



সমন্বিত শিক্ষা-সংস্কৃতি কার্যক্রম, ফুলকি, নারায়ণগঞ্জ
Integrated Educational-Cultural Programme (IECP), Fulki, Narayangonj

Annual Report, 2019

**INTEGRATED EDUCATIONAL-CULTURAL
PROGRAMME (IECP)
WITH
OLYMPIC INDUSTRIES LIMITED**

In

Madanpur, Narayangonj

FULKI

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Introduction:

We can understand from the assessment of almost all the Education Commission reports, from evaluations of almost all educationists and from remarks and comments of parents, teachers and common people that the state of our education is not at all satisfactory. The problems are deep-rooted and complicated with inadequacies in physical infra-structure, drawbacks in the system and lack of ideal cultural atmosphere in the educational institutions.

We cannot address all these problems from our position, especially that of the physical infrastructure. We can contribute to creating a lively cultural atmosphere in the schools by including such subjects and inputs that would definitely draw children's interest and engage them in lively sessions of artistic and intellectual exercises. Such activities would teach them to live in the company of fellows, discuss and debate various topics, even to differ and dispute in an intellectually stimulating atmosphere where they can experience the joy of creating and performing. To give school students such experiences we have formulated a befitting program called In Integrated Educational-Cultural Programme (IECP) and introduced it in different schools.

A true cultural atmosphere is a pre-condition for achieving the goals of education. As long as that remains absent, all our efforts and expenditure in this sector would go almost futile.

General Objective:

IECP primarily aims at creating/ improving the cultural atmosphere of a school and preparing both pupils and teachers to regain, first, their liveliness and receptivity, and then to inspire them to take and give according to their will and capacity which, we believe this programme will raise significantly.

IECP is designed on the one hand to create scopes for children to cultivate their creative faculties, to create an atmosphere of joy and pleasure by facilitating performance of their talents, and on the other it brings to their knowledge important topics, issues and agendas to lead them to grow as responsible, sensitive and conscious citizens, in a sense, to achieve the main goals of education.



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Project goal:

To make schools more attractive, lively and culturally enriching for the pupils.

- To make scopes of creative and performing arts activities for children to enable them to take more interest and perform well both academic and extra-academic pursuits.
- To develop all mental faculties of children with special emphasis on the use of imagination and intellectual exercise.

Focus Areas:

To create for students the following scopes:

- a. Study of literature — selected juvenile writings, both classics and contemporary,
- b. Listening stories, poems in the tradition of our oral forms,
- c. Improving the standard of spoken Bangla, reading ability, recitation and also writing skills,
- d. Knowing major events of civilization, and objects of art and heritage,
- e. Awareness of human rights and related issues,
- f. Practicing music and visual arts besides a growing taste for all art forms,
- g. Knowing (and becoming concerned about) environmental issues, both global and local, and other scientific topics to create an urge in children to love the earth with its bio-diversities,
- h. Awareness of great men/women of outstanding contributions to mankind from both national and global canvas.
- i. Growing up as a receptive, sensitive and balanced human being of good taste and proper ethical values.
- j. To be aware of their role and responsibilities in the family and outside.
- k. To know national history including that of liberation war and to achieve also some knowledge of the history of civilizations.



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The expected outcome:

- IECP will inspire students to take an interest in all academic and extra-academic activities,
- It will raise the overall level of children's sensitivity, receptivity and responsibility as regards HR issues and topics of child rights,
- It will improve the discipline and confidence level of children,
- It will promote leadership quality among students,
- It will encourage them to perform and enjoy through participation and teach them to live in harmony and togetherness,
- It will be helpful in preventing the dropout problem.

IECP in Madanpur: May 2019-December 2019

Integrated Educational Cultural Program (IECP) Fulki started its operation in July 2018 in Madanpur, Narayanganj. There are five schools under our projects of which two are Govt. primary Schools, One Kindergarten, One High School & One Non-Govt. School (Primary + High School).

The total number of students in our program is about 1700. Fulki is a new concept in this region. In the beginning, the local people didn't warmly welcome Fulki. But with the passage of time people could realize the necessity of Fulki. It has been observed that the admission rate of the students has increased in the school in which we are operating.

We organized three cultural events from May 2019 to December 2019. On 29th October 2019, we organized the first cultural program in Kewdhala Govt. Primary School. In addition to class-based performances, there were also photo exhibits painted by all the children. The event was successfully concluded with the spontaneous participation of students, parents & teachers.

On 18th November 2019, we organized the second cultural event in Nasim Memorial Lab. School & College. Officials of Fulki & representative of Olympic Industries Limited attended the event. Upazilla Secondary Education officer was also present there. The event was a gathering of students, teachers & parents. The students fascinate the audience with their class-based performances.



