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FAILURES AND LOW STANDARD OF ACHIEVEMENT IN
THE SECONDARY SCHOOL CERTIFICATE EXAMINATION
IN EAST PAKISTAN (RAJSHAHI DIVISION)

BY

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SCHOOL FAILURES AND LOW STANDARD OF ACHIEVEMENT

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AMERICAN UNIVERSITY OF BEIRUT

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ABSTRACT

Every year nearly fifty percent of the students who appear in the Secondary School Certificate Examination in East Pakistan, fail to pass it and the majority of the successful students pass in the third division. This results not only in financial hardship on the parent but also in a national loss of time, energy and money. Efforts have been made in this study to analyse critically the existing teaching methods, the examination system, the curriculum and other related problems to find out the difficulties faced by the students in the S.S.C. level.

The study points out the following:

1. The prevailing teaching methods can be described as the mechanical communication of theoretical book learning to passive children. The conventional lecture or recitational methods fail to promote activity on the part of the students. They do not get training in initiative and independent thinking, and do not form good study habits.

2. The essay-type examination conducted by the Board and the schools has strong points as well as weak points. Bookish questions are generally set which require verbatim reproduction of the text. The S.S.C. examination is not supplemented by an assessment of school work by giving school work due credit in determining the final result. Likewise, no importance is given to periodical

examinations in schools. This system encourages the students to remain practically idle in the first part of the year. The students generally start their study of books just preceding the final or year-end examination, memorize a portion of the syllabus and depend heavily on expected questions.

3. The students coming from primary schools have a poor background in English and they cannot cope with the English syllabuses of the lower secondary stage.

4. A considerable part of the time is spent in teaching different languages in the lower secondary stage.

5. The students rely on key-notes of the textbooks and rarely read outside books.

6. Parents' care in the activities of their children is not satisfactory.

All these contribute to lowering the standard of educational achievement and to a large number of failures. Suggestions to minimize these factors and their resultant educational decay are offered in the curriculum, the system of examination, the methods of teaching, the qualification and status of teachers and some general measures designed to improve the type of secondary education. It is hoped that these suggestions will go a long way in improving the present state of affairs. Some of the suggestions, no doubt, involve substantial expenditure, but it is believed that these expenditures will ultimately yield dividends in the form of a more prosperous country.

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CHAPTER I

INTRODUCTION

A. The Problem and Its Importance

The first public examination in East Pakistan known as the Secondary School Certificate Examination is organized and controlled by the Intermediate and Secondary Education Boards. There are four of these regional boards in East Pakistan. The Rajshahi Intermediate and Secondary Education Board is one of them.

The secondary school is composed of five classes beginning with class VI and ending in class X. Those students who successfully complete ten years of study in the primary¹ and secondary schools are allowed to sit for the Secondary School Certificate Examination (S.S.C.).

The Secondary School Certificate is an important step in the students' careers. Those who pass the S.S.C. examination may be admitted in the first year class of a college (Higher secondary education) or a technical institute to study agriculture, the sciences, arts, languages, industrial arts, etc. Their achievement at this level determines to a great extent the direction of their future pursuits.

More than one hundred thousand students appear in the S.S.C. Examination each year under the four Boards of Intermediate and Secondary Education in East Pakistan. The percentage of passes from

¹Primary school is also composed of five classes (I-V).

1952 to 1964 ranges from forty-four to sixty-six.¹ The percentage of success in the S.S.C. Examination is generally calculated in proportion to the number of students entered by each school in the final examination, not on the number actually taught in class X. The Headmasters of the schools usually allow a limited number of students (those who are expected to pass) to sit for the final examination in order to maintain the minimum requirements of success which is a necessary condition for further recognition of the school by the Board. Consequently, the percentage of success if calculated on the basis of the actual number of students taught in class X is much lower. For example, the percentage of passes under the Rajshahi Board calculated on the basis of the total number of students taught in class X and private candidates (individual candidates not presented by the schools) ranges from thirty-four to forty-two from 1964-65 to 1966-67.²

Not only is there the problem of the high percentage of failures, but also the problem of the low standard of achievement in the examination. Among the successful candidates, the majority of the students pass in the third division, attaining 33% to 44% marks. This is considered below standard. The percentage of third division students among the successful candidates under the Rajshahi Board from 1964 to 1967 ranges from fifty-seven to sixty-one.³ In view of the high percentage of ^{the} third division in the S.S.C. Examination,

¹For details, see p. 41.

²For details, see p. 42.

³For details, see p. 43.

the Director of Public Instruction, East Pakistan in his circular Number 94/1010, dated 9/1/68, directed principals of colleges not to admit the students who pass in ^{the} third division.¹

Already, the government colleges and technical institutes have stopped the admission of these students who pass in ^{the} third division. Now, if these students are found unfit for college and technical education, they will be problems not only to the parents but also to the state. A rough picture of the gravity of the problem may be found if we consider the total number of failures and third division passes in the S.S.C. examination year by year who find little scope to qualify themselves for higher and technical education. The following data of the Rajshahi Board will provide such information.

TABLE 1

THE PERCENTAGE OF STUDENTS IN THE S.S.C. LEVEL WHO ARE SUPPOSED TO BE DEPRIVED FROM QUALIFYING THEMSELVES FOR HIGHER AND TECHNICAL EDUCATION*

Year of Exam	Total No. of Students Appeared Including Private Students	Total No. Passed in 1st and 2nd. Division	No. Passed in 3rd. Division	No. of Failures	No. of 3rd. Division and Unsuccessful Candidates	P.C. Who are Supposed to be Deprived of Qualifying Themselves from Higher Education
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1964-65	20,245	3,827	6,086	10,332	16,418	81.1%
1965-66	27,800	6,017	9,091	12,692	21,783	78.4%
1966-67	34,174	6,013	8,090	20,071	28,161	82.4%

*Data personally collected from the Rajshahi Board.

¹The circular ^{was} published in the Sunday Newspaper Purbadesh on 14/1/68.

Table 1 shows that about 80% of the students in S.S.C. level are expected to be deprived from entering higher or technical education. A certain portion of the students under column 6 of the table whose parents are poor are most likely to create a great problem.

B. Purpose of the Study

The main aim of this study is to make a critical analysis of the large number of failures and third division passes in the S.S.C. Examination in East Pakistan and the possible causes thereof. This is an attempt to make a contribution toward improving the standard of attainment and decreasing the number of failures, and to suggest practical modifications for the improvement in the S.S.C. level.

C. The Method of Study

The method of study consists of:

(i) Reviewing the literature pertinent to recent developments and trends in the fields of secondary school examination, teaching and curriculum in general.

(ii) Critical description of the East Pakistan examination system in the S.S.C. level and a critical analysis of its results.

(iii) Analysing the syllabus of secondary schools of East Pakistan and comparing with the G.C.E. in England (which has been the prototype of the Pakistan examination system).

(iv) Analysing the data and relevant rules and regulations, laid down by the Rajshahi Board and by the Deputy Director of Public Instruction, Rajshahi.

(v) Analysing the present methods of teaching in secondary schools of East Pakistan.

(vi) Analysing the data collected through questionnaires and personal interviews with education officers.

One hundred and six questionnaires¹ for secondary school teachers were sent to fifty-three different schools² selected from 581 schools affiliated with the Rajshahi Board for the S.S.C. examination in the year 1968. Two questionnaires were sent to each school. Seventy teachers from forty-six different schools returned the questionnaires.

The purpose of the questionnaires to teachers was to investigate the present methods of teaching, the amount of interest among the students, the difficulties faced by students, opinions about the textbooks, curriculum, types of examination, etc.

One hundred questionnaires³ were sent to students of ten schools⁴ who failed in the S.S.C. examination and rejoined class X. Ten questionnaires were sent to the students of each of these ten schools with the help of the headmasters of the respective schools. Fifty questionnaires from this group of students were returned.

One hundred questionnaires were also sent to students of the same ten schools who passed in the S.S.C. examination. Fifty-eight questionnaires from the successful candidates were returned.

The purpose of the questionnaires to students was to know their methods of study, personal difficulties faced during their stay

¹Questionnaire is given in Appendix A.

²The names of the schools are given in Appendix C. and D.

³The questionnaire is given in Appendix B.

⁴The names of the schools are given in Appendix D.

in the S.S.C. course, and other information related to the problem under consideration.

It may be pointed out here that sixty-six percent of the teachers, fifty-eight percent of the students who passed and fifty percent of the students who failed in the S.S.C. examination responded to the questionnaires.

D. Definition of Terms

1. Board is used for the "Intermediate and Secondary Education Board."

2. S.S.C. means Secondary School Certificate Examination - the first public examination conducted by the Boards.

E. Delimitation

While making a critical analysis of the large number of failures and third division passes, a general discussion about the present condition of teaching, curriculum and examination system of East Pakistan will be made.

Regarding the rules and regulations of the examination system, the study is limited to one out of the four boards, the Rajshahi Intermediate and Secondary Education Board. The reason of this limitation is partly due to the fact that all the Boards follow almost an identical curriculum and partly for the feasibility of personal contact with the authorities of the Board, the Office of the Deputy Director of Public Instruction, Rajshahi, and some of the Headmasters of the schools affiliated with the Board for collection of relevant data.

¹N.M. Downi and R.W. Heath, Basic Statistical Methods (New York: Harper and Row, and John Weatherhill, Inc., 1965), pp. 113-116 and pp. 132-138.

CHAPTER II

THE SECONDARY EDUCATION SYSTEM IN EAST PAKISTAN

A. Organization

In the national system of education in East Pakistan, there are three general stages of education - primary, secondary and higher. Primary schools are managed by government. But the secondary schools are largely managed by private or local bodies.

According to the system now in force in East Pakistan most children start their education at the age of five plus. The primary schooling usually covers classes I to V, or ages five plus to ten years.

Secondary education begins from class VI or age eleven and continues up to class X or age fifteen plus. There are middle schools in between primary and full-fledged high schools which normally cover classes VI to VIII or ages eleven to thirteen years. The middle schools are known as junior high schools which are gradually being absorbed by the high schools.¹

In general, there is no co-education in the secondary stage. Under permission from the education department, girl students are admitted in boys' high schools where there is no separate high school for girls.

Unlike primary schools, tuition fees are paid by the students in secondary schools. The academic year which begins from January

¹Donald N. Wilber, Pakistan (HRAF Press, New Haven, 1964), p. 176.

first coincides with the calendar year.

B. Administration

Education is a provincial responsibility in Pakistan. In East Pakistan, there is a Minister in charge of education. Under the Minister, there is the Department of Education headed by the Education Secretary to deal with administrative matters and the Directorate of Education to execute the general policy laid down.

The Directorate of Education is a body of specialists, who besides exercising control over the schools, also prepare in detail new schemes and plans for improvement in the field of education. These schemes and proposals are then sent to the Minister of Education for approval which are forwarded to the Department of Finance for the necessary sanction of the expenditure involved.

The Directorate of Education exercises direct control over the secondary education system through grant-in-aid and systematic supervision by a large panel of inspectors.¹ The Secondary Education Boards and the Textbook Board have also wide control over the secondary education of the province.

The chief administrator of secondary education is the Director of Public Instruction. There are four Deputy Directors of Public Instruction under him, each in a division. (The province is divided into four administrative divisions of which Rajshahi is one.)

¹UNESCO, World Survey of Education, Vol. III, 1961, p. 919.

The main function of the Deputy Director of Public Instruction of the division is to supervise the secondary schools with the help of the inspector of schools, assistant inspector of schools and the district education officers (district is the further administrative sub-division of the division.).

In East Pakistan, there are four Secondary Education Boards, on a divisional basis which are appointed by the Governor, and are not a part of the Education Directorate.¹ The Secondary Education Boards have wide powers in regulating secondary education. They grant affiliation to the secondary schools on the basis of inspection reports sent by the Deputy Director of Public Instruction of the division. The first public examination held after the tenth year of schooling in East Pakistan is the Secondary School Certificate Examination which is also organized and controlled by the Secondary Education Board.

There is one Textbook Board in the province, whose task is to solicit well-known scholars to write texts for primary and secondary education in accordance with the syllabuses set by the curriculum committee of 1960. Another function of the Textbook Board is to ensure that the textbooks are suitably distributed to the students.

The final unit in the administrative scale is the headmaster of the secondary school. He is responsible to the managing committee of the school (elected mainly from among the guardians of the students) and the Education Department for running his school from the teaching and administrative points of view.

¹Adam Curle, Planning for Education in Pakistan (Cambridge, Massachusetts, 1966), p. 84.

C. Enrolment

There has been a rapid expansion in the field of secondary education since independence in 1947. The secondary institutions rose from 3,481 in 1947-48 to 4,390 in 1966-67 in the province and 835 in 1964-65 to 1,105 in the Rajshahi Division. Consequently, the total enrolment in different classes at the secondary stage has increased greatly. The following tables will show the steady increase of enrolment in the secondary stage in East Pakistan and Rajshahi Division.

TABLE 2
THE
THE NO. OF STUDENTS IN/SECONDARY STAGE IN EAST PAKISTAN FROM 1947-48 TO 1966-67*

Year	Class VI	Class VII	Class VIII	Class IX	Class X	Total
1947-48	77,372	56,471	48,832	39,227	36,351	258,253
1948-49	71,456	72,585	58,099	48,095	40,594	290,829
1949-50	78,715	55,508	48,779	42,192	36,886	262,080
1950-51	73,068	53,952	46,365	40,613	54,227	268,225
1951-52	76,786	70,165	54,529	46,212	41,403	289,095
1952-53	80,131	73,941	61,519	49,296	41,204	306,091
1953-54	86,544	71,358	59,125	46,663	44,076	307,766
1954-55	94,140	73,454	64,919	51,726	48,650	332,889
1955-56	91,914	81,259	67,533	55,302	49,111	345,119
1956-57	96,315	81,345	72,983	59,983	52,275	362,115
1957-58	103,185	88,066	77,410	60,589	54,225	383,475
1958-59	114,165	93,074	77,864	62,491	53,763	401,357
1959-60	121,831	97,029	84,647	66,947	63,379	433,833
1960-61	125,680	102,301	88,341	70,651	50,801	437,774
1961-62	137,567	110,835	92,412	71,707	60,984	473,505
1962-63	166,787	133,267	109,852	93,809	66,884	570,599
1963-64	183,531	154,592	133,766	103,235	80,932	656,056
1964-65	201,157	163,512	149,619	117,990	99,087	731,365
1965-66	237,978	197,219	173,508	131,391	107,357	847,453
1966-67	252,231	209,346	181,010	150,679	124,018	917,284

*Data collected from the Report of The East Pakistan Education Week, 1968.

TABLE 3
THE
THE NO. OF STUDENTS IN/SECONDARY STAGE IN THE RAJSHAHI DIVISION FROM
1964-65 to 1966-67*

Year	Class VI	Class VII	Class VIII	Class IX	Class X	Total
1964-65	40,289	33,712	31,412	33,794	23,657	162,864
1965-66	42,276	39,651	38,190	36,135	29,930	186,182
1966-67	54,057	46,331	41,251	35,674	32,894	210,207

*Data collected from the Office of the Deputy Director of Public Instruction, Rajshahi.

Tables 2 and 3 show that the number of students is increasing from year to year. On the average, there are approximately two hundred students per school for East Pakistan and for the Rajshahi Division in the year 1966-67. To meet the increasing demand, one thousand fifty-four new government high schools will be established under the third five-year plan.¹ But this is not sufficient in view of the annual increase of students in the secondary stage.

D. Brief Description of the Curriculum, Methods of Teaching and Promotion

1. Curriculum

A uniform curriculum based on the report of the curriculum committee of 1960 for secondary education is followed in the secondary schools throughout Pakistan.

The curriculum and syllabuses for the middle stage (classes VI to VIII) are not directed toward any public examination at the

¹Government of Pakistan, The Third Five-Year Plan, 1965-1970.

end of class VIII. The compulsory subjects for this stage are Urdu or Bengali (mother tongue), English, general mathematics, social studies, general science, religious education and physical education. One or two elective subjects are also permitted which can be an additional language and subjects like drawing or music. Urdu is taught as an additional language for the Bengali speaking students. A student of this stage has to study eight to nine subjects a year.

The curriculum and syllabuses for classes IX and X constitute one whole, and are directed towards a public examination at the end of class X known as the S.S.C. Examination. In this stage, subjects have been grouped into humanities, science, commerce, industrial arts, home economics and agriculture. Each student is assigned to any one of the above groups according to the choice of the student.

Besides the subjects in the respective groups, each student must take five compulsory subjects which are (1) Bengali or Urdu (mother tongue), (2) English, (3) General Mathematics, (4) Social Studies, (5) General Science. The students in the Humanities group have to study eight subjects and other groups nine to ten subjects a year. A typical programme of subjects to be examined in the S.S.C. Examination is given below.

Compulsory subjects for all:

<u>Subjects</u>	<u>Marks</u>
(1) Mother tongue	200
(2) English	200
(3) Social Studies	100
(4) General Mathematics	100
(5) General Science	100

Besides compulsory subjects, the students shall be examined in the elective subjects of their respective groups.¹

Groups	<u>Marks</u>
(1) Humanities	
Three subjects	300
(2) Science	
Four subjects	400
(3) Commerce	
Four subjects	400
(4) Industrial Arts	
Five subjects	500
(5) Home Economics	
Five subjects	500
(6) Agriculture	
Five subjects	600

2. Existing Teaching Methods

The prevalent methods of teaching are traditional in nature. The teachers present the lesson in the classroom by recitation from the textbook adding explanatory notes. "Classes are almost exclusively in the form of lectures and there is little contact between teacher and student."² When the students speak it is to recite something to the teacher to verify that they have remembered a fact which the teacher had given them at some previous points in time. Too much stress is laid on memorization and far too little on initiative, independence of thought and self-reliance.

¹Details of subjects in each group have been given in Chapter IV.

²Wilber, op.cit., p. 186.

3. Promotion

Evaluation of the pupils' development is a necessary condition for promotion to the next higher classes. The present system of promotion to the next higher classes is based on the written examination conducted by the respective schools at the end of every year. There is a half-yearly examination. But this is not compulsory and no credit is given to the results of this examination. There is no attempt to base promotion on an objective and comprehensive assessment of the work done by the students throughout the year, but only on the achievement in the yearly examination. At the end of class X, there is the first public examination known as the S.S.C. Examination.

CHAPTER III

EXAMINATIONS AND THEIR EFFECTS

A. The Theory of Examination

Evaluation is an integral part of any human activity. Basically, it is the process of determining the worth of that activity. The purchaser examines the quality of goods, the employer judges the work of the employees, the parents check the physical and mental development of their children and the children also test the affection of their parents toward them. In this way, evaluation and examinations play an important part in human life.

In education also measurement plays a vital part. The school has been entrusted with a responsibility to bring desirable changes in the behavior of the learners. One of the most important aspects of teaching is the measurement and evaluation of the extent to which these desirable changes in pupils have been achieved. The organization of the intellectual life of the school should include, therefore, some machinery for ascertaining the progress made by pupils. Examinations are machineries or tools for measuring the pupils' achievement or performance.¹

B. Advantages of Examinations in Schools

1. Examinations help the teacher to assess the development of the individual learner. Having specified the things which need to be

¹Norman Morris, "An Historian's View of Examinations," Examinations and English Education, ed. Stephen Wiseman (Manchester: Manchester University Press, 1961), p. 1.

taught to the pupils, the teacher from time to time needs to check the progress of the pupils, so that gaps or lags can be taken care of. This probably is the most important single use of examinations in schools.¹

2. Examinations help in guiding the students in their studies. Every student in high school, for example, is faced with choices among courses or curricula. Tests measuring his achievements in certain courses, showing his success in some and his failure in others, will help in guiding him to choose those subjects in which he shows the greatest aptitude.² Examinations serve as predictors or ways to identify students for further education.³ They have a diagnostic and prognostic value. They not only give an indication of the present capacity of candidates, but also enable one to discover varieties of ability, aptitude, temperament; and thus they aid in guiding the pupils about their future courses of study or vocations.

3. Examinations provide an objective standard for comparing the merits of pupils and the proficiency of the institutions in which they study.

4. They aid in decisions on promotion and admission. "The higher a student climbs on the academic ladder, the more frequently his promotion from level to level will depend in part upon his performance

¹Henry Chauncey and John E. Dobbin, Testing: Its Place in Education Today (New York: Harper & Row Publishers, 1960), p. 66.

²B.C. Lucia, "Examinations and the Modern School," Examinations and English Education, ed. Stephen Wiseman (Manchester: Manchester University Press, 1961), p. 67.

