

Improvement of Teaching of Secondary  
Schools with Special Reference to BPATC School

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## Preface

Education plays a very important role in building a prosperous country anywhere in the world. And Banglaesh is not an exception to it. Bangladesh has a long heritage of educational planning and development from British India.

Though the case study was first aimed at assessing the different aspects of teaching at the secondary level, its scope was limited due to constraints of time, money and personnel support. I express my heartfelt thanks and gratitude to the Headmasters of BPATC School , Jahangirnagar University Laboratory School and Mrs. Shayamoli Nasreen Chowdhury, Headmistress, Udoyan Vidyalaya, Dhaka for their sincerest cooperation.

I am extremely grateful to Mr. A.K.M. Shamsul Alam, MDS(Research and Consultancy) for his exceptional kindness and patience shown to me. Without his support and help this research project report would not see the light of the day. I simply cannot tell how much I am indebted to him.

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Lastly, I record my gratitude to the Research and Consultancy Division of BPATC for sponsoring this project and giving me opportunity to finish my job considering the much quoted proverb 'better late than never'.

June 28, 1998

Golam Mostakim

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# Improvement of Teaching of Secondary Schools with Special Reference to BPATC School.

## 1.0 Introduction

1.1 Education is viewed at present not merely as an individual's right to enlightenment but also as an investment in human resources and a means of national self reliance and economic development. This is particularly relevant in the overall context of a developing country like Bangladesh. Due to resource constraints and excessive population growth in Bangladesh, educational facilities cannot be expanded according to requirements and, in the absence of know-how and appropriate technology, optimum utilization of the resources has not yet been possible.

1.2 During the last few years, especially since 1991-92 serious efforts have been made not only to increase the expenditure on education but also to make education more responsive to social needs and an instrument of social and economic development of the country. Special emphasis has been given to equalize educational opportunities to bring about efficiency in the administration and management of education consistent with the available resources. Above all measures have been taken to make education more meaningful to those engaged in the teaching-learning process and the community at large.

1.3 The annual expenditure on education (revenue and development ) has increased nearly threfald over a five year period from Tk. 285.41 crore in 1985-86 which reflects higher priority accorded to this vital sector.

1.4 In spite of awareness in government and among the educationists, the education in Bangladesh has not been able to achieve its desired goals. This is partly due to educational planning as well as lack of effective teaching in Bangladesh. The personnel responsible for doing the educational planning and teaching have constraints of various kinds. Though government have increased the expenditure on education but it is not sufficient for making the education system effective as per requirement of the economy.

## 2.0 History of Education in Bangladesh.

2.1 Before the partition of India in 1947, Bengal was a very important province in India. There was a saying in British India. "What Bengal thinks today, the rest of India thinks tomorrow". The ruling British authority had a great contribution in this respect. Before the British got the administrative power in 1757, the education of Bengal was of medieval nature. Teachers used to teach the students at their houses. Two thousand years before that there was an internationally famous university at Taxila where students from Tibet, China and South-East Asia used to come. Those were the golden days of Indian education.

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2.2 The British kept Persian as the official language till 1834. After that time English was made the official language and the medium of public instruction. In 1857, the year of great Sepoy Mutiny in India, the University of Calcutta, sometimes referred to as the Oxford of the East, was established. The Hindu Community started learning English and went for western education with whole-hearted enthusiasm. The Muslims from whom the British took power kept themselves aloof from the English Education initiated and developed by the ruling British in India.

2.3 The education in British India was planned to be elitist in nature. The British wanted a class of people represented by Nirod. C. Choudhuri who migrated from India to England in 1970 at the age of 73 to live at Oxford. This class supported the British regime in India and in lieu of it they got good positions in British administration in India. The British created another educated class generally termed as clerks to assist the English officials and businessmen in day to day business.

2.4 Fortunately or unfortunately this English education made a portion of Indians conscious about their country's freedom and liberty and after much struggle India was given independence in 1947 but it was divided into two countries: Indian and Pakistan. The most two resourceful provinces Bengal and the Punjab were divided. East Bengal became a province of Pakistan. The Hindus from the divided Bengal and the Punjab migrated to India en masse creating a vacuum in the educational institutions in Pakistan.



