

SITUATION ANALYSIS OF EARLY CHILDHOOD EDUCATION AT CHAR AREA SCHOOL IN BANGLADESH AND WAYS TO IMPROVEMENT

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ABSTRACT

The main purpose of the study was to know the overall situation of early childhood education in char area of Bangladesh. For this purpose, two government pre-primary schools, two BRAC pre-primary schools and two ASA education center at char area in Manikganj district of Bangladesh were studied by following a qualitative research approach. The curriculum document was studied; classes were being observed and interview of the supervisors, HTs and parents were taken to learn about the curriculum, teaching-learning processes, benefits, problems, challenges and ways to improving the problems of early childhood education in char area. The key findings of the analysis were a) the scenario of early childhood education in government primary schools and NGOs pre-primary schools at char area in Bangladesh was not satisfactory; b) there were some evidences of applying various activities of the curriculum but the time allocation to implement the activities was not enough; c) the number of teachers was also limited and they did not have sufficient professional training on early childhood education; d) the class size was medium in the pre-primary school but their teaching learning activities was not good; e) playground of the studied schools were small and the pre-primary students could not play at the same time when the other students play in the ground and f) the poor and illiterate parents were not aware of the need and importance of preparing their children for primary education Bangladesh has pursued different types of policies and intervention to provide access to quality primary education. Early childhood education was one of the important interventions to achieve quality education but it was less emphasized. The study exposed that the teachers and parents could understand the importance of early childhood education and it should spread all over the country.

Key words: The scenario of early childhood education, some evidences of applying various activities of the curriculum, Barriers, playground of the studied schools, Pedagogical content knowledge and teaching & learning technique of Char area schools.

I. Introduction

Education is the fundamental right of a child and primary education is the foundation of education of a country (Islam, 2010, p.5). According to the constitution, every child will get education. Early childhood education is a new idea in our country. Pre-primary education is necessary for school readiness of children. It did not get as much priority as primary education to the world community before. But realizing the significance of primary education like many other countries, Bangladesh has made primary education compulsory but not pre-primary education. The government of Bangladesh has been trying to ensure education for all by 2015 to achieve the Sustainable Development Goals (SDG) (Islam, 2010, p.5). To achieve this target, government has been trying to introduce pre-primary education all over the country. In char area, early childhood education need to be further emphasized for developing the situation (Operational Framework for Pre Primary Education, 2008). Early childhood education is a new domain which consists of several areas including infant stimulation, health and nutrition, and pre-primary education. In this research, the existing situation of early childhood education in char area and ways to improvement or what type of actual problems and challenges were being faced by the early childhood education stakeholders has been discussed. The holistic nature of child development requires the involvement of multiple partners across ministries, parents, communities, non-governmental organizations, and other stakeholders. The development of a child begun from the family and mostly depends on the parents. Only educated parents can prepare their children for the smooth entry into the formal education. Early childhood education is directed through specific vision, mission and goal. They tried their level best to complete the target.

(Operational Framework, 2008) .The early childhood education had some objectives such as - to make the children ready both physically and mentally for primary school, to socialize them through play and child centered activities, to help the children involving with environment outside of the family and to provide necessary support, care and education for children's physical, emotional, psychological and cognitive development for future learning. (National Curriculum and Text book Board, 2002) .The study identified some factors to improve the situation of pre-primary education that can help the Directorate of Primary Education, Government of Bangladesh to develop a new policy for the improvement of pre-primary education in the char area of rural Bangladesh.

