AN EVALUATION STUDY ON PROVISION OF MOTOR DEVELOPMENT WITHIN PRESCHOOL PROGRAM IN GRAMEEN SHIKKHA (GS)

A thesis presented to the BRAC University Institute of Educational Development

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JULY 2011

Ethical Approval Form

Date:

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Title of Thesis Topic: **An evaluation study on Provision of motor development within preschool program in Grameen Shikkha (GS)**

1. Source of population

2. Does the study involve (yes, or no)
   1. physical risk to the subjects
   1. social risk
   2. psychological risk to subjects
   3. discomfort to subjects
   4. invasion of privacy

3. Will subjects be clearly informed about (yes or no)
   1. Nature and purpose of the study
   2. Procedures to be followed
   3. Physical risk
   4. Sensitive questions
   5. Benefits to be derived
   6. Right to refuse to participate or to withdraw from the study
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   8. Compensation and/or treatment where there are risks or privacy is involved

4. Will Signed verbal consent for be required (yes or no)

   1. From study participants
   2. From parents or guardian
   3. Will precautions be taken to protect anonymity of subjects

5. Check documents being submitted herewith to Committee:

   1. Proposal
   2. Consent Form
   3. Questionnaire or interview schedule

ETHICAL REVIEW COMMITTEE

Research Authorization

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The Research Checklist indicates:

- ☐ Approved without amendments
- ☑ Approved with advice to research
- ☐ Not Approved. Resubmission is required

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- ☑ Satisfactory
- ☐ Fail

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In my judgment the thesis and the candidate meet recognized scholarly standards for the degree and are therefore ready to submit his thesis to the Thesis Committee.

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In partial fulfillment of the requirements for the degree of
MASTER OF EARLY CHILDHOOD DEVELOPMENT

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1. Glossaries of Terms

ECD	Early Childhood Development
ELCDP	Early Learning for Child Development Project
ECCE	Early Childhood Care and Education
FGD	Focus Group Discussion
GS	Grameen Shikkha
PS	Preschool
UNICEF	United Nations Children Fund
SPPS	Statistical Packages for Social Sciences

02. Executive Summary

The term **motor development** refers to physical growth or growth in the ability of children to use their bodies and physical skills. Motor development often has been defined as the process by which a child acquires movement patterns and skills. Genetics, size at birth, body build and composition, nutrition, rearing and birth order, social class, temperament, ethnicity and culture influence motor development. Many times in thinking about physical development, we think most about **large-muscle** or **gross-motor development**. This type of development refers to the use of large-muscle groups in the legs (running) or arms (throwing). On the other hand, **small-muscle** or **fine-motor development** also is included in the physical development of a child, and deals with such areas as smiling, picking up a fork or tying a shoe. Small-muscle development is evident as infants grasp cereal to put in their mouths and is enhanced by activities such as picking up blocks or drawing with crayons.

Motor development is the development of strength, speed and precision in the use of speech organs, hands, fingers, arms and legs and other bodily muscles. It concerns the body and how it develops to respond to the environment throughout infancy and childhood. Preschool program should be concerned with the total development of the child which includes the social, emotional, cognitive, language, moral, motor and physical realms.

There are significant advances in motor control during the preschool period. These advance depend both on physical maturation of brain and body systems and on the increasing skill that comes through practice. They involve both the large muscles such as those used in running, jumping and climbing, and the small muscles such as those used in drawing and tying a knot. Several factors contribute to the growth in motor development. In the first instance, this development reflects the gradual transition from the reflex behavior of the newborn to the voluntary actions of the preschooler. A second factor is the child's increasing ability to accurately perceive body size, shape and position of its parts. Increasing bilateral coordination, the coordination of the two halves of the body, also contributes to increased motor performance. Virtually every motor skill requires some sort of cooperation between the two sides of the body, moving in some kind of alternatively timed relationship.

Small or fine muscle skills refer to the use of hands and fingers in the manipulation of objects. Also known as eye-hand coordination, fine motor control is the ability to coordinate or regulate the use of the eyes and the hands together in efficient, precise, and adaptive movements. This coordination enables the development of a wide variety of skills including writing, drawing, and the manipulation of small objects and or instruments. Preschool children learn to manipulate objects through visual feedback which indicate whether or not they are doing what the child wants the objects to be doing. Thus the preschool period is an important time for the development of manipulation skills which in turn prepare children to deal successfully with the challenges of primary school.

A lot of basic school readiness depends on many muscles working together as a team. All communication skills like, reading, writing, speech and gesturing are motor-based abilities. Children, who are deprived of a wide variety of movement experiences, run the risk of motor impairment. Movement experiences have become a vital part of the normal development for all children. To develop child's full potential, it is important that look at the whole child and address their physical, mental, motor and emotional needs. Participation in and sequential motor activities will enable preschool learners to attain higher levels of body control and encourage higher levels of effort in all areas of the school curriculum. So it is needed to develop a program that consists of bilateral, unilateral, and cross lateral stations in activity that has weekly lessons.

There are over 11 million preschool aged children in Bangladesh. About 23 percent are attending early childhood education programs which run by goverment and non-government initiatives. Investments and interest in early childhood education in Bangladesh have been promoted as a means to improving children's school readiness skills and chances of success in primary school and beyond.

Grameen Shikkha(GS) is a sister concern of the Grameen Bank (GB) family which has been running 500 preschools in Sherpur & Manikganj district and Mirpur slum areas of Dhaka city. From 2008 to 2010, a total number of 32,127 children enrolled in Early Learning for Child Development (ELCD) Project of the Government of Bangladesh & UNICEF supported pre-primary schools and according to the school records, all of them completed the one year course. Out of the pre-primary graduates 98 percent enrolled into primary schools in the following years. In 2011, totally 14,100 children were enrolled in pre-primary schools.

Considering international study findings and the significance of the issue in Bangladesh, as a first step, this evaluation aimed to provide preliminary thought about provision of motor development within preschool program in Grameen Shikkha (GS). The purpose of this study was to review documents, determine whether motor development issues addressed in preschool program of GS. The specific objectives of the study are: (a) find out how strongly motor development issues incorporated in the curriculum and in the teacher's training programme (b) identify teacher's attitude and knowledge level regarding motor development (c) observe the skills and practice level of the teachers' to develop motor skill (d) identify the impact of pre-school program on the knowledge, skill/practice levels of parents at home.

Different qualitative methods were used to examine the diverse issues related to the study. To achieve the aforesaid study objectives, review of documents of GS (including evaluation report, progress reports, training module, teacher's guide book, training manual and curriculum), preschool observation, focus group discussion (with the parents) and semi-structured face to face interview with teachers have been conducted.

Time and budget constraints and convenience of field operation, the area and preschools have been purposively selected within Dhaka city. After selection of ten preschools, 10

teachers and 20 parents were selected for semi-structured interview as well as two focus group discussions. Selected ten preschools follow same curriculum and teachers were trained through the same training module. Responses were collected from teachers by distributing questionnaires among the target study population. Questionnaire for teacher's was developed and tested to capture their responses on motor development particularly about their views, ideas, activities, benefits and other related issues. Two and half hours of preschool programs were observed during field visits and collected data's were analyzed using SPSS.

Available information shows that the children participating in GS supported preschool activities are getting learning opportunities in a more or less friendly and enjoyable environment and are able to develop motor skills as well as mentally, socially and cognitively.

It was found that GS authority yet not conducted any evaluation on their ECD programme especially on motor development aspect. After reviewing various records it was revealed that motor development related separate chapter, physical exercises with pictures, play as you like, guided play and arts & crafts topics are included in the curriculum and in the teachers' guide book of GS.

It also found that motor development related activities such as physical exercises, draw as you like, free & guided play, draw patterns & prewriting practice and arts & crafts have been incorporated in the preschool curriculum. Every day first ten minutes is allocated for national anthem and five types of physical exercises. On the other hand, physical exercise has been preformed after each session. According to class routine ten types of physical exercises and free & guided play have been done every day. Twenty five minutes is allocated for free & guided play. Result shows (Table -1) that 6.66% time for physical exercises and 20% time for play as you like & guided play is allocated in the daily class routine. Besides this, another 10 minutes (6.66%) has been spent for five types of physical exercises. Totally more than 33.32% time has been spent for motor related activities.

It was found that child development as well as motor development related topics is incorporated in basic training manual. All teachers selected for the study (100%) received 07 days basic training conducted by Technical Officer of GS. All of the five respondents (100%) answered that separate sessions have been conducted in the basic training regarding motor development activities.

Respondent ten teachers (100%) mentioned about motor development knowledge and well described about benefit of motor development. All of the ten respondent teachers (100%) agreed that if motor development related activities deducted from PS curriculum it will hamper total development of preschoolers.

Preschool teachers are well oriented in motor development related activities and they are performing such kinds of activities during conducting sessions. Every day ten types of

physical exercises and guided & four corner plays have regularly been done by the teachers.

Parents are aware about motor development activities and practice motor development related activities in their home settings. 05 parents (71.43%) out of 07 parents are very satisfied to teacher's performance.

Parents are able to articulate the importance and benefits of early stimulation and early learning, and are demonstrating their enhanced interest and understanding by actively enrolling their children to preschools. It is also evident that many parents are taking active interest as well as participating in various guided & free plays with their children in preschools as well as their home settings.

For time and budget constrains, 10 out of the 500 PS (2%) of GS were selected for the study. Results from a small size of sample could not give a clear picture about any programme. So (a) in depth study is required (b) initiative should be taken to incorporate new, more intending, more effective, more participatory quality motor development activities in any preschool programme (c) steps should be taken to improve the physical facilities inside and outside the preschool (d) timing for motor development related practice sessions should be increased and (e) steps should be taken to prepare motor development related activity book and arrangement for training /orientation of supervisors of PS programme.

03. Declaration

This research paper contains no material that has been accepted for the award or any other degree or diploma in any educational institution and, to the best of my knowledge and belief, it contains no material previously published or written by another person, except where due reference is made in the text of the paper.

Signed.....

