

EXPLORING HOW PRE-PRIMARY CHILDREN ENGAGE IN CLASSROOM LEARNING IN BANGLADESH.

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Abstract

This qualitative approach study focused on explores the existing classroom practices in pre-primary schools; alongside understand where and why gaps in implementation exist. This study was selected three pre-primary classes at Chattogram city in Chattogram district of Bangladesh. Data were collected from the Government Primary School, head teachers, pre-primary class teacher and AUEO through interview, classroom observation and document review of teacher's guide. The findings from the study showed that gap of implementation in learning environment, use of teaching-learning materials, assessment strategies, de-motivated pre-primary teachers, lack of monitoring and supervision. This study includes that few participants (Head teachers, Assistant teachers and AUEO) perspective to implementing the pre-primary education. Based on the findings, it is recommended to ensure that teachers and students are using materials and corners in the classes through mentoring or coaching and supervision. Properly use the assessment system in pre-primary education.

Key word: Subject based training, reflection, traditional system, monitoring and supervision.

I. Introduction:

The Bangladesh Government has provided pre-primary education with a mainstream education system to ensure the quality and integrated primary education and to reduce the rate of falling. The Government has included pre-primary education in the national education policy-2010 in a distinctively separate education. The National Education Policy-2010 has said that Pre-primary education is important to introduce pre-primary schooling to prepare the children for school education (p.4).

According to NCTB (2013),

“Pre-primary education is one year schooling before where ensured necessary preparation for children’s spontaneous entrance in primary education along with overall development of children. Basically, Pre-primary education builds strong foundation of physical, mental, intellectual, linguistic and social development of 5 to 6 years’ children (p.2).

The Government of Bangladesh has taken many initiatives for the development of PPE such as PPE Curriculum and teaching learning materials and Go-NGO collaboration framework (APSC, 2016). The Government has created 63,472 posts of PPE classes and new appointed PPE teachers have given pre-primary training. Therefore, DPE has supplied teaching and learning materials and 5000tk. every year for PPE. So, the percentage of Grade 1 students who have attended PPE increased from 50% in 2012 to 87% in 2016 (ASPR, 2017). Now, it is necessary to ensure the quality education in primary education of Bangladesh.

The pre-primary education system is important in teaching-learning process with curriculum, teaching-learning materials and teaching skill of teacher (NCTB, 2011, P.56). So, the Government of Bangladesh has provided a pre-primary teacher- guide to ensure the quality education. According to the teacher-guide, weekly class routine is prepared and arranged the classroom environment. It is instructed to conduct pre-primary class activities in combination with different intellectuals. In these activities, Exercise is being done to overcome the unevenness of the classroom as well as to create a healthy role of the students. Creative works are able to provide a lot of enjoyment and increase the creativity of the children. Guided and free plays are playing an important role in the growth and development of pre-primary students (NCTB, 2013).

The study has about how existing teaching learning practiced in the classroom and different stakeholders (H.T, A.T, and AUEO) perception of the implementing of pre-primary learning activities in the classroom. It has selected GPS in Chattogram city in Bangladesh which is situated in the urban area. It was selected three GPS for this research site. It has collected data from three pre-primary school’s classroom observations and three pre-primary class teachers, three head teachers in these schools. It has also collected data from the cluster officer (AUEO) who is monitoring the all cluster school activities.

The results might help to identify the pre-primary education activities according to instructions given in the teacher’s guide in different numbers of students in three primary schools and assessment system of pre-primary education. So, it might help to improve the further research in the broader area.

In this chapter, this study has described as a statement of the problem, purpose, significance and topic & questions. This study relevant literature review is presented in chapter two. The methodology including research approach, site, participants, sampling procedure, data collection methods, data analysis, ethical issues, credibility & rigor, limitations of the study is described in chapter three. Findings are presented in chapter four. Chapter five is presented with a discussion of findings, conclusion and recommendations. At the end of the research, a study is including references and appendices.

Pre-primary education is the preparation phase for children's primary education participation. The aim of this level education is to make children away from school. For this, the process of teaching learning of pre-primary children is different from Grade-I to Grade-V. In that case, Government has provided curriculum, teacher-guide, training, learning materials and pre-primary teacher in the support of PEDP-I and PEDP-II.

The teacher-guide has prepared to achieve the terminal competence of pre-primary students with a joyful environment. There has clear instruction about all the teaching activities of pre-primary classes. So, it has to interest how teacher and students are teaching all the learning activities in the pre-primary classroom. In that reason, this research topic is "Exploring how the children of pre-primary engage in classroom learning".

Statement of the problem

Pre-primary education is an important part of primary education. It prepares the children for school education. So, the Government of Bangladesh has been included compulsory pre-primary education in National Education Policy-2010. According to APSC (2016) report said that 1,165,402 students of pre-primary have admitted in GPS of Bangladesh. 12,248 separate classrooms have used for pre-primary class. DPE has been supplying teaching and learning materials all GPS schools every year. The Development Partners and NGOs have been supporting with materials to the Government in the PPE initiative. According to the ASPR (2017) report, The UNICEF also praised the following:

The Pre-Primary Education curriculum development; teaching learning materials; development of PPE quality standards; PPE Expansion plan for achieving universal coverage; recruitment of new teachers with the creation of new PPE posts; development of teacher training packages; provision of dedicated classrooms, the PPE grant and the development of GO, NGO cooperation guidelines. These initiatives were considered to have been well planned, and would have a very positive impact on the quality of PPE (p.99).

But UNICEF assessment report identified some gaps especially related to teaching and learning, which are as follows:

class routine is not being followed properly; materials are insufficient and often children are not allowed to use them; both the school and classroom environments are not child friendly; in many instances classrooms are not properly decorated with charts, pictures and children's work/drawings (APSC, 2017, p.99).

