BIBLIOGRAPHY

Aggarwal, J. C. (2000). Educational reforms in India for the 21st century, Delhi: Shipra publication. p.3

Agrawal, S. P. (1999). Development of education in India: select documentation 1995 -1997. Vol. 5. New Delhi: Concept publishing company. P. 19-20.

Akand, A. S. and Hoque, M. A. (1986). Decentralization of primary education in Bangladesh for improvement of management and supervision. Workshop on contemporary problems of primary education in SAARC countries 15-19 March, 1986. Mymensingh, Bangladesh. P.143

Alexander, R. J. (2000). Culture and pedagogy: international comparisons in primary education, Oxford: Blackwell publishers Ltd. P. 26-27.

Allen, G.R. (1973). The graduate students' guide to thesis and dissertations. A practical manual for writing and research. London: Jossey bass publishers

Amin, S. M. R. et.al. (2001). A study measuring the achievement of competency in mathematics of the students of class – V. Mymensingh: National Academy for Primary Education.

Anand, S. P. (1998). Motivation for Teacher effectiveness at primary level. Bhubaneswar: Regional institute of Education. P. 1

Anima, B.(1980). Diagnosis and prevention of the learning disabilities of primary school students in arithmetic, Ph. D. Education, Kolkata University.

Ara, S.A. (1983). A comparative study of socio-political attitudes of activists in India and Bangladesh. Ph.D psy. (Ed.) in fourth survey of research in education (1983-1988), NCERT, New Delhi.

Aram, S. A. (1986). A comparative study of mathematics education in people's democratic republic for Yemen (PDRY) and India. Unpublished Doctoral dissertation, Delhi University. P. 1, 3

Artzt, A. F. and Thomas, E.A. (2002).Becoming a reflective mathematics teacher: a guide for observations and self-assessment. London: IEA Lawrence Erlbaum Associates, publishers. P. 169

Bangladesh National Education Commission Report, 1974

Bangladesh National Education Commission Report, 1988

Bangladesh National Curriculum and Textbook Board (BNCTB) (1988). Revision and Modification of Curriculum of Primary Stage against the Background of Universal Primary Education: Essential Learning Continua (Primary Education). Dhaka: BNCTB.

_____ (1991). Essential Learning Continua based training manual, revision and modification of curriculum of the primary stage against the background of universal primary education. Dhaka: BNCTB.

_____(1993). Primary mathematics textbooks (grades I to V). Dhaka: BNCTB

Bloom, S.B. et.al. (1956). A taxonomy of Educational objectives: The classification of Educational goals, Handbook-I, The cognitive domain. McKay, New York.

Best, J. W. and Kahn, J. V. (1993). Research in Education (seventh edition). Prentice Hall of India Private Limited. New Delhi.

Bhatia, K. (1992). Identification and remedy of difficulties in learning fractions with programmed instructional material (ed.) in 5th Survey of Educational research Abstracts, NCERT, New Delhi.

Bhattacharya, S. P.et.al. (1993). Education in the SAARC countries - A status report, Department of Education, University of Calcutta.

Bhattacharya, S. P. (1995). Education in the SAARC Countries, New Delhi: Regency Publications. P.17

Biswas, N. B. (1984). A study of the curriculum for primary education in Bangladesh. Ph.D. thesis. CASE, The M. S. University of Baroda.

Borgohain, A. (1999). A study report on improvement of teaching mathematics in primary classes (ed.) in Research Abstract in Primary Education, DPEP, 36 – 37.

Central Michigan University (1989). The Prentice hall guide to research writing. New Jersey: Prentice hall, Inc.

Chiapetta and Collette, A.T. (1984). Teaching science for middle and secondary schools. Cited in Umasree (1999). Science curriculum and its transaction: An exploratory study in secondary schools of Baroda, Gujarat. Ph. Thesis. The M.S.University of Baroda.

Croft. A. and Ward. J. (2001). A modern and interactive approach to learning engineering mathematics. British Journal of Education Technology. Vol. 32 No.2

Das, P. (2000). Enhancement of Learning Achievement in mathematics of Handicapped children through activity-based Teaching, Journal of Indian Education, 26 (1), 70 – 78.

Das, R.C., Sinha, H.C., Pillai, K.K., Passi, B.K. and Matloo, B. K. (1984). Curriculum and evaluation, NCERT.

Datta, N. (1998). An evaluation of attainable competencies in mathematics of third grade students at the end of the academic year, M. Ed. Dissertation, IER, University of Dhaka.

