

**AN APPRAISAL OF THE BRAC'S NFPE PROGRAMME
IN RESPECT TO COVERAGE OF TERMINAL COMPETENCIES
SPECIFIED BY THE GOVERNMENT OF BANGLADESH**

Sanat K. Ghosh
Reader & Head
Department of Education
Rabindra Bharati University
Calcutta, West Bengal, India

31 March, 1999 - 14 April, 1999

BRAC
Research and Evaluation Division
75, Mohakhali, Dhaka 1212, Bangladesh

Acknowledgment

The author expresses his deep sense of gratitude to Dr. A.M.R. Chowdhury , Director Research, for providing him the opportunity to study with such a unique educational programme of BRAC. He is also grateful to Ms. Kaniz Fatema, Director, NFPE and M. Ghulam Sattar, Manager, RED, for giving sufficient time to understand the whole NFPE programme. He is thankful to Ms. Erum Marium, Manager, Quality Control and Mr. Sahabuddin Ahmed, Regional Manager, NFPE, for their kind helps in supplying official documents and in field survey respectively. He is also thankful to all staff members of RED and NFPE in head office and at the field level for extending their hands of co-operation. At last but not the least, he highly acknowledges the supports he received at every stage of this study from Mr. Kaiser A. Khan, Senior Staff Sociologist, RED.

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Abstract

The study aimed to make an appraisal of the three-year Non-Formal Primary Education (NFPE) programme of BRAC in respect to the terminal competencies identified by the government of Bangladesh for the Formal Primary Education (FPE) cycle. The two-way content analysis was conducted in respect to three sources of materials – (i) Text Materials (TM), (ii) Curriculum Transaction Materials (CTM) and (iii) Evaluation Materials (EM) by three types of competencies – (i) Psycho-motor, (ii) Cognitive and (iii) Affective. The coverage was qualified in terms of well covered (WC) , fairly covered (FC) , or not covered (NC). Subject-based learning objectives (continua) were also compared between the three-year NFPE and the FPE cycle up to third grade. Findings indicated that on an average, the three-year NFPE programme was covering fairly well in respect to the TM and CTM sources. But there is a scope to improve the evaluation materials. In respect to the subject-based learning objectives only five objectives were not covered but at the same time it was covering about 60 additional learning objectives . The whole NFPE programme was found unique in its character particularly in terms of material development and curriculum transaction.

INTRODUCTION

BRAC's Mission is the poverty alleviation. Whether it is on health care, education, income generation, micro-credit or so on the main goal is socio-economic development and Empowerment of the poorest and disadvantaged section of the society .

BRAC Values primary education not only because it is a fundamental human right but also because it is believed to be an effective development strategy. Kudrat-E-Khuda Commission (1972-74) has also suggested free and compulsory Primary education up to class eight is essential for the national development.

In 1985, the Non Formal Primary Education (NFPE) programme was started as a three-year course for the children between the ages 8 to 10 years. The target group was those children who had never enrolled in any school or who had dropped out during the formal schooling and girls were given always the first preference. This programme gradually expanded from 22 schools of a district to 34,334 schools of 61 districts of the country with an enrollment of 1,103,378 learners (Source: Annual Report NFPE 1997, pp,1-7). Thus the NFPE programme has been accepted by the larger section of the society who are denied education because of gender or poverty or both. At the same time BRAC has taken the significant complementary role to the government educational programme of primary education particularly for the poorest of the poor section of the society.

During a considerable period of last 15 years the NFPE programme had hanged in its objectives and mode of functioning to cope up the feed backs and demands from the field levels. Currently the programme is running in phase – III. The principal features of this phase are – the expansion of curriculum in all NFPE schools to cover the current compulsory five-year formal primary school cycle in four years and the introduction of a decentralized quality control system supported an educational support unit to provide required expertise to develop quality materials. Thus, one of the main objectives of NFPE programme is mainstreaming with formal education. Initially the aims and objectives of NFPE programme were quite different from the aims and objectives framed by the Government of Bangladesh. But at present, with the demands of the changed academic scenario of the country, the programme is going to match the formal level of upper primary education and it is expected that graduates of this course will be admitted in the formal secondary schools at grade six. In this context, a pertinent question may be raised - how far the existing NFPE programme is fulfilling the specified terminal competencies of primary education cycle identified by the Government of Bangladesh? On the other hand Government may also raise the same question particularly in respect to the admission of the BRAC graduates in different secondary schools of the country.

OBJECTIVES

The main aim of the present appraisal is to review the 3-year NFPE curriculum and related materials for the purpose of identifying the well

covered, fairly covered and not covered terminal competencies of primary education cycle specified by the Government of Bangladesh.

CONCEPTUAL FRAMEWORK

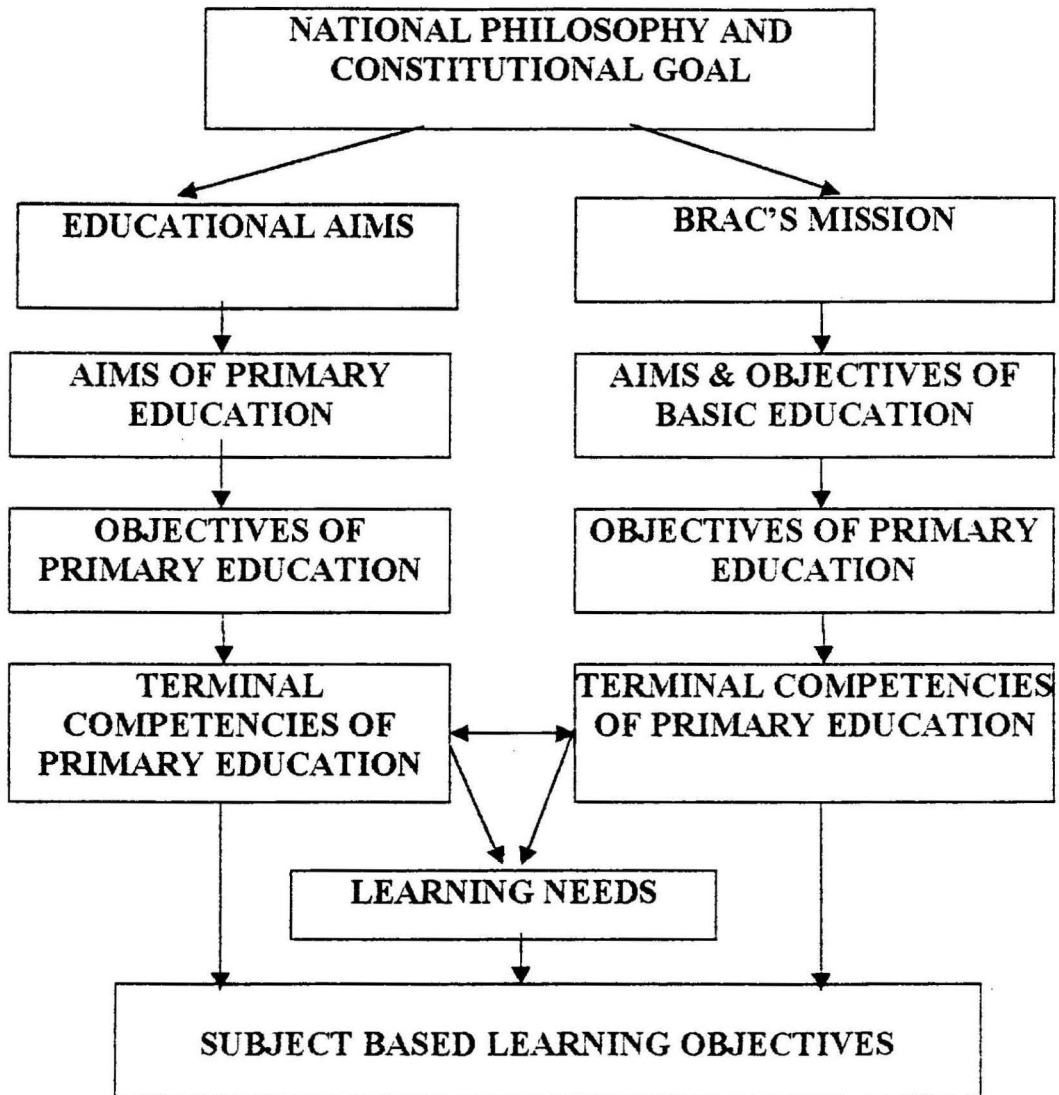
According to Webster, competence means fitness or ability and the suggested synonyms include capability, capacity, efficiency, proficiency and skill. But in education it is used in a different context. Competencies are specified in terms of educational objectives in one hand and learning needs of the learner of a particular level of education on the other. There are various components of any educational programme, viz. curriculum, contents, teaching- learning, evaluation and also the teacher training and supervision, each of which is related with the terminal competencies.