Therefore, Traditional education method is still used in pre-primary classrooms. Teachers are not actively engaging students in their lesson. Because, Teachers are conducted their classes without materials and do not give scope to children to use the material for their learning activities. So, Students are not actively participating in their lesson. Students teach their lesson from the teachers without building their engagement. "Teaching technique in pre-primary classes was no different than that in primary classes. Games and other fun activities as part of teaching were almost absent" (CAMPE, 2013, p.27). "Classrooms are not yet attractive for the young children. Children's works are not demonstrated in many schools. In most cases teachers put emphasis more on literacy and numeracy" (APSC, 2016, p.18). Students are not interested in coming to GPS regularly and classrooms are not child-friendly. According to ASPR (2017),

UNICEF (2016) conducted the PPE assessment study, which revealed that the PPE training was well planned and delivered at field level, and also that the training package was of good quality. But in some cases, teachers were not implementing their acquired teaching skills. In most cases, the total school and classroom environments are not child-friendly (p.154).

Therefore, 12,470 teachers have received fifteen days PPE Training. But only 7,188 schools are used PPE materials in Classrooms (APSC, 2016). Bangladeshi pre-primary curriculum is competency-based, but there are lots of gaps in curriculum, textbooks and its' implementation system (JICA, 2009). To teach the children daily teaching-learning activities properly, then it will latent and inexhaustible potential development of the child and help their next education life. If the teaching-learning processes of pre-primary classes are not following the teacher's guideline. After that, the objectives of pre-primary education will not achieve and the child will not ensure learning and overall development. So, my research will try to find out what reasons teachers do not follow their teacher's guideline and the learning activities which are not achieved in their classroom.

II. Purpose of the study

Pre-primary education is important for entering all the children into school. The purpose of the pre-primary is to create opportunities for the active participation of the children through different types of plays and works because children are naturally active learners.

The aims of the study were to explore the existing teaching –learning practice through activities in pre-primary classroom and find out whether a teacher follows the teacher's guide properly or not. It was understanding where and why gaps in implementation exist. It tried to understand what the impact of teacher-student ratio on learning

activities. It was also trying to know the different views about implementing pre-primary teaching-learning activities of assistant teachers, head teachers and AUEO.

III. Significance of the Study

The Government of Bangladesh has formally introduced pre-primary classes in GPS all over the country in 2015. The aim of this initiative is to prepare the children for going to school. A lot of researches have been done on the teaching-learning process, learning environment, the necessity of early childhood learning etc. But there is a dearth of study on existing teaching-learning practice in pre-primary classes. For that reason, I have decided to explore the study on this topic.

This study has helped to identify the gap between existing teaching-learning process and that of instructed in teacher's guide. It may help the concerned authority for thinking to review the teacher's guide. This study might help to take necessary steps for further improvement in pre-primary classes. This research might also help assistant education officers, head teachers and assistant teachers to develop the pre-primary education.

IV. Objective

1. What teaching-learning practices exist in pre-primary classrooms?
2. What are the different perceptions of (Head teacher, Assistant teacher, AUEO) in implementing the pre-primary classroom activities?

V. Research Questions

- 1) What is the teaching-learning practices exist in pre-primary classrooms?
- 2) What are the different perceptions of (Head teacher, Assistant teacher, AUEO) in implementing the pre-primary classroom activities?

VI. Methodology

This study has to explore the existing teaching-learning practices of pre- primary classroom in GPS. For this purpose, I have used a qualitative research approach for an in-depth understanding of human behavior and a process of gathering information. It is based on an assumptions and explanation of data by observing what people do and say. According to DeFranzo (2011) said, "Qualitative Research is used to uncover trends in thought and opinions, and dive deeper into the problem. Qualitative data collection methods vary using unstructured or semi-structured techniques. Some common methods include focus groups (group discussions), individual interviews, and participation/observations".

On one hands, interviewing individuals has helped me to analyze deeper into problems of the performance of teaching-learning activities. It has also helped me to discover new thoughts and individual intent to implement the teacher's guide from pre-primary class teachers, head teachers and assistant education officer.

On the other hands, observations have helped me to collect information with regard to existing teaching-learning process in the pre-primary classes and I have observed the classroom environment, decoration of the class, teachers and student's activities. So, I have chosen the qualitative research approach for my study.

Research Participants:

To know the existing teaching learning practice in a pre-primary classroom by children's engagement in learning activities through observing the class and by interviewing. For this reason, it has selected seven participants for interview. So, it has selected three pre-primary classes in three GPS. Therefore, it has interviewed three pre-primary teachers of selected three schools. Because, they have received fifteen days pre-primary training and conducted the pre-primary classes regularly.

As a head teacher is a supervisor of their school. So, it has also interviewed three head teachers in selected three GPS. Then it has interviewed an AUEO, who was selected by UEO. She is also a trainer and mentor of the pre-primary classes in her Thana. it has observed the pre-primary classes in three GPS. So, pre-primary students are also participants in my study. The students of pre-primary are 5-7 years' age. The summaries of research participant's information are given below:

Serial no. Interview	Designation	Educational qualification	Professional training
1	Assistant teacher	MSS	DPEd
2	Assistant teacher	HSC	DPEd
3	Assistant teacher	MA	DPEd
4	Head	MSS	C-In-Ed

	teacher		
5	Head teacher	MA	-
6	Head teacher	M.Com	C-In-Ed, B. Ed, M. Ed
7	Assistant Thana Education Officer	MSc	M. Ed

VII. Data collection methods and tools

Data collection is an important method part to conduct research. Interview, observations are available for qualitative research (Madziwa, 2016). So, it has used three types of data collecting methods such as observation, interview and document review. These three methods are given below:

VIII. Data collection procedure

It used qualitative method for collecting data. It was totally exploratory. It tried to analyze the data in qualitative manners under some major themes. It used narrative method to analyze the collected data.

IX. Data Analysis

Data collection has been done in two schools by using interview, focus group discussion and observation methods of data collection. In this study content analysis method was used to analyze the data collected from the field. A tape recorder was used as a data collection tool for interviewing and FGD of the respondents. Firstly, transcription was done then organization of data and observation notes were written. Then data were reviewed several times and were highlighted with different color highlighters that were corresponded directly with the research questions.

After organizing and matching the data with research questions, the data were reviewed to find out different themes and issues emerging from the data. In this study data categorization by different themes were consistent with the research questions. The next step was to identify the themes and issues for formal presentation of analytical thinking. Citations that were short, interesting, critical, and related to the research questions were selected for this study. If citation was from the observation, then observation notes were used.

