

# **EDUCATIONAL ENVIRONMENT IN BANGLADESH CADET COLLEGES SINCE 1990S: AN OVERVIEW**

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## **Introduction**

Background History of Bangladesh Cadet Colleges may be traced back to the public school systems of England during 19th century (Rob 1884). After partition in 1947 first Cadet College was established at Hasan Abdal by the Government of Pakistan to educate and train the military students in 1952. Following the demand of the then East Pakistan, first Cadet College was established at Fouljadarhat of Chattogram in 1958 with Colonel Moris Brown (Retired) of Scotland as the Principal. Seeing the performance of Hasan Abdal and, few more cadet colleges were established in West Pakistan. Indo-Pak war 1965 has some link to the establishment of more cadet colleges in the then East Pakistan (now Bangladesh). During this period, the need for defense and security vulnerabilities were exposed in one side (East Pakistan), while the valour and fighting spirit of the East Bengal Regiment (composed of Bangalee officers and men) established that Bangalees were no less than the “Marshal Race”. As a result, three more cadet colleges were established immediately with a view to improving the percentage of officers’ intake in the Armed Forces from the young students of eastern part.

Cadet Colleges are specialized autonomous residential institutions that impart an all-round liberal education to the young learners of the secondary and higher secondary levels following the English version of national curricula prescribed by the National Curriculum and Textbook Board and also emphasizing co-curricular and extra-curricular activities (SOP 2009). A statistics shows that so far 17,378 cadets have passed out from cadet colleges of which 2,282 graduates have joined the Army, 387 joined the

Navy and 200 joined the Air Force (Matiur 2017). At the same time 136 qualified for BCS, 2360 became engineers, 1984 doctors, 700 professors, 571 businessmen and 8200 employed in other professions. This signifies that some 16.50% of the cadets joined the armed forces and about 50% of the cadets were employed in various professions other than medical, engineering, education and Bangladesh Civil Services (BCS). However, in recent years, the results of cadets in admission tests for medical, engineering or public universities are disappointing. This paper emphasizes on reforms in internal administration and management, modernization of facilities and infrastructure, stakeholder motivation, changes in academic activities and incorporation of external collaboration.

### **Aim of Cadet Colleges**

To educate and train young Cadets as future leaders, promising professionals and civil/military officers endowed with knowledge, high standard of morality, sense of responsibility and spirit of patriotism.

### **Objectives of Cadet Colleges**

Following objectives are intended to be achieved by Cadet College system:

- To provide Cadets with liberal quality education up to higher secondary level through a well-planned academic programme enabling them to pursue higher studies in different disciplines.
- To provide Cadets with essential elementary military training with a view to preparing them for induction into Armed Forces as Officers.
- To impart complementary knowledge, training and skill necessary for the all-round development of cadets through a package of co-curricular and extra-curricular activities.
- To arrange necessary physical training, games and sports, cultural program and maintain a diet program ensuring a balanced physical and mental health.

- To infuse in them a high sense of morality, responsibility, integrity, leadership quality, discipline and patriotism through motivation, counseling, practices and programmed activities.
- To provide them with training, exercises and instructions to develop a high standard of communicative skill (oral & written), enhancing confidence and individual ability.
- To educate them on manners, etiquettes and social conducts in conformity with their age level and socio-cultural standard.

### SWOT Analysis

SWOT analysis was done considering the internal and external factors that might affect the educational environment and overall output of the cadet colleges. Keeping the aims and objectives in view, the SWOT of the Cadet Colleges were analyzed and depicted as below:

<b>Figure 1: SWOT Analysis of Cadet College</b>		
	Helpful	Harmful
Internal Origin	<b>Strength</b> <ul style="list-style-type: none"><li>• Selected students and teachers.</li><li>• Disciplined and organized study, sports and recreational activities.</li><li>• Secure environment.</li><li>• Students are free from political influences and socio-economic hardship.</li><li>• Healthy and competitive environment.</li><li>• Caters for all round development.</li></ul>	<b>Weakness</b> <ul style="list-style-type: none"><li>• Lack of teachers' training on pedagogy and educational management.</li><li>• Laboratory facilities-back dated.</li><li>• Lack of variation in personal study setting (class room/ teacher/class mates).</li><li>• Exam focused, rush to complete syllabus; learning is overlooked.</li><li>• Lack of initiative of the teachers.</li></ul>