In a sub-regional workshop on the development of basic literacy reading materials (Asia & Pacific) organized by Asian Cultural Center of UNESCO held in Calcutta (July, 1992), identified basic competencies were – reading, writing, accounting and life skills. In the Research and Evaluation Division of BRAC a number of important studies (Chowdhury, Zeiegahn, Haque, Srestha and Ahmed, 1995; Nath, Imam and Chowdhury, 1998; Nath, Sylva & Grimes;) have been completed in this area.

Therefore, studies on the terminal competencies at primary education cycle are very much desirable particularly with the changing educational scenario of the country. The competency-based primary education programmes undertaken by the Government of Bangladesh and BRAC are compared by a flow-chart.

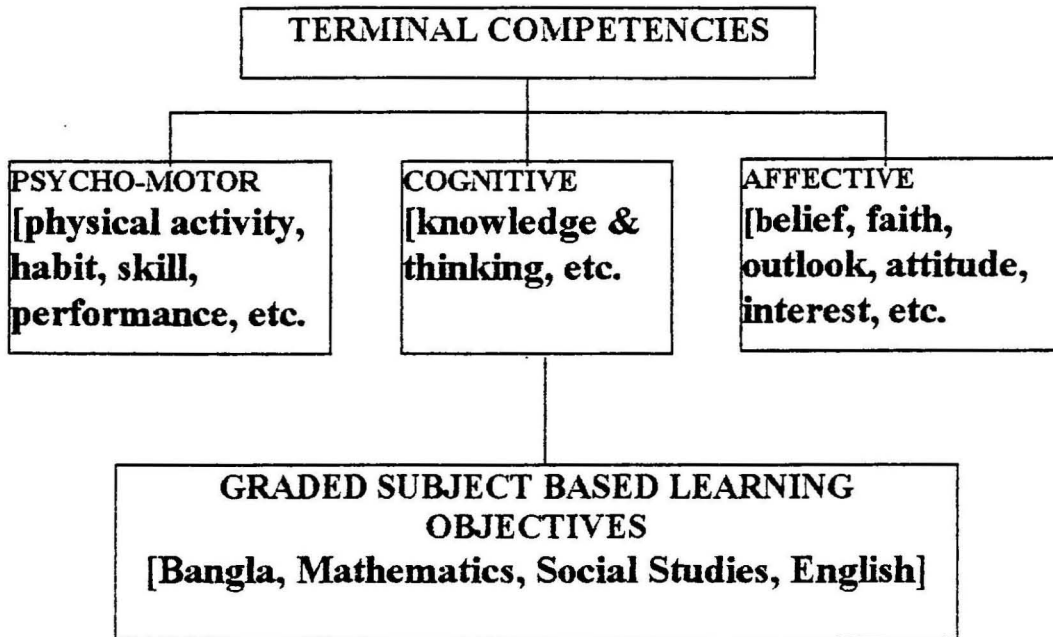
**Formal Primary Education (FPE)
programme of the Government**

**NFPE programme
of BRAC**



**AN ANALYTICAL FRAMEWORK FOR COMPARING FPE AND
NFPE PROGRAMMES**

Another important issue related with the concept of competency is the learning needs of the learners. According to Bloom's taxonomy learning outputs can broadly be divided into three domains - psycho-motor, cognitive and affective. Though the domains are inter-linked internally but those may be differentiated in terms of behavioural expressions. In our common educational practices we emphasize much on the areas of knowledge and thinking, i.e., cognitive domain of learning. Learnings in cognitive domain are generally practiced through the interactions between learners and graded subject-based learning objectives or continua (viz. Bangla, Mathematics, Social studies, English, etc.) specified at any particular level of education. Actually this area mostly influences both the psycho-motor and affective domains of learning. We also provide emphasis to learn separately different types of physical activities, habit formation, skill development, performance, etc. These belong to the domain of psycho-motor learning and also directly or indirectly influence the cognitive domain. But learning in affective domain is the product of long-term learning practices. It includes belief, faith, outlook, attitude, interest, value, etc. Thus, the terminal competencies may be clarified on the basis of learning needs of the learners at primary level.



In terms of competency
In terms of learning output

**CONCEPTUAL FRAMEWORK RELATING TERMINAL
 COMPETENCIES AND GRADED SUBJECT-BASED LEARNING
 OBJECTIVES**

METHODOLOGY

Study design

The study was an appraisal based on qualitative analysis. Content materials of three sources were reviewed and analyzed in respect to three types of competencies. The coverage was qualified in terms of well covered (WC), fairly covered (FC) and not covered (NC) competencies.

Sources

Materials of three basic sources were identified for the present study - text materials (TM), curriculum transaction materials (CTM) and evaluation materials (EM). All the text books including supplementary story books developed by BRAC for the students up to grade three were the TM. CTM included all the guide books for teachers, training modules developed by BRAC for teachers, supervisors and master trainers. The third type of source was EM which covered the NFPE achievement test (NAT) as well as the recorded evaluation system (of a school) practiced during last three years .

Types of competencies

53 Terminal competencies specified by the Government of Bangladesh for the FPE programme were classified (Appendix-A) into three types- (i) psycho-motor type - 19 competencies, (ii) cognitive type – 24 competencies and (iii) Affective type - 10 competencies.

Content Analysis

Materials under each of the three sources were scanned and its contents were analyzed against the three types of competencies, Thus, a two-way content analysis was conducted in terms of coverage at three levels.

Quality control

To minimize the errors in findings competencies were qualified in three phases – (i) in respect to different sources of NFPE programme , (ii) in terms of learning objectives and (iii) in view of the opinions received from relevant people attached with the NFPE programme.

