

**The Role of Early Childhood Education for Improving the Quality
of Primary Education in Bangladesh**

*A Thesis Submitted to
University of Dhaka
for the Degree of*

Master OF PHILOSOPHY

in

EDUCATION

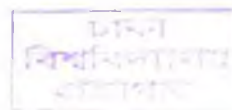
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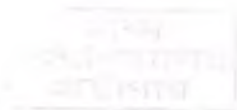


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.....*DEDICATED TO MY PARENTS*

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CERTIFICATE

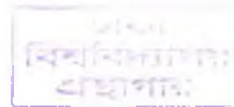
This is to certify that **Mr. Mohammad Kamruzzaman Kalam** has worked for his M. Phil. dissertation under my guidance and supervision on the topic “**The Role of Early Childhood Education for Improving the Quality of Primary Education in Bangladesh**” to my satisfaction and his work is original.

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The need for attention to the early childhood period in the total effort to improve quality of education at all levels is well recognized. Investments in early learning and stimulation pay dividends in the short-term and the long-term, if children receive necessary care and stimulation and are better prepared for school. Furthermore, parenting and early childhood education may provide unique leverage to achieve reforms of the education system.

The research report on 'The Role of Early Childhood Education for Improving the Quality of Primary Education in Bangladesh' is the product of a cooperative effort in which the Pre-primary and Primary Education Department of Institute of Education and Research of University of Dhaka took the lead role. The process of updating required collection and verification of information from Organizations and Institutions engaged in ECE activities in Bangladesh. All of them made it possible to compile this report by taking the time and making the effort to provide necessary information.

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Mohammad Kamruzzaman Kalam

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Abbreviation

ALO	Alo Swechhashebi Polly Unnayan Sangstha
ASUS	Adarsha Shomaj Unnayan Sangstha
BAFED	Bangladesh Forum for Educational Development
BRAC	BRAC, A national voluntary organization, formal Bangladesh Rural Advancement Committee
BSA	Bangladesh Shishu Academy
BU-IED	BRAC University Institute of Educational Development
CB	Caritas Bangladesh
CARE	CARE Bangladesh
CIDA	Canadian International Development Agency
CHCP	Community Health Care Project
CHT	Chittagong Hill Tracks
CRC	Convention on the Right of Children
DAM	Dhaka Ahsania Mission
DANIDA	Danish International Development Agencies
DFA	Dakar Framework of Action
ECCD	Early Childhood Care and Development
ECCE	Early Childhood Care and Education
ECCED	Early Childhood Care, Education and Development
ECD	Early Childhood Development
ECDP	Early Childhood Development Program
ECDRC	Early Childhood Development Resource Centre
ECE	Early Childhood Education
EFA	Education for All
FIVDB	Friends in Village Development Bangladesh
GOB	Government of Bangladesh
GPS	Government Primary School
GS	Grameen Shikkha
GSS	Gonoshahajjo Sangstha
GUC	Grambangla Unnayan Committee
HBELO	Home Based Early Learning Opportunity
HBPS	Home Based Pre School

ICDDR'B	International Center for Diarrhoeal Diseases Research, Bangladesh
ICDP	Integrated Community Development Project
ICE	Institute of Childhood Education
ICERC	Institute of Child Education Research Centre
ICMH	Institute of Child and Mother Health
ILO	International Labour Organization
INGO	International Non-government Organization
JC	Jagorani Chakra
JUS	Jagri Unnayan Sangstha
KG	Kindergarten
MMS	Mukti Mahila Samity
MOE	Ministry of Education
MOHFW	Ministry of Health and Family Welfare
MOPME	Ministry of Primary and Mass Education
MOSW	Ministry of Social Welfare
MOWCA	Ministry of Women and Child Affairs
NAPE	National Academy of primary Education
NCTB	National Curriculum and Text Book Board
NEB	Non-formal Education Bureau
NEP	National Education Policy
NGO	Non-government Organization
NPA	National Plan of Action
PTI	Primary Training Institute
RNGPS	Registered Non Government Primary School
SBK	Shishu Bikash Kendra
SBPS	School Based Pre School
SCA	Save the Children- Australia
SC-USA	Save the Children – USA
SMC	School Management Committee
SSS	Samash Seba Sangstha
UCPEP	Underprivileged Children Preparatory Education Program
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
USS	Udayan Swabolombec Sangstha

**The Role of Early Childhood Education for Improving the Quality
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Chapter-I

PERSPECTIVES OF THE PROBLEM

- 1.1 Introduction
- 1.2 Concept of Early Childhood Education
- 1.3 Rationale of the Study
- 1.4 Statement of the Problem
- 1.5 Objectives of the Study
- 1.6 Operational Definition
- 1.7 Delimitation of the Study
- 1.8 Organization of the Thesis

Chapter-I

PERSPECTIVES OF THE PROBLEM

1.1 Introduction

Education is the main theme of prosperity among the modern countries of the world. The primary education system in these countries is of high quality. But in Bangladesh about three-fourth of the people are illiterate. All of the children who are capable of going to primary schools don't get themselves admitted into those primary schools rather they leave the schools before completing the primary education. Due to weak foundation of primary education, the unlimited destructive influence is not only in personal life but also in national education and economic development

The primary education is the first stage of formal education system in Bangladesh. Several international conferences on child rights and education held during the early 1990s catalyzed government and development agencies interest in child development, which has become part of the mainstream agenda during this decade. As a result, the Government of Bangladesh has recognized Early Childhood Education (ECE) as a key component of basic education. (World Bank, 2000: 22). But now the ECE is continued in our education system in informal way. It is a preceding stage of primary education and the first stage of learning of children. The ECE is the foundation of all kinds of further education of children life. Everyman believes that Childhood has been known as the "Foundation age of life". The idea has been expressed in saying like, "As the twig is bent, so the tree will grow". Today, there is much to show that childhood is indeed, the foundation period of life. The basic attitudes and behavior patterns- the way the child feels and acts- are developed in the first five or six years (Hurlock, 1994. p144). During period are much dependent to improve child personality. So the ECE is very important to take preparation for further education and every child's life.

It is really to say that ECE ensures the essential basic education for children's life. National Education Commission Report (1974) perceives the importance of ECE and

the report draws some recommendation about it. Important recommendations are (i) It can be set up the child care center and child's park in order to ECE in our country. It will have to set up the child's park in comparison with the necessities of the society of hard working people in town and commercial area. (ii) It is need to set up the Institute of Child Education Research Centre (ICERC) to introduce the scientific child education maintaining the inventions about the Child Education and Child Psychology.

National Education Commission Report (1988) gives very importance on ECE stage of child. According to this report the objectives of ECE are: (i) to develop the physical, mental and ethical & moral quality. (ii) to ensure planed, organized and disciplined sociological life for the child. (iii) to develop essential behavior for creating playing joyful and interesting environment. (iv) to help the child to introduce of reading and number identification and achieve the concept of well or bad before enter the primary school.

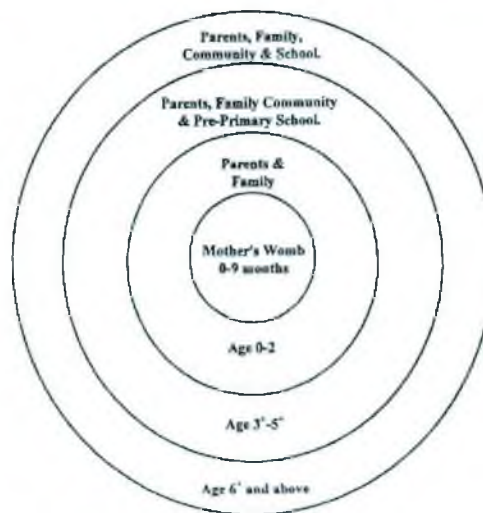
In this report some recommendations are: (i) It is necessary to open the child class in every primary school by perceiving the importance of ECE. (ii) The teacher's have to essential quality of teaching, according to the importance of foundational stage of children. (iii) It is necessary to follow the government permission and control for solving the present problems of ECE.

The ECE is highly considered in the National Education Policy in 1997. Considering the importance of ECE, many institutions are established in Bangladesh. Many institutions like Nursery, Kindergarten and Pre-Cadet organize the teaching-learning situation for children. The 'Kindergarten teaching- learning methods' is one remarkable and broadens/ greatly used method.

1.2 Concept of Early Childhood Education

Basic education of human being comprises various basic learning skills for survival. Early Childhood is the most appropriate period of the life of a person for acquiring new knowledge and skills for both survival and development. The quality of the future life of a child depends entirely on the type of services s/he receives for her or his physical, cognitive and socio-psychological development through the ECE gives in different environment from mother's womb to the early primary grade of education. A comprehensive picture of the situation is shown in figure-1.

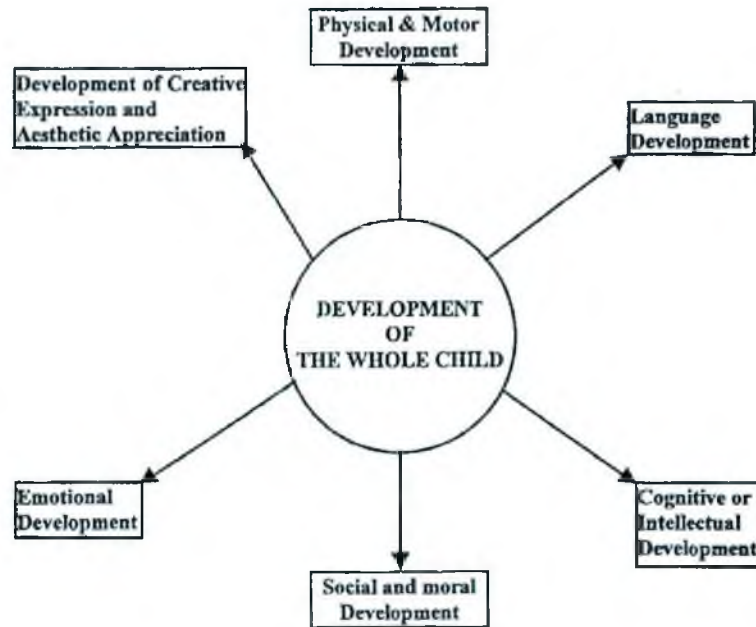
Figure-1: Child Growth in Expanding Environment



Source: Islam & Sultana (2001)

Early care and nurturing have decisive and lasting impact on how children grow to adulthood. To develop the child as an ideal citizen physical, emotional and moral development is essential. The holistic approach for the development of a whole child is presented in figure-2. Hence the term “ECE” as a part of basic education for all” means the all round care for the survival, protection, growth and education of the whole child as envisaged in the Declaration of 2000.

Figure –2: Holistic approach for the development of child



Source: Islam & Sultana (2001)

The first Education for All (EFA) goal – expanding and improving comprehensive early childhood education – includes several concepts that are variously interpreted: early childhood, care, education, vulnerable and disadvantaged children. The goal's complexity, along with its intersect oral nature and the absence of a quantitative target, makes it more difficult to monitor than some of the other EFA goals. Understandings of and approaches to *early childhood* vary depending on local traditions, cultures, family structures and the organization of primary schooling. It is important to acknowledge and value this diversity. For monitoring purposes, this report follows the increasingly recognized convention that early childhood covers the period from birth to age 6. The early years are a time of remarkable brain development that lays the foundation for later learning. During this time, young children learn by manipulating objects and materials, exploring the world around them and experimenting, using trial and error. Also during the early years children receiving emotional support develop their sense of personal and physical security, and strengthen bonds with family and community. By age 6, all children around the world are expected to be in primary school. ECE policies and provision vary according to

the age and development of the child, and can be organized in formal, non-formal and informal arrangements (UNESCO, 2006:15).

In this respect, it is widely recognized that ECE has a strong positive influence on school performance and achievement of children not only in schools but in social and emotional aspects too.

However, as one of the signatories in the Child Right Convention (CRC), the Bangladesh government has made ECD a priority. Moreover, Bangladesh has also adopted Dakar Framework of Action (DFA), which lists six major EFA goals to be achieved by 2015. One of the DFA goals is expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and most disadvantaged children. Based on these goals, Bangladesh government prepared EFA Plan of Action. As a consequence, a number of non-governmental and international organizations have also started working on ECE in Bangladesh. As a part of the ECE project under the Ministry of Women and Child Affairs (MOWCA) a working group has been formed to establish an ECE Network comprising of leading ECE actors in the field to accelerate the development of an effective movement in Bangladesh.

1.3 Rationale of the Study

Early Childhood Education (ECE) generally refers to programs that focus on school preparedness for children 3-5/6 years of age. Early Childhood Development (ECD) often refers to programs that emphasizing children's education, health, nutrition and psychological development (World Bank, 2000: 22).

The working definition of Early Childhood Care and Education (ECCE) encompasses both components- care and education. Education is related to the process of learning by facilitating exploration and discovery and establishing the foundation for a child's lifelong learning. Care and Education encompass children and their parents as well as other caregivers and concerned members of the community. Three institutions – Family, School and Community- are very important in developing a child's life.

ECCE programs strive to ensure that every child gets the interaction and stimulation, affection, security and through exploration and discovery that he or she needs for optimal development (World Bank, 2000: 22).

In Bangladesh, education of children from birth to age 8 is the role of the family. However, some family cannot provide the physical, emotional, social and intellectual nourishment that children need. This is more pronounced among the rural and urban poor where economic hardships may result in environments of deprivation and caregivers may be too overburdened to give children the response attention needed for optimal development (World Bank, 2000: 22).

ECCE activities carried out in formal, non-formal and informal ways in the area of education. In the informal sector, ECCE activities in education are provided within the mainstream primary school system of both government and private school: General and Kindergarten. Usually, the Government and general private schools run infants and baby classes 6 to 12 months and the Kindergarten, private schools run 3 classes for 36 months (World Bank, 2000: 24).

Several international conferences on child right and education held during the early 1990s catalyzed government and development agencies interest in child development, which has become part of the mainstream agenda during this decade. As a result, the government of Bangladesh has recognized ECE as a key component of basic education.

An ECCE program in Bangladesh must address three issues: malnutrition among children under five, stunted cognitive and psychosocial development and inadequate preparedness for primary education (World Bank, 2000: 22).

It is now universally acknowledged that the first five years are the most crucial in an individual's development. There is no other period in human life when so much is learned in this period. There is also an increasing awareness that the effects of deprivation in these periods are extremely difficult if not possible to overcome later in life.

In this context the role of early childhood education for improving the quality of primary education in Bangladesh would be of great value, because on the basis of such study, an insight will be developed into existing scenario and issues related to early childhood education which in turn would guide for appropriate plan of action which may be built the bridge for the implementation of a good quality primary education.

1.4 Statement of the Problem

“The Role of Early Childhood Education for Improving the Quality of Primary Education in Bangladesh”

1.5 Objectives of the Study

The main objective of the study is to identify the roles of Early Childhood Education for improving the quality of Primary Education in Bangladesh.

The special objectives of the study are to:

1. identify the present situation of Early Childhood Education in Bangladesh.
2. investigate the strengths and weaknesses of Institutions of Early Childhood Education in Bangladesh.
3. draw some recommendations for quality improving of Early Childhood Education in Bangladesh.

1.6 Operational Definition

Early Childhood Education (ECE)

ECE means school preparedness program to address the pre-academic and developmental needs of the children of 3-5/6 age group, based focusing on holistic development of children meaning physical, social, emotional, intellectual and moral development.

1.7 Delimitation of the Study

Research was carried out through questionnaires, observation checklist and reviewed of document in the context of content analysis. Samples of the study were selected from Dhaka City.

1.8 Organization of the Thesis

The thesis has been organized into six chapters. Chapter one of the thesis presents introduction, concept of early childhood education, rationale of the study, problem of the study, objectives of the study, operational definition, limitations of the study. Chapter two presents the review of related literature. Chapter three presents the plan and procedure of the study. It includes sources of data, sample, construction and description of the tools, data collection and analysis. Chapter four presents the scenario of early childhood education and curriculum issue of early childhood education in Bangladesh. Chapter five presents data analysis of responses received from teachers and pupils. Chapter six presents the findings, discussion and recommendations of the study. Chapter seven present summary of the study.

Chapter -II
REVIEW OF RELATED LITERATURE

2.1 Introduction

2.2 Review of Related Research Work

2.3 Implication of the Review to the Present Study

Chapter -II

REVIEW OF RELATED LITERATURE

2.1 Introduction

The review of related literature is a very important part of a research work because research is a systematic way of investigation and related literature is a guide line to this way. The review of the previous related literature to the new one gives the researcher a background to give some thoughts on the problem area. The researcher can have a clear idea of the subject of research by going through those related literatures. It is necessary that the researcher should be aware of the knowledge generation for a better clarity of the problem and an insight into its methodological issues. More over, it was done to avoid unnecessary repetition of the same work. Only the brief summaries of the works and of the books very closely related to the study have been illustrated below.

2.2 Review of Related Research Work

Opel, Camellia and Aboud (2007) conducted a study titled “**Playing with Mathematics: Evaluation of a Short Program to Develop Skills of Bangladeshi Preschools**”. The purpose of the study was to examine the efficacy of a 6-week mathematics intervention with rural Bangladeshi preschools with the intervention of increasing their basic mathematics skills. Eighty preschoolers from five randomly selected preschools received the program and their skills were compared with same number who received the regular math program. Both the groups attended daily 40-minute math class over 6-weeks using a math bag to practice math concepts. The intervention group participated in math games while the control group learned similar concepts in a more teacher-directed way. Before and after the program, a 77-item test was administered to assess skills of enumeration, patterns, shapes, measurement, sorting, comparing, and operations. Results confirmed significantly greater achievement of math skills by the intervention children compared to the control group. The score of the intervention children increased from 25% to 60% while the control group increased from 30% to 43%. The findings demonstrate that with lesson

plans, everyday materials and training, paraprofessional teachers are able to implement activities that helped children learn mathematical concepts.

Rashid (2007) conducted a research entitled **“A study of achieved learning outcomes of underprivileged children provided by some selected NGOs”**. This study was conducted to determine the level of Achieved Learning Outcomes of Unprivileged Children provided by some NGOs. Comparing the achievement among the learners of different NGOs as well as between girls and boys were selected. 120 learners were selected for the purpose of data collection, where girls and boys were equal in number. An achievement test item of Bangla, Mathematics and Life skill was used for data collection. The study identified that achievement of the learners in Mathematics and life skill was better than Bangla. Boys mean score was slightly better than girls in almost all cases, but the difference was not between the achievement of boys and girls except in Mathematics. No significant difference was found among the achievement of the learners of the NGOs except life skill. The study found that achievement level of the learners was satisfactory. It is evident from the study that all the NGOs are trying hard to improve learners' achievement.

A study was conducted by Mitra and Associates (2006) titled **“The formative evaluation of the school readiness initiative of the UNICEF assisted Early Childhood Development (ECD)”** with objectives to: (a) promote all areas of child development (motor, cognitive, language, social, emotional and autonomy); (b) Help children to build their confidence, skill and abilities from early life; (c) Foster children enthusiasm and love for learning; (d) Encourage parents/caregivers to take part for creating early learning opportunities for children; (e) Generate idea for using low cost and household materials as learning aids; and (f) Prepare children for the school. Data were collected from 110 learning centres run by the four partner agencies; BSA, BRAC, City Corporations, and GS. The learning centres for each partner agency were independently sampled. Out of the 110 sampled learning centres, 90 centres included the SBK activities and 80 centres the Pre-school activities, with GS conducting only the pre-school activities and BRAC conducting only the SBK (Play Group) activities, with UNICEF supports, in their respective learning centres. With BRAC engaging two teachers to teach a session in a learning centre, there were 200 teachers included in the sample of 110 learning centres, that is, 120 from SBK (Play Group) sessions

and 80 from pre-school sessions. In-depth interviews were conducted with all the 200 teachers of the sampled learning centres; 673 parents/guardians, 69 supervisors, 20 trainers, and 40 program managers. In addition, a sample of 1011 children, including an average of about 6 children from a sampled centre, was interviewed to evaluate their learning achievements. Classroom observations were conducted in each of the sampled 110 learning centres to observe the class activities, covering 169 sessions. The findings of the study were: (1) Most of the centres are situated in varendra/courtyard or in rented room on a temporary basis except some centres of BSA. (2) Most of the teachers and supervisors stated that the supply of learning materials and their preservation were satisfactory. But they, specially the supervisors, desired for supply of more quality learning materials for every centres. (3) The teachers appreciated the role of supervisors but their visits in some cases were not frequent as expected by the teachers to get their assistance in different aspects. (4) Caregivers' monthly meeting did not hold regularly according to the teachers of about 17% centres as the caregiver remained busy with their work and the register of meeting were not maintained in 23% centres of BSA. (5) There was dropping out of children in a good percentage of centres. (6) The teachers, the supervisor and the trainers, strongly demanded more training for them. (7) The classroom observation showed that different identified/prescribed activities were performed in almost 90% and above centres and in 70% centres on average the rules of activities were followed. But comparatively in a less number of centres (50-60%) the children enjoyed high pleasure. (8) The achievement of the children in play group and pre-school centres was found high in all items of test except math.

A study was conducted by Bangladesh Shishu Academy (2005) titled "**Directory of Early Childhood Development Partners in Bangladesh, Part-1: Early Childhood Development program Scenario in Bangladesh**" in collaboration with Save the Children USA and UNICEF Bangladesh published at Dhaka, June 2005 with the following objectives: to identify governmental, non-governmental and international organizations implementing ECD programs in Bangladesh, to project the scenario of the organizational activities on ECD now in operation in Bangladesh, to develop effective relationships among organizations implementing ECD programs through sharing of ideas and information, to provide proper information for ECD policy makers, planners and program designers, to help ECD implementing organizations

better organize ECD programs and provide information and knowledge related to program management. ECD database a survey was conducted throughout Bangladesh to collect data on the organizations involved in ECD activities. The questionnaire-based survey was conducted at the district level. 64 districts of Bangladesh were surveyed in this manner. Role-play and discussions were used to establish a uniform approach in conducting the survey. The major findings were: (i) Only 15 organizations claimed that they started their ECD programs focusing beyond the survival and usual physical issues of the early-aged children before 1995. It is also found that 72 organizations are involved in implementing ECD programs during the survey period. (ii) ECD program activities are mostly performed in child care centers or pre-primary schools within the community. Some organizations arrange it in the caregiver's house in the local community. Children are taken care of with games, story-telling, rhymes, songs, dance, drawing and other activities in a child-friendly environment. (iii) Toys, drawing materials, puppets, playing materials, blocks, pictorial books of alphabets and numbers are the most commonly used materials for ECD. (iv) Some organizations confined their ECD activities within a specific type of target people. A small number of organizations designed their ECD program for conducting research on different aspects of Early Childhood Development. (v) In a few cases, organizations provide balanced nutritious food for the children in the centers. It happens mostly with organizations that implement both health and nutrition programs. (vi) Many organizations have parents as their target people, mostly mothers. Parents are provided with short training and counseling on ECD. For some organizations, the common practice is to organize regular parents' meeting on ECD issues alongside ECD activities with the target children. (vii) Almost organization was done monitoring and evaluation practices based on irregular field visits. (viii) Less than 25% of the ECD organizations were implementing their programs in partnership with other ECD implementing organizations. (ix) BRAC covers ground 500,000 children within its ECD programs and BSA works with about 700,000 parents throughout Bangladesh. (x) The numbers of international and national development organizations provide materials for ECD intervention and/or training for other organizations.

Jahan (2005) conducted a study “**Needs Assessment of Early Childhood Care and Education in Bangladesh**”. The objectives of the research were to: (i) examine historical backgrounds of ECD in Bangladesh; (ii) examine major current ECCE practices of the government, NGOs, and other development partners in terms of area, coverage, targets objectives, comprehensiveness, output, impact etc.; (iii) analyze and compare the curricula and approaches of current practices; (iv) identify gaps to good quality ECCE programs, and obstacles to expand ECCE program over the country; (v) identify approaches to reach children, who are at risk of being excluded from primary school, with appropriate quality ECCE program. The study was based mainly on literature review, present researcher’s previous studies, and field visits made for the study. The Government of Bangladesh expressed its strong commitment to achieving EFA goals including the one on ECCE which stresses the need of expanding and improving comprehensive early childhood care and education especially for the most vulnerable and disadvantaged children. The developing countries which have large number of vulnerable groups such as children of the illiterate rural and urban poor, girls of rural and urban poor, children of religious and ethnic minority groups and children with disabilities need special attention. These groups are to be reached and provided with good quality ECCE program. In Bangladesh, in spite of government’s non-action, a number of non government organizations, although limited in coverage, have come forward to deliver ECCD/ECCE services and inclusive education to some of these groups. The challenges in this area are: bringing all the disadvantage children under the umbrella of one good quality program, presence of diversified and of different quality and type of primary education service providers, resource constraint of government, harsh and authoritarian parenting culture which is anti-girl, anti-disabled children and the quality control. But these challenges are not beyond resolution provided government as well as other stakeholders demonstrates strong desire to confront them and show determination in undertaking one good quality primary education program for all. The foundation of such quality education must be based on good quality ECCE program including parenting, day care and pre-school education.

A study was conducted by Jahan (2002) entitled, “**A National Case Study on Delivery of Early Childhood Services Bangladesh**” with the following objectives: (i) to take stock of the ministries involved in early childhood services and their respective policies and programs; (ii) to examine how and how well their policies and programs are coordinated or integrated; (iii) to examine the scope of cooperation between private initiatives and government policies; (iv) identify areas for improvement and possible reform. The findings of the study were: (i) absence of a National Policy on Early Childhood Care, Education and Development as Government agreed in Dakar Conference to address 3-5 year old children’s developmental needs; (ii) at present awareness level regarding ECS of Ministry staff in general and Shishu Academy staff in particular is low; (iii) there are enough literacy skills in the practicing curriculum in all type of services/programs which did not address other developmental needs of children; (iv) there is a tendency in the Government system that without providing required resources, supplies, materials, the central level policy makers demand products on time and of good quality; (v) the early childhood services providing centres suffer from shortage of facilities and materials; (vi) the government staffs are not informed about the program results or findings of assessment or evaluation reports; (vii) in government programs, there is not much pressure on us to do good job and there is no regular staff development plan and program which are available in NGOs; (viii) Govt. programs bring less quality outcomes and NGOs as work under bosses’ pressure to do good job, act more efficiently and deliver comparatively better quality results of their programs; (ix) the knowledge and information relating to children’s development and needs is limited in the country.

A study was conducted by Bangladesh Forum for Educational Development (BAFED)(2002) on “**Early Childhood Care, Education and Development (ECCED) in Bangladesh**”. The objective 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. Some of the major findings of the study were: (i) the 10 categories of childcare and education providing institutions surveyed under the study did not generally include appropriate ECCE activities required for optimal child development, (ii) most 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, (iii) all surveyed government primary schools have unrecognized classes, (iv) teaching /learning aids are limited in all categories of institutions, (v) teachers, parents and child experts are conscious about the bad effect of beating and physical punishment on child development, (vi) violence at home and harsh behavior of teachers at school cause negative impact upon children's development and education, and (vii) all interviews agree that intelligence can be promoted.

A Research was conducted by Save the Children USA (2005), on “**Assessment of Grameen Shikkah's ECD programs**”. The main objectives of the assessment were: (i) the current status of the program, (ii) the effect of the program on the children, parents, (iii) identify the factors affecting the quality of the pre schools, (iv) the appropriateness of program, training, material design, and (v) the process of community participation in the programs, and suggestions for the future. The major findings of the study are given below: (i) parenting and pre-school combined intervention helped in making mothers more sensitive to their children's participation in the classroom, (ii) the pre schools were child friendly and both the children and facilitators were very participatory during the session, (iii) supervision of the pre schools needs be improved (iv) absence of system for community participation, such as school management communities, prevents ownership and sustains ability, (v) the program has generated interest in the community and the community is ready to participate in the program.

A study conducted by Islam & Sultana (2001) “**The Prevailing Situation of Early Childhood Care and Education for Formulating Policy and Deciding Implementation Strategies on the Early Childhood Care Education as a Part of Basic Education in Bangladesh**”. The Objectives of the study were: (i) to identify the different categories of institutions involved in ECCE, (ii) to carry on sample studies on the concept and attitude of ECCE as envisaged by the teachers, parents, guardians and educationists, (iii) to collect sample information on the ECCE objectives and operational systems of the existing institutions and thereby to identify the gaps between desired and existing situation, (iv) to collect information regarding the existing curriculum training arrangement for teachers/parents and teaching materials for ECCE, (v) to determine co-relation between ECCE and school drop-out

rate through case study. The major findings of the study were: (i) most of the elementary school teachers do not have clear idea about the need of proper physical and socio-psychological development of the children, (ii) In most of the cases, for pre-primary classes there is no standard curriculum and syllabus, trained teachers and sufficient learning materials.

A study was conducted by Begum (1986) on “**Ascertaining the Academic Qualification, Experiences and Professional Satisfaction of the Teachers of Government Primary Schools and Kindergartens**”. The objectives of the study were (a) to compare the educational and professional qualifications between the teachers of government primary schools and kindergartens; (b) to compare the facilities between the teachers of government primary schools and kindergartens; and (c) to compare the professional satisfaction between both teachers. Twenty-eight teachers of government primary schools and thirty-five teachers of kindergartens were selected as a sample from Sutrapur Thana in Dhaka City. The data had been collected by questionnaire. The major findings of the study were: (a) Most of the teachers of government primary schools were S.S.C. Passed and trained on the other hand most of the teachers of kindergartens were graduate and non-trained. (b) Most of the teachers of primary schools were satisfied in many thing but most of the teachers of kindergartens were unsatisfied in many thing etc.