Figure 1: SWOT Analysis of Cadet College		
External Origin	<b>Opportunity</b> <ul style="list-style-type: none"> <li>• People's perception and impression of the cadet college works as a motivational tool.</li> <li>• Alumni associations inspire and support the institutions' growth and encourage lifelong fraternity with individuals.</li> <li>• Expandability: Location, area and organizational structure may allow expansion with minor adjustment and minimal marginal cost.</li> <li>• Scope to foster creativity on specific field of interest.</li> <li>• Collaboration with world class institutions to add value.</li> </ul>	<b>Threat</b> <ul style="list-style-type: none"> <li>• Vested interest groups may cause emotional disorder of adolescents may affect study and grooming.</li> <li>• Difficult for a cadet to catch up if he falls back in initial days.</li> <li>• Friends, Seniors and teachers may affect mental stability and learning.</li> <li>• Indiscriminate use of gadgets, mobile phones, social media (even when on leave) may create distraction and affect desired grooming of the cadets.</li> <li>• Any breach of security may have far reaching consequences and affect all the cadets, teachers and parents.</li> </ul>
Source: Author		

The main focus of cadet college education is achieved by a combination of academic performance, physical education and training, moral and ethical education and leadership training. Discipline and the cultural/recreational events are other factors that also contribute to the all-round development of the cadets.

### Academic Environment

Academic environment relates to the issues involving teacher- student ratio, reading materials, exams, promotion to next class etc. Teachers remain as the guide, mentor, evaluator and inspiration of the cadets in all spheres of cadets' existence. The numbers of teachers vary between 30-35 making an average Student-Teacher ratio 10:1.

## **Class Room**

The classroom accommodates some 25 desks and chairs for a ‘Section’ or ‘Form’ of students. Teachers (72%) and cadets (95%) opined that the scope and need for improvements of educational environment of cadet colleges.

## **Books**

Cadet Colleges use the books prescribed by the National Council for Text Books (NCTB) in English version since 2003. Previously, Bangla version books were used. Reportedly, some subjects do not have any text books (Geography, for example) published as yet. Cadets study from notes, handouts, guide books (Bangla version).

## **Assessment (GPA Systems)**

It is said that what is measured gets done. This may be related to the public criticism of scoring full grade by the majority students following the Grade Point Average (GPA) system of assessing in different public examinations. This has depleted the motivation of the students, especially cadets to achieve high scores in various subjects.

## **Analysis**

Observations on negative impacts on cadets due to GPA system are as follows:

- **Poor Outcome:** Poor performance in admission tests for higher studies (Medical/Engineering/Universities). Reportedly, 7 cadets started their military training in the Bangladesh Military Academy who failed to secure a GPA 5 in their HSC in 2017 and their training is liable to be terminated. A number of cadets cannot sit for the admission test for BUET and other reputed universities.
- **Reluctance:** Competitiveness among cadets is fading away and not many have the endeavor to rise above the crowd like the 90s (securing positions in the combined merit list in the Board).

- **Over Confidence:** Cadets fail to assess their own standard before it is too late. In 2016 only 07 out of 56 cadets had marks good enough to take the test of BUET. Interview with officers from ISSB reveals that, in 2016, 198 ex cadets appeared (2nd time) at the ISSB who failed to get admitted in higher education institutes in previous year (Kalam, 2017).
- **Voluntary Withdrawal:** Owing to understanding and assimilation difficulties, there is an increasing trend of voluntary withdrawal amongst cadets of class IX. A cadet performing poorly in Mathematics and Science subjects are not usually given Science Group but he is not motivated to study Humanities, so he withdraws from Cadet College at the beginning of class IX. In 2015 and 2016, a total of 115 cadets withdraws from Cadet College in class VII to class XII.

### Quality of the Student

Old saying goes that a good student makes a good teacher. With the improvement of socio-economic condition of the people, many urban dwellers and affluent families can afford to manage better and elitist type of education in good schools at home and abroad. On the other hand, many not-so-well students are trying to get through in the cadet colleges relying on the coaching centres. Coaching centres train the students on certain skills only to prepare them for cadet college entrance exam. Thus the cadet colleges get ‘preparation based’ students not ‘merit based’ students (Bakir, 2017).

