

**NAVIGATING CHALLENGES AND OPPORTUNITIES:
CLASSROOM CHALLENGES TO IMPLEMENT THE NEW
NATIONAL CURRICULUM OF BANGLADESH IN
SECONDARY EDUCATION**

By

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A thesis submitted to the BRAC Institute of Educational Development in partial
fulfillment of the requirements for the degree of
Master of Education in Educational Leadership & School Improvement

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Declaration

It is hereby declared that

- 1.The thesis submitted is my own original work while completing a degree at Brac University.
- 2.The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
- 3.The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
- 4.I have acknowledged all main sources of help.

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Ethic Statement

As a researcher, I will uphold ethical considerations throughout the study by ensuring informed consent through clear explanations and voluntary participation, protecting participants' privacy and anonymizing data, and maintaining transparency about the research design, methods, and any conflicts of interest. I will prioritize avoiding harm by minimizing risks and providing support services if needed, while respecting cultural differences with cultural sensitivity. Data security will be ensured through secure handling and storage to prevent unauthorized access, and participants' right to privacy will be respected by clearly communicating data usage and maintaining confidentiality.

Abstract

This study primarily explores the classroom challenges of implementing the new competency based curriculum in secondary education introduced by the Bangladesh government in 2023. Along with the classroom implementation challenges it also explores the influence of the challenges in the teaching learning experience in the classroom looking at the strategies school administration and teachers are initiating to adapt the new curriculum for successful classroom implementation. The study is qualitative in nature having 21 participants from three government and semi government schools situated in Dhaka city. The data collection tools included two focus group discussions with teachers and students, nine in depth interviews with teachers, and administrative bodies and six classroom observations of grade 6 and 7. Thematic analysis has been done to categorize the key themes of the findings including key challenges, such as; overcrowded classrooms, inadequate resources, infrastructure and logistic constraints, limited stakeholder involvement. A discussion on how understanding these particular challenges can pave the path of understanding educational reformation in a broader context of Bangladesh is also discussed. Adapting strategies have also been highlighted along with the recommendations to tackle the significant challenges faced by all the stakeholders in the process. Implementing these recommendations can help educational stakeholders overcome the challenges identified in this study and advance towards successful educational reform in Bangladesh

Keywords: Competency-Based Curriculum; Classroom Challenges; Student-Centered Learning; Cultural Context; Educational Reform; Secondary Education; Teaching Learning Experience

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List of Acronyms

1. CBC: Competency-Based Curriculum
2. NCTB: National Curriculum and Textbook Board
3. FGD: Focus Group Discussion

Glossary

1. Competency-Based Curriculum (CBC): A curriculum model focused on developing students' skills and competencies for real-life applications.
2. Pedagogy: The art or science of teaching and instructional methods.
3. Focus Group Discussion (FGD): A qualitative research method where a small group discusses a specific topic under a moderator's guidance.
4. Rote Learning: Memorization technique based on repetition, often without understanding the underlying concept.
5. Student-Centered Learning: An educational approach that prioritizes students' needs, preferences, and active participation in learning.

Chapter 1

Introduction and Background

1.1 Introduction

In the era of rapidly changing and dynamic educational landscape introductions of new curriculums have been witnessed globally. Bangladesh as a developing country is also trying to match the standard of global education. From 2023, a new curriculum has been introduced in the education system of Bangladesh for grade 6 & 7 students to make them smart citizens and 21st century learners (Ahmed, 2023). The new national curriculum represents the culmination of a decades-long effort in Bangladesh to establish a competency-based approach to education. This curriculum aims to assess students' learning by evaluating their achievement of specific competencies over time. Competency-based education relies on students demonstrating their mastery of subject knowledge through assessments that highlight their deep understanding. This approach focuses on enabling students to "demonstrate what they know" and apply the concepts they have learned (Erstad, 2024).

A competency-based curriculum prioritizes the practical outcomes of learning, such as; knowledge, skills, and attitudes over the traditional memorization process of subject content. It is learner-centered and adaptable to changing needs, focusing on real-life application (Obaydullah & Jahan, 2020). There is no test and examination in the new curriculum and it has various alternative assessment practices in the books. Some practices are feasible and bring joy to both the students and teachers in the teaching -learning process as it focuses more on creative learning and critical thinking than the age-old memorization and lecture based rote learning system. According to an article of Dhaka Tribune, a leading news paper

of Bangladesh, Rukiya Sultana Mim, a sixth grader at Siddheswari Girls High School, said her lessons are now full of joy as they include more creative and group work, and less studying and exams (Abdullah, 2023).

While many of the practices are enjoyable, many of them are very difficult to implement and the whole school system is struggling to adapt them. There are many challenges that are being reported to be prevailing in the classroom while implementing the new curriculum. Major challenges are shifting teachers' mindset to deliver a student centric learning in the classroom, lack of teachers' training, impractical teacher student ratio in the classrooms, age old infrastructure not suitable for the classroom setting needed to implement the new curriculum, lack of resources and logistics in the classroom, evaluating with formative assessment properly. In 2023, many school students didn't get the textbooks on time and many teachers didn't receive proper long term training before implementing the new curriculum. According to education experts, the lack of preparedness for implementing the new curriculum is disappointing and shows a lack of coordination. In this paper I will investigate the aspects of challenges that are prevailing while implementing the new competency based curriculum in the classroom. I will also look for some effective solutions to smoothly implement the competency based curriculum in the classrooms.. My paper will focus on secondary schools in Dhaka city that follow the national curriculum, particularly grade 6 & 7 where the new curriculum has been introduced since 2023. The paper will be mostly qualitative to delve deeper into the challenges with some quantitative data to generalize some variables.

According to Azran (2023), the National Curriculum and Textbook Board (NCTB) initiated a competency-focused curriculum for grades one, six, and seven. Their aim is to extend this approach to all grades up to 10 by 2025. This shift from conventional rote learning to competency-based education prioritizes students' ability to demonstrate knowledge, skills, values, and attitudes relevant to real-life scenarios at their respective age and grade levels. This shift signifies a fundamental transformation in the country's educational landscape, aiming to cultivate critical thinking, problem-solving abilities, and adaptability among students (Azran, 2023). Aligning with the global education system this new curriculum looks for making children smart citizens and capable candidates for the future workforce. However, to implement this curriculum successfully the government needs to check a lot of factors including intensive teachers' training, adequate resource allocation, understanding students' socio-economic background, proper monitoring and evaluation.

