

Early Child Education Programme: Analyzing the Effectiveness of its Objectives (A study of Islamabad Model Colleges (IMCs) Pakistan)

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Abstract

The study conducted was begun with the review of related literature and different areas of early child education programme were identified. The population of this study comprised of all those teachers who got training from CRI and Headmistresses of Islamabad model colleges where the CRI early child education programme is being implemented. A Questionnaire was developed for teachers, headmistresses and CRI coordinators of Islamabad. After the collection of data, scoring and tabulation of responses were done. For the purpose of drawing conclusions and analysis, percentage and frequency tables were used. To measure the effectiveness of the objectives of the CRI programme, the operational definition was set through measuring the opinion on the basis of four elements; the achievability of the objectives in Pakistani classroom, the match of objectives with the needs of students, the match of objectives with the primary school teaching objectives in Pakistan and whether the objectives were clearly defined. On the bases of data analysis it was concluded that CRI early child education programme's objectives were set quite effective to implement in the classroom and it is being highly appreciated by many important stakeholder.

Key words: curriculum, objectives' effectiveness, children resource international (CRI), early child education (ECE)

Introduction

Curriculum change is effectively implemented when the community understands and supports it, when facilities are available for desirable school organization and learning activities, when appropriate materials are at hand and supportive personnel assist teachers. But the teacher is the key to save cultural heritage and implement new curriculum according to the needs and requirements of the students and society. According to Ewell (1997, P.3) most curriculum changes are implemented piecemeal, and infect, without a deep understanding about what collegiate learning really means and the specific circumstances and strategies that are likely to promote it. Education in the broader context is the best way to cope with new changes. It is a continuous social action, which depicts the society based on Islamic tenets and values. According to Henkel and Kogan (1999, p 40 chapter 2) "Curriculum development is... discipline led, incremental, strongly influenced by student demand and staff preferred..." but less influenced by individual objectives." Keeping in view the new trends, the curriculum of Pakistani schools have recently been revised. Many changes were inducted within the existing curriculum while at some levels completely new schemes were introduced. An example of which is the "Early Child Education Programme" introduced by Children Resources international (CRI) in the Islamabad Model Colleges.

Children Resources International (CRI) was initiated in Pakistan in 2002 with funding support of United States Agency for international Development (USAID) a mandate to improve the quality of education at the public elementary school level. The comprehensive package of interactive methodology, introduced in Pakistan for the first time, has been tried and tested successfully in 35 countries of the world benefiting 2,20,000 educators and 1.25 million children. The public sector has been able to increase enrollments during last decade. The introduced curriculum is now being practiced at elementary level in three major districts Karachi, Rawalpindi and Islamabad.

Insert table (1) about here

The study is to explore the effectiveness of the objectives of Early Child Education Programme introduced by Children resources international (CRI) in Islamabad Model Colleges (IMCs). The objectives of a study were;

- i. To explore the effectiveness of the objectives set of the Early Child Education Programme introduced by CRI in IMCs.
- ii. To inquire the level of practicability of the Early Child Education Programme
- iii. To investigate the problems arising within the classrooms where Early Child Education Programme is adopted.
- iv. To gather the teachers opinion about CRI curriculum.
- v. To collect the views of CRI co-coordinators and school Heads about this curriculum.
- vi. To suggest or recommend improvements to increase the effectiveness of the objectives of Early Child Education Programme.

And the research questions of the study were;

- I. How effective are the objectives of Early Child Education programme in Teacher's opinion?
- II. How effective are the objectives of Early Child Education programme in Head mistresses opinion?
- III. How effective are the objectives of Early Child Education programme in Coordinator's opinion?