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05. Introduction

The human body goes through a continuous and complex process of development and growth, especially during the early years. Motor development takes place sequentially, from simple stages to complex stages and it refers to children's abilities to move around using various parts of their body. **Motor Development** includes gross motor skills, fine motor skills and sensory motor skills. **Gross Motor** skills involve the entire body or large parts of the body demonstrating abilities such as walking, running, jumping, climbing, hopping, skipping etc. **Fine Motor** skills involve smaller body parts such as arms, hands and fingers and its coordination in performing tasks such as grasping, cutting with scissors, tying shoes strings etc. **Sensory motor** skills is the ability to learn through senses (sight, touch, hear, smell and taste). Motor development is the process of learning how to use muscles in the body to move. It happens in a predictable sequence of events for most children, but each child varies in age when each skill is mastered. Furthermore, children differ in terms of the length of time it takes to develop certain motor skills, such as the baby who sits up, virtually skips crawling, and begins walking. When babies are born, they are not able to move much on their own. Over time, a baby learns to move many parts of its body and control its muscles so it can hold its head up, sit up by itself, stand up, or pick up a toy.

Motor skills are crucial to the physical development of a child. This skill begins to develop shortly after birth with a tremendous amount of development occurring during the preschool years. In preschool, children are taught motor skills through play. Play helps children develop knowledge, social skills, and motor skills. It also helps them express their feelings appropriately. Children have a need for both indoor and outdoor play every day in order to enhance their motor skills. On the other hand, preschool education is a perfect opportunity for children to enhance their motor skills through physical and movement activity. Participation in a variety of movement activities, children acquire a foundation of motor skills that they can build and refine throughout their school years. In class, activities for the preschoolers must be planned to include fundamental movement activities, which are gradually refined as the children progress through various program levels.

A quality motor development program for preschooler's places emphasis in psychomotor development. Psychomotor development is divided into two areas, which include movement abilities and physical abilities. The numerous activities included in a program must enhance both the preschooler's physical fitness and motor fitness. All of the skills

are designed to meet the developmental needs of preschoolers and have a carry-over value which will enhance the lives of children as they participate in other activities. Preschoolers engage in non-loco-motor and loco-motor movements, in balance activities, and in manipulative skills. **Non-loco-motor movements** which are stationary, include bending, stretching, twisting, and turning. **Loco-motor movements** are those that take the body through space at various levels and directions. These movements include running, jumping, skipping, and galloping. Activities that promote equilibrium include rolling combinations and inverted movements. **Gross motor manipulation** involves big muscle activity and the use of the hands, arms, feet, or legs in contact with an object. The preschooler becomes aware of the ways in which one can interact with objects and other persons.

In Bangladesh, a good number of organizations have been offering preschool program in a scattered way, without following any national standard. These organizations are situated in all 64 districts and their coverage is more than 18, 00,000 children in 2011. At present, over 60,000 preprimary classes run by Directorate of Primary Education (DPE) of the Ministry of Primary and Mass Education (MoPME), Bangladesh Shishu Academy (BSA) of the Ministry of Women and Children Affairs (MoWCA), Chittagong Hill Tracts Development Board of the Ministry of Hill Tracts Affairs, Islamic Foundation of the Ministry of Religious Affairs and NGOs like BRAC, Plan Bangladesh, DAM, FIVDB, Save the Children USA, Grameen Shikkah and Action Aid- Bangladesh etc. But there is no uniformity in the curriculum, teacher's training and teaching learning materials of preschool program between the aforesaid implementing organizations. Every organization has been following their own curriculum and training manual to conduct teacher's training, using own teaching materials/toys and monitor their activity through their in build monitoring system.

In 2008, the Government of Bangladesh has developed the 'Operational Framework for Pre-primary Education' through an extensive consultation process involving all stakeholders for an effective and coordinated implementation of ECCE, based on a national standard. Under the operational framework, Directorate of Primary Education (DPE) under the Ministry of Primary and Mass Education (MoPME) has initiated to opening preprimary classes in government primary schools following an interim package. Government also constitutes a preprimary curriculum preparing committee headed by the Chairman of National Curriculum and Text Book Board (NCTB) of Bangladesh. So, it is important to know about that the importance of motor development issues for preschoolers, how much it is incorporated in existing curriculum, and what are the views of teachers as well as parents about motor development activities in the preschool program. There is no study or evaluation conducted before examined the provision of motor development aspect in preschool curriculum in Bangladesh. So, an inaugural exploratory study on this issue is needed to explore this area in Bangladesh.

06. Background and Literature Review

Motor development is a child's ability to move and control various body parts. It is two kinds (1) Gross motor and (2) Fine motor. **Gross motor** refers to large muscle movements and joints such as sitting, walking & running. **Fine motor** activities involve movements of small muscle and joints such as using a pencil, buttoning and zipping.
The study of motor development can be divided into four distinct time periods: "(a) Precursor Period (1787 to 1928) (b) Maturational Period (1928 to 1946), (c) Normative/Descriptive Period (1946 to 1970) and, (d) Process -oriented Period (1970 to present)" (Clark & Whitall, 1989, P- 185). **The Precursor Period** was the era in which the foundation for motor development was laid. It was during this time that Charles Darwin's research stimulated the nature versus nurture debate (Clark & Whitall, 1989). While the Precursor Period is important for its historical perspective, the latter three periods provide more insight into the development of the discipline and the application of knowledge to children's movement.

■ Maturational Period

Serious study of motor development began during the maturational period (1928 -- 1946)."The maturationalists contended that development is a function of inborn biological processes that result in a universal sequence in infant movement skill acquisition" (Gallahue, & Ozum, 1998, P- 6). Two researchers who initiated research in infant motor behavior were Arnold Gesell and Myrtle McGraw. Arnold Gesell took on the task of explaining the motor changes that were observed in a child from birth to adolescence. The Gesell Institute states, "The Gesell philosophy of human behavior maintains, and has always maintained. that behavior is a function of structure. This means that to a large extent we behave as we do because of the way our bodies are built, and because of the stage of development we have reached" (Ames, Gillespie, Haines, & Ilg, 1979, P- 3). Through his many studies, Gesell found that children develop in stages and, although each child progresses through the stages at an individual pace, all children mature through every stage in sequence (Gesell, & Ilg, 1943). Gesell's observations of children provided information on the "acquisition of early rudimentary movements to mature patterns of behavior" (Gallahue, & Ozum, 1998, p. 7). Myrtle McGraw (1963), like Gesell, was interested in documenting infants' behavioral development. McGraw, however, differed in her methodology from other investigators. Rather than focusing on milestones of achievement that she explained, "Did not move beyond the category of inventory taking," she attempted to determine the process of development (P- xiv) and how and why a behavior exists. McGraw also varied from previous scholars in her methods of obtaining the data. Instead of using "scales, landmarks, and standardized exams, McGraw watched what babies actually did and then devised ingenious means for manipulating their behavior" (Dalton & Bergenn, 1995, P- xi). Thus the maturational period was significant because it began to see children as individuals who developed at differing rates and in different sequences. The significant finding of this era was that children do mature, develop, and learn to perform tasks in sequences that adjust to their environment and their structure.

■ Normative/Descriptive Period

Following the maturational period, scholars such as, Anna Espenschade, Ruth Glassow, and G. Lawrence Rarick, placed an increasing emphasis on normative and descriptive explanations of development. During the normative/descriptive period (1946 - 1970) researchers focused not on the biological processes of development, as the maturationalists did, but rather on the products of development such as skill acquisition and measures of motor performance. Additionally, Lolas Halverson's work "did much to revive interest in children's research [sic] because of its emphasis on identifying the mechanisms behind the acquisition of skill rather than the final skill itself" (Gallahue, & Ozum, 1998, P- 7). Although children learned the same fundamental motor skills, they learned them at different rates and had different experiences in their learning. Roberton and Halverson (1984) explained: Behavioral or structural change is the result of interactions between a child and the environment. Learning and development do not occur solely through features within the individual (as the old term "maturation" implied) or through features solely outside the individual. Rather, they result from the unique coincidence of each acting upon the other. For example, children cannot learn to throw forcefully without an object to throw and without practice in throwing it; however, the presence of that environmental stimulus, even practice of throwing. Instead, they may change the object or the task to fit their present throwing behavior, or they may choose to ignore the stimulus entirely. A child's nervous system and mental state must be "ready" for change. The child must then encounter the proper experience for his/her particular level. Only this unique circle of interaction between the child and the environment will result in learning (P- 2).

■ Process-oriented Period

Research during the earlier part of the Process-oriented Period focused on developing descriptions of motor performance. A researcher of note during this time was Vern Seefeldt whose work "sought to identify, order, and classify children's fundamental movement patterns" (Clark & Whitall, 1989, P- 192). Gabbard (2000) explained that this particular research has aided in the identification and description of motor skills. This research, however, did not identify how the motor behavior emerges. The second or latter half of the period focused on explaining the process of motor performance instead of the description (Clark & Whitall, 1989). During this period Kugler, Kelso, and Turvey were researchers who introduced the dynamical systems approach to motor behavior. "Since its inception dynamical systems research has done much to provide a better understanding of how motor behavior emerges" (Gabbard, 2000, P- 26). Clark and Whitall (1989) claimed that this theory offers "a new theoretical perspective for studying movement control and coordination that is founded on the principles of physical biology and ecological realism" (P- 192). Both the product and the process of moving are central to the study of motor development. Each aspect contributes knowledge essential to effectively meeting the needs of individuals through their life spans and, therefore, to effective curricula development from preschool to lifelong learning programs.

