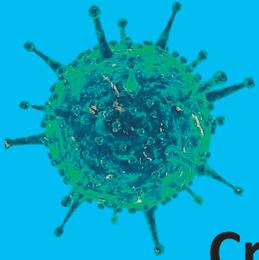




Research Report



**Recovery of Learning Loss
Created Due to COVID-19 Crisis:
Analysis of Bangla Learning Outcomes
and Identification of Content**



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Analysis of Bangla Learning Outcomes and Identification of Content



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Background

Following on the onset of COVID-19 pandemic, the Education Ministry of the Government of Bangladesh announced closure of all educational institutions from 17th March. The Primary and Mass Education Ministry has taken various groundbreaking steps to continue the teaching-learning process of the students. Among these, the notable steps are: broadcasting of learning activities titled 'Learn at Home' for primary level students aired through Sangsad TV and Bangladesh Betar (radio), hosting various digital learning materials on the 'Education Hub' managed by the Government's digital wing a2i (Aspire to Innovate). Above all, as the Government has taken a landmark step to build a digital Bangladesh in the wake of this catastrophe, I am deeply appreciative of the tremendous progress and success in achieving this goal and acknowledge the implementation of the initiatives mentioned above.

Students who have access to television and digital media can participate in the teaching-learning process initiated by the Ministry of Primary and Mass Education. However, due to geographic and socio-economic reasons, many students in our country have limited access to television and digital media. In such a situation, there is a risk of a learning loss among the students of the same Grade.

As per a World Bank report titled 'The COVID-19 Pandemic: Shocks to Education and Policy Responses,' there is inadequate data and research on what actions need to be taken to address students' learning loss given the pandemic situation. Once the schools reopen in the aftermath of the outbreak, time to achieve Grade-wise competency level within the current academic year and classroom-based learning outcomes would be inadequate. Therefore, within the remaining working days, students need to be taught priority-based Grade-wise content to achieve required competencies. Analysis of the effects of COVID-19 leads to the understanding that it has become imperative to determine condensed content to continue the students' teaching-learning activities during the post-COVID-19 situation.

Considering this circumstance, the research activity has been conducted to reduce the content of Bangla subject to the students of Grade 1 to 5. It has been supervised under the overall guidance and advice of the National Academy for Primary Education (NAPE) and with the technical and financial support of Room to Read Bangladesh. The title of the study is, 'Recovery of Learning Loss Created Due to COVID-19 Crisis: Analysis of Bangla Learning Outcomes and Identification of Content'. The purpose of the study is to ascertain and prioritize learning outcomes and related study content for students of Grades 1-5 and to address learning loss in Bangla by analyzing the classroom-based attainable competencies. Through this study, learning outcomes have been listed in three categories based on expert opinion according to a predetermined 'priority triangle' strategy. The categories are: Must Learn, Should Learn, and Nice to Learn. The content of Bangla subject has been determined according to 'Must Learn' category. In addition, guidelines have been formulated on how to achieve the learning outcomes through the prescribed content.

The participation of experts from the National Curriculum and Textbook Board (NCTB) and their thoughtful feedback have further enriched this research activity.

It is my firm belief that this research program, under the overall guidance and advice of NAPE and with the technical and financial support of Room to Read, will help the students to mitigate the learning gap in Bangla and acquire the present classroom-based attainable competency once school reopen.

Best Wishes,

Md. Shah Alam (Additional Secretary)
Director General, National Academy for Primary Education (NAPE)

Acknowledgment

As a response to the severity of COVID-19 pandemic, Bangladesh Government – like many other countries in the world – announced a general closure in all types of educational institutions from pre-primary to higher education. This has disrupted the pace of students' learning . They are facing learning loss due to the prolonged discontinuation of schooling. In the COVID-19 situation, landmark steps have been taken by the Ministry of Primary and Mass Education of the Bangladesh Government and its Directorate of Primary Education (DPE) which are being appreciated by all.

There are insufficient research and evidence regarding how to assess and meet the learning loss of the students and what kind of initiatives need to be taken during and post COVID-19 situation. The research titled 'Recovery of Learning Loss Created Due to COVID-19 Crisis: Analysis of Bangla Learning Outcomes and Identification of Content' has been conducted under the overall guidance and advice of the NAPE and with the technical and financial support of Room to Read.

It is quite difficult to conduct such a research within a constrained timeline during COVID-19 pandemic. To complete this research successfully, the help of subject experts at different levels was solicited. From data collection to final reporting, this study has gone through the collaboration of individuals and organizations at various levels. Firstly, honorable Director General of the National Academy for Primary Education (NAPE) – Mr. Md. Shah Alam is to be commended. His thoughtful opinions and suggestions have played a significant role in conducting the research. In addition, the honorable Director of NAPE, Mr. Md. Yusuf Ali, has provided necessary advice and guidance to the researchers. On behalf of Room to Read Bangladesh, I would like to express my gratitude to both of them for their contribution. Moreover, Mr. Rangalal Roy, Head and Senior Expert of Faculty of Research and Curriculum Development, NAPE, has provided the necessary advice and guidance at various stages – from determining research problems to preparing the final report. The research report has been enriched considerably with the advice and guidance of the NAPE faculty. I am also grateful to the concerned researchers of NAPE.

Professor Dr. A K M Reazul Hasan, Member of the Primary Curriculum Wing with the National Curriculum and Textbook Board (NCTB) and respective researchers of NCTB also participated in consultations and provided direction to this research. Special thanks to each and every one of them.

I gratefully acknowledge the involvement and cooperation of the parents and Bangla subject teachers of the project school in Room to Read Bangladesh's working areas in Dhaka and Natore, subject experts as well as instructors of PTI and URC who have extended their valuable feedback and suggestions.

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Best Wishes,

Rakhi Sarkar
Country Director
Room to Read Bangladesh

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Executive Summary

The severity of the COVID-19 pandemic has thrown the world into a difficult situation. Its adverse effects have spread to the Education Sector as well as the economic, social and political spheres across the world. In Bangladesh, the first COVID-19 patient was identified on the 8th of March 2020. Because the number of infected populaces started rising, the Bangladesh Government announced ‘general holiday’ in all educational institutions since 17th March 2020, which is still in effect (at the time of the research report being finalized). Due to the closure of schools, colleges, madrasa, universities and other educational institutions, disrupted education of students has led to learning loss. Meanwhile, the Government of the People's Republic of Bangladesh, especially the Ministry of Primary and Mass Education (MPME) and the Directorate of Primary Education (DPE) have taken various groundbreaking steps in order to continue the teaching-learning activities of the students during COVID-19 pandemic closures. However, many resources – including digital facilities required to access the resources – are not accessible to all students/learners, which is creating learning inequality among students. In this context, it is urgent to outline the teaching-learning activities from Grades 1 to 5 when primary schools open for the remaining days in 2020.

The main objective of the study is to determine the learning outcomes and related contents on the basis of priorities, for the purpose of developing a remedial package to reduce the learning losses of students from Grades 1 to 5 due to long-term school closure caused by COVID-19 pandemic. Following qualitative method, the study reviewed the national curriculum and textbooks of primary level Bangla subjects, and analyzed the opinions of experts from National Academy for Primary Education (NAPE), National Curriculum and Textbook Board (NCTB), and Room to Read. In addition, qualitative and quantitative data were collected and analyzed from PTI instructors, URC instructors, Bangla subject teachers and parents of students to validate the findings from the qualitative analysis and also to gather recommendations from relevant stakeholders. Curriculum and textbooks have been reviewed, and the accuracy of the results obtained based on field data has been confirmed. The final results of the study have been incorporated as per the objectives.

In the aftermath of the COVID-19 pandemic, a list of priority learning outcomes: ‘Must Learn’, ‘Should Learn’, and ‘Nice to Learn’ on classroom-based Bangla subject is set. For instance, only the list of Must Learn class-wise attainable competencies are presented as per the Grades in the following table:

Language Competency	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Listening	1.1 Will listen attentively to the sounds of the Bangla alphabet used in sentences and words and sounds of the selected conjunct letters and syllable. 1.2 Will listen to the words	1.1 Will listen attentively to the sounds of Bangla conjunct letters used in sentences and words. 3.4 Will be able to understand and remember by listening to the names of	1.1 Will be able to understand by listening the words formed by Bangla letters and conjunct letters. 1.2 Will be able to understand by listening the sentences made up of familiar and used words in the text.	1.1 To Will be able to say clearly and correctly the words formed with Bangla conjunct letters and sentences made by such words. 1.2 Will be able to understand by listening simple sentences.	1.1 Will be able to understand by listening the words formed with Bangla conjunct letter. 1.2 Will be able to understand simple sentences. 2.1 Will be able to understand the main theme and idea by

Language Competency	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	with or without vowel signs and sentences having such words and similar words formed with - 'Kar' sign and without 'kar' sign.	Bangla 12 months and 6 seasons.	1.3 Will be able to understand by listening to instructions, questions, requests, and announcements. 2.1 Will be able to understand the main theme of rhymes and poems by listening. 2.2 Will be able to understand the main theme after listening to stories and fables. 3.1 Will be able to understand by listening to conversations and descriptions on familiar topics. 3.3 Will be able to understand the description of bird.	2.1 Will be able to understand the theme and meaning by listening to rhymes and poems. 3.5 Will be able to understand by listening the ordinal numbers from first to twentieth and words representing dates from first to tenth.	listening to rhymes and poems. 2.2 Will be able to understand and enjoy events, main topics and ideas by listening to stories and fables. 3.4 Will be able to understand the main theme by listening to discussions on simple topics. 3.5. Will be able to understand the words related to cardinal numbers used in lessons and other cases.
Speaking	1.1 Will be able to say the sounds of the Bangla alphabet clearly and accurately used in sentences and words and the sounds of the selected conjunct letters. 1.2 Will be able to say words formed with 'vowel' sign and	1.1 Will be able to say Bangla conjunct letter sounds in sentences and words clearly and accurately. 2.6 Will be able to say the names of Bangla 12 months and 6 seasons and speak about it. 3.1 Will be able to speak	1.1 Will be able to speak clearly and accurately the words formed by conjunct letters and sentences made by such words. 1.3 Will be able to make requests and questions. 2.1 Will be able to recite the rhymes and poems in an audible voice from lesson and	1.1 Will be able to pronounce conjunct letters and sentences with such letters clearly and accurately. 1.3 Will be able to make request, questions and announcements. 2.1 Will be able to recite the rhymes and poems from textbook and outside of textbook in	1.1 To speak clearly and accurately the words formed with conjunct letters and the similar words. 1.3 To give instructions and make requests, questions and announcements. 2.2 To answer questions about poetry and its essence. 2.4 To tell the main theme and

Language Competency	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	without vowel sign.	in standard colloquial pronunciation.	outside of the lesson. 2.2 Will be able to tell the main theme of rhyme and poem. 2.3 Will be able to tell stories by looking at pictures. 2.4 Will be able to tell the main theme of stories and fables. 2.5 Will be able to participate in conversations and describe simple topics. 2.8 Will be able to describe birds and ask and answer related questions.	proper intonation and voice. 2.2 Will be able to answer questions related to poetry and its main theme. 2.4 Will be able to tell the main theme of the story and fairy tale. 2.6 Will be able to say ordinal numbers correctly from the 1 st to the 20 th and date representing words from one to ten.	idea of the story and fairy tale. 2.7 To say the numerical words used in lessons and other essays.
Reading	1.1 Will be able to read out the Bangla alphabets. 1.2 Will be able to read letters by adding vowel sign and without vowel sign. 1.3 Will be able to read selected conjunct consonant. 1.4 Will be able to read the words and sentences of textbooks and	1.3 Will be able to read conjunct letters. 1.4 Will be able to read the words and sentences of the textbooks and from books of the same level in standard pronunciation. 2.1 Will be able to read poems and rhymes in standard pronunciation. 2.6 Will be able to read	1.3 Will be able to read consonant conjunct clearly and accurately. 1.4 Will be able to read words and sentences of textbooks and equivalents in audible voice and standard pronunciation. 1.5 Will be able to read sentences and verse in a natural way with recognition of different punctuation marks.	1.3 Will be able to read correctly the words and sentences containing consonant compound. 1.4 Will be able to read words and sentences of textbooks and equivalent books in an audible, clear intonation and standard pronunciation at normal speed as much as possible. 1.5 Will be able to read stanzas and paragraphs	1.3 To read correctly the words and sentences containing the conjunct words used in text and equivalent book. 1.5 To read the stanzas and paragraphs by looking at the punctuation, stress and intonation. 2.1 To read and understand the essence of rhymes and poems from textbooks and equivalents.

Language Competency	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	<p>from books of the same standard in standard pronunciation.</p> <p>1.5 Will be able to read sentences recognizing the punctuation mark dari.</p>	<p>the names of Bangla twelve months and six seasons and understand the subject matter.</p> <p>2.8 Will be able to read cardinal numbers from one to one hundred.</p> <p>3.1 Will be able to read self-writing words and sentences and those written by others.</p>	<p>2.1 Will be able to read rhymes and poems with standard pronunciation.</p> <p>2.2 Will be able to recite rhymes and poems with standard pronunciation.</p> <p>2.4 Will be able to read and understand stories and fables.</p> <p>2.5 Will be able to read and understand conversations and descriptions in standard pronunciation.</p> <p>2.6 Will be able to read the description of a bird and understand the content.</p> <p>3.1 Will be able to read paragraphs written by oneself and others.</p> <p>3.3 Will be able to read children's books and other books equivalent to textbooks.</p>	<p>fluently by looking at punctuation marks.</p> <p>2.1 Will be able to read the rhymes and poems and understand the main theme in normal speed with standard pronunciation, keeping the normal rhythm intact.</p> <p>2.2 Will be able to recite the rhymes and poems in proper rhythm, intonation and standard pronunciation in normal speed.</p> <p>2.4 Will be able to read stories and fairy tales and understand the theme and the idea.</p> <p>2.5 Will be able to read conversations and descriptions and understand topics and ideas.</p> <p>2.8 Will be able to read ordinal numbers from the 1st to 20th and date representing words from one to ten.</p>	<p>2.4 To read stories and fairy tales and understand the main points and ideas.</p> <p>2.5 To read and understand the dialogue of a play and the description of specific topics.</p> <p>2.6 To read numerical words used in lessons and other essays.</p>
Writing	1.1 Will be able to write the Bangla alphabets in	1.4 Will be able to write words using	1.4 Will be able to form words and use them in sentences using	1.4 Will be able to use consonant conjunct and	1.4 To form new words using conjunct letters

Language Competency	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	<p>clear and correct form.</p> <p>1.2 Will be able to write vowel signs in proper shape.</p> <p>1.3 Will be able to write words with letter having vowel sign or not.</p> <p>1.4 Will be able to break down selected consonantal conjunct and write words with it.</p> <p>1.6 Will be able to write sentences using punctuation marks.</p>	<p>consonant conjunct.</p> <p>1.6 Will be able to write cardinal numbers from 1 to 100.</p> <p>2.2 Will be able to write one's own name and address and those of the school.</p> <p>2.5 to write the names of Bangla 12 months and 6 seasons and write the answers to questions related to the lesson.</p> <p>2.6 Will be able to write the words indication cardinal numbers from one to one hundred.</p>	<p>consonant conjunct.</p> <p>1.6 Will be able to write sentences and verses using punctuation marks used in the textbook.</p> <p>2.1 Will be able to write rhymes and poems of the textbook.</p> <p>2.4 Will be able to write descriptions of birds and answer related questions.</p> <p>4.2 Will be able to fill simple forms.</p>	<p>form new words, apply them in sentences.</p> <p>1.5 Will be able to write new sentences using words from the textbooks and out of the textbook.</p> <p>1.6 Will be able to write sentences and verses using punctuations used in lessons.</p> <p>1.7 Will be able to write ordinal numbers from first to tenth and date representing numbers from one to ten.</p> <p>1.8 Will be able to write short dictations.</p> <p>2.1 Will be able to write rhymes and poems from the textbook.</p>	<p>and apply them in sentences.</p> <p>1.5 To write new sentences using words from the textbook and out of the textbook.</p> <p>1.6 To write sentences and verses using punctuation.</p> <p>1.7 To write cardinal numbers used in lessons and other essays.</p> <p>2.5 To write descriptions and question-answer on natural diversity in Bangladesh.</p> <p>2.6 To write cardinal numbers used in lessons and other essays.</p> <p>3.1 To write essays on visual issues by looking at pictures.</p> <p>3.3 To write essays in simple language.</p> <p>4.1 To write letters and applications in simple language.</p> <p>4.2 To fill the form.</p>

For Grade-wise Bangla subject, the chapter/lesson/content suitable for achieving the prescribed learning outcomes as 'Must Learn' has been selected. The selected lessons are presented in categories listed below:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Learn the letters: from 'TA' to 'chandrabindu'	'Amader Chhoto Nodi'	Adorsha Chhele	Mobile phone	'Shokher Mritt Shilpa'
Learn 'kar' signs: all 'kar' signs	'Dukhhur Chhelebela'	'Ekai ekti durgo'	'Haat dhuye Nao'	'Shobdo dushan'
'Bhor holo'	'Prarthona'	'Pakhider kotha'	'Bawalider golpo'	'Smoroniyo jara chirodin'
'Mayer bhalobasa'	'Khamar barir poshu pakhi'	'Amader gram'	'Pakhir jogot'	'Swadesh'
'Muktijoddhader kotha'	'Chhoy Ritur desh'	'Palla dewar khobor'	'Kajla didi'	'Obak Jolpan'
	'Muktijuddher ekti Sonali pata'	'Boro Ke?'	'Moder bangla bhasa'	'Matir niche je Shohor'
	'Sobai Mile kori kaj'	'Khalifa Hazrat Abu Bakar (Ra)'	'Maa'	'Shikkhagurur morjada'
			'Beerpurush'	'Biday Hajj'
			'Khalifa Hazrat Umar (Ra)'	'Maolana Abdul Hamid Khan Bhashani'

Based on the above outcome, the following recommendations are set to provide adequate assistance to students in achieving the required competencies:

- It is essential to develop the remedial package following a mixed model considering the remaining working days. The model consists of both classroom-centered teaching and work plan for students to do at home with the help of the parents/guardians. In this case, to determine the subjects to be learned in school and at home and to develop specific plan urgently
- In addition to teaching-learning in schools, provision of supporting learning materials (worksheets) to assist with at-home practice
- Language skills should be given more importance in teaching Bangla subject. Emphasize the formulation of a remedial plan by combining essential language skills (e.g. conjunct letters, grammar etc.) beyond the selected lessons based on the available time in this school year
- Teaching more important lessons from selected contents in a limited time in changing circumstances on a priority basis
- Considering the psycho-social condition of students in the aftermath of COVID-19, joyful teaching-learning has to be ensured in school for active participation in the reading activities
- Run a school-led campaign to ensure regular attendance of students in the classroom. Take initiatives to get the absent students back to school
- Involve parents and local people's representatives to bring back dropout students
- Ensure review of the subject matter before the school closed due to COVID-19 pandemic
- Communicate with all concerned in the school including students, parents, SMCs and local representatives and take initiatives to raise awareness
- Encourage students to execute the given assignment based on formative assessment and help to achieve the expected learning outcomes by providing appropriate feedback
- Regularly supervise the teaching and learning activities conducted at the school level and provide necessary professional support to the teachers

Chapter 1

Background and Objective of Research

1.1 Background

Over the past few months, the COVID-19 pandemic has spread around the world, impacting hundreds of men, women and children. Direct communication and transportation at the social, state and international levels collapsed. All normal activities including social, economic, political and educational activities have come to a standstill in all parts of the world. Following the outbreak of the virus in Bangladesh, all educational institutions declared general holiday since March 17, 2020. Amidst the COVID-19 pandemic, government and private level establishments such as offices, courts and industrial outlets are introduced to a limited work schedule with complete exception in case of education institutions. Moreover, the experience of students being infected with the virus also raised concerns about opening of educational institutions in the post COVID-19 time. It has become difficult to make a final decision on opening educational institutions under the current circumstances. However, it is thought that the schools may open soon as the spread of the virus wanes.

Due to the severity of COVID-19 pandemic, schools, colleges, madrasahs, universities and other educational institutions in Bangladesh were closed as in all other countries of the world. This has disrupted lessons of students who are facing learning loss. Online education program is being organized specially for secondary and tertiary levels. Like other countries in the world, Bangladesh's primary level students with a regular curriculum and direct teaching methodology has faced most obstacles.

In the meantime, to continue the teaching-learning activities of the students in the COVID-19 situation, landmark steps have been taken by the Government – especially the Ministry of Primary and Mass Education (MPME) and the Directorate of Primary Education (DPE), which has been appreciated in many quarters. However, it is easy to assume all of the students are not getting the same digital learning opportunity. Some students in low-income communities do not have any access to digital learning benefits. Therefore, some students are being deprived of the opportunity of the ongoing teaching-learning activities adopted by the government. As a result, their next level of learning is being hampered and learning losses are increasing.¹

There is inadequacy in the data and research on how to determine students' learning losses and what kind of actions need to be taken to address them in the COVID-19 period.² It is believed that this study, conducted under guidance of NAPE, in consultation with NCTB and with technical and financial support of Room to Read, would be assistive in mitigating this gap.

1.2 Research Objectives

The study was conducted to determine the priority-based Grade-wise attainable and relevant contents of Bangla subject aiming to prepare a remedial package to help students of Grades 1-5 recover from the learning losses created as a result of the prolonged school closure effected to curb the spread of COVID-19 infection. The objectives have been specified as follows:

¹ George, S. (2020, May 19). In the world's fifth most-populous country, distance learning is a single television channel. *The Washington Post*. https://www.washingtonpost.com/world/asia_pacific/pakistan-coronavirus-education-teleschool/2020/05/18/9ee159a8-8eee-11ea-9322-a29e75effc93_story.html

² The Covid-19 Pandemic: Shocks to Education and Policy Responses, World Bank, May 2020

- To determine Grade-wise prioritized attainable learning competencies in the post COVID-19 time: prepare a list following 'Must learn', 'Should Learn' and 'Nice to Learn' categories,
- To determine Grade-wise content mapping based on the prioritized list to achieve must-attainable learning competencies, and
- To prepare learning assistive guidance/recommendations based on the prioritized contents to achieve Must Learn outcomes.

1.3 Literature Review

Research document/material on how to determine students' learning deficits and its way out to address and mitigate is inadequate. Like other countries in the world, data from various countries in South Asia show that COVID-19 has had an adverse effect on education sector in all countries, including India, Sri Lanka, Pakistan, Nepal and Myanmar. As mentioned earlier, to continue the teaching-learning activities of the students during COVID-19 pandemic, several landmark and appreciable steps have been taken by Bangladesh Government. Among them, notable activities undertaken by the Government and the private sectors are broadcasting Grade and subject-wise lessons on Sangsad TV, direct tutoring using various digital means, online upload (both on organizational/institutional websites as well as YouTube) of recorded lessons from Government and non-Government organizations etc.

Most governments around the world have temporarily closed educational institutions in an attempt to reduce the spread of COVID-19³. As of 30 September 2020, approximately 1.077 billion learners are currently affected due to school closures in response to the pandemic. According to UNICEF monitoring, 53 countries are currently implementing nationwide closures and 27 are implementing local closures, impacting about 61.6 percent of the world's student population. 72 countries' schools are currently open⁴. This is having a huge negative impact on learning activities. In addition to disrupting learning activities, students are also facing physical and mental damage. Thus, their health is being adversely affected day by day.⁵

Researched on what the educational activities would be like during and post COVID-19 pandemic have been initiated in various countries. These would provide direction on children continuing to learn and filling up the learning loss. Initiatives of some of the countries are summarized below:

- **Ireland**

With the primary schools closed, the Irish government has taken three steps during the COVID-19 pandemic. First, they have maintained contact with students, parents, teachers and staff via email and phone. Second, various Google apps such as Moodle, Cloud, Edmodo and other social media tools are being used for educational purposes making it easy for users. Third, they backed-up all data outside of school through cloud computing.⁶

A few more steps taken by the Government of Ireland:

- Conducting alternative internet activities in the field of distance learning such as reading, writing, teaching different textbooks in the classroom as well as project-, game- and research-based learning activities to keep the students active.
- Maintaining a system for students to communicate with teachers as reported by half of the schools and parents contacted.

³ 'COVID-19 Education Disruption and Response' UNESCO, 2020

⁴ 'COVID-19 Education Disruption and Response' UNESCO, 2020

⁵ The Covid-19 Pandemic: Shocks To Education And Policy Responses.

⁶ Covid-19 Practice in Primary Schools in Ireland Report, 2020.

- Most schools are contacting parents to ensure compatibility of the amount and speed of lesson work assigned to students.
- To get feedback, some schools are delivering laptops to students, while some others are waiting for the government 'learning pack' to reach parents.
- The first practical step being delivery of various technological materials to schools.
- Teachers using WhatsApp group as a means of communication among themselves.

- **Afghanistan**

The Afghan Ministry of Education has taken a number of steps in an effort to continue the education of children during COVID-19 pandemic. Their main goal is to bring education to the doorsteps of children in various innovative processes using existing resources and capabilities. The plan has been designed with focus on self-learning, television, joining distance learning using mobile and in-person teaching in smaller groups following health safety. In order to implement this plan, the Ministry of Education is conducting monitoring at various levels as well as skill development programs for teachers, head teachers and principals. In addition, the Ministry of Education is working with various NGOs to scale these into a national initiative and manage educational activities in Afghanistan as efficiently as possible.⁷

Utilizing existing resources, the Ministry has created two learning opportunities for primary level:

- Distance learning: The basics of the primary level will be taught through lessons broadcast on television. Besides, educated parents, high school students, imams of mosques, etc. will help with learning. Progress will be evaluated after four and a half months.
- Learning in small groups: In remote areas where there is no access to electricity or television and mobile phones, teachers would form small groups of 5-6 pupils and conduct educational activities in an open environment to comply with health safety measures. However, the national language, social sciences, Islamic education will be self-taught.

- **India**

The National Commission of India, in collaboration with UNESCO, is working online to implement the objectives of various sub-commissions. The Ministry of Human Resource Development (MHRD) of India and its affiliates are working to launch digital education across the country using online education platforms as well as radio and television. Following the announcement of a nationwide lockdown in India on March 23, immediate steps were taken to make equitable digital learning more effective, so that students can continue their learning during lockdown. Over the years, MHRD created a huge collection of online resources which can be used now through a variety of digital platforms. Teachers and students are able to use these digital resources using laptops and mobile phones; and students in remote locations are using radio and television.⁸

Two alternative learning opportunities have been created for primary school students in India:

- Diksha: It is an online platform for school-based learning. It follows the school curriculum and provides digital learning materials to teachers, students and parents. The platform has over eighty thousand e-contents for the first to twelfth Grades in more than one regional / provincial languages of India.

⁷ Alternate Education Service Delivery COVID-19 Emergency Response Plan, March 2020.

⁸ Indian National Commission For Cooperation With Unesco Response To Covid 19, 2020.

- ePathshala: The National Council of Educational Research and Training of India has developed a web-portal alongside a mobile app called ePathshala. For students of Grades 1-12, there are 1886 audio files, 2000 videos, 696 e-books as well as 504 flip books in different languages.

- **Pakistan**

During COVID-19 pandemic, the Government of Pakistan has considered the availability of technology and the importance of preventing students from learning loss and taken several steps with a budget of about 15 million USD to ensure that students continue their learning.⁹ These are:

- Ensuring self-learning and guided learning for students: The plan was designed considering the availability of technology.
- Steps have also been taken to continue student learning with the help of community members and family members in remote areas where the Internet is not readily available.
- Providing students with exercise books, printed materials to assist in self-learning.
- Continuing children's education by broadcasting various thematic classes on television, radio and social media. Online digital classrooms in locations with easy access to the Internet, also have the opportunity to learn through video conferencing.
- Creating open learning software, digital e-books suitable for smartphones.
- Providing various assistance to students to ensure physical and mental health as well as hygiene and health safety.
- Developing, implementing and expanding a remedial learning/catch-up and ALP/NFE programs for students who are left behind due to school closures.
- Keeping observation/monitoring activities ongoing.

- **Bangladesh**

There is no research paper on the effects of COVID-19 and post-COVID primary education methods and techniques in primary education in Bangladesh. However, the Ministry of Primary and Mass Education has identified the following major impacts on primary education:¹⁰

- Learning loss due to discontinuation of the learning activity.
- Limited learning outcomes and hoshrtcoming of the assessment systems.
- High possibility of the creation of a learning inequality in different strata.
- Dropout rate increasing and influencing upsurge of the number of out-of-school children.
- Hamper in teachers's involvement and development of their professional competencies.
- Adverse impact on students 'health and nutrition.
- Increase in hygiene risk.
- Increase in gender inequality during school closures affecting the return to learning activity.
- Rural children, especially the ones from low-income families, can be negatively affected.
- Children with special needs can also be negatively affected.
- May have negative effects on general safety and psycho-social issues.
- The risk of disruption and uncertainty in non-formal education may increase.
- The number of young unemployed may increase.

However, it is undeniable that even after dealing with the COVID-19 pandemic, various problems will remain in the field of education. That is why it is necessary to formulate a plan to ensure quality education for the students of every country before re-entering the education

⁹ Pakistan National Education Response And Resilience Plan (K-12) For COVID-19, 2020.

¹⁰ COVID-19 Response and Recovery Plan for Education Sector", Government of the People's Republic of Bangladesh, Ministry of Primary and Mass Education, Ministry of Education, May 2020

center in compliance with the post COVID-19 health measures. To that end, recreating quality curriculum and teaching materials and emphasizing teaching methods are crucial.¹¹

Therefore, by analyzing the effects of the above-mentioned COVID-19 time strategies, it is important to determine the Grade-wise attainable competency of the students in the earliest and then determine content accordingly so that teaching-learning activities continue in a pleasant and effective environment in the post COVID-19 times.

¹¹ The Covid-19 Pandemic: Shocks to Education and Policy Responses.

Chapter 2 Research method

2.1 Nature of research

This research activity is a systematic qualitative analysis. Applying the analytical reviews, primary level Bangla subject curriculum and textbooks have been scrutinized. Moreover, opinions of various stakeholders (PTI and URC instructors, Bangla subject teachers and parents of students) including field and central-level experts of primary education initiatives were collected and analyzed. For the purpose of achieving the intended goals of the research, a preliminary review of the curriculum and textbooks of the primary-level Bangla subject was carried out. The information and data obtained in this review has been coordinated by ensuring rationality based on the opinions of various stakeholders including subject and education experts. To this end, both qualitative and quantitative information gathered from stakeholders were coordinated. The results obtained from the analysis of quantitative data were considered as complementary to the final qualitative analysis.

2.2 Learning Outcomes and Content Analysis and the Selection Procedure

2.2.1 Learning Outcomes and Content Determination Process

The first step in this qualitative study was content review and analysis. It was performed by a team of curriculum and content experts of NAPE, NCTB, and Room to Read. This analysis reviewed the learning outcomes and contents of Bangla textbooks (Grades 1-5). A review of learning outcomes and contents was performed to determine the learning outcomes in terms of a structured 'priority pyramid'¹², which is being used when a situation demands essential 'Must Learn' contents to be covered to help recover learning losses in a limited timeframe. In this situation, it is rational to group the large learning content into smaller units in relation to the importance of each unit of the learning content. In so doing, Bangla subject teachers would be able to focus on 'Must Learn' and 'Should learn' contents from prioritized list rather than from the 'Nice to Learn' list to achieve prioritized learning outcomes. However, if time permits, it is preferable to target 'Nice to Learn' list with the help of supplementary contents.

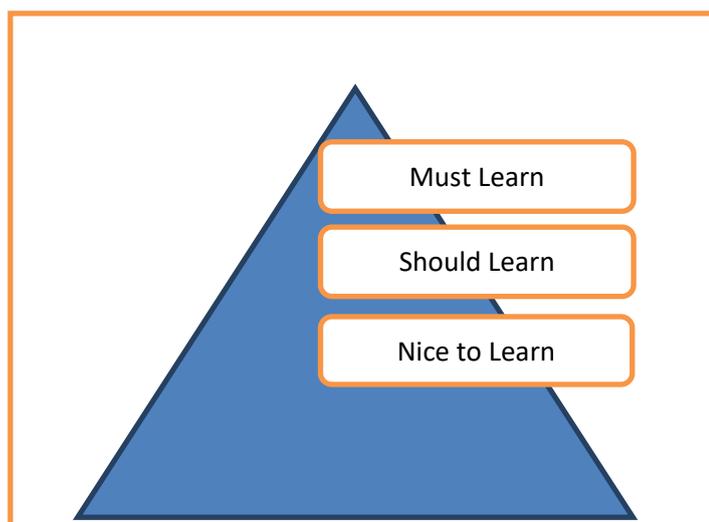


Image 1: Priority Pyramid

¹² <https://www.ou.edu/limclass/5413/wk03/mod03c.htm>

2.2.2 Interview of Key Informant (KII)

The key informants of this study were PTI (Primary Teacher's Training Institute)'s Bangla subject instructors and URC (Upazila Resource Center) instructors. Required information has been collected from them through interviews. Six PTI instructors and six URC instructors were interviewed using a semi-structured, open-ended questionnaire. Respondants were selected purposively based on their skills and work experience in primary school curriculum and textbooks of Bangla subject. Notable among the topics covered in the interview:

- What will be appropriate teaching process if schools re-open for reduced schooling days?
- What will be the major factors in prioritizing learning outcomes and contents?
- What will be the strategy to ensure learning continuity if we are to reduce 2020 curriculum?
- What will be student evaluation strategy in school activities in the next COVID-19 situation?
- What process can enhance learning outcome through condensed set of contents (G1-5)?
- What approaches can Bangla teachers follow to deliver condensed set of contents?
- What major role of teachers and parents can help achieve prioritized learning outcomes?
- Do you have any other relevant suggestions?

2.2.3 Data Analysis and Prioritization of Learning Outcomes and Content

Document review and subsequent analysis was done which was supervised by an expert team comprising of experts on education and curriculum, academicians, researchers, Bangla subject teachers and education administrators. This helped prioritize the learning outcomes for learners of Grades 1-5. The process was completed by applying explicit criteria (e.g. alignment with learning standards, prerequisite for learning advancement) to rate or rank the content on the importance as per the priority triangle. To construct the priority mapping for competencies, the following steps were followed:

- Identifying the required competencies for each Grade (Grade 1-5);
- Sequencing competencies based on the Priority Pyramid.

For sequencing contents (themes/topics), the following steps were followed:

- Clustered and shorted all contents of Bangla subject for Grades 1-5;
- Identified the contents aligned with the priority competencies for each Grade;
- Identified contents already covered before school closures due to COVID-19;
- Identified contents covered by digital platforms including Sangsad TV;
- Determined sequence of the contents as per the Competency Pyramid.

2.3 Validation of Information

In order to verify the accuracy of the contents/lessons selected on priority basis by subject experts, another list of contents/lessons was prepared with the opinion of the experts as well as the subject teachers of the primary level. In addition, feedback on learning losses and Grade-wise attainable competencies collected from teachers were considered on a priority basis. Selected content or lessons were finalized through a thorough review of the list received from experts and teachers. Moreover, feedback on parental learning losses, post-COVID learning activities, and learning evaluation from parents were collected through another semi-structured interview questionnaire. All information has been collected using available virtual communication channels (such as email, WhatsApp, Viber, Imo, etc.). In keeping with the opinions of expert team, relevant key informants including Bangla subject teachers and parents, various recommendations were formulated as a step toward achieving the required competencies in the aftermath of the COVID-19 pandemic.

The major participants of the process were Bangla subject teachers and parents of the learners from Grades 1-5. From each Grade, 12 teachers were interviewed. In total, 60 trained Bangla teachers who represented both the urban and rural context were considered during data collection. A total of 10 parents of learners from each Grade were interviewed (in total 50 parents – on the basis of communication facilities). Considering time constraints, Room to Read executed the validation process in their project implementing areas of Dhaka and Natore.

2.4 Final Analysis, Prioritization and Outcomes

Data collected has been compiled and coded using standard coding methodologies. As part of this process, a transcription of the responses was made in the beginning, and thematic code provided considering the essence of the opinion. Subsequently, the responses of the participants were thematically analyzed as per the specific objective of the research. Above all, data gathered from stakeholder feedbacks was provided to a team of academic experts representing NAPE and NCTB, who reviewed and finalized the selected contents in order to ready/endorse them for the predetermined qualifications. The steps in the final stage of data analysis were:

- Finalize a list of essential attainable competencies in relation to ‘Must Learn,’ ‘Should Learn’ and ‘Nice to Learn’,
- Aligning subject contents with the competencies from ‘Priority Pyramid’,
- Finalizing Grade-wise list of Bangla subject contents.

Chapter 3 Data Analysis and Outcome

3.1 Introduction

This chapter presents the finalized priority pyramid list of attainable competencies and Grade-wise contents following the opinions of the stakeholders of Bangla subject curriculum, textbooks and ones involved in the primary education. During this process, the key consideration of determining the Grade-wise Priority Pyramid and finalizing the contents are duly presented. As per the specific purpose of the research, final outcomes obtained from the research are provided in this chapter.

3.2 Prioritizing Essential Attainable Competencies

The main purpose of this study was to prioritize Grade-wise attainable competencies in Bangla subject from Grades 1-5 on the present curriculum. Experts from NAPE, NCTB, and Room to Read agreed that it was practical to divide the Grade-wise attainable competencies into three categories as per the predetermined 'Priority Pyramid': 'Must Learn,' 'Should Learn' and 'Nice to Learn'.

Based on expert opinions as well as the key respondents' involved in field level primary education, the need to focus on acquiring the essential competencies to conduct educational activities in schools for a limited period was felt. Priority should be given to Grade-specific attainable competencies identified in the curriculum only for this class. They also think that the competencies a learner need to acquire in a subject other than Bangla or are available in the previous or expected for the next Grade can be reduced. The opinion of a PTI instructor can be mentioned in this case:

“Since it is not possible to achieve all the learning outcomes in the remaining working days of the academic year, some of them must be selected to maintain continuity of the next Grade’s learning outcomes, which are useful for learners' personal health care and are related to their life.”