Literature Review

The curriculum consists of all the activities that take place in school - not only the formal programme of lessons, but also the "hidden" curriculum. The hidden curriculum is the informal programme of extracurricular activities and the ethos that the school promotes, such as the quality of relationships, care and respect for the environment, the development of self-discipline, concern for the equality of opportunity, etc. (Cortes, C.E.1981)"Curriculum" is a course of study at a school or a university. The Oxford Dictionary defines the term thus; "Having a form, structure or arrangement which follows, or is reducible to, some rule or principle, characterized by harmony or proper correspondence between the various parts or elements; marked by steadiness or uniformity of action, procedure or occurrence; conformable to some accepted rule or standard. In the first published textbook on "Curriculum" in 1918, John Franklin Bobbitt noted that the idea of curriculum has its roots in the Latin word for a race-course, and explained curriculum as the course of deeds and experiences in which children become the adults that they should be, for success in adult society. According to Wilson, L. O. (2006 www. \Curriculum types Wikipedia.) the following represent the many different types of curricula used in schools today.

a. Overt, explicit, or written curriculum

It is simply that which is written as part of formal instruction of schooling experiences. It may refer to a curriculum document, texts, films, and supportive teaching materials that are overtly chosen to support the intentional instructional agenda of a school. Thus, the overt curriculum is usually confined to those written understandings and directions formally designated and reviewed by administrators, curriculum directors and teachers, often collectively.

b. Societal curriculum

As defined by Cortes (1981). Cortes defines this curriculum as: "...the massive, ongoing, informal curriculum of family, peer groups, neighborhoods, churches organizations, occupations, mass, media and other socializing forces that "educate" all of us throughout our lives."

c. The hidden or covert curriculum

Longstreet and Shane (1993) offer a commonly accepted definition for this term.

" . . . The "hidden curriculum," which refers to the kinds of learning children derives from the very nature and organizational design of the public school, as well as from the behaviors and attitudes of teachers and administrators.... "

d. The null curriculum

Eisner offers some major points as he concludes his discussion of the null curriculum. Eisner (1994) first described and defined aspects of this curriculum. He states:

"There is something of a paradox involved in writing about a curriculum that does not exist. Yet, if we are concerned with the consequences of school programs and the role of curriculum in shaping those consequences, then it seems to me that we are well advised to consider not only the explicit and implicit curricula of schools but also what schools do not teach.

e. Phantom curriculum

It is the messages prevalent in and through exposure to any type of media. These components and messages play a major part in the enculturation of students into the predominant meta-culture, or in acculturating students into narrower or generational subcultures.

f. Concomitant curriculum

What is taught, or emphasized at home, or those experiences that are part of a family's experiences, or related experiences sanctioned by the family. (This type of curriculum may be received at church, in the context of religious expression, lessons on values, ethics or morals, molded behaviors, or social experiences based on the family's preferences.)

g. Rhetorical curriculum

Elements from the rhetorical curriculum are comprised from ideas offered by policymakers, school officials, administrators, or politicians. This curriculum may also come from those professionals involved in concept formation and content changes; or from those educational initiatives resulting from decisions based on national and state reports, public speeches, or from texts critiquing outdated educational practices. The rhetorical curriculum may also come from the publicized works offering updates in pedagogical knowledge.

h. Curriculum-in-use

The formal curriculum (written or overt) comprises those things in textbooks, and content and concepts in the district curriculum guides. However, those "formal" elements are frequently not taught. The curriculum-in-use is the actual curriculum that is delivered and presented by each teacher.

i. Received curriculum

Those things that students actually take out of classroom; those concepts and content that are truly learned and remembered

j. The internal curriculum

Processes, content, knowledge combined with the experiences and realities of the learner to create new knowledge. While educators should be aware of this curriculum, they have little control over the internal curriculum since it is unique to each student.

k. The electronic curriculum

According to Wilson (2004) those lessons learned through searching the Internet for information, or through using e-forms of communication. According to S.P.Naik (1998) the curriculum can be both visible and invisible, is value-laden. At the same time, we need the support, solace, and integrity of the smaller, organic communities of which we are naturally a part.

Primary education in Pakistan

According to the view of Shafaqat Hussain (2002, 8th and 9th five year plan) Universalization of primary education should be given the highest priority during the Eighth Plan. By the end of the plan period, almost all boys and girls of 5-9 age groups would have to be enrolled in primary or mosque schools. During the Eighth Plan, the facilities in the primary schools would have improved by providing adequate shelter, furniture, potable water, latrines, teaching aids etc. Activity oriented instructional material would have developed through better pre-service and in service training. A strong motivational campaign would have launched to persuade the parents to send their children (both male female) to the school. This can be accompanied with legislation for compulsory enrolment of children of 5-9 years age in primary schools, wherever primary education facilities become available within reachable distance. To increase the girls participation, textbooks should be provided free of cost to all girls of grade I.