2.5 During the British rule, the University of Dhaka was established in 1921 to appease the Muslims in East Bengal. It was more an attempt to help educate Muslims of Bengal so that they could rise against Hindus who were by then almost 100 years ahead of education than the Muslims. But it was a boon for Muslims and Bengal and those poor students of East Bengal whose guardians could not afford to send their sons to the much coveted University of Calcutta.

2.6 The Government of Pakistan, created to see the interests of Muslims tried to curb education in East Bengal by then designated as East Pakistan by introducing Urdu an alien language throughout Pakistan.

2.7 The students of the University of Dhaka resisted this unholy step by sacrificing their lives on the 21st February, 1952. Bengali was made one of the two official languages of Pakistan.

2.8 Because of difference of language, culture, temperament and economic exploitation, East Pakistan fought out its independence on the 16th December, 1971. A new era for educational planning and development ushered in.

### 3.0 Educational system and Management

3.1 Bangladesh has a long heritage of education from its colonial past. The system that it inherited is not changed much years after

independence. The Second Five Year Plan (1980-85) of Bangladesh stated the educational policy as follows:

- a.) introduction of universal primary education with particular emphasis on the development of cognitive skills;
- b.) narrowing the rural-urban gap in educational facilities;
- c.) introduction of vocational courses in secondary schools including development of community schools;
- d.) accelerated expansion of facilities for women's education to reduce education gaps between the sexes;
- e.) introduction of selectivity in higher education;
- f.) Pronounced bias in favour of science and technology at all levels of education and introduction of professional courses at higher level;
- g.) removal of existing imbalance in various levels of education;
- h.) expansion of facilities for inservice and pre-service training of primary, secondary and technical teachers and
- i.) decentralisation and reorganisation of educational administration.

#### 4.0 Primary Education

4.1 This is the basic education that is given to all students free of cost for five years. Books are provided free. There are 96367 primary schools in Bangladesh, the enrolment ratio is 86% and the age group is 5 to 9.

4.2 After independence in 1971, the primary schools were nationalised. The school Mapping Exercise carried out in 1981-83 revealed that at

primary level there was an average of only two class rooms per school; 73 per cent of schools were in need of major repairs or total reconstruction; 78 per cent of the schools were unsafe during the wet season (about one-half of the academic year), 30 per cent were unusable throughout the year; 15 per cent of the schools had no outside walls; 7 per cent had no roofs and 77 per cent had dirt floors or floors of hardened earth; only about 21 per cent of schools had working tubewells on the premises; and only 6 per cent had working toilets (Khan, M.R. 1989, pp311-12).

4.3 Upazila Parishad recruited a vast number of primary teachers in the mid-eighties. Fairness, quality and impartiality in selecting them gave way to nepotism and corruption. It is alleged that most of the teachers are not educationally capable of teaching. This caused a serious and permanent setback to primary education system through which millions of students would be going in near future. This shows the negligent and harmful government policy on primary education where the social rate of return is much higher than the higher education.

4.4 The tragic point is about the Universal primary Education (UPE) that thousands of children cannot to to schools because parents could not afford, the absence of daughters from the domestic work and the boys from household and agricultural jobs. Sometimes, the parents do not like to lose the incomes their children gain. This is one of the major reasons for the low adult literacy rate which is only 47%. The government has established a separate division namely Primary and Mass Education

Division and introduced many programmes including "Food for Education" which have considerably improved the situation.

## 5.0 Secondary Education

5.1 This has two levels: Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC). This educational stage links the primary education and higher levels of education for career development. The young men in many developed countries join the work force after finishing the secondary level of education. But in Bangladesh, they do not get the necessary skills, knowledge and motivation to do so.

5.2 Secondary level with marginally lower dropout rates, is suffering various setbacks by much higher repeater failure rates of 50% annually. Obviously, it consumes heavy social and private costs. After about 16 years of investment by the parents and the government majority of them are becoming socio-economic burden instead of turning out as productive human capital. With only 18% enrolment rate, over 25% repeater rates and average 50% failures, the system has failed to generate reasonable enrolment and income base. Another serious defect is the highly unfavourable enrolment ratio of girls being only 1 among 3 boys.

