

Notes from the Editor

This second issue for 2013 contains a range of topics spanning the question about an appropriate analytical perspective to examine the link between basic education and development, an experimental early childhood development initiative, issues of teacher performance and pedagogy of English language teaching.

Wolfgang Vollmann reviews recent data about national poverty level, demographic factors and progress in basic education in South Asia and examines how these are reflected in literacy and primary education enrolment rates. The writer then argues the case for a perspective that includes attention to the often neglected socio-anthropological factors including family and marriage patterns that impact status of women and gender relations.

A team of researchers from the ECD resource centre at the Institute of Educational Development, BRAC University investigates the relative effectiveness of the pilot Comprehensive Child Development Package (CCDP) that would improve cognition, growth, health and school readiness of 3 to 5 year old rural children. The pilot study findings showed that the package was beneficial for certain domains of early childhood development and could be a feasible and sustainable intervention.

Mamunur Rashid and Sadia Ritu examine the economic and income status of primary and secondary school teachers, their work burden and job satisfaction, their professional preparation and support, and how these affect their professional expectations and performance.

Rasel Babu and Shamnaz Arifin Mim write about the critical importance of the communication approach in teaching English as a second language. The write-up illustrates a model of recording, describing and analysing a classroom observation, capturing the significant details often liable to be ignored.