³John L. Holland, "The Prediction of Academic and Non-Academic Accomplishments," Testing Problems in Perspective, ed. Julian C. Stanely (Princeton: Educational Testing Service, 1966), p. 45.

on a test or tests of achievement."¹

5. It has been said that examinations furnish the stimulus to pupils in their work. History supports the view that setting children in competition with one another has been a respectable way of inciting them to work enthusiastically.² No doubt the stimulus of an examination is inferior to the stimulus of interest in the work itself, yet human nature is often influenced by extrinsic incentives. Practically, every one is stimulated to greater effort by the expectation that the work done will be appraised from time to time and might lead to the enjoyment of certain privileges.

6. Examinations provide opportunities for relearning, reviewing and reorganizing the knowledge acquired, and for looking at the subject matter as a whole, thereby enabling the students to acquire logical thinking and have thorough grasp of the subject.³

C. Disadvantages of Examinations in School

1. It has been said that examinations have injurious effects on the physical and mental health of the children. They become ends in themselves. Pupils labour hard before the examinations. The result is that not only the pupils' health is likely to be impaired by the strain, but the process of learning becomes unpleasant. The students lose interest in their studies.

¹Chauncey, op.cit., p. 67.

²Morris, op.cit., p. 67.

³Sultan Mohiyddin, School Organization and Management (Lahore: West-Pak Publishing Co., Ltd., 1963), p. 236.

2. It has been said that when examinations become ends in themselves, the teacher is more interested in the present accomplishments of the pupils. He rarely puts sufficient emphasis on the prognostic value of the tests.

3. Examinations do not test the higher results of education. This is especially true in the essay-type examination. Being mainly concerned with the measurement of certain academic and intellectual achievements, the traditional examination fails to measure higher activity of thought, the qualities of perseverance, sympathy and cooperation, responsiveness to beauty, nobility and public spirit, etc. These are the qualities which a true scheme of education should evoke and foster. But the traditional examination fails to measure them. The objective tests are also not fully capable of measuring these higher traits if these are administered under conditions of strain or boredom.¹

4. Examinations do not and cannot test the whole subject, nor their full abilities.

5. Objectivity in the examinations is difficult to achieve not only in the essay-type examinations, but also in some of the objective types. The choice of best answer from a multiple choice question, for example, is a case in point. Even a true-false test may have test items which are too ambiguous to be measured objectively.²

¹Ibid., p. 229.

²Banesh Hoffmann, The Tyranny of Testing (New York: The Crowell Collier Press, 1962), p. 50.

6. It has been said that examinations sometimes fail to measure what they were designed to measure. No two authors or committees have yet come up with exactly the same list of outcomes to be tested, so that what is valid to one may not be valid to another.

D. Criteria of a Good Test

1. A good test measures what it is intended to measure (it is valid).¹ Tests are usually functional. If one wants to test the logical expression of thought, he should select a technique which fulfills that purpose. If he wants to test how much information the examinee possesses, he should select a different type of technique suitable for the purpose.

2. A good test yields a dependable score (it is reliable). A measurement of pupil performance, for instance, is reliable if the scoring procedure tends to place the student in the same position each time the performance is scored independently.

3. The examination programme must have some degree of simplicity. Ideally, it must be one which can be understood by the candidate and his teachers.

4. A good test should have objectivity. "Objectivity is used as meaning the extent to which component judges agree as to the grade that a particular performance merits. Component judges are defined as persons knowing the subject matter and knowing the rules for grading."²

¹Morris, op.cit., p. 39.

²Vernar Martin Sims, "The Objectivity, Reliability, and Validity of an Essay Examination Graded by Rating," Journal of Educational Research, XXIV (October, 1931), 216-223.

5. A good test must have usability. The test items should look valid to the person taking it. Outdated items should not be included in the test. "A test must be usable in terms of practical considerations as well as validity and reliability. Hence, selection must be determined in part by the extent to which it can be used without undue expenditure of time, effort and money."¹

6. A good test should have comprehensiveness. A test is a sample of behaviour, no matter what the form of testing procedure may be. The sample of behaviour must be representative of the total population of behaviours that is being tested.

E. Different Kinds of Examinations

Examinations have several forms, but they may be classified according to form as oral, practical and written. According to the method of administration, the examinations may be divided into two major groups: (a) internal and (b) external.

The oral examination is individual in character, and is sometimes more effective than the written examination in finding out ability. But this takes more time, is more difficult to appraise objectively and causes a greater amount of strain to the examinee than the written examination does.

The practical examination consists in the actual performance of a sample of work that the candidate has learned to do; for example, making a piece of furniture or performing a surgical operation.

¹Jane Warters, Techniques of Counseling (New York: McGraw-Hill Book Company, 1964), p. 73.

The written examination is of two types: (a) The conventional or essay-type examination, and (b) the objective examination.

In the traditional type of tests, long answers in the form of essays are required to be given to a few but broad questions. In an essay test, the examiner generally wants to obtain an idea, not only about how well the examinee knows his subject but also how well he can write, how well he organizes his ideas in writing and how well he uses his critical faculties.

The modern objective examination may be defined as the means of attempting to measure the quantitative aspects of human behaviour such as intelligence, achievements, interests and values with greater accuracy than can be done by the essay-type examination.

There are bitter controversies over the question of the relative efficiency of objective and essay-type examinations. The foremost objection against the essay-type examination concerns the poor reliability of evaluation. "The hope of ever finding a valid measure can be dismissed immediately for the simple reason that different examiners disagree about the criteria of excellence or merit to be adopted. In particular, there is an important cleavage among markers regarding the weight to be assigned to subject matter consideration and aesthetic consideration."¹ Occasionally the criterion adopted has been the average judgement of a team of markers. It could lead to a system of choosing a set of examiners who agree. In this way reliability of marking may be achieved at the cost of validity.²

¹C.C. Anderson, "The New Step Essay Test as a Measure of Composition Ability," Educational and Psychological Measurement, LXXIV (October, 1960), 96.

²Ibid., p. 96.

C.C. Anderson made an investigation on essay-type examinations. Two essays were administered on one testing occasion to fifty-five students in grade eight whose average I.Q. was close to 100. One form was given in the morning, one in the afternoon, and the same students wrote, at one week's interval, essays on the same two topics which were rated by three markers four times at an interval of four weeks. Of the total number of essays, 71 per cent showed composition fluctuation, while 29 percent showed no evidence of it. Similarly, 79 percent of the essays stimulated inter-marker variability while 21 percent did not. In both cases the differences were significant. This shows that not only is there variability of markings among the markers but there is also composition fluctuation among the examinees.¹

Stalnaker made a study in which 6834 answers of questions were examined by a group of examiners. The correlation between the grades given by the first and second reader was $+0.55$.²

Sims, in one of his studies, in which two essay examinations and an objective test were given to 80 students, found that the average correlation of scores between the essay examination and objective test over the same subject matter was $+0.70$.³

The essay type examination has also been attacked on the ground of its high cost and difficulty of administration, adequate sampling and scoring.

Finally, some critics claim that in the examination hall, where examinees are usually under nervous strain, they cannot produce

¹Ibid., pp. 98-100.

²Stalnaker, "The Essay Type of Examination," Educational Measurement, ed. E.F. Lindquist (Washington, D.C.: American Council of Education, 1951), p. 496.

³Sims, op.cit., pp. 216-223.

good pieces of prose which will reveal their personality in a limited time.

The critics of the essay-type examination, on the otherhand, favour the objective type of examinations for their low cost, ease of administration, scoring and their reliability.

But objective examinations have their shortcomings as well. "Usually they measure the student's memory, desperately stuffed at the last minute with miscellaneous facts and random associations, and his facility for intelligent or lucky guesses...They cannot measure his literacy in the subject."

Now the question arises: Are objective tests better than essay tests? This question has no single answer. "Whether one type of test is better than the other for a particular use depends upon several things: the kinds of ability or learning to be measured, the purpose of the measurement, how ^{are} the scores/to be used, who makes the test and who interprets the scores."² For many purposes, the written essay is to be preferred over objective tests, because precise measurement is not of the utmost importance and because the examiner is interested in the value of creative thinking. On the other hand, when the score of a student is likely to have some importance in his instruction or in making a decision about him - a carefully built objective test will measure his attainments far more extensively and

¹William Hauchett, "The Essay Examination," Journal of Higher Education, XXXV (January, 1964), 27.

²Chauncey, op.cit., p. 77.

accurately.¹

The written essay-type examinations have already demonstrated their effectiveness and usefulness in evaluating the higher mental process of reasoning.² Reliability is a mere interim measure. But if reliability is over emphasized, one runs the risk of overthrowing useful and valid tests.³

For all these reasons, the essay-type examination has not been discarded; instead investigators are trying to remedy or minimize some of its glaring defects in the belief that the essay is an indispensable measure of some quality which cannot be readily approximated by more objective tests.

Internal Vs. External Examinations

If an examination is set and conducted by teachers themselves, in order to appraise the progress and achievements of their pupils at different stages in their school course, it is called an internal, class or school examination. Internal examinations help the teacher to assess the ability of the learners, test how far learners have learned what they have been taught and take effective measures to remedy the defects if any.

When an outside authority, having no direct part in the teaching of the examinees, sets questions and evaluates the answers, the examination is called external or public.

External examinations have their own merits and demerits. While they cannot replace ^{the} evaluation of the teacher, who has observed

¹Ibid., p. 78.

²Warren G. Findley, "The Scope of Written Tests," Education, LXXI (October, 1960), 99.

³S. Wiseman, "The Use of Essays in Selection at 11+," British Journal of Educational Psychology, XXVI (November, 1956), 178.

the pupils' progress from day to day, the public examinations provide a common standard for comparing the merits of pupils and the proficiency of the schools where they study and attesting the satisfactory completion of a course of education at definite stages such as G.C.E. in England and S.S.C. in Pakistan. They are specially useful in a country where a large number of teachers are neither properly qualified nor trained.¹

External examinations have been bitterly criticized as they fail to provide a kind of education suited to the needs and interests of the pupils. The requirements of examinations being mostly confined to knowledge of facts, teachers adopt methods designed to cram their pupils' minds with facts they can easily disgorge at the examinations. Examinations become an end in themselves.

But not all these charges are valid. If due weight is given to the works done by the pupils in the schools at the time of final grading in the external examination, public examinations may become highly useful and effective.

F. Their Effects on the Curriculum

In a system of education that is dominated by internal examinations, the school work becomes predominant. The examinations help to find out the efficiency of the curriculum. The curriculum becomes flexible and modifiable according to changing needs of the time.

But in a system where education is dominated by external examinations, the whole of the school work is adapted to them; and

¹Government of Pakistan, Report of the Curriculum Committee for Secondary Schools, Part III (1960), p. 48.

as the examination machinery is slow to change, the curriculum tends to become fixed and stereotyped. "Examinations thus rule out modifications and flexibility in the curriculum required in response to changing social and economic needs, and to need for adjustment to individual aptitudes and local environments."¹ Many subjects or topics which were properly included in the curriculum in the past continue to have a place out of proportion to their present value. Those subjects which lend themselves to examinations are given over-importance while activities that are really necessary for the growth and development of the pupils are neglected. The value of a subject or a topic comes to be judged with reference to its possibilities in examinations and not to its intrinsic worth.

G. Their Effects on Teaching.

The good effects of well-conducted examinations upon the teacher are the following:

1. They induce him to master and treat his subject thoroughly.
2. "They make him arrange his lessons as to cover with intellectual thoroughness a prescribed course of study within appointed limits of time."²
3. They impel him to pay attention not only to his best pupils, but also to the backward pupils who are expected to sit for the examination.³

¹Mohiyuddin, op.cit., p. 227.

²Stephen Wiseman, "The Efficiency of Examinations," Examinations and English Education, ed. S. Wiseman (Manchester: Manchester University Press, 1961), p. 160.

³Chauncey, op.cit., p. 99.

4. They help the teacher to find out the defects of his methods and to adopt better methods of teaching.¹

5. The external examinations acquaint the teachers with the standard which other teachers and their pupils are able to reach in the same subject in other places of education.

On the other hand, the effects of examinations on the teacher may be bad:

1. "In so far as they constrain him to watch the examiner's foibles and to note his idiosyncrasies in order that he may arm his pupils with the kind of knowledge required for dealing successfully with the questions that will probably be put to them;"²

2. in so far as they curtail the freedom of the teacher in choosing the way in which he will treat the subject;

3. in so far as they encourage the teacher to excel in the purely examinable side of his professional work and divert his interest from those aspects of education which cannot be measured by the process of examination;

4. in so far as they encourage him to play an active part in the class. Teacher-centered education prevails. They cause him to impart information to the student in too digested a form or to select for them groups of facts or aspects of the subject which each pupil should be left to collect or digest for himself.

H. Concluding Remarks

To sum up, it can be said that examinations play an important part in the process of education. Good examinations are useful and

¹Ibid., p. 101.

²Wiseman, Examinations and English Education, opcit., p. 161.

desirable: Without them education would be poorer and less effective. Every type of examination has its own merits and demerits. No system is perfect. The merit of a system depends on the purpose for which it is used. What is required is a rapprochement between the different systems of examinations according to the time and situation.

CHAPTER IV

ANALYSIS OF THE EXAMINATION SYSTEM OF EAST PAKISTAN

A. The Existing Methods of Examination in the Schools of East Pakistan

There are two types of examinations in the secondary schools of East Pakistan: (1) Internal and (2) external or public. Internal or school examinations are held for classes VI to X. An external examination is held at the end of class X known as the Secondary School Certificate Examination.

The present system of examinations both internal and external is keyed to intellectual attainments and is based on a written essay-type examination conducted by the schools at the end of each year and by the Board at the end of class X. There are also half-yearly examinations in schools. But these are not compulsory like the year-end examinations. A student is promoted to the next higher class if he passes in the year-end examination irrespective of whether he appeared or not in the half-yearly examination. The subject teacher sets the question paper and reads the answer scripts. Generally, six to ten essay-type questions are set for a subject from which the students are to answer a required number of questions within a fixed time. The minimum marks required for a student to pass are thirty out of one hundred per subject. If a student fails in more than two subjects his case is generally not considered for promotion to the next higher class.

The Secondary School Certificate Examination is organized and administered by the Boards of Intermediate and Secondary Education. In this examination, a candidate must pass in all subjects in order to qualify for the Certificate. No account is taken of success during previous years - and thus everyone's attention is focused on the public examination and in the preceding weeks there is an orgy of cramming or, rather, of rote learning.¹

B. The Nature and Machinery of Examination as Conducted by the Intermediate and Secondary Education Board, Rajshahi.

The Intermediate and Secondary Education Board, Rajshahi, is an autonomous body consisting of ten to twelve members including the Chairman who is a full time officer. The members are appointed by the Governor of the province. The Chairman is responsible to the Governor and not to the Director of Public Instruction. There is the Controller of Examinations under the chairman of the Board who organizes and conducts the examinations. There are seventeen examination centres under the Rajshahi Board on a regional basis.² Each examination centre is headed by the local administrative head who is responsible for maintaining peace and order during the period of examination. A local education officer is appointed to act as the secretary who receives, distributes and returns the examination materials.³

¹Curle, op.cit., p. 63.

²As per information supplied by the Controller of Examinations, Rajshahi Board.

³Vide: Instruction for Guidance of Officer-in-Charge/Secretaries, Rajshahi Board, 1965.

1. Pre-Requisites for a Candidate in the S.S.C. Examination

Following are the pre-requisites for a candidate to appear at the S.S.C. examination:

(i) For regular candidates - completion of the S.S.C. course in some recognized high schools of the Board.¹

(ii) For private candidate:²

(a) The candidate must be above fourteen years of age.

(b) Any one who was not a student for one academic session prior to the year of examination is eligible to appear as a private candidate.

(c) Except for females, teachers and personnel of the Defence Services, all private candidates are required to pass a Test Examination in order to be eligible for the S.S.C. examination.

2. Qualification and Remuneration of the Sub-Examiners

Qualification: The teachers holding B.A., B.Sc., B. Com. or B.Ag. degrees preferably trained and experienced.

Remuneration to examiners (sub-examiners): 87 paises per script (100 Lebanese piastres = 160 Pakistani Paises).

3. Rules for Paper Setters and Head Examiners

There are four types of examiners:

- | | | |
|------------------------------|----|-----------------------------------|
| (a) Paper setter | ({ | They are selected from Professors |
| (b) Head Examiners | | |
| (c) Assistant Head Examiners | | |
| (d) Sub-Examiners. | | of colleges or universities. |

¹As per information supplied by the Controller of Examinations, Rajshahi Board.

²Vide: Rules for Private Candidates Seeking Admission into the S.S.C.E. - 1968 Under the Board of Intermediate and Secondary Education, Rajshahi.

A paper setter is an examiner who is appointed by the "committee for appointment of paper setters, head examiners, sub-examiners and centre secretaries." He is responsible for submitting, before a specified date the question paper in the subject for which he is a paper setter. A head examiner shall maintain the uniform standard of marking among the group of sub-examiners by issuing instructions and suggestions.¹

Rules for Paper Setters²

(a) "The examiner should set question papers within the syllabus prescribed keeping in mind the books, if any, recommended by the Board for study. "

"(b) "The questions set shall be such as the candidates can reasonably be expected to answer within the time allotted. Examiners should allow some choice of questions to candidates. The same question set in the previous year of examination should not be repeated."

(c) "Particular care should be taken to give clear instructions at the top of the question paper, so as to avoid any scope for ambiguity or confusion. "

(d) "Particular care should be taken so that the questions may not be answered by unintelligent memorizing."

Rules for the Head Examiner³

(a) "The Head Examiner shall issue detailed instructions to the examiners for assessing merit and allotting marks in the manner

¹All this information was furnished by the Controller of Examinations, Rajshahi Board.

²As per Instructions to the Paper-Setters, Rajshahi Board Dated 3.10.66.

³As per Instructions to the Head Examiners, Rajshahi Board Dated 3.4.65.

he thinks just."

(b)"The Head Examiner shall give general directions as to what should be included within the scope of each answer and the manner in which it should be dealt. "

(c) "The Head Examiner will kindly arrange to meet the examiners conveniently and examine a few answer scripts in their presence so as to ensure a uniform standard of marking the scripts. "

(d)"The Head Examiner shall re-examine 5% of the scripts provided that in exceptional cases, a Head Examiner may be allowed by the chairman to re-examine 20% of the scripts examined by any individual examiner. If on having re-examined 20% of the scripts, the Head Examiner is convinced that the proper standard has not been maintained, he shall submit a report to the chairman with his recommendations for re-examination of all such scripts and obtain necessary orders from the chairman."

(e)"He shall re-examine the scripts of candidates whose marks fall short of the pass marks by not more than 2% and increase such marks to the extent of 2% or reduce the original marks on the basis of merit of the answer scripts."

(f)"The Head Examiner shall insist on the sub-examiners concerned that they shall submit the examined scripts to him in suitable instalments, so that it may be possible for him to regulate the work of the re-examination and send the mark-sheets through the Controller of Examinations to the respective groups of tabulators accordingly."

(g)"Where there is an Assistant Head Examiner in any subject, half of 5% of the scripts examined by each examiner shall be examined by the Head Examiner and the other half by the Assistant Head Examiner.

The Head Examiner will also examine 10% of the scripts examined by the Assistant Head Examiner. "

4. How the Answer Scripts Are Examined

As soon as the examination of a particular subject is over, the secretary of the centre conducting the examination sends all the answer books to the controller of examinations. The controller of examinations distributes these answer books among the sub-examiners allotting approximately four hundred to each, subject to the approval of the head examiner. The sub-examiners do not know the names of the candidates or their schools. The subject examiner is required to send within a week a trial batch of fifty to sixty scripts and the mark sheets thereof to the head examiner concerned. If the head examiner does not approve of the sub-examiner's standard of marking, he returns the answer books immediately to the sub-examiner with necessary instructions in the light of which the sub-examiner evaluates the remaining answer books. The head examiner is supposed to re-examine at least five percent of these answer-books in order to see that the sub-examiner has evaluated according to his instructions. In case he feels that the sub-examiner is too strict or too lenient in his marking, he may return all the answer-books for revision with detailed instructions.

5. Instructions for Examiners¹

(a) "The examiners must maintain strict secrecy in all matters connected with the examination of the scripts and follow most punctiliously the directions and instructions issued to them by the head examiner and the controller of examinations. "

¹As per General Instructions to the Examiners, Rajshahi Board Dated 6.4.66.

(b) "In case of any discrepancy in any matter it should at once be brought to the notice of the controller of examinations and the head examiner of the subject, if any, so that difficulties be duly solved."

(c) "Marks properly entered in the mark-sheets should be returned under insured sealed covers."

(d) "The entry of the marks must be distinct and legible."

(e) "In assessing the answers the examiner should attach due importance to the merit of each answer."