Considering the remaining working days of the school, and in regard to reducing the curriculum of this year, the primary level Bangla teachers also thought that it was most important to select the list of prioritized learning outcomes and contents. Class teacher’s opinions are as follows:

Table 1: Considerations for reducing this year's curriculum for the remaining school days

Opinion	Teacher (Grade 1)	Teacher (Grade 2)	Teacher (Grade 3)	Teacher (Grade 4)	Teacher (Grade 5)
Determine a list of prioritized urgent learning outcomes and contents and extend duration of classroom activity to implement those	2.00	1.33	2.20	2.33	1.25
A list of prioritized learning outcomes and contents need to be selected based on the remaining working days of the school	1.42	1.63	1.20	1.30	1.40
Based on the remaining working days of the school, continuing lessons as per the regular routine starting from the teaching chapter/unit before the school closuers	2.80	3.00	2.50	2.50	4.00

Accelerated teaching strategies need to be applied to prioritize urgent learning outcomes and contents	2.13	1.83	1.90	1.63	1.90
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*1.00-1.50 = Most important, 1.51-2.50 = More important, 2.51-3.50 = Important, 3.51-4.50 = Less important, 4.51-5.00 = Least important

The table also shows that, Grade teachers gave less importance determining and implementing a list of prioritized learning outcomes with extension to the duration of classroom activities, continuing lessons as per the regular routine starting from teaching the chapter/unit before the school closure, accelerated teaching strategies to prioritize urgent learning outcomes and content. But they have placed more emphasis on conducting teaching-learning activities on a priority basis for the rest of the working days.

Moreover, various factors need to be considered in determining the priority list and urgent learning outcomes. Presenting various opinions, teachers gave most importance to determining the urgent learning outcomes in order to continue learning in the next Grade. At the same time, Grade-wise essential learning outcomes need to be considered strongly. Below are class teachers' opinion:

Table 2: Considerations for determining list of priority-based urgent learning outcomes

Opinion	Teacher (Grade 1)	Teacher (Grade 2)	Teacher (Grade 3)	Teacher (Grade 4)	Teacher (Grade 5)
Prioritized learning outcomes those are essential for continuing learning in the next grade	1.75	1.40	1.11	1.45	1.50
All learning outcomes of the respective grade	2.75	1.50	3.00	3.00	3.00
Learning outcomes required to participate in the examination	2.17	2.33	2.40	1.60	1.50
Grade-wise essential learning outcomes.	1.92	1.60	1.78	2.0	1.73

* 1.00 -1.50 = Most important, 1.51 - 2.50 = More important, 2.51 - 3.50 = Important, 3.51 - 4.50 = Less important, 4.51 - 5.00 = Least important

Evidently, to determine prioritized learning outcomes in the post COVID-19 period, all learning outcomes of the respective Grade and learning outcomes required to participate in the examination have become less important for conducting classroom activities. The following periodic structure (ref. Priority Pyramid) has been used to prioritize attainable competencies:

Table 3: Priority framework for Grade-wise attainable competency

Subject-wise terminal competencies	Attainable competencies of previous grade	Grade-wise attainable competencies (for the grade priority pyramid is being determined)	Attainable competencies of next grade	Must learn		Should learn		Nice to learn
				Basic skill	Prerequisite skill	Advanced skill	Spiral competency	Scope of learning in the next grades

Language skill: Listening						
Language skill: Speaking						
Language skill: Reading						
Language skill: Writing						

1. In the first column, the terminal competencies of language skills (Listening, Speaking, Reading, and Writing) from the curriculum of Bangla subject of primary level have been mentioned.
2. In the second column, grade-wise attainable competencies of the previous grade have been mentioned.
3. In the third column, grade-wise attainable competencies of respective grade have been mentioned.
4. In the fourth column, grade-wise attainable competencies of the next grade have been mentioned.
5. In the fifth column, basic competencies those required in the respective grade in which the work has been done are selected from the grade-wise attainable competencies.
6. In the sixth column, the merit of the two consecutive grades mentioned in the third and fourth columns has been reviewed. It has been verified whether the attainable competencies for the third column is a prerequisite for the next grade.
7. The seventh column defines the competencies those are considered as advance skills for the respective grades.
8. In the eighth column, it has been determined whether attainable competencies of the respective grade have been further enhanced and expanded by spirally in the next grade. In this case, the amount of repetition of competencies, prerequisites for learning etc. have been taken into consideration.
9. Lastly in the ninth column, it has been assessed whether the competency that is suitable for the acquisition has the opportunity to be learned in the next grade. Skill repetition and spiral articulation have been taken into consideration in this case.

In this case, the Grade-wise attainable competencies, considered as basic skills and pre-requisite skills, have been selected as 'Must Learn'. On the other hand, advanced skills and spiral competencies considered as 'Should Learn' and the scope of learning in the next Grades have been selected as 'Nice to Learn'.

Based on the above table and criteria, the Grade-wise Priority Pyramid for Bangla subjects from Grade 1-5 of primary level is presented below:

Table 4: Required attainable competency priority pyramid for Grade 1

Language skill	Must learn	Should learn	Nice to learn
Listening	1.1 To the sounds of Bangla alphabet used in sentences and sounds of the conjunct letters.	1.3 To understand instructions, questions, requests etc.	3.2 To memorize the names of classmates and acquaintances.

Language skill	Must learn	Should learn	Nice to learn
	<p>1.2 To the words made with 'Kar' sign and without 'Kar' sign and similar words.</p>	<p>2.1 To enjoy listening to rhymes and poems.</p> <p>2.2 To understand and enjoy listening to stories.</p> <p>3.1 To understand introductory conversations and descriptions.</p>	<p>3.3 To memorize the names of familiar flowers, fruits, colors, animals etc.</p> <p>3.5 To understand by listening to counting words up to twenty.</p>
Speaking	<p>1.1 To speak clearly and accurately the sounds of the Bangla alphabet used in sentences and words and the sounds of the selected conjunct letters.</p> <p>1.2 To say the words made with vowel sign and without vowel sign.</p>	<p>1.3 To make requests and questions.</p> <p>2.1 To recite rhymes and poems from textbooks and others clearly.</p> <p>2.5 To participate and describe introductory conversations.</p> <p>2.7 To say name seven days.</p> <p>3.2 To address respectfully.</p> <p>4.1 To express feelings about simple things.</p>	<p>2.3 To tell stories by looking at pictures.</p> <p>2.4 To tell stories.</p> <p>2.6 To name familiar flowers, fruits, colors, animals etc.</p> <p>2.8 To say counting words up to twenty.</p> <p>3.1 To practice speaking in standard and colloquial pronunciation.</p>
Reading	<p>1.1 To read Bangla alphabets.</p> <p>1.2 To read letters adding vowel' sign.</p> <p>1.3 To read selected conjunct letters.</p> <p>1.4 To read words and sentences of textbooks and equivalent books in standard pronunciation.</p> <p>1.5 To read sentences recognizing full stop-punctuation.</p>	<p>2.1 To read simple rhymes and poems.</p> <p>2.4 To read and understand the story.</p> <p>2.5 To read conversations and descriptions.</p> <p>2.6 To read the names of known flowers, fruits, colors, animals etc.</p> <p>2.7 To read the names of seven days.</p> <p>3.1 To read self-written letters, words and sentences.</p>	<p>1.5 To read sentences recognizing full stop-punctuation.</p> <p>2.8 To read counting numbers up to twenty.</p>

Language skill	Must learn	Should learn	Nice to learn
		3.3 To read textbooks equivalent to books written for children.	
Writing	<p>1.1 To write Bangla alphabets in clear and correct form.</p> <p>1.2 To write 'vowel' sign in proper shape.</p> <p>1.3 To write words with 'vowel' signs and without 'vowel' sign letters.</p> <p>1.4 To write words, separate selected conjunct letters and write words with conjunct letters.</p> <p>1.6 To write sentences using punctuation- full stop.</p>	<p>1.5 To write words and sentences from the textbook.</p> <p>2.2 To write own name and parents.</p> <p>2.3 To write simple words and sentences from rhymes, poems, stories etc.</p> <p>2.4 To write the names of known flowers, fruits, colors, animals etc.</p> <p>2.5 To write the name of seven days.</p> <p>3.1 To write words by looking at pictures.</p>	2.6 To write counting words up to twenty.

[See Appendix A for a list of essential attainable competencies.]

Table 5: Required attainable competency priority pyramid for Grade 2

Language skill	Must learn	Should learn	Nice to learn
Listening	<p>1.1 To the sounds of Bangla conjunct letters used in sentences and words.</p> <p>3.4 To remember the names of Bangla twelve months and six seasons and understand the subject.</p>	<p>1.2 To understand different words and short sentences.</p> <p>1.3 To understand instructions, questions, requests.</p> <p>2.1 To listen to rhymes and poems and enjoy.</p> <p>2.2 To hear a story and understand it.</p> <p>3.3 To understand the description of familiar flowers, fruits, colors, animals, plants, rivers etc. by listening.</p>	3.1 To understand introductory conversations and descriptions.

Language skill	Must learn	Should learn	Nice to learn
		3.5 To understand by listening to counting words from one to one hundred.	
Speaking	<p>1.1 To say Bangla conjunct sounds used in sentences and words clearly and accurately.</p> <p>2.6 To say the names of Bangla 12 months and 6 seasons and tell about it.</p> <p>3.1 To speak standard common pronunciation.</p>	<p>2.1 To recite rhymes and poems from textbooks and out of texts.</p> <p>2.2 To talk about the content of rhymes and poems.</p> <p>2.4 To tell stories.</p> <p>2.6 To talk about familiar flowers, fruits, colors, animals, plants, rivers, etc.</p> <p>2.8 To say counting words from one to one hundred correctly.</p> <p>3.2 To make respectful greetings.</p> <p>4.1 To express feelings about the subject matter taught in the classroom.</p>	<p>1.3 To make requests and questions.</p> <p>2.3 To tell stories by looking at pictures.</p> <p>2.5 To participate in conversations and describe various topics.</p>
Reading	<p>1.3 To read conjunct letters.</p> <p>1.4 To read words and sentences from textbooks and equivalents in standard pronunciation.</p> <p>2.1 To read rhymes and poems in standard pronunciation.</p> <p>2.6 To read the names of Bangla 12 months and 6 seasons and understand the subject.</p> <p>2.8 To read counting numbers up to 100.</p> <p>3.1 To read self-written and others words and sentences.</p>	<p>2.5 To read and understand conversations and descriptions.</p> <p>2.6 To read and understand about familiar flowers, fruits, colors, animals, plants, rivers etc.</p>	<p>1.5 To read sentences identifying full stop, question mark, comma, punctuation mark.</p> <p>2.2 To recite rhymes and poems in standard pronunciation.</p> <p>2.4 To read and understand stories and fairy tales.</p> <p>2.5 To read and understand conversations and descriptions.</p> <p>3.3 To read children's books equivalent to textbooks.</p>

Language skill	Must learn	Should learn	Nice to learn
Writing	<p>1.4 To write words using conjunct letters.</p> <p>1.7 To write counting numbers up to 100.</p> <p>2.2 To write own and school name and address.</p> <p>2.5 To write Bangla 12 months and 6 seasons name and answer the questions related to the text.</p> <p>2.6 To write counting numbers up to 100.</p>	<p>2.1 To write rhymes and poems in textbooks.</p> <p>2.3 To write about rhymes, poems, stories, conversations and descriptions.</p> <p>2.4 To write about known flowers, fruits, colors, animals, plants, rivers etc.</p>	<p>1.5 To write sentences with the words used in the lesson.</p> <p>1.6 To write using punctuations -full stop, commas and question marks.</p> <p>3.1 To write in own language about a picture after seeing it.</p>

[See Appendix B for a detailed list of essential attainable competencies.]

Table 6: Required attainable competency priority pyramid for Grade 3

Language skill	Must learn	Should learn	Nice to learn
Listening	<p>1.1 To understand words formed by combining Bangla letters and conjunct letters.</p> <p>1.2 To understand sentences made up of familiar and used words in the text.</p> <p>1.3 To understand instructions, questions, requests, announcements.</p> <p>2.1 To understand the main points by listening to rhymes and poems.</p> <p>2.2 To understand the main points by listening to stories and fables.</p> <p>3.1 To understand conversations and descriptions of familiar topics.</p> <p>3.3 To understand by listening to the description of birds.</p>	<p>1.1 To understand words formed by combining Bangla letters and conjunct letters.</p> <p>1.3 To understand by listening to instructions, questions, requests, announcements.</p> <p>2.1 To understand the main points by listening to rhymes and poems.</p> <p>2.2 To understand the main points by listening to stories and fables.</p> <p>3.5 To understand the ordinal numbers first to the tenth.</p>	<p>3.5 To understand ordinal numbers first to the tenth.</p>

Speaking	<p>1.1 To speak words and sentences with conjunct letters clearly and accurately.</p> <p>1.3 To make requests and questions.</p> <p>2.1 To recite rhymes and poems from textbooks and others in an audible voice.</p> <p>2.2 To tell the main subject of rhyme and poem.</p> <p>2.3 To tell stories by looking at pictures.</p> <p>2.4 To tell the main points of stories and fables.</p> <p>2.5 To participate in conversations and describe simple topics.</p> <p>2.6 To describe birds and ask and answer related questions.</p>	<p>1.1 To speak words and sentences with conjunct letters clearly and accurately.</p> <p>1.3 To make requests and questions.</p> <p>2.4 To tell the main points of stories and fables.</p> <p>2.5 To participate in conversations and describe simple topics.</p> <p>2.8 To pronounce the ordinal numbers correctly from first to the tenth.</p> <p>3.1 To tell the identity of self and classmates in standard class pronunciation.</p> <p>3.2 To ask for permission and speak politely.</p> <p>4.1 To talk about a seen event.</p>	<p>1.3 To make requests and questions.</p> <p>2.1 To recite rhymes and poems from textbooks and others in an audible voice.</p> <p>2.5 To participate in conversations and describe simple topics.</p> <p>2.8 To pronounce the ordinal numbers correctly from the first to the tenth.</p> <p>3.2 To ask for permission and speak politely.</p> <p>4.1 To talk about a seen event.</p>
Reading	<p>1.3 To read conjunct letters in clear and correct pronunciation.</p> <p>1.4 To read words and sentences of textbooks and equivalent books in audible voice and standard pronunciation.</p> <p>1.5 To read different punctuation marks and read sentences and verse naturally.</p> <p>2.1 To read rhymes and poems with standard pronunciation.</p> <p>2.2 To recite rhymes and poems with standard pronunciation.</p> <p>2.4 To read and understand stories and fables.</p> <p>2.5 To read conversations and descriptions in</p>	<p>1.3 To read conjunct letters in clear and correct pronunciation.</p> <p>1.4 To read words and sentences of textbooks and equivalent books in audible voice and standard pronunciation.</p> <p>1.5 To read different punctuation marks and read sentences and verse naturally.</p> <p>2.1 To read rhymes and poems with standard pronunciation.</p> <p>2.2 To recite rhymes and poems with standard pronunciation.</p> <p>2.4 To read and understand stories and fables.</p> <p>2.5 To read conversations and descriptions in standard pronunciation and understand it.</p>	<p>2.8 To read ordinal numbers from first to tenth.</p> <p>3.2 To read different types of simple signs/ instructions, nameplates of individuals and organizations.</p>

	<p>standard pronunciation and understand it.</p> <p>2.6 To read the description of a bird and understand the content.</p> <p>3.1 To read paragraphs written by him/her and others.</p> <p>3.3 To read quality books, textbooks and equivalents written for children.</p>	<p>2.8 To read ordinal numbers from first to tenth.</p> <p>3.1 To read paragraphs written by oneself and others.</p> <p>3.2 To read different types of simple signs/instructions, nameplates of individuals and organizations.</p> <p>3.3 To read quality books written for children in textbooks and equivalents.</p>	
Writing	<p>1.4 To form words and use them in sentences using conjunct letters.</p> <p>1.6 To write sentences and verses using punctuation used in textbooks.</p> <p>2.1 To write rhymes and poems in textbooks.</p> <p>2.4 To write descriptions of birds and answer related questions.</p> <p>4.2 To fill easy forms.</p>	<p>1.4 To form words conjunct letters and use them in sentences.</p> <p>1.5 To write new sentences using the words used in the lesson.</p> <p>1.6 To write sentences and verses using punctuation used in textbooks.</p> <p>1.7 To write ordinal numbers from first to tenth.</p> <p>2.1 To write rhymes and poems in textbooks.</p> <p>2.3 To write correctly about rhymes, poems, fables, stories, conversations, descriptions etc.</p> <p>2.6 To write ordinal numbers from first to tenth.</p> <p>3.1 To write the events seen in the picture in a simple description.</p> <p>3.2 To write and express the facts seen.</p>	<p>2.8 To read ordinal numbers from first to tenth.</p> <p>3.2 To read different types of simple signs/ instructions, nameplates of individuals and organizations.</p> <p>1.7 To write ordinal numbers from first to tenth.</p> <p>2.6 To write ordinal numbers from first to tenth.</p> <p>3.1 To write the events seen in the picture in a simple description.</p> <p>3.2 To write and express the facts seen.</p>

[See Appendix C for a list of essential attainable competencies.]

Table 7: Required attainable competency priority pyramid for Grade 4

Language skill	Must learn	Should learn	Nice to learn
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Listening	<p>1.1 To understand by hearing words formed with Bangla conjunct letters.</p> <p>1.2 To understand simple sentences.</p> <p>2.1 To understand the main theme and idea of rhymes and poems.</p> <p>3.5 To understand ordinal numbers from first to twentieth and date representing words up to ten.</p>	<p>1.3 To understand by listening to instructions, questions, requests, announcements, orders.</p> <p>2.2 To understand the essence and meaning of stories and fairy tales while listening to it.</p>	<p>1.3 To understand by listening to instructions, questions, requests, announcements, orders.</p> <p>3.4 To understand the description of the natural diversity of Bangladesh.</p>
Speaking	<p>1.1 To speak words and sentences with conjunct letters clearly and accurately.</p> <p>1.3 To make requests, questions and announcements.</p> <p>2.1 To recite rhymes and poems in the textbook and other books in the correct verse.</p> <p>2.2 To answer questions related to poetry and the essence of poetry.</p> <p>2.4 To tell the main subject of the story and fairy tale.</p> <p>2.8 To understand ordinal numbers from first to twentieth and date representing numbers up to ten.</p>	<p>1.3 To make requests, questions and announcements.</p> <p>2.5 To participate in conversations and describe various topics.</p> <p>3.1 To explain any topic in the standard pronunciation.</p>	<p>2.6 To talk about the natural diversity of Bangladesh.</p> <p>4.1 To express opinion about any seen incident with expression.</p>
Reading	<p>1.3 To read words and sentences formed with conjunct letters correctly.</p> <p>1.4 To read words and sentences of textbooks and equivalent books in audible clear tone and standard pronunciation at normal speed as much as possible.</p> <p>1.5 To read stanzas and paragraphs fluently by looking at punctuation marks.</p> <p>2.1 To read rhymes and poems and understand the</p>	<p>2.2 To recite rhymes and poems in correct rhythm, intonation, standard pronunciation and normal pace.</p> <p>2.7 To understand the description of the natural diversity of Bangladesh.</p> <p>3.1 To read letters and applications of oneself and others.</p> <p>3.3 To read quality books, textbooks and</p>	<p>3.1 To read letters and applications of oneself and others.</p> <p>3.2 To read various types of simple signs/instructions, nameplates of individuals and organizations, advertisements, posters, leaflets etc.</p>

	<p>essence in standard pronunciation, normal pace by keeping the rhythm correct.</p> <p>2.2 To recite rhymes and poems in correct rhythm, tone, standard pronunciation and normal pace.</p> <p>2.4 To read stories and fairy tales and understand the subject and the idea.</p> <p>2.5 To read conversations and descriptions and understand topics and ideas.</p> <p>2.8 Will be able to read ordinal numbers from first to twentieth and date represent numbers up to ten.</p>	<p>equivalents written for children.</p>	
Writing	<p>1.4 To use conjunct letters to form new words and apply them to sentences.</p> <p>1.5 To write new sentences from textbook and extra-textbook words.</p> <p>1.6 To write sentences and verses using punctuation used in lessons.</p> <p>1.7 To write one to ten ordinal numbers and one to ten date representing numbers.</p> <p>1.8 To write short dictation.</p> <p>2.1 To write rhymes in the textbook.</p>	<p>1.8 To write short dictation.</p> <p>2.3 To write correctly about rhymes, poems, fairy tales, stories, conversations, descriptions etc.</p> <p>2.5 To write descriptions of natural diversity in Bangladesh.</p> <p>3.1 To write about familiar environments and pleasant experiences.</p> <p>4.1 To write letters and applications in simple language.</p>	<p>2.5 To write descriptions of natural diversity in Bangladesh.</p> <p>3.2 To write paragraphs on simple topics.</p> <p>4.1 To write letters and applications in simple language.</p>

[See Appendix D for a list of essential attainable competencies.]

Table 8: Required attainable competency priority pyramid for Grade 5

Language skill	Must Learn	Should Learn	Nice to Learn
Listening	<p>1.1 To understand the words formed with Bangla conjunct letter</p> <p>1.2 Understand simple sentences</p>	<p>1.1. To understand the words formed with Bangla conjunct letter</p> <p>1.2 Understand simple sentences</p>	

	<p>2.1 To understand the essence and meaning of rhymes and poems</p> <p>2.2 To understand and enjoy the narrative, essence, and meaning of stories and fairy tales</p> <p>3.4 Understand the essence of easy topics by listening to the discussions</p> <p>3.5 Understand the numerical words used in lessons and other cases</p>	<p>1.3 Understand instructions, questions, requests, announcements, orders, advice</p> <p>2.1 To understand the essence and meaning of rhymes and poems</p> <p>3.1 Understand the dialogue and description of a play</p> <p>3.4 Understand the essence of easy topics listening to the discussions</p>	
Speaking	<p>1.1 To speak clearly and accurately the words and sentence made with conjunct letter</p> <p>1.3 To give instructions and to make requests, questions, and announcements</p> <p>2.2 To answer questions related to poetry and tell the essence</p> <p>2.4 To say the essence and meaning of stories and fairy tales</p> <p>2.8 To say the numerical words used in lessons and other compositions</p>	<p>1.1 To speak clearly and accurately the words and sentence made with conjunct letter</p> <p>1.3 To give instructions and to make requests, questions, and announcements</p> <p>2.1 To recite poems in standard pronunciation, while maintaining rhythm</p> <p>2.2 To answer questions related to poetry and tell the essence</p> <p>2.4 To tell the essence and meaning of stories and fairy tales</p> <p>2.5 To recite the dialogue and describe specific topics of a play</p> <p>2.7 To tell about the natural diversity of Bangladesh</p> <p>3.1 To speak with everyone in standard colloquial pronunciation</p> <p>3.2 To speak with oral etiquette in formal and informal environments</p> <p>4.1 To express feelings and opinions on various issues.</p>	
Reading	<p>1.3 To correctly read the words and sentences with conjunct letter used in text and equivalent books</p> <p>1.5 Can read verses and paragraphs by looking at the punctuation marks, stress and intonation</p>	<p>1.4 To read aloud text and equivalent books fluently with standard pronunciation.</p> <p>1.5 Can read verses and paragraphs by looking at the punctuation marks, stress and intonation</p> <p>2.2 Able to recite rhymes and poems from textbooks and equivalent books fluently</p>	

	<p>2.1 Understand the essence by reading rhymes and poems from text and equivalent books</p> <p>2.4 Understand the main points and essence by reading stories and fairy tales</p> <p>2.5 Read and understand the dialogue of a play and the description of specific topics</p> <p>2.8 Can read numerical words in lessons and other essays</p>	<p>2.4 Understand the main points and essence by reading stories and fairy tales</p> <p>2.7 Understand the description of the natural diversity of Bangladesh.</p> <p>3.2 Read and understand various types of simple signals / instructions, nameplates of individuals and organizations, advertisements, posters, leaflets etc.</p> <p>3.3 To read and understand children's books and children's page of newspapers equivalent to textbooks</p>	
Writing	<p>1.4 Can write new words using conjunct letter and apply them in sentences</p> <p>1.5 Can write new sentences using words from lessons and extra-curricular</p> <p>1.6 Can write sentences and verses using punctuations marks</p> <p>1.7 Can write numerical words used in lessons and other essays</p> <p>2.5 Can write descriptions and Q&A about natural diversity in Bangladesh</p> <p>2.6 Can write numerical words used in lessons and other essays</p> <p>3.1 Can write an essay about visuals of a pictures</p> <p>3.3 Can write essays in simple language</p> <p>4.1 Can write personal letter and application in simple language</p> <p>4.2 Can fill-up a form</p>	<p>1.5 Can write new sentences using words from lessons and extra-curricular</p> <p>1.6 Can write sentences and verses using punctuations marks</p> <p>1.8 Can write dictation from Lessons and extra-curricular</p> <p>2.1 Can write rhymes and poems equivalent to textbooks</p> <p>2.3 Can write the essence of rhymes, poems, fairy tales, stories, dialogues, descriptions, etc.</p> <p>3.1 Can write an essay about visuals of a pictures</p> <p>3.2 Can write descriptions about familiar environments and experiences with opinions</p> <p>3.3 Can write essays in simple language</p> <p>3.4 Can write own feelings about any topic</p>	

[For a detailed list of required attainable competency, see Appendix E.]

3.3 Determining content according to the priority pyramid

At this stage, the subsequent action plan has been considered to ensure achievement of the 'Must Learn' competencies. However, the learning outcomes have first been arranged in terms of 'Must Learn' competencies. *Teacher's Guide* (TG) has been reviewed and some chapters selected, where these learning outcomes can be achieved more. These chapters have been arranged in order. Then chapters/lessons were selected from the remaining as per TG, excluding the lessons that have been completed before the school closure. The following points were considered in making a selection of the chapter/lesson:

- 1) Giving more importance to the chapters which have more essential learning outcomes.
- 2) Emphasizing on representative lessons; such as story/article, rhyme/poetry.
- 3) Emphasizing on various important topics such as liberation war and language movement, patriotism, values, biographies of scholars, environmental awareness, nature-antiquities of Bangladesh, widely discussed poems and stories, etc.
- 4) Taking relatively important lessons. Also need to exclude subjects which had been taught at the beginning of the year or in the previous class or have the opportunity to learn in the next class. For example: In Grade-five, the essay 'Shakher Mrittshilpo' introduces the folk art of Bangladesh. At the primary level, no other class discussed the introduction of folk art of Bangladesh. In that case, it is considering as an important issue.
- 5) Initial plan has been prepared considering 57 working days, which is advised by the National Academy for Primary Education (NAPE). In that case, keep an eye on whether the chapters scheduled for the days/periods mentioned in the teacher's guide are going to be completed.

This can be shown more clearly in terms of continuity in the figure below:

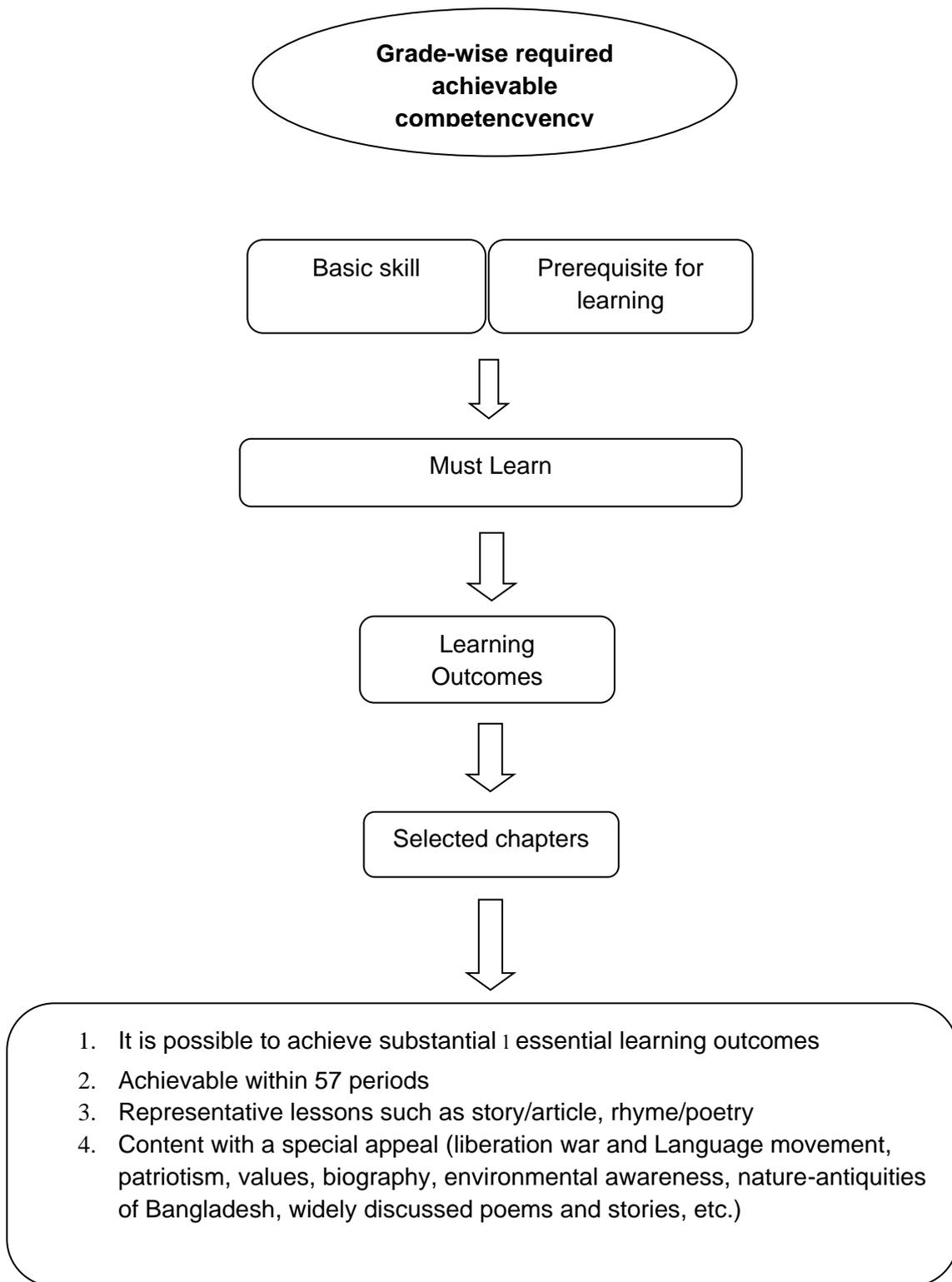


Figure 2: Continuity of content selection as per the Priority Pyramid

Experts as well as field-level key informants involved in primary education gave their opinion on school activities. They think, emphasis should be given on the selection of contents/lessons suitable for achieving attainable competencies for the limited period of time. For example, lessons on letters and 'Kar' signs must be completed for Grade 1. To do that, reading and writing competency-based lessons must be selected, meaning lessons for letters and 'Kar' signs must be placed in Grade 1 Bangla and similarly conjunct letter for Grade 2. Also, interesting and delightful rhyme/poetry and stories can be selected. A URC instructor's opinion on this is:

“Within the remaining working days of the academic year, we can select lessons where attainable learning outcomes can be achieved. Besides, children will be able to concentrate on the lessons easily if we choose joyful and relatively simple topics after the long (COVID-19) break.”

Experts and primary level Bangla teachers also suggested on selection of contents for achieving priority essential learning outcomes considering the remaining working days of the school. According to them, selecting special chapters from textbooks is most important in this situation. Teachers' opinions are presented below:

Table 9: Opinion on selection of content to achieve the prioritized urgent learning outcomes, and considering the remaining working days of the school year

Opinion	Teacher (Grade 1)	Teacher (Grade 2)	Teacher (Grade 3)	Teacher (Grade 4)	Teacher (Grade 5)
Selecting exercise for all chapters of textbook	2.13	1.67	2.20	2.00	2.00
Selecting special chapters of the textbooks	1.13	1.11	1.09	1.08	1.00
Selecting lessons/days of all the chapters in the textbook	2.00	1.83	2.33	2.50	2.00
Developing new textbooks based on selected content to achieve priority learning outcomes	4.50	3.00	3.50	2.67	3.50

* 1.00-1.50 = Most important, 1.51-2.50 = More important, 2.51-3.50 = Important, 3.51-4.50 = Less important, 4.51-5.00 = Least important

From the above table, teachers gave importance on the selection of exercise for all chapters of the textbook so that the prioritized essential learning outcomes can be achieved. They also considered selecting lessons/days for all chapters of the textbook. It is clear that selecting special chapters will be most effective in this situation.

Opinions were taken to select a possible 50% from remaining contents due to school closure. A team consisting of experts from NAPE, NCTB and Room to Read's curriculum and textbooks team, as well as the primary Bangla teachers. A comparative picture of the list prepared based on the opinion of both the parties is given below:

Table 10: Opinions of class teachers and experts in selecting the remaining contents/lessons for Grade 1 Bangla subject

Content	Teacher	Expert	Content	Teacher	Expert	Content	Teacher	Expert
letter learning: 'Y', 'Ro', 'Lo', 'Sh', 'Sh' (য, র, ল, শ, ষ)	85%	100%	'Rr'-Kar (ঋ-কার)	71%	100%	'Mamar Bari'	29%	0%

Content	Teacher	Expert	Content	Teacher	Expert	Content	Teacher	Expert
letter learning: ঔঃঁ	85%	100%	'Aa'-Kar (এ-কার)	71%	100%	'Ma'er bhalobasa'	29%	100%
letter learning: 'Ta', 'Tha', 'Da', 'Dha', 'Na' (ট, ঠ, ড, ঢ, ণ)	79%	100%	'Oi'-Kar (ঐ-কার)	71%	100%	'Pipe o Ghughu'	29%	0%
letter learning: 'To', 'Tho', 'Do', 'Dho', 'No' (ত, থ, দ, থ, ন)	79%	100%	'O'-Kar (ও-কার)	64%	100%	'Chuti'	21%	0%
letter learning: 'Po', 'Pho', 'Bo', 'Bho', 'Mo' (প, ফ, ব, ভ, ম)	79%	100%	'Ou'-Kar (ঔ-কার)	64%	100%	'Ruby'r Bagan'	14%	0%
letter learning: 'S', 'Ho', 'ro', 'D', 'W'(স, হ, ড, ঢ, য়)	79%	100%	Fill in the blank using – 'Kar sign'	64%	0%	'Choray Choray Sankha''	14%	0%
Consonant	79%		'Amader Desh'	57%	0%	'Chobi nie Kotha'	14%	0%
'Ee'-Kar (ঈ- কার)	70%	100%	'Bangla Barnam ala'	50%	0%	'Rhyme: Bak bakum Payra'	7%	0%
'Uu'-Kar (ঊ- কার)	79%	100%	'Muktujo ddhader Kotha'	50%	100%	'Suvo o Didima'	7%	0%
'Kar' sign (কার চিহ্ন)	79%	0%	'Mumu'r Satdin'	43%	0%	'Gachh Lagano'	7%	0%
'A'-Kar (আ- কার)	71%	100%	'Banjon Barno Sajai'	36%	0%	'Hanhan Panpan'	0%	0%
'E'-Kar (ই-কার)	71%	100%	'Bhor holo'	36%	100%			
'U'-Kar (ঊ-কার)	71%	100%	'Shobdo bolar Khela'	36%	0%			

Considering the class days and other subjects (essential and representative lessons), the experts selected a total of 19 chapters for the Grade 1. On the other hand, teachers have selected chapters according to importance from their teaching experience. In terms of content selection, 84.21% teachers agreed with the experts. Although experts selected 'Muktijuddher Kotha', 'Bhor Holo' and 'Ma'er bhalobasa', but teachers did not give importance to those. On the other hand, three lessons on 'Banjon Barno' (consonant), 'Kar sign', and 'Fill in the blank' using sign (Khali Ghoray Chinnho Bosai) were chosen by the teachers but not by the experts with the main reason being, these three lessons are mainly revisional in nature.

On the other hand, the essential competency for Grade 1 is 'to read easy rhyme, poem and stories'. 'Muktijuddher Kotha' (a chapter based on the liberation war), and 'Bhor Holo' have been selected in this regard. 'Bhor Holo' is a very popular poem and the chapter 'Ma'er Valobasa' contains basic feelings [for the mother]. That's why experts have given importance to them. These chapters also have the opportunity to achieve the most Grade-wise attainable competencies.

Table 11: Opinions of class teachers and experts in selecting the remaining contents/lessons for Grade 2 Bangla subject

Content	Teacher	Expert	Content	Teacher	Expert
'Muktijuddher ekti Sonali Pata'	83%	100%	'Dadir Hater Mojar Pitha'	50%	
'Prarthana'	75%	100%	'Sobai Mile Kori Kaj'	42%	100%
'Dukhur Chelebelā'	67%	100%	'Khamar Bari'r Pashupakhi'	25%	100%
'Chhoy Ritur Desh'	67%	100%	'Train'	17%	
'Amader chhoto Nadi'	58%	100%	'Kajer Anando'	17%	

Experts selected 7 chapters for Grade 2. Teachers and experts have 85.71% similarities on content selection. Teachers selected the chapter 'Dadir Hater Mojar Pitha'. On the other hand, experts selected 'Khamar Bari', through which children will get introduced to a variety of animals that have not been discussed in any other Grades. This was the basis of selection.

Table 12: Opinions of class teachers and experts in selecting the remaining contents/lessons for Grade 3 Bangla subject

Content	Teacher	Expert	Content	Teacher	Expert
'Amader Gram'	92%	100%	'Ekjon Patuar Kotha'	58%	
'Adarsha Chele'	92%	100%	'Kuja Burir Galpo'	42%	
'Ekai Ekti Durgo'	83%	100%	'Steamarer Siti'	25%	
'Nirapode Chalachol'	83%		'Palla Deyar Khabar'	17%	100%
'Boro Ke?'	75%	100%	'Tal Gachh'	8%	
'Khalifa Hazrat Abu Bakar (Ra)'	75%	100%	'Kanamachi Bhow Bhow'		
'Amar Pon'	67%		'Ghuri'		
'Pakhider Kotha'	58%	100%			

The experts selected 7 chapters for Grade 3. In terms of content selection, 71.43% of the teachers agreed with the experts while 28.57% disagreed. From the table mentioned above, teachers have chosen two chapters, 'Nirapode Chalachol' and 'Amar Pon'. On the other hand, experts selected 'Pakhider Kotha' and 'Palla Deyar Khabar'.

The special Grade-wise attainable competency in chapter 'Nirapode Chalachol' is that students would be able to read different simple signals/instructions, name-plates of individuals and organizations. In Grade 4, spiral competency also have this special attainable competency. Then students have the opportunity to learn the competency in the next level. On the other hand, teachers selected the chapter 'Amar pon' as last representative lessons on rhyme/poetry. An analysis of the Grade-wise attainable competencies in the chapter 'Amar Pon' shows that, although the content is different from other poems, it has the listening, speaking, reading and writing competencies of language skills. In this regard, experts think more emphasis should be placed on 'Must Learn' Grade-wise attainable competencies than on these two chapters.

