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Primary Education Governance at Upuzila Level in Bangladesh

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Primary Education Governance at Upuzila Level in Bangladesh

PhD Dissertation

Md. Hamidul Haque

Institute of Bangladesh Studies
University of Rajshahi, Bangladesh

August 2018

Primary Education Governance at Upuzila Level in Bangladesh

A Dissertation Submitted to the Institute of Bangladesh Studies in Partial Fulfilment of the Requirements for the Degree of Doctor of Philosophy

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August 2018

Certificate

This is to certify that the thesis titled “Primary Education Governance at Upuzila Level in Bangladesh” submitted to the Institute of Bangladesh Studies at the University of Rajshahi, Bangladesh by Md. Hamidul Haque, PhD Fellow of the session 2015-2016 for the award of the Doctor of Philosophy degree is an original research work done under my supervision and guidance. I have gone through the whole thesis carefully. I believe that the researcher has worked with utmost sincerity for preparing this thesis and the thesis is, in my opinion, worthy of consideration for the award of PhD.

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Declaration

I do hereby declare that the dissertation titled "Primary Education Governance at Upazila Level in Bangladesh" submitted to the Institute of Bangladesh Studies at the University of Rajshahi as a part of the requirements for the Doctor of Philosophy degree is my own original work. Neither the whole nor any part of this dissertation has previously been submitted for a degree or any other qualifications at this university or any other institution. All the materials used or quoted sources have been duly indicated and acknowledged in the dissertation.

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August 2018

Md. Hamidul Haque

Abstract

As an efficient management of primary education is the prerequisite of a success of primary education enhancement of a country, researches are required to provide a deep insight into the present scenario of primary education governance at upazila level in Bangladesh. This research has been conducted to disclose how to manage the primary education by the upuzila education offices, and roles of headmaster, SMC, and PTA chairman to govern the primary education. The study on primary education governance has been conducted in 38 schools of two upuzilas of Kushtia and Rajshahi district under two divisions of Khulna and Rajshahi in Bangladesh. We have strived to attain four specific objectives in this study.

The study is an attempt to understand the structure of the SMC and PTA, process of formation of SMC and PTA, level of awareness and participation of both chairman in school activities, roles and functions envisaged in the light of national education policy 2010. The roles of headmaster, SMC and PTA chairman are important in the school management and their perception about the primary education has been judged through their identification of primary education functions. The SMC and PTA chairman are theoretically responsible to mobilize the local people for primary education accordingly, several meeting of SMC and PTA were held in the schools. The most pronounced success of the meeting is that they often discussed about the management problems of their respective schools. But it has been observed that these meeting are now becoming very irregular and the member are not very clear about their functions. The chairman of SMC and PTA has been found to play important roles in moulding the people and mobilizing the teachers and parents towards the advancement of primary education in the country.

Education offices lack of desired monitoring and evaluation system to watch over and guide institutions which are quite large number, primarily due to lack of access and modern management tools. It is very important that the UEO and AUEO offices be equipped with computer for baseline information and periodic updating by each school of upuzilas. With regard to quality and management issues, the roles of headmaster and officials have been underline in various sector in primary education. Community mobilization should be taken by SMC and PTA to hold cultural, social and religious functions. Community support and donation to local schools should be acknowledge by management of the school, this will ensure sustained and even encourage bigger supports.

Abbreviations

AUEO	:	Assistant Upazila Education Officer
CPE	:	Compulsory Primary Education
CPEIMU	:	Compulsory Primary Education Implementation Monitoring Unit
DD	:	Deputy Director
DPEO	:	District Primary Education Officer
DPI	:	Directorate of Public Instruction
EFA	:	Education For All
LGED	:	Local Government Engineering Department
MoEDU	:	Ministry of Education
MoPME	:	Ministry of Primary and Mass Education
NAPE	:	National Academy for Primary Education
NCTB	:	National Curriculum and Textbook Board
NGO	:	Non Government Organization
PIU	:	Project Implementation Unit
PTA	:	Parent-Teachers Association
SMC	:	School Management Committee
UEO	:	Upuzila Education Officer
UPE	:	Universal Primary Education
URC	:	Upuzila Resource Centre

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Chapter One
Introduction

1.1 Prelude

Education is the main determinant factor to build up a nation. It is declared as the fundamental right of a human being in the universal human right charter, which manifested knowledge, skills, values, and beliefs.[1] It transforms a person to live a better life and even in a social well being. It is also key to creating, applying, and spreading knowledge for individuals and for the nation.[2]

The education system is broadly divided into three major stages, viz. Primary, secondary, and tertiary education.[3] In Bangladesh the education system is operationally categorized into two streams: primary education managed by the Ministry of Primary and Mass Education (MoPME) and the other system is the post-primary education which covers all other levels from secondary to higher education under the Ministry of Education (MoEdu). The post primary stream of education is further classified into four types in terms of curriculum: general, madrasha, technical-vocational, and professional education.

The government provides free-education to every child up to the primary stage.[4] Primary education enables a child to learn to read and write and also learn the element of language and arithmetic. After the independence of Bangladesh the constitution of the People's Republic of Bangladesh recognized the need for basic education as a fundamental human right. The constitution refers

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[1] Ellen Sattar, *Universal Primary Education in Bangladesh* (Dhaka: UPL, 1982), p.13.

[2] Barbara Bruns, Alain Mingat, and Ramahatra Rakotomalala, *Achieving Universal Primary Education by 2015: A Chance for Every Child* (Washington: World Bank Publication, 2014), p. 26.

[3] Mahmudul Alam, Kamrunnesa Begum and Ananya Rahman, *Getting Started: Universlizing Quality Primary Education in Bangladesh, ed*. A.K. Jalaluddin and A.M.R. Chowdhury (Dhaka: UPL, 1997). pp. 74-75.

[4] Sharifa Khatun, *Development of Primary Education Policy in Bangladesh* (Dhaka: University of Dhaka, 1992), p.27.

> (a)Establishing a uniform, mass-oriented and universal system of education and extending free and compulsory education to all children to such stage may be determined by law; (b) relating education to the needs of society and producing properly trained and motivated citizens to serve those needs; and removing illiteracy within such time as may be determined by law (Article 17).[5]

Governance practices support primary schools by helping them manage their resources so that they can deliver quality education. Primary education governance is a responsive system of primary education management, include more efficient utilization of resources, greater participation of all teachers, students, parents, schools management in the development of school policies, rules, plans, coordination among various level of formal governance and code of conduct introduce by the government. Parent-Teacher Association (PTA), School Management Committee (SMC), Children's' club formed through election process, and the PTA and SMC are accountable to the school and community.

1.2 Statement of the Problem

1.2.1 Discussion

Primary education as it is understood today in Bangladesh and rest of the subcontinent was first recommended in 'Wood's Education Dispatch of 1854', when British East India Company was dominant political power in India.[6] The recommendation was for establishment of a graded school system from universities and colleges to primary school at the bottom. The dispatch also recommended education for the masses through indigenous aided elementary school. However, in the absence of adequate funds recommendation in Wood's dispatch remained mostly unimplemented. In 1858, the government of India came directly under the crown; whence local taxes were imposed in most of the provinces to meet the cost of primary education.[7] In Bengal, with the opening of indigenous schools at local initiative but mostly aided, considerable expansion in primary education took place.

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[5] Constitution of the People's Republic of Bangladesh, art.2A, sec.2, cl.17.

[6] Banglapedia, s.v, "Wood's Education Dispatch of 1854.title= Wood %E2%80%99s Education_Despatch (accessed 23 July 2016).

[7] Syed Nurullah, J. P. Naik, *A Students' History of Education in India* [1800-1961], (Bombay: MacMillan and Co. Limited, 1962), p.113.

The Indian Education Commission appointed in 1882. The commission recommended that the control of primary education should be made over to the local bodies. In the decade of 1900, under the viceroyship of Lord Curzon, primary education received considerable expansion as the Provincial Government were able to raise the rate of grants-in-aid to the local bodies from one third to half of total expenditure. The passing of Bengal Primary Education Act 1919[8] and the Bengal Rural Primary Education Act 1930[9] further helped in rapid expansion of primary education. In 1944, a comprehensive plan for educational reconstruction known as the 'Seargent Plan' was prepared. It provided for pre-primary for children between 3-6 years of age and universal, compulsory, free primary or basic education for all children between 6-14 years divided into junior basic (6-11yrs), and senior basic (11-14 yrs) stages. Within three years of the 'Seargent Report', the British quit the Indian subcontinent and two independent states- India and Pakistan came into existence in August 1947.

In the first national conference on education held in November 1947, the new country adopted the same objective of universal, free, compulsory education for all children between 6-11 years, extending it gradually to cover all children up to 14 years. Pakistan National Commission on Education was set up in 1959.[10] The commission recommended that a 5 years primary course should be made universal and compulsory within 10 years and that compulsory education of 8 years duration should be introduced and implemented within the next 15 years, about which the formulation of plan remained silent.[11]

After the independence of Bangladesh, one of the first steps of the new government in the field of primary education was to nationalize the majority of the private managed primary schools in1971-1974 by an Act *Bangladesh Shiksha Commission* (Qudrat-E-Khuda Education Commission) was appointed in 1972 towards evolving a new education policy to meet hope and aspiration of the new

[8] Ibid, pp. 319-323.
[9] Biswa Ranjan Purkait, *Administration of Education Under Mont-Ford Reform and Its Impact in West Bengal* (Calcutta: FIRM KLM Pvt. Ltd. 1984), p.171.
[10] Nurullah, *History of Education in India*, pp.367-370.
[11] Ibid, pp. 407-412.

nation. The Commission recommended universal primary education from class I to VIII- the existing five-years schooling to be made compulsory within 1980 and an eight years free and compulsory schooling to be implemented within 1983.[12] The government nationalized all the primary school in Bangladesh under an Act of the Parliament, with a view to improving quality of education. A program to universalize primary education was launched in 1981.

The primary education (compulsory) Act was passed in 1990. The compulsory education was introduced under the act for the first time in 1993 according to Qudrat-E-Khuda Education Commission in 1974. Another National Education Commission was formed in 1988 (Mofizuddin Commission). Task Force of Primary & Mass Education in 1993 and National Education Policy Formulation Committee in 1997 deeply thought about primary education and made positive recommendations.

At present, the total primary school system in Bangladesh comprises a variety of school with diversified educational programs. It consists of Government school, NGO conducted school, Madrasha, Ebtedayeschool, Koumey school, Satellite school, Maktabs, Kindergarten etc.

Governance of primary education was observed in the framing of primary education Act of 1981. Upazila related executive order of 1983, which put the responsibility for the governance of primary school on the Upazila Parishad, and the Compulsory Primary Education (CPE) Act 1990.[13] A detailed governance mechanism from the Capital via district, Upazila (sub-district) down to the union and ultimately to the school was spelled out in the CPE related arrangement. From the second half of 1980s the state has also allowed the NGOs to experiment with variety of delivery mechanism for basic educational needs of the disadvantaged socio-economic households.

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[12] Ministry of Education, *Government of the People's Republic of Bangladesh Education Commission Report* (Dhaka: GoB. May 1974), p.24.

[13] Government of Bangladesh, "The Primary Education (Compulsory) Act, 1990" *Bangladesh Gazette*.vol. 5, Additional Issue (Dhaka: GoB, 1990), p.3.

In order to strengthen the primary and mass education activities a separate ministry level division under the name of Primary and Mass Education was established in August 1992. The new Division has been entrusted with the full responsibility of formulation and implementation of policies and plans in order to put special emphasis of the government to the sector. In 1981, Universal Primary Education (UPE) program was a significant effort for improving the status of primary education in the country. At all time of inception of the program, the entire school education of which primary education was part used to be managed by the Directorate of Public Instruction (DPI). An independent Directorate for primary education was established with effect from 1st March 1981. This was the first step taken to strengthen of governance system set up of primary education. The National Education Policy of 2010, emphasis on primary education for building up good nation in the light of the constitution and UN Childs rights convention.[14] For providing quality education to the primary level,[15] education policy 2010 prescribed governance for quality education in the Upazila level.

For operation, management and development of primary school a wide organization has been working within the directorate of primary education under primary and mass education division. The Directorate is headed by director general with functioning division assisted by Directors and others necessary staff at the Headquarter. In different tires of governance units i.e., Division, District, and Upazila, and internally primary school governance lead by School Management Committee (SMC), Parent-Teacher Association (PTA) etc.[16] The directorate has field officer namely Deputy Director, District Primary Education Officer (DPEO), and Upazila Education Officer (UEO) respectively. Each of the Upazila has a number of Assistant Upazila education officers for supervision. The responsibility of construction, repair and supply of furniture has been given to facility department and Local Government Engineering Division (LGED).

[14] Ministry of Education, *Government of the People's Republic of Bangladesh*, 'National Education Policy' (Dhaka: GoB. 2010), p.8.

[15] Primary level means class 1-5 schooling year and this study will be taken only government primary school.

[16] Styrbjorn Gustavsson, *Primary Education in Bangladesh* (Dhaka: SIDA, 2004), pp.41-65.

National Curriculum and Textbook board (NCTB) is responsible for the development of curriculum and production of text books. Primary Teachers Training institute (PTI) in different location in the country imparts training to primary school teachers. National Academy for Primary Education (NAPE) has the role of training the PTI instructors, officials of different level and conducting PTI examination.[17]

In Bangladesh, there are Upazila and district education committees, School Management Committee (SMC), Parent-Teacher Association (PTA), are more important for primary education governance at local level. SMC and PTA committee plays a vital role of primary schools at upazila level.[18] In spite of this committee, Upazila education administration faces some constraints to mitigate the goal of good governance for quality primary education. The proposed study aspires to explore the existing rules and regulations, accountability, monitoring and evaluating the primary education governance system at Upazila education administration.

1.3 Definition of Key Term

1.3.1 Governance

Governance is establishment of policies and continuous monitoring of their proper implementation, by the member of the governing body of an organization. It includes the mechanism required to balance the power of the member, and their primary duty of enhancing the prosperity and viability of the institution.[19] Six indicators dimension of governance are voice of accountability, political stability and lack of violence, government effectiveness, regulatory quality, rule of law, and the control of corruption.[20] In the proposed study, the system of primary education management will be considered as governance in light of National Education Policy.

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[17] A. M. Reza Chowdhury, *Renewed Hope Daunting Challenges: State of Primary Education in Bangladesh* (Dhaka: University Press Ltd, 2002), pp.36-40.

[18] Manzoor Ahmed, and James H. Williams, "Achieving Universal Primary Education in Bangladesh," *Bangladesh Education Journal*7, no.2 (December 2008): pp.19-22.

[19] http://www.businessdictionary.com/definition/governance.html" \l "ixzz4AyshY7rj (accessed June 8, 2016).

[20] http://info.worldbank.org/governance/wgi/index.aspx" \l "home (accessed July 20, 2016).

1.3.2 Governance of Education

Governance of education is concerned with how the funding, provision, ownership and regulation of education and training systems is coordinated in the national and local level. Governance of education are includes monitoring, evaluating, efficiency, effectiveness, accountability, communities' participation, and transparency.[21] In this study governance of education will be considered as management of primary education and educational institution at the Upazila level.

1.3.3 Education

Education is the acquired by an after studying particular subject or experiencing life lessons that an understanding of something.[22] The most of education is the years from of schooling that of a variety of subjects. In other word education can be term as the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally to preparing oneself or others intellectually for mature life. Education is to serve social needs, to create an effective work force, to promote a particular social system.[23]

1.3.4 Primary Education

Primary Education is the initial stage of education and to create, establish and offer opportunities to all children, regardless of age, to achieve a balanced cognitive, emotional and psychomotor development.[24] Primary education, also called elementary education it provides students with a basic understanding of various subjects as well as the skills they will use throughout their lives.[25] It supports the development of intercultural awareness, tolerance and respect of others. Primary education is the system of preparation, which satisfies the primary needs of human society four in number viz, feeding, clothing, housing, and social

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[21] http://www.nesse.fr/nesse/activities/research-mapping/educational-governance (accessed June 9, 2016).

[22] Vernon Mallinson, *An Introduction to the Study of Comparative Education* (New York: 1964), pp. 2-3.

[23] Arthur W. Foshay, "The Curriculum Matrix: Transcendence and Mathematics," *Journal of Curriculum and Supervision 6*, no.4 (December 1991): pp. 272-293.

[24] F.E. Keay, *Indian Education in Ancient and Later Time an Inquiry Its Origin, Development and Ideals* (London: Oxford University Press, 1954), p.157.

[25] http://learn.org/articles/What_is_Primary_Education.html (accessed July 21, 2016).

life. In the proposed study primary education means the elementary stage of education of the children recognized by the government of Bangladesh, which starts from the age of 6+.

1.4 Review of Literature

Review of relevant literature is necessary to identify the knowledge gap in the field of proposed research. So it is a very important stage of research. There are some books and research studies about primary education, which are partially related to the proposed study. Some of them are briefly reviewed below:

Universal Primary Education in Bangladesh is the first book in the field of primary education in Bangladesh. Author discusses the state of the primary education system, functions, policy, and planning, problems, curriculum, teachers, administration etc. The book describes the several innovative approaches being tried out in the field of primary education and suggests some course of action, which may be taken resource for improving the present situation. The issue of universalization is fully discussed and careful distinction made between universal enrollment and universal retention. The author advocates education reforms based on the belief that it can create a more equal and just society. In this work authors Ellen Sattar successfully identifies the problems in the present's system and raises questions of inequality of educational opportunity. The author contends that the wastage of talent involved in unequal educational opportunity reduces the efficiency of the existing system in meeting the demands of the society.[26]

The article "Legal Basis for Administration and Organization of Universal Primary Education in Bangladesh" shows a short view of the Acts, Ordinances, Codes, Manuals, Rules and Regulations pertaining to administration of Universal Primary Education (UPE), enacted, passed or promulgated by the Government, which constitute the legal basis of administration and organization of UPE in Bangladesh. Besides, the article discusses the constitutional provision for UPE

[26] Ellen Sattar, *Universal Primary Education in Bangladesh* (Dhaka: UPL, 1982), pp.1-30.

and its administration and evaluation of laws or acts in relation to administration of UPE in Bangladesh.[27]

In the book *Prathamic Shiksha Prashashon* the author has discussed the various aspects of administration of primary education in Bangladesh. An introduction of primary education and its administration, historical background of educational administration, administrative system of primary education, school administration and finance of primary education are the main topics of this book. Decentralization policy of administration; structure and works of the Ministry of Education (MOE), Directorate of Primary Education (DPE), District Primary Education Office has been studied here. Upazila Primary Education Office, Primary Schools and Managing committees, Bangladesh Bureau of Educational Information and Statistics (BANBEIS), National Academy for Primary Education (NAPE), Primary Training Institute (PTI) are briefly dealt with in the book.[28]

The Study report discusses the development of education including Qudrat-e-Khuda Commission, and 1st, 2nd and 3rd five year plans. In this respect emphasis is put on potentials and constraints that are prevailing in primary education. It also discusses girl's enrollment and drop-out, the causes of their non-participation or low retention. The other problems of primary education identified,

In the report include rural and urban variation, teacher's incompetence, poor allocation, and poor supervision and so on.[29]

In the book entitled *Primary Education in Bangladesh: For Whom?*, the conditions for achieving universal primary education after the announcement of 1990 by Bangladesh Government that primary education is to be compulsory are analyzed. The analyses are based on a review of internal and external school

[27] S. Akther, "Legal Basis for Administration and Organization of Universal Primary Education in Bangladesh." *Teachers World, Journal of Education and Research* (December 1984): pp. 27-32.

[28] Roshan Ara Chowdhury, *Prathamic Shiksha Prashashon [Primary Educational Administration]* (Dhaka: AMM Faruk Chowdhury, 1987), pp. 3-13.

[29] C.R. Das, "Primary Education in Bangladesh in Retrospect: A Review of Potentials and Constraints" (Dhaka: Bangladesh Rural Advancement Committee, 1988), pp. 11-19.

factors as well as on historical experiences in the sector. The book deals with the primary school situation, constraints of achieving the goals of primary education or answer of the question why only 5-15% of all primary school age children complete the primary school education, the non-formal primary education option, literacy, the conditions for education reform. The book concludes with a set of recommendations for primary education in Bangladesh.[30]

Primary Education For All: Learning from the BRAC Experience A Case Study is a good study on primary education. It attempts to provide a fresh look at how the BRAC has improved educational access for the poorest of the poor and provided a viable adjunct to an over extended public school system. The study also outlines implications for countries with similar educational challenges. This book presents an overall picture of primary education especially Non-Formal Primary Education (NFPE) Program by BRAC, with a meargre information about primary education policy adopted by the government.[31]

The article "The Historical Background of Primary Education" highlights the crisis of primary education in Bangladesh; erroneous principles of education, the conditions of Muslims detached from education, situation of education in Bengal from 1974 to 1990, comparative percentage of dropouts in different grades, and the official stress on compulsory primary education in Bangladesh.[32] But the study reveals insufficient information about the governance of primary of primary education in Bangladesh.

The book *Getting Started: Universlizing Quality Primary Education in Bangladesh* incorporates the report on the conference on 'Universal Primary Education in Bangladesh held in Dhaka on 6 –10 August, 1996. This book tells the story of past and present of primary education in Bangladesh. It reproduces some of those documents that shaped past primary education strategies. One such

[30] Styrbjorn Gustavsson, *Primary Education in Bangladesh: For Whom?* (Dhaka: UPL, 1990), pp. 2-29.

[31] Manzoor Ahmed. *Primary Education For All: Learning From the BRAC Experience A case Study* (Washington D.C.: ABEL, 1993), pp.11-23.

[32] M. Hannan, "The Historical Background of Primary Education" in *CDL Bulletin,* 10th Issue (Dhaka: CDL, 1993), p.9.

document is Wood's Educational Dispatch of 1854. Another historical document available in this book is the Primary Education Act of 1930. The other important acts passed in 1974, 1981 and 1990 are also included here. The summary and chapters on primary education from the Qudrat-e-Khuda (1974) and the Mafizuddin Ahmed (1988) Commissions are also reproduced. The book also includes some other important documents such as the declaration of the 1990, 'World Conference on Education for All held in Jomtien, Thailand, and relevant chapters from the various plan documents of the government of Bangladesh.[33]

The book *Hope Not Complacency: State of Primary Education in Bangladesh 1999* the authorcontains information on the internal efficiency of primary education in Bangladesh. The areas covered under the study include: enrollment, dropout, attendance, achievement, physical facilities, teachers training, teacher-student ratio, community participation, supervision, and supply of books. This study also confirms the importance of parent's socio-economic status in enrollment. The children of parents belonging to better socio-economic status were enrolled more than those who were worse off. Results presented in this book show that below 30 percent of children passing through the primary school age are receiving some meaningful education. But the country has to move forward with hopes, dynamism and determination to meet the challenges of the new millennium. This book gives information about various aspects of primary education in Bangladesh. So the publication is going to be treated as a secondary source of information.[34]

The article "Non-Formal Education and National Development" expresses that education is the basic human right for human being but education system existing in our country is not realistic and need based. So with formal education, non-formal education is very essential for all. In the article approaches all over the

[33] A. H. M Sadiqul Haq, *Getting Started: Universlizing Quality Primary Education in Bangladesh* ,ed. A.K. Jalaluddin and A.M.R. Chowdhury (Dhaka: UPL, 1997), pp. 48-73.

[34] A. M. R. Chowdhury, R.K. Chowdhury and S.R. Nath, *Hope Not Complacency: State of Primary Education in Bangladesh 1999* (Dhaka: UPL, 1999). pp. 11-33.

situation and the problems of formal and non-formal education in Bangladesh are discussed.[35]

The dissertation "Educational Administration in Bangladesh: A Study of Managerial Problems of Government Teachers Training College" addresses the managerial problems refer to a series of problems related to management process. Therefore, the present study has been undertaken to investigate the managerial problems that lie with the conducting process of the government teachers training college. The study makes it clear that the authority of educational administration and management is highly centralized and authoritarian. Besides, acute limitation of coordination exists among the different stage levels and bodies of education management.[36]

The "Report on Primary Education in Bangladesh: Challenges and Success", is about the overview of Bangladesh primary educational system, equity and access issues, quality issues, problems of equity and access, gender inequity, gender discrimination, access for girls, quality of primary education and overview of NGO education system.[37]

The study "Cohesive Approach to Primary Education in Bangladesh: Issues and Challenges," presents that quality teacher can produce quality education in primary schools but lack of liability, complexity of bureaucracy, lack of sincerity, cooperation, lack of initiative, economic facility and education policy itself are the main problems of education for all and a large gap has been created between rich and poor students of different primary education system.[38]

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[35] Md. Alauddin, "Non-formal Education Activities and National Development", *Social Observation Journal* (June 2004): pp.39-53.

[36] Md. Rafiqul Islam, "Educational Administration in Bangladesh: A Study of Managerial Problems of Government Teachers Training College," (PhD Dissertation, University of Rajshahi, 2004), pp.28-34.

[37] Kalene Ardit, "Report on Primary Education in Bangladesh: Challenges and Success," (SAARC: BAINBAIS, 2005), pp.23-31.

[38] Serajum Munira, "Cohesive Approach to Primary Education in Bangladesh: Issues and Challenges" (PhD dissertation, University of Rajshahi, 2013), pp.79-103.

The study report shows that the SMC and PTA committees are theoretically responsible to mobilize the local people for primary education, several meeting of SMC and PTA and the ward committee were held at school level. The most pronounced success of these meeting is that they often discuss about the management problem of their respective schools. They are not clear about their functions.[39]

1.5 Research Gap

It can be concluded now that reviewed literature focus on the historical background of primary education, policy, curriculum, function, finance, infrastructure, enrollment, dropout, teachers training, community participation, and supervision. But none of the literature directly deals with the topic presented in this proposal. It can also be said that most of the study reviewed do not cover the whole area in details. Researcher hopes to undertake the proposed research with a view to highlighting the governance of primary education at Upazila level in Bangladesh.

1.6 Objective of the Study

1.6.1 General Objective

The general objective of this study is to explore the existing governance system of primary education at Upazila level in Bangladesh.

1.6.2 Specific Objectives

i. To study the historical background of governance system of primary education in Bangladesh
ii. To examine the roles of primary education offices at Upazila level in Bangladesh
iii. To discuss the roles of the Headmaster, SMC, and PTA chairman in governance system of primary education at Upazila level.
iv. To know the monitoring and evaluation practice in primary education at upazila level in Bangladesh

[39] A.H.M. Zehadul Karim, "A Tracer Study on Compulsory Education in Rajshahi Division" (Rajshahi: UNICEF, 1993), pp.56-67.

1.7 Justification of the Study

1.7.1 Utility

It is clear from relevant literature review that there is no study that directly deals with the proposed study. Not only that, those conducted studies are mainly based on theory. Researcher observed that there is no exploratory study in the field level. So, the researcher feels that the present research will be necessary to explore the real picture of governance system at Upazila level in primary education. After the successful completion of the study the problems of governance will be identified and suggestions will be given which will provide guideline to the improvement the governance primary education.

1.7.2 Feasibility of the Study

In order to conduct proposed study, it would be possible to collect required data and information about governance of primary education from various sources like public documents, books, journals, dissertation etc. This study is feasible in many respects, as supports for the successful completion of the study are available from enriched library of IBS, central library of Rajshahi University, and many other reputed libraries in the country. Another important support i.e. online access for all the fellows of IBS in any time will help to collect necessary information. All the learned teachers of IBS, learned supervisor's suggestion, and distinguished teachers of Rajshahi University will help to complete the study successfully by the stipulated time.

1.8 Scope and Limitation of the Study

1.8.1 Scope of the Study

The proposed study will mainly assess the problems of governance of primary education. In this regard, the study will evaluate the present scenario the governance of primary education at selected Upazila in Bangladesh. The proposed study will be conducted at the IBS from where primary and secondary data collection will be convenient. Scholarly support needed for the proposed study is

also available from the distinguished teachers of the Institute of Bangladesh Studies (IBS), from the learned supervisor and reputed teachers from different universities of Bangladesh.

1.8.2 Limitations of the Study

There are some limitations of the research. Resources, time, and money etc. are considered to be the main constraints for the researcher. Researcher needs enough time to understand all contributing factors and indicators that influence and interference in the governing process of primary education at Upazila level. The present study may face lack of adequate time to deeply understand all aspects of the problem. Collections of primary data from different rural areas in Bangladesh are not easy. There are secondary literatures on primary education in Bangladesh but not sufficient literature exclusively focusing on governance of primary education in Bangladesh.

1.9 Methodology

1.9.1 Study Approach

The study is descriptive in nature. Both qualitative and quantitative methods have been used in this study. So, the proposed study follows the mixed approach. Beside the questionnaire survey, the study has employed In-depth interview, KIIs and FGD.

1.9.2 Sources of Data

Data has been collected from both primary and secondary sources. Primary data has collected from respondents of the study area. Respondents are the Headmaster of the primary school, Chairman of the School Management Committee (SMC), Chairman of Parent-Teacher Association (PTA) and One Parent of the Association. Secondary data will be collected from published government orders, proclamations, documents, various books, thesis, dissertations, journals, newspapers, websites etc.

1.10 Data Collection Technique

1.10.1 Questionnaire Survey

A structured and semi structured questionnaire used for collecting primary data to improve its reliability and validity. Four sets of questionnaire has been used for field survey. One set of questionnaire for Headmasters of the primary schools. One set for Chairman of SMC, and Chairman of PTA and one set for Guardian. One set for use officials like DPEO, UEO, AUEO and also use similar set of questionnaire for Teacher's representative respectively.

1.10.2 Focus Group Discussion

The study has carried out Focus Group Discussion (FGD) at the study area where the local people are expected to express their views about governance of primary education system as well as their opinion toward the primary education. Total 04 (Four) sessions of FGD organized at selected Upazilas. Respondents of FGD are local leader, teacher, guardian, local physician, cultural activist. FGD has used for data triangulation of the study.

1.10.3 Key Informant Interview (KIIs)

There are a number of persons/officials who have in-depth knowledge about governance of primary education (academician). They are interviewed by the researcher as Key Informant.

1.11 Selection of the Study Area, Population and Sample

Two districts- Kushtia and Rajshahi have been selected as the study area purposively. One Upazila has been selected from Kushtia district out of six Upazilas using Simple Random Sampling (SRS, Lottery method without replacement) and the Upazila is KushtiaSadar. Similarly one Upazila has been selected from Rajshahi district and the Upazila is Puthia out of nine Upazilas.

List of the primary schools in study areas with three categories are as follows:

Table 1.1: Sample Frame

Name of the Upazila	Category of School	Number of school	Total
Kushtiasadar (KushtiaZila)	A	80	149
	B	60	
	C	9	
Puthia (RajshahiZila)	A	45	89
	B	29	
	C	15	

15 percent (15%) schools in each category has been selected randomly and 3 respondents as KIIs has selected purposively. Sample will be selected through Simple Random Sampling (SRS, lottery system without replacement). 10 percent (10%) respondents has also been reserved if any respondents are not available in study area. The detailed sample selection is given in table 2:

Table 1.2: Sample Selection

Name of District	Name of Upazila	Category of School	Total Number of School	Sample (15% of total school) as proportional to size	Total number of respondent (Head-master+ +SMC+PTA+Guardian)	Reserve sample (10%)
Kushtia	Kushtia Sadar	A	80	(80×15%)=12	12×4=48	8
		B	60	(60×15%)=09	9×4=36	6
		C	9	(9×15%)=02	2×4 =08	1
Rajshahi	Puthia	A	45	(45×15%)=07	7×4=28	5
		B	29	(29×15%)=05	5×4=20	3
		C	15	(15×15%)=03	3×4=12	2
			238	38	152	25
Officials						
			Respondent			
Kushtia Sadar				Puthia		
DPEO			1	1	1+1=2	
UEO			1	1	1+1=2	
AUEO			7	4	7+4=11	
Primary Teacher's Representative						
President			1	1	1+1=2	
Secretary			1	1	1+1=2	
Key Informant						
Academician			3		3	
Grand Total					**152+15+4+3= 174**	**25**

1.11.1 Technique of Data Analysis

At first the researcher has verify, review and scrutinize the collected data to avoid any kind of error and inconsistency. Then the data has been arranged and tabulated on the basis of demonstrable indicator of the set objectives. The arranged data, then, has been analyzed the following tools:

1.11.1.1 Statistical Tools

Both the descriptive and inferential statistical methods have been used in this study for analyzing data.

1.11.1.2 Data Processing and Presentation

The IBM Statistical Package for Social Sciences (SPSS) version 22.0 software has been used for processing and analyzing the data. The findings have been presented both tabular and graphical forms of presentation and cross table analysis for better understanding of the readers. In graphical presentation, histogram, bar diagram, and pie chart has been used. GIS are used for identifying the study areas.

1.12 Projected Chapter Design

Chapter One: Introduction

Chapter Two: History of Governance System of Primary Education in Bangladesh

Chapter Three: Roles of Primary Education Offices at Upazila level in Bangladesh

Chapter Four: Roles of the Headmaster, School Management Committee (SMC), and Parent-Teachers Association (PTA), in Governance System of Primary Education in Bangladesh

Chapter Five: Monitoring and Evaluation Practices in Primary Education at Upazila Level in Bangladesh

Chapter Six: Findings, Suggestions and Conclusion

1.13 Conclusions

Primary education is no doubt the foundation stone of elementary education on which the national edifice is building up. The study has increased the potentials and reduces the constraints of governance of primary education in Bangladesh. The present study is expected to bring in some new knowledge regarding governance of primary education in Bangladesh. Researcher believes that the study has contributed immensely in the field of primary education.

Chapter Two
History of Governance System of Primary Education in Bangladesh

2.1 Introduction

In the mid-period of the eighteenth century, English supremacy made its place in India due to political unrest.[1] The Muslim feudal authority and the native regal tribe became weak because of their internal discords.[2] As soon as the British superiority spread around India, the European civilization and educational system entered simultaneously.[3] The British later recognized the customary educational systems like Gurugriha, Tol, Maktob and Madrasah from the ancient and medieval periods as native education.

Before the division of India, the establishment of Governance of education was introduced by the educational despatch, commission and committee by the British government in India.[4] The continuation of the policies and measures undertaken by the committee resulted in a historic evolution of the educational administration and management of this region.[5]

According to the East-India company and the British rule over the India sub-continent, the primary education governance, develops a set of various Acts and Regulation.

2.2 William Adam's Report-1835-1838

The colonial British government was ignorant about the national educational system, and the Indian people were unable to raise their voice for national

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[1] Krishnalal Ray, *Education in Mediaval India* (Delhi: B. R. Publishing Corporation, 1984), p. 10.

[2] N. L. Basak, *History of Vernacular Education in Bengal: 1800-1854* (Calcutta: Bharati Book Stall, 1974), p.226.

[3] V. B. Mishra, *Evaluation of the Constitutional History of India 1973-1947* (Delhi: Mittal Publication, 1987), p. 14.

[4] Sharifa Khatun, *Development of Primary Education in Bangladesh* (Dhaka: University of Dhaka, 1992), pp.1-2.

[5] S. M. Abdul Quddus, *The Feasibility of Professionalization of Primary-School Teachers in Bangladesh:Critical Analysis of Actor and Factor, 1971-2001* (Dhaka: A H Development Publishing House, 2008), pp. 55-57.

education at that time. British educationalist Thomas Munro (Governor of Madras), Elphinstone (Governor of Bombay), and William Adam (Missionary) emphasized on identifying the nature of native educational systems of India before forming another. With this purpose, William Adam engaged himself in finding out the characteristics of the educational systems in both Bengal and Bihar.[6] After working for three years from 1835 to 1838, he presented three reports on native educational systems.[7] The characteristics of the native educational management included in those reports are as follows.

Education was on two levels- (1) Primary Education (2) Higher Education. Unlike now, there was no such secondary education.[8] Primary education was mainly secular in nature.[9] The system was primary education in classified into three levels.

The first level of primary education focused on creating the habit of writing letters on the floor. In the second level of primary education, students acquired the concepts of the shapes of letters. That time palm leaf and wood were use as writing materials accordingly in Bangladesh and Bihar. The third level of primary education started through the acquisition of both reading and writing together.

In the proposals of William Adam had made about the administration and management for the development of native education and educational institutions are given here: In first stage, an experimental project has to be planned concerning the selected one or more districts. In the second stage, a Chief Education Officer ('Examiner', according to Adam) has to be appointed in of the each district. The responsibilities of the officer include investigating the native educational institutions in their jurisdiction, communicating with the teachers and facilitating the publication of well written textbooks in modern Indian languages.

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[6] N. L. Basak, *History of Vernacular Education in Bengal: 1800-1854* (Calcutta: Bhartati Book Stall Educational Publishers, 1974), pp. 42-47.

[7] Ibid.

[8] Ibid.

[9] Biswa Ranjan Purkait, *Administration of Primary Education Under Mont-Ford Reforms and Its Impact in West Bengal* (Calcutta: Firma KLM Private Limited, 1984), pp. 2-3.

The Chief Education Officer will supervise the scrutiny of different education systems. Conducting the examinations and providing gratuity to encourage the competent students are among the important duties of the chief officer. The teachers will be provided with free books regarding education policies. They will study these in leisure and attend exams upon the relevant subjects in specific times of the year. Prizes should be arranged for the ones who have outstood in the tests. The teachers under training will receive training for one to three months in a year, the rest of the time they will work in schools. According to the plan, the teachers will be able to improve their professional skills throughout the four years.

It is necessary to provide the local schools with adequate land. The schools will be established there and the teachers will dwell permanently to provide education. In the contemporary period, William Adam's recommendations in the context of the local educational administration and management were of great importance. However, Lord McClay, a member of the governor's executive council and the president of the general committee of public instruction, stood against the native educational system. As a result, the British government annulled the local education and introduced western education. Though the administrators of the time did not consider Adam's proposals as acceptable, even then his policies were not dissent in primary education planning.

2.3 Wood's Education Despatch-1854

Wood's Despatch came to be known after the name of Sir Charles Wood, who was the President of the Board of Control.[10] The Despatch imposed upon the Government the task of creating a properly articulated scheme of education from primary school to the University secular.[11] It is indubitable that Wood's dispatch-1854 was the most significant amongst all the proclaimed educational policies in

[10] M. S. Sundaram, "A Century of British Education in India 1857-1957," *Journal of the Royal Society of Arts* 107, no. 5035 (June 1959), pp. 453-55,http://www.jstor.org/stable/41368746?seq= 1#page_scan_tab_contents (accessed December 28, 2016).

[11] R. J. Moore, "The Composition of Wood's Education Despatch," *The English Historical Review* 80, no. 314 (January 1965), pp. 70-72, URL: http://www.jstor.org/stable/560738 (accessed December 28, 2016).

colonial India.[12] Because afterwards, it was observed that Wood's despatch had influenced in India's sphere of education and in educational administration and management. The highlighting characteristic of Wood's education policy is it recognizes the citizen's responsibility in spreading education, rejecting the declining filtration policy.[13] In a word, the core of the educational system was based on this historical document concerning education which was seen in independent India, in East Bengal during the colonial periods of Pakistan and in Bangladesh.

Wood's education despatch recommended upon educational administration and management significantly upholding the points of view.