5.3 It is largely managed by the private sector. Some of the serious problems and anomalies are:

- i) poor quality and content in the curricula,
- ii) lack of adequate physical and learning facilities,
- iii) not terminal for occupational technical skill, competence and employment,
- iv) more of an entry point for higher education than a stepping stone to the job market,
- v) not suitable for career development according to age, needs and aptitudes,
- vi) poor teacher instruction quality,
- vii) weak management and supervision and

viii) perennial contradictions of quality control of HSC level by the Directorate of Secondary and Higher Secondary Education and degree level by universities (Rahman, Anisur 1988).

## 6.0 Rationale of the Study

6.1 Education is one of the five basic needs for human beings and this is one. Education plays almost the most vital role in human resource development. Most developed nations have the best system of education. When a nation is termed as a civilized one, the education its citizens get is recognized internationally. This happened with all the ancient civilizations like Babylonian, Assyrian, Egyptian, Roman, Chinese and the Arab civilization in the Middle Ages.

6.2 During the Renaissance in the 13th-14th. centuries the finest elements of culture and learning could be revived. So the study of education system especially the secondary education may help find out some ways to improve the present system of teaching in the secondary schools in the country.

6.3 At present at least seventy thousand students are studying alone in India. And many of these students are studying in the secondary level educational institutions there. This causes a serious pressure on our hard earned foreign exchange. If we can find out the reasons why our own Bangladesh students are leaving our home land even from the secondary level, we may offer some remedial measures to improve our educational system to retain our own students at least in the secondary level.

6.4 If we fail to give proper and effective secondary education to the students they may be in difficulty in choosing their careers in the educational hierarchy.

## 7.0 Teaching of Secondary Schools: A Brief Background

7.1 In ancient India students were sent to the houses of teachers called 'guru'. They used to do all the domestic jobs of their teachers and the teachers used to give them education. The students were treated as the members of the family.

7.2 In ancient Athens Socrates used to give lectures in the bazar areas under the open sky. In the Middle Ages, education flourished in the Arab world after the Muslims gained supremacy religiously and culturally over the other nations. During the Moghul Empire Persian was the state language. And most of the educational institutions were religion biased, especially Islam. There were other schools of education also.

7.3 The British won the administrative power in 1757 Macauley in the early thirties in the last century set guidelines for education for native Indians. Pandit Ishwar Chandra Vidyasagar ( 1821-1891) did much for the expansion of secondary education especially for girls. He helped establish the Bethune College for girls at Calcutta in 1860.

7.4 In 1947 Indian was divided into two countries India and Pakistan. Bengal and Pubjab were divided. The Hindu teachers left Pakistan causing a vacuum in the educational system especially in the secondary schools.

7.5 Bangladesh came into being on the 16th December, 1971. During the last twenty seven years of education in Bangladesh secondary education flowrished considerably. At present there are 12553 secondary schools in the country.

7.6 As said earlier first five years of education is termed as primary education. The next five years of education in the secondary schools is known as secondary education. This may be considered as a bridge between primary and higher education.

7.7 The teaching is done through direct method is chalk and talk method. This is the normal case with almost all the secondary schools in the country.

## 8.0 Objectives of the Study

The objectives of the study are:

- a) to look into the present system of teaching in the secondary school in the country.

- b) to look into the problems as well as to offer remedial measures for the same.
- c) to look into the problems of secondary school teachers, if any and offer suggestive measures for improvement.
- d) to offer suggestions for overall improvement of teaching in secondary schools with a reference to the BPATC School.

## 9.0 Scope of the study

- 9.1 The scope of the study will be limited to the teaching method and materials used for teaching in the secondary schools.
- 9.2 The other factors like the educational environment of the concerned secondary schools may be studied.
- 9.3 The benefits, privileges and problems of teachers involved in teaching may also be considered.
- 9.4 The teacher-students relationship and the role of the guardians of the wards may also come within the purview of the study.

## 10.0 Methodology of the study

- 10.1 Three secondary schools including the BPATC School have been studied by case study method. The other two schools will be selected from the savar area and the capital city dhaka. Questionnaires will be prepared for the purpose.
- 10.2 Twenty students of higher classes, 20 guardians, 20 teachers and memdbers of the Managing Committee of BPATC School were interviewed through structured questionnaires except the students. Discussions were held with the Headmaster of Jahangirnagar University Laboratory School and Mrs. Shyamoli Nasreen Chowdhury, Headmistress of Udayan Vidyalaya, Dhaka. Moreover, informal exchange of ideas were carried out with some of my friends who are expecially interested in secondary education.

