radio"/> Not available 	<p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>19. The classroom environment is pleasant and attractive to children. There are a variety of colors, textures, surfaces, and visual dimensions.</p> <p>Classroom Examples: _____ _____</p>	<ul style="list-style-type: none"> <input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Adequate <input type="radio"/> Minimum <input type="radio"/> Inadequate <input type="radio"/> Not available 	<p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>20. There are a variety of materials that promote problem solving, critical thinking, and creativity for children with different abilities.</p> <p>Classroom Examples: Problem solving- Critical thinking- Creativity-</p>	<ul style="list-style-type: none"> <input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Adequate <input type="radio"/> Minimum <input type="radio"/> Inadequate <input type="radio"/> Not available 	<p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p>

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<p>21. The outdoor space and play equipment provide a variety of movement possibilities.</p> <p>Classroom Examples: _____ _____</p>	<ul style="list-style-type: none"> <input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Adequate <input type="radio"/> Minimum <input type="radio"/> Inadequate <input type="radio"/> Not available 	<p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>22. Children co-participate in planning and organizing the classroom environment.</p> <p>Classroom Examples: _____ _____</p>	<ul style="list-style-type: none"> <input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Adequate <input type="radio"/> Minimum <input type="radio"/> Inadequate <input type="radio"/> Not available 	<p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>23. The activities run through routine and consistent schedules related to major daily activities such as playing, storytelling, feeding, pre-schooling activities etc.</p> <p>Classroom Examples: _____ _____</p>	<ul style="list-style-type: none"> <input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Adequate <input type="radio"/> Minimum <input type="radio"/> Inadequate <input type="radio"/> Not available 	<p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>24. Teachers possess a basic understanding of pedagogical principle that provide guideline for practice.</p> <p>Classroom Examples: _____ _____</p>	<ul style="list-style-type: none"> <input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Adequate <input type="radio"/> Minimum <input type="radio"/> Inadequate <input type="radio"/> Not available 	<p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>25. Teachers' attitude towards child-friendly environment.</p> <p>Classroom Examples: _____ _____</p>	<ul style="list-style-type: none"> <input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Adequate <input type="radio"/> Minimum <input type="radio"/> Inadequate <input type="radio"/> Not available 	<p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p>

Name of Observer :

Signature & Date

Designation :

Appendix 4: Check list for observing the center facilities

**“Status of Early Childhood Education Learning Environment
in Dhaka City”**

Observation Check List

(A Checklist was developed for collecting quantitative data. It is listed suppliers and facilities that are available in the center. The tool was mainly prepared to focus on the physical facilities and resources at individual center.)

A. Information in regarding to Pre-Primary Center

1. Name of Organization: _____ Name of Center: _____
2. Center condition: Own... _____ Rented ... _____ Building ...
Semi-building... _____ Others
3. Name of the Program
 O Pre-primary Education; starting year Duration
 O School Readiness program; starting year Duration
 O Early Childhood Education; starting year Duration
 Others
4. Objectives of the Program (research follows only the program for 5-6 years of children)
 - a).
 - b).
 - c).
4. Daily Contact Hour: from to; total.. hours per day
5. Total number of classroom :.....

sl	Name of room	Usages of the room	Capacity/facilities of the room	comment

B. Information in regarding to children

6. Total current enrolment:..... Girls :..... Boys:
- Number of disable child: Girls :..... Boys
- Indigenous/ Minority :Girls :.....Boys:.....
- Others Girls :.....Boys:.....
7. Priority group of enrolment in the activities :
8. Age range of Children:.....
9. Average Attendance of children
10. Child-staff ratio
11. Distance of the center from child's home
12. Family income level of children attending program: Mostly poor; Mostly average; Mostly wealthy Mixed
- Other.....
13. Tuition (amount per month by parents):

C. Information about facilitator or caregivers

14. Total number of facilitators:.....
15. Total number of Staff :

D.Facilities of the Center

(Instruction - 3=Adequate-2=Moderate-1= Inadequate-0=none)

Indicators	Rating Option				Reasons for rating
	3	2	1	0	
Center cleanliness					
Electricity					
window in the room					
Space of classroom					
fan and light					
Safe drinking water					
Clean and safe latrine					
Child friendly Chair and table					
Floor mat					
Child friendly and comfortable furniture					
Playing materials, Different types of block					
TV , Video, Computer					