(f) "The minimum pass mark in individual subjects is 33%. Marginal cases of failure should be specially considered by the examiner."

(g) "Since the examiners belong to the noble profession of teaching, the Board feels confident that each candidate will receive the most judicious attention from the examiners and that the work of correcting the answer scripts will be performed by every examiner as a sacred duty, regardless of any remuneration."

6. What Are the Good Points of the Present System?

Much criticism of the essay-type public examination has been made by students, teachers and educationists both within and without the country. In spite of repeated attacks and criticisms, the essay-type examination still enjoys a prominent position, even in the American system of education.¹

The essay-type examination provides the pupil with an opportunity to apply his higher-order mental abilities. He applies

¹Donald L. Grant and Nathan Caplan, "Studies in the Reliabilities of the Short Essay Examination," Journal of Educational Research, 51 (October, 1957), 109-115.

his powers of originality, organization, reasoning, clear thinking and clear expression; all of which are important outcomes.

The essay-type examination is a kind of projective technique which places the examinee in a problematic situation where he tries to project his total personality as modified by his education. Stalnaker says that the examinee brings his personality into play and uses his experience and sense of values to some extent in the essay type of examination.¹ It is therefore a kind of free response to a stimulus situation which reflects indirectly the functioning of ones mental capacities and thus helps to measure the change brought by instruction and education.

It has been argued that the essay test encourages better study habits than objective tests do and it is easier to construct and administer.

Whenever the answer involves a large amount of writing, cheating on the part of the students is minimized. On the otherhand, if the answer consists of checkmarks or simple words, students find it easier to communicate the correct answer to others, even under strict supervision.

The Pakistan commission on National Education considers public examinations "essential for testing overall grasp of the subject calling for a high degree of mental effort. They are a yardstick for comparing the merits of pupils from different schools, and foster

¹J.M. Stalnaker, "The Essay-Type of Examination," Educational Measurement, ed. E.F. Lindquist, (Washington D.C., 1951), p. 496.

a competitive spirit among the examinees and between their schools. They provide an arena for specifically gifted persons from a wide area to show their mettle, and their abolition would end the spur of competition between schools and between their pupils."¹

The public essay-type examinations are particularly useful for a country where the qualification and training of teachers differ widely from school to school and where a large number of teachers are neither properly qualified nor trained.

Standards and bases of assessment are found to vary from school to school when there are internal examinations, and in 'branding their own herring' not only personal equation but also arbitrariness and nepotism are likely to play a part. But in an external examination, this sort of defects is less likely to occur.²

An ex-pupil as a candidate for employment or even as a citizen requires a credential of appointment that would be recognized by all. The public examination provides this credential of attainment which is recognized by all.

7. What Are the Weak Points of the Present System?

The main criticism of the essay examination is that the reliability of marking is poor. About five decades ago, Daniel Starch reported that when copies of an answer-paper in geometry were valued independently by 114 experienced teachers of mathematics, two gave marks over 90 out of 100, eighteen gave between 80 and 90, seventy-four gave between 60 and 80 and twenty gave marks between 28 and 59.³

¹Government of Pakistan, Report of the Commission on National Education, 1959, p. 125.

²Mohiyuddin, op.cit., p. 247.

³Daniel Starch, Educational Psychology, (New York: The Macmillan Company, 1920), p. 434.

. In East Pakistan, it has not been studied how reliable are the essay-type examinations. A comparison of the results between the S.S.C. and the Higher Certificate (after 12th year of instruction) of the same students has been made in Table 8/ (p. 45). This shows that more or less there is a consistency of divisions between the S.S.C. and H.S.C.

Another objection is that evaluation of the essay-type public examination is costly and time consuming.

It has been claimed that the essay-type examination reveals the personality of the examinees. As the examinee usually answers a few of the questions set in an essay examination about which he knows the best, it becomes difficult to sample the questions which best represent the personality of the examinees. Moreover, in the examination hall, where examinees are usually under nervous strain, they cannot produce good pieces of prose which will reveal their personalities fully in a limited time.

The evaluation and promotion of the students in the schools of East Pakistan are not based on a comprehensive assessment of the work done by the students throughout the year but on the achievement in the year-end examinations. For this reason, the students do not study in the early part of the year. They labour hard just before the annual examination in memorizing the answers of some possible questions.

Likewise, in the Secondary School Certificate Examination (External and Essay-type), no account is taken of success during the previous years. "This completely destroys any incentive to study until 'E-day' looms near, for it is too distant a goal to encourage

sustained effort over a long period."¹

Moreover, in the S.S.C. examination of East Pakistan, it has been the convention not to include questions set in the previous year of examination. So, the students skip over the question of the previous year and prepare the most expected questions and this is the reason that students depend heavily on guess work and guess paper. There are publishers who claim that their 'guess paper' contains one hundred percent guarantee for success in the examination. Both the teachers and the students concentrate their energies not so much upon genuine study as upon the questions likely to be set in the examination. In other words, teaching is subordinate to examination, and not examination to teaching.

The bad habits produced in this way become so strong among the students that they never care to study the whole course. The distribution of weight in different parts of a subject and the minimum passing marks (30 out of 100) also encourage the weaker students to skip over the difficult portions of the subject. For example, in general mathematics for the S.S.C. examination, 50 marks are assigned to arithmetic, 25 to geometry and 25 to algebra. The students can pass in the subject completely neglecting algebra and geometry.

Apart from that, cramming habits are encouraged when students find much room for choice in the question paper. For example, the candidates were asked to write a paragraph on one out of eight topics in the question no. 1 in the English First paper under ^{the} Rajshahi Board

¹Government of Pakistan, Report of the Commission on National Education, 1959, p. 123.

in 1967.

Thus the present state of affairs develops the bad habits of preparing only a portion of the course, depending on guess papers, giving importance to cramwork, to reproducing what can be learnt from cheap 'Bazar notes' and help books, etc. The net results of all these are that the student faces his examination under conditions of severe physical fatigue and nervous tension that greatly reduce his efficiency. His preparation has given him neither the time nor the incentive for **digestion and** assimilation of knowledge which ultimately results in poor attainments and numerous failures in the examination.¹ When the majority of the students do not find/^{the}expected questions in the examination in any year, they say that the examination is hard. These examinations meet with bitter resentment. "Student strikes, riots, and complaints to Ministers and other dignitaries have occurred with unhappy regularity during the last few years."² The whole effect is to undermine school discipline and to arrest the development of character.

C. Results of the Examination and Their Analysis

The following data will show the percentage of success in the S.S.C. examination in different years in East Pakistan.

¹Wilber, op.cit., p. 185.

²Curle, op.cit., p. 62.

TABLE 4

PERCENTAGE OF SUCCESS IN THE S.S.C. EXAMINATION IN DIFFERENT YEARS IN EAST PAKISTAN

Year (1)	No. of Candidates Appeared (2)	No. of Students Passed (3)	Percentage Passed (4)
1952	27,235	13,818	50.7
1953	34,004	16,666	48.9
1954	32,040	14,851	46.4
1955	34,619	15,154	43.8
1956	36,777	18,199	49.5
1957	48,451	22,354	46.1
1958	39,981	18,726	46.8
1959	39,523	20,146	51.0
1960	42,399	25,139	59.3
1961	55,252	32,304	58.5
1962	93,201	46,846	50.3
1963	109,041	57,264	52.5
1964	66,030	43,461	65.8

*Central Bureau of Education, Ministry of Education, Pakistan, "Matriculation Examination Results 1952-1964," Educational Statistics Bulletin, Series 1/66.

Table 4 shows that the percentage of success ranges from forty-three to sixty-five with an average of 52.4 over the 13 years. Roughly half the students do not pass. The unusual increase in the number of candidates in 1962 and 1963 might be due to the last chances offered to the candidates to appear at the examination in the old syllabus. So, it is assumed that the schools presented almost all students taught in class X in the examination. It is also likely that the number of private candidates was high in these years. It may be noted that these data are based on the number of candidates actually appearing in the final examination not on the number actually taught in class X. The head masters usually allow a limited number of students (those who are expected to pass) to sit for the final S.S.C. examination in order to maintain at least minimum requirements of success which is

a necessary condition for further recognition of the school by the Board. The abrupt fall in the number of students in the year 1964 in column 2 of Table 4 indicates the possibility that there was more screening of students in the test examination in the schools before the S.S.C. examination for which the percentage of success increased.

So far the data on the actual number of students who appeared in the final examination have been considered in the above table. An unsatisfactory picture will be found if data on the basis of the actual number taught in class X are considered. The following table of the Rajshahi Intermediate and Secondary Education Board (one of the four Boards of East Pakistan) will show the truth of the statement.

TABLE 5

THE PERCENTAGE OF PASSES ON THE BASIS OF ACTUAL NO. TAUGHT IN CLASS X UNDER THE RAJSHAHI BOARD *

Year	Total No. of Students in Class X	No. of Private Students Appeared**	Total No. Appeared in the S.S.C. Final Exam	Total No. Passed	P.C. of Passes Vide Column No. 4	P.C. of Passes When Total No. of Students in Class X & Private Students in Column 3 are Considered	Total No. of Students Expelled From the Exam Hall for Adopting Unfair Means
(1)	(2)	(3)	(4)	(5)	(6)	(9)	(8)
1964-65	23,657	5,143	20,245	9,913	49.4%	34.4%	198
1965-66	29,930	5,870	27,800	15,108	54.3%	42.2%	305
1966-67	32,894	8,618	34,174	14,103	41.3%	34.0%	394

*Data personally collected from the Rajshahi Board and the Office of the Deputy Director of Public Instruction, Rajshahi.

**Private students are mainly those students who failed in the S.S.C. Examination in previous years.

Table 5 shows that approximately two-thirds of the students fail in the S.S.C. examination. This table also shows that nearly one percent of the students are expelled from the examination hall for adopting unfair means in the examination.

Not only is there the problem of high percentage of failures, but also the problem of low standard of achievement in the examination. Table 6 shows the percentage of passes in the third division.

TABLE 6

THE PERCENTAGE OF PASSES IN THE THIRD DIVISION IN THE S.S.C. EXAM.
UNDER RAJSHAHI INTERMEDIATE AND SECONDARY EDUCATION BOARD*

Year of Exam.	Total No. Passed in 1st. Div. Carrying 60% Marks or Above	Total No. Passed in 2nd. Div. Carrying 45% to Below 60% Marks	Total No. Passed in 3rd. Div. Carrying 33% to Below 45% Marks	Total No. Passed	P.C. of Passes in the 3rd. Division
(1)	(2)	(3)	(4)	(5)	(6)
1964-65	380	3,447	6,086	9,913	61.4%
1965-66	510	5,507	9,091	15,108	60.2%
1966-67	587	5,426	8,090	14,103	57.4%

*Data collected from the Rajshahi Intermediate and Secondary Education Board.

The percentage of students in the S.S.C. level who are supposed to be deprived from qualifying themselves for higher and technical education has been shown in Table 1.

The percentage of retardation as a result of the existing examination system, teaching methods, curriculum and other reasons like financial, social, etc. in secondary stage is also high. Table 7

the
shows the percentage of retardation in/secondary stage.

TABLE 7
THE
THE PERCENTAGE OF RETARDATION IN/SECONDARY STAGE IN
EAST PAKISTAN*

The Year in Which Students Were in Class VI	Total No. of Students in Class VI	The Year of Class X	Total No. in Class X	P.C. of Class X to Class VI	The Year of S.S.C. Exam.	Total No. Passed In the S.S.C.	Total No. Retarded During 5 Years of Schoo- ling	P.C. of Retar- dation
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1953-54	86,544	1957-58	54,225	62.4	1959	20,146	66,398	76.7
1954-55	94,140	1958-59	53,763	57.1	1960	25,139	69,001	73.3
1955-56	91,914	1959-60	63,379	68.9	1961	32,304	59,610	64.9
1956-57	96,315	1960-61	50,801	52.7	1962	46,846	49,469	51.3
1957-58	103,185	1961-62	60,984	59.1	1963	57,264	45,921	44.5
1958-59	114,165	1962-63	66,884	58.6	194	43,461	70,704	61.9

*The East Pakistan Education Week, 1968, Ferdous Khan, Chairman, Executive Committee, (Dacca: Powell Printing Press, 1968), pp. 9-11.

In East Pakistan, the extent to which the essay-type examination is reliable needs a thorough investigation. A comparison has been made between the ranks or divisions of the same students in the S.S.C. and the Humanities group of the Higher Certificate Examination (Public Examination after 12th year of instruction) in the following table.

TABLE 8

THE STATISTICS OF THE DIVISIONS OF THE STUDENTS SECURED IN THE S.S.C. AND H.S.C. (HUMANITIES GROUP) IN 1966 UNDER RAJSHAHI BOARD*

Division in S.S.C.	No. of Students Who had Division under Column No. 1	Division Secured in the H.S.S. Examination, 1966		
		First Division	Second Division	Third Division
(1)	(2)	(3)	(4)	(5)
First Division	20	15	5	-
Second Division	604	2	490	112
Third Division	2,610	-	33	2,577

*Data collected from the Rajshahi Board.

Table 8 shows that no students holding first division in the S.S.C. examination passed the H.S.C. in the third division and no third division S.S.C. passed the H.S.C. examination in the first division. The fluctuation of division is likely to be in the border line of the divisions. Twenty-five percent of the students holding first division in the S.S.C. secured second division in the H.S.C. Only 18.5 percent of the students who had second division in the S.S.C. secured third division in the H.S.C. and 1.3 percent of the students who had third division in the S.S.C. secured second division.

D. Concluding Remarks

In this chapter, we considered that the essay-type examination in the schools and the S.S.C. final are prevalent in East Pakistan. The objective examination is little used, if at all. Both systems have weak as well as strong points. One system cannot completely replace the other. The essay-type measures the organization of thinking,

while the other emphasizes recall and tries to measure clinical, educational and diagnostic aspects of human behaviour.

On the whole, so far as the regulations of the Rajshahi Board are concerned, except rule (b) for the paper setter, the present examination system of the Board seems to be fairly satisfactory. Although rules and regulations of the Board appear to be fairly sound, the extent to which these regulations are observed in practice is a problem to be investigated. How far the head examiner checks the answer-books examined by the sub-examiner is not known. It seems as though the paper setters intentionally or unintentionally, do not want to go against the expectations of the students. Questions are mostly 'bookish' as well as 'important' or 'expected'. Studying for only a short time before the examination, cramming only a small portion of the syllabus, and depending too much on 'expected' questions are habits which have become fixed among the students. Most of the teachers also aim to have the maximum number of their students get through, which reflects on their work. So, the teachers also encourage memorization of a few expected questions as it is difficult to have the students memorize the entire syllabus.

We have seen that cramming works develop as the students are not kept busy throughout the year. In the public examination, no account is taken into consideration of the success in the previous years.

The introduction of the objective type of examination is difficult from the view point of administration and qualification and

training of teachers in East Pakistan. The maintenance of discipline in an overcrowded examination hall when there is objective type of questions becomes extremely difficult.

In an underdeveloped country like Pakistan, where the teachers are not sufficiently trained and where public opinion attaches great importance to certificates issued by education authorities, conducting the essay type examination in schools and public examination needs to be retained. "No clear case has yet been made out, however, for abandoning the usual type of examination."¹ In a highly developed country like England, the attempt of the educational reformers seems to be mainly directed to taking measures for minimising the undesirable aspects of the external examination system, not abolishing it.² The real problem for educational reformers is therefore how to reduce to a minimum the harmful and cramming influences of examinations without losing the advantage they offer.

¹Mohiyudding, op.cit., p. 250.

²Abdul Hakim, Better Schools, (East Pakistan Government Press, 1958), p. 76.

CHAPTER V

THE CURRICULUM AND THE EXAMINATION

A. Introduction

The curriculum has always played an important role in shaping the education of man. It decides the ways and means for attaining educational objectives and aims. "According to its Latin origin, a curriculum is a 'runway', a course which one runs to reach a goal as in a 'race'".¹

The independence of Pakistan, the outcome of a long struggle against the British rulers in India, had a philosophy behind it.² Eversince independence, the people of Pakistan have been trying to reflect their ideologies in the educational system. In 1960, the curriculum committee was appointed in the light of the recommendations of the Education Commission's Report of 1959. The syllabuses prepared by the Curriculum Committee for Primary and Secondary schools are now followed throughout Pakistan.

The Curriculum Committee of 1960 has done a tremendous job. It has formulated the objectives, constructed detailed syllabuses and provided guidelines for the teachers. But merely stating the objectives and providing guidelines for the teachers are not enough. The success

¹Brubacher, op.cit., p. 237.

²Fazhur Rahaman, New Education in the Making in Pakistan (London: Cassel and Co., Ltd., 1953), p. 28.

of the Curriculum depends on how far it represents the needs of the learners, the society and how well it is applied.

Attempts have been made in this chapter to analyse critically the syllabuses especially of the secondary stage, in order to find out how suited they are to the needs of (1) the learners and of (2) the society. In addition, a comparison has been made with the syllabuses of the General Certificate of Education Examination in England.

B. A Brief Discussion of the Curriculum for the Upper Classes of Primary Schools (from Classes III to V)

The curriculum for the lower secondary stage is closely linked with the curriculum for the upper primary stage. So, to understand the curriculum of the secondary stage, it is necessary to discuss the curriculum of the primary stage.

There are seven compulsory subjects in this stage which are: the mother tongue, elementary mathematics, general science, social studies, physical education, religious education and practical arts. Besides these, English is taught as an optional language.¹

Formerly, primary education was regarded as a preparatory stage for secondary education. The Curriculum Committee of 1960 developed the curriculum for primary schools as a self-contained stage of education and not merely as a preparation for secondary education. It covers five classes, I to V, and constitutes a terminal stage, for a large percentage of children. When the undesirability of introducing at this stage a foreign language which the vast majority of children in the villages would never need to use, and for which few rural schools

¹Government of Pakistan, Curriculum for Primary Schools in Pakistan with Detailed Syllabuses (1960), pp.2-3.

had the necessary staff, was realized in 1960, English was made optional.¹ It may be noted that there is no external examination except a talent scheme scholarship examination for the gifted children. English as a subject for examination is not included in this scholarship examination as a result of which English as a subject of study is neglected. But the standard of English as a subject of study for classes VI to X has been the same as before 1960. There is a widely voiced complaint among the secondary school teachers that the students coming from primary schools are not fit for the English course of class VI for their weak foundation in English. The students become lost when they are confronted with more difficult courses in English in higher classes of the secondary stage. Finding no other alternatives, the students memorized the answers of some possible questions from some helpbooks of English without understanding. As a result, a large number of students fail in English in the S.S.C. examination. The following table shows the truth of the statement.

TABLE 9

THE NUMBER OF STUDENTS IN THE HUMANITIES GROUP WHO FAILED IN DIFFERENT COMPULSORY SUBJECTS IN THE S.S.C. EXAMINATION IN THE YEAR 1967 UNDER THE RAJSHAHI BOARD*

Name of Subjects (1)	Total No. of Failures (2)	English (3)	Bengali (4)	Mathematics (5)	General Science (6)	Social Studies (7)
No. of Students	20,071	9,606	2,723	6,043	5,146	3,132

*Data collected from the Rajshahi Board.

The above table shows that nearly one half of the failures were in English.

¹Ibid., p. 16.

C. The Curriculum for Secondary Education

In the first three years of secondary education (from classes VI to VIII), the compulsory subjects are (1) Bengali (mother tongue of East Pakistan), (2) Urdu, (3) Arabic and religious education (for Muslim students), (4) English, (5) Mathematics, (6) Social Studies, (7) General Science, (8) Art and crafts, and (g) Physical education. The Curriculum Committee says, "Urdu which is not compulsory in some parts of the country, will become compulsory."¹ Arabic is the religious language of the Muslims. Since Pakistan is an Islamic State, the Muslim students must learn Arabic. English is still used as the official language. Consequently, the students of the early stage have to learn three to four languages. It is difficult for a student with an age of eleven or twelve years to learn three to four languages at the same time.

For the first time in the history of education in Pakistan, the Curriculum Committee of 1960 proposed diversified courses in the last two years (classes IX and X) of the secondary stage. The courses of study have been divided into six groups: (1) Humanities, (2) Science, (3) Commerce, (4) Industrial Arts, (5) Home Economics, and (6) Agriculture. There are five compulsory subjects for all groups which are English, Bengali or Urdu, General Science, Social Studies and Mathematics. Each student has to take these compulsory subjects along with his group subjects.

¹Government of Pakistan, Report of the Curriculum Committee for Secondary Education, Part II (1960, p. 18.