FINDINGS

Each of the three sources of materials, viz. TM, CTM, and EM were analyzed in respect to three types of competencies, viz. psycho-motor, cognitive and affective, at three levels- well covered (WC), fairly covered (FC) and not covered (NC). It was found that out of total 53 terminal competencies 19 competencies were psycho-motor type, 24 competencies were cognitive type and the rest 10 competencies were affective type. All the competencies were coded under different types (Appendix- A).

Table 1. Coverage of psycho-motor competencies in respect to TM, CTM, and EM.

Competency code	TM	CTM	EM
P1	FC	WC	NC
P2	WC	WC	NC
P3	WC	WC	NC
P4	WC	WC	NC
P5	WC	WC	NC
P6	FC	WC	NC
P7	FC	WC	NC
P8	FC	FC	NC
P9	WC	WC	NC
P10	WC	WC	NC
P11	WC	WC	NC
P12	WC	WC	NC
P13	WC	WC	NC
P14	FC	WC	NC
P15	FC	WC	NC
P16	WC	WC	NC
P17	WC	WC	NC
P18	WC	WC	NC
P19	FC	WC	NC
Total (N=19)	WC = 12 (63.2%) FC = 7 (36.8%)	WC = 18 (94.7%) FC = 1 (5.3%)	NC = 19 (100.0%)

Note: WC = Well covered, FC = Fairly covered, NC = Not covered.

Table 1 indicates that all the 19 competencies of psycho-motor type are more or less well covered both in respect to TM (63.2%) and CTM (94.7%) sources. But in respect to EM source no documentary reference was received to evaluate the psycho-motor type of competencies.

Table 2. Coverage of cognitive competencies in respect to TM, CTM, and EM.

Competency code	TM	CTM	EM
C1	FC	FC	NC
C2	WC	WC	FC
C3	WC	WC	WC
C4	WC	WC	WC
C5	WC	WC	WC
C6	WC	WC	WC
C7	WC	WC	WC
C8	WC	WC	FC
C9	WC	WC	WC
C10	WC	WC	WC
C11	WC	WC	WC
C12	WC	WC	WC
C13	WC	WC	WC
C14	WC	WC	WC
C15	FC	FC	FC
C16	WC	WC	WC
C17	WC	WC	WC
C18	WC	WC	WC
C19	WC	WC	WC
C20	WC	WC	WC
C21	FC	FC	FC
C22	FC	FC	FC
C23	FC	FC	NC
C24	FC	FC	NC
Total (N=24)	WC = 18 (75.0%) FC = 6 (25.0%)	WC = 18 (75.0%) FC = 6 (25.0%)	WC = 16 (66.6%) FC = 5 (20.9%) NC = 3 (12.5%)

Note: WC = Well covered, FC = Fairly covered, NC = Not covered.

Table 2 shows that cognitive competencies are covered well in all aspects of material sources TM, CTM, and EM. It also indicates that in respect to 24 cognitive competencies 75.0% are well covered and 25.0% are fairly covered both in terms of TM and CTM. But in terms of EM only 66.6% competencies are well covered, 20.9% are fairly covered and the rest 12.5% are not covered at all.

Table 3. Coverage of affective competencies in respect to the TM, CTM, and EM.

Competency code	TM	CTM	EM
A1	NC	NC	NC
A2	NC	NC	NC
A3	FC	FC	FC
A4	WC	WC	NC
A5	WC	WC	FC
A6	WC	WC	FC
A7	FC	WC	NC
A8	FC	FC	NC
A9	FC	FC	NC
A10	WC	WC	NC
Total (N=10)	WC = 4 (40.0%) FC = 4 (40.0%) NC = 2 (20.0%)	WC = 5 (50.0%) FC = 3 (30.0%) NC = 2 (20.0%)	FC = 3 (30.0%) NC = 7 (70.0%)

Note: WC = Well covered, FC = Fairly covered, NC = Not covered.

Table 3 informs that out of 10 affective competencies only 2 (20.0%) were not covered both in terms of TM and CTM sources. But 4 (40.0%) competencies and 5 competencies (50.0%) are well covered in terms of TM and CTM respectively and rest are fairly covered (40.0% and 30.0% respectively). Furthermore, a total of 7 (70.0%) affective competencies are found not covered, only 3 (30.0%) are fairly covered but none is well covered.

It is the reality that almost cent percent emphasis is generally given in achieving cognitive competencies at any level of education. Primary education is no exception, inspite of its diversified types of terminal competencies. The three-year NFPE programme indicates that it is not only dealing with cognitive competencies with much coverage but also fairly covering other two types of competencies. In this context , the detailed subject based learning objectives (continua) were compared between the five-year FPE cycle at the end of grade three and three-year NFPE programme of BRAC (Appendix-B).

The comparison indicates, out of total 124 learning objectives in different subjects, 119 learning objectives are found covered by the NFPE programme. But the most significant point is to be noted here that the NFPE programme is covering approximately 60 additional learning objectives which are not specified for the FPE programme.

To locate the real picture of NFPE , teaching-learning processes of a few schools were visited, the training systems in practice were observed and also discussed with a few number of relevant BRAC people, viz. ex-students, teachers, resource teachers, supervisors, team-in-charge, office-in-charge., researchers and curriculum developers. Some of the important opinions may be summarized here:

a) BRAC people are trying devotedly to make the NFPE programme successful by fulfilling their respective assignments.

b) Each of them is very much aware about the goal of the NFPE programme

c) Decentralized mechanism of receiving constant feed-back from every phase of activity and respective monitoring, reviewing and modifying system is the main spring of the whole NFPE programme.

d) Though the teachers are not properly qualified but they are well trained and thus they have developed confidence and motivation to teach well.

e) Training programmes are detailed, well structured and learning objective based.

f) In classroom teaching, special emphasis is given in meaningful learning rather than rote memorization.

g) Students learn with pleasure as mostly the play-way method of teaching is used.

h) Much importance is given on co-curricular activities.

i) Contents up to grade three was satisfactory but contents in grades four and five in English and Mathematics to be improved.

j) Environmental studies also be more detailed from grade four.

DISCUSSION AND CONCLUSION

In respect to the objectives of the present appraisal , the findings be summarized below:

i) The overall three-year NFPE programme of BRAC has fairly covered almost all terminal competencies on an average specified for FPE programme by the Government of Bangladesh.

ii) Text materials developed by BRAC is unique and covered well almost all the competencies . Of course there is a scope of improvement in the proposed four-year NFPE programme.

iii) The materials developed by BRAC for the curriculum transaction in three-year NFPE programme are multi-dimensional. These are well structured, detailed, lesson based , scientific and covered well almost all the competencies .

iv) As a system the evaluation programme of NFPE is scientific especially for the cognitive type of competencies. But it has some problems of its own . It is very difficult to evaluate the affective type of competencies particularly at the primary level. Similarly , it is not an easy task to evaluate and keeping records of the development of psycho-motor type of competencies. Thus, there is a scope to develop some innovative techniques of evaluation which can cover all types of competencies.

v) It is revealed that A1 and A2 competencies are not covered at all and P8, C1, C15, C21, C22, C23, C24, A3, A8, and A9 competencies are fairly covered.

vi) It is found that only 5 learning objectives are not covered in the three-year NFPE programme in respect to the five-year FPE programme. But it is praiseworthy to note that additional 60 (approx.) learning objectives are covered by the 3 year NFPE programme.