For universalization of primary education, it is necessary to spread the facilities of primary education to the reachable distances. It is estimated that almost every village has a boys' school but only 50 % of village's have the girls' schools. To remove this imbalance, highest priority should be given to opening of girls' primary schools in all such villages where there is a boy's school but no girl's school. A primary school should be established for a settlement of more than 300 populations (1981 census), whereas a mosque school should be opened for a smaller settlement having a minimum of 25 primary school age. The end of the 9th plan period would achieve UPE for boys while for girls it should be achieved by the year 2010. This should be the instrument towards increased literacy rates as envisaged for the 9th plan and the year 2010. To increase utilization of the existing school, especially those girls schools in the rural areas, strong motivational campaign should be launched to persuade parents to send their children to school. The participation rate for boys at primary level would increase from 95% to 100% while for girls it would increase from 60% to 80%.

Children Resources International (CRI)

Children's Resources International (CRI) is a non-profit training and educational organization based in Washington D.C. CRI's mission is to promote democratic educational practices for children, their families and their teachers around the world. To advance these goals, CRI has designed and implemented a democratic educational reform programme in 35 countries. The Programme introduces democratic teaching methods to educators of young children and draws families into the life of the school community. CRI's practice strengthens the development of a democratic culture in schools through a new type of education, one that is inherently participatory. The teaching methods encourage children to make choices, take responsibility for their decisions, express their ideas with creativity, respect the differing styles and abilities of their classmates, use cooperative learning skills, develop critical thinking competence, and practice independent thinking, while meeting the educational standards and curricula of the implementing countries. CRI reaches children, teachers, administrators, faculty who train teachers, and parents. The methods aim to promote within the youngest members of society the skills, values and attitudes that are inherently democratic, inclusive, conciliatory and necessary for success in a global society. In so doing, teachers, administrators and faculty must un-learn older information driven method characterized by rote memorization, repetition and workbook exercise.

CRI accomplishes this information by equipping classrooms and active learning materials, conducting teachers training seminars supplemented by written resources and providing hands-on technical assistance from trained experts. Sustainability is ensured because the methods become embedded in the practice of classroom teachers and CRI leaves a trained team in place to continue training new teachers. CRI's child-centered education programme began as a 250 classroom pilot program in 13 countries in 1994. Now more than 220,000 educators and 1.25 million children and their families benefit from this educational reform in 35 countries. Beginning in Eastern and Central Europe, it has expanded to location in Northern Africa, the Middle East, Central South, and South East Asia. A memorandum of understanding has been signed with Federal Directorate of Education (FDE) Islamabad on 20th July, 2002. In order to implement CRI's programme within the public and private sector in Pakistan, the objectives of "Creating Democratic school should be realized through activities and continuing and expanding the pre-school and primary school initiative, introducing an new-child centered courses at teacher training institutions, developing and convening training for principals and administrators, continuing the family literacy initiative, providing training of trainers and completing translation of CRI materials.

The Role of Children Resources International (CRI) in Early Child Education Programme

Keeping in view the new trends, the curriculum of Pakistani schools as recently been revised. Many changes were inducted within the existing early child education programme while at some levels completely new schemes were introduced. In Pakistan many agencies taking initiative to promote and enhance primary education in project base learning, because through project learning it takes out the inner spark of the children. An example of which is the "Early Child Education Programme" introduced by Children Resources International (CRI) in the Islamabad Model Colleges. Children Resources International (CRI) was initiated in Pakistan in 2002 with funding support of United States Agency for international Development (USAID) a mandate to improve the quality of education at the public elementary school level. The comprehensive package of interactive methodology, introduced in Pakistan for the first time, has been tried and tested successfully in 35 countries of the world benefiting 2,20,000 educators and 1.25 million children. The public sector has been able to increase enrollments during the last decade. The challenge has been to retain that enrollment whereby not having improved the early child education programme, classrooms and teaching standards.