According to Rahman (2024), however the well-intentioned government's efforts may be, there's a concern regarding their approach. It seems they've drawn heavily from the education systems of Finland and other Scandinavian countries without adequately customizing them to fit Bangladesh's unique socio-cultural and economic landscape. Instead of simply adopting these models, what's truly needed is adaptation—adjusting the curriculum to better suit the specific realities of Bangladesh. This lack of alignment between the imported curriculum and local conditions could pose significant challenges in terms of meeting our needs, teachers' capabilities, teacher student ratio and evaluation system to its successful implementation in the classrooms (Rahman, 2024). The debates among the stakeholders, the statements of intellectuals, the findings of the monitoring officers and the news, articles and reports

published stating the looming challenges of the implementation of this curriculum has made the topic worth investigating to properly identify the challenges with evidence and research.

1.2 Research Topic

In 2023, the government of Bangladesh introduced a competency-based curriculum in secondary education, focusing on developing essential skills and competencies in students through personalized learning, mastery of concepts, and performance-based assessments. However, the implementation of such a transformative curriculum presents several challenges at the classroom level. My research focuses on identifying these challenges and exploring their influence on the teaching-learning experience.

Topic: Classroom challenges to implementing Bangladesh's new national curriculum in secondary education and exploring how the challenges are influencing the teaching-learning experience.

The success of any new policy or system depends on its proper implementation to get the desired outcome. Transformation in the education system is not an alien thing in this subcontinent. Education being one of the basic rights in Bangladesh, has gone through many changes in the recent years. The latest transformation, the competency based curriculum desires for a student centric classroom environment while students will be active participants in the learning process. However, every new thing comes with its own challenges and struggles. These challenges also influence the learning experience and outcome heavily. Identifying the challenges of classroom implementation of CBC with proper evidence and investigation is necessary to understand the preparedness before bringing this curriculum to

us, the present scenario of the classroom implementation and the probable future of the education system of bangladesh.

1.3 Statement of the Problem

The adoption of the new national curriculum in secondary education in Bangladesh signifies a shift towards a student-centered approach, emphasizing competency-based learning. However, this transition is full of challenges within classroom settings. Despite the vision for a more dynamic and engaging learning environment, educators and students encounter various obstacles in effectively implementing the new curriculum. These challenges may range from resistance to change among teachers to insufficient resources and infrastructure to support the desired instructional practices. Teachers face difficulties transitioning from traditional practices to new methods due to lack of training and preparedness (Rahman, 2024). Insufficient infrastructure, overcrowded classrooms, and lack of teaching aids are hindering the successful classroom implementation (Hossain, 2023; Abdullah, 2024). Moreover, there may be cultural and contextual factors influencing the acceptance and execution of the competency-based curriculum. The curriculum struggles to align with Bangladesh's local socio-economic--cultural contexts (Siddiqur Rahman, 2024).

Understanding the nature of these challenges is critical for policymakers, educators, and stakeholders to address them effectively. Through qualitative inquiry, this research seeks to explore the difficulties faced in classrooms during the implementation of the new curriculum. By delving deeper into these challenges, the study aims to uncover their root causes, complexities, and potential implications for the broader education system in Bangladesh. Additionally, the research endeavors to identify strategies and interventions that

can mitigate these challenges and facilitate the successful integration of the competency-based curriculum into secondary education. Ultimately, this investigation aims to provide insights that will inform policy decisions, enhance teacher preparation and support, and improve educational outcomes for students in Bangladesh.

1.4 Research Questions

These are the Research Questions of my study defining my research objectives and what I want to find out through this study.

1. What are the challenges faced by secondary school teachers in implementing the new competency-based curriculum in the classrooms of Bangladesh?
2. How do these challenges influence the teaching learning experience of teachers and students in the classroom?
3. What are the strategies that are currently being used by teachers and school administrators to address the challenges associated with adapting to the new competency-based curriculum??

1.5 Purpose of the Study

The purpose of this study is to comprehensively examine the challenges encountered during the implementation of the new competency-based curriculum for grades 6 and 7 in Bangladesh. By conducting qualitative research, this study seeks to identify the specific classroom challenges faced by teachers, students, and school administrative bodies during the implementation of the competency-based curriculum. This study intends to understand the underlying factors contributing to these challenges, including teacher preparedness,

infrastructure deficiencies, resource allocation, and cultural influences. It aims to explore potential strategies and solutions to mitigate these classroom challenges and improve the effectiveness of curriculum implementation in classrooms. Through rigorous investigation and analysis, this study also aims to contribute to the development of actionable solutions that will facilitate the smooth and successful implementation of the CBC in secondary education. By addressing the identified challenges and implementing effective solutions, this research endeavors to create an educational environment that promotes the holistic development of students and equips them with the skills necessary to thrive in the 21st-century workforce.

1.6 Significance of the Study

This study holds significant importance as it examines the challenges mentioned above encountered during the implementation of the new competency-based curriculum for grades 6 and 7 in Bangladesh. By identifying and addressing these challenges, the study aims to improve the effectiveness of the curriculum by implementing it properly in the classrooms. Understanding and overcoming these classroom challenges is crucial for ensuring the successful execution of the transformative curriculum. It will also be useful for providing insights and recommendations to policymakers, educators, and stakeholders to inform decision-making processes and enhance educational policy and practice in Bangladesh.

The study is qualitative in nature offering a comprehensive understanding of the multifaceted challenges faced by the teachers and students along with the school administrative bodies. The findings of this study have far-reaching implications for educational policy and practice in Bangladesh. In the near future, this study will help educators to mitigate classroom

challenges while implementing any kind of new curriculum. The administrative bodies will be able to understand the need of a classroom infrastructure suitable for implementing the new curriculum. The preparedness before implementation will be taken seriously to avoid any sort of challenges that can hinder the smooth implication of the curriculum in the classroom.

Chapter 2

Literature Review and Conceptual Framework

2.1 Literature Review

The implementation of a new curriculum marks a pivotal moment in any educational system, signifying a shift towards updated pedagogical approaches and learning outcomes. Bangladesh has introduced a competency based curriculum to modernize the traditional education system for preparing the students as 21st century learners. Such transition represents a significant shift from traditional rote learning approach towards a competency based student centric learning approach as highlighted by Azran(2023). Promoting critical thinking, problem solving skills, creativity and self awareness are the intentions behind the research and decision making process to implement this new curriculum in the context of Bangladesh. The implementation phase started in January 2023 where secondary school students from class 6 and 7 were initially the recipients of this new curriculum. However, the implementation of the new curriculum is not without challenges. According to Siddiquir Rahman (2024), concerns have been raised regarding the government's approach, with

suggestions that the curriculum may have been adopted from foreign models without adequate consideration of Bangladesh's socio-cultural context. This lack of alignment could pose significant obstacles to successful implementation. Stakeholder engagement also plays a vital role in any educational reformation. Successful implementation is only possible with collective effort (Ahmed, 2024).

