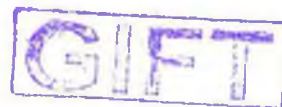


An Evaluation of Basic Education Curriculum of NGOs in Bangladesh

M.Phil Dissertation



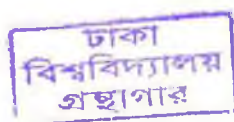
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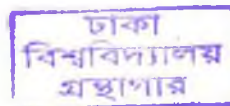
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BANGLADESH

An Evaluation of Basic Education Curriculum of NGOs in Bangladesh

Mohammad Mojibur Rahman
Session: 2002-2003

Submitted for partial fulfillment of the requirement for the degree of Master of
Philosophy in Education

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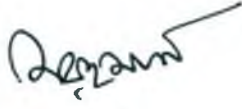


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Declarations

This is to certify that, except to the extent stated in the acknowledgements, and except for what is explicitly attributed in the text to other sources, the work embodied in this dissertation is a result of the researcher's own investigation.

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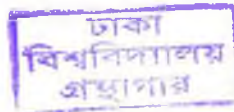


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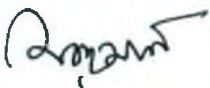
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Mohammad Mojibur Rahman

Abstract

In Bangladesh ten types of educational institutions have been providing primary or basic education. Maximum learners are covered by the government and non-government primary schools while a significant number has covered by the non-formal schools run by NGOs. Non-formal schools target those learners who are from disadvantaged situation or marginal group. The objectives of the study are to find out the main features of basic education curriculums of NGOs in Bangladesh as well as the strengths and weaknesses of the curriculum developed for the underprivileged children of Bangladesh. The study also tried to come up with recommendation, which can help the NGOs to improve their basic education curriculum. Ten NGOs were selected purposively for in-depth investigation and analysis of curriculum. In order to maintain the validity of data two types of data collection instruments were used to evaluate the curriculums of the selected ten NGOs. One questionnaire was developed to gather quantitative and qualitative data from the teachers. To evaluate the selected curriculums in a descriptive and quantitative approach one *curriculum evaluation tool* was also developed for this study through literature review. The study used both qualitative and quantitative approaches to analysis the selected curriculums. According to majority teachers most of the NGOs have curriculum for basic education program. Some teachers did not get any curriculum from their respective NGOs but majority of them got curriculum in hand and found it helpful for them. More than fifty percent teachers of NGOs found their curriculum highly appropriate as per age level, daily needs and social and economic demand of the learners, while almost one-third of them found those partially appropriate. Consistency and appropriateness of contents, teaching-learning activities and teaching aids among the NGOs were good and there was no significant difference among them. Majority of the teachers stated that teaching-learning activities suggested in curriculum are learner centered and time oriented. Examination format, marks distribution and evaluation techniques incorporated in the curriculums of different NGOs are good in respect of the learners and there was no significant difference among the NGOs. Though knowledge domain got most priority in the curriculum of all NGOs, some other domains got mentionable importance in some basic education curriculum and some were ignored. Only two NGOs (Proshika and USC-Canada) has life skill component in their basic education curriculum. As some of the teachers of NGOs did not get curriculums of basic education program, proper initiative should be taken for dissemination of curriculums. As most of the teachers of NFE following teachers' guide and training instructions in every aspects of their professional responsibilities, in-depth research need to be conducted to evaluate the materials and instructions to find out the reflections of curriculum on those. To create a learner centered program, a model should be adopted considering the opinion of all stakeholders. As the learners of the NFE program are from underprivileged group, more concentration should be given to all domains including evaluation of cognitive domain, affective and psychomotor domain at the time of further modification of curriculum. Learners' daily needs, social and economic demands and occupation/situation should also be considered through an in-depth investigation at that time. NGOs that did not incorporate life skill component in curriculum should be included after analyzing the life style, demands, situation and other issues related with the learners personal, family and social life.

Acronyms

BNFE	Bureau of Non-Formal Education
BRAC	Bangladesh Rural Advancement Committee
CAMPE	Campaign for Popular Education
CD	Compact Disk
CMES	Center for Mass Education in Science
CMSD	Community Movement for Social Development
DAM	Dhaka Ahsania Mission
DPE	Directorate of Primary Education
ECD	Early Childhood Development
EFA	Education For All
GSS	Gonoshahajjo Sangstha
MDG	Millennium Development Goal
MS	Micro Soft
NCTB	National Curriculum and Textbook Board
NF	Non Formal
NFE	Non Formal Education
NFPE	Non Formal Primary Education
NGO	Non Government Organization
SEEP	Social and Economic Enhancement Program
SHD	Society for Human Development
SPSS	Statistical Package for Social Science
UNDP	United Nations Development Programme
UNESCO	United Nations Educational Scientific and Cultural Organization
UPE	Universal Primary Education
USC-Canada	Unitarian Service Committee of Canada
WCEFA	World Conference on Education For All

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Chapter One

Introduction

1.1 Background of the Study

Basic education is commonly regarded as a state responsibility. Internationally-agreed EFA goals specify that primary schooling should be free and compulsory (in line with the 1948 United Nations Declaration of Human Rights), with legislation in many countries to support this. Such targets have been evident since UNESCO (United Nations Educational, Scientific and Cultural Organization) regional conferences in the 1960s which set targets for universal primary education (UPE) by 1980. The focus of these targets was on increasing access of children to formal schooling provided by the state. The role of the state in basic education service delivery is considered relevant both given education's strategic importance in national identity formation, as well as due to the benefits that accrue in terms of social and economic development (Colclough 1982; Lewin, 1995; Hannum and Buchmann, 2005).

With renewed focus on expanding primary schooling particularly since the 1990 Education for All (EFA) commitments and in line with the education Millennium Development Goals (MDG), greater attention is being paid by some donors and governments to the role that non-state providers are and could play in supporting the state in achieving targets, while continuing to view the state as the main provider. NGOs play different roles in supporting education service delivery. Some NGOs are primarily involved in advocacy aimed at putting pressure on governments fulfill their commitment to ensuring access for all children to an education of acceptable quality (Mundy, 2001).

The Declaration at Jomtien continued to view non-formal education for children and youth as gap-filling for malfunctioning formal primary schools, thus reinforcing the established hierarchy of seeing non-formal as second-best (Hoppers, 2006). *Supplementary alternative programs* can help meet the basic learning needs of

children with limited or no access to formal schooling; provided that they share the same standards of learning applied to schools, and are adequately supported (UNESCO, 1990).

In countries such as India and Bangladesh, there is a long history of indigenous NGO provision of education (with BRAC non-formal provision dating from 1985 in Bangladesh with other forms evident before then, and dating from the 19th century social reform movement in India) (Chowdhury and Rose, 2004; Nair, 2004).

In Bangladesh, the curricula for various NFE programs are developed centrally by the organizations themselves. Most of the organizations implement programs through centre-based approach. Analysis of availability and usage of materials show that there are more than 1,281 NFE materials that are reported to be used in various NFE programs. Of these, 235 are for child education programs, 56 are for adolescent and adults' basic education program and the rest are for continuing education programs. Besides booklet, there are supplementary materials like chart, card-set, game, video, CD, etc (BNFE, 2009). In this circumstance it is very urgent to evaluate curricula of NGOs developed for providing basic education. The study entitled *An Evaluation of Basic Education Curriculum of NGOs in Bangladesh* was taken in this regard.

1.2 Objectives of the Study

The broad objective of the study was to evaluate the Basic Education curriculum of some selected NGOs in Bangladesh. The specific objectives of the study were as follows:

- To study current status of NGOs curriculum in Bangladesh;
- To identify the strengths in Basic Education curriculum;
- To find out the weaknesses in Basic Education curriculum;
- To come up with recommendations, which can help the NGOs to improve their Basic Education curriculum.

1.3 Research Questions

The major research questions of this study were as follows:

- What are the main features of Basic Education curriculum of NGOs in Bangladesh?
- What are the strengths of Basic Education curriculum followed by NGOs in Bangladesh?
- What are the weaknesses in Basic Education curriculum followed by NGOs in Bangladesh?
- What should the NGOs do for improving Basic Education curriculum?

1.4 Rationale of the study

The 1990 declaration of the World Conference on Education for All (WCEFA), held in Jomtien, Thailand, reaffirmed the "right of all people to education" (UNESCO, 1992). In 1993, a conference of the heads of governments of the nine most populous developing nations which took place in Delhi, India, reinforced the WCEFA declaration by calling for the removal of disparities in access to primary education due to "gender, age, income, family, cultural, ethnic and linguistic differences and geographical remoteness" (UNDP, 1996). Over the decade, some progress was made in making education accessible to a large portion of the world's children, as has been widely documented (UNDP, 1999). The World Education Forum in Dakar in 2000 further reaffirmed the global community's commitment to achieving education for all by removing such disparities (UNESCO, 2000). In Bangladesh, primary education has never been equally accessible for all groups in the population. Earlier studies had indicated that girls, children living in rural areas and urban slums, children from socio-economically disadvantaged families and ethnic minorities were particularly disadvantaged in terms of access to education (Broke and Cammish 1991; Chowdhury et al. 1992; Nath et al. 1993; UNICEF 1992; Alam et al. 1997). According to government statistics, 37672 primary schools owned and managed by the government form the mainstream of primary education in the Bangladesh. In addition, approximately 23,000 other nongovernment established primary schools are

managed with limited government subvention. Over 7000 Islamic schools, the *Ebtedayee madrassas*, provide education with an Islamic focus. Several NGOs have initiated primary education programs for those who are left out of the formal system. In total, the number of students served by NGOs in the non-formal system is estimated to be 1.4 million (Alam and Hussain 1999).

Bangladesh has a pluralist system of primary education. The share of different types of school in primary-level enrolment, by gender. Two-thirds of students enrolled are in government-run primary schools. Nongovernment formal schools (registered and unregistered) constitute 15% of total enrolment, while non-formal schools run by NGOs represent 8.5%. Others are less significant. It also shows that non-formal schools enroll more girls than boys, but in government primary schools the enrolment of girls equals that of boys (Chowdhury et al. 2003).

In Bangladesh, as NGOs have been successful in bringing girls and children of poorer parents to non-formal schools in large number (Ahmed et al. 1993) and all of the NGOs are following different curriculums for providing basic education for their target groups. Though the initiatives of NGOs contributed remarkably in the field of basic education in Bangladesh, curriculums followed by them should be evaluated to find out the features of those curriculums whether those are appropriate to fulfill the aims and objectives of basic education in Bangladesh. Still there is a shortage of in-depth study in the field of basic education curriculum; the study on basic education curriculum of NGOs is an effort to find out the main features of Basic Education curriculum of NGOs in Bangladesh as well as the strengths and weakness of the curriculums. This study is also tried to come up with recommendations, which can help the NGOs to improve their Basic Education curriculum.

1.5 Definition of Terms Used in the Study

Non-formal education

Non-formal education...is any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to

particular subgroups of the population, adults as well as children. For example, non-formal education includes, agricultural extension and farmer training programs, adult literacy programs, occupational skill training given outside the formal system, youth clubs with substantial educational purposes, basic education for out of school population and various community programs of instruction in health, family planning, cooperatives and the like (Coombs and Ahmed, 1974).

Basic Education

Basic education covers notions such as fundamental, elementary and primary education. It is guaranteed to everyone without any discrimination or exclusion based notably on gender, ethnicity, nationality or origin, social, economic or physical condition, language, religion, political or other opinion, or belonging to a minority. Basic education prepares the learner for further education, for an active life and citizenship. It meets basic learning needs including learning to learn, the acquisition of numeracy, literacies, and scientific and technological knowledge as applied to daily life. Basic education is directed to the full development of the human personality. It develops the capability for comprehension and critical thinking, and it inculcates the respect for human rights and values, notably, human dignity, solidarity, tolerance, democratic citizenship and a sense of justice and equity. Basic education is provided in the mother tongue, at least in its initial stages, while respecting the requirements/needs of multilingualism (UNESCO, 2007)

NGO

An NGO is a voluntary grouping of individuals or organizations which is autonomous and not-for-profit sharing; organized locally at the grassroots level, nationally or internationally for the purpose of enhancing the legitimate economic, social and /or cultural development or lobbying or advocacy on issues of public interest or interest of a group of individuals or organizations (Dar Es Salaam, 2001)

Curriculum Evaluation

McNeil (1977) states that “curriculum evaluation is an attempt to throw light on two questions: Do planned learning opportunities, programs, courses and activities as developed and organized actually produce desired results? How can the curriculum offerings best be improved?” Ornstein and Hunkins (1998) define curriculum evaluation as “a process or cluster of processes that people perform in order to gather data that will enable them to decide whether to accept, change, or eliminate something- the curriculum in general or an educational textbook in particular”. Gay (1985) argues that the aim of curriculum evaluation is to identify its weaknesses and strengths as well as problems encountered in implementation; to improve the curriculum development process; to determine the effectiveness of the curriculum and the returns on finance allocated. Oliva (1988) defined curriculum evaluation as the process of delineating, obtaining, and providing useful information for judging decision alternatives. The primary decision alternatives to consider based upon the evaluation results are: to maintain the curriculum as is; to modify the curriculum; or to eliminate the curriculum.

Chapter Two

Review of Related Literature

Education must address the best interests and ongoing development of the whole child. This means that, in addition to being child centered, education is much more than attention to cognitive development. It is also concerned with the child's social, emotional, and physical development. It also calls for more than the conventional integrated approach. Rather education must be conceptualized from the child's point of view and with an understanding of the inter-related nature of the child's needs which vary according to level of individual development (Pigozzi, 1999).

Basic education

Sen (2003) stated that while it is important to fight terrorism and genocide and in this too, education can have a big role, widening the coverage and effectiveness of basic education can have a powerfully preventive role in reducing human insecurity of nearly every kind. It is useful to consider briefly the different ways in which removing discrepancies and neglects in education can contribute to reducing human insecurity across the world. A number of international conferences have since then repeatedly insisted on the importance of basic education in social and economic development. The World Summit for Social Development (Copenhagen, 1995) fixed 2015 as the ultimate date for Universal Primary Education (Warsaw, 2000). Basic education is a part of lifelong learning. The importance of valuing the learners' experiences in order to create both the curriculum and opportunities for learning is paramount: education from all as well as for all. Participation in learning builds self-confidence, citizenship and autonomy (Warsaw, 2000). Basic education covers notions such as fundamental, elementary and primary/secondary education. It is guaranteed to everyone without any discrimination or exclusion based notably on gender, ethnicity, nationality or origin, social, economic or physical condition, language, religion, political or other opinion, or belonging to a minority. Basic education is free and compulsory without any discrimination or exclusion. Equivalent basic education is offered for youth and adults who did not have the opportunity or possibility to receive

and complete basic education at the appropriate age (UNESCO, 2007). Because basic education can be very important in helping people to get jobs and gainful employment. This economic connection, while always present, is particularly critical in a rapidly globalizing world in which quality control and production according to strict specification can be crucial (Sen, 2003). Basic education is directed to the full development of the human personality. It develops the capability for comprehension and critical thinking, and it inculcates the respect for human rights and values, notably, human dignity, solidarity, tolerance, democratic citizenship and a sense of justice and equity. (UNESCO, 2007) The difference that basic education can make to human life is easy to see. It is also readily appreciated even by the poorest of families (Sen, 2003).

The purpose of basic education for children goes beyond that of providing literacy for illiterate adults. Basic education for the children should be to educate them and empower them to overcome their impoverished conditions and live as fuller citizens than their parents, taking part in productive services of the economy. This has to be achieved either by continuation of basic education to other levels or providing them with employable skills training. Empowerment cannot be achieved simply by giving some basic literacy skills to enable them read, write and make simple calculations. Therefore, the basic education programs for children either should have continuity with other levels of education, or the program should enhance their skills to enable them to participate in the economy (GroundWork, 2002). Sen (2003) also found basic education is not just an arrangement for training to develop skills (important as that is), it is also a recognition of the nature of the world, with its diversity and richness, and an appreciation of the importance of freedom and reasoning as well as friendship. The need for that understanding - that vision - has never been stronger

NGOs in Education

Education must be accessible to all children. This means it must be expanded in most cases to ensure that there are sufficient places; this is consistent with use of both formal and non-formal modalities within a unified system as long as there is equivalence among modalities. It must be flexible. Learning environments must be comfortable for poor children as well as rich ones, for girls as well as boys (Pigozzi,

1999). The State guarantees the right to basic education of good quality based on minimum standards, applicable to all forms of education, and provided by qualified teachers, as well as effective management along with a system of implementation and assessment (UNESCO, 2007). This is an important contribution a growing debate which takes on new urgency as it becomes clear that some populations by choice and some by necessity access basic education outside normal government school systems. Public authorities, at least in some countries, are becoming more uncomfortable with ideas of alternative provision and are beginning to emphasize the value strategies to deliver services making use of multiple providers. The implications of this need exploration and new analyses. NGO provision often intends to bring benefits in terms of the alternative forms of pedagogy and accountability it aims to offer (Lewin, 2007). In those States where basic education is also provided by private schools, the State ensures that such schools respect fully the objectives and content (UNESCO, 2007). The current participatory development discourse, and how non-governmental organizations facilitate participation, has come under heavy scrutiny. Makuwira (2004) argues that despite the comparative advantage of this, the participation of their stakeholders, including local community members, is tokenistic as decisions are largely top-down. Makuwira (2004) recommends that NGOs learn to relinquish their grip on power and develop confidence in their beneficiaries as well as other stakeholders in the decision-making processes at the identification, implementation, monitoring and evaluation of basic education programs in Malawi. In a comparative assessment of the four components of basic education, BRAC children did significantly better in life skills and writing than their peers in formal schools. Equal performance was observed in reading and numeracy. Although the children who had never attended school in general did poorly, some had developed life skills knowledge and more than half had acquired numeracy skills. This study concludes that BRAC's education program has a positive impact on basic education in rural Bangladesh (Nath and Grimes, 1999).

Basic Education in Bangladesh

The Government of Bangladesh recognizes education as a means of reducing poverty and improving the quality of life for children. As a signatory to the Convention

on the Rights of the Child, the Government of Bangladesh, with assistance from development partners, has made positive steps towards fulfilling children's rights to education, according to the Education for All and Millennium Development Goals (DPE, 2009). In the 1980s a number of NGOs began to see the need for initiating programs of basic education in support of their poverty alleviation activities. An important result of the Jomtien WCEFA has been that several NGOs have identified education as a priority sector for their areas of operation. Many of them have significantly expanded their education programs over the last few years. (Sharafuddin, 1998). In terms of access, the high enrolment rates achieved for both boys and girls do not yet equate to covering all the children in Bangladesh. It is currently estimated that there are more than 3.3 million out-of-school children throughout the country. Three Schooling opportunities are also very limited for some specific groups such as working children, disabled children, indigenous children and those in remote areas or living in extreme poverty (DPE, 2009). These NGOs made a significant contribution. Today, approximately 4 percent to 8 percent of the primary school aged children in Bangladesh receive non-formal primary education (NFPE) in NGO programs. NGOs also have contributed to the development of supplementary reading materials for the primary school children (GroundWork, 2002).

Article 17 of the Bangladesh Constitution provides that all children between the ages of six and ten years receive a basic education free of charge. Bangladesh conforms fully to the Education For All (EFA) objectives, the Millennium Development Goals (MDG) and international declarations. In recent years some innovative programs of basic education have been initiated in the country to tackle the overwhelming problem of illiteracy. (Sharafuddin, 1998). In most countries basic education means the formal primary education, but in Bangladesh the government documents are prone to regard non-formal education activities as basic education and formal school for children as primary education. Unlike formal education NFE is not age specific; children, adolescents and adults all can enroll in an NFE program. It has limited administrative controls but larger flexibility in management and supervision. NFE does not require a school building; a structured place is good enough for a school. It is located close to the doorstep of the poor. The NFE school has community

teachers who know the children and live close to the children. No school uniform is needed; the children of the poor can attend school with the dress that they can afford. NGOs provide the necessary learning materials, which include the primers, workbooks, slates, pencils etc. There is, therefore, no private cost. NFE's objectives are simpler and are attainable, aiming to provide basic education in reading, writing and numeracy with a degree of awareness in life skills. The successful children in the NFE schools may continue their education in the formal primary school as regular students, which is described as main streaming (Haq, 2011). NGOs are visible actors in the field of socioeconomic transformation of Bangladesh. Since the birth of Bangladesh as a nation in 1971, the number and the role and function of NGOs in the education sector have steadily and gradually increased. Today there are over 400 NGOs involved in the delivery of basic education programs. NGOs are working mostly with the children of the poor. NGO programs are designed to reach the unreached out of school children. The diversity amongst these NGOs is also obvious. (GroundWork, 2002). In view of the large number of children and adults who remain uncovered by present educational programs, it is felt that some innovations are needed in primary education to provide quality education at low cost which would ensure high attendance and retention as well as a high rate of success. Several innovative programs have been initiated in primary education by both governmental and non-governmental agencies to achieve these aims (Sharafuddin, 1998). Bangladesh has a substantial program of non-formal basic education with a large institutional network in this field. Besides a major effort in the public sector, a large number of local private or voluntary agencies (known as Non-Governmental Organization, NGO) are also involved in this effort. Among these private agencies some are known world wide for their contribution to fulfilling the EFA (Education for All) goals. One reason for such huge involvement of NGOs in non-formal basic education is the magnitude of illiteracy and poverty that prevails in Bangladesh (Haq, 2011).