Folio and Fewell (2000) point out that the concept of motor development has been widely researched since the 1930s. Researchers have made major contributions to the understanding of the motor development of very young children (Bayley, 1969, 1993; Gesell, 1940; McGraw, 1939; Shirley, 1931). As Folio and Fewell (2000) stated, these researchers viewed motor skills as combinations, extensions, and refinements of basic movements. Furthermore, researchers held that motor behaviors emerged as a consequence of the interaction between the children's maturation and experience. Theorists in the 1980s proposed that motor skills could be improved through practice, learning, and environmental interaction, all of which promote the integration of the identified sequential maturational stages of motor development (Gallahue, 1993; Gallahue & Ozmun, 1995). More recently, researchers have gathered evidence that appears to verify these theorists' position that motor skills are improved through intervention (Folio & Fewell, 2000). Researchers have reported that children receiving targeted motor intervention programs that promote the identified sequential skills make significant gains in motor development (Block & Davis, 1996; Boucher & Doescher, 1992). Some important points to the international researchers that give special dimensions to this issue are:

- ✓ "Motor development refers to changes in children's ability to control their body's movements, from infants' first spontaneous waving and kicking movements to the adaptive control of reaching, locomotion, and complex sport skills" (Adolph, Weise, and Marin 2003, 134).
- ✓ The motor behavior describes all movements of the body, including movements of the eyes (as in the gaze), and the infant's developing control of the head. Gross motor actions include the movement of large limbs or the whole body, as in walking. Fine motor behaviors include the use of fingers to grasp and manipulate objects. Motor behaviors such as reaching, touching, and grasping are forms of exploratory activity (Adolph 1997).
- ✓ As infants develop increasing motor competence; they use perceptual information to inform their choices about which motor actions to take (Adolph and Joh 2007). For example, they may adjust their crawling or walking in response to the rigidity, slipperiness, or slant of surfaces (Adolph 1997). Motor movements, including movements of the eyes, arms, legs, and hands, provide most of the perceptual information infants receive (Adolph and Berger 2006). Young children's bodies undergo remarkable changes in the early childhood years.
- ✓ Pioneering researchers in infant motor development used novel and painstaking methods to study the progression of infant skill acquisition (Adolph and Berger 2005; Adolph 2008). Their findings were presented for both professionals and the public in the form of milestone charts that depicted motor skill acquisition as a clear progression through a series of predictable stages related to chronological age (Adolph 2008; Adolph, Weise, and Marin 2003).

Eliason and Jenkins (1986) believed that early childhood educators generally need to break down motor skills into two major categories: fine motor (small muscle) and gross motor (large muscle). Fine motor skills refer to such skills as finger dexterity, wrist flexibility, arm and hand steadiness, and finger speed. Gross motor skills refer to skills

such as static and dynamic balance, strength and agility, and general body coordination. Important features in planning activities for children are the breaking down of difficult tasks into a series of small and simple tasks, and presenting each task in a format that is motivating, stimulating, and suitable for the child's level of manipulative and organization skill.

There are many ways of looking at motor skills. Munro (1985) has divided motor skills into six subheadings: body awareness, balance, locomotion, spatial relationships, manipulation, and rhythm and timing. Harrow (1972) classified motor development in a hierarchical sequence, beginning with reflexive behavior and progressing through basic fundamental movement, perceptual abilities, physical abilities, and skilled movements. According to Arnheim and Pestolesi (1973), the gross motor characteristics during childhood are mainly involved with the development of locomotor skills. Basic motor skills serve as a foundation for the more complex activities found in other movement education. Although motor skills are, for the most part, learned, basic motor skills rely heavily on maturation and readiness (Arnheim & Pestolesi, 1973). For the most part, motor skill is a relative term, implying that an integration of the perceptual processes has occurred. In a movement pattern, the emphasis is on moving instead of on precision. For example, the fundamental skills of running and jumping fall into the large category of locomotor patterns (Dauer, 1972). The child progresses from very simple to more complex movements, each progression building a logical foundation for the next skill (Diem, 1991). Of extreme importance during the preschool and primary years is skill efficiency in the gross motor patterns of locomotion, posture and balance control, and object manipulation (Arnheim & Pestolesi, 1973).

- ✓ Locomotor movements include movements that change the child from one location to another, such as crawling, creeping, walking, running, leaping, jumping, hopping, skipping, galloping, rolling, and climbing (Harrow, 1972).
- ✓ Posture and balance control refers to the general area of good body mechanics and movement efficiency that encompasses all the movement of locomotion, standing, twisting, sitting, reclining, bending, swinging, and stretching (Arnheim & Pestolesi, 1973).
- ✓ Object manipulation refers to the control of objects in the spatial environment. To manipulate an object, the child must locate it by the visual and/or auditory senses, and must accurately make contact with the object by reaching, followed by identification through the tactile sense (Arnheim & Pestolesi, 1973).

Motor skills in preschool children improve greatly. Some gross motor skills that a child should be able to do by preschool age is run, walk a straight line, jump, hop, alternate feet walking down stairs, march, stand on one foot for 5 to10 seconds, walk backwards for five feet and throw a ball etc. Developing gross motor skills is an essential part of development. Children start developing their gross motor skills from birth through obtaining control over their head, trunk and limbs and rapidly increase their abilities throughout the preschool years. Gross motor skills are essential because a child's body develops from large movements with arms and legs to smaller more refined movements of the hands and fingers. Gross motor control enables children to develop the fine motor

movements that are essential for success in the school years. Fine motor skills are much more difficult for preschoolers to master, because they depend on muscular control, patience, and judgment as well as brain coordination. Some fine motor skills that children should be able to do by preschool age are paste objects, match simple objects, button a shirt, build with blocks, zip a zipper, control pencil and crayon well, cut simple shapes, handle scissors well, complete simple puzzles (5 pieces or less), copy simple shapes etc.

In the preschool years, the foundational skills developed in infancy and toddler-hood is being built upon as a child readies to use school tools. Although many kindergarten, preschool, and early primary school–aged children are fascinated with scissors, crayons, markers, and such, writing and cutting should not be the main focus of fine motor work for 3 to 4 year-olds. It is often more beneficial to use this time of readiness to create a foundation for future school tool use (Yakimishyn & Magill-Evans, 2002). In fact, at this age some children may be extremely reluctant to even pick up a pencil. For these children, it is far better to encourage them to participate in related activities that support the development of the hand and finger muscles needed to correctly hold and use pencils and scissors rather than force them to do writing activities before they are ready. Such activities might include:

- picking up objects using oversized tongs and tweezers
- activating and playing with wind-up toys
- spinning small hand-held tops
- popping bubble plastic with thumb and index finger
- drawing in the sand with a stick, feathers, or straws
- using clothes pegs to help hang up clothes or pictures
- using squirt guns or squeeze-trigger containers (a great way to get windows clean!).

Children in the first year of school present with varying skill levels, ranging from having highly developed fine motor skills, such as proficient writing skills, to having very definite 'gaps' in their fine motor skills, such as being unable to use scissors or having an inefficient or immature pencil grasp. However, the fine motor skills that typically developing 5 to 6 years old progressing from preschool to primary school generally demonstrates are quite amazing and include the ability to:

- demonstrate hand dominance
- use the tips of the fingers and the thumb together in a precise pinch or pincer grasp
- assume and use some form of tripod pencil grasp, where a writing tool is held between the tips of the thumb, index finger, and middle finger (versus a whole hand grasp)
- follow an object smoothly with the eyes only while the head remains still
- cut around reasonably complex designs such as a combination of straight and curved lines and corners, with less than 1 cm deviation from set lines
- draw a circle, triangle, square, and a recognizable picture of a person and a house

- use one hand to stabilize an object and the other to perform a separate activity such as unscrewing a lid and doing up buttons, and think of the stabilizing hand as the helper hand and the hand performing the task as the worker hand
- manipulate small objects within the hand
- put together a complex, interlocking puzzle

For some children, their hands do not seem to work together in the way that they should (Woodward & Swinth, 2002). This may lead to such frustration that they may resist activities that require them to coordinate all of the muscles and joints in their hands and fingers. As a result, they do not get to practice these skills correctly or develop the correct muscles (Woodward & Swinth, 2002). This in turn may affect the development of higher-level fine motor skills, such as writing. It is often at the stage when formal handwriting instruction has commenced that children are identified as having fine motor weakness (Amundson & Weil, 2001; Dennis & Swinth, 2001). Resultant commonly seen behaviors might include:

- outright refusal to participate in an activity
- avoidance techniques ('I need to get a drink of water')
- anger outbursts (rip up paper/tantrums)
- sadness (crying)
- 'defeatist' behavior ('I'm no good, I can't do this').

Further, research suggests that children and adolescents with identified motor coordination weakness are at higher risk of experiencing anxiety and even depression associated with their perceived lack of competence in motor activities. Therefore, it is important for teachers and parents to be aware of the impact that fine motor skill performance, or a child's perception of their own fine motor performance in relation to their peers, may have on the child's overall behavior in the classroom. Working to help children develop the best fine motor skills possible at a young age helps to set the stage for success in school and at home, and more so, contributes to them feeling good about themselves. It also has huge run-off benefits for teachers who can then concentrate on teaching concepts of information rather than focusing on the mechanics of cutting, gluing, or writing. If possible, carry out fine motor activities after a period of gross motor activities, those activities involving movement of the large muscle groups of the body such as the shoulders, upper arms, hips, and thighs (AOTA, 1989), especially those requiring some weight bearing through the upper limbs. Fine motor activities initiated after a physical education session, or after a recess period when the children have been running around outside, works very well. This helps to 'awaken' the larger muscle groups and ready them to act as the support and stabilizers necessary for engagement in fine motor activities. Creative movement and music are wonderful ways to warm up and prepare children to attend to fine motor work. Fine motor time is a natural lead-in for something academic.

However, in Bangladesh preschool is a new arena where the aspect of motor development is not in much focus. This evaluation will be an eye open to people who are directly or indirectly associated with early childhood programs particularly preschool program.