II. Statement of the Problem

The government of Bangladesh is responsible for early childhood development. Educated guardians prepare their children to access the primary school. Most of the parents in selected char area are illiterate. They were not aware about school readiness. Therefore children could not adapt themselves to formal schools. Early childhood education could provide necessary support to the young children for their development. There has been increasing access to primary education of the disadvantaged groups such as girls, those who lived in rural char area in Bangladesh. As a field level official, had not experience to work in the rural char area. Flowing that, there are some barriers to implement the early childhood education at char area such as infrastructure problem, lack of experience teachers for pre-primary of Government Primary Schools (GPSs), lack of awareness among the guardian, poverty of parents, backward communication system, lack of electricity, lack of trained teachers and insufficient teaching aids for the children. Teachers were able to deliver lessons successfully by using teaching learning materials in a logical and appropriate way. But proper training and pedagogical knowledge was needed to select appropriate teaching learning material for the early childhood education students. These problems and challenges were creating obstacles to continue the early childhood education (Primary School Census, 2008).

III. Purpose of the Study

The situation of the study was to know how early childhood education had been affecting children's classroom participation in rural primary schools, especially char area of Bangladesh. The main purpose of the study was to see the early childhood education curriculum, existing situation, teaching learning process, teaching learning style, strategies, competencies, text book etc. The study intended to learn about what a good practice was and how the teachers' implement the teaching learning activities in pre-primary classes and outside the classes in char area primary schools in Bangladesh. The pre-primary teachers, parents and community have been facing many problems and challenges. The poor and illiterate parents were not aware of the need and importance of preparing their children for primary education. In Bangladesh the government and many other non-government organizations have been working in the field of early childhood education to make the children ready for formal schools. The study aims to explore the pre- primary education system and its effect in relation to the factors - how children participate in the classroom activities and communicate with peers and teachers, whether they were interested and very much fruitful learners and regular in class.

IV. Significance of the Study

The government of Bangladesh is strongly committed both nationally and internationally, to achieve Education for All (EFA). Early childhood education has strong and positive impact on further learning. In the char area, education rate is 56% and primary enrollment rate is 82% which was very low from other areas in Bangladesh (Primary School Census, 2016). In the study, I have tried to find out the reasons behind it and how to improve the situation for better involvement of students in Grade I. The result would be helpful for enrolling all children in Grade I after completing pre-primary education. When the early childhood education situation of the char area will be increased then it impacts on the development of the country. If we were able to enroll all children in early childhood education in char area, then we could ensure achievement of enrollment for all children. The findings would help policy makers to improve early childhood education in char area for achieving MDGs as well as government goal. Most of the teachers only read out in the class and the students are merely listeners (Nath & Mahbub, 2008). They could not participate in peer and group learning. Learning by doing was not present there (Piaget, 1964). "In many classrooms, children learn through working with their peers. This study would serve different stakeholders, policy makers, donors, planners, administrators, supervisors, teachers and researchers for the focused development in the field of early childhood education at char area in Bangladesh.

V. Research Question

The study guided by the following questions

- a) What is the present situation of early childhood education at char area?
- b) What are the different approaches / model that are implemented in early childhood education at char area school?
- c) What are the problems and challenges of implementing early childhood education and ways to improvement at char area?

VI. Methodology

This approach have been considered more effective for describing and gathering information and opinions regarding the effects of pre-primary intervention in the social behavioral of the particular population in the char area. I have used qualitative approach in my research in order to collect in depth information for better understanding of the real situation. For the qualitative approach, to observe actual situation, problems and challenges faced by the teachers, parents and others stakeholder and ways to improvement. The research topic included in depth data from research participants and collect data by using qualitative tools as qualitative method is very rational for this topic. So, there are three research tools such as observation, interview and document review tools. To use classroom observation, interview and documents review tools from the qualitative approach by turns. By observing the two pre-primary teachers' classroom activities, by turns and take interview of two pre-primary teachers of government primary schools, four teachers of NGOs preprimary schools, Regional Program Organizer (RPO), HT of a school, two parents of GPS pre-primary children and two parents of early childhood education children. I have used semi-structured guidelines for collecting data from the field, which provide some flexibility in understanding the issues, common theme and adapting the lines of questioning on the basis of interaction with the related participants.