Dayal, R. (1977). Teaching of mathematics (Lower primary classes). In report of the three regional meetings, primary education curriculum renewal and developmental activities in community education and participation, primary curriculum development cell, NCERT. p.45

Delhi Declaration (1993): Education for All Summit, 13 – 16 December 1993, New Delhi.

Directorate of Primary Education (2001). IDEAL project for qualitative improvement of primary education – brochure. Dhaka.

_____ (1998). Primary education in Bangladesh. Dhaka: Primary and Mass Education Division. Ministry of Education.

Directorate of Secondary and Higher Education, Ministry of Education (1992). Secondary education in Bangladesh: A sub sector study. Dhaka: Bangladesh. PP 8 – 11.

Dubey, R. (2000). Micro-analysis of the four fundamental operations in mathematics, The Primary Teacher, 25 (3), 36 – 39.

Dutt, S. (1997). Issues of quality and outreach: syllabus of three R's for first three grades in E – 9 countries, the primary teacher, 22 (3), P. 1.

Fonacier, J. C. (1984). The responsibility of primary school teachers for the mathematics component of the curriculum: implications for teacher education. (ed.) in Morris, R. Studies in mathematics education: The mathematical education for primary school teachers. Vol. 3, PP. p.13 – 21, UNESCO, Paris.

Foundation for Research on Educational Planning and Development (FREPD) (1977). The situation of children in Bangladesh, Dhaka: FREPD.

Frempong, G. (2000). Socio-economic gradients in mathematics achievement: Findings for Canada from the Third International Mathematics and Science Study. Ph. D. thesis (ed.) in Dissertation Abstracts International, Vol. 61, No. 12, P. 4710 – A.

Glatthorn, A.A. (1989) Writing the winning dissertation a step-by-step guide. Corwin press (India) Ltd., Hyderabad.

Goedegebnure, L. et. at. (ed.) (1994). Higher education policy: An international comparative perspective. England: Pergamon press Ltd. P.161

Goel, S. K. (1996). A study of mathematical language needs of students of classes I and II for smooth transaction from concrete to abstract stages of comprehension of mathematics teaching. (ed.) in Research Abstract in Primary Education, DPEP, 228 – 29.

Goodlad (1984). A place called school. McGraw Hill, New York. Cited in Umasree (1999). Science curriculum and its transaction: An exploratory study in secondary schools of Baroda, Gujarat. Ph. Thesis. The M.S.University of Baroda. p.145

Government of Bangladesh (GOB) (1997) Report of the National Committee on Education Policy 1997. Dhaka: Ministry of Education. p. 42.

_____ (1999). Education For All: The year 2000 Assessment. Bangladesh Country Report, Dhaka: Primary and Mass Education Division.

_____ (1995). Education for All: National plan of Action.

_____ (2001). Primary Education Statistics in Bangladesh. Dhaka: Primary and Mass Education Division PP. 2, 4.

_____ (2000). Report of Committee of National Education Policy – 2000. Dhaka.

_____ (1997). Report of National Committee on Education Policy, 1997. Dhaka

_____(1999). National education survey (post-primary) final report, Dhaka: Bangladesh Bureau of Educational Information and Statistics.

_____(1974) Report of the National Education Commission 1974.

_____(1988) Report of the Bangladesh Education Commission, 1988.

_____(1998). Primary Education in Bangladesh. Directorate of Primary Education, Primary and Mass Education Division.

Government of Bangladesh, UNDP and UNESCO (1992). Secondary education in Bangladesh: A sub sector study, Final Report, Dhaka. P.66

Government of India, Planning Commission, Ninth Five year plan (1997-2002), Vol. II. Thematic issues and sectoral programmes. New Delhi.

Government of West Bengal (GOWB) (1999). Annual Report 1998-1999, Department of School Education, Government of West Bengal. Pp. 7 – 40

Greaney, V; Khandker, S. R. and Alam, M. (1998). Bangladesh development series: assessing basic learning skills, Dhaka: The University Press Limited – (Published for the World Bank). P. 2.

Grinstein, L. S. and Lipsey, S. I. (ed.) (2001). Encyclopedia of Mathematics Education, New York: Routledge Falmer.

Haque, M. M. (1998). A comparative study of attainable competencies in mathematics of third grade students of government primary schools and NGO run schools in Dhaka city. M. Ed. Dissertation, IER, University of Dhaka.

Hodges, R. N. (2001). Computer - aided instruction compared to a traditional method of teaching fractions in elementary mathematics. Ed. D. (ed.) in Dissertation Abstracts International, Vol. 62, No. 9, P. 2962 – A.

