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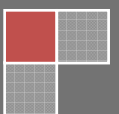
Guidelines for Curriculum Review and Development

National Curriculum and Textbook Board -
Bangladesh

**IED -
BRACU**

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**'Knowledge needs to be transferred to skills.
The Knowledge economy is based on knowledge based skills
This has to be done from Primary Curriculum to Higher
Education. Today the Competency-Based Curricular is only
centered around academic learning outcomes, ignoring the
skill as a Learning Outcome' (Sedere 2010).**

INTRODUCTION

The Institute of Educational Development of the BRAC University (IED-BRACU), Bangladesh extended technical assistance to the National Curriculum and Textbook Board (NCTB) of Bangladesh to review the existing Primary School Curriculum in Bangladesh. At the request NCTB, the IED-BRACU obtained the consulting services of Dr. Upali M. Sedere of Sri Lanka from March 6th through the 17th to provide technical assistance to NCTB on Curriculum Review, Needs Assessment and Situational Analysis.

Curriculum Review:

Technical Assistance was carried out at NCTB and six work-groups were formed from the NCTB Primary Curriculum Wing professionals. They are expected to carry out the Curriculum Analysis on the formats developed during this consulting period. The formats are given in this report as well.

Needs Assessment And Situation Analysis:

Evidence Based Observations (EBO): It was agreed to combine the Needs Assessment with Situational Analysis and a combined methodology of 'Evidence-Based-Observations' will be employed by NCTB in fact finding about the actual field situation of practice of the curriculum. NCTB is to decide the number of schools to be observed. The observers will first collect documentary evidence from schools and this includes the Student Workbooks, Teacher's Lesson Plans, Headteacher's Academic Supervision Reports, Teacher and Student Attendance and School Management Committee Reports. The Observation Checklists were developed during this consulting period. The Observation Check-lists are included in this report.

Focus Group Discussions (FGD): In addition to the observations with evidence, key stakeholder consultations will be carried out by NCTB to bring more qualitative data to assess the actual practice of curriculum and the expected improvements. These consultations will be done with the *Headteachers and the teachers of selected schools, parents and SMC members of the same schools, Upazial Resource Center Instructors and Assistant Instructors, PTI Trainers, Assistant Upazial Education Officers (AUEOs), Upazila Education Officers (UEOs) and the District Education Officers (DPEOs)*. Due to the serious time limitations, it is advised that NCTB to select at least 60 schools for this fact finding work. FGD will be carried out with the Headteacher and the teachers and the Parents of the school where observations were carried out. Guidelines required for Observations and are provided in this document.

Curriculum Development:

This report also provides basic directions for the development of the curriculum in view of the current developments in the global setting. Bangladesh has a 'Competency Based Curriculum' and this was well prepared in late 1980s and introduced in 1991 in Grade one in public schools. There had been one subsequent brief review of the curriculum in 2003.

It is proposed that the present 'Competency-Based Curriculum' to be converted to a 'Skills-Oriented Activity-Based Curriculum'. This convergence, if desired and agreed by the policy makers, would require more time. A time-bound-plan of action is presented in this report if it is to be accomplished and introduced in schools by January 2013.

The Consultant acknowledges the support extended by the Chairman, the Member Primary Curriculum and their staff of NCTB during this work. Consultancy was made possible due to the financial support of IED-BRACU. The sincere commitment of the Director, the Team Leader of the Curriculum Group of IED, the Administrative Staff and the Advisor for Curriculum Group of IED to support NCTB and the work of the consultant is deeply acknowledged.

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1. INTRODUCTION TO THE CURRICULUM REVIEW AND DEVELOPMENT

1.10 The Background:

The National Curriculum and Textbook Board (NCTB) of Bangladesh is in the process of reviewing the Primary Curriculum. The present primary curriculum though have had minor revisions time to time, it is the same curriculum that was prepared in 1987/90 and was implemented in Grade 1 in 1991 and consecutively in the next higher grades in the consecutive years; and completed the implementation by 1995. The curriculum prepared at that time was an innovative curriculum based on Competencies. The development of the Competency Based Curriculum took over four years and the initial work was started in 1986/87. Since then under Primary Education Development Program (**PEDP**) curriculum was reviewed and revised. The revised curriculum was introduced in 2005. However, the review was not a comprehensive revision of the curriculum. Therefore, a major review of the primary curriculum has not happened in the last 21 years. It is the usual practice in most of the developing countries to up-date the curriculum every 5 - 10 years. The NCTB's effort is very timely because orientation of the curriculum to new practices is important for Bangladesh to keep up with the developments in place and the emerging trends.

Although a revised version of the Competency Based Curriculum was introduced yet the inputs of the international consultants of PEDP-II were never received at the revision stage as the fielding of the consultants got delayed. Its implementation did not follow the planned activities. The most important Teacher's Guides though were prepared was not published. The curriculum dissemination training was planned but was not implemented. The monitoring of the curriculum implementation too did not happen as planned.