In conclusion, it may be noted that BRAC's NFPE programme is definitely one of the best educational Programmes which is disseminating education among the deprived rural community . It may be a model for the third world countries . As the BRAC possess an advanced Research and Evaluation

Division, a few research projects may be recommended for the shake of the promotion of the NFPE programme :

i) Research supports may be provided to develop enriched system of evaluation to cover all the three types of competencies with optimum weightages.

ii) Research programme may be undertaken to assess the students' achievement of terminal competencies through the NFPE programme of BRAC.

iii) Researches may be conducted to locate the detailed learning objectives under both the psycho-motor and affective competencies through the NFPE programme of BRAC.

iv) National norms of the Minimum Level of Learning (MLL) under each competency may be empirically developed.

v) A test for assessment of essential terminal competencies may be developed for primary cycle.

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APPENDIX - A

DIFFERENT TYPES OF CODED COMPETENCIES SPECIFIED BY THE GOVERNMENT OF BANGLADESH FOR THE FORMAL PRIMARY EDUCATION (In Bangla)

Serial No.	Competency	Competency Type Code
১।	স্বশিক্ষামান অষ্টা ও বিশ্বের পালন কর্তা আল্লাহর একত্রে অটল বিশ্বাস স্থাপন করা।	A ₁
২।	আল্লাহর অসীম অনুগ্রহের জন্য কৃতজ্ঞাবোধ করা এবং সকল কাজে তাকে স্মরণের মাধ্যমে সে কৃতজ্ঞতা প্রকাশ করা।	A ₂
৩।	আল্লাহর রাসূল হযরত মোহাম্মদ (সঃ) এর ষ ব ধর্ম প্রবর্তকের জীবন চরিত্র জ্ঞান এবং তাঁদের শিক্ষা ও আদর্শ অনুসরণ করা।	C ₁
৪।	শ্রদ্ধার সকল সৃষ্টিকে ভালবাসা।	A ₃
৫।	সকল ধর্মাবলম্বীর প্রতি সম্মান ও সহনশীলতা প্রকাশ করা।	A ₄
৬।	নারী-পুরুষ, ধনী-নিধন, পেশা ও জীবন ধারার বৈচিত্র্য নির্বিশেষে সকলের প্রতি সম্মান প্রদর্শন করা।	P ₁
৭।	কার্যকর শ্রমবৃত্ত কাজে আগ্রহী হওয়া ও শ্রমজীবী মানুষের প্রতি শ্রদ্ধাশীল হওয়া।	P ₂
৮।	পিড়ানাতা, গুরুত্বন, প্রতিবেশী ও আত্মীয় স্বজনদের প্রতি সম্মান প্রদর্শন ও কর্তব্য পালন করা।	P ₃
৯।	পরিবারের সদস্য হিসেবে নিজ দায়িত্ব ও কর্তব্য সম্পর্কে জ্ঞান এবং গৃহকর্মে অংশগ্রহণ করা।	P ₄
১০।	সমাজের সদস্য হিসেবে নিজ দায়িত্ব ও কর্তব্য সম্পর্কে জ্ঞান এবং সামাজিক কর্মকাণ্ডে অংশগ্রহণ করা।	P ₅
১১।	বাংলাদেশের নাগরিক হিসেবে নিজ দায়িত্ব ও কর্তব্য সম্পর্কে জ্ঞান এবং নাগরিক দায়িত্ব পালন করা।	C ₂
১২।	গ্রন্থের মতামত প্রকাশের সুযোগদান এবং যুক্ত মতামতের প্রতি সম্মান প্রদর্শন।	P ₆
১৩।	বিদ্যালয় কর্তৃক গৃহীত বিভিন্ন কার্যক্রম সম্পর্কে সাম্মিলিতভাবে দিকান্ত গ্রহণে সক্রিয় ভূমিকা পালন করা।	P ₇
১৪।	সভা ও নিষ্ঠার সাথে দায়িত্ব ও কর্তব্য পালনের মাধ্যমে যোগ্য বলা নেতা ও নলের সদস্য হিসেবে গড়ে ওঠা।	P ₈
১৫।	দেশকে জ্ঞান ও ভালবাসা।	C ₃
১৬।	জাতীয় ঐতিহ্য ও সংস্কৃতিতে (ভাষা, লোক সঙ্গীত, চারু ও কারুশিল্প এবং প্রখ্যাত ব্যক্তিত্ব) গৌরব বোধ করা।	A ₅
১৭।	জাতীয় পতাকা ও জাতীয় সঙ্গীতের প্রতি শ্রদ্ধা প্রদর্শন করা।	P ₉
১৮।	সম্পদের অপচয় পরিহার করা।	P ₁₀
১৯।	স্বল্প জীবন যাপনের জন্য সকল দেহ গঠনের গুরুত্ব বুঝা।	A ₆
২০।	সেলাখুলা এবং শরীর চর্চায় অংশগ্রহণের মাধ্যমে নবল দেহ গঠনে আগ্রহী হওয়া।	P ₁₁
২১।	দৈনিক ও পারিপার্শ্বিক স্বাস্থ্যবিধি জ্ঞান ও পালন করা।	C ₄
২২।	সুস্থ খাদ্য সম্পর্কে জ্ঞান, এর গুরুত্ব বুঝা এবং এরূপ খাদ্য গ্রহণের অভ্যাস করা।	C ₅
২৩।	সাধারণ রোগ ব্যাধি, এগুলির কারণ ও সতর্কতামূলক ব্যবস্থা সম্পর্কে জ্ঞান এবং সতর্কতা অবলম্বনে আগ্রহী হওয়া।	C ₆
২৪।	সহজ বাংলা ভাষায় স্থাপা ও হাতে লেখা বিষয়বস্তু বুঝে শুদ্ধভাবে পড়তে পারা এবং পঠন দক্ষতা অর্জনের মাধ্যমে বাংলা ভাষায় লিখিত বিষয়বস্তু পড়ে আনর্জন অব্যাহত রাখতে সক্ষম হওয়া।	C ₇
২৫।	পর্যবেক্ষণ, অভিজ্ঞতা ও মনোভাব সহজ বাংলা ভাষায় শুদ্ধ ও স্পষ্টভাবে লিখে প্রকাশ করতে পারা, সাধারণ চিঠি ও দরখাস্ত লিখতে পারা এবং বিভিন্ন কর্ম পূরণ করতে পারা।	C ₈
২৬।	সহপাঠী ও অন্যান্যদের সাথে মনোভাব ও অনুভূতি সঠিক ও কার্যকরভাবে প্রকাশ ও আদান প্রদানের ক্ষেত্রে শুদ্ধ চলিত বাংলায় কথা বলতে পারা।	C ₉
২৭।	সহজ চলিত বাংলায় রূখাপকথন, বক্তৃতা, বর্ণনা ইত্যাদি মনোযোগ সহকারে শুনে মূলভাব বুঝতে পারা।	C ₁₀
২৮।	সংখ্যার দৈনিক গণনা লাভ করা এবং সংখ্যা ব্যবহার করতে পারা।	C ₁₁