CRI's work has been termed timely in responding to quality issues especially improvement in classroom and teaching techniques. The focus towards improvement in the quality of education is especially in support of the Education Sector Reforms (ESR) Agenda initiated by the Government of Pakistan. CRI's Interactive Teaching and Learning Program supports five of the seven trust areas articulated in the ESR plan includes

1. National Literacy Plan
2. Universal Primary Education
3. Improving the quality of education through teachers training
4. Higher Education and Public Private Partnerships
5. Environment and age old teaching methodologies

At start CRI started as a pilot program in 118 schools in 2002 in Islamabad, Rawalpindi and Karachi city Districts now expanded to include the entire school district of the Islamabad capital territory both rural urban. This increases the number of schools to approximately 400. This pilot study impacted more than 1,200 teachers in over 700 classrooms reaching out to more than 25,000 students. Approximately 3,000 parents have benefited from our inter-generational family Literacy programme and have acquired basic mathematics and literacy skills. CRI program expansion in 2006 to 281 additional schools in the Islamabad Capital Territory to reach out to approximately 20,000 children in over 2,600 classrooms, the work on the first phase has started. The inter-generational family literacy component would expand to include another 110 schools to benefit more than 500 parents. The main components of the CRI program are:

- a. Early Childhood Education(ECE)
- b. Parents and Community Involvement
- c. Family Literacy
- d. Early Childhood Education(ECE)

The basic Education (BE) program aims to inculcate early child education programme interactive practice among children, their families, teachers and communities in general. BE is implementing through a series of steps. Through extensive five days training twice a year teachers are trained in interactive teaching and learning techniques, provided with curriculum guides and receive creative learning Materials for their classrooms. The guidance the teachers receive allows them to implement active learning by setting up different activity centers in their classrooms. Each teacher's individual progress is monitored by the MTTs, who observe classrooms and provide hands on guidance when necessary.

ECE is implemented by:

- Teacher training in ECE methodology. The quality of the teaching and the teacher preparation requires more than one training event to change their style of teaching.
- Providing curricula guides and courses.
- Creating different activity centers in classrooms.
- Master Teacher Trainers provide technical assistance like weekly classroom visits, holding seminars which demonstrate active teaching and learning methods, sharing concerns and success with the participants and cluster meetings which integrate the local syllabus with CRI's methodology.
- Providing educational material for active learning and teaching techniques. It is not possible for teachers to apply active teaching techniques absence of materials in classrooms.
- Interaction among education and officials and partnership schools.
- Integration of syllabus with CRI methodology.

Methodology

A mixed approach of qualitative and quantitative analysis for the study was adopted. Survey method was used and a questionnaire was used as the tool of study. Descriptive Statistical analysis was done to draw conclusions. All teachers who had been trained from CRI, and heads of their respective schools and 06 CRI coordinators of Islamabad were identified as the delimited population. Total 18 Islamabad Model Colleges where the CRI early child education program had been implemented at the time of study, as provided by federal Directorate of Education, in the area of Islamabad (Appendix-A). All the 18 identified colleges were targeted. Two teachers who are teaching class 1 and 11 and a headmistress were selected from each school comprising a group of 36 teachers and 18 head teachers. Teachers were selected through purposive sampling as only those teachers were involved who had the training from CRI and were teaching in the CRI classrooms. Six coordinators of CRI for Islamabad were also included in the sample.

A questionnaire was developed on the basis of one parameter of early child education program evaluation which was effectiveness of the set objectives. The questionnaire comprised of 15 questions related to the effectiveness of CRI objectives, 05 questions for each sample selected as 05 questions were asked to get teachers' opinion, 05 questions were asked to get head-mistresses' opinion and 05 questions were asked to obtain coordinators' opinion. Each set of five options were given as the closed ended questions - Strongly Agree, Agree, Uncertain, Disagree, and Strongly Disagree. Content validity of the final version of the questionnaire was ensured through review of related literature and comments of the experts. A sample of 18 Islamabad Model Colleges was selected. Two CRI trained teachers from each school; heads of their schools and CRI coordinators of Islamabad were selected through random sampling.

Insert table (2) about here

The above table shows that a total of 08 headmistresses, 16 teachers were selected from IMCGs as the respondent sample.

Insert table (3) about here

The above table shows that a total of 10 headmistresses, 20 teachers were selected from IMCBs as the respondent sample.