The list of elective subjects in each group is as follows:

1. Humanities group. (Any three subjects to be taken)

(a) Mathematics, (b) History, (c) Geography, (d) Islamic studies, (e) Art, (f) Geometrical and technical drawing, (g) Any one of the following languages : (i) Greek, (ii) Latin, (iii) Arabic, (iv) Sankskrit, (v) Persian (vi) Hebrew, (vii) Any other language.

2. Science group. (Four to be taken)

(a) Mathematics, (b) Physics, (c) Chemistry, (d) Any one of the following: (i) Biology, (ii) Physiology, (iii) Geometrical and technical drawing, (iv) Geography.

3. Commerce group. (All)

(a) Business Methods and Correspondence, (b) Commercial Geography (in place of this subject, the student may take any subject from any group), (c) Arithmetic and Bookkeeping.

4. Industrial Arts group.(Five)

(a) Mathematics, (b) Physics, (c) Chemistry, (d) Any two of the following: (i) Metal work, (ii) Woodwork, (iii) Applied Electricity, (iv) Leather work, (v) Weaving, (vi) Building construction, (vii) Tailoring.

5. Home Economics group.(All)

(a) Chemistry, physics and biology, (b) Food and nutrition, (c) Clothing and textile, (d) Family living, (e) Home management.

6. Agriculture group. (All)

(a) Physics, (b) Chemistry, (c) General Agriculture including soil science, (d) Elementary Botany and Zoology, (e)

Mathematics.¹

Though diversified courses have been provided in this stage, very few schools can offer diversified courses for lack of funds. The following table shows how many schools under the Rajshahi Board offered diversified courses in the year 1966.

TABLE 10

NUMBER OF SCHOOLS OFFERING DIFFERENT COURSES IN RAJSHAH I DIVISION*

Different Courses Offered	No. of Schools
Humanities Group	470
Humanities and Science Group	104
Humanities, Science and Commerce Group	4
Humanities, Science, Commerce, Agriculture and Industrial Arts Group	2
Humanities, Science and Home Economics Group	1
Total	581

*Data collected from the Office of the Deputy Director of Public Instruction, Rajshahi.

Table 10 shows that the students have limited opportunity to select courses according to their needs and interests as few schools can offer courses in more than one or two groups for financial reasons.

It has been said by the Curriculum Committee that the curriculum content should be expanded with the expansion of knowledge,

¹Government of Pakistan, Report of the Curriculum Committee for Secondary Education, Part III (1960), pp. 60-65.

though expansion does not mean that equal emphasis should be given to all aspects of a particular subject. The Curriculum Committee included in the Syllabuses of some subjects all possible topics with equal emphasis. There is a wide-spread complaint among the teachers that the syllabuses of the social studies, history, economics, etc., are too heavy and overcrowded. The syllabuses of the history of Pakistan for class IX and class X includes the period from the stone age culture to the present time. The entire course on history has been divided into forty-five broad topics which have again been divided into so many sub-topics. Likewise, ^{the} social studies for class IX and X which is treated as one course includes history, geography, civics and economics. In the history portion, broad topics like the Renaissance, the French Revolution and eleven other broad topics have been included. In the geography portion, details of physical geography, economic geography of the world and Pakistan have been included. In the civics and economics portion of the social studies, every conceivable item has been included. For this reason the social studies course has become too heavy for the students and the teacher cannot complete the course in two years' time.

D. Comparison of the Syllabuses of the Secondary School Certificate Examination (S.S.C.) of Pakistan with the Syllabuses of the General Certificate of Education Examination (G.C.E.) of the University of London

The Secondary School Certificate Examination held in Pakistan can be compared with the G.C.E. Examination of the University of London as ^{the} Pakistani S.S.C. Examination has been, to some extent, patterned after the G.C.E. Examination.

1. Subjects

The number of subjects to be taken in the G.C.E. is not limited.

"A General Certificate in fact can be awarded to a candidate who has passed in only a single subject."¹ But usually the candidate should have five or six passes including the English language, one other language besides English and either mathematics or an applied science to become eligible for higher education.²

But in the S.S.C. of Pakistan, a pass certificate is awarded when a candidate passes in eight subjects at a time in ^{the} Humanities group and nine or ten subjects in the other groups.

2. Amount of Content

It is not possible to compare here all the subjects of the G.C.E. with the S.S.C. in Pakistan. To have a rough idea, a comparison is made of only two subjects, namely, History and Economics of the two systems.

The History syllabus of the G.C.E. in ordinary level covers English history from 871 A.D. to 1763 A.D. and European history from 1517-1763.³ But the History syllabus in Pakistan covers a period of Indo-Pak sub-continent from the stone age to date, with forty-five broad topics and many sub-topics.

¹Circular on the General Certificate of Education by Miss C. Cameron, Assistant Representative II, British Council, Lebanon, September, 1967.

²The British Council and the Association of Commonwealth Universities, Higher Education in the U.K. (London: Green, 1966), p. 39.

³University of London, Regulation and Syllabuses for the G.C.E. (1966), p. 66.

Another comparison between the syllabuses of Economics of the two systems is made below which will also show that the amount of contents of the S.S.C. examination is more or less overcrowded than the G.C.E. in London.

<u>G.C.E. Economics (Ordinary Level)¹</u>	<u>S.S.C. Economics in Pakistan²</u>
1. Description of the main features of the present day economic structure of U.K. or the country of the candidate.	1. Definition of Economics.
2. Population, geographical and occupational distribution, etc. of U.K. or the country of the candidate.	2. Stages of economic life: hunting, fishing, modern industrial development, etc.
3. The location of some major industries, the division of labour, imports and exports.	3. Our economy: how it works, importance of production; agents of production, etc.
4. Production of the market in relation to demand and supply.	4. Characteristics of rich and poor countries with examples.
5. Large and small farms, Private and public enterprise.	5. Economic terms: wants, goods, utility, value, budget, etc.
6. Different forms of money, Bank, stock exchange.	6. Law of economics: Laws of demand and supply, utility, etc.
7. Taxes: the main object of public expenditure.	7. Natural resources, regional survey of the natural resources; water and power: irrigation and power projects in East and West Pakistan, etc.

¹Ibid., p. 37.

²Government of Pakistan, Report of the Curriculum Committee for Secondary Education, Part III (1960), p. 167.

8. Agriculture in Pakistan:
Main features, chief crops, need and measure for increasing the yield of crops, use of fertilizers, improved seed, etc.
9. Industry: Industries of Pakistan, factory, etc.
10. Trade, domestic and foreign trade, export and import, etc.
11. Transport.
12. Money: Banks and their functions, etc.
13. Functions of government: main sources of income and expenditure with special reference to Pakistan.

From the comparison of economics course, it appears that the economics of the G.C.E. is more general and theoretical in nature while the economics course of Pakistan is rather practical in nature. There is a good reason to believe that further comparison would reveal the overcrowdedness of the Curriculum of Secondary Schools of Pakistan. This tendency to overcrowd the curriculum is not only true in Pakistan but also for other countries. W.D. Wall, et al., made an international study on the cause of failure in schools under the sponsorship of UNESCO in the year 1962. They said, "the majority of the countries reporting on the causes of failure in their school systems refer to the overloading of curriculum as a major factor. Some draw attention to the fact that

while new material ranging from additional sciences to road-safety drill, is only too frequently added, little attempts is made to prune the traditional subjects of those items and skills which have neither educational nor contemporary relevance."¹ From the discussion of the detailed syllabus of history, social studies, economics, etc., of the secondary schools in Pakistan, it can be said that the observation made by W.D. Wall, et al., equally fits in Pakistan as well.

3. Correspondence to Pupils Experience

Both the G.C.E. and S.S.C. stress the pupils' experience or immediate environment. For example, the Economics course in the G.C.E. deals with description of the economic structure of the U.K. or the country to which the candidate belongs.

In Pakistan, the Economics course also deals with the economic condition of the country. The subject specialists, from their long experience, tried to have the subjects correspond to pupils' experience. But in some subjects like social studies, history, etc., it is questionable how far they correspond to pupils' actual capacities and experiences. The curriculum committee of 1960 had to prepare the syllabuses in a short time for which it could not undertake^{an} extensive ground survey to assess the needs of the learners and the society. As a result, the subject matter was organized by subject specialists on the basis of intrinsic logic of the subjects concerned in the hope that a permanent body would keep an eye on the necessary improvement as needed.

¹W.D. Wall, F.J. Schonell and Williard C. Olson, Failure in School (Humburg: UNESCO, Institute for Education, 1962), pp. 72-73.

4. Level of Age and Maturity

Physiological and psychological growth bring about important changes in the body and mind of the pupil. His powers of understanding, memory, critical judgement and reasoning improve and expand as a result of mental growth. These expansions and improvements are enhanced by his studies in school. These two factors of natural growth and learning should widen the scope of the educational process from year to year, necessitating a continuous expansion in the courses of study and activities to be undertaken at school. The syllabuses offered to secondary school students of Pakistan appear to be heavy and overloaded from the view point of their age level of maturity. In England, the students ordinarily pass the G.C.E. (ordinary level) after twelve years of schooling at an age of sixteen plus.¹ Usually, the students should pass in five or six subjects (not necessarily at one time) in the G.C.E. to become eligible for higher education. Whereas, the students in Pakistan should pass in eight subjects in Humanities group and nine or ten subjects in other groups at a time in the S.S.C. Examination after ten years of schooling usually at an age of fifteen plus.

E. Concluding Remarks

The secondary school curriculum of Pakistan as discussed in the preceding pages reveals that diversified courses in the later stages of secondary schools have been provided. There are no alternative courses or special courses in the earlier stages of secondary education. It has also been discussed that English has been neglected in the primary schools though the standard of English is the same in

¹A.D.C. Peterson, "Educational Reform in England and Wales, 1955-1966," Comparative Education Review, XI, No. 3 (October 1967), p. 294.

the secondary stage as before 1960.

There is no doubt that the curriculum committee of 1960 composed of experts in different fields of studies made a commendable job. For the first time in the educational history of Pakistan, stress was given to meet the needs of the learners and the society. Diversified courses have been provided in the curriculum to meet the individual differences of the learners. But very few schools offer courses more than one group. So, in practice, the margin of choice for ^{the} individual student is very limited.

Moreover, the curriculum committee, while preparing the detailed syllabuses in some subjects like geography, economics, etc., merely added or subtracted the items to the contents of the syllabus prevailing in the country before 1960.¹ The curriculum committee recommended to the Government to create a permanent section with experts in curriculum to keep an eye on the functioning of the schemes of studies and syllabuses and to suggest necessary improvements in the light of actual experience. But no such body has been appointed till now. So, the curriculum in Pakistan has become rather fixed and changeless and as such largely conservative in nature. The subject specialists on the basis of the intrinsic logic of the subjects organized the subject matters. In general, the secondary school curriculum is subject centered. Each subject is considered as a separate entity and allowed a fixed number of hours in the school time table. For each subject, there is a teacher and practically no

¹Vide Karachi Board of Secondary Education, Curriculum and Syllabi (1956), pp. 71-76.

correlation is possible.

The contents of some subjects also seem to be overloaded and overcrowded. Stress has been given to the supply of information to the pupils. The introduction of social studies as a compulsory subject is a great contribution of the curriculum committee to the educational system of Pakistan. This subject was intended to make the students understand present day problems facing them and their country, While making the students aware of various problems, a large amount of information has been included. The curriculum committee says, "With the growth of knowledge and progress of civilization, increase in the content of syllabus is inevitable at all levels of education."¹ Facts are important no doubt, still more important is their relation to the daily life of the students. It is neither possible nor desirable to load the children with facts. The most important thing is to awaken the interest of the child and to teach him the methods of acquiring knowledge than to burden his memory with so much information.

The uniform final examination administered by an outside agency which does not take into account the work done during the two years' course covering the examination curriculum, emphasizes generally the informational side of the instruction. The whole course work is tailored to fit the external examination which measures the amount of information possessed by the candidate. Perhaps, there is some justification for all this, for there cannot be education without information or knowledge. But knowledge is not the be-all and end-all of education. Schools are not knowledge shops, and teachers are not information mongers. On the other hand school is an institution which serves the needs of the community in several directions.

¹Government of Pakistan, Report of the Curriculum Committee for Secondary Education, Part III (1960), p. 17.

CHAPTER VI

METHODS OF TEACHING AND THE EXAMINATION

A. Introduction

Teaching is essentially a spiritual process involving the contact of mind with mind. The role of a teacher in this spiritual process is a pivotal one so far as the raising of the standard of education at all levels is concerned. "Therefore, the provision of a proper teaching staff in any school is an important consideration, far more important than fine buildings, rich curricula and expensive equipment."¹

The methods of teaching are generally based on the philosophy that a country wants to pursue, the nature of the child and his development, individual philosophy of the teacher and the nature of subject matter. Accordingly, there are various methods of teaching which may be grouped into two kinds: 1) Traditional authoritarian, and 2) modern progressive. In this chapter, the strong and weak points of both methods have been discussed with particular reference to the existing methods of teaching in East Pakistan.

B. Traditional Authoritarian Methods of Teaching

It has been said above that the methods of teaching are based upon many factors. There are countries whose leaders lay great

¹Mohiyuddin, op.cit., p. 293.

emphasis upon the traditions and experiences of the race. They strongly advocate the promotion of the disciplined obedience among the people. Man is considered limited by nature in his power to achieve, and is to be given only a well-selected portion of the accumulated thought and knowledge of the race by the teacher.¹ The possession of knowledge becomes the criterion of one's education. Concerning this method, Leonard and Eurich say, "The student acquires as much as he can learn, starting with the general treatises and going to the more specific and detailed ones. The breadth and depth of one's knowledge of the field is the ultimate test of his educational success."² Of primary concern is the mastery of the subject matter, the validity of which has been tested on the anvil of the experience of preceding generations. This authoritarian outlook is prevalent in every relationship - the relation between the teacher and the student, the headmaster and the teacher, etc.

According to this method, the teacher usually follows the lecture or recitation method. A limited number of textbooks is prescribed and the students are supposed to learn all or most of the contents. Heavy reliance is placed on textbook materials. "Long and hard assignments were given to toughen the fabric of youth's mental faculties. Drill and memorization of facts were considered of high value in developing memory ability."³ The

¹Ralph W. Tyler, Basic Principles of Curriculum and Instruction (Chicago: The University of Chicago, 1967), p. 3

²J. Paul Leonard, and Alvin C. Eurich, An Evaluation of Modern Education (New York: Appleton-Century Co., 1942), p. 7.

³Herbert J. Klausmeir, Teaching in the Secondary School (New York: Harper & Brothers, 1958), p. 9.

teacher is supposed to prepare the subject thoroughly and to tell his students what is best in his opinion. The students try to remember what the teacher says with the help of their textbooks which they are required to reproduce in the examination. Sometimes, the teachers try to develop thinking abilities of the students, but most often the students get ready-made ideas, never question the authority of the teacher and seldom look into the books outside the textbooks. The method can be summed up thus; "The teacher lectures, the pupil listens, and gives out the information at suitable intervals."¹

1. Strong Points in Traditional Authoritarian Methods of Teaching

First, the domain of knowledge is increasing very fast. It is not possible for one individual to know everything, even in a single field of study. It has been argued that the students should not have to waste their time by trial and error experience. The students acquire maximum knowledge within a short time as they are shown the royal road of truth already known to the teachers and written in the textbooks. It is believed that the teacher, being an experienced person, is expert in the field. The student can use his teacher's judgement as a tentative solution in practical life, till he becomes mature.

Secondly, not only does this save the students' time, but it also requires fewer teachers. One teacher can lecture or recite lessons from the textbooks to more than one hundred students at a time.

2. Weak Points in Traditional Authoritarian Methods of Teaching

a) This method is based on the authority of the teacher backed the by the authority of/social heritage, may imply relatively fixed educa-

¹I.L. Kandel, Essays in Comparative Education (New York: Bureau of Publications, Teachers College, Columbia University, 1930), p. 130.

tional aims. But the world is changing. A man with fixed aims in education cannot meet the challenge of the changing experience.¹

b) This method expects almost no activity on the part of the students. The teacher lectures or recites from the textbook explaining passages, while the pupil is seated at his desk in a state of relative inactivity.² This encourages cramming. The student is not trained to take the initiative, to think for himself and to use his own judgement.

c) This method does not encourage the habit of seeking knowledge from many sources, of collating and analyzing the information gathered and coming to one's own conclusion. It does not cultivate an ardent desire for learning and independence in the methods of seeking it.

d) It has been said that no effort is made to apply the knowledge written in the textbooks to everyday life situations. This makes teaching dull and uninteresting to the students.³

e) This system does not provide a variety of educational opportunities. Instead, the field of study is fixed and narrow.

C. Modern Progressive Methods of Teaching

The advocates of modern education put the emphasis on the pupils' freedom. This group believes in the independent thinking and initiative of the children. According to this method, teaching "should not start with some school subjects like arithmetic or history, but

¹Leonard, op.cit., p. 6.

²Brubacher, op.cit., p. 90.

³Humayun Kabir, Education in New India (London: George Allen and Unwin Ltd., 1956), p. 25.

rather with some life experience, some handling of materials in either work or play which runs into perplexities provocative of thinking on the part of the student."¹ The attention of the teacher is not on the textbooks but on the individual student who has to react and respond to a rapidly changing world.² The child himself is to some extent responsible for directing and controlling his own education. Of course, the teacher will help whenever there are unusual difficulties. The teacher does not believe in spoon feeding; rather he encourages the students to decide many matters for themselves. In the words of R. Will Burnett, modern teaching is concerned with "developing in each student self-direction, purposiveness, and power of independent attack on problems."³

The followers of modern education encourage students to learn by facing and handling problems in life situations, and to study them by means of active participation, observation, discussion, reading and comparing the view points of different persons and authors on the subject. The authority lies neither in the textbook nor in the teacher, but rather it is in the process of individual pursuit.

1. Strong Points of Modern Progressive Methods of Teaching

a) Human development is accelerated when a collective attack is made on a problem. The children become deep-rooted in the learning

¹Brubacher, op.cit., p. 269.

²Lester D. Crow, "The Teacher and the Educative Process," Readings in Educational Psychology, ed. Lester D. Crow and Alice Crow. (Ames, Iowa: Adams and Co., 1956), p. 26.

³R. Will Burnett, Teaching Science in the Secondary School, (New York: Rinehart and Company, Inc., 1957), p. 34.

process where the planning of experience and activities are shared by both pupils and teachers, and where each feels free to participate in an open discussion.¹

b) It is believed that modern education takes into account individual differences and offers a challenge to the good student to work up to the level of his intellectual capacity.

c) As a result of continuous interaction between the student and his environment, the student becomes more capable of dealing adequately with that environment.² The world is changing very rapidly. It cannot be predicted that the kinds of today's situations will remain the same for tomorrow. Instead of giving the students ready-made solutions for various problems, the students are trained to find solutions for themselves. This encourages self-confidence, initiative and self-reliance.

2. Weak Points of Modern Progressive Methods of Teaching

a) It has been said that they are time-consuming and the students may be at a loss to find the solutions for themselves. This may cause loss of interest and discouragement.

b) It has been argued that they unnecessarily encourage the pupils to test truths which have already been tested and are available in the textbooks, thereby encouraging unnecessary duplication of work.

c) They are often costly, because they require a large number of teachers.

d) Disciplinary problems may arise as a result of the freedom of the learners.

¹J. Paul Leonard and Allvin C. Eurich, op.cit., pp. 19-20.

²J. Murray Lee and Dorris May Lee, The Child and His Curriculum (New York: Appleton-Century-Crofts, Inc., 1950), p. 22.

3. Appraisal of the Modern Progressive Methods of Teaching

Several studies have been carried out in the U.S.A. comparing traditional authoritarian and modern progressive methods of teaching. Evidence was cited from studies in certain schools - the Lincoln School of Teachers College, Columbia; the Schools of Houston, Texas; the schools of Santa Monica, Pasadena, California - all showing that on standardized tests of mastery in arithmetic, spelling, history, civics, elementary science, etc., pupils coming from schools using modern methods of teaching scored as high as those coming from schools using traditional methods of teaching.¹

In their book entitled "An Evaluation of Modern Education, J. Paul Leonard and Alvin C. Eurich also cite the comparative achievement of newer and conventional school pupils in reading skills as reported in various studies in graphic form (Fig. I).² Figure I in page 69 shows that except in one case the achievements of newer school pupils are higher than conventional school pupils.

Another important study, generally referred to as the "Eight-year study," was organized by the Carnegie Corporation of New York and the General Education Board. Thirty schools of various types were selected, some of them were very progressive and others relatively conservative. In the follow-up study it was found that the graduates of the relatively progressive schools:

¹Derwood Baker, Robert Travers, et al., New Methods vs. Old in American Education (New York, 1941), referred to by J. Paul Leonard and Alvin C. Eurich in An Evaluation of Modern Education (New York: Appleton-Century-Crofts, Inc., 1950), p. 22.