Serial No.	Competency	Competency Type Code
২৯।	গণিতের মৌলিক চারটি নিয়ম জানা ও ব্যবহার করতে পারা।	C12
৩০।	দৈনন্দিন জীবনের সমস্যা সমাধানে হিসাব নিকাশের সহজ কৌশলগুলি প্রয়োগ করতে পারা।	C13
৩১।	মুদ্রা, দৈর্ঘ্য, ওজন, ক্ষেত্রফল, আয়তন ও সময়ের এককগুলি জানা ও ব্যবহার করতে পারা।	C14
৩২।	জ্যামিতিক আকার আকৃতিগুলি চেনা ও বুঝা।	C15
৩৩।	তথ্য সংগ্রহের সামর্থ্য অর্জন করা।	P12
৩৪।	পাঠ্য বহির্ভূত বই পুস্তক, সংবাদ পত্র এবং সাময়িক পত্রিকা পাঠের অভ্যাস গঠন করা।	P13
৩৫।	স্বাধীনভাবে চিন্তা করা ও নিজের মত ব্যক্ত করার সামর্থ্য অর্জন করা।	A7
৩৬।	নতুন খ্যান ধারণা গ্রহণ এবং অপরের সঙ্গে সেসব ধারণা সম্পর্কে আলোচনায় আগ্রহী হওয়া।	A8
৩৭।	নিজের উন্নয়নের জন্য অপরের গঠনমূলক সমালোচনা গ্রহণ ও ব্যবহারে আগ্রহী হওয়া।	A9
৩৮।	পর্যবেক্ষণ ও অনুসন্ধানের মাধ্যমে নিকট প্রাকৃতিক ও সামাজিক পরিবেশকে জানা ও বুঝা।	C16
৩৯।	জিজ্ঞাসা সুনির্দিষ্ট করা, পরিবেশের বিভিন্ন বস্তু পর্যবেক্ষণ ও শ্রেণীকরণ করা এবং সহজ অনুমান করার 'বৈজ্ঞানিক অনুসন্ধান দক্ষতা' অর্জন করা।	C17
৪০।	কারণ ও ফলাফলের সম্পর্ক সনাক্ত করা এবং দৈনন্দিন জীবনের সাধারণ সমস্যা সম্পর্কিত সহজ পরীক্ষণ করা।	C18
৪১।	বিজ্ঞান ও প্রযুক্তির ব্যবহারে দৈনন্দিন জীবন যাত্রার মানোন্নয়ন পর্যবেক্ষণ করা, সনাক্ত করা এবং এর গুরুত্ব উপলব্ধি করা।	C19
৪২।	নকশা অঙ্কন, চিত্রাঙ্কন, মাটির কাজ, কাগজের কাজ, সংগীত, নৃত্য, নাটক ইত্যাদি শিল্পকলার মাধ্যমে নিজেকে প্রকাশ করতে পারা।	P14
৪৩।	প্রাকৃতিক ও সামাজিক পরিবেশের সৌন্দর্য্য পর্যবেক্ষণ ও উপলব্ধি করা।	A10
৪৪।	নিজস্ব জিনিসপত্র ও পরিবেষ্টনী সৌন্দর্য্যমণ্ডিত করার অভ্যাস গঠন করা।	P15
৪৫।	নিয়ম শৃঙ্খলা অনুসরণ করা।	P16
৪৬।	ব্যক্তিগত ও জনসাধারণের সম্পদের যত্ন নেওয়া।	P17
৪৭।	সময়ানুবর্তিতার অভ্যাস গড়ে তোলা।	P18
৪৮।	বিভিন্ন সম্পর্কযুক্ত ব্যক্তির সংগে ক্রিয়াকর্ম আচরণ করতে হবে তা জানা এবং তদনুযায়ী শিষ্টাচার অনুশীলন করা।	P19
৪৯।	অন্যান্য দেশের শিশুদের সম্পর্কে জানা এবং বিভিন্ন ধরনের জীবন ধারা সম্পর্কে আগ্রহী হওয়া।	C20
৫০।	ইংরেজী ভাষায় হাশা ও হাতে লেখা সহজ বিষয়বস্তু পড়তে পারা।	C21
৫১।	ইংরেজী ভাষায় সহজ কথোপকথন, গল্প ও ছড়া শোনা, বুঝা এবং আনন্দ লাভ করা।	C22
৫২।	নিজ পর্যবেক্ষণ ও ধারণা বুঝবার জন্য ইংরেজীতে সহজ বাক্য বলতে পারা।	C23
৫৩।	ইংরেজীতে শুদ্ধ ও স্পষ্ট করে পরিচিত বস্তুর বর্ণনা বিবরণ লিখতে পারা।	C24

স্বাক্ষর: স্বর্গজীবিত প্রাথমিক শিক্ষায় এটাই প্রথম
 শিক্ষায়ত্ত্ব পরিচালক ও নবায়ন কর্মকর্তা:
 তৎকালীন শিক্ষকসংস্থা; জাতীয় শিক্ষায়ত্ত্ব
 ও টেকনিক্যাল বোর্ড, ঢাকা; ১৯৮৮, ৭.৩.১১.

APPENDIX-B

SUBJECT-BASED LEARNING OBJECTIVES

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SUBJECT : BANGLA LANGUAGE			
Terminal Competency	Learning Objectives		Learning Objectives Added in ERAC NFFE
	Classwise Achievement	Competency	
	Class 3	ERAC class 3	
<p>Listening:</p> <p>1. Be able to understand the subject matter and substance after listening to a conversation, story, simple discussion and speech on simple topic.</p> <p>2. Will derive enjoyment and appreciate conversation, stories, rhymes, poems, discussions and speeches. And also will understand the speakers feelings from these.</p> <p>Speaking:</p> <p>1. Will be able to speak clearly in proper Bengali.</p> <p>2. Will be able to tell stories and simple dialogues.</p> <p>3. Will be able to describe incidents and personal experiences.</p> <p>4. Will be able to recite poems in rhymes with light body movement.</p>	<p style="text-align: center;">-</p> <p>1.2 Will listen attentively and patiently.</p> <p>1.3 Will understand the substance of stories, poems, conversation.</p> <p>2.1 Will find pleasure from listening stories, rhymes, poems, conversations and discussions.</p> <p>3.1 Will speak properly in correct, contemporary Bengali.</p> <p>2. Will be able to tell simple stories.</p> <p>3.1 Will be able to describe incidents witnessed personally.</p> <p>4.1 Will recite rhymes and poems rhythmically.</p>	<p style="font-size: 2em;">✓</p> <p style="font-size: 2em;">✓</p> <p style="font-size: 2em;">✓</p> <p style="font-size: 2em;">✓</p> <p style="font-size: 2em;">✓</p> <p style="font-size: 2em;">✓</p> <p style="font-size: 2em;">✓</p>	<p>1. Will be able to read story books.</p> <p>2. Will be able to speak in front of an audience.</p> <p>3. Will be able to write words outside the text.</p>