The non-formal (NF) system is generally construed by some as a poorer option compared to formal schools. There is less investment in NF schools, and the children attending such schools are from disadvantaged sections of society; they are

not expected to perform as well as formal-school students, according to conventional wisdom. The positive features which distinguish NF from formal schools include flexible school hours, relevant curriculum and materials, supportive supervision and practical and frequent teacher training (Ahmed et al. 1993). Most NGOs offer three to four years of schooling in a learning center more on a temporary arrangement for the delivery of basic education to overaged out of school children. These are not schools because these centers neither annually enroll new children nor continue after completing three years of education for a set of 33 children who enrolled at the beginning of the center (GroundWork, 2002).

In Bangladesh, primary education has never been equally accessible for all groups in the population and adopted a pluralist system in basic education provision. Dominated by the public sector, with two-thirds of all enrolment, it has a private sector share of 15% and a NGO sector of 8.5% (Choudhury et al. 2003). In 1991, the government of Bangladesh commissioned the first non-formal education Project to reach the unreached out-of-school children and adolescents, and the illiterate adults. The government invited the NGOs to implement the government's NFE program. This was an important event, as it was the first time that government was willing to disburse education funds to NGOs. Under this scheme NGOs entered into contract agreements with the government to implement government prescribed NFE programs. NGOs also implement their own NFE programs. Non-formal education programs have four target groups (i) Early Childhood Development (ECD) (ii) Out-of-School Children (iii) Adolescents and (iv) Illiterate Adults and Neoliterate Adults. (GroundWork, 2002). All NGOs do not serve all four groups.

Curriculum

Pigozzi (1999) defined curriculum including the knowledge, skills, values, and processes that constitute primary education. Considering all, what children learn and how they are taught must be appropriate to their development and linked to their own experience so that education opens new avenues for exploration and learning rather than alienating children from their history and society. Basic education prepares the learner for further education, for an active life and citizenship. It meets basic learning needs including learning to learn, the acquisition of numeracy, literacies, and

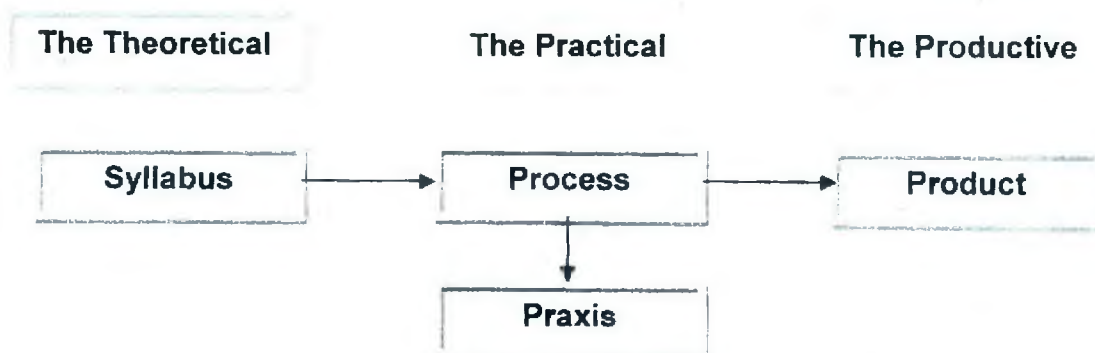
scientific and technological knowledge as applied to daily life (UNESCO, 2007). The most basic issue relates to the elementary fact that illiteracy and innumeracy are forms of insecurity in themselves. Not to be able to read or write or count or communicate is a tremendous deprivation. The extreme case of insecurity is the certainty of deprivation, and the absence of any chance of avoiding that fate. The first and most immediate contribution of successful school education is a direct reduction of this basic deprivation - this extreme insecurity - which continues to ruin the lives of a large part of the global population, not least in the Commonwealth (Sen, 2003).

The idea of curriculum is hardly new - but the way we understand and theorize it has altered over the years - and there remains considerable dispute as to meaning. It has its origins in the running/chariot tracks of Greece. It was, literally, a course. In Latin curriculum was a racing chariot; currere was to run (Smith, 2000).

Smith (2000) looks at four ways of approaching **curriculum theory and practice**:

1. Curriculum as a body of knowledge to be transmitted.
2. Curriculum as an attempt to achieve certain ends in students - product.
3. Curriculum as process.
4. Curriculum as praxis.

Smith (2000), also considers these ways of approaching curriculum theory and practice in the light of Aristotle's influential categorization of knowledge into three disciplines: the theoretical, the productive and the practical.



Here we can see some clear links - the body of knowledge to be transmitted in the first is that classically valued as 'the canon'; the process and praxis models come close to practical deliberation; and the technical concerns of the outcome or product model mirror elements of Aristotle's characterization of the productive. More this will be revealed as we examine the theory underpinning individual models (Smith, 2000).

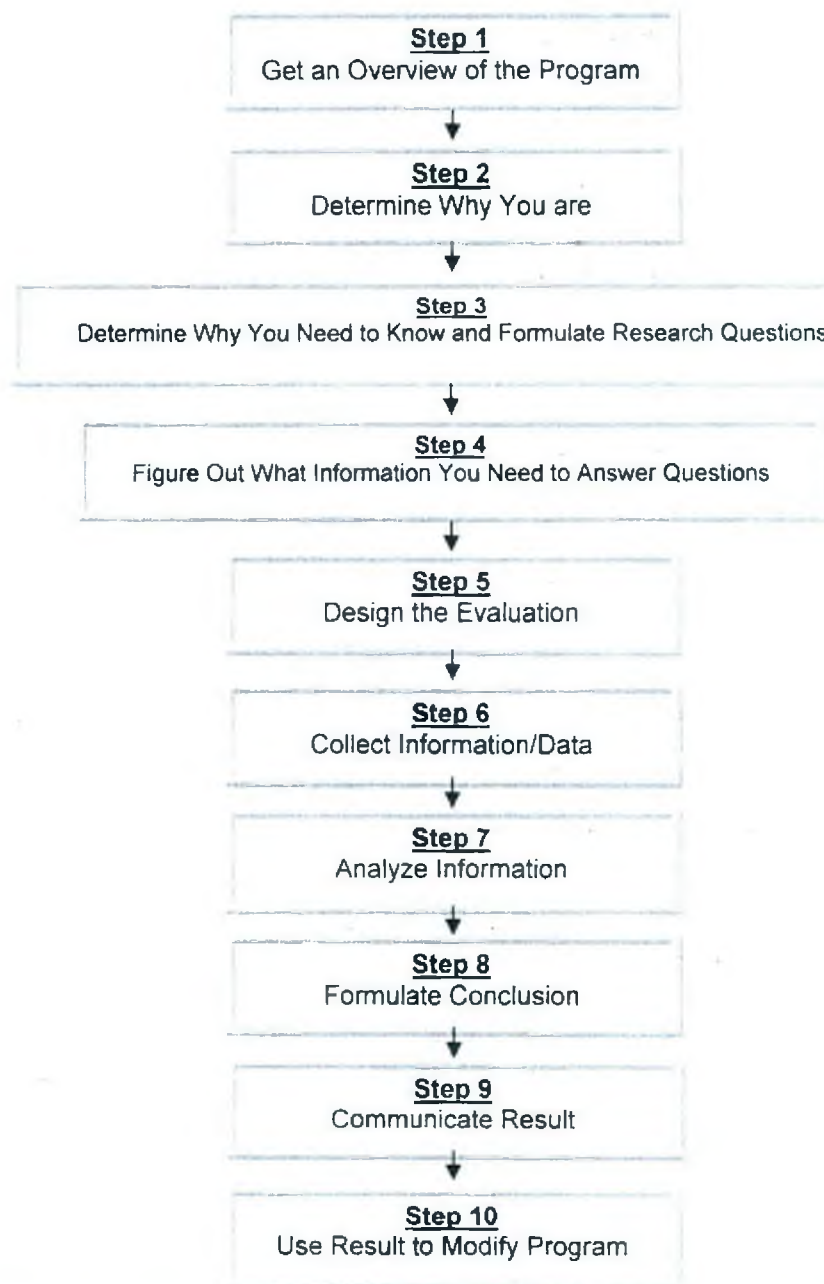
From the above discussion we can find the **features of basic education curriculum**:

1. Greater emphasis on helping every learner to become successful reader.
2. Emphasis on interactive/collaborative learning approaches
3. Emphasis on the use of integrative learning approaches
4. Teaching of values in all learning areas
5. Development of self-reliant and patriotic citizens
6. Development of creative and critical thinking skills

Rossi and Freeman (1993), define **evaluation** as "the systematic application of social research procedures for assessing the conceptualization, design, implementation, and utility of ... programs." **Curriculum evaluation** is an essential phase of curriculum development. Through evaluation a faculty discovers whether a curriculum is fulfilling its purpose and whether students are actually learning (DiFlorio, 1989). Although each evaluation is slightly different, there are several different steps suggested by Rossi and Freeman (1993) that are usually followed in any evaluation. An overview of the steps of a "typical" evaluation follows.

The **process of constructing the curriculum** is unique to each national setting. It is a complex outcome of the opinions and solutions that key stakeholders propose for society's requirements and needs. There are no 'successful' international models to copy. Many innovations with the curriculum include an emphasis on a particular field and the use of the core knowledge curriculum where basic factual information is presented before any abstract concepts, leading to a focus on the mastery of basics (Ajibola, 2008).

Steps of curriculum evaluation suggested by Rossi and Freeman (1993)



Much of the day-to-day curricular activities are primarily the responsibility of the teacher, so a commitment to a rights perspective in education has serious implications for teachers and for teacher education. Teachers need to understand the Convention and its implications for the daily lives of children and for the responsibilities that teachers have towards children both as key mentors in the learning process and as adults who serve as important role models and as protectors of children. Teachers may need to change their classroom behaviors

significantly in order to respect the rights of children. They may also have to change their interactions with communities, parents, educational leaders, and educational institutions within the education system as each component changes to be more sensitive to meeting each child's right to a quality basic education (Pigozzi, 1999). On the other hand Mariñas and Ditapat (1982) argues that the curriculum plan (learning competencies) does not present teaching methods and learning activities that teachers must follow in implementing the curriculum. The guiding philosophy is that the creativity of teachers is stimulated by the option to plan and use the appropriate teaching/learning activities independently. However, teacher's manuals or guides do incorporate higher-level content areas and suggestions for teaching and assessing.

From the literature review concepts of basic education, curriculum and curriculum review were developed. Steps of curriculum evaluation suggested by Rossi and Freeman (1993) were very much helpful for the researcher to do the research systematically. In Bangladesh, NGOs are doing important works for education especially in the field of basic education. Through the education programs of NGOs a huge number of learners getting basic education but there is no in-depth research to evaluate the curricula they are following. From the literature review, the researcher got ideas about the factors of curriculum, curriculum evaluation and the gap between the contribution of the NGOs in the field of basic education and the quality of basic education providing through curricula following by them.

Chapter Three

Methodology

The purpose of this study was to evaluate the Basic Education curriculum of selected NGOs in Bangladesh. Understanding the main features, strengths and weaknesses of Basic Education curriculums of selected NGOs in Bangladesh the study tried to investigate different aspects of curriculum. This chapter deals with the nature, area, sample, tools, data collection procedure and techniques of data analysis.

3.1 Nature and Area of the Study

The research reported here used both qualitative and quantitative approaches to analysis the curriculums of selected NGOs. In this regard two techniques: 1) opinion survey and 2) document analysis were followed. Literature review from different articles, reports and books were helpful to develop ideas regarding key aspects of basic education curriculum. Literature was also helpful to construct idea for developing tools and data analyses techniques.

Opinion survey conducted through a questionnaire for teachers (Appendix 1) of NGOs.

Document analysis incorporated a Likert scale (Appendix 2) where different aspects of the selected curriculums were measured with a five-point scale. The qualitative approach of document analysis included an open-ended curriculum evaluation tool.

The data findings were presented in statistical and descriptive manner considering various aspects of the curriculum.

Area: The study analyzed basic education curriculum of 10 NGOs working in different areas of Bangladesh.

3.2 Selection of the NGOs

In consideration of the objectives of the study, ten NGOs were selected for in-depth investigation and analysis of basic education curriculum. This required adopting a procedure so that the NGO selection could be proper. First, the researcher collected and reviewed the NGO directory published by the Campaign for Popular Education (CAMPE, 2009) which is a forum of NGOs engaged in educational activities. After examining the activities / programs of the NGOs and in this process more than one hundred local agencies operating non-formal education program were preliminarily selected. At the second stage, the study sought to identify non-formal education program and linked to basic education. The process resulted in identification of 10 agencies purposively with some relevant information for the study purpose. The selected organizations were then approached to provide further information on basic education program and also relevant documents i.e. curriculum. These ten organizations were:

1. Aparajeo Bangladesh
2. Caritas
3. CMES
4. CMSD
5. DAM-Unique Project
6. GSS
7. Proshika
8. SEEP
9. SHD
10. USC- Canada

3.3 Sample Selection

As sample of the study 39 teachers with comparatively long teaching experience were selected from 39 centers of 10 NGOs purposively. As the study investigated basic education curriculum; key curriculum issues like present curriculum status,

objectives, learning outcomes, content area, teaching learning methods, evaluation process, strengths and weakness of curriculum of the respective NGOs were discussed with the teachers. Though the study targeted 50 teachers from 10 NGOs i.e. 5 teachers from each NGO, total 11 teachers could not be engaged in this study due to their limitation of time and availability during the period of data collection. The numbers of teachers were engaged in this study in respect of NGOs are shown in the next page:

Table 3.1 Number of teachers provided data for this study

Name of NGO	Number of Teachers
Aparajeo Bangladesh	2
CARITAS	5
CMES	5
CMSD	4
DAM	4
GSS	3
SEEP	5
SHD	5
USC-Canada	3
Proshika	3
Total	39

3.4 Description of the Tools

In order to maintain the validity of data two types of data collection instruments were used to evaluate the curriculums of selected ten NGOs. In each tool factors related with present features, strengthens and weaknesses of the curriculums were set to maintain the validity of the evaluation procedure.

Questionnaire

A questionnaire (Appendix 1) consisting of 29 items were developed to gather quantitative and qualitative data from the teachers. This tool was divided into two parts; general information about the respondent like, name of the NGO, address, years of experience and professional training were collected in the first part. Second part was developed to collect teachers' view and observation regarding the curriculum.

Curriculum evaluation tool

To evaluate the selected curriculums in a descriptive and quantitative approach a curriculum evaluation tool was developed for this study through literature review. Total 43 items were placed in this tool (Appendix 2) which was divided into three parts.

In the Part A: General Part of Curriculum; principles, aim/goal, objectives, evaluation techniques, marks distribution and guidelines for textbook writers were included. The second part,

Part: B, focused on subject wise evaluation. Language (Bangla and English), Mathematics, Social Science and Life skills were incorporated with aim in view about the suitability and appropriateness of subject wise specific objectives, learning outcomes, contents, teaching-learning activities and teaching aids.

The opportunities of a detail analysis were took place in the third part of the tool, i.e. Part: C, General comments and suggestions from the in-depth analysis including major strengths, weakness and suggestions of these curriculums. With the open-ended analysis opportunity, in this tool there were five scale alternatives provided for each item, with differential weights assigned as 1= Excellent, 2= Good, 3= Undecided, 4= Poor and 5= Very Poor for analyze the curriculums from quantitative aspects. Lower scores indicate a greater significance for the item measured.

3.5 Data Gathering Procedures

The study was based on both secondary and primary data. Secondary data were obtained from available curriculums, reports and documents of NGOs linked with basic education program. Curriculum evaluation tool was employed to gather data in a systematic way to analyze those in both qualitative and quantitative aspects. Primary data were collected from the selected NGOs with direct participation of the researcher. Questionnaire developed for the teachers was piloted in Two NGOs. As the supervisor of the study gave suggestion for several times at the time of tool construction, tools were found almost okay except some minor correction after the researcher performed field-testing. For both piloting and administer the final interview of teachers, respective contact personnel of each NGO were contacted for getting their concern. Key personnel were very much helpful and interested regarding the study. They provide the list and address of the learning centers of their NGO and contact number of teachers working in those learning centers. First of all the researcher contact with the teachers of basic education program and went to the learning centers according to their advice. Though the researcher went to learning centers of the NGOs at working days he need to go some learning centers for several days. After solving the minor mistake found from piloting of the questionnaire for teachers according to the suggestions of supervisor, the researcher went for final data collection step. At the time of collecting data firstly, he encouraged teachers to response by describing the objectives and perspectives of his study. Secondly, the researcher asked the items chronologically and according to their response, he fill-up the questionnaires. Most of the teachers he met were helpful and friendly to deliver each and every item of the tool though they had a great business.

3.6 Data Analysis Techniques

Data collected from the field through questionnaire and curriculum review by the researcher through curriculum evaluation tool, was very much structured and there were several responses for each item. Following the items and responses leveling and coding were respectively done in SPSS for data input. After completion of data entry step, from SPSS data sheet, required statistical operations were done for

developing tables and figures. For open-ended items, both in questionnaire and curriculum evaluation tool, responses and information were investigated deeply by the researcher to find out the similarities and dissimilarities among the responses and information for coding and presenting in a structured format. Different themes i.e. aim, objectives, learning outcomes, contents, teaching-learning activities and teaching aids related with curriculum were identified and data were analyzed under each theme. This study employed SPSS-16.0 for analyzing the data collected through the questionnaire and Likert Scale and performed the statistical analysis. To develop figures the study employed MS Excel-2007. Simple percentages and correlation of respondents against the supplied evidence were computed for questionnaire. For analyzing the data and evidence obtained from the open-ended parts of the curriculum evaluation tool a descriptive approach was used. The quantitative data were shown in tables. Only percentile presentation was taken place in those tables. The qualitative data was sorted out according to the emerged themes and concepts.

3.7 Limitations of the Study

To achieve the goal of EFA, different NGOs working in Bangladesh playing a vital role through their basic education programs for several groups of people. In these program curriculum is the topmost priority as it is the base of all aspects of these educational initiatives. By understanding the real situation of the curriculums the policy makers, NGO personnel, donors, related organizations and persons will be able to take right decision for best performance of these NGOs in the basic education field through proper decision and contribution. Due to stipulated time for the study and money 39 basic education teachers and curriculum and related documents from ten NGOs were considered for the study; it would be more reliable if information from more NGO working in this field of Bangladesh could be included. To understand various aspects of Basic Education Curriculum learners, curriculum specialists and parents' information could make realistic conclusion for this study. So, one of the important limitations of this study was not selecting these groups as sample. In this research information was collected from teachers through

questionnaire but observe teaching-learning activities in the class room would be the best way to make the study more authentic.

3.8 Ethical Consideration

Ethical issues are more important to working with evaluation of curriculum which is a complex task considering all aspects of curriculum document and practice. After approval and getting permission from the supervisor data collection was started from the selected NGOs. Permission was also taken from respecting authority and respondents. The researcher didn't select any respondent who refused to take part in this study. Name of the respondents were not obligatory to be written. The researcher himself conducted interview and data was collected when they expressed their views through questionnaire. At the time of curriculum analysis, curriculum and related documents were collected from the respective authority and analyzed avoiding any biasness. No data was manipulated and so, findings came out from the actual data.

Chapter Four

Review of Basic Education Curriculum of Selected NGOs

In recent years, basic education has become an important phenomenon in developing countries like Bangladesh where many international, national and local NGOs are providing non-formal education for increasing basic education for the poor and disadvantaged groups. Bangladesh is classified as one of the poorest countries of the world. Non-formal education operates alongside the formal education system. It is flexible in terms of curriculum, organization and Management, responsive to the needs of special groups of learners and is inclusive of all who wish to learn.

As in many other countries of the world, non-formal education programs have been organized in Bangladesh, first, by NGOs and subsequently by the Government at a larger scale. Although there are many NGOs, large and small, engaged in non-formal education not all programs are well conceived. Also, many of these non-formal education programs are not specifically designed to address the crucial issues of literacy and life skills to improve the quality of life of the targeted population, while some directly address the poor or disadvantaged groups. Some NGOs are relatively new in the field and their emergence has been prompted by foreign funding channeled through government projects or directly by the foreign NGOs with Bangladesh Government approval. A good number of NGOs have vast experience as they have been working for many years. Some NGOs follow traditional approaches and some have been trying to evolve new approaches. It is worth exploring those programs which have innovative interventions linking non-formal education with basic education. For such programs it is important to identify their strengths, weaknesses, replication prospects, sustainability and acceptability in the community (Islam and Mia, 2007). In spite of the outstanding growth towards universal basic and primary education there are still many left outs of the system. They constitute drop-outs of the enrolled students and non-enrolled, mostly among the rural poor. Besides the non-formal education program operated by NGO small and big-the government has administered a member of big non-formal education projects nationwide. The thrust of the government project has been toward

promoting literacy aimed at the goal 'Education For All'. Some of the government projects have been implemented by NGOs, as partner (contracted) agencies.

In this chapter, to understand the activities of the selected ten NGOs in the field of Basic Education, elements of non-formal education linked to basic education program, and the importance given to the program, goals and objectives of the program, information on non-formal education and basic education program components sought from these organizations were included.

4.1 Aparajeo Bangladesh

Aparajeo Bangladesh has three basic education program:

- Street school
- Drop-in-center
- Club

Basic subjects of Aparajeo Bangladesh for basic education program: Bangla, English and Math.