A study was conducted by Nahar (2001) titled “**Academic Qualification, Professional preparation and special needs of the teachers of Early Childhood Education (ECE) programs**”. The objectives of the study were: (i) to collect information about academic qualifications of the teachers of ECE, (ii) to ascertain whether teachers have any official training on ECE programs, (iii) to identify the professional needs of the teachers of ECE programs, (iv) 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 school are under graduate and they wish to acquire further degree, (ii) an overwhelming majority of the teacher of government primary schools and kindergartens do not have training on ECE, (iii) most of the teachers of government primary school and kindergarten’s face various problems relating to the classroom, evaluation of children, teaching aids etc.

Rahman (2002) conducted a study on “**An assessment of home Based pre-school An Innovative transition to primary school of save the children USA**”. Objectives of the study were: (i) to assess current states of the HBPS program, (ii) to identify the factors affecting the quality of pre schools, (iii) to identify the strengths and weakness in HBPS program at individual, family and community levels, (iv) to find out the effect of the program on children parents and community. The major findings of the study were: (i) teacher’s attention to children, quality and condition of materials of the home based pre-schools are excellent, (ii) the students are female and 5 years of age, (iii) All the education organizers of save the children USA agreed that children benefit from home based pre-school.

A Research was conducted by Biswas (2003) on “**A study on the Existing Situation of Early Childhood Education (ECE) in Dhaka City**”. The study was undertaken to find out the existing condition of early childhood education (ECE) programs. The study was expected to provide the necessary information about various aspects of ECE so that one can take a clear idea on it and the respective authority may take necessary steps in this area in future. The objectives of the study were: (i) to collect information about educational background, experience and training of ECE teachers, (ii) to collect information about physical facilities and class environment of ECE schools, (iii) to collect specific information with regard to existing curriculum, teaching-learning materials and aids of ECE programs, (iv) to identify the problems and issues related to ECE programs, and (v) to give necessary suggestions for improving the ECE programs. Thirty teachers and twenty guardians from ten Kindergartens in five Thanas of Dhaka Metropolitan City were selected as sample. Information was collected from them through questionnaire which provided the personal professional experience, facilities of the teachers and physical facilities, teaching-learning activities, curriculum, evaluation etc of the school. Major findings of the study: (i) most of the teachers belong to age group above 40 years, (ii) most of the teachers were female, (iii) most of the teachers were graduate, (iv) most of the teachers have no training; (v) most of the schools have been directed with rented structures, (vi) most of the schools have not any play ground.

Tuli (2002) conducted a research study on “**Analysis of Pre-primary Curriculum of some Selected Schools and its Implementation in the Classroom Education is the main determinate of national development**”. The objectives of the study: (i) to analyze the aims, objectives and contents of existing pre-primary curriculum, (ii) to find out the strengths and weakness of the curriculum, (iii) to find out the method of implementation of the curriculum in classroom situation, (iv) to find out the major implementation problems of the curriculum in the classroom. Samples for this study were selected from Dhaka City and the samples were one government primary school; one school run by NGO and the three well known kindergartens of their locality. Samples were selected purposively to make the research universal. Major findings of the study were: (i) except ICE all the institution related to pre-primary education have no definite curriculum, (ii) most of the schools have no written distinct curriculum, (iii) only the private schools are aware of obtaining or acquiring personal competency in a child.

Hossain (2005) present a paper at ECDRC Seminar of BU-IED on “**The ECD Activities Undertaken by Bangladesh Shishu Academy**”. The ultimate objective of the ECD project is to support activities that contribute to empowering caregivers to create a safe, secure, stimulating and enabling environment which promotes the cognitive, emotional and social development of children from conception to five years. The family is the main focus of the project as most Bangladeshi children aged 0-5 years grow up and are cared for at home. The target groups of the interventions are newly married couples and other family members who serve as child care-givers, e.g., grandparents and older siblings. Implementation strategies are building on positive child caring/childrearing practice and not to create new program structures; linkage with and using existing GOB/NGO structures reaching families; alternate approaches for urban slums, CHT and other special groups; development of partnership and networking; capacity building of partners on ECD.

2.3 Implication of the Review to the Present Study

The Studies conducted by Bangladesh Shishu Academy (2005), Jahan (2005), & Biswas (2003) provided the present status and scenario of early childhood education in Bangladesh. The study of Bangladesh Shishu Academy (2005) also identified governmental, non-governmental and international organizations implementing ECD programs in Bangladesh. The studies conducted by Jahan (2002) & Hossain (2005) presented the status of early childhood services and their respective policies and programs as well as examined how and how well their policies and programs are coordinated or integrated. Mitra and Associates (2006), Save the Children USA (2005) & Rahman (2002) conducted studies provided the appropriateness of program, training, material design and identified the strengths and weakness of the programs. The studies also presented the effect of the programs on the children, parents and family. Begum (1986) & Nahar (2001) provided the information about academic qualifications, training and training facilities of the teachers of ECE as well as compared the educational and professional qualifications, facilities and professional satisfaction between the teachers of government primary schools and kindergartens. Opel, Camellia and Aboud (2007) conducted a study to examine the effectiveness of a 6-week mathematics intervention with rural Bangladeshi preschools with the intervention of increasing their basic mathematics skills. Tuli (2002) conducted study analyzed the aims, objectives and contents of existing pre-primary curriculum and funded out the strengths & weakness and the method of implementation of the curriculum. Rashid (2007) determined the level of achieved learning outcomes of unprivileged children provided by some NGOs and compared the achievement among the learners of different NGOs as well as between girls and boys. BAFED (2002) conducted study and provided background information, present status and other relevant information on ECCED to assist government for initiating policy and programming strategy.

From the review of above related studies had been given the researcher's following implications for research can be drawn and some thoughts about on the problem area: (i) there is a lack of research evidence on role of ECE to improve the quality of

primary education in Bangladesh, and specifically, no study is found in the field of role of ECE; (ii) there is plenty opportunity for ECE to lend policies, methods and techniques of education in order to improve quality of early childhood and primary education. The works related to this field, which the researcher reviewed had been done only some areas of ECE. We have not been able to know the future picture of ECE programs. For this reason, the researcher conducted to perform the complete picture of ECE programs. In these circumstances, the researcher wished to select the problem about the existing condition of ECE programs, so that anyone could easily understand and also learn the real present status of ECE programs through this study.

Considering these implied aspects, the present study is an attempt to identify the role of early childhood education for improving the quality of primary education in Bangladesh.

Chapter – III

PLAN AND PROCEDURE OF THE STUDY

- 3.1 Introduction
- 3.2 Sample of the Study
 - 3.2.1 Selection of Documents
 - 3.2.2 Sample Selection of the Study
- 3.3 Tools of the Study
- 3.4 Pilot Study
- 3.5 Description of the Tools
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Chapter – III

PLAN AND PROCEDURE OF THE STUDY

3.1 Introduction

The previous chapter presented the review of related literature. This chapter presents the plan and procedure of the study. This study is a survey of the role of early childhood education for improving the quality of primary education in Bangladesh. For the realization of objectives as stated in chapter-I under section 1.5, a survey was planned to collect data from different sources of the early childhood education and primary education provider institutes of Bangladesh. Objectives of the study are given here again to facilitate the reader to get clear picture of the plan and procedure in context of these objectives.

The main objective of the study is to identify the roles of Early Childhood Education for improving the quality of Primary Education in Bangladesh.

The special objectives of the study are to:

1. identify the present situation of Early Childhood Education in Bangladesh.
2. investigate the strengths and weaknesses of Institutions of Early Childhood Education in Bangladesh.
3. draw some recommendations for quality improving of Early Childhood Education in Bangladesh.

Two types of data were collected - qualitative and quantitative to attain the objectives of the study. Finally specific some recommendations were provided based on analysis and interpretation of data collected.

Detailed information about selection of sample and construction of tools are presented. Description of the pilot study and description of the constructed tools have been included. Also, procedures of data collection and data analysis techniques are given.

3.2 Sample of the Study

For achieving objectives documents, reports and research works were reviewed. Teachers and pupils were taken up as the sample. The selection procedure for each one is presented below.

3.2.1 Selection of Documents

Documents such as Curriculum and Reports, National Policies on Education, Reports on Education Commissions, Books and Research Reports on early childhood education were critically analyzed. Thus, documents became the primary source of information.

3.2.2 Sample Selection of the Study

Samples were selected purposively to make the research universal. To find out the real situation and role of early childhood education, samples were selected considering advantage & disadvantage group of children and status of the schools. 20 institutions of which 10 early childhood education provider institutions and 10 primary education provider institutions were selected from Dhaka City as the sample of the study. 2 teachers from each institution were taken as the sample. Thus a total sample size of teachers is 40; 20 from each category. 5 Early Childhood Education completed children and 5 fresh admitted children of grade-I were selected as the sample from each primary education provider institution. Thus a total sample size of pupils is 100.

3.3 Tools of the Study

Two questionnaires, one for the teachers of early childhood education provider institution, the other for teachers of primary education provider institution and one observation checklist and interview schedule for pupils were constructed by the investigator. The first step in the construction of the tools was to identify all those

components of the ECE about which the opinion of the teachers, pupils were to be obtained. The first draft of the questionnaire for teachers of early childhood education provider institution had 19 items, the questionnaire for primary education provider institution had 21 items and checklist for pupils had 35 items. These were then referred to supervisor in order to obtain his opinion about the validity of the items in the tools as well as the clarity of items and their comprehensibility. The feedback obtained from the supervisor was utilized for revising the tools.

The revision was mainly in terms of deleting ambiguous items, rephrasing items to avoid repetition of meaning of the items and refining the language of certain items. Keeping in view the above points, a revised draft of the tools was prepared and referred to the same to seek his further comments on them. The following comments were about the tools:

- i. The items in the tools as per the objectives of the study were adequate.
- ii. There was no ambiguity in the expression of the items from the language point of view.
- iii. Reorganization of some of the serial numbers of the items might be done for keeping better sequences of the items in the gradual order in the tools.

As per the above comments and suggestions the tools were modified. The final form of the tools is reproduced (Appendix-A).

3.4 Pilot Study

The pilot study was conducted covering a specific view for checking whether the tools needed revision. The pilot study was planned to make the language of the tools understandable and to see whether the respondents can handle the instrument with ease.

The administration of the tools was done by the investigator through personal contact with the respondents of the two institutions. Since the administration of the tools was done in the presence of the investigator, all the tools were returned. On the basis of the scrutiny of the responses, it was found that the items of the different tools were

responded properly. As no claim of ambiguity about the language of the tools was raised from the respondents, they required no modification.

3.5 Description of the Tools

The description of the constructed tools is given below:

3.5.1 Questionnaire for the Teachers of Early Childhood Education Provider Institution

This questionnaire was prepared with the purpose of finding information of early childhood education provider institutions' teachers' academic qualifications, professional training, teaching experience, curriculum, positive and negative role of ECE, competencies and skills e.g. sensibility, linguistic, socio-emotional, physical, cognitive, awareness about environment & health and creativity skills, children's like most activities, age of traditional reading & writing starting, type of teaching aids and toys used. The questionnaire contained 19 items on the above mentioned aspects. The items in the questionnaire were open-ended type.

3.5.2 Questionnaire for the Teachers of Primary Education Provider Institution

This questionnaire was designed for the primary education provider institutions' teachers' with a view to find out some additional information with regard to relation between ECE and Primary Education and differences between fresh admitted and early childhood education completed children of grade-I in the areas of competencies and skills. There were 21 items which were open - ended type.

3.5.3 Observation Checklist and Interview Schedule for Pupils

The observation checklist and interview schedule were used by investigator for examine the differences between fresh admitted and early childhood education completed pupils. The checklist was designed with the items of related to personal competency, social and environment awareness, communication skills, cognitive

skills, physical competencies, creative & aesthetic abilities. The list of pupils' competencies and skills contained 35 items on the above mentioned aspects.

3.6 Process of Data Collection

To realize the objectives of the study, the data were collected by personal contact with teachers and pupils of ECE and primary education provider institutions through different tools. The data also were gathered from the different documents and reports such as ECE programs of different GO-NGOs, National plan and policies, curriculum report of pre-primary and primary education (grade-I&II) of NGOs as well as government of Bangladesh.

3.7 Procedure of Data Analysis

The data collected were classified and tabulated. The following two techniques of analysis have been used in order to arrive at the findings of the study.

3.7.1 Quantitative Analysis

The data collected through questionnaires, observation checklist and interview schedule for pupils' competencies and skills and classroom observation checklist were analyzed as follows:

There were two types of items in the tools, viz., closed-ended type and open-ended type. The data supplied by the respondents to each of the open-ended items were categorized on the basis of their contents into different clusters along with their frequencies and percentage. The responses to each item of closed-ended type were analyzed in terms of percentage of responses.

3.7.2 Qualitative Analysis

Techniques of critical analysis in context of documents, the investigator investigated the ECE programmes of different NGOs, National plan and policy, curriculum report of pre-primary and primary education (grade-I&II) of NGOs as well as government of Bangladesh for the realization of objectives of the present study.

3.8 Summary

This chapter has explained in detail the plan and procedure to attain the objectives of the study 'the role of early childhood education for improving the quality of primary education in Bangladesh'. The next two chapters present the details of analysis and interpretation of data.

Chapter -IV

SCENARIO OF EARLY CHILDHOOD EDUCATION IN BANGLADESH

- 4.1 Introduction
- 4.2 The Role of Government of Bangladesh
 - 4.2.1 Early Childhood Education Implementation Organizations
 - 4.2.2 Existing Early Childhood Education Services Provision in Bangladesh
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Chapter -IV

SCENARIO OF EARLY CHILDHOOD EDUCATION IN BANGLADESH

4.1 Introduction

Early childhood education is the term used to describe the educational development of infants and young children prior to starting regular school and through the first year of school. It is considered a critical stage of growth and development, with significant national resources being increasingly devoted to this educational level. The facilities that provide early childhood education include public and private kindergartens, elementary schools, day care centers, child care services (including home services), and charitable organizations such as religious congregations.

The aim of this chapter is to present scenario of early childhood education in Bangladesh through government & non-government efforts and curriculum issue.

4.2 The Role of Government of Bangladesh

Since Independence, Bangladesh has run pre-primary classes at primary schools. In 1998, the Government of Bangladesh formally recognized pre-primary education in the primary schools. About 42,000 (70%) of primary schools run *Shishu Sreny* (infant baby classes) with 1.05 million students. In most of the formal primary schools, children of pre-school age attend a class known as infant/baby class and receive formal instruction in letters and numbers (World Bank, 2000: 25). This is an unscientific arrangement and the govt. could not yet take any concrete decision to recognize this class.

National Children Policy (1994) has been promulgated to secure overall development of a child and education policy giving due emphasis on early childhood education. To ensure the creation of ideal citizenry, National Plan of Action for children and

education for all have already been prepared respectively by the MOWCA and MOPME of the Government of the People's Republic of Bangladesh.

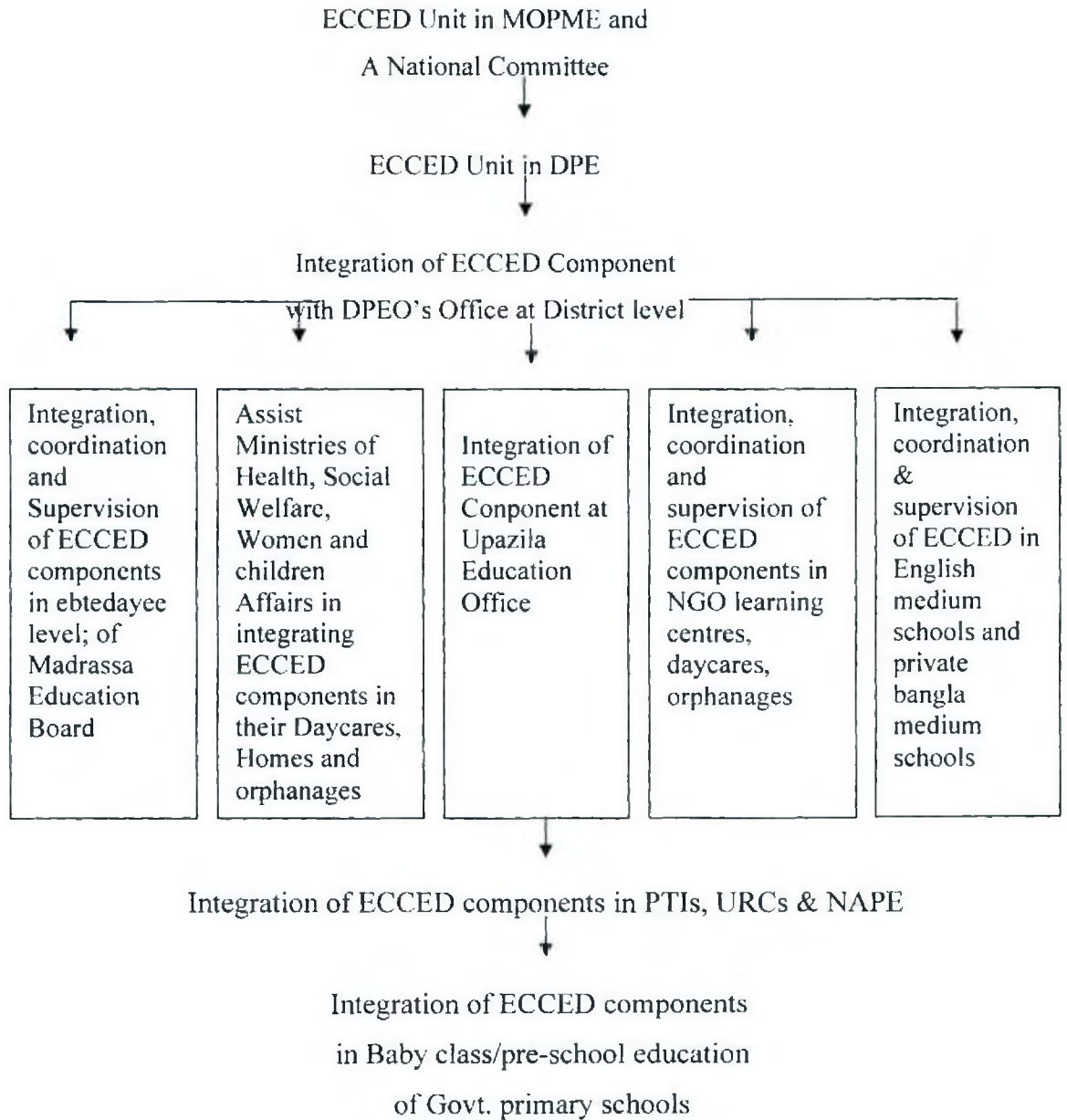
In view of this, NCTB has developed a set of materials. The materials set consist of a primer, a teacher's guide and a set of teaching-learning aids. The Curriculum of infant class mainly focuses on pre-reading, pre-writing and pre-numerical skills along with basic concepts of patriotism. The primer has been designed on the basis of the 'look and listen' method, supplemented by games and stories. Recently, the govt. has distributed 100,000 primers and 10,000 teacher's guides to the primary schools on a pilot basis (World Bank, 2000: 25). But these initiatives can't give us significant achievement. Here the roles of Bangladesh Government and it for implementing ECE through different activities are discussed below:

4.2.1 Early Childhood Education Implementation Organizations

In Bangladesh, there are following four ministries provide early childhood education services addressing basic needs are more related to the survival and protection rights of children and developmental needs. MOPME is responsible for baby class in primary schools and playgroups. MOWCA is responsible for day care centers and pre-primary education. MOHFW is responsible for Immunization and nutrition, and has been set up Institute of Child and Mother Health (ICMH) is responsible for facilitating better early child development. Ministry of Social Welfare (MOSW) is responsible for Orphanage and children's home. (Jahan 2002:7)

MOPME has planned to strengthen the existing initiative of the government; for the earliest physical and socio-psychological development and the later for basic education under the following organogram:

ECCED Organogram in Bangladesh



Source: Jahan & Latif (2006)

Under the above organogram, Government of Bangladesh is trying to implement following existing program for promoting early childhood education activities:

4.2.2 Existing Early Childhood Education Services Provision in Bangladesh

Sl. no.	Name of the Educational Services/ Activities	Setting/ No. of Institution/ Centers	Age served	Opening hours	Enrolment	Responsible Ministry/ Organization
1.	Integrated child development: Physical and intellectual development.	Pre-school center of Shishu Academy. 73	4 - 5 + years	2 hours per day on average	Serve 25 children per center on average. Total: 2000 approx	MOWCA
2.	Integrated child development: Physical and intellectual development.	Orphanage, Children's homes. 76	0 - 8 years	Residential	One orphanage provides shelter to 30 - 100 children belonging to different educational levels, may be 5 children at one level, 10 - 15 children may belong to another level etc. Total: 2,250 approx.	MOSW
3.	Intellectual development of children.	Baby class of Govt. Primary School. 42,000	4 - 5 + years	2.5 hours per day	30 - 50 children per class on average Total: 1,50,000 children approx.	It is an initiative of school and community: NPA suggested for a preschool program in this setting under the responsibility of MOPME, it is not yet Govt. approved program.
4.	Intellectual development of children.	Nursery, Kindergarten, Baby class (English & Bangla Medium Schools). 8,960	3 - 5 years	3 hours per day on average	20 - 30 children per class on average (3 classes) Total: 6,72,000 approx.	Private initiative under the supervision of MOPME.
5.	Intellectual development of children.	Ethnic Minority Schools: 'Para' Centers in CHT. 1875	4 - 5 years	2 hours per day on average	25 children per center on average. Total: 46,875 children approx.	MOPME.

Source: (Jahan 2002:6-7). Education Sector review, The World Bank (2000), Chapter on ECE, Modified by author.

Considering the importance of ECE the government took different initiatives, which include-

- In 1982-83 the government took a project "community learning center" to improve the quality of primary education. Under that project two primers were developed for pre-primary section and distributed to the school. Pre-reading, pre-writing and pre-mathematics was the subject matters of the primers. After 3/4 years government close that project.
- In 1987-88 National Curriculum and Textbook Board (NCTB) started 5 community based pre-primary school in Bhaluka, Mymensingh. Actually that was a partnership project between UNICEF, NCTB and Community, where the community gave the land, UNICEF made the house and NCTB provided the teachers training and primers. The project did not become successful as because the community did not contribute properly with teachers remuneration.
- The NCTB at its early age developed a book on preparatory education containing letter and number concept. A teacher guide was also developed by the NCTB.
- National committee on Primary Education (1997) recognized the importance of pre-school education but feel that in view of the shortage of teachers and physical facilities in schools and severe resource constraints, it proposed instead of one year baby class to treat the first six months of grade-I of primary schools as school preparedness education.
- From year 1997 the Chittagong Hill Tracts Development Board implementing pre-primary education for the children aged 4-5 in three hill districts. This is a component of Integrated Community Development Project (ICDP).
- In 1999, formally a baby class was restarted in some controlled school. NCTB developed a book named "dekha-shuna". A teacher's guide was also developed for those controlled schools this project was a limited time initiative.

4.2.3 Early Childhood Education and National Plan of Action

The National Plan of Action (NPA) proposed an Early Childhood Education and Development (ECED) program, covering the 4-5 years old children. No structured ECED activities existed earlier for pre-school age (< 6 years) children except 'baby classes' in a good number of primary schools for 4-5 years old children who accompanied their older siblings to school. An assigned teacher managed the class and tried to initiate the children to primary education, without a formal structure. The number of such children attending playgroup and nursery classes in kindergartens was very limited.

In context of prevailing vacuum and pending further experience, NPA proposed to limit initial ECED programs to (a) restructuring and redirecting the existing pre-school educational facilities, (b) formalizing the 'baby classes' in primary schools by phases, (c) promoting and supporting wider non formal, family and community-based initiatives, and (d) developing the concept and suitable curriculum, educational toys and learning materials; special teacher training arrangements, advocacy, parental education on physical and nutritional needs of children and undertaking research and pilot projects. (Jahan, 2002:8)

The "bulk of the work of childhood care and development" was expected to "take place in the families and within the communities, through private initiatives" with "government support to nongovernmental and community initiatives and material supports where feasible". The NPAI proposed to formalize the 'baby classes' in two phases, covering 30 percent of the primary schools by 1995 and 50 percent, by 2000, a total of 4.20 million by 2000 (total 4-5 years old children, 8.40 million). The government was also to provide substantial support for classroom construction, teachers, implementation, research etc. to feeder school programs at community level. (Jahan, 2002:8)

During this period, the only ECED program undertaken was a component of the government's Integrated Non-formal Education Program (1991 - 97) for 75,000 children. Primary Education Development Program (PEDP I, FY 1998 - 2003)

proposed to establish 'baby classes' in 60,000 schools and allocated funds for one million books, display and play equipments per year which should have covered 2.4 million children, counting at 40 children per school. The 'baby class' was treated more as activity for familiarizing children with schooling but not oriented toward 'child development' (PMED, 1999). The baby classes in primary schools were not approved or formalized by government, no structure curriculum was prepared, no separate teachers were appointed and no clear attendance record of children was maintained. (Jahan, 2002:6).

A survey (BSA-UNICEF, 1999) estimated 11.52 million 3-5 years children with a gross enrolment of 2.6 million children in pre-school education with gender parity (PMED, 1999). The net estimated figure was 9.356 million children in 2000. Information gathered from different sources in 2001 shows a total of 1.864 million 4-5 year old children benefited from various ECED level programs, 1.05 million in 'baby class' in 42,000 GPS, and RNGPS; others attended Kindergartens (484,000) Madrasahs (242,000), ethnic minorities' Para centres (46,875), non-government institutions (33,800) and a small number in orphanages, Day care centers and pre-school centers. Fifty two percent of 4.54 million children enrolled in primary grade-I in 1999 came from pre-school program. (Jahan, 2002:8).

The NPA II has proposed to introduce ECE program in formal and non-formal sub-streams under the following three phases: (i) Primary schools would take the 5 years old and run existing 'baby class' that provides a one - year's school preparatory course. (ii) ECCE will run as an integral part of all formal government, community, and satellite and non-government primary schools. It will promote pre-school programs of Shishu Academy, schools for ethnic minorities and disabled children, children's homes and madrasahs. (iii) The non-formal sub-sector will organize family and community-based programs for 3-5 years old children of marginalized families. It will provide training to parents and caregivers and help organize community level day care in cooperation with employers, government ministries, civil society and NGOs. (Jahan, 2002:9)

4.2.4 Government of Bangladesh and International Convention

The Convention on the Right of Children (CRC) in 1989, declares the rights of children to education especially for ECE by providing appropriate assistance to parents and legal guardians in the performance of child-reading responsibilities and standard of living adequate for the child's physical, mental, spiritual, moral and social development (UNICEF 2001). Bangladesh is one of the signatory of the convention.

Dakar declaration 2000 has set target that expanding and improving comprehensive early childhood education for all children; especially for the most vulnerable and disadvantage children (ActionAid, 2005:60). In this context Government of Bangladesh committed for launching an ECE program in existing primary schools for physical, cognitive, linguistic, mental and social development. To implement this plan the government of Bangladesh has taken some steps, which include to (i) take a program on ECCED for 3-5 years old children, (ii) prepare a national plan of action and a technical committee is formed regarding the DFA, (iii) a theme paper on ECCED is prepared highlighting what type of program could be taken up to 2015 to educate 3-5 years old children, and (iv) the theme paper is presented in a follow up workshop and is revised (v) the NPA will direct about programmatic aspect up to year 2015. (ActionAid, 2006:59)

4.2.5 Early Childhood Education and Commitment of Bangladesh Government

- The National Education Policy (NEP) 2000 considered the need for a well – designed school preparedness education program for the majority of the first generation learners (5+ children) who live in the poor environment that lacks prerequisites for academic activities the schools demand from children.
- One year school preparedness program- the NPA suggested pre-primary education of one year duration in selected primary schools and to cover all the schools by phases.
- Six month school preparedness program- it suggested another option – a six month preparatory education before class I which can be upgraded to one year

long course in future. It further suggested public participation in financing and managing pre-primary education program in the country.

- National Plan of Action, finalized but not yet approved, has suggested for a national ECCE program for 4-5 years old children. Cost estimates for introducing one year long baby class education for 9 million children in a phased manner by 2015 have also been given.
- The PDEP II has addressed the special needs of disabled children and proposed for mainstreaming them into primary schools.
- Baby classes at rural primary schools- the school administration at rural primary school organize an informal class for the young children who accompany their older siblings known as 'Baby Class'. This was a local need met by local school people locally without waiting government approval or disapproval.
- Mainstreaming of children with special needs- the children with different types and degrees of deprivations remain outside any kind of structured education. They suffer from trauma, neglect, abuse, hard labour and malnutrition. (Jahan & Latif, 2006:3)

4.2.6 Early Childhood Education (Baby Class) at Primary School

Since independence in 1971, Bangladesh has run ECE at primary schools. Most of the primary schools were facing a potential problem with a considerable number of younger children aged 4-5 years who, the desire to spend time, were coming to school with their siblings. The teacher community and SMC came forward with the idea of setting up infant or baby classes at the primary schools. These classes were popularly known as 'Small Class-I'. (World Bank. 2000: 25).

