RESEARCH PROPOSAL

SUBMISSION

Effectiveness of the Secondary-Level Curriculum in Bangladesh

A descriptive mixed-methods study

Submitted by _____

Programme / Department _____

Institution _____

Submitted to _____

Submission date _____

Prepared for academic review and submission

1. Introduction

Education is a major driver of national development. An effective and up-to-date curriculum should develop not only students' subject knowledge but also their ethical understanding, social awareness, practical abilities, and life skills. Bangladesh has introduced changes to its secondary-level curriculum with the aim of making learning more relevant to real-life needs.

However, the extent to which these changes are implemented effectively and help students achieve the intended learning outcomes requires systematic investigation. This study therefore proposes to examine the effectiveness of the secondary-level curriculum in Bangladesh.

2. Statement of the Problem

The current secondary curriculum places emphasis on subject understanding, skills, and values. In practice, however, some students may remain dependent on memorisation and examination-oriented learning. This raises questions about whether the curriculum's intended aims are being achieved in classrooms and how implementation challenges influence students' learning experiences.

3. Objectives of the Study

The main objective is to assess the effectiveness of the secondary-level curriculum in Bangladesh. The specific objectives are to:

- Evaluate how effectively the curriculum supports students' knowledge, skills, and attitudes.
- Explore teachers' perspectives and practical experiences in implementing the curriculum.
- Identify differences between the intended curriculum and classroom implementation.
- Examine the curriculum's perceived influence on students' learning outcomes and interest.

4. Research Questions

- To what extent does the current secondary-level curriculum support students' all-round development?
- What challenges do teachers face when implementing the curriculum?
- How understandable and relevant do students find the curriculum content?
- To what extent does classroom implementation align with curriculum policy and guidance?

5. Significance of the Study

The findings may help assess the quality of secondary-level curriculum implementation. They may also provide useful guidance for education planners, policymakers, teachers, and professionals involved in textbook and learning-material development.

6. Methodology

6.1 Research Design

The study will use a descriptive design and a mixed-methods approach, combining quantitative and qualitative evidence.

6.2 Study Area and Population

Selected secondary schools in the Dhaka, Chattogram, and Rangpur divisions will be considered as the study area. The target population will include:

- Students in Grades 9–10

- Secondary-school teachers
- Curriculum specialists

6.3 Sample and Sampling Technique

The sample proposed in the source draft consists of 150 students, 12 teachers, and 3 curriculum specialists drawn from six schools. Stratified random sampling will be used where appropriate. The final sampling frame and selection procedure should be specified before data collection.

6.4 Data-Collection Methods

- Questionnaire: to collect students' views and learning experiences.
- Interviews: to explore teachers' and specialists' experiences and perspectives.
- Document analysis: to examine curriculum documents, textbooks, and education policies.

6.5 Data Analysis

Quantitative data will be analysed using Excel and/or SPSS, with descriptive statistics such as frequencies, percentages, and means where suitable. Qualitative data will be analysed thematically by identifying recurring patterns and themes.

7. Limitations of the Study

- The study covers a limited number of selected schools; therefore, findings may not be generalisable to all schools nationally.
- Time and resource constraints may limit the scale of data collection.

8. Proposed Chapter Outline

- Chapter 1: Introduction
- Chapter 2: Review of Related Literature
- Chapter 3: Research Methodology
- Chapter 4: Data Presentation and Analysis
- Chapter 5: Findings, Discussion, and Recommendations

9. Tentative Timeline

The original sample proposal lists a January–June 2025 schedule. Because that period has passed, the table below retains the proposed sequence but leaves dates to be updated before submission.

Activity	Proposed period
Research planning and proposal	To be confirmed
Data collection	To be confirmed
Data analysis	To be confirmed
Report writing	To be confirmed
Final submission	To be confirmed

10. Proposed Budget

The source draft mentions an expected contribution of BDT 10,000 and itemised estimated expenses totalling BDT 9,000. The following budget reproduces the itemised estimates.

No.	Expense item	Estimated cost (BDT)
1	Proposal and document preparation	500
2	Printing questionnaires / data forms	1,000
3	Photocopying and other documents	800
4	Travel for school data collection	2,500
5	Stationery	500
6	Data storage and internet	800
7	Data analysis / software / printing	1,000
8	Report printing and binding	1,200
9	Contingency / miscellaneous	700
	TOTAL ESTIMATED EXPENSES	**9,000**

11. Expected Outcomes

- Identify effective features of the secondary-level curriculum.
- Determine major challenges in curriculum implementation.
- Document teachers' and students' views on the curriculum's usefulness.
- Identify gaps in the learning resources and training needed for implementation.

12. Conclusion

The proposed study is expected to provide an evidence-informed picture of the effectiveness of Bangladesh's secondary-level curriculum and its implementation. Its findings may contribute to future curriculum improvement and education-policy discussions.

13. References

- National Curriculum and Textbook Board (NCTB), Bangladesh. National curriculum and textbook-related documents and guidelines. Dhaka.
- Ministry of Education, Government of the People's Republic of Bangladesh. National Education Policy 2010.
- Creswell, J. W., & Creswell, J. D. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications.
- Best, J. W., & Kahn, J. V. Research in Education. Pearson Education.
- Cohen, L., Manion, L., & Morrison, K. Research Methods in Education. Routledge.

Submission note: Before submitting, complete the cover-page details, confirm the current curriculum version and study sites, update the timeline, and check the required citation style and institutional format.