2.3.1 Objects of Educational Policy

Wood's Education Dispatch had some objective as follows;

- To confer upon the natives of India those vast and material blessings which flow from the general diffusion of Western knowledge;
- Not only to produce a high degree of intellectual fitness, but also to raise the moral character of those who partake of the above advantages;
- To supply the East India Company with reliable and capable public servants; and
- To secure for England a large and more certain supply of many articles, necessary for her manufactures and extensively consumed by her population as well as an almost inexhaustible demand for the produce of British labor.[14]

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[12] Prashanto K. Chatterjee, "Authorship of the Education Despatch of 1854," *Australian Journal of Politics & history* (August 1973), p. 188. http:// onlinelibrary.wiley.com/doi/ 10.1111/j.1467-8497.1973.tb00620.x/abstract (accessed January 5, 2017).

[13] J. Benson, "The British Debate Over the Medium of Instruction in India Education, 1823-64," *Journal of Educational Administration and History*, 4:2, (2006), pp.5-7, doi: 10.1080/ 0022062720040201, (accessed January 3, 2017).

[14] Clive Whitehead, "The Concept of British Education Policy in the Colonies 1850–1960," *Journal of Educational Administration and History* 39, no. 2 (August 2007), p.161-173, http://dx.doi.org/10.1080/00220620701342296(accessed December 7, 2016).

2.3.2 Grant-Aid: Gradual Transfer of Government Institutions to the Management of Local Bodies

The consideration of the impossibility of Government alone doing all that must be done in order to provide adequate means for the education of the natives of India and ready assistance may be derived from efforts which have hitherto received.[15] Unfortunately little encouragement from the State has led us to the natural conclusion that the most effectual method of providing for the wants of India in this respect will be to combine with the agency of the Government the aid which may be derived from the exertions and the liberality of the educated and wealthy natives of India, and of other benevolent persons.[16]

2.3.3 Education of Women

Women education is very backward in India. Public education is not possible without proper provisions towards women education-realizing this, the Despatch made a resolution of establishing more schools for women as well as mentioning the necessity of providing government grant towards promoting women education.

The highlighting points of Wood's Dispatch are-(1) The Dispatch acknowledged the responsibility regarding education of the Indian people belongs to the British government. (2) Focusing on the development of the education administration and management, an insightful recommendation was made describing the ideal methods to provide education. [17]

The Despatch especially approve of the bestowal of marks of honor upon such native gentlemen as Rao Bahadur Magahunbhai Karramchand who donated Rs. 20,000/- to the foundation of two native female schools in Ahmadabad,[18] as by such means our desire for the extension of female education becomes generally known.

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[15] Bhatt and Aggarwal, *Educational Documents in India*, p.8.
[16] Ibid.
[17] Ibid.
[18]Chatterjee, Partha "Colonialism, Nationalism, and Colonialized Women: The Contest in India," *American Ethnologist* 16, no. 4 (November 1989), http:// www.jstor.org/stable/645113? origin= % 20JSTOR-pdf&seq=1" \l "page_scan_tab_contents, (accessed January 5, 2017).

2.3.4 Expansion of Mass Education

The Despatch attention should now be directed to a consideration, if possible, still more important and one which has been hitherto we are bound to admit, too much neglected, namely, how useful and practical knowledge. In every station of life may be best conveyed to the great mass of the people who are utterly incapable of obtaining any education worthy of the name by their own unaided efforts. The Despatch desire to see the active measures of Government more especially directed for the future to this object for the attainment of which are ready to sanction a considerable increase of expenditure.

2.3.5 Governance of Primary Education in Wood's Despatch

Educational administration and management related new scheme were to be mentioned on the top among the major recommendations introduced by Despatch. The separate education department was in the first phase. Then Bengal, Bombay, Madras, North West Province, and Punjab were divided under the British Indian sub-continent. The Provincial Education Board and the Council of education was situated in this area. Some of the members nominated by a province were in charge of education. As a result, there was no integration in educational administration that time. To overcome the situation, a separate department of public instruction was recommended to introduce by withdrawing education board or council from all province under the new scheme. It was also recommended that Director of public instruction will direct it and sufficient numbers of efficient school inspectors will be under his/her direction. Inspectors will be entitled to operate, manage and provide instruction regarding education of the institutions and submit annual report to the Government about overall educational development. Thus the centralization concept in educational administration has been introduced under the scheme.

2.4 Hunter Commission (1882)

Wood's Dispatch (1854) contained a plan to develop education management in India. The mentionable areas are: a) the government taking the responsibility to

expand primary education, b) Initiating the practice of providing government aid to the non-government educational institutions, c) Gradually withdrawing government control over the sector of education etc. [19]

Executing the plans took quite a long time and the people became discontent. As a result, Lord Ripon appointed the first Education Commission of India titled 'Education Commission of India' or 'Hunter Commission' in 1882. Sir Syed Ahmed, Bhudev Mukhopadhay, Anandaamohan Bose, Kashinath Telang and Jatindramohan Tagore were the Indian members of the council. The commission included several upto date plans in their recommendations about finances, grants and curriculum commonly focusing on the expansion of the spheres of native education, primary and secondary levels, higher education and women education.[20]

This was possible by emphasizing on the development and expansion of the non-government educational institutions than the government ones as well as ensuring an advanced grants system. The recommendations made by this commission had laid the foundation of the administration and management of the education sector of Indian and Bangladesh.

2.4.1 Recommendations of the Commission for Primary Education

The commission emphasized on making plans which aimed to revive the schools by approving and expanding the indigenous schools using indigenous systems and established and administrated by Indians, introducing secular education, enabling provisionary periods for the teachers, appointing teachers and giving freedom regarding curriculum selection with a flexible inspection system.[21] It was recommended that the responsibilities of establishing, developing and inspecting

[19] Tim Allender, "Learning Abroad: the Colonial Educational Experiment in India, 1813–1919," *Paedagogica Historica: International Journal of the History of Education* 45, no. 6, (Dec 2009), tandfonline.com/loi/cpdh20 (accessed January 10, 2017), pp. 738-39.

[20] N. Jayapalan, *History of Education in Indi*a (New Delhi: Atlantic Publishers and Distributors, 2005), pp. 69-72.

[21] A Biswas and S. P. Agrawal, *Development of Education in India: A Historical Survey of Educational Documents Before and After Independent* (New Delhi: Concept Publishing Company, 1994), p. 33.

these schools are of the municipalities and local boards. But the government's education department will also keep a list of such schools.

It was found to be helpful for the autonomous institutions to select schools for giving subventions then. In this way, engendered ancient indigenous schools get the access to government help. But the authority rejected this recommendation made by the commission. As a result, indigenous schools were vanished due to ignorance and negligence in the course of time. In education management, Hunter Commission had given more focus on the expansion and development of primary education as it is the most important tools of mass education. Therefore, the commission gives the following recommendations aiming at the development and expansion of primary education.

It is mentioned regarding Primary Education Administration that the respective district or municipality boards will hold the responsibility of all schools in all areas. Therefore the autonomous authority can form School Boards with all or few of their members.[22] The autonomous institutions themselves or the School Boards formed by the autonomous authority will take measures for the development of primary education in their areas. For this they will establish new schools in some areas and take measures to develop the old ones.[23]

It is also recommended that the responsibilities for the government primary schools will gradually be handed over to these autonomous institutions. The commission presumes that placing full responsibilities for education to one institution will develop the primary education. In reality the opposite happened; the autonomous institutions turned out to be inefficient. Overall, this proved the inability to carry out such great responsibility.

The commission gave some valuable recommendations regarding the system providing the finances for primary education.

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[22] Bhatt and Aggarwal, *Educational Documents in India*, p.14.
[23] Ibid, p. 17.

- Each of the district and municipal board will create a special fund for primary education.
- In case of grants and sanctions, primary education will be of top priority than any other sectors in education.
- The government has to bear one-third of the expenses to avoid inadequacy in the costs of primary education.
- The provincial government will bear the inspection expenses of the primary schools and administrative expanses of the normal schools.[24]

Regarding primary education the commission recommended that curriculum has to be set based on needs. Math, Accounting, Geometry, Natural and Physical sciences will be included in the curriculum. The report also suggests including the applied aspects of the subjects such as agriculture, arts and health education. The commission emphasized on writing textbooks based on regional needs.[25] Therefore it recommended that writing of textbooks and determining the curriculum will be the responsibility of the local authority. This will influence the improvement of education and keep need-based flexibility remained unaffected.

The commission gave great emphasis on providing training to the teachers and recommended to establish at least one Teachers-Training Institution under the supervision of the subdivision inspector.

2.5 Lord Curzon's Proposal for Primary Education-1904

The directions of Lord Curzon provided in his proposals for the development of primary education management, the main features of the proposals are;[26]

- Major portions of the money allotted for the education sector by the provincial government will be spent for primary education. Regional funds collected for educational sectors cannot be used for anything other than

[24] A Biswas and S. P. Agrawal, *Development of Education in India: A Historical Survey of Educational Documents Before and After Independent* (New Delhi: Concept Publishing Company, 1994), pp. 29-31.

[25] Bhatt and Aggarwal, *Educational Documents in India*, p. 18.

[26] Sayed Nurullah and J. P. Naik, *A Student's History of Education in India 1800-1961* (Bombay: MacMillan and Co. Limited, 1962), pp. 229-31.

primary education. Autonomous institutes are required an approval by the Director of Education for the development budget for primary education.

- The tradition of providing financial aids based on their exam results has to be brought to an end.
- Separate syllabus has to be made based on the environmental needs of the urban and rural schools. The mother language will be the medium of education.
- Adequate numbers of teacher training schools should be established as well as the salary of the teachers need to be increased for them to become more potential and technically skilled.
- Primary education needs to be rejuvenated and attractive by modernizing the training systems and implementing new methods, so that it paves the path towards mass education easer.

Above all, in primary education Lord Curzon specially emphasized on both quantitative and qualitative types of development and extension.[27]In the First decade of twentieth century issuing the *Bangabhanga* (1905) as a result of nationalist movement at one side national education movement of the nationalists inspired by nationalism, [28]on the other side stand against the educational policies of Lord Curzon, demand of Gopalkrisna Gokhal in Legislative Council to make primary education compulsory and for all.

2.6 Hartog Committee Report on Primary Education-1929

The Administrative Reformation Law (Montego-Chelmsford Reform) of the Colonial Indian government was legislated in the year of 1919. According to that law, the decision was made to appoint a Royal Committee after ten years, in 1929, to investigate the progress and effectiveness of the reformation.[29] But in response

[27] S. Venkatanarayanan, "Tracing the Genealogy of Elementary Education Policy in India Till Independence", *Sage Journal* (October-December 2013), pp. 6-8, http:// journals.sagepub.com /doi/full /10.1177/2158244013510302 (accessed January 2, 2017).

[28] John R. McLane, "The Decision to Partition Bengal in 1905," *The Indian Economic & Social History Review* 2, issue.3, (July 1965), pp. 138-45, http://journal/10.1177 /001946466400200302 (accessed January 10, 2017).

[29] Bhatt and Aggarwal, *Educational Documents in India*, p.38.

to the severe political movement and unrest in the whole country, a committee was formed two years earlier than the due time in 1927 under the Leadership of Sir John Simon to present the development reports on social, political and economical sectors.

A mass dissatisfaction rose regarding the government's education systems in that time. Therefore, making Sir Phillip Cortez the Chairman, Simon formed a sub-committee in the year of 1928 to present reports on the development and future possibilities of education in India. The committee identified the disinterest of government in primary education, deterioration of mass education, mass failure in Entrance Examination, unnecessary promotions in primary schools, the problem of disqualified students getting access to primary education etc. Later on, recommendations were made concerning administration and management to: a) increase the salary of the teachers, b) develop the inspection systems, c) increasing the number of inspectors, d) introducing realistic syllabuses for the betterment of education in India.[30]

2.6.1 Primary Education Governance in Hartog Committee Report

The following recommendations were made for the development of the primary education Governance. As a whole, all of the schools should be reorganized for overcoming the poor condition of primary education.[31] Unnecessary schools have to be shut down and as well as necessarily increasing the number of schools the areas in need. It was mentioned to form qualified organizing bodies to maintain high standards of the schools. Teacher's training and refresher courses for the already trained teachers should be arranged to develop the teaching standards. Deserving individuals should be encouraged to enter the teaching as profession with increased salaries through moderated employment systems.[32]

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[30] Sujatha Freeda Nesamani Bose and L. Selvamuthu Kumarasami, "Evolution of Colonial Educational Policy in India and Madras Presidency," *Review Of Research* 2, issue. 1, (Oct 2012), pp.1-5. http:// ror.isrj.org/Uploaded Data/186.pdf (accessed December 28, 2016).

[31] Bhatt and Aggarwal, *Educational Documents in India*, p.40.

[32] Abdul Qayyum, Atif Saleem, and Khurram Shezad, "Impact of Colonial Rule on Today's Educational System of Pakistan," *International Journal of Business, Economics and Management Works* 2, Issue. 9, (Sept 2015), pp. 51-58, (accessed January 9, 2017).

The duration of primary education is to be fixed at a minimum of four years. Considering the local conditions, the beginning periods of the schools should be determined with accordingly adjusted holidays. Junior classes should receive special care so that the number of students does not decrease to stagnation and misuse. Necessary number of school inspectors should be appointed for regular school inspections.[33] Rural development projects should be initiated based on primary education. Compulsory Primary Education cannot be introduced before creating suitable conditions. Compulsory Primary Education should be introduced in all areas, one area at a time, by gradually preparing the platform.

The committee mentioned that the provincial government was given the responsibilities concerning education by the central government in a bad time and too fast. The central government should have had enough authority in a significant national issue like education. The committee also said that the responsibilities for primary education should not have been given to the local boards at all.[34] For the administrative development of education, the committee's recommendations were;

- A Central Department of Education should be established in Delhi.
- Responsibilities for primary education should not be given to the local boards.
- The numbers of employees should be increased in the Department of Education and in the Department of Inspection.
- Education Commission should be formed in the centrally governed areas.
- The central government should organize regular symposiums with the Provincial Secretary and Mass Education Officers to discuss about the recent significant events regarding education.

2.7 The Bengal (Rural) Primary Education Act-1930

The Act of 1930 was such a comprehensive plan for primary education in rural Bengal and it was surely an attempt in the right direction. With a view to

[33] Biswa Ranjan Purkait, *Administration of Primary Education in West Bengal* (Calcutta: Firma KLM Private Limited, 1984), pp. 148-49.
[34] Ibid, pp.150-51.

removing the defects in the primary education act 1919 and improving the pay of primary school teachers and comprehensive primary education bill for rural areas in Bengal was passed in 1930. This bill hangs fire for four years from 1926. It moves through various stages and phases and was ultimately passed by the Bengal Legislative Council on 26th August, 1930.[35]

The local Government after consulting the district school board might declare that primary education should be compulsory within the specific areas. No fees should be charged by any primary school under public management in any areas in which primary education had been declared compulsory, and also from the time provisions of the act had been extended and imposed in areas, even in primary education was not declared compulsory. Only for well defined reasons exemption to children from compulsory attendance at primary school would be granted by the District school Board.

A set of rules was also framed under the Act. The rules laid down the method, manner and procedure for implementing the different provisions of the Act. The mention below some of provision covered by the rules:[36]

1. Constitution and work of the District School Boards.
2. Manner of preparing schemes for extension of primary education.
3. Opening of additional primary schools and expansion of existing ones.
4. Appointment of teachers and payment of their salaries.
5. Conditions for grants and recognition to schools.
6. Form of application for grant-in-aid.
7. Attendance committees for primary schools.

2.8 Report of the Wardha Education Committee-1937

The Wardha Scheme or more popularly known as the Zakir Husain Committee Report are the first Study of elementary education on a national level, most of the earlier Commissions having mainly dealt with either Secondary or higher

[35] Purkait, Biswa Ranjan. *Administration of Education under Mont-Ford Reforms and Its Impact in West Bengal* (Calcutta: Firma KLM Private Limited, 1984), p.164.
[36] Ibid, p. 167-69.

education or both. That there did appear a wide gap between the theory and practice of basic education cannot be denied.[37] The fact, however, remains that the system was based on the following universally accepted five principles of good child education; [38]

- The actual participation of the child learning process.
- The choice of a craft as a purposeful, creative and socially productive activity.
- Co-relation between subject and craft selected and the physical and social environment.
- Dignity of manual labor.
- Mother tongue as medium of instruction.

2.9 Sargent Report on Educational Development-1944

In 19444, while in England, Butlers' white paper on education was passed into an Act the central advisory board of education in India published a comprehensive report on the post-war educational development of the country. This was a first systematic and national level attempt at tackling the problems of education as a whole. In fact, work on the problems of education had started in 1938 when a National planning Committee had taken up the assessment of educational reconstruction at national level.[39]

2.10 National Education Conference -1947

After freedom in 1947 a conference was arranged to structure the education system of Pakistan. One of the first steps towards education development in Pakistan was the National Education Conference in 1947.[40] Quaid-E-Azam could

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[37] Bharti Mishra, "British Education System before Independent India," *International Journal of Creative Research Thoughts* l, no. 2.issue. 4, (April 2014), pp. 1-4, http://www.jstor.org /stable/pdf/1188968.pdf (accessed December 20, 2016).

[38] Sayed Nurullah and J. P. Naik, *A Student's History of Education in India 1800-1961* (Bombay: MacMilan and Co. Limited, 1962), pp. 334-41.

[39] Dinesh Chand, "Education System in Pre-independence India," *International Journal of Applied Researh* 1, no. 2 (2015), pp. 110-13, http://www.allresearchjournal.com/ archives/ 2015%20/vol1issue2/ %20PartC/1-7-150.pdf (accessed January 14, 2017).

[40] Aziz Talbani, "Pedagogy, Power, and Discourse: Transformation of Islamic Education," *Comparative and International Education Society* 40, no. 1, Special Issue on Religion (Feb 1996), pp. 66-82. http://www.jstor.org/stable/pdf/1188968.pdf (accessed December 28, 2016).

not attend this due to illness, but he forwarded his message which later laid down the foundation for recommendations of education policy.

His message contained four major aspects;[41]

1) Education system should suit the genius of Pakistan;
2) It should be consonant with our history and culture;
3) It should inculcate high sense of honor and integrity;
4) It should emphasis on science and technology.

The major recommendations of the conference were;

a) Education should be teamed with Islamic values;
b) Free and compulsory education in Pakistan;
c) Emphasis on science and technical education.

2.10.1 Implementation

This policy could not be implemented properly due to increased number of immigrants and other administrative problems of newborn country. So more or less British colonial system was continuing.

The article 25-A of the Constitution of the Islamic Republic of Pakistan says,

> *"The state shall provide free and compulsory education to all children of the age of five to sixteen years in such a manner as may be determined by law".*[42]

2.11 National Education Commission-1949

The first education commission in Pakistan was appointed by the government in 1949 with an object of reassessing the existing education system and for suggesting reform and restructuring the education system. The commission was headed by

[41] Kamran Jahangir, Management of Higher Education Reforms in Pakistan: An Implementation Perspective (PhD Diss: Utrecht University, Netherlands, 2008), pp. 47-51, http://Downloads/jahangir%20(4).pdf (accessed January 13, 2017).

[42] Constitution of the Islamic Republic of Pakistan, art.25-A, part-1, chapter-1.http://www.na". gov.pk/publications /constitution.pdf (accessed January 12, 2017).

Maulana Mohammad Akram Khan and came to be known as Maulana Akram Khan Committee on Education. The Commission submitted its report in 1952.[43]

2.12 National Education Commission-1957

The Government of East Pakistan appointed an education commission in January 1957 to suggest the ways and means for reforms in all levels of education in the province with Ataur Rahman Khan as its chairman. The Commission submitted its report in 1957 suggesting reforms in primary education levels.

The Commission suggested for the introduction of free and compulsory primary education throughout the province of East Pakistan and to bring the primary schools under direct control of the government. The commission assigned five-year course for primary. The sanction of government grants to the schools was made mandatory in the report and a uniform rate of tuition fee of the students was suggested. The commission suggested syllabi for primary education. These are the introduction of the decimal system in Mathematics at primary level, inclusion of subjects like language, social studies, general science, mathematics, religion or ethics, painting, songs and music, handicrafts, gymnastics.

2.13 National Education Commission- 1959

National Education Commission 1959 known as the Sharif Commission. The Commission on National Education was appointed by a resolution adopted by the government on 30th December, 1958. The main reason was that the existing system of education was not adequate to meet the requirements of the nation. It was inaugurated by the President, Mohammad Ayub Khan on January 5, 1959. Addressing on the occasion the President stressed the need for a reorganization and re-orientation of the existing education system, which would better reflect our spiritual, moral and cultural values and to meet the challenges of the growing needs of the nation in the field of science and technology.[44]

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[43] Banglapedia, s. v. "Education Commission, "http://en.banglapedia.org/index.php"?title = Education Commission (accessed January 2, 2017).

[44] https://www.academia.edu/27668516/Commission_on_National_Education_1959 (accessed January 15, 2017).

Primary Education governance on the National Education Policy;[45]

- In the view of the Commission, compulsory education at elementary level was indispensable for skilled manpower and intelligent citizen. For this purpose at least eight years schooling was required.
- The main objective of primary education should be to make a child functionally literate, to develop all aspects of his personality, to equip him with basic knowledge and skills and to develop in him habits of industry, integrity and curiosity.
- The curriculum should be adapted to the mental abilities of the children. It must be designed to develop basic skills. Teaching methods should be activity-oriented. Religious education should be made compulsory and due emphasis should be given to teaching of national language. .
- School buildings and furniture should be simple, inexpensive, and clean and adapted to local style and material.
- Training facilities should be provided to teachers to meet the requirements of compulsory primary education. Refreshers courses should also be arranged for un-trained teachers.
- The Commission recommended that land, building, fumitory, teaching materials and residential accommodation for teachers should be provided by the community and the Government may however; give financial assistance to the backward areas.
- The administrative recommendations by the commission should be entrusted to local bodies. It should be organized on district level in West Pakistan and on sub-division level in East Pakistan.

2.14 National Education Commission-1969

General Yahya's government appointed a commission with Air Marshal Nur Khan at its head to suggest ways and means for overhauling the educational system. The

[45] Note: According to Education Commission Report-1959.

rationale behind yet another educational policy was that education had failed to promote national cohesion, especially on account of separatist feelings of the people of East Pakistan, and that it had not played its proper role in national development. There was a high rate of unemployment among the educated youth and academic standard was low. This policy visualized the promotion of a common set of cultural values based on the precepts of Islam. Creating a literate society and developing vocational and technical manpower was its focal point. The recommendations given for changing this vision into reality were to integrate madrasahs into the normal school system and bring the latter in line with ideological demands, to integrate primary and middle schools with elementary schools, to undertake a massive programmed of adult education, to decentralize educational administration.

2.15 First-Five Year Plan (1973-78)

After the independent of Bangladesh, the Government has taken first five year Plan. In this plan Government has initiated necessary actions for the primary education sector. It declared to develop the primary education to established Teacher Training Institute (PTI) to train up the primary school teacher and established 5000 new primary school and increase student enrollment from 58% to 73%.[46] It also introduced two shifts in existing schools, and reducing the dropout rate.

2.16 National Education Commission 1974

An education system is a weapon for implementation of a nation's hopes and aspirations and for building a new society. The main responsibility and goal of our education system is to create awareness among all sections of people about the requirements of life,[47] to help develop an ability to solve various problems and to create an urge to establish a new socialistic society in consonance with the desires of the people.

[46] Ministry of Planning, *The first five year plan 1973-1978* (Dhaka: GoB, 1973), pp. 441-45.

[47] Ministry of Education, *Bangladesh Education Commission -1974* (Dhaka: GoB, May 1974), pp. 22-23.

The main aims of primary education are:[48]

(a) The development of the child's whole personality—moral, mental, physical and social,

(b) To awaken patriotism and a feeling for good citizenship and to develop such qualities as perseverance, diligence, good conduct and devotion to justice,

(c) To help the child to read and write in his vernacular and maintain basic accounts and, in addition, to make him familiar with the fundamentals of knowledge and with skills which he will require as a future citizen and

(d) To prepare him for acquiring higher education.

Primary education has been greatly neglected from the past. As a result, a miserable situation now exists at this stage and there is widespread educational-waste. The special problems which our primary schools face at present are:[49]

(a) The want of a realistic and life-centered educational program,

(b) The paucity of properly trained and enterprising teachers, (r) they want of classroom accommodation,

(d) The non-availability of well-writer and attractive text books and

(e) The short supply of necessary items of furniture, educational appliances, sports-goods and library books.

The commission recommends that the free primary education now prevalent from class I to class V should be made compulsory by 1980 and free and compulsory education up to class VIII should be introduced by 1981. For this, primary education at class I should be made compulsory by January 1976 and it should be made both compulsory and free wherever primary education has not been introduced so far. Government should complete the preliminaries in this connection by December, 1976. Primary education at class II should be made free and compulsory in 1977, at class III, in 1978 and primary education must be made free and compulsory gradually up to class VIII so that it might be made universal

[48] Ibid, p.24.
[49] Ibid, p.25.

by 1983. For the effective implementation of this scheme, necessary measures should be taken to recruit competent teachers in required numbers, to open new schools wherever necessary and to make provision for text books and other educational appliances and accessories.[50]

If we wish to make primary education compulsory we must arrange for night-schools in consideration of the real difficulties of such families. Children of up to 15 years of age can be taught in such night-schools. The number of girls at the existing primary school is only one-third of the total enrolment. This is a very discouraging ratio. Girls should be encouraged to go to school in far larger numbers. Female teachers have to be appointed in co-educational schools and priority should be given according to need for opening of girl's schools. The greatest need for the success of primary education is the required number of properly trained teachers. For this reason, teacher-training institutions in our country have to be largely extended. For teaching at the primary - stage, especially from class I to class V, female teachers should be preferably appointed. Necessary initiative must be taken to ensure that properly-qualified women take up this profession in larger numbers. The text-books at this stage must reflect the four fundamental principles of our State.[51]

The greatest need for the success of primary education is the required number of properly trained teachers. For this teacher-training institutions have to be largely extended. Another important consideration is the writing of text-books in relation to a realistic dynamic curriculum. An Academy of Primary Education and a National Board for Primary Education have to be set up for collection of necessary data, for research and evaluation and for coordinating different efforts to extend and improve primary education.[52]

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[50] Ibid.
[51] Ibid, p.26.
[52] Ibid, p.27.

2.17 Two-Year plan (1978-80)

The features of two-year plan were the establishment of the Primary Education Academy in Mymensingh and reforming the 51 PTIs. During this period, a National Advisory committee was formed, which formulated internal education Policy (1979).The committee prescribed the Government on the following issues;[53]

- Primary Education should be free, compulsory and accessible to all.
- An additional 1, 50,000 teachers will be needed to ensure implementation of the compulsory education programmed.
- Student ratio of 1:250.
- Primary education to be developed through local government.
- A separate Directorate of Primary Education should be created under the Education Ministry.

2.18 Second-Five year Plan (1980-85)

A significant aspect of the second Five –Year plan was an international investment in primary Education. During this period two important projects were undertaken. Universal Primary Education (UPE) and 44 than as came under the Universal Primary Education Project with assistant from IDA. The achievement of the two projects was;[54]

- Establishment of Directorate of Primary Education in 1981.
- Creation of 1834 posts of Assistant Thanas Education Officers to Field level supervision.
- Free supply of books in phases and free distribution to the student, by 1985.
- Creation of 500 posts of female teachers (education upto class eight).
- Supply of furniture and educational materials.

[53] Directorate of Primary Education, *Primary Education in Bangladesh* (Dhaka: GoB, Nov 1998), p. 7.
[54] Ibid, p. 8.

2.19 Third Five –Year Plan (1985-90)

Many projects were introduced during third five year plan. As the Universal Primary Education Project, second phase, and Flood Rehabilitation Project was approved. The third five year plan included;[55]

- Free distribution of books at the primary level.
- Developing Management Information System (MIS).
- Supply of a limited quantity of furniture and educational materials.
- Rising student enrollment from 60%-70%.
- Reviewing restructuring and revising curriculum and syllabuses.

2.20 National Education Commission-1988

The Government of Bangladesh appointed an education commission in 1987 headed by Mafizuddin Ahmed, the former Vice Chancellor of Dhaka University, to suggest means for educational reforms, restructuring and development of education in the country. The Commission is also known as Mafizuddin Education Commission after the name of its chairman. The Commission took advice and suggestions from the educational experts, the professionals, politicians and the persons interested in education through seminars, discussion meetings and interviews. The Commission submitted its report to the government on 26 February 1988.

The Commission specifically suggested device and means for the development of higher education in the country. The Commission suggested;[56]

(a) To pay full salary and allowances of the teachers from the government,

(b) To establish rich library and developed research centre in the universities for conducting research for offering PhD degree, research facilities in Masters course, fellowship to the students for study in PhD course, and to develop a particular department in the universities as Centre of Excellence for research in PhD and post PhD studies,

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[55] Ministry of Planning, *Third-Five Year Plan 1985-1990* (Dhaka: GoB 1986), p. 101.

[56] Banglapedia, s.v. "Education Commission," http://en.banglapedia.org/index.php? title= Education_Commission (accessed January 4, 2017).

(c) To introduce employment bureau for students in universities and institutions of higher education for providing employment opportunities.

2.21 The Primary Education (Compulsory) Act 1990

It is only in recent years that the nation has come to acknowledge the magnitude of the problem. In light of our constitutional directive the Primary Education (Compulsory) Act 1990 was enacted in February 1990.

The Act 1990.[57]

- To provide ward, union, upazila and district CPE committees for effective implementation and coordination of CPE programs in their geographical areas;
- To ensure membership of local educationists and municipal bodies in the CPE committees;
- To provide an education officer to act as Secretaries of all CPE committees;
- To provide supervision, reporting, and monitoring mechanisms for CPE programs;
- To Provide community participation and social mobilization role to school management Committees and Parent Teacher Associations.

2.22 Fourth-Five year Plan (1990-95)

The fourth five year plan gave the highest important role of Primary and mass education. The Primary and Mass Education Division was creation in1992, for strengthening the primary education structure. The important goals were;[58]

- Ensuring improved in-service training for Primary school teachers.
- Reforming Primary level curricula.
- Introducing academic supervision and administrative inspection.
- Increasing female participant in the primary level.

[57] Md. Khaleduzzaman, "Role of Education Commission in development of Primary Education in Bangladesh," *Journal of Research & Method in Education* 4, issue. 4, ver. I (Jul-Aug. 2014), pp. 37-40, http://www.iosrjournals.org/iosr-jrme/papers/Vol-4%20Issue-4/Version-1/F04413750.pdf. (accessed February 7, 2017).

[58] Ministry of Planning, *The Fourth five year plan 1990-1995* (Dhaka: GoB, 1995), pp. 1-16.

The project has taken up to ensure equity in primary education, increasing enrollment, improve quality of education as well as management of and supervision.

2.23 Fifth-Five Year Plan (1997-2000)

Fifth Five Year Plan for primary education will be continue the raising of literacy rate and the quality of education at all levels. The organization and management of schools at the local level will mean the creation of a participatory role forging working links between home, school and community along with developing community services with a commitment of resources. Education as well as to reduce the gap between facilities provided for male and female education. Fifth Five Year Plan the will be follow the governance of primary education:[59]

a. Every village will have a primary school. Till such time construction of primary school is completed by the government, the "Black-Board/Satellite School Approach" of teaching will be followed.

b. The community will be encouraged to establish satellite schools and new primary schools in the still unserved villages. The community will provide land while the government will construct the school building and provide subvention. The community will appoint teachers and exercise the power of hiring and firing as and when necessary.

c. Double shifts will be introduced in every school where the number of students will be more than 500 and at least 150 more students remain to be enrolled.

d. Food for Education or its effective alternative will continue and will be extended after careful review of the disadvantaged areas in a phased manner.

e. Learning materials, e.g., exercise books, pencils, etc., will be distributed to the children in a phased manner.

[59] Ministry of Planning, *Fifth Five year Plan 1997-2000* (Dhaka: GoB, 1998), pp. 432-36.

f. Resource Centres at than a level will be established to make the teacher's training and other training programmes cost-effective and sustainable.

g. The National Academy for Primary Education (NAPE) will be professionally strengthened for undertaking policy research as well on primary education.

h. For improving the quality of primary school teachers, a system of distance education programme will be developed with a view to imparting in-service training within the minimum time. Teachers of registered non-government primary schools will also be covered by the training programme.

i. Mass media will be used extensively for social mobilisation for the cause of primary and mass education.

j. Inspection, supervision and accountability will be strengthened by involving local government bodies, especially Upazila Parishads.

k. Programs for physically handicapped and mentally retarded students will be expanded.

2.24 National Education Policy-1997

The Government of Bangladesh constitute the commission headed by professor M Shamsul Haque, former Vice Chancellor of Dhaka University, by an office order issue on 14 January 1997. The commission has assigned to formulate a practical, people oriented and dynamic education policy. In this aspect the commission said about the primary education. The Primary education is very important in our national life. Primary education is the only way to arrange to educate all the people of the country and to make them into human resources. For the development of the country a proper primary education-system is essential.[60]

[60] Ministry of Education, *National EducationPolcy-1997* (Dhaka: GoB, Sep 1997).

2.24.1 Primary Education Governance According to the National Education Policy-1997

It is not possible to implement Primary Education Programs properly without co-ordinate and well-organized Education Administration and Management. In the past, in different Education Commission Reports special importance was given on Educational administration and management. On the basis of the recommendations made by experts from time to time a very big administrative structure has come into being so far in the field of Primary Education.[61]

Primary Education Programs used to be considered one of the components of the Education Ministry. Later on, as the importance of Primary Education got preference in national and international spheres, firstly separate Primary Education Directorate, Divisional Deputy Director's office, District Primary Education Office, Thana Education Office were established, and Officers' posts in the cluster level within Thana area were created and manpower was recruited. After that considering the vast management of Primary Education, Primary and Mass Education Division headed by a secretary was created. At present a Cabinet Minister and a State Minister are there in this Division.[62]

Primary education Division basically formulates principles, manages financing and prepares plans and conducts total administration and management with the help of the field level officers working under the Primary Education Directorate. The Government in an order issued in 1983 identified the responsibilities of national policy of Primary Education, developing and improvement of curriculum and syllabus, qualitative standard of Primary Education, teachers' training, teaching aid, approval of new Primary Schools, sanction and creation of posts of teachers and other employees, pay and allowances, retirement, pension, gratuity, inter than a transfer of teachers etc. As its own and some matters of administration and management were delegated to the Upazila Parishad. Matters like supervision of activities related to recruitment, transfer, promotion and discipline of teachers

[61] Ibid, p. 46.
[62] Ibid, p. 47.

and other employees of primary schools, preparation of annual plan, selection of sites for new schools, maintenance of primary schools, arrangement of necessary scopes, inspection of teachers' performances, teachers' training, making sure of supply of teachers' aid and registration of teachers were decentralized to local levels.[63]

Thana Education committees and School Managing Committees have been playing an important role in this sphere. But it is undeniable that with the passage of time much of the announced policy has not been implemented.

2.25 National Education Commission - 2003

The National Education Commission-2003 was headed by Professor Mohammad Moniruzzaman Miah, former Vice Chancellor of Dhaka University, and was also known as Moniruzzaman Miah Education Commission. The Commission submitted its report to the government in March 2004.[64]

The Commission Report consists of three parts, General education, Professional Education, Specialized education. The Commission advocated for equal access to education for all, irrespective of religion, caste and creed, sex, economic status and geographical variation, wider access to education in the rural areas through the establishment of new educational institutions with government financing in the underserved areas. The Commission suggested for nationalization of all the primary schools, narrowing down teacher-student ratio, upgrading teacher qualifications, reforming the curriculum, teaching methods and improving the assessment of the examination system at the primary level.[65]

2.25.1 Primary Education Administration in the Light of National Education Policy-2003

Head office consists of DG of primary education directorate under the ministry of primary and mass education and 4 directors as (Director of Administration,

[63] Ibid, p. 48-52.
[64] Ministry of Education, *National Education Policy-2003* (Dhaka: GoB, March 2004).
[65] Ibid, p. 41-45.

Director planning, Director of Training, and Director of Evaluation). Primary Divisional Office, District primary education office, TEO/ATEO office, Upazilla resource center, PTIs, NAPE, are the main sources of primary education administration.

The Commission suggested for the selection of teachers in non-government educational institutions. Teachers' pay scale, promotion criteria, and service condition should be formulated in such a way that enhances teachers' dignity in the society. The Commission recommends that there is no alternative to exploring the full utility of modern technology for quality improvement in primary education.

2.26 National Education Policy- 2010

The Government of Bangladesh constitutes the commission headed by National Professor Kabir Chowdhury to update the National Education Policy 2003. The committee formulates the new education policy in the light of Qudrat-E-Khuda education commission report of 1974, Shamsul Haque Education Commission Report 1997. Primary education possesses utmost importance in our national life. Primary education is the basis of building up a skilled citizenry and the path to include the whole population within the education system.[66] To strengthen the general foundation of primary education at the national level, the existing discriminations among schools in regard to facilities, infrastructure constraints, lack of adequate number of teachers and the weaknesses in training will be adequately addressed. Primary education will be universal, compulsory, free and of uniform quality for all.[67]

2.26.1 Duration and Implementation of Primary Education

The duration of primary education will be extended from Class V [now in practice] to Class VIII. There are two significant concerns to realize it: a) the need for infrastructural development and b) recruitment of adequate number of qualified teachers.

[66] Note: According to National Education Policy 2010.
[67] Ministry of Education, *National Education Policy-2010* (Dhaka: GoB, 2010), pp. 8-18.

The following steps will be taken immediately to include Classes VI, VII and VIII into the primary education structure from FY 2011-12.[68]

- To prepare new curriculum , textbooks and the teachers' guidelines for Classes I to VIII;
- To organize effective training for the teachers for pedagogical practices in view of the extension of the curricula;
- To bring in required reorganization in the educational administration and management.

For this restructuring of primary education, the physical facilities and the number of teachers will have to be increased. This 8-year long primary education will be ensured for all children of the country, regardless of gender, socio-economic conditions and ethnicity by 2018 through the implementation of appropriate methods.

2.26.2 Primary Education Governance in the Light of National Education Policy-2010

Improvement of Schools Monitoring for Quality Education & Community Participation. To ensure community participation in the development activities of the school, the management committees will be further empowered, where necessary, to become more active. The management committees will be constituted of some ex-officio members and other elected through thoughtful consideration. Simultaneously, the accountability of the committee must be ensured.

Measures will be taken to raise eagerness of the guardians regarding schools and their children's education through the establishment of pro-active guardians-teachers committees.

2.26.3 Teachers' Recruitment & Promotion

The minimum qualification for recruitment of teachers for Classes I to V will be HSC with 2nd division or its equivalent degree. And for Classes VI to VIII, they will be men or women with 2nd class Bachelor degrees. For lower classes, female

[68] Ibid.

teachers will get priority. The recruited teachers have to receive training and earn C-in-Ed/B. Ed degree within 3-years from their joining. For direct appointment in the post of a Head Teacher, the minimum qualification will be graduating with 2nd class and he or she has to earn C-in-Ed or B. Ed (primary) within 3 years. Teachers will be offered an incentive through substantive packages and salary scale for different levels (i.e., assistant teacher, assistant Head Teacher, Head Teacher), with opportunities of promotion. Their pay and allowances will be fixed keeping in mind their dignity and their important role in nation-building. Simultaneously, their accountability must be ensured.[69]

Initiatives will be taken to teachers' training and scope of their in-service training will be broadened. Overseas training will be arranged depending on necessity and availability. The skill and capacity of the national training institutions will be improved.

It is necessary to connect promotion with the training received by teachers. Vacancy for higher posts will be filled through direct appointment or accelerated promotion of higher degree holders and qualified and trained teachers. If necessary, up gradation of posts will be done through appropriate rules and regulations.