VII. Research Site and Research Participants

The government primary schools (as there was pre-primary in the premise of the primary school) and early childhood education of non-government organization at Shibaloy and Satutia upazila char area in Manikgonj district were selected as the research sites of Bangladesh. The schools were about thirty kilometer away from upazila headquarter. I have selected two GPSs and two NGOs pre-primary schools. Pre-primary school teachers, head teacher, parents of pre-primary students, ECD teachers and parents of BRAC pre-primary schools and also related organizations personnel are my research participants. I observed classes of four teachers (2 female), took interview of two pre-primary teachers (one was female), one HT of a GPS and two parents of GPS pre-primary children, two ECD teachers (BRAC pre-primary), two ECD parents (BRAC preprimary) and one Regional Program Organizer (RPO) of BRAC and Directorate of Primary Education (DPE) personnel. I also used document review tool for my research. I collected information on the existing situation of early childhood education; problems and challenges faced by the teachers and parents of children of early childhood education and found out way to improvement at char areas in Bangladesh and also try to analyze some important documents of primary school.

VIII. Data Collection Tools

Data collection method implied the techniques that would be used to gather data. The study focused on the practice of existing teaching learning activities in the char area schools in Bangladesh. So it would rather wise to select qualitative research paradigm instead of quantitative or mixed method. There were several kinds of tools for data collection used in the field for qualitative research. By using interview, observation method and document review tools as it seemed to me that these would fulfill my purpose of the study. It was flexible and makes the interview more attractive. Here both the interviewer and the interviewee gathered knowledge through conversation. With this dialogue and interpersonal conversation we could collect necessary information according to our research aspiration.

IX. Classroom Observation

To observe the four pre-primary classes (two pre-primary classes in GPS premises and four NGOs preprimary); I went to the classroom and followed six teachers (3 female) teaching learning activities one by one. To write down all his/her method, strategy and technique in my note pad and also wrote classroom observation comments. Trying to collect information on real classroom situation of early childhood education classes and faced by the teachers. It took six hours to observe all the classes (one hour per class).

X. Interview

Interview of two pre-primary teachers of GPS (one was female) and two early childhood education teachers of NGOs pre-primary school, one HT of a GPS, two parents of the children of GPS pre-primary (one was female), four parents of the children of NGOs pre-primary and Regional Program Organizer (RPO). Try to create environment to take interview one by one and used tape recorder for this purpose and also wrote down in my note pad. In this segment, by collecting some present situation of early childhood education and way to improvement. It also helped me to know about individual's thoughts, feelings and sometimes behaviors and habits. Interview was the best options for conducting this research because it helped me to get a large amount of data quickly in a meaningful way. It also provided me a chance to interact with a person deeply and informally. It gave me freedom to take decision making instantly. For this stage I needed ten hours (one hour per interview).

XI. Documents Review

To apply documents review tools as a method to collect the real information or data for the research and also followed all useable register, text books, lesson plan, list of teaching aids and curriculum documents from two types of schools. Document review was an essential instrument to get information. From those additional data and actual scenario of early childhood education at char area and that made my research findings more strong. This document review tools gave me significant information for my research result and discussion.

XII. Data Analysis

To collect data for my research by using tape recorder by taking interviews, observing classroom and using documents review tools. I have collected data from various types of participants and analyzed the data. Since all the participants were native Bengali speaker, I used tape recorder and collected data in Bengali. I tried to do preliminary analysis at the time of data collection. From the very beginning of the data analysis, I reviewed all research questions and also purpose of the study. In the time of preliminary analysis different themes and pattern were emerged. However, for the purpose of my writing thesis, I translated some rich data into English which were related to my research question. I translated the participant's statements from the tape recorder. After translation I summarized the data collected from multi sources. The participants were identified by serial numbers; similarly, classroom observation notes were written down and also serial numbers were given. After completing organization of data, I sorted out those according to a number of themes and patterns by linking them with the research questions. After reading data again and again, I tried to find out common theme which would be used in my findings to answering research question. I used different highlighting colors for identifying different subject matter. After completing the categorization of the data, I coded them and sorted them according to the themes. "The conceptual framework of the study, the research questions, the strategy for research and design, and the genre to which your study links- all these provide preliminary forewarning of the data analysis". (Rehamani, A., 2003). To analyze all the data according to the conceptual framework and subject of the study mentioned in the research topic and at the end, to use each and every data in my thesis. Results have been organized and reported by common themes and according to the research questions.