1.20 The Curriculum Development Process:

The review of curriculum is a process. The curriculum review and development also could be of two different scales. If no fundamental changes are to be made, but only a simple review and up-dating of the curriculum, is wanted, then the process could be cut down to three steps as follows:

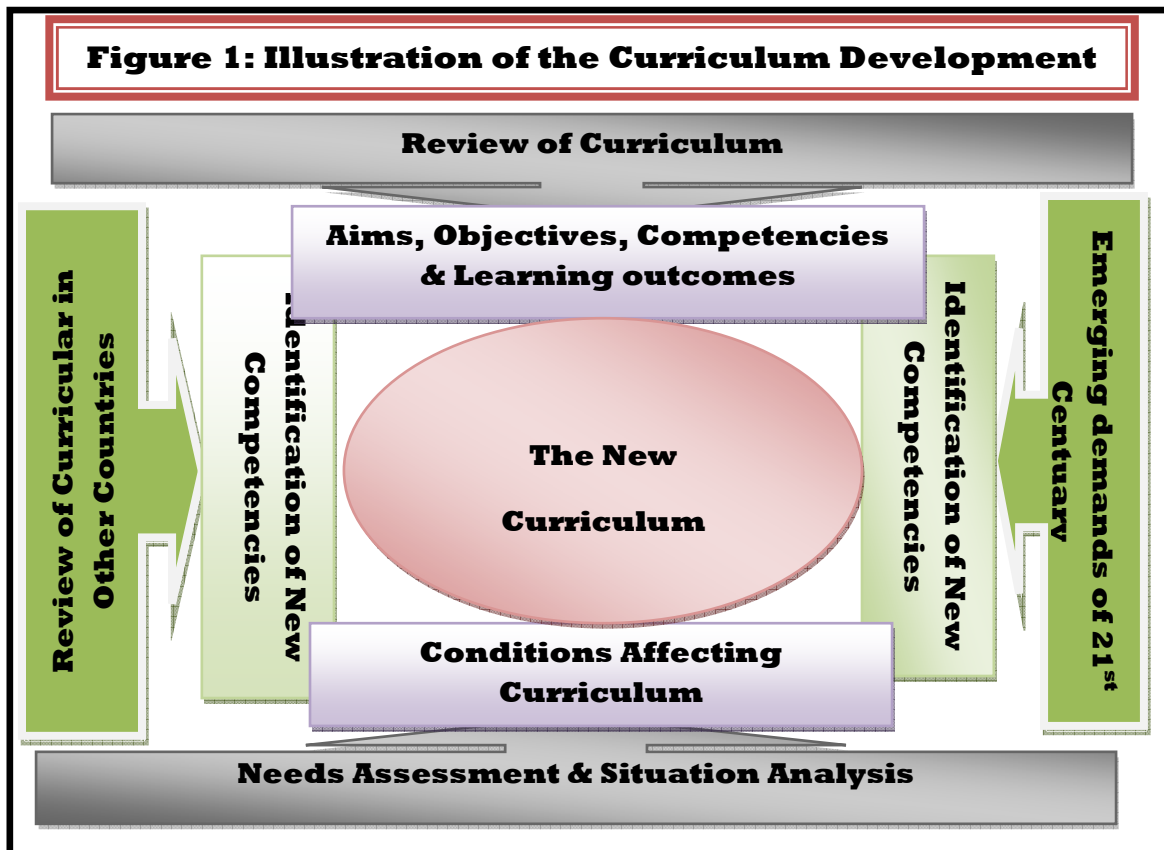
1. Review of the Aims, Objectives, Competencies of the curriculum;
2. Revise the subject objectives, subject competencies, and learning outcomes
3. Select the appropriate content for the revised competencies,
4. Develop the textbooks, teacher's guides and other learning material as needed

Such a revision will not change the total outlook and nomenclature of the curriculum. If Bangladesh is looking for reforms in view of the global trends and emerging demands then

the curriculum revision and development requires a few more steps to follow. This paper is prepared assuming that Bangladesh Primary Education Curriculum requires reforming.

In this process suppose the NCTB have had the continuous monitoring of the Competency Based Curriculum the review process could have been somewhat easier. In the last five years no such monitoring is done. Therefore, it is important at least briefly to review the basis of the existing curriculum along with the critical information relating to the implementation of the curriculum and available information and evidence. Also it is advisable for Bangladesh to examine the more modern curricular of selected relevant countries to widen the horizons of the review and revision. Then re-visit the Aims, Objectives, Competencies and Learning Outcomes in light of the global trends and emerging demands.

This review and development process is better illustrated in **Figure 1** below:



2.0 CURRICULUM REVIEW PROCESS

In order to undertake the development of a new curriculum to introduce in schools by January 2013; NCTB has decided to do a comprehensive review of the present curriculum and its implementation at school level through a combining a desk review with field level needs assessment and a situation analysis.