2.26.4 The Supervision and Monitoring of Education within the School

The main responsibility of supervising within the school rests with the Head Teachers. So, special training has to be arranged for them so that they can discharge their duties skillfully. The external monitoring and the supervision of the school will be decentralized as much as possible. The officials responsible for this task has to be assigned with some fixed number of schools so that they can supervise and monitor skillfully.

Various facilities will be increased by setting up required number of schools for the extension of universal primary education. Surveys have to be conducted to find out the villages where there is no school or where more schools will be built. The status of National Academy for Primary Education (NAPE) has to be elevated

[69] Ibid.

to a top national institution of very high quality so that it can innovate new methods of activities for the development of primary education. Some necessary measures are to be undertaken to achieve that, such as, training of the academic staff of PTIs and the other field officials engaged in different projects; preparation and approval of syllabus for basic teachers' teaching, supervision of training, conducting of the exams of the trainees and conferral of diploma and initiation of appropriate research activities for the development of primary education, conducting of seminars and workshops.

Ensuring quality education through successful implementation of the National Education Policy and qualitative excellence of the education system depends largely on educational administration responsible for its management. To ensure competent governance in the educational administration and make all tiers of educational administration and management free of corruption, efficient, dynamic, accountable, transparent and effective, all necessary steps will be taken and implemented in the light of realities and demands.

The aims of the educational administration are:[70]

- to strengthen the education system to facilitate in building up a knowledge-based society that can produce necessary innovative ideas directed towards national progress;
- to ensure accountability, dynamism and transparency at all levels of educational administration to make it more effective and free of corruption;
- to improve quality education with the realization of transparency, accountability and dynamism in the educational institutions by ensuring the effective role of educational administration;
- to ensure equitable expansion and qualitative improvement of education for all people of all regions;
- to develop knowledgeable and skilled human resource for the progressive development of the country.

[70] Ibid.

2.26.5 Local Community Involvement

The primary educational administration and management will be reorganized as per current reality and needs. Local communities will be involved in this process. The existing primary education system will be decentralized thoroughly; School Managing Committees will be further empowered if necessary and made more effective. Increasing the engagement of female guardians the teacher-parent committees will be formed and the committees will be more actively functional. The parents will be closely involved in the various activities of the school. Besides, the local community will also be involved in efficient management and school development activities.[71]

Teacher quality is essential for ensuring quality education. Quality teachers will therefore be recruited through the teachers' selection commission. The Head teacher will prepare the annual evaluation report of the teachers. Evaluation of the Head teacher will be strengthened and carried out by the Managing Committee. School monitoring will be strengthened and made more effective. With this end in view, the system of school inspection and evaluation will be improved.

2.27 Sixth Five–Year Plan (2011-2015)

The new education policy formulated in 2010 draws on the imperatives of educational development of a young nation articulated in the Kudrat-e-Khuda Commission Report of 1974 and aims to provide the guidelines to translate the vision for educational development into reality. Implementation of the policy has already started and the Government has initiated actions in a number of areas. In primary education the reforms include:[72]

- Monitoring of progress with the implementation of the Primary Education (Compulsory) Law of 1990.
- Sustained increase in government allocation in education sector since the 1990s.

[71] Ibid.
[72] Ministry of Planning, *Sixth-Five Year Plan 2011-2015* (Dhaka: GoB, 2012), pp.114-18.

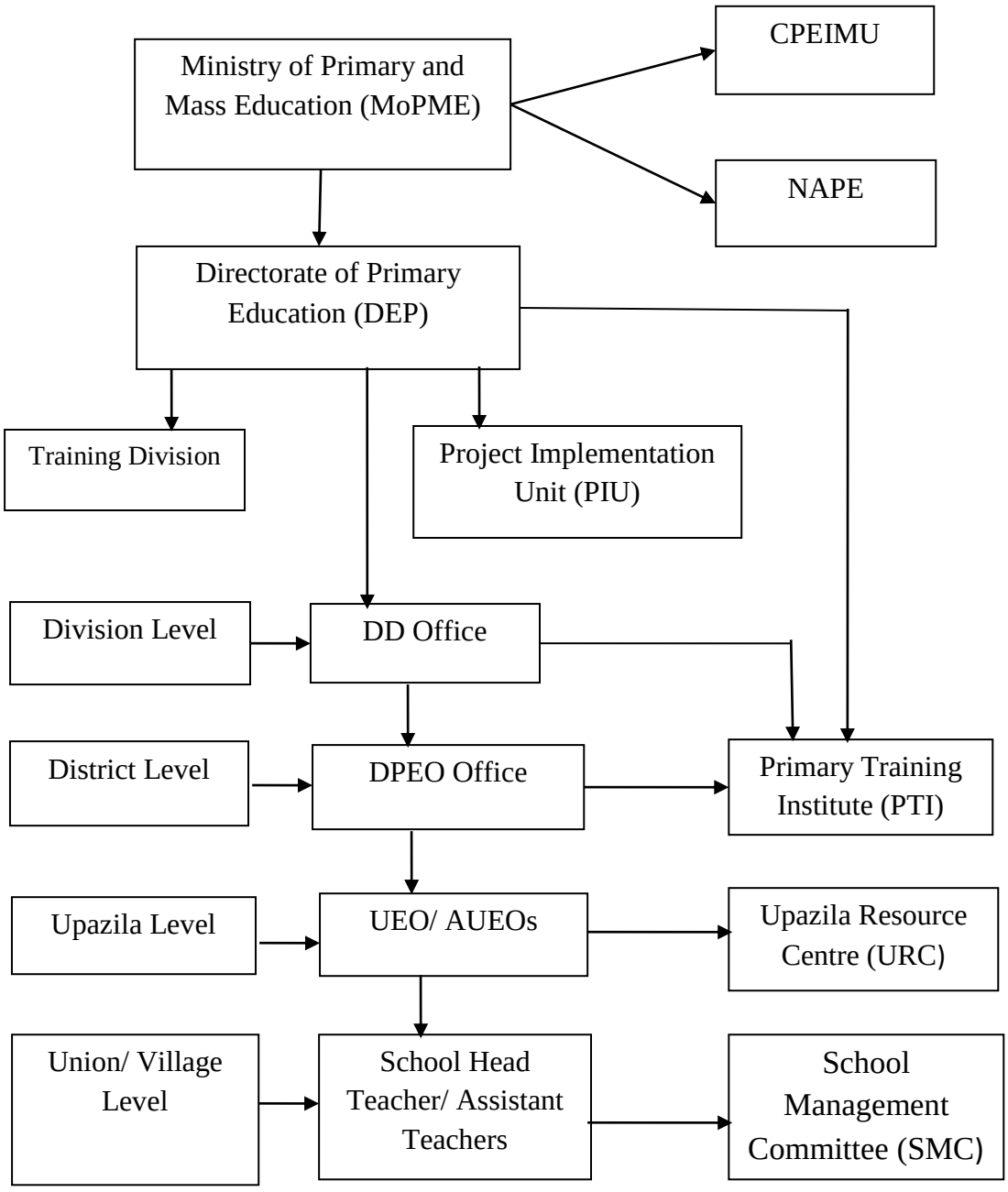
- Providing subsidies to create demand for education in favor of the poor and girls.
- Initiating the decentralization of primary education management structure.
- Strengthening gender and region based monitoring, analysis and reporting.
- Establishment of a separate entity named Independent Textbook Evaluation Committee (ITEC) for designing transparent criteria under which individual textbook manuscripts will be evaluated.
- Strengthening of Teachers' Training.
- Strengthening National Curriculum and Textbook Board.

2.27.1 School Management Committee

At present there is 1) School management committee, 2) Teacher-Parents Association, 3) ward committee. In lieu of these committees there will be a single committee presided by a renowned man from the area, who will be elected or selected through a process. There must be transparency all through. For the unions and the rural areas the local government and the teachers should be included to the development activities. Government should get involved in reforming the all the governmental, NGO based, Private schools. After nationalization the management can go on to the governmental management. The allowances should be provided.

Practically there is no attachment between primary education and the society, which is why the quality of education is not up to the mark. The Facilities Department and the LGERD’s duties can be supervised by the school committee. Apart from these, 1) the management and supervision, 2) Food for education manifesto, 3) Investments in Primary education, 4) Primary education is a constitutional duty – are the facts that should be considered.

2.28 Organogram of Primary Education Governance in Bangladesh



Source: MoPME

2.29 Present Scenario of Primary Education Governance

The primary education has got priority as it is placed under a full-fledged ministry. This ministry functions independently. A cabinet minister is always charge of this ministry. The ministry mainly deals with the policy issues of primary education is responsible for policy formulation, planning, evaluation and execution of the plan and initiating legislative measures concerning primary education.

The DPE is the apex implementing body of primary education in Bangladesh. The DPE is headed by a Directorate General (DG) with the status of joint secretary and above. It is mainly responsible for the execution of the policy formulation by the ministry of primary and mass education. It is managing the whole primary education system. DPE is composed of five divisions. Each of these division headed by the director. The divisions are;

i. Administrative Division- is responsible for general administration of central and field level officers;
ii. Planning and Development Division– is prepares development project on priority basis in light with GoB policies. Preparation of development budget, disbursement of allocation of fund as well as reimbursement of foreign assistance.
iii. The Training Division– It assesses the training needs of the teacher as well as the officers. Draws out of plans and implementation, training programmed.
iv. Monitoring and evaluation Division– It collects data from the field analyze the data and prepare quarterly and annual reports on primary education.
v. The Policy and Operation Division– It gives advice to the policy makers about the matters related to primary education for the causes of primary education.

There is also Compulsory Primary Education Implementation Monitoring Unit (CPEIMU) is to accelerate the monitoring of implementation of the compulsory primary education. In addition to that it gives monthly subvention to teachers of registered non-government primary school and community schools and conduct surveys of eligible children and illiterates. The unit is headed by the DG and three directors, supporting officials and staffs are as members.

There are some professional organizations related to the management of primary education in Bangladesh. These are

i. National Academy for Primary Education (NAPE);
ii. Primary Training Institutes (PTIs);
iii. Upazila Resource Centers (URC).

NAPE is famed for the excellence of the teacher training and research. It is headed by one Director under the guidance of DG of DPE. The field units of primary education management comprise of seven Divisional Primary Education Officers headed by a Deputy Director. Sixty four district primary education officers each of them is headed by District Primary Education Officers (DPEO) and 493 upazila education office guided by Upazila Education Officers (UEO) and many of Assistant Upazila Education Officers under his/her direction. A head teacher has appointed in every primary school. Each primary school has a School Management Committee (SMC) and Parent Teacher Association (PTA). So, Governance of primary education in Bangladesh is divided into two phases, one is central administration and another is field administration.

2.30 Conclusion

Primary education is the first phase under the existing national education system in Bangladesh. The history of the administration of primary education in Bangladesh is quite long inherently. The administration of primary education has been started formally through the Adam report, Wood Despatch, Hunter commission, Lord Curzon's proposals, and Hurtog Committee report in British India but that suggestions were not effectively implemented. Different education

commissions have tried to uphold the national tradition through the administration of primary education in Pakistan regime for expansion of primary education it was not possible to implement for many reasons. After independence of Bangladesh the first education commission was formed in Bangladesh to maintain and increase the qualitative and quantitative quality of the administration of the primary education system in a consistent way in 1974. In 1981, Directorate of primary education was established by separating the administration of primary education and management. Director General was appointed as the Chief executive of the Directorate of primary education at the same time. In 1993, separate ministry was formed under the title of Ministry of Primary and Mass Education reforming the administration of primary education in a new pattern. In continuation to this, a massive change occurred in the management of primary education by the recommendation of the National Education Commission, 2010.

Chapter Three
Functions of Upuzila Primary Education Offices in Bangladesh

3.1 Introduction

Office management refers to meaningful and optimum utilization of office resources in order to ensure efficient functioning of the office. Office resources include furniture, equipment's, stores, stationeries, staff, files, forms, telephone and others equipment's. UEO (upuzila education officer) is the member secretary of the upuzila education committee and in reality, all functions, relating management of primary education is being performs in his office. In Bangladesh, there is DPEO (district primary education office) office, UEO office, PTI (primary teachers training institute) office, URC (upuzila resource center) office and local level SMC (school management committee) PTA (parent-teachers association). Combinations of these offices upuzial primary educations are running successfully.

3.2 Primary Educational Directorate

Primary educational directorate is now a different directorate. According to the Wood's Education Despatch of 1854, mass education directorate forms a different directorate for proper management of education. After independent in 1971, the interest for education is going on high. The number of students multiplies much. Thus, the working area of administration increases. To evaluate the proper education system mass education directorate figures into Primary Educational Directorate 1981. This directorate is the second highest directorate in educational administration. A directorate general is the chief in this stage.

3.2.1 Activities of Directorate

- To the officers, low-rank holders who are associated with divisional, district, and Upazila educational directorate about education related administration, management, investigation and supervision;

- ❖ To give advice about primary education systems and its implementation to the ministry;
- ❖ To complies the development project and its implication of primary education;
- ❖ For ensuring proper training of the administrations, investigators and other job holders;
- ❖ To develop National Academy of Primary Education (NAPE) and primary training institute;
- ❖ To comply the budget of primary education and the best utilization of its money;
- ❖ Taking responsibility of promotion, transfer and appointment of the officers and clerks under this directorate; and
- ❖ To ensure free test books for primary school.

3.2.2 To do this work properly, there are four divisions under this directorate such as

- Administrative division;
- Development and planning division ;
- Training; and
- Monitoring and evaluation division.

Apart from these, there is Management Information System (MIS) cell. The main task of this cell is to collect and computerized of every information about primary education and to make a rich information database by this information. Senior system analyst is the chief of these departments.

The general functions of these departments conducted for cooperating of directorate general are set as follows-

3.2.3 Activities of Administration Department

- ➢ To execute all the administrative and official activities of this directorate;

- To take whole responsibilities of all officers and clerks of main directorate, divisional; district, Upazila education office and PTI working on administration, supervision inspection, and official level;
- To comply budget; and
- To conduct financial allocation and personnel appointment related proceedings. A director is the head of this department

3.2.4 Activities of Planning and Development Department:

- Planning, approval, implementation, evaluation and monitoring of different types of development projects on the basis of priority for achieving the overall development of primary education according to government policy and directions;
- To follow up and wading up of ongoing project; and
- Development and Formulation of budget, financial allocation and foreign currency distribution are also performed by this department. A director is in charge of this department.

3.2.5 Activities of Training Department

The aim of this department is to make a skill, efficient and eligible teacher with a sound knowledge of school and classroom management for ensuring the quality of primary education in Bangladesh. Moreover, the other activities are as follows-

- To assessment the needs, planning, and implementation of training programs;
- To arrange short term workshop for PTI trainers, teachers, managing committee, and PTI members;
- To arrange different types of workshop and orientation program;
- To organize sub-cluster training;
- To run curriculum dissemination courses;

- To arrange and implementation of different types of training program for head master including school management, multiple learning method and social inspiring; and
- To organize training program in home and abroad for enlightening professional skill of the officers and teachers under this department. A director is in charge of this department.

3.2.6 Monitoring and Evaluation Department

The department plays a vital role in the field level analyzing of various data and creating annual report. Apart from these:

- ❖ To collect and provide textbook for primary school at free of cost;
- ❖ To kept in observation and monitoring on satellite school;
- ❖ To give report monitoring and evaluation report on school related various offices and child survey.

To sent report on coordination of school and office monitoring. A director is in charge of these departments.

3.2.7 Duties and Responsibilities of Directorate General

Directorate general is the executive of primary education department. Directorate General takes all the planning and implementation of development of primary education related activities. Duties and responsibilities of directorate general are given below:

- ❖ To act as an administrative head of primary education,
- ❖ To strategically development of primary education, policy making, and given advise to the ministry for its implementation,
- ❖ To kept all the records of financial allocation and its spend of primary educational directorate,
- ❖ To apply all acts and laws by the government,
- ❖ To kept easy, disciplined and controlled of all activities of primary education directorate,
- ❖ To kept controlled and supervision of all field level officer and Clarke,

- To appointment and transfer, promotion and posting, and PRL issues of non-gazetted officers,
- Distribution of powers among subordinate officers for proper implementation of the work,
- To nominate the subordinate officer as a director in various projects for the developments of primary education,
- To ensure of all development planning and programs,
- To grant earn leave of 1st class officers,
- To call coordinate meeting with all of director,
- To visits of field level offices of primary education,
- To carry out of all duties are given by the government.

3.3 Offices of the Divisional Deputy Director

There are 8 divisional offices for ensuring proper management, inspection and supervision, monitoring and evaluation, and training for primary education. Divisional deputy director are the head of the offices. An assistant director, education officer and other employee helps him.

3.3.1 Duties and Responsibilities of Divisional Deputy Director

- To supervise and monitoring of primary education, Zila primary education offices, Upuzila primary education offices, and cluster training under his jurisdiction.
- To supervision and monitoring the PTI under his jurisdiction,
- To inter district transfer of teacher, PTI instructors, and 3rd and 4th classes employee,
- To formulate quota base list for B.Ed and M.Ed training,
- To give registrations permission for non-government primary school,
- To supervise of various development project,
- To formulate, management and coordination for primary scholarship examination under his jurisdiction,
- To call meeting and monitoring of social inspiration,

- ❖ To prepare ACR(Annual credential Report) report of assistant director, zila education officer, super of PTIs,
- ❖ To recommend for transfer of education related officer, employee of out of his jurisdiction to directorate general.

3.4 District Primary Education Officer (DPEO)

At present, there are 64-district primary education officer in Bangladesh. District primary education officer is the executive head of the office. An assistant district primary education officer and 3rd and 4thclasses employee help him. All of district primary education related duties are done by his jurisdiction.

3.4.1 Duties and Responsibilities of District Primary Education Officer

- To carry out all of the responsibilities in the district in the field of primary education,
- To acts as a disbursement officer of the district primary education related,
- To manage transfer of assistant primary education officer within the district,
- To call coordinating meeting with upuzila education officer in every month,
- To visits upuzila education offices in every month,
- To take necessary steps against who have committed illegal act and sent report to superior if necessary,
- To write down of ACR of upuzila education officer and counter sign ACR of assistant upuzila education officer,
- To leave approval of 3rd and 4th class employee,
- To act as the authority of appointing the primary teachers,
- To approve of pension, gratuity, time scale of primary teachers,
- To take initiate of pension, gratuity , EB, time scale of upuzila education officer and assistant upuzila education officer sent higher authority for approval,
- To ensure of text book for free distribution, stored up, and collect,

- To duties of member secretary of zila compulsory education committee,
- To attend of coordinate meeting and solve of various problems of primary education related,
- To take necessary steps to appointing new teachers and posting of them.

3.4.2 Warden and education related Duties and responsibilities (DPEO)

- ❖ To visits of government and non-government primary school as a part of monthly and yearly planning,
- ❖ To act as an advisors for sub-cluster training programmed,
- ❖ To increase of professional skills of teacher by the help of training.
- ❖ To take all responsibilities of primary scholarship examination under his jurisdiction

3.5 Upuzila Education Officer (UEO)

Upuzila primary education office is one of the vital stages of primary education administration under the administrative decentralization of the government. Upuzila education officer is the executive officer of this office. He/she are all of responsible of upuzila primary educational development activities. Many of assistant upuzila education officer and 3rd and 4th class employee assist him/her.

3.5.1 Duties and Responsibilities of Upazila Education Officer

- To perform as an executive officer of upuzila primary education officer as the representative of directorate general,
- To act as an disbursement officer of his/her office,
- To perform of member secretary of upuzila education committee,
- To approve of pension, gratuity, PRL, except casual leave, sent higher authority for final approval,
- To recommends of teacher's transfer within his jurisdiction to zilla education office,
- To help making of SMC (school management committee) and PTA (parent-teachers association) committee,

- To approve of assistant upuzila education officers annual action plan, travel routine, and sign of travel bill,
- To create of annual credential report (ACR) of assistant upazila education officer and given counter sign ACR of teachers and Clarke,
- To act as a supervisor of free text book distribution, collection from respected offices,
- To ensure of monthly payments bill, travel bill, miscellaneous bill of subordinates,
- To ensure of the writing of teachers job records, updating, and properly preserve it,
- To monitoring the primary education development activities, and discussion of upuzila parishad for planning and developments,
- To ensure the education related activities by the display of monitoring board.

3.5.2 Advisory and Education Related Duties and Responsible

- To achieved the monthly inspection goal of primary school supervision and taken approval of zila education officer,
- To preside the monthly coordinate meeting with assistant education officer and teacher,
- To Persecution of upuzila sub-cluster training,
- To manage child survey in every year,
- To arrange primary scholarship examination,
- To carry out of government order and follow the zila education officer.

3.6 Assistant Upuzila Education Officer (AUEO)

An assistant upuzila education officer plays vital role about school management, controlled of school administration, and persecution of school duties. Implements quality education depends on an assistant upuzila education officer's dynamic leadership, and creative mentality.

3.6.1 Duties and Responsibilities of Assistant Upazila Education Officer

- To help Upazila education officer for playing administrative duties of cluster school;
- To visit at least 10 cluster school in a month and to submit report within 7 days;
- To give direction of cluster school teacher, observe closely, monitor the classroom teaching, teachers training and many else until schooling time;
- To collect the working list from head master and collecting salary bill with scrutinizing comment and to submit it to upazila education officer;
- To approval of casual leave and to collect records from headmaster and sending transfer application of other leave to upazila education officer;
- To write down (ACR) of headmaster and with the help of headmaster write down of (ACR) of assistant teachers make counter sign to submit it to upazila education officer;
- To collect all the data of clustered school and to provide report to upazila education officer;
- To keep diaries of his regular visit and to show it to his senior officers;
- To keep records of all cluster school and to give direction for keeping it safely;
- To make sure of keeping the school atmosphere, class rooms and latrine for useable and clean;
- To ensure forming of a managing committee and parent-teachers association and monitoring the regular meeting of them;
- To ensure home visit by assistant teachers and he himself visit the three children's home in month and to make details submitted it to upazila education officer;
- To give inspiration to the children for come back who are out of school;
- To make sure to review the progress of the lessons according to syllabus;
- To preside over the sub-cluster training according to leaflet of teachers leaching learning and textual content and submit it to higher authority;
- To give necessary advice for improvement of library;

- To invite guardian in the cultural function, sports festival, and in the prize giving ceremony and to keep good relationship with them;
- To collect educational materials and to utilize it for class purpose;
- To arrange co-curricular activities regularly.

3.7 Upuzila Resource Centre (URC)

To give training of the upazila level primary teachers and to develop the professional skill of the teacher, organized orientation and seminar. There are 481 URC in Bangladesh. In 325-model upazila schools to be set of two-room research Centre build gradually. And rest of 156 URC programmed will run in the upuzila model schools.

3.7.1 Objectives of URC Establishment

- To give training to the headmaster about school and class room.
- To give training for the development of professional skill.
- To give technical support for sub-cluster training.
- To give training orientation for the betterment of SMC.
- To inspired local people arranging symposium.
- To collect the condition of primary education and sending it to the senior.

3.7.2 Activities of URC

- To make annual planning on the demand of teacher's training.
- To arranged orientation and seminar.
- To know the demand by inspecting school and to aim for the next planning,
- To preserved and process of the teachers data of the school.
- To preserve and called the primary education related information periodicals and books.
- To published newsletter and short books in every three month.

3.7.3 Committee

There will be a committee for maintaining this URC. Consisting of five members as

PTI superintendent	president
District primary education officer	member
Upuzila primary education officer	member
Headmaster of Upazila model school	member
Instructor (URC)	member Secretary

This committee will meet once in every three month. Instructor of (URC) is the directors this resource center. An assistant upazila education officer who is working there as an accountant helps him to collect data and to make it there is data entry operator and night guard. To monitor these activities of URC, URC instructor will send report the super base on monthly training and this report will go to primary educational directorate. The training department of primary education directorate will evaluate all the annual activities of URC and will take necessary steps for the development of URC. The duties and responsibilities of URC instructor assistant upazila education officer are given below.

3.7.4 Duties and Responsibilities of instructor of Upuzila Resource Centre (URC)

- He will act as an executive of upazila resource centre and will run all the daily activity.
- Instructor will make annual planning for resource centre and will take approval from resource centre committee.
- He will arrange training seminar meeting from the approved planning.
- He will publish and distribute many books information and new letter.
- If instructor can make report of primary school and sub cluster visiting it is needed he will inform his opinion and advice to the related officer.
- He will look after on assistant education officer (URC) who is dutiful to do his duty.
- He will carry out the responsibility given from primary education directorate.

3.7.5 Duties and Responsibilities of assistant Upazila Education Officer (URC)

- ❖ Assistant upazila education officer will act as an accountant in URC
- ❖ He will keep all the financial records carefully
- ❖ He will give all kinds of helps to the instructor for directing resource center.
- ❖ He will reserve all the files and records of resource center.
- ❖ He will preserve all the furniture and goods of resource center.
- ❖ He will take part of training, supervision, and making survey by the order of instruction from instructor of URC.

3.7.6 Member of the Research Pool

There must be a research pool. In upazila research pool are meritorious students, teachers, PTI super, instructor, assistant upazila education officer (cluster) many officers of primary education related singer, sports person, the musician are the member of the research pool. There must be 20-25 members for research pool. However, many experts of various subjects can be member of this pool.

The subject are given below

Subject	person	Subject	person
Bangle	2	Religious	1
English	2	Arts and crafts	1
Math	2	physical education	1
Social science	2	Music	1
Science	2	Making Teaching learning materials	2

All the experienced will get priority to become the member of research pool. Though there are no hard and fast rules in selecting research pool member.

Generally, the member of research pool is doing these works

- ❖ They can act as a trainer in need
- ❖ They will make training materials for training
- ❖ They will try to improve the activities with the help of instructor
- ❖ To give technical help to URC

- To give structural advise to the URC
- The facts that should be kept in mind about research pool
- Research pool is not a permanent organization
- It needs approval from URC to make research pool
- Research pool is always variable
- Qualified primary school teachers should be the members of Research pool.

3.8 Primary Teachers Training Institution (PTI)

There is no alternative way developing skill of primary teachers without training. So, the institution which provides training is called primary training institution. To know about the institution first should know the history of it. In 1854, here started graded school system by wood education dispatch. The time primary education are divided into two parts lower primary (Class 1 & 2) and higher primary (class 3 & 4).

But there was no training facility for the teachers that time. After a long time in 1902 there started Guru training school. In these schools there worked two teachers. One is Head Pandit and another is assistant Pandit. But in these schools teachers had less knowledge so there were limitations for theoretical knowledge. In that schools there prevailed a teacher who had a graduation with BT degree.

On the other hand, PT center was centered in selected high schools. And they was the headmaster of that school. Before 1947 there was 86 PT school and center in East Pakistan. PT school and PT center was not that suitable for training so that in 1947 in a recommendation PTI activities was launched. In 1951 the whole activities of PTI began. Now there are 54 government PTI and non-government PTI in Bangladesh.

3.8.1 The objectives for establishing PTI

- To arrange one year training facility for the teachers;
- To arrange short training for the ongoing teachers;

- To direct action research for the development of primary education;
- To help all the activists given from projects for the development of primary education;

In PTI one year durable certificate in Education is basically activity for the job holders who are training less. A teacher gets a certificate after the completion of training course. He also gets higher salary. The objectives of training are given below;

- Teacher will get the idea about the teaching method of Bangladesh and the origin of primary education;
- Teach about the education order, evaluation and education method;
- To teach about the student psychology;
- To help learning new strategy of education;
- By taking practical class trainee gets knowledge about education material and its uses;
- To grab the strategy of teaching by doing different activities for the teacher;
- To help learning regularity, decent behavior, love for work and making devoted mind;
- To teach about school management and the development of social relation building;
- To develop the professional skill of the teacher by providing training;
- To create new strategy for quality education by providing action research;

3.8.2 To maintain all the activities of PTI the work forces are given below

Rank	Person
Superintendent	1
Assistant superintendent	1
Instructor (general)	8
Instructor (science)	1
Instructor (agriculture)	1
Instructor (fine and arts)	1
Instructor (physical education)	1
Head Clarke	1
Typist	1
4^{th} class employee	6

Besides there are 5 teachers in PTI school. In this, school no post for the headmaster. It is directly control by PTI super. Teachers are committed to do PTI super. As in PTI there works many officers with many ranks so the job holders have to do the works with sincerity and honesty. Duties of super, assistant super and instructors are given below:

The head of the educational institutions have to do many duties. He is not only a director but also he will dominate the colleagues with his character honestly and duly. So govern the PTI is one of the important duties.

3.8.3 Administrative duties

- He will direct the institutions with selected rules will encourage the juniors to carry the duty.
- He will follow a democratic rule for running the institution.
- He will give special duty to the juniors.
- An experienced instructor will carry the duty of hostel and sometimes he will visit to that hostel.
- To maintain co-curricular activities there will be formed some subcommittee by trainee.
- An instructor will be a supervisor of experimental school.
- He will inspect C-in-Ed program regularly and will give intimation.
- In the end of the year, he will examine the library, education material, office materials by the help of acting instruction.
- He will grant leave of all in the institutions.
- He will make a secret report and will send it to the higher authority.
- He will preserve secrete file.
- He will keep good relationship with the district administration.
- He will take necessary steps for breaking any rules.
- He will follow the rules given from the government.
- He will make a plan and will implement it with experienced teacher.

3.8.4 Financial Duties

- He will follow the Bangladesh Treasury in the time of collecting government money.
- He will follow the highest sincerity in collecting and spending government money.
- He will sign the cash book regularly and will preserve it for;
- To keep the transparency in economical matter he will buy goods by following the Bangladesh Financial Rules.
- In spending internal fund money the rules will have to be followed. And will manage scrutinizing at the end of the year.
- He will make reply in audit objection and have cautious to avoid breaking rules.

3.8.5 Education Related Duty

- He will preserve an education friendly atmosphere in campus, hostels.
- He will ensure the supervision activities by following class routine.
- He will direct a staff meeting once in a month and will take necessary steps for the development.
- He will keep eye on the schools with the help of dutiful officer.
- He will take examination as an annual plan and will take severe step for illegal act in examination.
- He will take examination with the members of C-in-Ed member for directing the examination of training branch.
- He will encourage students for co-curricular activities.

3.8.6 PTI assistant superintendent is a vital post. He will assist super in every way. His duty is given below:-

- He will help super in all of his life.
- In the absence of super, he will run the activity of super.
- He will give structural advice for the development of PTI administration to the super.

- As a teacher, he will teach his own subject and will give direction of practical activities.
- He will inspect and evaluate the lesson of trainee.
- He will assist others in co-curricular activities.
- He will play any role given by PTI super.

The instructors are the responsible for keeping the value of PTI training. They will play key role in the class lesson.

3.8.7 The duties of the instructors are given below

- He will take part in class study as a daily activity.
- Before class study he will arrange the materials of related subjects.
- He will give instructions to the trainees in practical work.
- He will observe the study of students and will evaluate it.
- He will assist in all activities of final exam.
- He will help to publish the result.
- He will take part in Examined school.
- He will take decision in staff
- He will help in co-curricular activities.
- He will play any duty given by the authority.

Course direction July-June and Daily activities

The duration of 1st shift is July to June and daily activity is 6:00 am to 12:00 pm. And the duration of 2nd shift is January to December and the daily activity is 12:30 pm to 6:00 pm.

In the 1st shift 50 seats are allotted for government teacher. But in the 2nd shift all 200 seats are for non-government teacher. Non-government teachers to face admission test. After completing admission test there are certain fees for admission into PTI. Government encourages much to take training and to spend after them. It is hoped that in future teachers will contribute in teaching by taking proper training.

3.9 Cluster Office

Upuzila education officer performs of all the administrative duties and management of all teaching learning activities under his/her jurisdiction. Teachers training is essential for development of professional skill. It is almost impossible for him/her to perform duties accurately. Specially education related problems solution, given advice, professional a duty of teacher is very much important. In this regard, in 1983 there are forms of new constitutional structure name Bangladesh cluster. It is called cluster office. Generally, 15-20 government primary school forms a cluster. Every cluster controlled by assistant upuzila education officer. He/she trained the entire teacher under his jurisdiction area and given instruction and advice besides he performs administrative duties.

3.10 Headmaster

The headmaster plays vital role of primary school. But he govern the school with the help of managing committee, teachers, students, and guardians. Headmaster is not only director but also he has the personality, dutifulness, sober, sympathetic and given inspiration of assistant teacher that the school running successfully. As is the head master, so is the school.

3.10.1 Duties and Responsibilities of Headmaster

- To implements the annual development planning, and weekly and daily activities of the school;
- To distributes the duties among the assistant teacher;
- To ensure the surveyed students attendants of the school and to keep them in the school;
- To ensure the attendance of teachers and students in the school;
- To collect data and child survey in catchment area;
- To inform the government gazette and order of all employee in the school;
- To keep the records and register in safe way;
- To approved the casual leave the teacher;

- ❖ To send the transfer application of the assistant with his opinion to the higher authority;
- ❖ To associate with divisional authority for school management;
- ❖ To send the weekly and yearly report to the higher authority;
- ❖ To communicate with governing body for cultural activities, sports, prize giving ceremony and invite the guardian to attend these function;
- ❖ To communicate for governing body for distribute of khata, pencil, and free text books.

3.10.2 Teaching related duty and responsibility

- ➢ To play proper duty of regular teaching learning activity in the school;
- ➢ To arrange demonstrative class for the develop the professional skill of assistant teacher;
- ➢ To ensure the texting develop according to lesson plan;
- ➢ To preserve the continues evaluation record and evaluation of lessons plan of definite activities;
- ➢ To ensure progress according to the annual program and activities of the school; and
- ➢ To introduce with new ideas and concept with share of colleague.

3.10.3 Advisory duty and responsibility

- ➢ To manage of class room lesson and performance of class teacher;
- ➢ To collect the education materials and use of it and properly curriculum and co-curriculum activities in the school;
- ➢ To supervise of cluster training, *sonjibon* training, and display lesson;
- ➢ To supervise the subject base teachers performance and skill.

3.10.4 Financial related duty and responsibility

- To act as a member-secretary of managing committee and to preserve all the records of furniture, teaching learning materials, government and non government fees from the students and it preserve the cash book;

- To make monthly salary bill of teachers and Clarke and send it to upazila education officer;
- To responsible of financial activities given by upazila education officers and managing committee.

3.10.5 Other duty and responsibility

- To keep schools property safe and clean with the help of local people;
- To ensure the betterment of teachers and students; and
- To connect the bridge between society and school.

files and register should be kept for a school?

- Student admission book
- Teachers attendance book
- Students attendance book
- Notice book
    i. For managing committee
    ii. For parent-teachers
    iii. For teachers councils
- Regulations book
- Register of letters
- Register of issued letters
- Investigation book
- Results book of examination
- Register of teachers vacation
- Stock register
- T.C register
- Catalogue of furniture
- Cash book
- Catalogue of sports materials
- Library register

i. Register of books

ii. Books taking and giving register

- Contingency spending register
- Annual lesson planning book
- children survey book
- register of goods taken from multinational company
- Short guide book for lesson
- Catalogue of the students who got scholarship
- Cluster training teachers guide. It is like a holder file
- Keeping cluster training related letters
- Preserving cluster training file
- Cluster training and sudden visiting Khata
- Evaluating cluster training register
- Regular improvement chart of the students
- Keeping monthly report
- Preserving voucher file
- File activities of education week
- Keeping master role file. In here goods taken from UNICEF are preserve here
- To preserve the bio data of the teachers
- File of keeping communication with guardian
- Land tax/water/electricity related file preservation

Some cautions to keep the files safe

- Filing method should be easy and normal
- To keep it in such a manner so that the it can search easily
- Spending much not on filing it should keep on mind.

3.11 Duty of assistant teachers

There are many works to be done by assistant teachers. The success of the school depends on the assistant teachers. So it can be said school management duty is not confined into it. For this assistant teachers are playing vital role for the development of a school.

3.11.1 To help him headmaster is one of the basic duties of an assistant teacher. Some duties of an assistant teacher are given below.

- To help headmaster in all activities;
- To carry out all the responsibilities for school management;
- To obey Job act and carry out the rules;
- To help his headmaster on many planning;
- To look after school properly;
- To collect required information and provide it to the headmaster by surveying children;
- To apply new methods by learning and to help headmaster for taking new step;
- To work relentless duty for the development of class;
- To keep communication with guardian;
- To know personal information from the students and pay a regular home visit;
- To make progress report of students and send it to guardian;
- To take necessary step for the development students physical, mental and social condition;
- To help headmaster in every function of the school;
- To take exam and evaluate it for the student; and
- To keep continuous evaluation record.

Teaching as a profession

We may involve in many activities in one life such as business, Job, agriculture, medicine, advocate, and so on. Teaching works are divided into two categories by its nature. They are (i) occupation; and (ii) profession, Business, Job driving that

are in occupation in this work rules prevails. Serving is the main purpose in the profession. Those who are associates with those are called professional. In almost every occupation, there prevails professional ethics. This is mandatory for all.

There is good relation between the word profession and stupefaction. Professional are craft to do his duty. The main aim is to the ones duty properly for a professional. Professional takes these professions as an oxyzen. One professional has extra case for his profession. Without these properties, a teacher will not be a perfect teacher. Children at present are the citizen of tomorrow – HIs life depends on the preparation of today. Children can be healthy, solvent and good citizen by the incentive case of a teacher. And it can contribute on building up a nation. On the other hand without proper guiding one bright children can ruin in life. So a child's future depends much on teacher.

People who have much keenness on this profession can do well. After taking this, all must perform his duty properly. Otherwise, one will feel guilty to his country and to Allah. Many will ask a question, what is the quintessential point of becoming a teacher and the answer is answer is promise. A teacher who has not much enriched in academic background and has not any experience of new method cannot be a good teacher. If he was the promise to become a good teacher then he will be so. A learned teacher without promise has no value. No students will be beneficial by him. Now we should be promised that we will be a successful teacher. We have to be united for this. Thus we will be successful

Qualities of a good teacher

A good teacher is good human first. Everyone will pay respect and esteem to him. He has to have human, social, and ethical quality. He has to have education, intelligence, and enriched with knowledge but also a collector of knowledge. By this with the touchstone of a teacher, student will learn everything.

The qualities of an ideal teachers are given below

- He must be honest, amiable, and modest. He can win the heart of others by this;

- He will be cordial, patient, and graceful;
- He will be romantic and cheerful;
- He has to have good character;
- He will be no different between words and actions;
- He should have a good sense of clothing;
- He will be confident. He has to be entrepreneurs and hard work;
- He must be creative, progressive and open-minded;
- He must be a good citizen and a patient;
- He will be humanist and clement;
- He will be a knowledge lover. He will have specialty on special subject;
- He must be professional qualified;
- He must have a good body language and easy language; and
- He will also be Psychologist. Especially he will understand the mind of children.

3.12 School Management Committee (SMC)

In context of our country, primary education implementation is necessary for education administration. To teach properly the planning taken by the school authority are called school administration. On the other side, the process by which a school runs is call school management. As for the implementation of objectives for education, all the people are humane elements following furniture, books, home file are the element of education. Fact is school management filed is very wide. For proper school activities are divided into two parts (i) internal; and (ii) external. Internal issue means the works that are done by domestically. The works are admission, library directly science, co-curricular activities etc.