²Leonard and Eurich, op.cit., p. 155.

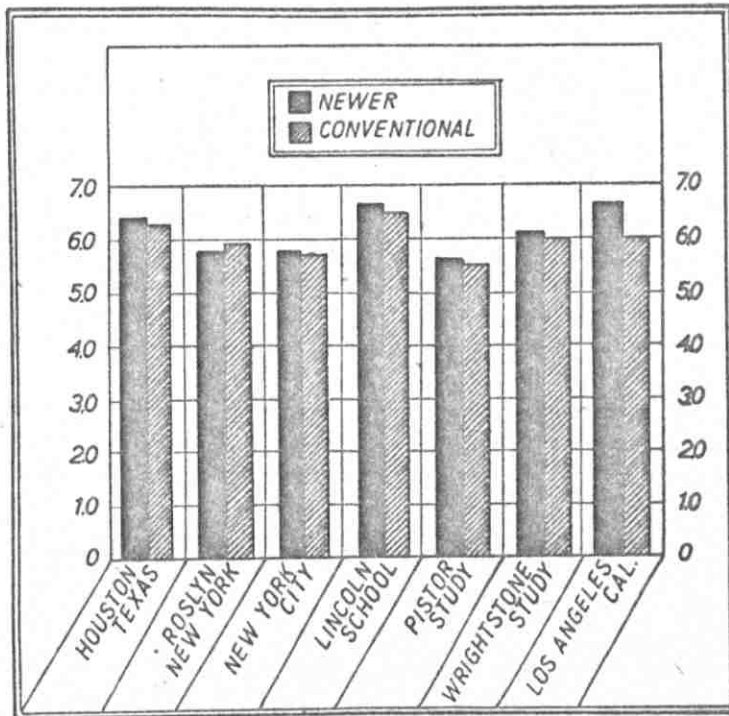


FIG. 1. COMPARATIVE ACHIEVEMENT OF NEWER AND CONVENTIONAL SCHOOL PUPILS IN READING SKILLS AS REPORTED IN VARIOUS STUDIES.

- a) earned a slightly higher total grade average;
- b) earned higher grade average in all subject fields except foreign language;
- c) specialized in the same academic fields as did the comparison group;
- d) received slightly more academic honors in each year;
- e) approached their solution with greater effectiveness;
- f) earned in each college year a higher percentage of non-academic honors;
- g) demonstrated a more active concern for what was going on in the world.¹

The college follow-up staff has reported in their conclusion that:

It is quite obvious from these data that the thirty school graduates, as a group have done a somewhat better job than the comparison group whether success is judged by college standards, by the students' contemporaries, or by the individual student.²

It cannot, however, be concluded with a high degree of precision that these studies have proved statistically any significant superiority of new over conventional methods. It might often be due to chance factors in measurement rather than to real differences in the qualities under study.

D. The Quality of Secondary School Teachers in East Pakistan

It is a commonsay that no educational system is better than its average teacher. The improvement and expansion of the school

¹Wilford M. Aikin, The Story of Eight-Year Study (New York: Harper and Brothers, 1942), pp. 110-112.

²Ibid., p. 112.

system depend squarely upon the quality and number of teachers. The quality of the teachers, again, depends upon the qualification and level of training, the salary and service conditions, the supervision, the quality of textbooks, the availability of teaching materials, etc.

1. The Number of Teachers and Their Qualifications

The following table shows the number of secondary school teachers and their qualifications in East Pakistan.

TABLE 11

THE NUMBER AND QUALIFICATIONS OF SECONDARY SCHOOL TEACHERS IN EAST PAKISTAN IN THE YEAR 1963-64*

Total No. of Teachers	Total No. of Trained Teachers				Total No. of Untrained Teachers			
	M.A.	B.A.	Below	Total of Trained Teachers	M.A.	B.A.	Below	Total
32,599	328	2,659	3,541	6,528	556	10,430	15,085	26,071

*Education Directorate, East Pakistan, Annual Report on Public Instruction, East Pakistan for 1963-1964, pp. 144-175.

Table 11 shows that there were 32,599 teachers as against 656,056 students in the secondary schools of East Pakistan, or a ratio of one teacher to twenty students. It must be noted that the students in the upper secondary stage are divided into various sub-groups for the introduction of the diversified courses and elective subjects. Many of these groups are small and the number of students in them is often less than twenty. But all groups have to take five compulsory subjects (English, Bengali or Urdu, General Science, General Mathematics and Social Studies). The number of students in these compul-

sory subjects is usually high. In the lower classes of high schools, however, where most of the subjects are compulsory for all groups, the student-teacher ratio may be much higher often reaching the ratio of one to forty or more. Out of 4,390 secondary institutions, 1,601 are middle schools and junior high schools which normally cover classes VI to VIII. The number of students in these schools is often small as their condition is generally poorer in respect of staff, building and equipment. But in high schools, the number of students is usually high. As reported by the teachers of high schools in the questionnaire, the average number of students per class was 50.1 with a minimum of thirty-two and a maximum of 60. It is difficult for a teacher to give individual attention to all the students in a class consisting of fifty or more students in a period of 40 minutes or so.

The teachers with university degrees are generally considered duly qualified for teaching in the secondary schools. But the table shows that fifty-seven percent of the teachers have no degrees. The table also shows that nearly three-fourth of the teachers have no professional training.

The number of teachers and their qualifications in the Rajshahi Division are given in Table 12.

TABLE 12

THE NUMBER AND QUALIFICATIONS OF SECONDARY SCHOOL TEACHERS IN THE RAJSHAHI DIVISION IN THE YEAR 1965-66*

Total No. of Teachers	Total No. of Trained Teachers				Total No. of Untrained Teachers			
	M.A.,	B.A.,	Below	Total	M.A.,	B.A.,	Below	Total
	M.Sc.,	B.Sc.,	Degree		M.Sc.,	B.Sc.,	Degree	
M.Com.	B.Com.			M.Com.	B.Com.			
6,792	76	791	512	1,379	138	1,874	3,401	5,413

*Data collected from the Office of the Deputy Director of Public Instruction, Rajshahi Division.

Table 12 shows that there were 6,792 teachers as against 186,182 students in 1965-66 in the Rajshahi Division. The ratio of teacher to students was 1:27. But in subjects compulsory for all groups, the proportion of students per teacher will be much higher. Teachers with no university degrees make up 57.7 percent of the total number of teachers. The table also shows that nearly three-fourths of the teachers have no professional training.

2. Teachers' Salaries and Service Conditions

Poor salaries and service conditions tend to drive away the good teachers and attract the poor ones. If the majority of the teachers of East Pakistan are not professionally qualified, this is largely due to the unattractive salaries. The ^{number of} teachers of government secondary schools is small, only seventy out of a total 4,390 secondary schools in East Pakistan in the year 1966-67. The following comparison between the secondary school trained graduate teachers of

the government and non-government high schools will show their respective position.¹

Government High School

Non-Government High School

- | | |
|--|---|
| <p>1. Salary scale.
Rs.200-375.00 per month
(1 L.L. = Pak. Rupee 1.60)</p> <p>2. There is the benefit of yearly increment.</p> <p>3. Pensionable with provision for provident fund.</p> <p>4. There is little chance for promotion</p> | <p>1. An average of Rs. 160.00 per month.</p> <p>2. There is no benefit of yearly increment in the majority of schools.</p> <p>3. Non-pensionable. There is provision for contributory provident fund in the majority of schools.</p> <p>4. There is little chance for promotion.</p> |
|--|---|

The salary scale of a clerk having ten years' schooling in a government office is Rs.110-240.00 per month whereas a teacher in a non-government school with fourteen years of schooling and one year of professional training gets Rs.160.00!

The graduate teachers of non-government secondary schools with fourteen years of schooling having no professional training get on average Rs.125.00 per month. The following comparison between the pay scales of different government servants and non-government secondary

¹Data collected from the Office of the Deputy Director of Public Instruction, Rajshahi Division.

school teachers will show the poor condition of service of the secondary school teachers.

Non-Government Secondary School
Teachers

(a) Qualification:

B.A., B.Sc. or B.Com.

(Fourteen years schooling)

(b) Pay:

An average of Rs.125.00 P.M.

Government Servants

1. Thana Cooperative Officer

(a) Qualification:

I.A. (twelve-years of schooling)

(b) Pay scale: Rs.140 -
250.00 P.M.

2. Sub-Inspector of Police.

(b) Pay scale: Rs.180 -
300.00 P.M.

3. Clerk of a Government Office.

(a) Qualification:

S.S.C. (ten years
schooling)

(b) Pay scale: Rs.110 -
240.00 P.M.

The teacher has to eke out his scanty earnings by additional activities such as private coaching, conducting private business, etc. For this reason, he cannot devote his full attention to his main work of teaching in the school.

The salary of the school teachers (non-government schools) depends upon the income of the school. The major source of income of non-government high schools comes from the tuition fees which range from Rs.48.00 to 60.00 per year per student. The salary of the teacher cannot be raised if the low tuition fees are not increased.

"There was little incentive for initiative in terms of salary, status, access to publications, or facilities for research."¹ "The teacher scantily rewarded and ill-prepared for his demanding task, has to perform in physical conditions which, to say the least, tend to be uninspiring, and with an almost total lack of equipment."²

3. Supervision of Secondary Schools.

Effective supervision greatly helps the improvement of teaching. "The task of supervision is to raise the quality of the work in the classroom, and this he can do only by bringing in new ideas, encouraging initiative and directing the whole of his attention to content rather than the external machinery of education."³

The administration and supervision of secondary schools rest primarily with the Deputy Director of Public Instruction of the Division. He controls secondary education through the decentralized Inspectorate. The inspectors of schools who are entrusted to perform the combined duties and functions of inspection and administration, are primarily concerned with the traditional and routine functions of examining the teachers' work, inspecting buildings, materials and equipment, the sanitary conditions and checking accounts and records.⁴

¹Orville F. Linck, A Passage Through Pakistan (Detroit: Washington University Press, 1959), p. 41.

²Curle, op.cit., p. 81.

³Government of Pakistan, Report of the Commission on National Education, 1959., p. 324.

⁴UNESCO, World Survey of Education, II (Paris, 1961), p. 814.

"Ordinarily in this country inspectors are concerned far too much with the financial aspect of school management and administrative details."¹ These they do by losing sight of their main-task - the professional aspect of supervision of instruction which aims at the improvement of the teaching-learning process in the school. In recent years, "educational expansion has outgrown the administrative; while schools have multiplied, the administrative arrangements have lagged behind."² For all these reasons, it is hardly possible for the inspector to visit all the schools within his jurisdiction even once a year. Very often inspections are cursory in character. The inspector has little time to give a demonstration lesson in the school, judge the work of the teachers and offer them advice and suggestions. So, supervision in East Pakistan is inadequate for the improvement of the teaching-learning process in the school.

4. Teacher Training

The teacher needs not only to deepen his knowledge of the subject he is to teach, he must also learn the techniques and methodology of teaching. He should also have sound knowledge in child psychology and the nature of child growth. It has been found that three-fourths of the teachers have no professional training. At present there are four teachers' training colleges and one institute of education and research in East Pakistan. Each of these institutions has a laboratory school of its own where educational experiments are

¹Mohiyuddin, op.cit., p. 313.

²Mohiyuddin, op.cit., p. 311.

conducted. In these institutions, the trainees are trained in the modern methodology of teaching and in the theories of education. But there is no adequate provision for in-service training for the teachers. The Education Extension Centre, Dacca, offers a short in-service training course, usually twice or three times a year. It can organize training for a small number of teachers at a time. As a result, the existing teachers have little access to the latest professional knowledge.

5. Textbooks

The nature of textbooks also helps the improvement of teaching. As reported by the teachers in the questionnaires, the secondary school textbooks are attractive and good.

As mentioned in chapter IV, the students are not kept busy throughout the year. They labour hard just before the annual examination. In doing so, they rely most on key-notes published by commercial firms in which answers are given in short and concise forms which are easy to memorize. The teachers also encourage some students to use key-notes to memorize short answers so that they get at least passing marks in the examination.

E. The Present Methods of Teaching

Teaching is a great art. The effectiveness of a curriculum largely depends on the teacher who interprets it and makes it functional. There is little doubt that the nature of the curriculum determines in a large measure the methods of teaching. But it is equally true that a bad curriculum becomes a good one in the hands

of an expert teacher, whereas a good curriculum may become ineffective in the hands of an inexperienced teacher.

In the secondary schools of East Pakistan the teachers mostly follow the traditional methods of teaching through textbooks. The dearth of qualified and trained teachers is a handicap to effective teaching. Even then, those who are familiar with the modern methods of teaching follow the traditional methods prevalent in the schools. Emphasis is placed on rote memorization without giving the pupils opportunities for independent and creative activity. The teachers present the lessons and the children try to memorize them irrespective of whether they understand them or not. The teacher is the important figure in the classroom. He delivers lectures or recites the lesson from the textbook and asks the students to come prepared with the lesson in the next class. The teacher in the next period asks questions to some students about the lesson and begins a new lesson by lecturing or recitation. Some newly trained teachers do use some of the modern methods. They are, however, tied up on two sides, the general public, and the exigencies of examinations. The general public likes the traditional methods in which they were mostly taught under "strict" teachers. The examinations especially the S.S.C. examination demands covering the courses within a specified time. Due to the large number of students in the classroom and other factors, the teachers adopt a short cut method of teaching (recitation or lecture method). Some teachers assign homework to the students but these are rarely corrected for lack of time. The school can hardly provide the teachers with the necessary equipment. Even so, under the circumstances the teachers fail to make the best use of what is

available. Usually, the teachers write some important points on the chalkboard during their lectures and the students take notes on them. Discussion of problems is rarely used.

The teachers can guess from experience what questions may be asked in the S.S.C. examination. They give suggestions to memorize the answers of some possible questions. "Unauthorized students' guides containing specimen questions and answers are clandestinely circulated, often changing hands at considerable cost."¹ So, rote memorization of answers of the most probable questions becomes the outcome of teaching.

F. Concluding Remarks

The discussion in the chapter shows that the majority of the teachers have no professional training. The number of students in the compulsory subjects is usually high. The salary of the non-government high school teachers is poor. The supervision is also poor as the Inspectors of schools are primarily concerned with the financial aspects of school management and administrative details. There is no adequate provision for in-service training for the teachers. As a result, the existing teachers have little access to the latest professional knowledge.

It is also found that the prevailing methods of teaching in East Pakistan are traditional in nature. Emphasis is placed on rote memorization. The students rely most on unauthorized students' guides containing specimen questions and answers. They prepare some

¹Curle, op.cit., p. 83.

expected questions and try their luck in the examination.

The traditional methods of teaching fail to develop interest, initiative and self-reliance among the students. They curtail their habits of learning, and fail to encourage the spirit of learning and discovery. The students fail to apply their individual judgement in solving problems. All this contributes to a poor showing in the examination.

CHAPTER VII

STUDENT-TEACHER-PARENT RELATIONSHIP AND THE EXAMINATION

A. Student-Teacher Relationship

Teaching is often described as a 'calling', not a profession. Economic conditions have no doubt been largely responsible for the present materialistic tendency in the teaching profession; but even under these circumstances a certain amount of altruism prevails in the minds of the teachers. The teacher has been entrusted with a noble task to guide the future citizens, a task for which friendly cooperation and sympathetic understanding are necessary.

The process by which this noble mission is carried out may be traditional or modern. According to the traditional process, the teacher is an authority or an autocrat to the students.¹ 'Do as I tell you' is the position of the teacher in the student-teacher relationship. Blind obedience to what the teachers say is the role of the students in this process. The main emphasis is on the subject matter not on the student. The function of the teacher is to instruct the pupils in the subjects of study. Order and quiet are considered to be the first conditions to be secured by a teacher. The teacher possesses exclusive powers so far as the pupils are considered; and his first concern is to obtain unqualified and humble submission to his authority.

¹J.R. McGaughy, An Evaluation of the Elementary School (New York: The Bobbs - Merrill Company, 1937), p. 77.

The modern approaches, on the other hand, have tended to shift the emphasis from the subject matter to the child and capitalize on the needs and interests of the child as the central theme in the educational process. According to this process, learning by pupils is more important than teaching by the teacher; but, at the same time, the teacher can never make himself invisible. The pupils look up to him as a guide, philosopher and friend which necessitates that the teacher possesses dignity, poise, and self-assurance, without any suggestion of egotism. Dignity does not consist in aloofness and maintaining an air of superiority; it rather consists of being helpful and doing the right-thing. Better rule by love than by fear is the modern concept of the teacher's attitude toward the pupils. But, at the same time, the teacher must have a manner which clearly indicates the line, 'thus far and no further'. The modern concept of the attitude of the teacher toward the pupils is one of friendly cooperation and sympathetic understanding as he is to adapt the educational programme to meet the individual needs as adequately as possible.¹ It believes that students² "are merely men and women in the process of development, and that development in all its aspects, should be neither forced nor restricted at the arbitrary whim of any individual who by some accident is in a position to exercise some authority over them."²

The relation between the teachers and the pupils in East Pakistan vary from school to school. The smaller institutions, where the ratio of teachers to pupils is high have a more or less healthier

¹Henry B. McDaniel, Guidance in the Modern School (New York: Holt, Rinehart and Winston, 1956), p. 15.

²S.H.A. Jaffery, "Problem of Discipline in Education", Pakistan Quarterly, XIII, No. 4 (November 1966), p. 132.

tradition of close contacts between the teachers and the pupils. In larger institutions, where the ratio is smaller, this close relationship is difficult to cultivate.

In East Pakistan, there is a very long tradition of respect for the teachers. This has considerably diminished, but it still persists.¹ A teacher who has some eminence as a scholar or as a man of character, generally succeeds in winning the loyalty and affection of the pupils.

In general, there is little contact between the pupils and the teachers as the secondary schools in East Pakistan are overcrowded and the ratio of teachers to students is very small. "Instead of giving affection, confidence and guidance to the pupils, and exploiting their latent abilities to the full and exercising influence over them that will outweigh the evils, they simply concern themselves with rushing through the prescribed course completely ignoring the personality of the pupils. Some of them possess a negative attitude. They believe that with strong regimentation and control the pupil can be compelled to behave in a socially acceptable manner and the enforced goodness will become second nature to him."²

But the teachers have their own difficulties. They are poorly paid and as such they work for subsidiary income. The majority of teachers accepts paid private tuition on an almost commercial scale.

¹Ishtiaq Hussain Qureshi, The Pakistani Way of Life (London: William Heinemann, Ltd., 1956), p. 30.

²S.H.A. Jaffery, "Problem of Discipline in Education," Pakistan Quarterly, XIII, No. 4 (November 1966), p. 132.

There are teachers who give greater time and attention to private tuition than to their work in schools. Cases are not unknown where the teacher is so tired as a result of such private work that he cannot discharge his duties in the school adequately. Besides, the acceptance of direct payment from a pupil or a guardian establishes a type of mercenary relation where the teacher becomes incapable of exercising the necessary influence on the pupil. The teacher's relation to other students who are not his private students is authoritarian. He adopts this authoritarian approach as it is less time consuming and easy to administer. He has only to find out the disorder and administer the tablet of punishment. He does not proceed further to find out the causes of the disorder by establishing affective relation with the students.

There is another factor for which the happy relationship between the teacher and the pupils in secondary schools could not grow. "As the result of the tradition of a political struggle where the students could not be effectively prevented from indulging in political activities against the British rule and where the teachers were subject to a more rigorous discipline, the hold of the teachers on their pupils grew weaker."¹ This tradition is still being continued to some extent. The different political parties in the country used the students to serve their own interests. As a result, strikes and demonstrations by students not only against the ruling party or other political parties but also against the school authorities are

¹Qureshi, op.cit., p. 30.

common. The teachers, on the other hand, have an academic outlook and like the student to remain in the classroom rather than become a political leader. "These difficulties have now been removed but still there are certain vague traces of the lack of confidence in the teacher in some institutions where the student does not look upon the teacher as his natural friend, philosopher and guide."¹

B. Teacher-Parent Relationship

Schools stand, at best, second in molding the lives of pupils. The parents provide almost all the conditions of their children's development. The responsibility of the home has been pointed up by Remmers and Ryden quoting the findings of Masske. Masske found that the average school graduate from his birth to age 18 would spend approximately 16 percent of his waking time under the influence of the school, while 84 percent of his waking time would be spent under the influence of his parents and friends.² The school teachers may have good plans for healthy habits of the children while at school, but if such habits are not encouraged at their homes where they pass the major parts of their time the school effort becomes almost ineffective. Hence, it is necessary that teachers and parents should work in a cooperative spirit. Contact between the school and the home is undoubtedly helpful to both sides. On the one hand, the parent is enabled to understand the work which the school is doing in order to help his children and, on the other hand, the teacher is enabled to

¹Ibid., p. 30.

