

**Sindh Technical Assistance, Development through Enhanced Education
Programme (STA-DEEP), Government of Sindh, Karachi, Pakistan**

Dear Sir/Madam

Please take a few moments to provide your response to a survey questionnaire on your experience and learning during the learning cycle. These responses will help us evaluate the effectiveness of the learning cycle and make improvements for future implementations. Any information that you provide will be kept strictly confidential and will not be shown to other people. The information that you provide during the discussion will be presented together with answers from other participants so that you cannot be identified. The discussion is voluntary and you are free to choose not to answer any or all of the questions, or to leave the discussion at any time.

Thank you for your participation.

DEMOGRAPHICS :

Name			
Gender:	Female <input type="checkbox"/> Male <input type="checkbox"/>		
District		Taluka:	
Town		Village	
School Name			
Subject	Content Based Learning Cycle (CBLC) -Maths		

Note: Kindly mark the corresponding indicators of the 5 Likert Scale against each statement.

SDA= Strongly Disagree D= Disagree N= Neutral A= Agree SA= Strongly Agree

We look forward and anticipate your consideration.

Thanks

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No.	Item	Rating				
		SD	D	N	A	SA
1.	Orientation to Content Based Learning Cycle (CBLC- Maths)					
1.1	I have fully participated in CBLC 1 to 3					
1.2	The session included the necessary teaching /learning resources and materials to support participation in CBLC 1 to 3					
1.3	The session addressed all concerns or questions I had about CBLC 1 to 3					
2.	Objectives of the CBLC (1 to 3)					
2.1	The objectives of this CBLC are clearly stated and understood.					
2.2	The objectives of the CBLC are relevant to my professional development needs					
3.	Math's Teachings, Learning and Integration					
3.1	Place value and base 10 numbers provided valuable insights and ideas for using manipulatives in teaching.					
3.2	The fraction models such as the length model, area model, and set model can be effectively used to solve fraction-related problems in the classroom					
3.3	The principles of counting were informative and applicable to the teaching context.					
3.4	The use of the bar graph/chart for setting ground rules was effective in engaging and involving the teachers.					
3.5	The representations and models of multiplication and division helped students explain the concepts better					
3.6	Place value grids effectively aid in understanding the place value system of decimals while teaching the concept					
3.7	Visualization tools, such as base ten blocks, help teach decimals					
3.8	The number line activity helped in comparing fractions					
3.9	The activity on exploring the multiplication of integers through pattern-seeking provided insights into the rules of integer multiplication					
3.10	Connecting decimals, fractions, and percentages facilitates problem-solving and critical thinking skills.					
3.11	Practical examples and hands-on activities with low-cost material as recycle papers, plastic etc. were used in CBLC to enhance my understanding and application in teaching the content					
3.12	The checklist of a numerically powerful child and the principles of counting were informative and applicable to my teaching context.					
3.13	Differentiated group learning can help teachers in designing lesson plans and assessment of students of all grades					
3.14	Multiple-choice questions and jigsaw puzzles can help assess students' understanding of basic math concepts covered in the units					
3.15	Reflecting on curriculum documents and Mathematics textbooks helped revisit existing Math practice					