Formation, duties and responsibilities of the school management committee-[1]

[1] Ministry of Primary and Mass Education, *Government of the People's Republic of Bangladesh SRO no:38.008.035.00.00.007.2012/688,* Gazette Notification, Formation of SMC Committee (Dhaka: November 2012), p. 1.

	School Management Committee	Designation
1.1	Headmaster of the school (according to the power vested designation)	Member Secretary
1.2-1.3	A male and a female from the school area who are known as education enthusiasts	Member
1.4	Land donor of the school (if there is any)	Member
1.5	A teacher from the nearest high school in the same Upazila (Female teacher are the first priority)	Member
1.6	A selected representative from the concerned school (Female teacher are the first priority)	Member
1.7-1.8	A selected female guardian among the parents of meritorious student	Member
1.9-1.10	A selected male guardian among the parents of meritorious student	Member
1.11	Union parishad/Ward councilor in the concern area	Member

A chairman should be elected from the members of the managing committee.

3.12.1 The Structure of the Committee[2]

2.1 The honorable MP of the concerned locality should be the advisor to the committee

2.2 Besides the word number / municipal commissioner, word commissioner should also remain in the committee as an advisor.

2.3 The size of the committee should be of 11 people including the president of the committee. There should be another president excepting the headmaster or teacher representative of that particular school. He should be selected by the members of the committee.

The primary school managing committee constructed by the government memorandum no. sx/10m-5/(pt-2)225/EDN, date: 14-12-89 should be rearranged in the following ways-

2.4 land donating member (if there is any) or his agent should be a life time member of the committee.

[2] Ibid, pp. 1-2.

2.5 members mentioned in clauses 1.2, 1.3, 1.4 should be selected by the chairman of that particular union or municipality. The upazila education officer will select them in case the school is located in municipality.

2.6 Members mentioned in clause 1.7 will be selected by the guardians of the top ten students from class 1-4 according to the result of the year before.

2.7 The school managing committee must be approved by the upazila primary education officer. But the primary education officer will be the authority in case the school is located in a city.

2.8 The teachers (including the headmaster) will the members mentioned in clause 1.6 upon mutual agreement among themselves. The headmaster has to inform the responsible committee about the election.

2.9 Members mentioned in clause 1.7, 1.8, 1.9, 1.10, 1.11 will be selected by the guardians of the students. No teacher of the responsible school can act as a guardian. Only parents can be the guardian, legal custodian can be the guardian in case the parents are dead. Assistant teacher's officer will direct the election and he will report it to the upazila education committee.

3.12.2 Duties and Responsibilities of the School Managing Committee[3]

- Managing the way a primary school should be run;
- Monitoring the activities associated with education of school management; ensure attendance of the teachers and the students, sending a quarterly report on teaching and derogation of the teachers to the upazila teacher's officer within 7th of January, April, July and October. (This report will be jointly signed by the chairman and the secretary member)
- Helping in development works like building, classrooms, and roads, cleaning the environment and other works;

[3] Ibid, p.3

- Ensured admitted all the children of the school going ages to the catchment areas school, ensuring their attendance, taking initiatives to reduce the dropouts and back to school, preventing drop out;
- Arranged committee meeting in every month. Monitoring the functions and advancement of the school and taking initiatives to execute the decision;
- Ensuring signature of the chairman of the management committee on salary bills and sending it to the upazila education office by the member secretary;
- Building a nexus and coordination between upazila education committee and the local people of the responsible committee;
- Ensuring signature of the secretary member upon discussion with the managing committee after renovation of the concerned school;
- Outlining the annual work plan of the school along the upazila teacher's officer and assistant teacher's officer;
- Tree plantation, looking after the land, playground and the roads of the schools to ensure quality environment;
- Monitoring every repair works including classroom, furniture;
- Collecting, preserving and distributing text books and other educational materials;
- Organizing helping the co-curriculum functions of the school like national primary education weak, international literacy day, independent day, prize giving ceremony, sports and other cultural activities;
- Helping to establish the food for education program;
- Assisting the sub-cluster training of school;
- Helping the ATO while visiting a school and informing the higher authority of needed;
- Doing any duties imposed by the government;

3.12.3 Duration of the committee[4]

Managing committee will hold their post for 3 years from the date of nomination by the responsible authority. Headmaster will take steps for next election 6 months before.

Rules and disciplines of the committee

The managing committee can be scrapped and a call for re-election will be done upon the agreement with the upazila education officer and the districts primary education officer in case of negligence in duty, financial corruption and anything that goes against the disciplinary norm.

The nominated and the elected members can resign anytime to the president in written document. The vacant post will be filled through election or nomination.

The vice-president will preside over a meeting if the president is absent.

3.12.4 Duties of the President of the Managing Committee[5]

- Presiding over the management committee meeting;
- Called emergency meeting (if needed);
- He is to ensure arranging at least a meeting every month;
- Discussing the topic selected for the meeting;
- Creating a work plan for the functions of the meeting and distributing works among the members;
- Communicating with everyone associated for the development of schools (UEO, AUEO, DPEO and others);
- Making annual work plan and taking initiatives to finish the tasks in time;
- Signing in the salary bills of the teachers;
- Visiting the school regularly;
- Submitting quarterly report to the TEO on the sincerity and teachings of the teachers;

[4] Ibid, p. 7.
[5] Ibid, pp.5-6

3.12.5 Duty of the member secretary of managing committee

- ❖ Selecting the topics for discussion in a meeting on advised by the president;
- ❖ Informing the members about the meeting at least 7 days before the date. He can change the date of meeting upon discussion with the president;
- ❖ Writing down the functions of the meeting and taking approval. Sending a copy to everyone after the approval of it. He will send another copy to the UEO if it's possible;
- ❖ Taking initiatives execute the plans taken in a meeting;
- ❖ He will provide suggestions and opinion for the overall development of the school;
- ❖ He will take initiatives to organize meetings, assembly etc;
- ❖ Preserving the records of the school in a good condition;
- ❖ Communicating with the managing committee;

3.12.6 Duties, responsibilities and strategies of the school managing committee

1. Duties and responsibilities (Increasing the number of student's admission)

Some strategies[6]

a. Child survey:

- ❖ Leading the survey properly;
- ❖ Distributing the school areas among the teachers for survey;
- ❖ Taking help from the volunteers or the students of 4/5 classes;
- ❖ Taking proper initiatives to admit the students.

b. Assemblies and rally:

- ❖ Guardian assembly, mother assembly, mini meeting and rally to increase the number of admitted students;
- ❖ Admitting the students directly by communicating the parents;

[6] Ibid, p. 4-5.

- ❖ Consulting with the mothers about the improvement of the students and their attendance;

2. Preventing the dropout and absence of the students

a. Ensuring the regular attendance of the teachers:

- ❖ Ensuring that the teachers come to the school everyday in time;
- ❖ There should be a system to record the details of the leaves taken by the teachers;
- ❖ Distributing the duties among the committee members to monitor the schools and the teaching;

b. Arranging PT-parade and sporting events for the children:

- ❖ Creating pleasant environment for the students by organizing sporting events, musical events, jokes etc;
- ❖ Organizing the national notable days in the schools.

c. Communicating with the absent students and their parents:

- ❖ Writing down the number of absent students on the attendance sheet;
- ❖ Preparing list of the students who are absent for 7 consecutive days;
- ❖ Distributing the duties among the teacher to bring back the absent students for 7 days at a school. They can seek help from the management committee if needed;
- ❖ Creating a group of students forms classes of 4^{th} to 5^{th} to bring the absent students back look after the problem of their families and advising thusly.

3. Improving the overall environment of the school and monitoring

a. Tree plantation and gardening:

- ❖ Planting easily available yet valuable trees around the school and a flower garden in the school yard;

- ❖ Communicating with the local nursery, NGO, philanthropist and upazilaparishad to seek help for tree plantation;

b. Repairing and reservation of the school building, toilets, tube well and the furniture:

- ❖ Arranging repair and renovation of the school;
- ❖ The broken furniture should be repair immediately;
- ❖ Collecting the required money from the local people, teachers and various organization;
- ❖ Keeping the toilet clean and usable;
- ❖ Taking initiatives to open the tube well if it is down;
- ❖ Easy initiatives like nursery, garden from which the school can raise money;

c. Developing relations with everyone associated to the school:

- ❖ Organizing weekly meeting to improve the relation between the headmaster and the assistant teachers;
- ❖ Organizing different functions to improve the teacher-guardian relation (guardian day, milad cultural event) and exchanging opinion;
- ❖ Organizing regular committee meeting to improve relation between the teachers and the managing committee;
- ❖ Organizing assembly based on the locality to improve the relation between the school and the local people;

d. Organizing regular sub cluster training program:

- ❖ Communicating with the ATEO to organize regular cluster training;
- ❖ Ensuring the attendance of the teachers in the sub-cluster training;
- ❖ The teachers and the members of the management committee will execute the decisions taken in sub-cluster training.

4. Ensuring teaching learning of the students

a. Introducing qualification based teaching:

- ❖ Knowing the details from the teachers about the ”must learns”;
- ❖ To check whether your school has started the achievement worthy and qualification based education;
- ❖ To check whether your school has series evaluation technique;
- ❖ To check that your school identify the weakness in learning of the students and try to cure it;
- ❖ Checking that whether the children are applying the achieved knowledge in real life or not;

b. Monitoring the multipurpose learning process:

- ❖ Ensuring the process by monitoring in all the schools in an ideal district and ensuring to enforcement of the process;

c. The Dos for the overall development:

- ❖ Encouraging the teachers by monitoring the schools weekly or monthly;
- ❖ Ensuring the usage of the locally available education materials and helping to collect the materials needed.

5. Organizing SMC meeting

- ❖ Organizing at least 8 committee meeting every year;
- ❖ Sending written notice to every member 3 days before the meeting;
- ❖ To make the discussions effective reviewing the previous meeting and solving the problems that arise;
- ❖ Emergency meeting called for special needs like hurricane, epidemic etc.

3.13 Parent-Teachers Association (PTA)

Implement of compulsory primary education by intensive relation of parent-teachers association among the local level planning in the school, accountability, and social relationship between them. Every school to be a social institution and enhancement of quality education in these cases the PTA committee will reform. Guardian of 3-12 years old child in every primary school in catchment area and all the teachers are primary member of PTA committee. Committee forms of following table[7]

Serial	Parent-Teachers Association	Designation
1	Elected member by the parent-teachers association in the school	President
2	Elected member by the parent-teachers association in the school	Vice-president
3	Headmaster of the school (according to the power vested designation)	Member Secretary
4	Elected teacher among the general teacher	Member
5-7	Selected three male guardian in the concern school	Member
8-10	Selected female guardian in the concern school	Member

Meeting called At least 2 times in a year by the parent-teachers association.[8]

3.13.1 Goals and Objectives of Parent-Teachers Association[9]

- To build up relation among the parents and teachers;
- To uphold the planning of quality education with joint efforts of parents and teachers;
- To involve the parents of overall school activities;
- To establish of root label accountability;
- To evaluate the duties and responsibility of parents and guardian;
- To solve the problem locally; and
- To formation of welfare trust.

[7] Ministry of Primary and Mass Education, *Government of the people's Republic of Bangladesh SRO no: Dept. PMED/Admin-3/Commi-3/2000/526/1*, Gazette Notification, Formation of PTA Committee (Dhaka: November 2000), p. 1.

[8] Ibid, p. 2.

[9] Ibid, p. 2.

3.13.2 Duties and Responsibilities of Executive Committee[10]

- To help of child survey, try to reduce of dropout rate, and create interest among the children for coming the school;
- To build up good relation among parents and teacher;
- To collect resource and development of welfare trust;
- To create of delightful environment for the children that they are keep secure and taking lesson with carefully;
- To encourage the neighbor child as his own child;
- To maintenance of school property, clean the school field, and repairing the infrastructure (if necessary);
- To create humanistic, religious, and social consciousness among the child;
- To find out of dropout and take initiate it reduce;
- To ensure the home visit by the help of assistant teachers and assistant upuzila education officer;
- To organized the cluster training by the help of assistant upuzila education officer;
- To organized mothers gathering, guardian assembling, and ground meeting in concern school;
- To encourage the guardian for joyful environment of child in the house;

3.13.3 Duration of Committee[11]

Executive committee will hold their post for 3 years from the date of nomination by the responsible authority. Headmaster will take steps for next election 30 days before.

Education materials

Children have much curiosity on things and so education materials should be keep nearer to children. In this case some materials are used to raise education these are called education material.

[10] Ibid, p. 2.
[11] Ibid, p.3.

Children should work in a suitable place without that a education system can't be imagined. Previous subject centered education is now children centered. These programmed should be on run by keeping children in center, so it is necessary to know all the things of collecting, making, using and keeping may phase of education material.

A self-made poor house is gorgeous.' This philosophical statement should be implemented to make the lesson much easier and joyful. What man listen is much forgettable. So practical knowledge is much wanted from the students. When someone practices the real thing he learns the thing better than else. So creative education is faster and easy for learning.

The charts, pictures, design, which are used for Education is called education materials. A educationist said, a picture with something new lesson is much productive than anything else. That means the products that are used to make education better are know as education material.

Posology says, education should start with words not by works and the thing that are not easy to show before then show the picture of it to children. Before giving practical knowledge, never throw the child to puzzle words let him live alone, he should watch, listen do mistake correcting by himself. So he can learn something by himself.

For example, science related lesson is not productive in case of only lecture delivering. It is much painful and time killing too. But using the model of something the lesson will be easy, playful and realize.

Necessity of Education Material

Education Material is much needed for teachers to teach any subject. It is for any case especially for science related issue learning seems much puzzling. Experimenting and observation is the key in science sector. In this case material is

necessary. A teacher has to collect all the materials from nature by himself. A promising teacher never feel bore to do this. By applying easy materials education seems much intering, playful and easy. Many subjects have difficulties in which education material can relief the difficulty level. Without this, students cannot understand the fact properly. But with the help of education material students get interested with education. In the modern age education materials get much attention. To improve the level of education many countries are trying to find out better methods. An ideal teacher always tries to develop his skill so he is busy to find the latest education material and also has attention to use it.

The necessity of education materials are given below:

Benefits of using education materials

- Attracts to the study
- To make the related subject easy
- To help building intelligence, imagination
- Students get motivated because it make lesson interesting
- Abstract idea makes in reality
- Children get permanent idea by this
- It light up the hidden talent of the children
- By getting practical knowledge it helps to circulate education system well
- It eradicates boredom and classiness
- It helps to make a natural character by changing surface level behavior
- It builds mental acuteness and vigilance power.

Classroom learning supervision

The question to develop facility of primary education is related to develop the quality of class lesson. In this case, the skill of a teacher is much important to tech the lesson. In our country, one-year training course cannot provide the requirement of skill. He knows only a little knowledge about teaching. Secondly,

there is no adequate training facility for the assistant teachers. In this circumstance, teachers are facing problems with the real world. So there is no alternative way to overcome the problems without arranging proper training for the teachers.

The importance of classroom learning custody is given below

- By supervision, it gets much earlier to know about the principle and ideology.
- Supervision helps to know about the modern education material and the uses of it.
- It is mandatory for all teachers to build a sound knowledge about supervision. Class supervision helps to basic of qualification of teachers. Supervision is also needed for moral right and professional security.
- Teachers have faced many problems in directing school and taking class which can be solved by supervision.
- By supervision, the related teachers get realistic knowledge about lesson. Thus the principle and strategy of teaching get improved.
- A supervisor has much experience than teacher. Experimental knowledge, qualification in this case he owns a vast knowledge. Teaching method is in his hand. So it is hoped that an advisory will be a good teacher above all he is an all-rounder advisor too.

A advisor gets the full esteem of class teacher and teacher trainers too. So a teacher should not hesitate to take advice from the supervisor. A supervisor has much vigilance power than a teacher. He can observe it from outside and it is a picture of collecting all the memories. Many times it can be seen teachers cannot handle the situation properly where a supervisor can handle it properly. The principles that are followed in the modern mass education system for supervision and administration are—flexibility, integrity, evaluation, co-operation, creativity, objectivity, tactfulness, leadership and planning.

Co-operation: Leadership and co-operation are related to each other. One has to work with leadership sacrificing ego. Colleagues are the source of power. He will

assist other teachers too. If a supervisor has the power of leadership skill, then he can easily get help from his colleagues.

Tactfulness: Works done with strategy are called tactfulness. To drive human relation, sympathy and knowledge are needed. Tactful supervisor listens to others' problems with patience. He expresses not only the bad habits of teacher but also the good habits of teachers.

Flexibility: It means to keep balance in different situations. Person, society and atmosphere are variable. Which is perfect for a school may not be applicable for another school. As a teacher has to rectify his planning so a supervisor has to change it. Flexibility needs in school timing, curriculum, textbooks. Sector logic and knowledge are the keys in flexibility.

Planning: Supervision mostly depends on planning. Without any objective it leads to failure. Supervisor also needs planning as teachers do. Without that the target will be unsuccessful.

Creativity: It helps to eradicate teachers to follow the conventional rules. It makes him confident. Creative supervisor will create such mentality to the teachers that will create an interest on learning.

Evaluation: The objective of education is to give value in success. By evaluating the development of school, teaching method, mental sharpness of……..?

It is a mental process. Supervisor will be alert for evaluating many methods and analysis. Self-evaluating and self-correcting are also the parts of it.

As a teacher promoted the students for the next class, so the supervisor also develops the lesson by doing many activities.

In this case, qualities of a supervisor are given below

- Personality and character
- Abundance of intelligence

- Common sense
- Sound health and sound materials
- Principles of education managements
- Have a leadership skill.

3.14 National Academy for Primary Education (NAPE)

To develop the skill, education management of primary school education and education research there established a basic education academy in 1978 in Mymensingh. For its importance and international focusing this academy was renamed in 1983. In Bangladesh it is called "Jatiyo Prathomik Shikkha Academy. After a many years this academy has reached as only national training and research institute.

Aim of Establishing NAPE

- To contribute quality Primary Education;
- To implement education for all program.

3.14.1 The programs that are directing by NAPE

- ❖ To arrange short and long professional training course for education officer, supervisor and teacher trainers;
- ❖ Running action research for the development of teachers training in primary level;
- ❖ To make training materials for PTT training program;
- ❖ To give necessary advise to primary and mass education department;
- ❖ To direct C in Ed program for primary learning-teachers and giving certificate;
- ❖ To run many activities with the help of primary and mass communication department and the training institute;
- ❖ To monitor activity in field level education office and primary school;
- ❖ To moderate C-in-Ed curriculum.

There are 85 members along with 36 faculty member for running the activity. Besides, 7 specialists work there and programmer powered by Noraidfor developing primary education. There is a director among the 36 faculty members. There are two assistant directors (administrative and education), 11 specialists and 22 assistant specialists under his supervision.

Faculty members are helping the directors in many ways.

The duties and responsibilities of the Director are given below:-

3.14.2 Duties and Responsibilities of Director (NAPE):

- Taking responsibility as an accountant for the National Primary Education Academy;
- He acts as a main administrator under the supervision of Directorate General;
- To directing all the administrative works of the academy;
- To take advise from DG in taking strategic step;
- To carry out the rules, ordinance and acts given from the Government;
- To keep discipline in the academy;
- To control the junior job holders of the academy;
- To supervise and control the academy;
- To call a meeting at least once a month with the faculty members;
- To grant leave of the junior officer;
- To allocate the work of the juniors;
- To create a secret file for the juniors and send it for signature of DG;
- To play active role in field level training, management and administration;
- To take directions to the faculty members who are taking many training courses;
- To run thesis activities;
- To act as a main sponsor for the magazine, manual and module;

- To take necessary steps for development of the academy;
- To make annual planning for the academy and its implementation;
- To act as a chairman of C in Ed Board by the power of his post; and
- To carry out all the duties given by the government.

Academy is playing a vital role in the sector of primary education training. It is totally a residential training institution. There are two hostels- one for 70 male persons and another for 30 female. There are also dining room, prayer room and recreation room in the hostel. Besides, there is a VIP guest room. There serves residential benefits for 10-15 guests. There is a library with 15 thousand different books adjacent to the academic building. More than 40 persons can study there at a time. There prevails journals more than thousands of numbers. Many members including the NAPE faculty members can enjoy the facility of library. There are also 5-6 newspapers and magazines. In term of modern facility, there are 6-7 computers powered by NORAD. There is also internet connection. To make the training activities better, there are many training institutions which are providing such facilities.

The institutions are-

- Bangladesh Public Administrative Training Centre.
- Rural development Academy.
- Bangladesh Academy of Rural Development.
- Planning Development Academy.
- Bangladesh Society for Training and Development.
- National Academy of Education Management.
- National Curriculum and Text Book Board.
- UNICEF
- NORAD
- BFID
- British Council.

It is hoped that in near future national Academy of Primary Education will be counted as an international standard institutions.

3.15 Cluster and Sub-cluster training

Our hope is to make a qualitiful primary education implementation. To meet this demand teachers are the power. Success of education mostly depends on qualification of the teachers. School-based training program is necessary for the teachers as they can be introduced with new methods of training. An organization was formed in the country named 'Bangladesh Cluster'. 15-20 government primary schools is under this cluster. It is a continuous teachers training process.

An assistant upazila education officer is dutiful in here. He arranges a training once a month for 2-3 hours. At present, it is known as sub-cluster training.

Not more than 4-5 schools together form a sub-cluster. An assistant education officer arranges this program with the help of 30 teachers.

Generally there are in total 4-5 sub-clusters in a cluster. There are 10-300 clusters in Bangladesh.

In 1983, cluster training was launched in Bhangaupazila (Faridpur), Siruilupazila (Brahmanbaria), Palashbariupazila (Gaibandha) on experimental basis. In 1984, this training program was started in 7 districts and it extended in the whole country in 1986. UNICEF found many problems with the training in a survey in 1989. A workshop was arranged for solution of the problem. Sub-cluster was launched after this workshop. In the initial stage, cluster program was formed in four upazilas from four different divisions. They were—Manirampur (Khulna), Saduria (Dhaka), Saidpur (Rajshahi) and Ramu (Chittagong). Later, this programme spread all over the country.

In our countries, primary school teachers are taking B.Ed., C-in-Ed training from many institutions. But the earned knowledge from the training is not evaluating. This is a big problem training implementation. Sub-cluster training is school-

based. In this management, training is given part by part. Apart from those, the benefits that one gets from this training.

- Any school-based problem can be solved
- Training activity can run by taking part method
- Teachers can use their earned knowledge in practical
- Teachers get experienced in many duties
- Teachers get the chance for sharing their experience
- A bridge is made between training and investigation

Diagram

- The words that are followed in the Diagram.
- To identify the limitation sand to repair it.
- To help for the implement of strategy after training.
- To observe the progress.
- Further investigation after getting information.

Some principle of running sub-cluster:

- It will be arranged in every two months
- The training will run in every school in different phases
- The period of the training is 10:00am to 4:00pm
    - Display Study - 40 min
    - Discuss on display study - 30 min
    - To present training guide - 2 hours and 2 min
    - Co-curricular activity - 30 min
    - Open conversation of school – 30 min

3.15.1 Short brief of the activity

Display study: A selected teacher will read out the study. Related assistant education officer will give necessary advice to the teacher.

- Touch in training day school remain close but the others day it will be open.
- Discuss on display study: After finishing study the trainees will discuss the fact in an open field. In that discussion methods teaching education material, evaluating will be given priority.
- Discussing training guide: this guide is presented in an open discussion. Majorly teaching methods, school management, social awareness are given in that guide. There are 58 guides are published till now.
- Co-curricular activity: co-curricular activity like song, poem, fun, debate adding physical awareness etc. are held by taking part individually. As teachers can do it his own school so the training are arranged.
- Emphasis on solving school problem: In the test, session of the training day there held a open conversation about the problem of school. In this conversation teachers will disowns the problems of his own school. In this conversation, the president of SMC has much time to give valuable direction. SMC president fell proud to be present there. After this a date is fixed for the next training.

Upazila resource center URC there is no alternative way of teacher training for the development of primary education. There are many courses running for the teachers that are one-year durable course, subject related training course and sub cluster training.

In these trainings do not provide readymade strategy and thought to the teachers regarding this. There was to set up a permanent organization in upazila level. Thus the teachers can get the benefit spontaneously, and can solve any matter easily it was declared in last national education principle. Already upazila research center has started and many people are appointed, taking new place and collecting training material. With the help of Germany, many URC are newly setting up.

3.16 Conclusion

Organizational structure, filling and recording system, general storage system, duties and responsibilities of the office stuff in the aspect of these upuzila education offices was found to very poor managed. At present 1 UEO**,** 6-10 AUEO, 1 head assistant, 2 clark and 1 MLSS. It is found that duties and responsibilities of the office staff has not been clearly spelled out. According the existing rule upuzila education office maintained one file for each school and that file should contain some basic facts about that particular school and this files is supposed to be up-dated yearly. But in the education office no such files was opened in the name of any school. It is the duty of the UEO to have a map of the upuzila displayed in his office showing the location of the schools. But no such map was available in the office of UEO. URC is also desirable condition. There is no sufficient chair, table, and other furniture for training program facilities.

Chapter Four
Roles of the Headmaster, School Management Committee, Parent-Teachers Association in Primary Education in Bangladesh

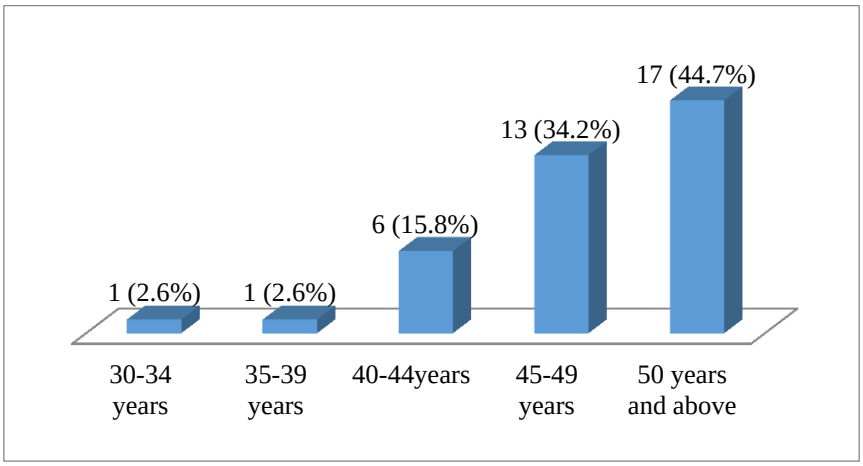
4.1 Introduction

The management of primary education at upazila level both academic and school development is a gigantic task. It requires the co-operation and involvement of local people. However, general people erroneously think that their support and co-operation are no longer required since the schools are nationalized. But it is a fact that local community participation is must in order to increase enrolment and to reduce the dropout rates in the school. The school community relation and SMC (school management committee), PTA (parent-teachers association) forming committee is to ensure the participation of local leading people in the governance of the primary school.

4.2 Age of the Respondents

Age is the determinant factor to governance the primary education. Total number of surveyed headmaster was 38. Not all of the respondents belongs the same age group. The distribution of the respondents in different age groups are shown in the following figure

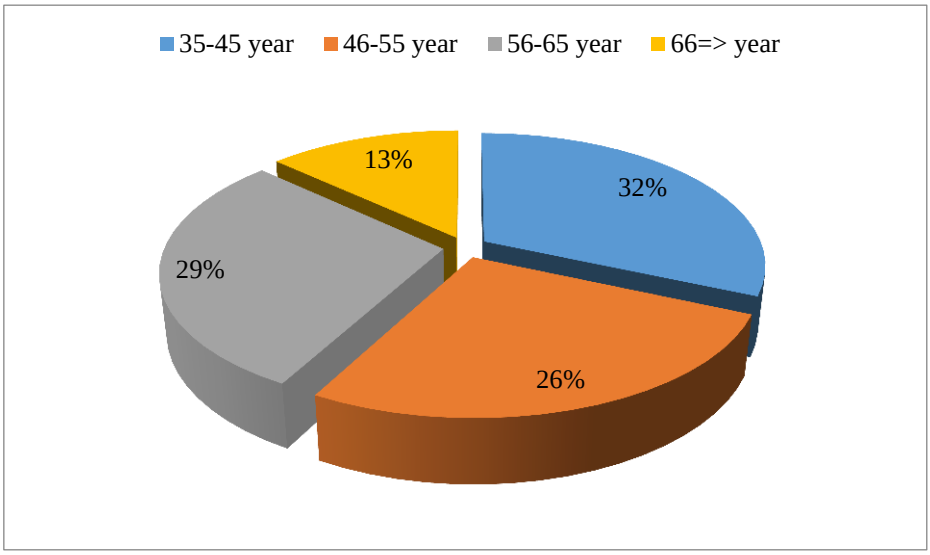
Figure 4.1: Age distribution of the Headmaster



Sources: Field Survey, 2017

Figure 4.1 reveals that highest numbers of headmaster belongs to 50 years and above, and lowest number of respondent belongs to 30 to 34 years.

Figure 4.2: Age of the SMC Chairman



Sources: field survey, 2017

On the other hand, figure 4.2 illustrates that 32% SMC chairman age limits are 35 to 45 years, and lowest limits of age group are 66 and above years old. Figure significantly shows that the SMC chairman of the study schools are young ages.

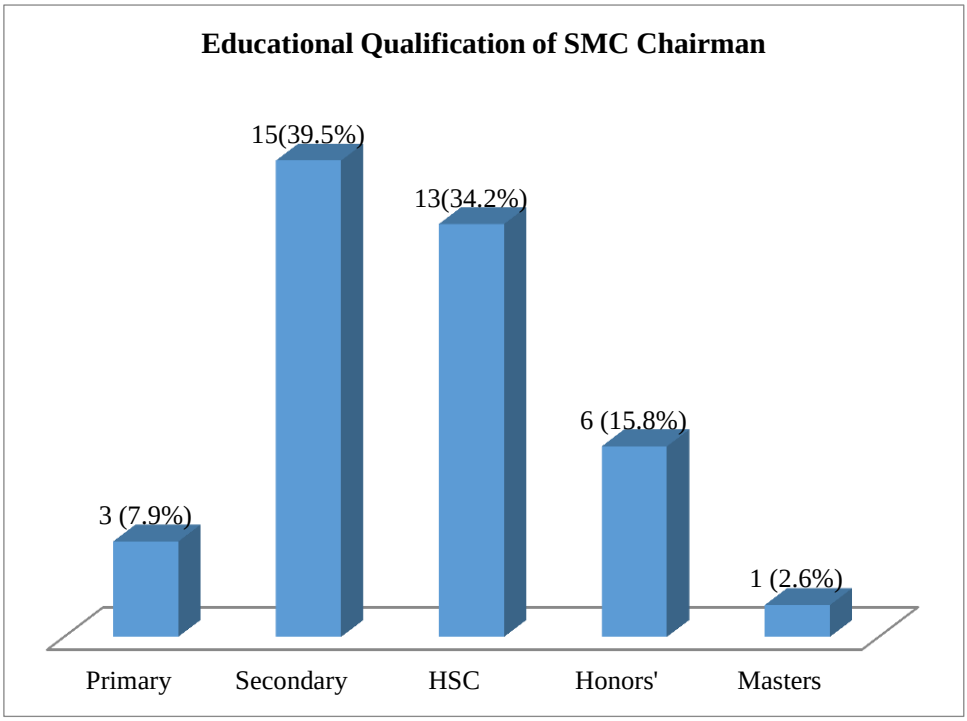
Data (appendix Table 4.1) shows that 44.7% respondent from the age group of 40 to 49 years, and 30 to 39 years age of 34.2% respondents of PTA chairman in the study school. From the data it is seen that the highest number of the respondent of headmaster are 45% belongs to age of 50 and above years, 32% respondent of SMC chairman belongs to age of 35 to 45 years and 45% respondent of PTA chairman age of 40 to 49 years. SMC and PTA chairman are young ages and the headmaster comparatively elder in ages.

4.3 Educational Qualification

It is seen that 73.7% headmaster of study schools are masters pass and 21.1% respondent honors pass in A category school. 57.1% respondent masters pass and 21.4% respondent honors and same respondents are higher secondary certificate

pass in B category school. 40% respondent masters pass 40% respondent of honors pass in C category school. Respondent of A and C category School are well educated but B category school 21.4% respondent are Higher Secondary Certificate pass and overall qualification of the headmasters are masters pass 63.2% in significantly shows that primary education run by educated persons (appendix table 4.2).

Figure 4.3: Educational Qualification of SMC Chairman

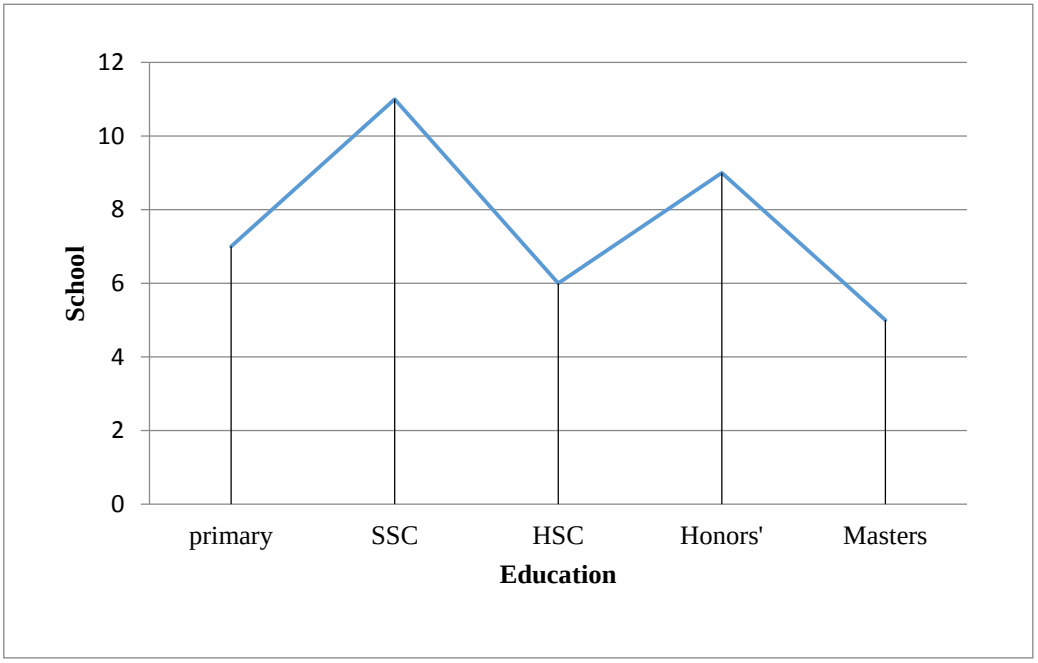


Sources: Field Survey, 2017

Figure shows highest number of SMC chairman are secondary pass and very few of masters pass. Table shows that 42.1% of higher secondary certificate, 36.8% school secondary certificate, and only 5.3% masters and honors', 10.5% primary pass respondent of A category school. 35.7% of SSC and honors', 28.6% of HSC pass respondent of B category school. 60% respondent of C category school are SSC pass, 20% respondent primary and HSC pass none of masters and honors' pass respondent of C category school (appendix 4.3).

Table demonstrate that 52.6% PTA chairman of A category school are 'SSC' (Secondary School Certificate), 15.8% respondents 'HSC' (Higher Secondary Certificate), 'honors', and 'masters' pass. 57.1% respondents of B category school are 'SSC', 14.3% are 'HSC', same respondents are 'honors', and 'masters' pass. 60% respondents of C category school are 'SSC', and 20% respondents are 'primary' and 'masters' pass (appendix table 4.4). Overall table shows 55.3% PTA chairman are SSC pass.

Figure 4.4: Educational Qualification of Guardian



Sources: Field Survey, 2017

Figure 4.4 illustrate 11 guardian are SSC and lowest number of masters pass. Table demonstrate 36.8% guardians are SSC pass (Secondary School Certificate), 21.1% respondent masters pass, 21.1% respondent HSC pass (Higher Secondary Certificate), 10.5% respondent primary and honors pass in A category school. 35.7% respondents are honors pass, 28.6% respondent primary pass, 14.2% respondent SSC, and HSC pass in B category school. 40% respondent SSC and honors pass, and 20% respondent primary pass in C category school.

4.4 Profession of the Respondent

Profession are the important factor to give suggestion the others organization. This study taken three important people those who are directly involve to govern the school. Table 4.1 shows that 36.8% profession of respondent of A category school are 'small entrepreneur', 31.6% respondent are 'retired person', 26.3% respondent are 'agriculture', and only 5.3% are 'public servant'. 57.1% respondent of B category school are 'small entrepreneur', 21.4% 'agriculture', 14.3% 'public servant', and 7.1% 'retired person'. 60% respondent of C category school are 'small entrepreneur', 20% are 'agriculture' and 'public servant'.

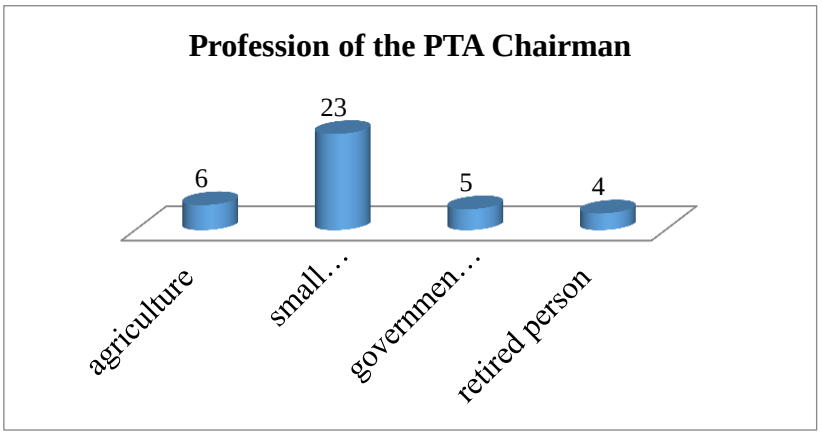
Table 4.1: Profession of the SMC Chairman

		Category of the School			Total
		A	B	C	
Profession of the SMC Chairman	Agriculture	5	3	1	9
		26.3%	21.4%	20.0%	23.7%
	Small entrepreneur	7	8	3	18
		36.8%	57.1%	60.0%	47.4%
	Public servant	1	2	1	4
		5.3%	14.3%	20.0%	10.5%
	Retired person	6	1	0	7
		31.6%	7.1%	0.0%	18.4%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

On the other hand 57.9% PTA chairman profession of A category school are 'small entrepreneur', 21.1% profession of respondents are 'agriculture', and 21.1% 'government employee'.71.4% respondents of B category schools are 'small entrepreneur', and 21.4% are 'retired person'. 40% respondents of C category school are 'small entrepreneur', 20% are 'agriculture', same respondents are 'government employee', and 'retired person' (appendix table 4.5).

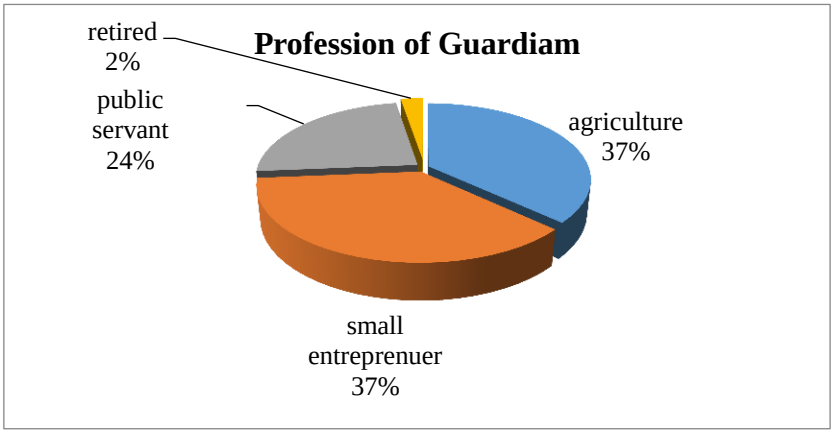
Figure 4.5: Profession of the PTA Chairman



Sources: Field Survey, 2017

Table shows 31.6% occupations of guardians are 'agriculture', 'small entrepreneur', and 'public servant' in A category school. 50% respondents of B category school are 'agriculture', 35.7% occupations of respondents are 'small entrepreneur', 14.3% are 'public servant. 60% respondents of C category school are 'small entrepreneur', and 20% respondents are 'public servant' (appendix table 4.5).

