

An Internship Report on

Determination of the academic problems and the probable solutions
perceived by the teachers and the students: The case of secondary
schools of Ranisankail Upazilla, Thakurgaon, Bangladesh

This report is submitted to the Department of Management, Faculty of Business Studies, Hajee Mohammad Danesh Science and Technology University, Dinajpur for the partial fulfillment of the degree of Master of Business Administration (MBA) in Human Resource Management.



Prepared By
Bhobananda Roy
Student ID: 1603176
MBA in Human Resource Management
Department of Management
Batch 11th
Faculty of Business Studies
HSTU, Dinajpur

Supervised By
Md. Kutub Uddin
Professor
Department of Management
Faculty of Business Studies
HSTU, Dinajpur

Hajee Mohammad Danesh Science and Technology University
Dinajpur–5200, Bangladesh

May, 2023

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Faculty of Business Studies
HSTU, Dinajpur

Approved by

Supervisor
Md. Kutub Uddin
Professor
Department of Management
Faculty of Business Studies
HSTU, Dinajpur

Co-supervisor
Rafia Akhtar
Professor
Department of Management
Faculty of Business Studies
HSTU, Dinajpur



Hajee Mohammad Danesh Science and Technology University
Dinajpur–5200, Bangladesh

May, 2023

Acknowledgement

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.....

Bhobananda Roy
Student ID: 1603176
MBA (HRM)/ Batch 11th
Department of Management
Faculty of Business Studies
HSTU, Dinajpur

Certificate of Supervisor

I hereby declare that the concerned report entitled “Determination of the academic problems and the probable solutions perceived by the teachers and the students: The case of secondary schools of Ranisankail Upazilla, Thakurgaon, Bangladesh” is a work completed by Bhobananda Roy Student ID:1603176, MBA in Human Resource Management, Department of Management, Faculty of Business Studies at HSTU, Dinajpur-5200, under my supervision and submitted for the fulfillment of the requirement of the degree of MBA in Human Resource Management at HSTU, Dinajpur.

I wish him every success in life.

.....
Md. Kutub Uddin
Professor
Department of Management
Faculty of Business Studies
HSTU, Dinajpur

Certificate of Co-supervisor

I hereby declare that the concerned report entitled “Determination of the academic problems and the probable solutions perceived by the teachers and the students: The case of secondary schools of Ranisankail Upazilla, Thakurgaon, Bangladesh” is a work completed by Bhobananda Roy Student ID:1603176, MBA in Human Resource Management, Department of Management, Faculty of Business Studies at HSTU, Dinajpur-5200, under my co-supervision and submitted for the fulfillment of the requirement of the degree of MBA in Human Resource Management at HSTU, Dinajpur.

I wish him every success in life.

.....
Rafia Akhtar
Professor
Department of Management
Faculty of Business Studies
HSTU, Dinajpur

Student's declaration

I am Bhobananda Roy, Student Id: 1603176, MBA (Human Resource Management), Hajee Mohammad Danesh Science And Technology University, Dinajpur declares you that the presented report entitled “Determination of the academic problems and the probable solutions perceived by the teachers and the students: The case of secondary schools of Ranisankail Upazilla, Thakurgaon, Bangladesh” is prepared by only by me after collecting data from different secondary schools of Ranisankail upazilla. The respondent were the teachers and students of different secondary schools. I have completed my internship under the supervision of Sir Professor Md.Kutub Uddin, Hajee Mohammad Danesh Science and Technology University, Dinajpur.

.....

Bhobananda Roy
Student ID: 1603176
MBA (HRM)/ Batch 11th
Department of Management
Faculty of Business Studies
HSTU,Dinajpur

Abstract

Education is considered as one of the most important factors for the development of human potential as well as socio-economic growth. It is also a constitutional right of citizen in Bangladesh. The main objective of study is to determine the academic problems and the probable solutions perceived by the secondary school teachers and the students of Ranisankail Upazilla, Thakurgaon, Bangladesh. Different types of questionnaires about the academic problems have been prepared to collect information. The population of the study was the teachers and the students of the secondary schools of Ranisankail upazilla, Thakurgaon. The data have been collected from 15 schools where the respondents were 4-5 teachers from each school and 3-4 students of each classes from class VI-X. The result shows that there is severe need of ICT devices, Lab and Library materials in the high schools. The gap of teacher and student ratio should be decreased to ensure qualitative education. There is a need of training for the teachers to adapt with new curriculum.

Keywords: Qualitative education, human potential, unified curriculum, academic problems.

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Chapter 1

Introduction

1.1 Introduction

Education enables people to flourish their Ideas, develop individual intellectualities and pave the way for future learning. Learners' achievement is one of the important aspects of education that carries their motivations and emotions to improve productivity along with knowledge. Bangladesh acknowledged education as a basic human right and emphasized removing illiteracy right after its glorious independence in 1971.