Terminal Competency	Learning Objectives		Learning Objectives Added Competency in BRAC HPPE
	Classwise Attainment Competency		
	Class 1	BRAC class 1	
<p>5. Will participate manners in social gatherings as well as daily encounters.</p> <p>5. Will express personal views and feelings in different places.</p> <p>Reading:</p> <p>1. To be able to read the voice which can be heard and pronounce it clearly</p> <p>2. To be able to read in a normal pace .</p> <p>3. To be able to recite in a normal pace with clear pronunciation</p> <p>4. To be able to read and understand printed books, papers and picture exercise .</p> <p>5. To be able to read and understand simple advertisement, different types of simple signs or directions.</p> <p>6. To be able to read and understand in normal speed silently.</p>	<p>5.1 Will politely address people and ask permission from them at school, at home and elsewhere.</p> <p>5.2 Will participate in discussions and conversations of daily life with servers.</p> <p>1.1 To be able to read the voice which can be heard with clear pronunciation and recognize different commas .</p> <p>2.1 To be able to read in a normal pace as far as possible .</p> <p>3.1 To be able to recite poems and rhymes by maintaining rhythm.</p> <p>4.1 To be able to read text book, books of same standard and picture.</p> <p>5.1 To be able to read different types of simple signs or directions.</p> <p>6.1 To be able to read silently .</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	

Terminal Competency Competency	Learning Objectives		Learning Objectives Added Competency in BRAC, NFPE
	Classwise Competency Competency	BRAC class 1	
7. To be able to understand reading materials .	7.1 To be able to read stories, poems and rhymes of the text book.	✓	
8. To be able to read the name of the poet and writer.			
9. To be able to read hand written letters, applications and documents .	9.1 Will be able to read the hand writing written by them and their classmates.	✓	
10. To be able to develop the habit of reading for knowledge and enjoyment.			
Writing			
1. To be able to write clearly and neatly	1.1 Will be able to write clearly and neatly.	✓	
2. To be able to write correctly.	2.1 Will be able to write the "phonograms" properly.	✓	
	2.2 Will be able to write the words of the text clearly with correct spellings .	✓	
	2.3 Will be able to write sentences clearly and properly	✓	
3. To be able to write by using punctuation properly	3.1 Will be able to use commas.	✓	
4. To be able to write dictation by using punctuations and with correct spellings	4.1 Will be able to write easy dictation.	✓	

27th April 2000 Competency	Learning Objectives		Added Competency in BRAC NEPP A
	Classwise Competency	BRAC class J	
To be able to express their feelings in writing in their own words.	S.1 Will be able to write sentences with the words from the text books.	✓	
To able to write applications, letters and diary.			

SUBJECT MATHEMATICS

Basic Competency	Learning Objectives		Learning Objectives Added/Competency in ERAC NPPE
	Classwise Achievement	Competency	
	Class I	ERAC class I	
1. Will be able to count up to 1000.	1.1 Be able to count real life objects of numbers from 100 to 1000 with the help of hundreds of bundles of tens & hundreds.	✓	1. Be able to count, read & write upto 1,00,000. <i>Simple</i> 2. Problem Solving.
2. Will be able to identify symbols of the number 0 - 9.			
3. Will be able to count any number up to crore.	3.1 Will be able to read the numbers from 101 to 10,000.	✓	
4. Will be able to write any number upto crore.	4.1 Will be able to write any number between 101 to 10,000. 4.2 Will be able to write in words any number between 101 to 10,000.	✓	
5. Will be able to read and recognize the symbol of roman number upto 12.			
6. Find out the place value of the numbers upto crore.	6.1 To find out the place value of different numbers up to 10,000	✓	
7. Will be able to compare & sequence according to numerical value up to 10,000	7.1 Will be able to compare any of two numbers from 101 to 10,000 7.2 Will be able to recognize the numbers between odd & even from 101 to 10,000. 7.3 Will be able to sequence numbers 101 to 10,000 in both the ways: from small to large as well as large to small.	✓ ✓	

Grade Competency	Learning Objective		Learning Objective Added Competency in BRAC HPPE L
	Classwide Competency	BRAC class J	
<p>8. Will be able to recognize, count, read & write and sequence the numbers up to ten.</p> <p>9. Will be able to add two or more six digit numbers (without carrying)</p> <p>10 Will be able to subtract whole numbers from another which are less than six digits.</p> <p>11. Will be able to solve problems relating addition and subtraction. (multiplicand will be a number with not more than 4 digits and the factor/multiplier wont be more than a 3 digit number.)</p> <p>12. Will be able to multiply one number with another.</p> <p>13. Will be able to divide one number by another number.</p>	<p>10.1 Will be able to subtract a maximum 4 digit number from another 4 digit number (without carrying)</p> <p>11.1 Will be able to solve problems relating addition + subtraction of two steps. (with numbers of not more than 4 digits)</p> <p>12.1 Will be able to write & learn the multiplication table of 11 to 20.</p> <p>12.2 Will be able to multiply less than 3 digit numbers with two digit numbers without and with carrying.</p> <p>12.3 Will be able to multiply less than three digit numbers with 10 or 100</p> <p>12.4 Will be able to tell multiplications.</p> <p>13.1 Will be able to divide a 3 digit number (without carrying and with carrying)</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	

Basic Competency	Learning Objectives Competency		Meaning objective Added Competency in BRAC NFPE
	Class 3	BRAC class 3	
<p>17. Will be able to</p> <p>18. Will be able to solve simple problems relating average.</p> <p>19. Giving an idea about L.C.M and G.D.F. and solving related problems.</p> <p>20. Mathematical symbols and their use.</p> <p>21. Getting the idea of simple fraction and being able to identify and use it. (denominator will not be more than a two digit number)</p> <p>22. To be able to add, subtract, multiply and divide (where the denominator won't be above a two number.</p> <p>23. To be able to solve real life problems which require addition, subtraction, multiplication and divisional problems of fraction. (The denominators of the fraction won't be above 2 digit number.</p>	<p>20.1 Will be able to recognize & use mathematical symbols, e.g., > and <.</p> <p>21.1 Will get an idea of the types of fraction such as- (1/2), 3/4, 1/4, 2/3 and will be able to use these in daily life.</p> <p>22.1 Will be able to compare fractions with simple and equal denominators & differentiate small from large ones. Will also be able to show "larger than" and "smaller than".</p>	<p>✓</p> <p>✓</p> <p>X</p> <p>✓</p>	

Competency	Learning Objectives		Learning Objectives Added in BRAC NFFT
	Classwise	BRAC class	
14. Will be able to solve the simple problems having 3 steps which requires at the most 3 methods from addition, subtraction, multiplication and division (in any steps of the problem the number that are used will not be above 4 digit.	Will be able to tell the divisable, the divisor, the quotient of the remainder.	✓	
	14.1 Will be able to solve problems relating multiplication and division. (will not be able to use more than 2 digit numbers)	✓	
15. Will be able to recognize Bangladesh currency (coins & notes) and be able to use these in day to day life.	14.2 Will be able to solve simple problems having 2 steps which require at the most two methods from addition, subtraction, multiplication and division (The numbers used in all the stages of the problem will not be above 2 digit numbers)	✓	
	15.1 Will be able to recognize Bangladesh coins and notes and be able to know the method of writing the money.	✓	
16. Get an idea about the unitary of method and will be able to solve problems of daily life by using this method.	15.2 Will be able to use notes and exchange money in day to day dealings.	✓	