### Games and Sports

Recent re-introduction of various sporting competitions on inter cadet college basis in every/alternate year, focus has turned to winning the trophy, compromising maximum cadets’ learning and participation. A large number of students do not know how to play football at the time of entering in Cadet College. The problem arose due to following realities:

- There are hardly any play grounds in the urban or even rural areas these days.

- Many of the cadets are single child of the parents and they did not get scope to play outdoors.
- Almost 80% of the boys were engaged in ‘cadet coaching’ and there were no time to play.
- Many of the students preferred computer/video or mobile phone games and did not care about outdoors. Parents also felt these were risky and better to avoid.

### Swimming as a Life Skill

During the 90s, approximately 70-80% of the cadets knew how to swim. Presently, in an average 65% do not know swimming. Swimming is also considered important requirement in the Army, Navy and in the Marine Academy. Yet, it is noteworthy that except one, none of the cadet colleges have swimming pool facilities.

### Psychological and Moral Training

Moral and ethical component deal with the appropriate application of acquired knowledge and skill and sets a moral compass in young learners to differentiate between right and wrong, ethical and unethical, and humane and expedient. Recently, “Ethos and Values” Card that has been introduced in line with the Army, is given below:

<b>Table 1: Ethos and Values in Cadet Colleges</b>	
Ethos	Values
I am proud to be a Cadet	Honour and Pride
I abide by rules and regulation of the College	Honesty and Integrity
I do not lie, cheat or steal	Trust and Faith
I shall be the best and brightest professional leader	Knowledge and Communication
I shall uphold the honour of my Alma Matter	Confidence and Excellence
	Endeavour and Perseverance
	Patriotism and Selflessness
	Comradeship
Source: Author	

Cadets are also guided by the “Honour Code” system that declares that a cadet shall lead a life of honour and integrity. He shall not lie, cheat and steal. This helps the cadets develop a sense of honour and dignity, camaraderie, learning desire, perseverance and acceptance and a moral strength to stand for the right.

### **Leadership Training**

In the cadet colleges, cadets are given the opportunity to practise their leadership qualities. To select a Prefect, his/her qualities like personal discipline, personality traits, academic performance, special quality, etc should be of prime considerations (SOP 2009). Cadet appointment holders are designated from the senior most batch (class XII) for a duration of 01 year.

### **Discipline**

Concept of discipline has been outlined in the college SOP. Discipline may be inculcated if Cadets in general exhibit their decent and respectable behavior in public. The standing orders of the Cadet Colleges cover a wide range of areas to build a co-operative community characterized by discipline, human-fellowship and social progress with a sound basis in character building.

### **Cultural and Stage Competitions (CSC)**

CSC helps the cadets’ mental growth and their ability to express. These are extra curricular activities that give someone an edge over non-cadets and often regarded as additional qualifications. These activities also inspire doing something extra which makes the difference between ordinary and extra-ordinary.

## **Present Challenges and Gray Areas**

### **Overview**

It is important to identify the challenges to improve upon the standard, plug in the gaps and lacunae and focus on the gray zones.



## **Absence of Research and Development**

Discussions with some cadet college veterans including cadets/principals/Adjutant/ Teachers/Parents it was felt that there had been almost no study on the ways to improve the situation. Some research that had been carried out were by the military officers during their professional courses (Staff Course) in a limited scale and the output were perhaps never shared with the cadet colleges or AHQ. Without research and periodic reform cadet colleges are becoming vintage car (Kaiser 2017).

## **Teachers**

Teachers are the greatest assets of the cadet college systems. The relevance and importance of teachers in a boarding school environment has but increased while following are the issues being raised regarding some of the present day teachers:

### **Selection**

- Cadet colleges are failing to attract good and qualified teachers. In the recruiting exam for 35 seats in 2016, some 1647 persons applied out of them only 746 came to take the test while others preferred to try their luck for banking profession, and also the registration exam of Government teachers held on the same day.
- May be selected in line with the BCS/PSC like teachers of government colleges.
- May be, a suitability test through ISSB would be effective to get the best of the lot.

### **Training and Capacity Building**

- Training on teenage/child psychology may be arranged regularly.
- Pedagogy and class room management is rarely emphasized.
- B. Ed, M. Ed, PhD qualification may be considered for career advancement.

### **Job Satisfaction**

- Better pay/allowances: most of the teachers are not happy with the compensation package and display a low state of morale.

- Teachers are not forthcoming and reluctant to command confidence and respect of the cadets.
- Teacher-student relationship remains a topic of concern inter-personal skill of the teachers need improvement.
- Reduction of non-academic engagement.