Almost all primary schools have been found to run 'Baby Class' informally to prepare children for schooling and equip with academic skills before entering class 1 although there is no government approval yet. Teaching Bangla alphabets, numbers, some rhymes and stories are operated in baby classes. For many years, it has been a common scene in primary schools that school children are accompanied by their younger. In this circumstance, the primary school teachers were obligated to manage

the infants who come to schools through evolve “baby class”, known as small I. The class is managed sometimes by the head teacher or some other time by upper class students. (Jahan, 2006:26)

4.2.7 Early Childhood Education and Bangladesh Shishu Academy

In 2001, the Ministry of Women and Children Affairs (MOWCA) has taken a project called "ECE project" under Bangladesh Shishu Academy (BSA) supported by UNICEF.

BSA has been working on ECE to train caregivers to create a safe, secure, stimulating and enabling environment that promote cognitive, emotional and social development of the children from the very primary stage of conception to 5 years. It implements its ECE project in every upazila of the country through a structured work plan and administrative system.

BSA works on advocacy, social mobilization and effective communication to mainly increase the awareness of central policy makers, planners, and key professional groups so that ECE is placed on the national agenda as a priority issue and implementation of ECE programs is geared up. This component is supportive to create general awareness about ECE among families, community social leaders, leaders, service providers and implements.

BSA also promotes school readiness initiatives through SBK and Pre-school activities. BSA established 67 SBK for 3-4 years children and 67 pre-school for children of 5 years of age in 64 districts. Other than that BSA offers continuing support to BRAC's 130 SBKs, Grameen Shikkah's 11 Pre-schools and City Corporation's 206 SBKs and 206 Pre-schools.

In Chittagong Hill Tract, BSA provides support to reorganize Para-centers for an effective early learning center. BSA has already provided support for 885 Para-centers.

BSA conducts research on different issues of ECE to promote the movement with maximum possible effectiveness. BSA also works on networking and capacity building of the partner organizations to ensure effective implementation of the project to support and positively influences the direction of and approach to ECE programming in Bangladesh and to learn from others' experiences in this field. (Save the children USA & UNICEF Bangladesh, 2005:52)

4.2.8 Early Childhood Education and Dhaka *Shishu* Hospital

Dhaka *Shishu* Hospital (children's hospital) set up a *Shishu Bikash Kendra* (SBK) in 1992. The main objective of this enterprise is to provide services to children with developmental disabilities and neurological impairments as well as to normal children. A multidisciplinary professional team provides key services to the children and their families. It is a place where a child, normal or disabled, is assessed and treated through a holistic approach. The long term goal of the centre is to improve functional skills and adaptive behaviour of the children. (World Bank. 2000: 27).

4.3 The Role of Non-government Organizations

Integrated Non-Formal Education Program (INFEP) the predication of the Bureau of Non-formal Education (former Directorate of Non Formal Education) started ECE programs in 1993 in 69 Thanas. Non-govt. institutions implemented the program with the support from Government and UNICEF. The curriculum was designed to develop the children's sensory, language, and cognitive skills. The teachers were trained in child-centered activity-learning methods. There has been one teacher in place for each center with 30 learners. The classes run for 2 hours a day. ECE centers were provided with play materials and toys made locally. Teachers follow the teacher's guide but there is no primer for children.

About 21 non-govt. institutions are started setting up preparatory schools to run preparatory classes for the disadvantage children of urban and rural poor in 1973/74. After 1985, some national non-govt. institutions came forward to compliment the government's education program. The main objective of these schools is to provide educational support to the disadvantaged children of the 4-5 year age group getting ready for enrolling in the formal schools. In most cases, preparatory schools are center-based. The single classroom is known as a school. One teacher, trained in pedagogy and child psychology, is responsible for thirty children. Course duration is one year. Most of the non-govt. institutions are using different types of teaching-learning aids along with or without primary emphasis had been given to developing cognitive, Sensory, language, social, psychomotor, and actively skills.

4.3.1 Programs of Early Childhood Education

Non Government Organizations have one more programs at ECE level. They are commonly called Kindergarten, Pre-school Education, Day Care Centre, SBK, and Child Development Centre etc. Some of these are described below:

Kindergarten:

In Bangladesh, Kindergarten (KG) education involves 3-4 years of schooling. Children begin KG as early as 3 years of age, while enrollments begin from when

they are 2 1/2. Class distribution according to age is: 3 years for play group, 4 for nursery, and 5 for KG. In some schools KG classes are divided into 2 sections: KG I for age 5 and KG II for age 6 children. The KG schools are usually extremely expensive and out of the reach of most people. Monthly fees range from Tk.500 to 2500 per month for playgroup, and this amount increases with each class. The aim of KG schools is mainly to prepare children for formal schooling. The logical assumption is that the KG school environment should not only be a 'home-substitute' for a child but a more attractive learning environment than children home. (World Bank. 2000: 26). But these KG schools are not actual KG schools of German education philosopher H. Froebel.

Day Care Centers:

There are two types of day care centers run by GO or NGOs. The first for middle class children and other is for those of the working class. The day care centers for middle class children are located in residential areas and run mainly by quasi-trained personnel. These centers provide space for games and sports. The centers for working class children are generally located in slums or near workplace. 'Ayaahs' (traditional caregiver) manage these centers. There usually are two rooms found in working class centers, although configuration varies from place to place depending on enrollment. Around twenty children are accommodated in each room. Care is given to infant's aged 2 months-2 year in one room, and 2-5 years in the others. (World Bank. 2000: 27).

4.3.2 Organization wise Early Childhood Education Activities

Beyond the government roles, a lot of initiatives of non government organization (NGO)/international non-government organization (INGO) are lying there in Bangladesh. At present there are many national and international non-government organizations run ECE interventions/programs for the children in Bangladesh. Some of these are follows:

Akota

Akota performs ECE activities for overall development of the children so that they feel interested in formal education and become good citizens of the country. *Akota* implements its ECE program in Gaibandha sadar and Sundarganj upazilas of Gaibandha district. It performs ECE activities with pre-primary schooling. Children are taken care of in the centers in a joyful environment. Teachers-cum-caregivers look after them. Children learn with games and cultural activities in the centers. In the centers, children are also provided with health and nutritional advices. *Akota* emphasizes in practicing ECE activities in the family. For that, it provides the know-how of ECE activities to the parents so that they can practice it within the family. *Akota* monitors and evaluates its program through case studies, parent meetings and regular visits by senior staff. (Save the children USA & UNICEF Bangladesh, 2005:30)

Alo Swechhashebi Polly Unnayan Sangstha (ALO)

ALO implements its ECE program to develop the mental and physical health through manifestation of children's merits and to ensure their enrollment in the formal schools. It works for ECE in the Mirpur and Daulatpur upazilas under Kushtia district. Under ECE program of ALO, children learn through games and amusement in a child-friendly environment. Children are taken care of with various educational materials, toys, flip charts and musical instruments. IT organizes cultural activities for mental and social development of the children. ECE activities of ALO are supported and implemented in collaboration with Nijera Shikhi, Adabor, Mohammadpur, Dhaka. The program is monitored and evaluated by the management of the organization and by the donor as well. It is usually accomplished through field visits and assessment studies. (Save the children USA & UNICEF Bangladesh, 2005:32)

Aporajeyo Bangladesh

Aporajeyo Bangladesh started running its day-care center in 1981. Since 2004, it is involved in ECE with the objectives of mental development, social mobilization and communication of young children. It works with the children of low-income families

in Lalbagh and Sutrapur Thanas of Dhaka City. Caregivers take care of the children with toys and other materials of recreation and simulative activities. Wooden blocks, puppets, puzzles, story books, art materials, memory game materials, stringing beads, musical instruments are used in the centers, ECE activities of Aporajeyo Bangladesh are directed towards prevention of child labor. The organization provides balanced food for adequate mental and physical growth of the children. Aporajeyo Bangladesh monitors and evaluates its ECE program through regular visits by its management staff and through follow-up meetings, discussions and informal interviews using regular performance monitoring and evaluation formats. (Save the children USA & UNICEF Bangladesh, 2005:36)

Adarsha Shomaj Unnayan Sangstha (ASUS)

ASUS implements its ECE program to develop speaking qualities, positive attitude, mental growth and alphabetical skills of young children. It works in Haluaghat and Dhobaura upazilas in Mymensingh district. The teachers-cum-caregivers help children learn with color, matching games and toys. They help children learn alphabet with blocks, pictures and posters in a joyful environment. Teachers/caregivers receive training before they start working in the centers. Centers are open for 2 hours in a day. No formal monitoring and evaluation systems are done for the ECE program. (Save the children USA & UNICEF Bangladesh, 2005:40)

BRAC (Bangladesh Rural Advancement Committee)

BRAC has been implementing early childhood development project to effectively trained caregivers and to create a safe, secure and enabling environment, which promote the cognitive, emotional and social development of the children. It also prepares young children for formal schooling. Research and innovation activities are important components of the project, given the dearth of reliable information on the current ECE situation. The Research and evaluation division has been undertaking studies on evaluation of the project. BRAC ensures effective implementation of the project to support and positively influence the direction of and approach to ECE programming in Bangladesh and to learn from others' experiences in this field. BRAC

also runs 16,020 preprimary schools throughout the country, where ECE activities are being performed. The ECE program is collaboratively implemented with Bangladesh Shishu Academy, Plan Bangladesh, ICMH and Grameen Shikkha. The program of BRAC is monitored at different intervention levels of the program by different staff members as per the monitoring flow chart of the program. Performance evaluation is carried out using appropriate methodology by the professional staff of the organization. (Save the children USA & UNICEF Bangladesh, 2005:48)

Caritas Bangladesh

Caritas Bangladesh implements its Underprivileged Children Preparatory Education Project (UCPEP) for mainstreaming education of the poor, the un-reached children of ethnic groups to introduce an interactive and child-friendly teaching-learning process to develop a mechanism to make UCPEP schools functional with community support. Caritas operates 311 child centers in 311 villages of 82 upazilas in 36 districts of 6 divisions of the country under UCPEP. Average number of children enrolled in each center is 27. Children learn in an interactive approach with the help of the teachers/facilitators with different things through practical examples. There are 4 corners namely Home corner, Zoo corner, Block corner and Education corner in each center. Each corner is equipped with necessary materials; children play and learn with these materials in a child-friendly and joyful environment. The program is monitored and evaluated on a regular basis. Activity-level monitoring is done on monthly and tri-monthly basis. Result-based monitoring is done on 6-monthly basis. Holistic evaluation is conducted at the end of each phase. (Save the children USA & UNICEF Bangladesh, 2005:54)

Community Health Care Project (CHCP)

CHCP embeds its ECE activities in its Pre-schooling program to motivate young children for formal schooling so that the literacy rate increases in the intervention areas. It mainly works in Agoiljhara, Uzirpur, Gaurnadi and Kotalipara upazilas in the southern part of the country, and in Bhaluka upazila of Mymensingh district with the children of the rural community. It implements its ECE program in 70 centers with

teachers known as shebika. Shebikas are also school-going girls (of class eight to ten). They take care of the young children with toys, plastic-made alphabets, pictures, flipcharts and storybooks for about one and half hours a day. ECE program of CHCP is characterized by significant with health and nutritional components of it. It provides balanced food for the children. ECE activities of the CHCP are monitored on a monthly basis by the monitoring and evaluation section of the organization. (Save the children USA & UNICEF Bangladesh, 2005:60)

Dhaka Ahsania Mission (DAM)

DAM implements its ECCD program in Raipur upazila of Narsingdi district, Keshabpur upazila of Jessore district and Satkhira sadar upazila of Satkhira district. In the DAM operates SBK centers, children play games as they like. They perform all corners such as imaginary corner, block and moving corner, sand and water corner. Children also are taken care of with story telling, rhymes, music, games with toys, outdoor games, and group work. Centers are open 6 days per a week and for 2 hours a day. Programs are monitored and evaluated formally using appropriate methodology in every 2nd month. (Save the children USA & UNICEF Bangladesh, 2005:68)

Friends in Village Development Bangladesh (FIVDB)

FIVDB implements its ECE program to ensure quality education in a child-friendly learning approach. It works in Sylhet sadar, Jaintapur, Goainghat, Biswanath, Jokigonj, Kanaighat, Sunamganj sadar, Nasirnagar, Moulavibazar sadar, rajnagar and Nasirnagar upazilas under Sylhat, Sunamganj, Moulavibazar and Brahmanbaria districts in the north-eastern region of the country. FIVDB provides services for home-based pre-schooling and community-based learning centers in its intervention areas. FIVDB implements the ECE program partially with Save the Children USA and SDC. ECE program is monitored as a routine activity by the senior staff on a daily, weekly and monthly basis. (Save the children USA & UNICEF Bangladesh, 2005:78)

Grameen Shikkha (GS)

GS, a member of National Steering Committee of ECE, is one of the sister concerns of Grameen Bank. After its inception in 1997, GS has been working in ECE to develop children as good learners of various attributes of life and to make them as proactive and creative citizens of the country. GS implements ECE program for mental, physical and social development of the children of early age. It works in the urban areas of Dhaka city, and in Trishal, Fulbaria, Fulpur, Gauripur and Nandail under Mymensingh district. GS has worked as strategic partner with different national and international donor agencies like Plan Bangladesh, UNICEF-Bangladesh, Rockdale Foundation-USA, BSA, and MOWCA since 1998 with financial assistance. GS also had the experience of working with Save the Children USA. Besides implementing donor-developed models, GS is going to pilot very soon a self-developed model-Shamanwita Shaishob Unnayan Karmasuchi (SSUK), comprising all the ECCD components namely Jagoron, Shishu Kalyan, Shishu Kanon and Shishu Kendra. (Save the children USA & UNICEF Bangladesh, 2005:88).

Gonoshahajjo Sangstha (GSS)

GSS operates centers having around 30 children in each. In the center, children spend first 20 minutes with friendly conversation, rhymes and story telling. Then the children go to 6 different corners of the center to learn with different materials in a child-friendly and joyful environment for 30 minutes with the help of the teachers/facilitators. They play in the ground adjacent to the center for some time as well. GSS also uses educational materials for understanding alphabets and numbers for the children. The ECE program of GSS is monitored and evaluated quarterly with GSS monitoring and evaluation tools.(Save the children USA & UNICEF Bangladesh, 2005:90).

Phulki

Phulki implements its ECE program to achieve the objectives of developing a low-cost, sustainable and culturally appropriate model of child care center; to help

children build their self-confidence, skills and abilities from an early age; to develop at grassroots levels some specialized and skilled caregivers on ECE; to promote low cost, no cost and natural materials as learning tools and to prepare children to go to school. Phulki concentrates its ECE activities mostly in the urban slums in the low-income groups of Gulshan, Badda, Uttara, Savar, Mirpur, Kafrul, Mohammadpur, Tejgaon and Sutrapur thanas of Dhaka city. Children between the ages of 2 to 5 years children learn with ECE educational materials for their mental development at pre-school level. Caregivers take care of the children in a child-friendly environment with toys, amusement and fun. One caregiver is responsible for 20 children. Phulki implements ECE Program with the help of Plan Bangladesh, Manusher Jonnyo and ActionAid -Bangladesh. (Save the children USA & UNICEF Bangladesh, 2005:122)

Plan Bangladesh

Plan Bangladesh is one of the pioneers of ECE/ECCD in Bangladesh. Plan has been working on ECE in the urban slums of Dhaka city, and in Sreepur, Chirirbandar, Khanshama, Hatibandha and Jaldhaka upazilas. Plan Bangladesh implements its ECE/ECCD program in four age-specific components. Children of 3 to 5 years are enrolled in SBK to promote their social, emotional, physical and intellectual development. The center runs 5 days per week 2 hours a day, with 8 to 15 children being accommodated in the caregiver's Shishu Bikash O Jotna Kendras are the care centers for the children of working mothers in the urban areas. Children from 5 to 6 years are enrolled in the Pre-schools for promoting holistic development in a joyful environment to prepare them for formal schooling. 25 to 30 children are offered learning, for 2 and half hours a day, 6 days in a week in a low-cost schoolhouse. (Early Childhood Care and Education (ECCD) Initiatives of Plan Bangladesh)

Save the Children- Australia (SCA)

SCA has been implementing its ECE program to enhance the psycho-social development of children through ECE facilities for the brothel-based stigmatized community. It works in Coalanda upazila under Rajbari district. Each child center enrolls 20 children of 3 to 5 years. Two facilitators help children to perform different

types of indoor and outdoor ECE activities for the psycho-social development of the children. ECE centers continue from 9 to 11 a.m. daily excluding weekend. ECE program of SCA has been implemented in partnership with Mukti Mahila Samity (MMS) of Uttar Daulatdia. Save the Children USA provides strong technical and material support for the ECE training of SCA. SCA has own reporting formats and checklist to monitor the program. Supervisors from SCA and MMS visit the centers at least once in a week following a checklist. (Save the children USA & UNICEF Bangladesh, 2005:132)

Save the Children-USA (SC-USA)

SC-USA is implementing ECE programs in Bangladesh with the objective to increase access of children to ECE program and to increase knowledge, attitude and skills of caregivers and parents related to optimal development of young children. ECE program is directly implemented by SC-USA in Nasirnagar upazila of Brahmanbaria district, Sylhet Sadar and Zakiganj upazila under Sylhet district. It also implements its program in Nilphamari, Lalmonirhat, Kurigram, Sunamganj, Gazipur, Dhaka, Barisal, Patuakhali, Borguna, Jessore, Magura and Jhenaidah Districts in collaboration with 5 national NGOs. SC-USA organizes Home Based Early Learning Opportunity (HBELO) centers in the community. An HBELO consists of a group of 15-20 children in the age range of 4-5 years sitting together with 2 caregivers who facilitate a two-hour session. Six days a week for providing early stimulation and early learning. The children are supported with psycho-social, physical, cognitive and language development through corner activities, indoor-outdoor games, rhymes, songs and story-telling sessions. The center is a space of a living room or an empty room, provided by the community. This is a one-year course for the children. HBPS centers accommodate 5+ to 6 years old 15-20 children in a space of a living room or an empty room. A trained teacher runs the center for 2 hours a day for 6 days a week. The children are involved in pre-reading, pre-writing and pre-math with elementary environmental awareness. After graduating from HBPS children go to formal primary schools. School-Based Pre School (SBPS) in the formal primary school premises in a similar pattern as the HBPS has been established in order to facilitate reading faculties of the children for the formal environment. About 25-30 children in the age group of 5

to 6 years go through the Pre-School activities led by teachers for 6 days a week. The program has a well developed monitoring system and is monitored on a regular basis using standard methodology and instruments. (Save the children USA & UNICEF Bangladesh, 2005:134)

Samash Seba Sangstha (SSS)

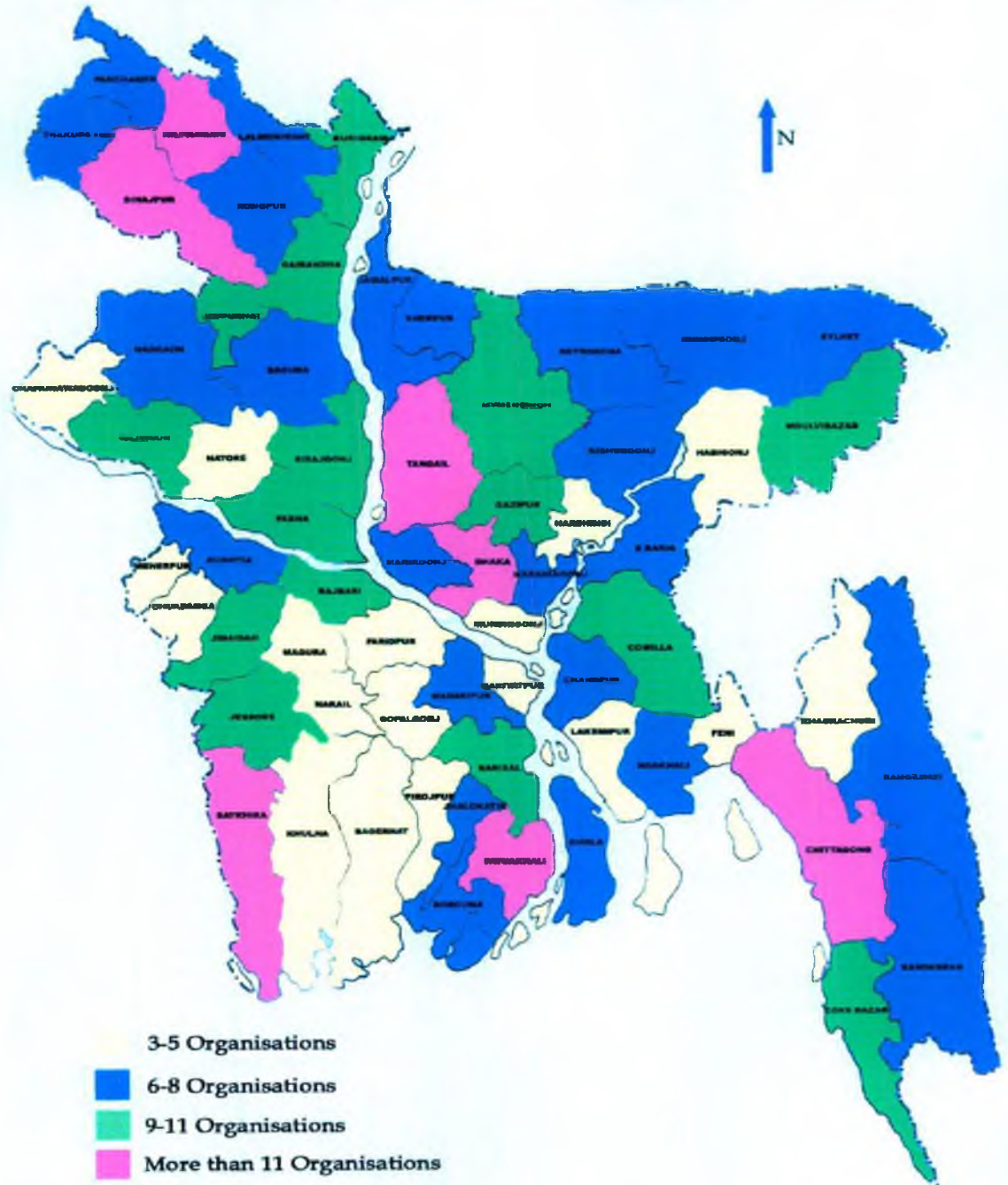
SSS implements its ECE program in its pre-primary schooling to attain the objective of ensuring mental development of the children and works in Tangail sadar upazila. In the centers, SSS provides caring service for the children with toys, amusement, and games for their mental development. It runs the centers 6 days in a week and 2 hours a day. Sometimes SSS arranges tour for the children. SSS monitors and evaluates its ECE program using predefined format for daily work and using child development indicators in a periodical system. (Save the children USA & UNICEF Bangladesh, 2005:150)

SUROVI

SUROVI has been implementing its ECE program to ensure child-friendly social environment. It prepares children for the formal schooling with positive mentality towards learning of the children. SUROVI implements ECE program in some metropolitan areas of Dhaka. Its ECE intervention areas cover Syedabad, Mirpur, Agargaon, Adabor, Kurmitola and Mohammadpur. SUROVI operates child centers having around 30 children in each center. Each center has four corners namely block and working corner, sand and water corner, books and drawing corner, and imagination corner. Children learn in these corners with the help of teachers/facilitators. They also help the children learn with charts and toys. Children perform singing, recitation, and story-telling with the help of the facilitators. Facilitators take care of the discipline and hygienic aspects of the children. The centers are open 6 days in a week and 2 and half hours a day. The ECE program of SUROVI is monitored by the management staff and trainers on a regular basis through field-visits. (Save the children USA & UNICEF Bangladesh, 2005:156).

4.3.3 District-wise Presence Map of Organizations Working with Early Childhood Education in Bangladesh

Map Showing the Intensity of Organisations Working on ECD in Bangladesh



(Source: Foyzal, 2006: 11)

4.3.4 Early Childhood Education Training Center

There are two ECE training centers run by non-government institution. Save the Children USA as one of its program components, and which is financed by Plan Bangladesh established such a center. Initially, GSS was involved with this process. The other initiative is known as the ICE. All this initiatives are very new and so far have trained only 167 teachers, workers, and parents in different training courses. (World Bank. 2000: 28).

4.3.5 Analysis and Interpretation of Role of Government and Non-government Organizations

Prioritizing the early childhood education is indispensable because it is our moral obligation to create favorable opportunities for them. Our country's sustainable upward development lies beneath the total human development of our children. No less sacrifice; because ECE impacts on development in multiple ways.

In Bangladesh, physical and mental development of a child for the period from prenatal to the early stage is the responsibility of the family. In ECE, different government and non-government organizations have carried out different programs from diverse perspectives. Due to the diverse characteristics of the programs and sponsors, program vary and these activities are designed and implemented in different forms.(World Bank. 2000: 27). The Government provides services, mostly of counseling nature, through field level staffs. Health clinics for mother and child-care as well as various national and international NGOs operated mother and child-care centers have been playing important role. Besides, the MOWCA has initiated some social mobilization programs. For the children of age group 3⁺ - 5⁺ there is no major GO-NGOs initiatives for physical, mental and socio-psychological development.

The pre-primary education available in a very limited scale in the privately managed institutions is very expensive the facilities are limited to only wealthy and affluent class of the society. Moreover, in most cases, child-centered approach, the most essential and important part of the development of a child, is hardly available.

In Bangladesh, there is a concern that no comprehensive approach to policies and programs exist to protect and assure development of young children. Based on the Convention (1989) Government of Bangladesh adopted a national education policy in the year 2000 which introduced and emphasized of a one-year pre-primary education for 5 years children and expected over in phases to be available in all primary schools by 2005.

There is a common picture in the primary schools over the county that an unofficial baby class existing there, children of pre-school age younger siblings of the upper class children daily attend a class known as infant/baby class and receive formal instruction in letters and numbers. The government could not yet take any concrete decision to recognize this class.

The NCTB was developed a curriculum on baby class and after continuing a long period it stopped. They also prepared a guidebook for the teachers with no significant achievement. Under the expansion program of integrated non-formal education, during the 4th five year plan, there was a provision for one year pre-primary education to prepare 4⁺ - 5⁺ age group children for entry into the primary system in grade-I. In the primary ebtadai madrasas a one year duration baby class is running. One year long baby class also exists in the feeder schools.

In Bangladesh, joint family system was an ideal place for ECCE. Each home was a miniature K.G. With the advent of modern life, joint families are broken and the working parents are busy with their livelihood having little time to give proper attention to the children for holistic development. Available day care centres are limited in number, lack in proper facilities and beyond the reach of the parents of low income group. It is a good sign that there is tendency to set up child care centers for the workers of some factories, especially, garment factories. Some government assisted and privately run day care centers have already started functioning for the children of 6 months to 6 years age. They are very limited in number and need facilities for providing pre-school education.

4.4 Scenario of Early Childhood Education: Curriculum Issue

Curriculum is the framework or broad outline of planned educational activities of educational institution. The curriculum which especially designed for the children of three to six years according to their needs (physical, mental, social etc.) is called early childhood education curriculum. In Bangladesh, this curriculum gives emphasis on preparing the child for class one smooth transition to school. In this section, researcher has presented here curriculum of Institute of Childhood Education and Plan Bangladesh only because of other service providers are followed these type of curriculum with slight minus-plus, e.g. BSA follows Plan Bangladesh's curriculum.

4.4.1 Curriculum of Institute of Childhood Education

Institute of Childhood Education (ICE) started to facilitate development of the whole child through humans' qualities with proper physical and socio-psycho-motor development, in the year 1996. Realizing the emergence of pre-primary education one of the main objectives of the Institute was to develop curricula and syllabi for early childhood level child centered activities based on ECE through entertainment. Their view of children and their learning are-

- The first five years of the life of a child is the vital period for the foundation of the basic human qualities.
- Every child is unique; treatment for each one must be individual.
- Education must not be imposed on a child.
- Improper environmental influence has adverse and irreversible effect on the future life of a child.
- Children start learning from mother's womb.

Main objectives of ECE are developed by ICE-

- To develop necessary habit in children by providing joyful & playful environment to them.
- To prepare the child with speaking, listening & writing ability which becomes the basis of primary education.

- Overall development of children.

ICE presents two streams of ECE in pre-primary level. These are-

1. Shishu Srenay in primary school; duration is one year.
2. Play group, Nursery & KG in kindergarten; duration is three years.

The major principles of developing curriculum are-

1. Actual need and competency of the children.
2. Needs and necessity of the society.

To develop a curriculum on the basis of children's actual need & competency of the children and to observe the needs and necessity of the society the following things are in the mind of ICE authority.

- Curriculum should be child centered; children's age, capacity, interest, emotion, receiving capacity should be under consideration.
- Curriculum should be easy & simple so that the contents of it can be easily understood by the children which will enhance their creative competency.
- Curriculum should be able to develop basic human and moral qualities in a child.
- This curriculum should maintain linkage with primary level.
- Curriculum should be developed on the basis of changing society.
- For national development curriculum should reflect local, social & moral environment of the country.
- Curriculum should be life oriented.