For capturing the thoughts and meanings of the data the themes and subthemes were reviewed and written them down on separate piece of paper. The last step was to present the qualitative data. So the main points under each theme were summarized and some direct citations from the data that are related to the themes were provided. Data were cited that added additional information and strengthened the summarized points.

X. Ethical concern

According to Johnson & Christensen (2004, p.01) "Ethics as the principles and guidelines that help us to uphold the things we value". Ethical issue mean that steps were taken in this research in an unbiased manner and drew each conclusion to the best of researcher ability and without introducing researcher own vested interest (Kumar, 2005). Researcher played his role as a researcher in the field rather as a supervisor. To make a research paper we worked on many participants as well as various institutes. We used various methods to collect data from them to enrich our research with information. For this people gave us information believing us. After working on this paper if we publish it, then it may cause so many problems for those participants if we just specify them. So we should become more ethical here. For preventing this problem, it tried to this level best not to specify their names. It was much confidential. They trusted me and it kept it as much as it could. It was not biased while collecting data. It tried to become more comfortable and easy to them. Before data collection from the respected school's researcher took permission from the gatekeeper as well as from the respondents.

XI. Demographic profile of the participants

In this research, the target population is teachers who participated regularly in the primary training sessions. They are the first priority. It also gave importance to the head teachers, assistant teachers, and URC instructors. It was collected data from URC instructor and Education officers. Not only was that it taken interviewed the URC Instructors, Head teacher. That's how the research on this study did. It also observed the trainee who attended the regular teachers' training classes in URC. These observations also helped to get this job done.

XII. Results

Introduction

In this chapter, it was like to discuss about the information collected from the field. In the pre-primary class, all the learning activities depend on pre-primary class teacher. Therefore, learning activities was not conducted in the same

way in these three schools. This research helped me to find the present practice of the pre-primary classes and perspective of pre-primary class teachers, head teachers and assistant education officer about the implementation of the teaching-learning activities which are instructed in teacher's guide. This study found out the materials use for learning activity of teacher and students, learning environment of a pre-primary class, assessment system of students and perspective of different stakeholders. It has organized the data into different themes according to this research questions after collecting data. The themes were:

1. Teaching –learning practices
2. Stakeholder's perception about importance of early year's education.

1. Teaching –learning practices:

In the teaching- learning practices, teacher and students have done their activities together. As a result, this theme has explored learning environment of a pre-primary class, and how all the students can get to learn in their classroom by engaging in the learning activities, use of the teaching-learning materials and also by student's assessment system. Through the four sub-themes, it has highlighted the current teaching-learning practices in pre-primary classrooms. Next, it has discussed the learning gaps in the discussion part.

1.1 Learning environment:

It has observed that the learning environment of a pre-primary classroom varies from school to schools. Learning environment and the number of students were not the same such as;

The large room of the ground floor was being used as a pre-primary classroom in the school building. There were six windows, one tube light and energy light in the classroom, but the lighting was not adequate. There is a dream corner in the classroom. There were 45 students in the pre-primary class of this school. Students were sitting on three rounds on the mat in a u-shape. Three children with special needs sat in a fixed place. Their parents sat in a corner of the classroom (Observation notes #1, School#1).

There was no separate classroom in the school. There were 65 students in the pre-primary class of this school. Students sat on the benches in a rectangular shape classroom. Lighting facilities were enough in the class. There were four corners (dream, book and art, block and sand & water corners) in the classroom. But, student's works were not displayed on the display board (Observation notes #2, School#2).

A medium size classroom of the first floor was being used as a pre-primary classroom in this school. There were 30 students in the pre-primary class. Students sat in 2 rows on the floor. Lighting facility was good. There were two corners (dream and book corner) in the classroom. A multimedia projector was fixed in the classroom. Student's works were not displayed on the display board (Observation notes # 3, School#3).

Head teacher at school-3 has said that the teacher teaches in an environment of pleasure but she had not supported to keep sand and water in the classroom. Students make waste in their classroom by using sand and water. Some naughty students throw sand towards others eyes (Interview # 6).

The AUEO has said that the teacher and the students do their activities together. All students stay spontaneous in pre-primary class. But, it is not possible to keep the sand and water corner in the classroom because students make their classroom dirty with sand and water. Some mischievous students throw sand towards others student (Interview # 7).

Thus, it has observed that all the school's classrooms were decorated with digital posters or printed which were letters, rhymes and numbers from the pre-primary book, a display board, a white or blackboard and a table & chair in the front of the classroom. Some charts and posters were hanged on the wall in the class. But, student's works were not displayed on the display board. Teacher and students do their activities together. All students stay spontaneous in pre-primary class. But some different are lighting facility, sitting arrangement and learning corners.

1.2 Learner's engagement:

The teacher was not engaging all the students in the learning activities. All the students are not attentive in the class and do not attend the learning activities.

In middle number of students, the teacher taught the rhyme and students repeated the rhyme after teacher. Then only three students participated in it front of the class. The teacher and students jointly sang. Teacher conducted word making in the language class. 10 students responded in this activity. Other students started writing by themselves. Then the teacher arranged a guided play. She selected 10 students for participating in the game (openti baiscope). In this time, the teacher instructed other students to sit around the classroom and saw student's activities. In the math class, a teacher taught the concept of addition. Eight students came to do this in front of the class. After that, students did it in their khata. (Observation notes #1, School#1).

A teacher tried to engage a large number of students in assembly for the national anthem from her mobile and students sang along to it. Students did exercise in physical class. In language class, the teacher showed the poster and asked letters and words pa to ma. Students answered the question together and wrote it in their khata. The teacher told the story with picture and students heard it silently to see the picture. Then, the teacher played the multimedia for rhyme (hatimatim, noton noton, ata gacha tota pakhe), song (ko a kola). Students enjoyed this class and did the activities to hear these rhymes. Teacher recited the rhyme (nok cati cual chati) and the students repeated it. Four students participated in dancing in front of the class with "prochapoti prochapoti" song. For the three corners, the teacher selected 24 students and gave them to free play (Observation notes #2, School#2).