²H.H. Remmers and Einar R. Ryden, Introduction to Educational Psychology (New York: Harper and Brothers Publishers, 1954), p. 92.

understand the needs of the community in which he lives and works.¹

In East Pakistan, the existing attitude of the people toward the teachers is that the task of the teachers is to enable the students to pass the examination. In other words, the parents want to see that their children are promoted to the next higher class each year. It may be noted that the literacy rate for the population over five years old in East Pakistan is 21.5 percent according to the census of 1961. So, a great majority of the parents are illiterate. They think that it is the sole responsibility of the school to enable their children to pass the examination. They expect that the school should do its duty and teach their children all the things necessary for them to know. Some of them do not even understand their own responsibility to extend their cooperation to the teachers for the success of their children. Cases are not rare, where the parents approach the headmaster or the teachers to consider the promotion cases of their children without paying any heed to remove the obstacle for the success of their children. Failing to influence the headmaster or the teacher directly, some of the parents of the unsuccessful students try to influence the headmaster through some members of the managing committee of the school. There are widespread complaints among the teachers that most of the parents visit the school only at the time of admission of their children in the school, their promotion to the next higher classes and at the time of the election of the managing committee of the school. They rarely visit the school in the middle of the year or at any other time to check the progress of their

¹Abdul Hakim, Better Schools (Dacca: East Pakistan Government Press, 1958), p. 59.

children. Among the educated class, there are quite a large number of parents who frequently visit the school to know the progress of their children.

But the parents alone should not be blamed for the lack of cooperation. There is little provision in the school to enlighten the parents about the progress of their children in the school. There is no parent-teacher association. Quite a large number of schools do not send progress reports of the pupils to their parents. Little emphasis is given on the results of the mid-term examination. So, progress reports of the school (if there be any) carry little significance. Anyway, in a large number of cases, the parents remain in the dark about the progress of their children. There is no guidance service in the schools. So the parents' cooperation is rarely sought to solve the problems of the children. Of course, there are occasions of prize distribution and school debate in some schools to which the guardians are invited. But little is done in the matter of guidance to the pupils through the parent-teacher contacts on such occasions. Where the large number of parents are illiterate, it is the task of the teachers to shoulder the major responsibility in seeking cooperation from the parents. But this responsibility is not forthcoming from the teachers as they are overworked and overloaded. The teachers find little time to make contacts with the parents of so many pupils. So there is a lack of full cooperation between the teachers and the parents in general.

C. Parents' Care in the Activities of Their Children

The indifference and poverty of the majority of the parents constitute a great hindrance to the education of their children. These two factors also greatly contribute to the cause of the large number of failures in the examination. The parents are mostly illiterate and fail to understand the importance of education for their children. Without being properly guided and encouraged by the parents, the children tend to indulge in undesirable activities and become irregular in attendance of the school.

The sending of children to school on the part of some parents , specially the poor parents, means a great sacrifice. So, some students have to engage in economic activities before and after school hours. For this reason they cannot devote themselves to their studies properly.

The average income of a Pakistani is not more than \$70 a year.¹ A poor family means a poor environment. In East Pakistan, the living conditions are so poor and the parents are so illiterate that the children of poor families generally do not find an atmosphere in their homes conducive to their studies. The fathers spend most of the day in work outside the homes and the poor mothers at home cannot control their school going sons or daughters properly. The children read their lessons in their own way and when they like. They are confronted with difficulties in their studies, there is seldom any one at hand who can help them. So, they stop and engage in activities of their choice other than studies.

¹Richard V. Weekes, Pakistan (New Jersey: D. Van Nostrand Co., Inc., 1964), p. 137.

Then provision for sports and other recreational activities for the children has not been regarded as important by some parents and teachers. Thus being unguided at home and cheerless at schools, the children of such families try to find opportunities for the expression of their lives in ways meaningful to them. They become more and more inclined toward association with their peer-group in the locality most of whom do not attend any school.

In the middle class families, some parents entrust their children to the care of private tutors. Some of them completely rely upon the private tutor and give little guidance. The private tutors usually work on a mercenary basis. To make a shortcut, he usually suggests some possible and expected question for memorization. The students memorize answers of the suggested topics and try their luck in the examination. Some of the parents of this group are over-ambitious about the future of their children. Accordingly, they give excessive control and instruction in the name of guidance. The children of such parents cannot keep pace with the unattainable goals set by their parents. As a result, they lose interest in their studies. In the upper class, the private tutor is regarded as a must for the children. The parents in this group have, except in a few cases, neither the time nor the patience to take care of their children. They pay much money for the coaching of their children. As the private tutor gets high payment from the parents of this group, they give undivided attention to their children. Cases are not rare where some parents of this group overprotect and over indulge their

their children. In such cases, the children find many excuses not to study at home regularly and seriously.

D. Concluding Remarks

It has been found in this chapter that the happy relationship between the teacher and pupil could not grow for a variety of reasons. The close contacts between the teachers and the parents have also not been attained as individual guidance and counseling are not practiced. There is no parent-teacher association and little emphasis is placed on reporting the pupil's progress to the parents. Parents' care to the activities of the children in general is found not up to the mark.

CHAPTER VIII

EVALUATION BY SENIOR OFFICERS, TEACHERS AND STUDENTS OF THE RAJSHAHI DIVISION

A. Introduction

One hundred and six questionnaires¹ were sent to the secondary school teachers and two hundred questionnaires² were sent to the students. Seven Education Officers were interviewed. The purpose of these questionnaires and interviews was to investigate the present methods of teaching, the amount of interest among the students, opinions about the textbooks, curriculum and types of examination.

Ninety-six questionnaires were sent to the teachers of high schools for boys³ (two for each) selected at random from 532 boys' high schools of the Rajshahi Division. Five high schools⁴ for girls were selected from 49 girls' high schools for the distribution of 10 questionnaires. The girls' schools were not selected at random as the distribution necessitated personal contacts with the headmistresses for persuading the female teachers to fill up the questionnaires. Sixty-four teachers from forty-two different boys' high schools and six teachers from four girls' high schools returned the questionnaires.

¹See the text of the questionnaire to the teachers in Appendix A.

²See the text of the questionnaire to the students in Appendix B.

³See the names of the schools in Appendix C.

⁴See the names of the schools in Appendix D.

Two hundred questionnaires were distributed to students who had passed or failed the S.S.C. Examination (one hundred for each group) with the help of the headmasters of nine different boys' high schools and the headmistress of one girls' high school.¹ These ten schools were not selected at random as the distribution of questionnaires to students necessitated personal contact with the heads of the institutions. So, these schools were selected according to the convenience and easy reach of the author. Two schools from the forty-eight boys' high schools and one girls' high school from five girls' high schools where questionnaires for teachers were distributed were also included in this group. Fifty-eight students from the 'pass' group and fifty students from the 'fail' group returned the questionnaires.

The author personally met seven Education Officers.² They were asked some of the questions³ asked to the teachers and these will be analysed in the chapter.

Question numbers 1, 2 and 3 to the teachers and 1 and 2 to the students ask for routine information on the name, sex and official designation of the respondent.

B. Evaluation of Teaching

1. Qualifications of the Teachers

Question No. 4 to the teachers was designed to know the qualifications of the respondents. The qualifications were as

¹See the names of the schools in Appendix E.

²The list of the Officers is given in Appendix F.

³The list of questions is given in Appendix G.

follows:

TABLE 13
NUMBER OF TEACHERS ACCORDING TO QUALIFICATIONS AND
DIVISION

Details of Qualification	No. of Teachers	First Division	Second Division	Third Division
<u>Degree Holders</u>				
M.A.	1	-	-	1
B.A. or B.Sc., B.Ed.	14	-	5	9*
B.A.	20	-	5	15
B.Sc.	11	-	2	9
B.Com.	4	-	-	4
<u>Certificate Holders</u>				
I.A.	13	-	2	11
I.Sc.	3	-	1	2
S.S.C.	4	-	2	2
Total	70	-	17	53

* Divisions for B.A. and B.Sc.

Table 13 shows that fifty teachers (71.4%) had degrees. Twenty-three (about 30%) had no minimum qualification for teaching.¹ Among fifty degree holders, thirty-six (72%) teachers had no professional training. Again, out of seventy teachers, fifty-three (75.7%) were holding degrees in the third division in their last public examinations. So, the teaching staff was not properly qualified.

¹The minimum qualifications for a secondary school teacher are considered to be B.A., B.Sc. or equivalent.

2. Number of Students

Regarding the average number of students in each teacher's class (Question No. 5 to the teachers), the responses of the teachers were as follows:

TABLE 14
AVERAGE NUMBER OF STUDENTS IN THE CLASSES OF 70
TEACHERS

Reported Average No. of Students in a Class	No. of Teachers
60 - 64	5
55 - 59	15
50 - 54	19
45 - 49	21
40 - 44	3
35 - 39	4
30 - 34	3
	<u>70</u>

The students as reported were from classes of compulsory subjects. The mean of the distribution shows that 50.1 was the average number of reported students in the class with a minimum of thirty-two and a maximum of sixty. Clearly, it is difficult for a teacher to give individual attention to all the students of a class consisting of 50 students in a period of 40 minutes or so.

Concerning the total number of students in each school (Question No. 6 to the teachers), forty-one schools reported a total number of students between 175 to 300. Two schools reported the

number as 655 and 680. The total number of students in the remaining three schools were 361, 452 and 546. The average number of students per school was 225 .

3. Tuition Fee and Monthly Salary of the Teachers

Question No. 7 to the teachers was designed to know the rate of tuition fee of the students in each class. Questionnaires were returned by teachers from forty-six schools. The responses of twenty-four teachers have been excluded as the responses on this item are identical with their respective partners.

The average tuition fees in classes VI, VII, VIII, IX and X were Rs. 3.28, 4.16, 4.28, 4.76 and 5.19 per month respectively.

The major source of income of schools comes from tuition fees. The author paid Rs. 4.50 per month while he was a student of class X in the year 1948. The prices of daily necessities have risen three or four times but the tuition fees of the students have been kept almost the same as before. Owing to the low income of schools from tuition fees, the schools cannot increase the salary of the teachers substantially.

Concerning the average monthly salary per teacher in the schools, (Question No. 8 to the teachers), one teacher from a government high school reported that the average salary of the teachers in his school was Rs. 260.00 per month. The average salary as reported by the remaining forty-five schools was Rs. 123.20 per month. As a result of such a low salary, bright people do not come to this profession.

4. Private Coaching

Concerning the percentage of students taking private coaching (Question No. 9 to the teachers), the reported total average of the percentages was 21.

Twenty-six students (24%) out of 108 (as per Question No. 3 to the students) engaged private tutors. The main reason for engaging a private tutor was given by 22 students was to pass the examination. Four students reported that they engaged private tutor to do better in the examination.

Question No. 4 to the students was designed to know the average number of students privately coached by a teacher in a year. The responses were as follows:

<u>No. of Students Taught Privately by a Teacher</u>	<u>No. of Respondents</u>
12 - 15	13
9 - 11	20
6 - 8	48
3 - 5	27
	<hr/>
	108

The average number of students per tutor is 7.5 students.

Concerning the rate of fee for private tuition per student (Question No. 10 to the teachers), the reported total average of fee was Rs. 22.00 per month ranging between Rs. 15.00 and Rs. 40.00 per month. It may be noted that on the average the tuition fee in the school per student was approximately Rs.4.40 per month, whereas a student who took private coaching paid an average of Rs. 22.00 per

month. Of course, the parents who are economically well off can afford to engage a private tutor for their children.

In Question No. 11 to the teachers, each teacher was asked to state his opinion about the banning of private coaching with reasons. Fifty teachers were not in favour of banning private coaching for the following reasons:

	<u>No. of Respondents</u>
1. Weak students get individual treatment	34
2. Bright students can get better results in the examinations	31
3. The teacher can earn an additional income to subsidize their low salary	22
	<hr/> 87

The average number of reasons as given by each of the fifty teachers was 1.5.

Twenty teachers opposed private coaching on the following grounds:

	<u>No. of Respondents</u>
1. It makes the students dependent on the private tutor	15
2. It encourages corrupt practices	3
3. The poor parents cannot afford to engage the private tutor for their children	16
	<hr/> 34

The average number of reasons = 1.7 reasons.

Concerning the total number of hours per week the teachers spend in coaching the students privately (Question No. 12 to the teachers), forty-six respondents taught on the average 15 hours a week with average between fourteen and sixteen hours. Twenty-four

teachers did not teach students privately. Thus, a great majority of the respondents undertook private coaching to earn extra income to supplement their low salary. The subjects they taught to private students were usually English, mathematics and general science.

5. Classroom Teaching

Regarding the total number of hours the responding teachers taught per week (Question No. 13 to the teachers), the reported average per teacher was 23.4 hours a week. It may be noted that there are five and a half working days in a week. So, a teacher, on the average, had to teach 4.3 hours in a full working day. Besides, he had to correct the homework of the large number of students in off-periods.

In question No. 14 each teacher was asked to report the percentage of students that falls in the categories 'very interested', 'interested', 'some what interested' and 'not interested' groups.

The average percentages of students reported in each of the categories were as follows:

- (a) Very interested = 21 percent, with a minimum of 0 and maximum of 80.
- (b) Interested = 35 percent, with a minimum of 10 and a maximum of 80.
- (c) Somewhat interested = 29 percent, with a minimum of 0 and a maximum of 90.
- (d) Not interested = 15 percent, with a minimum of 0 and a maximum of 75.

Conclusion. If 'Very interested' and 'interested' are grouped as interested and 'somewhat interested' and 'not interested' as

uninterested, then the data show that in the sample under consideration, 56 percent students of the class were reported to be interested and 44 percent were not interested. However, it is feared that sometimes teachers were inclined to report inflated percentages of interested students because this would reflect their good teaching methods. This nearly 50-50 division tends to show that the responses are unreliable.

Concerning the reasons of 'being interested' and 'not being interested' by the students in the class (Question No. 15 to the teachers), the responding teachers reported the following reasons. The free responses to this question varied in nature. However they may be grouped under the following headings:

<u>Reasons for the Students' interest.</u>	<u>No. of Respondents</u>
1. They wanted promotion to the next class	32
2. They wanted to please their parents	25
3. They wanted to please their teachers	21
4. The use of various teaching materials and media	15
	<hr/> 93
<u>Reasons for the Students' non-interest.</u>	<u>No. of Respondents</u>
1. The students have poor English	54
2. The courses are abstract and are not applied to life situations.	13
3. Some students are involved in financial problems	6
4. The school has no adequate teaching materials	45
5. There is no provision for individual guidance	11
6. The examination system is not good	8
7. The students are lazy, careless and not serious	36
8. The curriculum is heavy	35
	<hr/> 208

The average number of responses in this group by each teacher was 3 reasons. 78.6 percent of the respondents reported that one of the reasons why students were not interested was that they were weak in English. A majority of the teachers reported that the schools had no adequate teaching materials, while about one-third of the teachers reported that the students were lazy, careless and the curriculum heavy.

In Question No. 16, each teacher was asked to state the main reasons for which they could not pay individual attention to the students in the class. The following reasons were given:

	<u>No. of Respondents</u>
(a) Too many students in the class	64
(b) Responsibility to cover the heavy syllabus within a short-time	48
(c) Lack of adequate teaching materials	46
	<hr/> 158

The average number of responses by each teacher was 2.2 reasons, with a minimum of 1 and maximum of 3 reasons. Ninety-one percent of the respondents reported that too-many students in the class was one of the main reasons for which they could not pay individual attention. The majority of the teachers reported that it was not possible to pay individual attention to the students as they had to cover the heavy syllabus within a short time. Lack of adequate teaching media was also reported to be one of the reasons by the majority of the teachers.

In Question No. 5 to the students, each student was asked to report the method of teaching adopted by their teachers in the class

room. Their responses were as follows:

	<u>No. of respondents</u>
(a) Lecture method	31
(b) Discussion method	10
(c) Recitation from the textbook with explanation	<u>67</u>
	108

The above responses show that the lecture and recitation methods were the main methods followed by the teachers.

Question No. 17 to the teachers was designed to know their suggestions to improve the standard of students in the S.S.C. level. The author also requested the Education Officers to state their suggestions on the issue. The free responses to this question varied in nature. However, they may be grouped under the following headings:

	<u>No. of Respondents from Teachers</u>	<u>No. of Respondents from Students</u>
1. By making English compulsory in primary schools	58	3
2. By increasing the salary of the teachers	48	5
3. By improving the curriculum	55	1
4. By making periodical examination compulsory	30	5
5. By assigning a weight to school work	16	-
6. By introducing in-service training to the teachers	21	7
7. By increasing the number of teachers	26	2
8. By setting thought provoking questions in the examination	11	7
9. By introducing guidance services	<u>5</u>	<u>4</u>
	270	34

The average number of responses by each teacher and officer was 3.8 and 4 suggestions respectively. About eighty-three percent of the teachers and forty percent of the officers recommended that English should be made compulsory in primary schools. About 68.6 percent of the teachers and seventy-one percent of the officers recommended the increase of the salary of the teachers. About seventy-nine percent of the teachers and only one officer recommended that the curriculum should be improved. About forty-three percent of the teachers and seventy-one percent of the officers recommended that the periodical examination should be made compulsory. About thirty-seven percent of the teachers and thirty percent of the officers recommended that extensive in-service training should be provided. They also suggested that thought provoking questions should be set in the examination.

6. Parents' Care

Concerning the parents' active interest in the school work of their children (Question No. 18 to the teachers), the teachers reported that on the average fourteen percent of the guardians took active interest. This is quite natural in a country where most of the guardians are illiterate.

7. Memorization

Concerning the percentage of students who used to memorize the answers of questions (Question No. 19 to the teachers), the responding teachers reported the percentage as follows:

TABLE 15

THE PERCENTAGE OF STUDENTS WHO MEMORIZE THE ANSWERS
AS REPORTED BY 70 TEACHERS

Percentage of Students	No. of Respondents
96 - 100	24
91 - 95	29
86 - 90	13
81 - 85	4
Total	70

The mean of the distribution shows that 93.5 percent of the students used to memorize the answers to questions.

Concerning memorization of the number of essays in English and Bengali (Question No. 6 to the students), the responding students reported the number as follows:

	Average No. of Essays Memorized by Passed Students	Average No. of Essays Memorized by Failed Students
(a) English	10.5	8.4
(b) Bengali	3	3.6

The above figures show that more memorization was made of English essays than of Bengali essays. It is really interesting to note that the students were accustomed to memorize essays in even their mother tongue. The above figures also show that the 'fail group' memorized comparatively smaller number of essays in English and a larger number in Bengali than the 'pass group'.

Question no. 7 to the students was designed to know the number of answers of some possible questions they memorized on different subjects. The following is the average number of memorization of answers in different subjects.

	<u>Average Number of Answers memorized by the Pass Groups</u>	<u>Average Number of Answers memorized by the Fail groups</u>
(a) English	20	16
(b) Bengali	3	4
(c) Geometry	15	13
(d) General Science	16	14

The above figures show that more memorization of the answers of questions was made in English than other subjects. It is really interesting to note that the students were accustomed to memorize even geometry problems.

The figures of question No. 19 to the teachers (question numbers 6 and 7 to the students above), show that memorization was an indispensable work for the students to pass the examinations. If they do not find questions common to their memorization, generally, they cannot do well in the examination.

8. Study Habits of the Students

The following table shows the study habits (as per responses to the question No. 8 for the students) of the students.

TABLE 16

NUMBER OF HOURS PER DAY REPORTED TO BE DEVOTED TO STUDY BY 108 STUDENTS

No. of Hours Per Day (1)	First Half of the Year (2)	Second Half of the Year (3)	Two months preceding the Examination (4)
8	0	0	7
7	0	0	15
6	0	0	86
5	7	22	0
4	19	10	0
3	30	31	0
2	46	45	0
1	6	0	0
	108	108	108

The mean for the first half of the year = 2.8 hrs.

The mean for the second half of the year = 3.1 hrs.

The mean for the two months preceding the
examination = 6.1 hrs.

So, there is a clear tendency to devote more and more time near the examination.

Concerning reading books other than textbooks (question No. 9 to the students), the responding students reported that reading novels ranging from one to six with a mean of 1.6 novels during the last year of their S.S.C. class. Not a single student reported reading reference books related to their studies or books other than novels.