Bangladesh had achieved significant progress both in enrollment with nearly 10 5.62 million (54.86%) girls in secondary school in 2020 (BANBEIS, 2021).

Secondary education is considered to cater to students with foundational occupational skills and competencies to provide skilled manpower to the workforce and livelihood (National Education Policy, 2010). However, failing in secondary education limits students achieving from competencies for occupational activities.

The quality and curriculum, lack of teacher's skills, and memorization-based assessment system failed to enhance transformative learning, which leads to a deep change in the thoughts, feelings, perspective, convictions, and behaviors of a person. Therefore, students can't solve task-oriented problems (instrumental learning) and can't communicate their needs, emotions, and desires (communicative learning), which is a major objective of the education policy of Bangladesh.

Despite the progress made through the MDG's, the progress with regard to primary, secondary and tertiary tend to vary significantly across the developing countries with a trend that shows high enrolment rate in primary, moderate growth and continuity in secondary and a very low growth in tertiary education. It has been persistent over the years. In Bangladesh the net enrolment rate in primary schools 97.7%, secondary schools 67.0% and tertiary 13.03 % (Bangladesh Education Statistics, 2015). It also shows the decreasing trend in enrolment towards higher education. The Seventh Five Year Plan (SFYP)/SDG-4 targets achieving hundred percent net enrolment and complete free primary and secondary education by the year 2030.

In this study the academic problems faced by the secondary school teachers and students of Ranisankail upazilla of Thakurgaon district are identified and some solutions are

recommended. The data have been collected from 15 schools of this upazilla. The details of data collection and analysis have been described in the methodology part of the paper. Most of the teachers and students responded that they face challenges to continue their academic activities for the lacking of lab, library and ICT materials. There has been found vacancy of teachers in some schools for what the teachers need to take extra classes which create pressure for them to finish the syllabus on time. Many of them students agreed that they face infrastructural shortage in their school

1.2 Objectives of the Report

- Identifying the academic challenges and the problems of secondary schools of Ranisankail upazilla, Thakurgaon.
- Providing recommendations to improve the teaching learning environments of secondary schools of this upazilla.

1.3 Limitations of the Report

- This study has some methodological limitations for selection of schools, teachers and students.
- Due to shortage of time and insufficient budget this study has been conducted only 15 secondary schools of Ranisankail Upazilla.
- This study tried to measure the present educational facilities through some key aspects that were not in detailed.

Chapter 2

Literature review

Literature indicated several factors, including school-related factors (teaching-learning assessment, infrastructural facilities), a number of studies identified major factors that were responsible for students' poor achievements, including student-related components, teacher-related components, and from family-related components to socio-cultural factors. In terms of school-related factors, lack of joyful instructional approach, limited school physical facilities, and struggling relationships between students and teachers and within peer groups prevented optimal academic performance (Md. Ahsan Habib & Mst. Jannatul Mawa, 2022). (Nasir2, 2021) Stated that insufficient technological resources might cause students to fall behind in their academic performance. Hence, the use of ICT in classroom is inevitable in order to maintain students' enthusiasm in studying regardless of limitations and impediments that would prevent them from learning and performing well in examinations (Hasin & Nasir, 2021).

Najimi et al (2013) investigated students' viewpoints in six areas of academic failure. Academic was mostly caused by a variety of factors, including student perspectives, the curriculum, the learning environment, and socio-economic issues. The study by (Forsblom, 2022) examined the relationship between academic performance and achievement and emotions among 3,425 German students over the course of five academic years. They found that when students received unfavorable criticism, they experienced unpleasant feelings. On the other hand, students who got direct or guided instructions achieved better in examinations. According to Farooq and Shahzadi (2006) and (Fayyaz Ahmed, 2022), there is a considerable difference between students' accomplishments when teachers with and without training are responsible for facilitating learning. Students who achieved comparatively low outcomes were taught by teachers with little training. On the other hand, qualified teachers support their students' psychology and assist them in achieving their objectives (Farooq & Shahzadi, 2006). There has been significant impacts of some of teachers' professional development activities on school improvement and also found that the maximum school improvement can be achieved if schools put more emphasis on teachers' collaboration, in-service training and classroom observation and less emphasis on individual action enquiry (Kazi Enamul Hoque, 2010). Lack of a unified curriculum has been the bane of the education sector for the past 44 years in Bangladesh. Other challenges such as the quality of teachers and facilities, issues inbuilt

within the syllabi and lack of political will to implement judicious recommendations of the different education commissions also have had ruinous effects (Prodhan, 2016).

With decrease of technology obsolescence period if the technology ‘domestication’ is not proportionately increased, the digital divide will intensify. Bridging the digital divide (in terms of ‘adaption’) will become far reaching (Khalid, 2011). Effective lesson planning is the soul of effective teaching. For achieving quality education, an effective lesson plan is the must. The teachers are agreed to prepare lesson plan but a remarkable number of teachers do not prepare lesson plan for more classes per day and some of the teachers reveal if they use lesson plan in classes, they will not complete syllabus in time (Md. Rabiul Alam¹, 2018).