XIII. Limitations of the Study

The study has several limitations. First for the study, the sample was selected very limited in number and purposeful sampling method that may not represent early childhood education system of Bangladesh. Time for data collection, data analysis & preparing report and finalizing the draft was not enough. The number of participants was less and that does not represent the overall picture of the country. Another limitation of this study is wanting of insufficient instruments of piloting and achievement of basic knowledge about qualitative research which I would meet up the individual study. In this stage, to conduct about one hour duration long interviews of each participant once and afterwards I talk with them over mobile phone for about ten to fifteen minutes for further information and needed any clarification of their provided data. It would be better if I could address interviews of each participant. Sometimes, to used materials such as tape recorder for interview teachers & parents of pre-primary children; early childhood education teachers and parents remove the sound and created problems to collect data. Find out and manage relevant or particular participants are other limitations of the study.

XIV. Results

In this section, I would like to present the data that I have collected from the field. To select the four schools, two were GPS and two were BRAC pre-primary schools at char area in Manikgonj district. In the research topic was "Situation analysis of early childhood education at char area of Bangladesh and ways to improvement" I have taken interview of two pre-primary teachers (one was female) and four early childhood education teachers

of NGOs pre-primary schools, one Head teacher of GPS, two parents of children of GPS pre-primary, four parents of NGOs pre-primary schools and a Regional Program Organizer (RPO) of selected six schools. Here I tried to relate findings with my research key questions & sub question and purpose of the study. I have come to these results through in-depth interview with the informants and keen class observation. I have categorized the data and summarized data which was scattered. I tried to create some key themes which emerged from this categorization. This study tried to communicate the results with the research questions and purpose of the study. I also tried to make common themes from the finding. The key themes were; a) Perception about early childhood education at char area, b) existing situation of early childhood education in char area, c) lack of supportive supervision & monitoring, d) problems and challenges of implementing early childhood education and e) providing support and more facilities for early childhood education. I selected five themes which were interrelated with my research key and sub questions. I tried to illustrate the themes one after another in the following:

a) Perceptions about early childhood education at char area school

Early childhood education prepares the children for formal education. I asked the pre-primary teacher about the purpose of early childhood education. I collected data from the GPS teacher. What he said is as follows-

Our school was going on from Grade I to Grade V. There was no pre-primary class before. Preprimary class started from last five years. This class helped our children to get ready for next class. The purpose this class was positive changes in our especially char area children because they were very poor. We did not send our children to expensive school. This class was needed for the little children, but its facilities would be enlarged instantly. (Personal communication: Pre-primary GPS teacher interview #01, 21/12/2018).

Early childhood education (ECE) had specific curriculum. Curriculum was the factor in the any stages of education. It was guide line for teaching learning system. This package was developed by National Curriculum and Text Book (NCTB); the ministry of religious affairs alone runs mosque-based pre-primary centers all over the country (Ministry of Religious Affairs, 2008). The ministry of women and children affairs has made an effort to mobilize actors across different sectors in the government and non-government sectors to implement the integrated pre-primary education of Bangladesh, Shishu Academy for children aged 4 to 5 years (Document review, Curriculum and syllabus, pre-primary education, 2009). A general perception was that providing education was the purview of the ministries of education, thus, the pre-primary activities of the other ministries are not that much highlighted. The latter two ministries provide pre-primary education under early childhood care and development programs. (Document review, Training manual, pre-primary education, 2010).