### **Career Building Opportunity**

- Good and qualified teachers are leaving the cadet college for a better options (BCS or job in private school/college).
- Teachers are not in a habit of self-improvement, lack commitment and motivation.

### **Language of Imparting Lesson**

It was observed that learning was hampered because of the communication difficulty of both teachers and cadets while taking class in English. The teachers were not comfortable in imparting and explaining lessons in English. The survey shows that 26% of the teachers and 57% of the Cadets agreed/ strongly agreed to this.

### **Discipline and Implementation**

It demands discretion when it comes to implementing military discipline on to a teenager student. The same rude and ruthless attitude which sometimes is applied on a soldier must not be dispensed on cadets with all its weight and force. Too much of strictness might become counterproductive. For example, whenever a cadet gets chance, he wears long hairs and dresses up very casually. This is perhaps due to harsh military discipline enforced on him in such issues (Kaiser 2017).

### **Budgetary Issues**

The tables and desks, cupboard, accommodation, laboratory and library and other components of educational environment have not seen changes mostly for budgetary constraints. The budget comes from the Grant in Aid (Code 5901) that is allotted from the Ministry of Finance through the

AG's Branch. Most of the infrastructures that were very modern during the 70s have become old and cannot keep pace with the demand of time.

### Principal and College Administration

Saying goes that the “School is, as is the Headmaster”. Mahfuz (Mahfuz 2017) suggests that promotion to such positions must be fully on the basis of professionalism and not on humanitarian ground. Frequent change of the principal affects the continuity and impetus of college activities and the development programmes. A statistics shows that since 1990 in an average there were 12-15 times the principal changed in different cadet colleges.

### Vice Principals and Their Concerns

In recent times the Vice Principal (VP) was changed almost every year. This was done mostly for the promotion and adjustment requirements of the AHQ. Table below shows the average duration of VP in a college in recent 10 years:

<b>Table 2: Number and Frequency of Change of Vice Principals</b>							
Serial	Cadet College	1985-1995 Number of VP & Average Duration (yr)		1995-05 Number of VP & Average Duration (yr)		1906-2016 Number of VP	Average Duration of VP in last 10 years
1	FCC	4	2.5	4	2.5	8	1.25
2	RCC	5	2	4	2.25	6	1.66
3	CCR	3	3.3	5	2	8	1.25
4	BCC	5	2	4	2.25	8	1.25
5	MGCC	3	3	5	3.2	7	1.42
6	FGCC	-		-		9	1.1
7	JGCC	-		-		9	1.1
Source: Author							

## **Governing Body and Adjutant General's Branch**

Few of the respondents observed that the staffing at the AHQ was relatively weak and over tasked. Owing to the busy schedule Chairman of the Governing Body can hardly give the cadet colleges needed focus and time. A number of suggestions came up from discussions of the respondents. Some opined to consider to raise the Cadet College Section to the level of a Directorate with a senior officer (Brigadier General) at the helms of affairs. In such a situation, raising the capacity and number of cadet colleges also came in discussion. Delegating some of the responsibilities to the Area Commanders were also considered by some. Several principals and adjutants perceived that sometimes the Cadet College Section at the AHQ tried to micromanage certain issues while hesitating to provide required guidance, decisions and support.

## **Malpractices and Under Currents**

Typical to any boarding school environment, certain malpractices have become so called traditions in the cadet colleges. Hence, it is essential that the boarding school syndromes are understood, acknowledged and addressed. In most of the cases parents and the teachers fail to unearth these. Some common malpractices are as below:

- Senior cadets beating and mishandling the juniors.
- Senior asking the juniors to polish their shoes, doing assignments etc.
- Bringing food from the canteens.
- Physically abusing.
- Asking to wake him up/ report at specified times at night disturbing the sleep and rest.
- Asking for the coupons from juniors to buy things and never refunding.
- Requesting for household items on loan and never returning.
- Clothing items/ shoes/ personal effects getting missed.
- Lying to cover up/save the seniors/ friends from detection of wrongdoing.