2.1 The PATC School was established as a Primary School on 24.8.1984. Later on 1-1-1987 it was recognized as a Secondary Schools.

2.2 Particulars on different aspects of the School are shown in the following tables.

Table-1

No. of Students(as on 1.1.1998)

Sl.	Class	Section	No. of students
1.	Class - I	Kali	24
		Kusum	57
2.	Class - II	-	56
3.	Class - III	-	54
4.	Class -IV	-	59
5.	Class -V	-	67
6.	Class-VI	-	61
7.	Class-VII	Kokil	52
		Duyel	55
8.	Class-VIII	Jupitar	55
		Neptune	53
9.	Class-IX	Alpha	46
		Bitu	48
10.	Class-X	-	78

Table No. of sections 14, Total=765

Comments: Number of students seen to be unmanageable especially in class X. This should be taken into consideration.



Table-2

Teachers

No. of approved posts	Working at present	Vacant
20	Regular = 15 Part Time = 3 <hr/> Total = 18	5

Comments: The vacant posts of the teachers should be filled in without delay.

Table-3

Staff

Sl.	Name of the post	No. of Approved post	Working at present	Vacant
1.	Clerk	2	1	1
2.	Daftari	2	1	1
3.	Aya	1	1	-

Comments: The vacant posts of the supporting staff should be filled in without delay.

Table-4  
Session Fee

Sl.	Class	Admission Fee	Session Fee	Examn. Fee	Total Taka
1.	Class I to V	30/-	200/-	30/-	260/-
2.	Class VI to VIII	50/-	250/-	50/-	350/-
3.	Class IX to X	70/-	300/-	70/-	440/-

Comments: Some guardians have commented that the tuition fees are too high to bear. As the centre gives financial support to the school, the tuition fees may be reduced accordingly.

Table-5

Comments of the Guardians on the class lessons

Sl.	Comments	Respondent	percentage
1.	Not proper	10	50%
2.	Tolerably good	8	40%
3.	Not understandable	2	10%
Total		20	100%

Comments: Fifty per cent of the guardians are not satisfied with the teaching standard. This should be looked out.

Table-6

Comments of the House Tutor/Private Coaching

Sl	House Tutor	Respondents	Percentage
1.	Necessary	10	100%
2.	Not necessary	10	100%
	Total	20	100%

Comments: Half of the guardians think that house tutors are necessary for their sons and daughters.

Table-7

Reasons for appointing House Tutor

Reasons	Respondent	Percentage
Teacheing is not upto the standard	16	80%
To do better results	4	20%
Total	20	100%

Comments: This is a serious drawback of the school that 80% of the guardians think that the standard of teaching is not upto the standard. Some guardians even have complained about the appoentments of some of the teachers who are somehow related with the PATC staff.

Discipline

60% Tolerably good

20% Good

30% Not good

Table-8

School Management Problems

Sl.	Problems	No.of respondents	Percentage
1.	Shortage of rooms & Space	3	15%
2.	Lack of educational equipments	4	20%
3.	Lack of regular supervision	2	10%
4.	Incompetent teachers	4	20%
5.	Private coaching of the teachers	3	15%
6.	Absence of formal filing system	2	10%
7.	Lack of interactions of the guardians with the senior officers	2	10%
Total		20	Total= 100%

3.1 Conclusions and Recommendations. It is needless to say that the School is not in a good shape. For the improvement of teaching at PATC school and overall improvement of the school the following recommendations are offered:

1. Good teachers should be employed
2. Adequate seat arrangements should be made
3. Rivabuy among the teachers should lbe stopped
4. The Management Committee should visit/inspect the school regularly
5. Accountant should collect the money from the students
6. Primary & Secondary standard should have separate shifts
7. Guardians should be informed about the progress of the students
8. A competent Headmaster should lbe employed
9. Students should be admitted as per capacity of the school
10. Sufficient furniture and scientific instruments should be procured
11. Sports goods should be enough for the students.