Other subjects: There are also other subjects to increases their knowledge. They are-

- Sociology
- Health education
- Environmental study
- Human rights
- General science
- Civics
- Religion
- Culture and etiquettes
- Skill development
- Creative work(children create their own materials for study)

In Basic subjects common contents included are:

Bangla:

Story, rhyme and poem, identification of flowers, animals, colors and picture, identify and writing alphabets, self and family introduction in formal bangla language, writing bangla sentences, writing own name and parents name, address, describe own experience, read any kind of Bengali materials.

Math:

Counting from 01 – 10000, addition, subtraction, division, multiplication, fractions, decimals, counting 7 days, 12 months and recognize coin-money, odd- parity number, place value, Comparison of number, introduction to geometric symbol and weight-unit measurement, multiplication table(1-15), can measure the time within the clock, can use the calendar.

English:

Alphabets(small and capital), recognize similarities and differences between shapes and sizes, word and sentences, match words and pictures, , dialogue and conversation, become familiar with 100 common words, understand 7/8 simple set questions.

Researcher's observation:

Principles, aim/goal of the curriculum of Aparajeo Bangladesh found good whereas the objectives set regarding aim of the curriculum was excellent. Evaluation techniques for the learners', examination format and test items followed by NGO were good.

4.2 Caritas

Caritas is a Latin word. Literally it means "charity" or universal love. We prefer "LOVE" which includes all aspects of humanity. Caritas is a Bangladeshi, Local, National, Non-Profit, development organization, establishment by the Catholic Bishops Conference of Bangladesh, to carry out activities of integrated social welfare and development.

Caritas was founded in 1967 as the eastern branch of Caritas Pakistan. Following the cyclone of November 1970 it was re-organized and became known as CORR (Christian organization for relief and rehabilitation), and took on the character of a national organization on January 13, 1971. The name Caritas was re-introduced in 1976.

Caritas has its national office in Dhaka. There are seven regional Offices in Barisal, Chittagong, Dhaka, Dinajpur, Khulna, Mymensing and Rajshahi and one area office in Sylhet. In all these places Caritas is operational in integrated development, Employment creation, Livelihoods, Climate change adaptation, Disaster managements and human resource development under a central management.

Vision:

In the light of the social teachings of the church, Caritas Bangladesh envisions a society, this embraces the values of freedom and justice, peace, and forgiveness, to live as a communion, and Community of mutual Love and respect.

Mission:

Caritas Bangladesh tries to become a partner of people especially the poor and marginalized, with equal respect for all – to attain integral development, to live a truly human life in dignity and to serve others responsibly.

Priorities Activities:

- 1) Human resource development through education, formation and capacity building
 - Quality Education for children and youth, especially those in need.
 - Formation and development of youths and adolescences.
 - Capacity building and formation of staff.
- 2) Establishment of social justice and human rights through the capacity building of the poor, of the women and of the ethnic communities

- Promote, uphold and advocate for social justice in favor of the poor and marginalized.
- Create opportunity conditions to eliminate of all forms of discrimination against gender, class, religion and ethnicity.
- Self-help capacity building of the hardcore poor for their sustainable livelihood.
- Activation of self managed sustainable people's organizations through appropriate educational and technical support.
- Capacity building through institution development.

3) Health and Care

- Preventive and curative health services including safe water and sanitation.
- Preventive education on HIV /AIDS and drug abuse and care for the drug addicts.
- Care for the disabled and elderly.
- Family life education for promoting responsible parenthood and respect for procreation.

4) Ensure ecological sustainability through the appropriate use of natural resources and capacity building in climate change adaptation and disaster management

- Humanitarian assistance to people affected by natural calamities and man made disasters.
- Building of the capacity of the people in coping with disasters, before, during and after.
- Promote innovative steps to minimize degradation of environment and depilation of natural resources to restore ecological balanced.
- Capacity strengthening for adaptation to climate change.

Others issues:

- Community participation
- Good governance
- Gender
- Partnership building
- Spirituality in development
- Advocacy and lobbying

Education Program:

Caritas Education program for disadvantage and Ethnic children (4-12) establish in 1983.

Aim:

To achieve student's total development by ensuring all basic skills (reading, writing, & arithmetic)

Donor:

- CRS (catholic relief service)
- Caritas France
- Caritas Spain
- Korea hope foundation

Features of this Education Program:

- Following NCTB curriculum.
- Material use NCTB book and their own material
- Duration of the program is 5 years
- Program duration is preprimary to primary (up to class III)
- Target group of this education program is Disadvantage & ethnic children
- Target group age: 4 – 12

Partners:

- Poorest of the poor, specially the landless and day laborers
- Marginalized community, specially the ethnic group
- Children
- Youth
- Women
- Disable

Ongoing Projects of Caritas through Basic Education:

1) Underprivileged Children Preparatory Education Program (former Feeder Schools)

The program was initiated to aware and mobilizes the community to understand the significance of education and to ensure their participation in children education. As a result enrolment and schools going habit developed in Caritas working areas. More than 500 schools were established so far in Caritas working areas and among this some were nationalized and some were merged as registered school. Still more than 300 schools are run by Caritas. The project has been creating the opportunities of quality primary education to the children of rural communities who are deprived of education for want of consciousness of parents, poverty and lack of school nearby as well as contributing to the government's effort of universal primary education. In the meantime, a model of child-center interactive teaching learning is introduced to enhance the quality of education.

2) Caritas Education program (CEP)

This program has a number of projects, which strive to bring about time befitting changes and reforms in the arena of education. With a view to enriching teachers professional skills both short and long term training courses, seminars, and workshop are arranged. There are opportunities for pupils to take part in extracurricular activities and neighboring educational institutions are involved in year-round interaction on specific issues.

Under this program, support to poor and needy students especially to advise student especially to advise students in the forms of monthly grants to meet the expenses for tuition fees, food, lodging, education materials including books and provided.

Researcher's observation:

In the curriculum of Caritas basic components were found good i.e. principles, aim, objectives, evaluation techniques, examination format and marks distribution. But the types of test items followed by the NGO were not found in the curriculum.

4.3 Centre for Mass Education In Science (CMES)

Established in 1978, CMES is solely dedicated to the disadvantaged population groups, and is based on an assumption that exposing the mass people to science and technology would bring about a significant positive change in the level of their living and would contribute to national development. In its programmatic interventions, CMES has sought to arrange an appropriate education for the common mass encouraging them to be used to science and technology in thoughts and practices. In other words, education and practices that help to bring appropriate technology within the grip of disadvantaged people in particular for their empowerment has been the major thrust of CMES.

Aim:

Arrange an appropriate mass education for the common people encouraging thoughts and actions in science & technology.

Objectives:

- To provide alternative and second chance education for disadvantaged school dropout
- To provide technical skills to the same target group so that they practice these at market level, earning while learning
- To adapt appropriate technology mainly towards their commercial application for the improvement of the life and livelihood .
- To empower adolescents, especially adolescent girls to create gender equity .

Donor:

1. Swiss Development Corporation (SDC) and
2. Swedish International Development Agency (SIDA).

Education program for basic education system:

Comes has their own education model like BRAC & it known as the Basic education system (BSS). The basic school system of CMES Invented in 1981 as an alternative second chance of education to the disadvantaged adolescents. since then it has developed a lot in its effort to be a vehicle of empowerment with education & life skills for this vulnerable group. So the aim of basic education system is Providing Life oriented alternative education for the adolescents.

Objective:

- A balanced package of education, skill & empowerment.
- An effective market linkage for the curriculum & practice of education & skill training.
- Assistance to the graduates with business support.
- Widening of the scopes for gender empowerment.
- Creation of effective partnership & alliance for successful replication.

Education Method:

As income generation is an imperative for this group, BSS, therefore, emphasizes on technology based skills education along with the normal primary and junior secondary level education, made immediately relevant to environment and skills for improving the quality of life and livelihood.

- Comes working in 22 Field Units & each unit working in a specific rural area of Bangladesh. The duration of basic school system is five years.

Each Unit of the Basic School System works through:

- 18-26 Basic Schools (BS),
- 3-4 Advanced Basic Schools (ABS) and

- One Rural Technology Centre (RTC).

Main feature:

- ❖ Each standard divided into 2 semesters per year. The semester are: January - June , July – December
- Class time : 6 days per week
- Duration : 8:00 – 2:15 am
- Each day divided into two part
 - ❖ Inner campus - general classes for bangla, mathematics, English, country, environment technology& other subjects ..
 - ❖ Outer campus - trade/ technical classes on various courses like nursery, poultry, mushroom etc.
- Duration for each classes :

45 minutes & total time of hour is 2.25 hours.

Researcher's observation:

Objectives, evaluation techniques, examination format and test items followed in the curriculum of CMES were excellent. Principles and aim of the curriculum of CMES found good whereas marks distribution process did not found in the curriculum.

4.4 DAM-Unique Project

With the objective of reaching out to almost 159,460 children living in some geographically backward and socio-economically neglected areas like reverie chars, coastal region, hoar (oxbow lake) areas, urban slums and areas dominated by aborigine people, UNIQUE project of Dhaka Ahsania Mission (DAM), Bangladesh offers a flexible and contextually appropriate non-formal quality primary education programs. Through setting up community based learning centers (CLC); this project endeavors to involve community members in planning, supervising and monitoring educational programs and thus ensuring the sustainability of the centers. The UNIQUE also undertakes school preparedness programs for 5+ children and

extends support to slow learners of mainstream primary education. Initiatives are taken to establish union-based network of CLCs for exchange of experiences among formal and non-formal primary education and initiating collective actions through LGIs in support of quality primary education of the children.

Goal:

To create an enabling environment for the learning of the out-of-school children

Project Objectives:

- Enhance community capacity for effective management of the NFE programs;
- Provide NFPE to 88060 out of school children;
- Develop a mutually beneficial collaborative network of formal and NF primary education providers.

Duration: The project will continue for 48 months starting from January 2007 to December 2010

Donor:

- European Commission

Working place and Beneficial's:

With the objective of reaching out to almost 159,460 children living in some geographically backward and socio-economically neglected areas like reverie chars, coastal region, hoar (oxbow lake) urban slums and areas dominated by aborigine people, UNIQUE offers a flexible and contextually appropriate non-formal primary educational program for below 6 aged children and extends support to slow learners of mainstream primary education.

Coverage		Beneficiaries	
District	24	Children aged 6-12	88,060
Upzilla/ Thana	72	children below aged 6	35,750
Union	351	Slow learners of School	35,750

Urban Ward	56	SMC Members	3,570
Village/Community	2380	Teachers	4,760
		Primary School	1,190
		Community	12,000
		UP Members	3,094

Curriculum:

It is a curriculum as well as a teacher's guide as it has all the guidelines and directions for teachers to operate their duties in a well manner. They mainly follow the national curriculum. But, in the purpose of proper implementation of their educational program they have modified the curriculum according to their own program. Teacher guideline, lesson plan, academic plan, physical education, and various images are included in this curriculum. It is a guideline as well as curriculum.

Content and Textbook:

In this program NCTB text book are mainly used. Moreover they include physical education and proper instruction for practicing. According to the 50 terminal competencies they planned their academic plan and lesson plan.

- Bangla
- English
- Mathematics
- Social Science
- General Science
- Religion (Same to NCTB)
- Physical Education (They included it as extra in the guideline. Teacher and students are bound to follow it.)

Teaching Learning System:

Teachers need to understand a subject enough to convey its essence to students. While traditionally this has involved lecturing on the part of the teacher, new instructional strategies put the teacher more into the role of course designer,

discussion facilitator, and coach and the student more into the role of active learner, discovering the subject of the course. In any case, the goal is to establish a sound knowledge base and skill set on which students will be able to build as they are exposed to different life experiences. Good teachers can translate information, good judgment, experience and wisdom into relevant knowledge that a student can understand, retain and pass to others.

The teaching learning system of this program is block teaching system. Single building and single teacher, students sit on the mat making some circle. Multigraded teaching system is followed in the teaching process. The environment is child friendly and joyful. The main components are,

- Block Teaching
- Child Centric
- Multi Graded Teaching system
- Friendly Environment
- Inclusive Education

Learning centre:

It is a very much important component in the NFPE program. The center should be so much attractive to the children. Center should have the power of control the drop out of the children. So, it has to be well furnished and every necessary component will be available here. This curriculum has mentioned some components of the children learning center.

- Lists of furniture and stationeries are mentioned there.
- List of teaching materials.
- The sitting arrangement of students is illustrated in the curriculum.

Methods and Teaching Materials:

Young children have short attention spans. In addition, everyone learns and retains information in different ways. Therefore, it is important for teachers to educate using a variety of methods. For the successive implementation of the program proper

methods and materials are also needed. In this curriculum we have found that some innovative methods and teaching learning materials are mentioned. Description of some methods are given below-

Lectures:

Lectures are often used during whole group instructions when the teacher educates the entire class at the same time using the same general material. Lectures are used with and without a teacher-facilitated discussion.

Small Group Instruction:

This method of instruction occurs when the teacher works with a few children of similar or different levels to teach them a concept. Students are grouped in many ways for small group instruction including interests, same levels and mixed levels.

Peer Instruction and Feedback:

Students will be grouped so that they can learn from each other and the teacher will circulate around the room to help students as needed.

Center-Based Instruction:

Teachers set up various centers around the room to reinforce different skills. Centers can be used for all subjects as well. Students will typically work at a center, usually a hands-on activity, for about 20 minutes, before going to another one.

Lesson Plan:

An effective lesson plan helps the teacher to complete their work timely and effectively. So it includes sample lesson plan for the teachers.

- One lesson plan for all students but it is divided into four competency level.
- Subject wise lesson plan
- Time: 1 hour 30 minutes

Evaluation system and Feed Back:

It is the most important part of any program. It shows the efficiency and effectiveness of the program. Evaluation tells us about the program's success. Positive feedback to help educate and direct primary school students. Constructive feedback offers students direct praise for a job well done. By incorporating constructive feedback methods into the classroom, teachers acknowledge children when they are on task or following directions. This feedback also encourages other children to follow the lead of the child receiving the praise. Feedback is important for the further improvement of the students. And, here it is highly recommended.

Mainly evaluation is done in 3 ways-

1. Daily
2. Monthly
3. Half-yearly

1. Daily-

- A. At the beginning with previous days' lesson
- B. At the end of the class, what they learn

2. Monthly-

- A. Formally the students are evaluated at the end of the month in 25-30.

3. Half-yearly-

- A. Keeping annual exam in mind, quarterly evaluation is done.

Besides these, there are some other ways of evaluating students-

- fundamental evaluation
- observation
- written evaluation
- peer review

Researcher's observation:

In the curriculum of Unique project of DAM, evaluation techniques of learners' achievement was excellent. Other general aspects of a curriculum i.e. principles, aim, objectives, examination format were good.

4.5 Gonoshahajjo Sangstha (GSS)

The GSS Quality Education Program is a proven model in active teaching learning aimed at holistic development of the child at a most competitive cost. It has been widely acknowledged as one of the best models in the developing world. UNICEF Nepal has adopted the key elements of the GSS model in its out of school children's project and Maldives has started implementing the GSS model of teaching learning in its mainstream schools.

GSS is also a comprehensive model. The core activities cover almost every area of ECD and Primary teaching learning including curriculum, material development, and classroom Organization and management, teaching learning, assessment, supervision and monitoring of individual learner performance.

GSS follows the government curriculum, but builds on it by making it more relevant, enriching the content of the materials used and linking them more closely to learning achievement. The learner - teacher ratio in the 700 full primary schools of GSS is 30:1. All teachers are trained with hands on experience in active teaching learning. The vast majority (89%) of them are women with HSC. Every child in the community, including every girl child, and children with varying abilities and social background including those with special needs, attends the school. Drop-out is less than 7% and achievement measured in terms of mastery is over 80%. The whole community is actively engaged in the activities of the school. GSS provides a unique opportunity for building capacity of other stakeholders and providers of primary education and influencing the quality of teaching learning and in particular learner achievement in the mainstream schools.

Objectives of GSS:

- Ensure that each child in every community grows up in an environment of books and reads for pleasure
- Each child is able to write creatively to express her/himself and to communicate effectively
- Enjoys tackling problems in Mathematics
- Is able to enquire into questions regarding the environment, the animal life, compile information and present data

Key Elements of GSS Active Teaching Learning Model:

GSS schools are ready for the community children from age 4 to 11. They are safe with spacious and well-lit classrooms, 30 students class size, and one qualified and trained, preferably woman teacher in every classroom

Curriculum:

GSS follows the National Curriculum but builds on it in four ways, by -

- Making the curriculum more relevant and competency based rather than content based. In other words, by setting clearly defined expected levels of skills and competencies in areas where the government curriculum is silent or ambiguous.
- Producing and making available inside each classroom wide selection of resources and attractive and developmentally appropriate supplementary reading materials so that children can grow up an environment of books.
- Developing carefully designed lesson plans based on a scheme of work flexible enough to allow each child the opportunity to proceed according to her/his ability and pace.
- Schemes of Work are flexible enough to allow each child the opportunity to proceed according to her/his ability and pace; and

Continuously assessing acquisition of competencies based on what children are able to do and what they know, rather than assessing on the basis of children's ability to recall. Thus, GSS builds on the government curriculum.

Learning Environment:

- Active Learning environment inside the classroom allowing children to sit face to face so that they can interact among themselves as well as with the teacher
- Availability of a selection of resources that make competency linked activities possible inside the classroom
- Wide range of developmentally appropriate books inside the classroom
- Displays of learning as well as learner generated materials and works on the walls that would be rotated periodically
- A teacher, preferably a woman, trained with hands-on experience in active teaching learning.
- However, there is no furniture for the teacher except a stool encouraging her to move from learner to learner and focus on the individual learning.

Teaching Learning:

Time Management and active Teaching Learning through effective time management both for the teacher and the learner so that each child is actively engaged in a purposeful activity every minute inside the classroom;

Group Teaching:

Creating opportunity for learners to work independently as well as in small and large groups as they do in real life situation.

Assessment:

Assessment is made continuously and is designed to capture what learners know and are able to do in terms of both national curriculum and life skills. The examination system of assessment that assesses mainly learners' ability to recall from memory is avoided.

- Wide range of developmentally appropriate books inside the classroom

- Displays of learning as well as learner generated materials and works on the walls that would be rotated periodically
- A teacher, preferably a woman, trained with hands-on experience in active teaching learning.

However, there is no furniture for the teacher except a stool encouraging her to move from learner to learner and focus on the individual learning.

Curriculum Development:

Curriculum in GSS is seen as an integrated system combining expected learner outputs (i.e., age/class based Skills, competencies and knowledge), production of developmentally appropriate learning and reading materials, instructional materials, and assessment of learner performance in each area of competency.

GSS follows broadly, the primary curriculum set by the National Curriculum and Textbook Board (NCTB). However, it is felt that there are big gaps between the levels of competencies and skills set by the NCTB and the materials prescribed or developed by the government to help learners acquire the defined competencies. Furthermore, it is not clear how the materials prescribed, in particular the textbooks, would help learners acquire the expected skills and abilities.

The core areas of learning in the GSS Curriculum include the following:

Subject	Core area
Bangla (mother tongue) and English.	Language Development
Mathematics	number system, shapes, space and measures, currency and the clock and problem solving in real life situation
Science	environmental and material science
Life Skills	Ability to question, analyze and resolve problems. Secondly, active engagement in performing art-forms.

Researcher's observation:

Curriculum followed by GSS was good regarding principles and objectives. But the curriculum incorporated excellent aim, evaluation techniques, examination format and test items for the learners.

4.6 Proshika

It has been more than two decades since PROSHIKA, now one of the largest NGOs in Bangladesh, took its first step. Although the PROSHIKA development process started in a few villages of Dhaka and Comilla districts in 1975, the organization formally emerged in October, 1976. The name 'PROSHIKA' is an acronym of three Bangla words, which stand for training, education, and action.

PROSHIKA has successfully completed one more year of its extended period of Phase VI. A constant analysis of the magnitude of poverty and its trends, the strategies effective for its reduction and eventual elimination, and their meticulous implementation has brought PROSHIKA where it is today. The central ethos, however, all the while remained the same---human development and empowerment of the poor who gradually stand tall to achieve freedom from poverty by themselves. Empowerment means that the poor are united and organized, become aware of the real causes of their impoverishment, develop leadership among themselves, mobilize their material resources, increase income and employment, develop capacities to cope with natural disasters, become functionally literate, take better care of their health, become engaged in environmental protection and regeneration, get elected in local government bodies and community institutions, and have better access to public and common property resources.

Vision

PROSHIKA envisages a society which is economically productive and equitable, socially just, environmentally sound, and genuinely democratic.

Mission

PROSHIKA's mission is to conduct an extensive, intensive, and participatory process of sustainable development through empowering of the poor.

Objectives

PROSHIKA's objectives are: i) structural poverty alleviation; ii) environmental protection and regeneration; iii) improvement in women's status; iv) increasing people's participation in public institutions; and v) increasing people's capacity to gain and exercise democratic and human rights.

Universal Education Program

Viewing education as the most essential ingredient in its development effort PROSHIKA introduced a comprehensive education program named Universal Education Program (UEP) for its group members and their children. PROSHIKA believes that proper education ultimately helps the poor empower themselves and come out of poverty.

Components of the UEP

The UEP includes the following four components:

- Adult literacy for non-literate group members
- Post-literacy centers for the neo-literates to reinforce, regenerate, and sustain literacy and numeracy skills
- Non-formal Primary Education (NFPE) for the dropped-out and un-enrolled children of 8-11 age groups
- Enrolment of children of the poor households in formal schools to enhance further growth of literacy.