With Grade-wise attainable competency for Grade 3, students would be able to understand the description of birds, describe, ask and answer related questions. They would be able to read description of birds and also understand the content. They will also be able to write the description and answer related questions. Experts described those competencies as essential Grade-wise attainable competencies. As no other Grade has these special competencies to listen, speak, read and write about birds. So, they considered the chapter 'Pakhider Kotha' as essential. Only in this Grade, students can achieve this competency.

The special Grade-wise attainable competency in the 'Palla Deyar Khabar' is that students will be able to fill up easy forms. In the view of experts, this skill is essential. Because at primary level Grade-wise attainable competencies, only Grade 3 has a lesson with this important

competency, which is essential for the daily life of the students. In this regard, experts think that the chapter 'Palla deyer khabor' should be included in the post-pandemic syllabus.

Table 13: Opinions of class teachers and experts in selecting the remaining contents/lessons for grade-four Bangla subject

Content	Teacher	Expert	Content	Teacher	Expert
'Moder Bangla Bhasa'	77%	100%	'Paharpur'	46%	
'Ma'	77%	100%	'Bawalider Galpo'	38%	100%
'Hat Dhue Nao'	69%	100%	'Beerpurush'	38%	100%
'Kajla Didi'	61%	100%	'Lipi'r Galpo'	38%	
'Ghure asi Sonargaon'	61%		'Pathan Muluke'	15%	
'Khalifa Hazrat Omar (Ra)'	61%	100%	'Nemantanno'	7%	
'Mobile Phone'	53%	100%	'Abol-Tabol'	7%	
'Pakhider Jagat'	46%	100%			

Experts selected 9 chapters for Grade 4. In terms of content selection, 77.78% of the teachers agreed with the experts while 28.57% disagreed. Teachers have chosen two chapters, 'Ghure asi Sonargaon' and 'Paharpur', and experts selected 'Bawalider Galpo' and 'Beerpurush'.

Content analysis shows that the lessons of 'Ghure Asi Sonargaon' and 'Paharpur' can be learnt in the next Grade. As special attainable competencies like paragraph writing, narration, reading, etc. are included in other selected representative texts, this chapter was not considered as essential.

On the other hand, Grade-wise special attainable competency of chapter 'Bawalider Galpo' is that, students can learn about Bangladesh's natural resources and Sundarbans from it, and also about the various professionals associated with forest, their fields of work and place. A related special competency is, students will be able to fill the table of exercise. In Grade 5, spiral competency also has this special attainable competency. Students have the opportunity to learn the competency in the next Grade, they would be able to do different types of table-related exercises on their own. They would be able to write introductory paragraphs about different professions and occupations which is also a spiral competency for Grade 5. For example, students will be able to write essays and paragraphs on different topics. In this regard, experts considered that the chapter 'Bawalider Galpo' was more appropriate.

The poem 'Beerpurush' is significant in terms of content. It has the Grade-specific attainable competency of language skills of listening, speaking, reading, and writing. Considering these competencies, experts selected this poem.

Table 14: Opinions of class teachers and experts in selecting the remaining contents/lessons for Grade 5 Bangla subject

Content	Teacher	Expert	Content	Teacher	Expert
'Shoroniyo Jara Chirodin'	100%	100%	'Shabdo dushan'	36%	100%
'Shikkhaguru'r Maryada'	100%	100%	'Bhabuk Cheleti'	36%	
'Shwadesh'	82%	100%	'Dekhe Elam Naiagra'	36%	
'Matir Niche je Shoror'	72%	100%	'Opekkha'	36%	
'Maolana Abdul Hamid Khan Bhasani'	72%	100%	'Kanchonmala o Kakonmala'	9%	
'Shahid Titumir'	72%		'Dui Teer'	18%	
'Shokher Mrittilpo'	63%	100%	'Ghasphool'	27%	
'Rodro Lekhe Joy'	63%		'Abak Jalpan'	9%	100%
'Biday hajj'	54%	100%			

Experts selected 9 chapters for Grade 5. Teachers and experts have 77.78% similarities on content selection. Teachers have chosen two chapters – 'Shahid Titumir' and 'Rodro Lekhe

Joy'. The first is a biographical essay. For Grade 5 biography of 'Maulana Bhasani' has been selected. For this reason, experts did not select the biography of 'Shahid Titumir'. 'Raudra Lekhe Joy' is a poem on the liberation war. As lessons related to the liberation war came in more than once, experts did not select this poem – instead going for the Play 'Abak Jalpan', which teachers did not select. It is a famous Play – the only drama at the primary level curriculum. From this Play, children will have the opportunity to achieve a few basic competencies. Experts have selected 3 lessons out of 9 chapters as representative rhyme/poetry lessons. They have chosen 'Shabdo dushan,' which is a poem on environmental awareness.

Analysis of the content and related attainable competencies shows that 'Shahid Titumir' is a biographical essay. This chapter as well as the biography of 'Maulana Abdul Hamid Khan Bhasani' included in Grade 5, has the attainable competencies such as able to describe, paragraph writing and language skills of listening, speaking, reading, writing. 'Maulana Abdul Hamid Khan Bhasani' was selected for essential lessons. Experts discarded 'Shahid Titumir' to avoid repetitions.

Similarly, 'Raudra Lekhe Joy' is a poem on the liberation war. But liberation war-related lessons have come repetitively. For this reason, expert did not select this poem. This chapter also does not have any remarkable attainable competencies. Besides, other selected poems have the entire attainable competency related to poetry. Considering this, experts did not select the poem.

Experts have chosen the play 'Abak Jalpan', though teachers did not. It is a famous Play. It is also the only drama at the primary level learning. From which children will have the opportunity to achieve a few basic competencies. This chapter contains special attainable skills which cannot be found in any other chapter (such as the dialogue of the play). Moreover, with this competency students can read the description of specific topics and understand them. That is prerequisite for experts to consider.

Similarly, experts have chosen the poem 'Shabdo dushan' after analyzing the content. It is a poem on environmental awareness, which has Grade-wise attainable competency of listening, speaking, reading and writing of language skills. But it does not have any noteworthy Grade-wise attainable competency. The poem 'Shabdo dushan' has the similar spiral competency of content which can be observed in previous classes. Experts considered the above points for choosing this lesson.

Experts as well as field-level primary education officials think, it is important to select the chapters/lessons where required attainable competencies considered as 'Must Learn' and 'Should Learn' can be achieved. They think, the learning outcomes of most poems are almost the same despite differences in concepts – so, the number of poems can be reduced. URC instructor said,

“Those subjects which are required to achieve Grade-wise competencies or learning outcomes for the next class must be selected. For example, if a child does not learn letters and symbols in Grade 1, s/he may fall behind regarding reading skills. S/He may not be able to read if s/he does not learn the conjunct letters. For this reason, reading skill-based lessons have to be selected.”

Moreover, in the opinion of the PTI instructors, there are multiple contents constructed on same theme. From those a representative content should be identified. Moreover, the size of the content needs to be reduced to maintain the main purpose of teaching. Priority should be given to the lessons on biography, patriotism, ethics and values of the historical figure(s). Therefore, all lessons of letters and 'Kar' signs for Grade 1 must be taught. One PTI instructor said,

“We have to give priority to the listening and speaking lessons of Grade one. Lessons on the letters, ‘Kar’ signs, rhyme (representative) have to be considered. One representative poem and one prose composition (patriotism and proverbs) must be selected. For Grade-second to fourth, emphasis should be given on patriotic and proverbial content. For Grade-five, emphasis should be given on information-based content.”

Content must be chosen to achieve the most urgent learning outcomes based on the remaining post COVID-19 school days. An expert team consisting of representatives from NAPE, NCTB and Room to Read’s curriculum and textbooks team as well as field-level PTI and URC instructors and the primary level Bangla subject teachers gave their opinion on this issue and subsequently, content was chosen based on their opinion. This selection process emphasized the possibility of achieving significant amounts of essential learning outcomes. Also, it has to be achieved within 57 periods of time. The appeal of the content has been emphasized as well. Considering this special situation, the number of periods for the chapter has been reduced one day/period by omitting the overall assessment periods of each lesson. Thus a 57-days action plan has been prepared for each Grade. The content selection has been completed by considering those above criteria. After the selection, it seems that it is possible to achieve the required attainable competencies of ‘Must Learn’ and ‘Should Learn’, as well as some competencies of ‘Nice to Learn’ from the selected chapters/lessons. A list of selected contents is presented below:

Table 15: Selected Chapters/Main Contents/List of Lessons and Proposed days/ Period Number of Grade 1 Bangla subject

Chapters/main contents/lessons	Number of days/periods mentioned in the Teachers’ Guide	Proposed days/period number
Letter learning: ‘Ta’, ‘Tha’, ‘Da’, ‘Dha’, ‘Na’ (ট, ঠ, ড, ঢ, ণ)	7	5
Letter learning: ‘To’, ‘Tho’, ‘Do’, ‘Dho’, ‘No’ (ত, থ, দ, ধ, ন)	8	5
Letter learning: ‘Po’, ‘Pho’, ‘Bo’, ‘Bho’, ‘Mo’ (প, ফ ব, ভ, ম)	9	5
Letter learning: ‘Y’, ‘Ro’, ‘Lo’, ‘Sh’, ‘Sh’ (য, র, ল, শ, ষ)	6	5
Letter learning: ‘S’, ‘H’, ‘R’, ‘R’, ‘W’ (স, হ, ড়, ঢ়, ষ)	6	5
Letter learning: ঙ ঞ ণ ণ্	5	8
‘Kar’ sign learning: ‘A-Kar’ (আ-কার)	4	2
‘Kar’ sign learning: ‘E-Kar’ (ই-কার)	4	2
‘Kar’ sign learning: ‘Ee-Kar’ (ঈ-কার)	4	2
‘Kar’ sign learning: ‘U-Kar’ (উ-কার)	4	2
‘Kar’ sign learning: ‘Uu-Kar’ (ঊ-কার)	4	2
‘Kar’ sign learning: ‘Rr-Kar’ (ঋ-কার)	4	2
‘Kar’ sign learning: ‘Aa-Kar’ (ঐ-কার)	4	2
‘Kar’ sign learning: ‘Oi-Kar’ (ও-কার)	4	2
‘Kar’ sign learning: ‘O-Kar’ (ঔ-কার)	4	2
‘Kar’ sign learning: ‘Ou-Kar’ (ঔ-কার)	4	2
‘Bhor Holo’	2	2
‘Ma’er Valobasa’	3	3
‘Muktijoddhader Katha’	4	3
Total	90	57

Based on the opinions of experts and teachers, finally the above chapters/lessons have been selected considering the number of school working days in the post COVID-19 period. In this

selection, lessons on letters and 'Kar' signs were considered essential for Grade 1. Also, one poem and two stories/paragraphs/essays/articles have been selected.

Through the lessons/chapters are selected by the experts, it is possible to achieve 100% Grade-wise attainable competencies of 'Must Learn' of Grade 1, as well as 50% (17 out of 34) of 'Should Learn' and 54% (14 out of 26) of 'Nice to Learn' competencies.

If for any reason 57 working days are not available as per the opinion of the experts, the number of proposed periods should be rearranged or adjusted based on the working days – so that the lessons on letters and 'Kar' signs are learned as essential skills.

Table 16: Selected Chapters/Main Contents/List of Lessons and Proposed days/ Period Number of Grade 2 Bangla subject

Chapter	Type of lesson	Main content/essence	Number of days/periods mentioned in the Teachers' Guide	Proposed days/period number
'Amader Choto Nadi'	poetry	nature and life	3*	3*
'Dukhur Chele'	Story	dignified life	11	9
'Prarthona'	Poetry	nature and life, morality, character building	9	8
'Khamar Barir Pashupakhi'	Essay	familiar birds, animals	10	8
'Chhay Ritur Desh'	Eassy/artical	nature and life	20	11
'Mujtjuddher Ekti Shonali Pata'	Story	Bangladesh, independence and patriotism	10	8
'Sabai Mile Kaj Kori'	Story / paragraph / essay	Sympathy	15	10
Total			63	57

*5 periods/lessons of this chapter have been conducted before school closure due to COVID-19

The above chapters/lessons have been selected based on the opinions of experts and teachers by considering 57 post COVID-19 time school days. In total, two poems, two essays and three stories were selected.

Through the selected lessons/chapters, it is possible to achieve 100% of the Grade 3 competencies of 'Must Learn' of Grade 2 as well as 74% (17 out of 23) of 'Should Land 96% (27 out of 28) of 'Nice to Learn' competencies.

If for any reason 57 working days are not available, experts stated that the number of proposed periods should be rearranged or adjusted based on the working days. In this reduced time period, 'Amader Choto Nadi', 'Prathana', 'Chay Ritur Desh', 'Muktjuddher Ekti Sonali Pata', 'Sobai Mile Kori Kaj' chapters must be learned as essential skills.

Table 17: Selected Chapters/Main Contents/List of Lessons and Proposed days/ Period Number of Grade 3 Bangla subject

Chapter	Type of lesson	Main content/essence	Number of days/periods mentioned in the Teachers' Guide	Proposed days/period number
'Ekai Ekti Durgo'	Story / paragraph / essay	independence and patriotism	15	14
'Pakhider Kotha'	Story / paragraph / essay	bird and nature	14	13
'Amader Gram'	Poetry	rural life and etiquette	7	6
'Adarsha chhele'	Poetry	patriotism and humanism	8	7
'Palla Deyar Khabar'	Story / paragraph / essay	annual sports competition	7	6
'Baro Ke?'	Poetry	Etiquette	6	5
'Caliph Hazrat Abu Bakr (Ra)'	stories/ paragraphs/ essays	biographies and love for mankind	7	6
Total			65	57

The above chapters/lessons have been selected based on the opinions of experts and teachers by considering 57 post COVID-19 time school day. A total of three poems, four essays / articles / stories were selected.

According to the experts, these chapters selected are essential to achieve all attainable competencies of Grade 3. That, students must achieve these attainable competencies in Grade 3. They do not have any opportunity to learn them in next Grades.

As per the data analysis of this study, it is possible to achieve 100% of 'Must Learn' Grade-wise attainable competencies. As for post COVID-19 time school days, there is a plan to reduce the syllabus based on chapters. In that case, students will also be able to achieve the 'Should Learn' and 'Nice to Learn' competencies included in those chapters selected.

If for any reason 57 working days are not available, experts suggest that the number of proposed periods can be rearranged or adjusted. In this reduced period lessons on 'Adorsho Chele', 'Ekai Ekti Durgo', 'Pakhider kotha', 'Palla Deyar Khabar' must be learned for essential skills.

Table 18: Selected Chapters/Main Contents/List of Lessons and Proposed days/ Period Number of Grade 4 Bangla subject

Chapter	Type of lesson	Main theme/essence	Number of days/periods mentioned in the Teachers' Guide	Proposed days/period number
'Mobile Phone'	Story / paragraph / essay	science and invention	8	7
'Hat Dhue Nao'	Story / paragraph / essay	health awareness	11	10

'Moder Bangla Bhasha'	Poetry	language movement	7	6
'Bawalider Golpo'	Story / paragraph / essay	natural diversity of Bangladesh	10	9
'Pakhir Jagat'	Story / paragraph / essay	introduction of birds of Bangladesh	10	9
'Kajla Didi'	Poetry	family/ love for sibling	5	4
'Ma'	Poetry	family / mother's love	4	3
'Beerpurush'	Poem	Family / mother's love	6	5
'Khalifa Hazrat Umar (Ra)'	story/paragraph/essay/biography	biography	6	4
Total			67	57

The above chapters/lessons have been selected finally based on opinions of experts and teachers by considering 57 post COVID-19 time school days. A total of four poems, one article and four stories have been selected.

According to the experts, these selected chapters are essential for Grade 4 attainable competencies, which students must achieve in Grade 4. There is no opportunity to learn them in next Grade, so it is not possible to achieve those competencies later.

As per the data analysis of this study, it will be possible to achieve 100% of the 'Must Learn' Grade-wise attainable competencies. As for post COVID-19-time school days, there is a plan to reduce syllabus based on chapters. In that case, students would also be able to achieve the 'Should Learn' and 'Nice to Learn' competencies included in those chapters selected.

If for any reason 57 working days are not available, experts advised that the number of proposed periods be rearranged or adjusted, lessons on 'Mobile Phone', 'Hat Dhue Nao', 'Bawalider Katha', 'Moder Bangla Bhasha', 'Khalifa Hazrat Umar (Ra)' lessons must be learned as essential skills.

Table 19: Selected Chapters/Main Contents/List of Lessons and Proposed days/ Period Number of Grade 5 Bangla subject

Chapter	type of lesson	Main theme/Essence	Number of days/periods mentioned in the Teachers' Guide	Proposed days/period number
'Shokher Mrittshilpo'	story / paragraph / essay	folk art of Bangladesh	10	8
'Shabdodushan'	poetry	awareness	6	5
'Shoronio Jara Chirodin'	story / paragraph / essay	essay on liberation war	9	8
'Shwadesh'	poetry	nature and people of Bangladesh	6	5
'Abak Jalpan'	Play	humor	9	8
'Matir Niche Je Shahor'	story / paragraph / essay	antiquities of Bangladesh	9	8

'Shikkhagurur Morjada'	poetry	idology/values / life building	6	4
'Biday Hajj'	story/paragrap h/essay/biogra phy	values	6	4
'Maulana Abdul Hamid Khan Bhasani'	story/paragrap h/essay/biogra phy	biography	8	7
Total			69	57

The above chapters/lessons have been selected based on the opinions of experts and teachers by considering 57 post COVID-19 time school days. A total of three poems, three essay/articles and two stories have been selected.

According to experts, the selected chapters are essential to help achieve Grade 5 attainable competencies, which students must achieve in Grade 5 and have no opportunity to learn in any next Grade. Therefore, it is not possible to achieve those competencies later on.

As per the data analysis of this study, it will be possible to achieve 100% of 'Must Learn' Grade-wise attainable competencies. As for post COVID-19 period, there is a plan to reduce syllabus based on chapters. In that case, students will also be able to achieve the 'Should Learn' and 'Nice to Learn' competencies included in those chapters.

If for any reason 57 working days are not available, experts suggest that the number of proposed periods be rearranged or adjusted based on the working days. In this reduced period, lessons on 'Shokher Mrittshilpo', 'Sharonio Jara Chirodin', 'Abak Jalpan', 'Shikkhagurur Morjada', 'Biday Hajj', 'Maulana Abdul Hamid Khan Bhasani' must be learned to achieve essential skills.

3.4 Providing guidelines for the post COVID-19 situation

As mentioned earlier, the study collected data from experts as well as PTI and URC instructors, Bangla subject teachers and parents involved in primary education. In this case, the informants have given their views on the prioritization of attainable competencies required for conducting school activities in the post COVID-19 period and the selection of textbook contents to achieve them.

At the same time, they have given important feedback on the teaching-learning activities and strategies to help students in their learning. The information and opinions of teachers and parents have been expressed in percentages and weighted mean as per the applicable field. On the other hand, the views of PTI and URC instructors are presented descriptively. The summary of the informants' opinion is presented below:

Table 20: Students' progress/losses of learning in post COVID-19 situation

Opinion	Teacher First-Grade (%)	Teacher Second-Grade (%)	Teacher Third-Grade (%)	Teacher Fourth-Grade (%)	Teacher Fifth-Grade (%)	Parents (%)
Most students have made progress in learning	25	17	0	8	17	22
Most students do not have any learning achievement	8	17	0	0	0	6
Most of the students have Learning loss	25	17	58	50	0	16

Some students achieved several learning, and some have not learned/Learning loss	42	50	42	42	83	56
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* 1.00-1.50 = Most Important, 1.51-2.50 = More Important, 2.51-3.50 = Important, 3.51-4.50 = Less Important, 4.51-5.00 = Least important

In most of the teachers and parents think that in this current situation some students have made learning progress while some others have not achieved learning or have learning losses. However, very few teachers and parents feel that most students do not have any learning. Rather, they feel that most students have learning losses. Some teachers and parents also think that their learning progress has improved. The main reason for such an idea of teachers was communicating with parents and verification of learning done while teaching online. Both teachers and parents consider the limited use of digital media i.e. television or internet, lack of any kind of follow-up or support from teachers or school authorities, parents or family members, tutors to be the most important reason behind students' learning losses.

- **Teaching-learning activities in school**

Table 21: Teaching-learning activities in post COVID-19 situation.

Opinion	First Grade Teacher	Second Grade Teacher	Third Grade Teacher	Fourth Grade Teacher	Fifth Grade Teacher	Parent
Direct teaching and teacher-centered teaching to be introduced in the classroom as before.	2.60	1.33	2.50	1.60	2.50	1.67
Introduce a mixed-model where direct teacher-centered teaching in the classroom and homework assignments	1.70	1.55	1.83	1.82	1.73	1.66
Introduce a mixed-model where direct teacher-centered teaching in the classroom and parental support at home	1.36	1.70	1.10	1.71	1.67	1.39
Less time for teacher-centered tutoring in the classroom and more online-based learning opportunities at home	3.00	3.00	2.67	3.00	1.67	2.00

* 1.00-1.50 = Most Important, 1.51-2.50 = More Important, 2.51-3.50 = Important, 3.51-4.50 = Less Important, 4.51-5.00 = Least important

Most of the teachers and parents think that, if the teaching-learning activities are resumed in the school after the COVID-19 outbreak, it would be more important to conduct these activities in two ways. For example, teaching-learning work in a mixed model where there will be direct teacher-centered teaching-learning activities in the classroom and there will be homework. Or create a mixed model where the teacher will conduct the teaching-learning activities directly in the classroom and the parents will assist at home. However, they also consider it important to conduct teacher-centered teaching-learning in the classroom as before.

PTI and URC instructors think that the school should be re-opened as soon as the COVID-19 is under control. But it will be difficult to conduct class activities in most of the schools by

following the hygiene rules. There will fear in children due to surrounding stress. Therefore, learning is likely to be disrupted. They think that, considering the overall safety of the students, alternative arrangements for sitting and assembly in the school should be considered. In this case, it is necessary to maintain a reasonable distance within the seating arrangement of students in the classroom. Divide the classes in which there are more students into two or three sections and ask them to come to school three to two days a week. Most informants think that, whenever school is opened, students should first have a good idea about hygiene rules and have a place to wash their hands and keep soap or hand sanitizer. To quote from a URC instructor,

“After resuming of school activities, students need to maintain a healthy physical distance in terms of seating in the classroom. For example, students will sit in a row and two students will sit on either end of a bench. Introduce two or more shifts in case of space constraints and take different classes of different grades every day.”

PTI instructors also emphasized creation of a positive attitude between parents and teachers on school environment being safe for the students.

Table 22: Considerations on maintaining learning continuity in post COVID-19 outbreak

Opinion	Teacher Grade 1	Teacher Grade 2	Teacher Grade 3	Teacher Grade 4	Teacher Grade 5
Considering the remaining working days of this academic year and to complete the remaining lessons, increase the classroom-based lesson time and increase the daily working hours accordingly.	3.00	1.00	1.00	4.00	1.50
Considering the remaining syllabus, extension of current education activities to a few months/days of the next academic year.	1.88	2.00	2.17	1.75	2.00
Reducing this year's curriculum considering the remaining working days of the school	1.42	1.20	1.33	1.09	1.00
To complete activities of this academic year in the current year, passing to the next class through auto-promotion if necessary	2.33	2.33	3.00	2.25	2.00

* 1.00-1.50 = Most Important, 1.51-2.50 = More Important, 2.51-3.50 = Important, 3.51-4.50 = Less Important, 4.51-5.00 = Least important

Although there are some disagreements among Grade-teachers on what to consider maintaining learning continuity in post COVID-19 situation, most of them thinks reduction of this year's curriculum is the most important, considering the remaining working days of the school. On the other hand, teachers find it relatively less important to extend the academic year by a few months/days or to maintain learning continuity by arranging auto-promotion. It is noteworthy here that, the teachers of second, third and fifth Grades give more importance on the extension of class time but the teachers of first and fourth Grades consider it less important.

In this case, PTI instructors think that representative content needs to be identified by giving emphasis on attainable competencies. Since many workdays have been wasted, it is important to try to identify the competencies those must be achieved in the current grade. One of the instructors mentioned, 'In this case, 'Grade-wise attainable competencies in first and second Grade's Bangla, English and Mathematics, which are identified in the curriculum only for these Grades, must be acquired within this limited time.' They also think that since it is difficult to estimate the number of working days, it is important to plan for a different number of working days.

In this situation initiatives should be taken to shorten the curriculum by considering the remaining working days. Besides, there is a need to review the completed lessons till March 16 and move forward. However, the most important thing is that for first Grade Bangla, lessons on letters and 'Kar' signs must be remained. Similarly, for second Grade, important conjunct letters, poems and stories should be selected. For third-fifth Grade, lessons related to similar subjects may be omitted by considering the attainable competencies. An instructor added,

“In post COVID-19 situations, after school-activities resume teaching has to be need-based. Because, every child has her/his own situation. That is why a child’s learning needs to be determined and s/he has to be assisted accordingly. However, this task will not be easy.”

Table 23: Essential content needed to include achieving priority learning outcomes in limited working days

Opinion	First Grade Teacher	Second Grade Teacher	Third Grade Teacher	Fourth Grade Teacher	Fifth Grade Teacher
Continuous implementation of reduced/selected syllabus	1.27	1.44	1.10	1.13	1.38
Implementing a reduced/selected syllabus with a remedial plan for all previous lessons	2.29	1.75	2.00	1.67	1.71
Implementing required content out of selected lessons, including the reduced/selected curriculum, in an accelerated teaching strategy	2.50	1,75	3.25	2.00	1.33
Execute a mixed-model/effort to implement reduced/selected curriculum (including direct teacher-centered tutoring in the classroom and with virtual work at home)	2.43	1.71	2.00	2.33	2.20

* 1.00-1.50 = Most Important, 1.51-2.50 = More Important, 2.51-3.50 = Important, 3.51-4.50 = Less Important, 4.51-5.00 = Least important

Within limited working days we need to achieve the expected learning outcomes from prioritized subjects. The above table shows that primary Bangla teachers think, to achieve this goal it is most important to implement continuous reduced/selected curriculum in post COVID-19 outbreak school activities. In addition, second and fourth Grade teachers think that it is important to implement a reduced/selected curriculum with a remedial plan for all previous lessons. On the other hand, except fifth Grade teachers, most other teachers think that it is relatively less important to implement out of selected lessons within an accelerated teaching strategy (including the reduced/selected curriculum).

PTI Instructors think, in this pandemic period most students have forgotten a lot. When school activities start, the first class should be held to review previous lessons. Students who have done homework by watching Sangsad TV lessons needed to evaluate their work. In order to achieve the essential learning outcomes of each Grade, a limited syllabus has to be prepared and taught. Parents need to be made aware and have the opportunity to cooperate in assess and help students in reading. URC instructors also provided similar feedback but emphasized the importance of assessing students' learning. According to them, learning inequality has built among children during this pandemic. This should be identified at the beginning of post COVID-19 school teaching-learning activities. In future, we must make a plan to eliminate it. A URC instructor's opinion on this is:

“After this COVID-19 situation, in order to start the educational activities, it will be necessary to determine learning ability of the students anew. Because all children do not have equal opportunity to continue their education during the Corona period. For example, some are getting the benefit of online lessons, some are getting involved in education from Sangsad TV or radio/mobile and some are not getting involved in any medium. Lesson planning should be done keeping in mind the mentioned issues.”

Table 24: Teaching-learning strategies for teachers to achieve learning outcomes of priority contents in limited working days

Opinion	First Grade Teacher	Second Grade Teacher	Third Grade Teacher	Fourth Grade Teacher	Fifth Grade Teacher
Teaching according to NAPE's daily lesson plan	2.43	2.00	1.60	1.00	2.00
Adjust overall teaching-learning plan on basis of students ability	1.75	1.89	2.43	1.63	2.17
Direct teacher-centered teaching in the classroom - homework - follow-up/assessment	1.67	1.33	1.64	1.55	1.36
Teaching in a small group based on assessing students ability	2.60	2.38	2.25	2.67	2.00

* 1.00-1.50 = Most Important, 1.51-2.50 = More Important, 2.51-3.50 = Important, 3.51-4.50 = Less Important, 4.51-5.00 = least important

For primary level Bangla subject teachers, to achieve priority content and learning outcomes on limited working days, it is more important to provide homework and follow-up/assessment in addition to direct teacher-centered teaching in the classroom. They also think that it is important to adjust the overall teaching plan on the basis of student's ability.

In addition to teachers, PTI and URC instructors feel that emphasis should be placed on group teaching strategies considering the level of learning of students. Teaching-learning activities should be student-centered. Teaching activities using multimedia contents through digital technology should be given the most importance. URC instructors also think that, 'Problem-solving teaching methods and project/assignment based lessons can be practiced more.' They think the Q&A method can be used as well, but it has to be joyfule. In this case, learning and assesement by peers, assessment through play, work, etc. can be helpful.

Table 25: Supplementary learning materials to achieve learning outcomes of priority content in limited working days

Opinion	First Grade Teacher	Second Grade Teacher	Third Grade Teacher	Fourth Grade Teacher	Fifth Grade Teacher
Providing Worksheets for practicing at home	1.50	1.25	1.82	1.27	1.44
Develop Supplementary materials in line with the reduced/selected curriculum	1.50	1.71	1.50	1.63	1.44
Digital version of Teachers Guide and textbook	3.50	3.50	3.50	2.25	2.67
Digital content/lesson activities (online and offline)	2.43	2.00	1.75	4.00	2.33

* 1.00-1.50 = Most Important, 1.51-2.50 = More Important, 2.51-3.50 = Important, 3.51-4.50 = Less Important, 4.51-5.00 = least important

The table above shows that, to the primary level Bangla teachers, to develop supplementary learning materials in line with the reduced or selected curriculum and worksheets for practicing at home is the most important for achieving relevant learning outcomes of the prioritized contents within the limited working days. Besides, they have also emphasized on digital (online

and offline) content/lesson activities. On the other hand, digital versions of teachers' guides and textbooks are relatively less important to them.

PTI and URC instructors also emphasized on providing worksheets to students for practice. Besides, various practical and semi-realistic models/pictures/charts/cards or audio-visual instruments, other than Teacher Guides and textbooks, can be used to achieve priority learning outcomes and content within the limited working days. A PTI instructor said,

“Students can be provided with some Worksheets for homework. Moreover, teaching can be made joyful by including different Language games. Therefore, it is necessary to take preparation right now in emergency basis.”

- **Assessment of student’s learning**

Table 26: Student assessment strategies in school activities in post COVID-19 situation

Opinion	First Grade Teacher	Second Grade Teacher	Third Grade Teacher	Fourth Grade Teacher	Fifth Grade Teacher
Informal and mostly verbal	1.60	1.75	1.50	1.57	2.33
Formal and written examination	1.67	2.60	1.88	2.44	2.20
Assign and assess homework/exercise	2.45	1.88	2.00	1.88	1.60
Formative assessment during class	2.38	1.80	2.08	2.33	1.63

* 1.00-1.50 = Most Important, 1.51-2.50 = More Important, 2.51-3.50 = Important, 3.51-4.50 = Less Important, 4.51-5.00 = least important

In current situation, most of the teachers have given highest importance to informal and in most cases verbal assessment as a strategy to assess the learning achievement of primary level Bangla subject. As an assessment strategy they also give more importance to homework and assess student’s learning accordingly. On the other hand, formal and written examinations and formative assessment in the classroom have received relatively less importance.

For student assessment strategies in post COVID-19 school activities, PTI instructors think that directly scheduling specific exams is not necessary. Rather they have emphasized on setting up content-based (after finishing one story/poem/rhyme, etc.) formative assessment. However, one of the instructors said, “The formative assessment framework needs to be formulated in a way, so that there will be a grade-wise balance in listening, speaking, reading and writing skills.” Latter children can be passed to the next class by giving only Grade (A, B, C, D) based on the score of the formative assessment. In that case clarification of the given Grade is needed. So that next class teacher can estimate the child’s skills. However, another instructor has specified the assessment strategy on grade basis. He said,

“In the case of Bangla assessment, language skills development must be taken into consideration. Formative assessment for 1st to 3rd Grade and Summative assessment of 4th-5th Grade’s reduced syllabus can be done in short range. In this case, a student should be assessed after finishing three-four letters/one rhyme/one poem/one story.”

URC instructors also emphasized the formative assessment of students in post COVID-19 school activities. In this case, they also emphasize the importance of reviewing a student's previous record. They also suggested giving exercise at home and assess. They suggested for observation, class test, open-book test at home, and taking a final examination in limited form (from syllabus) where possible.

- **Parents participation in child's learning**

Table 27: Types of parental support in post COVID-19 school opening

Opinion	First Grade Teacher	Second Grade Teacher	Third Grade Teacher	Fourth Grade Teacher	Fifth Grade Teacher	Parent
Ensure re-joining/ attendance at school	1.08	1.00	1.17	1.08	1.36	1.09
Help to learn at home	1.92	2.10	2.00	1.90	1.90	2.02
Ensure the use of digital materials	3.00	2.50	2.86	3.00	2.20	2.50
Arrange a private tutor	3.00	3.00	4.00	4.00	3.33	2.50

* 1.00-1.50 = Most Important, 1.51-2.50 = More Important, 2.51-3.50 = Important, 3.51-4.50 = Less Important, 4.51-5.00 = least important

Primary Bangla teachers and parents think that parental support is most important to ensure the rejoining/attendance of a student after school reopening. Besides, parents need to help their children to continue learning at home. However, parents have given more importance ensuring the uses of digital materials, but teachers have given less importance. Both of them gave less importance to the arrangement of private tutors.

Table 28: SMC's support to ensure parental participation in student learning after school opening in post COVID-19 situation

Opinion	First Grade Teacher	Second Grade Teacher	Third Grade Teacher	Fourth Grade Teacher	Fifth Grade Teacher	Parent
Involve parents in the school's planning	1.36	1.36	2.00	1.83	1.67	1.55
Organize special meetings to inform about children's learning progress	1.78	1.50	1.36	1.38	1.90	1.60
Encourage parental contribution in child's learning	2.33	2.67	2.30	2.33	2.33	2.07
Issue-based counseling for parents or guardians	3.29	3.50	3.00	2.43	2.50	2.29

* 1.00-1.50 = Most Important, 1.51-2.50 = More Important, 2.51-3.50 = Important, 3.51-4.50 = Less Important, 4.51-5.00 = least important

The table above shows that, in post COVID-19 period parents have to be informed about the children's learning progress to ensure parental participation in students learning. Parents involvement in the school's planning also need to be ensured. Considering this, teachers and parents think, organizing special meetings is one of the most important responsibilities of the School Management Committee (SMC). They also gave importance to encourage parents to contribute in children's learning. On the other hand, fourth and fifth grade teachers and parents have emphasized on issue-based counseling for parents or guardians to ensure parental participation. They emphasized that it must be organized by SMC.

- **Teacher's responsibility**

PTI and URC instructors have identified various initiatives for teachers to expedite student learning after school opening. They think that teachers should give importance on children's fluent reading skills in each class of every Grade when conducting lessons. Teachers should explain the essence of each lesson first and then help the students to say it. They need to be sincere and cordial while using teaching learning aids in different way. Instructors think that students should be taught with a post COVID-19 baseline based on competencies. Lessons needed to complete for each grade by reducing the syllabus. It should be completed within this academic year. To pass to the next class, it is necessary to identify the competencies that must be achieved in the current grade. Schools must try to achieve them. Students should be encouraged to do regular homework.

Similarly, URC instructors also think that Bangla teachers from first to fifth Grade can sit together and select the preferred learning outcomes and content. Then it will be easier to select the content by maintaining the vertical articulation of the curriculum and maintaining a relationship between the attainable competencies for the next Grade. They think that teachers should give more importance to learn Bangla language-based skills (listening, speaking, reading and writing) of the students. However, within limited working days, it is important to prioritize the reading and writing skills of the students in school. An instructor added, 'Students should be categorized into three to four groups according to their abilities. We should take the necessary preparations by setting separate learning strategies for them.' Instructors also said that after school opening, we must make children to involve in some joyful activities. So that they can overcome the psychological fear of COVID-19 pandemic and concentrate on school activities.

PTI and URC instructors have come up with ideas about different responsibilities of teachers to run the school smoothly in post COVID-19 time. Among these some notable responsibilities are:

- To conduct campaigns to ensure regular attendance of students. Follow up absentee students and take steps to bring them back to school.
- To take effective steps to increase awareness among parents and public representatives.
- To communicate with all concerned in the school including students, parents, SMCs and local public representatives and take initiatives to raise awareness.
- Be aware of COVID-19 risks of children and take maximum precautions in reducing the risks.
- To overcome obstacles of conducting class activities, ensure joyful teaching-learning and child-friendly environment.
- To use multiple learning-teaching strategies and increase children's participation in learning.
- Encourage children to perform the given task and provide appropriate feedback.
- Emphasis the formative assessment to help all students achieve expected learning outcomes.
- To inform students' progress to the field level education officers, consult with them and implement necessary advice.

- **Responsibility of education officials**

To properly implement teaching-learning activities after the opening of the school in post COVID-19 period, the idea has come up about some specific responsibilities of the primary education officials working in the field. PTI and URC instructors think that a practical work plan should be prepared considering the remaining working days after the opening of the school. The teachers have to be informed about the action plan within the first week of school opening.

Intensive monitoring and feedback have to be provided for the implementation. A URC instructor added, 'Education officials need to visit schools regularly. They must monitor the hygiene, sanitation, class activities and learning progress. Teachers need to provide the necessary courage, support and advice. Another PTI instructor noted that, 'During the visit, the officials have to be flexible and positive. They must emphasize on academic matters. Also, professional matters need to be considered more seriously.' According to PTI and URC instructors, Education officials can take specific steps in the post-pandemic school reopening:

- Take necessary initiatives to ensure regular attendance of students. Conduct campaigns to bring back students to school.
- Follow up dropout students and take initiative to bring them back to school.
- To take effective steps to increase awareness among parents and public representatives.
- To communicate with all concerned including teachers, students, parents. Be aware of the COVID-19 risks of children and take the utmost care in reducing the risk.
- To take care if any student of the school became sick and provide proper treatment.
- Provide necessary regular support to the teachers and remove the obstacles in conducting the class activities.
- Provide necessary professional development support to teachers. Make teachers aware of COVID-19 risks and take necessary measures to reduce the risks at the school level.
- Inform the public representatives and alumni including SMCs about the government guidelines for their involvement in schoolwork and provide the necessary support.
- Inform the higher authorities about the progress and update on the educational activities implemented in field level. Take necessary advice and implement them at the school level.