Final Comments

4.1 This is the school meant for the sons and daughters of the officers and employees of BPATC. So all concerned should take active interest for the betterment of the school.

4.2 But it should be kept in mind that PATC is not an island in itself. The situation in the whole of Bangladesh will surely influence the environment at BPATC School. Even 30 years ago some energetic and exucated young persons used to come to the education sector with a zeal and dedication.

4.3 But due to erosion of moral values, this is not found unfortunately among the teachers now a days. The partners namely students, teachers, guardians, members of the Managing Committee, Community Leaders and the Government must act in a coordinated manner to improve the standard of teaching in the secondary school. It is very easy to criticize but very difficult to improve the situation.

4.4 Education is the ultimate yardstick in a developing country like Bangladesh. So every measure should be taken to improve the standard of teaching of secondary schools in order to have a better future for our next generation.

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Questionnaire-I

(For the guardians of the students)

(To find out the management problems of the school)

1. Name(Optional).....
2. No of dependents studying in the school.....
3. How long they have been reading .....
4. Your comments on the standard of teaching .....
5. Whether and how tutor is necessary or not after the lessons in the school .....
6. About the standard of discipline in the school .....
7. About the security of the students in the school .....
8. About the security of the students in the school .....
9. What about the extra-curricular activities.....

Sufficient    Tolerably good    not sufficient

10. About the tuition fees of the school:  
More            Just right            Comparatively less

11. About the activities of the managing committee  
very good            good            Tolerably good            bad

12. Coments for the betterment of the management of school.....

Signature(Optional)

**Questionnaire-2  
(For the teachers)**

1. Name(Optional) .....
2. Duration of teaching .....
3. Any financial benefits from the Managing Committee than the Govt. dues  
Yes                  No
4. Bonus, time-scale or increment  
Yes                  No
5. Any training received on teaching  
Yes                  No
6. Techiques of teaching inside the class room .....
7. Teaching equipments used inside the classroom  
Sufficient                  Tolerably sufficient                  Not sufficient
8. Any alternative arrangement in case of your absence .....
9. Actions taken against the students in case of violation of discipline .....
10. Human facilities inside the class room  
Sufficient          Talerably sufficient          Not sufficient
11. Any meeting of the teachers with the Managing Committee  
Yes                  No
12. If yes how many times in a year .....
13. Comments for better management of the school .....

Signature(Optional)



Questionnaire-3

(For the members of Managing Committee)

1. Name(Optional) .....
2. Profession and Designation .....
3. How long a member .....
4. What techniques are applied to solve a problem .....
5. Interactions with the guardians or the teacher for the betterment of school management  
Yes                      No
6. Do you enquire about the routine affairs of the school .....
7. About the results of the students  
Satisfied      Tolerably satisfied      Not satisfied
8. What are the school management problems .....
9. your overall comments for the betterment of the management of school .....

Signature(Optional)

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- ১৪। শিক্ষা উন্নয়ন ম্যানুয়াল, শিক্ষা মন্ত্রণালয়, ঢাকা, সেপ্টেম্বর, ১৯৯৬ ইং ।
- ১৫। বাংলাদেশের প্রাথমিক শিক্ষা ১৯৯৭-৯৮, বানবেইস, শিক্ষা মন্ত্রণালয় ঢাকা ডিসেম্বর, ১৯৯৮ ।
- ১৬। বাংলাদেশ শিক্ষা কমিশন রিপোর্ট, (প্রকাশ উল্লেখ নাই) ঢাকা, মে, ১৯৯৪ ।
- ১৭। বাংলাদেশে প্রাথমিক শিক্ষা সংগঠন, বাংলা একাডেমী, ঢাকা, নভেম্বর, ১৯৮১ ।
- ১৮। দাস, নিতাই, বাংলাদেশের শিক্ষা ব্যবস্থা ও শিক্ষানীতি, জাতীয় সাহিত্য প্রকাশনী, ঢাকা ।
- ১৯। রায়, অজয়, শিক্ষায় নবযুগ, পশ্চিম বঙ্গ রাজ্য পুস্তক পর্ষদ, কলিকাতা, জুলাই, ১৯৮৬ ।