Various challenges have been identified since the implementation period started in January 2023. Stakeholders such as; students, teachers, parents, school administrations and external intellectuals have been talking about the challenges and its impact to provide quality education in the classrooms. Along with delays in printing and distributing textbooks, inadequate teacher training, and difficulties in adapting to new assessment practices that have been reported by (Ahmed, 2023), different challenges in classrooms while implementing the new curriculum is the talk of the town. Additionally, educators express concerns about the curriculum's compatibility with existing teaching methods and infrastructure.

According to the coverage of (Hossain, 2023), among the key challenges highlighted in implementing the new curriculum in the classroom is aspect of resource allocation. According to the study of (Sohel & Bain, 2024) classroom instructions play an important role in the learning experience and learning outcome as well. Having the challenges in the classroom few students are able to pick and follow the new guidelines while many students lag behind. They also highlighted that the move towards experiential learning signifies a paradigm shift in student assessment as well. According to (Ayanyemi, 2021) The traditional numerical scores and grades are replaced by geometric figures denoting various descriptions of students' abilities and performance. This shift aims to foster a more holistic evaluation of student learning, moving beyond mere academic achievements to encompass a broader

spectrum of skills and competencies. In contrast to traditional evaluation methods that focus solely on assessing students' knowledge, alternative assessment encourages students to think critically and creatively apply their knowledge to solve problems. Implementing alternative assessment practices within Bangladesh's education system can play a significant role in fostering holistic development and promoting student-centered learning outcomes. There are various methods and tools of alternative assessment practices and contextualizing the usage is also very important while implementing them. While implementing any practice, we should consider the cultural aspect, resources, need and practicality of implementing them in a local context. Inadequate teachers' training, lack of understanding among students and parents and lack of proper monitoring and evaluation is making the transparency and accuracy of the new alternative assessments tools questionable.

According to (Hossain, 2023), this transformation is underscored by the National Curriculum and Textbook Board's (NCTB) vision to produce "smart citizens" for a Smart Bangladesh by 2041. The curriculum is designed to encourage active student participation, group work, and skill acquisition, fostering a dynamic learning environment. However, skepticism surrounds the implementation of the new curriculum, reminiscent of previous educational experiments that failed to meet expectations. Critics argue that decision-makers may lack a comprehensive understanding of learning theory and practices, potentially jeopardizing the education of future generations. Masoom and Ahmed(2024) said comprehensive understanding of the challenges faced by the reformation of Bangladesh education system in primary education could be achieved with the inclusion of the data from multiple years.

But there is a gap to have a proper understanding of the specific classroom challenges particularly in secondary education in Bangladesh. The influences of these challenges are still

to be explored to have a holistic understanding of the pros and cons of this paradigm shift in the education system of Bangladesh.

2.2 Conceptual Framework

The conceptual framework for this study is designed to provide a structured approach for understanding the challenges and factors influencing the implementation of the CBC for grades 6 and 7 in Bangladesh. This framework incorporates various interconnected variables that contribute to the successful execution of the curriculum and the attainment of desired learning outcomes. The conceptual framework for classroom challenges to implement the new national curriculum of Bangladesh in secondary education can be structured as follows:

Independent Variable:

- Implementation of the new competency-based curriculum in secondary education in Bangladesh.

Dependent Variables:

- Primary challenges faced by secondary school teachers in implementing the new competency-based curriculum.
- Influence on teaching and learning experience in the context of the new curriculum.

Moderator Variable:

- Cultural and contextual factors: These factors influence how teachers, students, and administrators perceive and respond to the challenges of implementing the new curriculum. Cultural norms, societal expectations, and historical educational practices can affect the acceptance and execution of the competency-based curriculum.

Mediating Variables:

- Teacher preparedness: This variable mediates the relationship between curriculum implementation and challenges faced by teachers. Adequate training, support, and professional development opportunities can alleviate challenges and enhance teachers' ability to implement the new curriculum effectively. To measure the mediating variables in terms of teacher preparedness qualitative data such as observation and interview documents regarding training, lesson planning, classroom management will be analyzed thoroughly.
- Resource availability and infrastructure: This variable mediates the relationship between curriculum implementation and its impact on teaching and learning practices. Sufficient resources, including textbooks, teaching aids, and physical infrastructure, are essential for successful implementation of the competency-based curriculum. These variables will be measured by classroom observations.
- Stakeholder engagement: This variable mediates the relationship between curriculum implementation and learning outcomes. Active involvement of teachers, students, parents, and administrators in the implementation process can positively influence the effectiveness of the new curriculum. The number of meetings, workshops and community engagements will be measured.

Control Variables:

- Government policies and support: Government initiatives, funding allocation, and policies may influence the implementation process and its outcomes. Controlling these variables helps in assessing the unique impact of curriculum implementation.

- Socioeconomic factors: Socioeconomic status of schools and students can impact access to resources, teacher quality, and overall educational outcomes. Controlling for these factors helps in isolating the effects of curriculum implementation on classroom challenges.

The visual presentation of the flow of the conceptual framework is given below:

Independent Variable

Implementation of New Competency-Based Curriculum



Moderator Variable

Cultural & Contextual Factors



Mediating Variable --> **Dependent Variable** --> **Dependent Variable**

Teacher Preparedness Challenges Faced by teachers Teaching & Learning Experience



Resource Availability & Infrastructure



Stakeholder Engagement



Control Variables (External Influences)



Government Policies & Socioeconomic Factors & Support

Figure 1: Conceptual Framework of the study

Chapter 3

Methodology

3.1 Research Approach

To fill the gaps I found in the literature in terms of identifying the specific classroom challenges while implementing the competency based curriculum in secondary education, this study aims to understand the specific classroom challenges teachers are facing in CBC implementation. I want to explore how these challenges influence the teaching learning experiences of the teachers and students in the classroom as well. My study is qualitative in nature. The qualitative approach is chosen to delve deeply into the experiences, perceptions, and insights of teachers, students, and school administrators regarding the implementation of the CBC. Qualitative method allows for rich and detailed exploration of the challenges encountered in the classroom setting. These methods enable researchers to capture the complexities and context-specific factors influencing curriculum implementation, providing a holistic understanding of the issues at hand.