2.1 The Objectives of the Curriculum Review and the Needs Assessment:

- I. Validation of the national curriculum with the contemporary development in Bangladesh;
- II. Validation of the curriculum with the contemporary developments in the world, particularly with the emerging issues such as the climate change, energy crisis, food crisis, new diseases and disasters;
- III. Aligning the curriculum and learning outcomes with the emerging global economic trends such as the Knowledge Economy for the 21st century;
- IV. Assess curriculum implementation issues through the assessment of needs by collect all available information on student achievement, grade five completion, school quality and school census indicators;
- V. Assess the feasibility and the needs of curriculum improvement though the collection of evidence of actual implementation of the curriculum at school level using observation checklists;
- VI. Receive stakeholder inputs through a series of Focus Group Discussions with Parents, Teachers, Administrators, and Trainers.

2.2 Phases of the Curriculum Review and Development Process:

Though this review will follow several steps in phases as follows the different phases will begin activities simultaneously. The Curriculum Analysis and the Needs Assessment & Situation Analysis could happen at the same time.

2.2.1 Phase 1: Curriculum Analysis:

- I. Analysis of the General Objectives and the Terminal Competencies of the curriculum;
- II. Analysis of the Congruence of the Terminal Competencies and the Subject Objectives;
- III. Analysis of the Subject Objectives, the Subject Competencies and Learning Outcomes;
- IV. Analysis of the Subject Competencies, Learning Outcomes and the Content in the textbooks and the Teaching Learning Materials;
- V. Analysis of emerging development trends in the emerging world to prepare the Bangladesh children for the society that they would graduate;

- VI. Analysis of Primary Curricular in several selected countries (UK, Australia, New Zealand and Sri Lanka) to shape up the Bangladesh curriculum in-line with international standards.

2.2.2 Phase 2: Needs Assessment and Situational Analysis:

- I. Needs Assessment and Situation Analysis will be combined a common methodology of ‘Evidence Based Observations ‘ to assess the actual status of implementation of the Competency Based Curriculum at school and classroom level;
- II. Needs of the teachers, Students and School will be assessed through stakeholder consultations (teachers, parents, AUEOs, UEOs, URC Instructors and DPEO) using ‘Focus Group Discussions’;
- III. Needs assessment will be further strengthened by bringing in the information available in the National Assessment of Grade 3 and Grade 5 Achievement of students and Grade five Completion Test results, School Quality Indicators, Annual School Census indicators;
- IV. Findings be presented for discussion and decision making to the Policy Makers.

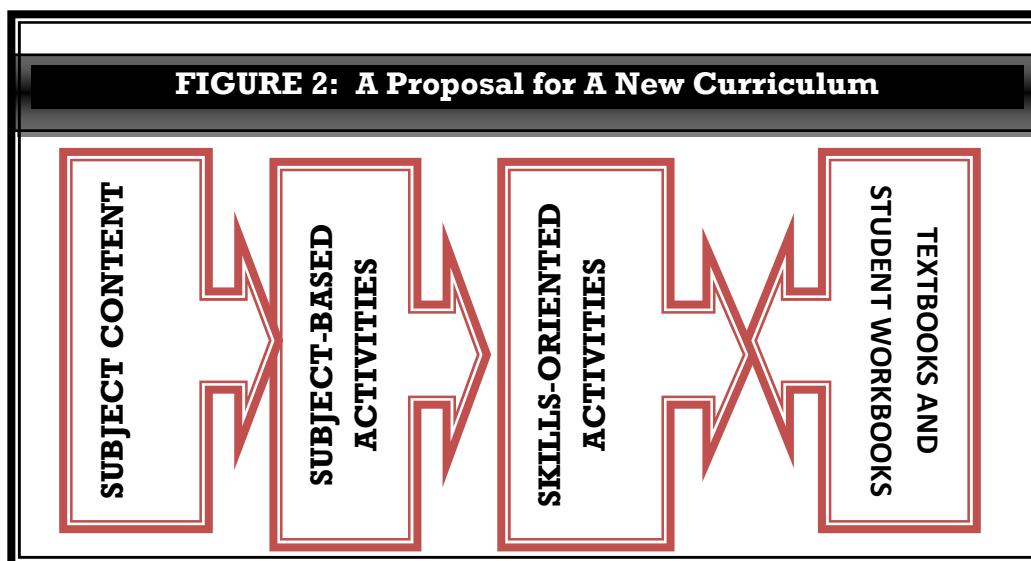
2.2.3 Phase 3: Refinement of Educational Objectives, Terminal Competencies and Learning Outcomes:

- I. Through a series of Workshops to revisit, revise and up-date the General Objectives of the Primary Curriculum and the General Competencies for the new curriculum;
- II. Through a series of Workshops to develop the subject objective, subject competencies and learning outcomes for the new curriculum;
- III. Trough Workshops with subject experts to attend to the vertical and horizontal integration of subject objectives and subject competencies with subject content.