Hohmann, C. (1991). Mathematics, Field Test Edition, High / Scope K – 3 Curriculum series, Michigan; The Hig / Scope Press 39, 16, 7.

Hollingsworth, S. (1997). Teachers as Researchers (ed.) in J.P. Keevs. Educational research Methodology and Measurement. An International Hand book.Pergamon, U.K.

Hossain and Jahan (2000). Curriculum planning, development and reform for primary and secondary education. Country papers on curriculum development from selected states in south and south-east Asia. (ed.) in UNESCO(2000) Globalization and living together: the challenge for educational content in Asia.Final report of the sub-regional course on curriculum development, New Delhi, India, 9-17 march 1999, pp.64-69

Hsieh, D. (1995). A comparison of the thinking processes of mathematically advanced and average students, age 10 to 11 agaged in mathematics problem-solving. Ph. D. Thesis (ed.) in Dissertation Abstracts International, 57, 2, P. 612 – A.

ICMI (2001). The thirteenth International Commission on Mathematical Instruction Commission (ICMI) study on mathematics education in different cultural traditions: A comparative study of East Asia and the West, Discussion Document, Educational Studies in mathematics: An International Journal, Vol. 43, No. 1, PP. 95 – 116.

Jacobsen, E. (1996). International co-operation in mathematics education, (ed.) in Bishop, A. J. et. al.. International Handbook of Mathematics Education part-two. (pp. 1235 – 1256), Netherlands: Kluwar Academic Publishers.

Jalaluddin, A. K.; and Chowdhury, A. M. R. (ed.) (1997). Getting Started; Universalizing Quality Primary Education in Bangladesh. The University Press Limited. Dhaka

Jean, S. B. (1998). A cross-national comparison of fourth-grade mathematics instruction in the United States and China. Ed. D. (ed.) in Dissertation Abstracts International, Vol. 60, No. 4, P. 1057-A.

John,W.C. (1994). Research Design, Qualitative and Quantitative Approaches. Sage Publications, California.

Kaul, V., Dadhich, M., and Soni, R. (1995) Process based readiness programme for primary level mathematics – A longitudinal study. In school effectiveness and learning achievement at primary stage, International perspective, NCERT, New Delhi. Pp. 42-44.

Khan, M.A.A. (1985). A study of teaching geography at the secondary school level in Bangladesh. Ph.D. thesis. CASE, The M.S.University of Baroda.

Kumar, S. (1993). The teaching of mathematics. New Delhi: Anmol Publications pvt. Ltd. P.44 ,273

Lee,H.(1999).Why the fall behind in mathematic: A study of underlying cognitive factors of second-grade high-mathematic achievers and low-mathematic achievers in Taiwan. Ph. D. thesis. (ed.) in Dissertation Abstracts International, Vol. 60, No. 12, P. 4356 – A.

Matthews, J. (1992). The present state of primary mathematics in schools in the United Kingdom. In Morri, R. and Arora, M. S. (Eds.), Studies in mathematics education: Moving into the twenty – first century, (PP. 79 – 89). Vol. 8, UNESCO, Paris.

Mcswain, E. T. and Cooke, R. J. (1958) Importance of arithmetic in the elementary school. Understanding and teaching arithmetic in the elementary school. New York: Henry holt and company.

MHRD (1997). A DPEP Newsletter. Special Anniversary Issue; vol.11, no.1, New Delhi.

Mohanty, J. (1994). Education For All. New Delhi: Deep and Deep publication. pp. 3 – 15.

Mollic, B. (2000). A comparative analysis of attainable competencies in grade-IV mathematics, in grade-V pupils. M. Ed. Dissertation, IER, University of Dhaka.

NCERT (1988). A National Curriculum for elementary and secondary education: A Frame work. New Delhi, India.

_____(1990). Science teaching: Guidelines for educational functionaries of States, New Delhi: NCERT

_____ (1991). Minimum Levels of learning at primary stage (Introduction). Report of the committee set up by the Ministry of Human Resource Development (Department of Education) Government of India.

_____ (2000). National curriculum framework for school education (Preface). New Delhi: National Council of Education Research and Training.

_____ (2000). National curriculum framework for school education. New Delhi: National Council of Education Research and Training. p.57, 77

_____ (2000). National Curriculum framework for school Education. A discussion document. P.42

Ornstein, A.C. and Hunkins, P.K. (1989). Curriculum foundation: principles and issues. Prentice Hall, Nj. U.S.A. Cited in Umasree (1999). Science curriculum and its transaction: An exploratory study in secondary schools of Baroda, Gujarat. Ph. Thesis. The M.S.University of Baroda. p.150

Pai, J.R. (1997). Evaluation of mathematics textbooks for standard for V, VI and VII Published by Gujarat state board of school textbooks. Ph.D. thesis. CASE, The M.S.University of Baroda. p.233

Pal, G. C. (2000). Socio – Psychological correlates of mathematics competence, Indian Journal of Applied Psychology, 37, 1- 9.