Additionally, qualitative research is well-suited for exploring subjective experiences, attitudes, and behaviors, which are integral to understanding the dynamics within educational settings. By engaging directly with participants and allowing them to share their perspectives, qualitative methods facilitate the identification of underlying issues and potential solutions. Overall, the qualitative approach is appropriate for this study as it

enables researchers to gain in-depth insights into the challenges faced during the implementation of the competency-based curriculum.

3.2 Research Site

The study will be conducted in three Secondary High Schools which are situated in Dhaka City. The schools are mostly government or semi-government high schools serving students from low socio-economic backgrounds. For the efficiency and availability of information these schools are selected within Dhaka city to collect data and information regarding this issue. By focusing on schools with predominantly low socio-economic backgrounds, the study aims to capture the specific challenges encountered in implementing the competency-based curriculum within this demography. Furthermore, government or semi-government high schools are central to the public education system in Bangladesh. Exploring the implementation of the competency-based curriculum within these institutional settings provides valuable insights into the broader context of educational policy and practice in Bangladesh.

3.3 Research Participants

In my study I will focus on children with low income backgrounds who are studying in secondary high schools in Dhaka City. The teachers and administrative bodies of those schools will also be an important part of my study. 21 participants from the selected Schools will be chosen as my research participants. It will be a purposive sampling. Among the 21 participants 12 will be the teachers, 6 will be the students, and 3 will be the top level administrative bodies of the schools. The inclusion of 21 participants will provide me with diverse data to capture the complex nature and experience of curriculum implementation.

Although the sample size may appear large, it is essential to get a holistic understanding of the challenges of competency based curriculum implementation. The voices of six students are also included as I am also looking at the influences of these challenges on the learning experience of the students. Including them in a smaller number ensures the avoidance of biases they might get from their family members.

3.4 Sampling Procedure

The sampling procedure for this study will be purposive sampling, focusing on selecting participants who possess specific characteristics relevant to the research objectives. Given the focus on children with low-income backgrounds studying in secondary high schools, as well as teachers and administrative bodies within these schools, the sampling process will prioritize individuals who can provide insights into the challenges and experiences related to implementing the competency-based curriculum.

Selection of Schools:

Three secondary high schools located in Dhaka City, Bangladesh, will be selected based on their predominantly low-income student population and government or semi-government status.

Identification of Participants:

Teachers: A total of 12 teachers will be selected from the selected schools teaching grade 6 & 7 having at least five years of teaching experiences. These teachers will represent diversity in terms of gender, teaching experience, teaching various subjects within the grade level.

Selection criteria will prioritize teachers with adequate training and experience in implementing the competency-based curriculum and a willingness to participate in the study.

Students: Student representation in this study will be limited as they are too young to provide opinions about the implementation and their perceptions are often shaped by parents and other stakeholders. 6 students will be chosen from the schools as participants.

Administrative Bodies: 3 top level administrative staff members, including principals, vice-principals will be selected from the schools. These individuals will provide insights into the organizational challenges and administrative processes related to curriculum implementation.

I will explain to the participants the objectives and scope of the study. Teachers, students, and administrative staff who meet the selection criteria and express interest in participating will be invited to take part in the study voluntarily. Informed consent will be obtained from all participants or their guardians before data collection begins.

3.5 Data Collection Methods

3.5.1 Primary Data

My primary data collection methods will be In-depth interviews, Focus Group Discussions, Observations for which I will prepare interview questionnaires and observation framework. These methods, including interviews, focus groups, and observations, will be used to gather information from the selected participants. Semi-structured interviews will be conducted with teachers and administrative staff to explore their experiences and perspectives on

curriculum implementation. Focus group discussions will be organized with the teachers and students to capture their insights and feedback on the competency-based curriculum.

Focus Group Discussion

Number : 2 focus group discussions will be conducted to collect data from the participants.

Participants: Each group will consist of 6 participants. These two groups will be divided among the teachers and students of the selected schools. Total 12 participants will participate in focus group discussions.

Focus: They will discuss the challenges of CBC implementation that they are facing and will give some recommendations to overcome the challenges as well.

In-Depth Interview (IDI)

Number: To understand the experiences deeply 9 in-depth interviews will be taken from the participants.

Participants: The Participants for IDI will be 3 administrative bodies and 6 teachers of those respective schools that are selected as my study area.

Focus: Specific challenges of classroom implementation, perceived impacts on teaching learning experience, students outcome and strategies to overcome the difficulties will be discussed.

Observation

Number: I will do 6 classroom observations of 3 classes observing each twice.

Focus: The classroom preparedness, teacher preparedness, teaching methods, student engagement, classroom management and specific challenges will be observed.

Following chart present the data collection methods/techniques, method-wise participants number

Methods	Numbers (Teachers)	Number (Children)	Number (Administrative Bodies)	Total Participant s
Focus Group Discussion (2)	6	6	00	12
In Depth interview (9)	6	0	3	9
Observation (6)	6			6

Table 1: Distribution of Research Participants

3.6 Role of the researcher:

During the data collection phase, as a researcher I will be responsible for:

- Recruiting and obtaining informed consent from participants.
- Recording and documenting data accurately and securely.
- Maintaining ethical standards, prioritizing participant privacy.
- Communicating effectively with participants.
- Reflecting on the process for continuous improvement.
- Ensuring the integrity and reliability of the collected data, laying the groundwork for meaningful analysis and interpretation.
- Mitigating personal biases by triangulation, anonymity and confidentiality during data analysis.

3.7 Data Analysis

I will conduct the study in Bangla for better communication with the participants whose native language is Bangla. Before conducting all interviews, FGDs verbal and written consent will be collected from the participant. The interviews will be tape-recorded, verbatim transcriptions will be prepared from the recordings. I will use them in my findings and analysis. I will summarize the transcribed data using triangulation and will merge them under thematic areas. Qualitative data analysis techniques, such as thematic analysis, will be employed to identify recurring themes, patterns, and insights emerging from the data.

These themes will be developed on the basis of objectives, research questions and conceptual framework of my study.

3.8 Ethical Issues and Concerns

As a researcher, I will maintain ethical consideration. Such as:

Informed Consent:

Before participation, all participants were provided with detailed information about the study's purpose, procedures, and potential implications. Consent was obtained voluntarily, ensuring participants were fully aware of their rights and the scope of the research.

Confidentiality:

The privacy of participants was safeguarded by anonymizing all data collected. Identifiable information was not shared in any form, and participants' responses were kept confidential throughout the study.