Through 53,616 adult literacy centers and 20,561 non-formal primary schools, PROSHIKA has brought benefits of functional literacy to more than 1.64 million children and adults. Besides, PROSHIKA's post-literacy centers for the neo-literates reinforce, regenerate, and sustain their literacy and numeracy skills. Another component of UEP is the enrolment of children of the poor households into formal schools to enhance further growth of literacy. The UEP develops new curricula, techniques and learning materials to meet the needs of the UEP, especially of the Non-formal Primary Education (NFPE) and Adult Literacy programs. The UEP is also

involved in implementing different collaborative projects with the Government of Bangladesh and some UN agencies.

Non-formal Primary Education (NFPE)

The NFPE has been designed as a three year full primary education model for 8-11 age group children, especially girls of poor house holds. The core contents of their subjects of study are related to essential learning contents of primary education of NCTB of Bangladesh. One teacher runs one school with a group of 30 learners for three years. The learners of Proshika's schools are usually older than the children of formal primary school. So, they can grasp facts and concepts more quickly than the regular students of primary schools. As such, the course that Proshika has designed to complete the primary face is covered in four academic cycles, is nine months for three calendar years. The four year course cycles are:

Yr-1: January-September;

Yr-2: October-June;

Yr-3: July-March;

Yr-4: April-December.

Each academic year is completed in nine months by reducing the number of vacations and holidays and increasing the contact hours. So the learners are able to complete an equivalent level of formal primary education in three years and are qualified to obtain admission into grade VI of the secondary schools. Moreover, efforts are being made to provide NFP schools graduates with occupational skill development (OSD) training course.

Teaching-learning process:

There are thirty students in a class. In the first two years the daily contact hour is 2 hours and 30 minutes and in the next to years it is 3 hours 30 minutes. This is ultimately 2400 contact hours.

Teaching is done in a dual system. Some times the whole class is addressed and at other times students from different groups and individual attention is also given to the

students. Active learning is achieved in this way, which is also the result of a thoughtful class management.

Researcher's observation:

There was no principle found in the curriculum of Proshika. But the aim, objectives and other basic components of curriculum found good of the NGO.

4.7 Social and Economic Enhancement Program (SEEP)

Basic Information: Non-formal Primary Education (Basic Education)

Goals: To help to achieve the goals of EFA as well as to establish child rights.

Objectives: To provide basic education for working children and making conscious about their rights and responsibilities to the society as well as to develop their life standard.

Target group: The working children who can't join in formal school because of their disadvantaged situation.

Duration of Education: Generally suggested to Basic Competency level (Class 5) and for five years. But it varies according to project and Budget. Normally they complete the Cycle in three years. Cycle by cycle separately. That means they admit a group once in a time and teach them till the completion of their cycle. When a group completes their cycle then they admit another group in a new cycle. Never two or more group are taught or admitted in a same time.

Subject Included in the program:

Class One and Two: Bangla, Math, English, Creative Work, Child Rights and Play of direction

Class Three to Five: Bangla, Math, English, Creative Work held Rights, Games of direction, Social Science, General Science and Islamic Studies.

Content Included in the Program:

Bangla: Story; Rhyme and Poem; Describing Picture; Introduction to Alphabet, word and sentence; Self and family introduction, Introduction to Bangladesh, its great history and descendants.

Math: Introduction to Number (0-10, 0-100, 0-1000) in numeric and in word, Location value of number, Introduction to odd and parity number; Introduction and application of Addition, Subtraction, Multiplication, Division, Comparison of number, Multiplication table and Introduction to Geometric symbol.

English: Introduction to Alphabet, word and sentence; Introduction of number in numeric and word (1-1000); Self and Family description; Name of seven days, Name of Months, Dialogue and conversation, Writing Practice, Word and Sound with vowels, Phrase, Rhyme, Simple statement, Name of animals, fruits and flowers.

Social Science: Introduction to Environment, Duties and discipline in Family and school, Introduction to own and neighbor countries, Resources and probabilities of Bangladesh, Rights, duties and democracy, Different Culture, Population Problem.

General Science: Plants and its classification, Life and Materials, Soil, water and air; Different types of energy, Environment pollution and its protection, Food and Nutrition, Hygiene and sanitation, The common diseases and its protection, Accident and First Aid, Population and Environment.

Islamic Studies: Introduction to God and his virtue, Cleanness and its importance, Rules and Component of Prayer, Behavior to others, Kindness, Life of Messengers, Recitation and importance of Quran.

Child Rights: Children, Child rights, Birth registration, Right to study, play, recreation, taking rest and getting treatment; right to express opinion, right to escape from physical torture, discrimination and vulnerable work.

Creative Work: Story, Rhyme, Role Play and Drawing.

Games of Direction: Different games which are locally accustomed.

The Material Used for Teaching-Learning:

- Text Book from NCTB
- Booklet from UNICEF (e.g. Mina)
- Flash Card
- Abacus (For Math)
- Poster/Map
- Rhyme & Song
- Games

Evaluation:

SEEP suggests evaluation through the following process

- Formative Evaluation in the time of teaching-learning to diagnose the problems, weakness and lacking
- Summative evaluation 3 times in a phase to measure over all achievement and skill achieved by the students
- Evaluation and Instant feedback to the students to solve their problems.

Researcher's observation:

Objectives of the curriculum of SEEP found excellent whereas other components of the curriculum i.e. principles, aim, evaluation techniques, examination format and test items found good.

4.8 Society for Human Development (SHD)

Basic Information

Target group: 6-10 age group children who cannot join in regular or formal school because of their disadvantage situation.

Goals of the program: To Provide life related and practical education along with providing basic education.

Objectives of the program

- To provide a definite standard of functional literacy
- To take a remedial action against drop out and out of school children to implement Compulsory Primary Education.
- To relate the literacy contents with practical life and the needs of target group.

Number of Competencies: There have no special indication about the number of competencies of the program. But have a indication that the curriculum has focused 14 skills that will be achieved by the cliental after completion the cycle.

The Education Program taken: The Basic Education Program

Year of Education: It suggests basic education for primary age children. The curriculum and courses has designed for two years so that the children can back to formal education.

Completion Process: Cycle by cycle. It is also in same process discussed in previous curriculum.

Subject Included in the program: Bangla (মাতৃভাষা), Math, Introduction to Environment.

Content Included in the Program

Bangla: Listening, Speaking, Reading and Writing Skill development through Story, rhyme, Poem, statement, Conversation, Describing picture and song.

Math: Concept of size, Listening, reading and writing from 1 to 100; The basic 4 rules of math (Addition, Subtraction, Multiplication, Division), Unit of Measurement, Calculation of Money.

Introduction to Environment: Family, Environment, Hygiene and sanitation, Patriotism and civic duties, Religious and social ethics.

The Material used for Teaching-Learning

- Text Book developed by BNFE (Eso Pori o Likhi, Eso Gonit Shikhi, Amader Poribesh)
- Chart & Flow Chart (For Alphabet, Word and Sentence making)
- Puzzle Box
- Poster & Picture

Evaluation

The evaluation processes of SHD are as following:

- Have no formal evaluation system rather evaluate student's achievement informally
- Continuous evaluation in the time of teaching-learning
- Achievement judged by teachers in the class room and keep the record
- Measure how the students are learning and in what degree they learning and applying in practical field

Title of Material: Basic Education Curriculum

Grade level: Basic Education Equal to PE

Target Group: 6 to 10 age group out of school children.

Researcher's observation:

Though the curriculum of SHD has good principles, aim and objectives for the learners; evaluation techniques, examination format, test items and marks distribution described in the curriculum found poor.

4.9. USC- Canada

USC Canada Bangladesh is an international NGO working in the field of adolescent development, Community development, sustainable agriculture, children's education, public health and rehabilitation of persons with disability and supports the acid victim and prevents trafficking women.

USC Canada was founded by Dr. Lotta Hitschmanova in 1945 as the Unitarian Service Committee of Canada.

"When I was a school girl in the '40s, I walked to and from school 4 times a day. We always knew when it was time to return to school because Lotta Hitschmanova would come on the CBC every weekday before the 1 pm news to say who she was...and to support her by sending money to 56 Sparks St, Ottawa."

In 1945, Dr. Lotta Hitschmanova (1909-1990) founded the Unitarian Service Committee and immediately struck a chord with Canadians. Thousands answered her call and gave food, clothing and cash to help reconstruct a war-torn Europe.

The key values that Dr. Lotta brought to USC so many decades ago are still being put into practice in the work we do today. Together we build on people's experience, knowledge and skills to foster communities that are healthy, just, and resilient to crises that can destroy livelihoods. We identify community-based organizations that are accountable to their members. We provide resources that develop local leadership and civil society so that communities benefit from money donated by Canadians.

USC started with strong support from Unitarian Congregations across Canada. While they continues to enjoy and value Unitarian support, they work with communities of all faiths. For those who are familiar with Unitarianism, this will come as no surprise, since there are Unitarians of many faiths, representing a diversity of beliefs.

Working Area:

- sustainable agriculture
- rehabilitation of persons with disability
- supports the acid victim
- prevents trafficking women
- public health
- children's education
- adolescent development
- Community development

USC Canada Bangladesh Education Program:

USC has been working in northern Bangladesh for years, supporting the Lifeskills and Education for Adolescents Development (LEAD) program. Every year, more than 14,000 teenage girls from poor farming families take part in the program; a mix of basic education and life skills training geared to prepare girls for the challenges of adulthood. Once they complete the 18-month course, graduates can continue to learn through a network of Adolescent Resource Centres (ARCs). ARCs provide a community space where girls can socialize, receive health care, get legal advice, and learn employment skills.

Recognizing the importance of agriculture in the lives of these young women, USC wanted to ensure the ARCs were providing appropriate skills training. Some of the girls had attended organic farming workshops, but many wanted to learn more. So last year, village leaders and girls from two of the ARCs met with older farmers to take stock of the crops and farming methods used in the area.

Objectives of Educational program:

To ensure basic education & functional literacy is its main target. For achieving this target USC Canada Bangladesh has designed their primer by life related contents.

Characteristics of Curriculum:

- Two kinds of text are included in it-
 - 1) Letter study
 - 2) Life related subject study
- There is a subsidiary book for guiding study
- Study has been distributed according to sequence of word
- Number of main lesson-40

Subjects are included:

- Bangali
- English
- Mathematics
- Subject basis lesson
- Handicraft activities
- Song
- Game

Contents of subjects-

Bangali	Alphabet, word making, poem, story, rhyme
Mathematics	Concept number, addition, , arrange number according to sequence
English	Small & capital letter
Life skill	Story of ethical education, social values, co-operation, cake making, Kabadi.

Researcher's observation:

There is no examination format found in the curriculum of USC-Canada. Other general aspects of the basic education curriculum of the NGO found good.

Chapter Five

Data Analysis and Interpretation

The study was conducted to evaluate basic education curriculum of some selected NGOs working in Bangladesh. For this purpose data and information were collected from NFE learning centers of those NGOs. The opinion of 39 teachers regarding curriculum ten NGOs were considered as primary source of information. To maintain the validity, data and information were collected through questionnaire from the respondents and curriculums were analyzed through a tool which included five point scale and open-ended questions. To conduct statistical interpretation, data collected through questionnaire were classified regarding respondents' opinion. SPSS-16.0 was employed to conduct simple statistical analysis like; frequencies, percentage, Mean, Standard Deviation and cross tabulation for collected data from both questionnaire and Likert scale. To make the analyzed data visible and easily understandable MS-Excel 2007 were employed to develop figures. In this chapter data analysis and interpretation are done on the basis of different aspects of basic education curriculum i.e. aim, objectives, learning out comes, contents, teaching-learning activities and teaching aids and so on.

Among the met teachers maximum were experienced and received training for teaching. Some teachers have 14 years of teaching experience and some of them have training up to 20. Table 5.1 shows that the mean of years of experience of the selected teachers and received training is 6.08 and 5.79 respectively and standard deviation for experience is 3.81 and 4.37 for received training. Standard deviations reveal that there are significant difference between teachers' experience and received training i.e. some teachers are more experienced and some have no experience, on the other hand some received a good number of training and some nil. Among the teachers 76.9% expressed clear concept about curriculum while the rest have confusion about this (Appendix 3.1).

Table 5. 1 Experience and training of the teachers

	N	Minimu m	Maximu m	Mean	Std. Deviation
Experience of teaching	39	0	14	6.08	3.81
Number of received training	39	0	20	5.79	4.37
Valid N (listwise)	39				

5.1 Availability of basic education curriculums

Majority (89.7%) teachers told that their NGO have curriculum for basic education program. Only 1 teacher doesn't know if his/her NGO have any curriculum or not while 7.7% told that their NGO/s have no basic education curriculum (Figure 5.1). According to the teachers information GSS have no curriculum for basic education program and fifty percent interviewed teachers of Aparajeo Bangladesh don't know if they are following any curriculum or not (Appendix 3.3).

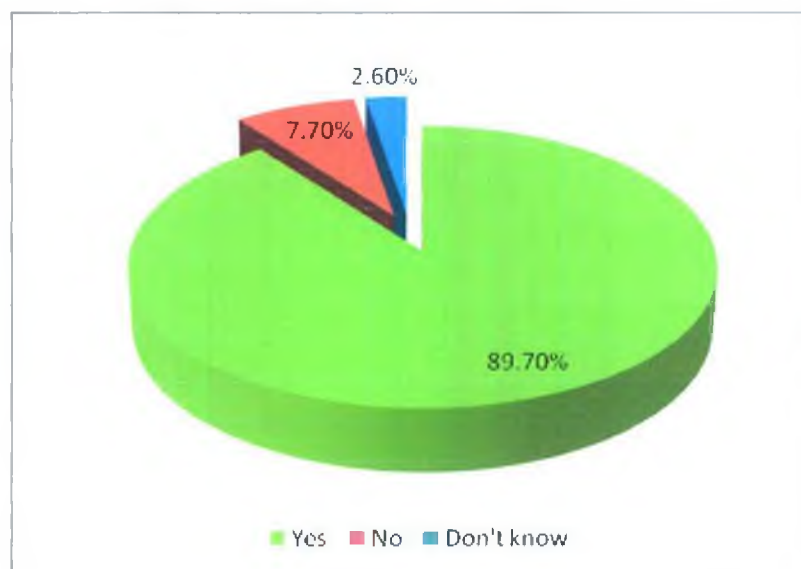


Figure 5. 1 Any curriculum for Basic Education program

Though 89% teachers told that their NGOs have basic education curriculum, 74.4% teachers got curriculum from their organizations, while 25.6% teachers never see the curriculum they are following (Table 5.2 and Appendix 3.2).

Table 5. 2 Percent of teachers who got Basic Education curriculum of selected NGOs

			Got Basic Education curriculum			Total
			Yes	No	Not applicable	
Name of NGO	Aparajeo Bangladesh		2.6%		2.6%	5.1%
	CARITAS		5.1%	7.7%		12.8%
	CMES		12.8%			12.8%
	CMSD		10.3%			10.3%
	DAM		10.3%			10.3%
	GSS			7.7%		7.7%
	SEEP		5.1%	7.7%		12.8%
	SHD		12.8%			12.8%
	USC-Canada		7.7%			7.7%
	Proshika		7.7%			7.7%
Total			74.4%	23.1%	2.6%	100.0%

Among the teachers 38.50% teachers found the curriculum helpful for them and 35.90% teachers found it partially helpful while the rest did not get any curriculum (Figure 5.2).

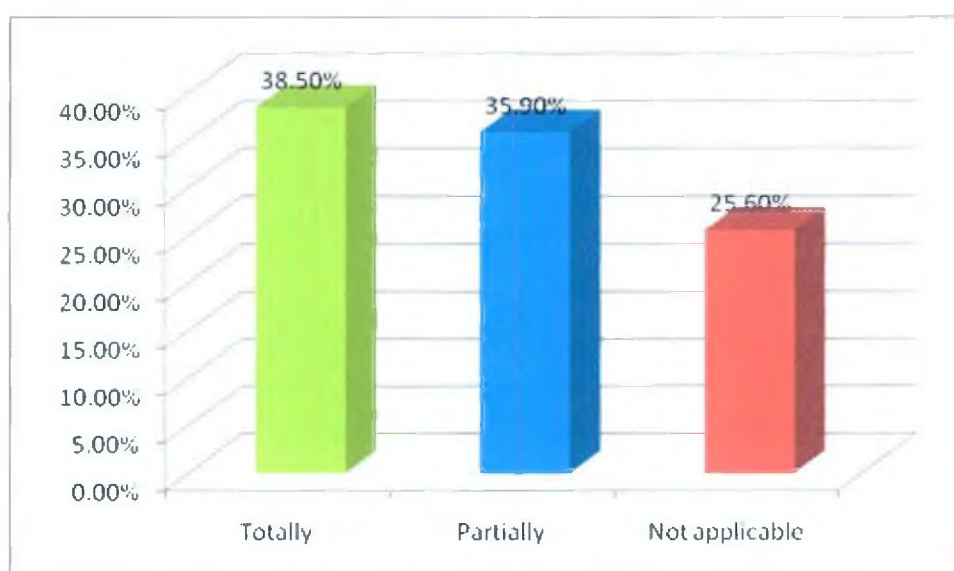
**Figure 5. 2 Curriculum helpful for conducting teaching activities**

Table 5.3 shows that among the teachers 74.4% got curriculum, rest of them get the help of teachers' guide (10.3%), instruction of training (12.8%) and personal concept and experience (2.6%) for teaching-learning activities.

Table 5. 3 If did not get, process of teaching-learning activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Help of Teachers Guide	4	10.3	10.3	10.3
	Help of Training	5	12.8	12.8	23.1
	According to personal concept and experience	1	2.6	2.6	25.6
	Not applicable	29	74.4	74.4	100.0
	Total	39	100.0	100.0	

5.2 Evaluation of general part of the curriculums

Suitability and appropriateness of the principles, aims and objective of the analyzed curriculum found good. The mean of these three items is 1.9 and standard deviation is not very significant for ten NGOs according to the evaluation scale (Figure 5.3 and Appendix 3.26).

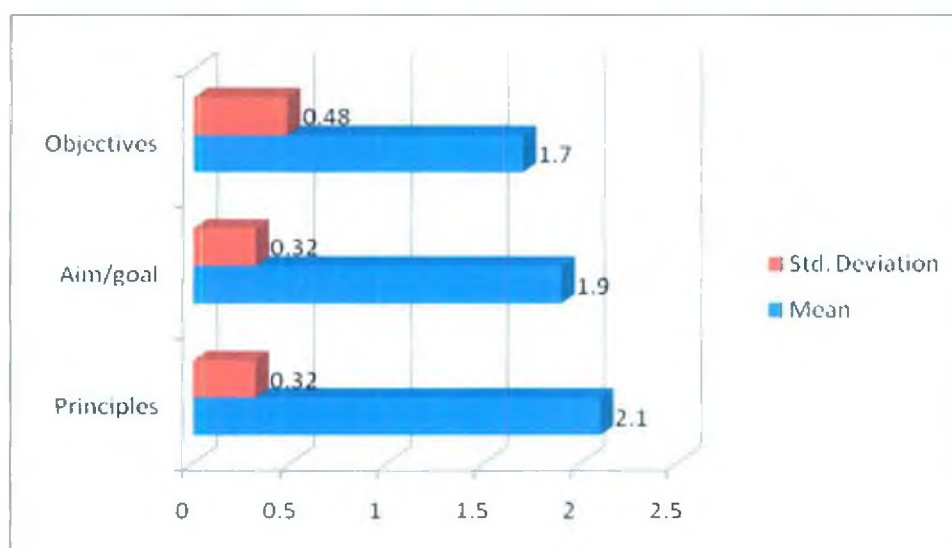


Figure 5. 3 Suitability and appropriateness of Principles, Aims/goals and Objectives

Among the teachers of different NGOs 69.2% identified their respective curriculum totally appropriate regarding learners' age level while 30.8% teachers opined that basic education curriculum is partially appropriate (Table 5.4) while 36% teachers who are 5-9 years experienced found it totally appropriate in this respect (Appendix 3.4). Teachers (12.8%) of SEEP and SHD found their curriculum totally appropriate for the target learners regarding their age level (Table 5.4).

Table 5. 4 Appropriateness of curriculum regarding learners' age level

		Appropriateness regarding learners' age level		Total
		Totally	Partially	
Name of NGO	Aparajeo Bangladesh	2.6%	2.6%	5.1%
	CARITAS	10.3%	2.6%	12.8%
	CMES	10.3%	2.6%	12.8%
	CMSD	5.1%	5.1%	10.3%
	DAM	5.1%	5.1%	10.3%
	GSS		7.7%	7.7%
	SEEP	12.8%		12.8%
	SHD	12.8%		12.8%
	USC-Canada	2.6%	5.1%	7.7%
	Proshika	7.7%		7.7%
Total		69.2%	30.8%	100.0%

Among the met teachers 53.8% of different NGOs, identified the curriculums they are following are totally fulfilling the social and economic demand of learners. Where, all of the teachers (12.8% of total) of SHD expressed their views in this regard. On the other hand a few number of teachers of GSS and USC-Canada (2.6%) found their curriculum totally appropriate for fulfillment of their learners' social and economic demands (Appendix 3.5), the same case is also found regarding learners daily needs for the mentioned NGOs (Figure 5.4 and Appendix 3.7). Teachers (15.4%) who have 5 years of teaching experiences, voted the curriculum of their NGO for fulfilling the social and economic demands (Appendix 3.6) and daily needs (Appendix 3.8).