In the minimum numbers of students, they started class with assembly and physical exercises. The teacher played multimedia for dance class (amardar dash ta shapnopuri) and two students participated in this song. Then she recited

rhyme (jam jamrul kadbal) students repeated after her. Two students recited this rhyme correctly. One student told the story in this class. In the language class, the teacher tried to use multimedia and poster and wrote down on the board to help the students learn. Students said it to see the board and projector and wrote it in their khata. The teacher drew scenery on the board and Students tried to draw it in their khata. After that, the teacher divided students into two groups to play the guided play (ful toka khala). In the math class, the teacher used stone, multimedia and board for learning addition. Students saw this and wrote it in their khata. All the students played in free play. All the students were not engaged in rhyme, dance and storytelling class (Observation notes # 3, School#3).

Teacher-1 has said that students do ten exercises in a day. In the language class, students have said the word after seeing a letter on the board and then write this word by looking at the board. Students have seen the story book in groups. In case of teacher's guide story, it is often difficult to get the attention of the students. Continuous storytelling class is not held. In art and craft work, she drew a picture on the board and students drew it in their khata. Students have made boat, fan by using paper and many shapes have made with matchstick. Students have played guided play in group. Each group consisted of ten students. Two groups participated in a play at a time and other students sat around the class (Interview # 1, School#1).

Teacher-2 said that students do one exercise per month. Students pronounced the letter after seeing the picture. Then they made five words using this letter and write it. They have seen the storybook in groups. In case of teacher's guide story, it is often difficult to get the attention of the students. Continuous storytelling class is not held. In art and craft work, she has drawn a picture on the board and students have drawn it in their khata. Moreover, students have made boat, fan by using paper and many shapes were made with matchstick and leaves. Students have played free play every day. Sometimes, they have done guided play in the field (Interview # 2, School#2).

Teacher-3 has said that students have done three exercises in a day. In the language work, she showed the letter through a picture and said letter and word. Besides, students have said other words with this letter in it which were not related to their book. Then they have written it in their khata by looking at the word on the board. In the art and craft class, she has drawn on the board and then they have done it in their khata. Students made boat, planes etc. with paper. During the game time, students have played only free play (Interview # 3, School#3).

Head teacher-3 said that teacher hands out cards to the students and then they determine the letter in the cards and write the letter and word by looking at the board. The teacher uses multimedia for rhyme, song and dance classes. All students enjoy this class (Interview # 6).

AUEO has said,

Students have followed the teacher's instruction. Students get to enjoy free play time but no control in this class. So, the chaos is created in the classroom. Students are interested in rhyme, song, storytelling classes. But, all the students cannot do all rhymes and songs. They can say small rhymes and songs. The students do not always pay attention and engage in language and math classes (Interview # 7).

Above this data indicate that all the students have not attentive in language and math classes. Students have enjoyed always rhyme, song, dance, art and play classes. Students like storybook with pictures in class. Continuous storytelling class is not held. So, the teacher cannot engage all the students in all learning activities.

1.3 Use of teaching-learning materials:

In this school, the teacher tried to use materials in the math class. She used pens for learning addition (Observation notes #1, School#1).

The teacher played the national anthem from her mobile. She used the poster in the language class. The teacher told the story using picture and students heard it silently to see the pictures. Then the teacher played the multimedia for rhyme (hatimatim, noton noton, ata gacha tota pakhe), song (ko a kola). Students were played with materials in free play time. Students were not allowed to play the sand and water corner (Observation notes #2, School#2).

The teacher played multimedia for dance class. In the language class, the teacher used the multimedia, poster to learn the two letters (pa, pha) and wrote down on the board. Students wrote it in their khata. The teacher drew scenery on the board and students tried to draw it in their khata. In the math class, teacher used stone, multimedia and board for learning addition. The students played dolls, boats, cars, flute etc. during free play time (Observation notes # 3, School#3).

About the use of teaching-learning materials, assistant teacher-2 said,

Students see the picture and then they say word. Then they make a sentence with this word. I use stick, marble and pen for math class. In the song class, I use a projector. In art and craft class, I draw a picture on the board and then they draw it in their khata. Students make shape, leaf clock in craft class (Interview # 2).

The three head teachers have informed me regarding materials that teacher has used materials for language and math classes such as book, marbles, sticks, cards, charts, letter, stone and posters. The teacher used the blackboard for writing and drawing purpose. Sometime, the teacher used multimedia for rhyme, song and dance classes in pre-primary class. She has used color paper for craft class.

For observing the class and interviewing the teachers, I have seen that teachers have used teaching-learning materials in language, math, rhyme, song classes. The teacher used stones, cards and poster for learning activities. The teacher used the blackboard for writing and drawing purpose. She has used multimedia for rhyme, song and dance classes. In the free play, students have played with plastic toys. But, students had not used materials in the learning activities.

1.4 Assessment:

The three pre-primary class teachers of three schools have said that they have taken an exam in the class for their record before three terminal examinations. The examination is held through writing and oral (Interview # 1, Interview # 2, and Interview #3). I have observed that three schools have assessed the students by writing and oral in different types of questions.

But, AUEO said that they were evaluated according to the evaluation checklist which is instructed in the teacher's guide (Interview # 7).

2. Stakeholder's perception about importance of early year's education:

Early childhood education is an important part of a child for the right development. So, in order to build the students with the environment of the school, the Government has started pre-primary education in every government school. In this theme identify that the stakeholder's opinions have been highlighted about the impact on students in school and teacher role.

2.1 Role of school:

School plays an important role in early childhood education. Teacher-student relationship, students-student's interactions are the important way for pre-primary education. All the students have interacted with each other. Teacher and students have done their class activities spontaneously. All students stay spontaneous in pre-primary class.

Head teacher-1 said that the pre-primary teacher has obtained of pre-primary training. So, she is familiar with all. Their students can say and write words. They can also write a small sentence. They can spell number 1 to 20 by writing. Students may practice writing English letters so that they will be able to write English word in class one (Interview # 4).

Head teacher-2 said that to ensure the participation of all the students, he instructed the teachers to work in the groups. Weak students are to sit in front of the students or to help them to learn with advanced learners. The teacher will go around and see their works. Everyday teacher assigns homework to the students. The head teacher is unaware of the complete pre-primary class structure. So, she assigns the teachers certain tasks and depends on their opinion to decide the teaching methods (Interview # 5).