2.2.4 Phase 4: Convergence of the Competency Based Curriculum to an Activity Based and Skills-Oriented Curriculum

- I. Through a series of Workshops to convert the ‘Competencies Based Subject’ Matter to an ‘Activities Base’ and attune the new curriculum to a more ‘Skills-Oriented-Curriculum’ to satisfy the new emerging trend of facilitation of a knowledge economy;
- II. Decide the presentation of textbooks/instructional material

The **Figure 2** illustrates this process in stages.



2.2.5 Phase 5: Development of Textbooks, Teacher’s Guides and Teaching-Learning Material

- I. Development of Textbooks – subject-wise and grades-wise
- II. Development of Teacher’s Guides –subjects-wise and grades-wise
- III. Development of Teaching Learning Material – subject and grade wise

2.2.6 The Constraints:

In this process NCTB has to overcome some of the constraints which are evident as many of the current staff at NCTB are College level professionals. Therefore, NCTB has to select Team Leaders from NCTB staff for each of the subjects, and bring in experienced primary educators to work with the NCTB Team Leaders. NCTB should be the coordinating body and allow these primary education experts and subject expert to do the activities.

One other constraining factor is the expected time frame. The Proposed time frame is too tight for the development of an innovative curriculum. Therefore, NCTB either has to maintain a tight work schedule and accomplish the expected tasks on time. The other is to look for a change in the targeted date of implementing the new curriculum. However, this needs to be taken up with the higher level policy makers.

3.0 NEEDS ASSESSMENT AND SITUATION ANALYSIS

The Needs Assessment and Situation Analysis will carry out :

- A curriculum analysis using several analytical formats
- A review of the curricular in selected countries
- A review of the current status of student achievement using National Assessment and Primary School Completion Test results
- A review of the school facilities through PSQI information and the Annual School Census Reports
- Undertaking Evidence Based Observations using Observation Checklists
- Carrying out Focus Group Discussions with all stakeholder groups

3.10 Phase 1: Curriculum Analysis

The purpose of the curriculum analysis is to revisit, after 22 years, the objectives of primary education objectives, terminal competencies and understand the strengths and weaknesses as well as gaps and reformulate and revalidate the objectives, competencies and subject-wise the learning outcomes.

3.11 Instrumentation of the Process of Review

The curriculum review process, the Needs Analysis and the Situation Analysis would require instruments to carry to collect the relevant, appropriate and valid information.

Six formats are developed for the analysis of the existing curriculum. These formats would enable examining the congruence and consistency of the curriculum.

These Formats are numbered as Format -1 through Format - 6. The Formats would only cover the following four steps under Curriculum Analysis.

- VII. Analysis of the General Objectives and the Terminal Competencies of the curriculum;
- VIII. Analysis of the Congruence of the Terminal Competencies and the Subject Objectives;
- IX. Analysis of the Subject Objectives, the Subject Competencies and Learning Outcomes;
- X. Analysis of the Subject Competencies, Learning Outcomes and the Content in the textbooks and the Teaching Learning Materials;

The Review of Primary Curricular in selected countries and the review of the emerging trends in the global setting will follow a different approach.

The following **Formats 1 – 6** were jointly developed and are being used by the working groups.

FORM – 2: Analysis of General Objectives with Terminal Competencies

#	General Objectives	Terminal Competencies	Subject Objectives	Strengths	WEAKNESSES	COMMENTS
<u>1</u>						
<u>2</u>						
<u>3</u>						
<u>4</u>						
<u>5</u>						
<u>6</u>						
<u>7</u>						
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FORM 4: Analysis of Subject Terminal Competencies with Class-wise Attainable Competencies

#	Subject Terminal Competencies	CLASS-WISE ATTAINABLE COMPETENCIES	Strengths	WEAKNESSES	COMMENTS
<u>1</u>					
<u>2</u>					
<u>3</u>					
<u>4</u>					
<u>5</u>					
<u>6</u>					
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FORM 5: Analysis of Class-wise Attainable Competencies with Learning Outcomes

#	<u>CLASS-WISE ATTAINABLE COMPETENCIES</u>	<u>Learning Outcomes</u>	<u>Strengths</u>	<u>WEAKNESSES</u>	<u>COMMENTS</u>
<u>1</u>					
<u>2</u>					
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<u>4</u>					
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<u>26</u>					

4.0 EVIDENCE BASED OBSERVATION OF SCHOOL AND CLASSROOM PRACTICE OF CURRICULUM

The Needs Assessment and the Situation Analysis requires instruments. This section provides the Observation Checklists and the Items for Focus Group Discussions to use in the process of gathering evidence and opinions.