Chapter Four Recommendations

4.1 Introduction

The main objective of this study was to determine the Grade-wise attainable competencies and related contents and to determine the basis of priorities, and develop a remedial package to reduce the learning losses of the students of Grades 1 to 5 created as a result of the prolonged closure of the schools for COVID-19 pandemic. The review of the primary curriculum and Bangla textbooks of Grades 1-5 has been carried out with this objective in mind. Besides, information was collected from curriculum and content experts including participants from NAPE, NCTB, primary education officials working in the field and Room to Read. The results of the research have been determined on the basis of curriculum and textbook reviews as well as information from rural level. Necessary recommendations based on the results obtained are presented in this chapter.

4.2 Recommendations

Based on the information and analysis obtained, the necessary recommendations are listed below.

Activities to carry out regarding student learning:

- It is essential to develop the remedial package following a mixed-model considering the remaining school days. The model consists of both classroom-centered teaching and work plan for students to do at home with the help of the parents/guardians. In this case, to determine the subjects to be learned both in school and at home, and to develop a specific plan accordingly on an urgent basis is necessary.
- In addition to teaching and learning in schools, provision of providing learning materials (worksheets) to assist practice at home to be kept.
- In order to determine students' current status of learning at the beginning, it is necessary to test basic language skills and make arrangements for ongoing assessment of daily lessons.

Activities to carry out regarding the planning and management of educational activities:

- Language skills should be given more importance in teaching Bangla subjects. Emphasize the formulation of a remedial plan by combining the essential language skills (e. g. conjunct letter, grammar) beyond the selected lessons based on the available time in this school year.
- Teaching more important lessons from selected contents in a limited time in changing circumstances on a priority basis.
- Specific lesson plans to be provided to ensure Grade 1 students' essential learning skill to learn letters and 'Kar' sign.
- Orientation of head teachers and subject teachers should be organized for the implementation of the remedial package.
- Considering the psycho-social condition of the students in the post-COVID period, there is a need for active participation in child-friendly reading activities with joyful lessons.

Activities to be carried out by the teachers:

- The head teacher of each school has to prepare an action plan in consultation with teachers, SMC members, parents, relevant Assistant Upazila Education Officer before the school opens.

- Conduct school-led campaigns to ensure regular attendance of students. Initiatives need to be taken to find out the students who are absent from school and to bring them back.
- Arrange revision of the subject before/if school closes (again) due to COVID-19 pandemic.
- Communicate with all concerned in the school including students, parents, SMCs and local public representatives and take initiatives to raise awareness.
- Be aware of COVID-19 risks for both teachers and students, and take utmost care in minimizing the risks.
- Use joyful, child-friendly and multiple teaching-learning techniques to ensure student participation.
- Encourage students to perform the given assignment based on formative assessment and help to achieve the expected learning outcomes by providing appropriate feedback.
- Inform students' progress to the field level education officers, consult with them and implement necessary advice.

Activities to be ensured by the guardian:

- Ensure re-joining/attendance of children in school.
- Assist and encourage students to learn at home as needed.
- Regularly participate in the parents' meeting organized by the school maintaining health safety measures.
- Follow the health safety measures, keep in regular contact with the teacher and assist children in learning as per teacher's advice.

Steps the School Management Committee (SMC) can take up:

- Organize special meetings with teachers and parents following the health safety measures to inform about students' progress of learning.
- Involve parents in the formulation and implementation of teaching-learning plans in post COVID-19 time schools days.
- Follow up dropout students and take initiative to bring them back to school.

Steps that can be taken by education officials:

- Take necessary initiatives to ensure regular attendance of students. Running a campaign to make the students go to school can be helpful.
- Involve parents and public representatives to find out dropped out students and bring them back to school.
- Communicate with all concerned including teachers, students, parents – in which case, be aware of the health risks and take the utmost precaution to reduce the risks.
- Hold regular academic supervision of teaching and learning activities conducted at the school level and provide necessary professional development support to teachers.
- Inform higher authorities about the progress and share update on the education activities implemented at field level. Take necessary advice and implement them at the school level.

4.3 Research Limitations

In conducting the study, the research team confronted several limitations. Notable ones are:

- COVID-19 pandemic is a new global challenge to education sector like other sectors. Due to this, it was not possible to find previous examples and experienced informants on what to do to continue the educational activities in the aftermath of the COVID-19 outbreak. In this case, some research recommendations have been made based on the perception of the country level education experts and selected key informants which might not be fully applicable in the changed situation.

- It would have been better if the determination of the Priority Pyramid could consider views of more individuals who are subject experts, or researchers and subject teachers. However, due to time constraints, the decision has been taken on the basis of the views of a limited number of experts, researchers and subject teachers.
- In this study, to achieve the Grade-wise required competency, only the range of curriculum from Grades 1-5 Bangla subjects has been taken into consideration. Therefore, it was not possible to plan thematic distribution of competencies by analyzing the opportunities available to achieve the same competency in different subjects (e. g., concepts of numbers in Bangla and mathematics and noise pollution/safe movement in Bangla and elementary science).
- More important opinions could be taken in determining the final results of the research if the accuracy of the preliminary results had been verified through multiple workshops involving a wider range of participants. However, due to the COVID-19 pandemic, it was not possible to organize such workshop leading to wider opinions.
- It would have been more realistic to plan for the commencement of post COVID-19 school activities by assessing student's learning losses. This would have made it easier to reconcile the pre and post COVID-19 time learning activities.
- Due to time constraints, only two districts (Dhaka and Natore) have been subjected to purposeful verification of the final results. Formulations of recommendations were based on the views of teachers and parents from urban and rural areas. In this case, it would have been better if the opinion of the informants could have been taken into consideration by selecting representative samples from all the geographical locations of Bangladesh.

Appendix A: Interview Questionnaire for Guardian

The research was jointly carried out by National Academy for Primary Education (NAPE), National Curriculum and Textbook Board (NCTB), the Directorate of Primary Education and Room to Read Bangladesh in 2020.

(Analysis of Learning Outcomes and Identify Potential Areas of Content to Recover Learning Losses Due to COVID-19 Emergency Situation)

Questionnaire- Interview-Guardian

Basic Information				
1	Responder Name			
2	School Name			
4	Phone number			
5	Grade of your child			
6	District		Upazila	
7	Date			

Learning status during COVID-19 pandemic:

1. What is the learning progress of your child/children during COVID-19 pandemic situation?									
<input type="checkbox"/> Most of the students has progress in learning gain									
<input type="checkbox"/> Most of the students has no progress in learning gain									
<input type="checkbox"/> Most of them have learning loss									
<input type="checkbox"/> Some of the student have some learning gain and some of the student have no learning gain/have learning loss/									
<input type="checkbox"/> Others..... Kindly explain (How/ Why)									
What is the base/reason of your selected opinion about students' learning progress during school closure									
For multiple answers, rate it orderly on priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important					1	2	3	4	5
<input type="checkbox"/> Informal assessment- mostly oral									
<input type="checkbox"/> Written assessment on new content or subject									
<input type="checkbox"/> Engagement in learning activities or paying time in learning									
<input type="checkbox"/> Assessment by house tutor or online session									
<input type="checkbox"/> Others..... Kindly explain (How/ Why)									
2. If students have learning-gain even during the school closure- below which option/s contributed the most?									
<input type="checkbox"/> Aired education program in TV (Sangsad TV) and online platform (A2i, 10 minutes school etc.)									
<input type="checkbox"/> Teachers follow-up									
If teachers have supported students' remote learning during this lock-down- what had contributed the most?									
For multiple answers, rate it orderly on priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important					1	2	3	4	5
<input type="checkbox"/> Home visit									
<input type="checkbox"/> Follow-up over phone call- weekly/ monthly									
<input type="checkbox"/> Follow-up through SMS-weekly/ monthly									
<input checked="" type="checkbox"/> Conduct virtual session – online or offline									

	<input type="checkbox"/> Others..... Kindly explain (How/ Why)							
	<input type="checkbox"/> Your support/contribution							
	If you have supported your child/children in learning during this lock-down- what had contributed the most?							
	For multiple answers, rate it orderly on priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important						1	2
	<input type="checkbox"/> Fixed daily basis study time							
	<input type="checkbox"/> Ensure virtual learning- managed learning through television or online							
	<input type="checkbox"/> Maintain communication with teacher							
	<input type="checkbox"/> Direct support in learning- explain, assist and check the lessons							
	<input type="checkbox"/> Others..... Kindly explain (How/ Why)							
	<input type="checkbox"/> Children are studying on their initiative							
	If children have learned on their initiative while they are at home- what would contribute the most							
	For multiple answers, rate it orderly on priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important						1	2
	<input type="checkbox"/> Self-interest and motivation							
	<input type="checkbox"/> Peer support or pressure							
	<input type="checkbox"/> Competitiveness or exam pressure							
	<input type="checkbox"/> Guardians' interest or pressure							
	<input type="checkbox"/> Others..... Kindly explain (How/ Why)							
	<input type="checkbox"/> Others..... Kindly explain (How/ Why)							
3. If students have no gain in learning or have learning loss- what would the major contributing factor of that								
	For multiple answers, rate it orderly on priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important						1	2
	<input type="checkbox"/> No support or follow-up from teacher/school							
	<input type="checkbox"/> No support from parents or family members							
	<input type="checkbox"/> No support from home tutor/ private tutor							
	<input type="checkbox"/> Limited access to digital media- TV or internet							
	<input type="checkbox"/> Others..... Kindly explain (How/ Why)							
4. What kind of learning activities your child/children is/are preferring to do in the lockdown situation?								
	For multiple answers, rate it orderly on priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important						1	2
	<input type="checkbox"/> Reading textbook/book,							
	<input type="checkbox"/> Participating in online classes,							
	<input type="checkbox"/> Study related discussion with peer or siblings							
	<input type="checkbox"/> Study related discussion with guardian or teacher							
	<input type="checkbox"/> Others..... Kindly explain (How/ Why)							
5. What kind of challenge you face to assist your child/children in learning at home								
	For multiple answers, rate it orderly on priority basis.						1	2
						3	4	
						5		

	Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important					
<input type="checkbox"/>	Lack of knowledge what to teach					
<input type="checkbox"/>	No adequate time					
<input type="checkbox"/>	Limitation of resource and material					
<input type="checkbox"/>	No expertise in teaching					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					

Learning after school reopening in Post COVID-19 pandemic situation

6. How do you conceive school reopening in post-COVID- 19 situation?						
	For multiple answers, rate it orderly on priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/>	Regular and full-session as usual					
<input type="checkbox"/>	Staggered opening and possibly cycles of re-closing					
<input type="checkbox"/>	Two shift in all schools- segregate school days by grade					
<input type="checkbox"/>	Blended modality at school- class and online based teaching					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
7. How would be the teaching process after school reopening in post COVID-19 pandemic situation?						
	For multiple answers, rate it orderly on priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/>	Face-to-face and teacher-led instruction in the classroom as before					
<input type="checkbox"/>	Blended model with teacher-led face-to-face instruction and home-based assignment					
<input type="checkbox"/>	Blended model with teacher-led face-to-face instruction and parental engagement for learning support at home					
<input type="checkbox"/>	Teacher-led face-to-face instruction for limited duration and extension of online learning at home					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
8. What kind of support you can provide in post COVID-19 schooling program?						
	For multiple answers, rate it orderly on priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/>	Rejoin in school/ensure attendance					
<input type="checkbox"/>	Assist in learning at home					
<input type="checkbox"/>	Ensure the use of digital materials					
<input type="checkbox"/>	Privet tutor arrangement					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
9. What should school management (SMC) do to ensure parental engagement in post COVID-19 schooling program?						
	For multiple answers, rate it orderly on priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/>	Engage parents in school planning					

<input type="checkbox"/>	Conduct special meeting to inform parents about children learning progress					
<input type="checkbox"/>	Inspire parents in terms of child learning					
<input type="checkbox"/>	Issue based counselling for parents/ guardians					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					

Interviewer Name	
Interviewer Designation	
Interviewer signature	

Appendix B: Interview Questionnaire for Grade One teacher

The research was jointly carried out by National Academy for Primary Education (NAPE), National Curriculum and Textbook Board (NCTB), the Directorate of Primary Education and Room to Read Bangladesh in 2020.

(Analysis of Learning Outcomes and Identify Potential Areas of Content to Recover Learning Losses Due to COVID-19 Emergency Situation)

Questionnaire- Interview-Teacher Grade One

Basic Information				
1	Teacher Name			
2	School Name			
3	School Code Number (Collect it from Head Teacher)			
4	Teacher's Phone number			
5	The Grade You Teach			
6	District		Upazila	
7	Date			

Learning status during COVID-19 pandemic situation:

1. What is the learning progress of your students during COVID-19 pandemic situation?								
<input type="checkbox"/> Most of the students has progress in learning gain								
<input type="checkbox"/> Most of the students has no progress in learning gain								
<input type="checkbox"/> Most of them have learning loss								
<input type="checkbox"/> Some of the student have some learning gain and some of the student have no learning gain/have learning loss/								
<input type="checkbox"/> Others..... Kindly explain (How/ Why)								
What is the base/cause of your selected opinion about students' learning progress during school closure								
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important				1	2	3	4	5
<input type="checkbox"/> Based on guardians' communication								
<input type="checkbox"/> Based informal assessment during home-visit or interview								
<input type="checkbox"/> Based on assessment during online teaching								
<input type="checkbox"/> Based on submitted homework								
<input type="checkbox"/> Others..... Kindly explain (How/ Why)								
2. If students have learning-gain even during the school closure- below which option/s contributed the most?								
<input type="checkbox"/> Aired education program in TV (Sangsad TV) and online platform (A2i, 10 minutes school etc.)								
<input type="checkbox"/> Teachers follow-up								
If teachers have supported students' remote learning during this lock-down- what had contributed the most?								
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important				1	2	3	4	5
<input type="checkbox"/> Home visit								

	<input type="checkbox"/>	Follow-up over phone call- weekly/ monthly							
	<input type="checkbox"/>	Follow-up through SMS- weekly/ monthly							
	<input type="checkbox"/>	Conduct virtual session- online or offline							
	<input type="checkbox"/>	Others..... Kindly explain (How/ Why)							
	<input type="checkbox"/>	Support from parents							
		If parents have supported students' learning at home during lockdown- what had contributed the most?							
		For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5		
	<input type="checkbox"/>	Fixed the study time on daily basis							
	<input type="checkbox"/>	Ensure access to virtual learning – TV or online							
	<input type="checkbox"/>	Communication with teachers to guide their children's learning							
	<input type="checkbox"/>	Direct support for learning – explains, assist or check lessons							
	<input type="checkbox"/>	Others..... Kindly explain (How/ Why)							
	<input type="checkbox"/>	Students are studying on their initiative							
		If students have learned on their initiative while they are at home- what would contribute the most							
		For multiple answers, rate it orderly on the priority basis Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5		
	<input type="checkbox"/>	Self-interest and motivation							
	<input type="checkbox"/>	Peer support or pressure							
	<input type="checkbox"/>	Competitiveness or exam pressure							
	<input type="checkbox"/>	Guardians' interest or pressure							
	<input type="checkbox"/>	Others..... Kindly explain (How/ Why)							
	<input type="checkbox"/>	Others..... Kindly explain (How/ Why)							
3. If students have no gain in learning or have learning loss- what would the major contributing factor of that									
		For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5		
	<input type="checkbox"/>	No support or follow-up from teacher/school							
	<input type="checkbox"/>	No support from parents or family members							
	<input type="checkbox"/>	No support from home tutor/ private tutor							
	<input type="checkbox"/>	Limited access to digital media- TV or internet							
	<input type="checkbox"/>	Others..... Kindly explain (How/ Why)							

Learning after school reopening in Post COVID-19 pandemic situation:

4. How do you conceive school reopening in post-COVID 19 situation?									
		For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5		
	<input type="checkbox"/>	Regular and full-session as usual							
	<input type="checkbox"/>	Staggered opening and possibly cycles of re-closing							
	<input type="checkbox"/>	Two shifts basis in all schools- segregate school days by grade							
	<input type="checkbox"/>	Blended modality at school- class and online based teaching							

<input type="checkbox"/> Others..... Kindly explain (How/ Why)					
5. How would be the teaching process after school reopening in post COVID-19 pandemic situation?					
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/> Face-to-face and teacher-led instruction in the classroom as before					
<input type="checkbox"/> Blended model with teacher-led face-to-face instruction and home-based assignment					
<input type="checkbox"/> Blended model with teacher-led face-to-face instruction and parental engagement for learning support at home					
<input type="checkbox"/> Teacher-led face-to-face instruction for limited duration and extension of online learning at home					
<input type="checkbox"/> Others..... Kindly explain (How/ Why)					
6. How do you conceive continuation of learning in post COVID pandemic situation?					
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/> Increasing contact hour of school considering the remaining working days					
<input type="checkbox"/> Extension of academic year by taking months/days from the following academic considering the pending courses					
<input type="checkbox"/> Reduce this year curricula considering the available days					
<input type="checkbox"/> Auto promote to next grade irrespective of course-completion and available-time					
<input type="checkbox"/> Others..... Kindly explain (How/ Why)					
7. What would be in your consideration for curricula reduction in the context of remaining working days?					
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/> Prioritize critical learning competencies & contents and manage (extend contact hour) time for this					
<input checked="" type="checkbox"/> Develop a prioritize competency and content list based on remaining working days					
<input type="checkbox"/> Start from the chapter/unit where sessions got interrupted and continue with regular routine as per the available days					
<input type="checkbox"/> Teach prioritized 'must learn' content following accelerated teaching strategy					
<input type="checkbox"/> Others..... Kindly explain (How/ Why)					
8. What do you consider as the criteria for prioritization of competencies?					
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/> The competencies that are prerequisites for learning continuation in next grade					
<input type="checkbox"/> All the grade appropriate leaning competencies					

<input type="checkbox"/>	Competencies that are important for paper-pencil test					
<input type="checkbox"/>	Grade appropriate must learning competency					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
9. What do you consider as the criteria for content mapping in the context of remaining working days/ active schooldays						
For multiple answers, rate it orderly on the priority basis Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important		1	2	3	4	5
<input type="checkbox"/>	Selecting 'Exercise' for all chapters of the textbook					
<input type="checkbox"/>	Selecting special chapters of the textbooks					
<input type="checkbox"/>	Selecting lessons/days of all the chapters in the textbook					
<input type="checkbox"/>	Developing new textbooks based on selected content to achieve priority learning outcomes/					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
10. If you have to select 50% chapters for content mapping - what are the chapters that you will select for achieving the prioritizing competency						
Mark (✓) your selected chapter						
<input type="checkbox"/>	Letter learning: 'Ta', 'Tha', 'Da', 'Dha', 'Na' (ট, ঠ, ড, ঢ, গ)	<input type="checkbox"/>	'Kar' Sign Learning: 'Oi-Kar' (ঐ-কার)			
<input type="checkbox"/>	Letter learning: 'To', 'Tho', 'Do', 'Dho', 'No' (ত, থ, দ, ধ, ন)	<input type="checkbox"/>	'Kar' Sign Learning: 'O-Kar' (ও-কার)			
<input type="checkbox"/>	Bakbakum Payra	<input checked="" type="checkbox"/>	'Kar' Sign Learning: 'Ou-Kar' (ঔ-কার)			
<input type="checkbox"/>	Letter learning: 'Po', 'Pho', 'Bo', 'Bho', 'Mo' (প, ফ, ব, ভ, ম)	<input type="checkbox"/>	'Kar' Sign			
<input type="checkbox"/>	Letter learning: 'Y', 'Ro', 'Lo', 'Sh', 'Sh' (য র ল শ ষ)	<input type="checkbox"/>	Fill In The Gap With Kar Sign			
<input type="checkbox"/>	Letter learning: 'S', 'H', 'R', 'R', 'W' (স হ ড় ঢ য়)	<input type="checkbox"/>	'Bhor Holo			
<input type="checkbox"/>	Letter learning: ঙ ঞ ণ ণ্	<input type="checkbox"/>	Shuvo Dadima			
<input type="checkbox"/>	Consonant	<input type="checkbox"/>	Rubir Bagan			
<input type="checkbox"/>	Honhon Ponpon	<input type="checkbox"/>	'Ma'er Valobasa			
<input type="checkbox"/>	Arrange Consonant	<input type="checkbox"/>	Mumur Shatdin			
<input type="checkbox"/>	Bengali Alphabet	<input type="checkbox"/>	Choray Choray Shongkha			
<input type="checkbox"/>	Mamar Bari	<input type="checkbox"/>	Pipre o Ghughu			
<input type="checkbox"/>	'Kar' sign learning: 'A-Kar' (আ-কার ৷)	<input type="checkbox"/>	Gach Lagano			
<input type="checkbox"/>	'Kar' sign learning: 'E-Kar' (ই-কার ি)	<input type="checkbox"/>	Amdar Desh			
<input type="checkbox"/>	'Kar' sign learning: 'Ee-Kar' (ঈ-কারী)	<input type="checkbox"/>	Chobi Niye Kotha			
<input type="checkbox"/>	'Kar' sign learning: 'U-Kar' (উ-কার)	<input type="checkbox"/>	Chuti			
<input checked="" type="checkbox"/>	'Kar' sign learning: 'Uu-Kar' (ঊ-কার)	<input type="checkbox"/>	Muktijoddhader Katha			
<input type="checkbox"/>	'Kar' sign learning: 'Rr-Kar' (ঋ-কার)	<input type="checkbox"/>	Shobdo Bolar Khela			
<input type="checkbox"/>	'Kar' sign learning: 'Aa-Kar' (এ-কার)					
11. What modality should be included in post COVID-19 schooling program in the context of remaining working days/ active schooldays						
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important		1	2	3	4	5

<input type="checkbox"/> Implementation of the reduced/selected curriculum in regular sessions					
<input type="checkbox"/> Implementation of the condensed curriculum with the remedial plan of all previous lessons					
<input type="checkbox"/> Implementation of accelerated teaching strategy to teach rest of the required content out of the condensed content					
<input type="checkbox"/> Implementation of the reduced/selected curriculum with a blended modality (teacher instruction and home-based assignment)					
<input type="checkbox"/> Others..... Kindly explain (How/ Why)					
12. What should be included in teachers' activities in post COVID-19 schooling program					
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/> Teach lessons as per NAPE plan to prepare for the test					
<input type="checkbox"/> Compatibility of overall teaching plan assessing the students learning competency					
<input type="checkbox"/> Face-to-face and teacher-led instruction in the classroom-Homework-Follow-up/assessment					
<input type="checkbox"/> Group based (small group) teaching practice based on students' competency					
<input type="checkbox"/> Others..... Kindly explain (How/ Why)					
13. What should be included in materials package on top of Teachers Guide (TG) and Textbook in post COVID-19 schooling program					
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/> Supplementary materials (worksheet) for practice at home					
<input type="checkbox"/> Designed materials that match with reduced curriculum and integrate supplementary practice					
<input type="checkbox"/> Digital content (online and off-line) Digital version of TG and textbook					
<input type="checkbox"/> Digital content (online and off-line)					
<input type="checkbox"/> Others..... Kindly explain (How/ Why)					
14. What should be the student assessment strategy in school in post COVID-19 pandemic situation?					
For multiple answers, rate it orderly on the priority basis Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/> Informal and mostly oral					
<input type="checkbox"/> Informal and paper-pencil based assessment					
<input type="checkbox"/> Homework provision and its checking					
<input type="checkbox"/> Regular class assessment					
<input type="checkbox"/> Others..... Kindly explain (How/ Why)					
15. What kind of support parents/caregivers can provide in post COVID-19 schooling program?					
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/> Rejoin in school/ensure attendance					
<input type="checkbox"/> Assist in learning at home					

<input type="checkbox"/>	Ensure the use of digital materials					
<input type="checkbox"/>	Privet tutor arrangement					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
16. What should school management (SMC) do to ensure parental engagement in post COIVD-19 schooling program						
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important		1	2	3	4	5
<input type="checkbox"/>	Engage parents in school planning					
<input type="checkbox"/>	Conduct special meeting to inform parents about children learning progress					
<input type="checkbox"/>	Inspire parents in terms of child learning					
<input type="checkbox"/>	Issue based counselling for parents/ guardians					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					

Interviewer Name	
Interviewer Designation	
Interviewer signature	

Appendix C: Interview Questionnaire for Grade Two teacher

The research was jointly carried out by National Academy for Primary Education (NAPE), National Curriculum and Textbook Board (NCTB), the Directorate of Primary Education and Room to Read Bangladesh in 2020.

(Analysis of Learning Outcomes and Identify Potential Areas of Content to Recover Learning Losses Due to COVID-19 Emergency Situation)

Questionnaire- Interview-Teacher Grade Two

Basic Information				
1	Teacher Name			
2	School Name			
3	School Code Number (Collect it from Head Teacher)			
4	Teacher's Phone number			
5	The Grade You Teach			
6	District		Upazila	
7	Date			

Learning status during COVID-19 pandemic situation:

1. What is the learning progress of your students during COVID-19 pandemic situation?								
<input type="checkbox"/> Most of the students has progress in learning gain								
<input type="checkbox"/> Most of the students has no progress in learning gain								
<input type="checkbox"/> Most of them have learning loss								
<input type="checkbox"/> Some of the student have some learning gain and some of the student have no learning gain/have learning loss/								
<input type="checkbox"/> Others..... Kindly explain (How/ Why)								
What is the base/cause of your selected opinion about students' learning progress during school closure								
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important				1	2	3	4	5
<input type="checkbox"/> Based on guardians' communication								
<input type="checkbox"/> Based informal assessment during home-visit or interview								
<input type="checkbox"/> Based on assessment during online teaching								
<input type="checkbox"/> Based on submitted homework								
<input type="checkbox"/> Others..... Kindly explain (How/ Why)								
2. If students have learning-gain even during the school closure- below which option/s contributed the most?								
<input type="checkbox"/> Aired education program in TV (Sangsad TV) and online platform (A2i, 10 minutes school etc.)								
<input type="checkbox"/> Teachers follow-up								
If teachers have supported students' remote learning during this lock-down- what had contributed the most?								
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important				1	2	3	4	5
<input type="checkbox"/> Home visit								

	<input type="checkbox"/>	Follow-up over phone call- weekly/ monthly							
	<input type="checkbox"/>	Follow-up through SMS- weekly/ monthly							
	<input type="checkbox"/>	Conduct virtual session- online or offline							
	<input type="checkbox"/>	Others..... Kindly explain (How/ Why)							
	<input type="checkbox"/>	Support from parents							
		If parents have supported students' learning at home during lockdown- what had contributed the most?							
		For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5		
	<input type="checkbox"/>	Fixed the study time on daily basis							
	<input type="checkbox"/>	Ensure access to virtual learning – TV or online							
	<input type="checkbox"/>	Communication with teachers to guide their children's learning							
	<input type="checkbox"/>	Direct support for learning – explains, assist or check lessons							
	<input type="checkbox"/>	Others..... Kindly explain (How/ Why)							
	<input type="checkbox"/>	Students are studying on their initiative							
		If students have learned on their initiative while they are at home- what would contribute the most							
		For multiple answers, rate it orderly on the priority basis Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5		
	<input type="checkbox"/>	Self-interest and motivation							
	<input type="checkbox"/>	Peer support or pressure							
	<input type="checkbox"/>	Competitiveness or exam pressure							
	<input type="checkbox"/>	Guardians' interest or pressure							
	<input type="checkbox"/>	Others..... Kindly explain (How/ Why)							
	<input type="checkbox"/>	Others..... Kindly explain (How/ Why)							
3. If students have no gain in learning or have learning loss- what would the major contributing factor of that									
		For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5		
	<input type="checkbox"/>	No support or follow-up from teacher/school							
	<input type="checkbox"/>	No support from parents or family members							
	<input type="checkbox"/>	No support from home tutor/ private tutor							
	<input type="checkbox"/>	Limited access to digital media- TV or internet							
	<input type="checkbox"/>	Others..... Kindly explain (How/ Why)							

Learning after school reopening in Post COVID-19 pandemic situation:

4. How do you conceive school reopening in post-COVID 19 situation?									
		For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5		
	<input type="checkbox"/>	Regular and full-session as usual							
	<input type="checkbox"/>	Staggered opening and possibly cycles of re-closing							
	<input type="checkbox"/>	Two shifts basis in all schools- segregate school days by grade							

<input type="checkbox"/>	Blended modality at school- class and online based teaching					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
5. How would be the teaching process after school reopening in post COVID-19 pandemic situation?						
	For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/>	Face-to-face and teacher-led instruction in the classroom as before					
<input type="checkbox"/>	Blended model with teacher-led face-to-face instruction and home-based assignment					
<input type="checkbox"/>	Blended model with teacher-led face-to-face instruction and parental engagement for learning support at home					
<input type="checkbox"/>	Teacher-led face-to-face instruction for limited duration and extension of online learning at home					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
6. How do you conceive continuation of learning in post COVID pandemic situation?						
	For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/>	Increasing contact hour of school considering the remaining working days					
<input type="checkbox"/>	Extension of academic year by taking months/days from the following academic considering the pending courses					
<input type="checkbox"/>	Reduce this year curricula considering the available days					
<input type="checkbox"/>	Auto promote to next grade irrespective of course-completion and available-time					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
7. What would be in your consideration for curricula reduction in the context of remaining working days?						
	For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/>	Prioritize critical learning competencies & contents and manage (extend contact hour) time for this					
<input checked="" type="checkbox"/>	Develop a prioritize competency and content list based on remaining working days					
<input type="checkbox"/>	Start from the chapter/unit where sessions got interrupted and continue with regular routine as per the available days					
<input type="checkbox"/>	Teach prioritized 'must learn' content following accelerated teaching strategy					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
8. What do you consider as the criteria for prioritization of competencies?						
	For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/>	The competencies that are prerequisites for learning continuation in next grade					

<input type="checkbox"/>	All the grade appropriate leaning competencies					
<input type="checkbox"/>	Competencies that are important for paper-pencil test					
<input type="checkbox"/>	Grade appropriate must learning competency					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
9. What do you consider as the criteria for content mapping in the context of remaining working days/ active schooldays						
For multiple answers, rate it orderly on the priority basis Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important		1	2	3	4	5
<input type="checkbox"/>	Selecting 'Exercise' for all chapters of the textbook					
<input type="checkbox"/>	Selecting special chapters of the textbooks					
<input type="checkbox"/>	Selecting lessons/days of all the chapters in the textbook					
<input type="checkbox"/>	Developing new textbooks based on selected content to achieve priority learning outcomes/					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
10. If you have to select 50% chapters for content mapping - what are the chapters that you will select for achieving the prioritizing competency						
Mark (√) your selected chapter						
<input type="checkbox"/>	Amader Choto Nadi	<input type="checkbox"/>	Khamar Barir Poshupakhi			
<input type="checkbox"/>	Dadir Hater Mojar Pitha	<input type="checkbox"/>	Choy Ritur Desh			
<input type="checkbox"/>	Train	<input type="checkbox"/>	Muktijuddher ekti Shonali Pata			
<input type="checkbox"/>	Dukhur Chelebela	<input type="checkbox"/>	Kajer Ananda			
<input type="checkbox"/>	Prarthona	<input type="checkbox"/>	Shobai Mile Kori Kaj			
11. What modality should be included in post COVID-19 schooling program in the context of remaining working days/ active schooldays						
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important		1	2	3	4	5
<input type="checkbox"/>	Implementation of the reduced/selected curriculum in regular sessions					
<input type="checkbox"/>	Implementation of the condensed curriculum with the remedial plan of all previous lessons					
<input type="checkbox"/>	Implementation of accelerated teaching strategy to teach rest of the required content out of the condensed content					
<input type="checkbox"/>	Implementation of the reduced/selected curriculum with a blended modality (teacher instruction and home-based assignment)					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
12. What should be included in teachers' activities in post COVID-19 schooling program						
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important		1	2	3	4	5
<input type="checkbox"/>	Teach lessons as per NAPE plan to prepare for the test					
<input type="checkbox"/>	Compatibility of overall teaching plan assessing the students learning competency					
<input type="checkbox"/>	Face-to-face and teacher-led instruction in the classroom-Homework-Follow-up/assessment					

<input type="checkbox"/> Group based (small group) teaching practice based on students' competency					
<input type="checkbox"/> Others..... Kindly explain (How/ Why)					
13. What should be included in materials package on top of Teachers Guide (TG) and Textbook in post COVID-19 schooling program					
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/> Supplementary materials (worksheet) for practice at home					
<input type="checkbox"/> Designed materials that match with reduced curriculum and integrate supplementary practice					
<input type="checkbox"/> Digital content (online and off-line) Digital version of TG and textbook					
<input type="checkbox"/> Digital content (online and off-line)					
<input type="checkbox"/> Others..... Kindly explain (How/ Why)					
14. What should be the student assessment strategy in school in post COVID-19 pandemic situation?					
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/> Informal and mostly oral					
<input type="checkbox"/> Informal and paper-pencil based assessment					
<input type="checkbox"/> Homework provision and its checking					
<input type="checkbox"/> Regular class assessment					
<input type="checkbox"/> Others..... Kindly explain (How/ Why)					
15. What kind of support parents/caregivers can provide in post COVID-19 schooling program?					
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/> Rejoin in school/ensure attendance					
<input type="checkbox"/> Assist in learning at home					
<input type="checkbox"/> Ensure the use of digital materials					
<input type="checkbox"/> Privet tutor arrangement					
<input type="checkbox"/> Others..... Kindly explain (How/ Why)					
16. What should school management (SMC) do to ensure parental engagement in post COVID-19 schooling program					
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/> Engage parents in school planning					
<input type="checkbox"/> Conduct special meeting to inform parents about children learning progress					
<input type="checkbox"/> Inspire parents in terms of child learning					
<input type="checkbox"/> Issue based counselling for parents/ guardians					
<input type="checkbox"/> Others..... Kindly explain (How/ Why)					

Interviewer Name	
Interviewer Designation	
Interviewer signature	

Appendix D: Interview Questionnaire for Grade Three teacher

The research was jointly carried out by National Academy for Primary Education (NAPE), National Curriculum and Textbook Board (NCTB), the Directorate of Primary Education and Room to Read Bangladesh in 2020.