Insert table (4) about here

The above table shows that a total 60 questionnaire were given to teachers, head mistresses and CRI coordinators in Islamabad Model colleges. All the questionnaires were returned in complete form; therefore the response rate was 100%.

Insert table (5) about here

44% of the teachers strongly agreed, 53 % agreed, 3% were uncertain and none of the teachers disagreed or strongly disagreed to the question of CRI early child education program objectives being clearly defined. 39% of the teachers strongly agreed, 50 % agreed, 11% were uncertain; none of the teachers disagreed or strongly disagreed to the question of CRI early child education program objectives matching with the primary school teaching objectives of Pakistan. 42% of the teachers strongly agreed, 47 % agreed, 11% were uncertain; none of the teachers disagreed or strongly disagreed to the question of CRI early child education program objectives matching with the needs of students. 11% of the teachers strongly agreed, 53 % agreed, 30% were uncertain, 6% disagreed and none of the teachers strongly disagreed to the question of CRI early child education program Objectives being achievable in Pakistani classrooms. 19% of the teachers strongly agreed, 56 % agreed, 11% were uncertain, 11% disagreed and 3% strongly disagreed to the CRI early child education program Objectives being measurable. Over all 31% of the teachers strongly agreed 52 % agreed, 13% were uncertain, 3% disagreed and only 0.5% strongly disagreed to effectiveness of Objectives of the CRI early child education program

Insert table (6) about here

39% of the head mistress strongly agreed, 61 %agreed, none of the head mistress were uncertain, disagreed or strongly disagreed to the question of CRI early child education program objectives being clearly defined. 39% of the head mistress strongly agreed, 56 % agreed, 6% were uncertain; none of the head mistress disagreed or strongly disagreed to the question of CRI early child education program objectives matching with the primary school teaching objectives of Pakistan.39% of the head mistress strongly agreed, 56 % agreed, 6% were uncertain; none of the head mistress disagreed or strongly disagreed to the question of CRI early child education program objectives matching with the needs of students. 6% of the head mistress strongly agreed, 56 % agreed, 28% were uncertain, 11% disagreed and none of the head mistress strongly disagreed to the question of CRI early child education program Objectives being achievable in Pakistani classrooms. 17% of the head mistress strongly agreed, 56 % agreed, 6% were uncertain, 22% disagreed and none of the head mistress strongly disagreed to the question of CRI early child education program Objectives being measurable. Over all 28% of the head mistress strongly agreed, 57 % agreed, 9% were uncertain, 7% disagreed and none of the head mistress strongly disagreed to the effectiveness of Objectives of the CRI early child education program.

Insert table (7) about here

33% CRI coordinator strongly agreed, 67 % agreed, none of the CRI coordinators were uncertain, disagreed or strongly disagreed to the question of CRI early child education program objectives being clearly defined. 100% of CRI coordinators strongly agreed, none of CRI coordinators agreed, were uncertain, disagreed or strongly disagreed to the question of CRI early child education program objectives matching with the primary school teaching objectives of Pakistan.

100% of the CRI coordinator strongly agreed, none of CRI coordinators agreed, were uncertain, disagreed or strongly disagreed to the question of CRI early child education program objectives matching with the needs of students. 67% of CRI coordinators strongly agreed, none of CRI coordinators agreed, 33% were uncertain, none of CRI coordinators disagreed and strongly disagreed to the question of CRI early child education program Objectives being achievable in Pakistani classrooms. 67% of CRI coordinators strongly agreed, 33 %agreed, none of CRI coordinators were uncertain, disagreed and strongly disagreed to the question of CRI early child education program Objectives being measurable. Over all 73% of CRI coordinators strongly agreed, 20 %agreed, 7% were uncertain, none of CRI coordinator disagreed and strongly disagreed to the effectiveness of Objectives of the CRI early child education program.

After overall analysis, the researchers tried to encompass all the results in a tabulated form as mentioned under;

Insert table (8) about here

Teachers and Head mistresses mentioned the problems of large number of the students, syllabus barriers, discipline problems and time management while implementing the CRI early child education program. On the other hand CRI coordinators highlighted the problems of large number of students in the classrooms, multi grade teacher, untrained teachers and lack of infrastructure

Insert table (9) about here

Teachers and head mistresses mentioned that the strengths of CRI early child education program is its Activity based learning, child centered learning , creative learning, interactive learning ,individual learning and it also gives confidence to students. CRI coordinator also mentioned that the strengths of CRI early child education program is its Activity based learning, child centered learning , creative learning, interactive learning ,individual learning and it also gives confidence to students.

