

AN INTERNSHIP REPORT
ON
“Education System in Bangladesh”

SUBMITTED BY

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ID: E140504070

MBA (Evening), 3rd Batch

Major in Finance

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Master of Business Administration (Evening)

(This report has been prepared for submission into the Faculty of Postgraduate Studies, Hajee Mohammad Danesh Science & Technology University, Dinajpur, as a partial requirement for fulfillment of the MBA (Evening) Program



**FACULTY OF BUSINESS STUDIES
HAJEE MOHAMMAD DANESH SCIENCE AND TECHNOLOGY
UNIVERSITY, DINAJPUR-5200**

OCTOBER, 2016

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OCTOBER, 2016

Letter of Transmittal



24 October, 2016

Md. Jahangir Alam Siddiquee
Assistant Professor
Department of Finance and Banking
HSTU, Dinajpur.

Subject: Submission of the internship report.

Dear Sir,

With due respect and humble submission, I would like to inform you that, it is a great pleasure for me to submit this report on “**Education System in Bangladesh**”. As a requirement for M.B.A (Evening) program. During preparing this report, I have gathered extended knowledge on working procedure of Education System in Bangladesh.

It was my great pleasure & honor that I got the opportunity, working with them.

Sincerely Yours

.....

Md. Emrul Kaes

ID: E140504070

MBA (Evening), 3rd Batch

Major in Finance

HSTU, Dinajpur.

Student's Declaration



The discussing report is the terminal formalities of the internship program for the degree of Master of Business Administration (Evening), Faculty of Business Studies at Hajee Mohammad Danesh Science and Technology University, Dinajpur which is compact professional progress rather than specialized. This report has prepared as per academic requirement after successfully completing the 45 days internship Program under the supervision of my honorable supervisor

Md. Jahangir Alam Siddikee, Assistant Professor, Department of Finance and Banking, HSTU Dinajpur. It is my pleasure and great privilege to submit my report titled “Educational System in Bangladesh” as the presenter of this report; I have tried my level best to get together as much information as possible to enrich the report. I believe that it was a fascinating experience and it has enriched both my knowledge and experience.

I believe everyone is not beyond of limitation. There might have problems regarding lack and limitation in some aspects and also some minor mistake such as syntax error or typing mistake or lack of information. Please pardon me for that mistake and clarify these of my further information on those matters.

Md. Emrul Kaes

ID: E140504070

MBA (Evening), 3rd Batch

Major in Finance

HSTU, Dinajpur.

Supervisor's Declaration



It's my Pleasure to Certify that Md. Emrul Kaes, Student ID: E-140504070, MBA (Evening) Major in Finance, 4th Batch has Successfully Completed MBA (Evening), Internship report titled “**Education System in Bangladesh**” under my Supervision and Guidance. He has not copied from any other Work.

Therefore, He is directed to submit his Report for Evaluation. I wish his Success at every sphere of his Life.

Md. Jahangir Alam Siddikee

Assistant Professor

Department of Finance and Banking

HSTU, Dinajpur.

Co-Supervisor's Declaration

It's my Pleasure to Certify that Md. Emrul Kaes, Student ID: E-140504070, MBA (Evening) Major in Finance, 4th Batch has Successfully Completed MBA (Evening), Internship report titled "**Education System in Bangladesh**" under my Supervision and Guidance. He has not copied from any other Work.

Therefore, He is directed to submit his Report for Evaluation. I wish his Success at every sphere of his Life.

Md. Mostafizur Rahman

Assistant Professor

Department of Management

HSTU, Dinajpur.

Acknowledgement



At first I would like to thank my honorable supervisor of internship program, Md. Jahangir Alam Siddiquee, Assistant Professor, Department of Finance and Banking, and co-supervisor Md. Mostafizur Rahman, Assistant Professor, Department of Management, HSTU, Dinajpur for providing me such an opportunity to prepare an Internship Report on “Education System in Bangladesh”. Without his helpful guidance, the completion of this project was unthinkable.

During my preparation of the project work I have come to very supportive touch of different individuals & friends who lend their ideas, time & caring guidance to amplify the report’s contents. I want to convey my heartiest gratitude to them for their valuable responses.

October, 2016

The Author

Abstract



An effective education system helps a country to build its good nation and that results a sustainable development in the long run. Because, education is well known to all as a back bone of a nation and to make it effective a good education system is very much essential. The objective of the study is to learn about the education systems of Bangladesh, India and Thailand, and compare those in terms of their characteristics. The study finds the similarities and dissimilarities in education systems in different stages of the countries concerned. Despite of all these the effectiveness of education system in Thailand and India is somehow found better compared to the same of Bangladesh. The study suggests for sustainable development in education through communicating and maintaining by-lateral and multi-lateral relationships between or among these countries in keeping with the international standards.

Key Words: Education Structure; Enrolment; Gross Domestic Product; Sustainable Development; Literacy Rate

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CHAPTER 1

INTRODUCTION

1.1 Introduction

Consistent with the education system of Bangladesh, students pass their adolescent in secondary education which is the best time to build up and prepare for the future. Traditionally, in almost all educational institutes (schools), activities like class exercises, class tests, home works, sports, cultural programs etc. are being observed regularly. Although these co-curricular and extra-curricular activities are crucial for their behavioral, social and practical knowledge based development, students have been evaluated only on the basis of terms examination and final examination marks. These activities have been paid minor significance and being optional or kept out of evaluation criteria, majority of the students were left with the scope to ignore them and remain out of the activities.

SBA: School Based Assessment (SBA) is a continuous process of evaluating the learning improvement of students directed by the teachers. This process ensures within certain span of time that a student achieves all the learning purposes. Under the SBA

system, for each subject, semester based examinations will comprise 70% marks and the remaining 30% marks will be on the basis of the following criteria.

- A) Class performance and willingness for learning
- B) Evaluation (Class base)
- C) Assignment (Individual/group)
- D) Behavior, perception and honesty
- E) Speech presentation, individual/group discussion
- F) Leadership
- G) Discipline
- H) Participation in cultural programs
- I) Dexterity in sports and
- J) Scientific practical classes

SBA is a comprehensive process that includes the following three major activities:

i. Coursework: Evaluation of a student's text and curricular activities at classes and home all the year long. The coursework of an SBA student includes the following activities:

- Class test: Class test is generally a written test which is taken after the completion of a certain chapter or unit of the syllabus.
- Classwork and practical: Works done in the class i.e. listening, reading, writing, drawing etc.
- Home work: Work done at home assigned and guided by the teacher.
- Assignment: Assignment refers to home work in broader sizes that require the use of extra curricular text and information.
- Oral presentation: Students are allowed to speak and present their own works and accomplishments.

- Group work: Group works help build the habit of paying attention to others' opinion and feelings and attain the skills of working together and characteristics of leadership.

ii. Personal Development: Evaluation of behavioral, social and co-curricular participation in school. Personal development includes the following features:

* Behavior of students at school: The school behavior of a student includes – following the rules at school, polite behavior, consideration for others and their assets, helping attitude around the school and in classes, taking the responsibility of leadership and accomplishment of the same, and passion for study and hard labor.

* Personal and social perception of students: Personal and social perception aims at developing the students' ability in various fields including differentiate between justice and injustice and appreciate the importance of honesty and truthfulness, consciousness about own responsibility and right as a family member and learner, to have compassion for those who are different in culture, religion, and eligibility, to be proud of own nation, religion, family and country, and to be aware and work for the issues related to environment.

* Participating in the co-curricular activities: The co-curricular activities provide the opportunities of attaining skills and appreciation in enjoyment except for the curricular activities. These activities include- cultural function, sports, performing in the scout and girl guides etc.

iii. Evaluation of improvement in terminal and final examinations: These are written tests that evaluate students' memory and thinking skills. We all are used to these tests but the exception brought in by the SBA is, instead of 100% marks these will be retaining 70% of the evaluation marks.

1.2 Statement of the Problem

As per the traditional system, studies for secondary students in our country would mean hours spent in memorizing information by rote. As a result, their assessment was based on how much information they could retain, as opposed to how much information they could process, understand and retain as knowledge. There was little scope to evaluate the skill of applying, analyzing, synthesizing and evaluating the achieved knowledge and

ability of the student. Hence, their assessment was largely flawed as it was no meaningful indication of what they had actually learned. It was the recognition of these problems that lead to the final implementation of SBA by the Government of Bangladesh.

1.3 Objective of the Study

The study is intended to examine the throughout features of the SBA process along with its feasibility in the secondary schools of our country. The main objective is to find out the advantage and disadvantages with an attempt to evaluate the potential effectiveness of the process in the perspective of our secondary schools.

CHAPTER 2

LITERATURE REVIEW

To enrich the research vast information could collect. But unfortunately I have to do the work in a very short time frame. So I did not able to contact with so many sectors. More over I tried my best to develop this research. Related books, features published in the daily news paper have followed before starting the research.

The following literature is reviewed

- i. Shikhhok Nirdeshika (SBA for class six to nine)
- ii. The gadget of Ministry of education about SBA. The gadget of directorate of Secondary and Higher education about SBA.
- iii. Different journals from internet.

2.1 Limitation of the Study

To prepare this term paper some sorts of problems were created. That's why this term paper suffers from limitation. Such as:

- a) As a trainee of 134 FTC I did not able to get much time.
- b) Lack of relevant books, data and journals.
- c) Scarcity of reference books in the library on the topic.
- d) As the time was very short that's why data collection and analysis were made in a simple way.
- e) Higher statistical method is not applied for deciding sample size in proportion to the population of the study.