4.10 Observation Checklists

4.11 Guidelines for Observations

4.1.1 Purpose of the Observations:

Make evidenced based judgments about the actual practice of curriculum at school level

4.1.2 Targeted Population:

Student, Teachers, Headteacher, Parents

4.1.3 What Material to Collect: (Evidence)

- a. Student workbooks for each subject (10 books per subject, per grade)
- b. Teacher Lesson plans for the year (2011 First Term Only)
- c. Academic Supervision – Teacher’s notebooks or supervision formats (2011 & 2010)
- d. AUEO & URC Asst. Instructor/UEO /URC Instructors Records at school (Inspection Format)
- e. School Result Sheets (last year Grade 2 & 4)
- f. Student attendance/ Teacher attendance (2011)

4.1.4 Selection of Schools:

NCTB is to decide the number of schools based on the variables. It should be over 60 schools. Schools should be representative of the various levels and some high performing schools as well as low performing schools be included and schools should be selected from six provinces and rural and urban sectors.

4.1.5 Conditions:

- A. Uninformed School Visits
- B. Only an observation and not an official inspection therefore refrain from making adverse comments and statements. It should be done in a very friendly and cooperative environment.

4.1.6 Observers:

Two Observers per school with less than 300 students and increase the number of observer to have one observer for 150 additional students

4.1.7 Observation Time:

Observation is to be carried out in two full school days. However, if the school is a bigger school over 300 students in Primary, **Either** the number of Observes have to be increased **Or** would require 03 days for observations. Observers should be in school before school starts and stay until that days expected tasks are completed. All observation should be recorded on the formats before leaving the school.

OBSERVATION CHECK LIST 1: OBSERVATION OF THE IMPLEMENTATION OF THE CURRICULUM AT SCHOOL LEVEL

1: Observation Of Teaching-Learning Process

Observation of Teacher Preparedness For Lessons		Ratings					Comments
Behavior	Description	Excellent	Very Good	Fair	Weak	Very Weak	
1. Lesson Plans	a) A Lesson Planning Book is maintained b) Prepared a useful lesson plan? c) Worked through examples before class? d) Thought about key points ahead of time?						
2. Appropriateness of Content	a. Lessons conforms to annual lesson plan b. Follows the Textbook c. Teaching Learning Materials is used c. Examples are helpful in illustrating concepts? d. Prepared assignments for children to work further?						
3. Teaching-Learning Strategy	a. Suits the lesson b. Lesson Approach is Child Centered						

Observation of Teacher Behavior In Class		Ratings					
Behavior	Description	Excellent	Very Good	Fair	weak	Very Weak	Comments
1. Classroom monitoring : (having groups begin seated to work together)	Teacher quickly organize the class and create a classroom environment ready for the lesson						
2. Observes the entire class and scans frequently	Teacher uses proximity control, eye contact, signals, and monitoring a student's name to redirect.						
3. Divides attention among students	<ul style="list-style-type: none"> Prompts students to ensure that appropriate behavior begins and brings ever student to attention. 						
4. Establishes and maintains rules and procedures	<ul style="list-style-type: none"> Maintains procedures from the beginning to the end of class 						
5. Provides positive feedback	<ul style="list-style-type: none"> Provides feedback effectively and disseminates to others 						
6. Effective Teaching-Learning Strategy	<ul style="list-style-type: none"> a) Child centered b) Encouraged group work c) Encourages child to explore d) Activity oriented 						
7. Use of Technology	<ul style="list-style-type: none"> a) Use Blackboard Effectively b) Use Other Learning Aids 						
8 Attentive to Inclusive Issues	Addresses the Special Needs Children - Disability and Slow Learners						
9. Use of Formative Assessment	<ul style="list-style-type: none"> a) Prone to Ask Questions from Students b) Distributes the questioning fairly across classroom c) Identifies weaker Answers and try to remediate d) Feedback is prompt 						

OBSERVATION CHECK LIST 2: OBSERVATION OF STUDENT WORKBOOKS

- Randomly collect 10 workbooks from one class at grade 1, 3 & 5 for each subject - Total of 130 workbooks
- Do not spend more than 3 minutes for notebook - (One Observer to work one full day on this)
- Use a format for each subject at each grade level (13 Formats for a School is needed)

School:

Subject:

Grade Level:

Observation of Student Workbooks		Ratings					
Assess	Description	Excellent	Very Good	Fair	weak	Very Weak	comments
1. Regular notes taking is seen	Student notebook shows evidence of regular use with dates or/and lesson notes						
2. Often assignments have been given	Notebook has the assignments taken by the student and /or assignments done on regular basis						
3. Assignments given were corrected	Notebook shows the assignments are corrected either by teacher or the student						
4. Teacher has seen the student workbooks	Notebook has signs or some indications shows the teacher has time to time checked the books						
5. Workbooks are well kept	Notebook is fairly well maintained with a cover, clean and good hand writing etc						