## Analysis, Findings and Way Forward

### Cadets' Findings

A recent seminar on the academic performances of the cadets in a college came out with certain problems and likely solutions that are appended below:

<b>Table 3: Cadets' Finding</b>			
Serial	Problems	Solution	Remarks
01	Practical classes are conducted hurriedly before completing theoretical classes	Synchronization of theory and practical classes must be ensured.	Teacher's efficiency in sequencing lessons questioned
02	Various writers' books for senior classes	Abridged hand notes on particular topic can be supplied.	Teachers should do this extra work
03	Time wastage in class XI	Teaching more lessons in class XI without leaving for class XII in the classroom.	Planning of time and study load need to be better
04	Lack of motivation and knowledge about career	A team consisting recently passed out ex-cadets can be invited who have got chance in armed forces, BUET, medicals and renowned universities home and abroad.	Teachers and also ex-cadet's associations should be doing this on a regular basis.
05	Cadets are separated from rapidly developing IT world	Particular internet browsing hours in a week under strict monitoring can be arranged	Undesirable sites may be blocked.
06	Academic failure in junior classes	Motivation and releasing pressure from any corner should be ensured.	House Masters need to be more effective
07	Less time of preparation before examinations	PT may be excused	May be considered
08	Pressure of over schedule (excessive activity)	Should be reduced before exams.	May be considered

Table 3: Cadets' Finding			
09	Providing teachers' hand notes on any important topic/ chapter	A photocopy machine is highly required and cadets will collect documents on payment.	Library should have such reproduction/ printing facilities
10	Library facility	Library should be open for all the cadets in different schedule	May be considered
11	Constant Teacher (for a particular topics)	Teacher should be fixed for particular topics/chapter for particular classes.	Teacher's efficiency in class/content management
12	Frequent Resignation of teachers	Requesting for the strategy of authority	Teacher's motivation
Source: Author			

## Educational Research and Curriculum Review

Over the years it has remain mostly unchanged. To evaluate the performances and improving upon the standard, it is essential to conduct academic research by competent professionals.

### Issues

- System that rarely takes cadet's concerns into consideration.
- Facing challenges to remain better, updated and attractive.
- Problems getting complicated with technology, difficult to maintain standard.
- Cadet Colleges losing privacy and relevance.

### Way Forward

- May be done by the AHQ centrally on specific issues of academic, sports, internal administration etc for all Cadet Colleges.
- Academic researchers or Alumni associations may be called in for necessary support and consultancy.

## **Cadet Intake System**

### **Issues**

- Academic background and standard falls short of expectation.
- Attracting better materials becomes challenging.

### **Way Forward**

- Outreach programmes may be conducted by a team of faculties to inform and motivate students to take entrance exams.
- Maximum circulation through DC Office, Thana Education Officer to relevant schools may prove useful.
- Modernization of the exam system so that genuinely meritorious students get selected.

## **English Version and Teaching-Learning Difficulties**

### **Issues**

- 27% of the teachers and 20% of the cadets agreed to such problems related to cadets.
- 26% of the teachers and 57% of the cadets agreed to such problems related to teachers. Cadets face difficulties in comprehension in learning (memorization, retention, conceptualization, analysis and creative thinking).
- English text books are scarce and there are numerous mistakes (perhaps the translations were not done by the technical subject experts).
- Teachers only follow the slides and narrate what is there on the screen while the students get disconnected from eye-to-eye communication of the teachers.

### **Way Forward**

- There is hardly any alternative to raising the standard of the teachers and the teaching method. A separate Research may be carried out to find out how it really works learning in second language starting at the junior secondary level and its practical relevance.

- Separate training and enrichment programmes may be continuously undertaken to improve the methods of instruction
- Learning is best achieved in mother tongue. If felt feasible, previous system of Bangla medium may be continued for Class Seven Cadets to allow time to cope up with other aspects of being out of family. Academic loads may be increased gradually.
- More interactive and participatory forms of classes to be organized compared to lectures.

### **Less Time for the Cadets to Study**

Findings of the survey shows 96 % of the cadets opine that they really have less time to study.

### **Issues**

- Cadets need to participate in numerous non-academic activities like games, CSC, inspections.
- Strict adherence to lights out timing
- PT and Drill are military subjects; cadets' military training may be eased up.
- Wastage of time for 'fall in' and numerous competitions

### **Way forward**

- Reduction of ICCSM, ICCLMM and similar other competitions
- Reduction of PT, drill to 2 days a week for examinees
- Introduction of morning preparation time. Fazar prayers may be made obligatory and morning preparation should follow that.
- Increase timing of after-dinner study for senior classes (XI and XII) by 30-45 minutes.
- Delay lights out time for seniors XI, XII by 45 minutes (2330 hours).
- Utilize academic hours for absolutely for studies; competitions may be sometimes arranged at in the afternoon or evening.