Head teacher at school- 3 said that class tasks and presentations class should be joyful. The teacher should teach language and math classes through play and materials. She will use colorful materials (Interview # 6).

AUEO has said that at first, she asked the teachers to decorate the classroom. Besides, she always asked the teachers to engage in the work of all the students. She also advised the teachers to motivate students who sit quietly to involve more in all activities. All the students in the class of story and rhyme classes will recite or participate in the class. Such as the teacher goes around the class and inspecting the students work or brings him in front and ask him to teach (Interview # 7).

2.2 Role of teachers:

After the observation, it is obvious that the varying numbers of students in the three schools affects the learning activities and teaching style of the teachers. The teacher is unable to participate in all the activities as she has to pay attention to the front students. If the teacher is gladsome, the students are very joyful in their learning activities.

The teacher at school-1 said that language work activities are very hard. She could not go over all the activities in these classes. Students are not interested to hear a long story from teacher's guide. It is very difficult for me to hold the attention of the students again and again. They want to hear 10 storybooks with pictures. She hands out this book in groups and they are very interested in it to see the pictures. Continuous storytelling class is not held. Students can recite all the rhymes. However, they cannot sing all the songs. They cannot sing along to song no-12, 13 and 15 and they can only sing the first half of a song (long song no-9, 14). Besides, it is not possible to make anything by using waste things in craft work (Interview #1, School#1).

Teacher-2 said that she played rhymes and songs through multimedia. Sometimes, she teaches rhyme through acting and students enjoy it. Students cannot sing all the songs. They can sing only first 5 to 6 lines of the longer song. For example: song no- 7, 9, 12,13,14,15. Students are not interested in hearing the teacher's guide stories after the first 10 lines. They have done craft class in April, August and December month. But, it is not possible for me to follow the routine (Interview # 2, School#2).

Teacher-3 said that she tried to hear the words with letters from the students. They try to say it from their known word-stocks. Students understand it easily. She also asks the students to narrate the story to the class. They narrate the stories in their own style. For the dance class, she uses multimedia. Students are happy to see the projects, and they are very enthusiastic about doing it themselves. It is not easy to complete all the guided play. So, the teacher does not perform some of the guided play. For example, railgary jhik jhik, eching beching. Therefore, she organizes mother gatherings for the development of education (Interview # 3, School#3).

2.3 Impact on children:

Teacher and students do their activities together. According to stakeholder's perception, it is seen that the students are less interested in language and math classes. They are far behind in writing. They are more interested in hearing stories with pictures. All the songs given in the teacher's guide cannot be sung. The teacher cannot maintain the students in this class. Chaos is created in the free play class. All guided plays are not held in the class.

AUEO has said that teacher and students do their activities together. So, in different schools, students do their activities in different ways. All students stay spontaneous in pre-primary class. They are responsive in language, math, rhyme and song classes. They are very interested in small rhymes, song and storytelling. However, students are less engaged in language and math classes. The teacher tries to use the materials provided in these classes. Even so, the students enjoy free play time (Interview # 7).

Head teacher-1 said that students enjoy always rhyme and song classes. The teacher uses materials and group works to engage the students for language and math classes (Interview # 4).

Head teacher -2 said that students are interested in rhymes, song and dance classes. Students like storybooks with pictures in class. They enjoy free play class. But, we do not allow the students to use sand and water corner (Interview # 5).

Headteacher-3 said that the teacher uses multimedia for rhyme, song and dance classes. All students enjoy in this class (Interview # 6).

The teacher at school-1 has said,

It is very difficult for me to bring the attention of the students repeatedly. They want to hear 10 storybooks with pictures. I have given this book in group and they are highly interested in it to see the picture. Students are interested in the rhymes class. But, they cannot sing all the songs (Interview #1).

Teacher at school-2 said that she and the students sang together. She told stories with picture and the students heard it silently to see the picture. She played the multimedia for rhymes, song. Students enjoy it very much. Students played with materials in free play time (Interview #2).

The teacher at school-3 said that she recited rhymes and the students repeated after her. She used multimedia for rhyme, song and dance classes. All students enjoy this class. They use khata for language, math and art classes. The students played dolls, boats, cars, flute etc. during free play time (Interview #3).

XIII. Discussion

This research explored the practices of pre-primary education and stakeholder's views. In the discussion, it had some collected using interview and observation methods by the data about the topic. Discussions of the findings have presented in relation to the literature.

“A literature review surveys books, scholarly articles, and any other sources relevant to a particular issue of research and by so doing, provides a description, summary, and critical evaluation of these works in relation to the research problem being investigated” (Labaree - 2009). So, it has reviewed some relevant and related literature for this research study. In this chapter provide the theoretical concept thematically of the study.

Teaching-learning practices in early years:

The teaching-learning practices of early years' education is increasing the interest to children's school going. For this reason, it is possible to ensure quality education as a result of proper classroom environment, learner's engagement, use of materials and evaluation of children's learning.

1. Learning environment:

Pre-primary curriculum has been said that pre-primary classroom environment will be child-friendly. That is to say, the children should have the opportunity to imagine and free play. In a word, the learning environment is that the child's joy and safety maintained with its own world which will encourage him/her to be involved in work and to change the imagination (NCTB, 2011, p.46).

Meanwhile, Piaget believed, “children create knowledge through interactions with the environment. Children are not passive receivers of knowledge; rather, they actively work at organizing their experience into more and more complex mental structures” (Brewer, 2001 as cited Essays, UK. November, 2013).

Moreover, DPE (2012) said about the details of a learning environment at pre-primary age, a child's cognitive, psychomotor, language and other skills are developing day by day. So, learning environment plays a vital role in building up a child's social and moral behavior and personality characteristics. By considering these, the competency-based national curriculum mention standards on classroom arrangement, teaching learning materials, teacher student ratio, daily routines and teaching learning process in pre-school learning (p.19). The pre-school learning environment is the multiple dimensions such as class size, staff qualification levels, interactions between teacher and children (Anders et al., 2012).

When the learning environment is decorated, it gives young children not only joyful but also encourages them in effective education (The Education Bureau HKSAR, 2006, p.46).