OBSERVATION CHECK LIST 3: SCHOOL PERFORMANCE OBSERVATION CHECKLIST

Observation of School Performance				Ratings
Items	Description		Ratio	Comments
1. Classroom Space for Students	a. The Number of students in Grade 1 & 2		b/a	
1.1	b. The Number of classrooms			
1.2	a. Number of students in Grade 3 - 5		b/a	
	b. Number of Classrooms			
2. Teacher –Pupil Ratio in Grades 1 & 2	a. Number of Students in Grade 1 & 2		b/a	
	b. Number of Working Teachers			
3. Classroom Situation – Crowded or not	Is there sufficient furniture for all students	Yes	No	
	Is the space in classroom sufficient	Yes	No	
4. School starts and closes on schedule time	In General Students come on time and leave on or after time	Yes	No	
	In General teachers come on time and leave on or after time	Yes	No	
5. Daily Assembly is held	Observe on the day	Yes	No	
6. SMC Involvement	SMC meeting records to be examined.			
	SMC Meetings are regularly held	Yes	No	
7. Annual Sports Activity has been held	Evidence and the date	Yes	No	
8. Other Co-curricular Activities	At least two other co-curricular activities are in practice in school	Yes	NO	
9. National Day celebrated	Evidence - SMC Records	Yes	No	
10. Academic Supervision by Headteacher	Supervision formats to be examined			
10.1	Supervision formats are available	Yes	No	
10.2	Teachers Lesson Plans shows evidence of Headteacher Supervision	Yes	No	
10.3	How regularly the Headteacher visit a class in progress - (at least one class a week)	Regularly	Occasionally	
10.4	Headteacher seems very active	Yes	No	

SCHOOL PERFORMANCE OBSERVATION CHECKLIST			Ratings						
11. Grade II Completion Results – subject-wise (School Records)			60 >	45 - 59	33 -44	< 33	Notes/Comments		
11.1	Bangla								
11.2	Math								
11.3	English								
11.4	Science								
11.5	Religion								
11.6	Aesthetic & Physical Ed								
12. Grade IV Completion Results – Subject-wise School Records									
12.1	Bangla								
12.2	Math								
12.3	English								
12.4	Science								
12.5	Religion								
12.6	Aesthetic								
Teacher Attendance			Number of Teachers In Post	<90	80-89	70 -79	60-69	<59	
13. Average Attendance in the Month			Headteacher						
Write the Name of Teacher			T1						
			T2						
(Use Scale 5= <90, 4= 80-89; 3= 70-79, 2=60-69, 1=<59)			T3						
			T4						
			T5						
			T6						
Average Rating									
14. Student Attendance			% of Attendance on the visit day	> 80	70 - 79	60 - 69	50 - 60	<49	Total Students
(Use Scale 5= <80, 4= 70-79; 3= 60-59, 2=50-60, 1=<49)			Grade 1						
			Grade 2						
			Grade 3						
			Grade 4						
			Grade 5						

5. FOCUS GROUP DISCUSSIONS

Focus groups can reveal a wealth of detailed information and deep insight. When well executed, a focus group creates an accepting environment that puts participants at ease allowing them to thoughtfully answer questions in their own words and add meaning to their answers. Surveys are good for collecting information about people's attributes and attitudes but if you need to understand things at a deeper level then use a focus group.

4.21 Guidelines:

- The same observers who make the visits for observations could be trained for FGD.
- Identify the one who could articulate questions better to lead the process and the other one should mainly do the recording of the discussion
- Group should consist of only one category of persons as specified under each group
- Do not ask more than 5 main thematic questions- You may ask directed questions within the Theme to get better responses
- Explain the purpose of this discussion and ask for their genuine comments
- Keep the discussion well focused to your objective of receiving feedback on curriculum practice
- Finish one thematic question and then go to the next
- Do not take more than 20 minutes for a thematic question and the maximum time for the total FGD should not exceed 90minutes
- Arrange the discussion in a round table format and participant should be relaxed and do not allow one participant to dominate the session, try to make every participant talk

4.3.1 FGD with Primary School Teachers Including the Headteacher (90 Minutes)

Purpose is to learn from the experience of practicing primary teachers of the selected schools who were implementing the present curriculum at school and classroom level:

- What do you as a teacher/headteacher think about the present competency-based-curriculum?
 - Is it a good curriculum, and do you like teaching the curriculum?
 - Do the children like the curriculum and they enjoy learning the contents?
- What are the key obstacles that you as a teacher/headteacher had to face in the implementation of the curriculum?
 - Were there or there was not all the support that you needed for you to teach the curriculum?
 - What was not there for you to teach better?
- What is your opinion of the various types of trainings you received at URCs/PTI/Sub-cluster ?
 - You have gone through many trainings such as subject-based training, URC trainings, Sub-Cluster Training etc, how helpful were those for your teaching of this curriculum?

- What improvements do you expect in the next curriculum?
 - The passing rates and number successfully learn the competencies are very low and you understand the reasons more than us. Some problems were with the curriculum itself. Of course there are other reasons too. But what we need to know from you is how can we improve this curriculum to ensure better learning in students?
 - Would it be better if there are more activities based on subject content for the students to do, rather than just learning content?
 - Do you have any suggestions?