07. Rationale/Justification

- Preschool program has been defined as the developmental and educational support provided to the child in the age range of 3 to <6 years in order to ensure the child's right to protection, care, survival and preparation for school education through play, amusement and introduction to literacy and numeracy, irrespective of the child's physical, mental, motor and social status.
- In Bangladesh most of the parents consider that play is not beneficial for school education, it's basically misuse of time. They are not recognized indoor play like doll, hari patil, ludo as well as running, jumping, skipping related outdoor plays as much relevance to child development. Most of them are more interested on reading, writing, counting which are directly academic activities. On the other hand, program and curriculum specialists all are very much interested to activities related to cognitive and linguistic domains in preschool program. It assumed that if child's cognitive and linguistic domains grow properly, other domains will be grownup automatically.
- Many government and non-government organizations of Bangladesh have been offering preschool program in a scattered way, without following any national standard and uniformity with each other. There are 14.6% of the children aged 3 to <6 years are attending pre-primary education in government operated pre-primary classes under development projects. Besides, many private kindergarten schools and more than 228 NGOs are operating pre-primary education throughout the country.
- A major step has been undertaken to prepare and endorse of the **Operational Framework for Pre-Primary Education** in Bangladesh which published in March 2008. A clear vision on ECCE, standards for early learning and development and important conclusions regarding the requirements of ECCE provision (e.g. number of hours, children per group, teacher preparation, activities, management and oversight) were included in the aforesaid operational framework. Under the **Operational Framework for Pre-Primary Education,** government is committed to all the children of the age group of 3 to <6 years for providing pre-primary education throughout the country.
- After the endorsement of the **Operational Framework for Pre-Primary Education,** Directorate of Primary Education (DPE) under the Ministry of Primary and Mass Education (MoPME) has started pre-primary classes in 9,037 Government Primary School (GPS) in 2010. Now DPE has been operating pre-primary classes in all GPS following an interim package.
- Grameen Shikkha a sister organization of Grameen Bank has been implementing preschool program collaboration with UNICEF and BSA since 2004. Grameen Shikkha (GS) has been implementing 500 preschools in Sherpur district, Manikganj district and Mirpur slum areas of Dhaka city. From 2008 to 2010, a total number of 32,127 children were enrolled in UNICEF and BSA project supported pre-primary schools and according to the school records, all of them have completed the one year course. Out of the pre-primary graduates 98 per cent

enrolled to primary school in the following year. In 2011, the number of learning centers had increased and thus 14,100 children enrolled in pre-primary schools.

- Government and NGOs are followed their own curriculum to running preschools, trained teachers using own training module. It is important to know how much motor development aspects have been incorporated in preschool program of Government and NGO run PS curriculum as well as teachers training module.
- No specific evaluation had been conducted before on the provision of enhancing motor development issues within preschool program in Bangladesh. So this evaluation can help the program designers, managers and other persons who are directly or indirectly related to the field of pre-primary program to understand the importance of motor development in early years and enhance their knowledge/practice about it.

08. Operational Definitions

Motor development: Motor development is the development of strength, speed and precision in the use of speech organs, hands, fingers, arms and legs and other bodily muscles. Motor skills concern the body and how it develops to respond to the environment throughout infancy and childhood. Infants' perceptual skills are at work during every waking moment.

Gross motor development: Gross motor development includes the attainment of skills such as rolling over, sitting up, crawling, walking, and running. Gross motor behavior enables infants to move and thereby attain different and varied perspectives on the environment. Gross motor behaviors involved in active outdoor play with other children and are related to children's development of social skills and understanding. Through touching, grasping, and manual manipulation, infants experience a sense of agency and learn about the features of people, objects, and the environment.

Fine motor development: Fine motor development is related to the ability to draw, write, and participate in routines such as eating and dressing. Common early childhood learning materials, such as pegboards, stacking rings, stringing beads, and puzzles, offer opportunities for infants to practice their fine motor skill. Fine motor movements of the hands are coordinated with perceptual information provided through movements of the eyes, as when seven- to nine-month-old infants use visual information to orient their hands as they reach for an object.

Growth and Development: Growth and development are complementary processes. Although they are often used interchangeably, they do not mean the same thing.

- Growth refers to specific physical changes mainly increase in size and weight.
- Development refers to acquisition of increasingly effective pattern of activity and behavior on the part of the growing child. It is a process of change in which the child comes to master more and more complex levels of moving, thinking, feeling and interacting with people and objects in the environment.

Curriculum: "The planned sequence of formal instructional experiences presented by the teachers to whom the responsibility is assigned" (Jewett, Bain, & Ennis, 1995, The curriculam process in physical education, P-12).

Motor Behavior: "Study of change in motor learning, motor control, and motor development brought about by the interaction of learning and biological processes" (Gallahue, 1998, Understanding motor development, P- 20).

09. Objectives

■ General Objective

The general objective of the study is to evaluate the motor development aspect of preschool program of Grameen Shikkha (GS).

■ Specific Objectives

Specific objectives of the study were to:

1. Find out how strongly motor development issues are incorporated in the curriculum and in the teacher's training program
2. Identify teacher's attitude and knowledge level regarding motor development during pre-school years
3. Observe the skills and practice level of the teachers' specially to develop motor skill of the preschoolers
4. Identify the impact of pre-school program on the knowledge, skill/practice levels of parents at home particularly for motor development.

10. Methodology

Different qualitative methods were used to examine the diverse issues related to the study. To achieve the aforesaid four objectives, review of documents of GS (including evaluation report, progress report, training module, teacher's guide book, training manual and curriculum of the programme), observation of preschool, focus group discussion (with the parents) and semi-structured face to face interview (with the teachers) were conducted.

10.01 Population

The study population included the children attending preschools, their parents and preschool teachers of the GS program area.

10.02 Data Collection Procedure

Ten preschools and associated stakeholders were selected to observe activities, to conduct semi-structured face to face interview and to facilitate focus group discussions. The preschools were located in the Mirpur slum area of Dhaka City Corporation. Considering the time and budget constraints and convenience of field operation, the area and preschools have been selected purposively. After selection of ten preschools, teachers and parents were selected for semi-structured interview as well as for two focus group

discussions. 10 teachers from selected preschools were interviewed and 20 parents were identified for focus group discussions. Selected ten preschools follow the same curriculum and teachers were trained with same training module. Different tools were designed based on the objectives of the study, these are as follows:

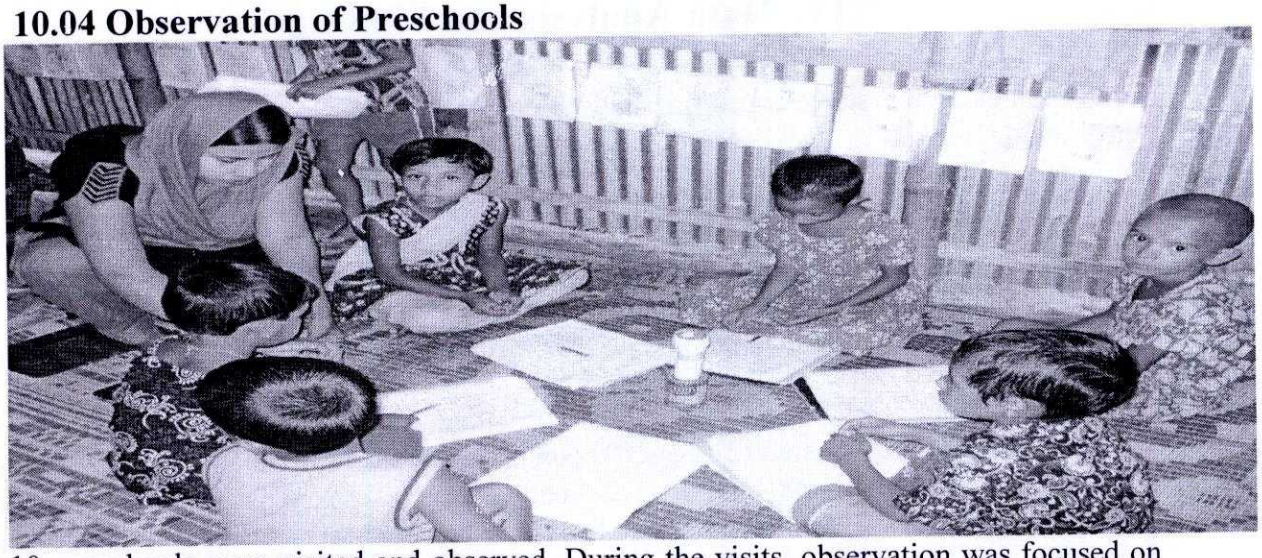
- Review outline for reviewing of evaluation report, progress reports, training module, teacher's guide book, training manual and curriculum of GS
- Questionnaire for preschool teachers for semi- structured face to face interview
- Guideline for observation of preschools
- Guideline for parents and caregivers for conducting focus group discussion

10.03 Semi-Structured Interviews

Semi-structured face to face interview was held with the preschool teachers in order to identify their attitude and knowledge related to issues of motor development (Questionnaire annexed with the Annexure-01). A total of 10 teachers were interviewed through questionnaire and they were selected based on centre selection. Various areas have been identified for the study and included in the questionnaire. FGDs mainly focused on motor development activities and responsibilities of the teachers involved with the program. The areas covered in the semi-structured questionnaire and FGD are as follows:

- Personal information of the teachers including full name, educational qualification, joining date & basic training etc.
- Physical structure of the centre and availability of child friendly environment
- Range of the activities in the preschools
- Activities related to preschool enrollment of children as well as enrollment to primary school after completion of pre-primary school
- Children's attendance rates and dropout at preschools
- Availability and timing of supply of material
- Teachers' capability to maintain the routine and follow up the curriculum
- Separate session conducted during basic training, if any
- Teachers' attitude and Knowledge about Motor Development
- Benefits of the motor development activities for the preschoolers
- Actual practice of motor development activities
- Motivation of parents for sending their children to preschool
- Parents' attendance to the meetings arranged by teachers
- Steps taken by parents to create safe child friendly learning environment at home
- Preschool curriculum without motor development activities- impact on child development.

10.04 Observation of Preschools



10, preschools were visited and observed. During the visits, observation was focused on teachers' way of conducting motor development related activities, environment and facilities of the preschools, attendance of children, teacher-learner interaction, use of materials etc.

10.05 Focus Group Discussions

Focus Group Discussions (FGD) were conducted using the developed guideline (Sample guideline annexed with the Annexure-02) with mothers of young children attending to the preschools. 2 FGDs were organized in the 10 PS areas (10 mothers or caregivers per session).

10.06 Data Processing

Questionnaires used for the study contained structured and close questions but also contained several open ended questions especially in seeking opinion of respondents on various related issues of the evaluation. The open ended questions were processed manually but the closed questions were processed through the computer. The popular "Statistical Packages for Social Sciences" (SPSS) was used to process data. In utilizing the SPSS software to generate the required results of data processing and analysis, considered each of the following carefully and as a separate stage:

- Specification of output requirements
- Identification of data elements required in the system
- Specification of data collection instruments
- The quality of collected data
- Design of file structure and record formats

Before processing of data they were carefully edited and coding was done wherever necessary.