Overall secondary classroom management in Bangladesh is at high risk due to some environmental and personal factors. Classrooms do not have adequate seats; necessary equipment’s and the classroom sizes are very high. A satisfying fact in our classrooms is that most of the students feel they have good relations with their peers. Necessary steps have to be taken to come out from the problems in the classroom management aspect of secondary education (Kabir, 2015). Libraries at the institutional level in school in Bangladesh are deplorable. Various commission have been Framed at various times to inquire into and set up standards and policies, as well as strategies for the eradication of many problems. But since 1971, there have been no improvements in services or facilities, either proposed order placed in practice, in spite of the recommendations of the commissions. Almost no data are available on the school libraries as they now exist (Islam, 1998).

The quality assurance is a very big issue in the secondary level education in Bangladesh. It is of urgent need to take proper initiatives to improve the quality assurance of secondary education. Among others, fair admission of students, fair recruitment of teacher, good governance, academic management skill, establishing primary level of education, improving salary package for teachers etc. are common issues in the secondary education in Bangladesh (Biswas, 2020)

According to Bangladesh Education Statistics, 2015 there are 16102 are non- government secondary schools and 322 are public secondary school. These large no. of non-government rural schools are facing daunting challenges than public schools. So the findings may give an overall picture of Bangladesh. This study is mainly to find out the determinants of secondary school academic problems faced by the teachers and students of Ranisankail Upazilla, Thakurgaon, Bangladesh.

Chapter 3

Methodology

3.1. Sources of data collection

The data have been collected through questionnaires and interview from the teachers and the students of 15 Secondary Schools of Ranisankail Upazila. Different types of questionnaires about the academic problems have been prepared to collect information. To understand the real situation I have observed their academic activities. To support my report I have collected data from relevant documents, previous relevant research works, journals, web materials etc.

Descriptive analysis has been used in this report. After collecting data it has been analyzed to understand the fact, based on what this report has been made.

3.2. Population

The population were the teachers and the students of the secondary schools of Ranisankail upazilla, Thakurgaon. The data have been collected from 15 schools where the respondents were 4-5 teachers from each school and 3-4 students of each classes from class VI-X. Total number of respondents were 395 including both teachers and students.

3.3. Survey method

There were separate questions for the teachers and the students to express academic problems they face according to their own view. The question was set up following likert scale. There were five options for every question like strongly agree, Agree, Neutral, Disagree, Strongly disagree. During the time of analysis, the following code was used like Strongly Agree=1, Agree=2, Neutral=3, Disagree=3 and Strongly Disagree=5.

The respondent who participated in answering the questionnaires

Number of Schools	Male teachers	Female teachers	Male Students	Female Students	Total
15	50	25	215	105	395

Chapter 4

Analysis and interpretation

The responses collected from the teachers

Q1. There are ICT devices, Lab and Library materials enough in your school to make your teaching lessons interesting and enjoyable to the student.

Table no. 4.1

Options	Frequency	Percentage (%)	Cumulative percentage (%)
Strongly agree	0	0	0
Agree	3	4	4
Neutral	5	6.7	10.7
Disagree	7	9.3	20
Strongly disagree	60	80	100
Total	75	100	

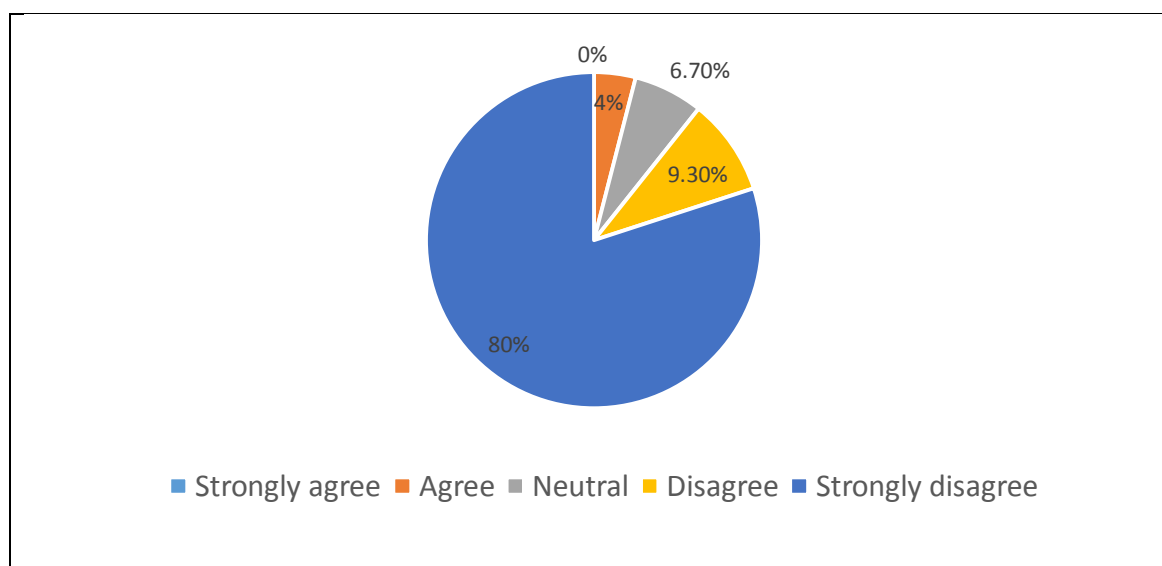


Figure no. 4.1

Here the result shows that there is severe need of ICT devices, Lab and Library materials in the high schools of upazilla.