Insert table (10) about here

Teachers and Head mistresses highlighted the weaknesses of CRI early child education program as time management problem, syllabus should be revised, and large number of students in a classroom, Discipline problem and family involvements also creates many problems. The CRI coordinators did not respond to the question of weaknesses in the CRI early child education program.

Conclusion

Conclusively, on the bases of data analysis following were the findings of the study. Over all 31% of the teachers strongly agreed, 52 % agreed to effectiveness of objectives of the CRI early child education program. 28% of the head mistresses strongly agreed, 57% agreed, to effectiveness of objectives of the CRI early child education program. 73% of CRI coordinators strongly agreed.20% agreed, 7% were uncertain, none of CRI coordinators disagreed and strongly disagreed to the questions asked for effectiveness of objectives of the CRI early child education program. Teachers, head mistresses and CRI coordinator also mentioned that the strengths of CRI early child education program are the inbuilt activity based learning, child centered learning , creative learning, interactive learning ,individual learning and it also gives confidence to students. Teachers and Head mistresses highlighted the weaknesses of CRI curriculum while CRI coordinators did not respond to the question of weaknesses in the CRI early child education program.

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Table-1

Year	No. of School
2002	25
2004	10
2006	140
2007	141
Total	316

a. **PHASE-I: SECTOR WISE DISTRIBUTION OF 140 SCHOOLS IN THE CRI PROJECT DURING 2006**

Islamabad Sector	Tarnaul Sector	Nilore Sector	Sihala Sector	TOTAL
54	46	20	20	140

b. **PHASE -II : SECTOR WISE DISTRIBUTION OF 141 SCHOOLS TO BE ADDED DURING 2007 IN THE CRI PROJECT**

Islamabad Sector	Nilore Sector	Sihala Sector	TOTAL
49	45	47	141

NO.OF TRAINED TEACHERS:**c.PHASE-I: SECTOR WISE TRAINEES OF 140 SCHOOLS IN THE CRI PROJECT DURING 2006:**

Grade	Islamabad Sector	Tarnaul Sector	Nilore Sector	Sihala Sector	TOTAL
I	135	50	22	28	235
II	137	51	25	27	240

FAMILY LITERACY PROGRAMME IN 35 SCHOOLS OF ICT:**d. PHASE- I: SECTOR WISE FAMILY LITERACY PROGRAMME IN 35 SCHOOLS IN THE CRI PROJECT:**

	Islamabad Sector	Tarnaul Sector	Nilore Sector	Sihala Sector	TOTAL
Schools	10	15	05	05	35
Head Teacher	10	15	05	05	35
Teacher	20	30	10	10	70

TABLE 2**Sample of the study, List of Islamabad model Colleges for Girls**

Sl. No.	Name of College	No of Headmistresses	No. Of Teachers
1.	Islamabad College for girls F-6/2	01	02
2	Islamabad Model College for girls F-6/2	01	02
3.	Islamabad Model College for girls F-7/4	01	02
4	Islamabad Model College for girls F-8/1	01	02
5	Islamabad Model College for girls G-10/2	01	02
6	Islamabad Model College for girls I-8/4	01	02
7	Islamabad Model College for girls I-10/4	01	02
8	Islamabad Model College for girls F-10/2	01	02
	Total	08	16

TABLE 3**Sample of the study, List of Islamabad model Colleges for Boys**

Sr. No.	Name of College	No. of Headmistresses	No. of Teachers
1.	Islamabad College for boys G-6/3	1	2
2	Islamabad Model College for boys F-7/3	1	2
3.	Islamabad Model College for boys F-8/4	1	2
4	Islamabad Model College for boys F-10/3	1	2
5	Islamabad Model College for boysG-11/1	1	2
6	Islamabad Model College for boysF-11/1	1	2
7	Islamabad Model College for boys F-11/3	1	2
8	Islamabad Model College for boys G-10/4	1	2
9	Islamabad Model College for boys I-8/3	1	2
10	Islamabad Model College for boys I-10/1	1	2
Total	10	20	