## **Quality and Motivation of the Teachers**

### **Issues**

- About 28% of the teachers feel that there is no need for improvement of present educational environment (5% in cadets' opinion).
- 50% did not want to opine about their difficulty in teaching in English.
- Teacher's engagement in non-academic and administrative activities.
- About 67% of the teachers feel that education environment of cadet colleges is very good and extremely good (2% in the opinion of cadets).
- It may be inferred that a sense of complacency( with or without evaluating properly) exists in the mindset of teachers regarding standard of college
- A non-committal and stay safe syndrome is observed among the faculties.
- Motivation (or, lack of it) to consider teaching a job per se, not a passion.

### **Way Forward**

#### **Selection**

- May be done through BCS, PSC and ISSB.
- Direct entry with higher qualification/experience may be considered (like BUP).
- Performance based/ meritocracy should be the criteria for promotion.
- Military officers may be posted from the cadet college background to perform as House Masters Training Teachers should have periodical/ refresher's training on creative question setting, pedagogy, child psychology etc.
- NAEM and similar institutes may be approached for taking courses on education management, research or B Ed and M Ed degrees.

## **Job Satisfaction**

- Better social status, like BCS and PSC selected teachers would perhaps ensure social security and career development needs.
- Better pay and allowances.
- Respecting their expertise and reduction of pressure from non-academic engagements.
- Offering a lucrative career as ‘Cadet College Faculty’ that the cadets may also feel worth pursuing themselves.

## **Malpractices and Cadet Bullying**

In cadet college environment bullying and teasing have almost become a common practice that must not lose the sights of the authority, parents and of course the teachers. Cadets usually indulge in these malpractices out of fun, but, however, these may turn serious if overlooked. A perceived sense of subjugation, deprivation of family love and affection and compulsions regarding food, rest, and academic pressure may cause depression and an urge of withdrawal from routine and regular activities. This may get complicated if not handled with care. Over the years beating and physical abuse of junior cadets, name calling and mistreatment stood in the way of development of the cadets.

## **Budget and Financial Management**

### **Issues**

- 38% teachers and 47 % cadets ‘Strongly Agree’ that budget is not sufficient.
- Bureaucracy delays allocation and release of budget causing problems in paying monthly salaries and retirement benefits for the pensioners.
- College administration sometimes lack knowledge on financial procedures.

## **Way Forward**

- Source of budget should not be ‘Grant in Aid’; it should be properly coming through MOE or MOD
- Sources of fund should be increased and diversified
- Financial affairs may be made more streamlined, quick and efficient

## **Moving Forward in Quality and Numbers**

### **Issues**

- Remaining a seat for excellence in academics in the country and need for creating global citizens.
- Content developing, sharing, collaboration, training and exposure.
- Keeping pace with technological changes and leveraging from that.

### **Way Forward**

- Collaboration with world class institutions like International Baccalaureate Organization (IBO).
- Invite guests to lecture on various professions, inspiration and issues.
- May establish a Global Teaching Lab with Massachusetts Institute of Technology (MIT) for a global exposure of cadets.
- Duke of York scholarships may be expanded for more cadets and teachers.
- Increasing the number of cadets in every colleges may be thought of, while a major study may be carried out to establish more number of Cadet College.
- Need for opening up a separate wing in English medium like O and A levels may be studied. This may be implemented in one or two colleges as pilot project.

### **Development of an Evaluation System**

The purpose of the evaluation system would be to encourage hard work to rise above the crowd and also to improve upon the standard of the

individuals. This would also encourage striving for standard, competitive spirit and help cadets set and meet objectives. Following may be useful:

- ‘Super Six’ concept of assessment - recognizing best six all rounder cadet in a year from a class.
- No sifting within the study syllabi -Geometry, calculus and other chapters.
- Making challenging questions (reduced time, arbitrary setting for internal exam).

### **Internal Administration and Management**

Frequent change of the principal and vice principal affect the total performance of the college. There should exist a system of accountability of the principal that should make him proactive, responsible and responsive. In the same count, they should be allowed to work freely. It may be noted that certain colleges like MGCC, JGCC or FGCC have never seen the military officers as the principal. As such, the performances of internal administration, motivation of the girl’s cadet colleges towards military discipline and the profession have been sometimes, a point of concern.