The Government of Pakistan (2002) has said that the important part of education is pre-primary children's joyful and colorful environment. The learning corners are one of the most important places for children's learning where they can achieve the minds of adapt to the real life situation (p.12).

A decorated classroom is very important for the development of pre-primary children. Children should be placed in U-shape so that the children can see each other. The various corners are arranged beautifully. Keep the maximal and the safety of the surrounding areas of the classroom safe and secure during sports. Always keep the classroom neat and clean. Besides, till page 127-133 include the corners name and it has been said that children will help to achieve their creativity, self- sacrifice, decision making, confidence, ability to choose, sharing ideas, imaginative power and

mind of helping (NCTB, 2013, p.16,128). According to DPE (2012) classroom should be arranged in the following ways,

Classrooms are colorfully decorated with painting and materials to make them visually and intellectually attractive considering children's interest, local culture and heritage. Children's work/products are displayed in the classroom. Items displayed in the walls are at children's eye level. There are at least four clearly marked and organized activity areas/corners for distinct kind of play e.g. book & art, block, imagination and sand & water. Sitting arrangement is gender friendly and inclusive (mixed sitting, need based sitting etc.) (p.25).

2. Learner's engagement:

Pritchard (2013) said, "Piaget thought children needed to participate in experiences in order to learn". According to the constructivist point of view, learning is not a passive process. So, due attention should be paid to the notion of engaging in effective learning (Pritchard, 2013). Besides, the pre-primary teacher guide published by NCTB (2013) has said that the child's foundation is the child's active innate participation. To ensure their development and learning by creating opportunities for the active participation of children in all activities (p.3).

Over and above, DPE (2012) said that teachers are repeatedly inspiring, commending and lauding children during interaction/involvement for a specific task, behavior or accomplishment. Children are sharing their problems, difficulties and personal feelings, learning and other needs with their teacher as an individual, a pair, small group or large group activities. According to curriculum and annual work plan various types of plays like physical, cognitive, imaginative, creative, free play etc. are mixed in daily routine in a balanced and calculative way. Teachers are creating an opportunity for all children so that they can easily engage themselves in physical exercise activity. They also have warm up and rest facilities from beginning and finishing activities (p.19).

Moreover, Orodho, Waweru, Ndichu & Nthinguri (2013) also indicate, "student engagement in learning is more important than curriculum plans and materials".

3. Use of teaching-learning materials:

According to the pre-primary curriculum of NCTB (2011), using teaching-learning materials in the teaching-learning process is very important things. It is necessary to use teaching-learning materials appropriately to achieve the learning outcome easy, attractive and fast (p.54).

National policy -2010 has said, "Teaching at pre-primary level will be delivered through pictures, colors, attractive and simple education materials, models, rhymes, songs, games and handiwork" (p.4).

On the other hands, the GoB has planned supply teaching-learning materials in every school such as Curriculum, Teacher's guide, Children workbook, Exercise khata, Bangla alphabet chart, Flip chart (health & environment), Flash cards (number, alphabet), Story books (10), Blocks & Play materials set (as per list in TG). All core materials plus more pictorial story books, more blocks & play materials, story cards, more variety of flash cards, number chart, puzzle, board game (ludo), pictorial books on early literacy & numeracy, big book (story, promote concepts of literacy/numeracy/science etc.), audio visual materials, tool box containing hammer, screw etc. (DPE, 2012, p.26).

UNESCO (2016) said that the small annual funds of 5000 taka of pre-primary education materials are provided in each GPS. Education materials are purchased with this money. For example-GPS to procure teaching-learning materials and other essential supplies, including floor mats, pencils, coloring pencils, erasers, sharpeners, plastic sets of animals and alphabets and plastic balls.

Moreover, the list of materials on page 133-134 is included in the teacher's guide. Here too, the school has to be collected locally by the sports equipment and materials. On the other hand, effective use of materials is necessary for successful implementation of the curriculum (NCTB, 2013, P.9).

According to the DPE (2017) statement,

In DPE manage all the PPE schools received 8 types of teaching learning materials: Amar Boi (Bengli Books) and Exercise Books as per number of PPE students. As teaching aid: all the PPE schools received 3 sets of Story Books (10 story books in one set), Teachers Guide, Alphabets Chart, Flip Charts, 4 sets Flash cards (70 cards in one set) etc. All the materials are kept in the PPE classroom and children use them during the school hours (p.146).

Used as teaching kits, IT software, audio-visual teaching materials, books for teaching materials. Moreover, teachers use the teaching learning materials available from the natural environment. Teachers may try to design and develop learning materials by themselves (The Education Bureau HKSAR, 2006, p.56).

4. Assessment:

Earl (2006) said about assessment, the students are assessed to ensure fair, accurate and consistent opportunity. By evaluating student's weaknesses and strengths are identified. So, it is necessary to change the methodology evaluated in the classroom.

An integral part of an assessment is the lesson plan. Conducting teaching-learning process and techniques through proper lesson planning can be achieved by children's learning outcome and assess the learning progress is also possible (NCTB, 2011, p. 57).

NCTB (2013) has described that there will be no official evaluation in the pre-primary education. The students participate in the classroom and outside the classroom, the teacher keep a record of evaluation table by observing. To be evaluated the students through one to one approach. In the assessment chart, 15 evaluation indicators have been set for 8 learning areas. In this case, an evaluation will be consistently recorded. Every child will be closely monitored according to their day to day work and an evaluation chart will be recorded by a teacher and the scales of the monthly assessment will be evaluated three times (April, August, December) a year. Children will be evaluated against each assessment on three scales (Good, Averagely, Improvement needs). The objective of these assessments is to implement the teaching-learning process by verifying teaching learners learning through assessing the student's learning (p. 197-198). And DPE (2012) said, "Children are assessed comprehensively on different domains through a continuous process by maintaining detail individual portfolio. Teachers assessing children by recording continuous progress individually" (p. 57).

On the one hands, continuous formative and summative assessment is done through observation, record and analysis. It is also evaluated by institutions, teachers, children and parents. The assessment report is given through the student portfolio (The Education Bureau HKSAR, 2006, p.59-61).

On another hands, the GoP (2002) has said about assessment of ECE that the teacher observes and assesses the different areas of learning and development such as language and literacy, numeracy and life skills. Observe the monthly checklists and portfolio; the teacher can assess each child's progress in these records (p.25).