Q2. You feel the necessity of training to adapt with new curriculum of NCTB.

Table no. 4.2

Options	Frequency	Percentage (%)	Cumulative percentage (%)
Strongly agree	50	66.7	66.7
Agree	10	13.3	80
Neutral	8	10.5	90.5
Disagree	6	8	98.5
Strongly disagree	1	1.5	100
Total	75	100	

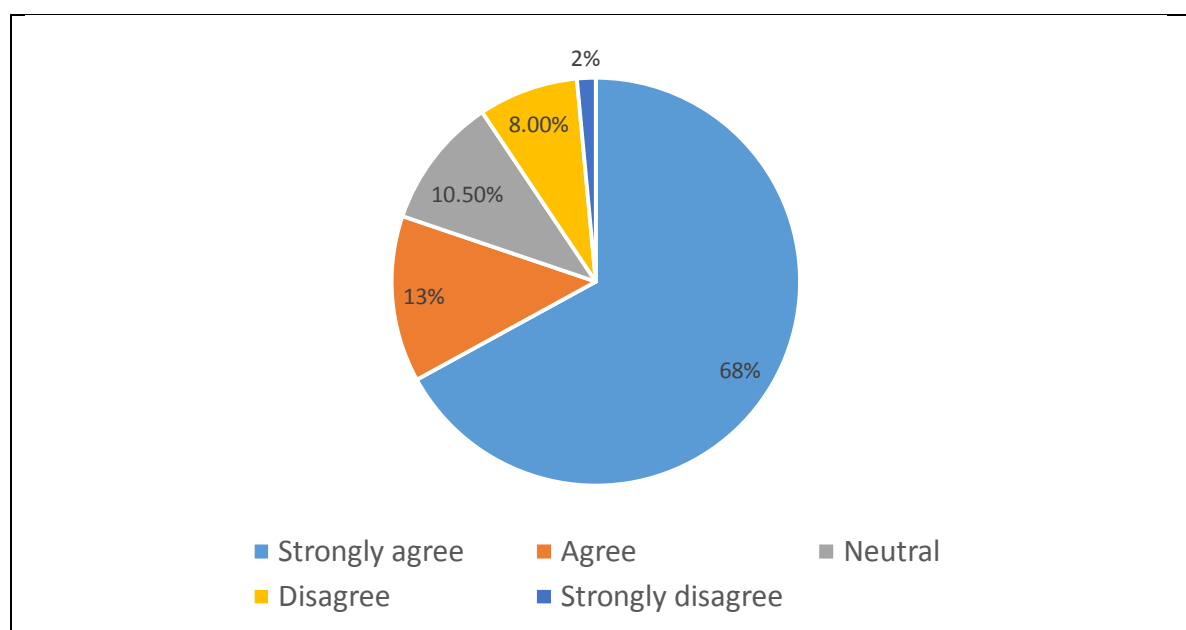


Figure no. 4.2

About 68% of the teachers agreed that they feel of training to adapt with new curriculum. Some of them don't even understand the curriculum himself.

Q3. You get proper time to complete the syllabus and make arrangement for exams.

Table no. 4.3

Options	Frequency	Percentage (%)	Cumulative percentage (%)
Strongly agree	15	20	20
Agree	30	40	60
Neutral	15	20	80
Disagree	10	13	93
Strongly disagree	5	7	100
Total	75	100	