Patadia (1983). The Comparative Analysis of Syllabus in Mathematics at the secondary school level as prescribed by the Gujarat Secondary Board of Education and the Central Board of Secondary Education. M.Ed. Dissertation, The M. S. University of Baroda. pp. 19, 29.

Patel, A.S. and Lulla, B.P.(1968) A handbook of thesis writing. Baroda: Acharya book depot

Periasamy, C. (2001). The Impact of No - cost teaching aids on writing of numerals in mathematics, The Primary teacher, 26 (3), 5 -10.

Plomp. T., and Loxley, W. (1993). "International Comparative Assessment and Curriculum Reform." Paper presented to UNESCO International Forum for Project 2000+ on Science and Technology Education, Paris. P.4

Pradhan, N. (1996). Minimum Levels of learning in mathematics for class III children in Orissa. Indian Educational Review 31 (1), 117 - 122.

Prahallada, N. N. (1996). Curriculum Development and its Implementation at Elementary Stages, The primary teacher, Vol. 2. No.2

Purkait, B. R. (1984). Administration of primary education in West Bengal, Calcutta: Firma Klm primvate limited. P.2, 8.

Rahman, S.et.al. (2000). An assessment of the achievement of pupils completing grade-4 of primary education. Dhaka: National Curriculum and Textbook Board.

Rajput, J. S. (1994). Experience and expectations in elementary education, Delhi: Anamika Prakashan P.4.

Ramachandran, K. and Gupta, V. P. (1987). Let's learn Mathematics – Book one, A Text book for class 1(foreword). National Council of Educational Research and Training, New Delhi.

Ramnarayana, A. (2001). Learning Mathematics - a Joy! The Primary Teacher, 26 (3), PP. 11 – 15.

Reese, G. (1998). "In the Kiva, we don't talk about 'what's the square root of two?" Mathematics and liberatory education. Theory into practice, 37 (4).

Report on Regional Conference on Development of Integrated Curriculum in Mathematics for Developing Countries of Asia, December 15-20, 1975, New Delhi, Indian National Science Academy.

Roy, M.D. et.al. (1996). A Study measuring the achievement of competency in mathematics of the students of class II. Mymensingh: National Academy for Primary Education.

Roy, S. B. (1986). A critical evaluation of the high school general science textbooks in Bangladesh. Unpublished Doctoral Dissertation, The M. S. University of Baroda.

Ruhela, S. P. (1996). Univerlization of elementary education in India: India's struggle to universalize elementary education. New Delhi: M. D. Publications Pvt. Ltd. P. 35.

Saxena, R. C. (1977). Mathematics curriculum for primary classes. The primary teacher, Vol.2, No.2

Seshardi, C. (2000) Primary teacher training in EFA Decade, year 2000 Assessment, Education for All, New Delhi: MHRD. P.10

Shah, G. B. (1964). New dimension in the teaching of mathematics, CASE, Faculty of Education and Psychology, The M. S. University of Baroda. P.7

Shajahan, M.(1982). A comparative study of the need-patterns of university students of India and Bangladesh. Ph.D. thesis. Ed. in fourth survey of research in education (1983-88). Vol. 1 p. 241

Sharma, R. and Sharma, R. K. (2002). Problems of education in India, New Delhi: Atlantic publishers of distributors. P.374

Sharma, S. N. (1995). Elementary mathematics, elementary education experiences and exceptions. New Delhi: Kanishka publishers, distributors. P.140

Sho, T. (1997). Education in Japan; The Tsukuba Association for International Education Studies.

Shuard, H. (1984). Contemporary trends in primary – school mathematics: implications for teacher education. Ed. by Morris, R. in Studies in mathematics education: The mathematical education of primary - school teachers. Vol. 3 UNESCO, Paris p.23

Sidher, K. S. (1971). The teaching of mathematics. Sterling publishers (p) ltd. P.1

Sidhu, S. K. (1989). The Teaching of mathematics, New Delhi: Sterling Publishers Private Limited.

Srivastava, A. (1991). Evaluation of high school curriculum of the Uttar Pradesh Board. Indian Educational Review, Vol. 20, No. 3.

Strauss, A. & Corbin, J.(1998). Basics of Qualitative Research. Sage Publications, New Delhi.