- House administration revamping: House Masters from military officers.
- Senior-junior relations (reducing malpractices) should be addressed with a greater attention.
- Parents’ involvement in maintaining discipline and standard.
- Teachers’ development programmes should continue throughout.
- Computer aided database cadets and need for research and development.
- Posting or a periodic visit of a clinical psychologist may be considered.

### **Recommendations**

#### **Immediate Action Plan**

- Improvement of infrastructure and the physical condition of the classroom, laboratories and other allied facilities.

- Increase of study time, especially for the senior cadets (Class XI and XII). This may be done by delaying the lights out time, introduction of morning prep saving three days from morning PT and drill.
- Study should be conducted to evaluate the performances of the cadets, teachers and the college as a whole.

### **Mid-Term Targets**

- Invest on teachers. The standard of the teachers especially their role as a mentor, training as an educator, understanding of the context and motivation to best perform as the strategic partner of Cadets' development need to be raised. Selection test of the teachers may be done through BCS or PSC. Necessary steps for status up gradation, recognition and pay rise should be undertaken to make them feel good and do more.
- Adequate budget should be allocated and flow to be streamlined and simplified. Ministry of Education and MOD should devise a mechanism to run by some dedicated budget other than the 'Grant-in-Aid'.
- Bring in changes in the Intake exam and conduct of internal examinations to encourage learning and creativity.

### **Long Term**

- A research based logical framework needs to be worked out and modalities detailed in a reviewed SOP. This will help all concerned understand their specific tasks and roles and know how to reach the goals.
- Improvement in the overall quality of the college. Modalities for international collaboration need to be outlined. Co-operation with International Baccalaureate, MIT need to be established. Scholarships like Duke of York may be pursued for more vacancies.
- Within the legal frame work the Governing Body should exercise more authority to delegate responsibility and freedom of action to the Principals. At the same time, it should pursue for a happier and more successful fraternity adequately equipped and motivated to pay back to the nation.

## Conclusion

Since its inception, cadet colleges have performed extra ordinarily in developing the human resources in terms of quality leaders in the fields of academics, men in uniform and other professions of entrepreneurship and bureaucracy. The main purpose of the cadet colleges are to provide liberal quality education up to higher secondary level. But it is almost 60 years now that the cadet college education system did not see research directed reform. With the progress of science and technology and information revolution, it is important to examine the efficacy and assess the educational environment of the cadet colleges.

Cadet colleges are the specialized institutions managed by the military to provide an all-round education to young learners of class VII to XII. Academic and intellectual development gets a prominence. However, physical fitness, moral and ethical grooming and the leadership development are also emphasized. A thorough analysis of the educational environment and research of the complimentary and conflicting issues of teaching-learning process by educational researchers is essential for modernization of the cadet colleges.

Cadet colleges were built to select and prepare Bangalee nationals for potential recruitment in the officer's cadre of the armed forces. By the time Bangladesh started her fight for the independence, there had been only 4 cadet colleges. Nation was happy to see many of her cadet college trained officers' fighting spirit and dedication. By early 80s, six more cadet colleges were established. Cadets have also found their way to the universities, technical fields, politics, law and diplomacy, business and enterprises for social reform. Developed with the outlook similar to British Public Schools, Cadet Colleges are still one of the best institutions that the country can offer for the quality education. Should the cadet college products march towards the military professions in bulk, or should look for global relevance, is a point to ponder.

Concept of security, arguably no longer hinges on military might alone. Diplomacy, trade and commerce, scientific and technological developments, socio-political dynamics and particularly information and communication technology are certain other issues that dominate professional discourse at present. All these call for modernization of the educational environment of the quality education institutes like cadet colleges.

Over the years although some changes have taken place, yet the quality of students, teachers and other enablers of effective learning are facing questions. An empirical study of 10 major factors and 24 sub-factor or issues have been considered to explore the present situation of the cadet college educational environment. Efforts have also been made to spot the challenges and gray areas. Issues were discussed with key players and major stakeholders like Faculty and Cadets, Ex-Principals and Ex Cadets, academicians and other professionals. The response mechanism is the outcome of the shared understanding of many that have been put forward for consideration for implementation in due course of time. Based on the urgency and ease of accomplishment these have been graded as immediate, mid-term and long term action plans.

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