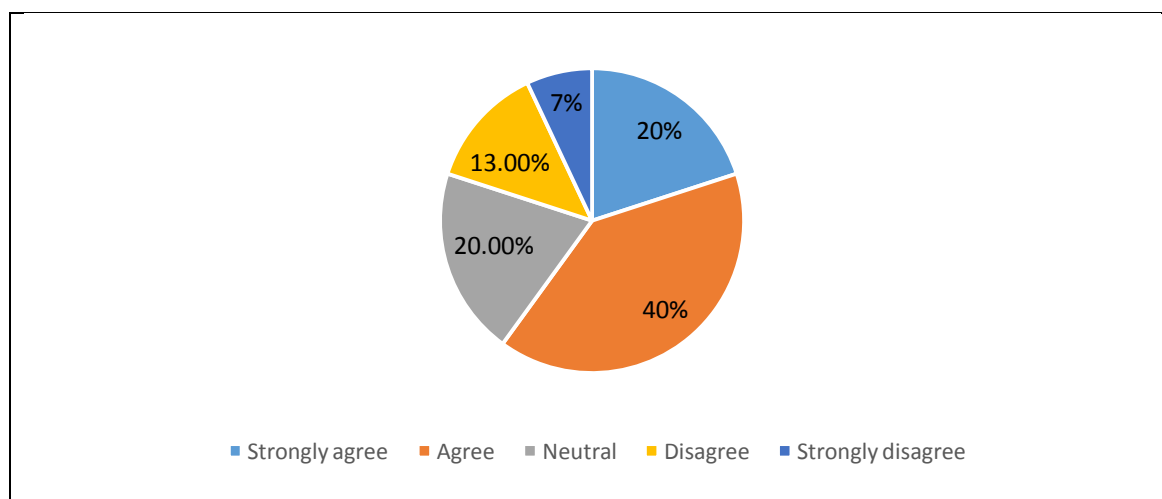


Figure no. 4.3

From the chart we can see that about 40% of the teachers agreed that they get proper time to complete their syllabus. 20% of them strongly agreed with the statement and 20% was neutral.

Q4. You need to take extra classes due to shortage of teachers which hamper your course.

Table no. 4.4

Options	Frequency	Percentage (%)	Cumulative percentage (%)
Strongly agree	5	7	7
Agree	20	27	34
Neutral	10	13	47
Disagree	30	40	87
Strongly disagree	10	13	100
Total	75	100	

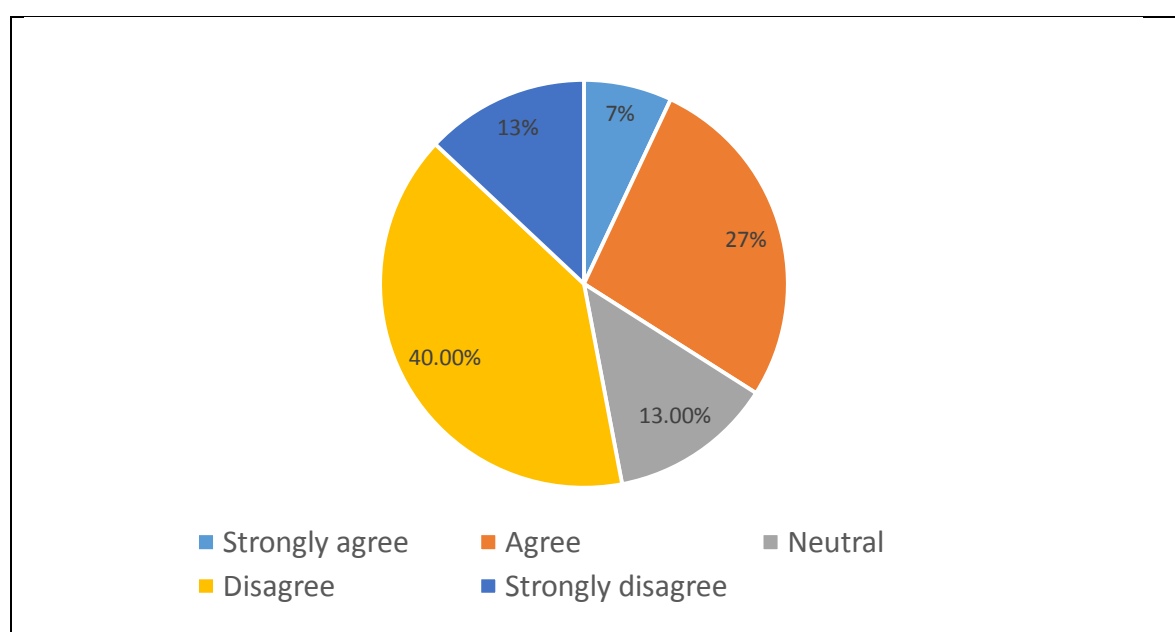


Figure no. 4.4

27% of the teachers agreed that they need to take extra classes due to the shortage of teachers in their schools. Although 40% of them disagreed with the statement.

The responses collected from the students

Q5. The school authority make arrangement of Quiz, Mid and Final exams timely and you get your exams result timely.