Voluntary Participation:

Participation in the study was entirely voluntary, with participants free to withdraw at any stage without any repercussions. They were made aware that their involvement was not obligatory.

Transparency:

Transparency was maintained by openly sharing the research objectives, methodology, and any potential conflicts of interest with participants. This ensured trust and clarity in the research process.

Avoiding Harm:

Every effort was made to minimize risks to participants. Psychological or emotional risks were carefully considered, and support services were made available if needed.

The study avoided any scenarios that could cause harm to participants.

Cultural Sensitivity:

The study was designed with a deep respect for cultural differences. Care was taken to ensure that questions, methods, and interactions were appropriate and sensitive to the cultural context of the participants.

Data Security:

Collected data was securely stored to prevent unauthorized access. Digital data was encrypted, and physical records were stored in locked files, ensuring the safety and integrity of all information.

Right to Privacy:

Participants' rights to privacy were respected at all times. The usage of collected data was communicated clearly, and participants were informed about how their contributions would be utilized in the research.

These ethical considerations guided the study to ensure it was conducted responsibly and respectfully, adhering to the highest standards of research ethics.

3.9 Credibility and Rigor

Experience and Capability: As a researcher I have experience of attending courses on research methodologies both in my undergraduate and postgraduate studies. I also have an experience of completing a monograph conducting a qualitative study while completing my undergraduate.

Knowledge and Experience related to the topic: I have done a fellowship at Teach For Bangladesh which provided me with experiences in working in the education sector of Bangladesh. I have worked inside and outside of the secondary education classrooms as a development worker to mitigate educational inequality.

Development of the Study: The development of my research study includes a detailed outline and matrix submitted and revised by my thesis supervisor. A research proposal was submitted along with a proposal presentation which was accepted before conducting the data collection.

Personal and Professional Characteristics: I am a person who intends to be a changemaker in terms of mitigating social inequality in various aspects of our life. Education being one of the top indicators, I became an enthusiast to work in this sector to bring social justice. I am sensitive and empathetic in nature and possess leadership qualities with communication skills that helped me a lot to conduct this study having various limitations.

3.9 Limitations of the Study

The present study is initiated under several constraints, particularly in respect of easy accessibility to the schools and availability of required data. The major limitations of the study areas follows:

- **Time Constraint:** The study is conducted over a short period, which limits the ability to observe long-term trends and influences.
- **Limited Data Availability:** Due to the lack of relevant studies, finding sufficient data for the literature review was challenging.
- **Scope of Schools:** The study focuses on three secondary schools in Dhaka. Expanding to more schools could provide a broader perspective.
- **Impact of July Revolution:** Data collection was hampered due to the disruptions caused by the July Revolution in Bangladesh, affecting access to schools and gathering student voices.

Chapter 4

Results

4.1 Introduction

This chapter represents the findings of the study conducted on the classroom challenges to implement the new competency based curriculum of Bangladesh in secondary education. The findings were derived from 2 focus group discussion, 9 in depth interviews and 6 classroom observations. The analysis and findings focuses on the classroom challenges of teachers, the influence of these challenges on teaching learning experiences of teachers and students and the recommended strategies to mitigate these challenges. Thematic analysis has been used to present my key findings.

Inadequate Teachers Training:

The teachers were dissatisfied with the training period and quality received from the government to adjust the new competency based curriculum in the classroom. The training lasted for one month which was not sufficient. Moreover, teachers who were used to teaching in traditional mode for a longer time struggled a lot to grasp the whole thing within such a short period of time. The quality of these training sessions were poor and not explained thoroughly. Later, in house training was conducted by the schools which helped a bit. Still the teachers didn't get the time and quality training to adjust to the new pedagogical approach that will enable them to implement them smoothly in the classroom. To specify the time duration of the training was very short, the trainers did not have a clear idea to answer clarifying questions. Compared to the contexts of India or Finland from where the

curriculum was inspired, lack of long term training, lack of peer learning hampered the effectiveness of this curriculum.

Example: “I am teaching following the traditional method from 2005. You can not expect me to grasp the new method with just one month of training.” (IDI: 3)

Infrastructure, Resources and Logistics Constrain

According to the findings, the whole infrastructure of the school is not suitable for implementing the new curriculum smoothly. Overcrowded classrooms, improper sitting arrangements for conducting group works, inadequate logistics; such as: computers, microphones, smart board, stationeries etc made the classroom implementation very difficult. Students need round table or sitting arrangements for group work, enough laboratories or open space to conduct practical assignments. Uninterrupted electricity supply is also needed while doing any task needing electric devices or the internet. The infrastructure constraints and lack of resources like; stationeries, teaching-learning materials, delay in textbook distribution from government directly impacted the learning experience and outcome of the students in the classroom, such as; conducting group activities became very difficult, providing hands-on experiences became nearly impossible, disrupted student engagements and student centric classroom management.

Example: “Schools do not provide us with papers and stationeries for group work, we need to bring them from home which is very financially difficult for us. Moreover, we have many homeworks that requires internet browsing, but we neither have smartphones available at home nor in schools.” (FGD:1)

Lack of Awareness and preparedness

Both the teachers and parents found it hard to accept the pedagogical approach of the competency based curriculum. It seems they are not prepared to accept these changes yet. For example; formative assessment, assessment without taking any exams and giving any marks, contents from the internet, including topics that are considered taboo in our society. They did not get ample time or training to change their mindset and prepare themselves for the upcoming changes in our education system. Many Teachers are struggling to do proper assessment using circle, triangle and square while parents do not know anything about these changes which made it hard for students to cope up. School administration and policy makers can take initiatives to mitigate the gap. Mandatory interactive sessions, open discussion, workshops can improve the understanding of CBC to support the framework.

Example: “My parents do not know anything about the assessment system. If there is no exam, how will I prove to them my sincerity? Neither the government nor the schools arranged any training sessions to make our parents understand the new system.” (FGD:1)

Adverse Influence on Teaching Learning Experience

Lack of proper training, improper infrastructure, lack of logistics, preparedness of different stakeholders made the classroom teaching learning experience below average of the expectation. Overcrowded classrooms have become one of the major challenges in terms of implementing CBC methods. Teachers couldn't assess the group works because of the overcrowded classroom and conducting student centric teaching was hampered a lot because of the teacher student ratio which was 1:70 on average. The physical environment often limited many opportunities to provide hands-on experience and practical learning

envisioned by this curriculum. Students neither got the traditional nor the proper learning following the CBC method. A lot of teachers and parents think that students are not learning anything.