Pre-reading materials, Pre-writing materials, Materials for counting					
Drawing toolkit					
Music equipments					
Sand and water corner					
Rest place for child					
Library for child					
Transport facilities for child					
Outside space & equipments to play					
Health service (Doctors consultation)					
Provision for parents meeting					
Parents waiting Room					
Meals and Snacks					
Wall Decoration (poster on letters, number, chart etc					
Staff-child interaction					
Schedules or routine for center					
Discipline					

E. List of Resources which is in the center (visible)

F. comments:

Signature and Date:

Appendix 5: Questionnaire for the teacher of Pre-Primary Center

**“Status of Early Childhood Education Learning Environment
in Dhaka City”**

Questionnaire

For the Teacher of Pre-primary Center

(Thank you for your cooperation for giving necessary information regarding the research named ‘A status of Early Childhood Education Learning Environment in Dhaka City’. All information will be kept confidential. It will be used only in a research report without any manipulation.)

A. General information

1. Age of the Teacher:..... Gender : Female Male
2. Highest Education Degree (fill up the table stated bellow)

Name of the degree	Passing year	Institution	Result
General			
professional			

3. Teaching experience: Year

4. Are you satisfied teaching?

- Fully Satisfied Mostly Satisfied
- Satisfied Not Satisfied
- Neutral.

5. Reason against your rating.

.....

6. You are working with children as a teacher. You have a lot of experience from here. Please list your experience

Good Experience	Bad experience
1.	1.
2.	2.

B. Learning Environment of Pre-primary Education Center

7. What do you mean about 'learning environment'?

- a) Classroom environment
- b) Classroom and outside the classroom
- c) Teacher student relation
- d) a, b and c
- e) Other opinion

7. What is the relation of you with your children of the ECE center?

- a) Friendly
- b) Teacher-pupil
- c) Mother-child
- d) Good
- e) Mother-daughter

8. There are some statements regarding teachers' attitude towards learning environment in pre-primary center. Please put the 'x' marks against your choice.

statement	Rating Option				
	Strongly agreed	agree	Moderate agree	Not agree	No Comments
1. The center environment should be clear and clam					
2. Wide classroom is necessary for children					
3. Student learning depends on the classroom environment					
4. Children can learn better by doing actively					
5. Children can learn better through lecture by the teacher					
6. It is essential to do reading, singing, drawing sports, rhyme etc for children					
7. The learning environment should be delightful/ pleasant					
8. Teacher encouraged student to ask question					
9. Punishment is sometimes applicable to develop good behavior.					
10. Teachers only facilitate the learner					

9. "When a child don't obey the instruction of teacher, of course , teacher will punish him/her"- clear your position against 'punishment'.

- a) Necessary
- b) Necessary in a special case

c) Not necessary

10. Do you feel that it is hard to conduct the whole class activities for a teacher?

a) Very difficult b) difficult

c) Moderate difficult d) Not at all

11. Are teaching learning materials available in the center?
.....

12. Do student of the center enjoy and show interest all of the activities?
.....

13. Please find out the barrier that you faced in teaching learning at the center.

a) Insufficient space

b) Lack of necessary furniture

c) Insufficient teaching learning materials

d) Less attractiveness

e) Timing problem

f) Center is situated in a crowed place

g) Unconscious parents

h) Child are inactive

i) Community don't motivated

j) If any other option

14. Special comments

.....

.....

Signature :

Data:

Appendix 6 : Interview Schedule for interviewing Program Coordinator

“Status of Early Childhood Education Learning Environment

in Dhaka City”

Interview Schedules

for Program Organizer / Coordinator

(An academic research named ‘Status of Early Childhood Education Learning Environment in Dhaka City’ is conducted in the ECE center of your organization. Please help to complete the information bellow. All information will be kept confidential. Thank you)

Name of the respondent:

Position and Contact numbe:

Name of Organization:

A. Information in regarding to Pre-Primary Center

1. How many centers do you run at present?
2. Do you think the physical facilities sufficient for the center?
3. How you maintain the center environment? Especially it’s physical environment and developmentally stimulating environment?
4. Is it the quality program?