Table no. 4.5

Options	Frequency	Percentage (%)	Cumulative percentage (%)
Strongly agree	30	9	9
Agree	150	47	56
Neutral	40	13	69
Disagree	80	25	94
Strongly disagree	20	6	100
Total	320	100	

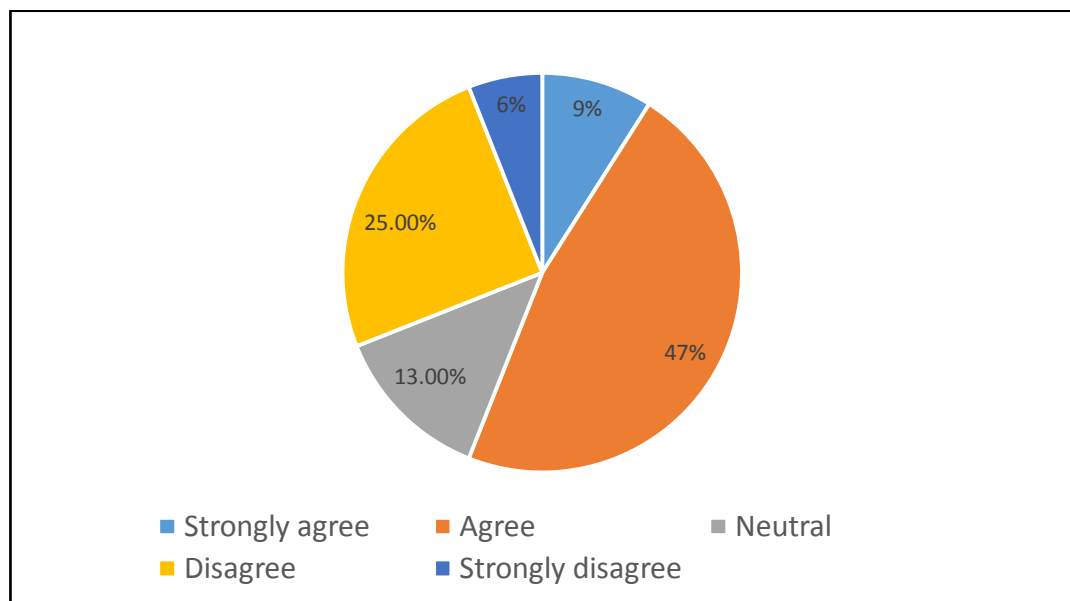


Figure no. 4.5

47% of the student agreed that the school authority make arrangement of Quiz, Mid and Final exams timely and you get your exams result timely but 25% of them disagreed with the statement.

Q6. There is curricular and co-curricular activities arranged by your school.

Table no. 4.6

Options	Frequency	Percentage (%)	Cumulative percentage (%)
Strongly agree	30	9	9
Agree	160	50	59
Neutral	40	13	72
Disagree	80	25	97
Strongly disagree	10	3	100
Total	320	100	

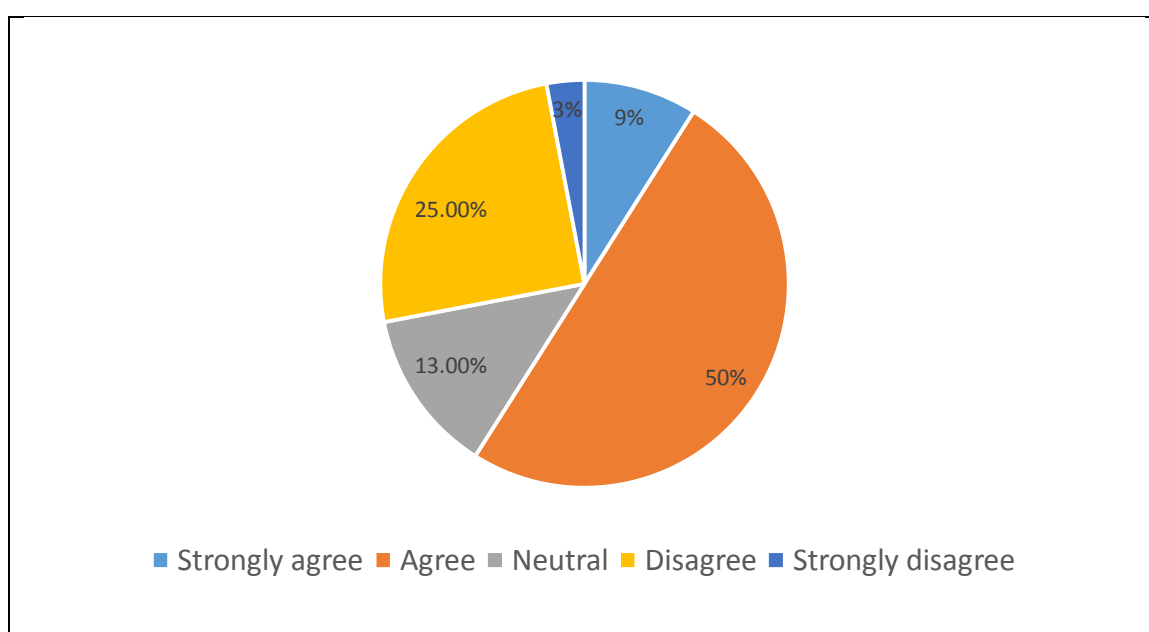


Figure no. 4.6

50% of the students that there is curricular and co-curricular activities arranged by their school but 25% of them disagreed with the statement.