Example: “ Students are not learning anything. There are no exams and teachers are unable to assess their group work properly because it becomes a chaos while assessing so many students altogether. One or two students from groups are doing all the work, the rest are just passing time.” (IDI: 7)

Some positive impacts were observed in the learning outcomes, Such as; creativity, improved leadership skills, collaboration, and problem-solving. However, these outcomes were very inconsistent, with some students benefiting more than others due to varying resource availability, teachers quality and family background. The mentioned outcomes provided in learning guides or the text book in the starting of each chapter are also not met properly. To ensure that every student meets these outcomes, individual care is very important which is nearly impossible in the chaotic environment with a huge teacher student ratio lacking resources.

Example: “Students are actively engaged in different activities now. They are no more passive learners. However, the number of active students is inconsistent because of various interfering factors. Students who can afford buying stationery, materials, and smartphones are performing better than those who can not afford them .” (FGD:2)

Long Term Implications

The long term implications of the identified challenges are far more severe than we can think of. Educational inequality will increase and the quality of education will decrease

eventually. Urban private schools who can go beyond the limitations will be able to provide quality education in terms of meeting the learning outcomes according to the new guideline. On the other hand, the semi urban, rural and government, semi government schools will lag behind. The mindset shift of both the teachers and parents will depend on frequent stakeholder collaboration initiatives. Underdeveloped schools are often neglected while providing these facilities.

Example: “I teach in a semi government school in Dhaka city where facilities are very limited. We can not provide our students with adequate digital facilities with learning materials. The school in my village has a worse situation than ours. They do not even have enough benches to accommodate all students. How will they implement this curriculum with such backwardness? It will increase the gap among the qualities of rural and urban students rapidly.” (IDI 1)

Adaptation and professional development

Despite the challenges, school administration is trying to adapt with the new curriculum. They are organizing extensive in-house training for teachers with the master trainers who were trained up by the government officials. Peer learning is playing a vital role in terms of teachers’ professional development. Informal discussions, workshops, and collaborative lesson planning have helped fill the gaps in professional development. Including parents in the process and arranging frequent parents’ meetings is also helping them to mitigate the classroom implementation challenges. However, these initiatives vary from school to school and on individual levels and that’s why the impact of these initiatives are also very inconsistent.

Example: “ We are doing our level best to arrange more training sessions for the teachers. We are also trying to include parents in this process. However schools also have many limitations. We can not do it all by ourselves without more government support and interventions.” (IDI 9)

4.2 Table

Theme	Key Findings	Example
1. Inadequate Teacher Training	● One-month training period deemed too short to adjust to new curriculum ● Poor quality of training with insufficient clarity on key concepts. ● Lack of peer learning and insufficient long-term training compared to international contexts like India and Finland.	“I am teaching following the traditional method from 2005. You cannot expect me to grasp the new method in just one month.” (IDI: 3)
2. Infrastructure, Resources, and Logistics Constraints	● Overcrowded classrooms, average teacher student ratio (1:70), and improper seating arrangements hinder group activities ● Inadequate resources like computers, microphones, and smart boards. ● Frequent delays in textbook distribution and insufficient electricity for digital tools.	“Schools do not provide us with papers and stationeries for group work; we need to bring them from home, which is financially difficult.” (FGD: 1)
3. Lack of Awareness and Preparedness	● Teachers and parents struggle to adapt to the competency-based curriculum. ● New pedagogical approaches, such as formative assessments and use of internet-based	“My parents do not know anything about the assessment system. If there is no exam, how will I prove to them my sincerity?” (FGD: 1)

	content, face resistance • Lack of proper training or workshops for parents and teachers to understand the changes.	
4. Adverse Influence on Teaching-Learning Experience	• Overcrowded classrooms make group activities chaotic and unmanageable. • Teacher-student ratio (1:70) limits personalized care, affecting outcomes. • Positive outcomes like creativity, leadership, and collaboration are inconsistent due to resource disparities.	“Students are not learning anything. Teachers cannot assess their group work properly because it becomes chaotic.” (IDI: 7) “Students with access to resources perform better than those who lack them.” (FGD: 2)
5. Long-Term Implications	• Educational inequality may worsen as urban private schools adapt better while rural and semi-urban schools lag behind. • Limited resources and neglect of underdeveloped schools exacerbate disparities.	“The gap among rural and urban students will increase rapidly.” (IDI: 1)
6. Adaptation and Professional Development	• Schools conduct in-house training with master trainers, and peer learning plays a crucial role. • Informal collaboration, such as lesson planning and workshops, helps address gaps in training	“We are doing our best to arrange training and include parents, but we need more government support.” (IDI: 9)

Table 2: Findings based on the themes in the study

Chapter 5

Discussion and Conclusion

5.1 Discussion

The findings from this qualitative study highlights the significant challenges faced in classrooms while implementing the competency based curriculum(CBC) in secondary high schools in Bangladesh. It also looks at the influences of these challenges on teaching learning experiences and the opportunities associated with this curriculum if we mitigate the challenges in the future. The discussion part elaborates the findings supported by the data with thematic analysis.

The study was conducted on three semi government high schools situated in Dhaka city where students from lower middle to upper middle class studies. The findings revealed that such schools had a lot of limitations while implementing the new national curriculum that brought a significant pedagogical shift in the education system of Bangladesh in 2023. As I particularly looked at the classroom challenges while implementing the curriculum, the findings indicated that the major challenges were inadequate teachers training, infrastructure constraints, overcrowded classrooms, lack of logistics and resources, mindset of teachers and parents, lack of social awareness and inclusivity. It is also found that the teaching learning experience often became very chaotic and the learning experiences were not as expected from the competency based curriculum.

If we dig deeper into the challenges we can see that most of the challenges were caused by the factors that have always been questionable when it comes to talk about the educational

environment of our government, semi government schools. In the traditional method students were highly dependent on rote learning and coaching business compensated for them. But in the competency based curriculum active participation and student centric learning is a must. The inadequacies are now hampering the implementation of CBC highly as we need a proper educational environment consisting of proper infrastructure, resources, quality teachers and so on. It is evident that if we want to align with the global education system, we must mitigate these limitations before bringing any new pedagogical approach. Lack of proper planning is also evident from the interviews of the participants and it looks like the new curriculum has been brought to our students without proper planning and contextual research. The classroom observations can also shed light on the claim. The overcrowded classrooms with long benches lack proper spaces for students to complete the creative works and group works. There is no round table or individual sitting chairs to make proper arrangements for group work. No stationeries or other resources are available in the classrooms. Teachers are struggling to communicate with these large numbers of students without any microphones or digital devices. Very few classes have digital smart boards and many of them are out of service as well. Some subjects also need enough space in the classroom for doing some physical activities and it is nearly impossible to do so in the congested classrooms. Hossain(2023) and Abdullah (2024) similarly found overcrowded classrooms and teacher student ratio as one of the major obstacles of successful CBC implementation in the classroom.

