Promoting Science Education in Secondary School

Duration: July 2011–June 2014
Supported By: Bangladesh Freedom Foundation (BFF)
Location of the Project: Satkhira district-Shyamnagar Sub-district

Background:
Bangladesh generally suffers from a low-level of scientific literacy compounded further by a sharp decline in the number of school students enrolling for science in 2001, 264,000 students appeared for the secondary school leaving (SSC) examination from the science group whereas this number decreased to 200,000 in 2006. The decline in science enrolment also accompanied with a slide in the quality of science education. Along with the shortage of teachers resulting from the low numbers enrolling for science studies, factors such as a weak curriculum, low quality textbooks, poor teaching and assessment methods, inadequate incentives for teachers, and lack of trained faculty and laboratory facilities have contributed to the decline in quality, as well as for the disinterest and phobia towards science. The inadequate or lack of laboratory facilities in schools is particularly conspicuous in Bangladesh science education system. It is estimated that eighty percent of rural schools have no laboratory facilities.

Goal:
The project aims to popularize science among secondary school student through student led out-of-school activities in science and technology.

Project objectives:
- Enhance and extend attainment in interactions with and experiences of science among secondary school students
- Initiate student-led "science clubs" that provide space for discussion and experimentation on science
- encourage student to lead and manage the activities of the clubs themselves, with some guidance from their teachers and support from the partner organizations
- improve collaboration between local schools to enhance the overall quality of the region
- Students are intended to spark inspiration and to foster long term interest in subjects like physics, chemistry, biology etc
- Improvements in practical skills, self-confidence and thinking skills of students
- Initiate and guide extracurricular activities in schools to improve collaboration between schools
- Sensitize regional and national level policy makers, media houses and civil society through advocacy

Major activities of the project:
2. Science club reformation: LEDARS reforms 40 science club of the engaged school.
3. Science club meeting: LEDARS is conducting Science club meeting regularly.
4. Science fair: LEDARS organizes two types of science fair. One type organized inter-school and other type of fair is organized in school base.
5. Leadership training: LEDARS is conducting leadership training of the science club member.
7. Science kit training: LEDARS trains the students how to use science kit.
8. Demo kit training: LEDARS trains the students on demo kit.
9. Guardian meeting: LEDARS is organizing guardians meeting regularly.
10. Seminar: One seminar arranges on the development of Science Education.
12. Progress sharing meeting: LEDARS arranges 01 Progress sharing meeting with the national level media.
13. SMC meeting: LEDARS is conducting SMC meeting.

14. Other activities:
   - Observation of World Food day, World Women day, World Environment day, Victory day, International Mother Language day.
   - Science Club members have oriented on climate change and conservation of Sundarbans which increases creativity and capacity building for environmental protection.
   - Five members have oriented and guide the 100 persons in Sundarbans tour.

Changing Groups and Success begins-Rubina of Nurnagar

Rubina khatun lives in Rajapur village in Nurnagar union of Shyamnagar sub-district. Md. Abdur Rashid’s second child Rubina Khatun is a good student. She has got the scholarship in class five and eight. She is studying in Nurnagar Asalata High school in commerce group. She has a good result in first terminal examination.

LEDARS is promoting Science education in secondary school. Rubina attended one of the sessions in her school and motivated much to join in Science Club. Science club members are associated with science activities of science quiz competition, class leadership training and science club meeting participant, science fair etc. Different science activities encourage her to study in Science group. She took the risk by changing the group from commerce to science after first terminal examination. In her first examination in science group she stood first. It is an astonishing result. It is the beginning. It is continuing and she hopes that she will get A” in S.S.C Examination.

For more info, please contact to

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