ICE's curriculum gives emphasis on five different skills or basic competencies which should be developed in the children of this age. The selected competencies are

Table – 01
Children's Desirable Competency

Basic skills	1	2	3	4	5	6	7
Sensory Competency	(a) listening	(b) seeing	(c) touching	(d) smelling	(e) tasting		
language Competency	(a) listening & understanding	(b) speaking	(c) pre-reading	(d) pre-writing			
Socialization	(a) participation	(b) turns taking	(c) co-operation	(d) Discipline & responsibility	(e) Health & personal hygiene	(f) Emotion	(g) moral education
Physical Competency	(a) Gross motor skills	(b) Fine motor skills					
Cognitive Competency	(a) Attention of concentration	(b) Planning and decision making.	(c) Memory				

According to ICE, there are two streams of education at this level. So they divide the necessary skills for acquiring those competencies into two groups: 1 year course for 4-5 years old children's and 3 years course for 3-5 years old children. The acquirable competencies according to age are given below.

4.4.1.1 Curriculum for 4- 5 years Children of Shishu Sreney

In government school there is a shishu sreney for the children of 4-5 years of age ICE has developed a curriculum for this level.

Table -02

Appropriate Acquirable Skills for Children of Shishu Sreney

A. Sensory Competency	Acquirable Competency
Listening	Can follow a complete sentence. Can follow similar word & number. Can tell a story after listening.
Seeing	Can combine objects of different shapes colors & figures. Can combine difficult objects of same colors number, pictures. Can find out missing picture or subject. Can make shapes by joining part of it.
Touching	Can identify shapes of different types Can identify big and small. Can identify up and down Can identify smooth and rough. Can identify soft and hard. Can identify cold and hot.
Smelling	Can understand fragrant and offensive smell. Can understand smell of burnt things. Can identify scent of same and different objects.
Testing	Can identify sweet & hot. Can identify sour and bitter. Can identify different taste of things of more & less.
B. Language Competency	Acquirable Competency
Listening & Understanding	Can identify different things; such as: food, flower, fruit after listening description. Can follow instruction; such as: Hands up Stand up straightly Hands down Sit down Put the things on the box etc. Can follow continuous instruction of things; such as: take the book from the table & give it to me. Can follow instruction about direction; such as: look at right side, sit in front, look front etc. Can follow instructions related to matching / ordering/classifying; such as: classify all the fruits, and match the same color's thing.
Speaking	Can answer to simple questions. Can recite & can sing.

	<p>Can simply describe about pictures. After listening story can answer simple questions about that. Can speak about own family and real facts & situation.</p>
Pre- reading	<p>Can identify same & different subjects, things, word, letter, number etc. Can follow picture story.</p>
Pre- writing	<p>Can color pictures with crayon & color pencil. Can make model with dough & card. Can make pictures joining dots. Can do free hand drawing; such as: sun, flower, ball etc. Can tear & fold papers.</p>
Socialization	Acquirable Competency
Participation	<p>Can participate in small groups. Can participate in group works. Such as: can sing, can clap, can recite etc. Can describe own feelings & opinion freely.</p>
Turn taking	<p>Can take initiative to talk & work with others. To create opportunity for others. Can wait for own turn in the time of play speak & group work.</p>
Co-operation	<p>Can greet teacher, parents & peers. Can co-operate with others while playing. Can share things with others.</p>
Responsibility	<p>Can show interest to take responsibility. Can take responsibility according to teacher's advice.</p>
Discipline	<p>Maintain time table. Can be obedient to the basic principles & advise. To follow teachers advise in time of story telling, playing & other works. Can arrange things after playing & working. Can use dustbin properly.</p>
Emotion	Can feel affection towards others.
Moral Education	<p>Can believe some selected person. Can understand other people's simple problems. Can take co-operation of others. Can express own anger, sorrow, joy etc.</p>
Health & personal hygiene	<p>Can ask permission to enter the class, drink water & go to toilet. Do not take people's things without permission. Can thank people for helping. Don't disturb anyone.</p>
Physical Competency	Acquirable Competency
Gross motor	<p>Can wash and wipe hands before eating. Can wash and wipe hands after toilet. Can brush teeth. Can wear cloths independently. Can clean nail & hair. Can drink safe water.</p>

Fine motor	Can run & jump. Can climb. Can make combinations of eye and leg. Can draw simple pictures. Can make design with dough & mud. Play with block & can make different shapes with them. Can draw, write & color with pencils, crayon, brush etc. Can write alphabet, number & word. Can tear things with scissors.
Cognitive Competency	Acquirable Competency
Concentration	Can obey order such as; make line. Can answer question after listening rhymes & story.
Planning & decision making	Can choose one thing from many things Can select one task or play from many.
Memory	Can memorize facts, rhymes, story after seeing & listening.

4.4.1.2 Curriculum for 3-5 years Children of Kindergarten

In kindergarten there are three classes (playgroup, nursery & KG) in pre-primary level. Considering this ICE has developed a curriculum also.

Table – 03

Appropriate Acquirable Skills for Children of Kindergarten

A. Sensory	Playgroup	Nursery	KG
Listening	1) Can imitate related words & numbers. 2) Can identify vocal sound of people. 3) Can imitate vocal sound of some animals. 4) Can identify harsh & soft sound. 5) Can classify different types of sound.	1) Can imitate a complete sentence. 2) Can imitate related words & numbers. 3) Can classify difference between. 4) Can identify words & numbers correctly.	1) Can imitate a complete sentence correctly. 2) Can identify two dissimilar words & numbers. 3) Can tell a story after listening.
Seeing	1) Can classify different types of objects. 2) Can classify different colors,	1) Can classify different types of objects. 2) Can classify some difficult	1) Can identify extra portion of objects & pictures. 2) Can understand shapes order.

	<p>shapes & size. 3) Can classify objects of same color & number (1-5).</p>	<p>similar pictures, objects, colors, numbers. 3) Can classify different types of pictures, objects, colors, alphabet sound & number. 4) Can identify missing parts of pictures & objects. 5) Can organize zigzag puzzle of two to three parts.</p>	<p>3) Can organize zigzag puzzle which is little difficult. 4) Can tell picture story. 5) Can sort similar & different picture, object, sound number etc.</p>
Touching	<p>1) Can identify cold & hot. 2) Can identify big and small.</p>	<p>1) Can identify different shapes. 2) Can classify big & small. 3) Can classify of cold and hot.</p>	<p>1) Can identify many shapes. 2) Can identify smooth & rough objects. 3) Can classify soft & hard.</p>
Smelling	<p>1) Can identify fragrant & offensive smell.</p>	<p>1) Can understand smell of decomposed food. 2) Can understand smell of burnt food.</p>	<p>1) Can classify objects of similar & dissimilar things through smelling. 2) Can sort two similar objects from dissimilar objects form though smelling.</p>
Tasting	<p>1) Can identify sweet & sour foods.</p>	<p>1) Can identify sour & bitter foods.</p>	<p>1) Can make different quantity of sweetness sourness betimes.</p>
B. Language Competency	Playgroup	Nursery	KG
Listening & Understanding	<p>1) Can identify names of fruits, flowers, vegetables after listening. 2) Can obey instruction, such as: sit beside me, stand up, touch your nose, eyes etc.</p>	<p>1) Can identify objects; such as: foods, flowers, machines, trees, woods, stones etc. 2) Can do work according to instruction; such as: move around me then sit, hands up etc.</p>	<p>1) Can identify more objects; such as: water, soil, sky, sun, moon etc. 2) Can follow instruction; such as: can do work by transferring objects. -Can change position according to instruction. -Can follow set of instructions</p>

			-Can follow instruction regarding direction. -Can follow instruction to separate different things of different types.
Speaking	1) Can imitate sound of animals. 2) Can answer simple question with yes & no. 3) Can answer question of simple information. 4) Can recite simple rhymes.	1) Can recite rhymes & sing songs. 2) Can describe picture. 3) Can answer question from listened story.	1) Can tell simple story after listening. 2) Can describe about own family & environs.
Pre-reading	1) Can identify similar objects, pictures, words, letter, alphabets number etc. 2) Can identify dissimilar objects, pictures number etc.	1) Can identify different objects, pictures, word, number etc.	1) Can imitate picture story. 2) Can create story by arranging picture card. 3) Can play role of father & mother.
Pre-writing	1) Can color different shapes. 2) Can create different model with dough. 3) Can draw disheveled pictures.	1) Can tear & fold papers. 2) Can make model with dough. 3) Can draw long & parallel line in sand. 4) Can draw picture by joining dots. 5) Can color picture.	1) Can tear, cut & fold papers and can make boat, ball with them. 2) Can make models with dough. 3) Can draw difficult picture by joining dots. 4) Can draw different types of shapes; such as: circle, triangle, square, addition sign, etc.
C. Socialization	Playgroup	Nursery	KG
Participation	1) Can show interest to participate in small groups. 2) Can participate in small groups. 3) Can participate in simple group works;	1) Can participate in large group. 2) Can participate in different simple types of group activities.	1) Can participate in large groups actively. 2) Can express own feeling & opinion frankly. 3) Can develop

	such as: reciting rhymes singing song etc.		relationship with each other.
Turn taking	1) Can take initiative to talk & work with others.	1) Can create opportunity for others to take part in work according to the teacher's advice.	1) Can't wait for own turn while speaking. 2) Can also wait for own turn while playing & working. 3) Can avoid the habit of disturbing others in the middle of the work & talk.
Co-operation	1) Can express greetings to teachers' peers and others.	1) Can co-operate with others while playing. 2) Can share things with others while playing or groups works.	1) Can co-operate with others while cleaning or decorating. 2) Can respect elder's; such as: greet or give salam to elders
Responsibility	1) Can show interest to get any type of responsibility. 2) Can peruse instruction of teacher to take/ perform some responsibility.	1) Can take responsibility to do some task and can do that properly, such as: can place the toys in proper place.	1) Can take responsibility to do some task and can do that properly, such as; can place the toys in proper place.
Discipline	1) Come to school in time	1) Can obey the rules & regulation according to the teacher advise. 2) Can obey teachers instruction while playing, story telling etc.	1) Can obey all the rules & regulation according to the teacher advise. 2) Can help teacher actively while in group works,
Emotion	1) Can feel love to some certain people. 2) Can establish belief on some certain people.	1) Can feel love for other people. 2) Can understand other people's problem.	1) Can attract people in a considerable. 2) Can receive love from others. 3) Can express will to solve simple problems for others. 4) Can express own anger, sorrow, joy in a considerable way. 5) Can express

			patience.
Moral education	1) Can ask permission to drink water, to go to toilet, to enter the class etc.	1) Can ask permission while using others things. 2) Don't use others things without permission. 3) Don't disturb anyone unnecessarily.	1) Can ask permission to enter anywhere. 2) Can thank everybody for their help. 3) Can help others if necessary. 4) Don't waste own & others things.
D. Physical Competency	Playgroup	Nursery	KG
Gross motor	1) Can walk, run & jump. 2) Can kick ball. 3) Can stand in one leg with others help.	1) Can jump with one leg. 2) Can play a three wheeler bicycle. 3) Can climb. 4) Can combine balance of eyes & legs.	1) Can walk on the line maintaining balance at a time. 2) Can skip.
Fine motor	1) Can eat with spoon. 2) Can draw anything with pencil. 3) Can combine balance of eyes & hand while playing with sand, water or dough.	1) Can built shapes skillfully with blocks. 2) Can draw simple pictures and shapes. 3) Can make different models with dough. 4) Can use toy hammer & pin. 5) Can make necklace with niddle.	1) Can draw color and write with crayon, pencil & brush perfectly. 2) Can draw picture by joining dots. 3) Can write letter number & word. 4) Can pour water or sand in the bucket without scattering.
Health & personal hygiene	1) Can wash hand before & after meal. 2) Can wipe hand & mouth.	1) Can wash & wipe after toileting. 2) Can brush teeth. 3) Can wear dress.	1) Can clean hair & comb regularly. 2) Can clean nail. 3) Can request others to cut off nail if they grow longer. 4) Can drink clean water.
E. Cognitive Competency	Playgroup	Nursery	KG
Concentration	1) Can follow oral instruction.	1) Can do task. 2) According to the advise; such as:	1) Can answer. 2) Descriptive question on listened

		make line, 3) Can answer simple question about listened rhyme or story.	story. 3) Can tell story after listening.
Planning & Decision making	1) Can choice one things from many thing.	1) Can choice one play or task from many.	1) Can make planning, such as: - can select rhyme. - can select actor. - can distribute role to every actor. -can explain use of used things. -can develop illustrated book with the help of the teachers.
Memory	1) Can recite some simple rhymes & objects names from memory for several days.	1) Can remember any type of rhymes & story after seeing & listening.	1) Can remember any story or incident after listening or seeing for long period of time. 2) Can identify things seen in past time.

4.4.2 Curriculum of Plan Bangladesh

Since 1998, Plan Bangladesh has been implementing child development programs.

There are two interventions in early childhood education program:

i) Child Development Centre/SBK and ii) Pre-school.

4.4.2.1 Curriculum of Child Development Centre Intervention

The common characteristics of the Child Development Centre-

- a. At each centre there are 8-15 children. Their age is between 3-5 years.
- b. 3 to 4 volunteer mothers are responsible for running a centre. Everyday, in turn, two mothers run the centre.
- c. Usually the centers are organized in a veranda or a vacant room of somebody's house.
- d. Everyday the centre runs for 2 hours, and 5 days a week. The centre is closed on Friday and on any other day convenient to the volunteer mothers.
- e. A child can stay under the centre intervention for maximum two years.
- f. Each centre has a Centre Management Committee. The members of the committee are responsible for organizing the centre, selecting children and volunteer mothers, procuring and preserving materials for the centers and monitoring the intervention. The committee of one centre comprises 5-7 members.
- g. There is one supervisor for supervising 10-12 centers.

Objectives of the Intervention

The main objective of the child development centre intervention is:

'To assist in the overall development of children aged 3-5 years in a cheerful and child-friendly homely environment'.

Apart from the main objective, the Child Development Centre has some other specific objectives. These are -

- To assist children to grow up with self-confidence and skill since their early childhood;
- To foster every child's own learning ways;
- To develop positive attitude in children towards learning;
- To create opportunities for bringing positive changes in the guardians' and the child caregivers' existing knowledge, skills and behaviour regarding ECE, and
- To present a model about how to utilize the local human and natural resources for ECE.

Expected competencies of children included in the intervention

A child is entitled to stay for maximum two years in a Child Development Centre. A child will be included in this intervention at the age of 3 and, after staying under this intervention for two years, at the age of 5 s/he will be eligible for getting herself/himself admitted in the pre-school. It is expected that if a child participates in this intervention regularly for two years s/he will achieve the following competencies. S/he will be able to-

01. tell her/his name and also the names of the family members,
02. recite rhymes with correct pronunciation and gesture,
03. sing children's songs with melody and rhythm,
04. participate happily in the group plays,
05. conduct group plays as per rules,
06. play by maintaining physical balance,
07. tell stories seeing pictures in sequence,
08. tell stories in her/his own way,
09. answer simple questions asked on familiar stories,
10. work in small groups following instructions,
11. express personal creativity by working alone,
12. learn the way of staying neat and clean and keep herself/himself clean,
13. keep the playthings organized after playing, and
14. comply with social norms.

Development Aspects of Children

I. Areas of development

The following areas are identified for the overall development of children in conducting the Child Development Centre interventions -

- Physical development,
- Cognitive development,
- Linguistic development, and
- Socio-emotional development.

II. Age and Area-based Development

Development of children varies with increase in age. The skills and abilities at different areas seen of a three-year old are not definitely of equal level of a five-year old child. However, the maturity of these abilities or skills of children depends on their immediate environment, interaction with the family members and on the quality of care.

The usual abilities or skills of childhood development that a child is expected to have at specific ages are as follows -

Various abilities of children aged 3-4 years -

Areas of development	Different abilities
Physical development	<ul style="list-style-type: none"> • able to walk, jump and run independently, • able to get up or down the stairs or on uneven places, • able to walk on toes, • able to make garlands with beads, • able to fold small cloths, • able to throw balls or stone, • able to wear herself/himself shirts and trousers, • able to draw circle, triangle, rectangle, • able to eat by herself/himself.
Cognitive development	<ul style="list-style-type: none"> • able to tell the names of the things around, • able to recognize various colors, • able to imitate the behaviours and activities of adults, • able to tell the names of things by seeing picture, • able to tell her/his name and age,

	<ul style="list-style-type: none"> • able to answer different simple questions.
Linguistic development	<ul style="list-style-type: none"> • able to tell somewhat long sentences (with 6-8 words), • able to call persons by their name, • able to tell the names of familiar things correctly, • able to recite rhymes and poems.
Socio-emotional development	<ul style="list-style-type: none"> • like to play with other children, • become pleased seeing relatives, • able to express love, • try to move freely (e.g. wearing dresses, undress, taking meal by herself/himself etc.).

Various abilities of children aged 4-5 years

Areas of development	Various abilities
Physical development	<ul style="list-style-type: none"> • able to walk following a broken/curved line, • able to jump and run forward and backward, • able to walk forward and backward on toes, • able to make garlands with beads smaller than before, • able to wear clothes and button up dress without other's help, • able to wash hands by herself/himself, • able to play various group plays by following rules, • able to make different forms and shapes by cutting paper, • able to draw properly circle, triangle, and rectangle.
Cognitive development	<ul style="list-style-type: none"> • able to recognize various colors and understand whose color is usually what (such as-blue sky, green leaves, black goat, etc.), • able to count 1-10 through different things, • have the concept of time like today, yesterday, tomorrow, night, day, morning, afternoon etc., • able to understand the concept of opposite things, such as - tall-short, small-large, fat-thin, etc., • able to arrange and separate different things according to their colors, shapes etc., • able to describe an event seeing the scenes of a picture, • able to answer simple questions.
Linguistic development:	<ul style="list-style-type: none"> • able to speak using different words,

	<ul style="list-style-type: none"> • able to describe an event in an orderly fashion, • able to tell her/his name and the names of the family members correctly, • able to tell the names of familiar things correctly and describe their functions, • able to recite rhymes or poems.
Socio-emotional development	<ul style="list-style-type: none"> • like to play with other children, • able to make friends, • try to move independently, • comply with the common norms of cleanliness, • able to express emotions including pleasure, sorrow, pain, • like to perform small duties at home and outside (watering plants, feeding chicks, visiting shops, etc.).

III. The Activities of the Child Development Centre

Considering the various areas of development and the development related qualities of children, different types of activities are performed at a Child Development Centre. These activities include activities related to children's cognitive and linguistic development as well as activities related to the development of the skills of gross and fine motors of the body. Moreover, while selecting the activities of the centre consideration is given so that children grow up with socially attractive personality. The types of activities selected for the centre are-

- Free play,
- Rhymes,
- Songs,
- Outdoor games,
- Play in circle,
- Story telling, and
- Small problem solving tasks.

Monitoring and evaluation

The implementing organisation and the Centre Management Committee are both equally responsible for monitoring the Child Development Centre. For this two separate monitoring formats are used.

There is no exit formal evaluation system to evaluate the children of Child Development Centre. However, if need be, each year the activities of the whole year should be reviewed in December. And some of the terminal qualifications achieved by children who will go to pre-school, may be judged in an informal way.

4.4.2.2 Curriculum of Pre-school intervention

The characteristics of the Pre-school intervention

Plan Bangladesh is following two strategies in implementing the Pre-school intervention, such as- Primary school-based pre-school and community-based pre-school. The primary school-based pre-schools are run in one of the rooms of the relevant school under the management of the School Management Committee, and the community-based pre-schools are run by constructing a room at a convenient location of the village or in someone's extra room of the house under the management of the Village Committee. The common characteristics of the both types of schools are as follows-

- a. The number of children in each pre-school is 25-30. All children of the village aged 5-6 years have the opportunity to get them admitted in the pre-school, but priority is given to the under-privileged ones.
- b. There is one teacher appointed for each school. Usually a married woman, who has passed S.S.C. examination, is considered to become the teacher for the pre-school. However, she must be a permanent resident of the school area.
- c. As remuneration for the teacher, the guardians of children, depending on the area and their ability, pay Taka 5 to Taka 30 per child.

- d. In each centre there are 3 or 4 mothers who assist the teacher as volunteers.
- e. The classes of the pre-school run for 2 hours 30 minutes and 6 days a week. The schools are closed on the government holidays.
- f. There is a Management Committee for each school. The members of the committee are involved in various tasks, including selecting the learners and the teachers, collecting and preserving materials for the school, etc.

The Objectives of the Pre-school intervention

The main objective of the pre-school intervention is -

-To assist in the overall development of children in a pleasant and child-friendly environment.

-Apart from this, there are some specific objectives of the pre-school intervention, such as-

1. To develop skills related to the learning process;
2. To develop children's individual learning process;
3. To develop positive attitude in children towards learning;
4. To provide opportunity to learn as per the need of each child; and
5. To prepare the child for the primary school.

Terminal Competencies of the Pre-school intervention

It is expected that children, after having completed one year in the Pre-school, will achieve the following terminal competencies. The child will be able to-

1. tell her/him own name, name of family members and living address.
2. recite and sing childish rhymes and songs.
3. comprehend a story of 10-15 sentences and to express it in her/him own language.
4. draw circle, triangle and rectangle.
5. count, recognise, read and write numbers ranging from 1 to 20.

6. do simple addition and subtraction of numbers ranging from 1 to 10.
7. combine, join, classify and separate objects, pictures, letters, words, numbers etc. after observing those.
8. run and jump and to play by maintaining balance of the body.
9. participate in various games with the peers of same age and be able to solve minor problems themselves.
10. perform minor responsibilities while conducting various tasks.
11. follow the turns at the time of play and other activities.
12. tell the names and functions of the limbs and organs of the body and various familiar elements of the surrounding environment.
13. express her/his creativity by making different kinds of things with clay, paper, leaves, seeds etc. and by drawing pictures.
14. know the ways of keeping her/himself clean and be able to keep her/him clean.
15. observe some prevailing social customs, such as- saluting, obtaining permission, giving thanks, addressing with modesty.
16. tell the names of national flower, fruit, fish, bird and animal.
17. sing the National Anthem.

Areas identified for the overall development of children

In light of the above terminal qualifications, seven areas have been identified through reviewing how to achieve various competency-based skills by turns. The areas are-

1. Sensibility
2. Linguistic skills
3. Socio-Emotional Skills
4. Physical skills
5. Cognitive skills

6. Awareness about environment and Health
7. Creativity

Area-based Achievable Skills

The skills that will be needed in each of the areas identified for the overall development of children have been determined. The area-based minor skills have been provided separately in the following table according to the variety of types.

Area 1: Sensibility

Type of the Skill	Skills
Listening	<ul style="list-style-type: none"> • ability to follow and imitate a sentence of 4-6 words • ability to follow and imitate interrelated words and numbers • ability to repeat a story of 10-15 sentences after listening to it.
Vision	<ul style="list-style-type: none"> • ability to combine objects of different sizes, shapes and colours • ability to separate different objects with the same characteristics • ability to describe anything after seeing it • ability to identify an unexpressed part of an object or a picture • ability to form a shape by joining two or more parts together.
Touch	<ul style="list-style-type: none"> • ability to identify different kinds of shapes • ability to identify something large and small • ability to identify top and bottom • ability to identify smooth and rough objects • ability to identify soft and hard objects • ability to identify hot and cold
Smell	<ul style="list-style-type: none"> • ability to understand pleasant and foul smell • ability to understand the smell of burnt food • ability to identify the smell of similar and different types of objects
Taste	<ul style="list-style-type: none"> • ability to identify hot and sweet • ability to identify sour and bitter • ability to understand the variations in taste

Area 2: Linguistic skills

Type of the Skill	Skills
Listening and understanding	<ul style="list-style-type: none"> • ability to identify different kinds of objects after listening to their description • ability to follow oral instructions/requests • ability to understand questions related to What/Why/Where/Who How • ability to understand a story of 10-15 sentences after listening to it
Speaking	<ul style="list-style-type: none"> • ability to answer simple questions that are fit for children • ability to recite rhymes/poems and to sing • ability to give an simple explanation to a picture • ability to tell a story in one's own language after listening to it • ability to tell about one's own family and the address • ability to describe an event seen or heard from others • ability to describe a particular object and its functions • ability to recite some simple English rhymes.
Pre-reading and Reading	<ul style="list-style-type: none"> • ability to identify the similar kinds of object, picture, letter, word, number etc. • ability to hold a book properly • ability to read at will by seeing the writings of the book (fit for the children's class) • ability to read from top to bottom and from left to right of the piece of writing • ability to turn pages of the book properly • ability to follow the story of the picture • ability to narrate by seeing the picture or scribble • ability to tell a tale by one's own by seeing a picture • ability to mention sounds, letters, words and sentences containing 3 or 4 words • ability to tell words by composing with sounds/letters, and to tell sentences by using familiar words • ability to recite rhymes, to sing songs and to tell stories • ability to identify and to read the letters of Bengali language • ability to identify the vowels and to read them by joining with letters • ability to spell and to read easy familiar words • ability to read sentences containing 3 or 4 words • ability to count, recognise and read numbers from 1 to 20 • ability to spell and read numbers from 1 to 10
Pre-writing and Writing	<ul style="list-style-type: none"> • ability to hold the pencil • ability to scribble • ability to draw at will • ability to draw from left to right and from top to bottom • ability to prepare garlands

	<ul style="list-style-type: none"> • ability to draw by imitating • ability to draw by copying • ability to colour pictures • ability to draw a picture by placing dots one after another • ability to obtain impression of an object by placing it on a piece of paper • ability to draw sizes and shapes (such as: circle, triangle, rectangle) • ability to write Bengali alphabets in proper shape by seeing or not seeing • ability to identify and to write the vowels • ability to spell and to write the simple familiar words correctly • ability to write short and simple sentences (of 3 or 4 words) • ability to write numbers from 1 to 20 in mathematical figures
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Area 3: Socio-Emotional Skills

Type of the Skill	Skills
Participation	<ul style="list-style-type: none"> • ability to participate in group works • ability to express one's own feelings and opinions • ability to play and share feelings with other children • ability to organize and direct one's play activities independently and with peers.
Turn taking	<ul style="list-style-type: none"> • ability to discuss/work with others by taking personal initiative • ability to provide others opportunities to work • ability to wait for one's own turn during games or activities
Cooperation	<ul style="list-style-type: none"> • ability to use mutually different materials, to share, to resolve, to compromise and to plan during games and group works. • ability to assist others during games or activities
Sense of responsibility	<ul style="list-style-type: none"> • ability to express her/his eagerness to receive any responsibility • ability to perform simple responsibilities according to the instruction
Discipline	<ul style="list-style-type: none"> • ability to be present at the particular time for particular work • to abide by the general rules and instructions of the school and home • ability to abide by the prevailing rules and principles during games and various activities • to organize things after games or activities
Emotion	<ul style="list-style-type: none"> • ability to express one's own anger, determination, grief, melancholy, delight etc. in an acceptable manner • ability to feel other's sorrow, pain and pleasure and to express sympathy and empathy

	<ul style="list-style-type: none"> • ability to understand other's feelings for one's own self and her/his own feelings for others • ability to build a relationship of trust and confidence with particular persons • ability to receive cooperation from others
Social customs and principles	<ul style="list-style-type: none"> • ability to exchange greetings with others (salute etc.) • ability to address others modestly • to express thanks for other's help • not to annoy others needlessly • not to possess and take away other's things without permission • to ask for permission during the activities like entering the class, going out for drinking water, going out, etc.