Talking about the teachers training on competency based curriculum makes the challenges worse. The short duration and limited scope of teacher training programs emerged as critical barriers. Many teachers are still struggling in the classroom while making the learning experience student centric. They could not fully come out of the traditional rote learning method. The class duration is also a burden as the teachers need to make sure that every student has participated in the tasks and evaluate them accordingly to complete the formative assessments. Many teachers are unable to grasp the instructions of the teaching guide provided by the government. They did not get enough time to prepare themselves and learn before making the students learn. Rahman (2024) also reported the struggle of teachers due to lack of adequate preparation. There is also a negative mindset towards the new curriculum as many teachers think the traditional system was the best. The struggles from the teachers' ends are multifaceted due to lack of time and training to grasp the pedagogical shift and a result of hustle bustle that the government did to implement CBC within a short period of time. There are also many controversies regarding the quality of textbooks that made many teachers and students reluctant in the teaching learning process.

Parents also play an indirect important role in escalating the challenges. As they are not included in the whole process from the government, they are clueless about the learning process. Ahsan (2023) and Hossain (2023) both emphasized the importance of parents' involvement for ensuring a supportive learning environment both inside and outside the classroom. Parents without having a proper understanding with the new approach often doubt their children for using smartphones for internet browsing to be up to date with the contents and communication to complete their group work with peers. They think their children are wasting their time. Many parents are also not financially capable to provide learning

materials and resources continuously. The assessment system made them more clueless as there are no examinations and no marks. They feel completely isolated from the journey and often discourage their children which has a negative impact on the learning process in the classroom.

There are also some positive impacts of CBC implementations according to school administration, some students and teachers. Students are now opening up more to ask questions to satisfy their curious minds. Peer learning, leadership skills, presentation skills have increased because of the group activities. The scope of doing creative stuff is also high in this curriculum. However, the positive outcomes are very inconsistent and largely vary from students to students because of the challenges. These findings are significant as they reveal the interconnectedness of systemic issues affecting CBC implementation. At the outset of this research, it was assumed that CBC would encounter structural and procedural hurdles during the phase of implementation. The results largely confirm this assumption, with the thematic analysis providing a nuanced understanding of these challenges. The findings not only reflect the challenges specific to Bangladesh but also contribute to the broader discourse on curriculum reform in similar educational contexts. This discussion may guide policymakers and educators in other countries undertaking similar initiatives.

5.2 Conclusion

The study successfully identified the challenges of classroom implementation of competency based curriculum along with the opportunities it provides to create a student centric learning environment. Reflecting on the findings, it is evident that the study achieved its primary objective of uncovering the systemic and procedural challenges faced by teachers and

students. The thematic analysis provided a detailed understanding of the specific challenges and how these challenges influenced the teaching learning experiences in the classroom context. The journey also shed lights on the perseverance of the stakeholders to adapt and adjust with this reformation. It also provided a deeper understanding of the layers and complexities of educational reformation in a developing country where contextual research and proper planning is more vital than we might think. The scalability of proposed solutions across different schools vary based on the urban rural, government and private factors. While urban and private schools have more funds and can easily implement the solutions this might not be the case in terms of rural or government schools on an individual level. That's why government initiatives, foreign aid are necessary to mitigate the equality to make the competency based curriculum implementation successful. The journey also reflected on the importance of including all the stakeholders in the reformation process to make a holistic approach to the change. This qualitative study is a comprehensive research effort aimed at contributing to the ongoing discourse on education reform in Bangladesh.

5.3 Recommendations

Following recommendations are proposed to address the challenges of implementing the competency-based curriculum (CBC) in secondary education in Bangladesh based on the study and its findings.

Proper Planning

It is evident that a lack of proper planning affected the implementation and overall reformation. More piloting to understand the contextual scenario of rural and urban schools and necessary infrastructural reformation should have taken place before implementing the

curriculum in the classroom. Government should take more initiatives to provide adequate resources according to the local needs to support the successful implementation of this curriculum or any reformation that might take place in the education system of Bangladesh.

Inclusive preparedness

Preparing the teachers, students, parents and all the stakeholders to embrace something new is very important. Seminars should take place to make a shift in the mindset of teachers towards CBC from the traditional one. More quality workshops and training should be conducted to make teachers capable of grasping the whole transformation. Including parents in the process through parent-teacher meetings, dialogues and in-house training is very crucial to make a consistent expected outcome from the classroom implementation.

Monitoring and Evaluation

A strong monitoring evaluation team can be formed centrally with government experts and also internally with skilled members from the school staff comprising curriculum experts, master trainers, data analyst etc. Their reports will help the policy makers and intellectuals to understand the ground reality of the educational scenario of the schools of Bangladesh. Clear indication of the metrics and rubrics should be followed. A monthly report based on the data should be analysed to identify the occurring challenges. Promoting transparency while evaluating is also very important.

By implementing these recommendations, educational stakeholders can address the challenges identified in this study and move closer to achieving the successful reformation in the upcoming context of the educational scenario in Bangladesh.

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Appendices

Appendix A. Consent Letter

1. Letter of Permission to Conduct Data Collection

To

Head Teacher

School Name

School Address

Subject: Request for Permission to Conduct Data Collection.

Dear Ma'am,

I hope this letter finds you in good health. My name is Nabila Islam Ridi, and I am currently doing my M.Ed in Educational Leadership and School Improvement at BRAC Institute of Educational Development, BRAC University. I am writing to seek your permission to conduct data collection procedures for my research study at your school as a part of my ongoing thesis project on the implementation of the new competency-based curriculum in Bangladesh secondary schools.

The study aims to understand the challenges faced by teachers in implementing the new curriculum in the classroom, assess its impact on teaching practices and learning outcomes, and identify effective strategies for overcoming these challenges. Your school has been selected as one of the three schools for this important research due to its commitment to educational excellence.

The data collection process will involve the following activities:

In-depth Interviews: Conducting semi-structured interviews with selected teachers and administrative staff to gain insights into their experiences and perspectives.

Focus Group Discussions: Organizing group discussions with teachers and students to capture their feedback and recommendations.

Classroom Observations: Observing classroom practices to understand the implementation process and identify any challenges faced during the transition to the new curriculum.