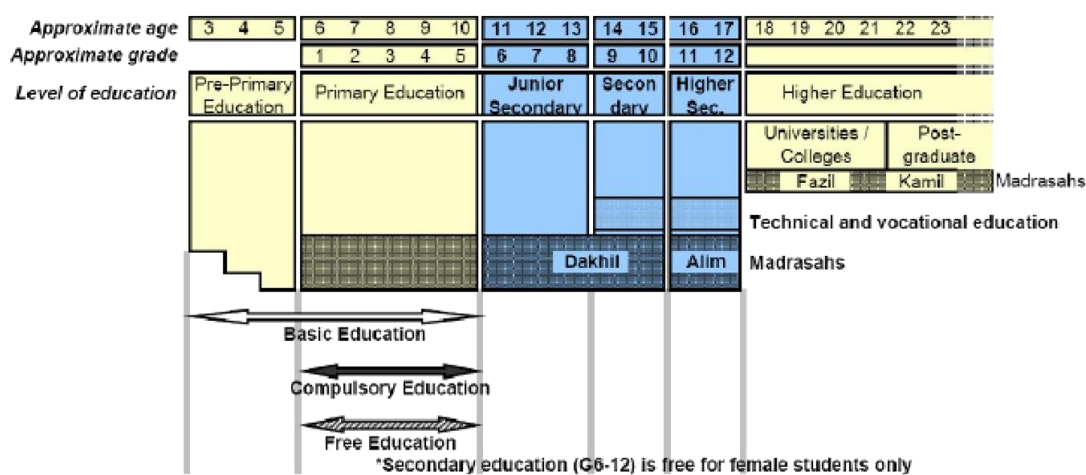
The research has been conducted in three schools for period of two months. Both primary and secondary sources have been used for collecting data. While selected respondents have been interviewed. For primary data, related publications, journals and newspapers have been looked up as secondary sources for acquiring necessary information. According to Gustav W. SRIEDRICH, a very rough rule of thumb for the novice researcher is that, samples of less than thirty are generally considered in adequate except for pre-testing; samples in the one hundred to two hundred range are rarely brought into question; and few research questions require samples of greater than five hundred. Sampling theory, methods of inquiry syllabus, 514, (com, info, rutgerh. edu/ » gusf/sampling.html]. For our study considering the limitation of time and other resources 30 participants including students and teachers have been interviewed. For the lack of enough time only 30 respondents have been covered from only one district. Data collected through questionnaire have been entered into a data base designed using SPSS and frequency tables with percentages and graph have been developed to get the frequency and pattern of responses.

CHAPTER 3

SECONDARY EDUCATION AT A GLANCE

3.1 Education System

Figure 1. Education Structure: Approximate Starting Age and Duration



3.2 Size of Schooling Sector

Table 1. School-aged Population, 2005

	Enrolment	Ave. Annual Growth Rate, 2000-2005
Primary	16,526,136	0.36%
Secondary	22,150,390	1.51%
Lower level	9,887,982	1.93%
Upper level	12,262,408	1.19%

Source: UNESCO Institute for Statistics. 2007a.

Table 2. Enrolment, 2004

	Enrolment	Ave. Annual Growth Rate, 2000-2004
Primary	17,953,300	0.40%
Secondary	10,354,760	0.06%
Lower level	6,284,563	0.62%
Upper level	4,070,197	-0.77%

Source: UNESCO Institute for Statistics. 2007a.

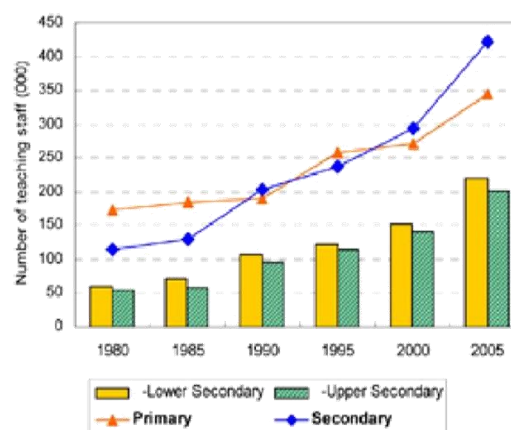
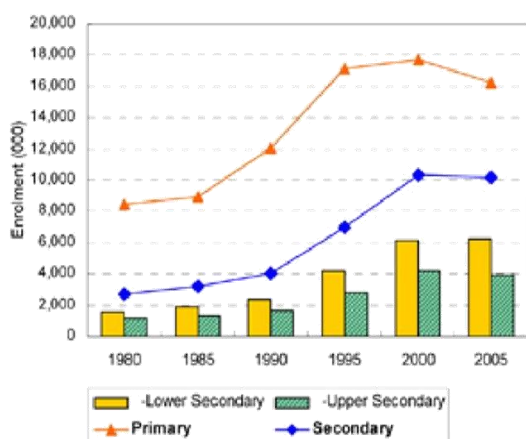
Table 3. Number of Teaching Staff (full and part-time), 2004

	Number of teaching staff	Ave. Annual Growth Rate, 2000-2004
Primary	352,683	3.28%
Secondary	378,276	8.54%
Lower level	186,247	7.83%
Upper level	182,829	9.27%

Source: UNESCO Institute for Statistics. 2007a.

Note: Average annual growth rate was calculated by UNESCO Bangkok on the basis of UIS statistics.

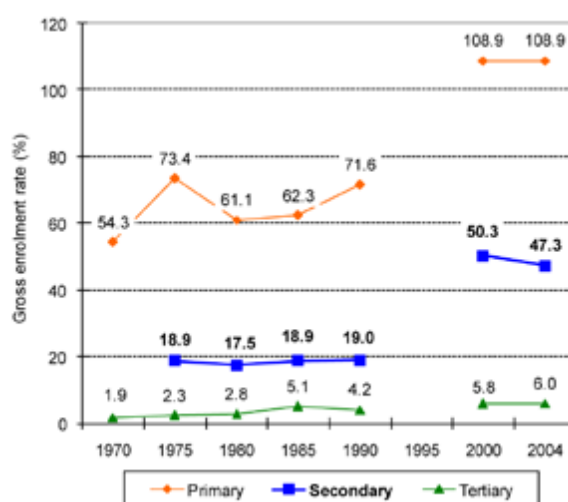
Figure 2. Change in Number of Enrolment, 1980-2005	Figure 3. Change in Number of Teaching Staff, 1980-2005
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Source: BANBEIS. 1985, 1992, 1995, 2003, and 2006a. / Source: BANBEIS. 1985, 1992, 1995, 2003, and 2006a. /DPE. 2001 and 2006. DPE. 2001 and 2006.

3.3 Access and Participation

Figure 4. Change in GER by Level, 1970-2004



Source: UNESCO Institute for Statistics. 2007a.

Table 4. GER in Secondary Education, 2004

	Total	Male	Female	GPI
Secondary	47.3%	46.6%	48.1%	1.03
Lower level	64.4%	61.4%	67.5%	1.10
Upper level	33.6%	34.7%	32.5%	0.94

Source: UNESCO Institute for Statistics. 2007a.

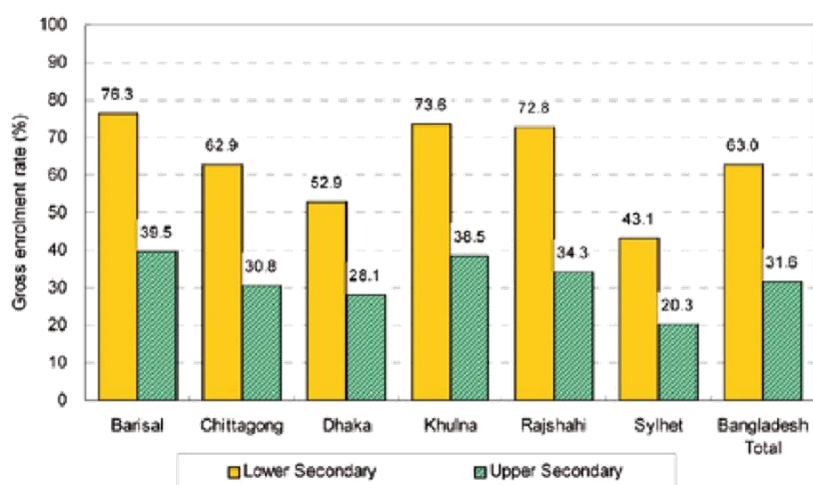
Table 5. NER in Secondary Education, 2004

	Total	Male	Female	GPI
Secondary	44.3%	43.5%	45.1%	1.04

Source: UNESCO Institute for Statistics. 2007a.

3.4 Geographical Distribution of Access

Figure 5. GER by Geographical Areas, 2005



Source: BANBEIS.

Table 6. GER by Geographical Areas and Sex, 2005

	Lower Secondary			Upper Secondary		
	Male	Female	GPI	Male	Female	GPI
Barisal	74.34%	78.35%	1.05	39.37%	39.65%	1.01
Chittagong	57.81%	68.18%	1.18	30.65%	30.99%	1.01
Dhaka	49.10%	57.07%	1.16	27.79%	28.50%	1.03
Khulna	69.54%	77.84%	1.12	39.41%	37.55%	0.95
Rajshahi	69.45%	76.20%	1.10	35.70%	32.80%	0.92
Sylhet	41.07%	45.15%	1.10	19.98%	20.63%	1.03

Source: BANBEIS.

3.5 Student Progression

Table 7. Progression Indicators, 2004

Gross Primary Graduation Ratio ⁽¹⁾	67.4%
Transition rate from Primary to Secondary (general programmes) ⁽¹⁾	89.3% ⁻¹
Gross Enrolment Ratio in Total Secondary ⁽¹⁾	47.3%
Percentage of Repeaters in Total Secondary ⁽¹⁾	8.9%
Upper Secondary Gross Graduation Ratio ⁽²⁾	12.1% ⁺¹

Source: ⁽¹⁾ UNESCO Institute for Statistics. 2006a. ⁽²⁾ BANBEIS.

3.6 PTR and Average Class Size

Table 8. Pupil-teacher Ratio, 2004

Lower secondary	33.7
Upper secondary	21.2

Source: UNESCO Institute for Statistics. 2007a.