Area 4: Physical Skills

Type of the Skill	Skills
Skills of the large Muscles	<ul style="list-style-type: none"> • ability to run and jump • ability to climb something up • ability to catch, handle and carry different things suitable for her/his age • ability to push and pull different things • ability to perform some simple exercises
Skills of the fine Muscles	<ul style="list-style-type: none"> • ability to draw and colour by properly holding crayons, brushes, pencils etc. • ability to make different sizes and shapes using blocks • ability to form various shapes by arranging seeds, pebbles etc. and to select them • ability to make various patterns using clay or mood • ability to tear or cut papers with scissors in different shapes • ability to draw circle, triangle, rectangle etc. • ability to write letter, number and words
Balance	<ul style="list-style-type: none"> • ability to walk, run and jump with one leg • ability to walk forward-backward, left-right and in a tortuous line • ability to run in a circle
Coordination of eyes and hands	<ul style="list-style-type: none"> • ability to throw ball at a target and to catch it • ability to prepare garlands • ability to pour water from bottle to glass and vice versa • ability to button up the shirt • ability to fix any object or picture at a particular place

Area 5: Cognitive Skills

Type of the Skill	Skills
Attention and Memory	<ul style="list-style-type: none"> ability to follow an instruction after listening to it ability to ask relevant questions about a rhyme, an event or a story after listening to them and to answer easy questions ability to express interest if s/he does see or hear about a new thing ability to stick to a task ability to remember an event, story, rhyme afterwards once they are seen or heard
Understand concept of quality and quantity	<ul style="list-style-type: none"> ability to describe the picture of an object or of an activity ability to identify basic colours and to connect various colours with the elements of nature ability to recognize sizes and shapes (circle, triangle, square, rectangle) ability to derive concepts about small-big, near-far, less-much, high-low, light-heavy, smooth-rough, tall-short, fat-thin, solid-liquid, gaseous, etc. ability to recognize numbers from 1 to 20 understand concepts of quantities and qualities ability to link general effects with causes (leaves move with breeze, waves rise in water, etc.)
Planning and Taking Decision	<ul style="list-style-type: none"> ability to plan by understanding significance of an activity ability to settle about a matter ability to choose one item from among many games or activities
Solving Problems	<ul style="list-style-type: none"> ability to do small addition or subtraction with numbers from 1 to 10 (summation will not exceed 10) ability to identify the incomplete/additional part of a picture, a letter, a word and a number ability to solve their own little problems themselves during games or activities
Thoughts, Logical Thoughts	<ul style="list-style-type: none"> ability to tell small and big numbers, preceding and succeeding numbers ability to unite, combine, classify and segregate objects, pictures, letters, words, numbers, etc. by observing them ability to understand the concept of sequence

Area 6: Awareness about Environment

Type of the Skill	Skills
Personal and Familial	<ul style="list-style-type: none"> ability to tell one's own name, names of members of the family, name of the teacher and to tell about their activities ability to tell the names and functions of the limbs and organs of the body ability to tell the names and use of different things and dresses

	<p>used in the family</p> <ul style="list-style-type: none"> • ability to tell the ways of personal cleanliness
Natural	<ul style="list-style-type: none"> • ability to tell the names of familiar flowers, fruits, birds, fish, tree, animals, crops, leaves and vegetables, rivers, etc. • ability to have concepts about different colours and to tell the names of coloured things
Health, Science and Technology	<ul style="list-style-type: none"> • ability to tell about the sources and use of water • ability to tell about different foods, sources and benefits of foods • ability to know the names of different vehicles and to describe them • ability to have concepts and to tell about different directions, times, days, months, periods, etc. • ability to tell about common diseases • ability to tell about the genesis and growth of trees
Social	<ul style="list-style-type: none"> • ability to learn and abide by the rules of the school • ability to tell about the relatives and neighbours • ability to tell the names and rules of our familiar games and to play these games • ability to tell about the people of different occupations in the society and their works • ability to tell about national animal, bird, flower, fruit, fish and flag • ability to sing the National Anthem

Area 7: Creativity

Type of the Skill	Skill
Linguistic	<ul style="list-style-type: none"> • ability to frame and tell a story on any subject • ability to tell stories in a sequence • ability to describe an event that one has witnessed or heard from others • ability to sing songs • ability to recite rhymes on any specific topic
Physical	<ul style="list-style-type: none"> • ability to do the same work or conduct game in different ways • ability to form different sizes and shapes by standing holding hands together and sitting • ability to recite rhymes or to sing songs with various gestures
Arts and Crafts	<ul style="list-style-type: none"> • ability to draw, paint and to decorate the house at will • ability to make different materials by using clay, paper, leaves, seeds, bark of the banana and betel-nut trees, etc.

Syllabus (Subject)

- 1 National Anthem and Group Games
- 2 Language
- 3 Bengali Reading
- 4 Bengali Writing
- 5 Play and Creativity
- 6 Mathematic
- 7 Environment and Health

Evaluation Procedure

I. Weekly Evaluation

Weekly evaluation will be held on the last working day of the week, that is, on Thursday. However, it would be called review rather than evaluation. It means that the evaluation of children will have to be conducted on Thursday by reviewing the topics taught from Saturday to Wednesday. There is no need to keep records of this evaluation. But, through the evaluation the weaknesses of the identified children will have to be corrected.

II. Terminal Evaluation (Quarterly and Half-yearly)

Terminal evaluation should be conducted twice - the first one after the first three-months and the second one after the next three-months. The main achievable qualifications from whatever children have learnt in these three months will be included in this evaluation. Separate evaluation should be conducted on the achievable qualifications about every subject. The records of the evaluation should be kept in specific evaluation register. The information about individual progress of every child will be recorded in the evaluation register.

III. Annual Evaluation

Annual evaluation will be conducted to identify the final qualifications of children at the end of the year. The objectives of this evaluation will be to learn the extent of the

achieved qualifications, which children ought to carry over to class one. This evaluation should be conducted in light of the terminal qualifications they have achieved in the specific subjects of the syllabus. This evaluation should be recorded in the specific evaluation register.

Before each evaluation the achievable qualifications that the children have achieved at that time on each subject will be identified and in light of those qualifications the evaluation will be conducted.

4.4.2.3 Analysis and Interpretation of Curriculum Issue

A curriculum helps to ensure that cover important learning areas, adopt a common pedagogical approach and reach for a certain level of quality across age group and region of a country. A curriculum can also be a focus for further learning. On the other hand, it is widely recognised that the aims of the ECE curriculum must be contributed to the child's overall development as well as to later success in school.

Curriculum-development is the prerogative of individual organization in accordance with their needs, aspirations, goals and objectives and, therefore, it did not undertake to develop any curricula such as purpose of development and teaching-learning strategies necessary to make it meaningful to the learner.

The ECE curriculum in a head start program is designed to meet the needs of each child. One goal is to build self-esteem that is seen as necessary to future success in school. A variety of learning experiences are designed to meet the children's needs in the various areas of development. ECE children must be provided with early literacy, awareness and intervention in order to perform better during the later years. This will lead to the success once they enter schools, and put them on the right track by being well prepared with the right and appropriate equipment.

Researcher attempts to systematically and objectively review different curriculum of Institute of Childhood Education (ICE) and Plan Bangladesh, and to assess how these models could individually and collectively address the problem of improving early childhood program quality nationwide. ICE has developed curriculum for two type interventions, e. g. i) 4-5 years children of Shishu Srenay and ii) curriculum for 3-5 years children of kindergarten (playgroup, nursery & KG). Besides, Plan Bangladesh has developed curriculum of ECE for two type of interventions, e. g. i) child development centre (3-5 years children)/ SBK, ii) pre-school (5-6 years children).

The curriculums reveal that even within a setting specifically designed to facilitate developmentally appropriate education, there was substantial variation surrounding major themes and teaching strategies. A lack of understanding about the specific tools for promoting developmentally appropriate environments remains the major challenge for ECE programs.

The curriculums are developed with the educational objectives first and then to frame the content, syllabus or course. The objectives of curriculums are important and a necessary step in the process of framing curriculum and imparting education, clearly defined so that teachers can be helped to integrate the content with different activities.

Comparing the objectives of the curriculums, the investigator got three objectives for the pre-primary curriculum that has been identified by ICE. On the other hand, Plan Bangladesh has identified five objectives for each intervention individually. This comparative evaluation about objectives was carried out to judge the appropriateness of content/curriculum for ECE.

Plan Bangladesh has systematically and elaborately described the characteristics, objectives, terminal competencies, areas for the overall development of children, area-based achievable skills, syllabus (subject) and evaluation procedure (weekly, terminal & annual evaluation). On the other hand, aims & objectives of pre-primary curriculum, streams of pre-primary education, principles of developing curriculum, actual need and competency of the children, needs and necessity of the society, basic competencies and appropriate acquirable skills are described by ICE.

According to the need of children and national context, curriculum for young children needs to be broad, balanced, differentiated and relevant. For this reason some aims are to be focused on the following major areas- the intellectual & cognitive development, social and emotional development, aesthetic development, physical development of the child and the creation of an effective transition from home to school, i.e. providing mutuality supportive conditions for the child's development in both the home and the school.

The objective of ECE need to be focused on preparing mentally, physically for attending in a formal education system, making children interested to education, giving them necessary reading required for formal education, making children to be associated with the peer groups and the preparatory or readiness education will be concerned with: cognitive development, neuromuscular coordination and formation of right attitude. These will be accompanied by an opportunity for acquiring knowledge about health & nutrition helpful for physical growth and intellectual maturity.

Most of the children of the country belong to the first generation of learners. For them the scope of acquiring physical and mental competence needed to begin formal education is limited. For them the pre-primary education as preparatory to begin school education is desirable. The preparatory education in the company of other children will be helpful to create in the child an interest for education. The curriculum for the pre-primary stage of education will be mainly concerned with creating in the child a motivation and interest in the school and learning, so listening and reciting rhymes, stories, songs, poems, opportunities for playing games, drawing pictures, cleaning & decorating the school premises, and expanding the process of socialization through varieties of group activities should be predominant in this curriculum.

Chapter – V

DATA PRESENTATION AND ANALYSIS

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5.5.7 What Place Pupils' Like most or feel free

5.5.8 What Activities Pupils' Like most in School

5.5.9 Fear from School Teachers

5.5.10 What/Whom do Remember more When the School Closed

5.6 Overall Observations

Chapter – V

DATA PRESENTATION AND ANALYSIS

5.1 Introduction

This chapter includes the information and data collected from the class teachers of ECE and primary education provider institutions and pupils of primary school through questionnaires and observation checklist. The data and information obtained are presented with analysis and interpretation in this chapter.

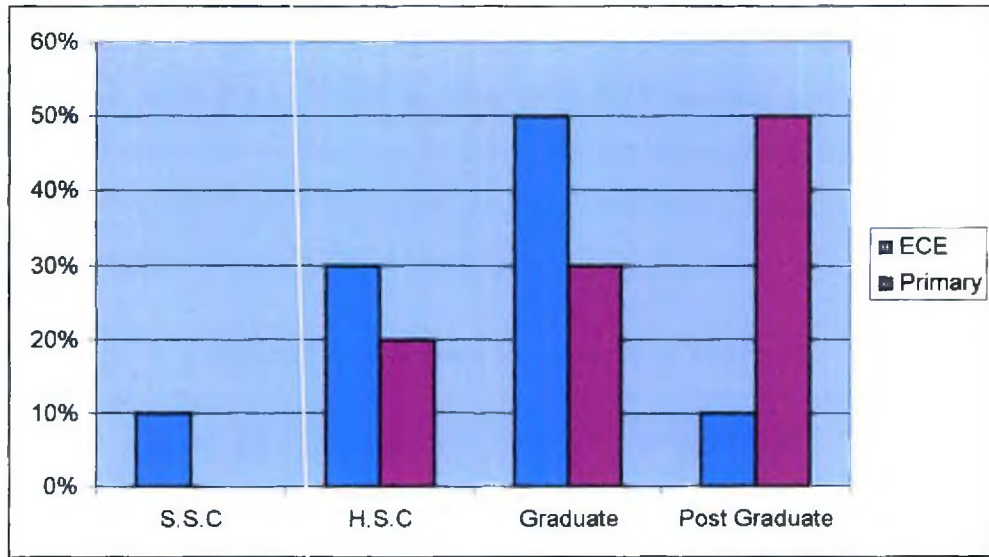
5.2 Analysis and Interpretation of Data gathered from the Teachers

The data were obtained through questionnaire from 40 teachers, 20 from ECE and 20 from primary school. The data have been analyzed item - wise and presented according to their percentages of responses for describing the results with a view to arrive at the finding.

5.2.1 Academic Qualification, Professional Training & Teaching Experience of Early Childhood Education and Primary School Teachers

Data were sought from the teachers about their academic qualification, professional training and teaching experience. Their responses are shown in the figure 5.1, 5.2, & 5.3.

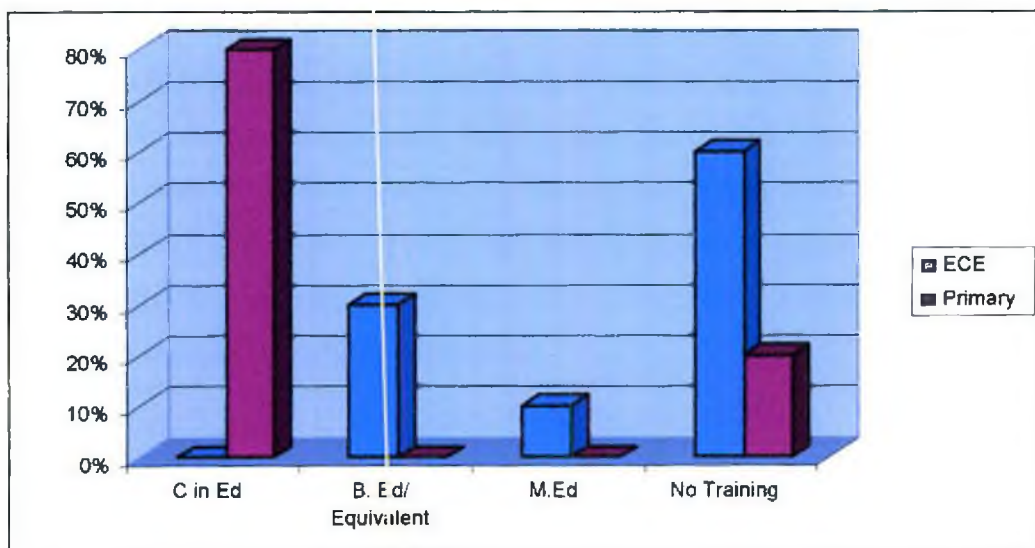
Figure-5.1: Academic Qualification of ECE and Primary School Teachers



n= 40 teachers

The graph (5.1) compares the academic qualification between the teachers of ECE and Primary education. It is seen that 50% of primary school teachers are post graduate. That is higher than that of ECE teacher (10%). No teachers of primary school are under HSC. On the other hand, 50% of ECE teachers are graduate and only 10% ECE are SSC. It is revealed that most of the teachers working in both primary education (80%) and ECE (60%) are graduates. According to the information, the primary school teachers' academic qualification is higher than the ECE teachers.

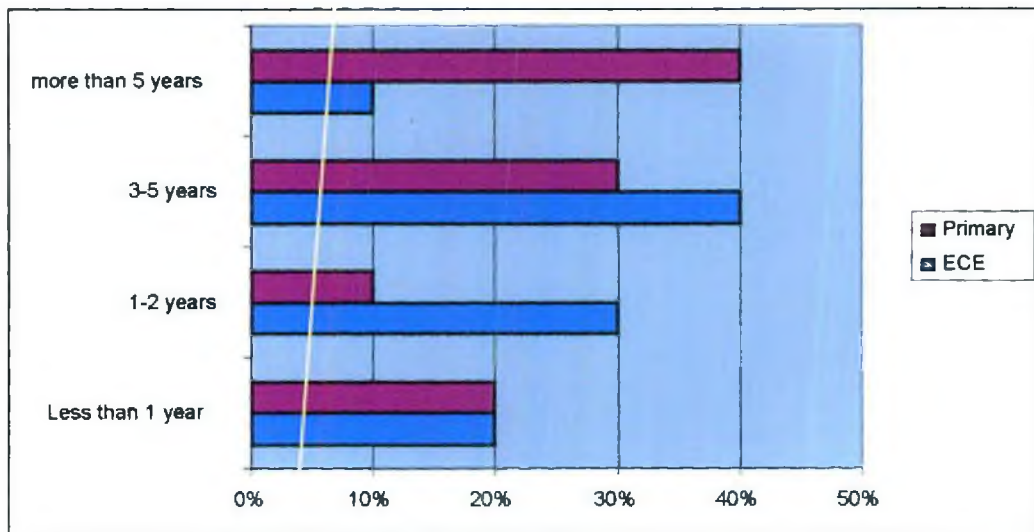
Figure-5.2: Professional Training of Teachers



n= 40 teachers

The graph (5.2) presents the professional training status of primary school and ECE teachers. It is seen that most of the primary school teachers (80%) got professional training such as C in Ed. Where as about 60% ECE teachers have no professional training and only 40% of them got B. Ed. or M. Ed. degree. According to the study conducted, the percentage (%) of primary school teachers is higher than that of ECE teachers who have the professional training.

Figure-5.3: Teaching Experience of Teachers



n= 40 teachers

The graph (5.3) compares the teaching experience between the teachers of ECE and Primary education. It is seen from the graph that primary school teachers are more advance than their counter part in terms of experience in teaching. 40% primary school teachers are experienced more than 5 years in teaching where as only 10% ECE teacher has that of experience. On the other hand, in the experience time span of 1-5 years, number of ECE teachers (70%) exceeds the number of primary school teachers (40%). It is clearly reveals that most of the ECE teachers drop out after 5 years of their job. According to the information, the primary school teachers' teaching experience is higher than the ECE teachers.

5.3 Analysis and Interpretation of Data gathered from the Teachers of Early Childhood Education

The analysis refers to the ECE curriculum, competencies development through ECE, favorite activities in ECE, age of traditional reading and writing, type of teaching aids and toys used, role of ECE to develop the children's ultimate skills for coping-up the primary level and the main problems of ECE sector.

The data were obtained through questionnaire from 20 ECE teachers. The data have been analyzed item - wise in context of responses of respondents and then was converted into percentage.

5.3.1 Early Childhood Education Curriculum

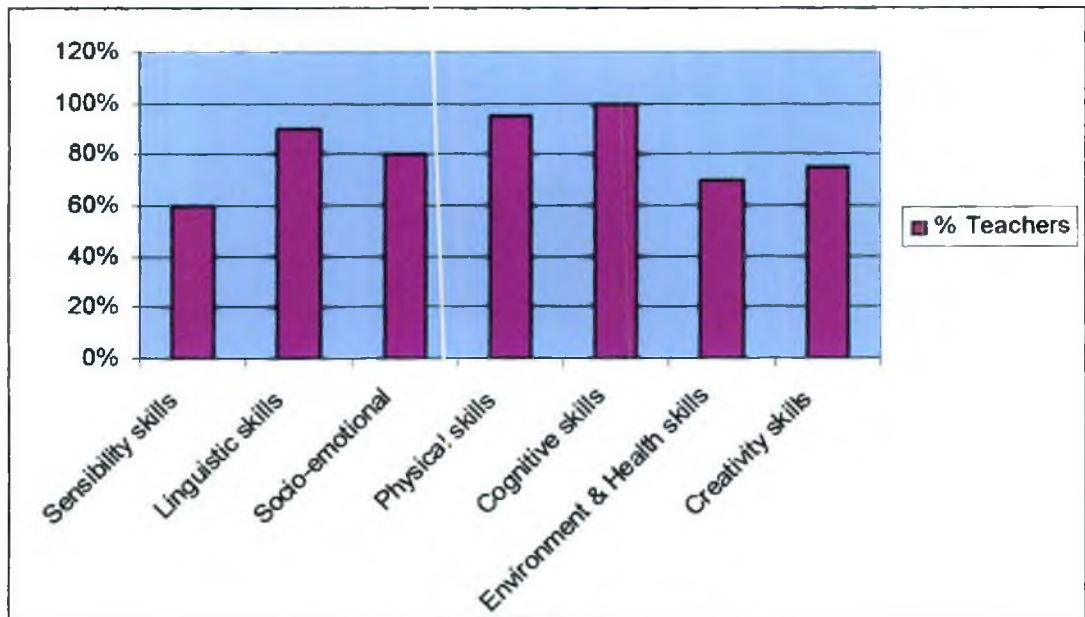
Data were collected from the ECE teachers about the curriculum of early childhood education. Their responses are presented in below.

100% respondents responded that there is no uniform and structured written curriculum. The respondents pointed out that they are facilitating the physical mental and intellectual developments and preparing children for primary education by developing their listening, speaking, reading and writing ability and developing good habits through playful & joyful environment.

5.3.2 Competencies Development

Data were sought from the ECE teachers about the competencies development in a child through ECE. Their responses are shown in the figure 5.4.

Figure-5.4: Competencies Development in a Child



n= 20 ECE teachers

From the figure (5.4) it is found that almost teachers provided information that they facilitate the playful and joyful learning environment to develop child's sensibility, linguistic, socio-emotional, physical, cognitive, environment and health and creativity skills development in a child through ECE. Though there is no well developed curriculum.

It can be conclude that such competencies are very much essential for bridging and developing the gaps towards primary education. Hence ECE program is developmentally appropriate for the overall child's development. In this connection, teachers were further asked that what component of the skills of competencies they develop for children to enter in primary school. They response on various skills of the competencies in the following table-5.1:

Table- 5.1
Skills of Competencies

Competencies	Skills	% of teacher	Average
Sensibility Skills development	Listening	85%	71%
	Vision	65%	
	Touch	75%	
	Smell	60%	
	Taste	70%	
Linguistic Skills development	Listening and understanding	85%	96%
	Speaking	100%	
	Pre-reading and Reading	100%	
	Pre-writing and Writing	100%	
Socio-Emotional Skills development	Participation	70%	77%
	Cooperation	85%	
	Sense of responsibility	65%	
	Discipline	90%	
	Emotion	70%	
	Social customs and principles	75%	
Physical Skills development	Skills of the large Muscles	100%	84%
	Skills of the fine Muscles	75%	
	Balance	60%	
	Coordination of eyes and hands	100%	
Cognitive Skills development	Attention and Memory	80%	90%
	Understand concept of quality and quantity	95%	
	Planning and Taking Decision	85%	
	Solving Problems	100%	
	Thoughts, Logical Thoughts	90%	
Environment & Health Skills development	Personal and Familial	90%	78%
	Natural	60%	
	Health	85%	
	Science and technology	75%	
Creativity Skills development	Linguistic	60%	80%
	Physical	85%	
	Arts and Crafts	95%	
Average			82%

n= 20 ECE teachers

It is found that from the table-5.1 that seven developmental aspects like sensibility, linguistic, socio-emotional, physical, cognitive, environment & health and creativity skills are developed by the teachers of ECE for readiness and improving primary education.

5.3.3 Children' Like most Activities in Early Childhood Education

Data were sought from the ECE teachers about the children's like most activities. Their responses are shown in the table 5.2.

Table- 5.2

Activities in ECE and like most of children

Activities	Like most Children
	(% of teacher)
Rhymes	100%
Music	100%
Games	100%
Coloring	80%
Story	70%
Reading and writing,	55%
Fine play	45%
Outdoor games	60%
Average	76%

n= 20 ECE teachers

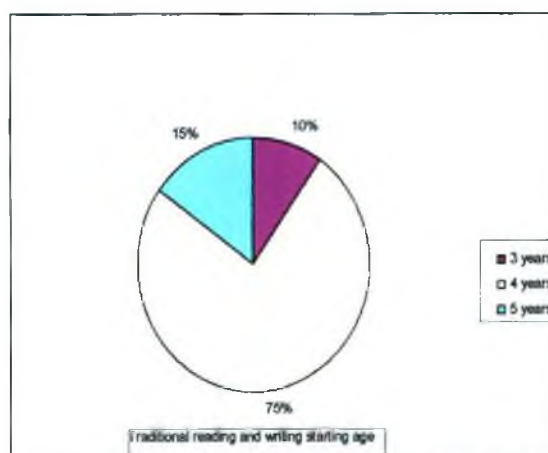
The table shows the activities which are available in ECE and that activities children like most. It is clearly seen that children like most rhymes, music, games, coloring and story rather than reading and writing, fine play, outdoor games. From this result it may be conclude that these kinds of activities are directly link with the child's development.

5.3.4 Age of Traditional (formal) Reading and Writing Starting

Data were sought from the ECE teachers about the age of traditional reading & writing starting. Their responses are shown in the figure 5.5.

Figure-5.5: Traditional reading and writing starting age

The chart presents the traditional (formal) reading and writing starting period. It can be seen that 25% teachers said they start reading and writing before 4 years age of children. On the other hand, 75% teachers said that they start from 5 years. From the figure it can be concluded that from the age of 5 is the traditional reading and writing starting age of life which are appropriate to the child's development.



n= 20 ECE teachers

5.3.5 Type of Teaching Aids and Toys

Data were collected from the ECE teachers about the type of teaching aids and toys used. Their responses are shown in below.

All of respondents said about books, charts, flash cards, blocks, logos, toys, posters, pictures, models, colors etc use as teaching aids & toys which increase affection and attraction in a child to come school or classroom.

5.3.6 Benefit and Positive Role of Early Childhood Education

Data were sought from the ECE teachers about the benefit and positive role of ECE to develop the child's ultimate skills for coping-up the primary level.

All the ECE teachers are fully agreed with the statement 'children are benefited from ECE and its have positive role to develop the child's ultimate skills for coping-up the primary level'.

5.3.7 The Main problems in Early Childhood Education Sector

Data were collected from the ECE teachers about the problems in ECE sector. It is found that different types of problems, such as high teacher-student ratio, lack of resources, no specific curriculum, lack of trained and qualified teacher, low teachers' honorariums, lack of social awareness, less community participation and contribution in terms of money, less priority area of govt. and donors agencies etc.

National-level Monitoring System and Policy on Early Childhood Education

All teachers also pointed out that in Bangladesh; there is no national level unique monitoring system and policy for children's development or school readiness prior to entering primary school. Policy reflects the vision of the nation. It also helps to guide decision makers and program planners to design well-defined need based program. However this is one of the agreed main areas of work in 2006 by the ECD network, Bangladesh. Due to impotency of ECE, these should be introducing in each primary school of Bangladesh.

5.4. Analysis and Interpretation of Data gathered from the Teachers of Primary School

The analysis refers to find out some additional information with regard to relation between ECE and primary education and differences between fresh admitted and early childhood education completed children of grade-I in the areas of competencies and skills.

The data were obtained through questionnaire from 20 primary school teachers. The data have been analyzed item - wise in context of responses of respondents and then converted into percentage.

5.4.1 Perception about the Children who have Completed the Early Childhood Education

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The teachers were asked about their perception regarding children who have completed the ECE and relation between ECE and Primary Education. It is found from analysis that 75% school teachers express positive perception about ECE which is play the role for children's development and 85% teachers pointed out there is strong relationship between ECE and primary education. Also question was sought to the teacher about the difference between fresh admitted and ECE completed children of grade-I. Their responses are shown in the table 5.3



Table- 5.3
Difference between fresh admitted and ECE completed children of grade-I

Sl. No.	Statements	Teachers Comment	
		Fresh admitted children	ECE completed children
1.	comparatively do like most to keep self neat and clean	40%	60%
2.	comparatively do like most friendship	45%	55%
3.	comparatively advance to use the learning materials (e.g. book, khata, pen, pencil etc)	30%	70%
4.	comparatively advance to work collaboratively with others in groups to maintain the environmental balance	40%	60%
5.	more happy, if the school is closed	50%	50%
6.	confident do the task "learning by doing"	40%	60%
7.	Do interact comparatively more with the teachers	20%	80%
8.	Do more active participation in "classroom activities"	45%	55%
9.	Comparatively do feel less interest to go to school	80%	20%
10.	comparatively more tendency to leave from the school on school hour	70%	30%
11.	Do fell more shyness in "classroom activities"	65%	35%

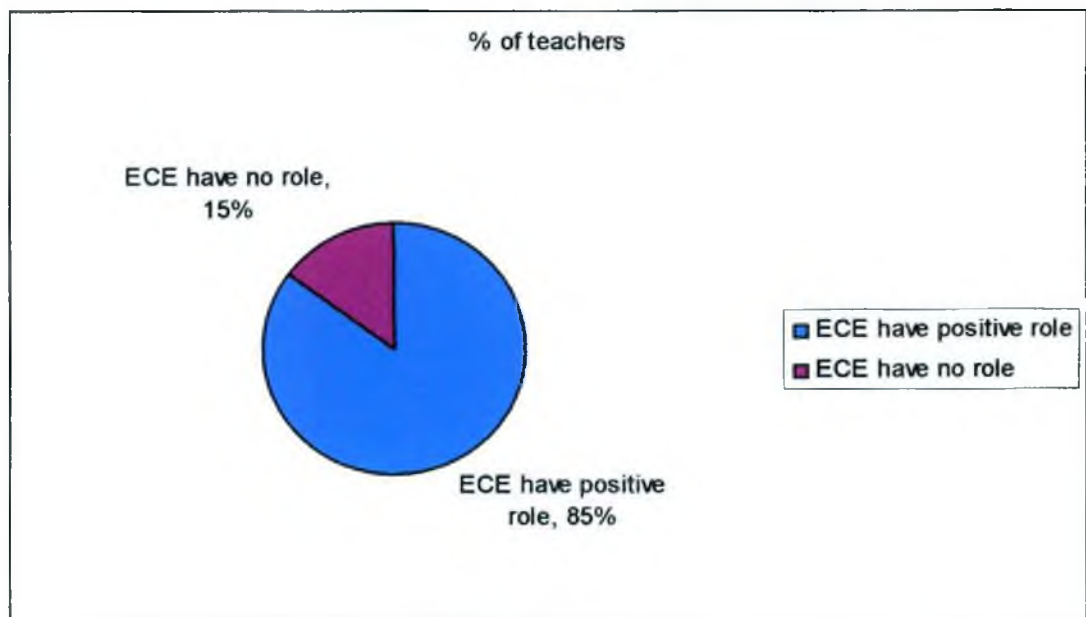
n= 20 Primary school teachers

It is found that ECE completed children are more conscious than fresh admitted children about keep self neat and clean, friendship, learning materials, group works, confident development works, interaction with teachers and classroom activities. On the contrary fresh admitted pupils are interested to leave school early and feel shy in classroom activities. It reveals that there is positive behavioral change due to complete ECE. Hence it may be concluded that ECE completed children adjusted with the school environment; participate actively in teaching-learning process and classroom activities very smoothly.

5.4.2 Role of Early Childhood Education to Develop the Child's Ultimate Skills for Copping-up the Primary level

Data were sought from the teachers of primary school about the benefit and positive role of ECE to develop the child's ultimate skills for copping-up the primary level. Their responses are shown in the figure 5.6.

Figure-5.6: ECE benefit and copping-up the primary level



n= 20 Primary school teachers

The pie chart presents teachers' opinion about the benefit of ECE and its effect on learners' adaptability in grade- I. It is shown that 85% teachers express that ECE graduates are more adaptive in school environment and activities. However, 15% teachers observe no difference between ECE graduate and non-ECE children in this regard.