The early childhood parents articulated its perception about curriculum, both curriculum was different. It would be similar and he expressed that-

The early childhood parents said, BRAC curriculum and GPS curriculum were not same. Someone choice BRAC curriculum and others choice GPS curriculum, it makes contradictory. If all the educational organization will same curriculum, then there was no contradictory here. They write down the songs in their note books and get practice from the note book. So, it is very difficult to practice the curricular activities in the classes. (Personal communication: parents interview #09, 27/12/2018)

b) Existing situation of early childhood education in char area

The present situation of early childhood education in char area was going on medium way. The teacher said, in our area had few schools. He elaborated his idea about good practice about early childhood education in char area. That's were-

We have three government primary school and one BRAC & one ASA pre-primary schools. It was going on traditional system. All the schools were situating in far way that's mean, it distant was so long. Our children are not going to school alone. In the char area has no good road. Some muddy road is not high from the level. In the rainy season, the road was sinking under the water. Though some problem is present here, the school was going on. (NGOs teachers interview #07, 26/12/2018)

The other informer said that early childhood education could provide mandatory support to the young children for their development. They needed stipend facilities and school feeding etc. He communicated that was-

There were no particular facilities for early childhood children such as stipend facilities and school feeding etc. They need both facilities for early childhood children There were some barriers of

implementing early childhood education at char area such as broken road, lack of additional teachers for pre-primary of GPS School, lack of alertness among the guardian, poverty of parents, backwards communication system, lack of electricity in house hold area and classroom, lack of trained teachers and insufficient teaching aids for the children. In this way, the school is going on in general (Personal communication: ASA Shikkha Sebika interview #06, 26/12/2018)

The head teacher of GPS School said this information's that's, in the char area, surrounding areas were not development. We needed stipend facilities and school feeding and said as below-

In my school annual sports were arranged in every year with the help of the community people and School Management Committee (SMC). In the char area, surrounding areas were not development. We needed stipend facilities and school feeding. In the upazila education officers were not come to the char area schools because of bad communication. In observing the national day, they were needed money even to buy some chocolates for the students in better enjoying (The head teacher interview #03, 22/12/2018)

The NGOs School was made by tin and wood. The school window and door was not good. Later on, there was no chair, table, benches for seating. We needed school building and the essential furniture's. The students of NGOs pre-primary did not feel well for present situation of school. There was no electricity connection in char area school. The teacher and little students feel unwell in classroom at summer season, but their teaching activities were better than GPS School (NGOs school Class observation #01, 19/12/2018)

c) Lack of supportive supervision & monitoring

The controlling officer was supervisor in the school level. Supportive supervision and monitoring is essential quality education. Supporting supervision was play positive role of early childhood education and overall the readiness of schools. The teacher said the important information that were-

Supervisor and head teacher identified that monitoring was also an important feature for school controlling. The children of early childhood education at char area were not getting the opportunity to be introduced to pre-classes education due to the limitations of school facilities in many sections. If the head teacher was not come in a day for official duty, that day the school was not going on as like as before. (The head teacher interview #03, 22/12/2018)

The assistant teacher said his idea against administrative supervision. Participatory teaching learning method helped in students' learning and said that-

Articulated monitoring was a very important characteristic of school leadership that included if teachers were attending classes on time, if teachers were using teaching learning materials, if students were attending school and good performing. I asked various types of questions to the assistant teacher of school. He expressed his idea against administrative supervision. Participatory teaching learning method helped the students' for learning. For example, children come to school for learning, but when they feel tired in learning activities or become boring in nature in absence of teacher. (Personal communication: Pre-primary GPS assistance teacher interview #01, 21/12/2018).

d) Problems and challenges of implementing early childhood education

The local community's people were not very helpful if the teacher could motivate them. They were not interested to help GPS School and NGOs schools. It was great problem of implementing early childhood education. Children of this society come to school in their own thinking. The teacher expressed that was-

Local people were involved in study and teaching activities for students. They were the people who can strengthen the teaching learning activities in school. At present situation, teacher's salary was so poor especially BRAC School and ASA education center teachers. They work in this institution by these little fees. A huge amount was needed to maintain their family. Elite people and educationist of the locality meet the expenses and not help. The local community people were not very helpful to the teacher. They were not interested to help GPS and NGOs schools. It was great problem of implementing early childhood education at char area. Without the help of the society how can I manage the whole process? We were live in this area and did also continue my service duty. (Personal communication: BRAC teacher interview #07, 26/12/2018)

Another NGOs teacher expressed the salary problem of the teacher and our salary was so little according to my duty. It would increase only our salary but also grew up the facilities. His example was as follows.