Table 9. Average Class Size, 2005

Lower secondary	37.3
Upper secondary	35.5
Source: M. Hossain, BANBEIS	

3.7 Education System

Formal education in Bangladesh consists of pre-primary education or early childhood education (three years), primary education (five years), secondary education (seven years), and finally higher education.

The level of education after primary education, referred to as secondary education, caters to children and adolescents who range from 11-17 years old. It is divided into three sub-stages: 1) three years of junior [lower] secondary; 2) two years of secondary (1st stage of upper secondary); and 3) two years of higher secondary (2nd stage of upper secondary). Junior secondary education caters to 11-13-year olds (Grade 6 to 8), whereas secondary education and higher education to 14-15-year olds (Grade 9 and 10) and 16-17-year olds (Grade 11 and 12) respectively.

An equivalent level of education is offered in madrasahs (Islamic schools). Dakhil offers the educational equivalent of junior secondary and secondary schools, and alim equates with higher secondary. The Government legally recognizes this equivalency, and graduates from madrasahs are given the same opportunity to continue schooling at higher levels.

Diversification of courses and curriculum is introduced at the beginning of secondary education (Grade 9) in both general schools and madrasahs. Technical and vocational education is also available at the secondary and higher secondary levels in vocational and trade schools, as well as in Business Management institutions.

Primary education was made free and compulsory for children aged 6 to 10 by the Compulsory Primary Education Act of 1990. Although currently no such act exists for the secondary level, the Government, with support from external agencies, provides a number of stipends specifically targeted at girls to boost female participation in secondary education.

3.8 Legislative Framework and Key Policy Documents

A number of reports regarding the logical framework of the education system and policy suggestions have been prepared by different commissions at different times. The policy documents and reports that are currently in effect are presented below.

The Constitution of the People's Republic of Bangladesh (1972)

The Constitution establishes that the Government of Bangladesh has the obligation to ensure the literacy of all its citizens within the shortest possible time. The Constitution mandates the state to adopt effective measures for: (a) establishing a uniform, mass-oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law (i.e. the Compulsory Primary Education Act, 1990); (b) relating education to the needs of the society and producing properly trained and motivated citizens to serve those needs; and (c) removing illiteracy within such time as may be determined by law.

Interim Education Policy (1979)

The interim education policy document consisting of the recommendations of the National Education Advisory Council, headed by the State Ministry of Education, was

published in February 1979. The interim policy document puts emphasis on increased literacy so that people can take part in the development of the country.

The document establishes the current educational framework with secondary education consisting of three sub -stages; namely, junior secondary (3 years), secondary (2 years), and higher secondary (2 years). In addition, the document stipulates the following: (a) terminal examination will be conducted by the District Education Authorities for all stages of secondary education; (b) vocational, technical, agricultural and medical education will be included and integrated into secondary and higher secondary education; (c) there will be provision of skills development in any technical subject at junior secondary and secondary levels.

In regard to madrasah education, the Interim Education Policy stipulates that it should be reorganized to ensure its equivalency to general education in such a way that the dakhil level corresponds to secondary and alim to higher secondary education.

Mohammad Moniruzzaman Mia Commission Report (2004)

This report was submitted by the Mohammad Moniruzzaman Mia Commission in March 2004. The report consists of three parts: general education, professional education, and special education, with eleven sub-divisions in each part.

Among a number of recommendations reported in the document, those of particular importance and relevance to secondary education relate to: (a) maintaining the existing education framework (i.e. 3 years schooling in junior secondary, 2 years in secondary and 2 years for higher secondary); (b) introducing a unitrack secondary education; (c) formulating secondary education in such a manner so that the dropouts can also manage some livelihood; (d) decentralizing administration, particularly for secondary and higher secondary; (e) establishing one model secondary school in each district; and (f) exploring the full utility of modern technology for quality improvement in primary and secondary education.

The Sixth Five Year Plan 2003-2008

The Sixth Five Year Plan (2003-2008), issued by the Planning Commission, Ministry of Planning, presents a description of different projects, including their budget estimates and project implementation periods. The document prescribes the following targets in

regard to secondary education: (a) increasing participation in different levels and types of education, such as lower secondary, secondary, and higher secondary levels, including madrasah education; (b) increasing participation of girls through stipend programmes in all levels of secondary education; and (c) increasing quality of secondary education through in-service training of teachers.

Education for All: National Plan of Action II 2003-2015

EFA NPA-II (2003-2015) targets the goals for (a) formal basic education (i.e. primary), (b) non-formal basic education, and (c) non-formal adult education. It has no provision for goals or targeted achievements at the secondary level.

3.9 Administrative Structure

The education system in Bangladesh is managed and administered by two governmental ministries: the Ministry of Education (MOE) and the Ministry of Primary and Mass Education, in association with the attached departments and directorates, as well as a number of autonomous bodies. The MOE is concerned with policy formulation, planning, monitoring, evaluation and execution of plans and programmes related to post primary, secondary and higher education. This oversight also applies to technical and madrasah education.

The Directorate of Secondary and Higher Education (DSHE), attached to MOE, is headed by a Director-General who is responsible for administration, management and control of post-primary, secondary and higher education (including madrasah and other special types of education). It is assisted by subordinate offices located at the division and district levels, and project offices at the upazila (sub-district) level.

More specifically, higher secondary education is under the direct responsibility of DSHE, the national level organization; whereas lower secondary and secondary education are under the Regional Offices of DSHE, as well as under the District Education Offices. A Regional Office administers and controls lower secondary schools, secondary schools, and dakhil madrasahs, dealing with the recognition and inspection of schools. The District Education Office is responsible for the academic supervision and regular inspection of secondary schools and madrasahs, as well as the particular inspection of newly established schools. In addition, the District Education Officer is responsible for forwarding the application of schools and madrasahs regarding salary

subvention of teachers and other educational co-curricular activities of the district. At the district level, there is also an Upazila Secondary Education Office headed by the Upazila Secondary Education Officer. The Office is responsible for the monitoring of stipend programmes for girls at secondary and higher secondary levels, academic supervision, and data collection of annual surveys conducted by BANBEIS.

Figure 6. MOE's Organizational Chart

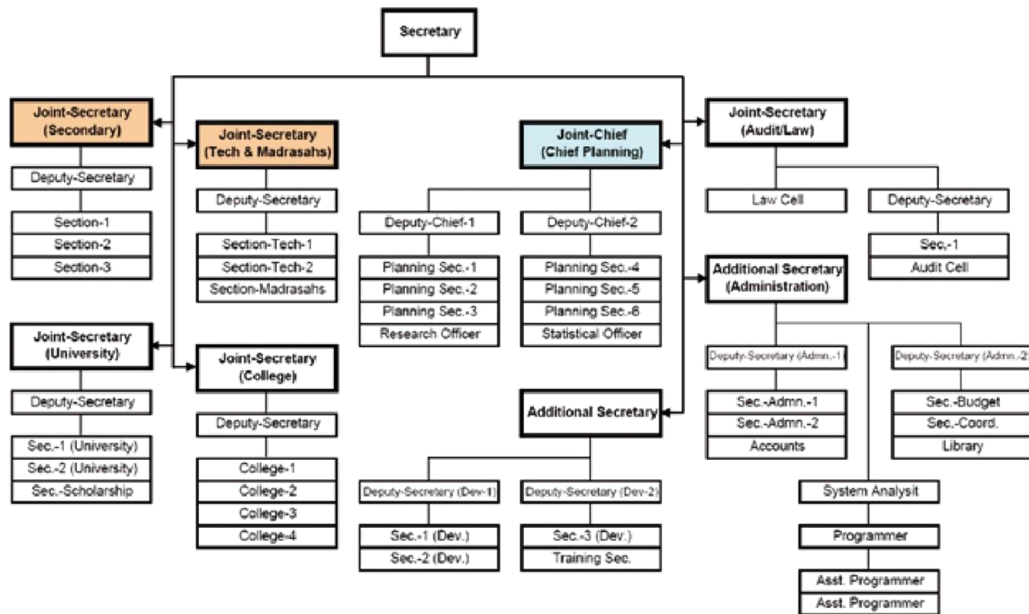
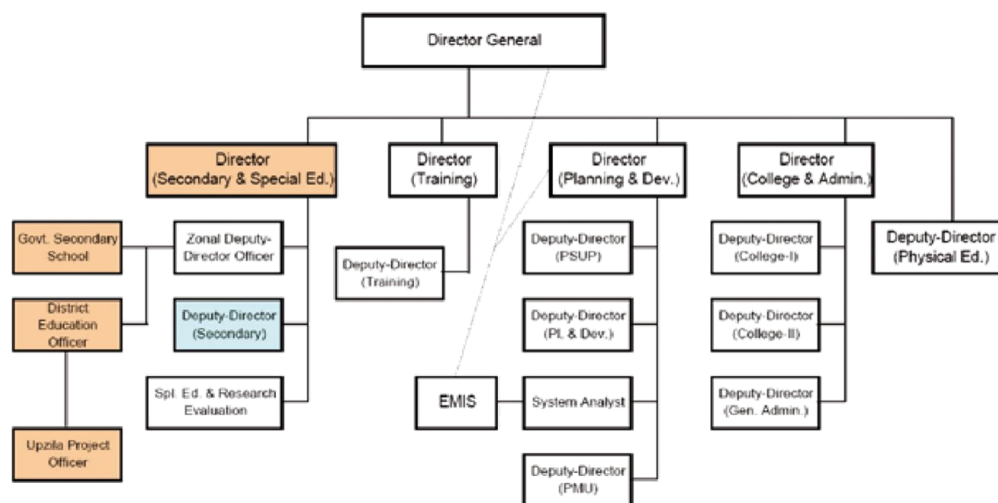


Figure 7. DSHE's Organizational Chart



The following governmental offices/departments are responsible for different functions of secondary education management:

Functions	Responsible body
General secondary education	Directorate of Secondary & Higher Education, MOE
TVE at the secondary level	Directorate of Technical Education, MOE
Personnel management and development	Directorate of Secondary & Higher Education, MOE;
	Directorate of Technical Education, MOE
	Board of Intermediate & Secondary Education;
Learning assessment	Bangladesh Madrasah Education Board;
	Bangladesh Technical Education Board
Curriculum development and research	National Curriculum & Textbook Board
Textbook	National Curriculum & Textbook Board
Planning	Ministry of Education;
	Education Wing, Planning Commission
Budgeting	Ministry of Education;
	Ministry of Finance
EMIS	Directorate of Technical Education, MOE
Government-aided institutions	Directorate of Secondary & Higher Education, MOE;
	Directorate of Technical Education, MOE
Private institutions	... (self-management)

3.10 Financing

The funding mechanism in Bangladesh is highly centralized. The main education expenditure is met through a central government funding source. Although the majority of institutions at the secondary level are non-governmental, teachers' salaries are funded out of the national education budget. Foreign loans and grants are also managed at the central level.