5.5 Analysis and Interpretation of Data gathered from the pupils of grade- I

The analysis refers to personal competency, social and environment awareness, linguistics (communication) skills, cognitive skills, physical competencies, creative & aesthetic abilities and fear from school teachers. If all the activities and questions were responded and answered in positive, they got (+) mark or else they got (-) mark.

The data were obtained from 100 pupils of grade- I through observation checklist of pupils' competencies and skills. The data have analyzed in context of responses of respondents and then was converted into percentage.

5.5.1 Personal Competency

Data were collected from the pupils of grade- I about the personal competency development. Their responses are shown in the table 5.4.

Table- 5.4
Personal competency development

SL.	Skills	ECE completed children		Fresh admitted children	
		+	-	+	-
01	identify all the body parts.	90%	10%	60%	40%
02	Wash hands and dries them.	100%	-	63%	37%
03	Willing to test food provided at lunch or snacks.	70%	30%	50%	50%
04	Return to classroom from outside play area, following teacher.	63%	37%	40%	60%
05	Remembers to go to toilet without reminder.	87%	13%	53%	47%
Average		82%	18%	53%	47%

n=100 pupils

The table presents the difference between ECE complete children and fresh admitted children in personal competency development. It reveals that most of the ECE completed children (90%) are skilled to identifying body parts, but 40% the fresh admitted children are not able to do that. Cent percent ECE completed children have shown their skill in washing hands and dries them that is very significant. On the other hand, a good number of fresh admitted children (37%) could not wash and dry them skillfully. In term of discipline, ECE complete children (60%) are more competent than their counter part (60%) fresh admitted children can not follow their teachers. ECE children also are more competent in using toilet. It can be said that the ECE completed children perform strongly in personal competency development related skills.

5.5.2 Social and Environment Awareness

Data were sought from the pupils of grade- I about the social and environment awareness development. Their responses are shown in the table 5.5.

Table- 5.5
Social and environment awareness development

SL.	Skills	ECE completed children		Fresh admitted children	
		+	-	+	-
01	Plays with peers with a minimal amount of confliction/greets familiar adult/peer without reminder.	77%	23%	60%	40%
02	Play simple group game.	67%	33%	40%	60%
03	Asks permission to use items belonging to others.	60%	40%	50%	50%
04	Attends to short stories for 5 to 10 minutes.	30%	70%	20%	80%
05	Attempts to helps with clean-up activities	70%	30%	20%	80%
Average		61%	39%	43%	57%

n=100 pupils

The table reveals that the differences between ECE completed children and fresh admitted children in social and environment awareness development, such as plays with peers, play simple group game, asks permission, attends to short stories and attempts to helps with clean-up skills.

It is observed that in social and environment awareness development, ECE completed children show a little bit better performance than the opposite group. It does not bear significant difference in between groups. However, ECE children are significantly positive from fresh admitted children to attempt to participate in clean up activities. According to the information, children of both group felt comfort to work with peer group than adults.

5.5.3 Linguistics Skills

Data were wanted from the pupils of grade- I about the linguistics skills development. Their responses are shown in the table 5.6.

Table- 5.6
Linguistics skills development

SL.	Skills	ECE completed children		Fresh admitted children	
		+	-	+	-
01	Gives first and last name.	100%	-	70%	30%
02	Tells of a simple complete sentence consistency.	60%	40%	23%	77%
03	Begins asking purposeful questions.	50%	50%	30%	70%
04	Tells a story using pictures.	77%	23%	50%	50%
05	Have pre-writing & pre-reading skills.	100%	-	20%	80%
Average		77%	23%	39%	61%

n=100 pupils

The table presents the data of difference in sentence making, asking question, picture reading, pre-reading & writing skills of linguistics skills development between ECE completed children and fresh admitted children.

It is seen that ECE completed children (60%) express their meaningfully in complete sentence. On the other hand, 77% fresh admitted children are not able to express their thinking through complete simple sentence. 50% ECE learners can communicate by asking question, where as 30% learners of fresh admitted children can do that. In picture reading, ECE group performs better than fresh admitted children group. Cent percent ECE completed children have pre-reading and writing skills, but only 20% fresh admitted children shows their skill in this areas.

There is significant difference in acquiring linguistic skills between two groups. The ECE group is more competent than the fresh admitted children in linguistic skills.

5.5.4 Cognitive Skills

Data were sought from the pupils of grade- I about the cognitive skills development. Their responses are shown in the table 5.7.

Table- 5.7
Cognitive skills development

SL.	Skills	ECE completed children		Fresh admitted children	
		+	-	+	-
01	Counts object.	100%	-	80%	20%
02	Comprehends question, on tired, hungry, thirsty.	50%	50%	20%	80%
03	Knows the concept of emptiness.	70%	30%	30%	70%
04	Points to 'different' objects when given two alike and on different.	77%	23%	17%	83%
05	Sorts cubes of two different colors.	60%	40%	40%	60%
Average		79%	21%	63%	37%

n=100 pupils

The table shows the difference between ECE completed children and fresh admitted children in cognitive skills development. It is revealed that both the groups of learners are skilled in counting object, but in other areas e.g. comprehends question, knows the concept of emptiness, points to 'different' objects when given two alike and on different and sorts' cubes of two different colors,

ECE completed children are more competent than fresh admitted children. According to the table and provided information in cognitive skills development, the percentage of ECE completed children is higher than the fresh admitted children. ECE completed children show better performance in cognitive development related activities.

5.5.5 Physical Competency

Data were wanted from the pupils of grade- I about the physical competency development. Their responses are shown in the table 5.8.

Table- 5.8
Physical competency development

SL.	Skills	ECE completed children		Fresh admitted children	
		+	-	+	-
01	Make wide turns around obstacles while running and/or riding a bicycle.	67%	33%	50%	50%
02	Throws and catches ball perfectly.	60%	40%	47%	53%
03	Builds a nine-block tower.	50%	50%	40%	60%
04	Jumps down from low object.	90%	10%	70%	30%
05	Balance on one foot of 4 to 5 seconds.	63%	37%	50%	50%
Average		66%	34%	51%	49%

n=100 pupils

The table reveals that the difference between ECE completed children and fresh admitted children in physical competency development. The data of the table presents that there is no significant difference in the physical competency related activities within the groups. But the percentages of the table shows ECE completed children are slightly better than the fresh admitted children.

5.5.6 Creative & Aesthetic Abilities

Data were sought from the pupils of grade- I about the creative & aesthetic abilities development. Their responses are shown in the table 5.9.

Table- 5.9
Creative & aesthetic abilities development

SL.	Skills	ECE completed children		Fresh admitted children	
		+	-	+	-
01	Can draw and color picture in minimum perfection.	95%	05%	25%	75%
02	Dance and sing music.	65%	35%	45%	55%
03	Recite rhymes, tell stories	75%	25%	17%	83%
04	Participate in make-believe role.	60%	40%	20%	80%
05	Participate in modeling with dough and clay.	67%	33%	13%	87%
Average		72%	28%	24%	76%

n=100 pupils

The table presents that the difference in creative & aesthetic abilities development between ECE completed children and fresh admitted children. The data of the table reveals an opposite scenario within the groups. 72% ECE completed children perform their skills in drawing & coloring picture, dancing & singing music, reciting rhymes, telling stories, participating in make-believe role and participating in modeling with dough and clay. On the other hand, 76% fresh admitted children fail to perform their skills in these areas. According to the information, it can be said that ECE completed children are better than the fresh admitted children in creative & aesthetic abilities development.

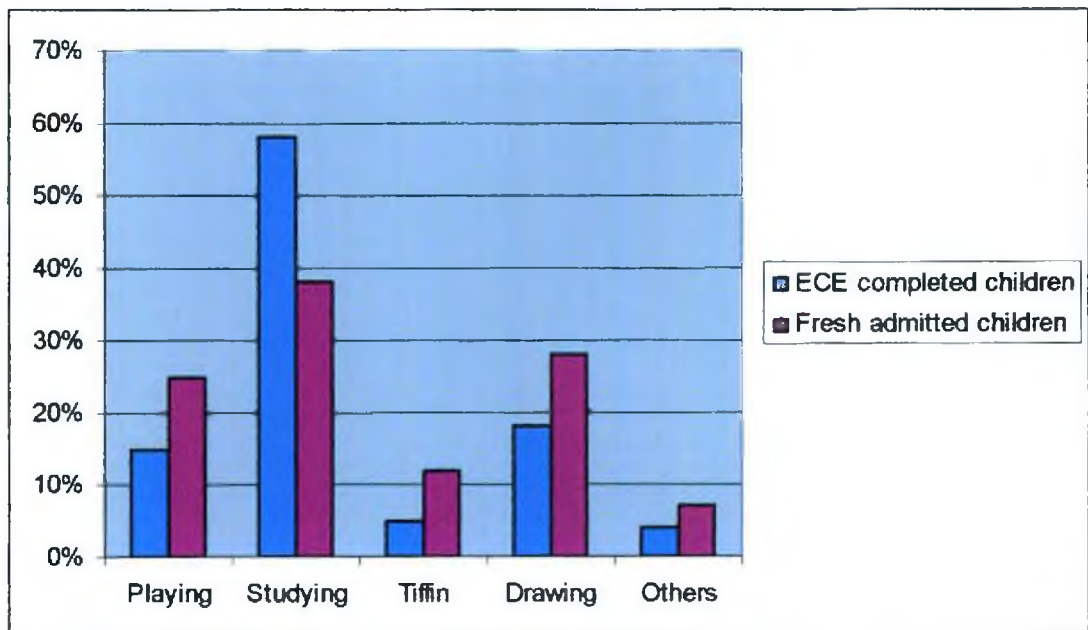
5.5.7 What Place Pupils' Like most or feel free

Data were sought from the pupils of grade- I about what place they like most or feel free. Their responses present that about 90% ECE completed children like most and feel free in school than home. On the other hand, 35% fresh admitted children do not feel free in school, they like most homes as free place. According to the information, it can be said that ECE completed children are more adaptable with learning environment.

5.5.8 What Activities Pupils' Like most in School

Data were collected from the pupils of grade- I about what activities pupils' like most or fill free in school. Their responses are shown in the figure 5.7.

Figure- 5.7: What activities pupils' like most in school



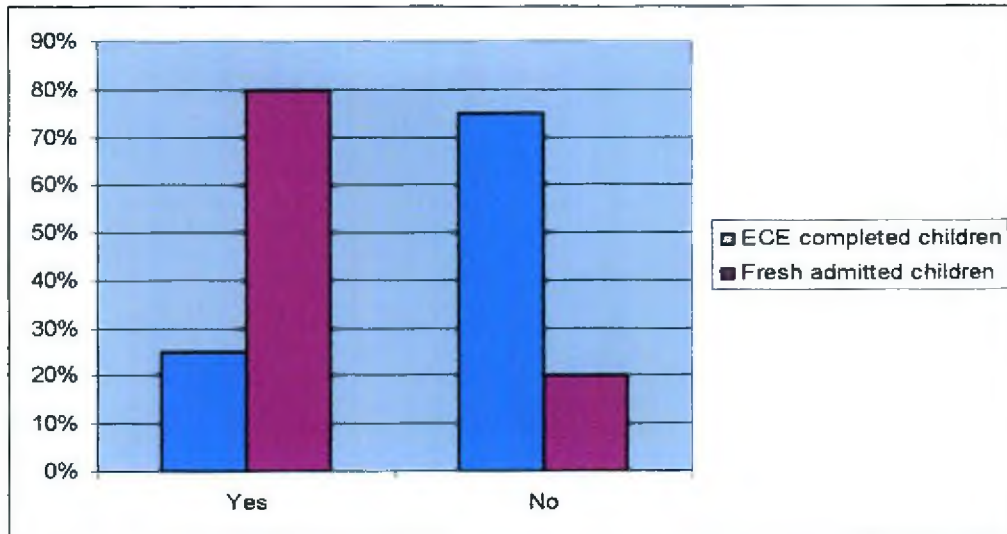
n=100 pupils

It is clearly seen from the figure-5.7 that ECE completed children enjoy more to study in school than other activities. On the other hand, fresh admitted children like more playing and drawing in comparison to ECE completed children.

5.5.9 Fear from School Teachers

Data were sought from the pupils of grade- I about Fear from school teachers. Their responses are shown in the figure 5.8.

Figure-5.8: Fear from School Teachers



n=100 pupils

It is clearly seen from figure-5.8 that 75% of the ECE completed children do not feel threat from teacher whereas 80% of the fresh admitted children feel threat from teacher.

According to the analysis ECE completed children feel less fear from school teacher than fresh admitted children.

5.5.10 What/Whom do Remember more When the School Closed

Data were sought from the pupils of grade- I about what/whom do remember more when the school closed. Their responses present that ECE completed children remember more friends and teachers than fresh admitted children. On the other hand, fresh admitted children remember more playing and co-curricular activities than ECE completed children. According to the information, it can be said that ECE completed children are more attentive with learning activities and persons that are related to learning.

5.6 Overall Observations

The existing ECE programs are focused basically on pre-school education or literacy and teacher-student ratio is too high about 1:50 in primary education and 1:30 in ECE. The 'care' element in such programs is negligible. According to the study only 16% of teachers are regularly using proper teaching aids and materials. It was found that the use of textbooks is widely practiced. It shows that instead of child centered and joyful activities, text books are used to teach only literacy and numeric. Although majority of teachers stated that they use child centered approach, their statements show that they are not adequately familiar with the ideas and methods in the approach.

Chapter – VI

FINDINGS, DISCUSSION AND RECOMMENDATIONS

- 6.1 Introduction
- 6.2 Findings of the Study
- 6.3 Discussion of the Study
- 6.4 Recommendations of the Study

Chapter – VI

FINDINGS, DISCUSSION AND RECOMMENDATIONS

6.1 Introduction

In the previous chapters, scenario of early childhood education (chapter IV) and data presentation and analysis have been interpreted (chapter V) to arrive at the findings of the study. Here, the major findings based on the previous chapters are listed in section 6.2 to enable the researcher to discuss all of them in light of the objectives of the study. Based on the findings discussion given in section 6.3; the recommendations for the study are derived which are given in sections 6.4.

6.2 Findings of the Study

- ECE is a valuable program for 3-5 age children in Bangladesh. ECE has a strong positive influence on preparedness for school, the later performance and achievement of children in primary education.
- It is found ECE develops physical, cognitive, emotional, mental and psychosocial skills and competencies of a child. ECE completed children show better development and skills (i.e. cognitive, socio-emotional, environmental awareness, psychological, Physical, creative), more organized thinking, feel free with teacher, actively engaged in activities and have more friends than the fresh admitted children in grade I of primary school. Children, who have received age appropriate ECE stimulation for holistic development in their early years, achieve greater success at primary school.
- No unique, structured and planned curriculum has yet been evolved in ECE. The ECE institutions follow several types of content based curriculum or list of activities that are common.
- The teachers' academic qualification, professional training and teaching experience status of ECE provider institution are lower than the teachers of primary education.

- Most of the teachers of ECE provider institution have no professional training on ECE and professional training facility is not available but some institutions have initial short orientation program for the newly recruited staffs. ECE professional training is required for all early childhood staff.
- In ECE, there is no national coordination among Govt., Donors and ECE providers sectors. ECE sector is a less emphasized area in light of budget allocation, program development and monitoring & evaluation.
- There is no national level policy put in place by the government for ECE. This is the main reason for ECE not to be properly implemented and acknowledged as a program, in Bangladesh.
- NGOs (National and International) are more involved than GOB in ECE program implementation and research but it is very insufficient.
- The main problems of ECE are low emphasis of Govt. & Donors on ECE as like others' sectors, lack of awareness for the importance of ECE, absence of structured & unique curriculum, untrained staff/personnel, lack of resource mobilization, low teachers' honorarium, high teacher-student ratio, inadequate ECE materials & facilities, lacking of teacher training program, fund mobilization, lack of community participation, lack of coordination & information transformation and lack of monitoring, supervision & evaluation.
- The ECE teachers widely use text books to teach literacy and numeric instead of using child centered approach and creating playful learning environment.

6.3 Discussion of the Study

Education and care might not sound grand enough to improve a country's standards and make school worthwhile for children, but in reality, it does more than that. ECE not only helps develop the nation and the economy, but also stimulates children to learn and develop emotionally, socially and mentally as well. Therefore, ECE is the most cost efficient and logical way to benefit the disadvantaged in the family and the whole nation as well.

Learning begins before a child walks through the classroom door. From the earliest age, children's development and learning are fostered through their interactions with caring human beings in secure, nurturing and stimulating environments. Young children's experiences in the first years of life – well before they begin school – create the foundation for subsequent learning. Although early childhood is a period of great potential for human growth and development, it is also a time when children are especially fragile and vulnerable (UNESCO, 2006:12).

ECE develops learning by teaching & instructing and repeated interaction, experience, experimentation & observation at an early age. These factors add onto helping children acquire stronger learning skills at an early age preparing them for school. Early stimulation and preparation for education enhance student learning in school and increases the possibility of retention up to the terminal grades. Intensified structured learning experiences are necessary for children before they enter primary school. Despite the fact that an early childhood stimulation program is significantly needed in Bangladesh, ECE has not yet become a permanent national program in Bangladesh because of many short comings and unsolved matters such as funding issues and lack of awareness for the importance of ECE.

ECE is an important program because of its ability to make primary education a more effective and valuable experience, these aids the children in the process of being developed to their full potential and offer them experiences of what school is like before they enter one. Currently, ECE is an experimental program that the Government of Bangladesh and UNICEF are working on. The NGOs are doing a lot more than the government to bring in ECE as a program to Bangladesh. Many of the NGOs have their own programs concerning child development and education.

As follow up of Dakar Conference in 2001, the Government of Bangladesh has recognized age group 3-5 as its target group for launching an ECCE program with the objective of ensuring children's physical and mental development and preparing them for entering school with right academic prerequisites, attitudes and habits.

ECE staffs of Bangladesh typically have minimal education and pre-service training, and are often relatively poorly remunerated. Governments accord relatively low priority to pre-primary education in their spending. The broad mix of public and private providers and a lack of data make it difficult to calculate total national expenditure on ECE. ECE is not a priority for most donor agencies. Almost all allocate to pre-primary less than 10% of what they give for primary education, and over half allocate less than 2% (UNESCO, 2006:4). The country can estimate the cost of reaching the goal by developing scenario that differs in terms of coverage, quality and nature of provision.

Continue involvement of staffs, curriculum and parents ease the transition to primary school. Quality improvements in the early years of schooling are needed to better accommodate young children from diverse backgrounds and experiences.

High-level governmental support is an essential element. A consultative process to develop a national ECE policy for children from 3-6 age, specifying the administrative responsibilities and budgetary commitments across relevant sectors and levels of government to reach the ECE goal.

It is needed to increase better-targeted public funding in ECE with particular attention to poor children, children living in rural areas and those with disabilities.

The specific inclusion of ECE in key government resource documents, such as national budgets, sector plans and Poverty Reduction Strategy Papers.

ECE can contribute to the realization of the other EFA goals and the MDGs. Children who participate in ECE and have positive early learning experiences make a better transition to primary school. By reducing dropout and repetition, ECE can improve the internal efficiency of primary education and decrease costs for both governments and households and can improve adult learning and skills. ECE is also an important instrument for promoting gender parity. When young children attend ECE programs, their older sisters or other female kin are relieved of care responsibilities, a common barrier to girls' enrolment in primary school. Participation in good-quality ECE is

linked with achievement at subsequent levels of education and contributes to the quality of the education system as a whole. Moreover, when the transition to primary education is well managed, ECE has the potential to influence the quality of pedagogy in primary school, making it more child-centred (UNESCO, 2006:17).

ECE fosters language and cognitive development of young children with a very different experience compared with home- and community-based arrangements. Research in developing and developed countries has begun to identify key features of good-quality learning in ECE programs that have a positive impact on young children's language and cognitive development. Children acquire languages quickly in the early years, and early childhood programs offer them the opportunity to develop their self-esteem by using their mother tongue while acquiring a second language (UNESCO Bangkok, 2005). Since 1953, UNESCO has encouraged mother tongue instruction in early childhood and primary education.

ECE programs and the primary education system developed for different reasons, with different aims and philosophies, so the important aim of achieving continuity of curriculum is not straightforward. While successful ECE programs are extremely diverse certain general lessons emerge. First, early childhood programs need to be rooted in the young children's cultural environment and care must be taken not simply to import models from abroad without appropriate adaptation. Second, parenting programs can support positive child-rearing practices, which again need to be understood in their social and cultural contexts. Third, good relations between pupils and ECE teachers and staff are crucial to program quality, and much more important than material inputs. Fourth, maintaining continuity is the key in easing the transition from pre-primary to primary school and effective approaches are available even for those who have not been able to attend ECE institutions such as pre-schools.

Despite these positive factors, a review of country experiences suggests that the following barriers need to be addressed to foster a policy environment to expand and improve ECE: Insufficient public awareness of the benefits of ECE. Increased public recognition of the potential contribution of ECE to EFA and the Millennium Development Goals could foster greater national commitment to young children.

Research findings need to be disseminated to key stakeholders, who are potential advocates for increasing public policy attention to ECE.

A national ECE policy should encompass all young children; it may increase public finance for ECE be appropriate initially, given resource scarcities, to target public resources to children. To secure both domestic and international resources, and to raise the overall profile of ECE, it is essential to include it in key documents for public resource allocation and for attracting aids, such as national budgets, sector plans.

Upgrading the ECE workforce, especially regards qualifications, training and working conditions. Since all the evidence demonstrates that the quality of child-staff interaction is the single most critical element in determining the quality of ECE, nothing is more important than attracting and retaining sufficient numbers of trained and motivated staff. It is essential to overcome the common tendency to undervalue ECE staff in terms of pay and in providing appropriate training. Quality standards are needed for all the different types of ECE personnel.

The Global Monitoring Report- 2007 adopts a framework for EFA for “rights, capabilities and development.” Building on the UNCRC, which affirms children’s rights to survival, development, and protection, the EFA agreements at Jomtien and Dakar recognize that children are born with the right to have their learning needs met, and properly-designed, comprehensive ECE may be an adequate answer to those needs.

In light of this research on children’s early development and learning, there have been a number of interventions to promote young children’s educational and social outcomes, particularly for children who are having difficulties in school and later life. Longitudinal analyses have found that participants in early childhood programs have better development outcomes, greater school achievement, and need less remedial education.

The transition from ECE to primary school is a critical moment in children's development and learning, which can have a strong impact on the rest of their educational experiences. Children make the transition to primary school at different ages. No major initiatives have yet been taken to promote sectoral coordination. Recently, however, the MOWCA has made an effort to mobilize actors across different sectors in the government as well as actors in the field to implement the Shishu Academy, which runs integrated preprimary education for 4-5 years old children.

6.4 Recommendations of the Study

In order to give effective, stronger and more efficient ECE to the children for smooth transition ECE to primary education in Bangladesh, the following recommendations should be taken into consideration:

- To provide high quality, age specific, relevant ECE program as well as all the crucial school preparedness skills to meet the holistic development and learning needs. It is possible to overcome most of the weaknesses of the children, which they face in schools through providing a well designed, relevant school preparedness program. It may be further strengthened by making the learning environment of the centre/school full of fun, enjoyment and having ample scope of learning by doing. It should offer scope to accommodate childrens' practical skills respecting their areas of strengths and considering their weakness in designing the program.
- To develop standardize an unique activity-based structured and planned curriculum and syllabus, providing guide book and tangible set of easily replenish able teacher-prepared materials to correlate with the curriculum and manage activity based learning.
- To provide proper ECE training of teachers & continue ongoing in-service training/refreshers for pre-primary and primary school, with learning cycles organized around the development cycles of the child.

- To develop and design the adequate learning materials to strengthen with understanding of children's developmental needs, appropriate ECE activities and practical experience in making a variety and range of low-cost and provision of basic set of materials for playful & joyful learning.
- To ensure standard teachers/caregivers qualification, e.g. HSC/equivalent and teacher-student ratio should not be more than 1:20.
- To incorporate ECE related aspects in all existing govt. and non-govt. educational institution and other child care institutions. To develop a coordination network for ECE with the collaboration Government, NGOs & INGOs.
- To develop and integrate ECE components in PTIs teacher preparation curriculum, in Upazila Education Office activities & URC activities, in the regular program of NAPE and in program of the MOPME, MOWCA and MOSW. NAPE and PTIs would conduct action research in ECE area and its impact upon primary education.
- To evolve a diversified and community based ECE operation system under local govt. bodies in collaboration with NGOs, Primary school, URCs, Upazila Education Offices, PTIs and other learning & care giving centers.
- The government should enact a national ECE policy as early as possible and coordinate a long term plan for implementing ECE in Bangladesh. By sharing information with each other, analyzing previously failed attempts and learning from successful examples, the NGOs and the government should work together to form a national framework for ECE in Bangladesh.
- To create a functional implementing and coordinating ECE unit and formation a National committee in MOPME with expertise and proper equipments for ensuring efficient computerized data collecting and updating method for regular monitoring and evaluation system. The unit is expected to undertake researchers and studies in this multi-dimensional area.
- To establish a resource centre or Institute of ECE for capacity development and knowledge exchange and to offer a B. Ed. professional course in ECE.
- To mobilize funds and assist in funding of the implementing agencies.

- To develop a strong database on ECE for ensuring quality in the program monitoring and supervision for smooth and quality implementation, hereby proposed to be formed with equal representation of mothers and fathers and Union Parishad members, local NGOs, teachers and education officers.
- To upgrade ECE staffs, particularly through flexible recruitment strategies, appropriate training, quality standards and remuneration that retains trained staff.
- ECE programs should use a community based participatory approach, with emphasis on capacity-building. They should include a major teacher-training component and provide incentives to avoid teacher turnover.

There is a growing recognition of the need for attention to improving quality of education at all levels beginning with the early childhood period. ECE has been identified in educational policy statements as a priority area for Bangladesh. Investments in early learning and stimulation may pay dividends in the short-term and long-term if children are better prepared for school. Furthermore, ECE may provide unique leverage to achieve reforms in the education system.

Chapter-VII

SUMMARY

- 7.1 Introduction
- 7.2 Rationale of the Study
- 7.3 Statement of the Problem
- 7.4 Objectives of the Study
- 7.5 Plan and Procedure of the Study
- 7.6 Major Findings of the Study
- 7.7 Major Recommendations of the Study
- 7.8 Conclusion

Chapter-VII

SUMMARY

7.1 Introduction

The primary education is the first stage of formal education system in Bangladesh. Several international conferences on child rights and education held during the early 1990s catalyzed government and development agencies interest in child development, which has become part of the mainstream agenda during this decade. As a result, the Government of Bangladesh has recognized Early Childhood Education (ECE) as a key component of basic education. (World Bank, 2000: 22). But now the ECE is continued in our education system in informal way. It is a preceding stage of primary education and the first stage of learning of children. The ECE is the foundation of all kinds of further education of children life. Everyman believes that Childhood has been known as the “Foundation age of life”. The idea has been expressed in saying like, “As the twig is bent, so the tree will grow”. Today, there is much to show that childhood is indeed, the foundation period of life. The basic attitudes and behavior patterns- the way the child feels and acts- are developed in the first five or six years (Hurlock, 1994. p144). During period are much dependent to improve child personality. So the ECE is very important to take preparation for further education and every child’s life.

It is really to say that ECE ensures the essential basic education for children’s life. National Education Commission Report (1974) perceives the importance of ECE and the report draws some recommendation about it. Important recommendations are (i)It can be set up the child care center and child’s park in order to ECE in our country. It will have to set up the child’s park in comparison with the necessities of the society of hard working people in town and commercial area. (ii) It is need to set up the Institute of Child Education Research Centre (ICERC) to introduce the scientific child education maintaining the inventions about the Child Education and Child Psychology.

National Education Commission Report (1988) gives very importance on ECE stage of child. According to this report the objectives of ECE are: (i) to develop the physical, mental and ethical & moral quality. (ii) to ensure planned, organized and disciplined sociological life for the child. (iii) to develop essential behavior for creating playing joyful and interesting environment. (iv) to help the child to introduce of reading and number identification and achieve the concept of well or bad before enter the primary school. In this report some recommendations are: (i) It is necessary to open the child class in every primary school by perceiving the importance of ECE. (ii) The teacher's have to essential quality of teaching, according to the importance of foundational stage of children. (iii) It is necessary to follow the government permission and control for solving the present problems of ECE.

The ECE is highly considered in the National Education Policy in 1997. Considering the importance of ECE, many institutions are established in Bangladesh. Many institutions like Nursery, Kindergarten and Pre-Cadet organize the teaching-learning situation for children. The 'Kindergarten teaching- learning methods' is one remarkable and broadens/ greatly used method.

7.2 Rationale of the Study

Early Childhood Education (ECE) generally refers to programs that focus on school preparedness for children 3-5/6 years of age. Early Childhood Development (ECD) often refers to programs that emphasizing children's education, health, nutrition and psychological development (World Bank, 2000: 22).

The working definition of Early Childhood Care and Education (ECCE) encompasses both components- care and education. Education is related to the process of learning by facilitating exploration and discovery and establishing the foundation for a child's lifelong learning. Care and Education encompass children and their parents as well as other caregivers and concerned members of the community. Three institutions – Family, School and Community- are very important in developing a child's life. ECCE programs strive to ensure that every child gets the interaction and stimulation,

affection, security and through exploration and discovery that he or she needs for optimal development (World Bank, 2000: 22).