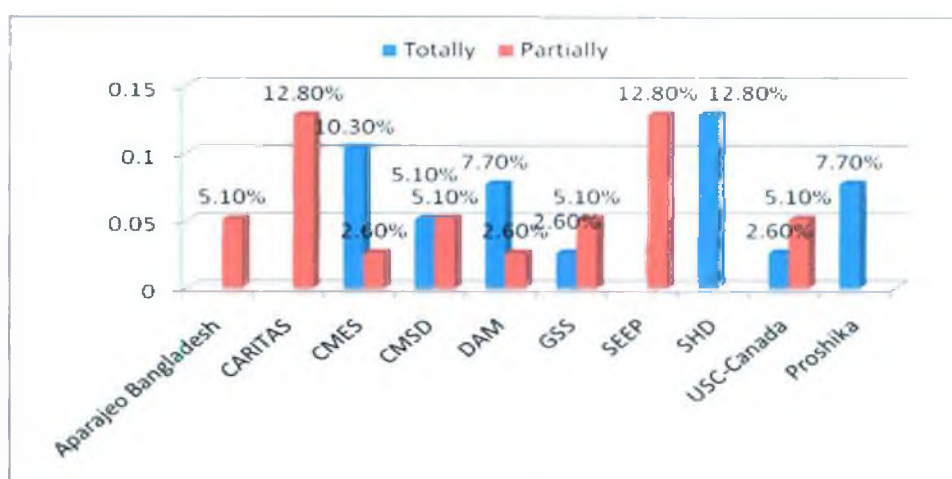


Figure 5. 4 Appropriateness of curriculum regarding learners' daily needs

Maximum NGOs following textbooks provided by NCTB that's why appropriateness of suggested guidelines for textbook writers remains undecided in curriculum analysis. Only two NGOs have mentionable guidelines for textbook writers and found good for both of them. Teachers of some NGOs i.e. CARITAS (12.8%), CMSD (10.3%) mentioned perfect and CMES (10.3%) found perfect for some subjects in relation with contents and allocated time for teaching. Views of teachers of other NGOs are almost similar for these two options but none of the met teachers mentioned their curriculum 'not perfect'. Total 61.5% teachers of different NGOs identified perfect and 38.5% teachers identified their curriculum for basic education (Appendix 3.9). But more experienced teachers gave their opinion for some subjects though the number of experienced teachers is not very high (Figure 5.5 and Appendix 3.10).

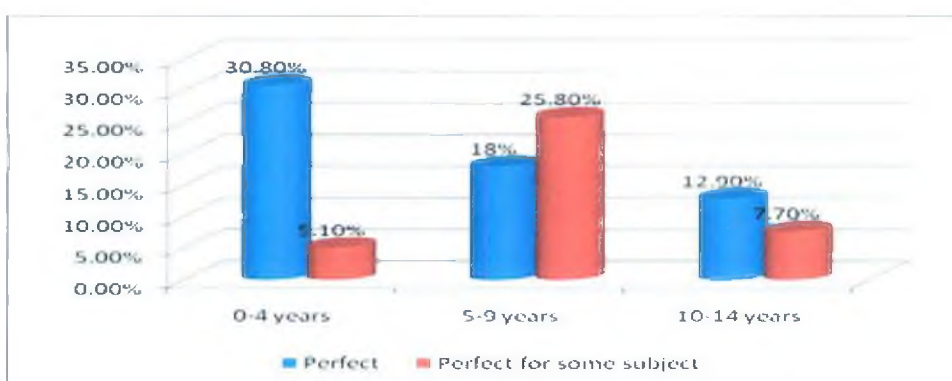


Figure 5. 5 Relation with contents of textbook and allocated time for teaching

Although maximum teachers mentioned that the basic education curriculum is perfect for the learners regarding their age, daily needs, social and economic demand (Table 5.3, Figure 5.4 and 5.5), 30.8% of them followed teachers' guide for teaching learning activities whereas 25.6% followed directions of training. On the other hand majority of the teachers (43.6%) told that they follow curriculum, teachers' guide, training and personal will (Table 5.4). All met teachers of SEEP (12.8%) and Proshika (7.7%) opined that they do not follow curriculum i.e. they are following only teachers' guide and training instructions respectively (Appendix 3.11).

Table 5. 5 Followed guidelines for teaching-learning activities

	Frequency	Percent	Valid Percent	Cumulative Percent
Teachers Guide	12	30.8	30.8	30.8
Training	10	25.6	25.6	56.4
All of the above	17	43.6	43.6	100.0
Total	39	100.0	100.0	

Only 48.7% teachers told that basic education curriculum followed by their have guidelines for teaching learning activities whereas 28.2% teachers told about not having guidelines and 23.1% don't know regarding this matter (Figure 5.6 and Appendix 3.12).

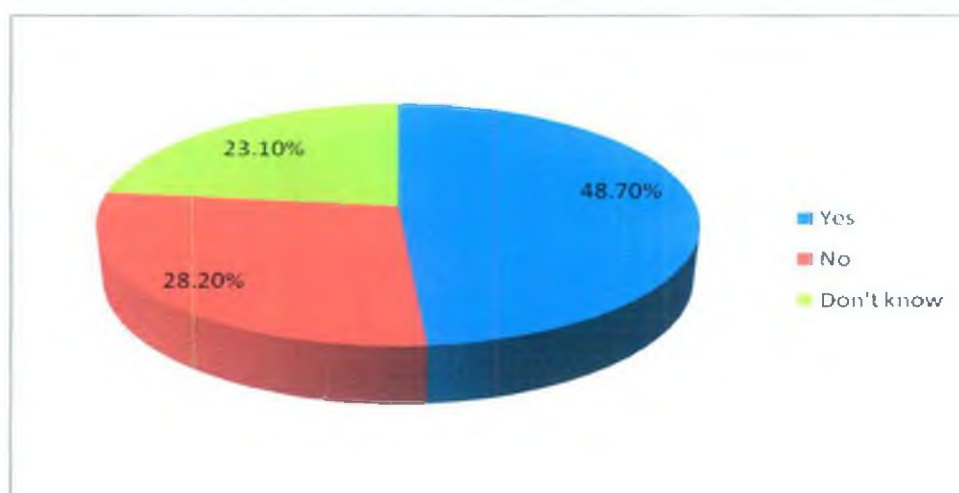


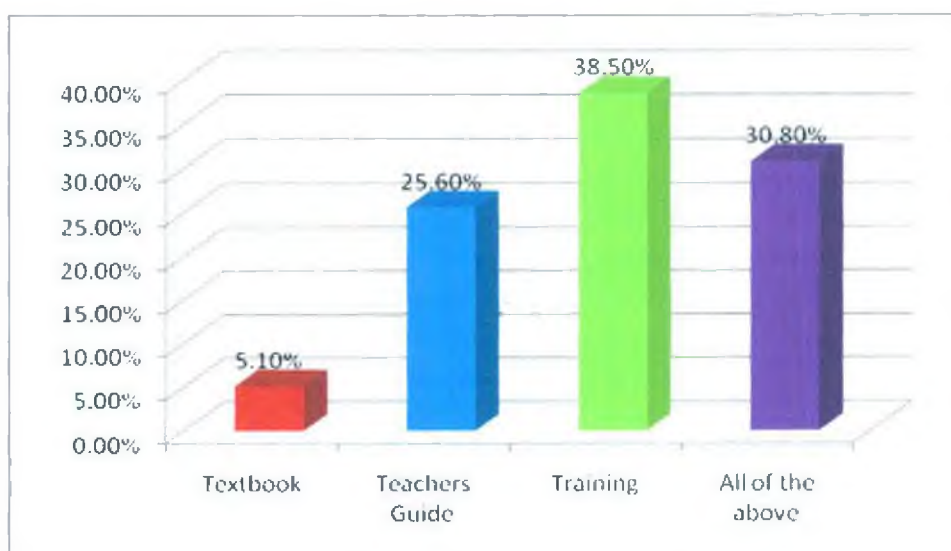
Figure 5. 6 Any guidelines for teaching-learning activities in curriculum

Table 5. 6 Appropriateness of teaching-learning guidelines regarding learner centered and time demand

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally	18	46.2	46.2	46.2
	Partially	9	23.1	23.1	69.2
	Not applicable	12	30.8	30.8	100.0
	Total	39	100.0	100.0	

Among the teachers who (69.2%) agreed that their curriculums have guidelines for teaching learning activities, 46.2% identified it totally appropriate regarding learner centered and time demand whereas 23.1% found it partially appropriate (Table 5.6).

Figure 5.7 Shows that 38.5% teacher followed training instructions for using teaching aids for lesson presentation. One fourth (25.6%) teachers followed teachers' guide and 5.1% followed textbook in this regard. The rest teachers (30.8%) followed all of the mentioned guidelines including curriculum for lesson presentation.

**Figure 5. 7 Followed guidelines for using teaching aids**

Among the teachers who (46.2%) told that the guidelines of curriculum for using teaching aids totally appropriate 28.2% don't follow curriculum and 17.9% follow all of the mentioned way including curriculum in this regard (Appendix 3.13).

Majority of the teachers (94.9%) opined that in basic education program student evaluation is very important whereas the rest (5.1%) did not find it as very important. Teachers followed various ways for student evaluation i.e. formative and summative way. Among the teachers 46.2% evaluate students after every lesson and 10.3% evaluate weekly whereas 30.8% followed all evaluation process students could be evaluated (Appendix 3.14).

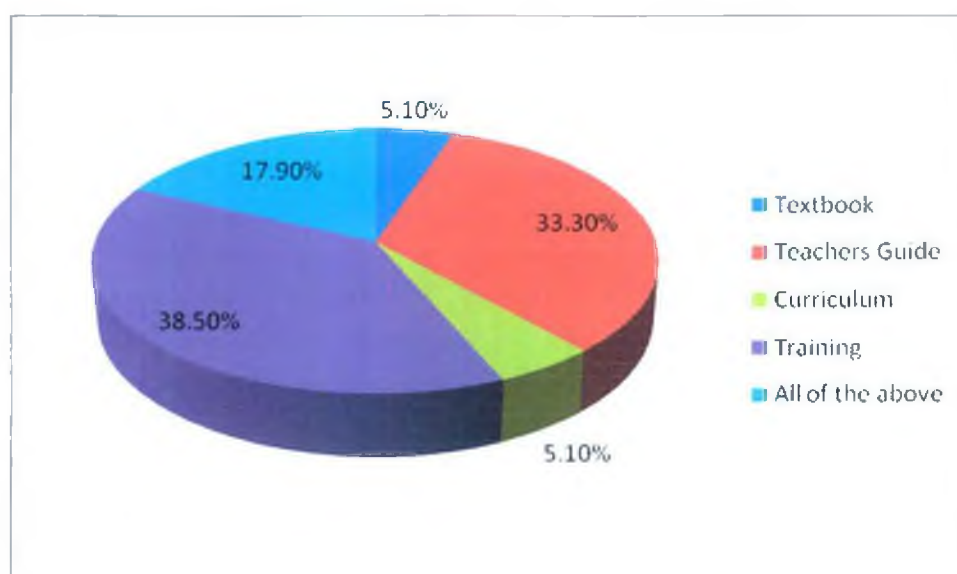


Figure 5. 8 Followed guidelines for student evaluation process

Figure 5.8 expressed that a few (5.1%) teachers followed curriculum for student evaluation and 17.9% teachers followed various ways in this regard where curriculum was also included. Maximum teachers (38.5%) followed training instructions whereas 33.3% teachers' guide and 5.1% textbooks followed in this regard. From the analysis of curriculum it reveals that evaluation techniques, examination format, type(s) of test items, distribution of marks suggested in the curriculums of selected ten NGOs are almost good. In this regard the average mean is 2.25 and standard deviation (between 0.84-0.97) is not significant. Which express that the difference among the curriculum of NGOs is not very high in this respect (Appendix 3.26). Almost fifty percent (48.7%) teachers found guidelines incorporated in curriculum for student evaluation as totally appropriate regarding learner centered and time demand whereas 38.5% teachers found it as partially appropriate in this respect (Appendix 3.15). For evaluating learners 41% teachers followed methods

incorporated in teachers' guide and training instructions whereas only 2.6% followed curriculum and 15.4% followed all of the mentioned evaluation methods (Appendix 3.16). Among the teachers 48.7% found the guidelines of methods for learner evaluation of curriculum of their NGOs totally perfect regarding learner centered and time demand and 33.3% and 2.6% teachers found it partially and not perfect respectively in this regard (Figure 5.9 and Appendix 3.17).

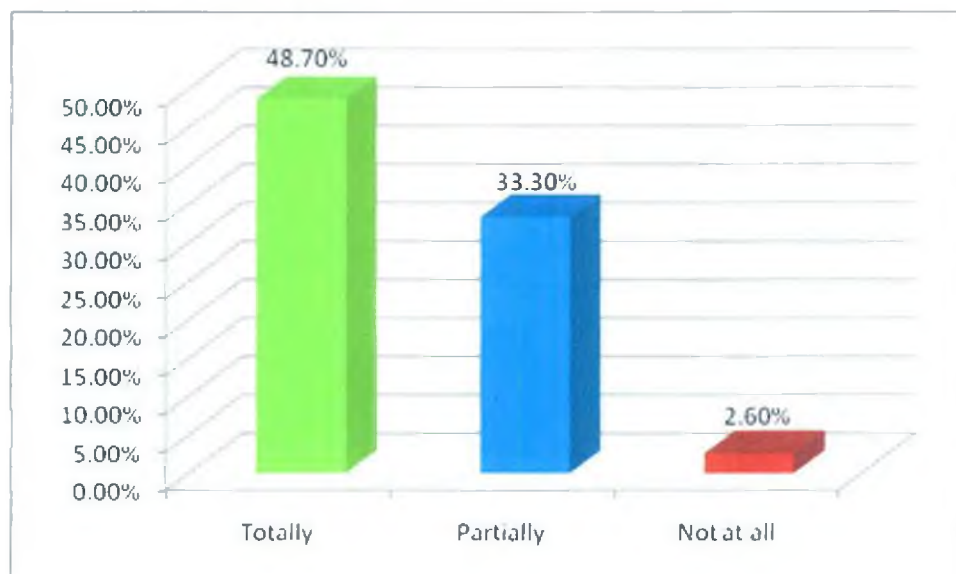


Figure 5. 9 Appropriateness of guidelines for learner evaluation method regarding learner centered and time demand

5.3 Subject-wise evaluation of the curriculums

5.3.1 Language (Bangla and English)

Among the curriculum of selected NGOs for basic education mean for suitability and appropriateness of subject-wise specific objectives and learning outcomes of language (Bangla and English) are respectively 1.9 and 2 whereas standard deviations are 0.57 and 0.67. It reveals that in an average all of the analyzed curriculums are good position in this regard because, there are no significant differences in standard deviation (Appendix 3.26). Figure 5.10 shows domain-wise classification of learning outcomes. Where, knowledge got the most priority among all the basic education curriculum of selected NGOs and evaluation got the lowest

priority. On the other hand standard deviation of psychomotor, analysis and synthesis is more than mean. It express that there are significant difference of these domains among the NGOs i.e. some NGO incorporated a significant number of learning outcomes in these domains whereas some have poorest numbers.

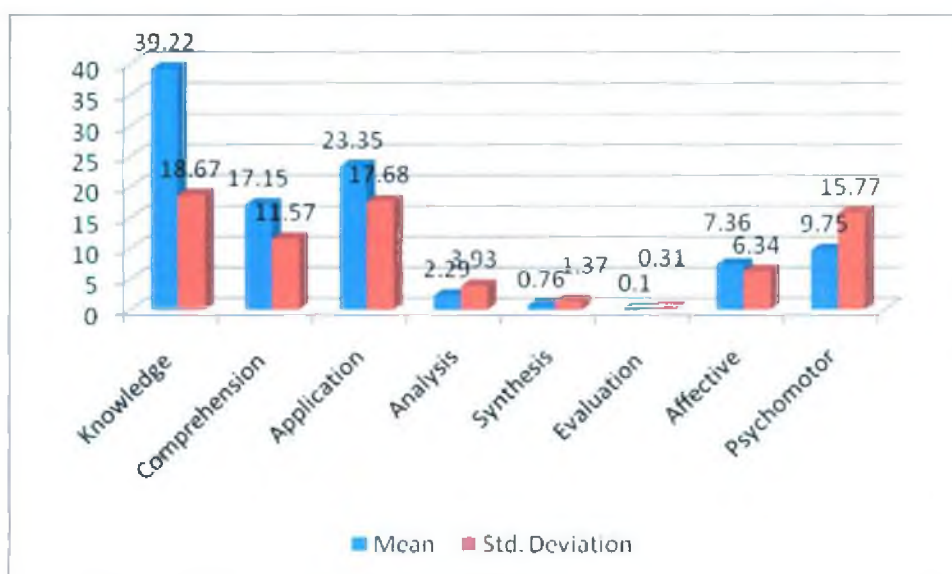


Figure 5. 10 Domain-wise classification of the learning outcomes of language (Bangla and English)

Three NGOs i.e. CARITAS, SEEP and SHD incorporated such learning outcomes which is excellent in consideration of the age of the learners or target group of basic education program. Four other NGOs Aparajeo Bangladesh, CMSD, DAM and Proshika, marked as good whereas CMES, GSS and USC-Canada remain undecided or neutral in this regard (Table 5.6). On the other hand consideration of the daily needs of the learners only SHD marked as excellent. In this matter SEEP remain undecided or neutral and GSS find out as poor. The rest seven NGOs incorporated such learning outcomes, which marked as good (Appendix 3.18). None of the NGOs included any learning outcomes in consideration of the occupation/situation of the learners which can be marked as excellent. Learning outcomes is language of Aparajeo Bangladesh, CMES, DAM and SHD are identified as good and the other six NGOs incorporated those learning outcomes which identified as neutral/undecided (Appendix 3.19).

Table 5. 7 Suitability of the learning outcomes of language in consideration of the age of the learners

		Suitability of the learning outcomes in consideration of the age of the learners			Total
		Excellent	Good	Undecided/ Neutral	
Name of the NGO	Aparajeo Bangladesh		10.0%		10.0%
	CARITAS	10.0%			10.0%
	CMES			10.0%	10.0%
	CMSD		10.0%		10.0%
	DAM		10.0%		10.0%
	GSS			10.0%	10.0%
	SEEP	10.0%			10.0%
	SHD	10.0%			10.0%
	USC-Canada			10.0%	10.0%
	Proshika		10.0%		10.0%
Total		30.0%	40.0%	30.0%	100.0%

The contents placed in the curriculums of the selected NGOs are very much consistent with the learning outcomes of the respective NGOs. Mean of this item is 1.6 and standard deviation is 0.52 which reveals consistent incorporation of contents according to the learning outcomes and also not significant difference between NGOs. This is also true for the appropriateness of suggested teaching learning activities and teaching aids in curriculum (Figure 5.11).

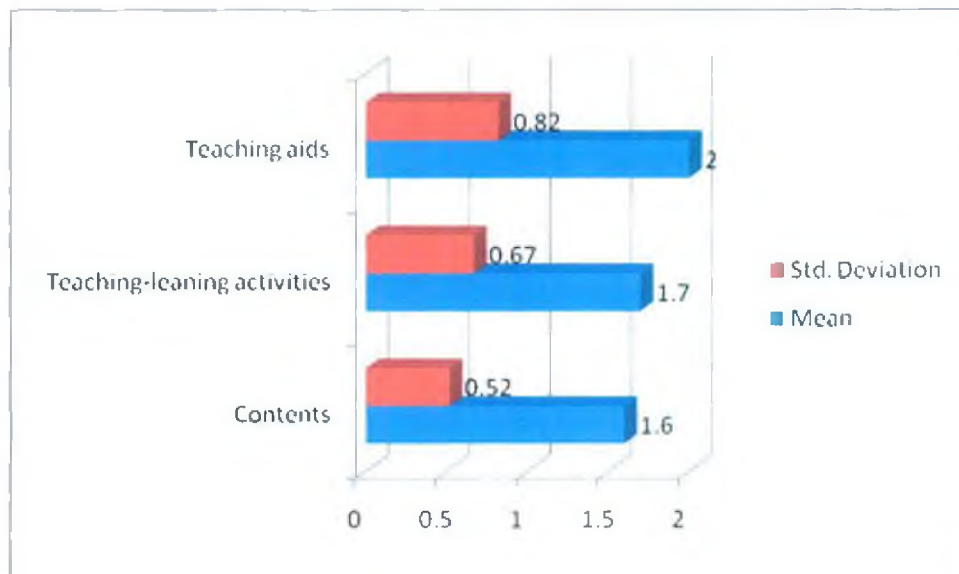


Figure 5. 11 Consistency and appropriateness of contents, teaching-learning activities and teaching aids of language component

5.3.2 Mathematics

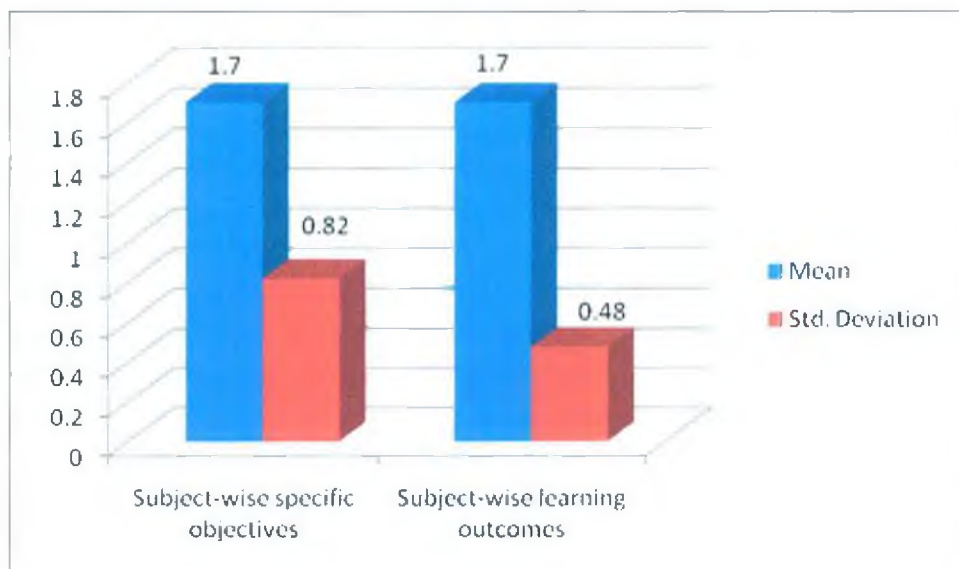


Figure 5. 12 Suitability and appropriateness of the subject-wise specific objectives and learning outcomes of Mathematics

Figure 5.12 shows that mean of suitability and appropriateness of subject-wise (mathematics) specific objectives and learning outcomes is 1.7 and standard deviations are respectively 0.82 and 0.48, which reveals that incorporation of

subject-wise specific objective and learning outcomes in mathematics for all selected NGOs are good and there are no significant difference among NGOs in this regard.