Basic Competency	Learning Objectives		Learning Objectives Added Competency In BRAC NYFE
	Classwise	BRAC class I	
<p>Get an idea of decimal fractions according to numerical quantities & be able to use these.</p> <p>Be able to do addition, subtraction, multiplication and division using decimal fractions; solving problems using at the least 3 types of methods.</p> <p>Get the idea of percentage & be able to use it to solve the problems.</p> <p>Be able to learn the units of length, weight, area of land and mass.</p>	<p>27.1 Will be able to measure lengths of various objects in metre and centimetre.</p> <p>27.2 Will be able to measure the length of any given straight line or picture.</p> <p>27.3 Will be introduced to the relationship between kilometre, metre and centimetre and will be able to transfer kilometre into metre and metre into centimetre.</p> <p>27.4 Will be introduced to the metric units of weight and will also be able to measure the weights of various things in gram and kilogram.</p> <p>27.5 Will be able to transfer kilogram into gram.</p> <p>27.6 Will be introduced to the measuring unit "Liter" for liquids and will practically use it.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	

Learning Competency	Learning Objectives		Learning Objective Added Competency in BRAC NPTC
	Classroom Adaptation	BRAC class 3	
28. Get an idea of time and be able to understand & use calendars.	28.1 Will be able to read time and use it in daily life . . .	✓	
	28.2 Be able to solve easy problems relating addition and subtraction by using the units of time .	✓	
29. Will have an idea about savings & expenditure and apply them to their own lives .			
30. Will be able to draw bar graph and have an idea about graph .			
31. To learn and recognize the basic geometric shapes. To classify easily available cubic objects .			
32. To be able to classify and name flat geometric shapes (triangle, quadruple and circle).	32.1 Will be able to recognize triangles.	✓	
	32.2 Will be able to name and draw different types of triangles depending on their arms/sides .	✓	
	32.3 Will be able to identify square and rectangle.	✓	
	32.4 Will be able to identify a circle .	✓	
33. Will have an idea about dot, line & surface .			

Basic Competency	Learning Objectives Classwise Assessment (Competency)		Learning Objectives Added Competency in BRAC NTPP
	Class 3	BRAC class 3	
2. Will be able to identify the relationship between cause & effect and to attain the ability to conduct simple experiments regarding simple problems of daily life.	2.1 Will identify relation between cause & effect such as a) Plants need air, heat, light and water to live. b) Condition of water after absorbing and releasing heat.	✓	2.7 Will know the treatment of Chicken Pox, eye infection.
3. Will be able to Present & document results of research.	3.1 Will give oral description of classifications, observation and experiments done in competency no. 1 & 2. Will also write descriptions for documentation. Will draw or make model of the observed materials.	✓	2.8 Will know the cause, systems, and treatment of worms.
4. To observe, identify and realize how science and technology contributes to our daily lives.	4.1 Will identify tools that make people's work easy. Such as, knife, scissor, hammer, axe, tubewell etc.	✓	2.9 Will know the names of different types of shots and the age of taking them.
5. To be aware of duties & responsibilities as a member of the family and participate in family affairs.	5.1 Will come to know of one's duties & responsibilities as a family member (help mother, father, brothers & sisters with their work)	✓	3. Will know different ways of income generation, such as handicraft, poultry, home gardening etc.
6. To be aware of duties and rights as a member of the society and participate in social activities.	6.1 Participate in different social activities and festivals.	✓	3.1 Will know about different types of vegetables grown in different types of soil. Their time of plantation and care.
			3.2 Will know where to set up a hatchery and what else is needed for it.
			3.3 Will know how one can earn money from domestic animals & birds and by making small things at home.

SUBJECT SOCIAL STUDIES

Competency	Learning Objectives Classwise Appointments		Added Learning Objectives in BRAC, NYPE
	Class I	BRAC class I	
<p>1. To observe different objects & incidents of the environment.</p> <p>- To ask proper questions to gain more knowledge.</p> <p>- To be able to classify different objects, living beings & incidents by using scientific skills based on the gathered information. Will also be able to draw conclusion.</p>	<p>1.1 Will observe at least 4 examples given below.</p> <p>- practices, incidents, objects, animals & human beings.</p> <p>Will know more about those by questioning & classifying.</p> <p>1.2 Will know the food habits of human beings and other animals - what they eat? How they eat? When they eat?</p> <p>Will be able to classify, compare & draw conclusions.</p> <p>1.3 Will be able to classify different uniforms worn by people of different occupations.</p> <p>1.4 Will be able to classify houses, according to materials & duration.</p> <p>Will be able to find information about the sources of raw materials used in houses by questioning.</p> <p>1.5 Will be able to classify, compare & gather information on the characteristics of living and non-living objects. Then draw conclusions about them.</p> <p>1.6 Will be able to realize the needs of animals and birds (food, shelter & treatment of their diseases). Also will try to meet these needs.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>1. Will be able to identify the three types of foods.</p> <p>1.1 Will know about balanced food.</p> <p>2. Will know what contagious diseases are and will be able to say names of contagious diseases.</p> <p>2.1 Will know about non-contagious diseases.</p> <p>2.2 Will know the symptoms, treatment, and prevention of diarrhoea through practical demonstration.</p> <p>2.3 Will know the cause, symptoms, and treatment of Anemia.</p> <p>2.4 Will know the cause, symptoms, and prevention of Night Blindness.</p> <p>2.5 Will know the symptoms and treatment of Jaundice.</p> <p>2.6 Will know the cause, treatment and prevention of Scabies.</p>

Competency	Learning Objectives	
	Classwise Assessment	Added Competency in ERAC NPPE
	Class I	ERAC class
7. To be aware of one's duties and rights as a citizen of Bangladesh.	<p>7.1 Will know about one's rights as a citizen of the country.</p> <p>7.2 Will come to know & understand the activities of Union Parishad & Municipality.</p> <p>7.3 Will participate in national festivals & programmes held outside the school but under the supervision of the school authority.</p> <p>7.4 Will participate in different festivals & programmes.</p> <p>7.5 Will preserve national wealth as well as personal belongings at home.</p> <p>7.6 Will take care of the surrounding of school, trees, garden, pond, vehicle, domestic animals, birds.</p>	<p>✓</p> <p>X</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>
		<p>4. Will know the advantages of having good relationship with neighbours.</p> <p>5.1 Will learn to participate in social activities like repairing a road, working in an immunization programme, informing people about cyclone, helping flood affected people etc.</p> <p>6. Will know about dowry and its bad results in the society.</p>

Competency	Learning Objectives Classwise Competency		Learning Objectives Added Competency in BRAC NFFE
	Class J	BRAC class J	
<p>3. Maintain health regulations & hygiene.</p> <p>9. To give importance to opinions of others regarding different activities of the schools. 10. Will be able to read and draw map.</p>	<p>8.1 Will use a particular place to throw waste objects .</p> <p>8.2 Will know proper use of latrine.</p> <p>8.3 Will know the danger of eating contaminated food & water.</p> <p>9.1 Will respect teacher & other classmates' opinion inside & outside the school.</p> <p>9.2 Teacher will fix a system and maintain it so that all the students of the class get the chance to be the class monitor.</p> <p>9.3 Will take part as a member in group activities of school (such as cleaning school & classroom).</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>7. Will be aware of the problems of a large family and the advantages of a small family.</p> <p>7.1 Will be aware of the difference between a large and a small family's expenditure through mathematical problem solving.</p> <p>7.2 Will know the population of Bangladesh.</p> <p>7.3 Will be aware of the problems our country will face due to rapid population growth.</p> <p>8. Will know why do we need sun.</p>