Q7.The teachers are helpful and co-operative enough to make you understand the lessons they teach

Table no. 4.7

Options	Frequency	Percentage (%)	Cumulative percentage (%)
Strongly agree	40	13	13
Agree	130	41	54
Neutral	25	8	62
Disagree	90	28	90
Strongly disagree	35	10	100
Total	320	100	

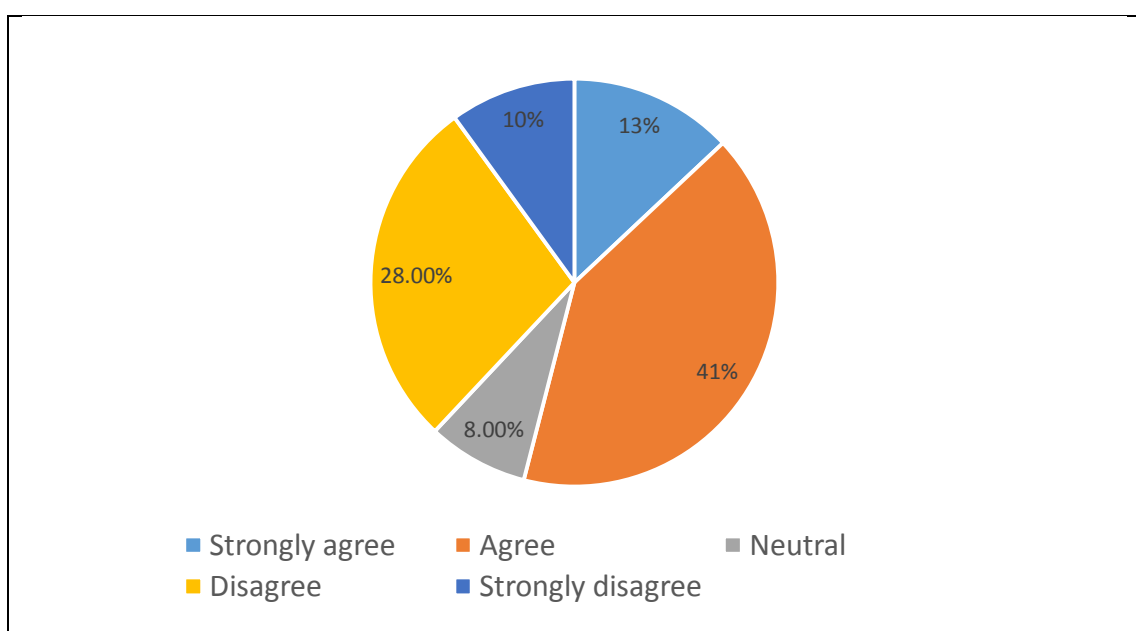


Figure no. 4.7

41% of the students agreed that their teachers are helpful and co-operative enough to make them understand the lessons they teach. On the other hand 28% of the students disagreed with the statement.

Q8. There are infrastructural shortage in your school as well as lacking of Sufficient Lab, library Materials which hampers your study.

Table no. 4.8

Options	Frequency	Percentage (%)	Cumulative percentage (%)
Strongly agree	220	68	68
Agree	40	13	81
Neutral	10	3	84
Disagree	30	10	94
Strongly disagree	20	6	100
Total	320	100	