I try to heart and soul to increase good learning for my students. I had given emphasis on co-curricular activities attendance of the students increased and results improve up. When the community people found that onwards the school is getting the brilliant results in examination and admitted in class one of BRAC School then they came with expanding their helping hand. They give some intensive for our school. Our salary was so little according to my long time duty. It would increase only our salary but also grew up our facilities. BRAC School teaching learning activities play a crucial role in attracting the social people. It created great problem for us (Personal communication: ASA Shikkha Sebika teacher interview #06, 26/12/2018)

e) Providing support and more facilities for early childhood education

Support and facilities were needed essential for early childhood education children. Another informer described that the students learning depends on the activities of the class teacher. How could he/s manage a class of overloaded students? He expressed that-

Most of the government primary had three classrooms and four teachers post. When they started preprimary class in the school, they felt down and faced a problem to manage the class. Most of the interviewer expressed their idea to recruitment of additional teachers and build new large size classroom for pre-primary class. The teacher could only read out the lesson unit within class time. They needed additional teacher for early childhood education children classes. (Class observation #01, 19/06/2011)

XV. Discussion

In this section I would like to share my own experience and learning from the research study. The result of the thesis showed that the children of the early childhood education classes using comparatively good language. I selected four schools (two GPSs and two non- government BRAC and ASA pre-primary schools) in my selected char area. I tried to collect different participants' views for this purpose. In this section I would like to express my own idea and learning from research study supported data and results.

Relevantly the focus of following discussion is about my learning on the basis of results understanding. It would help the policy makers and critical thinkers of primary education. Early childhood education is an important intervention to promote quality education in primary education. It prepares the children for formal education. Children with pre-primary education can adjust themselves with the primary school environment more easily than other children who do not take pre-primary education. The government of Bangladesh has taken the initiative for the pre-primary from the last five years but BRAC and ASA started preprimary school many years ago. Government of Bangladesh took some experiential ideas from BRAC preprimary school model.

The result indicates that facilities are needed to be increased. Proper professional training is essential for this program to make successful. The first things that we needed for pre-primary education were the supportive environment. There were some problems of early childhood education such as shortage of additional teacher and new classroom which might obstacle for the education. The problem should solve immediately. Also, proper training of teachers is essential for that purpose. Educated parents can prepare their children for formal education. But most of the parents in char area are illiterate. They are not aware about early childhood education and school readiness for their children. For this reason, the children cannot adjust with the formal school environment smoothly, and well-trained teachers are essential for quality early childhood education that creates an opportunity to enter the children into formal school at the age of five or six years.

NGOs pre-primary schools use various teaching techniques e.g. play, rhyme, song, dance and so on for cognitive development of the children. This techniques help to increase the attendance of students in primary schools. In the BRAC & ASA schools teachers always try to create appropriate learning environment and ensure students active participation, so the students feel comfortable and come to school regularly. Local people always try to provide safe and secure environment for the learners. There is no corporal punishment and bullying here. Many stakeholders are involved in NGOs pre-primary schools. All were aware for the development of the program.

The activity-based learning is essential for the pre-primary children. To see the development of the children of pre-primary age, it is necessary to invest adequate amount of money in this sector. A study by the Child and Family Policy Center (CFPC) shows that although brain growth and general child development was very

significant during the initial stages of a life (up to three to five years) but the amount of public expenditure for that period in twelve states of the United States was vastly lower than the investment in the later years of a child. The play-based learning is needed for the little children. Physical and mental fitness was necessary the better learning of the students. (Rehmani, A., 2000).