In Bangladesh, education of children from birth to age 8 is the role of the family. However, some family cannot provide the physical, emotional, social and intellectual nourishment that children need. This is more pronounced among the rural and urban poor where economic hardships may result in environments of deprivation and caregivers may be too overburdened to give children the response attention needed for optimal development (World Bank, 2000: 22).

ECCE activities carried out in formal, non-formal and informal ways in the area of education. In the informal sector, ECCE activities in education are provided within the mainstream primary school system of both government and private school: General and Kindergarten. Usually, the Government and general private schools run infants and baby classes 6 to 12 months and the Kindergarten, private schools run 3 classes for 36 months (World Bank, 2000: 24).

Several international conferences on child right and education held during the early 1990s catalyzed government and development agencies interest in child development, which has become part of the mainstream agenda during this decade. As a result, the government of Bangladesh has recognized ECE as a key component of basic education.

An ECCE program in Bangladesh must address three issues: malnutrition among children under five, stunted cognitive and psychosocial development and inadequate preparedness for primary education (World Bank, 2000: 22).

It is now universally acknowledged that the first five years are the most crucial in an individual's development. There is no other period in human life when so much is learned in this period. There is also an increasing awareness that the effects of deprivation in these periods are extremely difficult if not possible to overcome later in life.

In this context the role of early childhood education for improving the quality of primary education in Bangladesh would be of great value, because on the basis of such study, an insight will be developed into existing scenario and issues related to early childhood education which in turn would guide for appropriate plan of action which may be built the bridge for the implementation of a good quality primary education.

7.3 Statement of the Problem

“The Role of Early Childhood Education for Improving the Quality of Primary Education in Bangladesh”

7.4 Objectives of the Study

The main objective of the study is to identify the roles of Early Childhood Education for improving the quality of Primary Education in Bangladesh.

The special objectives of the study are to:

1. identify the present situation of Early Childhood Education in Bangladesh.
2. investigate the strengths and weaknesses of Institutions of Early Childhood Education in Bangladesh.
3. draw some recommendations for quality improving of Early Childhood Education in Bangladesh.

7.5 Plan and Procedure of the Study

For the realization of objectives a survey was planned to collect data from different sources of the early childhood education and primary education provider institutes of Bangladesh. Two types of data were collected - qualitative and quantitative to attain the objectives of the study.

Sample of the Study

Data were collected from different sources such as documents, reports, teachers, students, and institutions for achieving objectives of the present study. Documents became the primary source of information / data. Samples for this study were selected from Dhaka City and the samples were 20 institutions, 40 class teachers, 20 class room observations and 100 pupils of grade-I. Samples were selected purposively to make the research universal.

Tools of the Study

Two questionnaires, one for the teachers of early childhood education provider institution, the other for teachers of primary education provider institution and one observation checklist and interview schedule for pupils were constructed by the investigator.

Pilot Study

The pilot study was conducted covering a specific view for checking whether the tools needed revision. The pilot study was planned to make the language of the tools understandable and to see whether the respondents can handle the instrument with ease.

Process of Data Collection

To realize the objectives of the study, the data were collected by personal contact with teachers and pupils of ECE and primary education provider institutions through different tools. The data also were gathered from the different documents and reports such as ECE programs of different GO-NGOs, National plan and policies, curriculum report of pre-primary and primary education (grade-I&II) of NGOs as well as government of Bangladesh.

Procedure of Data Analysis

The data collected were classified and tabulated. Quantitative and quantitative analysis techniques have been used in order to arrive at the findings of the study.

7.6 Major Findings of the Study

- ECE is a valuable program for 3-5 age children in Bangladesh. ECE has a strong positive influence on preparedness for school, the later performance and achievement of children in primary education.
- It is found ECE develops physical, cognitive, emotional, mental and psychosocial skills and competencies of a child.
- No unique, structured and planned curriculum has yet been evolved in ECE.
- The teachers' academic qualification, professional training and teaching experience status of ECE provider institution are lower than the teachers of primary education.
- Most of the teachers of ECE provider institution have no professional training on ECE and professional training facility is not available but some institutions have initial short orientation program for the newly recruited staffs.
- In ECE, there is no national coordination among Govt., Donors and ECE providers sectors. ECE sector is a less emphasized area in light of budget allocation, program development and monitoring & evaluation.
- There is no national level policy put in place by the government for ECE. This is the main reason for ECE not to be properly implemented and acknowledged as a program, in Bangladesh.
- NGOs (National and International) are more involved than GOB in ECE program implementation and research but it is very insufficient.
- The main problems of ECE are low emphasis of Govt. & Donors on ECE as like others' sectors, lack of awareness for the importance of ECE, absence of structured & unique curriculum, untrained staff/personnel, lack of resource mobilization, low teachers' honorarium, high teacher-student ratio, inadequate ECE materials & facilities, lacking of teacher training program, fund mobilization, lack of community participation, lack of coordination & information transformation and lack of monitoring, supervision & evaluation.
- The ECE teachers widely use text books to teach literacy and numeric instead of using child centered approach and creating playful learning environment.

7.7 Major Recommendations of the Study

In order to give effective, stronger and more efficient ECE to the children for smooth transition ECE to primary education in Bangladesh, the following recommendations should be taken into consideration:

- To provide high quality, age specific, relevant ECE program as well as all the crucial school preparedness skills to meet the holistic development and learning needs.
- To develop standardize an unique activity-based structured and planned curriculum and syllabus, providing guide book and tangible set of easily replenish able teacher-prepared materials to correlate with the curriculum and manage activity based learning.
- To provide proper ECE training of teachers & continue ongoing in-service training/refreshers for pre-primary and primary school.
- To develop and design the adequate learning materials to strengthen with understanding of children's developmental needs, appropriate ECE activities and practical experience in making a variety and range of low-cost and provision of basic set of materials for playful & joyful learning.
- To ensure standard teachers/caregivers qualification, e.g. HSC/equivalent and teacher-student ratio should not be more than 1:20.
- To incorporate ECE related aspects in all existing govt. and non-govt. educational institution and other child care institutions. To develop a coordination network for ECE with the collaboration Government, NGOs & INGOs.
- The government should enact a national ECE policy as early as possible and coordinate a long term plan for implementing ECE in Bangladesh.
- To create a functional implementing and coordinating ECE unit and formation a National committee in MOPME with expertise and proper equipments for ensuring efficient computerized data collecting and updating method for regular monitoring and evaluation system. The unit is expected to undertake researchers and studies in this multi-dimensional area.

- To establish a resource centre or Institute of ECE for capacity development and knowledge exchange.
- To mobilize funds and assist in funding of the implementing agencies.
- ECE programs should use a community based participatory approach, with emphasis on capacity-building. They should include a major teacher-training component and provide incentives to avoid teacher turnover.

7.8 Conclusion

There is a growing recognition of the need for attention to improving quality of education at all levels beginning with the early childhood period. ECE has been identified in educational policy statements as a priority area for Bangladesh. Investments in early learning and stimulation may pay dividends in the short-term and long-term if children are better prepared for school. Furthermore, ECE may provide unique leverage to achieve reforms in the education system.

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APPENDIX

Appendix-A: Questionnaire and Observation Checklist

Appendix-B: The Dakar EFA goals

Appendix-C: The Millennium Development Goals

Appendix-D: Goals of the Dakar Framework of Action

Appendix-E: Primary Education Curriculum (Grade-I & II) in Bangladesh

APPENDIX

Appendix-A: Questionnaire and Observation Checklist

Date:

To,

Subject: Request for providing supports to M. Phil. student.

Sir/Madam

Greetings from the Department of Pre-primary and Primary Education, Institute of Education and Research, University of Dhaka. I would like to sent one of my M. Phil. student Mr. Kamruzzaman Kalam to collect relevant information from your organization for his dissertation on **“The Role of Early Childhood Education for Improving the Quality of Primary Education in Bangladesh”**.

I hope you would be kind enough to provide all sorts of support to him from your side.

Thanking you,

Dr. Abul Ehsan
Thesis Supervisor
Professor
Department of Pre-primary and Primary Education
Institute of Education and Research
University of Dhaka.

11. Do you do for developing the child's Physical Skills? If yes, what?

- Skills of the large Muscles Skills of the fine Muscles
 Balance Coordination of eyes and hands
 Others

12. Do you do for developing the child's Cognitive Skills? If yes, what?

- Attention and Memory Understand concept of quality and quantity
 Planning and Taking Decision Solving Problems
 Thoughts, Logical Thoughts Others

13. Do you do for developing the child's Awareness about Environment & Health Skills? If yes, what?

- Personal and Familial Natural
 Health Science and technology
 Others

14. Do you do for developing the child's Creativity Skills? If yes, what?

- Linguistic Physical
 Arts and Crafts Others

15. What kind of activities does the children like most?

- Rhymes Music Games Coloring Story
 Reading and writing Fine play Outdoor games
 Others

16. From what age do you start traditional reading and writing?

- 3years 4years 5years

17. What type of teaching aids and toys do you have and use?

- Books Charts Flash cards Blocks Logos
 Toys Posters Pictures
 Models, Colors Others

18. Do you think the children are benefited from Early Childhood Education (ECE) or the ECE have positive role to develop the child's ultimate skills for cupping-up the primary level?

19. What are the main problems in ECE sector? What can be done for that?

12. What kind of pupils comparatively advances to use the learning materials (e.g. book, khata, pen, pencil etc)?

- Fresh admitted children ECE completed children

13. What kind of pupils comparatively advances to work collaboratively with others in groups to maintain the environmental balance?

- Fresh admitted children ECE completed children

14. What kind of pupils has comparatively more tendency to getaway from the school on school time?

- Fresh admitted children ECE completed children

15. What kind of pupils does more happy, if the school is closed?

- Fresh admitted children ECE completed children

16. What kind of pupils is confident do the task “learning by doing”?

- Fresh admitted children ECE completed children

17. What kind of pupils does interact comparatively more with the teachers?

- Fresh admitted children ECE completed children

18. What kind of pupils does more active participation in “classroom activities”?

- Fresh admitted children ECE completed children

19. What kind of pupils does fell more shyness in “classroom activities”?

- Fresh admitted children ECE completed children

20. Identify three strengths and weaknesses:

- Fresh admitted children

Strengths:

1.

2.

3.

Weaknesses:

1.

2.

3.

□ ECE completed children

Strengths:

- 1.
- 2.
- 3.

Weaknesses:

- 1.
- 2.
- 3.

21. Do you think the children are benefited from Early Childhood Education (ECE) or the ECE have positive role to develop the child's ultimate skills for cupping-up the primary level?

**Institute of Education and Research,
University of Dhaka**

The Role of Early Childhood Education for Improving the Quality
of Primary Education in Bangladesh

Observation Checklist for pupils

A. Name of the Institute:

Name of the Children:

B. Instruction

If all the activities and questions are responded and answered in positive, they will get (+) mark or else they will get (-) mark.

01. Check the list item related to personal competency

SL.	Check the list item	+	-
01	Can identify all the body parts.		
02	Wash hands and dries them.		
03	Willing to test food provided at lunch or snacks.		
04	Return to classroom from outside play area, following teacher.		
05	Remembers to go to toilet without reminder.		

02. Check the list item related to social and environment awareness

SL.	Check the list item	+	-
01	Plays with peers with a minimal amount of confliction/greets familiar adult/peer without reminder.		
02	Play simple group game.		
03	Asks permission to use items belonging to others.		
04	Attends to short stories for 5 to 10 minutes.		
05	Attempts to helps with clean-up activities		

03. Check the list item related to linguistics (communication) skills

SL.	Check the list item	+	-
01	Gives first and last name.		
02	Tells of a simple complete sentence consistency.		
03	Begins asking purposeful questions.		
04	Tells a story using pictures.		
05	Have pre-writing & pre-reading skills.		

04. Check the list item related to

SL.	Check the list item	+	-
-----	---------------------	---	---

01	Counts object.		
02	Comprehends this question, "What do you do when you are--- ---? (tired, hungry, thirsty etc.)		
03	Knows the concept empty.		
04	Points to 'different' objects when given two alike and on different.		
05	Sorts cubes of two different colors.		

05. Check the list item related to

SL.	Check the list item	+	-
01	Make wide turns around obstacles while running and/or riding a bicycle.		
02	Throws and catches ball perfectly.		
03	Builds a nine-block tower.		
04	Jumps down from low object.		
05	Balance on one foot of 4 to 5 seconds.		

06. Check the list item related to

SL.	Check the list item	+	-
01	Can draw and color picture in minimum perfection.		
02	Dance and sing music.		
03	Recite rhymes, tell stories		
04	Participate in make-believe role.		
05	Participate in modeling with dough and clay.		

Interview Schedule for Pupils'

1. What place do you like most or fill free?
 School Home
2. What kinds of activities do you like most in school?
 Playing Studying Tiffin Drawing Others
3. Are you fare school teachers?
 Yes No
4. If yes, why?
 Give punishment Angry Don't love Others
5. What/whom are you remember more when the school closed?
 Teacher Friend Plying Others

Appendix-B: The Dakar EFA goals

Building on two United Nations instruments, the Universal Declaration of Human Rights and the Convention on the Rights of the Child, the international community adopted the World Declaration on Education for All at Jomtien, Thailand, in 1990. At its heart is the recognition that universal education is the key to sustainable development, social justice and a brighter future.

The 2000 Dakar Framework for Action expresses the international community's commitment to a broad-based strategy for ensuring that the basic learning needs of every child, youth and adult are met within a generation and sustained thereafter. It sets the six EFA goals:

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.
4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills. (UNESCO, 2006:13)

Appendix-C: The Millennium Development Goals

The Millennium Development Goals (MDGs), approved by world leaders at the United Nations Millennium Summit in 2000, form an agenda for reducing poverty and improving lives. For each goal, one or more targets have been set, most for 2015. The first goal cannot be achieved without education, and two other goals and two targets make explicit reference to education:

Goal 1. Eradicate extreme poverty and hunger.

Goal 2. Achieve universal primary education. (Target: ensure that by 2015 children everywhere, boys and girls, will be able to complete a full course of good quality primary schooling.)

Goal 3. Promote gender equality and empower women. (Target: eliminate gender disparity in primary and secondary education, preferably by 2005, and at all levels of education no later than 2015). (UNESCO, 2006:13)

Appendix-D: Goals of the Dakar Framework of Action

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015 all children particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills program.
4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
6. Improving every aspect of the quality of education, and ensuring their excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Appendix-E: Primary Education Curriculum (Grade-I & II) in Bangladesh

Grade and Subject wise Terminal and Attainable Competencies for Grades I & II of Primary Level

Twelve different Subject Committees were formed for each of the five subjects, namely, Bangla, Mathematics, English, Environmental Studies- Society and Environmental Studies- Science. Eight-member Committees for the subjects like Islamic Studies; Buddhism, Hinduism and Christianity, and Seven-member Committees for Physical Education, Arts & Crafts and Music were also formed.

The Subject Committees identified respective subject-related terminal competencies from the list of terminal competencies for the primary level. As per the demand of the subject, later some more terminal competencies were added and the draft lists of grade-wise terminal competencies were finalized.

The revised grade-wise attainable competencies for each of the subjects of grades I & II were formulated from these subject-wise terminal competencies. Thereafter, the drafts of these were finalized through review and discussion. The grade-wise attainable competencies, finally accepted through review in a workshop, are given in the following pages subject-wise and in sequential order.

a. Class-Wise Attainable Competencies: Bangla

Terminal Competencies	Class-Wise Attainable Competencies	
	Class-I	Class-II
Listening:		
1. To gain knowledge about the mode of construction of Bangla Language, organization of sentences (syntax) and its rules and orders and be able to apply	1.1 Will listen to the sounds of Bangla alphabet attentively. 1.2 Will listen to the sounds of Bangla alphabet patiently. 1.3 Will be able to understand orders, advice, questions and requests through listening.	1.1 Will listen to the sounds of Bangla conjunct letters attentively. 1.2 Will listen to the sounds of Bangla conjunct letters patiently. 1.3 Will be able to understand orders, advice, questions, instructions and requests through listening.
2. To be able to understand central ideas of rhymes, poems, stories, conversations, speeches, narrations etc. listening to them attentively.	2.1 Will be able to understand and enjoy rhymes and poems through listening. 2.2 Will be able to understand conversations and stories through listening. 2.3 Will listen to the names of seven days of a week and understand. 2.4 Will understand the names of six seasons through listening.	2.1 Will be able to understand the central ideas and enjoy rhymes and poems through listening. 2.2 Will be able to understand conversations, stories and narrations through listening. 2.3 Will be able to understand the names of twelve months through listening. 2.4 Will be able to understand the names of six seasons through listening.
3. To be able to listen, speak, read and write numerical and ordinal words (including date).	3.1 Will be able to understand numbers and numerical words from one to fifty in Bangla through listening.	3.1 Will be able to understand numbers and numerical words from one to one hundred in Bangla, through listening.
Speaking:		
1. To gain knowledge about the mode of construction of Bangla Language, organization of sentences	1.1 Will be able to say Bangla alphabet clearly and correctly. 1.2 Will be able to pronounce vowel and consonant sounds of Bangla alphabet clearly and	1.1 Will be able to speak Bangla alphabet and necessary conjunct letters clearly and correctly. 1.2 Will be able to pronounce vowel and

<p>(syntax) and its rules and orders and be able to apply.</p>	<p>correctly. 1.3 Will be able to request and address. 1.4 Will be able to ask short questions and say their answers.</p>	<p>consonant sounds of Bangla alphabet clearly and correctly. 1.3 Will be able to request and address with modesty. 1.4 Will be able to ask questions with understanding, and say answers in complete sentences.</p>
<p>2. To be able to understand central ideas of rhymes, poems, stories, conversations, speeches, narrations etc. listening to them attentively.</p>	<p>2.1 Will be able to introduce him self/herself and the parents, and tell the names of class fellows. 2.2 Will be able to recite rhymes and poems and tell stories. 2.3 Will be able to tell the names of seven days in a week. 2.4 Will be able to tell the names of six seasons.</p>	<p>2.1 Will be able to speak about one's own address and the known environment. 2.2 Will be able to recite rhymes and poems. 2.3 Will be able to describe known things in one's own word and participate in conversations. 2.4 Will be able to tell the names of seven days of a week and the twelve Bangla months sequentially.</p>
<p>3. To be able to speak correctly and in standard colloquial Bangla with class-fellows and others while expressing ideas and feelings understandably.</p>	<p>3.1 Will practice speaking in standard colloquial form. 3.2 Will be able to tell the names of known flowers and fruits, plants and trees, creatures, animals and birds seeing of the real objects or their pictures. 3.3 Will be able to recognize different colors and tell their names.</p>	<p>3.1 Will be able to speak standard colloquial form. 3.2 Will be able to give description of familiar flowers and fruits, trees and plants, creatures, animals and birds. 3.3 Will be able to tell the names of flowers and fruits creatures, trees and plants and other things of different color.</p>
<p>4. To be able to listen, say, read and write numerical and ordinal words (including date).</p>	<p>4.1 Will be able to tell numbers and numerical words from one to fifty, in Bangla.</p>	<p>4.1 Will be able to tell numbers and numerical words from one to one hundred, in Bangla.</p>
<p>Reading:</p>		
<p>1. To gain knowledge about the mode of construction of Bangla Language.</p>	<p>1.1 Will be able to read Bangla alphabet. 1.2 Will be able to read letters, joining vowel signs.</p>	<p>1.1 Will be able to read Bangla alphabet in audible voice, clearly and correctly. 1.2 Will be able to read conjunct letters in</p>

<p>organization of sentences (syntax) and rules and orders, and be able to apply.</p>	<p>1.3 Will be able to read words and sentences of the textbook.</p>	<p>splitter form. 1.3 Will be able to read words and sentences of the textbook with standard pronunciation.</p>
<p>2. To be able to understand rhymes, poems, stories, conversations, speeches, narrations etc. listening to them attentively.</p>	<p>2.1 Will be able to read rhymes, poems and stories. 2.2 Will be able to recite rhymes and poems from the book. 2.3 Will be able to read the names of the seven days from the book. 2.4 Will be able to read the names of the six seasons from the book.</p>	<p>2.1 Will be able to read rhymes, poems, stories and dialogues with standard pronunciation. 2.2 Will be able to recite rhymes and poems from the book, with standard pronunciation. 2.3 Will be able to read the names of seven days of a week and Bangla twelve months from the book. 2.4 Will be able to read the names of six seasons from the book, correctly.</p>
<p>3. To be able to read printed and handwritten types of Bangla Language in correct pronunciation, and continue acquiring knowledge in Bangla language.</p>	<p>3.1 Will be able to read one's own hand written letters and words.</p>	<p>3.1 Will be able to read one's own and others, hand-writings.</p>
<p>4. To be able to listen, say, read and write numerical and ordinal words (including dates).</p>	<p>4.1 Will be able to read numbers and numerical words from one to fifty in Bangla language.</p>	<p>4.1 Will be able to read numbers and numerical words from one to one hundred in Bangla language, correctly.</p>
<p>Writing:</p>		
<p>1. To gain knowledge about the mode of construction of Bangla Language, organization of sentences (syntax) and its rule and orders, and be able to apply</p>	<p>1.1 Will be able to write Bangla alphabet clearly and in correct shape. 1.2 Will be able to write words, identifying vowel signs and joining them with letters. 1.3 Will be able to write words and sentences from the book. 1.4 Will be able to make words with letters and write them.</p>	<p>1.1 Will be able to write Bangla alphabet in correct size, clearly and neatly. 1.2 Will be able to write words, identifying vowel signs and joining them with letters. 1.3 Will be able to write words and sentences from the textbook, on listening. 1.4 Will be able to write sentences using known words.</p>

	<p>1.5 Will be able to identify punctuation marks and write them.</p>	<p>1.5 Will be able to write punctuation marks on identifying them. 1.6 Will be able to write answers of short questions from the textbook.</p>
<p>2. To be able to understand rhymes, poems, stories, conversations, Speeches, narrations etc, listening to them attentively.</p>	<p>2.1 Will be able to write one's own name, and names of the parents. 2.2 Will be able to write names of seven days of a week. 2.3 Will be able to write names of six seasons.</p>	<p>2.1 Will be able to write one's own name, introduction, and address. 2.2 Will be able to write names of seven days of a week and twelve Bangla months. 2.3 Will be able to write names of six seasons, correctly.</p>
<p>3. To be able to listen, say, read, and write numerical and ordinal words (including dates).</p>	<p>3.1 Will be able to write numbers and numerical words from one to fifty in Bangla language.</p>	<p>3.1 Will be able to write numbers and numerical words from one to one hundred in Bangla language, correctly.</p>

b. Class-Wise Attainable Competencies: Mathematics

Terminal Competencies	Class-Wise Attainable Competencies	
	Class-I	Class-II
<p>1. To be able to count any number of objects</p>	<p>1.1 Will be able to handle real objects in daily life and learn the idea of counting of numbers. 1.2 Will be able to count 1-50 real objects. 1.3 Will be able to arrange objects in pairs. 1.4 Will be able to count 1-50 real objects in bundles of 10</p>	<p>1.1 Will be able to count 51-100 real objects. 1.2 Will be able to count 51-100 real objects in bundles of 10.</p>
<p>2. To be able to count numbers up to 10 millions</p>	<p>2.1 Will be able to count numbers 1-50 2.2 Will be able to express by numbers the idea of set for 1-50 objects 2.3 Will be able to count numbers 10-50 by tens (c.g. 14 is 1 ten and 4 ones etc.)</p>	<p>2.1 Will be able to count numbers 51-100 Will be able to express the idea of set of 51-100 objects in numbers. 2.3 Will be able to count 50-100 in tens (e.g. 55 is 5 tens and 5). 2.4 Will be able to count numbers in two's, three's, four's, five's & tens.</p>

3. To be able to recognize number symbols of 0-9	3.1 Will be able to recognize the number symbols of 1-9, and identify each by name. 3.2 Will be able to acquire the concept of zero.	
4. To be able to read numbers up to 10 millions	4.1 Will be able to read numbers 1-50 using symbols.	4.1 can read numbers 51-100.
5. Writing numbers up to 10 millions	5.1 Will be able to write numbers 1-50 in symbols. 5.2 Will be able to write numbers 1-20 in words.	5.1 Will be able to write numbers 51-100 in symbols. 5.2 Will be able to write numbers 21-100 in words.
6. Determining place values of the digits used in numbers up to 10 millions		6.1 Learn concept of the place value of numbers (one's tens and hundreds). 6.2 Will be able to determine the place value of the digits as used in numbers up to 100.
7. Comparing numbers up to ten thousand and arranging them in order of magnitude	7.1 Will be able to tell greater number from smaller numbers. 7.2 Will be able to tell greater from smaller number by comparing any two numbers among 1-20. 7.3 Will be able to identify the even and odd numbers among 1-50. 7.4 Learn the concept of the order of the numbers 1-20 & can arrange them in order of smaller to larger & larger smaller.	7.1 Will be able to tell smaller number from the greater number by comparing any two numbers among 21-100. 7.2 Will be able to identify even and odd numbers among 51-100. 7.3 Will be able to understand the ordering of numbers between 21-100 and arrange them from smaller to greater and from greater to smaller.
8. Reading, writing and using ordinal numbers up to 20	8.1 Will be able to read, write and use ordinal numbers: 1st to 10th.	8.1 Will be able to read, write and use ordinal numbers: 1st to 20th.
9. Adding two or more numbers with or without carrying.	9.1 To learn the concept of addition by collecting objects (less than 10) and from this learn the method of adding. 9.2 To add two numbers without carrying (sum not exceeding 50).	9.1 Will be able to add with the help of teaching-aids (sum not exceeding 100). 9.2 Will be able to add two-digit numbers with or without carrying (sum not exceeding 100).

10. Subtracting one number from another with or without carrying	9.3 To add 0 (zero). 9.4 To add by commutation of numbers. 10.1 To learn the concept of subtraction by separating/ deducting up to 10 objects & learn the rules of subtraction. 10.2 Will be able to subtract one number from another (less than 50) without carrying. 10.3 Will be able to subtract Zero.	10.1 Will be able to subtract by using (teaching) aids. 10.2 Will be able to subtract a two-digit number from another two-digit number with or without carrying.
11. Solving problems by using the process of addition and subtraction	11.1 Will be able to solve easy problems involving numbers less than 50 and the result not exceeding 50 by using the process of adding and subtracting.	11.1 Will be able to solve problems by using the process of addition and subtraction (numbers not exceeding 100 and the result will be less than 100).
12. Multiplying one number by another (the multiplicand will be a number not exceeding 4 digits and multiplier a 3 digit number)	-	12.1 Form the concept of multiplication and learn the rule of multiplication by using aids. 12.2 Learn the multiplication table 1-10 and use it in sums involving multiplication (product not exceeding 100). 12.3 Will be able to multiply a number not exceeding 2-digits by a one-digit number (product not exceeding 100). 12.4 Will be able to multiply any numbers by Zero or multiply zero by any number. 12.5 Will be able to multiply by computation of numbers
13. Dividing one number by another number (dividend not exceeding 5 digits & divisor not exceeding 3 digits)	-	13.1 Learn the concept and method will be able to division with the help of aids. 13.2 Will be able to perform division with the help of multiplication table (dividend not exceeding 2 digits & divisor not exceeding one digit except zero).
14. Solving problems not exceeding 3 steps and involving	-	14.1 Will be able to solve easy problems involving multiplication.

<p>the process of addition, subtraction, multiplication and division (at any stage of the operation no number exceeding 4 digits should be used)</p>		<p>14.2 Will be able to solve simple problems involving division. 14.3 Will be able to solve simple 3-step problems involving addition, subtraction, multiplication and division.</p>
<p>15. Recognizing Bangladeshi coins & notes and to use them in transactions of day-today life.</p>	<p>15.1 Will be able to recognize Bangladeshi coins & paper currencies up to 50 taka now in operation.</p>	<p>15.1 Will be able to recognize Bangladeshi paper currencies up to taka 100 and be able to use coins and notes in day-to-day transactions.</p>
<p>16. Forming concept of simple fractions, recognizing different types of fractions and using them (denominators will be numbers not exceeding two digits).</p>		<p>16.1 Will be able to divide any object into two equal parts and recognize each part as $\frac{1}{2}$ or half of the whole object. 16.2 Will be able to divide any object into four equal parts and recognize each of the parts as $\frac{1}{4}$ or one-fourth of the whole object. 16.3 Will be able to read, write and compare the two fractions: $\frac{1}{2}$ and $\frac{1}{4}$</p>
<p>17. Knowing the units of measuring length, weight, volume & areas of land & using these.</p>	<p>17.1 Will be able to tell- a) distant-near b) heavy-light c) thick-thin d) big-small e) tall or short by comparing distance, weight, size, height.</p>	<p>17.1 Will be able to know centimeter and meter as units of measuring length and recognize scale and tape. 17.2 To know gram as unit of measuring weight and recognize standard weight. 17.3 To know liter as unit of measuring liquid and recognize liter can/cylinder.</p>
<p>18. Knowing the units of measuring time and recognizing and using daily calendar.</p>	<p>18.1 Can tell the names of the days of the week. 18.2 Can tell the names of the different parts of the day and use them in daily life.</p>	<p>18.1 Learning the names of the days of the week in serial order and using them in daily life. 18.2 Learning the names of the months in Bangla and English Calendars in serial order and using them in daily life. 18.3 Learning second, minute and hour as</p>

		units of measuring time. 18.4 Learning the relationships between second and minutes and hour, hour and day, day and week, week and month, month and year, and using these in day-to-day life.
19. Recognizing and naming the different geometrical shapes in the environment.	-	19.1 To be acquainted with solids of different shapes and arrange them separately according to shapes. 19.2 To be acquainted with objects of different shapes and be able to identify geometrical shapes: quadrilateral, square, triangle, circle.

c. Class-Wise Attainable Competencies: English

Terminal Competencies	Class-Wise Attainable Competencies	
	Class-I	Class-II
Listening: 1. To recognize basic sound differences, stress and intonation. 2. To understand commands/instructions given in simple and clear English and carry them out. 3. To understand simple questions and statement.	1.1 To become familiar with English sounds by listening to common English words, phrases & rhymes. 2.1 To obey simple commands and instructions, e.g. stand up, sit down, come here, go there etc. 3.1 To understand simple set questions asked by the teacher about the students themselves and a few familiar objects, e.g. what's your name? What's this? etc.	1.1 To become familiar with English sounds by listening to common English words, phrases, sentences & rhymes. 2.1 To obey simple commands and instructions, e.g. Open close repeat etc. 3.1 To understand simple questions statements about the students themselves and things around them.