10.07 Report Preparation

Preparation of the report was the last and most important part of the assignment. Institute of Educational Development-BRAC University's (IED-BU) guideline for preparing the report are followed and special emphasis has been given to areas like literature review, analysis of the documents, study tools, data analysis & findings, conclusion & recommendations etc.

11. Data Analysis and Findings

The findings of the study based on analysis of data are presented under the following three main points.

11.01 Review: Relevant Documents

The abstract of the reviewed documents (including evaluation report, progress reports, training modules, training manual) and teacher's guidebook of GS has been stated below:

■ There are eight chapters in the preschool curriculum of GS such as (1) characteristics and objectives of the program (2) expected outcomes & various domains (3) subject-wise syllabus, materials and methods (National Anthem, Physical Exercise and Play (free play and play with rules), Rhymes, Songs and Stories, Bangla reading-writing activities, Math activities, Environment & Health and Art & Craft) (4) Daily class routine and (5) learners evaluation process and (6) conduction of parent meeting. On the other hand, there are seventeen chapters in the teacher's guidebook that has elaborately described areas of child development, preschool activities and other related issues.

Curriculum

The preschool curriculum addresses the holistic development of children in order to develop their physical, emotional, motor and cognitive skills. The curriculum of preprimary education is play and activity based and covers the subject areas: Physical exercise, Rhyme/Song & Story telling, Bangla reading & writing, Play as you like/Guided play, Mathematics, and Health & Environment. In these subjects, children acquire language skills through listening, reading, writing and speaking. They learn mathematical concepts through life experiences revolving family, community, festivals, and religions. They discover environmental science through learning about nature, health, nutrition, and personal hygiene. Some activities that have been incorporated in GS lesson plan are as follows:

On-hand activity (Pata Dieya Mojar Khela): "Pata Dieya Mojar Khela" is basically a story book written by Ms. Farida Akhter, Psychologist. Based on the book, children get involve making something by them using leaf, paper, cloth, clay/soil etc. It helps children to be more creative and to use their gross and fine motor skills. Teachers arrange the materials before the activity begin and also give appropriate instruction for the activity.

Free play: Free play activates children's fine motor, social, cognitive and emotional development. Free play materials are available in the four corners of the classroom. Most of these materials are supplied by the Early Learning for Child Development (ELCD) Project under the Ministry of Women and Children Affairs (MoWCA) through UNICEF and some are made by the teacher.

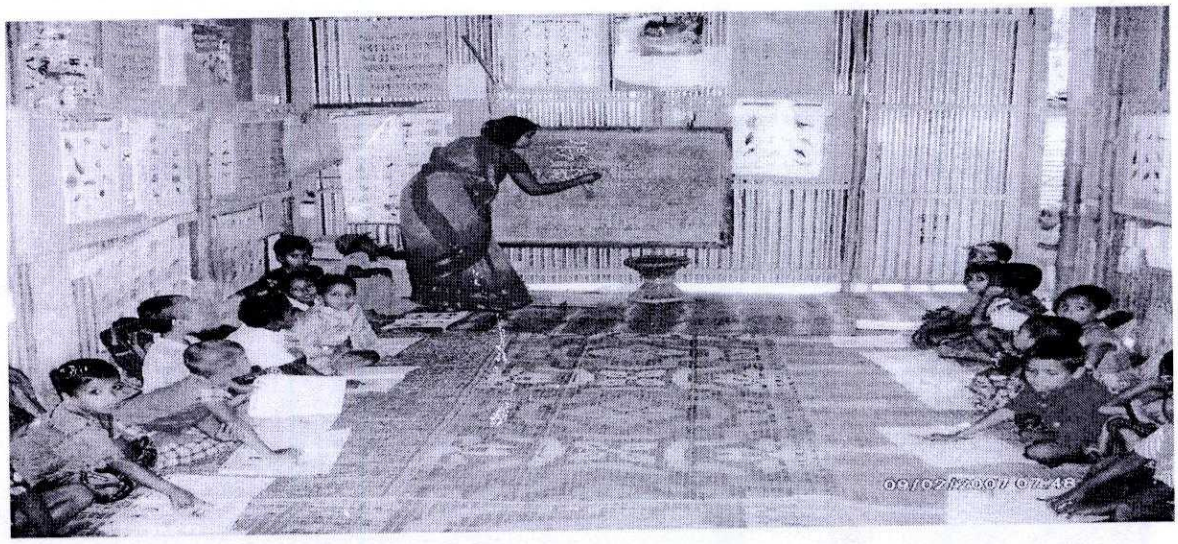
Guided play: There are around 14 different types of indoor/outdoor game for the children. It helps children to develop their physical, fine/gross motor, emotional, cognitive and social domains. Such as: in one game all the students stand one by one in a line and give whistle like a train called "Train Game".

Rhymes and Songs: Learners have completed 18 rhymes and 09 songs in one year course. They can recite the rhymes/songs with clapping and acting. Rhymes and songs are particularly helpful for children to develop their linguistic, musical/rhythmic skill, emotional and motor areas.

Teaching-learning Materials

Different types of books, charts and materials are being used in classroom to create joyful teaching learning environment, such as: Esho Borno Shikhi (Alphabet book), Esho Shonka Shikhi (Math book), Esho Likhthe Shikhi (Hand writing book), Drawing Sheet, Story books, Number cards, Alphabet Chart, Story Card, Different types of shapes (round, triangle, square), Slate, Slate chalk, Wooden pencil etc. Teachers use to receive a guidebook (containing description of activities and strategies to create and use local resources) for enhancing their teaching abilities.

After reviewing the report, curriculum & teacher's guidebook, it revealed that (a) motor development related separate chapter, physical exercises with pictures, play as you like (free play), guided play and arts & crafts topics are included in the curriculum of GS (b) GS authority yet not conducted any evaluation on their ECD program.



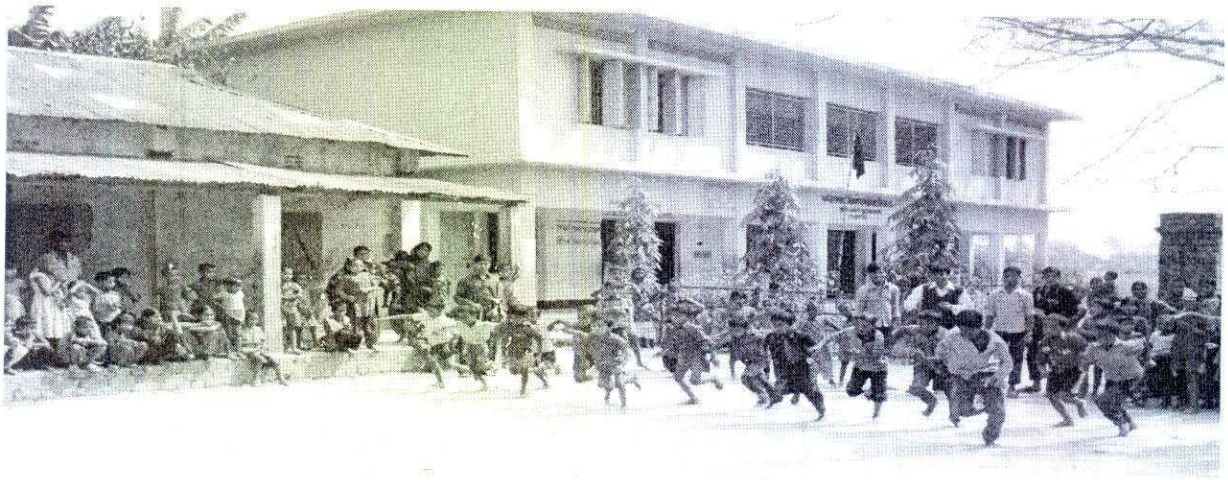
Grameen Shikkha (GS) is a sister organization in the Grameen family. The main target of GS is poor people particularly adolescent girls, women and children in the rural areas of Bangladesh. The vision of GS is spread of education for the development of society in general and for improvement of life standards of poor women and children in particular and thus creation of a society free of illiteracy and poverty. The mission objectives of GS are:

- To promote mass education through formal and non-formal method
- To organize facilities for education and training
- To conduct research and undertake experimentation in the field of education.

In compliance with its vision and mission objectives, Grameen Shikkha (GS) intends to continue, gradually expand and undertake the preschool program in the rural areas of Bangladesh particularly in the ECD field.

Preschool Program of GS

Features of PS of GS	*Target Children*	*Course Duration*
• One room class (rental) • 25-30 children in a class • Children seat on the floor (on plastic mat) • SSC/HSC completed teacher from the local community • Established in the premises or nearest of the catchment of the learners	• GS select children on the basis of baseline survey report • Age 5+ • Children from poor family • Children with special needs • Children from ethnic minority groups	• One year • 2.30 hours in a day • Six days in a week



Daily Class Routine

Day	Duration					
	10 Minutes	20 Minutes	40 Minutes	30 Minutes	25 Minutes	25 Minutes
Saturday	National Anthem/ Physical Exercise	Rhymes (Physical Exercise-OWL)	Reading & Writing (Physical Exercise-ELEPHANT)	Play as you like (4 corner Play) (SHOULDER Exercise)	Math (KOWNIK HAMAGURI Exercise)	Environment & Health (MATIR SATHE SHOMANTO RAL Exercise)
Sunday	do	Song	do	do	do	do
Monday	do	Rhymes	do	Guided Play	do	do
Tuesday	do	Story	do	Play as you like	do	do
Wednesday	do	Story	do	do	do	Arts & Crafts
Thursday	do	Review Session	Review Session	Guided Play	Review Session	Review Session

Every day ten types of physical exercises, as you like (four corners) play or guided play (14 types) and in the first three months pre-writing sessions were conducted which focused on motor development. Introduction of bangla letter writing started from 4th month. A summary description of (a) physical exercise (b) pre- writing, (c) bangla letter writing and (d) play is given below which are related to motor development of preschoolers:

- **Physical Exercise:** After National Anthem, five kinds of physical exercise (1) Bud & Flower (2) Exercise of Hands' (3) Exercise of Waists' (4) Clap on the head & (5) Four positions of the body. After each session one physical exercise i.e. after five sessions five physical exercises (1) Owl (2) Elephant (3) Shoulder exercise (4) Kownik Hamaguri exercise (5) Matir Sathe Shomantoral exercise
- **Pre-writing :** Draw as you like and draw pattern
- **Bangla letter writing :** Esho Likhthe Shikhi (Hand writing book), letter writing using Esho Borno Shikhi (Bornomala book), Alphabet writing
- **Plays:** Play as you like & Guided play
- **Arts and Crafts:** Making toys with clay, leaves, cloths, papers and other objects using scissors, crayons.