Fiscal year is January 1 - December 31.

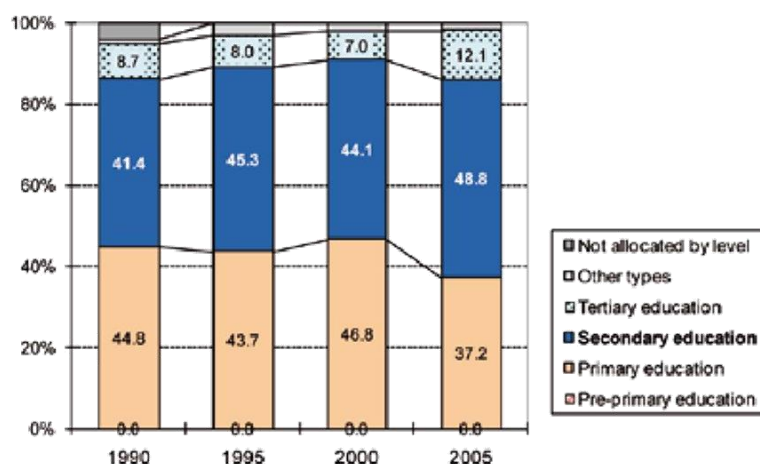
School year is September 5 - May 30.

Table 10. Public Expenditure on Education, 2005

As % of GDP	2.5%
As % of total govt. expenditure	14.2%
Per pupil as % of GDP per capita	
Primary education	7.7%
Secondary education	14.7%
Tertiary education	49.7%

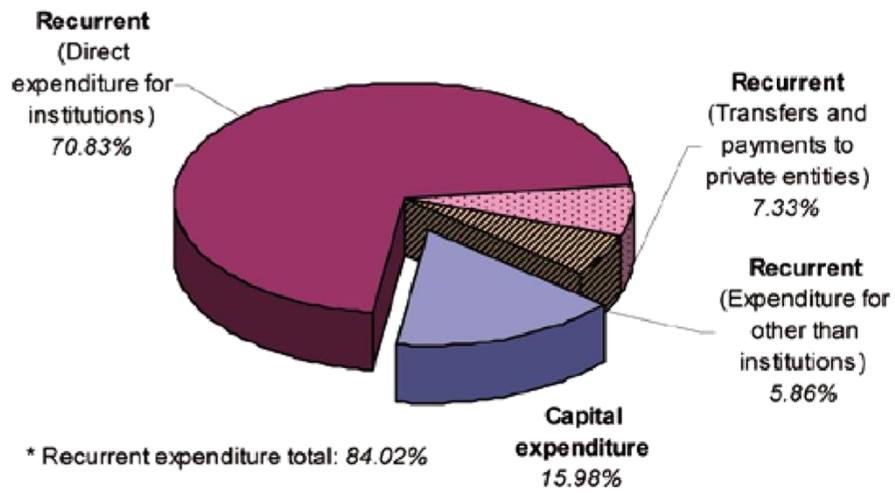
Source: UNESCO Institute for Statistics. 2007a.

Figure 8. Resource Allocation by Level as % of Total Education Expenditure



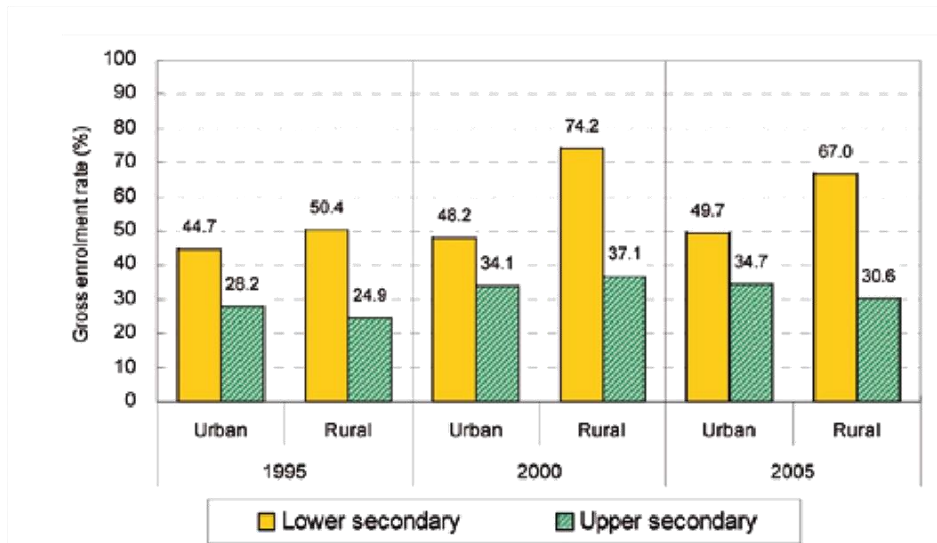
Source: Ministry of Finance. 1991, 1996, 2001 and 2006.

Figure 9. Resource Allocation by Nature of Spending as % of Total Education Expenditure, 2005



Source: Ministry of Education. 2006a.

Figure 10. GER by Geographical Areas (Urban-Rural), 2006



Source: BANBEIS.

Table 11. GER by Geographical Areas and Sex (Urban-Rural), 2006

	Lower Secondary			Upper Secondary		
	Male	Female	GPI	Male	Female	GPI
Urban	47.3	52.1	1.10	37.5	31.8	0.85
Rural	62.7	71.4	1.14	30.1	31.2	1.04
Total	59.2	67.0	1.13	31.9	31.3	0.98

Source: BANBEIS.

3.11 Types of Schools

There are three types of institutions in ‘non-madrasah’ general secondary education: (a) junior secondary schools, which cater only to grades 6 through 8; (b) secondary schools, comprising both junior secondary and secondary levels and catering to grades 6 through 10; and (c) schools and colleges, which cater to all three sub-levels of secondary education, i.e. junior secondary, secondary, and higher secondary education. In addition, there are many degree and Masters’ colleges, which also combine grades 11 and 12. As for madrasah institutions, all types of schools cater to three levels of secondary education except for dakhil, which does not provide education at the higher secondary level. Although all institutions at the secondary level are under the responsibility of DSHE, responsibility for actual implementation and management lies with the governmental bodies at various levels, depending on the level of secondary education.

(See 2.3 Administrative Structure for details.)

- 1 General secondary education in Bangladesh also includes madrasah education, which is ensured total equivalency to education offered in ‘non-madrasah’ general secondary institutions. TVE institutions at the secondary level are not included here.

3.12 Admission Requirements

Transition from primary to junior secondary education depends on satisfactory annual examination results. The head teachers of the respective primary-level institutions issue the school leaving certificates.

In order to meet the admission requirements for Grade 9 (the first grade of secondary education), students need to secure minimum prescribed marks from their junior secondary schooling. The respective schools and local education authorities make the

decisions regarding student promotions. Although there is no public examination held at the entrance stage of secondary education, students are required to take the Secondary School Certificate (SSC) examination at the end of Grade 10 (See also 3.5 Student Assessment and Promotion), and the results will be the basis for admission into the higher stage of secondary education. The examination is administered nationwide by seven Boards of Intermediate and Secondary Education (BISE).

3.13 Tuition

In Bangladesh, only education at the primary level is compulsory and provided free of charge. For secondary education, tuition is collected from students. The Government sets the amount for all public schools. Currently, the tuition ranges from Bangladesh Taka (BDT) 10-15 (equivalent of US\$ 0.14-0.22) for junior secondary and from BDT 15-40 (equivalent of US\$ 0.22-0.58) for secondary and higher secondary schools.

With the exception of a limited number of fully private schools in urban areas that collect a relatively high rate of tuition fees, the majority of government-aided private institutions collect tuition amounts similar to public institutions. Fully private institutions, however, set their rates independently, and the amount tends to be very high and expensive.

Support Programmes

The Government of Bangladesh (GOB) lays special emphasis on raising the female literacy rate and ensuring female participation in all spheres of social as well as economic development. In view of this, Female Stipend Programmes (FSP) have been launched at the junior secondary and secondary levels since 1994. Having started with female students in targeted areas, the programme has now expanded to cover most parts of the country. It has also expanded in terms of education level to include higher secondary education. These stipend programmes generally include the monthly tuition fee, which is given directly to the institutions; monthly stipends; book purchase subsidies for female students in grades 9 and 11; and examination fees for female students in grades 10 and 12. The primary objectives of the stipend programmes are: (a) to increase female enrolment rates at the secondary level; (b) to assist girls in passing the SSC/Higher Secondary Certificate (HSC) examination (or equivalent) so that they become qualified for employment; and (c) to hold girls in studies and retain them from early marriage. Certain conditions apply for the programmes: (a) to attend at least 75%

of school days during an academic year; (b) to secure marks of at least 45% on average or a GPA of 2.5 in the semi-annual and annual examinations; and (c) to remain unmarried up to the SSC/HSC or equivalent. The programmes are currently funded by the Government of Bangladesh (GOB), Asian Development Bank (ADB), Norwegian Agency for Development Cooperation (NORAD) and the Islamic Development Bank (IDA).