4.3.2 FGD with Parents Including the SMC Members who have their children in school. (90 minutes)

Do this on the 2nd day of Observation:

- On the first day in consultation with the headteacher Select a set of parents from Grades 1, 2, 3 & 5 (4 for each grade, a maximum of 16).
- Two of them could be SMC members having children in school.
- Other should be parents. Select parents of the poor families than the affluent families.
- Previous day send a message through the children, better if it is also a written message, inviting them to come at ----- to school for a special meeting

Purpose is to learn from the parents of the children who are studying at the selected school of their experience on student learning. (Note: The language to use with parents has to be simplified)

- We know that today all parents understand the value of education and schooling. Children's education has to be supported by government, the school, the teachers and the parents. We all have different roles to play. If we all collectively work together then only it works well for the children;
 - Therefore, we would like you to what your experience and what you feel about the learning and schooling of your children.
 - I am going to ask some questions and please feel free to tell your honest ideas, feelings to us so it will help us to improve the situation of learning of your children.
- How do you really support your children in schooling?
 - In your opinion what is the most important thing in your child's schooling? Is it the regular attendance, having all the books, workbooks, good cloths, school bag etc.?
 - Do you think that regular attendance is very important if a child to learn at school?

- (After the discussion you may state that -If your child gets absent more often, then after a few days, the child becomes lost in the learning as s/he will not be able to follow what the teacher teachers in class.)
 - Is it possible for you to make sure that the child attends school regularly?
- Do you know for learning, your child has to be motivated? Your child has to like schooling, reading the books at home, do the given assignments, keep books clean etc.
- Is your child motivated to learning? (Try to find the level of motivation of their students to learn.)
 - Do they want to go to school daily?
 - Keep the books clean?
 - Look at the books every evening and read or does school work?
 - Reads loudly, Sings, does math?
- How can you as a parent motivate the child to learning?
 - Do you encourage your child to learn? How?
 - Do you tell the child if you learn well that s/he could become a well-to-do person when s/he becomes an adult? Tell me what have you related as such?
 - Do you ask the child to go through the school books in the evening regularly every day? How much time? How do they do it?
 - Do you ask the child to keep school books clean and neat? Have checked their books?
 - Do you ask the child to learn to write good handwriting? Do you look at your child's handwriting?
 - Do you ask the child what did you learn in school when he returns from school? Do you know the names of the teachers teaching your child in school? Is it good to know the names of the teachers?
 - Do you ask your child whether all the teachers came to class today and taught your lessons?
 - Does your child tell you what he/she did in school today when s/he comes home?
 - Have you come to school to meet the teacher to know about your child?
- What are the limitations that they as parents have in supporting the schooling and studying of their children?
 -
- What is your opinion about what your child learns at school?
 - What do they really would like your children to learn from schooling?
 - Do you think what they learn is useful for their lives?

4.3.3 FGD with URC Instructors

-- Select 10 Instructors and 06 Assistant Instructors include at least 2 from each division

Send them the following Format to URCs before attending the FGD to bring actual information with them.

TO BE COMPLETED BY THE URS STAFF			
A. Please bring this information when you attend the meeting			
B. Please fill up this questionnaire using your URC records.			
		Trainings	Number Attended
1	In year 2010 a total of how many training sessions were conducted at your URC and total number attended training		
2	What were the types of trainings conducted in 2010? Please name and give number attended?		Number Attended
3	How many schools and how many teachers are under your URC	Schools:	Teachers
			:
4.	Out of the above number, how many teachers have attended at least one training in the last year?		
5.	How many school visits has the URC staff done in the last three months?	Number of School Visits	How Many Different Schools
6	Do you use a Academic Supervision Format in Your School Visits		Yes -- No (Circle your response)
7.	If all teachers of your Upazial are to receive 2 days of curriculum dissemination training at your URC on regular basis, how many days you would require completing one round of training of all teachers?	 Days

-- Select the URC Instructors/Assistant Instructors who have been in the post for over 2 years

-- Take 90 – 120 minutes

Purpose is to learn from the experience of the URC Instructors/Assistant Instructors the actual practice of their training and support to teachers.

Item 1: Subject-Based Training:

- URCs provided subject-based training in the last few years to support the implementation of the curriculum. In your opinion, how much this training helped the teachers to teach the subject well in classroom?
 - In your observations in your school visits have you seen the impact of your subject based training in classroom practice? If so in what ways?
 - What subjects you have found that teachers are less competent in teaching? What are the reasons for that?
 - In your opinion which ways could the situation be improved?

Item 2: In your role as URC Instructor/Assistant Instructor

- **What are the factors/reasons those mostly affect adversely in your work situation in helping the teachers to perform better?**
- **If you are given the authority to design training to improve quality of teaching learning in classroom, how would you design?**
 - What would you do differently?
 - How could you mentor them?