The following question was asked the education officers during the interviews regarding teaching:

Q. What measures would you propose in order to improve teaching under the existing conditions?

Their responses may be grouped under the following headings:

	<u>No. of Respondents</u>
1. By introducing short-course in-service training	7
2. By organizing demonstration lessons in the school by supervisors	4
3. By proper use of teaching materials	4
4. By organizing teacher-parent associations	<u>4</u>
	19

The average response = 2.7 measures.

C. Evaluation of the Textbooks and the Curriculum

Concerning the teachers' opinions of textbooks (question No. 20 to the teachers), ninety-four percent of the respondents considered the textbook good. The remaining six percent considered the textbook poor, as due emphasis had not been given to the local needs.

Concerning the key-notes (notes on answers of possible questions written in concise form), all responding students reported that they relied most on key-notes than textbooks.

Regarding their suggestions to improve the secondary school curriculum (question No. 21 to the teachers), the responding teachers offered the following suggestions:

	<u>No. of Teachers Giving Suggestions</u>
1. The topics of history, social studies, economics and geography should be decreased	58

	<u>No. of Teachers Giving Suggestions (Cont'd.)</u>
2. More emphasis on good composition and comprehension in English should be given	25
3. More stress on English grammar should be given	19
4. In the lower secondary stage these should not be more than three languages	<u>25</u>
	127

D. Evaluation of the Examination System

1. School and Public Examination

All the seven education officers strongly supported the public examination at the S.S.C. level for maintaining a common standard throughout the country.

Question No. 22 to the teachers was designed to know about their opinion whether the public examination at the S.S.C. level should be supplemented by an assessment of school work and giving it due credit in determining the final result. Sixty-five of the respondents were in favour of the scheme, while the remaining five respondents did not support the scheme on the ground that it would encourage corrupt practices in the school.

Those who supported the scheme gave the following reasons:

	<u>No. of Respondents</u>
1. The students will get no time to indulge in politics	53
2. It keeps the students busy throughout the year	52
3. There will be no examination-panic among the students at the time of the final examination	23
4. It will enable the teachers and the Board to assess the real ability of the students	<u>15</u>
	143

About 76% of the teachers of this group believed that the assessment of school work at the final examination would prevent students from indulging in politics and it would keep them busy in studies throughout the year. Nearly one-third of the teachers believed that it would minimize the examination-panic among the students.

The above question was also asked to the education officers. Five of them categorically opposed the proposal as it would encourage the teachers to favour their own students with high grades. Two of them favoured the proposal as it would keep the students busy throughout the year and out of politics.

Concerning the proposal for making the periodical examination compulsory, all the seven officers favoured the proposal as it would keep the students busy throughout the year.

Regarding the periodical examinations (question No. 23 to the teachers), all teachers reported that periodical examinations were not compulsory for the students. This shows that the students were not kept busy throughout the year as no importance is given to periodical examinations.

As regards objective type questions (question No. 24 to the teachers), sixty teachers out of seventy did not think it possible to introduce objective type questions for the following reasons.

No. of Respondents

1. It is difficult to maintain discipline in an overcrowded examination hall as it is very easy to copy the answers which are short in nature from the answer books of the nearby

	<u>No. of Respondents (Cont'd.)</u>
student.	55
2. It is difficult to construct the objective type of questions.	31
3. It encourages guess work.	29
4. It cannot measure the logical expression of thought and the students' command over language.	25
5. It is spotty and cannot cover the whole course	<u>10</u>
	150

An overwhelming majority of this group did not find it suitable to introduce objective type questions on the ground that the students would adopt more unfair means in the examination hall for which more disciplinary problems would arise.

The remaining ten responding teachers favoured the objective type questions for the following reasons:

	<u>No. of Respondents</u>
1. It is easy to correct the answer books quickly	10
2. The marking is accurate	<u>8</u>
	18

Question No. 25 to the teachers was designed to know the measures by which they would ensure that the examination would test a person's ability and understanding and discourage memory works.

Out of seventy teachers, sixty-six responded to this question. The free responses to this question varied in nature which may be grouped under the following main headings:

	<u>No. of Respondents</u>
1. By setting thought provoking and critical questions	43
2. By assessing the work done throughout the year besides the final examination	34
3. By setting questions related to life situations	16
4. By putting the emphasis on the practical appli- cation of what the students learned.	<u>3</u>
	96

Question No. 26 to the teachers was designed to know their opinion about the weight that should be assigned to the school work and examination in determining a student's merit in the S.S.C. final examination. Their opinions were as follows:

(a)	<u>Average percentage of marks to be assigned</u>
(a) Class work	6%
(b) Periodical examination	16%
(c) Tutorial	4%
(d) S.S.C. Final	<u>74%</u>
Total	100%

The education officers gave the following suggestions for the improvement of the S.S.C. examination system:

	<u>No. of Respondents</u>
1. Thought provoking questions should be set to discourage memorization and cramming.	7
2. In order to have more reliability in marking the answer books, re-examination of answer books should be increased from 5% to 15 or 20%.	6
3. Excessive freedom of choice in the question paper should be minimized.	<u>4</u>
	17

2. Cheating in the Examination Hall

Regarding cheating in the examination hall (question No. 27 to the teachers), the teachers reported that on the average 9.2 per cent of the students cheated in the examination hall by copying from loose papers. Clearly, it is a disgrace to the schools where character formation is an important end.

Question No. 28 to the teachers was designed to know the reasons of cheating by the students in the examinations. The free responses to this question varied in nature. However, they may be grouped under the following headings:

	<u>No. of Respondents</u>
1. Because they are not well prepared for the examination, but they do desire to pass the examination somehow.	54
2. They do not listen attentively to what their teachers say in class.	27
3. They cannot memorize all possible questions.	21
4. Lack of memory and understanding.	2
5. Because they are influenced by the norms of their respective groups.	<u>4</u>
	108

The average number of responses per teacher is 1.5 reasons, with a minimum of 1 and maximum of 3 reasons. An overwhelming majority of the teachers believed that the lack of good preparation and the desire to pass the examination somehow were the main reasons. Thirty percent of the teachers believed that the students cheated

because it was not possible for them to memorize all possible questions. About thirty-nine percent of the teachers pointed out that the students adopted cheating as they were not attentive in class.

Question number 29 to the teachers was designed to know the measures, if any, adopted by them to prevent cheating in the examination.

The free responses to this question may be grouped under the following headings:

	<u>No. of Respondents</u>
1. By giving a warning before the examination.	70
2. By enforcing strict vigilance.	68
3. By expelling the students from the examination hall after detection of cheating and cancelling the answer scripts.	65
4. By imposing a heavy fine.	60
5. By persuasion.	<u>5</u>
	268

The average number of responses by each teacher was 3.8 reasons, with a minimum of two and a maximum of 5 reasons. Almost all the teachers reported that they discouraged cheating by strict invigilation work, imposing heavy fine, cancelling the answer scripts and by giving warnings.

3. Parents' Pressure for Promotion

Concerning the percentage of parents who apply pressure for promotion to the next higher classes in relation to the total number of parents whose children fail (Question No. 30 to the teachers), the

average percentage as reported by the teachers was 27.8. Such a pressure group is quite natural in a country like Pakistan where most of the guardians are illiterate and where passing the examination is considered as one of the principal ends of education.

Question No. 31 to the teachers was designed to know the measures adopted by them to prevent such pressures.

The free responses to this question varied in nature. However, they may be grouped under the following headings:

	<u>No. of Respondents</u>
1. By persuasion.	60.
2. By refusing the requests	21
3. By issuing transfer certificate on promotion	<u>12</u>
	93

It is interesting to note that some schools, though knowing fully well that a student has failed the examination, nevertheless, give him a promotion certificate upon transfer to another school in order to avoid further pressures from the guardians. This shows that there are some parents who simply want promotion of their children to the next higher classes no matter whether they are fit or unfit.

Question No. 32 to the teachers was designed to know whether they had to reconsider the case of failing students as a result of such pressures.

All the respondents replied that they considered their cases on special circumstances which were as follows:

	<u>No. of Respondents</u>
1. They were unable to disoblige the requests of some influential persons of the locality.	61
2. The cases of some meritorious students who could not do well in the examination for illness or other genuine causes.	59
3. On the assurance from the guardians that they will engage private tutors for their children.	<div style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></div> 45
	165

It is interesting to note that sometimes students are promoted to the next higher classes provided the guardians engage private tutors. In this way, the practice of private coaching is encouraged.

4. Subjects taken by the Students and Their Impression about The Examination Centre

Question No. 11 to the students was designed to know the year they sat for the first time and the subjects in which they appeared in the S.S.C. Examination. The responses were as follows:

<u>Year</u>	<u>Students who Passed</u>			<u>Students who Failed</u>			
	<u>1966</u>	<u>1967</u>	<u>Total</u>	<u>1965</u>	<u>1966</u>	<u>1967</u>	<u>Total</u>
No. of Students	4	54	58	8	10	32	50

The above figures show that 50% of the students in the 'pass group' passed in one sitting. Among the failing students, it is observed that 8 students of the year 1965 and 10 students of the year 1966 continued to appear up to 1967 but failed.

Regarding the subjects in which they appeared in the S.S.C. classes, the students reported the following:

	<u>No. of Respondents</u>
1. They were unable to disoblige the requests of some influential persons of the locality.	61
2. The cases of some meritorious students who could not do well in the examination for illness or other genuine causes.	59
3. On the assurance from the guardians that they will engage private tutors for their children.	<div style="border-bottom: 1px solid black; display: inline-block; width: 50px;"></div> 45
	165

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Regarding the subjects in which they appeared in the S.S.C. classes, the students reported the following:

	<u>No. of Respondents</u>
1. Subjects of Humanities group	86
2. Subjects of Science group	19
3. Subjects of Commerce group	<u>3</u>
	108

None of the students reported taking subjects in Agriculture, home economics and industrial arts. The great majority of the responding students were in the humanities group. Only 17.6% of the students took the science group and about 3% took the commerce group. This is quite evident as very few schools can offer more than one or two groups of studies owing to financial reasons.

Concerning the subjects in which they were in difficulty in the S.S.C. Examination (Question No. 12 to the students), the students reported the following:

	<u>Passed Group</u> <u>No. of Students</u>	<u>Failed Group</u> <u>No. of Students</u>
1. English	38	45
2. Bengali	2	10
3. Mathematics	10	31
4. Social Studies	5	14
5. General Science	<u>6</u>	<u>22</u>
	61	122

The above figures show that the majority of the students found difficulty in English.

The reasons they reported were as follows:

	<u>No. of Respondents</u>
1. The expected and prepared questions were not set in the examination.	52
2. I was sick and not feeling well.	16
3. The question was difficult.	<u>76</u>
	144

The average number of reasons was 2.5. It is interesting to note that 52 students found difficulty in the examination as expected questions were not set.

Regarding their impression in the examination centre (Question No. 13 to the students), thirty-six students reported that they became puzzled. Seventy-two reported it natural. Those who became puzzled reported the following reasons:

	<u>No. of Respondents</u>
1. The invigilators were unknown to me.	30
2. I was not feeling well.	16
3. I became puzzled to see the police on duty around the examination centre.	3
4. There were too many examinees in the examination hall in which there were disturbances.	8

The majority of the students of this group became puzzled in the S.S.C. Examination centre as the invigilators were not known to them. Some reported that there were disturbances. If any one is detected adopting unfair means and is expelled from the examination hall, it is likely to create psychological tension among the rest.

To sum up, some of the important conclusions are as follows:

1. A great majority of the teachers obtained their degrees or certificates in the third division and have no professional training.
2. The average number of students in one class are reported as 50.1.
3. Tuition fees are low.
4. The average salary of a non-government school teacher is Rs.123.22 per month which is very low, whereas the teaching load is heavy.
5. Fourteen percent of the guardians are reported to take active interest in the school activities of their children.
6. Students study a greater number of hours per day in the last two months before the examinations.
7. Students do not read any reference book related to their studies during their last year of S.S.C. class. They, on the average, read 1 or 2 novels.
8. They rely most on key-notes rather than textbooks.
9. The majority of the teachers think the textbooks are good.
10. A great majority of the teachers report that they undertake private coaching to supplement their low salary and help the students.
11. Fifty-six percent of the students in the classes are reported to be 'interested' while the rest are reported to be 'not-interested' in their studies.

12. 'Poor English', 'abstractness of the course due to non-application to life situation', 'lack of adequate teaching aids' and 'non-seriousness' on the part of the students are the main reasons believed to account for the fact that some students do not take interest in the classroom work.

13. An overwhelming majority of the teachers believe that "too many students in the class" and "the responsibility to cover the lengthy syllabus" are the main reasons for which they cannot pay attention to individual students.

14. Regarding curriculum improvement, the majority of teachers believe that English should be made compulsory at the primary stage. They also stress reducing topics of the social studies, economics, geography and history. Quite a large number of teachers stressed good composition and comprehension in English.

15. The fact that periodical examinations are not compulsory accounts for lack of serious concern in their studies by the students in the early part of the year.

16. Twenty-one percent of students are reported to take private coaching.

17. About ninety-four percent of the students are reported to be in the habit of memorization and cramming.

18. About nine percent of the students are reported to be in the habit of cheating in examinations.

19. A great majority of the teachers think that the S.S.C. Examination should be supplemented by giving due weight to school work in determining the final result of the S.S.C. Examination. But

the majority of the officers do not approve this idea.

20. A great majority of the teachers do not think it possible to introduce objective type questions in the examinations.

21. The teachers report that there are quite a large number of parents who are accustomed to apply pressures in order to have their failing children promoted or passed.

22. It has been found that the students are accustomed to memorize comparatively more questions in English than in other subjects. They feel difficulties mostly in English.

23. The teachers and education officers report that the standard of students in the S.S.C. level can be improved by increasing the salary of the teachers and making periodical examinations compulsory.

24. The education officers interviewed report that the introduction of short-course in-service training, organization of demonstration lessons in the schools will improve teaching. They also think that setting of thought provoking questions and re-examination of more answer scripts by the head examiner will improve the examination system.

CHAPTER IX

RECOMMENDATIONS

A. Introduction

In raising the percentage of passes and standard of attainments in the S.S.C. Examination, East Pakistan faces many problems in the curriculum, teaching methods, examination system, student-teacher-parent relationship, etc., which have been discussed in the previous chapters. Without the solution of these problems, the percentage of passes and standard of attainments in the S.S.C. Examination cannot be raised. The purpose of the present chapter is to consider some practical suggestions for their solution.

B. Recommendations for the Curriculum

It has been revealed in chapter V on the curriculum that the secondary school curriculum in East Pakistan needs revision and further improvement. Some of the defects pointed out in chapter V are as follows:

1. The introduction of diversified courses is limited to few schools.
2. Proper stress upon English in the primary stage has not been given. So, there is no balance between the English syllabuses of the primary stage and the lower secondary stage.
3. The contents of some subjects appear to be overloaded and overcrowded.

4. The students of the lower secondary stage have to learn too many languages.

1. Introduction of Diversified Courses

In those schools which really adapt curricula and methods to the needs of pupils, there need not be any failures as such, for all pupils can succeed in selected courses and gain a place in the sun. Failure in American junior high schools has been avoided by three processes:¹

- a. by adapting the instructional area to the capabilities of the learner;
- b. by furnishing a variety of electives to choose from;
- c. by providing guidance to the individual.

It is, therefore, recommended that the government should take an effective step to increase the number of multipurpose high schools in the province. It is further recommended that the Education Department of East Pakistan should make a survey of the secondary schools to assess their financial capacity and the number of students. After the survey, the government should grant subsidies as stimulus for introducing diversified courses to those schools where the number of students is sufficient for a multipurpose high school.

2. English as a Subject of Study in the Upper Primary Stage

It has been said by educationists in Pakistan that proficiency in English is a necessary element for success in some professions,

¹F.J. Schonell, "Organization of Remedial Measures," Failures in School, by W.D. Wall et al. (Hamburg: UNESCO, 1962), p. 134.

in university studies and in the study of science and technology. For these reasons, English has been retained in the secondary stage in the same standard as before. But the curriculum committee of 1960 made English optional in the primary stage which was previously compulsory. Again, English has not been included as a subject for examination under the talent scheme (Primary scholarship) examination programme. For all these reasons, English has been neglected in the primary stage whereas the standard of English in Class VI has been kept the same. With a little or no background in English, a student in class VI is confronted with a great difficulty in the English course which consists of short stories and grammatical rules such as number, adjectives, adverbs, etc. For these reasons, it is this writer's opinion that English should be made compulsory from class III in the primary stage and should be included in the programme of the Primary Scholarship Examination.

3. A Permanent Section for Curriculum Development

Experience in other countries shows that it is not possible in a changing society to construct a permanent curriculum. Constant adaptation of the curriculum is necessary to meet the changing needs of society. It is therefore recommended that a permanent section should be attached to each Board to keep an eye on the functioning of the scheme of studies and the syllabuses and to suggest necessary improvements in the light of practical experiences. This work should be in the hands of wholtime officers who have special training in the field of curriculum planning and who are fully conversant with its problems.

The first duty of such a section should be to examine the complaints of the large number of teachers regarding the syllabuses of social studies, economics, history, geography and English. Some of the complaints of the teachers regarding the syllabuses appear to be genuine. This permanent curriculum committee should bring about the necessary improvement and modification in the secondary school curriculum in the light of practical experience.

Besides this, there should be a department for curriculum research in each university and teachers' training college which should undertake research work in collaboration with the Directorate of Education. Their findings should serve as guidelines to bring about the improvement in the curriculum.

4. Teaching of Different Languages and Art and Practical Arts in the Lower Secondary Stage

It is recommended that the students of the lower secondary stage should not be taught more than three languages: the mother tongue, the relevant religious language and English. Any other language may be taught as an elective subject.

The curriculum committee of 1960 made a provision for introducing a subject on Arts and Crafts or Art and Practical Arts in the lower secondary stage (from class VI to VIII). But very few schools have introduced the subjects of Arts and Crafts or Practical Arts. The Practical Arts is interpreted to mean manual skills and understanding, related to local conditions. Pakistan being mainly an agricultural country, the introduction of practical arts means a development of knowledge about agriculture for a large proportion of the children of the country. Practical arts also means craft work and the learning of

skills in the use of hand and machine tools. The introduction of the subject will bring learning close to life-situations. These crafts as well as school gardening for agricultural purposes are very interest provoking and help to wipe out the rigidity and monotony of academic courses. Girls' schools would required corresponding instruction in home crafts, needle work, embroidery and other suitable hand work of an artistic kind. In view of the above advantages, it is recommended that Art and Practical Arts should be made compulsory in the lower secondary stage.

5. Key Notes

The publication of key-notes and their use by the students should be discouraged.

C. Recommendations for Teaching and Administrative Personnel

1. Improving the Qualification and Status of Teachers

One of the first measures for improving the methods of teaching must be for improving the quality of recruits to the teaching profession. Till better men are attracted to the profession, no real improvement can take place. At the same time, even the best of men cannot be fully effective, so long as there is the present disparity between the number of teachers and the taught. So, the number of teachers and their salary should be increased. There should not be more than 40 students in a class for the present. When the number of teachers will be sufficiently increased, the number of students per teacher will also come down.

The demand of the teachers today is only for an income which will satisfy their basic human needs and free their minds from constant

worry. There should not be a difference of pay-scale between the teachers of government high schools and non-government high schools. The salaries of the teachers of government high schools almost satisfy their basic needs, but the salaries of the teachers of non-government high schools are in many cases hardly adequate even for their basic needs.

The question then arises: How can one find the necessary funds to raise the salaries and the number of teachers? At present, approximately 70% of the income of the school comes from tuition fees and the rest from government sources and local donations. In order to bring about any improvement in secondary education, tuition fees should be increased.

As mentioned in chapter VIII, the tuition fee paid by the students is very low. At present, a secondary student pays approximately Rs. 4.30 per month as his tuition fee. Fifteen percent of the students are, at present, allowed free-studentship on the basis of merit and poor economic condition. The author recommends that the average tuition fee per student in the secondary stage should be raised gradually, say within five years, to Rs. 7.00 per month with a provision for free-studentship to 25% of the students on the basis of merit and poor economic condition. The tuition fee should be raised gradually as the sudden increase of tuition fees will face opposition from the public.

While this measure may assist in attracting a better type of teachers and increasing the number of qualified teachers, there still remains the problem of the large number of existing unqualified teachers.

Here a programme of in-service teacher training is indicated. "The value of in-service training in improving the quality of teachers cannot be stressed too much. In recent years, Britain has demonstrated how even unqualified teachers have been transformed beyond recognition as a result of such training."¹ The government should introduce refresher courses and in-service training for teachers. Seminars and study camps for teachers should be organized. Arrangement might be made for the existing teachers to attend specially designed courses, for a period of at least three months, preferably followed by further training in the succeeding year. During the interval, teachers might work in schools under the supervision of trained teachers. Successful completion of the in-service training should be accompanied by suitable increment. In-service training courses could be located in the existing teachers' training colleges during summer vacations or in the evenings. Care should be taken to expose these teachers to the latest knowledge both in subject matter disciplines and professional areas.