Figure 4.6: Profession of Guardiam



Sources: Field Survey, 2017

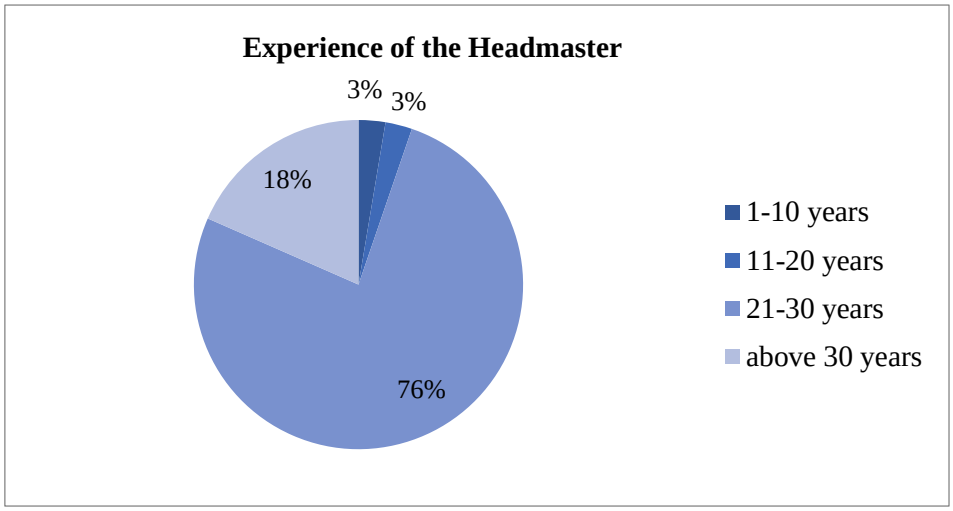
Table 4.5 shows 37% occupations of guardian are 'small entrepreneur', and 'agriculture'. And lowest numbers are retired persons.

Overall professions of the respondents are small entrepreneur.

4.5 Experience of the Respondents

Experiences are the much important factor to manage the institution. This study reveals the experience of the respondent

Figure 4.7: Experience of the Headmaster



Sources: Field Survey, 2017

Table shows that maximum 89.5% respondent experience of A category school within 21-30 years. 64.3% respondent experience of B category school within 21-30 years. 60% respondents experience of C category school within 21-30 years. Data shows experience of respondent in 3 category schools within 21-30 years (appendix table 4.6).

Table 4.2: Experience of the SMC Chairman

		Category of the School			Total
		A	B	C	
Experience of the SMC Chairman	Yes	12	3	0	15
		63.2%	21.4%	0.0%	39.5%
	No	7	11	5	23
		36.8%	78.6%	100.0%	60.5%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

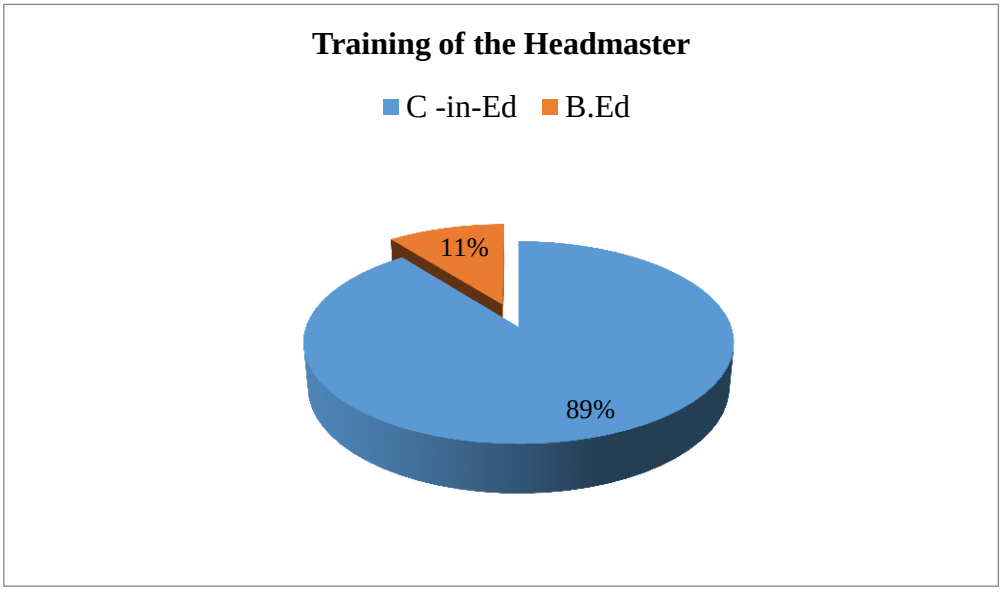
It is seen that the table 4.2 shows 63.2% respondents of A category school have ‘experience’, and 36.8% respondents have ‘no experience’. 78.6% respondents of

B category school have 'no experience', and 21.4% have 'experience'. 100% respondents of C category school have 'no experience'. Overall they 60.5% respondent have no experience.

4.6 Training of the Respondent

Table shows that 78.9% respondents in A category school are taking 'C-in-Ed' training. 100% respondents of B category school are taking 'C-in-Ed' training. 100% respondents of C category school are training 'C-in-Ed' training. Only 21.1% insignificant respondents of A category school have 'B-Ed' training (appendix table 4.7).

Figure 4.8: Training of the Headmaster



Sources: Field Survey, 2017

Table 4.3 demonstrate 52.6% respondent opined they are not taking training after chairmanship, and 47.4% respondent opined they are taking training. 64.3% respondent opined of B category schools are not taking training, and 35.7% opined are not taking training. Significantly table shows that 100% respondent of C category school are not taking training after chairmanship.

Table 4.3: Training of the SMC Chairman

		Category of the School			Total
		A	B	C	
Training after (SMC)chairmanship	Yes	9	5	0	14
		47.4%	35.7%	0.0%	36.8%
	No	10	9	5	24
		52.6%	64.3%	100.0%	63.2%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

On the other hand table shows that (appendix 4.8) 84.2% PTA chairman opined of A category school that they are not taking training after chairmanship, 15.8% opined they have. 64.3% respondent opined of B category school opined they have 'no' training, 35.7% opined they have training. 80% respondents opined of C category school have no training, only 20% respondent opined they have taking training after chairmanship.

4.7 Arrange Extra Classes for Weak Students

The study wants to know the headmaster arrange to extra classes for weak students table 4.4 shows that 100% A and C category schools arrange extra classes for weak students and 85.7% schools of B category arrange of extra classes for weak student only 14.3% schools do not arrange of extra classes for weak student. 100% of C category school arranges of extra classes for weak students.

Table 4.4: Extra Classes for Weak Students

		Category of the School			Total
		A	B	C	
Arrangement of extra classes for weak students	Yes	19	12	5	36
		100.0%	85.7%	100.0%	94.7%
	No	0	2	0	2
		0.0%	14.3%	0.0%	5.3%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

SMC chairman play vital role according to community participation in the school the question is there any extra classes for weak students table (appendix table 4.9) demonstrate 89.5% respondent opined the school taking extra classes for weak

student, very few respondent opined that the school are not taking extra classes for weak student of A category school. 71.4% respondent opined the schools are taking extra classes, and 28.6% opined are not doing these duties properly in B category school. 100% respondent opined and table significantly shows that of C category schools are not taking extra classes for weak student. Significantly shows that of C category school are not arrange extra classes for weak students where the headmaster given the wrong information.

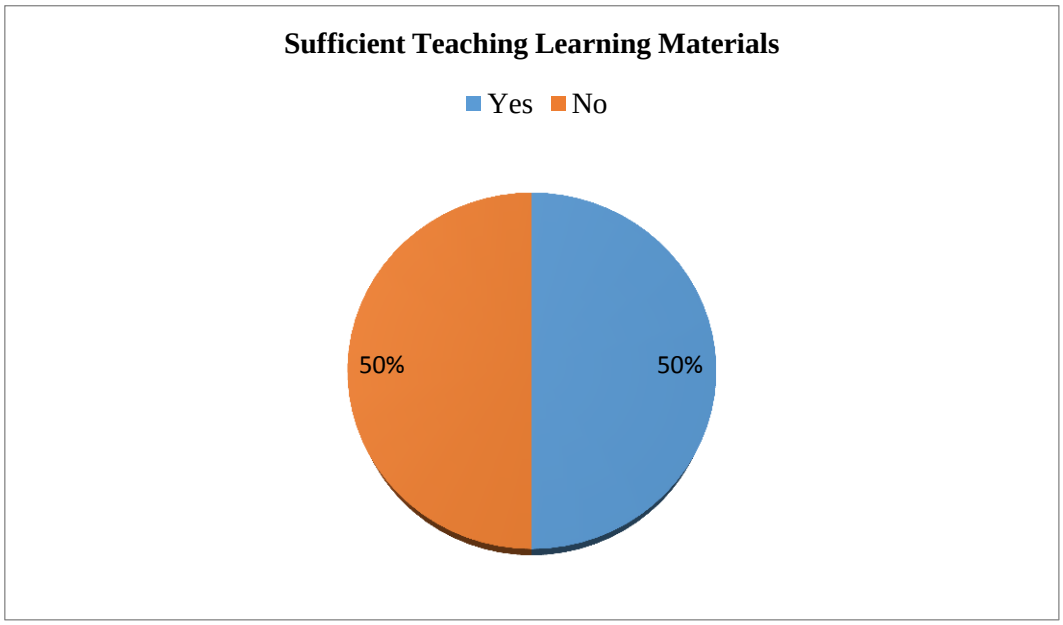
On the other hand important community participation as PTA chaiman the question arises for extra classes then the result is (appendix table 4.10) shows 84.2% respondents of A category school opined that the school taking extra classes for week students. 85.7% respondents opined of B category school opined the school are taking classes for week students. 60% respondents of C category school opined that the schools are not taking extra classes for weak students.

Finally we observe that A category school organize of extra classes for weak students and their management is better but B and C category school is little bit backward.

4.8 Sufficient Teaching Learning Materials in the School

Renewal and updating curricula should be undertaken to make them more competency based and related to life situation of the children. Quality text book and availability of good supplementary reading materials must be ensured for improving educational standard in the school. Free text books and free stationary, slates, pencils, wordbook, drawing books etc. should be provided as incentives for school attendance. Supply educational aids like wall charts, globes, models, etc. should be seen as an important factor improving teaching learning in the classroom.

Figure 4.9: Sufficient Teaching Learning Materials



Sources: Field Survey, 2017

Table 4.5: Sufficient Teaching Learning Materials

		Category of the School			Total
		A	B	C	
Sufficient Teaching learning materials in the school	Yes	14	4	1	19
		73.7%	28.6%	20.0%	50.0%
	No	5	10	4	19
		26.3%	71.4%	80.0%	50.0%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.5 shows that sufficient teaching learning materials in the school in 73.7% respondent in A category school opined that there are sufficient teaching learning materials and 26.3% respondent opined that lack of teaching learning materials in the schools. 71.4% respondent of B category schools opined that significantly insufficient of teaching learning materials in the schools and 28.6% respondent opined that sufficient teaching learning materials. 80% respondents opined of C category schools are not sufficient of teaching learning materials in the schools. Figure 4.9 reveals similar figure of yes and no about teaching learning materials.

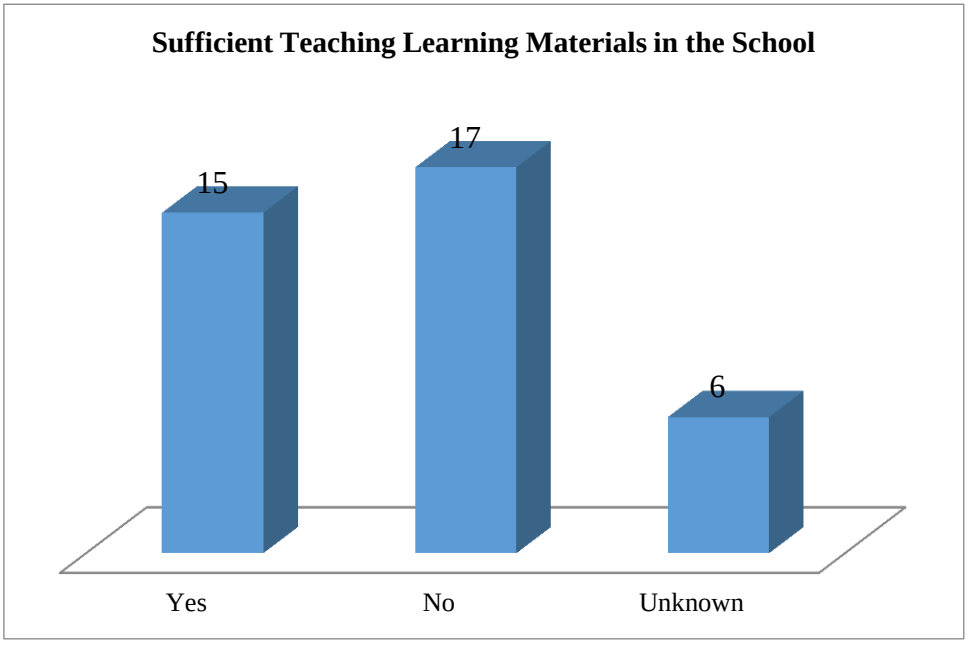
Table 4.6: Necessary Teaching Learning Materials in the School Question for SMC chairman

		Category of the School			Total
		A	B	C	
Necessary teaching learning materials in the school	Yes	16	9	1	26
		84.2%	64.3%	20.0%	68.4%
	No	3	5	4	12
		15.8%	35.7%	80.0%	31.6%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.6 demonstrate that 84.2% respondent opined of A category school have necessary teaching learning materials in the school, 15.8% respondent opined have no enough materials. 64.3% respondent opined of B category school have sufficient materials and 35.7% respondent opined have not sufficient materials. 80% respondent of C category school opined that there are no sufficient materials and only 20% respondent opined the schools have sufficient teaching learning materials in the school.

Figure 4.10: Sufficient Teaching Learning Materials in the School question for PTA chairman



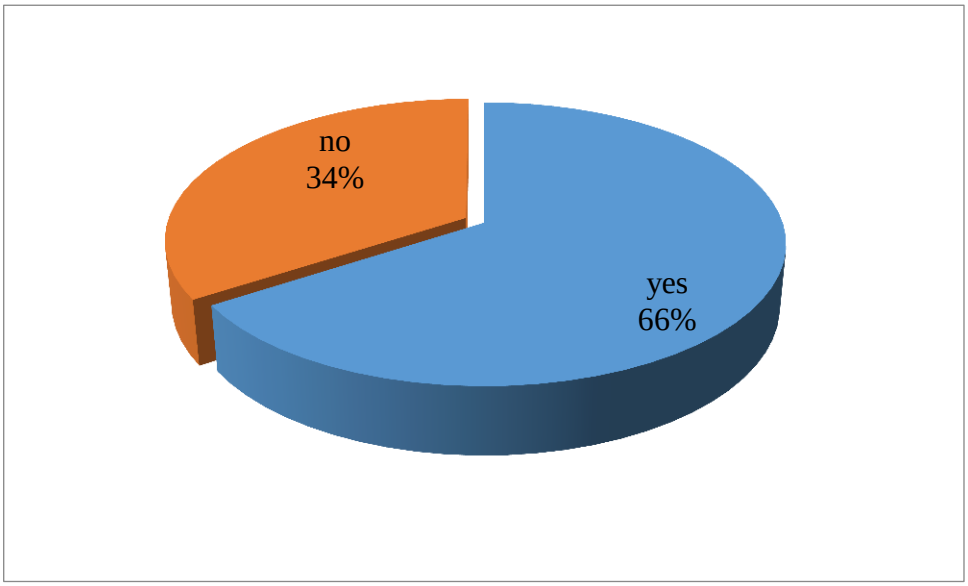
Sources: Field Survey, 2017

Table (appendix table 4.11) demonstrates 57.9% respondent opined of A category school that the school have sufficient teaching learning materials school, 26.3% respondent opined have no sufficient materials, and 15.8% are 'unknown' these job. 71.4% respondent opined that the school are not sufficient teaching learning materials, and very few respondent opined there are enough materials, 7.1% are 'unknown' of school needs. 40% respondent opined of C category school opined the schools are not sufficient teaching learning materials, 40% are 'unknown' and 20% respondent opined of sufficient teaching learning materials in the school.

4.9 Dropout the Students in the School

A drop out in this research is defined as a child who is reported to be enrolled in the school at the beginning of the year but did not come back again at the end of the year. In this research asking SMC chairman for drop out the student in the school. Figure 4.11 shown that maximum school has been dropout the schools.

Figure 4.11: Dropout the Students in the School



Sources: Field Survey, 2017

Table (appendix table 4.12) shows 57.9% respondent opined that 'dropout of the students' of A category school and 42.1% respondent opined of the school that there is 'no dropout'. 78.6% respondent opined of B category school that highly

dropout rate in the school, and 21.4% opined there are no 'dropout' the schools. 60% respondent opined of C category schools are 'dropout' and 40% respondents of the school are no 'dropout' in the school.

Question for PTA chairman do you know the drop out the student of the school the study reveals that 84.2% answer is 'yes' that drop out the student in the school continues inspite of government incentives.

Table 4.7: Dropout the Students in the School

		Category of the school			Total
		A	B	C	
Know the student dropout	Yes	16	12	4	32
		84.2%	85.7%	80.0%	84.2%
	No	1	1	0	2
		5.3%	7.1%	0.0%	5.3%
	Unknown	2	1	1	4
		10.5%	7.1%	20.0%	10.5%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.7 demonstrates that 84.2% respondents opined of A category school that they know the students dropout the school, and 10.5% respondents opined are 'unknown'. 85.7% respondent of B category school opined that they know the significantly dropout the student, and 7.1% are not known, and same are 'unknown' to dropout the students in the school.

4.10 Role of SMC Chairman to take any necessary step to reduce drop out student in the school

Chairman of SMC doing all activities except class teaching with the headmaster and he is the main helping hand of the school along with students related function when the researcher through question about play any role to reduce the drop out the school then he answer the below table.

Table 4.8: SMC Chairman to take any necessary step to reduce drop out student in the school

	Category of the School			Total
	A	B	C	
Meeting with guardian	10	6	3	19
	52.6%	42.9%	60.0%	50.0%
Distribution of free books	3	0	1	4
	15.8%	0.0%	20.0%	10.5%
Meeting with only mother	7	4	1	12
	36.8%	28.6%	20.0%	31.6%
Ground meeting	6	2	1	9
	31.6%	14.3%	20.0%	23.7%
Nothing necessary step	1	5	2	8
	5.3%	35.7%	40.0%	21.1%

Sources: Field Survey, 2017

Table 4.8 demonstrate 52.6% respondent opined they actively work against dropout and ‘meeting with guardian’, 36.8% respondent ‘meeting with mother’, 313.6% are doing ‘ground meeting’, 15.8% opined ‘distribution of free books’. 42.9% respondent opined of B category school that they are ‘meeting with guardian’, 28.6% are ‘meeting with mother’, 35.7% respondent opined taking ‘nothing necessary step’, 14.2% are ‘ground meeting’, for reduce of dropout rate. 60% respondent opined of C category school that they are ‘meeting with guardian’, and 20% opined ‘distribution of free books’, ‘meeting with mother’, ‘ground meeting’, and 40% opined they are not taking necessary step against dropout the student of the school. About 19 school out of 38 of study school and 50% school discussed to guardian of A, B, and C category school.

Another important participation of local community as PTA chairman he is also governing member in the school same question for him/her and give different answer are given below.

Table 4.9: PTA Chairman to take any necessary step to reduce drop out student in the school

	Category of School			Total
	A	B	C	
Communicate with guardians	9	3	5	17
	47.4%	21.4%	100.0%	44.7%
Communicate with Mothers gathering	6	7	3	16
	31.6%	50.0%	60.0%	42.1%
Communicate with Guardian meeting	4	4	2	10
	21.1%	28.6%	40.0%	26.3%
Communicate with Ground meeting	2	1	2	5
	10.5%	7.1%	40.0%	13.2%
Taking no necessary step	4	3	0	7
	21.1%	21.4%	0.0%	18.4%

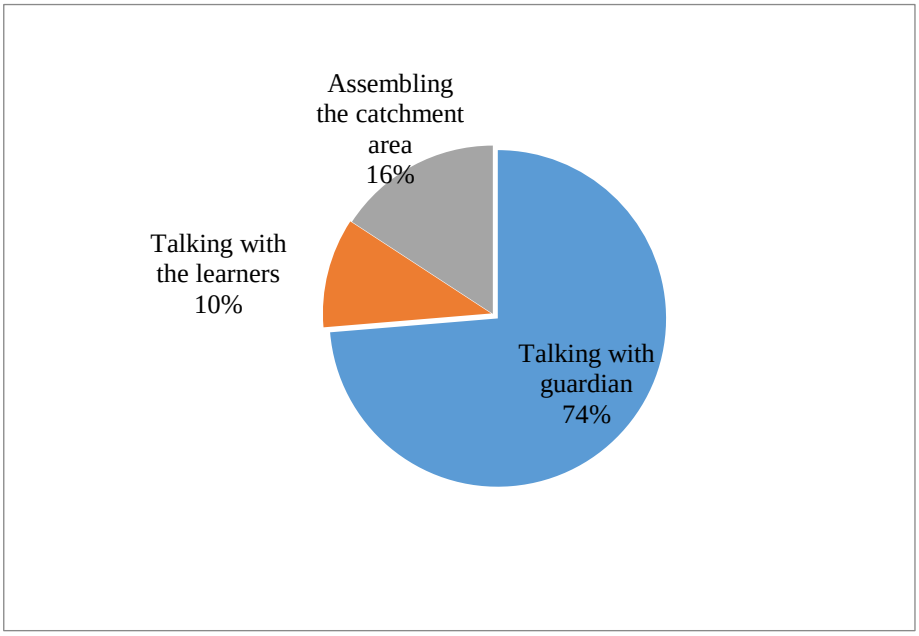
Sources: Field Survey, 2017

Table 4.9 shows that 47.4% respondent opined of A category school they communicate the 'guardian' for reduce the drop out, 31.6% respondents are 'mothers gathering', 21.1% opined they are arrange the 'guardian meeting', and 10.5% arrange 'ground meeting'. 50% respondents opined of B category school that they arrange 'mothers gathering', 28.6% arrange the 'guardian meeting', and 21.4% respondents 'communicate the guardian', and same respondent opined 'taking no necessary step'. 100% respondents opined of C category school that they 'communicate the guardian', and 60% respondents arrange the 'mothers gathering', 40% respondents opined they arrange the 'guardian meeting', and same respondents arrange the 'ground meeting' to reduce the student drop out in the school.

4.11 Role of SMC Chairman to Create Interest among the Student to Come at School in Surveyed Child

Those who are not coming the school in catchment area in surveyed child question arise the SMC chairmen are going to the child's house to create interest among the student to come at the school.

Figure 4.12: Role of SMC Chairman to Create Interest among the Student to Come at School in Surveyed Child



Sources: Field Survey, 2017

Table 4.10: SMC Chairman to Create Interest among the Student to Come at School in Surveyed Child

		Category of the School			Total
		A	B	C	
Role of SMC chairman to create interest among the student to come at school	Talking with guardian	13	12	3	28
		68.4%	85.7%	60.0%	73.7%
	Talking with the learners	2	1	1	4
		10.5%	7.1%	20.0%	10.5%
	Assembling the catchment area	4	1	1	6
		21.1%	7.1%	20.0%	15.8%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

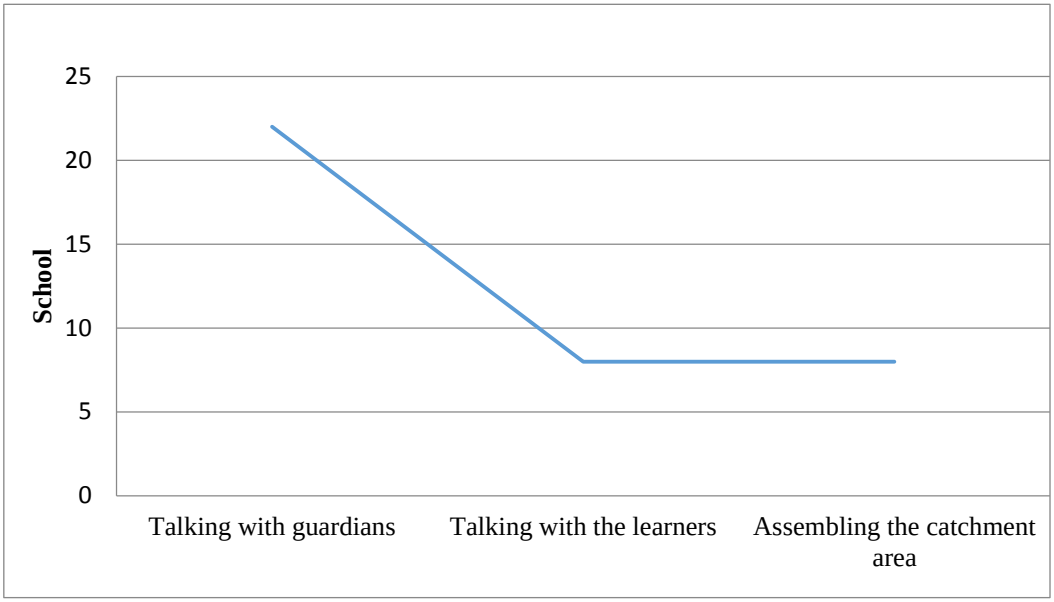
Table 4.10 shows 68.4% respondent opined of A category school they are 'talking with guardian', 21.1% respondent opined 'assembling the catchment area', 10.5% are opined 'talking with the learner's' of the school to create interest among the student to come at school. 85.7% respondent opined they are 'talking with guardian', 7.1% opined 'talking with learners', and 'assembling the catchment area' of the school to create interest among the student to come at school. 60%

respondent opined of C category school they are 'talking with guardian', 20% respondent are 'talking with learners', and same respondent 'assembling the catchment area' of the school to create interest among the student to come at school. Overall 28 school out of 38 study school SMC chairman talking with guardian. In this regard

> One of the FGD member comments on this issues that the chairman of SMC and PTA and others member of the committee are the political leaders they are not doing such kind of work.[1]

Same question for PTA chairman what are the play role to grow interest for coming the student in the school

Figure 4.13: Role of PTA Chairman to Create Interest among the Student to Come at School in Surveyed Child



Sources: Field Survey, 2017

Table 4.11 shows 47.4% respondents of A category school opined that they 'talking with guardian', 26.3% respondents are 'talking with learners', and same are arrange 'assembling the catchment area' to grow interest for coming the student in the school. 64.3% respondents of B category school opined that they 'talking with guardians', and 21.4% are opined 'talking with learners', 14.3%

[1] FGD data, Rajshahi, November 2017.

opined 'assembling the catchment area'. 80% respondents opined of C category school that they are 'talking with guardians' for grow interest to coming the students in the school.

Table 4.11: PTA Chairman to Create Interest among the Student to Come at School in Surveyed Child

		Category of the school			Total
		A	B	C	
Role play to grow interest for coming the school	Talking with guardians	9	9	4	22
		47.4%	64.3%	80.0%	57.9%
	Talking with the learners	5	3	0	8
		26.3%	21.4%	0.0%	21.1%
	Assembling the catchment area	5	2	1	8
		26.3%	14.3%	20.0%	21.1%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

4.12 Sufficient Teachers in the School

Availability of the teacher is very important in promoting primary education in the country. Apart from teaching, they often play a very significant role in the mobilizing the parents to send their children to school. The usual number of teachers in the primary school in our country is 4-5. These 4-5 teachers are to teach from class 1-5. For this reason, the teacher's ratio with the students has been calculated by combining the students of class 1-2 and 3-5.

Table 4.12: Teachers are Working in the School

	No of Teachers	Category of the School			Total
		A	B	C	
Total Teacher	4-6	6	7	4	17
		31.6%	50.0%	80.0%	44.7%
	6-8	6	7	1	14
		31.6%	50.0%	20.0%	36.8%
	8-10	7	0	0	7
		36.8%	0.0%	0.0%	18.4%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.12 shows that 36.8% in A category schools within '8-10' teachers, '6-8' teachers in 31.6% school, and '4-6' teachers 31.6%. 50% in B category schools the teacher have within '4-6', and '6-8'. Table significantly shows that 80% of C category schools are highly insufficient teacher only '4-6' teachers. On the other hand A and B category school must increase of teacher against student ratio for quality education under the light of National Education Policy 2010.

Asking the SMC chairman for adequate teacher against student he stressed the crisis of teacher in the school 78.9% of study schools has no adequate teacher.

Table 4.13: Sufficient Teachers are Working in the School

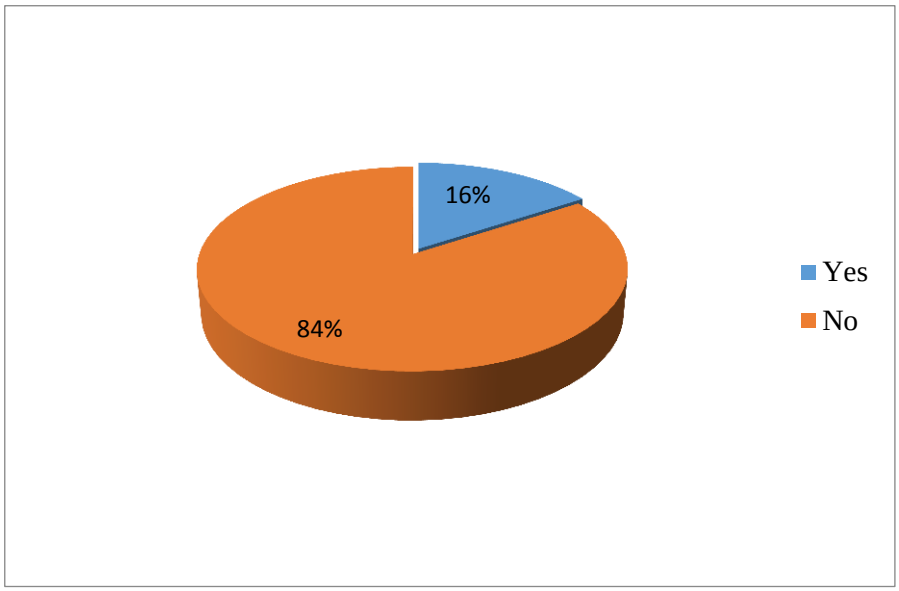
		Category of the School			Total
		A	B	C	
Adequate teacher against student	Yes	6	2	0	8
		31.6%	14.3%	0.0%	21.1%
	No	13	12	5	30
		68.4%	85.7%	100.0%	78.9%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.13 demonstrate 68.4% respondent opined of A category school that according the national education policy 2010, where the student ratio 1:30 but the table shows negative result, 31.6% respondent opined have adequate teacher against student in the school. 85.7% respondent opined of B category school is not enough teachers in school, only two respondents opined have adequate teacher. 100% respondent opined and significantly, shows there are not enough teachers against student of C category school.

On the other hand another important key decision maker PTA chairman asking same question, he stressed for lacking of teacher in the school figure 4.14 shows that 84% school have no adequate teacher.

Figure 4.14: Sufficient Teachers are Working in the School



Sources: Field Survey, 2017

Table (appendix table 4.13) demonstrates that 78.9% respondent opined of A category school that there are no sufficient teachers, and 21.1% respondent opined are adequate teachers against students in the school. 92.9% respondent of B category school opined that there are not adequate teachers against students. 100% respondent of C category school opined there are not sufficient teachers against students.

4.13 Role of SMC and PTA Chairman to Increase the Teachers in the School

SMC chairman express his opinion in different angel that he doing various way for increasing the teacher the school study reveals A, B, and C category school teachers crisis table 4.14 shows 100% respondent opined of A category school that the SMC chairman communicate with 'upazila chairman', 94.7% respondent opined communicate with 'local leader', 57.9% opined they communicate with 'UEO, AUEO', 52.6% respondent communicate with 'DPEO' for increase of teacher in the school. 71.4% respondent opined of B category school that they communicate with 'UEO, AUEO', 57.1% communicate with 'DPEO', 50% are 'upazila chairman', 42.9% are communicate with 'local leader' for increase

teacher in the school. 80% respondent opined of C category school that the SMC chairman communicate with 'local leader', 60% are communicate with 'upazila chairman', 40% communicate with 'UEO, AUEO', and 20% respondent communicate of 'DPEO' for increase teachers in the school.

Table 4.14: Role of SMC Chairman to Increase the Teachers in the School

	Category of the school			Total
	A	B	C	
Communicate with DPEO	10	8	1	19
	52.6%	57.1%	20.0%	50.0%
Communication with UEO/AUEO	11	10	2	23
	57.9%	71.4%	40.0%	60.5%
Communication with Upazila Chairman	19	7	3	29
	100.0%	50.0%	60.0%	76.3%
Communication with local leader	18	6	4	28
	94.7%	42.9%	80.0%	73.7%

Sources: Field Survey, 2017

On the other hand PTA chairman asking same question then he express his views table (appendix table 4.14) shows 89.5% respondent of A category school opined that they 'communicate with upazila chairman/MP, 84.2% respondent opined they 'communicate with local leader', 73.7% opined 'no communicate', and 42.1% respondent opined they communicate with DPEO, UEO, AUEO' for increase the teacher in the school. 92.9% respondent opined 'no communicate', 42.9% opined they 'communicate with local leader', and 'upazila chairman/ MP' for increase the teacher in the school. 100% respondent of C category school opined that they 'no communicate with anyone', 80% are 'upazila chairman', and 60% 'communicate with local leader' for increase the teacher in the school.

4.14 Student's Home Visit by Assistant Teacher

The government gazette clearly states that assistant teacher's routine work of student's home visit[2]. Table 4.15 demonstrate that student's home visit by assistant teacher of 89.5% respondent of A category schools opined that they are organized student's home visit by assistant teacher and 10.5% respondent not

[2] Ministry of Primary and Mass Education, *Government of the People's Republic of Bangladesh SRO no:38.008.035.00.00.007.2012/688,* Gazette Notification, Formation of SMC Committee (Dhaka: November 2012), p. 6.

organized these work. 64.3% respondent of the B category school opined that organized student's home visit and 35.7% respondent opined that they are not perform these duties. 60% respondent of the C category schools opined that they are not organized these work perfectly

Table 4.15: Student's Home Visit by Assistant Teacher

		Category of the School			Total
		A	B	C	
Student's Home visit by assistant teacher	Yes	17	9	2	28
		89.5%	64.3%	40.0%	73.7%
	No	2	5	3	10
		10.5%	35.7%	60.0%	26.3%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Same question for SMC chairman for cross checking that the assistant teachers are performing student's home visit they states yes and no about to equals but C category schools are poor in performance. Table 4.16 demonstrate 57.9% respondent opined of A category school that performing student's home visit by the assistant teacher, 31.6% respondent opined the teacher are not doing these job perfectly, and 10.5 % opined they are 'unknown' about these function. 57.1% respondent opined the assistant teachers are not performing the student's home visit, and 35.7% opined they are doing their job. 80% respondent opined of C category school that the assistant teachers are not going to the student's home, and only 20% respondent opined they do their job perfectly.

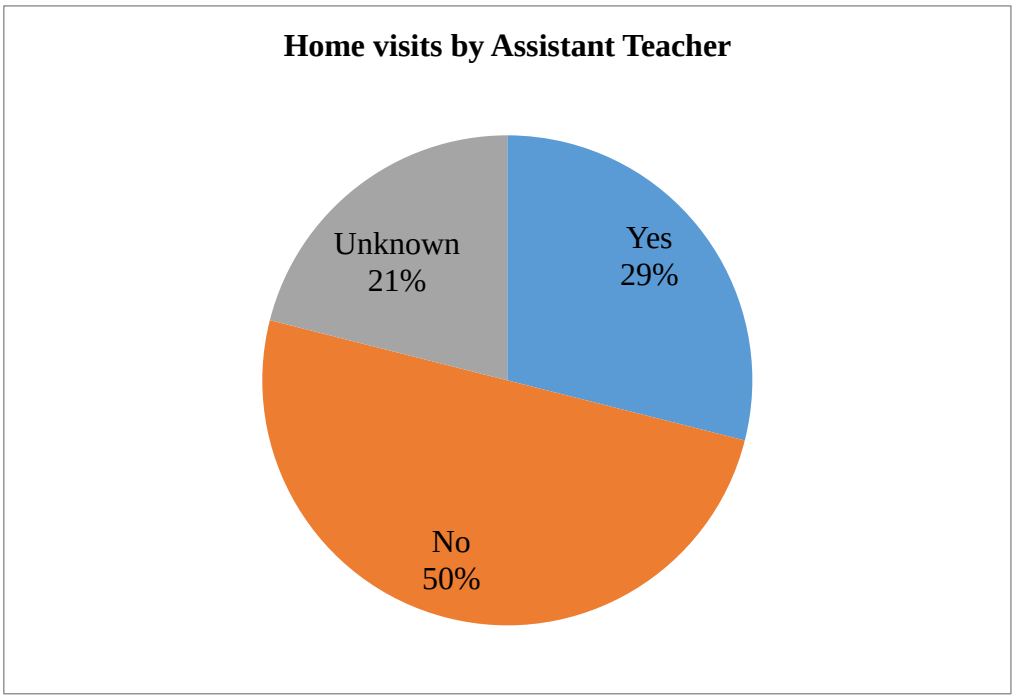
Table 4.16: Home Visit by Assistant Teacher

		Category of the School			Total
		A	B	C	
Performing student's home visit by assistant teacher	Yes	11	5	1	17
		57.9%	35.7%	20.0%	44.7%
	No	6	8	4	18
		31.6%	57.1%	80.0%	47.4%
	Unknown	2	1	0	3
		10.5%	7.1%	0.0%	7.9%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

PTA chairman express his views of assistant teacher perform the student's home visit[3] table (appendix table 4.15) demonstrates 47.4% respondent opined of A category school that the assistant teachers are perform the student's home visit, 36.8% opined the teacher are not attended the student's home visits, 15.8% opined they are almost 'unknown' the student's home visits by the assistant teachers. 60% respondent of C category school opined the teachers are not attended the student home visits, 40% are not known these duties. Overall 50% respondent are not known their concern duties.

Figure 4.15: Home Visits by Assistant Teacher



Sources: Field Survey, 2017

Figure 4.15 shows overall 50% respondent opined assistant teacher are not doing these duties and 21% respondent are not known of government order.

Concern officers of primary education said that, there are power delegate of SMC and PTA chairman to monitoring the student's home visits by assistant teachers.

[3] Ministry of Primary and Mass Education, *Government of the people's Republic of Bangladesh SRO no: Dept. PMED/Admin-3/Commi-3/2000/526/1*, Gazette Notification, Formation of PTA Committee (Dhaka: November 2000), p. 1.