(Analysis of Learning Outcomes and Identify Potential Areas of Content to Recover Learning Losses Due to COVID-19 Emergency Situation)

Questionnaire- Interview-Teacher Grade Four

Basic Information				
1	Teacher Name			
2	School Name			
3	School Code Number (Collect it from Head Teacher)			
4	Teacher's Phone number			
5	The Grade You Teach			
6	District		Upazila	
7	Date			

Learning status during COVID-19 pandemic situation:

1. What is the learning progress of your students during COVID-19 pandemic situation?										
<input type="checkbox"/> Most of the students has progress in learning gain										
<input type="checkbox"/> Most of the students has no progress in learning gain										
<input type="checkbox"/> Most of them have learning loss										
<input type="checkbox"/> Some of the student have some learning gain and some of the student have no learning gain/have learning loss/										
<input type="checkbox"/> Others..... Kindly explain (How/ Why)										
What is the base/cause of your selected opinion about students' learning progress during school closure										
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important					1	2	3	4	5	
<input type="checkbox"/> Based on guardians' communication										
<input type="checkbox"/> Based informal assessment during home-visit or interview										
<input type="checkbox"/> Based on assessment during online teaching										
<input type="checkbox"/> Based on submitted homework										
<input type="checkbox"/> Others..... Kindly explain (How/ Why)										
2. If students have learning-gain even during the school closure- below which option/s contributed the most?										
<input type="checkbox"/> Aired education program in TV (Sangsad TV) and online platform (A2i, 10 minutes school etc.)										
<input type="checkbox"/> Teachers follow-up										
If teachers have supported students' remote learning during this lock-down- what had contributed the most?										
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important					1	2	3	4	5	
<input type="checkbox"/> Home visit										

	<input type="checkbox"/>	Follow-up over phone call- weekly/ monthly							
	<input type="checkbox"/>	Follow-up through SMS- weekly/ monthly							
	<input type="checkbox"/>	Conduct virtual session- online or offline							
	<input type="checkbox"/>	Others..... Kindly explain (How/ Why)							
	<input type="checkbox"/>	Support from parents							
		If parents have supported students' learning at home during lockdown- what had contributed the most?							
		For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5		
	<input type="checkbox"/>	Fixed the study time on daily basis							
	<input type="checkbox"/>	Ensure access to virtual learning – TV or online							
	<input type="checkbox"/>	Communication with teachers to guide their children's learning							
	<input type="checkbox"/>	Direct support for learning – explains, assist or check lessons							
	<input type="checkbox"/>	Others..... Kindly explain (How/ Why)							
	<input type="checkbox"/>	Students are studying on their initiative							
		If students have learned on their initiative while they are at home- what would contribute the most							
		For multiple answers, rate it orderly on the priority basis Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5		
	<input type="checkbox"/>	Self-interest and motivation							
	<input type="checkbox"/>	Peer support or pressure							
	<input type="checkbox"/>	Competitiveness or exam pressure							
	<input type="checkbox"/>	Guardians' interest or pressure							
	<input type="checkbox"/>	Others..... Kindly explain (How/ Why)							
	<input type="checkbox"/>	Others..... Kindly explain (How/ Why)							
3. If students have no gain in learning or have learning loss- what would the major contributing factor of that									
		For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5		
	<input type="checkbox"/>	No support or follow-up from teacher/school							
	<input type="checkbox"/>	No support from parents or family members							
	<input type="checkbox"/>	No support from home tutor/ private tutor							
	<input type="checkbox"/>	Limited access to digital media- TV or internet							
	<input type="checkbox"/>	Others..... Kindly explain (How/ Why)							

Learning after school reopening in Post COVID-19 pandemic situation:

4. How do you conceive school reopening in post-COVID 19 situation?									
		For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5		
	<input type="checkbox"/>	Regular and full-session as usual							
	<input type="checkbox"/>	Staggered opening and possibly cycles of re-closing							
	<input type="checkbox"/>	Two shifts basis in all schools- segregate school days by grade							

<input type="checkbox"/>	Blended modality at school- class and online based teaching					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
5. How would be the teaching process after school reopening in post COVID-19 pandemic situation?						
	For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/>	Face-to-face and teacher-led instruction in the classroom as before					
<input type="checkbox"/>	Blended model with teacher-led face-to-face instruction and home-based assignment					
<input type="checkbox"/>	Blended model with teacher-led face-to-face instruction and parental engagement for learning support at home					
<input type="checkbox"/>	Teacher-led face-to-face instruction for limited duration and extension of online learning at home					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
6. How do you conceive continuation of learning in post COVID pandemic situation?						
	For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/>	Increasing contact hour of school considering the remaining working days					
<input type="checkbox"/>	Extension of academic year by taking months/days from the following academic considering the pending courses					
<input type="checkbox"/>	Reduce this year curricula considering the available days					
<input type="checkbox"/>	Auto promote to next grade irrespective of course-completion and available-time					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
7. What would be in your consideration for curricula reduction in the context of remaining working days?						
	For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/>	Prioritize critical learning competencies & contents and manage (extend contact hour) time for this					
<input checked="" type="checkbox"/>	Develop a prioritize competency and content list based on remaining working days					
<input type="checkbox"/>	Start from the chapter/unit where sessions got interrupted and continue with regular routine as per the available days					
<input type="checkbox"/>	Teach prioritized 'must learn' content following accelerated teaching strategy					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
8. What do you consider as the criteria for prioritization of competencies?						
	For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/>	The competencies that are prerequisites for learning continuation in next grade					

<input type="checkbox"/>	All the grade appropriate leaning competencies					
<input type="checkbox"/>	Competencies that are important for paper-pencil test					
<input type="checkbox"/>	Grade appropriate must learning competency					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
9. What do you consider as the criteria for content mapping in the context of remaining working days/ active schooldays						
For multiple answers, rate it orderly on the priority basis Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important		1	2	3	4	5
<input type="checkbox"/>	Selecting 'Exercise' for all chapters of the textbook					
<input type="checkbox"/>	Selecting special chapters of the textbooks					
<input type="checkbox"/>	Selecting lessons/days of all the chapters in the textbook					
<input type="checkbox"/>	Developing new textbooks based on selected content to achieve priority learning outcomes/					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
10. If you have to select 50% chapters for content mapping - what are the chapters that you will select for achieving the prioritizing competency						
Mark (√) your selected chapter						
<input type="checkbox"/>	Kunjo Burir Galpo	<input type="checkbox"/>	Ekjon Patuar			
<input type="checkbox"/>	Talgachh	<input type="checkbox"/>	Ghuri			
<input type="checkbox"/>	Ekai Ekti Durgo	<input type="checkbox"/>	Steamer'er Siti'			
<input type="checkbox"/>	Amar Pon	<input type="checkbox"/>	Palla Deyar Khobor			
<input type="checkbox"/>	Pakhider Kotha	<input type="checkbox"/>	Boro ke?			
<input type="checkbox"/>	Amader Gram	<input type="checkbox"/>	Nirapode Cholachol'			
<input type="checkbox"/>	Kanamachi Bhow Bhow	<input type="checkbox"/>	Khalifa Hazrat Abu Bakar (Ra)			
<input type="checkbox"/>	Adarsha Chhele					
11. What modality should be included in post COVID-19 schooling program in the context of remaining working days/ active schooldays						
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important		1	2	3	4	5
<input type="checkbox"/>	Implementation of the reduced/selected curriculum in regular sessions					
<input type="checkbox"/>	Implementation of the condensed curriculum with the remedial plan of all previous lessons					
<input type="checkbox"/>	Implementation of accelerated teaching strategy to teach rest of the required content out of the condensed content					
<input type="checkbox"/>	Implementation of the reduced/selected curriculum with a blended modality (teacher instruction and home-based assignment)					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
12. What should be included in teachers' activities in post COVID-19 schooling program						
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important		1	2	3	4	5
<input type="checkbox"/>	Teach lessons as per NAPE plan to prepare for the test					

<input type="checkbox"/>	Compatibility of overall teaching plan assessing the students learning competency					
<input type="checkbox"/>	Face-to-face and teacher-led instruction in the classroom-Homework-Follow-up/assessment					
<input type="checkbox"/>	Group based (small group) teaching practice based on students' competency					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
13. What should be included in materials package on top of Teachers Guide (TG) and Textbook in post COVID-19 schooling program						
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important		1	2	3	4	5
<input type="checkbox"/>	Supplementary materials (worksheet) for practice at home					
<input type="checkbox"/>	Designed materials that match with reduced curriculum and integrate supplementary practice					
<input type="checkbox"/>	Digital content (online and off-line) Digital version of TG and textbook					
<input type="checkbox"/>	Digital content (online and off-line)					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
14. What should be the student assessment strategy in school in post COVID-19 pandemic situation?						
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important		1	2	3	4	5
<input type="checkbox"/>	Informal and mostly oral					
<input type="checkbox"/>	Informal and paper-pencil based assessment					
<input type="checkbox"/>	Homework provision and its checking					
<input type="checkbox"/>	Regular class assessment					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
15. What kind of support parents/caregivers can provide in post COVID-19 schooling program?						
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important		1	2	3	4	5
<input type="checkbox"/>	Rejoin in school/ensure attendance					
<input type="checkbox"/>	Assist in learning at home					
<input type="checkbox"/>	Ensure the use of digital materials					
<input type="checkbox"/>	Privet tutor arrangement					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
16. What should school management (SMC) do to ensure parental engagement in post COVID-19 schooling program						
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important		1	2	3	4	5
<input type="checkbox"/>	Engage parents in school planning					
<input type="checkbox"/>	Conduct special meeting to inform parents about children learning progress					
<input type="checkbox"/>	Inspire parents in terms of child learning					
<input type="checkbox"/>	Issue based counselling for parents/ guardians					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					

Interviewer Name	
Interviewer Designation	
Interviewer signature	

Appendix E: Interview Questionnaire for Grade 4 Teacher

The research was jointly carried out by National Academy for Primary Education (NAPE), National Curriculum and Textbook Board (NCTB), the Directorate of Primary Education and Room to Read Bangladesh in 2020.

(Analysis of Learning Outcomes and Identify Potential Areas of Content to Recover Learning Losses Due to COVID-19 Emergency Situation)

Questionnaire- Interview-Teacher Grade Five

Basic Information			
1	Teacher Name		
2	School Name		
3	School Code Number (Collect it from Head Teacher)		
4	Teacher's Phone number		
5	The Grade You Teach		
6	District	Upazila	
7	Date		

Learning status during COVID-19 pandemic situation:

1. What is the learning progress of your students during COVID-19 pandemic situation?									
<input type="checkbox"/> Most of the students has progress in learning gain									
<input type="checkbox"/> Most of the students has no progress in learning gain									
<input type="checkbox"/> Most of them have learning loss									
<input type="checkbox"/> Some of the student have some learning gain and some of the student have no learning gain/have learning loss/									
<input type="checkbox"/> Others..... Kindly explain (How/ Why)									
What is the base/cause of your selected opinion about students' learning progress during school closure									
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important					1	2	3	4	5
<input type="checkbox"/> Based on guardians' communication									
<input type="checkbox"/> Based informal assessment during home-visit or interview									
<input type="checkbox"/> Based on assessment during online teaching									
<input type="checkbox"/> Based on submitted homework									
<input type="checkbox"/> Others..... Kindly explain (How/ Why)									
2. If students have learning-gain even during the school closure- below which option/s contributed the most?									
<input type="checkbox"/> Aired education program in TV (Sangsad TV) and online platform (A2i, 10 minutes school etc.)									
<input type="checkbox"/> Teachers follow-up									
If teachers have supported students' remote learning during this lock-down- what had contributed the most?									
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important					1	2	3	4	5
<input type="checkbox"/> Home visit									

	<input type="checkbox"/>	Follow-up over phone call- weekly/ monthly							
	<input type="checkbox"/>	Follow-up through SMS- weekly/ monthly							
	<input type="checkbox"/>	Conduct virtual session- online or offline							
	<input type="checkbox"/>	Others..... Kindly explain (How/ Why)							
	<input type="checkbox"/>	Support from parents							
		If parents have supported students' learning at home during lockdown- what had contributed the most?							
		For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5		
	<input type="checkbox"/>	Fixed the study time on daily basis							
	<input type="checkbox"/>	Ensure access to virtual learning – TV or online							
	<input type="checkbox"/>	Communication with teachers to guide their children's learning							
	<input type="checkbox"/>	Direct support for learning – explains, assist or check lessons							
	<input type="checkbox"/>	Others..... Kindly explain (How/ Why)							
	<input type="checkbox"/>	Students are studying on their initiative							
		If students have learned on their initiative while they are at home- what would contribute the most							
		For multiple answers, rate it orderly on the priority basis Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5		
	<input type="checkbox"/>	Self-interest and motivation							
	<input type="checkbox"/>	Peer support or pressure							
	<input type="checkbox"/>	Competitiveness or exam pressure							
	<input type="checkbox"/>	Guardians' interest or pressure							
	<input type="checkbox"/>	Others..... Kindly explain (How/ Why)							
	<input type="checkbox"/>	Others..... Kindly explain (How/ Why)							
3. If students have no gain in learning or have learning loss- what would the major contributing factor of that									
		For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5		
	<input type="checkbox"/>	No support or follow-up from teacher/school							
	<input type="checkbox"/>	No support from parents or family members							
	<input type="checkbox"/>	No support from home tutor/ private tutor							
	<input type="checkbox"/>	Limited access to digital media- TV or internet							
	<input type="checkbox"/>	Others..... Kindly explain (How/ Why)							

Learning after school reopening in Post COVID-19 pandemic situation:

4. How do you conceive school reopening in post-COVID 19 situation?									
		For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5		
	<input type="checkbox"/>	Regular and full-session as usual							
	<input type="checkbox"/>	Staggered opening and possibly cycles of re-closing							
	<input type="checkbox"/>	Two shifts basis in all schools- segregate school days by grade							

<input type="checkbox"/>	Blended modality at school- class and online based teaching					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
5. How would be the teaching process after school reopening in post COVID-19 pandemic situation?						
	For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/>	Face-to-face and teacher-led instruction in the classroom as before					
<input type="checkbox"/>	Blended model with teacher-led face-to-face instruction and home-based assignment					
<input type="checkbox"/>	Blended model with teacher-led face-to-face instruction and parental engagement for learning support at home					
<input type="checkbox"/>	Teacher-led face-to-face instruction for limited duration and extension of online learning at home					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
6. How do you conceive continuation of learning in post COVID pandemic situation?						
	For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/>	Increasing contact hour of school considering the remaining working days					
<input type="checkbox"/>	Extension of academic year by taking months/days from the following academic considering the pending courses					
<input type="checkbox"/>	Reduce this year curricula considering the available days					
<input type="checkbox"/>	Auto promote to next grade irrespective of course-completion and available-time					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
7. What would be in your consideration for curricula reduction in the context of remaining working days?						
	For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/>	Prioritize critical learning competencies & contents and manage (extend contact hour) time for this					
<input checked="" type="checkbox"/>	Develop a prioritize competency and content list based on remaining working days					
<input type="checkbox"/>	Start from the chapter/unit where sessions got interrupted and continue with regular routine as per the available days					
<input type="checkbox"/>	Teach prioritized 'must learn' content following accelerated teaching strategy					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
8. What do you consider as the criteria for prioritization of competencies?						
	For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/>	The competencies that are prerequisites for learning continuation in next grade					

<input type="checkbox"/>	All the grade appropriate leaning competencies					
<input type="checkbox"/>	Competencies that are important for paper-pencil test					
<input type="checkbox"/>	Grade appropriate must learning competency					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
9. What do you consider as the criteria for content mapping in the context of remaining working days/ active schooldays						
For multiple answers, rate it orderly on the priority basis Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important		1	2	3	4	5
<input type="checkbox"/>	Selecting 'Exercise' for all chapters of the textbook					
<input type="checkbox"/>	Selecting special chapters of the textbooks					
<input type="checkbox"/>	Selecting lessons/days of all the chapters in the textbook					
<input type="checkbox"/>	Developing new textbooks based on selected content to achieve priority learning outcomes/					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
10. If you have to select 50% chapters for content mapping - what are the chapters that you will select for achieving the prioritizing competency						
Mark (√) your selected chapter						
<input type="checkbox"/>	Mohiyoshi Rokeya	<input type="checkbox"/>	'Kajla Didi			
<input type="checkbox"/>	Nemontannya	<input type="checkbox"/>	Pathan Muluke			
<input type="checkbox"/>	Mobile Phone	<input type="checkbox"/>	Ma			
<input type="checkbox"/>	Abol Aabol	<input type="checkbox"/>	Ghure Asi Sonargaon			
<input type="checkbox"/>	Hat Dhuye Nao	<input type="checkbox"/>	Beerpurush			
<input type="checkbox"/>	Moder Bangla Bhasha	<input type="checkbox"/>	Paharpur			
<input type="checkbox"/>	Baowalider Golpo	<input type="checkbox"/>	Lipir Golpo			
<input type="checkbox"/>	Pakhir Jagat	<input type="checkbox"/>	Khalifa Hazarat Umar (Ra)			
11. What modality should be included in post COVID-19 schooling program in the context of remaining working days/ active schooldays						
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important		1	2	3	4	5
<input type="checkbox"/>	Implementation of the reduced/selected curriculum in regular sessions					
<input type="checkbox"/>	Implementation of the condensed curriculum with the remedial plan of all previous lessons					
<input type="checkbox"/>	Implementation of accelerated teaching strategy to teach rest of the required content out of the condensed content					
<input type="checkbox"/>	Implementation of the reduced/selected curriculum with a blended modality (teacher instruction and home-based assignment)					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
12. What should be included in teachers' activities in post COVID-19 schooling program						
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important		1	2	3	4	5
<input type="checkbox"/>	Teach lessons as per NAPE plan to prepare for the test					

<input type="checkbox"/>	Compatibility of overall teaching plan assessing the students learning competency					
<input type="checkbox"/>	Face-to-face and teacher-led instruction in the classroom-Homework-Follow-up/assessment					
<input type="checkbox"/>	Group based (small group) teaching practice based on students' competency					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
13. What should be included in materials package on top of Teachers Guide (TG) and Textbook in post COVID-19 schooling program						
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important		1	2	3	4	5
<input type="checkbox"/>	Supplementary materials (worksheet) for practice at home					
<input type="checkbox"/>	Designed materials that match with reduced curriculum and integrate supplementary practice					
<input type="checkbox"/>	Digital content (online and off-line) Digital version of TG and textbook					
<input type="checkbox"/>	Digital content (online and off-line)					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
14. What should be the student assessment strategy in school in post COVID-19 pandemic situation?						
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important		1	2	3	4	5
<input type="checkbox"/>	Informal and mostly oral					
<input type="checkbox"/>	Informal and paper-pencil based assessment					
<input type="checkbox"/>	Homework provision and its checking					
<input type="checkbox"/>	Regular class assessment					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
15. What kind of support parents/caregivers can provide in post COVID-19 schooling program?						
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important		1	2	3	4	5
<input type="checkbox"/>	Rejoin in school/ensure attendance					
<input type="checkbox"/>	Assist in learning at home					
<input type="checkbox"/>	Ensure the use of digital materials					
<input type="checkbox"/>	Privet tutor arrangement					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
16. What should school management (SMC) do to ensure parental engagement in post COVID-19 schooling program						
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important		1	2	3	4	5
<input type="checkbox"/>	Engage parents in school planning					
<input type="checkbox"/>	Conduct special meeting to inform parents about children learning progress					
<input type="checkbox"/>	Inspire parents in terms of child learning					
<input type="checkbox"/>	Issue based counselling for parents/ guardians					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					

Interviewer Name	
Interviewer Designation	
Interviewer signature	

Appendix F: Interview Questionnaire for Grade Five teacher

The research was jointly carried out by National Academy for Primary Education (NAPE), National Curriculum and Textbook Board (NCTB), the Directorate of Primary Education and Room to Read Bangladesh in 2020.

(Analysis of Learning Outcomes and Identify Potential Areas of Content to Recover Learning Losses Due to COVID-19 Emergency Situation)

Questionnaire- Interview-Teacher

Basic Information			
1	Teacher Name		
2	School Name		
3	School Code Number (Collect it from Head Teacher)		
4	Teacher's Phone number		
5	The Grade You Teach		
6	District	Upazila	
7	Date		

Learning status during COVID-19 pandemic situation:

1. What is the learning progress of your students during COVID-19 pandemic situation?								
<input type="checkbox"/> Most of the students has progress in learning gain								
<input type="checkbox"/> Most of the students has no progress in learning gain								
<input type="checkbox"/> Most of them have learning loss								
<input type="checkbox"/> Some of the student have some learning gain and some of the student have no learning gain/have learning loss/								
<input type="checkbox"/> Others..... Kindly explain (How/ Why)								
What is the base/cause of your selected opinion about students' learning progress during school closure								
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important				1	2	3	4	5
<input type="checkbox"/> Based on guardians' communication								
<input type="checkbox"/> Based informal assessment during home-visit or interview								
<input type="checkbox"/> Based on assessment during online teaching								
<input type="checkbox"/> Based on submitted homework								
<input type="checkbox"/> Others..... Kindly explain (How/ Why)								
2. If students have learning-gain even during the school closure- below which option/s contributed the most?								
<input type="checkbox"/> Aired education program in TV (Sangsad TV) and online platform (A2i, 10 minutes school etc.)								
<input type="checkbox"/> Teachers follow-up								
If teachers have supported students' remote learning during this lock-down- what had contributed the most?								
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important				1	2	3	4	5
<input type="checkbox"/> Home visit								
<input type="checkbox"/> Follow-up over phone call- weekly/ monthly								

	<input type="checkbox"/>	Follow-up through SMS- weekly/ monthly						
	<input type="checkbox"/>	Conduct virtual session- online or offline						
	<input type="checkbox"/>	Others..... Kindly explain (How/ Why)						
	<input type="checkbox"/>	Support from parents						
		If parents have supported students' learning at home during lockdown- what had contributed the most?						
		For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5	
	<input type="checkbox"/>	Fixed the study time on daily basis						
	<input type="checkbox"/>	Ensure access to virtual learning – TV or online						
	<input type="checkbox"/>	Communication with teachers to guide their children's learning						
	<input type="checkbox"/>	Direct support for learning – explains, assist or check lessons						
	<input type="checkbox"/>	Others..... Kindly explain (How/ Why)						
	<input type="checkbox"/>	Students are studying on their initiative						
		If students have learned on their initiative while they are at home- what would contribute the most						
		For multiple answers, rate it orderly on the priority basis Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5	
	<input type="checkbox"/>	Self-interest and motivation						
	<input type="checkbox"/>	Peer support or pressure						
	<input type="checkbox"/>	Competitiveness or exam pressure						
	<input type="checkbox"/>	Guardians' interest or pressure						
	<input type="checkbox"/>	Others..... Kindly explain (How/ Why)						
	<input type="checkbox"/>	Others..... Kindly explain (How/ Why)						
3. If students have no gain in learning or have learning loss- what would the major contributing factor of that								
		For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5	
	<input type="checkbox"/>	No support or follow-up from teacher/school						
	<input type="checkbox"/>	No support from parents or family members						
	<input type="checkbox"/>	No support from home tutor/ private tutor						
	<input type="checkbox"/>	Limited access to digital media- TV or internet						
	<input type="checkbox"/>	Others..... Kindly explain (How/ Why)						

Learning after school reopening in Post COVID-19 pandemic situation:

4. How do you conceive school reopening in post-COVID 19 situation?									
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important					1	2	3	4	5
<input type="checkbox"/> Regular and full-session as usual									
<input type="checkbox"/> Staggered opening and possibly cycles of re-closing									
<input type="checkbox"/> Two shifts basis in all schools- segregate school days by grade									
<input type="checkbox"/> Blended modality at school- class and online based teaching									
<input type="checkbox"/> Others..... Kindly explain (How/ Why)									
5. How would be the teaching process after school reopening in post COVID-19 pandemic situation?									
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important					1	2	3	4	5
<input type="checkbox"/> Face-to-face and teacher-led instruction in the classroom as before									
<input type="checkbox"/> Blended model with teacher-led face-to-face instruction and home-based assignment									
<input type="checkbox"/> Blended model with teacher-led face-to-face instruction and parental engagement for learning support at home									
<input type="checkbox"/> Teacher-led face-to-face instruction for limited duration and extension of online learning at home									
<input type="checkbox"/> Others..... Kindly explain (How/ Why)									
6. How do you conceive continuation of learning in post COVID pandemic situation?									
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important					1	2	3	4	5
<input type="checkbox"/> Increasing contact hour of school considering the remaining working days									
<input type="checkbox"/> Extension of academic year by taking months/days from the following academic considering the pending courses									
<input type="checkbox"/> Reduce this year curricula considering the available days									
<input type="checkbox"/> Auto promote to next grade irrespective of course-completion and available-time									
<input type="checkbox"/> Others..... Kindly explain (How/ Why)									
7. What would be in your consideration for curricula reduction in the context of remaining working days?									
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important					1	2	3	4	5
<input type="checkbox"/> Prioritize critical learning competencies & contents and manage (extend contact hour) time for this									
<input checked="" type="checkbox"/> Develop a prioritize competency and content list based on remaining working days									
<input type="checkbox"/> Start from the chapter/unit where sessions got interrupted and continue with regular routine as per the available days									

<input type="checkbox"/>	Teach prioritized 'must learn' content following accelerated teaching strategy					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
8. What do you consider as the criteria for prioritization of competencies?						
	For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/>	The competencies that are prerequisites for learning continuation in next grade					
<input type="checkbox"/>	All the grade appropriate leaning competencies					
<input type="checkbox"/>	Competencies that are important for paper-pencil test					
<input type="checkbox"/>	Grade appropriate must learning competency					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
9. What do you consider as the criteria for content mapping in the context of remaining working days/ active schooldays						
	For multiple answers, rate it orderly on the priority basis Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/>	Selecting 'Exercise' for all chapters of the textbook					
<input type="checkbox"/>	Selecting special chapters of the textbooks					
<input type="checkbox"/>	Selecting lessons/days of all the chapters in the textbook					
<input type="checkbox"/>	Developing new textbooks based on selected content to achieve priority learning outcomes/					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					
10. If you have to select 50% chapters for content mapping - what are the chapters that you will select for achieving the prioritizing competency						
	Mark (✓) your selected chapter					
<input checked="" type="checkbox"/>	Shokher Mrittshilpa	<input type="checkbox"/>	Bhabuk Cheleti			
<input type="checkbox"/>	Shabdo Dushon	<input type="checkbox"/>	Dui Tire			
<input type="checkbox"/>	Sharaniyo Jara Chirodin	<input type="checkbox"/>	Biday Hajj			
<input type="checkbox"/>	Swadesh	<input type="checkbox"/>	Dekhe Elam Nayagra',			
<input type="checkbox"/>	Kanchanmala ar Kakonmala,	<input type="checkbox"/>	Roudhro Lekkhe Joy'			
<input type="checkbox"/>	Obak Jolpan	<input type="checkbox"/>	Mawlana Abdul Hamid Khan Bhashani'			
<input type="checkbox"/>	Ghashphul	<input type="checkbox"/>	Shaheed Titumir'			
<input type="checkbox"/>	Matir Niche Je Shohor	<input type="checkbox"/>	Opekkha'.			
<input type="checkbox"/>	Shikkha Gurur Marzada					
11. What modality should be included in post COVID-19 schooling program in the context of remaining working days/ active schooldays						
	For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/>	Implementation of the reduced/selected curriculum in regular sessions					
<input type="checkbox"/>	Implementation of the condensed curriculum with the remedial plan of all previous lessons					
<input type="checkbox"/>	Implementation of accelerated teaching strategy to teach rest of the required content out of the condensed content					

<input type="checkbox"/> Implementation of the reduced/selected curriculum with a blended modality (teacher instruction and home-based assignment)					
<input type="checkbox"/> Others..... Kindly explain (How/ Why)					
12. What should be included in teachers' activities in post COVID-19 schooling program					
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/> Teach lessons as per NAPE plan to prepare for the test					
<input type="checkbox"/> Compatibility of overall teaching plan assessing the students learning competency					
<input type="checkbox"/> Face-to-face and teacher-led instruction in the classroom-Homework-Follow-up/assessment					
<input type="checkbox"/> Group based (small group) teaching practice based on students' competency					
<input type="checkbox"/> Others..... Kindly explain (How/ Why)					
13. What should be included in materials package on top of Teachers Guide (TG) and Textbook in post COVID-19 schooling program					
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/> Supplementary materials (worksheet) for practice at home					
<input type="checkbox"/> Designed materials that match with reduced curriculum and integrate supplementary practice					
<input type="checkbox"/> Digital content (online and off-line) Digital version of TG and textbook					
<input type="checkbox"/> Digital content (online and off-line)					
<input type="checkbox"/> Others..... Kindly explain (How/ Why)					
14. What should be the student assessment strategy in school in post COVID-19 pandemic situation?					
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/> Informal and mostly oral					
<input type="checkbox"/> Informal and paper-pencil based assessment					
<input type="checkbox"/> Homework provision and its checking					
<input type="checkbox"/> Regular class assessment					
<input type="checkbox"/> Others..... Kindly explain (How/ Why)					
15. What kind of support parents/caregivers can provide in post COVID-19 schooling program?					
For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important	1	2	3	4	5
<input type="checkbox"/> Rejoin in school/ensure attendance					
<input type="checkbox"/> Assist in learning at home					
<input type="checkbox"/> Ensure the use of digital materials					
<input type="checkbox"/> Privet tutor arrangement					
<input type="checkbox"/> Others..... Kindly explain (How/ Why)					
16. What should school management (SMC) do to ensure parental engagement in post COVID-19 schooling program					

For multiple answers, rate it orderly on the priority basis. Here, 1= Most important, 2= More important, 3= Important, 4= Less important, 5= Least important		1	2	3	4	5
<input type="checkbox"/>	Engage parents in school planning					
<input type="checkbox"/>	Conduct special meeting to inform parents about children learning progress					
<input type="checkbox"/>	Inspire parents in terms of child learning					
<input type="checkbox"/>	Issue based counselling for parents/ guardians					
<input type="checkbox"/>	Others..... Kindly explain (How/ Why)					

Interviewer Name	
Interviewer Designation	
Interviewer signature	

Appendix G: Questionnaire for Key Informant Interview

The research was jointly carried out by National Academy for Primary Education (NAPE), National Curriculum and Textbook Board (NCTB), the Directorate of Primary Education and Room to Read Bangladesh in 2020.

Analysis of Learning Outcomes And Identify Potential Areas Of Content To Recover Learning Losses Due To COVID-19 Emergency Situation

Key Informant Interview

Basic Information			
1	Name		
2	Designation		
3	Name of organization		
4	Cell number		
5	District		Upazila

Learning status during COVID-19 pandemic situation:

1. How do you conceive school reopening and its' continuation in post COVID-19 situation?
2. How do you conceive teaching-learning after school reopening in post COVID-19 situation?
3. How do you conceive continuation of learning in post COVID-19 situation?
4. What would be in your consideration for curricula reduction in the context of limited number of active schooldays in this year?
5. What do you consider as the criteria for prioritization of competencies?

6. What do you consider as the criteria for content mapping in the context of limited number of active schooldays in this year?
7. What should be included in post COVID-19 schooling program in the context of limited number of active schooldays in this year?
8. What should be included in teachers' activities in post COVID-19 schooling program to enhance learners learning outcomes in this year?
9. What else should be included in materials package besides teachers' guide and textbook in post COVID-19 schooling program to enhance learners learning outcomes in this year?
10. What should the assessment focus and strategies in post COVID-19 schooling program in this year?
11. What are the initiatives need to be followed by Bangla teachers to enhance learners learning outcomes through a prioritized set of contents for grade 1-5 considering reduced schooling days?
12. What are the initiatives need to be followed by education administrator to enhance learners learning outcomes through a prioritized set of contents for grade 1-5 considering reduced schooling days?
13. Any other relevant suggestions

Appendix H: Analysis of first-grade classroom-based attainable competencies

Subject-wise terminal competency	Classroom-based attainable competency (First Grade)	Classroom-based attainable competency (Second grade)	Must Learn		Should Learn		Nice to Learn	Chapter
			Basic skills	Precondition of learning	Scope for learning in the next grade	Spiral Competency	Scope for learning in the next grade	
Language Skill: Listening.								
1. Getting idea about the structure and features of Bangla language	1.1 listen attentively to the sounds of the Bangla alphabet used in sentences, words and the sounds of the selected word formed with conjunct letter.	1.1 listen attentively to the sounds of Bangla conjunct letter used in sentences and words.	1.1 listen attentively to the sounds of the Bangla alphabet used in sentences, words and the sounds of the selected word formed with conjunct letter.	1.1 listen attentively to the sounds of the Bangla alphabet used in sentences, words and the sounds of the selected word formed with conjunct letter.				'Learn letter (Vowels; Ao – Ou:)' , 'Learn letter (Consonant: ka – chandrabindu:)', 'learn the 'Kar' sign(Aa-'Kar' – Ou-'Kar')', 'Mumu'r Shatdin', 'Muktijoddhya'der Kotha', 'Shobdo bolar Khela'

	1.2 to words formed with or without 'Kar' sign and sentences including those similar words.	1.2 to understand different words and short sentences.	1.2 to words formed with or without 'Kar' sign and sentences including those similar words.	1.2 to words built with or without 'kar' sign and sentences including those similar words.				'Learn letter (Vowels; Ao – Ou:)' , 'Learn letter (Consonant: ka – chandrabinu:)', 'learn the 'kar' sign(Aa-'Kar' – Ou-'Kar')', 'Shubho Dadima', 'Shobdo bolar Khela'
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Subject-wise terminal competency	Classroom-based attainable competency (First Grade)	Classroom-based attainable competency (Second grade)	Must Learn		Should Learn		Nice to Learn	Chapter
			Basic skill	Precondition of learning	Scope for learning in the next grade	Spiral Competency	Scope for learning in the next grade	
	1.3 To understand instructions, questions, requests etc..	1.3 To understand to instructions, questions, requests			1.3 To understand instructions, questions, requests etc..	1.3 To understand instructions, questions, requests etc..		'Learn letter (Vowels; Ao – Ou:)', 'Learn letter (Consonant: ka – chandrabinu:)', 'learn the 'kar' sign(Aa-'Kar' – Ou-'Kar')' 'Shubho Dadima', 'Gach Lagano',
2. To understand and enjoy listening to audible literature like rhymes,	2.1 enjoy listening to rhymes and poems.	2.1 to understand and enjoy listening to rhymes and poems.			2.1 enjoy listening to rhymes and poems	2.1 to enjoy listening to rhymes and poems	2.1 enjoy listening to rhymes and poems	Rhymes: 'Aata Gachey Tota Pakhi', 'Etol Bitol', Ryhmes: 'Bakbakum Payra', 'Honhon Ponpon', 'Mama'r

poems, fairy tales, stories, etc..								Bari', 'Bhor Holo', 'Chuti'.
	2.2 enjoy and understand tales .	2.2 enjoy and understand stories .			2.2 enjoy and understand tales .		2.2 enjoy and understand tales .	'Kak o Kalshi', 'Shubho Dadima', 'Rubi'r Bagan', 'Ma'er Bhalobasha' , 'Piprey O Ghughu', 'Gach Lagano', 'Muktijoddhya'der Golpo', 'Ma'er Bhalobasha'
3. To understanding conversations, descriptions, dialogues etc..	3.1 To understand introductory conversations and descriptions.	3.1 To understand introductory conversations and descriptions.			3.1 To understand introductory conversations and descriptions.		3.1 To understand introductory conversations and descriptions.	'Amar Porichoy', 'Ami o Amar Shohopathi', 'Muktijoddhya'der Kotha',
	3.2 To remember the names of classmates and acquaintances.	3.2 -			3.2 To remember the names of classmates and acquaintances.		3.2 To remember the names of classmates and acquaintances.	'Amar Porichoy', 'Ami o Amar Shohopathi',

Subject-wise terminal competency	Classroom-based attainable competency (First Grade)	Classroom-based attainable competency (Second grade)	Must Learn		Should Learn		Nice to Learn	Chapter
			Basic skill	Precondition of learning	Scope for learning in the next grade	Spiral Competency	Scope for learning in the next grade	

	3.3 To remember the names of familiar flowers, fruits, colors, animals etc..	3.3 To understand the description of familiar flowers, fruits, colors, animals, plants, rivers etc..			3.3 To remember the names of familiar flowers, fruits, colors, animals etc..	3.3 To remember the names of familiar flowers, fruits, colors, animals etc..	3.3 To remember the names of familiar flowers, fruits, colors, animals etc..	'Rubi'r Bagan', 'Amader Desh', 'Chobi Niye kotha', 'Shobdo bolar Khela'
	3.4 To remember the names of seven days.	3.4 To remember the names and understand the content of Bangla twelve months and six seasons.			3.4 To remember the names of seven days.	3.4 To remember the names of seven days .		'Mumu'r Shatdin'
	3.5 To understand cardinal numbers up to twenty.	3.5 To understand cardinal numbers up to hundred.			3.5 To understand cardinal numbers up to twenty.	3.5 To understand cardinal numbers up to twenty.	3.5 To understand cardinal numbers up to twenty.	'Chhoray Shongkha', Chhoray
Language Skill : Speaking								

1. To speak by applying the concept of structure and features of Bangla language.	1.1 Say sounds of the Bangla alphabet used in sentences, words and the sounds of the selected words formed with conjunct letter clearly and accurately.	1.1 Say sounds of Bangla selected words and sentences formed with conjunct letter clearly and accurately.	1.1 Say sounds of the Bangla alphabet used in sentences, words and the sounds of the selected words formed with conjunct letter clearly and accurately.	1.1 Say sounds of the Bangla alphabet used in sentences, words and the sounds of the selected words formed with conjunct letter clearly and accurately.				'Learn letter (Vowels; Ao – Ou:), 'Learn letter (Consonant: ka – chandrabindu:)', 'Learn the 'Kar' sign (Aa-'Kar' – Ou-'Kar')'Mumu'r Shatdin', 'Muktijoddhya'der Kotha', 'Shobdo bolar Khela'
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Subject-wise terminal competency	Classroom-based attainable competency(First Grade)	Classroom-based attainable competency (Second grade)	Must Learn		Should Learn		Nice to Learn	Chapter
			Basic skill	Precondition of learning	Scope for learning in the next grade	Spiral Competency		
	1.2 To pronounce words with or without the 'Kar' sign.	1.2 -	1.2 To pronounce words with or without the					'Learn letter(Vowels; Ao – Ou:), 'Learn letter (Consonant: ka – chandrabindu:)', 'learn the 'Kar' sign(Aa-'Kar' – Ou-'Kar')', 'Shobdo bolar Khela'

	1.3 To request and ask questions.	1.3 To request and ask questions.			1.3 To request and ask questions.		1.3 To request and ask questions.	'Learn letter(Vowels; Ao – Ou:)' 'Rekha Jog Korey Chhobi Aki', 'Learn letter (Consonant: ka – chandrabindu:)', 'Shuvo Dadima', 'Gach Lagano'
2. To say stories, fairytales, dialogues, description, rhymes poems etc.. with understanding.	2.1 To read and recite textual and extra-curricular rhymes and poems clearly.	2.1 To recite textual and extra-curricular rhymes and poems.			2.1 To read and recite textual and extra-curricular rhymes and poems clearly.	2.1 To read and recite textual and extra-curricular rhymes and poems clearly.	2.1 To read and recite textual and extra-curricular rhymes and poems clearly.	Rhymes: 'Aata Gachey Tota Pakhi', 'Etol Bitol', Rymes: 'Bakbakum Payra', 'Honhon Ponpon', 'Mama'r Bari', 'Bhor Holo', 'Chuti'.
	2.2 -	2.2 To say about the content of the rhymes and poems						
	2.3 To tell stories by looking at pictures.	2.3 To tell stories by looking at pictures.			2.3 To tell stories by looking at pictures.		2.3 To tell stories by looking at pictures.	'Kak o Kolshi', 'Chobi Dekhi', 'Shobdo Boli o Likhi', 'Chobi Niye kotha',
	2.4 To tell about stories.	2.4 To tell about stories.			2.4 To tell about stories.		2.4 To tell about stories.	'Kak o Kolshi', 'Shuvo Dadima', 'Rubi'r Bagan', 'Ma'er Bhalobasha', Piprey oGhughu, 'Gach Lagano', 'Muktijoddhya'der Kotha', 'Ma'er Bhalobasha'

			Must Learn	Should Learn	Nice to Learn	Chapter
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Subject -wise terminal competency	Classroom-based attainable competency (First Grade)	Classroom-based attainable competency (Second grade)	Basic skill	Precondition of learning	Scope for learning in the next grade	Spiral Competency	Scope for learning in the next grade	
	2.5 To participate and describe introductory conversations.	2.5 To participate in conversations and describe different topics.			2.5 To participate and describe introductory conversations.	2.5 To participate and describe introductory conversations.		'Amar Porichoy', 'Ami o Amar Shohopathi', 'Ma'er Bhalobasha'
	2.6 To tell the names of familiar flowers, fruits, colors, animals etc..	2.6 To tell about topics like familiar flowers, fruits, colors, trees, rivers, animals etc..			2.6 To tell the names of familiar flowers, fruits, colors, animals etc..	2.6 To tell the names of familiar flowers, fruits, colors, animals etc..	2.6 To tell the names of familiar flowers, fruits, colors, animals etc..	'Chobi Dekhi', 'Er Nam Boli O Likhi', 'Rubi'r Bagan', 'Amader Desh', 'Shobdo bolar Khela'
	2.7 To tell the names of seven days.	2.7 To tell the names and about of Bangla twelve months and Six seasons.			2.7 To tell the names of seven days.	2.7 To tell the names of seven days.		'Mumu'r Shatdin'
	2.8 To tell cardinal numbers up to twenty.	2.8 To tell cardinal numbers accurately up to hundred.			2.8 To tell cardinal numbers up to twenty.	2.8 To tell cardinal numbers up to twenty.	2.8 To tell cardinal numbers up to twenty.	'Chhoray Chhoray Shonkhya''
3. To speak in standard pronunciation with classmates and others.	3.1 To practice speaking in standard colloquial pronunciation.	3.1 To speak in standard colloquial pronunciation.			3.1 To practice speaking in standard colloquial pronunciation.	3.1 To practice speaking in standard colloquial pronunciation.	3.1 To practice speaking in standard colloquial pronunciation.	