Table 5. 8 Descriptive statistics of domain-wise classification of learning outcomes of Mathematics

Domain	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Knowledge	10	26.56	80	378.18	37.82	15.61
Comprehension	10	0	20	103.82	10.38	9.17
Application	10	0	50	323.84	32.38	18.68
Analysis	10	0	16.67	49.13	4.91	7.15
Synthesis	10	0	13.12	15.34	1.53	4.13
Evaluation	10	0	6.6	14.53	1.45	2.45
Affective	10	0	6.6	6.6	0.66	2.09
Psychomotor	10	0	69.61	118.51	11.85	21.45

Incorporation of domain-wise mathematics learning outcomes in the curriculum of the selected NGOs has significant inconsistency among the NGOs in consideration of their standard deviation and mean. All of the NGOs have learning outcomes for 'knowledge' but for other domain some NGOs has mentionable number of learning outcomes and some has none. For this reason the calculated standard deviation is very significant for these domains for mathematics consideration of incorporating learning outcomes.

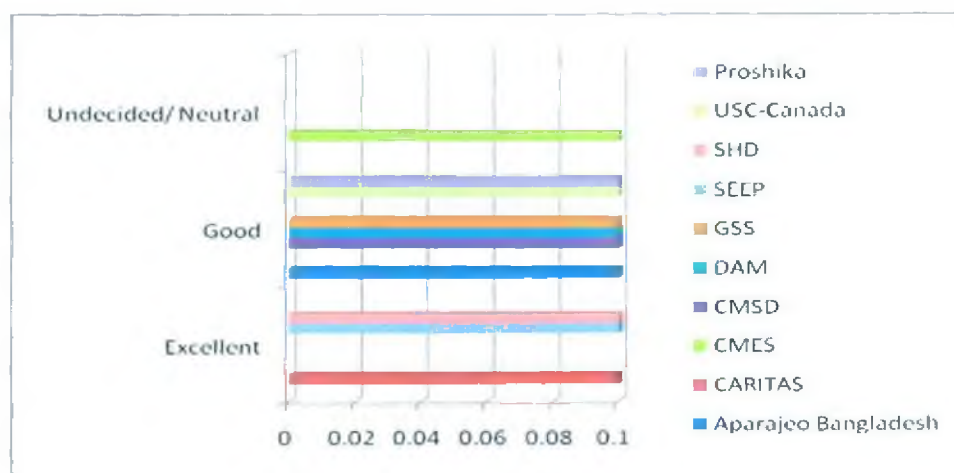


Figure 5. 13 Suitability of the learning outcomes in consideration of the age of the learners

Figure 5.13 shows that basic education curriculum of mathematics of three NGOs i.e. CARITAS, SEEP and SHD incorporated learning outcomes regarding age of the learners are found excellent. In the learning outcomes of mathematics of CMES such elements are included which were remaining undecided or neutral in curriculum analysis. On the other hand the rest six NGOs curriculum marked as good in consideration of including learning outcomes in mathematics components regarding age of the learners. Table 5.8 reveals that four NGOs Aparajeo Bangladesh, CARITAS, DAM and SHD have incorporated excellent learning outcomes regarding daily needs of the learners for mathematics component. Same number of NGOs i.e. CMES, CMSD, SEEP and Proshika marked as good in this regard. On the other hand, the rest two NGOs- GSS and USC-Canada remains undecided or neutral (Table 5.7).

Table 5. 9 Suitability of the learning outcomes of Mathematics in consideration of the daily needs of the learners

		Suitability of the learning outcomes in consideration of the daily needs of the learners			Total
		Excellent	Good	Undecided/ Neutral	
Name of the NGO	Aparajeo Bangladesh	10.0%			10.0%
	CARITAS	10.0%			10.0%
	CMES		10.0%		10.0%
	CMSD		10.0%		10.0%
	DAM	10.0%			10.0%
	GSS			10.0%	10.0%
	SEEP		10.0%		10.0%
	SHD	10.0%			10.0%
	USC-Canada			10.0%	10.0%
	Proshika		10.0%		10.0%
Total		40.0%	40.0%	20.0%	100.0%

Three NGOs marked as excellent and good in consideration of incorporating learning outcomes related with the occupation/situation of the learners for mathematics

component, these are CMES, SHD USC-Canada and Aparajeo Bangladesh, SEEP, Proshika. Other four NGOs found neutral in this regard (Appendix 3.20).

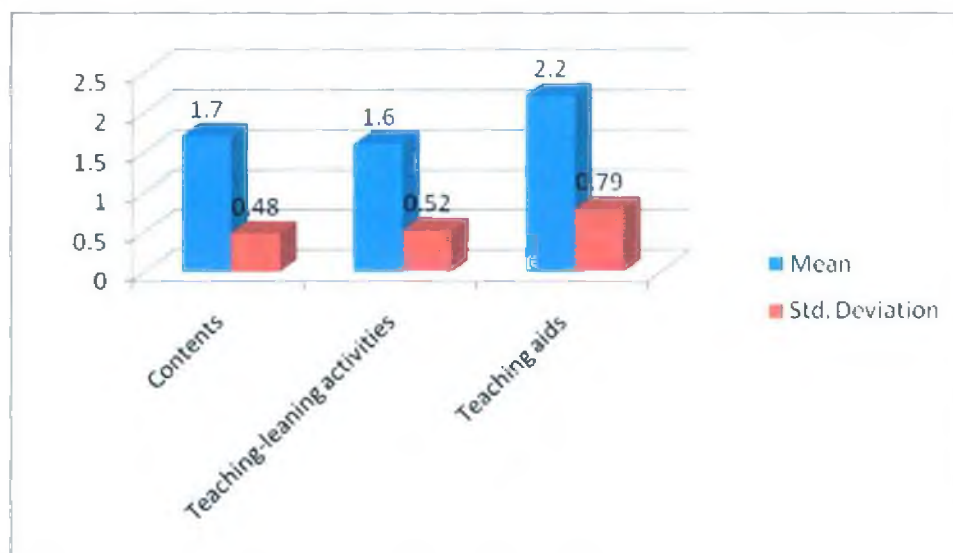


Figure 5. 14 Consistency and appropriateness of contents, teaching-learning activities and teaching aids of Mathematics component

Figure 5.14 shows that mean and standard deviation for consistency and appropriateness of contents, teaching-learning activities and teaching aids are respectively 1.7, 1.6, 2.2 and 0.48, 0.52, 0.79. It reveals that, all NGOs incorporated these elements are good and differences among NGOs in this regard are not significant.

5.3.3 Social Science

Subject-wise specific objectives and learning outcomes of social science in basic education curriculum of selected ten NGOs were articulated in such way that could be marked as good in respect of their calculated mean (2.3). Standard deviation for both items (0.67) expressed that there is no significant difference among the NGOs in this regard (Appendix 3.26). Figure 5.15 expressed that domain-wise learning outcomes incorporated in the curriculum for social science component for basic education of ten selected NGOs are not consistent for all domains and have significant difference among the NGOs in this respect of the calculated standard

deviations and mean. Though all NGO have included 'knowledge', 'comprehension' and 'application' in their social science curriculum some have no elements for 'analysis', 'synthesis', 'evaluation', 'affective' and 'psychomotor' domains (Appendix 3.27).

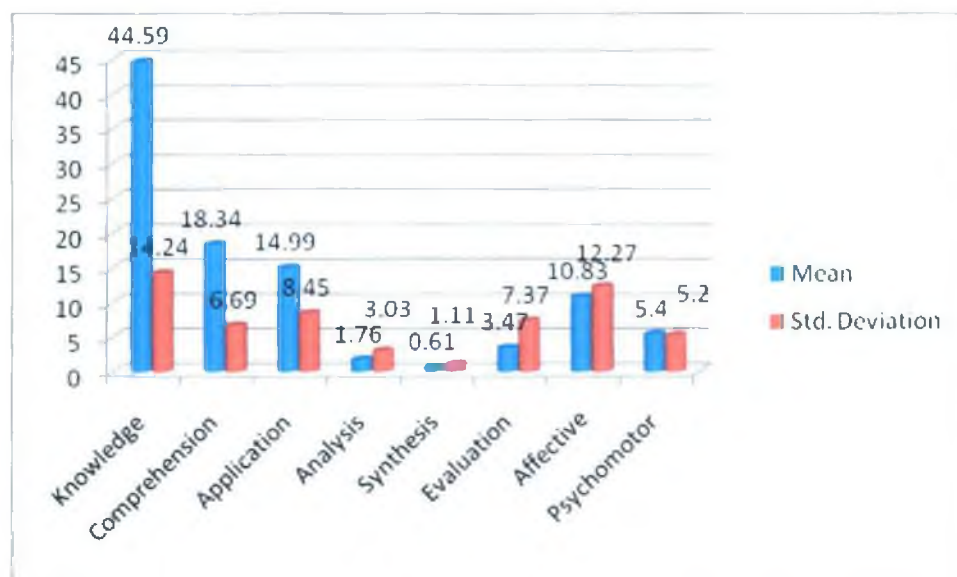


Figure 5. 15 Domain-wise classification of the learning outcomes of social science

Learning outcomes of CMSD, DAM and SHD found excellent, CARITAS and Proshika found good and Aparajeo Bangladesh, CMES, GSS, SEEP and USC-Canada identified neutral on the basis of the analysis of learning outcomes of social science component of selected NGOs in consideration of the age of the learners (Appendix 3.21). Learning outcomes incorporated in social science component of basic education curriculum found neutral or undecided for seven NGOs where, DAM marked as excellent; SHD and USC-Canada identified as good in respect of the daily needs of the learners (Table 5.9). CMSD, DAM, SHD, USC-Canada and Proshika incorporated such component in learning outcomes for basic education curriculum which could be marked as good regarding occupation/situation of learners. In this respect SEEP found poor and the rest four NGOs analyzed are remain undecided/neutral position (Appendix 3.22).

Table 5. 10 Suitability of the learning outcomes of social science in consideration of the age of the learners

		Suitability of the learning outcomes in consideration of the daily needs of the learners			Total
		Excellent	Good	Undecided/ Neutral	
Name of the NGO	Aparajeo Bangladesh			10.0%	10.0%
	CARITAS			10.0%	10.0%
	CMES			10.0%	10.0%
	CMSD			10.0%	10.0%
	DAM	10.0%			10.0%
	GSS			10.0%	10.0%
	SEEP			10.0%	10.0%
	SHD		10.0%		10.0%
	USC-Canada			10.0%	10.0%
	Proshika		10.0%		10.0%
Total		10.0%	20.0%	70.0%	100.0%

Figure 5.16 express that all analyzed curriculum have incorporated contents, teaching-learning activities and teaching aids are very much consistent and appropriate for the learning outcomes and demand of the learners.

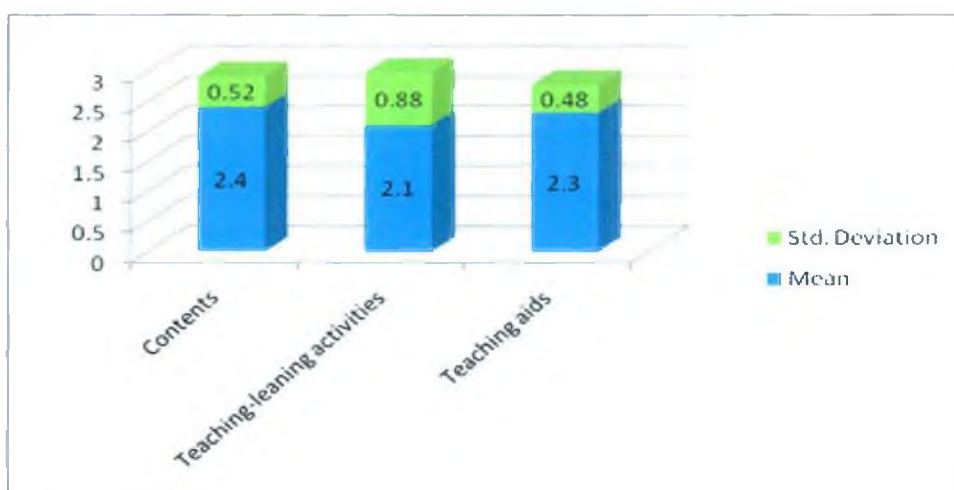


Figure 5. 16 Consistency and appropriateness of contents, teaching-learning activities and teaching aids of social science component

5.3.4 Life skill

Subject-wise specific objectives and learning outcomes incorporated in the basic education curriculum for life skill of the selected ten NGOs are found poor as the mean for all NGOs is 2.7 for the two items and it stands over 2.5. In consideration of the calculated standard deviation it reveals that there is no significant difference among the NGOs in this regard (Figure 5.17).

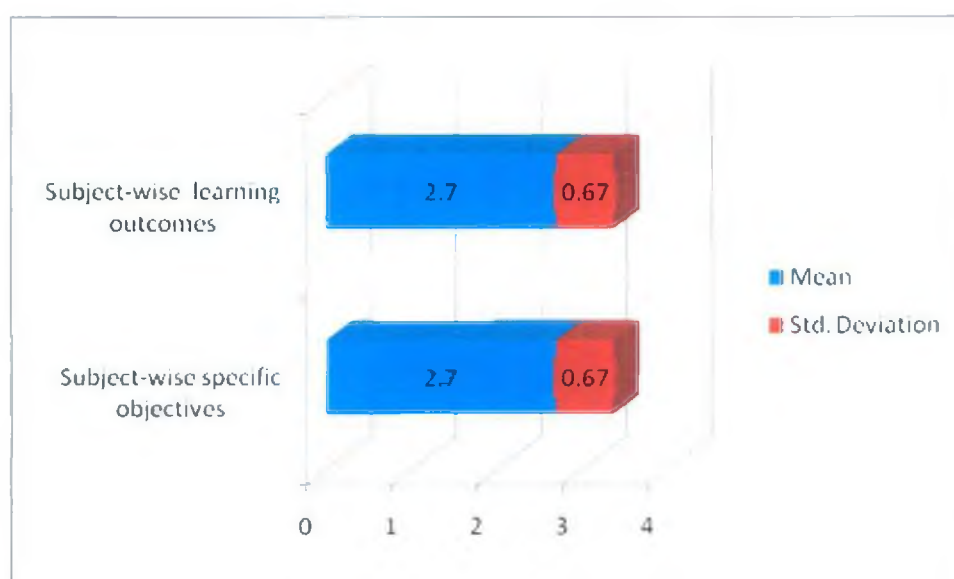


Figure 5. 17 Suitability and appropriateness of the subject-wise specific objectives and learning outcomes of life skill

Table 5. 11 Domain-wise classification of the learning outcomes of life skill

Domain	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Knowledge	2	16.67	37.5	54.17	27.09	14.73
Comprehension	2	0	18.75	18.75	9.38	13.26
Application	2	18.75	33.33	52.08	26.04	10.31
Analysis	2	0	6.67	6.67	3.34	4.72
Synthesis	2	0	0	0	0.00	0.00
Evaluation	2	0	10	10	5.00	7.07
Affective	2	12.5	16.67	29.17	14.59	2.95
Psychomotor	2	12.5	16.67	29.17	14.59	2.95

Only two NGOs Proshika and USC-Canada have component of life skill in basic education curriculum. Table 5.10 shows that in these two curriculums there is no element for synthesis and Proshika has no learning outcomes for comprehension. On the other hand USC-Canada has no elements for analyze and evaluation in this regard. For the absence from the maximum curriculum descriptive statistics for learning outcomes of life skill is not significant to consider. USC-Canada found excellent in consideration of the age and daily needs of the learners whereas Proshika marked as good in these regards. Both USC-Canada and Proshika found good in respect of the occupation/situation of the learners (Appendix 3.23, 3.24 and 3.25).

Chapter Six

Findings, Discussion and Recommendations

6.1 Findings

Curriculum evaluation is an essential phase of curriculum development (DiFlorio, 1989) and for curriculum evaluation there is no successful model to copy (Ajibola, 2008). The study involved 39 teachers of NFE learning centers for primary source of information for evaluation of the curriculum of selected ten NGOs. Pigozzi (1999) also found teachers as the primarily responsible group for curriculum handling or implementation. Maximum met teachers have experience and training in the field of teaching. But the differences among the teachers regarding these two aspects are significant i.e. some have several years or numbers of experience or training while some don't have. The study also employed an evaluation tool for in-depth analyze of the curriculums. Views from different NGOs, area, experience and training and the result from analysis through evaluation tool may reflect the actual scenario of basic education curriculum implementing in Bangladesh. The findings drawn from the teachers' opinion and analysis are stated below:

- 6.1.1. Majority of the teachers expressed their clear concept about curriculum while a little of them could not delivered an accurate idea. From the view of majority of teachers' their NGO have curriculum for basic education program (Figure 5.1). Some teacher did not get any curriculum from their respective NGOs but maximum of them got curriculum in hand. A few of the teachers don't know if their NGOs have curriculum or not for this program (see table 5.2).
- 6.1.2. Almost the same percent of teachers who got curriculum from the NGOs found their curriculum helpful for them while the rest found partially helpful (Figure 5.2). Teachers who did not get curriculum followed teachers' guide, training instructions and personal views for teaching-learning activities (see table 5.3).

- 6.1.3. More than fifty percent teachers of NGOs found their curriculum totally appropriate regarding age level of the learners while, almost one-third of them found those partially appropriate (Table 5.4). Teachers who have 5-9 years of teaching experience found the curriculums totally appropriate and the most and lowest experienced teachers opined from different aspect in this respect (see appendix 3.4).
- 6.1.4. Basic education curriculums of the ten NGOs are appropriate for meeting daily needs of the target group learners according to the view of more than fifty percent met teachers (see figure 5.4).
- 6.1.5. Regarding fulfilling the social and economic demand, more than fifty percent teachers opined that their curriculums are perfect. All teachers of SHD found their curriculum totally appropriate for meeting the social and economic demand of the learners (see appendix 3.5).
- 6.1.6. Suggested guidelines for textbook writers for maximum NGO's curriculum remain undecided because most of the NGO following textbooks developed by NCTB.
- 6.1.7. Majority of the met teachers opined that allocated time for teaching is perfect for completing the lessons of everyday. Some teachers found some subject which required more time for completing lessons appropriately (see figure 5.5).
- 6.1.8. For conducting teaching-learning activities teachers are following teachers' guide, training instructions, curriculum and personal will. But maximum teacher showed their interest for following teachers' guide and training instructions. Near about fifty percent teachers opined that their curriculums have instructions for teaching-learning activities but the rest told about not having guidelines in curriculum or unknown to them (see table 5.5).
- 6.1.9. Among the teachers who agreed that their curriculum have guidelines for teaching-learning activities, more than fifty percent of them found those

appropriate as learner centered and time demand. The rest of the teachers expressed their view as partially appropriate (see table 5.6).

6.1.10. Teachers have a huge intention to follow teachers guide and training instructions for using teaching aids in lesson presentation. Few of them follow textbooks in this regard (see figure 5.7).

6.1.11. Almost all of the teachers agreed about the importance of student evaluation. They are also following various ways to assess the achievement level of the learners. Few teachers know the instructions of curriculum in this regard, that's why they are following teachers' guide and training instructions to execute this important task (see figure 5.8).

6.1.12. Examination format, marks distribution and evaluation techniques incorporated in the curriculums of different NGOs are good in respect of the learners and there is no significant difference among the NGOs. Majority of the teachers are following the methods for assessing the learners incorporated in the teachers' guide and given them in the training sessions. Teachers also found the methods teaching are learner centered and time oriented (see figure 5.9).