Item 3: The Competency Based Curriculum:

- **In your opinion how can we improve this curriculum?**
 - Can you suggest improvements to this curriculum?
 - If you think that the Curriculum should be revised to improve its efficiency; How could we improve it?

4.3.4 FGD with PTI Supers/Instructors

Purpose is to learn from the experience of the PTI Supers/PTI Instructors of the impact of their training in actual classroom practice of curriculum

- How much the PTI Training subjects are actually based on the Primary School Curriculum and Its expected outcomes?
 - Do the subjects and the PTI curriculum really targeting the primary school curriculum and school practice?

- How much the practice teaching of the trainees is directly based on primary curriculum and its learning outcomes etc?
 - Do you think that the PTIs are doing their best to related school curriculum in training of teachers through Practice Teaching?
- What is their opinion about the present primary curriculum?
 - Can you suggest improvements to this curriculum?
 - If you think that the Curriculum should be revised to improve its efficiency; How could we improve it?

4.3.5 FGD with AUEO

– 90 Minutes,

Select 12 AUEOs from the Six Divisions. It is good to have AUEOs who have served at least 02 years and not more than 10 years

Purpose is to learn from the experience of the AUEOs of the impact of their academic supervision and Sub-cluster training on actual practice of curriculum at school and classroom.

- What do they think of the sub-cluster training and does it really support the effective implementation of the primary curriculum at school and classroom?
 - Which way you have seen that it helped the classroom practice of the curriculum?
- How could the Sub-cluster training could be re-designed to provide better support to teachers to carry out better teaching-learning at classroom and school?
 - Do you have ideas how the sub-cluster training could be done differently to bring better classroom practice of the curriculum?
- What are your suggestions to improve the Academic supervision at schools?
 - How effective is the Academic Supervision that you carryout?
 - What are the shortcomings?
 - What are your suggestions to make it more effective?
- What is their opinion about the present primary curriculum?
 - Do you think the Competency Based Curriculum is good?
 - What's your thinking about this curriculum?
- What are your suggestions for its improvements?
 - How could we improve this curriculum?
 - Do you have any suggestion how we could improve the curriculum?

4.3.6 FGD with UEOs/DPEOs

– 90 Minutes,

Select 12 UEOs and DPEOs from the Six Divisions. It is good to have UEOs /DPEOs who have served at least 02 years and not more than 10 years

Purpose is to learn from the experience of the UEOs & DPEOs of the impact of their academic supervision and Sub-cluster training on actual practice of curriculum at school and classroom. (Repeat the same questions that you have for AUEOs as follows:

- What do they think of the sub-cluster training and does it really support the effective implementation of the primary curriculum at school and classroom?
 - Which way you have seen that it helped the classroom practice of the curriculum?
- How could the Sub-cluster training could be re-designed to provide better support to teachers to carry out better teaching-learning at classroom and school?
 - Do you have ideas how the sub-cluster training could be done differently to bring better classroom practice of the curriculum?
- What are your suggestions to improve the Academic supervision at schools?
 - How effective is the Academic Supervision that you carry out?
 - What are the shortcomings?
 - What are your suggestions to make it more effective?
- What is their opinion about the present primary curriculum?
 - Do you think the Competency Based Curriculum is good?
 - What's your thinking about this curriculum?
- What are your suggestions for its improvements?
 - How could we improve this curriculum?
 - Do you have any suggestion how we could improve the curriculum?

4.40 Analysis of Observations & FGD Qualitative Data:

Depending on the number of Schools Selected for the observations and FGD; NCTB will receive a large amount of information and these needs to be processed.

The Observation Checklists have identified five categories of responses. The Computer Data Analyst should be consulted and create the Database for analysis.

The FGD data cannot be analyzed the same way. This brings qualitative information and NCTB should seek the assistance of IED professionals to participate in the FGDs and summarize the findings as IED has the expertise of conducting and summarizing the findings of such discussion meetings.

5 Review of Available Secondary Sources:

The Curriculum Review Team should also collect the available information from the following reports to understand student achievement levels, teacher qualifications and training levels, school physical facilities and availability of other resources.

1. The National Assessment Findings of Grade 3 and Grade 5 Students
2. The Grade 5 Completion Examination Results
3. The School Quality Indicator Reports
4. The Annual School Census Reports
5. Any studies done on Subject-Based Training, Sub-cluster Training and URC based other trainings

These reports need to be reviewed, summarized with the relevant information for the curriculum implementation.

5.10 Analysis of Data

Before administering the Observation Checklists and the Focus Group Discussion NCTB should consult the Data Analysts to create a database for the analysis.

5.20 Work Schedule:

NCTB has prepared a work schedule and these needs to revised and strictly followed as proposed time frame to introduce new curriculum by January 2013 in Grades 1 & 2 is challenging.

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