It was found that motor development related activities such as physical exercises, draw as you like, free & guided plays, and arts & crafts have been incorporated in the teachers guide book. Every day first ten minutes is allocated for national anthem and five types of physical exercises. Besides this, after each session one physical exercise was included in the class routine. According to routine ten types of physical exercises and free & guided play have been done every day. Twenty five minutes is allocated for free & guided play.

TABLE-1

Name of the Activity	Allocated time (Minutes)	%
National anthem/ Physical Exercise	10	6. 66
Rhymes/Songs/Story (After the session one physical exercise)	20	13.33
Bangla Reading & Writing (After the session one physical exercise)	40	26.67
Play as you like/Guided Play (After the session one physical exercise)	30	20.00
Mathematics (After the session one physical exercise)	25	16.67
Health and Environment (After the session one physical exercise)	25	16.67
Total	**150**	**100**

Results are stated clearly (Table -1) that 6.66% time for physical exercises and 20% time for play as you like & guided play is allocated in the class routine. Besides this, another 10 minutes (6.66%) has been spent for five types of physical exercises. Totally more than 33.32% time has been spent for motor related activities.

Basic training of teachers

Basic training is an important aspect of teachers. GS authority has provided 07 days basic training to their newly recruited teachers. The main contents of the teachers training are:

- Early Childhood Development (Areas of child development)
- How children learn
- How to communicate with children
- Pre-primary curriculum
  - ✓ Nature & Objectives of Pre-primary education programme
  - ✓ Expected competencies
  - ✓ Developmental milestones of the 5-6 years old children
- Class routine activities
- Subject-wise syllabus, materials and methods
  - National Anthem, Physical Exercise and Free Play (free play and play with rules)
  - Rhyme, Songs and Stories
  - Bangla reading-writing activities
  - Math activities
  - Environment & Health and Art & Craft

- Demonstration of pre-school activities
- Class routine and lesson plan

- Preschool students evaluation process
- Conduction of parent meeting

The duration of the basic training is seven days. Out of 07 days, 04 days (Day 03, 04, 05 & 06) are specially designed for practice sessions and rest 03 days are other contents.

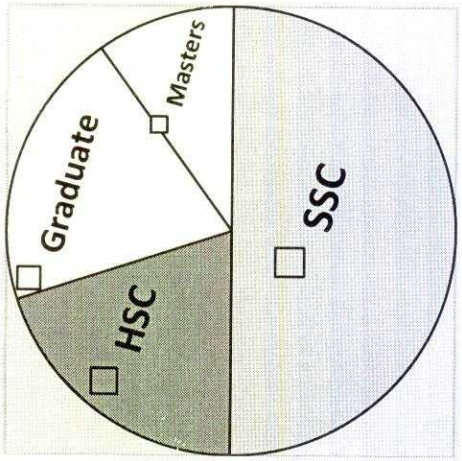
It was found that child developments as well as motor development related topics are incorporated in basic training manual. All teachers selected for the study (100%) received 7 days basic training conducted by Technical Officer of GS. All of the ten respondent (100%) answered that separate sessions have been conducted in the basic training regarding motor development activities (such as physical exercise, running & jumping, guided plays, use of small muscles in corner activities).

11.02 Findings: Teachers

11.02a. Personal Profile of Teacher's

The study collected a variety of data from the teacher's among which some data can be considered as personal data. The data items are date of birth, educational qualification, joining date and basic training.

Educational Level of teachers:



Level of education of teachers show that 05 teachers (50%) out of the 10 teachers have completed S.S.C, 02 (two) teachers (20%) have completed H.S.C, 02 (two) teachers (20%) are graduate and 01 (one) teacher (10%) is Masters Degree holder.

11.02b .Teacher's Attitude and Knowledge

After analyzing the questionnaire the following data about attitude and knowledge regarding motor development were found from the interviewed teachers.

- During preschool visit and interview with teachers, teachers were asked to explain specific skills under fine and gross motor areas. The answers are summarized below:

TYPES OF MOTOR DEVELOPMENT	RELATED SKILLS
Gross Motor Development	• Run and Jump • Climb • Hold, Manipulate & carry different objects age appropriately • Push objects

Fine Motor Development	• Hold crayons & pencils properly • Draw & Color • Make different shapes through block • Sort bean & small stone and make different shapes • Make design through clays • Cut papers through scissors • Draw circle, triangle & rectangle • Write alphabet, numbers & words
Balance	• Walk, Run & Jump on one leg • Walk on in front-behind, left-right & Jig-Jug line • Run in cycle way
Eye-hand coordination	• Throw a ball in a basket or a box and can catch it • Stitching a thread • Keep water in bottle and pour from bottle to glass • Buttoning • Hang a picture in a fixed place

All (100%) respondent teacher mentioned about Physical Exercise,Running, Jumping, Climbing, Eye-hand coordination, Moving, Throwing, Passing, Writing, Crawling, Drawing activities help to develop learner's fine and gross motor skill.

- The respondent teachers were asked about the question what would happen if the above mentioned activities would be deducted from the curriculum. All the selected teachers (100%) agreed that such kinds of action will hamper not only just motor development but integrated development of preschoolers.

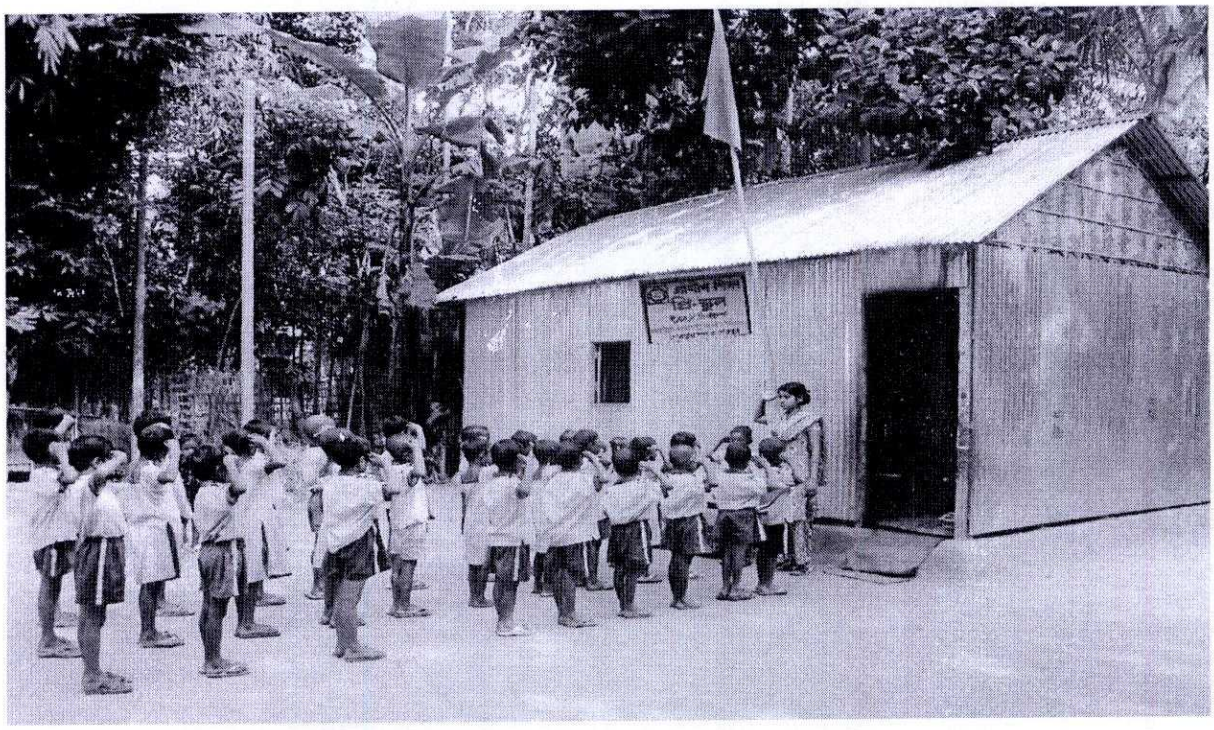
11.02c. Teacher's Skills and Practice

- The respondent teachers were asked to mention what type of activities they use to facilitate for time of gross motor development of children inside the classroom. **All (100%) of the respondents mentioned that they use to facilitate activities on Physical Exercise, Draw as you like & Pattern, Alphabet and number practicing, Drawing, Arts & Crafts, Free & Various guided game for motor development and also added that aforesaid activities are quite helpful for gross & fine motor development of preschoolers.**
- During class room visit, it was observed that the teacher conducted National Anthem and five types of physical exercises (Bud & Flower, Exercise of Hands', Exercise of Waists', Clap on the head & Four positions of the body) and also facilitated remaining five types of exercises (i.e. Owl, Elephant, Shoulder exercise, Kownik Hamaguri exercise, and Matir Sathe Shomantoral exercise) after sessions. Besides this, a guided game named "Tomra Ki Bhai Beltey Paro Ekti Korey Fuler Nam" conducted where children have to move their hands and fingers. The materials from free play corners like blocks, bamboo sticks, button, Fishes (Plastic), Animal (Plastic), Car (Plastic), Rattles and Dug Dugi, Inter-locking shape cards, Multi color ball (cloth made), Puppets (cloth), Bamboo cylinder, Pattern block, Crown & Mask, Ludo set, Skipping rope, Alphabet & Number block set, Bean bag, Thread with wood & bamboo pieces, Multi color stones, Picture puzzle etc were found in a steel trunk. Teacher told that the above mentioned materials will be used during free play time.