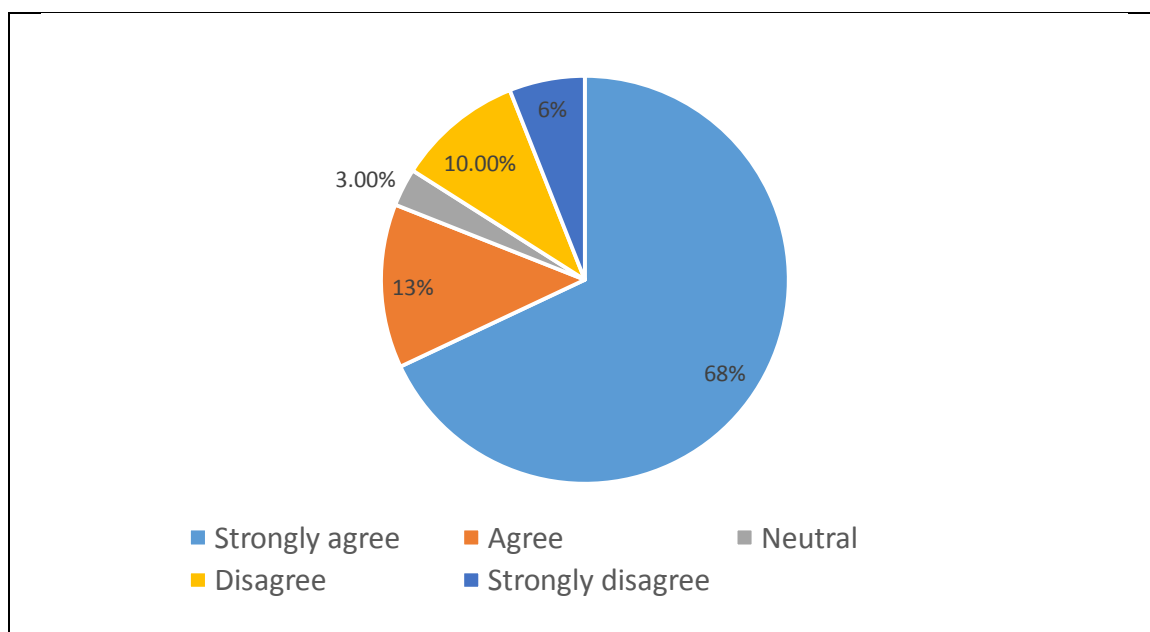


Figure no. 4.8

About 68% of the students strongly agreed that there are infrastructural shortage in their school as well as lacking of Sufficient Lab, library Materials which hampers their study.

Chapter 5

Findings and Recommendations

5.1 Findings

- The result shows that there is severe need of ICT devices, Lab and Library materials in the high schools of this upazilla.
- Maximum of the teachers agreed that they feel the lack of training to adapt with new curriculum
- Almost one-fourth of the students disagreed that their school arranged co-curricular and extra-curricular activities which help them to learn skill
- There is vacancy of teachers in some schools which is creating pressure on them to take extra classes which hamper to provide qualitative education to the student
- There is a lack of infrastructural capacities in some schools which is causing difficulties for the students and the teachers.
- In some schools there is lack of teacher's co-operation to make understand the lessons although most of students responded that the teachers are co-operative enough.

5.2 Recommendations

- Infrastructural support is urgently required in the secondary schools of .The infrastructural support would include school building, benches, power supply and so on.
- Recreational and co-curricular facilities of the schools should be increased
- Teachers' training should be arranged for the secondary schools of this upazilla.
- Ensuring adequate and enhanced ICT facilities at school
- Providing additional educational support based on students need
- Ensuring regular monitoring and mentoring services for teachers

Chapter 6

Conclusions, Policy Implications and Future Study

6.1 Conclusions

Along with Sustainable Development Goals (SDG), Bangladesh's "Vision-2041" perspective plan emphasizes students' completion rate, ensuring equity and quality, incorporating skills for jobs, and ensuring girls' education (e.g. preventing early marriage) in secondary education. To achieve these goals, secondary education must be ensured both in terms of completion and quality education for all. However, the present trend shows that a considerable number of students are discontinuing education and not achieving the basic competencies of secondary education. To trace the responsible factors, this study identified four major challenges: infrastructural facilities, the impact of classroom teaching-learning styles, the gap of teacher student ratio, and the lack of training were obstacles to achieving the expected outcome of secondary education.

6.2 Policy Implications

To keep pace with the modern world the secondary school students should be provided the knowledge of ICT. The ratio of teachers and students balanced in a way so that it can provide the optimum solution. Most of the secondary schools in village areas like Ranisankail upazilla face infrastructural problems. Although we have budget constraints, but the government should provide lab, library materials and ICT devices as much as possible to ensure qualitative education.

6.3 Future Study

There are different factors which are related to measure the performance of the students and the teachers as well. In this study only the academic issues have been considered. Hence a survey should be carried out on socio-cultural, economic and environmental issues which relates directly or indirectly on the performance of a student and a teacher as well. By measuring this factors a holistic view of can be made which will help to make policies to have qualitative education in the future.

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Appendix

Please put tick marks on the following questions according to your own view

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	2	3	4	5

Questions for the teachers

Q. no.	Statements	Marks				
1	There are ICT devices, Lab and Library materials enough in your school to make your teaching lessons interesting and enjoyable to the student.	1	2	3	4	5
2	You feel the necessity of training to adapt with new curriculum of NCTB.	1	2	3	4	5
3	You get proper time to complete the syllabus and make arrangement for exams.	1	2	3	4	5
4	You need to take extra classes due to shortage of teachers which hamper your course.	1	2	3	4	5
5	The students are attentive to their study	1	2	3	4	5
6	You get a sound environment to take your class	1	2	3	4	5
7	The students provide you the answers of the assignments and home tasks what you give to them	1	2	3	4	5

Questions for the students

Q. No	Statements	Marks				
		1	2	3	4	5
1	The school authority make arrangement of Quiz, Mid and Final exams timely and you get your exams result timely.	1	2	3	4	5
2	There is curricular and co-curricular activities arranged by your school.	1	2	3	4	5
3	The teachers are helpful and co-operative enough to make you understand the lessons they teach	1	2	3	4	5
4	. There are infrastructural shortage in your school as well as lacking of Sufficient Lab, library Materials which hampers your study.	1	2	3	4	5
5	The teachers deliver you prepared lecture in the classroom	1	2	3	4	5
6	The teachers follow and maintain the schedule of class properly	1	2	3	4	5
7	You get fair treatment from the teachers in the time of evaluation of your exams.	1	2	3	4	5