In this regard, the opinion of the education officer of kushtia sadar upuzila deserved special mention.

> There are two strong committees like SMC and PTA for the governance of primary school. The committee will distribute the duties by rotation among the assistant teacher for student's home visits. The every primary office has vast of work loaded so I have no chance of monitoring their duties.[4]

4.15 Step to Taking Action the against Assistant Teacher Those Who Are Not Perform Student's Home Visit

The SMC chairman asked what steps were taken against the responsible teacher those who are not done his/her duties Table (appendix table 4.16) shows 94.7% respondent of A category 92.9% respondent of B category and 80% of C category schools respondents are communicate with UEO/AUEO. 89.5% respondents of A category school, 85.7% of B category school and 100% of C category school respondent opined they are communicate with the headmaster. 78.9% of A category school, 85.7% of B category school and 80% C category school respondents opined that they are communicate with responsible teacher. 100% respondent of A category school, 71.4% respondent of B category school and 60% respondents of C category school opined they are not taking any necessary steps against teacher.

Same question for PTA chairman what steps against assistant teacher if they are not going to the student's home those students are not attend the school. He expressed his opinion (appendix table 4.17) that 23.7% consult with headmaster and 21.1% taking no necessary measures against assistant teacher.

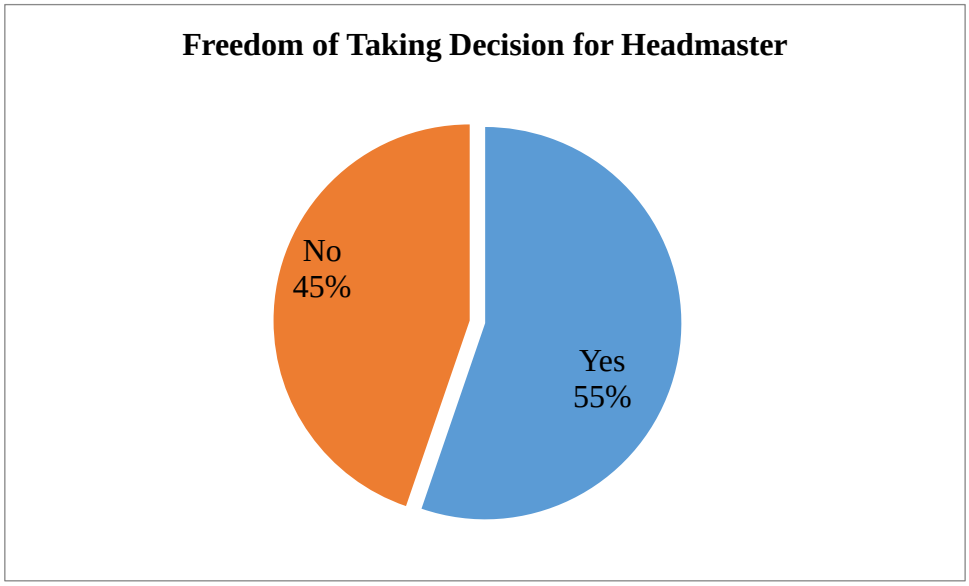
4.16 Freedom of Taking Decision in the Regular School Activities

Table (appendix table 4.18) shows that freedom of taking decision 63.2% respondent of a category schools opined that there is no freedom of taking decision and 36.8% respondent opined that there is no obstacles of taking decision for govern the school. 78.6% respondent opined in B category school that unusual interferes of taking decision. 60% respondent of C category school opined that no

[4] Inteview with UEO of Kushtia sadar upuzila, November 22, 2017.

obstacles to taking decision and 40% of respondent C category school opined there are unusual interfere of taking decision for govern the schools. Overall 21 school out of 38 study school opined they have no trouble to taking decision and significantly shows 17 schools are complain for disturbance.

Figure 4.16: Freedom of Taking Decision for Headmaster



Sources: Field Survey, 2017

4.17 Interfere of Taking Decision Whom Consult With the Solving Probems

Table 4.17 shows that if interfere to govern the school to whom consult with, 89.5% respondent of A category school opined that they consult with UEO (Upazila Education Officer) when taking an important decision 57.9% consult with SMC chairman, 73.7% respondent consult with PTA chairman in A category schools. 85.7% respondent of B category school opined that consult with UEO when they taking an important decision, 42.9% respondent opined consults with PTA chairman, and 28.6% consult with SMC chairman. 80% respondent of C category schools opined that they are consult with UEO, and PTA chairman, 60% respondent opined consult with SMC chairman when they taking an important decision.

Table 4.17: Interfere of Taking Decision Whom Consult With the Solving

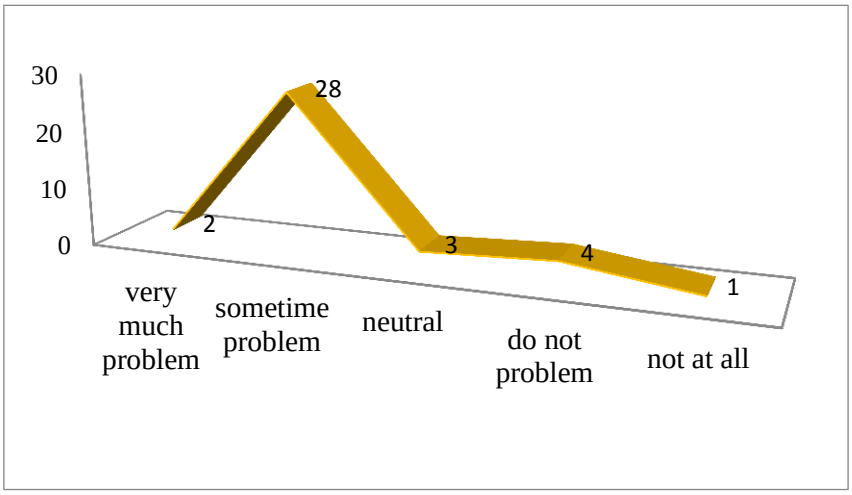
	Category of the School			Total
	A	B	C	
Consult with SMC Chairman	11	4	3	18
	57.9%	28.6%	60.0%	47.4%
Consult with PTA Chairman	14	6	4	24
	73.7%	42.9%	80.0%	63.2%
Consult with UEO	17	12	4	33
	89.5%	85.7%	80.0%	86.8%

Sources: Field Survey, 2017

4.18 Nature of Interfere by Influential Persons in the School Activities

Table (appendix table 4.19) shows 78.9% respondent of A category school opined that influential person 'sometime interfere' of regular school activities, and 10.5% respondent opined they do not problem the regular school activities. 78.6% respondent opined that influential persons doing 'sometime interfere', 14.3% respondent opined that influential persons are 'neutral' and 7.1% respondent opined that 'very much problem' for doing activities in the school. 40% respondent of C category school opined that the local influential persons' don't problem' and same respondent opined they faced 'sometime problem'.

Figure 4.17:Nature of Interfere by Influential Persons in the School Activities



Sources: Field Survey, 2017

Figure shows 28 study school out of 38 demonstrate sometime problems to taking decision for school activities.

4.19 Organized Weekly Meeting to Develop the Relation between Headmaster and Assistant Teacher

SMC chairman calls weekly meeting for develop inter relation among the head teacher and assistant teacher. Table 4.18 demonstrate 68.4% respondent of A category school opined they organized weekly meeting to develop the relation between headmaster and assistant teacher, and 31.6% respondent opined they are doing the work properly. 78.6% respondent opined of B category school are not organized the weekly meeting, and 21.4% respondent opined the weekly meeting are held. 80% respondent opined that the weekly meetings are not held, and 20% respondent opined the weekly meeting are organized for develop relation between headmaster and assistant teacher. Overall 21 study school out of 38 school opined that they are not organized the weekly meeting to develop relation between headmaster and assistant teacher and 17 school done these duties.

Table 4.18: SMC Chairman Organized Weekly Meeting to Develop the Relation between Headmaster and Assistant Teacher

		Category of the School			Total
		A	B	C	
Weekly meeting to develop relation between headmaster and assistant teacher	Yes	13	3	1	17
		68.4%	21.4%	20.0%	44.7%
	No	6	11	4	21
		31.6%	78.6%	80.0%	55.3%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Same question asked for guardian to cross check then the opinions of guardian are table 4.19 demonstrates 63.2% respondent of A category school opined that the school authorities are not arranged the weekend meeting with the head teacher, guardian, and assistant teacher for develop the relationship among them, 15.8% respondent opined ‘yes’. 50% respondent of B category school opined that they are almost ‘unknown’, and 42.9% opined ‘no’. 80% respondent of C category school opined that they are ‘unknown’ about these systems. Overall 19 study schools are not organized these meeting and 15 schools respondent are unknown.

Table 4.19: Weekly Meeting to Develop the Relation between Headmaster and Assistant Teacher

		Category of the School			Total
		A	B	C	
Weekend meeting with headmaster, guardian, and teacher for develop the relation	yes	3	1	0	4
		15.8%	7.1%	0.0%	10.5%
	No	12	6	1	19
		63.2%	42.9%	20.0%	50.0%
	unknown	4	7	4	15
		21.1%	50.0%	80.0%	39.5%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

4.20 Authority Taking any Step to Increase In-depth Relationship within the School and Nearby Resident with the Help of Meeting and Discussion in *Parra and Mohalla*

Chairman of SMC are the another important tusk to increase in-depth relation within the school and nearby resident with the help of meeting and discussion in *parra and mohalla*. Table 4.20 shows 57.9% respondent opined they are not trying to increase in-depth relation within the school and nearby residence, 42.2% respondent opined they are increasing these relation. 92.9% respondent opined they are not trying to increase in-depth relation, only 7.1% doing these duties properly. 100% respondent opined they are not trying to increase in-depth relation within the school and nearby residence. Table significantly shows that 29 schools out of 38 are not done these jobs and 5 school of C category are badly instance.

Table 4.20: Meeting and Discussion in *Parra and Mohalla*

		Category of the School			Total
		A	B	C	
Increase in-depth relation within the school and nearby resident	Yes	8	1	0	9
		42.1%	7.1%	0.0%	23.7%
	No	11	13	5	29
		57.9%	92.9%	100.0%	76.3%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Chairman of PTA asking the same question to increase in-depth relations within the schools and nearby resident with the helps of meeting and discussion in *parra*

and mohalla. Table 4.21 shows 52.6% respondent opined of A category school that they are taking necessary measures, and 47.4% respondent opined are not taking good step to increase in-depth relations of the school and nearby residence of the school. 85.7% respondent opined of B category school that they are not taking necessary step, and only 14.3% respondent opined they done these kind of duties. Table significantly shows that 100% respondent of C category school opined that they are not taking any step to increase in-depth relation the school and nearby residence of the school. Overall 26 schools out of 38 have no meeting call and only 12 schools done these duties properly.

Table 4.21: Authority Taking any Step to Increase In-depth Relationship within the School and Nearby Resident with the Help of Meeting and Discussion in *Parra and Mohalla*

		Category of the school			Total
		A	B	C	
Taking any step to increase in-depth relation school and nearby resident	Yes	10	2	0	12
		52.6%	14.3%	0.0%	31.6%
	No	9	12	5	26
		47.4%	85.7%	100.0%	68.4%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table (appendix table 4.20) demonstrate 52.6% guardian opined of A category school that the authority are not taking step to increase in-depth relations within the school and nearby resident with the help of meeting and discussion in *parra and mohalla,* 31.6% respondents are 'unknown', and 15.8% respondent opined 'yes'. 57.1% respondent of B category school opined that the authority are not taking step to increase in-depth relations within the school and nearby resident with the help of meeting and discussion in *parra and mohalla,* 28.6% respondent 'unknown', and 14.3% respondent opined 'yes'. 60% respondent of C category school opined that the authority are not taking step to increase in-depth relations within the school and nearby resident with the help of meeting and discussion in *parra and mohalla,* 40% respondent are 'unknown' to these function. In this regard.

> One of the members of the FGD discussed about the authority to build up relation among the teacher and nearby residence with the help of meeting and discussion. The PTA chairman was gone to abroad and SMC chairman rear to come at the school he is a business man and most of the time he lives in Dhaka. In this school there are not held the meeting and discussion with the guardian.[5]

4.21 Reason for don't to do to Increase In-depth Relationship within the School and Nearby Resident with the Help of Meeting and Discussion in *Parra and Mohalla*

Question through to SMC chairman why he/she do not to taking step to increase in-depth relation within the school and nearby resident with the help of meeting and discussion in *para* and *mohalla.* The study reveals three reason of open ended question. Table 4.22 shows that 84.2% respondent opined of A category school they are not interest of increase of in-depth relation because of 'indifference public' and 'lack of time', and 57.9% respondent opined are not doing these duties for the 'political the reason'. 100% respondent of B category school opined that very much problem for build up in-depth relation because of 'indifference public' and 'lack of time' only 7.1% opined for 'political reason'. 100% respondent of C category school opined that they are not doing these duties because of 'indifference public' and 'lack of time', and 40% respondent opined 'for political reason'. 35 schools out of the 38 opine of indifference public and same answers are lack of time to the Chairman.

Table 4.22: Reason for don't to do to Increase In-depth Relationship within the School and Nearby Resident

	Category of School			
	A	B	C	Total
For political Reason	11	1	2	14
	57.9%	7.1%	40.0%	36.8%
Indifference Public	16	14	5	35
	84.2%	100.0%	100.0%	92.1%
Lack of Times	16	14	5	35
	84.2%	100.0%	100.0%	92.1%

Sources: Field Survey, 2017

[5] FGD Data, Kushtia 1 , 25 November, 2017.

Same question for another governing body chairman why he/she do not to taking step to increase in-depth relation within the school and nearby resident with the help of meeting and discussion in *para* and *mohalla.* Table 4.23 demonstrates 15.8% respondent opined of A category school that they are not interested of increase of in-depth relation of the school and nearby residence because of 'lack of time', and same portion respondent opined 'no necessary', 10.5% opined 'for political', and very few respondent opined 'no response of local people' for doing such kind of duties. On the other hand table shows 64.3% respondent opined that they are not doing the duties because of 'for political', and 21.4% respondent opined 'no necessary'. 60% respondent opined of C category school that they are not done these duties because of 'politics', and 20% respondent opined 'no necessary' and 'no response of local people' for such kind of duties. 14 schools out of 38 opined political reason and 7 school opined no necessary. The study reveals that they have no knowledge about these duties.

Table 4.23: Why don't organized Meeting and Discussion in *Parra and Mohalla*

		Category of the school			Total
		A	B	C	
Yes		10	2	0	12
		52.6%	14.3%	0.0%	31.6%
The reason for this	Lack of time	3	0	0	3
		15.8%	0.0%	0.0%	7.9%
	For political	2	9	3	14
		10.5%	64.3%	60.0%	36.8%
	No necessary	3	3	1	7
		15.8%	21.4%	20.0%	18.4%
	No response of local people	1	0	1	2
		5.3%	0.0%	20.0%	5.3%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

4.22 How Manage of Lesson Exabition, *Sanjibone Training,* and Cluster Training of Respondent School

Headmaster manage the lesson exabition, *sanjiboni training, and cluster training* of the school by the three checklist, monitoring and by higher authority. Table 4.24 shows that 63.2% respondent of A category school opined they manage lesson

exabition, *sanjiboni*, and cluster training 'by higher authority' and 36.8% respondent manage these 'by monitoring'. 57.1% respondent of B category school manages of lesson exabition, *sanjibone,* and cluster training 'by monitoring' and 35.7% respondent manage these 'by higher authority'. 80% respondent of C category school opined that they manage these 'by monitoring' and overall 19 school out of 38 school manage by monitoring and 17 school doing these job by higher authority.

Table 4.24: How Manage of Lesson Exabition, *Sanjibone Training*, and Cluster Training of Respondent School

	Category of the School			Total
	A	B	C	
Manage by Checklist	0	1	1	2
	0.0%	7.1%	20.0%	5.3%
Manage by monitoring	7	8	4	19
	36.8%	57.1%	80.0%	50.0%
Manage by higher authority	12	5	0	17
	63.2%	35.7%	0.0%	44.7%
Total	19	14	5	38
	100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

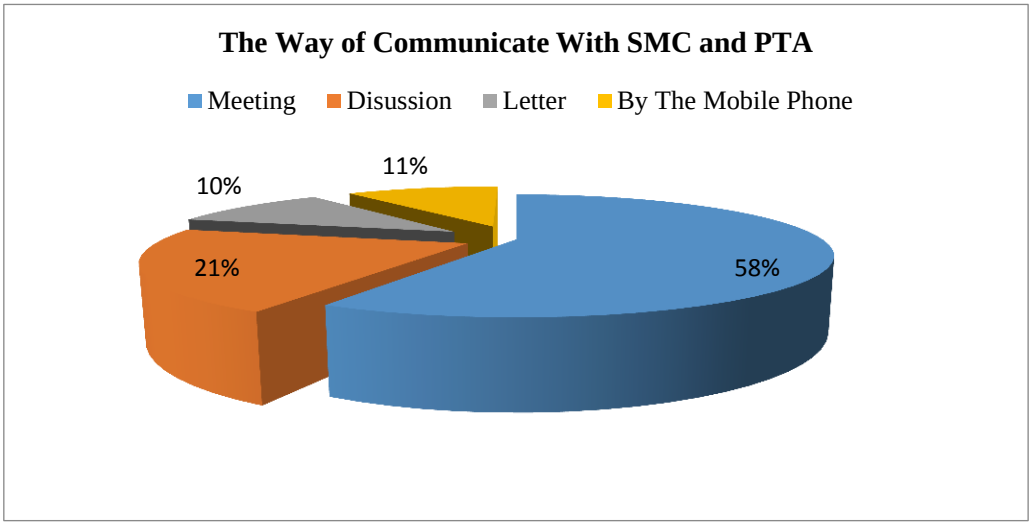
4.23 The Way of Communicate with SMC and PTA Committee for Distribution of Books, *Khata* and Pencil

Headmaster done these job with the help of SMC and PTA committee. When distribution of free books, khata and pencil the governing body present the ceremony and inspiration the school going children. Table 4.25 shows the 57.9% respondent opined that system of communicate with SMC and PTA committee for distribution of books, *khata* and pencils by 'meeting' and 21.1% respondent opined they communicate by 'discussion', and 15.8% respondent doing these by sending 'letter' in A category school.71.4% respondent opined that they communicate with SMC and PTA committee by 'meeting' and 21.4% respondent doing this duties by 'discussion' in B category school. 40% respondent opined that they communicate by 'mobile phone' and 20% respondent communicates by 'meeting', 'discussion', and by 'letter'.

Table 4.25: The Way of Communicate with SMC and PTA Committee for Distribution of Books, *Khata* and Pencil

		Category of the School			Total
		A	B	C	
The system of communicate with SMC and PTA committee for distribution books, *khata* and pencil	Meeting	11	10	1	22
		57.9%	71.4%	20.0%	57.9%
	Discussion	4	3	1	8
		21.1%	21.4%	20.0%	21.1%
	Letter	3	0	1	4
		15.8%	0.0%	20.0%	10.5%
	By the Mobile Phone	1	1	2	4
		5.3%	7.1%	40.0%	10.5%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Figure 4.18: The Way of Communicate with SMC and PTA Committee for Distribution of Books, *Khata* and Pencil



Sources: Field Survey, 2017

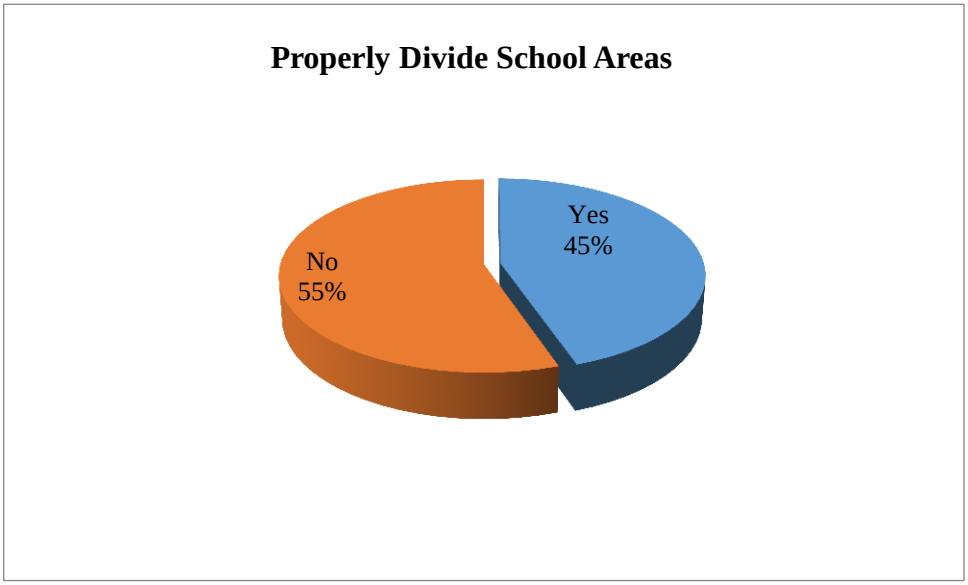
Figure 4.18 demonstrate 58% the headmaster inform the SMC and PTA committee in 'meeting' and this is the right way to inform them.

4.24 Ensure the Child Surveyed by the Assistant Teacher

Child survey in the catchment areas by the assistant teacher, headmaster divided the area among the teacher. Question for the headmaster ensure the child survey by the assistant teacher 100% respondent of both category school opined they done these duties properly (appendix table 4.21).

SMC chairman play vital role to collect child counting the schools areas. SMC chairman helps the headmaster divided schools area among the teachers. Study shows (appendix table 4.22) that 73.7% respondent of A category school opined that they properly divided the school area among the assistant teacher for child survey, and 26.3% respondent are not doing these duties properly. 78.6% respondent of B category school opined that they are properly divided the school areas among the assistant teacher for child survey, 21.4% respondent are not doing these duties properly. 100% respondent of C category school opined that they are not doing their duties. Figure 4.19 demonstrate 55% SMC chairman are not done these duties properly.

Figure 4.19: Ensure the Child Surveyed by the Assistant Teacher



Sources: Field Survey, 2017

The Question asked the guardian are the school authority properly divided school area among the assistant teacher for child survey (appendix table4.23) shows 47.4% respondent of A category school opined that the school authorities are not properly divided school area among the assistant teacher for child surveyed, 26.3% respondent are 'unknown', and same respondents are opined the authority do these duties properly. 64.3% respondent opined of B category school that the school authorities are not properly divided school area among the assistant teacher

for child surveyed, 28.6% respondent opined they are 'unknown'. 60% respondent of C category school opined that they are almost 'unknown' of these function. Overall 19 study schools respondent not known out of 38 schools

4.25 Discuss with the Mother about the Progress of School Admitted Children and their School Attendance

The question asked the SMC chairman to discussed with the mother about the progress of the school admitted children and their school attendance. Table 4.26 shows 57.9% respondent opined of A category school that they discusses with the mother about the progress of school admitted child and their school attendance, 42.1% respondent opined that they are not discusses with the mother. 78.6% respondent of B category school opined that are not discussed with the mother about the progress of school admitted child and their school attendance and only 21.4% respondent are doing these duties. Overall 63.2% SMC chairman do not discuss with mother about the progress of school attendance of the student.

Table 4.26: Discuss with the Mother about the Progress of School Admitted Children and their School Attendance

		Category of the School			Total
		A	B	C	
Discuss with mother about the progress of school attendance of the student	Yes	11	3	0	14
		57.9%	21.4%	0.0%	36.8%
	No	8	11	5	24
		42.1%	78.6%	100.0%	63.2%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Same Question arise for the PTA chairman to discussed with the mother about the progress of the school admitted children and their school attendance. Table (appendix table 4.24) shows 68.4% respondent of A category school opined that they discussed with the mother about the progress of school admitted child and their school attendance, and 31.6% respondent opined that they are not done the work properly. 14.3% respondent opined of B category school that they are discussed with the mother, and significantly shows that 85.7% respondent opined

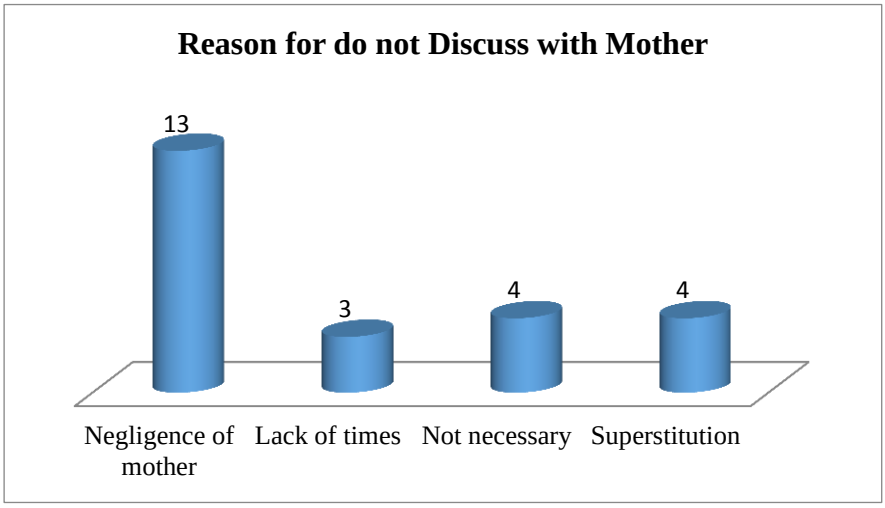
they are not done the work properly. 60% respondent opined of C category school that they are not done, and 40% respondent opined they have done these duties. 21 study school out of 38 school table shows they are not done their duties.

The question arise guardian for cross checking that SMC and PTA chairman to discussed with the mother about the progress of the school admitted children and their school attendance. Table (appendix table 4.25) shows that 57.9% respondent of A category school opined that the school authority do not discusses with the mother about the progress of school's admitted Childs and their school attendance, 21.1% respondent opined that they are 'unknown', and 21.1% respondent opined 'yes'. 57.1% respondent opined the school authority do not discusses with the mother about the progress of school's admitted Childs and their school attendance, 28.6% respondent are 'unknown', 14.3% opined they are known of these. 60% respondent opined of C category school opined that the authority do not do these duties, 40% respondents are 'unknown' for these. About 58% respondents opined they are not performing duties.

4.26 Reason for do not Discuss with Mother about the Progress of School Admitted Children and their School Attendance

Open ended question for SMC chairman why do not discuss with mother about the progress of school admitted children and their school attendance. They express their opinion in various ways and the study find out the mother negligence about their child studies. Table (appendix table 4.26) demonstrate 26.3% respondent opined of A category school that they are not discuss with the mother about the progress of school admitted child and their school attendance, 10.5% respondent opined 'not necessary', and 5.3% opined 'lack of times'. 50% respondent of B category school opined that they are not discuss with the mother about the progress of school admitted child and their school attendance, 14.3% opined 'not necessary', 7.1% opined 'lack of time' and 'superstitution'. 60% respondent opined of C category school that they are not discuss with the mother about the progress of school admitted child and their school attendance, and 20% opined 'negligence of mother', same proportion respondent opined ' lack of time'.

Figure 4.20: Reason for do not Discuss with Mother about the Progress of School Admitted Children and their School Attendance



Sources: Field Survey, 2017

Same question for PTA chairman why do not discuss with mother about the progress of school admitted children and their school attendance. They express their opinion in various way and the study find out the ignorance of mother, not necessary and lack of time are the main obstacle to do these work. Appendix table 4.27 demonstrates 15.8% respondent opined of A category school that 'not necessary', and 'ignorance of mother'. 35.7% respondent of B category school opined that they are not done these for 'lack of time', 28.6% respondent opined 'ignorance of mother', 21.4% opined 'not necessary'. 40% respondent of C category school opined that 'for political reason' they are not done these duties

4.27 Organize the Guardians Meeting, Mothers Gathering, Ground Meeting, and Rally for Children's Admission in Surveyed Area

SMC chairman organize the guardian meeting, mothers gathering, ground meeting, and rally for children's admission in the surveyed area study find out the answer yes or no 25 school out of 38 schools answered 'no'. Table 4.27 shows 52.6% respondent opined of A category school that they are organized the guardians meeting, mothers gathering, ground meeting, and rally for children's admission in surveyed area, and 47.4% respondent are not doing their duties properly. 85.7% respondents are not properly doing the duties and 14.3% done

their job. 80% respondent of C category school are not organized the guardians meeting, mothers gathering, ground meeting, and rally for children's admission in surveyed area, only 20% are organize the meeting for such kind of duties.

Table 4.27: SMC Chairman Organize the Guardians Meeting, Mothers Gathering, Ground Meeting, and Rally for Children's Admission in Surveyed Area

		Category of School			
		A	B	C	
Organize guardian meeting, ground meeting, and rally for surveyed children's admission	Yes	9	4	0	13
		47.4%	28.6%	0.0%	34.2%
	No	10	10	5	25
		52.6%	71.4%	100.0%	65.8%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

The question was asked for PTA chairman organize the guardian meeting, mothers gathering, ground meeting, and rally for children's admission in the surveyed area study find out the answer yes or no 25 school out of 38 schools answered 'no'. Table (appendix table 4.28) shows that 52.6% respondent opined of A category school that are not organized the ground meeting, mothers gathering, guardian meeting, and rally for surveyed children's admission, 47.4% opined done these job. 71.4% respondent opined of B category schools are not done, and 28.6% opined they doing these jobs. Table significantly shows respondent of C category school that are not organized the ground meeting, mothers gathering, guardian meeting, and rally for surveyed children's admission.

Guardian views their opinion in three way 21 schools out of 38 study schools that the SMC and PTA chairman are not organize these function and 12 schools respondent are not known about these school function. Table 4.28 demonstrate 52.6% respondent opined of A category school that the authority do not organize the guardians meeting, mothers gathering, ground meeting, and rally for surveyed children's admission, 26.3% respondents are 'unknown', 21.1% respondent opined 'yes'. 57.1% respondent opined of B category school that the authority do

not do these duties, 35.7% respondents are 'unknown'. 60% respondent of C category school opined that the authority are not organized the guardians meeting, ground meeting in the school, 40% respondent opined they are 'unknown' about these function.

Table 4.28: Admission in Surveyed Area

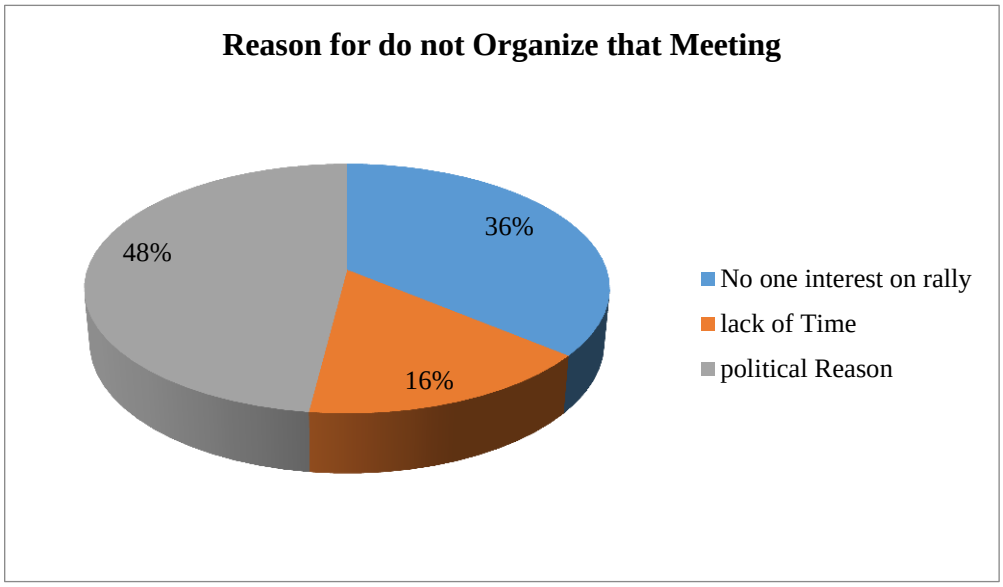
		Category of the School			Total
		A	B	C	
Authority organize the guardians meeting, ground meeting	yes	4	1	0	5
		21.1%	7.1%	0.0%	13.2%
	No	10	8	3	21
		52.6%	57.1%	60.0%	55.3%
	unknown	5	5	2	12
		26.3%	35.7%	40.0%	31.6%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

4.28 Reason for do not Organize the Guardians Meeting, Mothers Gathering, Ground Meeting, and Rally for Children's Admission in Surveyed Area

SMC chairman opined the reasons why they don't organize the guardian meeting, mothers gathering, ground meeting, and rally for the children's admission in surveyed area answer given in open ended question. They express their views in three ways. The study reveals major factors are political reason and another reasons is no one interest of rally. Table (appendix table 4.29) demonstrate 26.3% respondent of A category school opined that they are not organize the guardians meeting, mothers gathering, ground meeting, and rally for children's admission in surveyed area, 'political reason, 15.8% respondent opined 'no one interest on rally', and very minimum respondent opined 'lack of time'. 42.9% respondent opined of B category school that they are not organize the guardians meeting, mothers gathering, ground meeting, and rally for children's admission in surveyed area, 28.6% respondent opined 'no one interest on rally, 14.3% respondent opine 'lack of time'. 40% respondent opined of C category school that 'no one interest on rally' and 20% respondent opined 'lack of time' and 'political reason'.

Figure 4.21: Reason for do not Organize the Guardians Meeting, Mothers Gathering, Ground Meeting, and Rally for Children's Admission in Surveyed Area



Sources: Field Survey, 2017

Chairman of PTA express their opinion why they don't organize the guardian meeting, mothers gathering, ground meeting, and rally for the children's admission in surveyed area. The study observed 'political reason' and 'no one interest on rally' are the main obstacle to do these duties. Table 4.29 demonstrates 21.1% respondent of A category school opined that they are not organized the ground meeting, mothers gathering, guardian meeting, and rally for surveyed children's admission because of 'politics', 15.8% respondent opined 'lack of time', and 'no one interest in rally'. 42.9% respondent opined of B category school 'for political', and 28.6% opined 'no one interest in rally'. 60% respondent opined of C category school opined 'no one interest in rally' to organized the ground meeting, mothers gathering, guardian meeting, and rally for surveyed children's admission.

Table 4.29: Reason for do not Organize the Guardians Meeting, Mothers Gathering, Ground Meeting, and Rally for Children's Admission in Surveyed Area

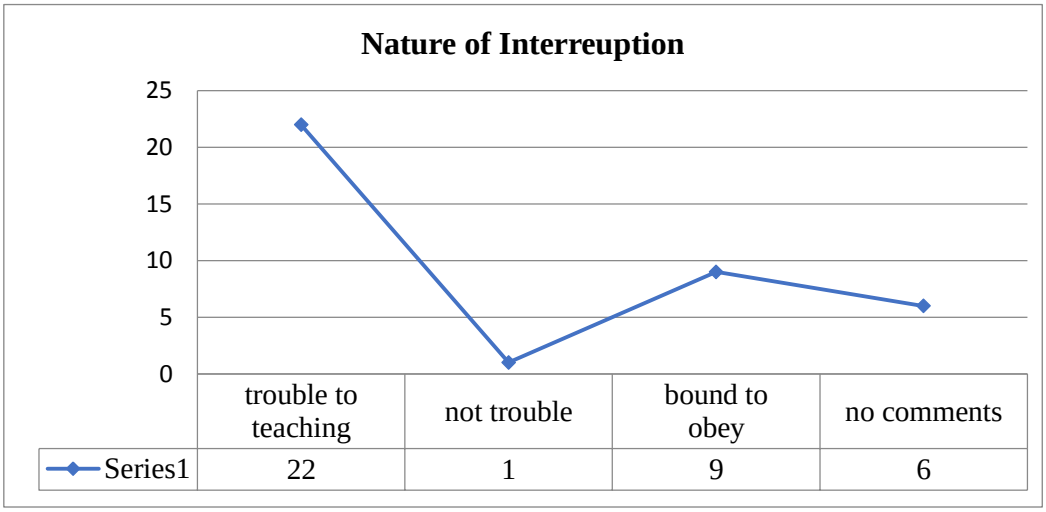
		Category of School			Total
		A	B	C	
Yes		9	4	0	13
		47.4%	28.6%	0.0%	34.2%
The reason for do not do this	For politics	4	6	1	11
		21.1%	42.9%	20.0%	28.9%
	Lack of time	3	0	1	4
		15.8%	0.0%	20.0%	10.5%
	No one interest in rally	3	4	3	10
		15.8%	28.6%	60.0%	26.3%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

4.29 Nature of Interruption of Schooling by the Government Lead Household and Child Survey

Primary school teachers always busy for government lead various surveys. The question arise what kind of interruption of schooling by government lead household and child survey. Table 4.30 shows that 68.4% respondent of A category school opined 'headmaster' are the vital role play in the school, 21.1% opined 'smc chairman'. 42.9% respondent of B category school opined 'the headmaster', 35.7% respondent opined 'primary education officer', and 21.4% respondents are opined 'smc chairman' play the vital role. 40% respondent of C category school opined 'the headmaster', and same respondent opined 'primary education officer' are the key player to successfully running the school. Figure 4.22 shows 22 schools respondent opined trouble to teaching out of 38 study schools and 9 schools opined bound to obey.

Figure 4.22: Nature of Interruption of Schooling by the Government Lead Household and Child Survey



Sources: Field Survey, 2017

Table 4.30: Nature of Interruption of Schooling by the Government Lead Household and Child Survey

		Category of the School			Total
		A	B	C	
Nature of interruption of schooling by the household and child survey	Trouble to teaching	11	7	4	22
		57.9%	50.0%	80.0%	57.9%
	Not trouble	1	0	0	1
		5.3%	0.0%	0.0%	2.6%
	Bound to obey	4	4	1	9
		21.1%	28.6%	20.0%	23.7%
	No comments	3	3	0	6
		15.8%	21.4%	0.0%	15.8%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

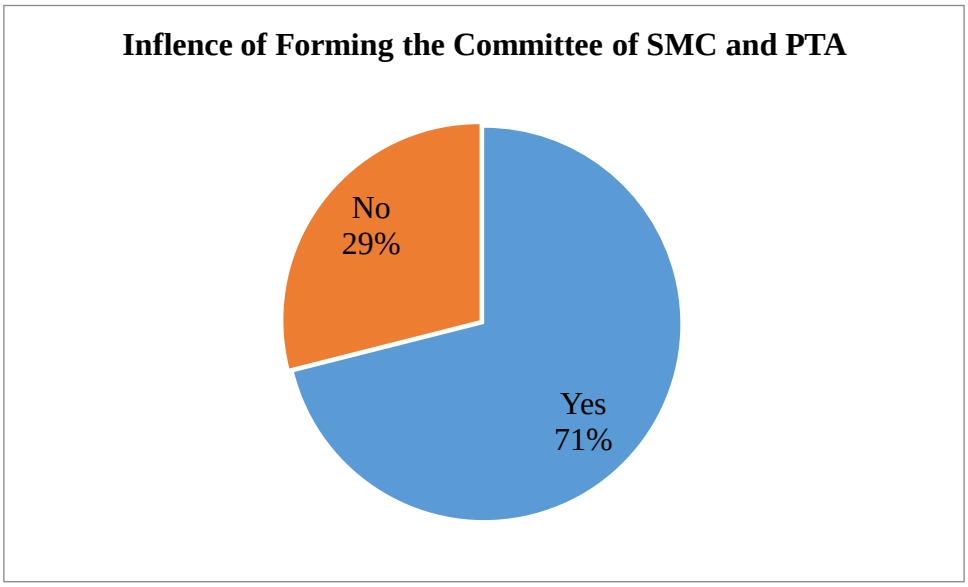
Section DPEO, UEO, and AUEO

4.30 Forming the Committee of SMC and PTA Influence by DPEO, UEO, and AUEO

Question arise to the headmaster of Primary educations for any influence of forming governing body committee the study find out maximum schools has been influenced by DPEO (district primary education officer) UEO (upuzila education

officer) and AUEO (assistant upuzila education officer) figure 4.23 illustrate. Table 4.31 shows that 68.4% respondent opined forming the committee of SMC and PTA influence by DPEO,UEO, and AUEO and regular meeting and 31.6% respondent of A category school opined that the DPEO, UEO, and AUEO are not influencing the forming committee. 71.4% respondent opined they influence and 28.6% respondents opined are not influence of making committee of B category school. 80% respondent opined DPEO, UEO and AUEO influence of making committee and 20% respondent opined are not influence the forming committee of C category school.