Competency	Learning Objectives		Added Competency in BRAC NFPE
	Classwise	BRAC class 3	
10. Will be able to read and draw map.	10.1 Will know & be able to identify the directions of a map. Will also be able to point out the capital and main city.	✓	8.1 Will know about the layers of soil.
11. Will know the geographical, historical and cultural characteristics and feel proud of national culture & heritage (national flag, national anthem, language, literature, industry and famous personalities)	10.2 Will be able to draw the school in free hand & point out the class & play ground.	✓	8.2 Will know why is it important to plough soil.
	11.1 Will tell meaning of national flag & map.	✓	8.3 Will know about the types of soil, their fertility and the types of crops they grow.
	11.2 Will be able to tell the first 4 lines of the national anthem and the name of its writer & composer.	✓	8.3 Will know how the roots of plants grab the soil, by doing a scientific experiment.
	11.3 Will know the use of national flag in different programmes.	✓	9. Will know the sources of water.
	11.4 Will take part in national programmes.	✓	9.1 Will know about water cycle.
			9.2 Will know how water helps grow plants, through scientific experiments.
			10. Will know the importance of plants & how it contributes to our lives.

Basic Competency	Learning Objective Classwise Achievement		Addis Learning Objective Essential Competency in BRAC NFFE
	Class 3	BRAC class 3	
12. To point out the superstitions that prevail in our culture and to help get rid of those.	<p>12.5 Will see local fairs, exhibitions, and traditional cultural materials (pots& pans, fans, dolls etc). If possible teachers will display some collected materials .</p> <p>12.6 Will know about main geographical conditions, rivers, flat lands, mountains and forest areas.12.1 Will observe and find out the actual reason of the following superstitions and misconceptions. -if you eat beans or bananas you will fail in the examination . -a tree will not grow fruit due to evil eye. - a tree will stop growing due to evil eye.</p>	<p>✓</p> <p>✓</p>	<p>10. Will know the names of the main rivers of Bangladesh.</p> <p>11. Will know the agricultural resources of Bangladesh.</p> <p>12. Will know about our forest resources.</p> <p>13. Will know our mine resources.</p> <p>14. Will know about jute industry, textile, sugar industry of Bangladesh.</p> <p>15. Will know about planets, the sun and the shape of the world.</p>

~~English~~
SUBJECT: ENGLISH

Terminal Competency	Learning Objectives		Added Learning Objectives in BRAC, NFPE
	Classwise Competency	BRAC class 3	
LISTENING 1. To recognise sound differences, stress & intonation. 2. to understand commands/ instructions, given in simple and clear English carry them out. 3. to understand simple questions and statements. 4. to understand simple rhymes, poems, stories read out to them. Speaking 1. to repeat with correct stress and intonation what the teacher says. 2. to exchange greetings and farewells and to make introductions.	A1.1 To recognise problem sound differences in the context of words & phrases. A2.1 to carry out simple questions asked by the teacher about the student himself. A3.1 to understand simple questions asked by the teacher about the student himself. A3.2 to understand questions about his friends and relatives. A3.3 to understand questions about objects around him. A3.4 to understand statement spoken by teacher. A4.1 to show interest in simple rhymes. A4.2 to show interest in simple poems. B1.1 to repeat after the teacher phrases, words, sounds and sentences. B2.1 to exchange greetings and farewells.	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	A1.1 to recognise the phonetic sounds of alphabets and words. A3.3 to be able to identify family members. A4.1 to understand songs related to the objectives. B1.1 to repeat phrases, words, sounds and sentences.

NCFSE Competency	Learning Objective Classwise Competency		Learner Objectives Added Competency in SRAC NCFSE
	Class 3	SRAC class 3	
13. Will show respect to different levels of people (age, sex, religion, lifestyle) and will be sympathetic to others.	13.1 Will know about the work and contributions of people of different occupations and will understand their interdependence. 13.2 Will know about festivals, programmes of other religions (Islam, Hinduism, Buddhism, Christianity)	✓ ✓	16. Will be able to conduct small experiments on how day & night occurs. 17. Will know the names of the continents of the world. 18. Will know what a solar system is.
14. To know about the life styles of the children of different countries in order to achieve universal brotherhood.	14.1 Will know about the lifestyles (language, religion, festivals, food, games etc.) of the children of the neighboring countries - India & Burma.	✗	

Terminal Competency	Learning Objectives		Learning Objectives Added Competency in BRAC NFFE
	Classwise Competency	Classwise Competency	
	Class 3	BRAC class 3	
to ask and answer questions in English.	B.3.1 to ask simple wh and yes/no questions and answer them.	✓	B.3.1 to answer questions during story time. 4.1 to sing songs.
to recite rhymes and poems.	B.4.1 to recite rhymes and poems.	✓	B.6.1 use of courtesies.
to say what someone is doing.	B.5.1 to say what the speaker is doing and what somebody else is doing.	✓	
to give instructions / commands and to make requests.	B.6.1 to give simple instructions/ and to make requests.	✓	
to take part in conversations.	B.7.1 to take part in simple conversation on simple topic.	✓	
to describe what he/she sees in s/ her environment.	B.8.1 to describe a person /an object .	✓	
reading to read about printed materials with correct pronunciation and understanding.	C.1.1 to recognise and read words and phrases. C.1.2 to recognise and read short sentences. C.1.3 to recognise and read greetings , questions and answer.	✓ ✓ ✓	C.1.1 to identify and recognise numbers upto 50.
to recognise and produce both cardinal and ordinal numbers.	C.2.1 to identify and recognise numbers upto 10 (ten)	✓	
to name the months, days of week and to tell time.	C.3.1 to recognise and identify the days of the week.	✓	
to read aloud rhymes , short poems with proper stress , rhythm and intonation	C.4.1 to read aloud with correct stress rhymes from the text book or chosen by the teacher from other sources.	✓	
to read silently with understanding short stories, text materials etc			

Terminal Competency	Learning Objectives		Learning objectives Added in BRAC NP20
	Classwise Competency	BRAC class J	
Writing			
11. to write non-cursive letters both small and capital.	D1.1 to write non-cursive small letters.	✓	
	D1.2 to write non-cursive capital letters.	✓	
	D1.3 to write words, phrases and sentences using non-cursive small and capital letters.	✓	
12. to write cursive letters both small and capital.		✓	
13. to write figures for words and words for figure.	D3.1 to copy and write 1-20 both in figures and in words.	✓ (figures)	
14. to recognise and use punctuation marks .	D4.1 to recognise and use full stop, comma and question mark.	✓	
15. to know the uses of capital letters.	D5.1 to use capital letters for sentence beginnings and proper names.	✓	
16. to take dictation given in slow and clear English.	D6.1 to take dictation of words and phrases only.	✓	
17. to write words, phrases and sentences correctly.	D7.1 to do exercises on specific structures taught.	✓	
18. to write correct sentences.		* *	
19. to write letters.			
			10.1 Identify 5 colours. 10.2. Parts of the body. 10.3. Pronouns. 10.4. Articles. 10.5. Singular and plural 10.6. Opposite words. 10.7. Prepositions 10.8. Selected verbs