The different curriculum and syllabus are creating problems for pre-primary education. The curriculum indicated the guide line of education system to the teachers. From the document review, I found that the BRAC curriculum and GPS curriculum were not same category. NGOs curriculum and GPS curriculum created contradiction to basic education. If equal curriculum was supplied to all educational organization, then there was no problem to conduct the class. It was very difficult to practice the teaching learning activities in the classes for different curriculum in both GPS and NGOs pre-primary school because GPS follow government curriculum and NGOs follows its own curriculum which is made by its organization.

The government supplied only color text books which were free. The students always tried to draw the color picture but as they were poor, they have not so much money to buy the color pencil. They were not familiar to use different color from the nature. They wanted to spend much time for this purpose. The students come from various respected family and different ages; so, they have needed same curriculum and text books for easily understanding.

Lack of adequate facilities, equipment and materials were a big problem for the GPS schools. The students of early childhood classes liked various type of real materials, attractive picture and colorful text books. The government supplied only text books and very few writing instruments. When the students involve in group work, they needed some materials which are not present in the school. The teacher also faced problems with the teaching materials. On the other hand the BRAC or ASA NGOs School has some materials for play freely in the class. Playing instruments were needed for little students. Supplementary Reading Materials (SRM) helped the students a lot in teaching-learning process.

XVI. Conclusion

I believed that the research that I have conducted achieved its purpose. As I have followed all the methods and rules of research and ensured the validity and reliability of my research, the findings fulfilled the purpose of the study. Key findings from the analysis were that the state of teaching learning activities in government primary schools in char area in Bangladesh is not sufficient. The prevailing situation of the early childhood education in the char area (pre-primary in GPS and NGOs pre-primary school) was not satisfactory. There were some evidences of applying some activities of the curriculum but the time allocation to implement the activities was not enough. The number of teacher was also limited and they had no professional training on early childhood education. I will be more benefited from this study in future to my practical field. I hope that the findings of the study would help the policy makers to improve the situation of the early childhood education in the char area. The government of Bangladesh could consider increasing the facilities of early childhood education. I have learnt from the study that pre-primary teaching learning activities in government primary schools of char area of Bangladesh faced a number of difficulties such as the teachers are overloaded with their job duties; there is a lack of sufficient teaching related materials and there was a shortage of trained teachers. I believed that the research what I have conducted achieved its purpose. This result would be fruitful for the quality of education in Bangladesh.

XVII. Recommendations

According to my topic I recommended some actions that were based on results of the study. As a learner researcher I gave some recommendations for the further research. The recommendations would help to resolve the problems and challenges of early childhood education and ways of improvement of char area primary schools in Bangladesh. . Recently the Ministry of Women and Children Affairs has made an effort to mobilize actors across different sectors in the government as well as actors in the field to implement through Bangladesh Shishu Academy pre-primary education for 4-5-year-old children. The following is a string of recommendations based on the results of this study which have the potentiality to improve the early childhood education at char area:

- Supply of teaching learning materials e.g. supplementary reading materials, little children's favorite materials, games and sports items should be ensured.
- Primary school building should be constructed keeping an extra classroom for pre-primary in mind.
- Sufficient budget needed to be kept to attain the above recommendations.
- Good communications was needed for the char area so that children can come easily.
- Safe and secured environment for the children of pre-primary at char area was desirable.

- Salary and other benefits of the teachers involved in the pre-primary needed to be revised.
- An additional large size classroom was needed in the school for early childhood education.
- Basic and special training needed to be given to the teachers involved in early childhood education.
- A unique syllabus for all pre-primary education providers can be considered.
- Good infrastructure and adequate equipment were necessary for the pre-primary schools run by education related NGOs.
- A defined teacher's training policy and program were necessary; it can be developed by the MoPME and DPE training division

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