Figure 4.23: Forming the Committee of SMC and PTA Influence by DPEO, UEO, and AUEO



Sources: Field Survey, 2017

One of the primary teacher's representatives expresses his views about officials to interfere the form of the committee. He said that the influential person of the locality manage the officials and he/she indirectly presser on our school.[6]

[6] Interview with teacher's representative, 05 January, 2018.

Table 4.31: Forming the Committee of SMC and PTA Influence by DPEO, UEO, and AUEO

		Category of the School			Total
		A	B	C	
Influence of DPEO, UEO, AND AUEO Forming of Governing Body Committee	Yes	13	10	4	27
		68.4%	71.4%	80.0%	71.1%
	No	6	4	1	11
		31.6%	28.6%	20.0%	28.9%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

4.31 Communicate with DPEO, UEO, and AUEO for School Development

SMC chairman play a vital role in the school. He is the key actor the school development and communicates with local leader and higher authority for school development. The study through question for communicates with DPEO, UEO, and AUEO for development school. 27 schools of SMC chairman opine they are doing such kind of duties. Table 4.32 demonstrate that 73.7% respondent opined of A category school they communicate with DPEO, UEO, AUEO for development of school, and 26.3% respondent opined are not communicate the higher authority. 64.3% respondent of B category school opined they are communicating with DPEO, UEO, AUEO, and 35.7% are not communicated. 80% respondents of C category school opined they are communicated with DPEO, UEO, and AUEO.

Table 4.32: SMC Chairman Communicate with DPEO, UEO, and AUEO for School Development

		Category of the School			Total
		A	B	C	
Communicate with DPEO,UEO, AUEO for development of school	Yes	14	9	4	27
		73.7%	64.3%	80.0%	71.1%
	No	5	5	1	11
		26.3%	35.7%	20.0%	28.9%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Same question arise for PTA chairman, are you communicate with DPEO, UEO, and AUEO for school development the answer is more effective than SMC chairman. 33 study schools out of 38 schools of PTA chairman opined they are communicate with the higher authority for school development. Table 4.33 demonstrates 94.7% respondent opined that of A category school they are Communicated with DPEO, UEO, and AUEO for school development. 85.7% respondent opined of B category school, and 60% respondent of C category school opined they are Communicated with DPEO, UEO, and AUEO for school development.

Table 4.33: PTA Chairman Communicate with DPEO, UEO, and AUEO for School Development

		Category of the School			
		A	B	C	Total
Communicate with DPEO,UEO, and AUEO for school development	Yes	18	12	3	33
		94.7%	85.7%	60.0%	86.8%
	No	1	2	2	5
		5.3%	14.3%	40.0%	13.2%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

4.32 Purposes of Communication with DPEO, UEO, and AUEO for School development

Open ended question for Chairman of SMC, purposes of communicate with DPEO, UEO, and AUEO. They opined their views in three ways in 'infrastructural development' 'for playground' and 'overall development of the school' 25 study schools respondent opined they are doing the job for infrastructural development and 12 study schools opined for playground. Table 4.34 illustrate that 68.4% respondent opined of A category school that they communicating with DPEO, UEO, AUEO for 'infrastructure development' of the school, 31.6% opined for 'playground', 21.1% opined for 'overall development' of the school. 57.1% respondent opined of B category school that they communicate for 'infrastructure development' of the school, and 21.4% respondent opined for 'playground', and 'overall development' of the school. 80%

respondent opined of C category school that they communicate with DPEO, UEO, and AUEO for the development of the school 'infrastructure'.

Table 4.34: Purposes of Communication

	Category of the School			Total
	A	B	C	
Infrastructure development of the school	13	8	4	25
	68.4%	57.1%	80.0%	65.8%
Communicate for play ground	6	3	3	12
	31.6%	21.4%	60.0%	31.6%
Communicate for overall development	4	3	0	7
	21.1%	21.4%	0.0%	18.4%

Sources: Field Survey, 2017

Same question for PTA chairman and they expressed their views in constructive way for development of school. Table 4.35 demonstrates 78.9% respondent of A category school opined that they Communicated with DPEO, UEO, and AUEO for 'infrastructure', 36.8% respondent opined for 'sufficient teacher', and 'playground'. 71.4% respondent opined of B category school that they are communicated with DPEO, UEO, and AUEO for 'infrastructure', 50% respondent opined for 'sufficient teacher', and 'teacher's attendance in the school', and 35.7% opined for 'playground'. 60% respondent of C category school opined they are communicated with DPEO, UEO, and AUEO for 'infrastructure', and 40% opined for 'sufficient teacher'. 28 study school respondents opined they communicate for school infrastructure and 16 schools respondents for sufficient school teachers.

Table 4.35: Purposes of Communication with DPEO, UEO, and AUEO for School development

	Category of the School			Total
	A	B	C	
Communicate for sufficient teacher	7	7	2	16
	36.8%	50.0%	40.0%	42.1%
Communicate for teacher's attendance in school	3	7	0	10
	15.8%	50.0%	0.0%	26.3%
Communicate for infrastructure	15	10	3	28
	78.9%	71.4%	60.0%	73.7%
Communicate for play ground	7	5	1	13
	36.8%	35.7%	20.0%	34.2%

Sources: Field Survey, 2017

4.33 The SMC and PTA Chairman Present When DPEO, UEO and AUEO Visit the School

Regular school visits are the routine duty of higher authority of primary school. When the authority visit the schools the SMC and PTA chairman are presents the school. The study arise the question for headmaster the SMC and PTA chairman present when DPEO, UEO, and AUEO visits the school. 73.7% respondent opined that they are not present in the school in visiting hours. Table 4.36 shows that 52.6% respondent opined that the SMC and PTA chairman were not present when DPEO, UEO, and AUEO visit the school, 47.4% opined the both chairman present the visited hours in school. Table significantly shows that 100% respondent of B category school opined both chairman are not present when the school authority visit the school. 80% respondent of C category school opined the SMC and PTA chairman are not present and only 20% respondent opined they are present when the authority visit the school.

Table 4.36: The SMC and PTA Chairman Present When DPEO, UEO and AUEO Visit the School

		Category of the School			Total
		A	B	C	
SMC and PTA chairman present when DPEO,UEO, and AUEO visit the school	Yes	9	0	1	10
		47.4%	0.0%	20.0%	26.3%
	No	10	14	4	28
		52.6%	100.0%	80.0%	73.7%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

4.34 The Headmaster Inform You When DPEO, UEO, and AUEO Visits the School

Headmaster is the member secretary of all committee when any meeting held and authority visit the school the headmaster inform the all governing member by the letter. The study arise question the headmaster inform SMC chairman when DPEO, UEO, and AUEO visit the school. 24 study school out of 38 schools opined they are not informed by the headmaster. There is a communication gap between headmaster and governing body. Table 4.37 shows 52.6% respondent

opined of A category school that the headmaster are not inform the chairman when the DPEO, UEO, and AUEO visits the school, 47.4% respondent opined are inform by the headmaster. 71.4% respondent opined are not inform by the headmaster, 28.6% opined are informed by the headmaster of B category school. 80% respondent of C category school opined that they are not informed by the headmaster when the DPEO, UEO, and AUEO visit the school.

Table 4.37: The Headmaster Inform You When DPEO, UEO, and AUEO Visits the School

		Category of the School			Total
		A	B	C	
Headmaster inform to SMC chairman in visiting hours	Yes	9	4	1	14
		47.4%	28.6%	20.0%	36.8%
	No	10	10	4	24
		52.6%	71.4%	80.0%	63.2%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Same question for PTA chairman, 76.3% respondent opined they are not informed by the headmaster. Table (appendix table 4.30) illustrate 73.7% respondent opined of A category school that the DPEO, UEO, and AUEO are not inform when they visits the school, 26.3% respondent opined they know, 71.4% respondent opined of B category school that they are not known these, and 28.6% respondent opined 'yes'. 100% respondent opined of C category school that they are not known when the DPEO, UEO, and AUEO visit the school.

4.35 Role of SMC Chairman When they present the School in Visiting Hours by Higher Authority

Through the question form SMC chairman role of you when the school authority visits the school. Table 4.38 demonstrate 31.6% respondent opined that they are 'upholding development of the school', 15.8% respondent opined are 'uphold the school complicacy', 36.8% respondent are not present the school when the DPEO, UEO, and AUEO visits because of 'unknown', and 15.8% are not present 'for business'. 28.6% respondent opined they are 'uphold the development of the school', 50% respondent opined they are not present the school because of

'unknown' and 21.4% respondent opined 'for business'. 80% respondent opined of C category school that they are not present the school because of 'unknown' when the DPEO, UEO, and AUEO visits the school.

Table 4.38: Role of SMC Chairman When they present the School in Visiting Hours by Higher Authority

	Suggestions	Category of the School			Total
		A	B	C	
Present the school	Uphold the school's complicacy	3	0	1	4
		15.8%	0.0%	20.0%	10.5%
	Overall development of the school	6	4	0	10
		31.6%	28.6%	0.0%	26.3%
Absent the school in visiting hours	For busy	3	3	0	6
		15.8%	21.4%	0.0%	15.8%
	Unknown when they come	7	7	4	18
		36.8%	50.0%	80.0%	47.4%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Same question for PTA chairman Table (appendix table) 4.31 demonstrate 68.4% respondent of A category school opined that they are almost unknown when the DPEO, UEO, and AUEO visit the school, 21.1% respondent opined 'overall development of the school'. 50% opined 'unknown' when they are coming the school, 14.3% opined 'have no roles', and 7.1% opined 'uphold the school's disfunctioning', 'headmaster not call me'. Table significantly shows of C category school that the respondent opined are 'unknown when they come'.

Section Infrastructure

4.36 Enough Infrastructures in the School

Infrastructure is an important factor in any institution. Primary school's infrastructure in Bangladesh is very miserable condition. This study is taken 38 primary schools and one section of questionnaire about infrastructures. The question for headmaster enough infrastructure in the school 33 schools out of 38 schools of A, B, and C category the respondent opined their views there are very poor in school buildings. Table (appendix table 4.32) demonstrate that 78.9% respondent of A category school opined that the primary school infrastructure are

very poor that case the teaching learning are very much hampered, and 21.1% respondent opined enough infrastructure in the school. 92.9% respondent of B category school strongly opined that there are very much lack of infrastructure in the school, and 7.1% respondents opined enough infrastructures in the school. Table shows 100% opined of C category school that there are emergency set up the infrastructure of the school.

Questions arise for SMC chairman about infrastructure 25 study school about 66% respondent opined the school have no enough infrastructure Table 4.39 shows that 52.6% respondent opined of A category school are not sufficient infrastructure in the school, 47.4% respondent opined 'yes'. 71.4% respondent opined of B category school that there are not sufficient infrastructures in the school, and 28.4% opined 'yes'. Table significantly shows that 100% respondent opined of C category school there are not sufficient infrastructures in the school.

Table 4.39: Enough Infrastructures in the School

		Category of the School			Total
		A	B	C	
Sufficient infrastructure in the school	Yes	9	4	0	13
		47.4%	28.6%	0.0%	34.2%
	No	10	10	5	25
		52.6%	71.4%	100.0%	65.8%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Same Question for PTA chairman Table (appendix table 4.33) shows 73.7% respondent opined of A category school that the schools are not sufficient infrastructure (school building, boundary wall, chair and table), 26.3% opined are adequate. 78.6% respondent opined of B category school that there are no sufficient infrastructures in the school, and 21.4% opined are sufficient. 100% respondent significantly opined there are not sufficient infrastructure (school building, boundary wall, chair and table) in the school for better teaching. Overall 80% schools have no enough infrastructures (school building, boundary wall, chair and table). In this regard.

> Most of the FGD member clearly expresses their view that most of the primary schools are not sufficient of building and furniture. One of the member said education is the backbone of a nation but in sadly say that none of the government in our country to realize that. Another FGD member opined his views that until the primary education develop and update curricula the nation fell in deep dark.[7]

4.37 Nature of Communication for Development of the School Infrastructure

Headmaster is key role play to develop the all school activities. Headmaster was questioned how you are develop the school infrastructure. The headmaster views their express in various ways. About 66% respondent opined communicate with higher authority, and parliament member etc. for school development. (Appendix table 4.34) Table shows that 52.6% respondent of A category school communicate with 'higher authority' for development of school infrastructure, 42.1% respondent opined they communicate with 'DPEO,UEO' and 31.6% opined they communicate with 'local leader' 26.3% communicate with 'member of parliament'. 85.7% respondent of B category school opined that they communicate with 'higher authority', and 78.6% opined communicate with 'DPEO, UEO', 64.3% communicate with 'local leader', 28.6% opined communicate with 'member of parliament'. 100% respondent C category school opined that they communicate with 'DPEO, UEO', 60% respondent 'higher authority', 40% opined 'local leader', and 20% respondent communicate with 'member of parliament'.

4.38 Repair and Renovation the School Infrastructures

SMC chairman taken decision for repair and renovation the school furniture. The question for SMC chairman repaired and renovation of school furniture. The chairman expressed of views that 34 schools out of 38 schools respondent opined they are done these duties properly. Table (appendix table 4.35) shows that 89.5% respondent opined they are repairing and renovation the school furniture, and 10.5% respondent opined are not taking any measures. 85.7% respondent opined of B category school that they are taking necessary step, and 14.3% opined are not taking any step. 100% respondent of C category school opined they are repairing the school furniture.

[7] FGD Data, Kushtia, 10 December, 2018.

PTA chairman answered the same question overall 68.4% respondent opined they are repaired and renovation the school furniture. Table (appendix table 4.36) shows 68.4% respondent of A category school opined that they taking steps to repaired and renovation in the school furniture, 31.6% opined are not taking step. 71.4% respondent of B category school opined that they are taking necessary steps to repair and renovation of the school, 28.6% are not taking steps. 60% respondent of C category school opined that they taking and 40% are not taking steps to repaired and renovation in the school furniture.

Question for guardian the school authority taking any step to repair and renovation of the school furniture for cross checking the SMC and PTA chairman that express their opinion. Table 4.40 shows that 42.1% respondent opined of A category school that the school authorities are not taking any step to repair and renovation of the school furniture, 31.6% respondent opined 'yes' and 26.3% respondent are 'unknown' about these. 57.1% respondent of B category school opined the school authorities are not taking any step to repair and renovation of the school furniture, 35.7% respondent opined they are 'unknown'. 60% respondent of C category school opined the school authorities are not taking any step to repair and renovation of the school furniture, and 40% are 'unknown' about these. Table illustrate Overall 19 study schools out of 38 schools respondent opined that the SMC and PTA chairman are not properly doing their duties.

Table 4.40: Repair and Renovation the School Infrastructures

		Category of the School			Total
		A	B	C	
Repaired and renovation of school infrastructure	yes	6	1	0	7
		31.6%	7.1%	0.0%	18.4%
	No	8	8	3	19
		42.1%	57.1%	60.0%	50.0%
	unknown	5	5	2	12
		26.3%	35.7%	40.0%	31.6%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

4.39 Launches of Unused Tubewell

Chairman of SMC manage the sanitation and pure drinking water in the school. Unusable tubewell repaired otherwise set on new one with the help of upuzila engineering department. Question for SMC chairman who are launches the unusable tubewell. 26 study schools respondents opined the headmasters are the responsible for these. Table 4.41 shows that 73.7% respondent of A category school opined that the 'headmaster' are the initiate the launches the unused tubewell, 15.8% respondent opined that 'SMC' chairman doing the work. 64.3% respondent of B category school opined that 'the headmaster' and 35.7% opined 'SMC' chairman are the launches of unused tubewell. 60% respondent of C category school opined 'the headmaster', 40% respondent opined 'SMC' chairman are taking initiate launches the unused tubewell.

Table 4.41: SMC Chairman Launches of Unused Tubewell

		Category of the School			Total
		A	B	C	
Launches of unused tubewel	SMC	3	5	2	10
		15.8%	35.7%	40.0%	26.3%
	Headmaster	14	9	3	26
		73.7%	64.3%	60.0%	68.4%
	DPEO,UEO,AUEO	2	0	0	2
		10.5%	0.0%	0.0%	5.3%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

PTA chairman asked the same question and they did not responsible for these. They opined the headmasters are the main responsible for these. Table (appendix table 4.37) shows 73.7% respondent opined of A category school that the 'headmaster' are lancing the unused tubewell, and 26.3% respondent opined 'school committee'. 50% respondent opined of B category school opined that 'school committee' and the 'headmaster' are launches of the unused tubewell. 60% respondent of C category school opined that the 'headmaster' and 40% respondent opined 'school committee' are launching the unused tubewell.

Guardian asked the question for cross checking the validity of SMC and PTA chairman expression on school unusable tubewell. 19 study schools out of 38 schools the guardian opinion their views that SMC and PTA are not done their duties. Table 4.42 demonstrate 57.9% respondent opined of A category school that the authority are not repaired the tubewell in out of order, 21.1% respondent opined they are 'unknown', and 21.0% respondent opined 'yes'. 42.9% respondent of B category school opined that the school authority are not kept the toilet clean and always useable, and same respondent opined 'yes'. 40% respondent of C category school opined that the school authority are not kept the toilet clean and always useable, and same respondent opined 'yes', and 20% opined 'unknown'.

Table 4.42: PTA Chairman Launches of Unused Tubewell

		Category of the School			Total
		A	B	C	
Repaired the tubewel in out of order	Yes	4	6	2	12
		21.0%	42.9%	40.0%	31.6%
	No	11	6	2	19
		57.9%	42.9%	40.0%	50.0%
	Unknown	4	2	1	7
		21.1%	14.2%	20.0%	18.4%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Section Collect Donation for School

4.40 Collect the Donation from Local People for the School Development

Government primary school collects out sourcing donation for development of the school approved by the government. Schools management are collected donation from Local people, local leader, influential person and donor group. In this purposes the question asked of headmaster that he collect the donation from local people for the school development. 63.2% respondent of the study shows that they are not interested to collect the donation from them. Table 4.43 shows that 52.6%

respondent of A category school opined they are collect donation from local people for the school, 47.4% respondent opined don't collect donation. 78.6% respondent of B category school opined they do not collect donation from local people, and 21.4% respondent opined they do this job perfectly. 80% respondent of C category school opined they don't collect donation and 20% opined to collect donation from local people for development of school.

Table 4.43: Collect the Donation from Local People for the School Development

		Category of the School			Total
		A	B	C	
Collect the donation of local people	Yes	10	3	1	14
		52.6%	21.4%	20.0%	36.8%
	No	9	11	4	24
		47.4%	78.6%	80.0%	63.2%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

SMC chairman plays vital role to collect donation from the local people. Bangladesh government gazette approved to collect donation for development of the school. The question arise to the SMC chairman, are they collect donation from local people? 23 study schools 60.5% respondent out of 38 schools opined that they are not collect donation (appendix table 4.37). In this regards.

> President of the teacher's representative narrated his views in various ways. Firstly, he accused the SMC and PTA committee member that they are not interested to collect donation from the local people, and another problem politics is barrier. On the other hand, those who are capable to give donation the SMC and PTA member are not to go to there.[8]

Question asked of PTA chairman to collect donation from local people. They express their opinion in below table 73.7% respondent opined that they are not collect donation from local people. Table 4.44 shows 68.4% respondent of A category school opined that they are not collect any kind of donation from the local people, 31.6% respondent opined are collected. 85.7% respondent opined of

[8] Interviews with the President of Teacher's Representative, 12 December, 2017.

B category school that they are not collected donation, and 14.3% opined are collected. 60% respondent of C category school opined that they are not collected donation, and 40% opined are collected donation from the local people.

Table 4.44: Collect the Donation from Local People for the School Development

		Category of School			Total
		A	B	C	
Collect donation from local people	Yes	6	2	2	10
		31.6%	14.3%	40.0%	26.3%
	No	13	12	3	28
		68.4%	85.7%	60.0%	73.7%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

4.41 Role of Collecting Donation from the Local People for Development the School

Next open ended Question for headmaster, what are the roles to collect donation for development of the school? The respondent expressed different opinion below Table 4.45 demonstrate that 36.8% respondent of A category school opined they influence the 'local people' for collecting donation for development of school, and 15.8% respondent opined they influence the 'local leader', 21.1% respondent opined they do not collect because 'not necessary', 15.8% respondent opined 'for politics' 10.5% opined 'complex type of expenditure'. 14.3% respondent of B category school opined they influence the 'local people' and 7.1% respondent opined influence the 'local leader', 64.3% respondent opined they do not collect donation because 'complex type of expenditure', 14.3% opined 'for politics'. Only 20% respondent of C category school they influence of 'local people' for collecting donation, 40% respondent opined 'for politics', and same respondent opined 'not necessary' for collect donation of the school development.

Table 4.45: Role of Collecting Donation from the Local People for Development the School

		Category of the School			Total
		A	B	C	
Role of collecting donation	Influence the local people	7	2	1	10
		36.8%	14.3%	20.0%	26.3%
	Influence the local leader	3	1	0	4
		15.8%	7.1%	0.0%	10.5%
Reason for do not collect donation from local people	For politics	3	2	2	7
		15.8%	14.3%	40.0%	18.4%
	Complex type of expenditure	2	9	0	11
		10.5%	64.3%	0.0%	28.9%
	Not necessary to me	4	0	2	6
		21.1%	0.0%	40.0%	15.8%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Chairman of SMC is the most important among the entire committee member. Same Question asked for the SMC chairman, they expressed opinion in various way one important factor that is complex type of expenditure, and not necessary to collect the donation. Table (appendix table 4.38) shows that 26.3% respondent of A category school opined they collect donation from the local people, and 10.5% respondent opined they 'influence the local leader' and 'influence the politician' for the donation. On the other hand 26.3% respondent opined they are not interested of collect donation because of 'complex type of expenditure', 21.1% respondent opined 'not necessary'. 21.4% respondent of B category school opined that they 'influence the local leader', on the other hand 35.7% respondent opined 'complex type of expenditure' and 28.6% respondent opined 'not necessary to collect donation'. 20% respondent of C category school opined that they 'influence the local leader', on the other hand 20% respondent opined 'for politics', 'complex type of expenditure', and 'not necessary to collect donation' from the local people for the develop of the school.

Same Question asked for the PTA chairman and they give opinion appendix table 4.39 demonstrates 31.6% respondent opined of A category school that it is 'not necessary', 21.1% respondent opined 'complex type of expenditure', 15.8% respondent opined they are not collected the donation 'for political' reason, and same proportion of

respondent opined they are collected donation from 'local people', and 'local leader'. 50% respondent opined of B category school opined that they are not collected donation for 'complex type of expenditure', and 35.7% opined 'not necessary'. 40% respondent opined of C category school that they are not collected donation for 'unnecessary', and 40% opined collect donation influence of local people.

4.42 The Nature of Development of the School from Donation

Headmaster expenses donation of various development of the school. Question asked for the headmaster nature of development of the school from donation. Maximum respondent opinion they use it for 'other' activities. Table 4.46 demonstrate 42.1% respondent of A category school opined that they of expenses of donation for 'sanitation', 31.6% respondent opined 'others' purposes, 15.8% opined for 'nursery', 10.5% opined for 'making new chair table'. 57.1% respondent of B category school opined they expenses the donation for 'others', 21.4% opined for 'nursery', 14.3% opined for 'sanitation'. 80% respondent of C category school opined they expense the donation of 'others' purposes and 20% opined for 'nursery' for the development of the school.

Table 4.46: The Nature of Development of the School from Donation

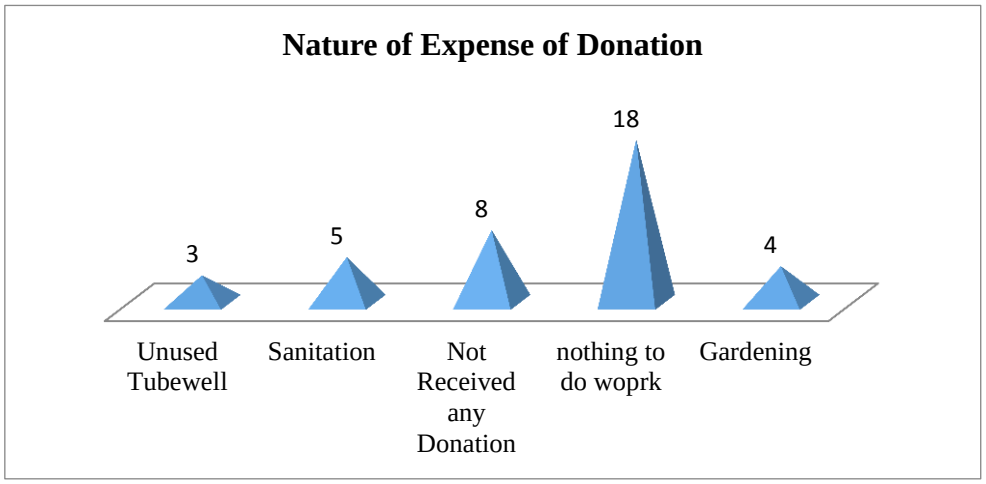
		Category of the School			Total
		A	B	C	
The nature of development of the school from donation	Making new chair and table	2	1	0	3
		10.5%	7.1%	0.0%	7.9%
	Nursery	3	3	1	7
		15.8%	21.4%	20.0%	18.4%
	Sanitation	8	2	0	10
		42.1%	14.3%	0.0%	26.3%
	Others	6	8	4	18
		31.6%	57.1%	80.0%	47.4%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

SMC chairman opined figure 4.24 that 18 study schools out of 38 opined not to do any work and 8 schools have no donation. Appendix table 4.40 shows that 36.8% respondent opined of A category school that they expense the donation amount for the 'nothing to do the work', 21.1% respondent opined 'sanitation', and 'nothing

received any donation', 10.5% respondent opined 'unused tubewell', and 'gardening'. 42.9% respondent opined 'nothing to do the work', 28.6% opined 'not received any donation', 14.3% opined 'gardening', 7.1% opined 'sanitation', and launching of 'unused tubewell' by the help of donation. Table significantly shows 100% respondent opined that of C category that they are not collection any donation and 'nothing to do the work'.

Figure 4.24: The Nature of Development of the School from Donation



Sources: Field Survey, 2017

Co-curriculum Activities

4.43 Practice of Co-curriculum Activities in the School

The question asked for the headmaster practices of co-curriculum activities in the school. 100% of A, B, and C category school strongly opined that the school practices of co-curriculum activities. Table shows that 100% respondent of A category school opined practice of co-curriculum activities in the school are doing perfectly. 100% respondent of B category school opined practice of co-curriculum activities in the school are doing perfectly. 100% respondent of C category school opined practice of co-curriculum activities in the school are doing perfectly.

Appendix table 4.41 shows that 94.7% SMC chairman opined of A category school that the practice of co-curriculum activities in the school. 64.3% respondent of B category school opined that regularly practice of these function of

the school, 21.4 opined are 'unknown'. 100% respondent opined of C category school that practice of co-curriculum activities in the school.

During the study work the researcher observed that most of the SMC and PTA chairman opined the school performed the co-curriculum activities. In this regard, FGD members were said that the following ways-

> Most of the schools observed only sports; one of the FGD members strongly said that the schools are not observed music, art, debate, and drama.[9]

Table 4.47 demonstrates 84.2% PTA chairman opined of A category school that the regular practice of co-curriculum activities in the school, 10.5% opined are not practiced. 78.6% respondent of B category school opined that the practices, and 21.4% opined are 'unknown' of these. 80% respondent opined of C category school that the school practices of co-curriculum activities in the school. Overall 31 schools out of 38 schools respondents opined they have practiced of co-curriculum activities in the school.

Table 4.47: Practice of Co-curriculum Activities in the School

		Category of School			Total
		A	B	C	
Practice of co-curriculum activities in the school	Yes	16	11	4	31
		84.2%	78.6%	80.0%	81.6%
	No	2	0	0	2
		10.5%	0.0%	0.0%	5.3%
	Unknown	1	3	1	5
		5.3%	21.4%	20.0%	13.2%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

On the other hand, same question for guardian for cross-checking the SMC and PTA chairman's opined appendix table 4.42 demonstrates 89.5% respondent of A category school opined that the school practices of co-curriculum activities. 85.7% respondent of B category school opined that the school practices of co-curriculum activities, and 14.3% respondent opined they are 'unknown' about these. 80% respondent opined of C category school that the school practices of co-curriculum

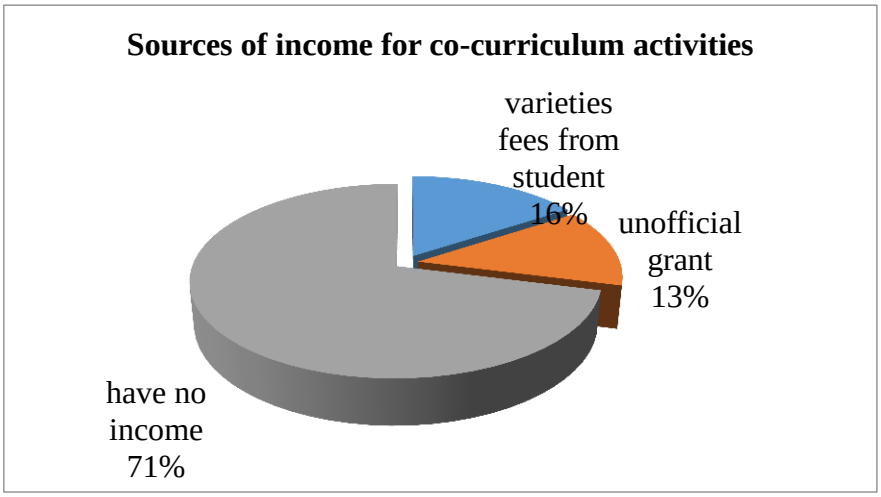
[9] FGD data, Puthia, Rajshahi, 29 November, 2017.

activities regularly. Overall 86.8% guardian of the school opined that the school practices of these function.

4.44 Sources of Income for Co-curriculum Activities in the School

Government have not subsidy for practices of co-curriculum activities. Figure 4.35 significantly shows that the schools have no income for performing these activities only 16% respondent opined they expenses it in varieties fees from the student. Appendix Table 4.43 shows 73.7% headmaster of A category school opined 'have no incomes' for co-curriculum activities, 15.8% opined 'unofficial grant', and 10.5% respondent opined 'varieties fees from student'. 64.3% respondent of B category school opined 'have no incomes', 28.6% respondent opined 'varieties fees from student' for co-curriculum activities. 80% respondent of C category school opined that the schools 'have no incomes', 20% respondent opined 'unofficial grant' for co-curriculum activities.

Figure 4.25: Income for Co-curriculum Activities in the School



Sources: Field Survey, 2017

Same question asked SMC chairman the sources of income the practices of co-curriculum. 71.1% respondent opined they have no income. Table 4.48 demonstrate that 78.9% respondent opined of A category school that there are 'no income', and 15.8% respondent opined 'unofficial grant' for the performing the co-curriculum activities. 64.3% respondent opined of B category school that 'no income', 21.4% respondent opined 'varieties fees from the school', and 14.3%

opined 'unofficial grant' to perform the co-curriculum activities. 60% respondent opined of C category school opined that 'have no income', and 40% respondent opined 'varieties fees from the school' are the main income source for the performing the co-curriculum activities.

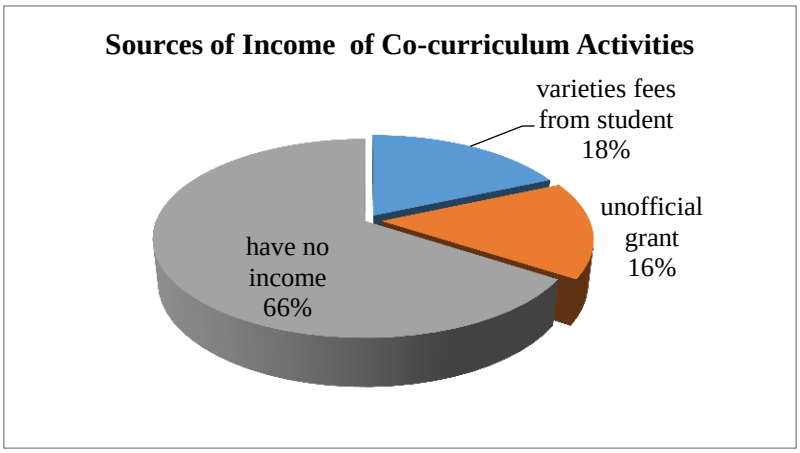
Table 4.48: Sources of income for co-curriculum Activities in the School

		Category of the School			Total
		A	B	C	
Sources of income for co-curriculum activities in the school	varieties fees from school	1	3	2	6
		5.3%	21.4%	40.0%	15.8%
	Unofficial grant	3	2	0	5
		15.8%	14.3%	0.0%	13.2%
	Have no income	15	9	3	27
		78.9%	64.3%	60.0%	71.1%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Figure 4.26 shows 66% PTA chairman opined that they have no income. Appendix table 4.44 shows 52.6% respondent opined of A category school that there are 'no income', and 26.3% respondent opined 'unofficial donation', 21.1% respondent opined 'varieties fees from student' for performing the co-curriculum activities in the school. 78.6% respondent of B category school opined that there are 'no income' for these, 14.2% opined 'varieties fees from student'. 80% respondent of C category school opined that 'no income' for performing the co-curriculum activities in the school.

Figure 4.26: Sources of income for co-curriculum activities in the School



Sources: Field Survey, 2017

4.45 Creating a Delightful Environment in the School by the PT Parade, Recitation, Storytelling and Jokes

Headmaster asked the question creating a delightful environment in the school by the PT parade, recitation, storytelling and jokes. Overall 35 schools out of 38 study school the headmaster opined that they are doing these duties perfectly. Table 4.49 demonstrate that 84.2% respondent of A category school opined they are creating a delightful environment in the school by pity parade, recitation, storytelling and jokes, and 15.8 respondent opined they are not interesting to these. 100% respondent opined they are creating a delightful environment in the school by pity parade, recitation, storytelling and jokes. 100% respondents of C category school opined are creating a delightful environment in the school by pity parade, recitation, storytelling and jokes.

Table 4.49: SMC Chairman Creating a Delightful Environment in the School by the PT Parade, Recitation, Storytelling and Jokes

		Category of the School			Total
		A	B	C	
Delightful environment in school by pity parade, recitation, and storytelling	Yes	16	14	5	35
		84.2%	100.0%	100.0%	92.1%
	No	3	0	0	3
		15.8%	0.0%	0.0%	7.9%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Same question for SMC chairman question creating a delightful environment in the school by the PT parade, recitation, storytelling and jokes they opined their views appendix table 4.45 shows that 94.7% respondent opined of A category school that they creating of delightful environment in the school by the pity parade, recitation, storytelling, and jokes. 100% respondent opined of B category school that they doing these duties perfectly. 80% respondent opined of C category school opined that they are also done these duties accurately.

Appendix table 4.46 shows 94.7% PTA chairman opined of A category school that they are creating delightful environment for learners. 92.9% respondent opined of B category school that they are also creating delightful environment for

the learners. 60% respondent opined of C category school they done these duties, and 40% respondent opined they are not done these duties.

Guardian asked the same question for cross-checking Table 4.50 shows 78.9% respondent of A category school opined that the school are creating delightful environment for learners by pity-parade, recitation, storytelling and jokes, 15.8% respondent opined 'no'. 50% respondent of B category school opined that the school are creating delightful environment for learners by pity-parade, recitation, storytelling and jokes, 35.7% respondent opined 'no', and 14.3% respondent opined they are 'unknown' about these. 80% respondent of C category school opined that the school are creating delightful environment for learners by pity-parade, recitation, storytelling and jokes, 20% respondent are 'unknown' about these function.

Table 4.50: PTA Chairman Creating a Delightful Environment in the School by the PT Parade, Recitation, Storytelling and Jokes

		Category of the School			Total
		A	B	C	
Creating delightful environment for learner's	Yes	15	7	4	26
		78.9%	50.0%	80.0%	68.4%
	No	3	5	0	8
		15.8%	35.7%	0.0%	21.1%
	Unknown	1	2	1	4
		5.3%	14.3%	20.0%	10.5%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

4.46 Arranging Various Cultural Functions (the parents' day, *milad mahfil,* and cultural day) for Development of Parent-Teachers Relation

Headmaster asked the question arranging various cultural functions (parent's day, *milad mahfil*, and cultural day) for develop of parent-teachers relations. The headmaster opined their views below the table 4.51 shows 100% respondent of A category school opined they arrange parent's day, *milad mahfil,* and cultural day for develop of parents teacher relation. 100% respondent of B category school opined they arrange parent's day, *milad mahfil*, and cultural day for develop of parent's teacher relation. 100% respondent of C category school opined they arrange parent's day, *milad mahfil,* and cultural day for develop of parent's teacher relation.

Table 4.51: Headmaster Arranging Various Cultural Functions (the parents' day, *milad mahfil,* and cultural day) for Development of Parent-Teachers Relation

		Category of the School			Total
		A	B	C	
Arrange parent's day, milad mahafil, and cultural day	Yes	19	14	5	38
		100.0%	100.0%	100.0%	100.0%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.52 shows that 84.2% SMC chairman opined that they are arranging cultural function for development of parent- teachers relation. 85.7% respondent opined of B category school they doing these kinds of duties. 80% respondent of C category school opined that they are performing these work. Overall 84.2% respondent opined they arrange these function in the school.

Table 4.52: SMC Chairman Arranging Various Cultural Functions (the parents' day, *milad mahfil,* and cultural day) for Development of Parent-Teachers Relation

		Category of the School			Total
		A	B	C	
Arranging cultural function for develop of parent-teacher relation	Yes	16	12	4	32
		84.2%	85.7%	80.0%	84.2%
	No	3	2	1	6
		15.8%	14.3%	20.0%	15.8%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.53 demonstrates 100% respondent of A category school opined arrange various cultural functions (the parents' day, *milad mahfil,* and cultural day) for development of parent-teachers relation in the school. 100% respondent opined of B category school arrange various cultural functions (the parents' day, *milad mahfil,* and cultural day) for development of parent-teachers relation in the school. 100% respondent of C category school opined the schools are not arranged of various cultural functions (the parents' day, *milad mahfil,* and cultural day) for development of parent-teachers relation in the school.