Subject-wise terminal competency	Classroom-based attainable competency (First Grade)	Classroom-based attainable competency (Second grade)	Must Learn		Should Learn		Nice to Learn	Chapter
			Basic skill	Precondition of learning	Scope for learning in the next grade	Spiral Competency	Scope for learning in the next grade	
	3.2 To greet respectfully.	3.2 To greet respectfully.			3.2 To greet respectfully.	3.2 To greet respectfully.	3.2 To greet respectfully.	'Shubho Dadima'
4. To give opinions and express feelings on various issues.	4.1 To express feelings about simple things.	4.1 To express feelings about grade-wise contents.			4.1 To express feelings about simple things.	4.1 To express feelings about simple things.	4.1 To express feelings about simple things.	'Amra Ki Kaj Kori', 'Ma'er Bhalobasha', 'Piprey O Ghughu', 'Muktijoddhya'der Kotha'
Language Skill: Reading								
1. To read fluently with clear, accurate, and standard pronunciation.	1.1 To read Bangla alphabets.	1.1-	1.1 To read Bangla alphabet.	1.1 To read Bangla alphabets.				'Learn letter(Vowels; Ao – Ou:)', 'Rekha Jog Korey Chhobi Aki', 'Learn letter (Consonant: ka – chandrabindu:)', 'learn the 'Kar' sign(Aa-'Kar' – Ou-'Kar', 'Shobdo bolar Khela'
	1.2 To read by adding the 'Kar' sign with the letters.	1.2	1.2 To read by adding the 'Kar' sign with the letters.	1.2 To read by adding the 'Kar' sign with the letters.				'Learn the 'Kar' sign('Aa-Kar' – 'Ou-Kar')
	1.3 To read some selected conjunct letters.	1.3 To read conjunct letters.	1.3 To read some selected conjunct letters.	1.3 To read some selected conjunct letters.				'Ma'er Bhalobasha', 'Mumu'r Shatdin', 'Chhoray Chhoray Shonkhya',

									'Piprey O Ghughu', Gach Lgano, 'Muktijoddhya'der Kotha', 'Ma'er Bhalobasha'.
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Subject-wise terminal competency	Classroom-based attainable competency (First Grade)	Classroom-based attainable competency (Second grade)	Must Learn		Should Learn		Nice to Learn	Chapter
			Basic skill	Precondition of learning	Scope for learning in the next grade	Spiral Competency	Scope for learning in the next grade	
	1.4 To read words and sentences of textbooks and equivalent books with standard pronunciation.	1.4 To read words and sentences of textual and equivalent books with standard pronunciation.	1.4 To read words and sentences of textual and equivalent books with standard pronunciation.					'Learn the 'Kar' sign ('shor-e-a''Kar' – 'ou Kar'), 'Gachh Lagano'
	1.5 To read sentences by recognizing punctuation-full stop.	1.5 To read sentences by recognizing punctuation mark-full stop, question mark and comma.	1.5 To read sentences by recognizing punctuation mark-full stop.			1.5 To read sentences by recognizing punctuation-full stop.	1.5 To read sentences by recognizing punctuation-full stop.	'Learn the 'Kar' sign('shor-e-a''Kar' – 'ou 'Kar'), 'Gachh Lagano', 'Muktijoddhya'der Kotha', 'Shobdo bolar Khela'
2. To understand the theme of rhymes, poems, fairy tales, stories, conversationsetc..	2.1 To read easy rhymes and poems.	2.1 To read rhymes and poems in standard pronunciation.			2.1 To read easy rhymes and poems.	2.1 To read easy rhymes and poems.	2.1 To read easy rhymes and poems.	'Bhor Holo', 'Chhoray Chhoray Shongkhya', 'Chuti'

		2.2 To recite rhymes and poems in standard pronunciation.						
	2.3	2.3						
	2.4 To understand tales.	2.4 To understand stories and tales.			2.4 To understand tales.	2.4 To understand tales.	2.4 To understand tales.	'Shuvo Dadima', 'Ma'er Bhalobasha', 'Piprey O Ghughu', 'Gachh Lgano', 'Muktijoddhya'der Kotha'
	2.5 To read conversations and descriptions.	2.5 To understand conversations and descriptions.			2.5 To read conversations and descriptions.	2.5 To read conversations and descriptions.		'Shuvo Dadima', 'Rubi'r Bagan', 'Ma'er Bhalobasha', 'Gachh Lgano', 'Muktijoddhya'der Kotha'

Subject-wise terminal competency	Classroom-based attainable competency (First Grade)	Classroom-based attainable competency (Second grade)	Must Learn		Should Learn		Nice to Learn	Chapter
			Basic skill	Precondition of learning	Scope for learning in the next grade	Spiral Competency	Scope for learning in the next grade	

	2.6 To read the names of familiar flowers, fruits, colors, animals etc..	2.6 To read the names and understand topics on familiar flowers, fruits, colors, trees, rivers, animals etc..			2.6 To read the names of familiar flowers, fruits, colors, animals etc..	2.6 To read the names of familiar flowers, fruits, colors, animals etc..	2.6 To read the names of familiar flowers, fruits, colors, animals etc..	'ChobiDekhi', 'Er Nam Boli O Likhi', 'Rubi'r Bagan', 'AmaderDesh', 'ShobdoBolarKhela'.
	2.7 To read the names of seven days.	2.7 To read the names and about of Bangla twelve months and Six seasons.			2.7 To read the names of seven days.	2.7 To read the names of seven days.		'Mumu'r Shatdin'
	2.8 To read cardinal numbers up to twenty.	2.8 To read cardinal numbers up to hundred accurately.			2.8 To read cardinal numbers up to twenty.	2.8 To read cardinal numbers up to twenty.	2.8 To read cardinal numbers up to twenty.	'Chhoray Chhoray Shonkhya'
3. To read handwritten and printed text.	3.1 To read own written letters, words and sentences.	3.1 To read words and sentences written by herself and others.			3.1 To read own written letters, words and sentences.	3.1 To read own written letters, words and sentences.	3.1 To read own written letters, words and sentences.	'Learn letter (Vowels; Ao – Ou:)' 'Learn letter (Consonant: ka – chandrabindu:)', 'Rekha Jog Korey Chhobi Aki', 'ChobiDekhi, 'Er Nam Boli O Likhi', 'Learn the 'Kar' sign (Aa-'Kar' – Ou-'Kar')', 'Chhobi Niye Kotha'.
	3.2	3.2						

	3.3 To read textbook equivalent children's books.	3.3 To read textbook equivalent children's books.		3.3 To read textbook equivalent children's books.	3.3 To read textbook equivalent children's books.			
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Subject-wise terminal competency	Classroom-based attainable competency (First Grade)	Classroom-based attainable competency (Second grade)	Must Learn		Should Learn		Nice to Learn	Chapter
			Basic skill	Precondition of learning	Scope for learning in the next grade	Spiral Competency	Scope for learning in the next grade	

Language skill : Writing

1. To write clearly, neatly and accurately.	1.1 To write Bangla alphabet in clear and correct form.	1.1	1.1 To write Bangla alphabet in clear and correct form.	1.1 To write Bangla alphabet in clear and correct form.				'Learn letter(Vowels; Ao – Ou:)' 'Rekha Jog Korey Chhobi Aki' , 'Learn letter (Consonant: ka – chandrabindu:)', 'ChhobiDekhi', Learn the 'kar' sign (Aa-'Kar' – Ou-'Kar')'
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	1.2 To write 'Kar' sign in correct forms.	1.2	1.2 To write 'Kar' sign in correct forms.	1.2 To write 'Kar' sign in correct forms.				'Learn the 'kar'sign('shor-e-a' 'Kar' – 'ou' 'Kar'), 'Khali Ghore'kar chinnho' Boshai'
	1.3 To write words with the letters formed with and without 'Kar' sign.	1.3	1.3To write words with the letters formed with and without 'Kar' sign.	1.3To write words with the letters formed with and without 'Kar' sign.				'Learn the 'kar' sign(shor-e-a 'Kar' – ou 'Kar'), 'Khali Ghore'kar chinnho' Boshai'

Subject-wise terminal competency	Classroom-based attainable competency (First Grade)	Classroom-based attainable competency (Second grade)	Must Learn		Should Learn		Nice to Learn	Chapter
			Basic skill	Precondition of learning	Scope for learning in the next grade	Spiral Competency	Scope for learning in the next grade	
	1.4 To break selected conjunct letters and to write words with conjunct letters.	1.4 To write words with consonant formed with conjunct letter.	1.4 To break selected conjunct letters and to write words with conjunct letters.	1.4 To break selected conjunct letters and to write words with conjunct letters.				'Ma'er Bhalobasha', 'Mumu'r Shatdin', 'Chhoray Chhoray Shonkhya', 'Piprey O Ghughu', Gach Lgano, 'Muktijoddhya'der Kotha', 'Ma'er Bhalobasha'
	1.5 To write words and sentences of textbooks.	1.5 To make sentences with the words used in text.			1.5 To write words and sentences of textbooks.	1.5 To write words and sentences of textbooks.	1.5 To write words and sentences of textbooks.	'Learn the 'kar' sign(shor-e-a 'Kar' – ou 'Kar')()',

	1.6 To write sentences using punctuation mark – full stop.		1.6 To write sentences using punctuation mark – full stop.			1.6 To write sentences using punctuation mark – full stop.	1.6 To write sentences using punctuation mark – full stop.	'Learn the 'kar' sign(shor-e-a 'Kar' – ou 'Kar')()', 'Gachh Lagano', 'Muktijoddhya'der Kotha'
	1.7 To write cardinal numbers up to twenty.	1.7 To write cardinal numbers up to hundred.			1.7 To write cardinal numbers up to twenty.	1.7 To write cardinal numbers up to twenty.	1.7 To write cardinal numbers up to twenty.	'Chhoray Shonkhya' Chhoray
	1.8	1.8						
2. To write the theme and content of rhymes, poems, fairy tales, stories, conversations, descriptions etc..by understanding.	2.1	2.1 To write rhymes and poems of textbooks.						

Subject-wise terminal competency	Classroom-based attainable competency (First Grade)	Classroom-based attainable competency (Second grade)	Must Learn		Should Learn		Nice to Learn	Chapter
			Basic skill	Precondition of learning	Scope for learning in the next grade	Spiral Competency	Scope for learning in the next grade	

	2.2 To write the name of herself and her parents.	2.2 To write her name and the name and address of school.			2.2 To write the name of herself and her parents.	2.2 To write the name of herself and her parents.		
	2.3 To write simple words and sentences from rhymes, poems, stories etc..	2.3 To write about rhymes, poems, stories, conversations and descriptions.			2.3 To write simple words and sentences from rhymes, poems, stories etc..	2.3 To write simple words and sentences from rhymes, poems, stories etc..		'Shuvo Dadima', 'Rubi'r Bagan', 'Ma'er Bhalobasha', Pipre O Ghughu, Gach Lgano, 'Chuti', 'Muktijoddhya'der Kotha', 'Ma'er Bhalobasha'
	2.4 To write the names of familiar flowers, fruits, colors, animals etc..	2.4 To write about the topics on familiar flowers, fruits, colors, trees, rivers, animals etc..			2.4 To write the names of familiar flowers, fruits, colors, animals etc..	2.4 To write the names of familiar flowers, fruits, colors, animals etc..	2.4 To write the names of familiar flowers, fruits, colors, animals etc..	'Chobi Dekhi', 'Er Nam Boli O Likhi', 'Rubi'r Bagan', 'Amader Desh', 'Chobi Niye kotha'
	2.5 To write the names of seven days.	2.5 To write the names of Bangla twelve months and Six seasons and answer to questions related to the lesson.			2.5 To write the names of seven days.	2.5 To write the names of seven days.		'Mumu'r Shatdin'
	2.6 To write cardinal numbers up to twenty.	2.6 To write cardinal numbers up to hundred.				2.6 To write cardinal numbers up to twenty.	2.6 To write cardinal numbers up to twenty.	

Subject-wise terminal competency	Classroom-based attainable competency (First Grade)	Classroom-based attainable competency (Second grade)	Must Learn		Should Learn		Nice to Learn	Chapter
			Basic skill	Precondition of learning	Scope for learning in the next grade	Spiral Competency		
3. To write observations, experiences and attitudes etc.. clear and correctly in one's own language.	3.1. To write words by looking at pictures.	3.1 To write the subject in own language by looking at the pictures.			3.1. To write words by looking at pictures.	3.1. To write words by looking at pictures.		'ChhobiDekhi', 'ShobdoBoli o Likhi', 'ChhobiDekhi', 'Er Nam Boli O Likhi', 'ChhobiNiyeKotha'.
4. To write simple letters, applications and fill out forms.								

Appendix I: Analysis of Second-grade classroom-based attainable competencies

Subject-wise terminal competency	Classroom-based attainable competency (First Grade)	Classroom-based attainable competency (Second grade)	Classroom-based attainable competency (Third grade)	Must Learn		Should Learn		Nice to Learn	Chapter
				Basic skill	Precondition of learning	Advance Competency	Spiral Competency	Scope for learning in the next grade	
Language skill: Listening									
1. To speak by applying the concept of structure and features of Bangla language.	1.1 to the sounds of the Bangla alphabet used in sentences, words and the sounds of the selected word formed with conjunct letter.	1.1 To the sounds of Bangla conjunct letter used in sentences and words.	1.1 To understand the words formed by combining Bangla letters andconjunct letters.	1.1 to the sounds of Bangla conjunct letter used in sentences and words.		1.1 listen attentively to the sounds of Bangla conjunct letter used in sentences and words.	1.1 I listen attentively to the sounds of Bangla conjunct letter used in sentences and words.		'Sheit'er Sokal', 'Ami Hobo', 'Jolpori O Kathure', 'Nana Ronger Ful Fol', 'Amader Chhoto Nodi', 'Dadir hater Mojar Pitha', 'Dukkhur Chhelebel', 'Prarthona', 'Khamar Barir Poshupakhi', 'Chhoy Rritur Desh', 'Muktijuddher Ekti Sonali Pata', 'Kajer Anondo', 'Sobai Miley Kori Kaj'.

	1.2 listen to words built with or without 'Kar' sign and sentences including those similar words	1.2 To understand different words and short sentences.	1.2 To understand the sentences formed by known and used words in the text.	1.2 To understand different words and short sentences.		1.2 To understand different words and short sentences.	1.2 To understand different words and short sentences.	1.2 To understand different words and short sentences.	'Sheit'er Sokal', 'Ami Hobo', 'Jolpori O Kathure', 'Nana Ronger Ful Fol', 'Amader Chhoto Nodi', 'Dadir hater Mojar Pitha', 'Dukkhur Chhelebel', 'Prarthona', 'Khamar Barir Poshupakhi', 'Chhoy Rritur Desh', 'Muktijuddher Ekti Sonali Pata', 'Kajer Anondo', 'Sobai Miley Kori Kaj'.
	1.3 To understand instructions, questions, requests etc..	1.3 To understand instructions, questions, requests etc..	1.3 To understand instructions, questions, requests, announcements.		1.3 To understand instructions, questions, requests etc..		1.3 To understand instructions, questions, requests etc..	1.3 To understand instructions, questions, requests etc..	'Chhobir Golpo: Sundarbans', 'Amader Desh', 'Sheit'er Sokal', 'Ami Hobo', 'Jolpori O Kathure', 'Nana Ronger Ful

										Fol', 'Amader Chhoto Nodi', 'Dadir hater Mojar Pitha', 'Dukkhur Chhelebelā', 'Prarthona', 'Khamar Barir Poshupakhi', 'Chhoy Rritur Desh', 'Kajer Anondo'.
2. To understand and enjoy listening to audible literature like rhymes, poems, fairy tales, stories, etc..	2.1 Will enjoy listening to rhymes and poems.	2.1 Will understand and enjoy listening to rhymes and poems.	2.1 Will understand the content of rhymes and poems .		2.1 Will understand and enjoy listening to rhymes and poems.					'Ami Hobo', 'Amader Chhoto Nodi', 'Train', 'Prarthona', 'Kajer Anondo'.

Subject-wise terminal competency	Classroom-based attainable competency (First Grade)	Classroom-based attainable competency (Second grade)	Classroom-based attainable competency (Third grade)	Must Learn		Should Learn		Nice to Learn	Chapter	
				Basic skills	Precondition of learning	Advance Competency	Spiral Competency	Scope for learning in the next grade		
	2.2 Will enjoy and To understand tales .	2.2 Will enjoy and To understand stories .	2.2 To understand the content of stories and fables .		2.2 Will enjoy and To understand stories .		2.2 Will enjoy and To understand stories .	2.2 Will enjoy and To understand stories .	'Jolpori Kathure', 'Dukkhur Chhelebelā', 'Khamar Barir Poshupakhi', 'Chhoy Rritur Desh',	O

									'Muktijuddher Ekti Sonali Pata', 'Sobai Miley Kori Kaj'.
3. To understanding conversations, descriptions, dialogues etc.. .	3.1 To understand introductory conversations and descriptions .	3.1 To understand introductory conversations and descriptions .	3.1 To understand conversations and descriptions on familiar topics .					3.1 To understand introductory conversations and descriptions .	'Amar Porichoy', 'Ager Path Thekey Jeney Nei', 'Chhobir Golpo: Sundarbans', 'Amader Desh', 'Nana Ronger Ful Fol', 'Dadir hater Mojar Pitha', 'Dukkhur Chhelebel', 'Khamar Barir Poshupakhi', 'Chhoy Ritur Desh', 'Muktijuddher Ekti Sonali Pata'.
	3.2 To remember the names of classmates and acquaintances .	3.2 -	3.2 -						
	3.3 To remember the names of familiar flowers, fruits, colors, animals etc.. .	3.3 To understand the description of familiar flowers, fruits, colors, animals, plants, rivers etc.. .	3.3 To understand the descriptions of birds .		3.3 To understand the description of familiar flowers, fruits, colors, animals, plants, rivers etc.. .			3.3 To understand the descriptions of birds.	'Nana Ronger Ful Fol', 'Dukkhur Chhelebel', 'Khamar Barir Poshupakhi', 'Chhoy Ritur Desh'.

	3.4 To remember the names of seven days .	3.4 Will remember the names and understand the content of Bangla twelve months and six seasons .	3.4 -	3.4 Will remember the names and understand the content of Bangla twelve months and six seasons .						'Chhoy Ritur Desh'
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Subject-wise terminal competency	Classroom-based attainable competency (First Grade)	Classroom-based attainable competency (Second grade)	Classroom-based attainable competency (Third grade)	Must Learn		Should Learn		Nice to Learn	Chapter
				Basic skills	Precondition of learning	Advance Competency	Spiral Competency	Scope for learning in the next grade	
	3.5 To understand cardinal numbers up to twenty .	3.5 To understand cardinal numbers up to hundred .	3.5 To understand ordinal numbers from first to tenth .			3.5 To understand cardinal numbers up to hundred .	3.5 To understand cardinal numbers up to hundred .		

Language skill: Speaking

1. To speak by applying the concept of structure and features of Bangla language.	1.1 To speak the sounds of the Bangla alphabet used in sentences, words and the sounds	1.1 Say sounds of Bangla selected words and sentences formed with conjunct letter clearly	1.1 To tell the words formed by combining Bangla letters and sentences with words	1.1 Say sounds of Bangla selected words and sentences formed with conjunct		1.1 Say sounds of Bangla selected words and sentences formed with conjunct letter clearly	1.1 Say sounds of Bangla selected words and sentences formed with conjunct letter clearly		'Sheit'er Sokal', 'Ami Hobo', 'Jolpori O Kathure', 'Nana Ronger Ful Fol', 'Amader Chhoto Nodi', 'Dadir hater Mojar Pitha', 'Train',
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	of the selected words formed with conjunct letter clearly and accurately.	and accurately.	clearly and accurately.	letter clearly and accurately.		and accurately.	and accurately.		'Dukkhur Chhelebelā', 'Prarthonā', 'Khamar Barir Poshupakhi', 'Chhoy Rritur Desh', 'Muktijuddher Ekti Sonali Pata', 'Kajer Anondo', 'Sobai Miley Kori Kaj'.
	1.2 To pronounce words with or without the 'Kar' sign	1.2 -	1.2 -						
	1.3 To request and ask questions.	1.3 To request and ask questions.	1.3 To request and ask questions.		1.3 To request and ask questions.			1.3 To request and ask questions.	'Chhobir Golpo: Sundarbans', 'Amader Desh', 'Sheit'er Sokal', 'Ami Hobo', 'Jolpori O Kathure', 'Nana Ronger Ful Fol', 'Amader Chhoto Nodi', 'Dadir hater Mojar Pitha', 'Prarthonā', 'Khamar Barir Poshupakhi', 'Chhoy Rritur Desh', 'Kajer Anondo'.

2. To tell stories, fairytales, dialogues, description, rhymes, poems etc.. with understanding.	2.1 To read and recite textual and extra-curricular rhymes and poems clearly.	2.1 To recite textual and extra-curricular rhymes and poems.	2.1 To recite textual and extra-curricular rhymes and poems in an audible voice.		2.1 To recite textual and extra-curricular rhymes and poems.		2.1 To recite textual and extra-curricular rhymes and poems.	2.1 To recite textual and extra-curricular rhymes and poems.	'Ami Hobo', 'Amader Chhoto Nodi', 'Train', 'Prarthona', 'Kajer Anondo'.
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Subject-wise terminal competency	Classroom-based attainable competency (First Grade)	Classroom-based attainable competency (Second grade)	Classroom-based attainable competency (Third grade)	Must Learn		Should Learn		Nice to Learn	Chapter
				Basic skills	Precondition of learning	Advance Competency	Spiral Competency	Scope for learning in the next grade	
	2.2 -	2.2 To tell about the content of the rhymes and poems.	2.2 To tell about the main content of rhymes and poems.		2.2 To tell about the content of the rhymes and poems.		2.2 To tell about the content of the rhymes and poems.	2.2 To tell about the content of the rhymes and poems.	'Ami Hobo', Amader Chhoti Nodi, 'Train', 'Prarthona', 'Kajer Anondo'.
	2.3 To tell stories by looking at pictures.	2.3 To tell stories by looking at pictures.	2.3 To tell stories by looking at pictures.		2.3 To tell stories by looking at pictures.			2.3 To tell stories by looking at pictures.	'Chhobir Golpo: Sundarbans', 'Amader Desh', 'Jolpori O Kathure', 'Dukkhur Chhelebe la'

	2.4 To tell about stories.	2.4 To tell about stories.	2.4 To tell about the main content of fables and stories.		2.4 To tell about stories.		2.4 To tell about stories.	2.4 To tell about stories.	'Chhobir Golpo: Sundarbans', 'Amader Desh', 'Jolpori O Kathure', 'Dukkhur Chhelebe la', 'Khamar Barir Poshupakhi', 'Chhoy Rritur Desh', 'Muktijudher Ekti Sonali Pata'.
	2.5 To participate and describe in introductory conversations.	2.5 To participate in conversations and describe different topics.	2.5 To participate in conversations and describe simple topics.		2.5 To participate in conversations and describe different topics.			2.5 To participate in conversations and describe different topics.	'Amar Porichoy', 'Ager Path Thekey Joney Nei', 'Sheit'er Sokal', 'Jolpori O Kathure', 'Nana Ronger Ful Fol', 'Dadir hater

									Mojar Pitha', 'Dukkhur Chhelebe la', 'Khamar Barir Poshupak hi', 'Chhoy Rritur Desh', 'Muktijud dher Ekti Sonali Pata'.
	2.6 To tell the names of familiar flowers, fruits, colors, animals etc..	2.6 To tell about topics like familiar flowers, fruits, colors, trees, rivers, animals etc..	2.6 To describe birds and also ask and answer related questions.		2.6 To tell about topics like familiar flowers, fruits, colors, trees, rivers, animals etc..			2.6 To tell about birds.	'Nana Ronger Ful Fol', 'Dukkhur Chhelebe la', 'Khamar Barir Poshupak hi', 'Chhoy Rritur Desh'
	2.7 To tell the names of seven days.	2.7 To tell the names and about of Bangla twelve months and Six seasons.	2.7	2.7 To tell the names and about of Bangla twelve months and Six					'Chhoy Rritur Desh'

				seasons.							
Subject-wise terminal competency	Classroom-based attainable competency (First Grade)	Classroom-based attainable competency (Second grade)	Classroom-based attainable competency (Third grade)	Must Learn		Should Learn		Nice to Learn	Chapter		
				Basic skill	Prerequisite competency	Advance Competency	Spiral Competency			Scope for learning in the next grade	
	2.8 To tell cardinal numbers up to twenty.	2.8 To tell cardinal numbers accurately up to hundred.	2.8 To tell ordinal numbers from first to tenth accurately.			2.8 To tell cardinal numbers accurately up to hundred.	2.8 To tell cardinal numbers accurately up to hundred.				
3. To speak in standard pronunciation with classmates and others.	3.1 To practice speaking in standard colloquial pronunciation.	3.1 To speak in standard colloquial pronunciation.	3.1 To tell one's own and classmates identities in standard colloquial pronunciation.	3.1 To speak in standard colloquial pronunciation.				3.1 To speak in standard colloquial pronunciation.	'Amar Porichoy', 'Ager Path Thekey Jeney Nei', 'Sheit'er Sokal', 'Ami Hobo', 'Amader Chhoto Nodi', 'Dadir hater Mojar Pitha', 'Dukkhur Chhelebela', 'Khamar Barir Poshupakhi', 'Chhoy Rritur Desh', 'Muktijuddher Ekti Sonali Pata', 'Kajer		

									Anondo', Sobai Miley Koir Kaj
	3.2 To greet respectfully.	3.2 To greet respectfully.	3.2 To speak and ask permission by accosting politely.			3.2 To greet respectfully.	3.2 To greet respectfully.		'Sheit'er Sokal'
4. To give opinions and express feelings on various issues.	4.1 To express feelings about simple things.	4.1 To express feelings about grade based contents.	4.1 To talk about events seen.		4.1 To express feelings about grade based contents.		4.1 To express feelings about grade based contents.		'Jolpori O Kathure', 'Nana Ronger Ful Fol', 'Amader Chhoto Nodi', 'Dadir hater Mojar Pitha', 'Dukkhur Chhelebelar', 'Khamar Barir Poshupakhi', 'Chhoy Rritur Desh', 'Muktijuddher Ekti Sonali Pata', 'Kajer Anondo', Sobai Miley Koir Kaj
Language Skill: Reading									
1. To read fluently with clear,	1.1 To read Bangla alphabet.								

accurate, and standard pronunciation.	1.2 To read by adding the 'Kar' sign with the letters.								
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Subject-wise terminal competency	Classroom-based attainable competency (First Grade)	Classroom-based attainable competency (Second grade)	Classroom-based attainable competency (Third grade)	Must Learn		Should Learn		Nice to Learn	Chapter
				Basic skill	Prerequisite competency	Advance Competency	Spiral Competency		
	1.3 To read some selected conjunct letters.	1.3 To read conjunct letters.	1.3 To read conjunct letters clearly and accurately.	1.3 To read conjunct letters.			1.3 To read conjunct letters.	1.3 To read conjunct letters.	'Sheit'er Sokal', 'Ami Hobo', 'Jolpori O Kathure', 'Nana Ronger Ful Fol', 'Amader Chhoto Nodi', 'Dadir hater Mojar Pitha', 'Train', 'Dukkhur Chhelebelar', 'Prarthona', 'Khamar Barir Poshupakhi', 'Chhoy Ritur Desh', 'Muktijuddher Ekti

									Sonali Pata', 'Kajer Anondo', 'Sobai Miley Kori Kaj'.
	1.4 To read words and sentences of textbooks and equivalent books with standard pronunciation.	1.4 To read words and sentences of textbooks and equivalent books with standard pronunciation.	1.4 To read words and sentences of textbooks and equivalent books in audible tone with standard pronunciation.	1.4 To read words and sentences of textbooks and equivalent books with standard pronunciation.		1.4 To read words and sentences of textbooks and equivalent books with standard pronunciation.	1.4 To read words and sentences of textbooks and equivalent books with standard pronunciation.	1.4 To read words and sentences of textbooks and equivalent books with standard pronunciation.	'Sheit'er Sokal', 'Ami Hobo', 'Jolpori O Kathure', 'Nana Ronger Ful Fol', 'Amader Chhoto Nodi', 'Dadir hater Mojar Pitha', 'Train', 'Dukkhur Chhelebel', 'Prarthona', 'Khamar Barir Poshupakhi', 'Chhoy Rritur Desh', 'Kajer Anondo'
	1.5 To read sentences by recognizing punctuation	1.5 To read sentences by recognizing punctuation mark-full	1.2 To read sentences and verses naturally by recognizing different	1.5 To read sentences by recognizing punctuation mark-full		1.5 To read sentences by recognizing punctuation mark-full	1.5 To read sentences by recognizing punctuation mark-full	1.5 To read sentences by recognizing punctuation mark-full	'Sheit'er Sokal', 'Ami Hobo', 'Jolpori O Kathure', 'Nana

	mark-full stop.	stop, question mark and comma.	punctuation marks.	stop, question mark and comma.		stop, question mark and comma.	stop, question mark and comma.	stop, question mark and comma.	Ronger Ful Fol', 'Amader Chhoto Nodi', 'Dadir hater Mojar Pitha', 'Train', 'Dukkhur Chhelebelā', 'Prarthona', 'Khamar Barir Poshupakhi', 'Chhoy Ritur Desh', 'Muktijuddher Ekti Sonali Pata', 'Kajer Anondo', 'Sobai Miley Kori Kaj'.
2. To understand the theme of rhymes, poems, fairy tales, stories, conversation set C...	2.1 To read easy rhymes and poems.	2.1 To read rhymes and poems in standard pronunciation.	2.1 To read rhymes and poems in standard pronunciation.	2.1 To read rhymes and poems in standard pronunciation.				2.1 To read rhymes and poems in standard pronunciation.	'Ami Hobo', Amader Chhoti Nodi, 'Train', 'Prarthona', 'Kajer Anondo'
		2.2 To recite rhymes and poems in standard	2.2 To recite rhymes and poems in standard		2.2 To recite rhymes and poems in standard			2.2 To recite rhymes and poems in standard	'Ami Hobo', Amader Chhoti Nodi, 'Train', 'Prarthona',

		pronunciatio n.	pronunciatio n.		pronunciatio n.			pronunciatio n.	'Kajer Anondo'

Subject- wise terminal competen cy	Classroom- based attainable competency (First Grade)	Classroom- based attainable competency (Second grade)	Classroom- based attainable competency (Third grade)	Must Learn		Should Learn		Nice to Learn	Chapter
				Basic skill	Prerequisite competency	Advance Competency	Spiral Competency	Scope for learning in the next grade	
	2.4 To understand tales.	2.4 To understand stories and tales.	2.4 To understand stories and tales.		2.4 To understand stories and tales.			2.4 To understand stories and tales.	'Chhobir Golpo: Sundarban s', 'Amader Desh', 'Jolpori O Kathure', 'Nana Ronger Ful Fol', 'Dukkhur Chhelebela' , 'Muktijuddh er Ekti Sonali Pata', 'Sobai Miley Kori Kaj'
	2.5 To read conversatio ns and descriptions .	2.5 To understand conversations and descriptions.	2.5 To understand conversatio ns and descriptions with standard		2.5 To understand conversatio ns and descriptions .		2.5 To understand conversations and descriptions.	2.5 To understand conversatio ns and descriptions .	'Sheit'er Sokal', 'Jolpori O Kathure', 'Nana Ronger Ful Fol', 'Dadir hater Mojar

			pronunciation.						Pitha', 'Dukkhur Chhelebela' , 'Prarthona', 'Khamar Barir Poshupakhi' , 'Chhoy Rritur Desh', 'Muktijuddher Ekti Sonali Pata', 'Sobai Miley Kori Kaj'.
	2.6 To read the names of familiar flowers, fruits, colors, animals etc..	2.6 To read the names and understand topics on familiar flowers, fruits, colors, trees, rivers, animals etc..	2.6 To read descriptions and understand the content of birds.		2.6 To read the names and understand topics on familiar flowers, fruits, colors, trees, rivers, animals etc..			2.6 To read descriptions and understand the content of birds.	'Nana Ronger Ful Fol', 'Dukkhur Chhelebela', 'Khamar Barir Poshupakhi', 'Chhoy Rritur Desh'
	2.7 To read the names of seven days.	2.7 To read the names and about of Bangla twelve months and Six seasons.		2.7 To read the names and about of Bangla twelve months					'Chhoy Rritur Desh'

				and Six seasons.					
	2.8 To read cardinal numbers up to twenty.	2.8 To read cardinal numbers up to hundred accurately.	2.8 To read ordinal numbers from first to tenth.			2.8 To read cardinal numbers up to hundred accurately.	2.8 To read cardinal numbers up to hundred accurately.		'Ami Hobo'
3. To read handwritten and printed text.	3.1 To read own written letters, words and sentences.	3.1 To read words and sentences written by herself and others.	3.1 To read paragraphs written by herself and others.			3.1 To read words and sentences written by herself and others.	3.1 To read words and sentences written by herself and others.		'Sheit'er Sokal', 'Jolpori O Kathure', 'Nana Ronger Ful Fol', 'Amader Chhoto Nodi', 'Dadir hater Mojar Pitha', 'Dukkhur Chhelebel', 'Prarthona', 'Khamar Barir Poshupakhi', 'Chhoy Rritur Desh', 'Muktijuddher Ekti Sonali Pata', 'Kajer Anondo', 'Sobai Miley Kori Kaj'.

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Subject-wise terminal competency	Classroom-based attainable competency (First Grade)	Classroom-based attainable competency (Second grade)	Classroom-based attainable competency (Third grade)	Must Learn		Should Learn		Nice to Learn	Chapter
				Basic skill	Prerequisite competency	Advance Competency	Spiral Competency	Scope for learning in the next grade	
			3.2 To read different types of simple signs / instructions, names and nameplates of individuals and organizations.						
	3.3 To read textbook equivalent children's books.	3.3 To read textbook equivalent children's books.	3.3 To read textbook equivalent children's and other books.		3.3 To read textbook equivalent children's books.			3.3 To read textbook equivalent children's books.	'Prarthona'
Language skill: Writing									
1. To write clearly, neatly and accurately.	1.1 To write Bangla alphabet in clear and correct form.								
	1.2 To write 'Kar' sign in correct forms.								

	1.3 To write words with the letters formed with and without 'Kar' sign.								
	1.4 To break selected conjunct letters and to write words with conjunct letters.	1.4 To write words with consonant formed with conjunct letter.	1.4 To create words using consonant formed with conjunct letter and apply it to make sentences.	1.4 To write words with consonant formed with conjunct letter.		1.4 To write words with consonant formed with conjunct letter.	1.4 To write words with consonant formed with conjunct letter.		'Sheit'er Sokal', 'Ami Hobo', 'Jolpori O Kathure', 'Nana Ronger Ful Fol', 'Amader Chhoto Nodi', 'Dadir hater Mojar Pitha', 'Train', 'Dukkhur Chhelebel', 'Prarthona', 'Khamar Barir Poshupakhi', 'Chhoy Rritur Desh', 'Muktijuddher Ekti Sonali Pata', 'Kajer Anondo', 'Sobai Miley Kori Kaj'.

Subject-wise terminal competency	Classroom-based attainable competency (First Grade)	Classroom-based attainable competency (Second grade)	Classroom-based attainable competency (Third grade)	Must Learn		Should Learn		Nice to Learn Scope for learning in the next grade	Chapter
				Basic skill	Prerequisite competency	Advance Competency	Spiral Competency		

	1.5 To write words and sentences of textbooks.	1.5 To make sentences with the words used in text.	1.5 To make new sentences with the words used in text.	1.5 To make sentences with the words used in text.				1.5 To make sentences with the words used in text.	'Sheit'er Sokal', 'Ami Hobo', 'Jolpori O Kathure', 'Nana Ronger Ful Fol', 'Amader Chhoto Nodi', 'Dadir hater Mojar Pitha', 'Train', 'Dukkhur Chhelebel', 'Prarthona', 'Khamar Barir Poshupakhi', 'Chhoy Ritur Desh', 'Muktijuddher Ekti Sonali Pata', 'Kajer Anondo', 'Sobai Miley Kori Kaj'.
	1.6 To write sentences using punctuation mark – full stop.	1.6 To write sentences using punctuation mark – full stop, question mark and comma.	1.6 To write sentences and verses using punctuation marks used in textbook.		1.6 To write sentences using punctuation mark – full stop, question mark and comma.		1.6 To write sentences using punctuation mark – full stop, question mark and comma.	1.6 To write sentences using punctuation mark – full stop, question mark and comma.	'Sheit'er Sokal', 'Ami Hobo', 'Jolpori O Kathure', 'Nana Ronger Ful Fol', 'Amader Chhoto Nodi', 'Dadir hater Mojar Pitha', 'Train', 'Dukkhur Chhelebel', 'Prarthona',

									'Khamar Barir Poshupakhi', 'Chhoy Ritur Desh', 'Muktijuddher Ekti Sonali Pata', 'Kajer Anondo', 'Sobai Miley Kori Kaj'.
	1.7 To write cardinal numbers up to twenty.	1.7 To write cardinal numbers up to hundred.	1.7 To write ordinal numbers from first to tenth.			1.7 To write cardinal numbers up to hundred.	1.7 To write cardinal numbers up to hundred.		'Ami Hobo'
2. To write the theme and content of rhymes, poems, fairy tales, stories, conversations, descriptions etc.. by understanding.		2.1 To write rhymes and poems of textbooks.	2.1 To write rhymes and poems of textbooks.		2.1 To write rhymes and poems of textbooks.			2.1 To write rhymes and poems of textbooks.	'Ami Hobo', 'Amader Chhoto Nodi', 'Train', 'Kajer Anondo'

Subject-wise terminal competency	Classroom-based attainable competency (First Grade)	Classroom-based attainable competency (Second grade)	Classroom-based attainable competency (Third grade)	Must Learn		Should Learn		Nice to Learn	Chapter
				Basic skill	Prerequisite competency	Advance Competency	Spiral Competency	Scope for learning in the next grade	

	2.2 To write the name of herself and her parents.	2.2 To write her name and the name and address of school.		2.2 To write her name and the name and address of school.						'Amar Porichoy', 'Ager Path Thekey Jeney Nei'
	2.3 To write simple words and sentences from rhymes, poems, stories etc..	2.3 To write about rhymes, poems, stories, conversations and descriptions.	2.3 To write about rhymes, poems, stories, conversations and descriptions correctly.		2.3 To write about rhymes, poems, stories, conversations and descriptions.	2.3 To write about rhymes, poems, stories, conversations and descriptions.	2.3 To write about rhymes, poems, stories, conversations and descriptions.	2.3 To write about rhymes, poems, stories, conversations and descriptions.	2.3 To write about rhymes, poems, stories, conversations and descriptions.	'Sheit'er Sokal', 'Ami Hobo', 'Jolpori O Kathure', 'Nana Ronger Ful Fol', 'Amader Chhoto Nodi', 'Dadir hater Mojar Pitha', 'Train', 'Dukkhur Chhelebel', 'Prarthona', 'Khamar Barir Poshupakhi', 'Chhoy Rritur Desh', 'Muktijuddher Ekti Sonali Pata', 'Kajer Anondo', 'Sobai Miley Kori Kaj'.