6.1.13. In an average all of the analyzed basic education curriculum of NGOs are good in respect of suitability and appropriateness of subject-wise specific objectives and learning outcomes of language (Bangla and English) component. In the language part incorporation of knowledge domain got most priority and evaluation got the lowest. Significant differences among the NGOs are observed regarding psychomotor, analysis and synthesis domain. Incorporation of learning outcomes regarding learners' age, daily needs and occupation/situation for language part in the basic education curriculum of different NGOs is found dissimilar. In this regard SHD seems very concern than other NGOs. Contents, teaching-learning activities and teaching aids are placed according to the learning outcomes in the curriculum of all NGOs and there is no significant difference among the NGOs in this regard (see on pages 64-67).

- 6.1.14. In the mathematics component of the basic education curriculum of selected NGOs contents were included according to the learning outcomes for most of the NGOs but among the NGOs domain-wise incorporation of learning outcomes has significant inconsistency. Though knowledge got most priority in the curriculum of all NGOs, some other domains got mentionable importance in some basic education curriculum and some are ignored. CARITAS and SHD included those learning outcomes in mathematics part those are excellent for meeting the demand of age and daily needs of the learners. For incorporating learning outcomes related with occupation/situation in mathematics part CMES, SHD and USC-Canada marked as excellent. Consistency and appropriateness of contents, teaching-learning activities and teaching aids among the NGOs are good and there is no significant difference among them (see on pages 67-70).
- 6.1.15. Considering daily needs DAM incorporated excellent learning outcomes while, CMSD, DAM, SHD, USC-Canada and Proshika included such component in learning outcomes for basic education curriculum which could be marked as good regarding occupation/situation of the learners. In the social science part of curriculum all NGO included primary level domains but some have no elements for analysis, synthesis, evaluation, affective and psychomotor domains (see on pages 70-72).
- 6.1.16. Only two NGOs (Proshika and USC-Canada) have life skill component in their basic education curriculum. Both NGO found good in regarding incorporation of elements for occupation/situation of the learners whereas, USC-Canada marked as excellent in consideration of the age and daily needs of the learners for life skill part (see on pages 73-74).

6.2 Discussion and Recommendations

- 6.2.1. For implementation of any education program appropriate dissemination of respective curriculum is must. As some of the teachers of NGOs did not get curriculums of basic education program, proper initiative should be taken for dissemination of curriculums.
- 6.2.2. In the stage of dissemination of curriculum, appropriate training program should be designed to make the teachers skilled in every part of that curriculum. Though teachers are following teachers' guide and training instructions for their teaching-learning activities and other professional responsibilities, it would be better for them to familiar with curriculum for better understandings and being skilled.
- 6.2.3. As most of the teachers of NFE following teachers' guide and training instructions in every aspects of their professional responsibilities, in-depth research should conduct to evaluate the materials and instructions to find out the reflections of curriculum on those.
- 6.2.4. A significant number of teachers opined that their curriculums are partially appropriate for the learners regarding their age, daily needs and occupation/situation. To make all curriculums perfect for the target group necessary research and curriculum modification program should be taken.
- 6.2.5. Through classroom observation and teachers' opinion contact hour may be re-determined for the betterment of the learners and the instructors. Necessary curriculum modification may be done regarding the suggestions of the beneficiaries. On the other hand new research may find-out new teaching-learning process or methods for doing whole work in the allocated time.
- 6.2.6. Though most of the NFE programs concentrate to implement learner centered and time oriented teaching-learning activities in their curriculum, some of the teachers opined that all of the programs are not like that. So, to create a learner centered program, a model should be adopted considering the opinion of all stakeholders.

- 6.2.7. For all subjects of basic education program subject-wise specific objectives and learning outcomes found good. But domain-wise incorporation showed a huge difference in intra-subject, inter-subject and among the NGOs. As the learners of the NFE program are from underprivileged group, more concentration should be given to all domains including evaluation, affective and psychomotor domain at the time of next modification of curriculum. Learners' daily needs, social and economic demands and occupation/situation also should be considered through an in-depth investigation at that time.
- 6.2.8. Although life skill is a very important component of basic education, majority of the studied NGOs have no curriculum for this part. After analyzing the life style, demands, situation and related other issues related with the learners personal, family and social life every NGOs who do not have incorporated this component in curriculum should be included. The NGOs who already have life skill elements in curriculum must be analyzed according to the learners need after a period as the demand of learning changing generation to generation.
- 6.2.9. More research should conduct to find-out the real scenario of implementation of basic education curriculum, impact of these programs on the life of the target group and important elements that should be incorporated in these curriculums for achieving the top most result of these initiatives. For this purpose ethnographic study may be the best method to act according to the right way.

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Appendix 1: Questionnaire for Teachers

শিক্ষকদের জন্য প্রশ্নমালা

সম্মানিত শিক্ষক,

এই প্রশ্নমালাটি 'বাংলাদেশের এনজিও স্কুলের মৌলিক শিক্ষার শিক্ষাক্রম মূল্যায়ন' সম্পর্কিত গবেষণা কর্মের জন্য তৈরি করা হয়েছে। এর প্রতিটি প্রশ্ন উপানুষ্ঠানিক শিক্ষাকার্যক্রমের মৌলিক শিক্ষার শিক্ষাক্রমের সাথে সংশ্লিষ্ট। প্রশ্নগুলোর প্রেক্ষিতে তথ্য প্রদানের জন্য একাধিক বিকল্প তথ্য সরবরাহ করা হয়েছে। অনুগ্রহ করে সরবরাহকৃত বিকল্প তথ্যের ক্ষেত্রে প্রযোজ্য তথ্যের বাম পাশের বর্ণে (ক, খ, গ ইত্যাদি) টিক চিহ্ন (✓) দিন। দরকার হলে আপনি পৃথক কাগজে লিখে তথ্য প্রদান করতে পারেন।

সম্মানিত শিক্ষক এক্ষেত্রে আপনার সরবরাহকৃত তথ্য শুধু গবেষণার কাজেই ব্যবহার করা হবে। আপনার নাম ও পরিচয় সম্পূর্ণ গোপন রাখা হবে।

সাধারণ তথ্য

১. নাম:

২. এনজিও'র নাম:

৩. উপজেলা: জেলা:

৪. শিক্ষকতার অভিজ্ঞতা: বছর

৫. প্রশিক্ষণ: মোট টি

উল্লেখযোগ্য কয়েকটি:

ক্রমিক	প্রশিক্ষণ প্রদানকারী প্রতিষ্ঠান	প্রশিক্ষণের বিষয়	প্রশিক্ষণের মেয়াদ
১.			
২.			
৩.			

মূল তথ্য

৬. আপনার মতে শিক্ষাক্রম কী?

ক. শিক্ষার উদ্দেশ্য, বিষয়বস্তু, শিক্ষণ-শিখন পদ্ধতি ও মূল্যায়ন পদ্ধতি থাকে

খ. বিষয়টির বিষয়বস্তু বিভিন্ন ভাগে বিভক্ত থাকে

গ. বিষয়টির বিষয়বস্তু বস্তু ও পরীক্ষার সময়সূচি উল্লেখ থাকে

ঘ. উপরের সবগুলো

ঙ. কোনটিই নয়

৭. আপনার এনজিও পরিচালিত মৌলিক শিক্ষা কার্যক্রমের জন্য কোন শিক্ষাক্রম আছে কী?

ক. হ্যাঁ

খ. না

গ. জানা নেই

৮. আপনি মৌলিক শিক্ষা কার্যক্রমের কোন শিক্ষাক্রম পেয়েছেন কী?

ক. হ্যাঁ

খ. না

গ. প্রযোজ্য নয়

৯. পেয়ে থাকলে তা শিক্ষাকার্যক্রম পরিচালনার ক্ষেত্রে কতটুকু সহায়ক?

ক. পুরোপুরি

খ. আংশিক

গ. মোটেও না

১০. যদি না পেয়ে থাকেন তবে কিভাবে শিক্ষাকার্যক্রম পরিচালনা করেন?

ক. পাঠ্যপুস্তকের সহায়তায়

খ. শিক্ষক সহায়িকার সহায়তায়

গ. প্রশিক্ষণের সহায়তায়

ঘ. নিজের ধারণা ও অভিজ্ঞতার আলোকে

ঙ. প্রযোজ্য নয়

১১. আপনার মতে পাঠ্যপুস্তকে যেসব বিষয়বস্তু সংযোজন করা হয়েছে তা লক্ষ্যদল শিক্ষার্থীর বয়স অনুযায়ী কতটুকু যথাযথ হয়েছে?

ক. পুরোপুরি খ. আংশিক গ. মোটেও না

১২. আপনার মতে পাঠ্যপুস্তকের বিষয়বস্তু লক্ষ্যদল শিক্ষার্থীর সামাজিক ও অর্থনৈতিক চাহিদার আলোকে কতটুকু সংযোজিত হয়েছে?

ক. পুরোপুরি খ. আংশিক গ. মোটেও না

১৩. আপনার মতে পাঠ্যপুস্তকে সংযোজিত বিষয়বস্তু শিক্ষার্থীর দৈনন্দিন জীবনের জন্য কতটুকু গুরুত্বপূর্ণ ও সঙ্গতিপূর্ণ?

ক. পুরোপুরি খ. আংশিক গ. মোটেও না

১৪. আপনার মতে পাঠ্যপুস্তকে সংযোজিত পাঠের সাথে বরাদ্দকৃত শিক্ষণ সময়ের সম্পর্ক কীরূপ?

ক. যথাযথ খ. কোন কোন বিষয়ের জন্য যথাযথ গ. যথাযথ নয়

১৫. শিক্ষণ-শিখন কার্যক্রম পরিচালনার ক্ষেত্রে আপনি কোন নির্দেশনা অনুসরণ করেন?

ক. শিক্ষাক্রমের খ. শিক্ষক সহায়িকার গ. প্রশিক্ষণের

ঘ. সবগুলোর ঙ. ব্যক্তিগত ইচ্ছা চ. কোনটিই নয়

১৬. শিক্ষণ-শিখন কার্যক্রম পরিচালনার জন্য শিক্ষাক্রমে কোন নির্দেশনা আছে কী?

ক. হ্যাঁ খ. না গ. জানা নেই

১৭. শিক্ষণ-শিখন কার্যক্রম পরিচালনার জন্য শিক্ষাক্রমে যে নির্দেশনা আছে তার একটি উদাহরণ দিন-

(অনুগ্রহ করে লিখুন)

১৮. শিক্ষাক্রমে শিক্ষণ-শিখন কার্যক্রম পরিচালনার জন্য প্রদত্ত নির্দেশনা আপনার নিকট কতটুকু শিক্ষার্থীকেন্দ্রিক ও যুগোপযোগী মনে হয়?

ক. পুরোপুরি খ. আংশিক গ. মোটেও না ঘ. প্রযোজ্য নয়

১৯. আপনি পাঠ উপস্থাপনায় কোন শিক্ষা উপকরণ ব্যবহার করেন কী?

ক. হ্যাঁ খ. না

২০. এসব শিক্ষা উপকরণ ব্যবহারের নির্দেশনা আপনি কোথা থেকে পেয়ে থাকেন?

ক. পাঠ্যপুস্তক খ. শিক্ষক সহায়িকা গ. শিক্ষাক্রম ঘ. প্রশিক্ষণ

ঙ. উপরের সবগুলো চ. ব্যক্তিগত সিদ্ধান্ত ছ. প্রযোজ্য নয়

২১. শিক্ষাক্রমে শিক্ষা উপকরণ সম্পর্কে প্রদত্ত নির্দেশনা আপনার নিকট কতটুকু শিক্ষার্থী কেন্দ্রিক ও যুগোপযোগী মনে হয়?

ক. পুরোপুরি খ. আংশিক গ. মোটেও না ঘ. প্রযোজ্য নয়

২২. আপনার মতে মৌলিক শিক্ষা কার্যক্রমের শিক্ষার্থীদের মূল্যায়নের গুরুত্ব কতটুকু?

ক. খুবই গুরুত্বপূর্ণ খ. খুববেশি গুরুত্বপূর্ণ নয়

গ. মোটেও গুরুত্বপূর্ণ নয় ঘ. মূল্যায়ন করা ঠিক নয়

২৩. আপনি শিক্ষার্থীদের কিভাবে মূল্যায়ন করেন?

ক. প্রতি পাঠের মাঝে খ. প্রতিদিনের পাঠ শেষে গ. সবগুলো পাঠ শেষে

ঘ. উল্লেখিত সবগুলো উপায়ে ঙ. মূল্যায়ন করি না

২৪. শিক্ষার্থীদের এভাবে মূল্যায়ন করার নির্দেশনা আপনি কোথা থেকে পেয়ে থাকেন?

- ক. পাঠ্যপুস্তক খ. শিক্ষক সহায়িকা গ. শিক্ষাক্রম ঘ. প্রশিক্ষণ
ঙ. উপরের সবগুলো চ. ব্যক্তিগত সিদ্ধান্ত ছ. প্রযোজ্য নয়

২৫. শিক্ষাক্রমে মূল্যায়ন সম্পর্কে প্রদত্ত নির্দেশনা আপনার নিকট কতটুকু শিক্ষার্থীকেন্দ্রিক ও যুগোপযোগী মনে হয়?

- ক. পুরোপুরি খ. আংশিক গ. মোটেও না ঘ. প্রযোজ্য নয়

২৬. শিক্ষার্থীদের মূল্যায়নে আপনি কী কী পদ্ধতি অনুসরণ করেন?

(অনুগ্রহ করে লিখুন)

২৭. শিক্ষার্থীদের এসব পদ্ধতি অনুসরণে মূল্যায়ন করার নির্দেশনা আপনি কোথা থেকে পেয়ে থাকেন?

- ক. পাঠ্যপুস্তক খ. শিক্ষক সহায়িকা গ. শিক্ষাক্রম ঘ. প্রশিক্ষণ
ঙ. উপরের সবগুলো চ. ব্যক্তিগত সিদ্ধান্ত ছ. প্রযোজ্য নয়

২৮. শিক্ষাক্রমে মূল্যায়ন পদ্ধতি সম্পর্কে প্রদত্ত নির্দেশনা আপনার নিকট কতটুকু শিক্ষার্থীকেন্দ্রিক ও যুগোপযোগী মনে হয়?

- ক. পুরোপুরি খ. আংশিক গ. মোটেও না ঘ. প্রযোজ্য নয়

Appendix 2: Curriculum Evaluation Tool

Title of the curriculum/Name of NGO:

Name of Program:

Target Group:

Instructions:

- i) Use the following codes in judging suitability and appropriateness of different components of the curriculum
Codes:
1 = Excellent
2 = Good
3 = Undecided
4 = Poor
5 = Very poor
- ii) Give your comments and suggestions in appropriate places very briefly and specifically.

Part A: General Part of Curriculum

- **Principles of Curriculum**

1. Suitability and appropriateness of the principles

Suggestion(s) for omission, modification or inclusion of any principle(s)

- **Aim/goal of Curriculum**

2. Suitability and appropriateness of the aim/goal

Suggestion(s) for omission, modification or inclusion of aim/goal

- **Objectives of Curriculum**

3. Suitability and appropriateness of the objectives

Suggestion(s) for omission, modification or inclusion of any objective(s)

- **Evaluation techniques (Please describe)**

4. Appropriateness of suggested Evaluation techniques
Suggestion(s) for improvement

5. Appropriateness of suggested examination format
Suggestion(s) for improvement

6. Appropriateness of suggested type(s) of test item
Suggestion(s) for inclusion of new type(s) of test items for assessment

7. Appropriateness of suggested 'distribution of marks'
Suggestion(s) for inclusion of new type(s) of marks distribution

Guidelines for Textbook writers (Please describe)

8. Appropriateness of suggested Guidelines for Textbook writers
Suggestion(s) for improvement

Part B: Subject-wise evaluation

Subject: Language (Bangla and English)

- General objectives and subject-wise specific objectives:

9. Suitability and appropriateness of the subject-wise specific objectives

Suggestion(s) for omission, modification or inclusion of any subject-wise specific objective(s)

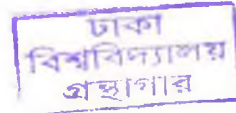
- Subject-wise specific objectives and learning outcomes:

10. Suitability and appropriateness of the subject-wise learning outcomes

- Classification of the learning outcomes

Domain	Sub-domain	Learning Outcomes (Serial Number)	Total Number	Percentage
Cognitive	Knowledge			
	Comprehension			
	Application			
	Analysis			
	Synthesis			
	Evaluation			
Affective				
Psychomotor				

- Inconsistency between Subject-wise specific objectives and learning outcome(s)



- Suggestion(s) for omission, modification or inclusion of any subject-wise learning outcome(s)

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11. Suitability of the learning outcomes in consideration of the age of the learners

12. Suitability of the learning outcomes in consideration of the age of the learners

13. Suitability of the learning outcomes in consideration of the occupation/situation of the learners

- **Contents**

14. Consistency between learning Outcomes and contents

Contents to be added to fulfill the demands of the learning outcomes

- **Teaching-learning activities (Please describe)**

15. Appropriateness of suggested teaching-learning activities

Suggestion(s) for improvement

16. Appropriateness of suggested teaching aids

Suggestion(s) for improvement

Subject: Mathematics

- General objectives and subject-wise specific objectives:

17. Suitability and appropriateness of the subject-wise specific objectives

Suggestion(s) for omission, modification or inclusion of any subject-wise specific objective(s)

- Subject-wise specific objectives and learning outcomes:

18. Suitability and appropriateness of the subject-wise learning outcomes

- Classification of the learning outcomes

Domain	Sub-domain	Learning Outcomes (Serial Number)	Total Number	Percentage
Cognitive	Knowledge			
	Comprehension			
	Application			
	Analysis			
	Synthesis			
	Evaluation			
Affective				
Psychomotor				

- Inconsistency between Subject-wise specific objectives and learning outcome(s)

- Suggestion(s) for omission, modification or inclusion of any subject-wise learning outcome(s)

19. Suitability of the learning outcomes in consideration of the age of the learners

20. Suitability of the learning outcomes in consideration of the age of the learners

21. Suitability of the learning outcomes in consideration of the occupation/situation of the learners

- **Contents**

22. Consistency between learning Outcomes and contents

Contents to be added to fulfill the demands of the learning outcomes

- **Teaching-learning activities (Please describe)**

23. Appropriateness of suggested teaching-learning activities

Suggestion(s) for improvement

24. Appropriateness of suggested teaching aids

Suggestion(s) for improvement

Subject: Social science

- General objectives and subject-wise specific objectives:

25. Suitability and appropriateness of the subject-wise specific objectives

Suggestion(s) for omission, modification or inclusion of any subject-wise specific objective(s)

- Subject-wise specific objectives and learning outcomes:

26. Suitability and appropriateness of the subject-wise learning outcomes

- Classification of the learning outcomes

Domain	Sub-domain	Learning Outcomes (Serial Number)	Total Number	Percentage
Cognitive	Knowledge			
	Comprehension			
	Application			
	Analysis			
	Synthesis			
	Evaluation			
Affective				
Psychomotor				

- Inconsistency between Subject-wise specific objectives and learning outcome(s)

- Suggestion(s) for omission, modification or inclusion of any subject-wise learning outcome(s)

27. Suitability of the learning outcomes in consideration of the age of the learners

28. Suitability of the learning outcomes in consideration of the age of the learners

29. Suitability of the learning outcomes in consideration of the occupation/situation of the learners

- **Contents**

30. Consistency between learning Outcomes and contents

Contents to be added to fulfill the demands of the learning outcomes

- **Teaching-learning activities (Please describe)**

31. Appropriateness of suggested teaching-learning activities

Suggestion(s) for improvement

32. Appropriateness of suggested teaching aids

Suggestion(s) for improvement

Subject: Life skill

- General objectives and subject-wise specific objectives:

33. Suitability and appropriateness of the subject-wise specific objectives

Suggestion(s) for omission, modification or inclusion of any subject-wise specific objective(s)

- Subject-wise specific objectives and learning outcomes:

34. Suitability and appropriateness of the subject-wise learning outcomes

- Classification of the learning outcomes

Domain	Sub-domain	Learning Outcomes (Serial Number)	Total Number	Percentage
Cognitive	Knowledge			
	Comprehension			
	Application			
	Analysis			
	Synthesis			
	Evaluation			
Affective				
Psychomotor				

- Inconsistency between Subject-wise specific objectives and learning outcome(s)

- Suggestion(s) for omission, modification or inclusion of any subject-wise learning outcome(s)

35. Suitability of the learning outcomes in consideration of the age of the learners

36. Suitability of the learning outcomes in consideration of the age of the learners

37. Suitability of the learning outcomes in consideration of the occupation/situation of the learners

• **Contents**

38. Consistency between learning Outcomes and contents

Contents to be added to fulfill the demands of the learning outcomes

- **Teaching-learning activities (Please describe)**

39. Appropriateness of suggested teaching-learning activities

Suggestion(s) for improvement

40. Appropriateness of suggested teaching aids

Suggestion(s) for improvement

Part C: General comments and suggestions

41. State in brief the major strengths of the curriculum including its worthwhile features

42. State in brief the major weakness of the curriculum

43. Give specific suggestion(s) for further improvement of the curriculum

Appendix 3.1: Teachers' concept about curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Objectives, contents, teaching-learning methods and evaluation methods of education	30	76.9	76.9	76.9

	Contents are divided into several parts	2	5.1	5.1	82.1
	Content distribution and examination schedule are mentioned	4	10.3	10.3	92.3
	All of the above	3	7.7	7.7	100.0
	Total	39	100.0	100.0	

Appendix 3.2: Any curriculum for Basic Education program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	35	89.7	89.7	89.7
	No	3	7.7	7.7	97.4
	Don't know	1	2.6	2.6	100.0
	Total	39	100.0	100.0	