In addition, there are three merit-based scholarship programmes in place at the secondary level: (1) the Junior Scholarship by DSHE, which is given to high-performing students in the annual Junior Scholarship Examination;

(2) the Secondary Scholarship, funded by BISE and the Madrasah Education Board, which is given to students performing well in the SSC or Dakhil Examination; and (3) the Higher Secondary Scholarship, also sponsored by BISE and the Madrasah Education Board, given to high performers in the HSC and Alim Examination.

3.14 Curriculum

The National Curriculum and Textbook Board (NCTB) and Madrasah Education Board are responsible for the prescription of curriculum for junior secondary and secondary education; whereas BISE takes direct responsibility for the curriculum/syllabus for higher secondary education. The development of textbooks is also under the responsibility of the same governmental bodies.

Secondary education curriculum was last revised during the mid- to late nineties in an incremental manner: in 1996 for grades 6 and 9, in 1997 for grades 7 and 9, and in 1998 for Grade 11. The old curriculum was revised in order for students to be introduced to the most recent features of the changing society, and learning content was also localized accordingly. In terms of some major subjects, the revised curriculum puts more emphasis on improving students' English communication ability (especially at the junior secondary and secondary levels) by replacing the conventional English courses with communicative English courses, introduces agriculture education at the junior secondary level, and omits arithmetic from secondary-level mathematics for its discontinuity to higher secondary education.

Table 12. Statutory School-opening Days and Teaching Weeks per Year, and Teaching Hours per Week

	School opening days per year	Teaching weeks per year	Teaching hours per week
Junior secondary	233 days	42 weeks	42 hours
Secondary	233 days	42 weeks	42 hours
Higher secondary	233-240 days	42 weeks	24 hours

Source: MOE.

3.15 Student Assessment and Promotion

Annual Promotion

The annual promotion to the next grade is based on the results of the assessment examinations, which are held three times a year at the end of each semester. Public examination is held at the end of secondary as well as higher secondary education, which is essentially the admission requirement to the higher level of education. (Please see below for graduation requirement.) The extremely high percentage of repeaters in grades 10 and 12 reflects the fact that many students fail the examination and need to remain in school for an additional year(s).

Table 13. Percent of Repeaters by Grade and Sex, 2004

	Junior Secondary			Secondary		Higher Secondary	
	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Both sexes	5.64%	5.66%	7.41%	7.35%	17.58%	6.56%	27.73%
Male	6.86%	5.52%	7.87%	7.78%	17.84%	8.34%	29.78%
Female	4.47%	5.80%	7.00%	6.94%	17.33%	3.94%	24.66%

Source: **Graduation**

Students are required to sit the public examination at the end of secondary and higher secondary education. These examinations are called Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC) respectively, and administered by BISE and Madrasah Education Boards.

Table 14. Student Progression after Graduating from Junior Secondary Level, 2005

Of all graduates from junior secondary level general education	
Secondary general education	85.3%
Vocation-technical trades	3.1%
Of all graduates from junior secondary level madrasah education	
Secondary madrasah (dakhil) education	95.3%

Source: BANBEIS. 2006a.

Table 15. Student Progression after Graduating from Secondary Level, 2005

Of all graduates from SSC (general and vocational) examination	
Higher secondary general education	79.9%
Higher secondary vocational-technical trades	15.2%
Of all graduates from SSC (dakhil) madrasah education	
Higher secondary madrasah (alim) education	60.0%

Source: BANBEIS. 2006a.

Table 16. Student Progression after Graduating from Higher Secondary Level, 2005

Of all graduates from HSC (general) examination		
Bachelor degree course in general colleges	48.3%	
Bachelor degree course of general education in the universities	12.8%	
Bachelor degree of Engineering, Medical, Agriculture, Computing in the technical colleges, medical colleges and universities	10.4%	
Of all graduates from HSC (alim) examination		
Fazil degree courses in madrasah	70.6%	

Source: BANBEIS. 2006a.

3.16 Private Education

There are two types of non-public education institutions in Bangladesh: fully independent, non-public schools and government-subsidized schools. While the former enjoys full autonomy in regard to almost every aspect of school administration, the latter type of school is required to comply with the national standards regarding establishment, permission, recognition, staffing pattern, curriculum and teacher recruitment process that are described below.

There are two policy directives in effect that concern the provision of education by non-public institutions. The first policy guideline was circulated by MOE in 1995 regarding staffing pattern and government subvention of teachers and employees working in private institutions. The guideline stipulates the requirements as follows:

(a) recognition of the institution from the respective authority, (b) recruitment and staffing pattern rules for teachers and employees, (c) minimum enrolment, (d) curriculum and co-curricular activities, (e) audited accounts of income and expenditure, (f) satisfactory examination results, and (g) an approved management committee. In addition, if a school is to open in a rural area, the land needs to be owned by the school, itself, and needs to meet the minimum spatial area set in the directive.

Another policy directive was released in 1997 regarding establishment, permission and recognition of new private/non-public institutions. The directive provides a clear prescription on: (a) distance from similar types of institutions, (b) minimum population in the surrounding area, (c) minimum enrolment separately for co-educational/boys' institutions and girls' institutions by type, (d) minimum land ownership, (e) a minimum 9-square-foot area per student for school building/facilities of all types, (f) teachers and employee staffing patterns, (g) library book requirements, (h) fund requirements, (i) naming an institution after a person, (j) curriculum as per the National Curriculum and Textbook Board (NCTB), (k) co-curricular activities, (l) existence of a managing committee/governing body, and (m) fees for permission and recognition.

In general, the Government encourages the private provision of education at all levels of education. The ratio of private enrolment at the secondary level, including TVE, is extremely high. The majority of these institutions is government-subsidized and receives salary support from the Government.

Table 17. Percent of Enrolment in Private Institutions, 2005

	2000			2004		
	All	General	TVE	All	General	TVE
Secondary education	95.73%	96.08%	62.07%	95.69%	95.83%	86.79%
- Lower secondary	97.62%	97.62%	na	97.71%	97.71%	na
- Upper secondary	92.97%	93.76%	62.07%	92.56%	92.81%	86.79%

Note: The percents were calculated by UNESCO Bangkok on the basis of UIS Statistics.

Source: UNESCO Institute for Statistics. 2007a.

3.17 Secondary-Level Technical and Vocational Education

The Mid-Term Budget Framework (MOE. 2006b), which is released every fiscal year by MOE, sets up the national target of 10 percent enrolment in TVE programmes by the year 2010. The document further indicates that the number of TVE institutions should be increased to accommodate drop-outs from the general education system and to develop the country's human resources.

There are a number of job-oriented TVE programmes offered at the secondary level: (a) Technical School and Colleges; (b) Commercial Colleges; (c) Graphic Arts Institute, Glass & Ceramic Institute, Survey Institutes, and Technical Training Centres; (d) private SSC/HSC vocational institutes; (e) private HSC Business Management Institutes; and (f) public Textile Vocational Centres.

Table 18. Number of TVE Institutes, 2007

Technical School & College	64
Commercial College	16
Graphic Arts Institute	1
Ceramic Institute	1
Survey Institute	2
Technical Training Centre	13
Private SSC/HSC Vocational Institute	1224
Private HSC Business Management Institutes	1180
Public Textile Vocational Centre	28

Source: MOE; MOL; & MOT

Of those listed above, the Technical Training Centres are managed by the Ministry of Labour and Manpower, and Textile Vocational Centres by the Ministry of Textile. The Technical Education Board under MOE conducts all examinations and offer diploma and certificates for all TVE institutions including those by different Ministries.

Table 19. Percent of Enrolment in TVE Programmes, 2000-2005

	2000	2001	2002	2003	2004	2005 ⁽¹⁾
Secondary education	1.0%	1.2%	1.1%	1.2%	1.62%	1.9%
- Lower secondary	na	na	na	na	na	na
- Upper secondary	2.5%	2.9%	2.9%	2.9%	4.1%	5.0%

Source: UNESCO Institute for Statistics. 2007a.⁽¹⁾ BANBEIS. 2005.

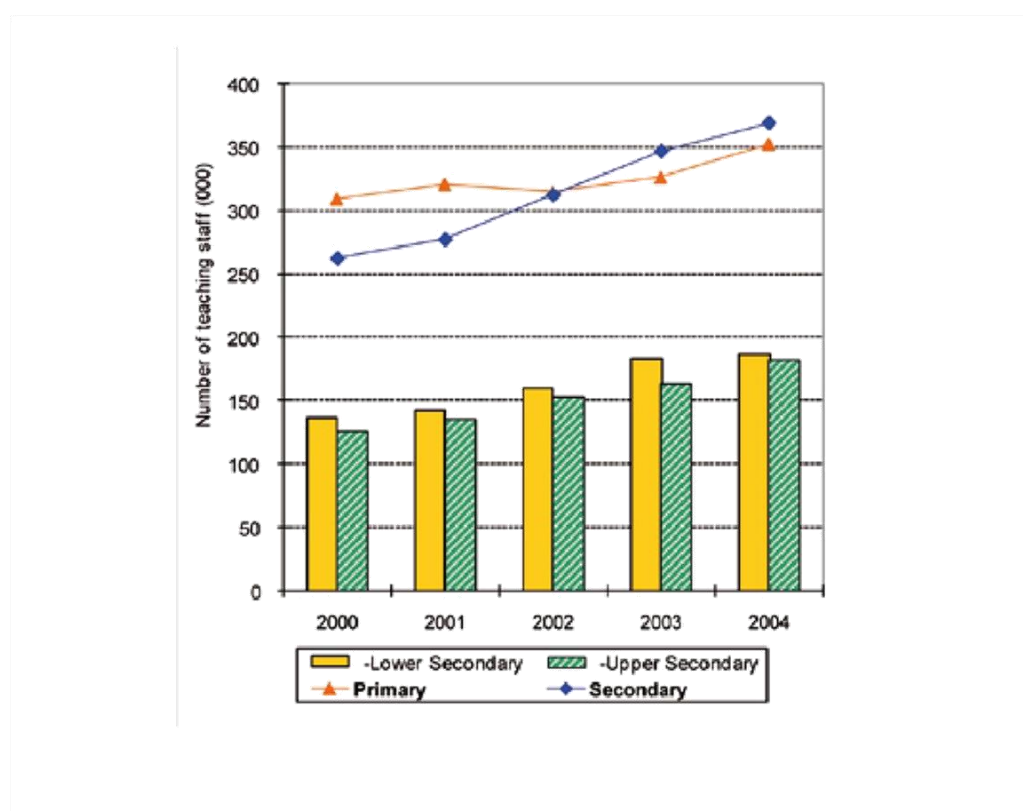
3.18 Teachers and Education Personnel in GSE