Thanachaikun, N. (1986). An analytical study of undergraduate curricula for prospective secondary school mathematics teachers in Thailand. Unpublished doctoral thesis, CASE, The M. S. University of Baroda. p.4

Tilak, J. B. G. (2000). Financing elementary education in India, year 2000 assessment, education for all, New Delhi: MHRD and NIEPA. p. 1

Tilakaratne, R. M. (1992). Minimum levels of learning (MLLs) mathematics of first standard students: an assessment, M. Ed. Dissertation, CASE, The M. S. University of Baroda.

Turabian, K.L. (1969). Student's guide for writing college papers. London: The University of Chicago press.

Tyner, C.A. (1996).Effects of developmental instruction on the whole number computational abilities and mathematical attitudes of kindergarten children. Ed. D. thesis (ed.) in Dissertation Abstracts International, Vol. 57, No. 6, PP. 2366-A.

Umasree (1999). Science curriculum and its transaction: An exploratory study in secondary schools of Baroda, Gujarat. Ph. Thesis. The M.S.University of Baroda. p.77

UNESCO - NIER (1983). Mathematics education in Asia and the Pacific. Final Report of the Regional Design Workshop on Mathematics Education, Tokyo, Japan.

UNESCO (1966).Curriculum, methods of teaching, evaluation and textbooks in primary schools in Asia, Report of a working group (Bangkok, 19 - 23 April 1965). UNESCO Regional Office for Education in Asia, Bangkok.

UNESCO (1984).Training Educational Personnel for Integrated Curriculum, Report of a Seminar on further Training of National Officials and Specialists on integration of the curriculum at the primary level. Dhaka, Bangladesh, 1-10 June 1983. P. 4, 5.

UNESCO (1986). Education in Difficult contexts: a report. Bangkok: Asia and the Pacific Programme of Education Innovation for Development (APEID). P.13

UNESCO (1993). World education report 1993. Paris: UNESCO.

UNESCO (1995) World education report 1995. Oxford: UNESCO publishing.

UNESCO (1999).The Intensive sub-regional course on curriculum development; Education Policies and curriculum Design and Implementation at the Upper Primary and General Secondary Education Levels. Workshop and seminar reports series. Final report No. 2-South and South-East Asia Region. New Delhi, India, 9 – 17 March 1999.

UNESCO (2000). A Synthesis Report of Education for All 2000 assessment in the South and West Asia Sub-Region (Working paper no. 4). Bangkok: UNESCO Principal Regional Office for Asia and the Pacific.

UNESCO (2000). Globalization and living together: The challenges for educational content in Asia. Final report of the sub regional course on curriculum Development, 9-17 March 1999, New Delhi.

UNICEF, (1992). Assessment of Basic Competencies of Children in Bangladesh. Dhaka.

UNICEF (1993). Primary education in Bangladesh. Education section, Dhaka.

Veit, R. (1990). Research the student's guide to writing research papers, USA: Macmillan publishing company.

WCEFA (1990). World declaration on education for all and framework for action to meet basic learning needs. Jomtien (Thailand). 5 - 9 March. p.13

Webster's Third New International Dictionary of the English language Unabridged, 1993. USA: Merriam – Webster.

West Bengal Board of Primary Education(2002) Naba ganith mukul textbooks (grades I to V)

Wilies, J. and Bondi, J. (1989). Curriculum development: A guide to practice, 3rd edition, Merril Publishing Company. Cited in Umasree (1999). Science curriculum and its transaction: An exploratory study in secondary schools of Baroda, Gujarat. Ph. Thesis. The M.S.University of Baroda. p.150

Wilson, L., Andrew, C. and Souri Kova, S. (2001). Shape and structure in primary mathematics lessons: a comparative study in the North - East of England and St. Petersburg, Russia - Some implications for the daily mathematics lesson. British Educational Research Journal, Vol. 27, No. 1, PP. 29 – 58.

Winkler, A.C. and Mecuen, J.R. (1999). Writing the research paper: a handbook. New York: Harcourt Brace Jovanovich.inc.

Wiseman, S (1960) Reporting research in education. Manchester university press.

Yadav, M. S.: Bhardwaj, M.; Sedwal, M. and Gaur, N. (2000). Learning conditions for primary education: A Review, NIEPA and Indian National Commission for cooperation with UNESCO, Education for All: year 2000 Assessment. P. 3.

Yang, M. and Cobb, P. (1995). A cross – cultural investigation into the development of place – value concepts of children in Taiwan and the United States Educational Studies in mathematics, Vol. 28, PP. 1 – 33.