- During preschool visit, teachers informed that at the beginning of the year learners not able to do physical exercise and guided games properly. So, teachers demonstrated each exercise/game and then they practiced together. After a period, all are able to perform physical exercise & guided games very well. If somebody has any difficulty, in that case it is a practice to take special measures to suggest the learner.

- The teachers felt that children gained the following opportunities from attending physical exercise and play session in indoor area:
  - ✓ **An opportunity to exercise**
  - ✓ **An opportunity to appreciate and experience playing indoors**
  - ✓ **Play and learn opportunities in the indoor play area**
  - ✓ **An opportunity to participate in range of stimulating activities**
  - ✓ **An opportunity to interact with other children**

  There are many guided games in PS curriculum and children should be playing those outside. Due to inadequate space and for safety reasons, teacher conduct those games inside the classroom, as a result learners can not run & jump freely and properly. **Interviewed teachers mentioned that learners would be more benefited if they get opportunity to play outdoor areas.**
  According to GS's Project Manager, GS can not follow the instruction regarding outdoor activities have in the Dhaka city area, but preschool in Sherpur & Manikgonj district areas National Anthem, Physical Exercise and most of the guided games are being conducted in open places in outdoor.



11.03 Findings: Parents

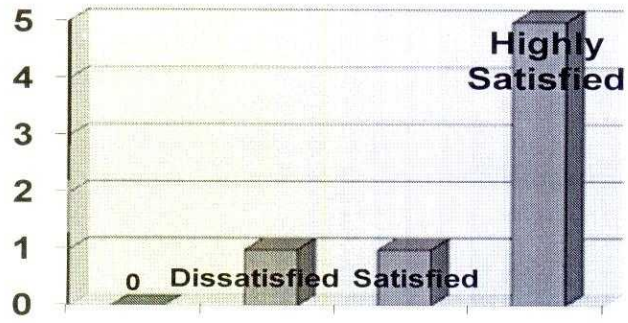
Knowledge, skill/practice of parents'

Informal dialogue was made with parents who attended the parents meeting. Parents are not directly involved with preschool program, but every month they gathered in parents' meeting, where child development related issues are discussed by the teacher.

11.03a. Benefits for supporting children's motor development

- Under this study a total of seven parents were interviewed through open ended questions. The parents discussed the reasons in favor of attending the physical exercises and play as you like & guided play sessions. The reasons for attending the sessions are:
  - **(a) Attending the meetings/sessions can help parents to develop their skills on how to play with children.**
  - **(b) Parents will be motivated to play with their children.**
  - **(c) Parents will be able to develop a free and friendly relationship with their children through playing games/activities.**
- The parents were asked about the benefits of the physical exercise/games at PS and the summary of their answers are as follows:
  - ✓ **Opportunity to mix with other children.**
  - ✓ **Opportunity to use body and taking part in activities.**
  - ✓ **Opportunity to use freedom and use their own imagination.**
  - ✓ **Opportunity to use their leadership skills.**
- The parents also gave their views and comments about the teacher and their performance. These are:
  - **"The teacher is enthusiastic in general"**
  - **"I have trust and have confidence in the teacher"**
  - **"The teacher has some great ideas and nicely interacts with the children well"**
  - **"The teacher really enjoys what she does"**
  - **"The teacher enjoys the activities as much as the kids do"**
  - **"My son loves the teacher's way of conducting activities"**
- As part of the study parents were asked to identify their satisfaction level about preschool service, the results are as follows:

Satisfaction Rating	Frequency
Highly Satisfied	5
Satisfied	1
Neither satisfied or dissatisfied	1
Dissatisfied	0
Highly dissatisfied	0



It was found that 05 out of 07 parents (71.43%) were highly satisfied with teacher's performance.

- **From the Focus Group Discussions (FGD) it was found that parents are aware about the important issues of motor development and teachers use to conduct sessions on child development issues in the parent's meeting.**

11.03b How to practice these activities at home

The parents meeting covered the following areas:

- The activities those are good for children's motor development (such as physical exercise, oath, alphabet and number writing, drawing, arts & crafts and various guided games)
- They understood the benefit and influenced about motor development activities by the teacher through parent meeting and now them practicing physical exercise & guided play at home.
- One of the mothers explained that her son loves playing in the water and sand corner with a great deal of enjoyment and that encouraged her to attend the meeting/session regularly. Three parents among them indicated that they are practicing these games at home. One parent explained that she does not have a proper space at home for her child to play.

12. Conclusion & Recommendations

Recommendations for further thought and exploration are summarized below:

- Indoor physical exercises and outdoor as well as indoor game provision have been already established as an integral part of the curriculum avai lable for young children at preschool and teachers/parents are more or less aware about the benefits of motor development.
- Grameen Shikkha (GS) offers parents/local families opportunity to participate in stimulating, physical activities/using low cost/household indoor play materials. This provision has created opportunity for children to take part in similar games both at home and preschool for enhancing their motor and integrated development.
- Parents can clearly identify the positive impact of motor development related activities/games on their children's overall development.
- Necessary steps should be taken to prepare a separate activity book on motor development.
- Motor development activity related training /orientation of supervisors should be included in the program.
- Timing of motor development related practice sessions should be increased in the basic training program for preschool teachers/supervisors. Teachers/supervisors must get opportunity for developing their skills to extent the existing activities and to use more creativity while facilitating the activities.
- Preschool learners with adequate motor skills have improved coordination, increased body awareness, stronger intellectual skills and a more positive self-image. Learners with poor motor development often have difficulty learning to read and write when they are in the primary grades. So, locomotors skills (walking, running, jumping, hopping, galloping, skipping, leaping, and sliding), manipulative skills (bouncing and catching various items, ball dribbling, kicking a stationary object to a target, jumping a rope, and balance) related activities should be incorporated in all preschool curricula.
- In depth study on motor development needs to designed and conducted for detail evaluation of preschool programs in Bangladesh.
- Steps should be taken to increase of awareness of parents about motor development for young learners.
- The final recommendation of the evaluation is to create further research opportunities for designing/making/identifying low/no cost play materials particularly that will have high functional value specifically for motor development.

13. Limitations

■ Grameen Shikkha (GS) is running 500 preschools in Sherpur & Manikganj district and Mirpur slum areas of Dhaka city. Only 10 preschools out of 500 preschools (only 2%) were surveyed for this evaluation which is too small. Small size of sample could not show the real picture of a big programme.

■ Within this study motor related activity for children age's five to six in Dhaka metropolitan area has only been examined. For budget and time constrain, only ten preschools of GS have been purposively selected and these are convenient to visit due to geographical location.

■ Due to narrow classroom size and no outdoor space, teachers could not properly facilitated indoor and outdoor activities related to motor development.

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ANNEXURES

SAMPLE SEMI-STRUCTURED

QUESTIONNAIRE

FOR

TEACHERS

শারিরীক বা চলনক্ষমতার বিকাশ বিষয়ে আচরণগত ধারনা সম্পর্কিত তথ্য সংগ্রহের জন্য ছক ও প্রশ্নমালা

প্রথম অংশ ঃ অনুমতি পত্র

মূল্যায়নের নাম	শারিরীক বা চলনক্ষমতার বিকাশ বিষয়টি গ্রামীণ শিক্ষার প্রাক-প্রাথমিক শিক্ষা কার্যক্রমের সিলেবাসে কতটুকু অন্তর্ভূক্ত রয়েছে ঃ একটি মূল্যায়ন
ভূমিকা	গ্রামীণ শিক্ষা প্রতিষ্ঠালগ্ন থেকে প্রাক-প্রাথমিক শিক্ষা কার্যক্রম পরিচালনা করে আসছে। প্রাক-প্রাথমিক শিক্ষা কার্যক্রমে শারিরীক বা চলনক্ষমতার বিকাশ (Motor Development) বিষয়টি কিভাবে ও কতটুকু অন্তর্ভূক্ত আছে, কার্যক্রম পরিচালনাকালে শিক্ষক বিষয়টি কতটুকু শিক্ষার্থীদের অনুশীলন করাচেছন এবং গুরুত্বপূর্ণ বিকাশমূলক কর্মে অভিভাকবৃন্দের ধারনা/উপলব্ধি বিষয়ে একটি মূল্যায়ন বিষয়ে প্রাথমিক তথ্য পর্যালোচনা এবং শিশুদের উপর সম্ভাব্য প্রভাব বিষয়ে ব্র্যাক বিশ্ববিদ্যালয়ের ইসিডি-মাষ্টার্স কোর্সের অংশ হিসেবে এই মূল্যায়ন কর্মটি পরিচালিত হবে।
উত্তরদাতা	গ্রামীণ শিক্ষার প্রাক-প্রাথমিক শিক্ষা কেন্দ্রের শিক্ষিকা
উত্তরদাতার করণীয়	উত্তরদাতাগণ নিম্নলিখিত প্রশ্নের বিপরীতে বর্ণিত বিভিন্ন উত্তরের মধ্য থেকে নিজের পছন্দের উত্তরের পাশে টিক চিহ্ন অথবা মতামত দিবেন
লাভ কিংবা ঝুঁকি	এই মূল্যায়ন কর্মে অংশগ্রহণে অংশগ্রহণকারীর কোন ধরণের ঝুঁকি নেই কেননা অংশগ্রহণকারী শুধুমাত্র তার পছন্দের উত্তরটিতে টিক চিহ্ন অথবা মতামত দিবেন। প্রশ্নপত্র অংশগ্রহণকারীর নিকট পৌছে দেয়া হবে এবং তাঁর কাছ থেকে সংগ্রহও করা হবে। মূলায়ন কর্মে অংশগ্রহণের জন্য কোন ধরনের ভাতা বা সরাসরি কোন লাভ নেই।
ব্যক্তিগত গোপনীয়তা	উত্তরদাতার নিকট থেকে সংগৃহিত সকল তথ্য কঠোরভাবে গোপনীয় বলে বিবেচিত হবে। গোপনীয়তা রক্ষার স্বার্থে প্রদত্ত উত্তর পত্রে উত্তরদাতার নাম কিংবা কোন পরিচয় প্রদানের প্রয়োজন নেই।
সংগৃহিত তথ্যের ভবিষ্যৎ ব্যবহার	উত্তরদাতার গোপনীয়তা রক্ষা করে সংগৃহিত তথ্য গবেষক বা অন্য কেউ ভবিষ্যতে গবেষণার কাজে ব্যবহার করতে পারেন।
উত্তরদাতার স্বাধীনতা	উত্তরদাতা ইচ্ছে করলে উত্তর প্রদানে অপারগতা প্রকাশ বা উত্তর থেকে বিরত থাকতে পারেন।
মূল্যায়নকারীর নাম	মোঃ তারিকুল ইসলাম চৌধুরী
মেনটরের নাম	জনাব ফরিদা আক্তার, চাইল্ড ডেভেলপমেন্ট সাইকোলজিস্ট, ইনার ফোর্স, ঢাকা
উত্তরদাতার স্বাক্ষর	

দ্বিতীয় অংশ ঃ ব্যক্তিগত প্রশ্ন

১। কেন্দ্রের নাম ও ঠিকানা ঃ .....