<p>4. To listen, understand and enjoy simple rhymes, poems, stories read out to them.</p>	<p>4.1 To enjoy the rhythm and music of simple rhymes.</p>	<p>4.1 To enjoy the rhythm & music of simple rhymes.</p>
<p>Speaking:</p>		
<p>1. To repeat with correct stress and intonation what the teachers says.</p>	<p>1.1 To repeat after the teacher simple words and phrases & the alphabet song.</p>	<p>1.1 To repeat after teacher simple words, phrases & sentences.</p>
<p>2. To exchange greetings and farewells and to make introductions.</p>	<p>2.1 To say good morning, bye-bye, good-bye.</p>	<p>2.1 To say "how are you"? "I am fine, thank you".</p>
<p>3. To ask and answer questions in English</p>	<p>3.1 To answer set questions asked by the teacher about the student himself/herself & about familiar objects.</p>	<p>3.1 To answer set questions about the student himself/herself and about familiar objects.</p>
<p>4. To recite rhymes and poems.</p>	<p>4.1 To repeat rhymes after the teacher.</p>	<p>4.1 To repeat rhymes after the teacher.</p>
<p>Reading:</p>		
<p>1. To read aloud printed materials of the level of the prescribed text with correct pronunciation and understanding.</p>	<p>1.1 To recognize similarities and differences in shape & size. 1.2 To recognize names of objects having same initial sounds. 1.3 To recognize letter shapes both small & capital (non-cursive) 1.4 To read words and phrases with the help of visual clues. (30-40 as specified in the syllabus).</p>	<p>1.1 To match words and pictures. 1.2 To recognize names of objects having the same initial and final sounds. 1.3 To recognize the alphabet both small and capital (non cursive). 1.4 To read words and phrases with the help of visual clues. (about 30 new words).</p>
<p>2. To recognize and read both cardinal & ordinal numbers.</p>	<p>2.1 To recognise and read cardinal numbers up to 10.</p>	<p>2.1 To recognise cardinal numbers up to 50.</p>
<p>Writing:</p>		
<p>1. To write cursive and non-cursive letters both small</p>	<p>1.1 To practice letter shapes/simple writing patterns etc.</p>	<p>1.1 To write non-cursive small letters. 1.2 To write non-cursive capital letters.</p>

and capital.		
2. To write cardinal numbers.	2.1 To write numbers 1-10 in figures.	2.1 To write numbers 1-50 in figures

d. Class-Wise Attainable Competencies: Environmental Studies

Terminal Competencies	Class-Wise Attainable Competencies	
	Class-I	Class-II
1. To observe the different inanimate objects and living creatures in the social and natural environment.	1.1 Will be able to identify through observation various elements of social environment and inanimate objects and living things in the home and school environment.	1.1 Observe and appreciate the importance of various elements of the social environment- quarter of a town or village, ward of a town, neighborhood. Will be able to identify the different objects in the natural environment through observation: plants, food, birds, animals and human beings, etc.
2. To observe various events around them, become curious about these and be eager to know more about these.	2.1 To know about the living creatures & inanimate objects in the immediate environment through pictures & description and ask appropriate questions to know more about these. 2.2 Will be attentive to/ mindful of inanimate objects, living creatures and ourselves.	2.1 Will know the characteristics of non-living and living things on the basis of observation and be able to differentiate them. 2.2 Will know about the observed living and non-living things out side the proximate environment through pictures and narration. 2.3 Will be mindful of the non-living and living objects in the environment.
3. Will know about different matters minutely and can classify various objects and events on the basis of acquired knowledge.	3.1 Will be able to classify living thing and inanimate object according to their use, shape, colour and source.	3.1 Will know the use, size/form, color, source and parts of non-living object and creatures & will be able to differentiate between them and classify them accordingly. 3.2 Will be able to differentiate between natural and man-made inanimate objects.

<p>4. Will be able to do simple experiments on day-to-day events and to collect various data/information through these.</p>	<p>4.1 Will be able to know about various events in the environment: hot & cold, sweet & salty, hard & soft, hot & sour, noisy & silent environment and will be curious to know more about them.</p>	<p>4.1 Will be able to know various events in the environment sun-rise & sun-set, cloud & rain, wind (air flow), change of climate, change of dress according to climate and will be curious to know more about these.</p>
<p>5. Will establish cause and effect relationship in natural events through simple experiments, and thus will be free from error about supernatural phenomena.</p>	<p>5.1 Will be able to perform small and controlled experiments. 5.2 Will be able to make distinction among real, imaginary and supernatural events.</p>	<p>5.1 Will be able to carryout small and controlled experiments. 5.2 Will know about the harmful and erroneous ideas in the society, examples of blind faith, and their scientific explanation.</p>
<p>6. Will be able to record & present the results of experiments & come to simple decisions on the basis of collected information.</p>	<p>6.1 Will present orally the information obtained through observation of creatures, non-living objects, events got from pictures & discussions, and through simple experiments; draw pictures of things observed, prepare models and show these.</p>	<p>6.1 Will make oral presentation about the objects and events observed, classified & identified cause-effect relationship, draw their pictures, make models & show the same.</p>
<p>7. Will be able to identify & understand how the application of Science and Technology improves and changes standard of daily life.</p>	<p>7.1 Will know that there is a relationship between the application of technology & prosperous life.</p>	<p>7.1 Observe the methods of food preservation used in the family & immediate environment: drying in the sun, using salt, ice, cooling, preparing pickle, jam, jelly, etc. 7.2 Will visit local hospitals, factories, industrial set up & research laboratories and ask questions, describe orally, draw pictures etc.</p>
<p>8. Will acquire ideas about different sources of exchanging information and computer and know about their use.</p>	<p>-</p>	<p>8.1 Identify newspaper, radio, TV, Computer, Mobile phone, Mobile cinema, etc. through pictures and know their main functions.</p>
<p>9. Will be inspired to collect, process and preserve information.</p>	<p>9.1 Will collect information about creatures, non-living objects, etc. through observation, pictures and discussions.</p>	<p>9.1 Will gather information through observation of real objects, pictures, discussions, and will preserve tree leaves, flowers, feather of birds, pictures of animals &</p>

<p>10. Know about the environment & its various elements</p> <p>11. Will know environmental pollution and its causes, will be active for its improvement, and to conserve environmental balance.</p> <p>12. Will be able to understand inspiration, enquiry, wonder and cause-effect relationship.</p> <p>13. Will form habit of observing rules of healthful living and will be active to live a health life.</p> <p>14. Will show love and respect for all, irrespective of nationality, religion, caste, sex and will be eager to create peaceful social environment through arousing sense of</p>	<p>10.1 Will know what is called environment.</p> <p>10.2 Will know the names of soil, water, air as the main ingredients of the environment.</p> <p>11.1 Will observe how the environment is polluted by the wastes of the homes and schools and will be active to maintain the environmental balance.</p> <p>12.1 Will understand that there is scientific explanation of all natural phenomena which occur suddenly and will be able to ask questions about these.</p> <p>12.2 Will listen to life-histories of famous scientists.</p> <p>13.1 Will maintain cleanliness of different parts of the body (e.g. teeth, nails, hair, noses, eyes) and the whole body.</p> <p>13.2 Will get up and go to bed at appointed time and will be punctual in attending school.</p> <p>14.1 Will live together with class-fellows, playmates, neighbors, friends and siblings, and play with them.</p> <p>14.2 Will help by offering various things to class-fellows, play mates, neighbors, friends and siblings when needed.</p>	<p>birds, pebbles, stones, cowries (a small shell), Oyster & snail.</p> <p>9.2 Will give oral description of the experience acquired through educational tour, travel, seeing pictures, listening to stories, etc.</p> <p>10.1 Will learn about the importance of soil, water and air in the environment</p> <p>11.1 Will be active to maintain environmental balance.</p> <p>12.1 Will understand that there is scientific explanation of all natural phenomena which occur suddenly and will be able to ask questions about these.</p> <p>12.2 Will listen to life-histories of famous scientists.</p> <p>13.1 Will keep belongings and dresses arranged.</p> <p>13.2 Will keep the class-room neat and clean.</p> <p>13.3 Will take part in games regularly.</p> <p>13.4 Will understand the bad effects of spitting; defecating and urinating indiscriminately and practice correct habits.</p> <p>14.1 Will live together and work with class-fellows, playmates and peers in the neighborhood.</p> <p>14.2 Will show respect to social, cultural and religions festivities of classmates of different life-styles and religion, and may participate in</p>
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equality, friendship, fellow-feeling and cooperation		these, if possible. 14.3 Will be sympathetic to poor classmates and deprived children in the vicinity of the school and home, and will cooperate by sharing foodstuffs, books, pencils etc. when needed.
15. Will have ideas about basic human rights and practice the same in the social and national life.	-	15.1 Will know about a few basic child-rights and will be able to state them.
16. To be interested in manual work and to have respectful attitude towards people living on manual work.	16.1 Will observe who does what work at home and in the school, and will be able to name some of these.	16.1 Will cooperate in the performance of various works of different members of the family. 16.2 Will take active part in keeping the class-rooms clean. 16.3 Will be able to identify vocations of various persons living on manual work, and show respect to persons of all vocations.
17. To understand the importance of participating in various developmental activities of family, school and the community and participate actively in these.	17.1 Will know the general rules of daily living in the family and observe them appropriately. 17.2 Will take part in keeping environment of the house and classrooms clean and beautiful.	17.1 Will understand the work and role of oneself, parents, and siblings in the family. 17.2 Will take part in keeping the vicinity of home, ward/quarter and school environment beautiful.
18. To know the rights, responsibility and duty of a citizen and be careful in performing the same.	-	18.1 Get preliminary ideas about child rights and responsibility as a citizen.
19. To be inspired in nationalism an patriotism based on freedom fighting, and acquire attitude of sacrifice and participate in nation building	19.1 Will observe the national flag, and will be able to describe its colour and design orally, and draw it. 19.2 Will be able to name some national symbols and identify them.	19.1 Will know the rules & procedure of using national flag. 19.2 Will show proper respect to the national flag. 19.3 Will be able to name all the national

<p>activities.</p>	<p>19.3 Will be able to sing with tune first four lines of the national anthem.</p>	<p>symbols and identify them. 19.4 Will be able to sing the national anthem with tune. 19.5 Will be able to name the person who composed national anthem.</p>
<p>20. To gain knowledge of and insight into national history, heritage and culture and feel proud of these and be respectful to them.</p>	<p>20.1 Will be able to name Independence Day and Victory Day and mention their dates and will be eager to participate in the celebrations arranged on these occasions. 20.2 Will be able to recite various types of folk rhymes.</p>	<p>20.1 Will be able to mention the dates of the Martyrs Day, Independence Day, Victory Day and Bangla New Year Day & understand their significance. 20.2 Will be able to recite various folk rhymes of various types and tell folk loves.</p>
<p>21. To gain knowledge about geographical features of Bangladesh.</p>	<p>21.1 Will be able to recognize directions and identity front, rear, left, right, up and down.</p>	<p>21.1 Will be able to indicate the four principal directions: East, West, North and South.</p>
<p>22. Will be careful about the use, prevention of wastage, and preservation of community and National properties.</p>	<p>-</p>	<p>22.1 Will refrain from doing any harm to roads & passage ways, transports, bridges, water, natural gas, plants & trees, etc.</p>
<p>23. To acquire moral and social qualities pertaining to sense of duty, courtesy, punctuality, justice, willingness to live together and discipline.</p>	<p>23.1 Will go to bed timely and get up from bed timely and will be present at school on time.</p>	<p>23.1 Will obey the rules and regulations of family and school. 23.2 Will respect parents, teachers and other superiors.</p>
<p>24. To know country's population increase, its influence on basic needs and environment and to become conscious of it.</p>	<p>24.1 Will be able to narrate the benefits of small families.</p>	<p>24.1 Will know that all human beings need food, clothing, education and medicine. 24.2 Will understand and become conscious that population growth creates impact on basic needs and will become conscious about it. 24.3 Will be able to narrate the advantages/merits of small family and demerits of big family.</p>

e. Class-Wise Attainable Competencies: Islamic Studies

Terminal Competencies	Class-Wise Attainable Competencies	
	Class-I	Class-II
1. Iman and Aqaid (Faith and Creed): to know about and believe in Allah, Prophet (SAS), Angels (AS), Scriptures and End (day of resurrection and judgement).	1.1 Learners will know about & have faith in: a) Allah and his identity or attributes: Allah is one and has no second. b) The prophet (SAS)- and his identity. c) Name of the Creed.	1.1 Learners will know about & have faith in: a) Allah & His Prophet (SAS): their identity: Kalema-e-Tayyiba b) Names of the parents of the Prophet (SAS) and his creed and deen (way of life) c) Names of Al-Kitab (the scripture) and 04 principal angels (AS).
2. Ibadat (Worship): To know about purity and cleanliness, Salat (prayer), Saom (fasting), Hajj (pilgrimage), Zakat (poor tax) and practical supplication and practice these	2.1 Learner will know and practice- a) Tawauzz b) Tasmiah c) Allahu-Akbar d) Washing the hands and mouth before and after eating e) Cleansing the teeth everyday. f) Neatness & cleanliness after defecation and urination. g) Keeping dresses and books in order h) Identify Ka'ba in pictures	2.1 The learners will know and practice a) Tasbih for ruku (bowing on knees), Dua while standing up from Ruku, Tasbih for Sizdah (prostration). b) Supplication before commencing studies. c) Supplication while coming out of the house. Supplication before and after eating. d) Wash the nose, eyes and face. e) Take care of the trees and plants. f) Identify masjidul Aqsa and the masjid of the Prophet (SAS) in the pictures.
3. Akhlaq (character and conduct): To know about these and realize/implement these in one's own life.	3.1 The learners will know and practice a) To offer salam (greetings) b) To reply back the salam. c) To love the young ones/ to show affection to young children. d) To respect seniors.	3.1 Learners will know and practice- a) To show respect to the guests and offer them hospitality & entertain them. b) To show good behavior to class-fellows. c) To shake hands d) To show mercy to all creatures.

<p>4. To be able to recite the holy Quoran correctly, read the Quoran daily, commit to memory the appointed verses (Sura).</p>	<p>4.1 Learners will know-</p> <p>a) Kalima Tayyiba (commit to memory)</p> <p>b) Surah Fatiha (commit to memory)</p>	<p>e) To show respect to parents, teachers and superiors. f) To show good behavior to all men/to behave well with all. g) To exhibit patriotism through conduct and behavior.</p>
<p>5. To know about the biographies of the following prophets: Hazrat Muhammad (SAS), Hazrat Adam (AS), Hazrat Nuh (AS), azrat Shis (AS). Hazrat Idrees (AS), Hazrat Ibrahim (AS), Hazrat Musa (AS), Hazrat Daud (AS), Hazrat Isa (AS) (Jesus).</p>	<p>4.1 Learners will know-</p> <p>a) Kalima Tayyiba (commit to memory)</p> <p>b) Surah Fatiha (commit to memory)</p> <p>5.1 The learners will know-</p> <p>a) Name of the greatest Prophet (SAS)</p> <p>b) Names of his father, mother, and grandfather, and his place of birth.</p> <p>c) Every human being is a descendent of Adam (AS) Hazrat Nuh (AS), Hazrat Shis (AS), Hazrat Idrees (AS), Hazrat Ibrahim (AS), Hazrat Musa (AS), Hazrat Daud (AS), Hazrat Isa (AS) (Jesus).</p>	<p>4.1 The learners will know-</p> <p>a) Names of Arabic alphabets. b) Surah Kawсар (commit to memory) c) Surah Ekhlah (commit to memory)</p> <p>5.1 The learners will know and imitate the ideal/model of the greatest prophet Muhammad (SAS):</p> <p>a) Cleansing the teeth b) Shortening the nails c) Cleansing the dresses d) Using scent e) Giving good treatment/showing good manners to the people helping with house-hold chores.</p>

f. Class-Wise Attainable Competencies: Physical Education

Terminal Competencies	Class-Wise Attainable Competencies	
	Class-I	Class-II
<p>1. To form the habit of neatness and cleanliness and to understand the importance of cleanliness in the environment.</p>	<p>1.1 Will form the habit of cleansing hand & mouth on rising from bed and saying prayer/worshipping and will sit to study.</p> <p>1.2 Will form the habit of keeping hands, legs, nose, mouth, teeth, eyes and hair neat &</p>	<p>1.1 Will form the habit of cleansing hand & mouth on rising from bed and saying prayer/worshipping and will sit to study.</p> <p>1.2 Will form the habit of keeping hands, legs, nose, mouth, teeth, eyes and hair neat &</p>

	<p>clean.</p> <p>1.3 Will wash the hands before and after meals and cleanse the teeth after the meals and before going to bed.</p> <p>1.4 Will from the habit of keeping one's own dress and bed tidy, neat & clean.</p>	<p>clean.</p> <p>1.3 Will wash the hands before and after meals and cleanse the teeth after the meals and before going to bed.</p> <p>1.4 Will from habit of keeping one's own dress clean & bed tidy and keeping books, pencils, pen, etc. in order on the reading table.</p>
<p>2. To know the rules of games, physical exercise and body building and take part in different activities of the school.</p>	<p>2.1 Will learn to stand in line & file properly in the daily assembly.</p> <p>2.2 Will be able to perform rhythmic physical exercise in group.</p> <p>2.3 Games without implements: will be able to participate in imitative walking, running, jumping.</p> <p>2.4 Recreational games: will be able to participate in: cat & mouse, Ekka-Dukka, Kana-Machchi, Cock-fight, rope pulling</p>	<p>2.1 Will learn to stand in line & file properly in the daily assembly.</p> <p>2.2 Will be able to practice various rhythmic physical exercise in group as per hints.</p> <p>2.3 Games without implements: will be able to participate in imitative walking, running, jumping. Will be able to form circle, semi-circle in group.</p> <p>2.4 Recreational games will be able to participate in: cat & mouse, Ekka-Dukka, Blind-fly, Cock-fight, rope pulling, Will practice a recreational game every month.</p>
<p>3. To participate in activities which give mental pleasure</p>	<p>3.1 Will form habit of rhythmic physical exercise through rhymes and rhyme-songs.</p> <p>3.2 Recreational games: practicing games like moving as train, running like monkey, catching fish with net, touching head & tail, etc.</p>	<p>3.1 Will practice rhythmic physical exercise through rhymes and rhyme-songs on war of liberation and patriotism.</p> <p>3.2 Recreational games: practicing games like moving as train, running like monkey, catching fish with net, touching head & tail, etc. practicing more of new games.</p>
<p>4. To learn sense of discipline, unity, respect for the leader, obedience to the orders of the leader, showing tolerance and acquire qualities of</p>	<p>4.1 Will take part in the election of the group leader (captain) of the class and will obey orders of the teacher & group leader in the class.</p> <p>4.2 Will participate in the games & sports of the school and will obey the orders of the</p>	<p>4.1 Will take part in the election of the group leader (captain) of the class and will obey orders of the teacher & group leader in the class.</p> <p>4.2 Will participate in the games & sports of</p>

<p>leadership.</p>	<p>Director & group leader in the play field. 4.3 Will build up friendship with class-mates in the class-room & play field and maintain the same outside the school. 4.4 Will be able to observe rules and discipline at home, school and play field. 4.5 Will be tolerant to one another and show patience in play ground. 4.6 Will help one another in carrying the materials to the field.</p>	<p>the school and will obey the orders of the Director & group leader in the play field. 4.3 Will build up friendship with class-mates in the class-room & play field and maintain the same outside the school. 4.4 Will be able to observe rules and discipline at home, school and play field. 4.5 Will be tolerant to one another and show patience in play ground. 4.6 Will help one another in carrying the materials to the field.</p>
<p>5. To understand the importance of optimum sleep, exercise, games, leisure and entertainment for the development of healthy body and mind, and observe the rules in this regard.</p>	<p>5.1 Will know and understand the need for games and rest and will be able to practice the same. 5.2 Forming the habit of going to bed and rising timely and practicing the same in the real life situation. 5.3 Will be able to do physical exercise in the play round and take rest after games.</p>	<p>5.1 Will know and understand the need for games and rest and will be able to practice the same. 5.2 Forming the habit of going to bed and rising timely and practicing the same in the real life situation. 5.3 Will be able to do physical exercise in the play round and take rest after games.</p>
<p>6. To understand the importance of balanced diet for body building and healthy living and develop the habit of taking such food.</p>	<p>6.1 Will be able to explain 'balanced diet'. 6.2 Will know about and can tell what is fresh food and its usefulness. 6.3 Will know about the harmful effect of rotten, stale & uncovered food of the market and of drinking contaminated water and will be able to avoid such food & drink.</p>	<p>6.1 Will be able to explain 'balanced diet'. 6.2 Will know and can explain what is fresh food and its usefulness. 6.3 Will know about the harmful effect of stale, rotten, & uncovered food and of drinking polluted water and form habit of avoiding such food & drink.</p>
<p>7. To know about the precautionary safety measures to avoid accidents in daily life and observe these in real life situation.</p>	<p>7.1 Will know about the common accidents in daily life and form habit of avoiding them. 7.2 Will know about the accidents that happen during games and will form habit of taking precaution. 7.3 Will form habit of taking precaution while</p>	<p>7.1 Will know about the common accidents in daily life and form habit of avoiding them. 7.2 Will know about the accidents that happen during games and will form habit of taking precaution. 7.3 Will form habit of taking precaution</p>

	<p>using & crossing road.</p> <p>7.4 will be able to take precaution against dog, cat, jackal & other animals and poisonous insects.</p> <p>7.5 Will know about the accidents due to drowning and catching fire and preventive measures against these and will be able to follow these in real life.</p> <p>7.6 Will know the accidents caused by electric appliances, cutting implements life knife and hammer and tell about the precautionary measures against these.</p>	<p>while using & crossing road.</p> <p>7.4 Will be able to take precaution against dog, cat, jackal & other animals and poisonous insects.</p> <p>7.5 Will know about the accidents due to drowning and catching fire and preventive measures against these and will be able to follow these in real life.</p> <p>7.6 Will know the accidents caused by electric appliances, cutting implements life knife and hammer and tell about the precautionary measures against these.</p>
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g. Class-Wise Attainable Competencies: Arts and Crafts

Terminal Competencies	Class-Wise Attainable Competencies	
	Class-I	Class-II
1. To be familiar with the basic materials needed for drawing pictures.	1.1 Will be familiar with drawing paper, pencil, colour, brush, etc.	1.1 Will be familiar with pastel colour and water colour.
2. To draw at will.	2.1 Will be able to draw something know.	2.1 Will be able to draw anything know.
3. To draw pictures at will.	3.1 The child will be able to draw at own will anything seen in the surrounding or any object, article, animal, flower, fruit, etc. from the known environment.	3.1 Will be able to draw flowers, fruits, leaves and creepers, trees and plants, creatures and beasts, animals and birds etc. at own will.
	3.2 Will wipe out a picture drawn and try to draw it again (these pictures will take various amusing shapes and give enjoyment).	3.2 Will wipe out a picture drawn and try to draw it again (these pictures will take various amusing shapes and give enjoyment).
4. To draw pictures on the basis of experience and observation.	4.1 Will be able to draw such objects as are seen in nearby (household) environment, such as- utensils, fruits, flowers, houses, etc.	4.1 Will be able to draw such objects as are seen in nearby (household) environment, such as-utensils, fruits, flowers, houses, etc.

	4.2 Will be able to draw pictures of objects from outside the house, such as-trees and plants, rivers and canals, leaves and creepers, birds, the sky, etc.	4.2 Will be able to draw pictures of objects from outside the house, such as-trees and plants, rivers and canals, leaves and creepers, birds, the sky, etc.
5. To write alphabet	5.1 Will be able to write Bangla letters on slate or exercise book in bigger size. 5.2 Will learn how easily transformation of letters from ষ to ঞ, ঞ to ণ, ণ to ঞ, ঞ to ঞ, ঞ to ঞ, etc. can be made and learn writing of such simple transformed letters. (This will create a tendency to draw in the child).	5.1 Will be able to write Bangla and English letters alphabets in bigger size. 5.2 Will learn how transformation of English letters P to B, C to O or Q, Y to X etc. can be made and learn writing of such simple transformed letters.
6. To draw line diagrams: triangle, rectangle and circle.	6.1 Will be able to draw with pencil straight and curved lines, and round triangular and rectangular areas. 6.2 Will be able to make designs by arranging line diagrams sequentially.	6.1 Will be able to draw designs with the help of different lines.
7. To draw or write as per instruction.	7.1 Will be able to write letter and draw line and triangular and rectangular areas as instructed.	7.1 Will write on the chalkboard and be able to draw designs with the help of different lines as per instruction.
8. To be familiar with the basic colors.	8.1 Will be able to identify colors on seeing different flowers and green and ripe fruits.	8.1 Will be able to identify colour seeing different flowers and green and ripe fruits.
9. To know the use of colour in the pictures and coloring.	9.1 Will be able to apply colour in the pictures drawn before. 9.2 Will be able to understand gradually which colour will go with which picture to make it look natural and beautiful.	9.1 Will learn the use of pastel and water colors. 9.2 Will be able to understand gradually which colour will go with which picture to make it look natural and beautiful.
10. To be familiar with the basic materials of arts and crafts.	10.1 Will be familiar with clay, colored patten, gum, jute-stick, date leaf, coconut leaf etc. 10.2 Will be familiar with materials like-oyster, conch shell, egg shell, feather, etc. 10.3 Will be familiar with jute and rope.	10.1 Will be familiar with clay, colored paper, gum, jute-stick, date leaf, coconut leaf etc. 10.2 Will be familiar with materials like-oyster, conch shell, egg shell, feather etc.

11. To make articles with clay.	11.1 Will be able to make toys, various fruits, leaves, birds or any other figure at own will.	10.3 Will be familiar with jute and rope.
12. To make design or pattern by tearing or cutting coloured papers and pasting them with gum.	12.1 Will be able to make picture or design by tearing or cutting paper or picture paper, at will.	11.1 Will be able to make different articles as per instruction. 12.1 Will learn to decorate school house, reading room, platform (stage) etc. and put cover around books with colored paper.
13. To make something with materials like jute-stick, die leaves, coconut leaves, oyster, conch shells, egg shells, feather, etc.	13.1 Will be able to make some articles of hobby with materials like jute stick, date leaf, coconut leaf, oyster, conch shell, egg shell, feather etc. at own will.	13.1 Will be able to make various articles with jute stick, date leaf, coconut leaf, oyster, conch shell, egg shell, feather etc. as per instruction or specification.
14. To make ropes and other articles with jute.	14.1 Will be able to twist rope with jute and make something at will.	14.1 Will be able to make rope with jute and doll with bits of stick.
15. To colour handmade articles.	15.1 Will be able to colour articles made of clay and other materials.	15.1 Will be able to colour articles made of clay and other materials.

h. Class-Wise Attainable Competencies: Music

Terminal Competencies	Class-Wise Attainable Competencies	
	Class-I	Class-II
1. To be able to sing rhyme-based songs.	1.1 Will listen to, recite and learn rhyme-songs. 1.2 Will be able to sing rhyme-songs with tune, rhythm and beat. 1.3 Will know about the seven (level of) voices and learn them. 1.4 Will learn 'Dadra' and 'Kaharba' beats in easy rhythm, through clapping.	-
2. To be able to sing	-	2.1 Will listen to, recite and learn rhyme-

<p>rhyme-based songs.</p>		<p>song. 2.2 Will be able to sing rhyme-song with tune, rhythm and beat. 2.3 Will know about the seven (level of) voices and learn them. 2.4 Will learn 'Dadra' and 'Kaharba' beats in easy rhythm, through clapping.</p>
<p>3. To be able to sing the national anthem.</p>	<p>3.1 Will listen to the national anthem up to "Amar Shonar Bangla Bajay Banshi. 3.2 Will show respect to the national anthem while singing it.</p>	<p>3.1 Will listen to the national anthem. 3.2 Will be able to sing the national anthem up to 'Amar Shonar Bangla Bajay Banshi. 3.3 Will show respect to the national anthem while singing it.</p>
<p>4. To be able to sing song of Shaheed Day (Martyrs Day): 'amar bhaier raktey rangano' (redden with the blood of my brother).</p>	<p>-</p>	<p>4.1 Will listen to song 'Shaheed Day'.</p>