There should be provision for special training to the teachers of practical subjects like Art and Practical Arts, home economics, clothing and textiles, weaving, etc. Arrangement for their training may be made in the agriculture, polytechnic and textile institutes. Teachers in practical subjects should be appointed on the basis of their training in these institutes.

A great enemy of the quality of teaching at the secondary level is boredom and monotony. Teachers tend to lose interest by

¹Kabir, op.cit., p. 168.

repeating the same lessons year in and year out. The provision of district seminars for teachers at least once in a year, refresher courses and in-service training offer favourable breaks in the monotony of the teacher's life. These provisions would surely help to raise the entire tone of secondary education in the country in the course of a few years.

2. Improving the Administrative Efficiency and Supervision

Education is a complex and highly specialized field, and its efficiency requires administrative ability, technical competence and understanding of educational developments in different countries of the world. In recent years, the highest educational service is not filled up by the ablest young men because of unattractive service condition and pay-scales. It is recommended therefore that the highest educational cadre should be organized with the same financial attractions and service condition as the civil service. Only by creating this type of structure will young men of extraordinary merits be able to choose their career in the education department. The present practice of giving promotion to the highest cadre exclusively from within on the basis of seniority should be stopped. At least 25% of the posts should be filled up by direct recruitment on the basis of competitive examination. The remaining 75% of the posts should be filled up from those who demonstrated ability and leadership in the department. As a result of this system, the Education Department will be staffed both by young men coming from the national pool of talent and also by those of broad experience and high qualification. The

government should provide adequate training both in general areas and in the professional field to the administrative staff recruited directly.

It is recommended that the number of inspectors should be raised so that they can pay more visits to the schools. The primary duty of the inspectors should be to raise the quality of the work in the classroom, and this they can do by encouraging the teachers and establishing friendly relations with the teachers. They should give demonstration lessons in the schools and try to raise the quality of teaching in the classroom through discussions and conferences with the teachers not by doing police and clerical work.

D. Improving the Methods of Teaching

1. Methods of Classroom Teaching

In the strict sense of the term we cannot give education to the child; he must get it for himself. He must interact actively with his environment. This process of learning by activity and doing, by reaching and undergoing is what Brubacher terms "aggressive activity."¹ "Aggressive" is used in the sense that the learner forms an active curiosity which constantly forces new meanings to appear and which cannot be achieved through passive knowledge.

To inculcate such abilities in the child, however, there is no single method which can be applied by the teacher on all occasions, for all children and at all times. Since learning or change in behaviour has meaning only when what is learned has some use, significance and interest to the learner, the teacher must try to make use of the methods

¹Brubacher, op.cit., p. 52.

which best fulfill the children's needs and interests. Hereunder are discussed some of the techniques.

In a rigid curriculum, the introduction of modern methods of teaching like the unit method, the project method, etc., is difficult. Nevertheless, the teachers should be conversant with these methods in their training and apply them on suitable occasions. In the unit teaching method there is no teaching in an isolated form; instead, there is correlation of subjects. Correlation here means the combining or bringing together of different subjects or parts of subjects that are naturally related. For instance, in a unit like "our farm," the students may carry on a variety of activities planned together by them with their teacher. They may be divided into groups to study different aspects of the farm. History may be related in this unit by relating the activities of the farm with the agricultural life of the ancient times. Geography can be made use of by illustrating the kind of soil, or land fertility, barrenness and irrigation.

Teaching through projects is another important aspect of individual and group learning. Projects can easily be used in the correlation scheme of social studies, mathematics, school gardening, etc. For example, in a project on "food," the study of the food habits of people, ideas of balanced food and problems of climate may be taken up.

Instead of stating that it is impossible to adopt the modern methods of teaching in a large class, the teachers should experiment with the new methods and compare the results. Willingness

on the part of the teacher to try new methods is the first criterion towards the improvement of teaching.

It is now universally recognized that the children should be given activities which will keep them engaged and arouse their interest in classroom work. These results may be obtained by introducing tutorials, seminars and discussions in the class. A fully developed system of tutorials and seminars would require a great increase in the number of teachers which may not be possible in the near future. Two devices may be suggested in reducing this difficulty. One is to cut down the number of hours given to lecture by the teacher and use them for supervising the work of the students. The other is that the students should be encouraged to prepare the topics to be taught before they come to the class. If students have already prepared the subject matter before coming to the class, the teachers will take less time to explain and will be able to devote considerable time to discussion.¹ The knowledge obtained by the pupils due to their own initiative, is likely to be more useful and lasting. While teaching in the classroom, the teacher should be very particular to use teaching materials relevant to the topic under discussion. The schools should be encouraged to procure adequate teaching materials for effective classroom teaching.

2. Formation of Good Reading Habits

The most important thing neglected at present is the formation of good reading habits. Motivation for regular study should be provided from the very beginning. Apart from the text, outside reading assign-

¹Kabir, op.cit., pp. 179-180.

ments and home work should be regularly assigned, checked and graded.

3. Private Tuition

The evils of the present practice of private tuition must be checked. There should be strict rules to regulate the number of private tuitions a teacher is permitted to accept. But this can be enforced effectively only if the teachers are paid living wages. The usual defense of the teachers is that they must live before they can teach and their wages are not enough to meet the minimum needs for themselves and their families. With the gradual improvement in the salary scale such rules may be more strictly enforced to regulate private tuition. Till such time as scales are sufficiently improved, it should at least be provided that private tuition must be arranged through and in the school. The headmaster may be authorized to make arrangements for special coaching of children who are comparatively weak or backward and have the work carried out on the school premises under his supervision. Fees derived from such coaching classes should be divided among the teachers who participated in the scheme. It must be ensured that there is no favouritism or patronage by the headmaster in the selection of the teachers for the purpose. In this way, the present practice of uncontrolled private tuition could be checked.

E. Recommendations for the Improvement of the Nature of the Examinations in the School and the S.S.C. Final Examination

1. Introduction of Compulsory Quizzes in the Schools

In chapter IV the discussion of the present system of examinations in the schools and the Board revealed that improvements can be made. One of the most important drawbacks is that the students are not

kept busy throughout the year. The schools should conduct short bi-weekly or monthly quizzes. The average of these quizzes should form a substantial part in determining the final grade in the year-end examination of the school. The author recommends that sixty percent of the marks should be kept earmarked for these quizzes in the school.

2. Weight on School Work in determining the Final Results of the S.S.C.

Another important difficulty is that the full two years of student's efforts and achievement (classes IX and X) are tested mainly on the basis of the results in the S.S.C. final examination. Chance factors can operate easily to place him very low or very high in such an examination. No provision exists at present to minimize these factors.

The author considers that the tests should be held in all schools fortnightly, and that a substantial weight should be given to performance in them in determining the result of the S.S.C. Examination. To make the teacher's evaluation as comprehensive as possible, the author suggests that 30% of the marks should cover the pupil's entire school record and will include results of fortnightly tests and judgements of habits and general behaviour. It has been argued that an assessment of this kind would encourage the teachers to favour their own students with high marks. "Trust in a person's integrity usually inspires him to deserve that trust, and we are confident that teachers will not betray it."¹ As a safeguard, however, the author proposes that the results of the periodic tests should be recorded by the teacher on the notice-board as well as in the pupil's progress reports. This

¹Government of Pakistan, Report of the Commission on National Education, 1959, p. 125.

will be a sufficient safeguard as no teacher will be able to face the class if he gives high marks to examinees whom their classmates know to be weak. There should be another precaution. The answer-books of the internal quizzes should be preserved under the custody of the headmaster who on demand may submit those to the board for verification, if necessary. This system of internal marking will create difficulties for the private students. Clearly, candidates who have not received formal instruction in school cannot be grouped with those who come from schools. The author, therefore, recommends that for such private candidates there should be only an external examination.

3. The Nature of Question Paper

The questions should be designed to test the real understanding of the subject matter, the power of creativity and individuality. If this is done, no student will be able to depend on "guess papers." Cramming will be discouraged. It is also recommended that the question paper should contain a portion of objective questions, which may be increased or decreased according to experience and the nature of the subject matter.

There should be no such rule in the Board that the question of the last year cannot be repeated in the current year. Sometimes, it is not too difficult for the teachers or the students, as a result of this practice, to guess the expected questions. Another factor which cannot be overlooked is the excessive freedom of choice in the question paper. This also helps the teachers and students in selecting some important questions which provide opportunity for the student to use ready-made materials which he has memorized. It is, therefore,

recommended that the Board should take definite steps to minimize discontent.

4. Re-Examination of the Answer-Books

It is also recommended that the re-examination of answer-books by the head-examiners and assistant head-examiners should be increased from 5 percent to 20 percent. This will help considerably in minimizing the individual differences in marking among different sub-examiners.

F. General Recommendations

1. Finance

The introduction of diversified courses, improved supervision, guidance services, training of teachers need money. In Pakistan, the per capita income is only \$70 per annum. In terms of the percentage of national income, the expenditure in education was only 2.5 percent in 1965-66.¹ Extremely low per capita national income in Pakistan presents formidable difficulties to raise adequate funds for the improvement of secondary education. But if the government and the people are serious about the future of the country, there is no alternative but to find the necessary funds.

The Government of Pakistan has levied an education tax (.25 paises for each rupee on land revenue) for the improvement of primary education. In view of the crying need for the improvement of secondary education, the author proposes that secondary education levy of .10 paises for each rupee on land revenue should be introduced. The proposed secondary education tax should not be confined to land owners

¹W.M. Zaki, "Educational Finance," Pakistan Quarterly, XIII, No. 4 (1966), p. 21.

only but to others who, though not land owners, do have high incomes. In the case of the latter, the income tax they pay to the Government should be increased for the improvement of secondary education. Having raised funds in these ways, the Government should take effective steps to introduce diversified courses and guidance services in the schools, improve supervision and other aspects of secondary education.

2. Guidance and Counseling

A system of guidance and counseling in modern secondary education is a must. The differences in human abilities on the one hand and growing diversification of courses in the secondary stage on the other make it necessary. It is a fact that wastage in progressive countries has been substantially reduced through a properly administered programme of educational guidance. It is, therefore, recommended that an organized guidance service must be introduced in East Pakistan. There should be a section attached to the office of the district education officer for coordinating guidance and counseling services of the secondary schools of the district.

The guidance and counseling services in the school must include the application of modern psychological methods for selection and classification of students such as objective tests of intelligence and specific aptitudes, cumulative records and the use of modern techniques for assessing and recording the students' educational progress and social adjustment. There should be at least one person competent in the techniques of guidance in each high school who will be primarily responsible for the organization and operation of the testing and counseling functions in his institutions. The sound organization of

a guidance programme needs qualified persons which are not available in East Pakistan at present. But this is not an **excuse**. There must be adequate provision for their training. In the training colleges and universities a **department** of guidance and counseling should immediately be started in order to train the personnel for guidance and counseling in secondary schools. In the meantime, teacher-counselors may be appointed on the basis of their strong interests in the work or their ability to relate with the students as a temporary measure who may be replaced when sufficient trained hands will be available.

To provide qualified staff for the department of guidance and counseling in the universities and training colleges, some professors should be sent abroad for advanced training in guidance and counseling.

3. Parent-Teacher Association

There should be provision for parent-teacher associations in the schools and there should be regular monthly meetings of this association. The teaching staff should make it a point that the initiative should come from their side first to establish friendly relations with the parents. In the monthly conference, discussion should be made how the reading habits of the students in the home can be raised, how the attendance of the students in the school can be improved and similar other problems. The parents should be encouraged to pay visits to the schools to know the latest progress of their children. In this way, full cooperation from the parents can be obtained for the overall improvement of their children.

G. Concluding Remarks

It is found that the students in the S.S.C. level are facing difficulties in their studies. This results in a large number of failures and low standard of achievement in the S.S.C. Examination. Suggestions to improve the results in the S.S.C. Examination are offered in four important directions, namely, the curriculum, the teaching and administrative personnel, the methods of teaching and the system of examination. It is hoped that they will go a long way in improving the present state of affairs.

APPENDIX A

Questionnaire to Teachers

From: Md. Ramjan Ali, Vill: Bhaturia, Post: Khord Mohanpur,
District: Rajshahi, East Pakistan.

To : The Teachers of Secondary Schools,
Rajshahi Division, East Pakistan.

Dear Sir:

Your help is solicited for writing a Thesis on some problems of secondary school education in Rajshahi Division and suggestions for its improvement as a partial fulfilment of my M.A. degree (in Education) at the American University of Beirut, Beirut, Lebanon.

Kindly reply to the following questions and return it to me as soon as possible.

I shall remain grateful to you for your sincere cooperation.

Thanking you very much,

Very sincerely yours,

Md. Ramjan Ali

July 1, 1968

(Please put a check mark () for your answer against the word or sentence of your choice and fill in the blanks where necessary.)

1. Name (if you have no objection):.....
2. Sex
3. Post.....

4. Qualification with division (S.S.C., I.A., B.A., B.Sc., etc.).....
5. Average number of students in the class of compulsory subjects.....
6. What is the total number of students in your school?.....
7. The monthly rate of tuition fee in each class.....
8. On average, what is the monthly salary per teacher in your School?
9. What percentage of the students take private coaching?.....
10. What is the rate of fee for private tuition per student?.....
11. Do you believe that private coaching should be banned? () Yes,
() No. Explain your answer.....
12. (a) The total No. of hours per week you spend in teaching students
privately
- (b) Subjects you teach to private students
13. The total No. of hours you teach per week in the school.....
14. About what percentage of the students falls in your classes in each
of the following categories:
(a) Very interested..... (b) Interested.....
(c) Somewhat interested..... (d) Not interested.....
15. State reasons for the answer to question No. 14.....
.....
16. What are the main reasons for which you cannot pay individual
attention in the class?.....
17. What measures would you propose to improve the standard of students
in the S.S.C. level?.....
18. What percentage of the parents take active interest in the school
work of their children?.....
19. What percentage of the students of your school memorize the
answers?.....

20. What is your opinion of the textbooks in the school? () Good,
() Bad. Why?
21. What measures would you propose to improve the secondary school
curriculum?.....
22. Do you believe that the public examination at the S.S.C. level would
be supplemented by an assessment of school work by giving school
work due credit in determining the final result? () Yes, () No.
Explain.....
23. Are the terminal and periodical examinations compulsory in your
school? () Yes, () No.
24. Is it possible to introduce objective type of questions? () Yes,
() No. Why?.....
25. How would you ensure that the examinations test a person's ability
and understanding and discourage mere memory works?.....
26. What weight should be assigned to the following in determining a
student's merit in the S.S.C. Examination?
(.....%) class work; (.....%) Periodical examination;
(.....%) Tutorial work; (.....%) S.S.C. final.
27. What percentage of the students of your school cheat in the
examination hall (by copying from loose paper)?.....
28. Why do they cheat?.....
29. What measures, if any, are followed to discourage and prevent
cheating?.....
30. What is the percentage of parents who apply pressure for promotion
of their failing children?.....

31. What measures do you adopt to prevent such pressures?.....
.....
32. Do you reconsider the cases of students who failed in the annual
examination for such pressures?

APPENDIX B

Questionnaire to Students

From: Md. Ramjan Ali, Vill: Bhaturia, Post: Khorda Mohanpur,
District: Rajshahi, East Pakistan.

To : Students.

(Please put a check mark () for your answer against the word or sentence of your choice and fill in the blanks where necessary.)

1. Name (if you have no objection).....
2. Sex.....
3. Did you engage a private tutor? () Yes, () No. Why?.....
4. How many students were privately coached by your teacher in a year?
5. What method did your teachers follow in presenting a lesson in the classroom? () Lecture method, () Discussion method, Others, if any,.....
6. How many essays in English and Bengali did you memorize?
(a) English..... (b) Bengali.....
7. How many answers of some possible questions on the following subjects did you memorize?
(a) English (b) Bengali (c) Geometry (d) History
(e) Social studies (f) General science.
8. The time you devoted to your study.
(a) On the average, how many hours per day during the 1st half

- of the year?.....
- (b) On the average, how many hours per day during the second half of the year?.....
- (c) On the average, how many hours per day during two months preceding the annual examination?.....
9. How many books, apart from your textbooks, have you read during the last year of your S.S.C. class?.....
- (a) Reference books related to your study.....
- (b) Novels..... (c) Other books.....
10. Did you rely most on textbooks or key-notes?
11. When did you sit for the examination for the first time?.....
- What was your group of studies?.....
12. In which subjects did you feel difficulty in the S.S.C. Examination?..... Why?.....
13. Mention specifically the impression you got in the examination centre of the S.S.C. Examination. () I became puzzled.
- () It was natural. Why?.....

APPENDIX C

List of the High Schools to Which Questionnaires
For Teachers Were Sent

<u>Boys' High School</u>	<u>No. of Questionnaires Returned</u>
1. Kurigram, Rangpur	-
2. Rowmari, "	2
3. Nazimabad, "	1
4. Jadurchar, "	2
5. Panga, "	1
6. Mohendranagar, "	1
7. Jadur Char, "	-
8. Nazim Khan, "	2
9. Kaliganj, "	2
10. Bogra Zilla, Bogra (Government High)	1
11. Khanjanpur, "	1
12. Kagail, "	2
13. Khaduli, "	2
14. Panchgram, "	2
15. Mortazapur, "	1
16. Kutubpur, "	1
17. Gabtali, "	2
18. Bogra Coronation, "	1
19. Chowbari, Pabna	1
20. Jnadayini, "	1

<u>Boys' High School</u>		<u>No. of Questionnaires Returned</u>
21. Harina Bagbati,	Pabna	1
22. Mesra,	"	2
23. Nimgachi	"	2
24. Sara Marwari,	"	1
25. Mohanpur K.M.,	"	2
26. Pagha Boalia,	"	1
27. Ullapara,	"	2
28. Dhangara,	"	-
29. Kazipur,	"	-
30. Thakurgaon,	Dinajpur	1
31. Panchagarh	"	-
32. Ruhea,	"	1
33. Kalamegh ,	"	1
34. Tentulia,	"	2
35. Kajaldighi,	"	1
36. Maidandighi,	"	1
37. Shalbahan,	"	1
38. Patnitala,	Rajshahi	2
39. Niamotpur,	"	2
40. Mahadevpur,	"	2
41. Kansat,	"	1
42. Ganguria,	"	-
43. Rohanpur,	"	2
44. Bagmara,	"	2

<u>Boys' High School</u>		<u>No. of Questionnaires Returned</u>
45. Raigaon,	Rajshahi	2
46. Patisar,	"	2
47. Naogaon, K.D.,	"	2
48. Joanpur	"	2

APPENDIX D

List of the Girls' High Schools to Which Questionnaires for Teachers Were Sent

		<u>No. of Questionnaires Returned</u>
1.	Rajshahi, Rajshahi	2
2.	Naogaon, "	2
3.	Nator, "	1
4.	Nawabgonj, "	1
5.	Shahazadpur, Pabna	-

APPENDIX E

List of the High Schools to Which Questionnaires for Students
Were Sent

1. Mahaderpur (Boys' High), Rajshahi
2. Joanpur " " , "
3. Mohadevpur " " , "
4. Nashatta " " , "
5. Manda " " , "
6. Saraswatipur " " , "
7. Kirtipur " " , "
8. Paninagar " " , "
9. Kakonhat " " , "
10. Naogaon (Girls' High) , "

APPENDIX F

List of Education Officers Interviewed

	<u>Date of Interview</u>
1. Controller of Examination, Rajshahi Board.	16.7.67
2. District Education Officer, Rajshahi.	17.7.67
3. Assistant Inspector of Schools, Rajshahi Division.	17.7.67
4. District Inspector of Schools, Rajshahi.	17.7.67
5. District Inspector of Schools, Bogra.	1.8.67.
6. Sub-Divisional Education Officer, Naogaor.	2.9.67
7. Sub-Divisional Education Officer, Pabna.	4.9.67

APPENDIX G

Questions Addressed to the Education Officers

1. What measures would you propose to improve the standard of students at the S.S.C. level?
2. Do you think that the public examination at the S.S.C. level is necessary?
3. Do you think that some weight should be given to periodical examination and school work while determining a student's merit in the S.S.C. Examination.
4. Do you think that the periodical examinations in the schools should be made compulsory.
5. Have you any suggestions to improve the S.S.C. Examination system?
6. What measures would you propose in order to improve teaching under the existing conditions.

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