	2.4 To write the names of familiar flowers, fruits, colors, animals etc..	2.4 To write about the topics on familiar flowers, fruits, colors,trees, rivers, animals etc..	2.4 To write descriptions and answer to the questions related birds.		2.4 To write about the topics on familiar flowers, fruits, colors,trees, rivers, animals etc..			2.4 To write about birds.	'Nana Ronger Ful Fol', 'Dukkhur Chhelebela', 'Khamar Barir Poshupakhi', 'Chhoy Rritur Desh'
	2.5 To write the names of seven days.	2.5 To write the names of Bangla twelve months and Six seasons and answer to questions related to the lesson.		2.5 To write the names of Bangla twelve months and Six seasons and answer to questions related to the lesson.					'Chhoy Rritur Desh'
	2.6 To write cardinal numbers up to twenty.	2.6 To write cardinal numbers up to hundred.	2.6 To write ordinal numbers from first to tenth.			2.6 To write cardinal numbers up to hundred.	2.6 To write cardinal numbers up to hundred.		'Ami Hobo'

Subject-wise terminal competency	Classroom-based attainable competency (First Grade)	Classroom-based attainable competency (Second grade)	Classroom-based attainable competency (Third grade)	Must Learn		Should Learn		Nice to Learn	Scope for learning in the next grade
				Basic skill	Prerequisite competency	Advance Competency	Spiral Competency		

3. To write observations, experiences and attitudes etc.. clear and correctly in one's own language.	3.1. To write words by looking at pictures.	3.1 To write the subject in own language by looking at the pictures.	3.1 To write the events seen in the picture with simple description.					3.1 To write the subject in own language by looking at the pictures.	
4. To write simple letters, applications and fill out forms.									
		4.2	4.2 To fill out easy forms.						

Appendix J: Analysis of third-grade classroom-based attainable competencies

Subject-wiseterminal competency	Classroom-based attainable competency (Second grade)	Classroom-based attainable competency (Third grade)	Classroom-based attainable competency (Fourth grade)	Must Learn		Should Learn		Nice to Learn	Chapter
				Basic skill	Prerequisite competency	Advance competency	Spiral Competency	Scope for learning in the next grade	
2. To understand and enjoy listening to audible literature like rhymes, poems, fairy tales, stories, etc..	2.1 Will understand and enjoy listening to rhymes and poems.	2.1 Will understand the content of rhymes and poems.	2.1 To understand main content and theme of rhymes and poems.	2.1 Will understand the content of rhymes and poems.			2.1 Will understand the content of rhymes and poems.		9 ('Amader Ei Bangladesh', Hatey Jabo, 'Chol Chol Chol', 'Talgachh', 'Amar Pon', 'Amader Gram', 'Adorsho Chhele', 'Ghuri', 'Boro ke?')
	2.2 Will enjoy and To understand stories.	2.2 To understand the content of stories and fables.	2.2 To understand main content and theme of stories and fairy tales.	2.2 To understand the content of stories and fables.			2.2 To understand the content of stories and fables.		11 ('Amader Ei Bangladesh', 'Raja O Tar Tin Konnya', 'Bhasha Shoheedder Kotha', 'Kunjo Burir Golpo', 'Ekai Ekti Durgo', 'Kanamachhi Bhow Bhow', 'Ekjon Potuar',

									'Steamer' er siti', 'Palla Deyar Khobor', 'Nirapode Cholachol', 'Khalifa Hazrat Abu Bakar (Ra)'
3. To understanding conversations, descriptions, dialogues etc..	3.1 To understand introductory conversations and descriptions.	3.1 To understand conversations and descriptions on familiar topics.	3.1 To understand conversations and descriptions on selected topics.	3.1 To understand conversations and descriptions on familiar topics.					12 ('Chhobi O Kotha', 'Raja O Tar Tin Konnya', 'Bhasha Shoheedder Kotha', Swadhinota Diboshke Ghirey, 'Kunjo Burir Golpo', 'Ekai Ekti Durgo', 'Kanamachhi Bhow Bhow', 'Ekjon Potuar', 'Steamer' er siti', 'Palla Deyar Khobor', 'Nirapode Cholachol', 'Khalifa Hazrat Abu Bakar (Ra)'

	3.3 To understand the description of familiar flowers, fruits, colors, animals, plants, rivers etc..	3.3 To understand the description of birds.		3.3 To understand the descriptions of birds.						1 ('Pakhider Kotha')
	3.4 Will remember the names and understand the content of Bangla twelve months and six seasons.		3.4 To understand the description of the natural diversity of Bangladesh.							
	3.5 To understand computational words from one to hundred.	3.5 To understand ordinal numbers from first to tenth.	3.5 To understand ordinal numbers from first to twentieth and chronological words from one to ten.			3.5 To understand ordinal numbers from first to tenth.	3.5 To understand ordinal numbers from first to tenth.	3.5 To understand ordinal numbers from first to tenth.		1 ('Palla Deyar Khobor')

Language skill: Speaking										
1. To speak by applying the concept of structure and features of Bangla language.	1.1 To tell the sounds of Bangla selected words and sentences formed with conjunct letter	1.1 To tell the words formed by combining Bangla letters and sentences with words	1.1 To tell the words formed by conjunct letter and sentences combined conjunct words	1.1 To tell the words formed by combining Bangla letters and sentences with words	1.1 To tell the words formed by combining Bangla letters and sentences with words		1.1 To tell the words formed by combining Bangla letters and sentences with words			20 ('Chhobi O Kotha', 'Amader Ei Bangladesh', 'Raja O Tar Tin Konnya',

	clearly and accurately.				'Bhasha Shoheeder Kotha', 'Chol Chol Chol', 'Swadhinota Diboshkey Ghirey', 'Kunjo Burir Golpo', 'Talgachh', 'Ekai Ekti Durgo', 'Amar Pon', 'Pakhider Kotha', 'Amader Gram', 'Kanamachhi Bhow Bhow', 'Adorsho Chhele', 'Ekjon Potuar' Kotha, 'Ghuri', 'Steamer'ersiti', 'Palla Deyar Khobor', 'Nirapode Cholachol', 'Khalifa Hazrat Abu				
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									Bakar (Ra')
	1.3 To request and ask questions.	1.3 To request and ask questions.	1.3 To request, order and ask questions.	1.3 To request and ask questions.			1.3 To request and ask questions.	1.3 To request and ask questions.	20 ('Chhobi O Kotha', 'Amader Ei Banglades h', 'Raja O Tar Tin Konnya', 'Bhasha Shoheeder Kotha', 'Swadhinota Diboshkey Ghirey', 'Kunjo Burir Golpo', 'Talgachh', 'Ekai Ekti Durgo', 'Amar Pon', 'Pakhider Kotha', 'Amader Gram', 'Kanamac hhi Bhow Bhow', 'Adorsho Chhele', 'Ekjon Potuar', 'Ghuri', 'Steamer'e

									r siti', 'Palla Deyar Khobor', 'Boro ke?', 'Nirapode Cholachol', 'Khalifa Hazrat Abu Bakar (Ra)')
2. To tell understanding stories, fairytales, dialogues, description, rhymes, poems etc..	2.1 To recite textual and extra-curricular rhymes and poems.	2.1 To recite textual and extra-curricular rhymes and poems in an audible voice.	2.1 To recite textual and extra-curricular rhymes and poems in accurate rhythm.	2.1 To recite textual and extra-curricular rhymes and poems in an audible voice.				2.1 To recite textual and extra-curricular rhymes and poems in an audible voice.	9 ('Amader Ei Bangladesh', Hately Jabo, 'Chol Chol Chol', 'Talgachh', 'Amar Pon', 'Amader Gram', 'Adorsho Chhele', 'Ghuri', 'Boro ke?')
	2.2 To tell about the content of the rhymes and poems.	2.2 To tell about the main content of rhymes and poems.	2.2 To tell the theme and answer to related questions about poems.	2.2 To tell about the main content of rhymes and poems.					10 ('Amader Ei Bangladesh', Hately Jabo, 'Chol Chol Chol', 'Talgachh', 'Amar Pon', 'Amader Gram', 'Adorsho

									Chhele', Ekjon Poutar Kotha, 'Gh uri', 'Boro ke?')
	2.3 To tell stories by looking at pictures.	2.3 To tell stories by looking at pictures.		2.3 To tell stories by looking at pictures.					9 ('Chhobi O Kotha', 'Swadhinot a Diboshkey Ghirey', 'Kunjo Burir Golpo', 'Pakhider Kotha', 'Ekjon Potuar' Kotha, 'Steamer'e r siti', Plla Deyar Khorbor, 'Nirapode Cholachol', 'Khalifa Hazrat Abu Bakar (Ra)')
	2.4 To tell about stories.	2.4 To tell about the main content of fables and stories.	2.4 To tell the main theme and idea of stories and fairy tales.	2.4 To tell about the main content of fables and stories.			2.4 To tell about the main content of fables and stories.		12 ('Chhobi O Kotha', 'Raja O Tar Tin Konnya', 'Bhasha Shoheedd

									er Kotha', Swadhinot a Diboshke Ghirey, 'Kunjo Burir Golpo', , 'Ekai Ekti Durgo', 'Kanamac hhi Bhow Bhow', 'Ekjon Potuar', 'Steamer'e r siti', 'Palla Deyar Khobor', 'Nirapode Cholachol', 'Khalifa Hazrat Abu Bakar (Ra)')
	2.5 To participate in conversations and describe different topics.	2.5 To participate in conversations and describe simple topics.	2.5 To participate in conversations and describe different topics.	2.5 To participate in conversations and describe simple topics.			2.5 To participate in conversations and describe simple topics.	2.5 To participate in conversations and describe simple topics.	11 ('Chhobi O Kotha', 'Raja O Tar Tin Konnya', 'Bhasha Shoheeder Kotha', Swadhinot a Diboshke Ghirey, 'Ekai Ekti Durgo',

												'Kanamac hhi Bhow Bhow', 'Ekjon Potuar', 'Steamer'ersiti', 'Palla Deyar Khobor', 'Nirapode Cholachol', 'Khalifa Hazrat Abu Bakar (Ra)'
Subject-wiseterminal competency	Classroom-based attainable competency (Second grade)	Classroom-based attainable competency (Third grade)	Classroom-based attainable competency (Fourth grade)	Must Learn		Should Learn		Nice to Learn	Chapter			
				Basic skill	Prerequisite competency	Advance competency	Spiral Competency	Scope for learning in the next grade				
	2.6 To tell about topics like familiar flowers, fruits, colors, trees, rivers, animals etc..	2.6 To describe birds and also ask and answer related questions.		2.6 To describe birds and also ask and answer related questions.						1 ('Pakhider Kotha')		
	2.7 To tell the names and about of Bangla twelve months and Six seasons.		2.7 To describe about the natural diversity of									

			Bangladesh						
	2.8 To tell computational words accurately from one to hundred.	2.8 To tell ordinal numbers from first to tenth accurately.	2.8 To tell ordinal numbers from first to twentieth and chronological words from one to ten accurately.			2.8 To tell ordinal numbers from first to tenth accurately.	2.8 To tell ordinal numbers from first to tenth accurately.	2.8 To tell ordinal numbers from first to tenth accurately.	1 'Palla Deyar Khobor'
3. To speak in standard pronunciation with classmates and others.	3.1 To speak in standard colloquial pronunciation.	3.1 To tell one's own and classmates identities in standard colloquial pronunciation.	3.1 To explain known contents in standard colloquial pronunciation.			3.1 To tell one's own and classmates identities in standard colloquial pronunciation.	3.1 To tell one's own and classmates identities in standard colloquial pronunciation.		4 ('Chhobi O Kotha', 'Steamer'er siti', 'Palla Deyar Khobor', 'Nirapode Cholachol')
	3.2 To greet respectfully.	3.2 To speak and ask permission cordially.	3.2 To speak cordially in a standardized manner with respect.			3.2 To speak and ask permission cordially.	3.2 To speak and ask permission cordially.	3.2 To speak and ask permission cordially.	4 ('Swadhinota Diboshkey Ghirey', 'Stimarar City', 'Palla Deyar Khobor', 'Nirapodey Cholachol')
4. To give opinions and express feelings on various issues.	4.1 To express feelings about grade based contents.	4.1 To talk about events seen.	4.1 To express opinions with expressions about the events seen.			4.1 To talk about events seen.	4.1 To talk about events seen.	4.1 To talk about events seen.	15 ('Amader Ei Bangladesh', 'Raja O Tar Tin Konnya', 'Swadhinota Diboshkey Ghirey', 'Talgachh', 'Amar Pon',

									'Pakhider Kotha', 'Amader Gram', 'Adorsho Chhele', 'Ekjon Potuar' Kotha, 'Ghuri', 'Steame r'er siti', 'Palla Deyar Khobor', 'Boro ke?', 'Nirapode Cholachol', 'Khalifa Hazrat Abu Bakar (Ra)'
Language Skill: Reading									
	1.3 To read conjunct letters.	1.3 To read conjunct letters clearly and accurately.	1.3 To read words and sentences accurately with letters.	1.3 To read conjunct letters clearly and accurately.	1.3 To read conjunct letters clearly and accurately .		1.3 To read conjunct letters clearly and accurately.		20 ('Chhobi O Kotha', 'Amader Ei Bangladesh', 'Raja O Tar Tin Konnya', 'Bhasha Shoheadder Kotha', 'Chol Chol Chol', 'Swadhinota Diboshkey Ghirey', 'Kunjo Burir Golpo', 'Talgachh', 'Ekai Ekti Durgo', 'Amar Pon', 'Pakhider Kotha', 'Amader Gram', 'Kanamachhi Bhow Bhow', 'Adorsho Chhele', 'Ekjon

									Potuar', 'Ghuri', 'Steamer'er siti', 'Palla Deyar Khobor', 'Nirapode Cholachol', 'Khalifa Hazrat Abu Bakar (Ra)')
	1.4 To read words and sentences of textbooks and equivalent books with standard pronunciation.	1.4 To read words and sentences of textbooks and equivalent books in audible tone with standard pronunciation.	1.4 To read words and sentences in textbooks and equivalent books in an audible clear tone and standard pronunciation as stable as possible.	1.4 To read words and sentences of textbooks and equivalent books in audible tone with standard pronunciation.			1.4 To read words and sentences of textbooks and equivalent books in audible tone with standard pronunciation.		22 ('Chhobi O Kotha', 'Amader Ei Bangladesh', 'Raja O Tar Tin Konnya', 'Bhasha Shoheeder Kotha', 'Chol Chol Chol', 'Swadhinota Diboshkey Ghirey', 'Kunjo Burir Golpo', 'Talgachh', 'Ekai Ekti Durgo', 'Amar Pon', 'Pakhider Kotha', 'Amader Gram', 'Kanamachhi Bhow Bhow', 'Adorsho Chhele', 'Ekjon Potuar', 'Ghuri', 'Steamer'er siti', 'Palla Deyar Khobor', 'Nirapode Cholachol',

									'Khalifa Hazrat Abu Bakar (Ra)')
	1.5 To read sentences by recognizing punctuation mark-full stop, question mark and comma.	1.5To read sentences and verses naturally by recognizing different punctuation marks.	1.5 To read verses and paragraphs fluently with proper punctuation.	1.5To read sentences and verses naturally by recognizing different punctuation marks.	1.5To read sentences and verses naturally by recognizing different punctuation marks.		1.5To read sentences and verses naturally by recognizing different punctuation marks.		22 ('Chhobi O Kotha', 'Amader Ei Bangladesh', 'Raja O Tar Tin Konnya', 'Bhasha Shoheedder Kotha', 'Chol Chol Chol', 'Swadhinota Diboshkey Ghirey', 'Kunjo Burir Golpo', 'Talgachh', 'Ekai Ekti Durgo', 'Amar Pon', 'Pakhider Kotha', 'Amader Gram', 'Kanamachhi Bhow Bhow', 'Adorsho Chhele', 'Ekjon Potuar', 'Ghuri', 'Steamer'er siti', 'Palla Deyar Khobor', 'Nirapode Cholachol', 'Khalifa Hazrat Abu Bakar (Ra)')
2. To understand the theme	2.1 To read rhymes and poems in	2.1 To read rhymes and poems in	2.1 To recite rhymes and poems in a	2.1 To read rhymes and poems in			2.1 To read rhymes and poems in		

of rhymes, poems, fairy tales, stories, conversations etc..	standard pronunciation.	standard pronunciation.	general pace with the right rhythm, tone and standard pronunciation.	standard pronunciation.			standard pronunciation.		
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Subject-wise terminal competency	Classroom-based attainable competency (Second grade)	Classroom-based attainable competency (Third grade)	Classroom-based attainable competency (Fourth grade)	Must Learn		Should Learn		Nice to Learn	Chapter
				Basic skill	Prerequisite competency	Advance competency	Spiral Competency	Scope for learning in the next grade	
	2.2 To recite rhymes and poems in standard pronunciation .	2.2 To recite rhymes and poems in standard pronunciation .	2.2 To recite rhymes and poems in a general pace with the right rhythm, tone and standard pronunciation .	2.2 To recite rhymes and poems in standard pronunciation .			2.2 To recite rhymes and poems in standard pronunciation .		9 ('Amader Ei Bangladesh', Hatey Jabo, 'Chol Chol Chol', 'Talgachh', 'Amar Pon', 'Amader Gram', 'Adorsho Chhele', 'Ghuri', 'Boro ke?')
	2.4 To understand stories and tales .	2.4 To understand stories and tales .	2.4 To understand the theme and content of story tales and fairytales .	2.4 To understand stories and tales .			2.4 To understand stories and tales .		11 ('Chhobi O Kotha', 'Raja O Tar Tin Konnya', 'Bhasha Shoheedder Kotha', 'Kunjo Burir Golpo', , 'Ekai Ekti Durgo', 'Kanamachhi Bhow Bhow', 'Ekjon Potuar', 'Steamer'er siti', 'Palla Deyar

									Khobor', 'Nirapode Cholachol', 'Khalifa Hazrat Abu Bakar (Ra)')
	2.5 To understand conversations and descriptions .	2.5 To understand conversations and description with standard pronunciation .	2.5 To understand the content and theme of conversations and description .	2.5 To understand conversations and description with standard pronunciation .				2.5 To understand conversations and description with standard pronunciation .	13 ('Chhobi O Kotha', 'Raja O Tar Tin Konnya', 'Bhasha Shoheedder Kotha', 'Swadhinota Diboshkey Ghirey', 'Kunjo Burir Golpo', 'Ekai Ekti Durgo', 'Pakhider Kotha', 'Kanamachhi Bhow Bhow', 'Ekjon Potuar Kotha', 'Steamer'er siti', 'Palla Deyar Khobor', 'Nirapode Cholachol', 'Khalifa Hazrat Abu Bakar (Ra)')
	2.6 To read the names and understand topics on familiar flowers, fruits, colors, trees, rivers, animals etc..	2.6 To read descriptions and understand the content of birds.		2.6 To read descriptions and understand the content of birds.					1 'Pakhider Kotha'

	2.7 To read the names and about of Bangla twelve months and Six seasons.		2.7 To understand about the natural diversity of Bangladesh.						
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Subject-wiseterminal competency	Classroom-based attainable competency (Second grade)	Classroom-based attainable competency (Third grade)	Classroom-based attainable competency (Fourth grade)	Must Learn		Should Learn		Nice to Learn	Chapter
				Basic skill	Prerequisite competency	Advance competency	Spiral Competency	Scope for learning in the next grade	
	2.8 To read computational words from one to hundred accurately.	2.8 To read ordinal numbers from first to tenth.	2.8 To read ordinal numbers from first to twentieth and chronological words from one to ten accurately.			2.8 To read ordinal numbers from first to tenth.	2.8 To read ordinal numbers from first to tenth.	2.8 To read ordinal numbers from first to tenth.	1 Palla Deyar Kobor
3. To read handwritten and printed text.		3.1 To read paragraphs written by herself and others.	3.1 To read letters and applications written by herself and others.	3.1 To read paragraphs written by herself and others.			3.1 To read paragraphs written by her/him and others.		11 ('Chhobi O Kotha', 'Amader Ei Bangladesh', Swadhinota Diboshke Ghirey, 'Talgachh', 'Eka i Ekti Durgo', 'Amar Pon', 'Kanamachhi Bhow Bhow',

									'Ekjon Potuar', 'Ghuri', 'Nirapo de Cholachol', 'Khalifa Hazrat Abu Bakar (Ra)')
		3.2 To read different types of simple signs / instructions, names and nameplates of individuals and organization s.	3.2 To read various types of simple signs/ instructions, nameplates of individuals and organizations, advertisement s, posters, leaflets etc..			3.2 To read different types of simple signs /instructions, names and nameplates of individuals and organization s.	3.2 To read different types of simple signs /instructions, names and nameplates of individuals and organization s.	3.2 To read different types of simple signs / instructions, names and nameplates of individuals and organization s.	2 'Ekjon Potuar', 'Nirapode Cholachol'
	3.3 to read textbooks and equivalent child friendlybook s.	3.3 to read textbooks and other child friendly equivalent books.	3.3 to read textbooks and other child friendly equivalent books.	3.3 to read textbooks and other child friendly equivalent books.			3.3 to read textbooks and other child friendly equivalent books.		14 ('Chhobi o kotha', 'Chol Chol Chol', 'Swadhinota Dibosh ke Ghirey', 'Tal gachh', 'Ekai Ekti Durgo', 'Amar pon', 'Pakhider kotha', 'Adarsha chhele', 'Akjon potuar', 'Ghuri', 'Steamer'er siti', 'Palla deyar khorbor', 'Nirapode cholachol',

									'Khalifa Hazrat Abu Bakar (RA)'
Language skill: Writing									
	1.4 To write words with conjunct letter	1.4 To form words with conjunct letters and use in sentences	1.4 To form new words with conjunct letter and use in sentences	1.4 To form words with conjunct letter and use in sentences	1.4 To form words with conjunct letter and use in sentences		1.4 To form words with conjunct letter and use in sentences		19 ('Chhobi o kotha', 'Amader ai Bangladesh', 'Raja o tar tin konnya', 'Bhasha Shaheeder kotha', 'Chol Chol Chol ', 'Swadhinota Dibosh ke Ghirey', 'Kunjo burir golpo', 'Tal gachh', 'Ekai Ekti Durgo', 'Pakhider kotha', 'Amader gram', 'Kanamachhi Bhow Bhow', 'Adarsga chhele', 'Akjon potuar', 'Ghuri', 'Steamer'er siti', 'Palla deyar khobor', 'Nirapode cholachol', 'Khalifa Hazrat

									Abu Bakar (RA)'
	1.5 To write sentence with words in textbooks	1.5 To write new sentence with words in textbooks	1.5 To write sentence with words from and outside the textbooks			1.5 To write sentence with words in textbooks	1.5 To write new sentence with words in textbooks		21 ('Amader ei Bangladesh', 'Raja o tar tin konnya', 'Haate jabo', 'Bhasha Shaheeder kotha', 'Chol Chol ', 'Swadhinota Dibosh ke Ghirey', 'Knujo burir golpo', 'Tal gachh', 'Ekai Ekti Durgo', 'Amar pon, Pakhider kotha', 'Amader gram', 'Kanamachhi Bhow Bhow', 'Adarsha Chhele', 'Akjon potuar', 'Steamer'er siti', 'Palla deyar khobor', 'Boro ke?', 'Nirapode cholachol', 'Khalifa Hazrat Abu Bakar (RA)')

	1.6 To write sentence using punctuations – full stop, comma, question marks.	1.6 To write sentence and stanza using punctuations from textbooks	1.6 To write sentence and stanza using punctuations from lesson	1.6 To write sentence and stanza using punctuations from textbooks			1.6 To write sentence and stanza using punctuations from textbooks		22 ('Chhobi o kotha', 'Amader ei Bangladesh', 'Raja o tar tin konnya', 'Haate jabo', 'Swadhinota Dibosh ke Ghirey', 'Knujo burir golpo', 'Tal gachh', 'Ekai Ekti Durgo', 'Amar pon', 'Pakhider kotha', 'Amader gram', 'Kanamachhi Bhow Bhow', 'Adarsha Chhele', 'Akjon potuar', 'Ghuri, 'Steamer'er siti', 'Palla deyar khobor', 'Nirapode cholachol', 'Khalifa Hazrat Abu Bakar (RA)')
	1.7 To write one to hundred numerical words	1.7 To write first to tenth ordinal numbers	1.7 To write first to tenth ordinal numbers and date representing words			1.7 To write first to tenth ordinal numbers	1.7 To write first to tenth ordinal numbers	1.7 To write first to tenth ordinal numbers	'Palla Deyar Khabar'

	1.8-	1.8-	1.8 To write short dictation						
2.To write overview understanding the content and essence of rhymes, poems, fairy tales, stories, conversations, narratives, etc..	2.1 To write Rhymes and poems of textbook.	2.1 To write Rhymes and poems of textbook.	2.1 To write Rhymes and poems of textbook.	2.1 To write Rhymes and poems of textbook.			2.1 To write Rhymes and poems of textbook.		9 ('Amader ei Bangladesh', 'Haate Jabo', 'Chol Chol Chol', 'Tal gachh', 'Amar pon', 'Amader gram', 'Adarsha chhele', 'Ghuri', 'Boro ke?')
	2.3 To write about Rhymes, poems, prose, conversation and description.	2.3 To write accurately about poem, fiction, prose, conversation and description	2.3 To write accurately about poem, fiction, prose, conversation and description			2.3 To write accurately about poem, fiction, prose, conversation and description	2.3 To write accurately about poem, fiction, prose, conversation and description		21 ('Amader ei Bangladesh', 'Raja o tar tin konnya', 'Haate jabo', 'Bhasha Shaheeder Kotha', 'Chol Chol Chol', 'Swadhinota Dibosh ke Ghirey', 'Knujo burir golpo', 'Tal gachh', 'Ekai Ekti Durgo', 'Amar pon', 'Pakhider kotha', 'Amader gram', 'Kanamachhi Bhow Bhow', 'Adarsha Chhele', 'Akjon potuar', 'Ghuri', 'Steamer'er siti',

									'Palla deyar khobor', 'Boro ke?', 'Nirapode cholachol', 'Khalifa Hazrat Abu Bakar (RA)'
2.4 To write about known flower, fruit, colour, animal, plants, rivers etc.	2.4 To write descriptions of birds and answer questions regarding them	2.4-	2.4 To write descriptions of birds and answer questions regarding them						1 ('Pakhider kotha')
2.5 To write names of Bangla 12 months and six seasons and answer textbook related questions.	2.5-	2.5 To write description about natural diversity of Bangladesh							
2.6 To write numerical words up to hundred	2.6 To write ordinal numbers from first to tenth	2.6 To write ordinal numbers from first to twentieth and dates representing words from one to ten			2.6 To write ordinal numbers from first to tenth	2.6 Able to write ordinal numbers from first to tenth	2.6 Able to write ordinal numbers from first to tenth	2.6 Able to write ordinal numbers from first to tenth	1 ('Palla Deyar Khobor')

3 To write and express observations, experiences, opinions accurately	3.1 To write about pictures in personal views	3.1 To write easy description about the incidents of picture	3.1 To write paragraph about subject of pictures			3.1 To write easy description about the incidents of picture	3.1 To write easy description about the incidents of picture	3.1 To write easy description about the incidents of picture	11 ('Chhobi o kotha', 'Haate jabo', 'Swadhinota Dibosh ke Ghirey', 'Tal gachh', 'Amar pon', 'Akjon potuar', 'Ghuri', 'Steamer'er siti', 'Palla deyar khobor', 'Nirapode cholachol', 'Khalifa Hazrat Abu Bakar (RA)')
	3.2-	3.2 To write about incidents after witnessing them	3.2 To write about known environments and happy experiences			3.2 To write about incidents after witnessing them	3.2 To write about incidents after witnessing them	3.2 To write about incidents after witnessing them	8 ('Pakhider Kotha', 'Kanamachhi Bhow Bhow', 'Akjon potuar', 'Ghuri', 'Steamer'er siti', 'Palla deyar khobor', 'Nirapode cholachol', 'Khalifa Hazrat Abu Bakar (RA)')
	3.3-	3.3-	3.3 To write paragraph on easy subjects						

4. To write general letters, applications and fill up forms	4. 1-	4. 1-	4. 1 To write letters and applications in easy language						
	4. 2-	4.2 To fill up easy forms	4.2-	4.2 To fill up easy forms					1 ('Palla deyar Khorbor')

Appendix K: Analysis of fourth-grade classroom-based attainable competencies

S I	Terminal competency	Subject-wiseterminalcompetency	Class-wise attainable competency (Fourth grade)	Basic skill/Foundati on skill	Prerequisi te skill (skill that required for further learning)	Advance/ peripheral skill (skill that acquired on last stage)	Scope for learning in the next Grades	Integration in content the Grade-Content/Unit number (Repetition of subjects)
Language skill: Listening								
2		Have idea of Bangla language formation and features	1.1 To understand words with Bangla conjunct letters	1.1 To understand words with Bangla conjunct letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22 ('Bangladesher prokriti', 'Palkir gan', 'Boro raja chhoto raja', 'Banglar khoka', 'Muktir chhora', 'Ajke amar chhuti chai', 'Beersresthader beergantha', 'Mohiyoshi Rokeya', 'Nemontannya', 'Mobile phone', 'Abol tabol', 'Hat dhuye nao', 'Moder Bangla bhasha', 'Baowalider golpo', 'Pakhir jagat', 'Kajla didi', 'Pathan muluke', 'Ma', 'Ghure asi Sonargaon', 'Beerpurush', 'Paharpur', 'Lipir golpo')
3			1.2 To understand easy sentences listening to it	1.2 To understand easy sentences listening to it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22 ('Bangladesher prokriti', 'Palkir gan', 'Boro raja chhoto raja', 'Banglar khoka', 'Muktir chhora', 'Ajke amar chhuti chai', 'Beersresthader beergantha', 'Mohiyoshi Rokeya', 'Nemontannya', 'Mobile phone', 'Abol tabol', 'Hat dhuye nao', 'Moder Bangla bhasha', 'Baowalider golpo', 'Pakhir jagat', 'Kajla didi', 'Pathan muluke', 'Ma', 'Ghure asi Sonargaon', 'Beerpurush', 'Paharpur', 'Lipir golpo')

S I	Terminal competency	Subject-wise terminal competency	Class-wise attainable competency (Fourth grade)	Basic skill/Foundational skill	Prerequisite skill (skill that required for further learning)	Advance/peripheral skill (skill that acquired on last stage)	Scope for learning in the next Grades	Integration in content the Grade-Content/Unit number (Repetition of subjects)
4			1.3 To understand question, request, announcement and orders after listening to it		<input type="checkbox"/>	1.3 To understand question, request, announcement and orders after listening to it	1.3 To understand question, request, announcement and orders after listening to it	22 ('Bangladesher prokriti', 'Palkir gan', 'Boro raja chhoto raja', 'Banglar khoka', 'Muktir chhora', 'Ajke amar chhuti chai', 'Beersresthader beergantha', 'Mohiyoshi Rokeya', 'Nemontannya', 'Mobile phone', 'Abol tabol', 'Hat dhuye nao', 'Moder Bangla bhasha', 'Baowalider golpo', 'Pakhir jagat', 'Kajla didi', 'Pathan muluke', 'Ma', 'Ghure asi Sonargaon', 'Beerpurush', 'Paharpur', 'Lipir golpo')
5		2 Understand and enjoy listening rhyme, poem, fictional stories, prose, literature	2.1 Understand the meaning of rhymes and poems	2.1 Understand meaning of rhymes and poems	<input type="checkbox"/>	<input type="checkbox"/>		8 ('Palkir gan', 'Muktir chhora', 'Nemontannya', 'Abol tabol', 'Moder Bangla bhasha', 'Kajla didi', 'Ma', 'Beerpurush')
6			2.2 Understand the meaning of prose and fictional stories		<input type="checkbox"/>	2.2 Understand the meaning of prose and fictional stories	<input type="checkbox"/>	9 ('Bangladesher prokriti', 'Boro raja chhoto raja', 'Banglar khoka', 'Ajke amar chhuti chai', 'Beersresthader beergantha', 'Mohiyoshi Rokeya', 'Mobile phone', 'Abol tabol', 'Hat dhuye nao', 'Baowalider golpo', 'Pakhir jagat', 'Pathan muluke', 'Ghure asi Sonargaon', 'Paharpur', 'Lipir golpo')
7		3	3.1		<input type="checkbox"/>	<input type="checkbox"/>		15 ('Bangladesher prokriti', 'Boro raja chhoto raja', 'Banglar khoka',

S I	Terminal competen cy	Subject- wiseterminalcompet ency	Class-wise attainable competenc y (Fourth grade)	Basic skill/Foundati on skill	Prerequisi te skill (skill that required for further learning)	Advance/ peripheral skill (skill that acquired on last stage)	Scope for learning in the next Grades	Integration in content the Grade-Content/Unit number (Repetition of subjects)
		Understand conversation, description, speech	Understand specific conversatio n, description					'Ajke amar chhuti chai', 'Beersresthader beergantha', 'Mohiyoshi Rokeya', 'Mobile phone', 'Abol tabol', 'Hat dhuye nao', 'Baowalider golpo', 'Pakhir jagat', 'Pathan muluke', 'Ghure asi Sonargaon', 'Paharpur', 'Lipir golpo')
8			3.4 Understand description of Bangladesh' s natural features		<input type="checkbox"/>	<input type="checkbox"/>	3.4 Understand description of Bangladesh' s nature	2 ('Bangladesher prokriti', 'Pakhir jagat')
9			3.5 Understand ordinal numbers up to twentieth and date representing words up to ten	3.5 Understand ordinal numbers up to twentieth and date representing words up to ten	3.5 Understan d ordinal numbers up to twentieth and date representi ng words up to ten	<input type="checkbox"/>		

Language skill: Speaking								
1 1		1. To speak using the idea of Bangla language formation and features	1.1 To speak clear and accurate sentences with words formed with conjunct letters	1.1 To speak clear and accurate sentences with words formed with conjunct letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22 ('Bangladesher prokriti', 'Boro raja chhoto raja', 'Banglar khoka', 'Muktir chhora', 'Ajke amar chhuti chai', 'Beersresthader beergantha', 'Mohiyoshi Rokeya', 'Nemontannya', 'Mobile phone', 'Abol tabol', 'Hat dhuye nao', 'Baowalider golpo', 'Pakhir jagat', 'Kajla didi', 'Pathan muluke', 'Ma', 'Ghure asi Sonargaon', 'Beerpurush', 'Paharpur', 'Lipir golpo')
1 2			1.3 To request, question and announce	1.3 To request, question and announce	1.3 To request, question and announce	<input type="checkbox"/>	<input type="checkbox"/>	18 ('Bangladesher prokriti', 'Palkir gan', 'Boro raja chhoto raja', 'Banglar khoka', 'Muktir chhora', 'Ajke amar chhuti chai', 'Nemontannya', 'Abol tabol', 'Moder Bangla bhasha', 'Baowalider golpo', 'Pakhir jagat', 'Kajla didi', 'Pathan muluke', 'Ma', 'Ghure asi Sonargaon', 'Beerpurush', 'Paharpur', 'Lipir golpo')
1 3		2 Understand rhyme, poem, fictional stories, prose, conversation, description	2.1 To recite rhyme, poem, in and outside the textbooks accurately	2.1 To recite rhyme, poem, in and outside the textbooks accurately	2.1 To recite rhymes, poems, in and outside the textbooks accurately			8 ('Palkir gan', 'Muktir chhora', 'Nemontannya', 'Abol tabol', 'Moder Bangla bhasha', 'Kajla didi', 'Ma', 'Beerpurush')
1 4			2.2 To describe concept of poem and answer questions relating to it.	2.2 To describe concept of poem and		<input type="checkbox"/>	<input type="checkbox"/>	8 ('Palkir gan', 'Muktir chhora', 'Nemontannya', 'Abol tabol', 'Moder Bangla bhasha', 'Kajla didi', 'Ma', 'Beerpurush')

			answer questions relating to it.			
15		2.4 Understand concept and nature of prose and fictional stories	2.4 Understand concept and nature of prose and fictional stories		<input type="checkbox"/>	8 ('Boro raja chhoto raja', 'Banglar khoka', 'Baowalider golpo', 'Pakhir jagat', 'Pathan muluke', 'Ghure asi Sonargaon', 'Paharpur', 'Lipir golpo')
16		2.5 To participate in conversations and describe different matters		2.5 To participate in conversations and describe different matters		14 ('Bangladesher prokriti', 'Boro raja chhoto raja', 'Banglar khoka', 'Ajke amar chhuti chai', 'Beersresthader beergantha', 'Mohiyoshi Rokeya', 'Mobile phone', 'Hat dhuye nao', 'Baowalider golpo', 'Pakhir jagat', 'Pathan muluke', 'Ghure asi Sonargaon', 'Paharpur', 'Lipir golpo')
17		2.7 To speak about Bangladesh's natural features			<input type="checkbox"/>	2.7 To speak about Bangladesh's natural features 1 ('Bangladesher Prokriti')
18		2.8 To express ordinal numbers from first to twentieth and date representing words from one to ten accurately	2.8 To express ordinal numbers from first to twentieth and date representing words from one to	2.8 To express ordinal numbers from first to twentieth and date representing words		

				ten accurately 	from one to ten accurately			
19		3 To speak standard pronunciation with classmates and others	3.1 To describe known matters with standard pronunciation		<input type="checkbox"/>	3.1 To describe known matters with standard pronunciation		12 ('Boro raja chhoto raja', 'Banglar khoka', 'Ajke amar chhuti chai', 'Beersresthader beergantha', 'Mohiyoshi Rokeya', 'Mobile phone', 'Hat dhuye nao', 'Baowalider golpo', 'Pathan muluke', 'Ghure asi Sonargaon', 'Paharpur')
20			3.1 To speak humbly in standard pronunciation		<input type="checkbox"/>	<input type="checkbox"/>		1 ('Ghure asi Sonargaon')
21		4 To give opinion and express emotions on different matters	4.1 To give opinion and express emotions after witnessing events			<input type="checkbox"/>	4.1 To give opinion and express emotions after witnessing events	4 ('Bangladesher Prokriti', 'Baowalider golpo', 'Ghure asi Sonargaon', 'Paharpur')
Language skill: Reading								
23	1	To read clearly and accurately with proper pronunciation	1.3 To read sentences consists of words with conjunct letters accurately	1.3 To read sentences consists of words with conjunct letters accurately			<input type="checkbox"/>	22 ('Bangladesher prokriti', 'Palkir gan', 'Boro raja chhoto raja', 'Banglar khoka', 'Muktir chhora', 'Ajke amar chhuti chai', 'Beersresthader beergantha', 'Mohiyoshi Rokeya', 'Nemontannya', 'Mobile phone', 'Abol tabol', 'Hat dhuye nao', 'Moder Bangla bhasha', 'Baowalider golpo', 'Pakhir jagat', 'Kajla didi', 'Pathan muluke', 'Ma', 'Ghure asi