Table 20. Number of Teachers and Key Indicators, 2004

	Number of teachers	Percent of female teachers	Percent of trained teachers	Pupil-teacher ratio
Secondary education	369,076	18.1%	31.5%	27.4
- Lower secondary	186,247	17.2%	37.6%	33.7
- Upper secondary	182,829	18.9%	25.6%	21.2

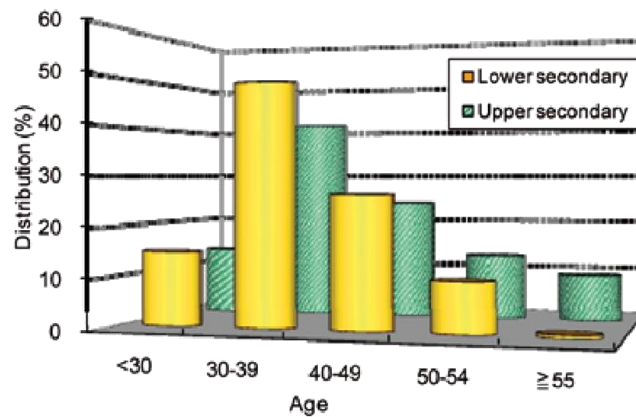
Source: UNESCO Institute for Statistics. 2007a.

Figure 11. Change in Number of Teachers, 2000-2004



Source: UNESCO Institute for Statistics. 2007a.

Figure 12. Age Distribution of Teachers, 2004/05



Source: BANBEIS. 2007.

3.19 Teacher Management

For government-aided non-public institutions, which currently constitute the majority of schools at the secondary level, teacher recruitment and deployment is under the responsibility of the management committee of each school, which includes a representative from DSHE for junior secondary and secondary education. Teachers are recruited from those registered in the Non-Government Teacher Registration and Certificate Agency (NTRCA). (See 6.2 Qualifications and Pre-service Training)

As for public institutions, DSHE directly controls the recruitment process.

3.20 Qualifications and Pre-service Training

The minimum academic qualification is a Bachelor's degree or equivalent for junior secondary and secondary education, and a Master's degree for higher secondary education. Although there is no pre-service training needed for all, teachers can complete the training offered in respective training institutions prior to recruitment and receive a higher wage after the appointment. There are currently 126 pre-service [in-service] training institutions, such as teacher training colleges (both private and public), the Physical Education College, or open universities. The degrees offered include Bachelor of Education (B.E.), Diploma in Education (Dip. in Ed.) and Bachelor of Physical Education (B.P.Ed.).

In addition to the minimum qualification described above, teachers who wish to be recruited by government-aided non-public institutions are required to take and pass a competitive examination held annually. They must also be registered in NTRCA in order to be eligible for recruitment. This regulation does not apply to fully-independent non-public institutions.

3.21 In-service Training

Teachers are required to receive in-service training during the service. The same institutions that offer pre-service training (see 6.2 Qualifications and Pre-service Training) also offer trainings for in-service teachers based on the curriculum prescribed by MOE, and participation is taken into consideration for the teachers' career development.

CHAPTER 4

EDUCATION SYSTEM IN BANGLADESH

4.1 Education System

In the 1981 census only 19.7 percent of the total population was counted as literate. The literacy rate was 17 percent in rural areas and 35 percent in urban areas. The urban-rural gap shrank slightly between 1961 and 1981, primarily because of the influx of rural Bangladeshis to urban areas. The adult literacy rate in 1988 remained about equal to the 1981 level, officially given as 29 percent but possibly lower. The education system also had had a discriminatory effect on the education of women in a basically patriarchal society. The female literacy rate in 1981 (13.2 percent) was about half the literacy rate among men (26 percent) nationally. The gap was even greater in rural areas, where 11.2 percent women and 23 percent of men were literate. (In 1988 the literacy rate was 18 percent for women and 39 percent for men.) The national school attendance rate in 1982 was 58.9 percent for ages 5 to 9; 20.9 percent for ages 10 to 14; and 1.9 percent for ages 15 to 24. The estimated 1988 student-teacher ratio was fifty-four to one in primary schools, twenty-seven to one in secondary schools, and thirteen to one in universities. Approximately 10 million students of all ages attended school in 1981.

The base of the school system was five years of primary education. The government reported a total of nearly 44,000 primary schools enrolling nearly 44 million students in 1986. Recognizing the importance of increasing enrollments and improving quality, the government made universal primary education a major objective of its educational development plans, which focused on increasing access to school, improving teacher training, and revising the primary school curricula. As a result, the share of primary education by the mid-1980s increased to about 50 percent of the public education expenditure. Although enrollment in the entry class rose over time, the ability of the primary education sector to retain students in school and increase the literacy rate did not match government goals. Throughout the system a high annual dropout rate of 20 percent existed in 1988. Studies suggested that no more than 10 to 15 percent of those attending primary schools retained a permanent ability to read and write. The Third Five-Year Plan (1985-90) envisaged reducing the rural-urban gap in education, establishing

facilities for the enrollment of 70 percent of children of primary-school age, and placing emphasis on keeping children in school longer.

Bangladesh had 8,790 secondary schools with 2.7 million students in 1986. Secondary education was divided into two levels. The five years of lower secondary (grades six through ten) concluded with a secondary school certificate examination. Students who passed this examination proceeded to two years of higher secondary or intermediate training, which culminated in a higher secondary school examination after grade twelve. Higher secondary school was viewed as preparation for college rather than as the conclusion of high school. Development efforts in the late 1980s included programs to provide low-cost vocational education to the rural populace. Efforts also focused on the establishment of science teaching facilities in rural schools, as compulsory science courses were introduced at the secondary level. The government also had provided training for science teachers and supplies of scientific equipment. In spite of many difficulties over the years, the number of both secondary schools and students, particularly females, increased steadily. For example, whereas there were 7,786 secondary schools for boys and 1,159 for girls in 1977, the number of boys' schools had decreased to 7,511 while girls' schools had increased to 1,282 by 1986. The number of students increased as well. In 1977 there were 1.3 million boys and 450,000 girls in secondary schools; by 1986 there were 1.9 million boys and 804,000 girls. Enrollment in technical and vocational schools increased in a similar manner. Secondary education for the most part was private but was heavily subsidized by the state budget. Nationalization of private schools was a standing government policy.

Development of the education system depended largely on the supply of trained teachers. In 1986 about 20 percent of the estimated 190,000 primary-school teachers were adequately trained; at the secondary-school level, only 30 percent of the teachers were trained. Contributing to the shortage of trained teachers was the low socioeconomic standing of educators. The social image of teachers had been gradually eroded, making it difficult to recruit young graduates to the profession. The high proportion of poorly trained teachers led to lower standards of instruction. Despite these problems, the number of secondary-school teachers increased from 83,955 in 1977 to 99,016 in 1986, according to government figures.

In 1986 there were forty-nine primary-school teacher training institutes and ten secondary-school teacher training colleges. In addition to regular degree, diploma, and certificate programs, various crash programs and correspondence courses also were available. The Bangladesh Institute of Distance Education also had started an experimental program of teacher training under the auspices of Rajshahi University.

At the postsecondary level in 1986, there were 7 universities, 758 general colleges, and 50 professional (medical, dental, engineering, and law) colleges. More than 25 percent of the colleges were government managed; the rest were private but received substantial government grants. The private colleges were gradually being nationalized. In the 1980s, emphasis was being placed on the development of science teaching facilities in nongovernment colleges. Twelve government colleges were selected to offer graduate courses during the Third Five-Year Plan.

In addition to four general-curriculum universities--the University of Dhaka, Rajshahi University, Chittagong University, and Jahangir Nagar University--there were the University of Engineering and Technology in Dhaka, the Agricultural University in Mymensingh, and the Islamic University in Tongi (near Dhaka). The total enrollment in the 7 universities in 1986 was estimated at 27,487, of which 80 percent were male. Universities were selfgoverning entities with 95 percent of their total expenditures paid through government block grants. The University Grants Commission, created in 1973, coordinated the funding and activities of the universities. A large number of scholarships and stipends were offered to students in education institutions at all levels.

The number of college students increased from 238,580 in 1980 to 603,915 in 1986, according to government statistics. During that period, female enrollment increased from 29,000 to 115,000. Qualitative improvement, enrollment stabilization, interuniversity rationalization of departments, and controlled expansion were some of the government objectives for college education in the mid- and late 1980s.

Curricula in nongovernment institutions of higher education focused mostly on the humanities and social sciences. Many government colleges and universities, however, offered advanced courses in natural, physical, and biological sciences. Sophisticated courses in language and literature, philosophy and philology, fine arts, and folk culture also were offered at the universities. Advanced research degrees, including doctorates, were offered in several disciplines of science, the arts, the humanities, and the social

sciences. Faculty members at the government colleges and universities were usually well qualified, but research facilities were limited.

