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Govt must shore up issues in school teaching standards

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A DECLINE in the number of educational institutions having all their students coming out successful in Secondary School Certificate and equivalent examinations by four-fold to 1,574 in 2018, as the inter-education board statistics show, from 6,210 institutions in 2014 and an increase in the number of institutions having none of their students coming out successful in the examinations to 109 in 2018 by more than four-fold from 24 in 2014 paint a worrying picture of the secondary national education. Although there is no way to certainly tell why the situation has come to such a pass without a proper analysis, with some academics and education officials putting down the blame to poor performances of students in English and mathematics, many academics and education board heads have, however, blamed the lack of initiative on part of the teachers and guardians and the introduction of a new evaluation system coupled with shortage of competent teachers and laboratory, library and other facilities for this. What all this suggests is that the managers of national education, the government agencies responsible for looking into such issues, have failures in improving the teaching standards in schools and madrassahs. This has led to a situation where the government needs to shore up a number of issues to stem the decline in school teaching standards.

The decline in the number of institutions with all their examinees coming out successful has, as statistics show, been gradual, with 1,574 institutions in 2018, 2,266 in 2017, 4,737 in 2016, 5,095 in 2015 and 6,210 in 2014. The case with the number of institutions with none of their examinees coming out successful has been the same gradual increase, with 109 institutions in 2018, 93 in 2017, 53 in 2016, 47 in 2015 and 24 in 2014. This suggests that the government has not been quick enough, in time, to arrest the decline in the number of good-performing schools and the increase in the number of bad-performing, both of which are bad and tell a sorry tale of secondary national education management. Most of the number of institutions not having any of their examinees coming out successful being from rural areas further points that the government has been less mindful about teaching standards in schools from rural than urban areas. In a situation like this, the government needs put in more efforts to improve the quality of teaching in all the schools in the same manner.

If the government can improve the quality of classroom teaching in all schools, not being biased towards the schools in urban areas and showing negligence about the schools in rural areas, the overall standard of education, not just at the secondary but also at the primary level, would improve. The government, under the circumstances, must conduct a study on the classroom teaching standards across the country to find out weak areas and loose ends and then act on a comprehensive plan, chalked up with all stakeholders in the national education system.



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