						Sonargaon', 'Beerpurush', 'Paharpur', 'Lipir golpo')
2 4		1.4 To read out words in textbooks and other similar books clearly with accurate and standard pronunciation in normal speed	1.4 To read out words in textbooks and other similar books clearly with accurate and standard pronunciation in normal speed			22 ('Bangladesher prokriti', 'Palkir gan', 'Boro raja chhoto raja', 'Banglar khoka', 'Muktir chhora', 'Ajke amar chhuti chai', 'Beersresthader beergantha', 'Mohiyoshi Rokeya', 'Nemontannya', 'Mobile phone', 'Abol tabol', 'Hat dhuye nao', 'Moder Bangla bhasha', 'Baowalider golpo', 'Pakhir jagat', 'Kajla didi', 'Pathan muluke', 'Ma', 'Ghure asi Sonargaon', 'Beerpurush', 'Paharpur', 'Lipir golpo')
2 5		1.5 To read paragraphs fluently noticing punctuation marks	1.5 To read paragraphs fluently noticing punctuation marks	□		22 ('Bangladesher prokriti', 'Palkir gan', 'Boro raja chhoto raja', 'Banglar khoka', 'Muktir chhora', 'Ajke amar chhuti chai', 'Beersresthader beergantha', 'Mohiyoshi Rokeya', 'Nemontannya', 'Mobile phone', 'Abol tabol', 'Hat dhuye nao', 'Moder Bangla bhasha', 'Baowalider golpo', 'Pakhir jagat', 'Kajla didi', 'Pathan muluke', 'Ma', 'Ghure asi Sonargaon', 'Beerpurush', 'Paharpur', 'Lipir golpo')

2 6	2 Understand concept of rhymes, poems, fictional stories, proses, conversations, descriptions after reading	2.1 To read rhymes, poems with accurate and standard pronunciation in normal speed after understanding the concept	2.1 To read rhymes, poems with accurate and standard pronunciati on in normal speed after understand ing the concept	□		8 ('Palkir gan', 'Muktir chhora', 'Nemontannya', 'Abol tabol', 'Moder Bangla bhasha', 'Kajla didi', 'Ma', 'Beerpurush')
2 7		2.2 To recite rhymes, poems with accurate and standard pronunciation in normal speed	2.2 To recite rhymes, poems with accurate and standard pronunciati on in normal speed	2.2 To recite rhymes, poems with accurate and standard pronunciati on in normal speed		8 ('Palkir gan', 'Muktir chhora', 'Nemontannya', 'Abol tabol', 'Moder Bangla bhasha', 'Kajla didi', 'Ma', 'Beerpurush')
2 8		2.4 To understand concept and nature of prose and fictional stories after reading	2.4 Able to understand concept and nature of prose and fictional stories after reading			9 ('Bangladesher prokriti', 'Boro raja chhoto raja', 'Baowalider golpo', 'Pakhir jagat', 'Pathan muluke', 'Ghure asi Sonargaon', 'Paharpur', 'Lipir golpo')

29		2.5 To understand concept and meaning of conversation and description	2.5 To understand concept and meaning of conversation and description	<input type="checkbox"/>			9 ('Bangladesher prokriti', 'Boro raja chhoto raja', 'Ajke amar chhuti chai', 'Beersresthader beergantha', 'Mohiyoshi Rokeya', 'Mobile phone', 'Hat dhuye nao', 'Ghure asi Sonargaon', 'Paharpur')
30		2.7 To understand description of natural diversity of Bangladesh			2.7 To understand description of natural diversity of Bangladesh		2 ('Bangladesher prokriti', 'Pakhir Jagat')
31		2.8 To read ordinal numbers up to twentieth and date representing words up to ten	2.8 To read ordinal numbers up to twentieth and date representing words up to ten	2.8 To read ordinal numbers up to twentieth and date representing words up to ten			
32	3 To read handwriting Printed writings	3.1 To read self written letters and applications and by others		<input type="checkbox"/>	3.1 To read self written letters and applications and by others	3.1 To read self written letters and applications and by others	1 ('Ajke amar chhuti chai')

3 3		3.1 To read leaflet, advertisement, graffiti, names of people and institutes, different easy signs/orders		<input type="checkbox"/>	<input type="checkbox"/>	3.2 To read leaflet, advertisement, graffiti, names of people and institutes, different easy signs/orders	
3 4		3.3 To read textbook standard child friendly and other books		<input type="checkbox"/>	3.3 Able to read textbook standard child friendly and other books	<input type="checkbox"/>	1 ('Bangladesher prokriti')
Language skill: Writing							
3 6	1 To write clearly and accurately	1.4 To make new words consists of conjunct letters and use them in sentence	1.4 To make new words consists of conjunct letters and use them in sentence			<input type="checkbox"/>	22 ('Bangladesher prokriti', 'Palkir gan', 'Banglar khoka', 'Muktir chhora', 'Ajke amar chhuti chai', 'Beersresthader beergantha', 'Mohiyoshi Rokeya', 'Nemontannya', 'Mobile phone', 'Abol tabol', 'Hat dhuye nao', 'Moder Bangla bhasha', 'Baowalider golpo', 'Pakhir jagat', 'Kajla didi', 'Pathan muluke', 'Ma', 'Ghure asi Sonargaon', 'Beerpurush', 'Paharpur', 'Lipir golpo')

3 7	1.5 To write new sentences using words from textbooks and outside	1.5 To write new sentences using words from textbooks and outside		□	22 ('Bangladesher prokriti', 'Palkir gan', 'Boro raja chhoto raja', 'Banglar khoka', 'Mukhtir chhora', 'Ajke amar chhuti chai', 'Beersresthader beergantha', 'Mohiyoshi Rokeya', 'Nemontannya', 'Mobile phone', 'Abol tabol', 'Hat dhuye nao', 'Moder Bangla bhasha', 'Baowalider golpo', 'Pakhir jagat', 'Kajla didi', 'Pathan muluke', 'Ma', 'Ghure asi Sonargaon', 'Beerpurush', 'Paharpur', 'Lipir golpo')
3 8	1.6 To write sentences and verses using punctuation learned from textbooks	1.6 To write sentences and verses using punctuation learned from textbooks	□		14 ('Bangladesher prokriti', 'Palkir gan', 'Boro raja chhoto raja', 'Banglar khoka', 'Ajke amar chhuti chai', 'Beersresthader beergantha', 'Mohiyoshi Rokeya', 'Mobile phone', 'Hat dhuye nao', 'Baowalider golpo', 'Pakhir jagat', 'Pathan muluke', 'Ghure asi Sonargaon', 'Paharpur', 'Lipir golpo')
3 9	1.7 To write ordinal numbers from first to twentieth and date representing words from one to ten	1.7 To write ordinal numbers from first to twentieth and date representing words from one to ten	1.7 To write ordinal numbers from first to twentieth and date representing words from one to ten		1('Paharpur')
4 0	1.8 To write short dictation		1.8	1.8	

			To write short dictation	To write short dictation			
4 1	2 To write rhymes, poems, fictional story, prose, conversation, description after understanding the concept and meaning	2.1 To write rhymes and poems of textbooks	2.1 To write rhymes and poems of textbooks		<input type="checkbox"/>	8 ('Palkir gan', 'Muktir chhora', 'Nemontannya', 'Abol tabol', 'Moder Bangla bhasha', 'Kajla didi', 'Ma', 'Beerpurush')	
4 2		2.3 To write about rhymes, poems, fictional story, prose, conversation, description accurately		<input type="checkbox"/>	2.3 To write about rhymes, poems, fictional story, prose, conversation, description accurately	22 ('Bangladesher prokriti', 'Palkir gan', 'Boro raja chhoto raja', 'Banglar khoka', 'Muktir chhora', 'Ajke amar chhuti chai', 'Beersresthader beergantha', 'Mohiyoshi Rokeya', 'Nemontannya', 'Mobile phone', 'Abol tabol', 'Hat dhuye nao', 'Moder Bangla bhasha', 'Baowalider golpo', 'Pakhir jagat', 'Kajla didi', 'Pathan muluke', 'Ma', 'Ghure asi Sonargaon', 'Beerpurush', 'Paharpur', 'Lipir golpo')	
4 3		2.5 To write description of natural diversity of Bangladesh		<input type="checkbox"/>	2.5 To write description of natural diversity of Bangladesh	2.5 To write description of natural diversity of Bangladesh	2 ('Bangladesher prokriti', 'Pakhir jagat')
4 4		1.6 To write ordinal numbers from first to twentieth and date representing words from one to ten	1.6 To write ordinal numbers from first to twentieth and date representing	<input type="checkbox"/>			

			g words from one to ten				
4 5	3 To write about observation, experience, opinion clearly	3.0 To write paragraph after observing picture		3.0 To write paragraph after observing picture	<input type="checkbox"/>		1 ('Bangladesher prokriti')
4 6		3.1 To write about enjoyable experience and known surroundings		<input type="checkbox"/>	3.1 To write about enjoyable experience and known surroundings		4 ('Pakhir jagat', 'Pathan muluke', 'Ghure asi Sonargaon', 'Paharpur')
4 7		3.2 To write paragraph about easy subjects		<input type="checkbox"/>	<input type="checkbox"/>	3.2 To write paragraph about easy subjects	13 ('Bangladesher prokriti', 'Boro raja chhoto raja', 'Banglar khoka', 'Beersresthader beergantha', 'Mohiyoshi Rokeya', 'Mobile phone', 'Hat dhuye nao', 'Baowalider golpo', 'Pakhir jagat', 'Pathan muluke', 'Ghure asi Sonargaon', 'Paharpur', 'Lipir golpo')
4 8	4 To write general letter, application and fill up forms	4.1 To write letter, application in simple language			4.1 To write letter, application in simple language	4.1 To write letter, application in simple language	2 ('Ajke amar chhuti chai', 'Paharpur')

Appendix L: Analysis of fifth-grade classroom-based attainable competencies

				Must Learn		Should Learn		Nice to Learn	
Subject-wise terminal competency	Class-wise attainable competency (Fifth grade)	Class-wise attainable competency (Sixth grade)	Overlap or repetition	Basic skill/ Foundation skill	Prerequisite skill	Advance/Peripheral skill	Spiral Competency	Scope for learning in the next Grade	Integration in content the Grade-Content/Unit number
Language Skill: Listening									
Having the concept of Bangla language formation and features	1.1 Understand Bangla words with conjunct letters	4 To apply accurate Bangla pronunciation after hearing. (recite or read out prose and practice of specific word pronunciation)	√	1.1 Understand Bangla words with conjunct letters	1.1 Understand Bangla words with conjunct letters		1.1 Understand Bangla words with conjunct letters		
	1.1 Understand easy sentence	2 To express emotions after hearing different speech, discussion (Describing concept and personal emotion after hearing debate, speech, discussion in special days at schools)	√	1.2 To understand easy sentence	1.2 To understand easy sentence		1.2 To understand easy sentence		'Ei des ei manush,' 'Songkalpa', 'Sudarbaner prani,' 'Hati ar shiyaler galpo,' 'Football Khelowar', 'Beerer rokte swhadhin e desh', 'Februarir gan', 'Shokher mrittshilpa', 'Shabdo dushon', 'Sharaniyo jara chirodin,', 'Swadesh', 'Kanchanmala ar Kakonmala,' 'Obak Jolpan', 'Ghashphul', 'Matir

							niche je shohor', 'Dekhe elam Nayagra', 'Roudhro lekkhe joy', 'Mawlana Abdul Hamid Khan Bhashani', 'Shaheed Titumir', 'Opekkha'.
	1.3 To understand direction, question, request and order a	√	Will be able			1.3 To understand direction, question, request and order after hearing	'Ei des ei manush', 'Sudarbaner prani,'Hati ar shiyaler galpo,' 'Football Khelowar', 'Beerer rokto swhadhin e desh', 'Februarir gan', 'Shokher mrittshilpa', 'Shabdo dushon', 'Sharaniyo jara chirodin', 'Swadesh', 'Kanchanmala ar Kakonmala,"Obak Jolpan', 'Ghashphul', 'Matir niche je shohor', 'Bhabuk chheleti', 'Dekhe elam Nayagra', 'Roudhro lekkhe joy', 'Mawlana Abdul Hamid Khan

								Bhashani', 'Shaheed Titumir', 'Opekkha'.
2. Enjoy and understand rhymes, poems, fictional story, prose, audio literature	2.1 To understand concept and meaning of rhymes and poems		To understand meaning	2.1 To understand concept and meaning of rhymes and poems			2.1 To understand concept and meaning of rhymes and poems	'Football Khelowar', 'Shabdo dushon', 'Swadesh', 'Ghashphul', 'Dui teere', 'Roudhro lekkhe joy'
	2.2 To enjoy and understand concept and meaning of prose and fictional story		To enjoy and understand events	2.2 To enjoy and understand concept and meaning of prose and fictional story				'Ei des ei manush,' 'Sudarbaner prani,' 'Hati ar shiyaler galpo,' 'Sharaniyo jara chirodin,' 'Kanchanmala ar Kakonmala,' 'Obak Jolpan', 'Matir niche je shohor', 'Bhabuk chheleti,' 'Dekhe elam Nayagra', 'Roudhro lekkhe joy', 'Opekkha'.

3. Understand conversation, description, dialogue	3.1 Understand dialogue and description of drama 3.2- 3.3-	dialogue of drama			3.1 Understand dialogue and description of drama	3.1 Understand dialogue and description of drama	'Ei des ei manush', 'Sudarbaner prani', 'Hati ar shiyaler galpo', 'Sharaniyo jara chirodin,'Kanchanmala ar Kakonmala,'Obak Jolpan', 'Matir niche je shohor,'Bhabuk chheleti,'Dekhe elam Nayagra,'Roudhro lekkhe joy,'Opekkha'.
	3.4 Understand theme of easy discussion	3.4 Understand theme of easy discussion	3.4 Understand theme of easy discussion			3.4 Understand theme of easy discussion	
	3.5 To understand numerical words used textbooks and other cases.	3.5 To understand numerical words used textbooks and other cases.	3.5 To understand numerical words used textbooks and other cases.				

Language skill: Speaking									
1 To speak applying concept about formation and features of Bangla language	1.1 To speak sentence and words formed with conjunct letters accurately	4 To apply standard Bangla pronunciation (Recite or read out prose and practice specific word pronunciation)	To apply standard Bangla pronunciation	1.1 To speak sentence and words formed with conjunct letters accurately			1.1 To speak sentence and words formed with conjunct letters accurately		'Ei des ei manush', 'Sudarbaner prani', 'Hati ar shiyaler galpo', 'Beerer rokte swadhin e desh', 'Februarigan', 'Shokher mrittshilpa', 'Shabdo dushon', 'Sharaniyo jara chirodin,' 'Kanchanmalar Kakonmala,' , 'Ghashphul' , 'Obak Jolpan', 'Matir niche je shohor', 'Bhabuk chheleti,' 'Dekhe elam Nayagra', 'Roudhro lekkhe joy', 'Mawlana Abdul

							Hamid Khan Bhashani', 'Opekkha'.
1.2 - 1.3 To give instructions, request, question and make announcement		1.3 To give instructions	1.3 To give instructions, request, question and make announcement			1.3 To give instructions, request, question and make announcement	'Ei des ei manush', 'Sudarbaner prani', 'Hati ar shiyaler galpo', 'Football khelowar', 'Beerer rokte swhadhin e desh', 'Februarir gan', 'Shokher mrittshilpa', 'Shabdo dushon', 'Sharaniyo jara chirodin,' 'Swadesh', 'Kanchanmala ar Kakonmala,'

								'Ghasphul', 'Obak Jolpan', 'Matir niche je shohor', 'Bhabuk chheleti', 'Dekhe elam Nayagra', 'Roudhro lekkhe joy', 'Mawlana Abdul Hamid Khan Bhashani', 'Opekkha'.
2 To speak about rhymes, poems, fictional story, prose, conversation , description understandi ng it	2.1 To recite poems maintaining rhythm and standard pronunciation	14 To present matters outside of textbooks (presenting theme of stories, news outside the textbooks)	To recite poems with standard pronunciatio n			2.1 To recite poems maintaining rhythm and standard pronunciation	2.1 To recite poems maintaining rhythm and standard pronunciation	'Shangkalpo , 'Football khelowar', 'Februarir gan', 'Shabdo dushon', 'Swadesh', 'Ghasphul', 'Dui teere', 'Roudhro lekkhe joy'
	2.2 To speak about theme of poem and answer poem related question		√	2.2 To speak about concept of poem and answer poem related question			2.2 To speak about concept of poem and answer poem related question	'Shangkalpo , 'Football khelowar', 'Februarir gan', 'Shabdo dushon', 'Swadesh',

							'Ghasphul', 'Dui teere', 'Roudhro lekkhe joy'
2.3- 2.4 To speak about theme and meaning of prose and fictional story	16 To describe different classification of Bangla literature (Each student will read concerned prose. Discuss overview of it with fellows. Teacher will ensure everyone read by question answer) 19.2. Able to display honesty, morality (Evaluation of oral presentation)	√	2.4 To understand concept and meaning of fictional story and prose			2.4 To understand concept and meaning of fictional story and prose	'Hati ar shiyaler galpo', 'Beerer rokte swhadhin e desh', 'Shokher mrittshilpa', 'Shabdo dushon', 'Sharaniyo jara chirodin', 'Kanchanm ala ar Kakonmala,' , 'Matir niche je shohor', 'Mawlana Abdul Hamid Khan Bhashani', 'Opekkha'.

	<p>2.5 To speak dialogue of drama and describe specific subject</p>	<p>2.1.2 To describe language movement and incidents of Liberation War</p>	<p>To say dialogue of drama and describe specific subject</p>			<p>2.5 To say dialogue of drama and describe specific subject</p>	<p>2.5 To say dialogue of drama and describe specific subject</p>	<p>'Sudarbhaner prani', 'Hati ar shiyaler galpo', 'Football khelowa', 'Februarigan', 'Sharaniyo jara chirodin,' 'Swadesh', 'Kanchanmala ar Kakonmala,' 'Obak Jolpan', 'Ghashphul', 'Matir niche je shohor', 'Bhabuk chheleti,' 'Dui teere', 'Dekhe elam Nayagra', 'Roudhro lekkhe joy', 'Mawlana Abdul Hamid Khan Bhashani', 'Opekkha'.</p>
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	2.6- 2.7 To speak about natural diversity of Bangladesh	23 To introduce history, tradition of the country and the nation (Evaluate through question and answer) 30. To introduce culture of any neighboring country of Bangladesh (Evaluate through question and answer)	√			2.7 To speak about natural diversity of Bangladesh	2.7 To speak about natural diversity of Bangladesh		'Ei des ei manush', 'Sudarbaner prani', 'Shabdo dushon', 'Swadesh'.
	2.8 To pronounce/speak the numerical words in textbook and other writing		2.8 To pronounce/speak the numerical words in textbook and other writing	2.8 To pronounce/speak the numerical words in textbook and other writing					
3 To talk with fellow students and others in standard Bangla pronunciation	3.1 To talk with fellow students and others in standard colloquial Bangla pronunciation	11.3 To use standard colloquial form of Bangla language. (?)	To talk with others in standard colloquial form of Bangla pronunciation			3.1 To talk with others in standard colloquial pronunciation	3.1 To talk with others in standard colloquial pronunciation		'Ei des ei manush', 'Sudarbaner prani', 'Hati ar shiyaler galpo', 'Football khelowa', 'Beerer rokte swadhin e desh', 'Februarigan', 'Shokher mrittshilpa',

									'Shabdo dushon', 'Sharaniyo jara chirodin,' 'Swadesh', 'Kanchanm ala ar Kakonmala,' 'Obak Jolpan', 'Ghashphul' , 'Matir niche je shohor', 'Bhabuk chheleti,' 'Dekhe elam Nayagra', 'Roudhro lekkhe joy', 'Mawlana Abdul Hamid Khan Bhashani', 'Opekkha'.
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	3.2 To speak in formal and informal atmosphere with oral respect	13.1 To exchange thoughts and communicate in family and personal circle (To describe any function of school to the parents and convey their message to the class teacher)	To speak in formal and informal atmosphere with oral respect			3.2 To speak in formal and informal atmosphere with oral respect	3.2 To speak in formal and informal atmosphere with oral respect		'Swadesh', 'Obak Jolpan', 'Bha buk chheleti,' 'Dekhe elam Nayagra'
4 To express opinion and emotion about different matters	4.1 To express opinion and emotion about different matters	17. To express knowledge related opinion and passion related emotion in different conditions (Expressing emotion and sharing information after observing any photograph/video/incident) 19.1 To express respect and love for others (Arranging speech or group discussion in related subject) (Poem- 'Asmani') 20. To show mercy towards animal (Arranging speech or group discussion in related subject) 21.1 To introduce any remarkable patriotic	To express emotion about different matters			4.1 To express opinion and emotion about different matters	4.1 To express opinion and emotion about different matters		'Ei des ei manush', 'Sudarbaner prani', 'Hati ar shiyaler galpo', 'Football khelowar', 'Beerer rokte swhadhin e desh', 'Februarigan', 'Shokher mrittshilpa', 'Shabdo dushon', 'Sharaniyo jara chirodin,' 'Swadesh', 'Kanchanmala ar Kakonmala,' 'Obak

		<p>event (discussion in conventional way and student will recite) (prose – ‘Tolpar’)</p> <p>21.3 To show/ express respect towards everyone anonymously regardless to their religion, colour and community (Hearing CD and song with non-communal theme and discussion on them)</p> <p>27. To introduce indigenous community and express respect towards them (Evaluate through question and answer)</p> <p>25. To express the necessity of being sensitive towards children (group discussion on related subject and arranging specific speech) (Prose – ‘Minu’)</p> <p>28. To show care for people with special need (group discussion on related subject and arranging specific speech) (Prose- ‘Minu’)</p>						<p>Jolpan’, ‘Ghashphul’, ‘Matir niche je shohor’, ‘Bhabuk chheleti’, ‘Dui teere’, ‘Dekhe elam Nayagra’, ‘Roudhro lekkhe joy’, ‘Mawlana Abdul Hamid Khan Bhashani’, ‘Opekkha’.</p>
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Language Skill: Reading								
1 To read clearly and accurately with standard pronunciation	1.1- 1.2- 1.3 To read sentences and words with conjunct letters from textbooks and other writings of same standard accurately	5. To read with standard pronunciation	To read sentences and words with conjunct letters from textbooks and other writings of same standard accurately	√ 1.3 To read sentences and words with conjunct letters from textbooks and other writings of same standard accurately	1.3 To read sentences and words with conjunct letters from textbooks and other writings of same standard accurately		1.3 To read sentences and words with conjunct letters from textbooks and other writings of same standard accurately	'Ei des ei manush', 'Shangkalpo', 'Sudarbaner prani', 'Hati ar shiyaler galpo', 'Beerer rokte swhadhin e desh', 'Februarir gan', 'Shokher mrittshilpa', 'Shabdo dushon', 'Sharaniyo jara chirodin,' 'Swadesh', 'Kanchanmala ar Kakonmala,' 'O bak Jolpan', 'Ghashphul', 'Matir niche je shohor', 'Bhabuk chheleti,' 'Dui teere', 'Dekhe elam Nayagra', 'Mawlana Abdul Hamid Khan Bhashani', 'Opekkha'.

	1.4 To read textbooks and other writings of same standard clearly and loudly with standard pronunciation	11.2. To read Bangla literature written in colloquial style	To read fluently		1.4 To read textbooks and other writings of same standard clearly and loudly with standard pronunciation		1.4 To read textbooks and other writings of same standard clearly and loudly with standard pronunciation	‘Ei des ei manush’, ‘Shangkalpo’, ‘Sudarbaner prani’, ‘Hati ar shiyaler galpo’, ‘Beerer rokto swhadhin e desh’, ‘Februarir gan’, ‘Shokher mrittshilpa’, ‘Shabdo dushon’, ‘Sharaniyo jara chirodin’, ‘Swadesh’, ‘Kanchanmalar Kakonmala’, ‘G hashphul’, ‘Matir niche je shohor’, ‘Shikkhagurur Morjada’, ‘Bhabuk chheleti,’ ‘Dekhe elam Nayagra’, ‘Mawlana Abdul Hamid Khan Bhashani’, ‘Opekkha’.
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<p>1.5 To read the stanzas and paragraphs by noticing punctuation marks, stress and intonation</p>	<p>14. To present subjects outside the textbooks (Present subject of prose or news outside the textbook after reading)</p>	<p>To read paragraphs by noticing punctuation marks, stress and intonation</p>		<p>1.5 To read the stanzas and paragraphs by noticing punctuation marks, stress and intonation</p>		<p>1.5 To read the stanzas and paragraphs by noticing punctuation marks, stress and intonation</p>	<p>'Ei des ei manush,' 'Shangkalpo', 'Sudarbaner prani,' 'Hati ar shiyaler galpo,' 'Football khelowar', 'Beerer rokte swhadhin e desh', 'Februarir gan', 'Shokher mrittshilpa', 'Shabdo dushon', 'Sharaniyo jara chirodin', 'Swadesh', 'Kanchanmala ar Kakonmala', 'Obak Jolpan', 'Ghashphul', 'Matir niche je shohor', 'Shikkhagurur Morjada', 'Bhabuk chheleti,' 'Dui teere', 'Dekhe elam Nayagra', 'Roudhro lekkhe joy', 'Mawlana Abdul Hamid Khan Bhashani', 'Opekkha'.</p>
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<p>2. Understand meaning of rhymes, poems, fictional story, prose, conversation, description after reading</p>	<p>2.1 Understand meaning of rhymes, and poems after reading textbook and other books of same standard</p>	<p>15. To express knowledge and concept about subjects after reading</p> <p>16. To introduce different classification of Bangla literature (Every student will read related prose. Discuss its theme in group discussion. Teacher will ensure everyone's reading by question-answer)</p> <p>24.2 To explain equality between men and women. Every student will recite (and write the subject)</p>	<p>√</p> <p>√</p>		<p>2.1 Understand meaning of rhymes, and poems after reading textbook and other books of same standard</p>		<p>2.1 Understand meaning of rhymes, and poems after reading textbook and other books of same standard</p>	<p>'Shangkalpo', 'Football khelowar', 'Februarir gan', 'Shabdo dushon', 'Swadesh', 'Ghashphul', 'Dui teere', 'Roudhro lekkhe joy'</p>
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		<p>(Essay – 'Mother Teresa')</p> <p>31. To explain about scientific subjects. (Read related prose and write down its summery)</p> <p>(Essay – 'Asakh')</p> <p>21.1 To introduce significant patriotic event (discussion in conventional way and students will recite) (Poem- 'Fagun Mash')</p>				
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	2.2 To recite rhymes and poems of textbook and other books of same standard fluently				2.2 To recite rhymes and poems of textbook and other books of same standard fluently	2.2 To recite rhymes and poems of textbook and other books of same standard fluently	'Shangkalpo', 'Football khelovar', 'Februarigan', 'Shabdodushon', 'Swadesh', 'Ghashphul', 'Dui teere', 'Roudhro lekkhe joy'
	2.3 2.4 Understand the theme and meaning of prose and fictional story after reading	√		2.4 Understand the theme and meaning of prose and fictional story after reading		2.4 Understand the theme and meaning of prose and fictional story after reading	'Hati ar shiyaler galpo,' 'Beerer rokteswadhine desh', 'Shokher mrittshilpa', 'Sharaniyo jara chirodin,', 'Kanchanmalar Kakonmala,"Obak Jolpan', 'Ghashphul', 'Matir niche je shohor', 'Mawlana Abdul Hamid Khan Bhashani', 'Opekkha'

	2.5 Understand dialogue and description of specific subjects of drama after reading			2.5 Understand dialogue and description of specific subjects of drama after reading		2.5 Understand dialogue and description of specific subjects of drama after reading		'Sundarbaner prani', 'Kanchanmala ar Kakonmala,' 'Obak Jolpan,' 'Shaheed Titumir'
	2.6-							
	2.7 Understand after reading about natural diversity of Bangladesh		√		2.7 Understand after reading about natural diversity of Bangladesh	2.7 Understand after reading about natural diversity of Bangladesh		'Ei des ei manush,' 'Sundarbaner prani', 'Shabdo dushon', 'Swadesh'
	2.8 To read numerical words of textbooks and other writings		√	2.8 To read numerical words of textbooks and other writings				
3 To read handwritings and printed writings	3.1 To read self written letters, applications, forms written personally and by others	13.2 To read (and write) personal letters	√		3.1 To read letters, applications, forms written personally and by others			'Sundarbaner prani', 'Football khelowar'

	3.2 To read and understand easy signs/orders, names of persons and institutes, advertisements, graffiti, leaflets	2.1 To express concept by maps, cartoons, image puzzle, drawings, sketc.h, charts, diagrams, general pictures and signs (Assess understanding by question-answer)	√			3.2 To read and understand easy signs/orders, names of persons and institutes, advertisements, graffiti, leaflets	3.2 To read and understand easy signs/orders , names of persons and institutes, advertisements, graffiti, leaflets		
	3.3 Understand textbook standard child friendly books, children related pages of newspapers after reading	11.2 Able to read Bangla literature written in colloquial style	Understand child friendly books, children related pages of newspapers after reading			3.3 Understand textbook standard child friendly books, children related pages of newspapers after reading	3.3 Understand textbook standard child friendly books, children related pages of newspapers after reading		'Hati ar shiyaler galpo,' 'Beerer rokte swhadhin e desh', 'Februarir gan', 'Shokher mrittshilpa', 'Kanchanmala ar Kakonmala,"O bak Jolpan,"Bhabu k chheleti,' 'Dekhe elam Nayagra', 'Roudhro

									lekkhe joy', 'Mawlana Abdul Hamid Khan Bhashani.'
Language Skill: Writing									
1 To write clearly and accurately	1.1- 1.2- 1.3- 1.4 To form new words with conjunct letters and use them in sentences	6.2 Have good handwriting 6.1 To tell general rules of standard Bangla spellings (Arrange writing competition of accurate spelling)							

<p>1.4 To form new words with conjunct letters and use them in sentences</p>		√	<p>1.4 To form new words with conjunct letters and use them in sentences</p>	<p>1.4 To form new words with conjunct letters and use them in sentences</p>				<p>'Ei des ei manush,' 'Shangkalpo', 'Sudarbaner prani,'Hati ar shiyaler galpo,' 'Beerer rokte swhadhin e desh', 'Februarir gan', 'Shokher mrittshilpa', 'Shabdo dushon', 'Sharaniyo jara chirodin', 'Swadesh', 'Kanchanmala ar Kakonmala,' 'O bak Jolpan', 'Ghashphul', 'Matir niche je shohor', 'Shikkhagurur Morjada', 'Bhabuk chheleti,' 'Dui teere', 'Dekhe elam Nayagra'.</p>
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<p>1.5 To write new sentences using words from textbook and other writings.</p>	<p>2.3 To introduce different cultural and traditional programmes watching. (Outdoor Study) Observe different traditional fairs, programme of folk songs, new year celebration, winter festival, rural marriage ceremony etc.. Evaluation of observance (Prose- 'Kotodike Koto Karigor')</p>	<p>√</p>	<p>1.5 To write new sentences using words from textbook and other writings.</p>	<p>1.5 To write new sentences using words from textbook and other writings.</p>		<p>1.5 To write new sentences using words from textbook and other writings.</p>	<p>'Ei des ei manush,' 'Shangkalpo', 'Sudarbaner prani,' 'Hati ar shiyaler galpo,' 'Football khelowar', 'Beerer rokte swhadhin e desh', 'Februarir gan', 'Shokher mrittshilpa', 'Shabdo dushon', 'Sharaniyo jara chirodin', 'Swadesh', 'Kanchanmala ar Kakonmala,' 'O bak Jolpan', 'Ghashphul', 'Matir niche je shohor', 'Bhabuk chheleti,' 'Dekhe elam Nayagra', 'Roudhro lekkhe joy', 'Mawlana Abdul Hamid Khan Bhashani', 'Opekkha'.</p>
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<p>1.6 To write sentences and stanza using punctuation marks</p>	<p>8 To notice punctuation marks and use them (statement, question, exclamatory sentence) (Practice of using punctuation marks in sentences (statement, question and exclamatory indicator) (?))</p>	<p>To write sentences and stanza using punctuation marks</p>	<p>1.6 To write sentences and stanza using punctuation marks</p>			<p>1.6 To write sentences and stanza using punctuation marks</p>	<p>'Ei des ei manush,' 'Shangkalpo', 'Sudarbaner prani,' 'Hati ar shiyaler galpo,' 'Football khelowar', 'Beerer rokte swhadhin e desh', 'Februarigan', 'Shokher mrittshilpa', 'Shabdo dushon', 'Sharaniyo jara chirodin', 'Swadesh', 'Kanchanmalar Kakonmala', 'Obak Jolpan', 'Ghashphul', 'Matir niche je shohor', 'Shikkhagurur Morjada', 'Bhabuk chheleti,' 'Dui teere', 'Dekhe elam Nayagra', 'Roudhro lekkhe joy', 'Mawlana Abdul Hamid Khan Bhashani', 'Opekkha'.</p>
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1.7 To write numerical words used in textbooks and other writings		To write numerical words used in textbooks and other writings	1.7 To write numerical words used in textbooks and other writings				
1.8 To write dictation from textbooks and other writings		To write dictation from textbooks and other writings			1.8 To write dictation from textbooks and other writings	1.8 To write dictation from textbooks and other writings	'Ei des ei manush,' 'Shangkalpo', 'Hati ar shiyaler galpo,' 'Football khelowar', 'Februarir gan', 'Sharaniyo jara chirodin', 'Kanchanmalar Kakonmala,"O bak Jolpan',

2 To write concept and meaning of rhyme, poem, fictional story, prose, conversation, description after understanding									'Matir niche je shohor', 'Bhabuk chheleti,' 'Dui teere', 'Biday Hajj'
	2.1 To write same standard rhyme and poem of textbook 2.2-	18 To write rhyme, poem and prose	To write same standard rhyme and poem			2.1	2.1 To write same standard rhyme and poem of textbook		'Ei des ei manush,' 'Shangkalpo', 'Football khelowar', 'Shabdo dushon', 'Swadesh', 'Ghashphul', 'Dui teere', 'Roudhro lekkhe joy'
	2.3 To write overview of rhyme, poem, fictional story, prose, conversation, description etc. 2.4-	31 To explain about scientific subjects. (Read related prose and write down its summery) (Prose- 'Akash') 24.2 Able to explain equality between men	Able to write overview of etc.			2.3 To write summery of rhyme, poem, fictional story, prose, conversation, description etc.	2.3 To write summery of rhyme, poem, fictional story, prose, conversation, description etc.	√	'Ei des ei manush,' 'Shangkalpo', 'Sudarbhaner prani,' 'Hati ar shiyaler galpo,' 'Football khelowar', 'Beerer rokte swhadhin e desh', 'Februarigan', 'Shokher mrittshilpa', 'Shabdo dushon', 'Sharaniyo jara

	<p>and women. Every student will recite (and write the summery) (Prose – ‘Manush jati’)</p> <p>21.1 To describe language movement and Liberation War. Discussion in conventional way and writing the overview of poem (Poem- ‘Fagun mash’)</p>						<p>chirodin,’ ‘Swadesh’, ‘Kanchanmala ar Kakonmala,”O bak Jolpan’, ‘Ghashphul’, ‘Matir niche je shohor’, ‘Bhabuk chheleti,’ ‘Dui teere’, ‘Dekhe elam Nayagra’, ‘Roudhro lekkhe joy’, ‘Mawlana Abdul Hamid Khan Bhashani’, ‘Opekkha’.</p>
2.5 To write description and answer questions relating to Bangladesh’s natural diversity	2.2 To express concept about Bangla culture and tradition (Make observation report)	To write question-answers	2.5 To write description and answer questions relating to Bangladesh’s natural diversity				‘Ei des ei manush’, ‘Sudarbaner prani,’ ‘Shabdodushon’, ‘Swadesh’

3 To write personal opinion over observation, experience, thoughts clearly and accurately	2.6 To write numerical words of textbooks and other writings		To write numerical words of textbooks and other writings	2.6 To write numerical words of textbooks and other writings				
	3.1 To write essay about picture after observing it		√	3.1 To write essay about picture after observing it			3.1 To write essay about picture after observing it	'Ei des ei manush,' 'Sudarbhaner prani,' 'Hati ar shiyaler galpo,' 'Kancha nmala ar Kakonmala,' 'D ekhe elam Nayagra'
	3.2 To write description of opinion, known surrounding and experiences	2.2 To describe remarkable places after visiting. (Submit writing of experience after visiting a nearby remarkable place) write description of opinion, known surrounding and experiences	3.2 To write description of opinion, known surrounding and experiences			3.2 To write description of opinion, known surrounding and experiences	3.2 To write description of opinion, known surrounding and experiences	'Ei des ei manush,' 'Gan', 'Shokher mritshilpa', 'Sharaniyo jara chirodin', 'Opekkha'

		identity of females (Submit a list of professional identity of female members of family to the teacher) (Mother Teresa)						
	3.2 To write essays in easy language		To write essays in easy language	3.2 To write essays in easy language		3.2 To write essays in easy language		'Ei des ei manush,' 'Sudarbhaner prani,' 'Hati ar shiyaler galpo,' 'Shiyaler Golpo', 'Football khelwar', 'Beerer rokte swadhin e desh', 'Shokher mrittshilpa', 'Swadesh', 'Kanchanmala ar Kakonmala,' 'O bak Jolpan', 'Ghashphul', 'Dekhe elam Nayagra',

									'Roudhro lekkhe joy', 'Mawlana Abdul Hamid Khan Bhashani', 'Opekkha'
	3.4 To write opinion about any matter		To write opinion about any matter			3.4 To write opinion about any matter	3.4 To write opinion about any matter		
4 To write general letter, application and fill up forms	4.1 To write letter and application in easy language	13.2 To write (and read) personal letter	√	4.1 To write letter and application in easy language					'Sudarbhaner prani,' 'Football khelowar'
	4.2 To fill up forms			4.2 To fill up forms					



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