In Pre-Primary class in Namibia, the three term assessments conducted for each learning area in per year. At the end of each term, the mark for each of the components in each learning area is then reflected as FM, AM or NM on the Report Form for each child. The teacher gives marks according to the 3-point assessment scale in all the learning areas (RoN, 2015).

5. Importance of early year's education:

It is important for pre-primary education to develop a child through teaching in a pleasant atmosphere at the school. The teachers in the school play an important role in child development.

Role of school:

In pre-primary class, there is a positive and long-term role in achieving children's progress and social behavior (Taggart et al. 2015).

Regarding the role of the school in pre-primary education in NCTB (2011) said that school has importance in pre-primary education in order to create an interest in the child, to adapt the new environment and to develop physical, mental, intellectual, moral and aesthetic. The school works as a bridge to family and society in the overall development of the child (p.9).

According to National Policy-2010,

Before the children begin their formal education, we need to create an environment conducive to the growth of the universal human dispositions like the senses of endless wonder, infinite curiosity, joy and inexhaustible fervor that reside in the deep recesses of the infantile psyche. And this environment will prepare the children mentally and physically (p.4).

Pre-primary school should also provide children's appropriate learning opportunities which develop the children's needs according to their interest in learning and development in ethical, intellectual, physical, social and aesthetic aspects (The Education Bureau HKSAR, 2006). Besides, Asad (2008) said, "Early Childhood Education (ECE) is important for the holistic development of a child. The holistic development includes emotional, intellectual, moral, social, physical and spiritual development. ECE has a strong positive influence on school performance and achievement of children in schools".

Role of teachers:

According to Piaget's theory adaptation of instruction depend on the learner's developmental level. The content of instruction must be consistent with the developmental level of the learner. The teacher's role is to facilitate learning by providing a variety of opportunities for learners to explore and experience. Piaget emphasizes the opportunities that allow learners of different cognitive levels to work together and inspire slow learners to advance learners to create understanding. Piaget also emphasizes that teachers should allow blending new information and ideas with previous knowledge and experience (Lefa et al. 2014).

Moreover, it can be stated that encourage engagement is an important element of the role of the teachers. There is a greatly less opportunity for effective learning to take place, especially the deep learning without some measure of involvement with information and ideas and the undertaking activity centered on content (Pritchard, 2013).

The teacher helps the child to learn different ways by creating opportunities for the child to engage in various activities (NCTB, 2013, P.15).

Rice (2014) has said, "Teachers should also individualize for children, keeping in mind their current level of cognitive, physical, social, emotional, and language development. The teacher also might provide scaffolding to support children's learning and development by asking".

According to NCTB (2011), in pre-primary education, a teacher will play the role of a facilitator. The teaching-learning process will help to create a child-friendly environment and teacher will give scope to him to learn in various ways (p.46).

Otherwise, National policy-2010 has said that pre-primary education to manage a lovely environment through love and care.

Besides, The Education Bureau HKSAR (2006) said, "Teachers should encourage children to act freely and should also understand their feelings from the children's point of view and without spoiling children's confidence and interest. Teachers should seize every opportunity to encourage children's creativity and imagination". The objectives of early childhood education in Nigeria, the pre-primary school classroom teachers are the responsible of planning, organizing and conducting activities to help the pre-primary school children to develop of their skills. Besides teaching the basics of numeracy, literacy, music and art, the teachers also encourage the promotion of the pre-primary school pupils' social, emotional and intellectual development (Ekpo et al, 2016).

Impact on children:

The children prepare to learn different parts of the brain through visual development in 2-3 years. During this time the brain learned through the sounds, sights and picture. The brain does not use its full-time "pruning stage" for four years to be efficient. The brain continues to grow new cells and change throughout a person's life (Kennedy, 2006). As soon as children enter the pre-primary school, their language, pre-reading and early numeracy skills are changed. The adjustment level of all children with school increases. European countries and the United States have benefited the early year's education for children's cognitive development (Anders et al., 2012).

The Government of Pakistan (2002) has said that in the early childhood education, children learn fundamental skills and develop the physical, cognitive, emotional and social abilities those are crucial to the success of their future education (p.7). Osakwe (2009) said that the Government of Nigeria has taken attempt to raise the quality of education. Therefore, early childhood education has provided that vital physical, psychomotor, affective, cognitive, social potentials develop for human life. UNESCO and the Council of Europe monitoring report (2007) pointed to the importance of early childhood educational which is the most effective vehicle for securing sustainable educational success. It is being the foundation stage of lifelong learning. The cognitive, social and emotional well-being of all children and their long-term success in school and life depends on the experience of quality early childhood education.

1. Gap of implementation:

After reviewing the result and literature discussed in my study, there is a difference between the instruction and implementation of a teacher's guide. These gaps have been observed in learning environment, use of teaching-learning materials and assessment strategies.

1.1 Learning environment:

According to the observation data, the learning environment of three schools was different. Some differences are lighting facility, sitting arrangement and learning corners. There was a display board in the classroom. But, Student's works were not displayed on the display board. Furthermore, it was also known from the interviews of HT, AT and AUEO that if students play with sand and water, the classroom becomes dirty so they do not allow students to use it or not keep it in the classroom.

Otherwise, the teacher guide of NCTB (2013) has said that the students' seats should be arranged in a U-shape so that the children can see each other and there are safe and beautiful corners for children playing around the classroom. Moreover, children will help to achieve their creativity, self- sacrifice, decision making, confidence, ability to choose, sharing ideas, imaginative power and mind of helping.

But, in reality, students do not see each other and interaction is not growing between them. Again, the students do not use every corner by playing different materials; so, students are not able to achieve the above skills and not qualify for the use of physical affairs. Once again, DPE (2012) has said about classroom decoration that classrooms are colorfully decorated with painting and materials to make them visually and intellectually attractive considering children's interest. Children's work/products are displayed in the classroom. But, Student's works were not displayed on the display board. So, students are less interested in working.