These activities will be conducted with the utmost respect for your school's schedule and operations, ensuring minimal disruption to the teaching and learning environment. All information collected will be kept strictly confidential, and the identities of participants will be anonymous in any reports or publications resulting from this study.

I kindly request your permission to conduct this research at your school. Your support and cooperation will be invaluable in contributing to the improvement of educational practices and policies in Bangladesh. If you have any questions or require further information about the study, please do not hesitate to contact me at +8801703188586 or email me at nabila.islam@teachforbangladesh.org. I look forward to your positive response and to the opportunity to work with your esteemed institution.

Yours sincerely,

Nabila Islam Ridi

ID: 22357038

BRAC University

By signing below, you indicate that you have read and understood the information provided above, and you give permission to conduct the data collection procedure at your school.

Permission Granted:

Head Teacher's Name: _____

Signature: _____

Date: _____

2. Letter of Informed Consent for Research Participants

Dear Participant,

My name is Nabila Islam Ridi, and I am currently doing my M.Ed in Educational Leadership and School Improvement at BRAC Institute of Educational Development, BRAC University.

I am conducting a study on the challenges faced by secondary school teachers in implementing the new competency-based curriculum in Bangladesh classrooms. Your participation in this study will provide valuable insights into the implementation process and help identify strategies to overcome these challenges.

Study Objectives:

The primary objectives of this study are to:

- Understand the challenges faced by secondary school teachers in implementing the new competency-based curriculum.
- Assess the impact of these challenges on teaching practices, learning outcomes, and overall classroom dynamics.
- Identify strategies currently being used by teachers and school administrators to address these challenges.
-

Participant's Role:

As a participant, you will be asked to take part in one or more of the following activities:

- **In-depth Interview:** A semi-structured interview lasting approximately 45-60 minutes.
- **Focus Group Discussion:** A discussion session with a group of 6 participants, lasting about 60-90 minutes.
- **Classroom Observation:** Observations of your classroom practices to understand the implementation process, lasting approximately 30-45 minutes per session.

Voluntary Participation:

Participation in this study is entirely voluntary. You have the right to withdraw from the study at any time without any penalty or loss of benefits to which you are otherwise entitled. If you choose to withdraw, any data collected from you will be destroyed.

Confidentiality:

All information collected during this study will be kept confidential. Your identity will not be revealed in any reports or publications resulting from this study. Data will be coded and stored securely to protect your privacy. Only the research team will have access to the data.

Risks and Benefits:

There are no known risks associated with participating in this study. While you may not receive any direct benefits, your participation will contribute to a better understanding of the challenges in implementing the new curriculum and help in formulating strategies to support teachers and improve educational practices.

If you have any questions about this study or your participation, please feel free to contact me at +8801703188586 or email me at nabila.islam@teachforbangladesh.org.

By signing below, you indicate that you have read and understood the information provided above, and you agree to participate in this study.

Thank you for your time and cooperation.

Sincerely,

Nabila Islam Ridi

ID: 22357038

BRAC University

Consent Statement:

I, _____, have read the above information and voluntarily agree to participate in this study.

Signature: _____

Date: _____

Witness Name: _____

Witness Signature: _____

Date: _____

Please keep a copy of this letter for your records

Appendix B. Interview Guide

Data Collection Tools

1.In-Depth Interview:

Introduction:

Thank you for participating in this interview. Your insights are incredibly valuable and will contribute significantly to improving educational practices and policies in Bangladesh. This study aims to understand the implementation of the new competency-based curriculum(CBC) in the classroom, identify challenges, and gather recommendations for better support and success. Your responses will remain confidential and will only be used for research purposes.

Do you have any questions before we start?

Background Information:

- Can you please tell me about your experience in teaching/administration at [School Name]?
- Can you please share your perspectives on the new competency-based curriculum?
- How long have you been involved in implementing the CBC in the classroom?
- What subjects do you teach following the new curriculum?
- What are your initial thoughts or impressions about the new curriculum?

Challenges Faced:

- What are some of the main challenges you have encountered while implementing the new CBC?
- Can you provide specific examples of these challenges in the classroom setting?
- How do these challenges influence teaching and learning experiences among teachers and students ?
- Have you observed any positive impacts or successes with the new curriculum in terms of student learning or engagement? Can you provide specific examples?
- Have you noticed any differences in challenges between the new curriculum and the previous one?
- How have you attempted to address or overcome these challenges so far?

Recommendations and Strategies:

- In your opinion, what strategies or interventions could help mitigate these challenges?
- Are there any resources or support systems you believe are necessary for successful curriculum implementation?
- How do you think the government or educational authorities could better support teachers/administrators in implementing the new curriculum?
- Are there any lessons learned or best practices you would like to share from your experience with the new curriculum?

Conclusion:

- Is there anything else you would like to add that we haven't discussed yet?
- Thank you once again for your participation. Your insights are invaluable to our research.

2.Focus Group Discussion:

Introduction:

Welcome everyone, thank you for participating in this focus group discussion. Before we start, let's introduce ourselves briefly.

Discussion Points:

- What are some of the challenges you have experienced while learning/teaching with the new competency-based curriculum? Can you share specific examples of these challenges in the classroom?
- How do these challenges influence teaching and learning experiences?
- Do you feel adequately supported in addressing these challenges? Why or why not?
- Are there any positive aspects or successes you have observed with the new curriculum?
- What recommendations would you offer to improve the implementation process? What strategies or resources do you think would help overcome these challenges?

Conclusion:

Thank you all for your valuable insights and contributions. Is there anything else you would like to add before we conclude?

3.Observation Framework:

Classroom Environment:

- Classroom layout
- Availability of teaching materials/resources
- availability of logistics
- Interaction between teachers and students
- Student engagement and participation

Teaching Methods:

- Use of interactive teaching strategies
- Incorporation of competency-based activities
- Adaptation to student needs and abilities
- Assessment methods used during the lesson

Student Engagement:

- Level of participation in activities aligned with the new curriculum
- Availability of resources for students
- Peer collaboration and group work
- Difficulty level of materials and activities for students
- Student enthusiasm and interest in learning activities
- Frequency and quality of student questions and contributions

Challenges Observed:

- Teacher struggles with new curriculum implementation
- Student difficulties in understanding or engaging with the material
- Infrastructure constraints and Resource limitations impacting instruction
- Any other notable challenges encountered during observation

Recommendations:

- Potential solutions or strategies to address observed challenges
- Suggestions for improving curriculum implementation in the classroom