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২। উত্তরদাতার পূর্ণ নাম ঃ .....

৩। জন্ম তারিখ ঃ .....

৪। শিক্ষাগত যোগ্যতা ঃ .....

৫। শিক্ষক হিসেবে কর্মে যোগদানের তারিখ ঃ .....

৬। মৌলিক প্রশিক্ষন পেয়েছেন কি ? ঃ ☐ হ্যাঁ ☐ না। হ্যাঁ হলে কতদিনের ? .....।

৭। মৌলিক প্রশিক্ষণে শারিরীক বা চলনক্ষমতার বিকাশ (Motor Development) বিষয়ে আলাদা কোন সেশন পরিচালিত হয়েছিল কি ? ☐ হ্যাঁ ☐ না। উত্তর হ্যাঁ হলে সেখানে কি কি বিষয় আলোচনা করা হয়েছিল, যদি কিছু বলেন ?

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৮। শারিরীক বা চলনক্ষমতার বিকাশ বিষয়ে আপনার নিজস্ব ধারনা সম্পর্কে কিছু বলুন ?

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৯। শারিরীক বা চলনক্ষমতার বিকাশ কর্মসূচির মাধ্যমে শিশুদের কি কোন প্রকার উপকার হয় ? ☐ হ্যাঁ ☐ না। হ্যাঁ হলে কি ধরনের উপকার বা দক্ষতা বৃদ্ধি পায় ?

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১০। শারিরীক বা চলনক্ষমতার বিকাশমূলক কর্মসূচীতে অর্ন্তভূক্তির ফলে নিম্নোক্ত দক্ষতা বৃদ্ধি পায়। √ টিক চিহ্ন দিন।

ক) স্থুল ও সুক্ষ্ম পেশীর সঞ্চালনক্ষমতা

- দৌড়াতে এবং লাফ দিতে পারা ☐ হ্যাঁ ☐ না
- বেয়ে উঠতে পারা ☐ হ্যাঁ ☐ না
- বয়স উপযোগী বিভিন্ন জিনিস ধরা, নাড়াচাড়া করা এবং বহন করতে পারা ☐ হ্যাঁ ☐ না
- বিভিন্ন জিনিস ধাক্কা দেয়া এবং টানতে পারা ☐ হ্যাঁ ☐ না
- সহজ কিছু ব্যায়াম করতে পারা ☐ হ্যাঁ ☐ না
- ক্রেয়ন, তুলি, পেন্সিল সঠিকভাবে ধরে আকতে ও রং করতে পারা ☐ হ্যাঁ ☐ না
- ব্লক দিয়ে বিভিন্ন আকার আকৃতি তৈরি করতে পারা ☐ হ্যাঁ ☐ না
- বীচি, ছোট পাথর ইত্যাদি সাজিয়ে বিভিন্ন আকৃতি বানাতে ও বাছাই করতে পারা ☐ হ্যাঁ ☐ না
- কাঁদা বা মন্ড দিয়ে নানান ধরনের নকশা তৈরি করতে পারা ☐ হ্যাঁ ☐ না
- কাগজ নানা আকারে ছিঁড়তে এবং কাঁচি দিয়ে কাটাতে পারা ☐ হ্যাঁ ☐ না
- গোল, তেকোনা, চৌকোনা আঁকতে পারা ☐ হ্যাঁ ☐ না
- বর্ণ, সংখ্যা ও শব্দ লিখতে পারা ☐ হ্যাঁ ☐ না

খ) চোখ ও হাতের সমন্বয় সাধনের ক্ষমতা

- লক্ষ্য স্থির করে বল ছুড়তে এবং ধরতে পারা ☐ হ্যাঁ ☐ না
- মালা গাঁথতে পারা ☐ হ্যাঁ ☐ না
- বোতল থেকে গ্লাসে এবং গ্লাস থেকে বোতলে পানি ঢালতে পারা ☐ হ্যাঁ ☐ না
- জামার বোতাম লাগাতে পারা ☐ হ্যাঁ ☐ না
- নির্দিষ্ট স্থানে কোন বস্তু বা ছবি আটকাতে পারা ☐ হ্যাঁ ☐ না

গ) ভারসাম্য রেখে কাজ করতে পারা

- এক পায়ে হাঁটতে, দৌঁড়াতে ও লাফাতে পারা ☐ হ্যাঁ ☐ না
- সামনে-পিছনে, ডানে-বামে, আঁকা-বাঁকা লাইনে হাঁটতে পারা ☐ হ্যাঁ ☐ না
- গোড়ালীতে ভর করে সামনে-পিছনে, ডানে-বামে, আঁকা-বাঁকা লাইনে হাঁটতে পারা ☐ হ্যাঁ ☐ না
- বৃত্তাকারে দৌড়াতে পারা ☐ হ্যাঁ ☐ না

১১। রিফ্রেশার্স প্রশিক্ষণ কতদিন পর পর হয় ?

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১২। এ পর্যন্ত কয়টি রিফ্রেশার্স প্রশিক্ষণে অংশগ্রহন করেছেন ? ..... টি। প্রশিক্ষণের মেয়াদ কত ?

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১৩। ক্লাশ নেয়ার সময় আপনি কি শারিরীক বা চলনক্ষমতার বিকাশমূলক কর্মসূচি (Activity) করে থাকেন ?
☐ হ্যাঁ ☐ না। হ্যাঁ হলে কর্মসূচিসমূহ বিস্তারিত উল্লেখ করুন।

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১৪। শিক্ষাক্রম থেকে এ কর্মসূচি বাদ দেয়া হলে শিশুদের কি অসুবিধা হতে পারে বলে মনে করেন ?

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SAMPLE

GUIDE LINE

FOR

PS OBSERVATION

কেন্দ্র পর্যবেক্ষণের গাইড লাইন

১। কুশল বিনিময় ঃ

২। সেশন পর্যবেক্ষন ঃ

SAMPLE

GUIDE LINE

FOR

FGD

ফোকাস গ্রুপ ডিসকাশন এর জন্য নির্দেশাবলী

স্থান/এলাকা ঃ .....

দলের তথ্য ঃ

দলের উপস্থিত সদস্য সংখ্যা ঃ .....

দলের সদস্যদের বৈশিষ্ট্যঃ শিক্ষা ঃ .....

পেশা ঃ .....

বয়স ঃ .....

লিঙ্গ ঃ নারী ঃ .....

পুরুষ ঃ .....

এফজিডির স্থিতিকাল ঃ ঘন্টা ঃ ..... মিনিট ঃ .....

শুরুর সময় ঃ .....

শেষ হওয়ার সময় ঃ .....

১। গ্রামীণ শিক্ষার প্রাক-প্রাথমিক শিক্ষা কার্যক্রম শুরুর আগে আপনাদের শিশুরা কোথায় পড়াশুনা করত ?

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২। কেন্দ্রে এসে আপনাদের শিশুরা কি কি শিখে থাকে ? কিছু বলুন?

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৩। কেন্দ্রে আসার ফলে আপনার শিশুর কোন কোন দিকে লাভ হয়েছে বলে মনে করেন ?

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৪। শরীরের হাত-পা, আঙ্গুল নাড়াচাড়া হয় এমন ধরণের কি কি কর্মসূচি কেন্দ্রে হয় ?

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৫। এ ধরনের কর্মসূচি আপনার বাড়িতে করে থাকেন ?

☐ হ্যাঁ ☐ না। হ্যাঁ হলে কি ধরনের ?

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৬। শরীরের অংগ-প্রত্যংগ ব্যবহারের মাধ্যমে কার্যক্রম পরিচালনা শিশুদের উপকার/লাভ হয় বলে মনে করেন ?

☐ হ্যাঁ ☐ না। হ্যাঁ হলে কি লাভ হয় বলুন।

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৭। গ্রামীণ শিক্ষার প্রাক-প্রাথমিক শিক্ষা কার্যক্রম আপনার শিশুর বিকাশে কি কি প্রভাব রেখেছে ?

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আপনাদের মতামত এবং মূল্যবান সময়ের জন্য আপনাদের সকলকে অসংখ্য ধন্যবাদ।

ফোকাস গ্রুপ ডিসকাশন এর জন্য নির্দেশাবলী

স্থান/এলাকা ঃ .....

দলের তথ্য ঃ

দলের উপস্থিত সদস্য সংখ্যা ঃ .....

দলের সদস্যদের বৈশিষ্ট্যঃ শিক্ষা ঃ .....

পেশা ঃ .....

বয়স ঃ .....

লিঙ্গ ঃ নারী ঃ .....

পুরুষ ঃ .....

এফজিডির স্থিতিকাল ঃ ঘন্টা ঃ ..... মিনিট ঃ .....

শুরুর সময় ঃ .....

শেষ হওয়ার সময় ঃ .....

১। গ্রামীণ শিক্ষার প্রাক-প্রাথমিক শিক্ষা কার্যক্রম শুরুর আগে আপনাদের শিশুরা কোথায় পড়াশুনা করত ?

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২। কেন্দ্রে এসে আপনাদের শিশুরা কি কি শিখে থাকে ? কিছু বলুন?

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৩। কেন্দ্রে আসার ফলে আপনার শিশুর কোন কোন দিকে লাভ হয়েছে বলে মনে করেন ?

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