1.2 Use of teaching learning materials:

From the data, it was found that teachers used teaching-learning materials in language, math, rhyme, song classes. But, students have not used materials in the learning activities. Pre-primary curriculum (2011) has said that using teaching-learning materials in the teaching-learning process is very important things. It is necessary to use teaching-learning materials appropriately to achieve the learning outcome easy, attractive and fast. On the other hand, NCTB (2013) has said that effective use of materials is necessary for successful implementation of curriculum (P.9).

From the teachers and AUEO's interviews, it is known that teachers use materials in language and math classes, but students have less interest in these classes. Even after the use of these materials, student behaviors remain unchanged. As a result, they are not actively participating in the class. So, the learning of the children is not sustainable, the learning outcomes cannot be achieved and quality education is not ensuring for pre-primary education.

1.3 Assessment strategies:

The observation of the records and the interviews of the teacher indicate that the three schools have assessed the students by participating in writing and oral exams with different types of questions. They have taken the exams in

the class for their record before three terminal examinations. An examination is held through writing and oral. But, the A.T.E.O has said that they have been done evaluating in accordance with the evaluation checklist which is instructed in teacher's guide. NCTB (2013) has described that there will be no official evaluation in the pre-primary education. Students participate in the classroom and outside of the classroom, and the teacher keeps a record of evaluation table by observing. A one to one approach is made to evaluate the students. In the assessment chart, 15 evaluation indicators have been set for 8 learning areas. In this case, evaluation will be consistent. Every child will be closely monitored as per the evaluation chart based on their day to day work by teacher and the scales of the monthly assessment cycle will be analyzed three times (April, August, December) a year. Children will be evaluated against each assessment on three scales (Good, Averagely, Improvement needs). The objective of assessment is to implement the teaching-learning process by verifying teaching learners learning through assess the student's learning.

Although no paper-pencil test is said to be in the teacher's guide, the teacher take examinations like grade-I to V. The question of evaluation of pre-primary students is different in different school. Pre-primary class teachers prepare questions for pre-primary's students. As a result, it is not possible to achieve 30 terminal competences which 15 evaluation indicators have been set for 8 learning areas in the assessment chart. On the other hand, due to lack of monitoring and supervision, teachers assess the students as they think. They evaluate language and math. The importance of other learning areas is less.

2. De-motivated teachers:

Findings from the study indicate that teacher cannot do all the activities. They have conducted language, math, rhyme, song and drawing classes regularly. They have pay attention in the front of the students. But, it is not possible for her to follow the routine. According to Piaget's theory, the teacher's role is to facilitate learning by providing a variety of opportunities for learners to explore and experience. Piaget emphasizes the opportunities that allow learners of different cognitive levels to work together and inspire slow learners to advance learners to create understanding. Piaget also emphasizes that teachers should allow blending new information and ideas with previous knowledge and experience (Lefa, Livingston, November, Condy, Chetty, Shaik ... & Aronstam. (2014). The role of teacher in the pre-primary level is that the learning process in the classroom of childhood environment, the child made the opportunity to be involved in various works and help to learn in various ways (NCTB, 2013, P.15). The teacher cannot follow the routine without making a lesson plan. So, it is not possible to do all the activities properly. As a result, children's physical ability and moving, social and emotional, environment, science and technology, health and safety are not developing. By participate in teaching-learning process; the student will not be able to achieve terminal competence skills. Piaget's theory said that the teacher's role is a facilitator. However, teachers do not create opportunities for students work in groups. They are paying attention only to front benchers or students nearer to them. So, slow learners are not inspired for advanced learning to create understanding.

3. Lack of leadership in early years:

The finding of data indicates that pre-primary teacher has known to all. Head teacher has said the teacher to work in the group. Weak students are to sit in front of the students or to help them with advance learner. The teacher will go around and see their works. Head teacher and AUEO has always asked the teachers to engage in the work of all the students. National Policy-2010 said that we need to create an environment conducive to the growth of the universal human dispositions like the senses of endless wonder, infinite curiosity, joy and inexhaustible fervor that reside in the deep recesses of the infantile psyche. And this environment will prepare the children mentally and physically. Again, NCTB (2011) said that school has importance in pre-primary education in order to create an interest in the child, to adapt to the new environment and to develop physical, mental, intellectual, moral and aesthetic. The school works as a bridge to family and society in the overall development of the child.

The head teacher and AUEO gives feedback to pre-primary teacher after their supervision and monitoring, but it is not seen in real situation. They are not following up after supervision. They seem that pre-primary teacher has known to all after their training. They have always asked the teachers to engage in the work of all the students. However, it is not implemented and students do not get the interest in the class. They have not been able to adept the new environment for their teaching-learning environment. So, in pre-primary education in order to create an interest in the child, to adapt to the new environment and to develop physical, mental, intellectual, moral and aesthetic is not developing properly.

XIV. Conclusion:

In this research study, it has tried exploring the present teaching-learning practices in pre-primary class of Government primary school in the urban area and exploring how the teachers follow routine and teacher guide. However, it has tried focusing on the supervision and monitoring of head teacher and AUEO.

This study has expressed that the Government has taken initiative to ensure the quality education in Government primary schools. It has the opportunity to focus the gap of implementing the teacher guide through teaching-learning practices and enforce the monitoring and supervision. As a result, teachers are facing some problem to implement the PPE curriculum through teacher guide. My research participants have a perceived positive attitude towards PPE and realized to develop the pre-primary classroom and teaching-learning process according to teacher guide.

XV. Recommendations

There are several recommendations that can be presented for improving or solving the problems mentioned above. The recommendations are given below.

- ❖ To strengthen the monitoring and supervision of a head teacher and AUEO in pre-primary class. In order to teacher conduct teaching-learning process properly to follow the teacher guide.
- ❖ Head teacher do not know pre-primary activities in details. They do not supervise class properly. So, it is important to give pre-primary training for head teachers. Government should arrange training for head teacher.
- ❖ To create learning opportunities for students through materials. So, head teacher will be motivated by mentoring or coaching for using the materials of the students and ensure that teachers and students are using materials and corners in the classes.
- ❖ Students will have to increase the learning engagement of language and math classes through various interesting games.
- ❖ English letter writing should be included in the pre-primary class. Last 2/3 months of the year, it can be attached in the yearly routine.
- ❖ It should be noted that the assessment checklist of the students should be properly followed which is instructed in the teacher's guide.

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