TABLE 4**Response Rate**

Respondents	No of Questionnaires given	No. of Questionnaires returned	Response rate
Head mistress	18	18	100%
Teachers	36	36	100%
CRI coordinators	06	06	100%
Total	60	60	100%

TABLE 5
Effectiveness of Objectives of CRI Early Child Education program in Teacher's opinion

Statement	Responses									
	S A		A		NC		DA		SDA	
	F	%	F	%	F	%	F	%	F	%
1	The objectives of CRI Early Child Education Programme are clearly defined.	16	44	19	53	01	3	00	00	00
2	The objectives match with the primary school teaching objectives in Pakistan.	14	39	18	50	04	11	00	00	00
3	The objectives of CRI early child education program match with the needs of students.	15	42	17	47	04	11	00	00	00
4	The objectives of CRI early child education program are achievable in Pakistani classroom.	04	11	19	53	11	30	02	06	00
5	These objectives are measurable.	07	19	20	56	04	11	04	11	01
	Total	56	31	93	52	24	13	06	3	01
										0.5

TABLE 6
Effectiveness of objectives of CRI Early Child Education program in Head Mistress's opinion

Statement	Responses									
	S A		A		UNC		DA		SDA	
	F	%	F	%	F	%	F	%	F	%
1	The objectives of CRI Early Child Education Programme clearly defined.	07	39	11	61	00	00	00	00	00
2	The objectives match with the primary school teaching objectives in Pakistan.	07	39	10	56	01	6	00	00	00
3	The objectives Of CRI early child education program match with the needs of students.	07	39	10	56	01	6	00	00	00
4	The objectives Of CRI early child education program are achievable in Pakistani classroom.	01	6	10	56	05	28	02	11.	00
5	These objectives are measurable.	03	17	10	56	01	6	04	22	00
	Total =90	25	28	51	57	08	9	06	7	00
										00

TABLE 7
Effectiveness of Objectives of CRI Early Child Education program in coordinator's opinion

Statement	Responses									
	S A		A		UNC		DA		SDA	
	F	%	F	%	F	%	F	%	F	%
1	The objectives of CRI Early Child Education Programme are clearly defined.	02	33	04	67	00	00	00	00	00
2	The objectives match with the primary school teaching objectives in Pakistan.	06	100	00	00	00	00	00	00	00
3	The objectives Of CRI early child education program match with the needs of students.	06	100	00	00	00	00	00	00	00
4	The objectives Of CRI early child education program are achievable in Pakistani classroom.	04	67	00	00	02	33	00	00	00
5	These objectives are measurable.	04	67	02	33	00	00	00	00	00
	Total =30	22	73	06	20	02	07	00	00	00

TABLE 8

Highlighted problems and issues faced while implementing CRI Early Child Education program in Pakistani classrooms

Responding Group	Responses
Teachers	1. Large number of students in the classroom. 2. Discipline problems 3. Time management.
Head mistress	1. Large number of students in the Classroom. 2. Discipline problems 3. Time management. 4. Family involvements create many Problems.
Coordinator's	1. Large number of students in the classroom. 2. Multi grade teacher. 3. Untrained teachers. 4. Lack of infrastructure.

TABLE 9

Highlighted the Strengths of CRI Early Child Education program

Responding Group	Responses
Teachers	1. Activity based learning. 2. Child centered learning. 3. Creative learning 4. Building confidence in students. 5. Individual learning.
Head mistress	1. Activity based learning. 2. Child centered learning. 3. Creative learning 4. Interactive learning. 5. Individual learning
Coordinator's	1. Activity based learning. 2. Child centered learning. 3. Creative learning 4. Provide freedom of expression. 5. Individual learning

TABLE 10

Highlighted the weakness of CRI Early Child Education program

Responding Group	Responses
Teachers	a. Syllabus barriers for both teachers and students. B.Content needs revision in context of Pakistani Culture.
Head mistress	1. Syllabus barriers for both teachers and students. 2. Syllabus should be revised in accordance with needs and values of Pakistani schools.
ordinator's	No Responses