Appendix 3.3: Any curriculum for Basic Education program of NGOs

		Any curriculum for Basic Education program			Total
		Yes	No	Don't know	
Name of NGO	Aparajeo Bangladesh	2.6%		2.6%	5.1%
	CARITAS	12.8%			12.8%
	CMES	12.8%			12.8%
	CMSD	10.3%			10.3%
	DAM	10.3%			10.3%
	GSS		7.7%		7.7%
	SEEP	12.8%			12.8%
	SHD	12.8%			12.8%
	USC-Canada	7.7%			7.7%
	Proshika	7.7%			7.7%
Total		89.7%	7.7%	2.6%	100.0%

Appendix 3.4: Appropriateness of curriculum regarding learners' age level Crosstabulation with the experience of teachers

		Appropriateness regarding learners' age level				Total
		Totally	Sum	Partially	Sum	
Experience of	0			2.60%		2.60%

teaching	1			2.60%		2.60%
	2	7.70%		5.10%		12.80%
	3	7.70%		5.10%		12.80%
	4	2.60%	18.00%	2.60%	18.00%	5.10%
	5	15.40%		2.60%		17.90%
	6	7.70%		2.60%		10.30%
	7	7.70%				7.70%
	8	2.60%	36.00%	2.60%	7.80%	5.10%
	9	2.60%				2.60%
	10	2.60%				2.60%
	11	7.70%				7.70%
	13			2.60%		2.60%
	14	5.10%	15.40%	2.60%	5.20%	7.70%
	Total		69.20%	69.20%	30.80%	100.00%

Appendix 3.5: Appropriateness of curriculum regarding learners' social and economic demand Crosstabulation with the view of teachers of different NGOs

		Appropriateness regarding learners' social and economic demand		Total
		Totally	Partially	
Name of NGO	Aparajeo Bangladesh	5.1%		5.1%
	CARITAS	5.1%	7.7%	12.8%
	CMES	10.3%	2.6%	12.8%
	CMSD		10.3%	10.3%
	DAM	2.6%	7.7%	10.3%
	GSS	2.6%	5.1%	7.7%
	SEEP	5.1%	7.7%	12.8%
	SHD	12.8%		12.8%
	USC-Canada	2.6%	5.1%	7.7%
	Proshika	7.7%		7.7%
Total		53.8%	46.2%	100.0%

Appendix 3.6: Appropriateness of curriculum regarding learners' social and economic demand Crosstabulation with the experience of teachers

		Appropriateness regarding learners' social and economic demand		Total
		Totally	Partially	
Experience of teaching	0		2.6%	2.6%
	1		2.6%	2.6%
	2	2.6%	10.3%	12.8%
	3	7.7%	5.1%	12.8%
	4	5.1%		5.1%
	5	15.4%	2.6%	17.9%
	6	5.1%	5.1%	10.3%
	7	5.1%	2.6%	7.7%
	8		5.1%	5.1%
	9		2.6%	2.6%
	10	2.6%		2.6%
	11	7.7%		7.7%
	13		2.6%	2.6%
	14	2.6%	5.1%	7.7%
Total		53.8%	46.2%	100.0%

Appendix 3.7: Appropriateness of curriculum regarding learners' daily needs
Crosstabulation with the view of teachers of different NGOs

		Appropriateness regarding learners' daily needs		Total
		Totally	Partially	
Name of NGO	Aparajeo Bangladesh		5.1%	5.1%
	CARITAS		12.8%	12.8%
	CMES	10.3%	2.6%	12.8%
	CMSD	5.1%	5.1%	10.3%
	DAM	7.7%	2.6%	10.3%
	GSS	2.6%	5.1%	7.7%
	SEEP		12.8%	12.8%
	SHD	12.8%		12.8%
	USC-Canada	2.6%	5.1%	7.7%
	Proshika	7.7%		7.7%
Total		48.7%	51.3%	100.0%

Appendix 3.8: Appropriateness of curriculum regarding learners' daily needs

Crosstabulation with the experience of teachers

		Appropriateness regarding learners' daily needs		Total
		Totally	Partially	
Experience of teaching	0		2.6%	2.6%
	1		2.6%	2.6%
	2	7.7%	5.1%	12.8%
	3	2.6%	10.3%	12.8%
	4		5.1%	5.1%
	5	15.4%	2.6%	17.9%
	6	5.1%	5.1%	10.3%
	7	5.1%	2.6%	7.7%
	8	2.6%	2.6%	5.1%
	9	2.6%		2.6%
	10	2.6%		2.6%
	11	5.1%	2.6%	7.7%
	13		2.6%	2.6%
	14		7.7%	7.7%
Total		48.7%	51.3%	100.0%

Appendix 3.9: Relation with contents of textbook and allocated time for teaching
Crosstabulation with the view of the teachers of different NGOs

		Relation with contents of textbook and allocated time for teaching		Total
		Perfect	Perfect for some subjects	
Name of NGO	Aparajeo Bangladesh	2.6%	2.6%	5.1%
	CARITAS	12.8%		12.8%
	CMES	2.6%	10.3%	12.8%
	CMSD	10.3%		10.3%
	DAM	7.7%	2.6%	10.3%
	GSS	5.1%	2.6%	7.7%
	SEEP	7.7%	5.1%	12.8%
	SHD	7.7%	5.1%	12.8%
	USC-Canada	2.6%	5.1%	7.7%
	Proshika	2.6%	5.1%	7.7%
Total		61.5%	38.5%	100.0%

Appendix 3.10: Relation with contents of textbook and allocated time for teaching
Crosstabulation with the experience of teachers

		Relation with contents of textbook and allocated time for teaching		Total
		Perfect	Perfect for some subject	
Experience of teaching	0	2.6%		2.6%
	1	2.6%		2.6%
	2	12.8%		12.8%
	3	7.7%	5.1%	12.8%
	4	5.1%		5.1%
	5	7.7%	10.3%	17.9%
	6	2.6%	7.7%	10.3%
	7	5.1%	2.6%	7.7%
	8	2.6%	2.6%	5.1%
	9		2.6%	2.6%
	10	2.6%		2.6%
	11	2.6%	5.1%	7.7%
	13		2.6%	2.6%
	14	7.7%		7.7%
Total		61.5%	38.5%	100.0%

Appendix 3.11: Followed guideline for teaching-learning activities Crosstabulation with the view of the teachers of different NGOs

		Followed guideline for teaching-learning activities			Total
		Teachers Guide	Training	All of the above	
Name of NGO	Aparajeo Bangladesh		2.6%	2.6%	5.1%
	CARITAS	2.6%	5.1%	5.1%	12.8%
	CMES			12.8%	12.8%
	CMSD			10.3%	10.3%
	DAM	7.7%	2.6%		10.3%
	GSS	7.7%			7.7%
	SEEP		12.8%		12.8%
	SHD	5.1%	2.6%	5.1%	12.8%
	USC-Canada			7.7%	7.7%
	Proshika	7.7%			7.7%
Total		30.8%	25.6%	43.6%	100.0%

Appendix 3.12: teachers' view about any guidelines for teaching-learning activities in curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	19	48.7	48.7	48.7
	No	11	28.2	28.2	76.9
	Don't know	9	23.1	23.1	100.0
	Total	39	100.0	100.0	

Appendix 3.13: Followed guideline for using teaching aids crosstabulation with appropriateness of guideline for teaching aids regarding learner centered and time demand

		Appropriateness of guideline for teaching aids regarding learners' centered and time oriented			Total
		Totally	Partially	Not applicable	
Followed guideline for using teaching aids	Textbook	5.1%			5.1%
	Teachers Guide	7.7%	12.8%	5.1%	25.6%
	Training	15.4%	5.1%	17.9%	38.5%
	All of the above	17.9%	10.3%	2.6%	30.8%
Total		46.2%	28.2%	25.6%	100.0%

Appendix 3.14: Teachers' view regarding importance of student evaluation and process of evaluation

		Frequency	Percent	Valid Percent	Cumulative Percent
Importance of student evaluation in Basic Education program	Very important	37	94.9	94.9	94.9
	Not very important	2	5.1	5.1	100
	Total	39	100	100	
Process of evaluation	At the time of every lesson	2	5.1	5.1	5.1
	After every lesson	18	46.2	46.2	51.3
	After total lessons	3	7.7	7.7	59
	Weekly	4	10.3	10.3	89.7
	All the mentioned process	12	30.8	30.8	100
	Total	39	100	100	

Appendix 3.15: Teachers view about Appropriateness of curriculum guidelines for learner evaluation process regarding learners centered and time demand

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally	19	48.7	48.7	48.7
	Partially	15	38.5	38.5	87.2
	Not applicable	5	12.8	12.8	100.0
	Total	39	100.0	100.0	

Appendix 3.16: Followed guideline for learner evaluation methods by the teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teachers Guide	16	41.0	41.0	41.0
	Curriculum	1	2.6	2.6	43.6
	Training	16	41.0	41.0	84.6
	All of the above	6	15.4	15.4	100.0
	Total	39	100.0	100.0	

Appendix 3.17: teachers view about appropriateness of guidelines for learner evaluation method regarding learner centered and time demand

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally	19	48.7	48.7	48.7
	Partially	13	33.3	33.3	82.1
	Not at all	1	2.6	2.6	84.6
	Not applicable	6	15.4	15.4	100.0
	Total	39	100.0	100.0	

Appendix 3.18: Suitability of the learning outcomes of language in consideration of the daily needs of the learners-Crosstabulation

		Suitability of the learning outcomes in consideration of the daily needs of the learners				Total
		Excellent	Good	Undecided/ Neutral	Poor	
Name of the NGO	Aparajeo Bangladesh		10.0%			10.0%
	CARITAS		10.0%			10.0%
	CMES		10.0%			10.0%
	CMSD		10.0%			10.0%
	DAM		10.0%			10.0%
	GSS				10.0%	10.0%
	SEEP			10.0%		10.0%
	SHD	10.0%				10.0%
	USC-Canada		10.0%			10.0%
	Proshika		10.0%			10.0%
Total		10.0%	70.0%	10.0%	10.0%	100.0%

Appendix 3.19: Suitability of the learning outcomes of language in consideration of the occupation/situation of the learners-Crosstabulation

		Suitability of the learning outcomes in consideration of the occupation/situation of the learners		Total
		Good	Undecided/ Neutral	
Name of the NGO	Aparajeo Bangladesh	10.0%		10.0%
	CARITAS		10.0%	10.0%
	CMES	10.0%		10.0%
	CMSD		10.0%	10.0%
	DAM	10.0%		10.0%
	GSS		10.0%	10.0%
	SEEP		10.0%	10.0%
	SHD	10.0%		10.0%
	USC-Canada		10.0%	10.0%
	Proshika		10.0%	10.0%
Total		40.0%	60.0%	100.0%

Appendix 3.20: Suitability of the learning outcomes of Mathematics in consideration of the
occupation/situation of the learners- Crosstabulation

		Suitability of the learning outcomes in consideration of the occupation/situation of the learners			Total
		Excellent	Good	Undecided/ Neutral	
Name of the NGO	Aparajeo Bangladesh		10.0%		10.0%
	CARITAS			10.0%	10.0%
	CMES	10.0%			10.0%
	CMSD			10.0%	10.0%
	DAM			10.0%	10.0%
	GSS			10.0%	10.0%
	SEEP		10.0%		10.0%
	SHD	10.0%			10.0%
	USC-Canada	10.0%			10.0%
	Proshika		10.0%		10.0%
Total		30.0%	30.0%	40.0%	100.0%

Appendix 3.21: Suitability of the learning outcomes of Social science in consideration of the age of the learners-Crosstabulation

		Suitability of the learning outcomes in consideration of the age of the learners			Total
		Excellent	Good	Undecided/ Neutral	
Name of the NGO	Aparajeo Bangladesh			10.0%	10.0%
	CARITAS		10.0%		10.0%
	CMES			10.0%	10.0%
	CMSD	10.0%			10.0%
	DAM	10.0%			10.0%
	GSS			10.0%	10.0%
	SEEP			10.0%	10.0%
	SHD	10.0%			10.0%
	USC-Canada			10.0%	10.0%
	Proshika		10.0%		10.0%
Total		30.0%	20.0%	50.0%	100.0%

Appendix 3.22: Suitability of the learning outcomes of social science in consideration of the occupation/situation of the learners-Crosstabulation

		Suitability of the learning outcomes in consideration of the occupation/situation of the learners			Total
		Good	Undecided	Poor	
Name of the NGO	Aparajeo Bangladesh		10.0%		10.0%
	CARITAS		10.0%		10.0%
	CMES		10.0%		10.0%
	CMSD	10.0%			10.0%
	DAM	10.0%			10.0%
	GSS		10.0%		10.0%
	SEEP			10.0%	10.0%
	SHD	10.0%			10.0%
	USC-Canada	10.0%			10.0%
	Proshika	10.0%			10.0%
Total		50.0%	40.0%	10.0%	100.0%

Appendix 3.23: Suitability of the learning outcomes of life skill in consideration of the age of the learners-Crosstabulation

		Suitability of the learning outcomes in consideration of the age of the learners			Total
		Excellent	Good	Undecided	
Name of the NGO	Aparajeo Bangladesh			10.0%	10.0%
	CARITAS			10.0%	10.0%
	CMES			10.0%	10.0%
	CMSD			10.0%	10.0%
	DAM			10.0%	10.0%
	GSS			10.0%	10.0%
	SEEP			10.0%	10.0%
	SHD			10.0%	10.0%
	USC-Canada	10.0%			10.0%
	Proshika		10.0%		10.0%
Total		10.0%	10.0%	80.0%	100.0%

Appendix 3.24: Suitability of the learning outcomes of life skill in consideration of the daily needs of the learners-Crosstabulation

		Suitability of the learning outcomes in consideration of the daily needs of the learners			Total
		Excellent	Good	Undecided	
Name of the NGO	Aparajeo Bangladesh			10.0%	10.0%
	CARITAS			10.0%	10.0%
	CMES			10.0%	10.0%
	CMSD			10.0%	10.0%
	DAM			10.0%	10.0%
	GSS			10.0%	10.0%
	SEEP			10.0%	10.0%
	SHD			10.0%	10.0%
	USC-Canada	10.0%			10.0%
	Proshika		10.0%		10.0%
Total		10.0%	10.0%	80.0%	100.0%

Appendix 3.25: Suitability of the learning outcomes of life skill in consideration of the occupation/situation of the learners-Crosstabulation

		Suitability of the learning outcomes in consideration of the occupation/situation of the learners		Total
		Good	Undecided	
Name of the NGO	Aparajeo Bangladesh		10.0%	10.0%
	CARITAS		10.0%	10.0%
	CMES		10.0%	10.0%
	CMSD		10.0%	10.0%
	DAM		10.0%	10.0%
	GSS		10.0%	10.0%
	SEEP		10.0%	10.0%
	SHD		10.0%	10.0%
	USC-Canada	10.0%		10.0%
	Proshika	10.0%		10.0%
Total		20.0%	80.0%	100.0%

Appendix 3.26: Descriptive Statistics of different aspect of curriculum

Aspects of curriculum	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Suitability and appropriateness of the principles	10	2	3	21	2.1	0.32
Suitability and appropriateness of the aim/goal	10	1	2	19	1.9	0.32
Suitability and appropriateness of the objectives	10	1	2	17	1.7	0.48
Appropriateness of suggested Evaluation techniques	10	1	4	18	1.8	0.92
Appropriateness of suggested examination format	10	1	4	22	2.2	0.92
Appropriateness of suggested type(s) of test item	10	1	4	24	2.4	0.97
Appropriateness of suggested distribution of marks	10	1	4	26	2.6	0.84
Appropriateness of suggested Guidelines for Textbook writers	10	2	3	28	2.8	0.42
Suitability and appropriateness of the subject-wise (Bangla and English) specific objectives	10	1	3	19	1.9	0.57
Suitability and appropriateness of the subject-wise (Bangla and English) learning outcomes	10	1	3	20	2	0.67
Suitability of the learning outcomes in consideration of the age of the learners	10	1	3	20	2	0.82
Suitability of the learning outcomes in consideration of the daily needs of the learners	10	1	4	22	2.2	0.79
Suitability of the learning outcomes in consideration of the occupation/situation of the learners	10	2	3	26	2.6	0.52
Consistency between learning Outcomes and contents	10	1	2	16	1.6	0.52
Appropriateness of suggested teaching-learning activities	10	1	3	17	1.7	0.67
Appropriateness of suggested teaching aids	10	1	4	20	2	0.82
Suitability and appropriateness of the subject-wise (Mathematics) specific objectives	10	1	3	17	1.7	0.82
Suitability and appropriateness of the subject-wise (Mathematics) learning outcomes	10	1	2	17	1.7	0.48
Suitability of the learning outcomes in consideration of the age of the learners	10	1	3	18	1.8	0.63
Suitability of the learning outcomes in consideration of the daily needs of the learners	10	1	3	18	1.8	0.79
Suitability of the learning outcomes in consideration of the occupation/situation of the learners	10	1	3	21	2.1	0.88
Consistency between learning Outcomes and contents	10	1	2	17	1.7	0.48
Appropriateness of suggested teaching-learning activities	10	1	2	16	1.6	0.52
Appropriateness of suggested teaching aids	10	1	4	22	2.2	0.79

Suitability and appropriateness of the subject-wise (Social science) specific objectives	10	1	3	23	2.3	0.67
Suitability and appropriateness of the subject-wise (Social science) learning outcomes	10	1	3	23	2.3	0.67
Suitability of the learning outcomes in consideration of the age of the learners	10	1	3	22	2.2	0.92
Suitability of the learning outcomes in consideration of the daily needs of the learners	10	1	3	26	2.6	0.70
Suitability of the learning outcomes in consideration of the occupation/situation of the learners	10	2	4	26	2.6	0.70
Consistency between learning Outcomes and contents	10	2	3	24	2.4	0.52
Appropriateness of suggested teaching-learning activities	10	1	3	21	2.1	0.88
Appropriateness of suggested teaching aids	10	2	3	23	2.3	0.48
Suitability and appropriateness of the subject-wise (Life skill) specific objectives	10	1	3	27	2.7	0.67
Suitability and appropriateness of the subject-wise (Life skill) learning outcomes	10	1	3	27	2.7	0.67
Suitability of the learning outcomes in consideration of the age of the learners	10	1	3	27	2.7	0.67
Suitability of the learning outcomes in consideration of the daily needs of the learners	10	1	3	26	2.6	0.70
Suitability of the learning outcomes in consideration of the occupation/situation of the learners	10	2	3	28	2.8	0.42
Consistency between learning Outcomes and contents	10	1	3	27	2.7	0.67
Appropriateness of suggested teaching-learning activities	10	1	3	27	2.7	0.67
Appropriateness of suggested teaching aids	10	2	3	28	2.8	0.42
Valid N (listwise)	10	Average			2.215	

Appendix 3.27: Descriptive Statistics of domains-wise different parts of basic education curriculum

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Knowledge (Language)	10	12.12	80.5	392.15	39.22	18.67
Comprehension (Language)	10	0	37.5	171.46	17.15	11.57
Application (Language)	10	0	48.48	233.48	23.35	17.68
Analysis (Language)	10	0	10.95	22.89	2.29	3.93
Synthesis (Language)	10	0	3.6	7.63	0.76	1.37
Evaluation (Language)	10	0	0.98	0.98	0.10	0.31
Affective (Language)	10	0	17.65	73.63	7.36	6.34
Psychomotor (Language)	10	0	52.17	97.53	9.75	15.77
Knowledge (Mathematics)	10	26.56	80	378.18	37.82	15.61
Comprehension (Mathematics)	10	0	20	103.82	10.38	9.17
Application (Mathematics)	10	0	50	323.84	32.38	18.68
Analysis (Mathematics)	10	0	16.67	49.13	4.91	7.15
Synthesis (Mathematics)	10	0	13.12	15.34	1.53	4.13
Evaluation (Mathematics)	10	0	6.6	14.53	1.45	2.45
Affective (Mathematics)	10	0	6.6	6.6	0.66	2.09
Psychomotor (Mathematics)	10	0	69.61	118.51	11.85	21.45
Knowledge (Life skill)	2	16.67	37.5	54.17	27.09	14.73
Comprehension (Life skill)	2	0	18.75	18.75	9.38	13.26
Application (Life skill)	2	18.75	33.33	52.08	26.04	10.31
Analysis (Life skill)	2	0	6.67	6.67	3.34	4.72
Synthesis (Life skill)	2	0	0	0	0.00	0.00
Evaluation (Life skill)	2	0	10	10	5.00	7.07
Affective (Life skill)	2	12.5	16.67	29.17	14.59	2.95
Psychomotor (Life skill)	2	12.5	16.67	29.17	14.59	2.95
Knowledge (Social Science)	7	33.96	74.43	312.12	44.59	14.24
Comprehension (Social Science)	7	8.33	24.53	128.38	18.34	6.69
Application (Social Science)	7	0.75	28.6	104.94	14.99	8.45
Analysis (Social Science)	7	0	6.76	12.32	1.76	3.03
Synthesis (Social Science)	7	0	2.78	4.28	0.61	1.11
Evaluation (Social Science)	7	0	20	24.28	3.47	7.37
Affective (Social Science)	7	0	33.33	75.84	10.83	12.27
Psychomotor (Social Science)	7	0	11.32	37.81	5.40	5.20
Valid N (listwise)	2					