B. Information in regarding to children

5. How many children in a Center?
6. What types of children do enroll in the program?
7. Who get the priority in the activities? Why?
8. Do you think that is children enjoying the activities?

C. Information about facilitator or caregivers

9. Who are the facilitators / teacher of the Program?
10. Are the facilitators enough competent for the program?
11. Do you think teacher follow the actual teaching learning process?

12. Do you provide any training for the teacher? Describe.

13. Is the teacher satisfied for their job?

D. Teaching learning Materials

14. Do you produce any teaching learning materials?

E. Problems' /Challenges'

15. What is the main problems' /Challenges' faced by the Authority to conduct this program:

	Area	Problems' /Challenges'
I	Center establishment	
ii	Center Position, facilities'	
iii	Center environment	
iv	Materials & resources	
vi	Child behavior	
vii	Children language development	
viii	Communication	
ix	Special need child	
X	Teaching Learning Staff	
xi	Parents	
xii	Community	
xiii	Training	
xiv	Management, Monitoring	
xv	Financial	

Special comments:

Appendix 7: Interview Schedule for interviewing field supervisor

“Status of Early Childhood Education Learning Environment

in Dhaka City”

Interview Schedules

for Field Supervisor

(An academic research named ‘Status of Early Childhood Education Learning Environment in Dhaka City’ is conducted in the ECE center of your organization. Please help to complete the information bellow. All information will be kept confidential. Thank you)

Name of the respondent:

Position and Contact number:

Name of Organization:

1. How many centers do you manage?
2. Do you think the physical facilities sufficient for the center?
3. How you maintain the center environment? Especially it’s physical environment and developmentally stimulating environment?
4. Is it the quality program?
5. How many children in a Center?
6. Who get the priority in the activities? Why?
7. Do you think that is children enjoying the activities?
8. Are the facilitators enough competent for the program?
9. Do you think teacher follow the actual teaching learning process?
10. Do you provide any assistance for the teacher? Describe.
11. What are the problems’ /Challenges’ you have to face to implement the program?
12. Special comments

Appendix 8

Table -1 : Score sheet on early childhood education learning environment assessment :

Org.	BRAC		DAM		GS		Surovi		Phulki		itemwise total Score
Center	C#1	C#2	C#3	C#4	C#5	C#6	C#7	C#8	C#9	C#10	
Q-1	4	3	2	4	3	3	2	4	2	4	31
Q-2	3	3	2	3	4	1	1	3	1	3	24
Q-3	2	1	2	2	4	2	2	3	3	3	24
Q-4	3	4	3	4	2	3	3	4	2	4	32
Q-5	3	4	4	3	3	4	3	4	2	4	34
Q-6	4	3	3	4	3	5	3	3	2	0	30
Q-7	0	0	0	0	0	0	0	0	1	3	4
Q-8	1	2	2	2	1	2	3	3	2	3	21
Q-9	2	2	3	4	3	4	2	2	1	1	24
Q-10	4	3	4	4	3	3	2	1	2	2	28
Q-11	3	2	2	2	3	1	1	1	1	2	18
Q-12	4	3	4	4	4	3	2	4	3	3	34
Q-13	3	3	3	4	3	2	2	4	4	4	32
Q-14	4	3	2	4	4	2	3	3	4	2	31
	40	36	36	44	40	35	29	39	30	38	367
Q-15	3	3	3	4	4	3	3	3	3	3	32
Q-16	3	3	3	4	4	2	3	4	2	2	30
Q-17	3	3	3	4	4	2	3	4	2	3	31
Q-18	4	3	4	4	3	4	3	3	2	1	31
Q-19	3	2	4	4	4	3	3	4	3	2	32
Q-20	2	3	4	4	3	1	2	4	1	1	25
Q-21	0	0	0	0	2	0	0	0	0	0	2
Q-22	3	1	1	3	3	2	0	2	1	1	17
Q-23	3	4	4	4	4	4	3	4	2	1	33
Q-24	4	3	2	4	3	3	3	3	2	1	28
Q-25	4	3	3	4	4	4	3	3	2	1	31
	32	28	31	39	38	28	26	34	20	16	292

Center wise total	72	64	67	83	78	63	55	73	50	54	659
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