To remove the heavy bias toward liberal arts education, greater attention was being focused in the late 1980s on technical education, which received the third highest allocation, after primary and secondary education, in the Third Five-Year Plan. In addition to four engineering colleges, Bangladesh had eighteen polytechnic institutes, four law colleges, two agricultural colleges, a graphic arts institute, an institute of glass and ceramics, a textile college, a college of leather technology, sixteen commercial institutes, and fifty-four vocational institutes in 1986. The nation also had ten medical colleges and one dental college, offering both graduate and postgraduate training. In addition, there were twenty-one nursing institutes, a music college, and a college of physical education.

Because secondary and higher education benefited the small middle and upper classes and because the government defrayed a portion of the costs of private higher institutions through grants, the poor in effect subsidized the education of the affluent. This situation was most evident at the university level, where about 15 percent of the education budget was devoted to less than 0.5 percent of the student population. The technical education sector, which experienced some growth in the late 1980s, nevertheless failed to provide the numbers and kinds of personnel required for economic development. Most university training also failed to equip its recipients with marketable professional skills.

The three main educational systems in Bangladesh, ordered by decreasing student numbers, are:

- General Education System
- Madrasah Education System
- Technical - Vocational Education System

Other systems include a Professional Education System.

Each of these three main systems is divided into four levels:

- Primary Level (years 1 to 5)

- Secondary Level (years 6 to 10)
- Higher Secondary Level (years 11 and 12)
- Tertiary Level

Tertiary education in Bangladesh takes place at 34 government and 54 private universities. Students can choose to further their studies in engineering, technology, agriculture and medicine at a variety of universities and colleges.

At all levels of schooling, students can choose to receive their education in English or Bengali. Private schools tend to make use of English-based study media while government-sponsored schools use Bengali.

Cadet colleges are important in the education system of Bangladesh. A cadet college is a special type of school-cum-college established in East Pakistan on the model of English public schools. Military education is compulsory at cadet college. The government of Pakistan established the first residential cadet college in the Punjab in 1954. Faujdarhat cadet college was the first cadet college in East Pakistan (Bangladesh), established in 1958 over an area of 185 acres (0.75 km²) of land at Faujdarhat in the district of Chittagong. At present there are 12 cadet colleges in Bangladesh.

The Madrasah Education System focuses on religious education, teaching all the basics of education in a religious environment. Islamic teachings are compulsory. Religious studies are taught in Arabic and the children also usually serve the related mosques. Students also study some or all of the courses from the General Education System. Madrasahs take in many homeless children and provide them with food, shelter and education, e.g. Jamia Tawakkulia Renga Madrasah in Sylhet.

The Technical and Vocational Education System provides courses related to various applied and practical areas of science, technology and engineering, or focuses on a specific specialized area. Course duration ranges from one month to four years.

4.2 Tertiary education in Madrasah Education System

In Madrasah Education System, after passing 'Alim' (12th Grade), student can enroll in for 3years long study, for obtaining a 'Fazil' level (14th Grade)as well as they can go for further general education like earning all over the universities degree, And after passing

successfully they can further enroll into another 2 years long study system to obtain a 'Kamil' level (16th Grade) degree.

4.3 Tertiary education in Technical Education System

In the Technical Education System, after obtaining Diploma-in-Engineering degree (four years long curriculum), students can further pursue their educational carrier for obtaining a Bachelor degree from Engineering & Technology Universities, which offer two and a half to three year long courses for students with a Diploma-in-Engineering degree, to obtain a Bachelor degree (undergraduate degree) (16th Grade) in Engineering. Then they can enroll into post-graduate studies.

4.4 Ideas to Improve Bangladesh's Education System

- Eliminate rote memorization practices by limiting use of exam guidebooks.
- Increase teacher-student contact hours to global standards.
- Prioritize technical, mathematical and scientific education.
- Conduct annual primary school census and biennial national assessment of G-3 and G-5 students.
- Support Teach for Bangladesh initiative.
- Opportunities for public sector teachers for upward mobility to other government departments.
- Increase teachers' wages to match South Asian/global standards.
- Using the national Poverty Map, introduce targeted school feeding programs and health checkup facilities in poverty-stricken areas.
- Introduce TVET in madrasas.
- Update and modify madrasa text materials on Islamic and Arabic subjects.
- Mainstreaming of madrasa education to the national curriculum.
- Protect children from drowning - a major cause of high dropout rate.
- Co-locate schools with RMG factories.
- Stipends at the secondary level to poor families' male members.
- Scale up pre-primary education facilities under the PEDP-III.
- Provide stipends to 80% of primary school children.
- Increase the number of sub-district level supervisors by 25-30%.
- Decentralize monthly pay order (MPO) to cover all schools.

- Establish three new women’s Polytechnic Institutes at Barisal, Sylhet and Rangpur divisional headquarters.
- Stipends and other financial support for female members in training programs.
- Establish 100 Technical Schools (TSs) at Upazila level.
- Training for less-skilled migrant workers through 22 new District Employment and Manpower Offices (DEMO).
- Create GPA (grade point average) maps to pinpoint underperforming areas.
- Support “second chance schooling” for workers in the garments sector.
- Playground should be a mandatory condition for primary and secondary schools.
- Provide female-friendly accommodation and sanitary facilities in madrasas.
- Enhance teachers training through Teachers Portal.
- Targeted scholarships for children of extreme poor families.
- Construction of charter / private schools.
- Continue the government and ADB supported Primary Education Development Project (PEDP-III).
- Establishment of more universities in science and technology fields, more planetariums, libraries, laboratories, and scientific equipment.
- Establish multi-media classrooms (MMC) across all primary and secondary schools.
- Introduce ICT courses in all post-graduate colleges of Bangladesh.
- Fully implement Bangladesh Research Network (Bdren).
- Link national curriculum to global standards like PISA.
- Use of multimedia classroom (MMC) Dashboard for monitoring teachers.
- Review education quality in terms of learning and relevance to markets.
- Expand National Technical and Vocational Qualifications Framework (NTVQF).
- Introduce TVET courses in secondary and higher secondary levels.
- Implement the National Skills Development Policy (NSDP 2011).
- Design and implement a ‘Life Skills Program’.
- A ‘Catering Institute’ to provide market-oriented skill training for less-skilled, overseas, migrant workers.
- Raise awareness about the importance of female education.
- Provide special financial support to female students.

- More pre-primary schools for early childhood care and development.
- Teach mothers how to build cognitive skills in 0-4 year old children.
- Strengthen the National University and Bangladesh Open University (BOU).
- Implement more initiatives under Higher Education Quality Enhancement Project (HEQEP) (2009-2018).
- Assign education experts for director posts at the Ministry of Education and Ministry of Financial.
- Administrative scrutiny of universities' activities by the University Grants Commission (UGC) and relevant Parliamentary Committees.

CHAPTER 5

EDUCATIONAL MANAGEMENT SYSTEM IN BANGLADESH

The overall responsibility of management of primary education lies with the Primary and Mass Education Division (PMED), set up as a separate division with the status of a Ministry in 1992. While the PMED is involved in formulation of policies, the responsibility of implementation rests with the Directorate of Primary Education (DPE) headed by a Director General.

The Directorate of Primary Education (DPE) and its subordinate offices in the district and upazila are solely responsible for management and supervision of primary education. Their responsibilities include recruitment, posting, and transfer of teachers and other staff; arranging in-service training of teachers; distribution of free textbooks; and supervision of schools. The responsibility of school construction, repair and supply of school furniture lies with the Facilities Department (FD) and Local Government Engineering Department (LGED). The National Curriculum and Textbook Board (NCTB) are responsible for the development of curriculum and production of textbooks. While the Ministry of Education (MOE) is responsible for formulation of policies, the Directorate of Secondary and Higher Education (DSHE) under the Ministry of Education is responsible for implementing the same at secondary and higher education levels. The NCTB is responsible for developing curriculum and publishing standard textbooks.

5.1 Primary and secondary level management

The primary and secondary levels of education are controlled by the seven General Education Boards, each covering a region. The boards' headquarters are located in Barisal, Comilla Chittagong, Dhaka, Rangpur, Jessore, Rajshahi and Sylhet. In addition, the Madrasah Education Board covers religious education in government-registered Madrasahs, and the Technical Education Board controls technical and vocational training in the secondary level.

Seven region-based Boards of Intermediate and Secondary Education (BISE) are responsible for conducting the two public examinations, SSC and HSC, in addition to granting recognition to non-government secondary schools.

At the school level, in the case of non-government secondary schools, School Management Committees (SMC), and at the intermediate college level, in the case of non-government colleges, Governing Bodies (GB), formed as per government directives, are responsible for mobilizing resources, approving budgets, controlling expenditures, and appointing and disciplining staff. While teachers of non-government secondary schools are recruited by concerned SMCs observing relevant government rules, teachers of government secondary schools are recruited centrally by the DSHE through a competitive examination.

In government secondary schools, there is not an SMC. The headmaster is solely responsible for running the school and is supervised by the deputy director of the respective zone. Parent Teachers Associations (PTAs), however, exist to ensure a better teaching and learning environment.

5.2 Tertiary education management

At the tertiary level, universities are regulated by the University Grants Commission. The colleges providing tertiary education are under the National University. Each of the medical colleges is affiliated with a public university. Universities in Bangladesh are autonomous bodies administered by statutory bodies such as Syndicate, Senate, Academic Council, etc. in accordance with provisions laid down in their respective acts.

5.3 Technical and Vocational education management

The Directorate of Technical Education (DTE) is responsible for the planning, development, and implementation of technical and vocational education in the country. Curriculum is implemented by BTEB.