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The third event was organized at Madanpur Rahmania High School on 16 December 2019.

These events are playing a great role in developing the latent talent of the children. Through our program, most children are getting acquainted with the stage for the first time. This program creates an opportunity for the students to show their talent. The teachers, parents are hypnotized by the talent of the children.

In these programs we have got some students who can act brilliantly, can paint beautifully, can tell story extraordinarily & can recite nicely. They are getting great enjoyment when they are encouraged for their performance. That's why they love Fulki very much.

Case Study - 1

Name: Afrin Sultana
Class: Five, Roll: One
School: Shukhertek Govt. Primary School
Fathers Occupation: Service Holder
Mothers Occupation: House Wife

| No | Question | Answer |
|----|--|--|
| 1. | Why do you like Fulki's class? | I like Fulki's class because it increases the opportunity to gain knowledge beyond the textbook, Delightful teaching, Encouraging, Explaining the lessons discouraging memory-based lessons. |
| 2. | Are there any differences between the teaching of a Fulki teacher and of school teacher? | Yes. Fulki's classes are delightful, Fulki teachers don't punish, more caring, friendlier, affectionate. |
| 3. | Has Fulki brought any changes in you? If yes what's that? | Yes. Reduces shyness, fear, increase interest in music & storytelling, awareness to keep the classroom neat & clean. |
| 4. | Does Fulki hamper your regular study? | No, it doesn't hamper the study. |
| 5. | What is the confinement of Fulki? | Very few music classes. |
| 6. | Do you like the books from Fulki? Which Fulki's classes do you like most? | Yes, very much! I like Storytelling & Music class most. |
| 7. | Does Fulki just delight or teach you? | Not only delights but also teaches. |
| 8. | Do your parents discourage or encourage you? | Encourage. |



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Case Study - 2

Name: Md. Mahir Hasan
Class: Seven, Roll: Three
School: Nasim Memorial lab. School & College
Fathers Occupation: Emigrant
Mothers Occupation: House Wife

| No | Question | Answer |
|----|--|---|
| 1. | Why do you like Fulki's class? | Because it teaches us sociality, Inspires us to dream, Classes are informative & Participative. |
| 2. | Are there any differences between the teaching of a Fulki teacher and of school teacher? | Yes. School teachers only motivate for good result & Fulki teachers motivate to be a good human, make lessons understand & humanity. |
| 3. | Has Fulki brought any changes in you? If yes what's that? | Yes. Confidence, more strong relation between classmates. |
| 4. | Does Fulki hamper your regular study? | No. |
| 5. | What is the confinement of Fulki? | Very few music classes. |
| 6. | Do you like the books of Fulki? Which Fulki's classes do you like most? | Yes. I like Science class most. |
| 7. | Does Fulki just delight or teach you? | Not only delights but also teaches. |
| 8. | Do your parents discourage or encourage you? | Encourage. Especially mother. |

Challenges:

We have encountered some constraints operating our activities here. One of the constraints is insufficiency of activist. Yet we have not been able to overcome these crises. For these reasons we have to run our activities by the activist brought from Dhaka. Till today we have not been able to manage a local music teacher. That's our one of the most limitations. Also there is a lack of quality activists. There is no quality education institution that is also a big reason for the lack of activist. Although we are trying to improve the skills of existing activist at our weekly meetings with proper training, it is not enough. There is a lack of awareness among the parents especially in the Govt. Primary Schools. Religious animosity is also noticeable here.



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Achievements:

But hopefully there have been some changes. Through proper training we have been able to create some quality activist. There have been some qualitative changes in schools practicing healthy stream of culture of Fulki. Children are now getting acquainted with & learning music which are suitable for them. In the Past when they were requested to sing songs they used to sing Hindi songs or songs those were not suitable for them. Now they sing suitable & patriotic songs.

The classrooms are cleaner than in the past. The students are more aware about cleanliness. The attendance rate in the class has increased. The practice of speaking the standard Bengali accent in the classroom has also increased.

Since the students address the activist of Fulki as their brother & sister, a close relationship is formed between them. As a result, the students spontaneously participate in the class.

Conscious parents regularly inquire about the activities of Fulki. Many parents have expressed their fascination with reading the books of Fulki. Many parents also say that after getting the books of Fulki their children read books instead of watching TV.

Conclusion:

We strongly believe that if Fulki continues, there will be a qualitative change in the children of the schools operating in the region. These children will grow up to be good citizens. Since we can only take one class a week, it will take some time to change the scenario. We believe Fulki will be able to make every child as a world citizen.



Md. Safiqul Islam
District Coordinator, Narayanganj