5.4 Notable Engineering Universities in Bangladesh:

Chittagong University of Engineering and Technology, Chittagong

Rajshahi University of Engineering and Technology, Rajshahi

Bangladesh University of Engineering and Technology, Dhaka

Dhaka University of Engineering and Technology,

Gazipur Islamic University of Technology, Gazipur

Khulna University of Engineering and Technology, Khulna

Shahjalal University of Science and Technology, Sylhet

Renowned Engineering Colleges of Bangladesh:

Sylhet Engineering College

Mymensingh Engineering College.

Begumgonj Textile Engineering College, Noakhali

Pabna Textile Engineering College Bangladesh

College of Leather Engineering and Technology Bangladesh University of Textiles

5.5 Non-formal primary education

There exists a substantial number of NGO-run non-formal schools, catering mainly to the drop-outs of the government and non-government primary schools. Very few NGOs, however, impart education for the full five-year primary education cycle. Because of this, on completion of their two-to three-year non-formal primary education in NGO-run schools, students normally re-enter into government/non-government primary schools at higher classes.

There are Non-Governmental Schools (NGO) and Non-Formal Education Centers (NFE) and many of these are funded by the government. The largest NFE program is the much reputed BRAC program. However, all NFE graduates do not continue on to secondary school.

NGO-run schools differ from other non-government private schools. While the private schools operate like private enterprises often guided by commercial interests, NGO schools operate mainly in areas not served either by the government or private schools, essentially to meet the educational needs of vulnerable groups in the society. They usually follow an informal approach to suit the special needs of children from these vulnerable groups.

Similarly, in NGO-run schools there does not exist any SMC. The style of management differs depending upon differences in policies pursued by different NGOs. Some are

centrally managed within a highly bureaucratic set-up, while others enjoy considerable autonomy.

Different NGOs pursue different policies regarding recruitment of teachers. Some prepare a panel of prospective teachers on the basis of a rigorous test and recruit teachers from this panel. Other NGOs recruit teachers rather informally from locally available interested persons.

5.6 Current status

This section requires expansion. Current government projects to promote the education of children in Bangladesh include compulsory primary education for all, free education for girls up to grade 10, stipends for female students, a nationwide integrated education system and a food-for-education literacy movement. A large section of the country's national budget is set aside to help put these programs into action and to promote education and make it more accessible. Recent years have seen these efforts pay off and the Bangladesh education system is strides ahead of what it was only a few short years ago.

5.7 Concerns

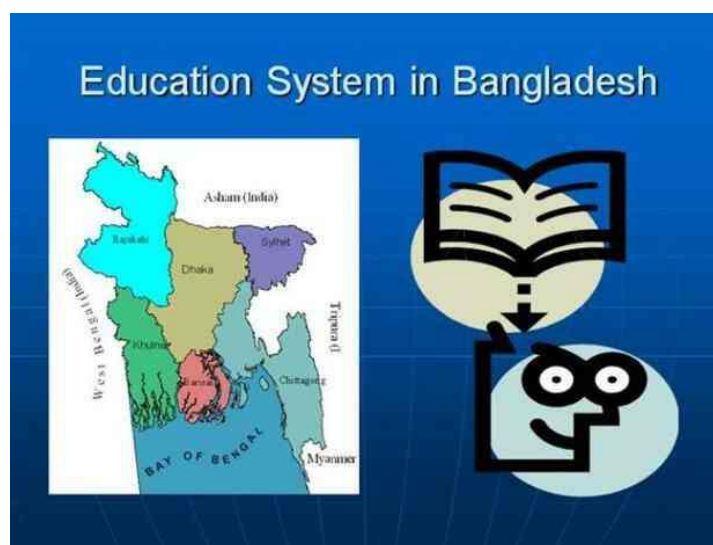
The educational system of Bangladesh faces several problems. In the past, Bangladesh education was primarily a British-controlled, upper-class affair with all courses given in English and very little being done for the common people. The Bangladesh education board has taken steps to leave such practices in the past and is looking forward to education as a way to provide a poverty-stricken nation with a brighter future. Bangladesh has one of the lowest literacy rates in South Asia. One study found a 15.5% primary school teacher absence rate.

The low performance in primary education is also matter of concern. School drop-out rates and grade repetition rates are high. Poor school attendance and low contact time in school are factors contributing to low level of learning achievement. Further, the system lacks a sound Human Resource Development and deployment system and this has demoralized the primary education sector personnel, including teachers, and contributes to poor performance. Poverty is a big threat to primary education.

CHAPTER 6

EDUCATION LEVEL AND SYSTEM IN BANGLADESH

There are three stages in the education system in Bangladesh. These are the Primary, Secondary and Higher education level. Through this system and level the education activities are administered across the country. The vital role played by this different stage of educational institutions has been building an educated nation for long days.



The Primary education is 5-years cycle from class one to class five and the secondary education is for 7 years; 3-years of junior secondary, 2-years of secondary and another 2 years for higher secondary. These stages of educational institutions have in govt. and private sector. The private sectors' primary and secondary schools and colleges also get the financial support from the govt.

Primary education ends with the exam of Primary School Certificate (PSC). This exam is administered by the Directorate of the Primary Education under the supervision of the Ministry of Primary and Mass Education.

There are 10 education boards including the Madrasa and Technical board. The education boards administer the public examinations. The examinations are Junior School Certificate (JSC), Secondary School Certificate (SSC) and the Higher Secondary Certificates (HSC) their equivalents.

Another stage of educational institutions is for higher education. The universities and the affiliated colleges provide the higher education. These institutions are supervised by the

University Grant Commission. Students can choose the medium of education as Bengali and English here.

As supreme authority the Ministry of Education with its different directorates look after the total education system in Bangladesh. Students up to secondary classes get full free education that patronized by the state. In this respect state playing the prime role in country's education boom in the last couple of decades.

The Madrasa and English medium schools are under the Madrasa Education Board and Foreign Education Board respectively. And the vocational training schools at post secondary level are administered by the Technical Education Board.

Education curriculum is under National Curriculum and Textbook Board. It develops, approves and manages the curriculum and text books for primary, junior, secondary and higher secondary level. Educational information and research are maintained by the Bangladesh Bureau of Educational Information and Statistics (BANBEIS).

Therefore, this education level and system has made a strong network. And the integrated system and collective initiation of all these bodies running the country's educational flow in a right track and Bangladesh is going to be a cent percent educated peoples' country in the globe.

Secondary, Higher Education and Vocational Education

Data/indicator	Sex/Sort	Data	Year	Data Source
Number of students (JSS and SS)	male	3,803,794	2003	BANBEIS 2004
	female	4,322,568		
	total	8,126,362		
Number of teachers (JSS and SS)	male	166,997		
	female	39,580		
	total	206,577		
Number of schools (JSS and SS)	Gov.	317		
	Non Gov.	17,069		
	total	17,386		
Number of students	male	881,404		
	female	567,825		
	total	1,449,229		
Number of institutions (College)	Gov.	251		
	Non Gov.	2,543		
	total	2,794		
Number of students (University)	male	115,733		
	female	33,607		
	total	149,340		
Number of institutions (University)	Public	21		
	Private	52		
	total	73		

CHAPTER 7

FINDINGS AND RECOMMENDATION

7.1 Findings

The study reveals a number of impacts of implementing SBA in the secondary schools of Bangladesh including both positive and negative impacts. The positive and negative impacts are described below respectively:

Positive Impacts:

1. SBA is making students school-oriented.
2. SBA is increasing creativeness in students.
3. SBA helps students learn to think independently and with confidence.
4. SBA is decreasing the dependence on memorizing.
5. Students are being obedient to teachers.
6. Students are learning real-life, practical knowledge.

Negative Impacts:

1. Students may sometimes be the victims of teacher's personal rage.
2. For the lack of trained teachers, SBA evaluation is not always flawless.
3. For a number of diversified activities, students are sometimes afraid of SBA system. It makes them apathetic to go to school.
4. For lack of adequate number of teachers, normal class delivery is interrupted to attend SBA activities.

7.2 Recommendations

1. The student-teacher ratio in the schools of our country is not favorable for the implantation of SBA. Adequate teachers should be immediately appointed to make the approach effective.
2. SBA comprises of such diversified activities that many teacher are not well conversant with the method. They need to be perfectly trained to make the method fruitful.
3. There is possibility of partiality and nepotism of teachers under the SBA. So, a provision for close monitoring is to be conceded to make it flawless.
4. Some of the various activities of SBA may be complex and terrifying for a number of the students. They should be treated in the most possible conducive way so that it does not make them avert to school and education.
5. Guardians should be aware of the fact that their children may not fall victim to any teacher, if suspected, guardians should place immediate complain to the head teacher.
6. Head teachers should sit for a guardian's meeting after each term and try to solve the complaints placed by the guardians.
7. An element of guidance and counseling may be introduced. It will provide opportunity to know teachers' problems while implementing the new assessment system.

CHAPTER 8

CONCLUSION

8.1 Conclusion

Education is the process by which people acquire knowledge, skills, habits, values or attitudes. During this process it is often required to measure the progress of the learners, how far the educational changes occurred among them or how these changes have been organized. In Bangladesh, secondary education is one of the most important and biggest sub-sectors in education having huge number of institutions and teachers. The rate of enrolment in secondary sub-sector increased significantly in last decade but in terms of quality, it is not up to the mark. SBA is the assessment of students' progress which occurs, on an ongoing basis during the year, as an important part of the students' learning. With SBA, teachers give regular feedback to their students to help them learn better. It has been implemented with the intention of developing students' thought process, their ability to solve problems. It will also focus on students' personal development and communicative ability. The success of the new assessment system will depend on proper management of resources and manpower. The study reveals some significant facts about teachers' knowledge and integrity of implementing this new system of assessment. The number of participants was small but most of them provided similar type of information. We sincerely expect that SBA will bring about noteworthy changes among the students making them more capable to suit to the rapidly changing contemporary society.

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