Table 4.53: PTA Chairman Arranging Various Cultural Functions (the parents' day, *milad mahfil,* and cultural day) for Development of Parent-Teachers Relation

		Category of School			Total
		A	B	C	
Arrange of various cultural function	Yes	19	14	0	33
		100.0%	100.0%	0.0%	86.8%
	No	0	0	5	5
		0.0%	0.0%	100.0%	13.2%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Guardian asked the same question and they opined 14 schools out of 38 not arrange these and 8 schools opined that they are not known about these. Table 4.54 demonstrates 73.7% respondent of A category school opined that the school authority are arranging various cultural functions (the parents' day, *milad mahfil*, and cultural day) for development of parent-teachers relation, 15.8% respondents are 'unknown', and 10.5% respondent opined 'no'. 57.1% respondent opined of B category school that the school authority are not arranging various cultural functions (the parents' day, *milad mahfil*, and cultural day) for development of parent-teachers relation, 28.6% respondent opined they are 'unknown', 14.3% respondent opined the school authority are arranging various cultural functions (the parents' day, *milad mahfil*, and cultural day) for development of parent-teachers relation. 80% respondent of C category school opined the school authority are not arranging various cultural functions (the parents' day, *milad mahfil*, and cultural day) for development of parent-teachers relation.

Table 4.54: Arranging Various Cultural Functions

		Category of the School			Total
		A	B	C	
Arranging various cultural function	yes	14	2	0	16
		73.7%	14.3%	0.0%	42.1%
	No	2	8	4	14
		10.5%	57.1%	80.0%	36.8%
	unknown	3	4	1	8
		15.8%	28.6%	20.0%	21.1%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

4.47 Conclusion

Headmaster, SMC, and PTA are theoretically responsible to mobilize the local people for primary school and also these help the school in their governance activities. The head masters are the most knowledgeable persons who can visualize the problems of governance of the school. Total 38 headmasters, SMC, and PTA chairman were interviewed to know the problems they face regarding the governance at the school. It is reflected from the data that almost all the chairman somehow played an effective role in school governance. But the researcher observed that many of them replied that they did not clearly understand as to how could contribute to the school governance.

Chapter Five
Monitoring and Evaluation Practices in Primary Education at Upazila in Bangladesh

5.1 Introduction

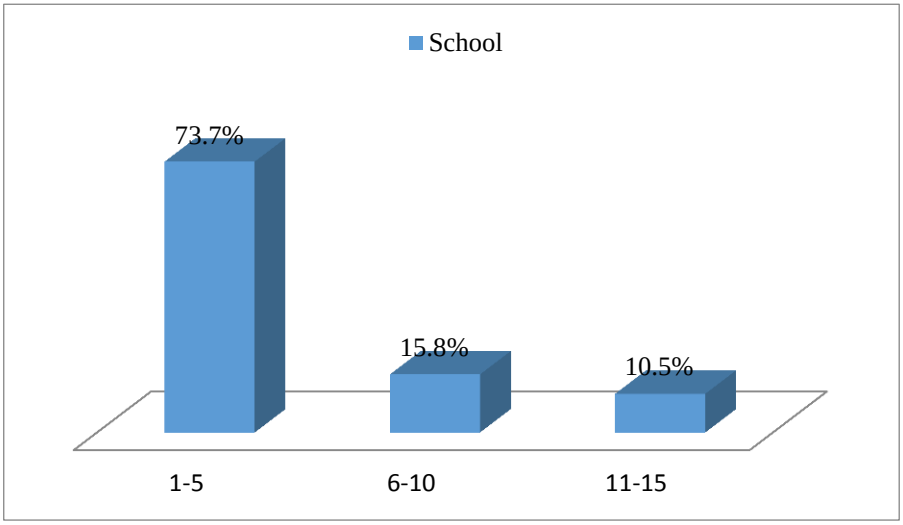
A good education system is dependent on good monitoring and evaluation. The primary school monitoring and evaluation is weak and suffer from many inadequacies. The monitoring and evaluation of the schools should be strengthened with particular focus on school monitoring and evaluation staff at upazlia level who are directly linked with school performance. The headmaster is the key functionary who is required to shoulder diverse responsibilities academic, administrative, accenting and public relations without proper support services and clearly defined authority. For efficient monitoring of the schools, the headmaster should be entrusted with the power and authority, at the same time they should be responsible for good management and better performance and should be held accountable for good performance. A workable system of reward and punishment should also be introduced, with local management and community participation. Similarly certain power and authority need to be delegated to different hierarchical levels of directorate of primary education and monitoring and evaluation should be strictly enforced. The role and functions of the school management committee (SMC) and parent- teachers association (PTA) should be reviewed to make improvements in the present system. These two bodies should be made really effective and functional. The monitoring and evaluation system must ensure that teachers' professional commitments and skills are used to the best effect of the schools. Regular and formal appraisal of the performance of the teachers and the staff by higher authority should be enforced.

5.2 Number of Time to Visits the School in a Month

Question asked the SMC chairman how many time to visit the school in a month. Figure 5.1 demonstrate that around 74% respondents are visited the school '1-5' times in a month. But the government gazette declared at least 6 time visits the

school.[1] Table 5.1 shows that 78.9% respondent opined of A category school that they visited the school 1-5 times in a month, 10.5% respondent opined they visited the school 6-10, and 11-15 times in a month. 64.3% respondent opined of B category school that they visited the school 1-5 times in a month, 21.4% opined 6-10 times, 14.3% opined 11-15 times to visited the school in a month. 80% respondent opined of C category school that they visited the school 1-5 times, 20% respondent opined they visited the school 6-10 times in a month.

Figure 5.1: Time to Visited the School in a Month



Sources: Field Survey, 2017

Table 5.1: Number of Time to Visited the School in a Month

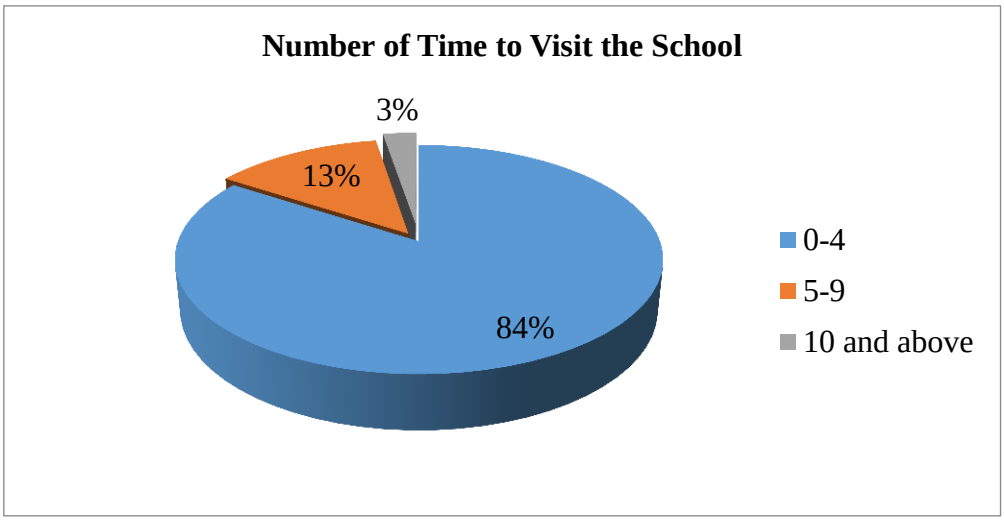
		Category of the School			Total
		A	B	C	
Number of time to visit the school	1-5	15	9	4	28
		78.9%	64.3%	80.0%	73.7%
	6-10	2	3	1	6
		10.5%	21.4%	20.0%	15.8%
	11-15	2	2	0	4
		10.5%	14.3%	0.0%	10.5%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

[1] Ministry of Primary and Mass Education, *Government of the People's Republic of Bangladesh SRO no:38.008.035.00.00.007.2012/688*, Gazette Notification, Formation of SMC Committee (Dhaka: November 2012), p. 4.

Same question asked of PTA chairman how many time to visited the school in a month. Figure 5.2 almost 84% respondent visited the school '0-4' times in a month but the government gazette declared[2] that the PTA chairman at least 5 times visits the school in a month. But the data does not represent their responsibilities. Appendix table 5.2 demonstrates 84.2% respondent opined that they visits the school '0-4' times in a month, and very few respondent opined '5-9' times visits the school. 78.6% respondent opined of B category school that they visit the school '0-4' times, and very few respondents opined they visits the school '5-9' and '10=>' in a month. 100% respondent opined that they are visited the school in a month.

Figure 5.2: Number of Time to Visits the School in a Month



Sources: Field Survey, 2017

During the field survey, the researcher observed that most of the guardians are dissatisfaction about the management of the SMC and PTA committee's activity. In this regard.

> One of the teacher's representatives expresses his views in following ways; the SMC and PTA chairmen are indifferent of their duties. They are fully ignorant of their duties because most of them are locally influential person and they are involved in full time of personal activities.[3]

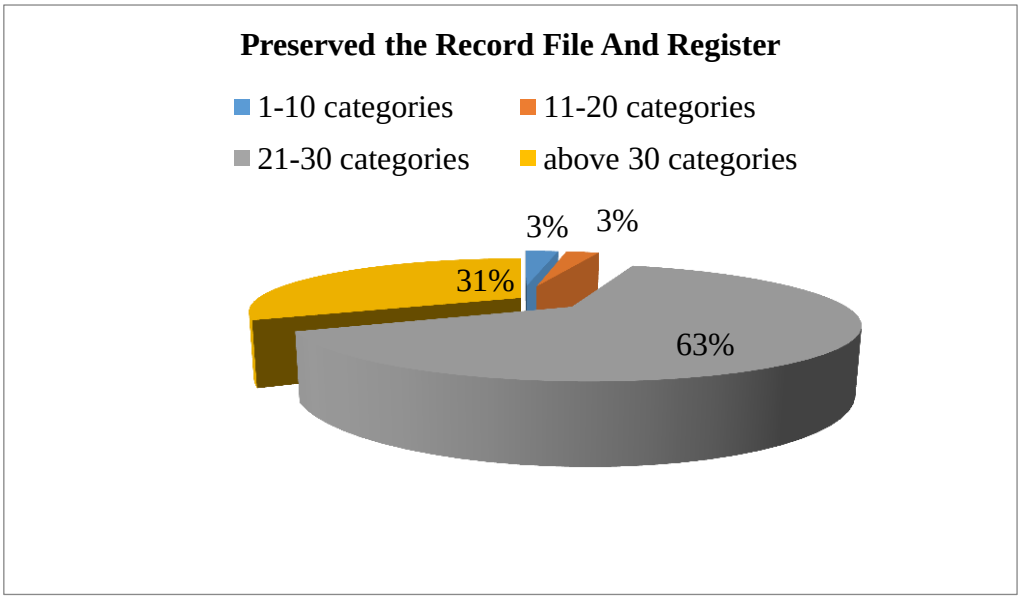
[2] Ministry of Primary and Mass Education, *Government of the people's Republic of Bangladesh SRO no: Dept. PMED/Admin-3/Commi-3/2000/526/1*, Gazette Notification, Formation of PTA Committee (Dhaka: November 2000), p. 3.

[3] Interview with Teacher's Representative, Kushtia, December, 2017.

5.3 Number of Record File and Register Preserved the School

Headmaster asked the question number of record file and register preserved the school. Figure 5.3 shows 63% headmaster of the study school preserved '21-30' categories register preserved the school where the headmaster are advised 39 file and register book preserved the school. Table 5.2 demonstrate that 63.2% respondent of A category school opined they preserve record file and register in the school 21-30 categories, 36.8% respondent opined they preserve 'above 30 categories' of record file and register. 57.1% respondent of B categories opined they preserved 21-30 categories of record file and register book. 80% respondent of C categories school preserved record file and register. Data shows C categories schools do not perform according to the guidance of higher authority. On the other hand, A and B category schools are same to preserved the record file and register.

Figure 5.3: Number of Record File and Register Preserved the School



Sources: Field Survey, 2017

Table 5.2: Record File and Register Preserved the School

		Category of the School			Total
		A	B	C	
Number of record file register preserved the school	1-10 categories	0	1	0	1
		0.0%	7.1%	0.0%	2.6%
	11-20 categories	0	0	1	1
		0.0%	0.0%	20.0%	2.6%
	21-30 categories	12	8	4	24
		63.2%	57.1%	80.0%	63.2%
	above 30 categories	7	5	0	12
		36.8%	35.7%	0.0%	31.6%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

5.4 Give Opinion to Higher Authority for Assistant Teacher's Leave, and Transfer Application

Headmasters are the key factor of any primary school's activities. He gives an opinion of higher authority for assistant teacher's leave permission, and transfer application. Data shows almost 95% respondent opined they done their duties regularly and 100% respondents of B category school successfully done their job.

Table 5.3: Give Opinion to Higher Authority for Assistant Teacher's Leave, and Transfer Application

		Category of the School			Total
		A	B	C	
Give opinion to higher authority the assistant teacher's leave, and transfer application	Yes	18	14	4	36
		94.7%	100.0%	80.0%	94.7%
	No	1	0	1	2
		5.3%	0.0%	20.0%	5.3%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

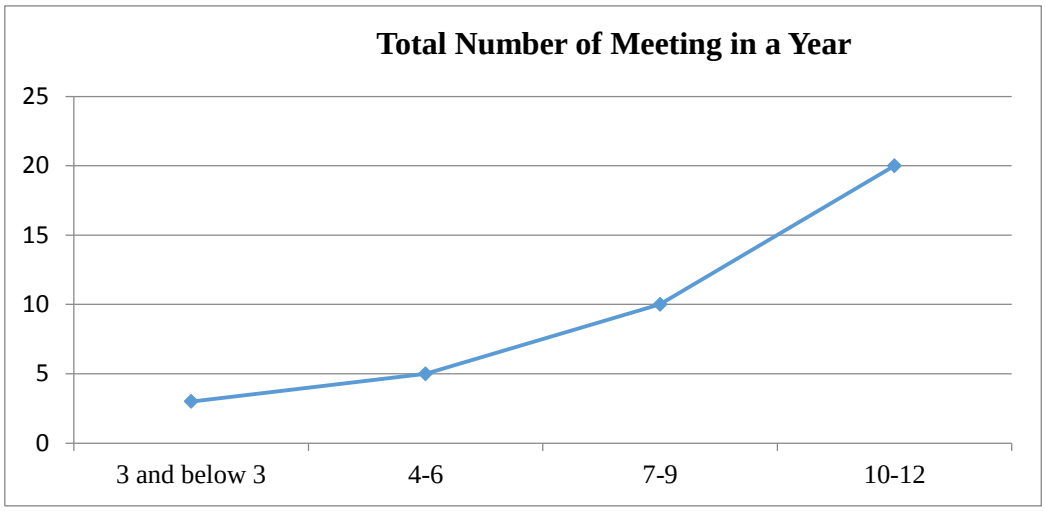
Sources: Field Survey, 2017

5.5 Meeting Held in a Year in the School

Managing committee calls timely meeting is very important to taking decision of school development. Question asked the SMC chairman how many time to held meeting in a year. Figure 5.4 shows maximum '10-12' times called meeting in a

year. Government gazette declared at least one meeting called in a year.[4] Appendix table 5.3 shows that 63.2% respondent opined of A category school, total 10-12 meeting held in a year, 26.3% respondent opined 7-9, and 10.5% respondent opined held the meeting in a year 4-6. Table shows of B category school 50% respondent opined held the meeting 10-12 times in a year. 28.6% opined 7-9, 21.4% respondent opined 4-6 times held the meeting in a year. 60% respondent of C category school opined the meeting held <=3 times, and 20% respondent opined the meeting held 7-9 times in a year.

Figure 5.4: Meeting Held in a Year in the School



Sources: Field Survey, 2017

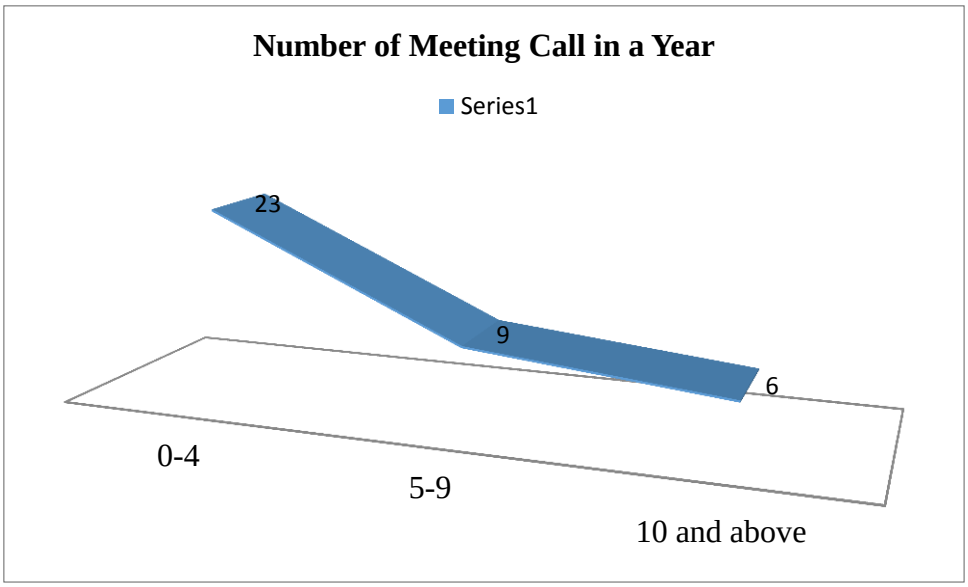
Question asked the PTA chairman how many meeting called in a year. They express their view figure 5.5 shows 23 respondents opined that they called meeting '0-4' timed in a year and 9 respondent opined '5-9' times called meeting in a year. But the government gazette declared PTA chairman called meeting 2 times in a year.[5] Table 5.4 shows 52.6% respondent of A category school opined that they are called '0-4' meeting in a year, 26.3% respondent opined '5-9', and

[4] Ministry of Primary and Mass Education, *Government of the People's Republic of Bangladesh SRO no:38.008.035.00.00.007.2012/688,* Gazette Notification, Formation of SMC Committee (Dhaka: November 2012), p. 4.

[5] Ministry of Primary and Mass Education, *Government of the people's Republic of Bangladesh SRO no: Dept. PMED/Admin-3/Commi-3/2000/526/1*, Gazette Notification, Formation of PTA Committee (Dhaka: November 2000), p. 3.

21.1% respondent opined they arrange the '10=>' meeting in a year. 57.1% respondent of B category school opined they called '0-4' meeting, 28.6% respondent opined '5-9' times meeting, and 14.3% respondent opined they called '10=>' meetings in a year. 100% respondent of C category school opined that they '0-4' meeting called in a year.

Figure 5.5: Meeting Held in a Year in the School



Sources: Field Survey, 2017

Table 5.4: Meeting Held in a Year in the School

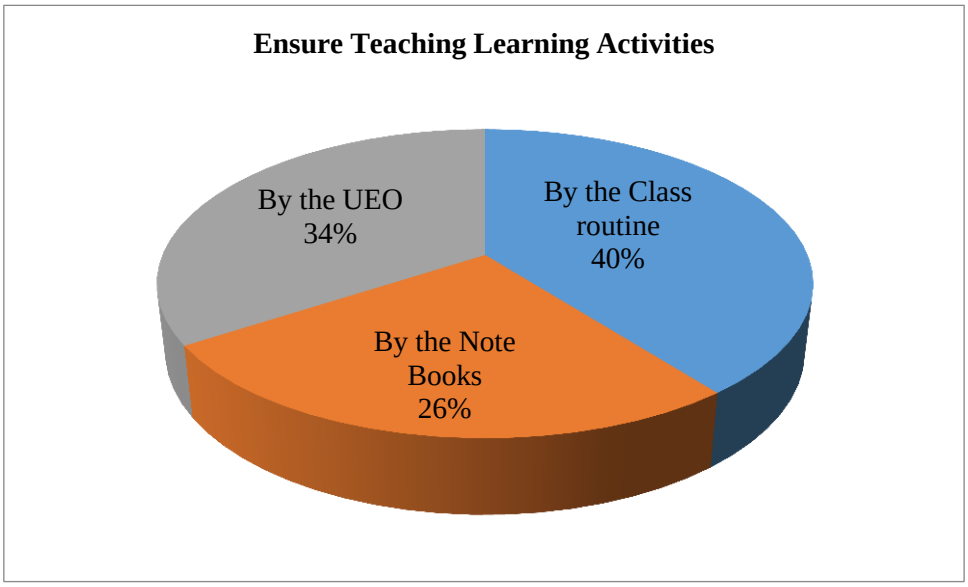
	Total meeting	Category of the school			Total
		A	B	C	
Meeting calls in the year	0-4	10	8	5	23
		52.6%	57.1%	100.0%	60.5%
	5-9	5	4	0	9
		26.3%	28.6%	0.0%	23.7%
	10 and above	4	2	0	6
		21.1%	14.3%	0.0%	15.8%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

5.6 Ensure the Teaching Learning Activities According to the Everyday School Routine

Headmaster ensures teaching learning activities according to the everyday school routine. The headmaster asked the question how he ensures these duties. Figure 5.6 shows that they done their duties by the class routine and 34% headmaster opined their duties by the UEO advised. Appendix table 5.4 shows that ensure the teaching learning activities according to the everyday school routine in 42.2% respondent opined they are doing the duties in 'class routine', 36.8% respondent opined they doing these duties by 'UEO' and 21.1% respondent opined they doing the duties by 'note book' in A category school. 35.7% respondent opined that they ensure the teaching learning activities to the everyday school activities by 'class routine' and same respondent opined they manage these by 'UEO', and 28.6% respondent opined they manage these by 'note book' of in B category school. 40% respondent opined that they ensure the teaching learning activities to the everyday school activities by 'class routine' and same respondent doing these duties by 'note book' in C category school.

Figure 5.6: Ensure the Teaching Learning Activities According to the Everyday School Routine



Sources: Field Survey, 2017

5.7 Discuss with the Teachers and Guardian about Continuous Evaluation Method and Identify the Student's Learning Weakness

Question for chairman of SMC discusses with the teachers and guardian about continuous evaluation method and identify the student's learning weakness. The study wants to know, are they doing their duties accurately. They express their views table 5.5 that 57.9% respondent opined of A category school that the SMC chairman are not talking with teachers and guardian for identify student's learning weakness and 42.1% respondent opined they perfectly doing their duties. 85.7% respondent of B category school opined they are not interest to talking with teachers and guardian for identify student's learning weakness and 14.3% respondent opined they do these work accurately. Table significantly shows 100% respondent opined of C category school that they are not interested to talking with teachers and guardian for identify student's learning weakness.

Table 5.5: SMC Chairman Discuss with the Teachers and Guardian about Continuous Evaluation Method and Identify the Student's Learning Weakness

		Category of the School			Total
		A	B	C	
Talking guardian for identify student's learning weakness	Yes	8	2	0	10
		42.1%	14.3%	0.0%	26.3%
	No	11	12	5	28
		57.9%	85.7%	100.0%	73.7%

Sources: Field Survey, 2017

Chairman of PTA asked the same question discusses with the teachers and guardian about continuous evaluation method and identify the student's learning weakness. Data shows below table 5.6 shows 73.7% respondent opined of A category school that they are discussed with the teacher, and 26.3% are not interested for this. 50% respondent opined of B category school they are not interested to know the student's learning weakness, and same portion of respondent opined done their job perfectly. 80% respondent opined of C category school that they are not discussed with the teacher about evaluation the student's learning weakness. Almost 58% PTA chairman express their opinion that they done their duties for development of children's learning and continuous evaluation.

Table 5.6: PTA Chairman Discuss with the Teachers and Guardian about Continuous Evaluation Method and Identify the Student's Learning Weakness

		Category of the school			Total
		A	B	C	
Discuss with teacher about evaluation and student's learning weakness	Yes	14	7	1	22
		73.7%	50.0%	20.0%	57.9%
	No	5	7	4	16
		26.3%	50.0%	80.0%	42.1%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Question asked for the guardian for cross check of SMC and PTA chairman opinion. Table 5.7 shows 57.9% respondent of A category school opined that the authority are not discussed with the teachers and guardian about continuous evaluation method and identify the student's learning weakness in the school, 31.6% respondent opined 'yes', and 10.5% 'unknown'. 71.6% respondent of B category school opined that the authority are not discussed with the teachers and guardian about continuous evaluation method and identify the student's learning weakness in the school, 28.6% respondent are 'unknown'. 40% respondent of C category school opined that they are 'unknown' and same are opined the authority are not discussed with the teachers and guardian about continuous evaluation method and identify the student's learning weakness in the school. About 61% Guardian differ the SMC and PTA chairman opinion and 21.1% guardian express their views that they are not known about these function. In this regards.

> One of the FGD members expresses his opinion that he is the guardian one of the student of the school. I have not seen the SMC and PTA talking with me to continuous evaluation and my son's learning weakness. Others of the FGD member are same opinion towards them.[6]

[6] FGD Data, Kushtia sadar, 28 December, 2017.

Table 5.7: Continuous Evaluation Method and Identify the Student's Learning Weakness

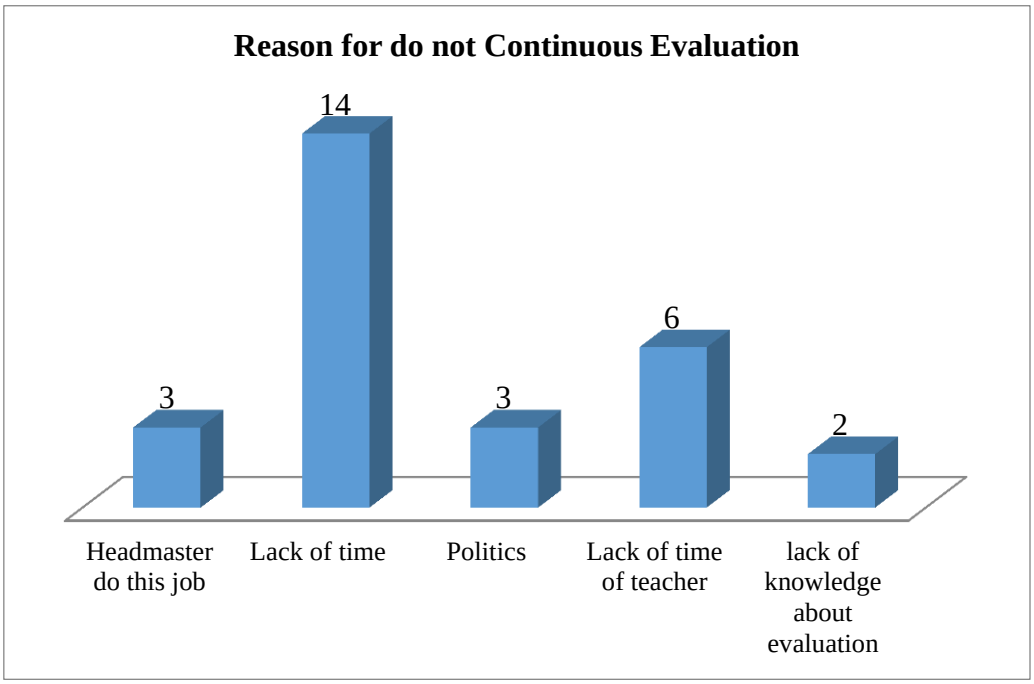
		Category of the School			Total
		A	B	C	
Continuous evaluation method and identify learning weakness	yes	6	0	1	7
		31.6%	0.0%	20.0%	18.4%
	No	11	10	2	23
		57.9%	71.4%	40.0%	60.5%
	unknown	2	4	2	8
		10.5%	28.6%	40.0%	21.1%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

5.8 Reason for do not Continuous Evaluation Method and Identify the Student's Learning Weakness

Question asked why they do not continuous evaluation method and identify the student's learning weakness. Figure 5.7 shows 14 respondent opinion of 38 study school that they are not done their duties because 'lack of time' and 6 respondents blame teacher. Appendix table 5.5 shows 26.3% respondent opined of A category school that they do not continuous evaluation method and identify student's learning weakness, 10.5% respondent opined for 'politics', and 'lack of time of teacher' in the school, and 5.3% respondent opined 'headmaster doing this job' and 'lack of knowledge of committee about evaluation method'. 64.3% respondent of B category school opined they are not doing the work because of 'lack of time' and 14.3% opined 'lack of time of teacher'. 40% respondent of C category school opined they are not doing the duties because of 'headmaster doing this job' and 'lack of time of teacher' in the school.

Figure 5.7: Reason for do not Continuous Evaluation



Sources: Field Survey, 2017

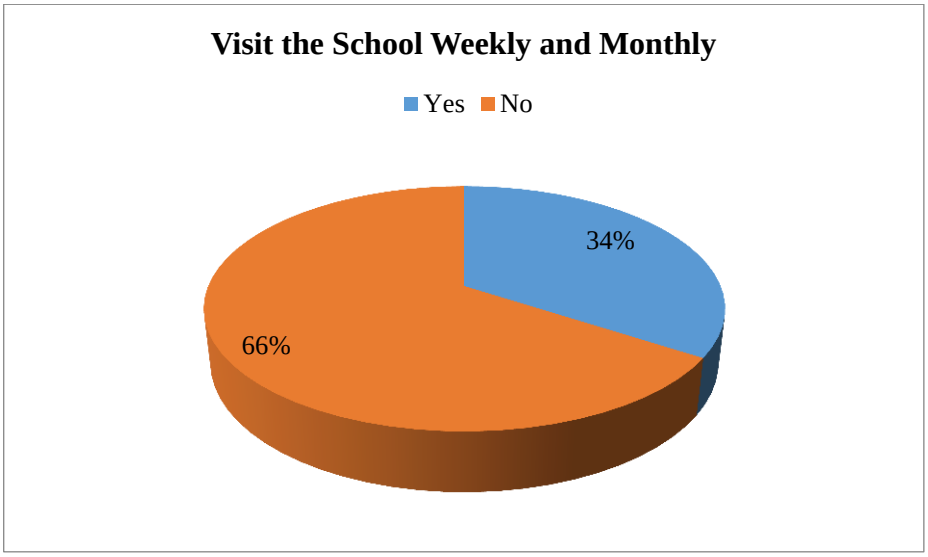
Same question for PTA chairman why they don't continuous evaluation method and identify the student's learning weakness. Data shows their views in various ways. Appendix table 5.6 shows 15.8% respondent opined of A category school that 'lack of time', and 10.5% opined 'no necessary'. 28.6% respondent opined 'lack of time', and 14.3% opined 'no necessary'. 60% respondent opined 'lack of time', and 20% respondent opined 'political reasons' for do not discuses with the teacher about evaluation the student's learning weakness. 14 PTA chairman opinion 'lack of time' out of 38.

5.9 Visit the School Weekly and Monthly for Advancement of Teaching Learning of the Student and Encourage the Teacher to Find out the Progress of Teaching

SMC chairman visits the school regularly to find out the progress the teaching. Question asked the SMC chairman visits the school weekly and monthly for advancement of teaching learning of the student and encourage the teacher to find out the progress of teaching. Figure 5.8 shows that 66% SMC chairman are not interested and 34% are done their duties. Appendix table 5.7 shows that 63.2%

respondent of A category school opined they visits the school weekly and monthly to encourage the teacher to find out the progress of teaching, 36.8% respondent opined they are not perfectly done their duties. 92.9% respondent opined of B category school that they are not visited the school weekly and monthly to encourage teacher to find out the progress of teaching only 7.1% respondent done their job perfectly. 100% respondent significantly opined of C category school that they are not doing their job perfectly.

Figure 5.8: Visit the School Weekly and Monthly



Sources: Field Survey, 2017

Question asked for PTA chairman visited the school weekly and monthly for find out the advancement of teaching. The government gazette declared the PTA chairman visits the school weekly and monthly for advancement of teaching learning of the student and encourage the teacher to find out the progress of teaching. Table 5.8 shows 63.2% respondent opined of A category school that they are visited the school weekly and monthly for advancement of teaching learning of the student and encourage the teacher to find out the progress the teaching, and 36.8% respondent opined they are not doing the work. 85.7% respondent opined of B category school that they are not done these duties, and only 14.3% opined that they are visited the school regularly. 100% respondent opined that they are not visited the school weekly and monthly for advancement of teaching learning of the student and encourage the teacher to find out the

progress the teaching. Overall 24 PTA chairman views opinion that they are not visited the school weekly and monthly out of 38.

Table 5.8: Teaching Learning of the Student and Encourage the Teacher to Find out the Progress of Teaching

		Category of the school			Total
		A	B	C	
Visit the school weekly and monthly for progress the teaching	Yes	12	2	0	14
		63.2%	14.3%	0.0%	36.8%
	No	7	12	5	24
		36.8%	85.7%	100.0%	63.2%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Guardian asked the question for cross check of the opinion of SMC and PTA chairman views. Table 5.9 shows 68.4% respondent of A category school opined that the authority do not visits the school weekly and monthly for advancement of teaching learning and encourage the teacher to find out about the progress of teaching,15.8% respondent opined they are 'unknown', and same respondent opinion 'yes'. 50% respondent of B category school opined that the authority do not visits the school weekly and monthly for advancement of teaching learning and encourage the teacher to find out about the progress of teaching, 42.9% respondent are 'unknown' of these function. 80% respondent of C category school opined that the authority do not do their duties properly. 63.2% guardian differs of SMC and PTA chairman opinion and 26.3% not knows about their duties.

Table 5.9: Visit the School Weekly and Monthly for Advancement of Teaching Learning of the Student and Encourage the Teacher to Find out the Progress of Teaching

		Category of the School			Total
		A	B	C	
Authority visit the school regularly	yes	3	1	0	4
		15.8%	7.1%	0.0%	10.5%
	No	13	7	4	24
		68.4%	50.0%	80.0%	63.2%
	unknown	3	6	1	10
		15.8%	42.9%	20.0%	26.3%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

5.10 Reason for do not Visit the School Weekly and Monthly for Advancement of Teaching Learning of the Student and Encourage the Teachers to Find out the Progress of Teaching

SMC chairman must visits the school weekly and monthly to find out the progress of teaching. Data shows 25 studies school of SMC chairman out of 38 schools are not done their duties properly. The study find out the reason for do not do their duties properly. Appendix table 30 shows 21.1% respondent opined of A category school that they do not visit the school weekly and monthly because of 'lack of time' and 15.8% respondent opined 'not necessary' for school visit. 50% respondent of B category school opined they do not visit the school because of 'lack of time' and 42.9% respondent opined 'not necessary' to visit the school. 60% respondent of C category school opined 'not necessary', and 40% opined 'lack of time' to visit the school weekly and monthly.

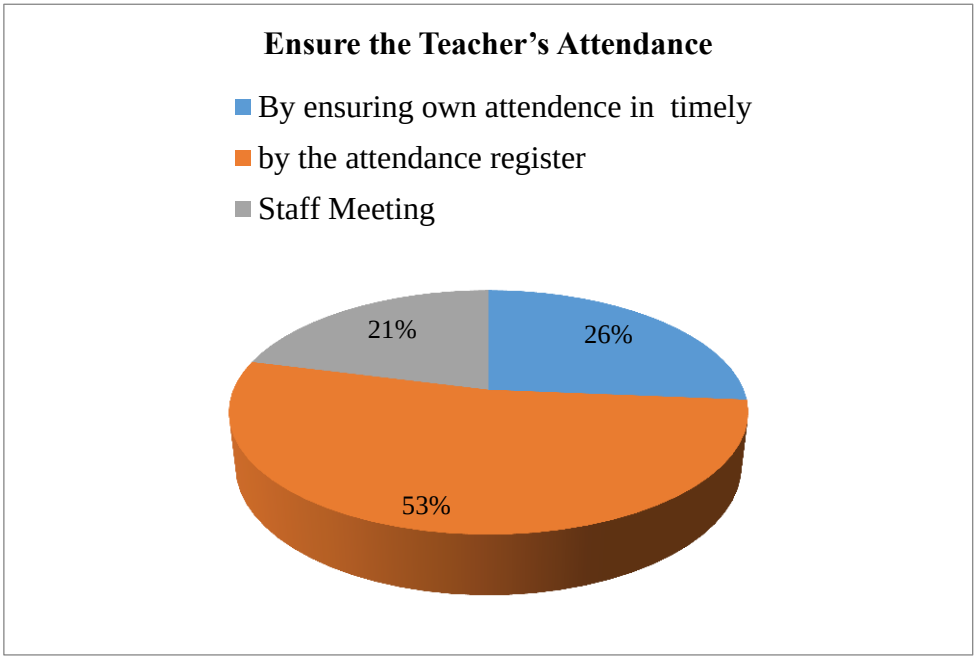
Question asked for the PTA chairman why they are not visits the school weekly and monthly. They express their views appendix table 26 shows 26.3% respondent opined of A category school that 'lack of time' very few respondents opined 'done higher authority', and 'no need' for this. 28.6% respondent opined that 'lack of time' and same are opined 'no interest in teacher', and 21.1% respondent opined 'done higher authority'. 60% respondent opined of C category school that they are not interest for 'lack of time', and 40% opined 'no need' to visited the school weekly and monthly for advancement of teaching learning of student and encourage the teacher to find out the progress of teaching.

5.11 Ensure the Teacher's Attendance in the School

Headmaster ensured the teacher's attendance in the school regularly. The study wants to know, how they ensure the teacher's attendance in the school. Figure 5.9 reveals that they doing their duties in three ways. 53% respondent opined that they maintained it 'by teacher's attendance register and 26% express their views that they doing it by ensuring own attendance timely. Appendix table 5.10 demonstrate that ensuring process of teacher's attendance in the school, 47.4% of respondent in A category school opined that they ensure of teacher's attendance 'by the attendance register', 26.3% responded opined that ensure teacher's attendance 'by

ensure own attendance timely' and same respondent opined that ensure teacher's attendance by 'staff meeting'. 64.3% respondent in B category school opined that they ensure teacher's attendance 'by attendance register' and 21.4% respondent opined that ensure teacher's attendance 'by own attendance timely'. 40.0% respondent of C category school opined that ensure teacher's attendance 'by own attendance timely, and same respondent opined they ensure 'by the attendance register'.

Figure 5.9: Ensure the Teacher's Attendance in the School



Sources: Field Survey, 2017

SMC chairman are the vital part collaborate with headmaster. Question asked the SMC chairman ensured the teacher's attendance regularly. They express their views below table 5.10 demonstrates 57.9% respondent opined of A category school that they are not ensuring the teacher's attendance in the school regularly, and 42.1% opined they are doing these duties properly. 92.9% respondents opined of B category schools are not ensure the teacher's attendance. 80% respondents of C category school are not doing the work properly. 73.7% respondent opined that they are not ensured the teacher's attendance in the school regularly.

Table 5.10: Ensure the Teacher's Attendance in the School

		Category of the School			Total
		A	B	C	
Ensure the teacher attendance	Yes	8	1	1	10
		42.1%	7.1%	20.0%	26.3%
	No	11	13	4	28
		57.9%	92.9%	80.0%	73.7%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Same question for the PTA chairman appendix table 5.11 shows 52.6% respondent of A category school opined that irregular teacher's attendance in the school, and 47.4% respondent opined the teachers are regularly attend the school. 78.6% respondent opined of B category school that the teachers are not attended the school regularly, and 21.4% respondent opined the teacher done well. Table significantly shows that 100% respondent opined of C category school that they are not monitoring the teacher's attendance. Overall 64.4% PTA chairman of both category school opined they are not done their duties properly.

5.12 The Head Teacher Ensure the Student's Attendance in the School Regularly

The headmasters find out the how many students absent in the school with the help of assistant teacher. The study wants to know that the head teacher perform their duties. In this context, Guardia asked the question for the headmaster ensure the student's attendance in the school regularly. Table 5.11 shows 47.4% respondent of A category school opined that the head teacher ensure the student's attendance in the school regularly, 31.6% respondent opined the head teachers are not ensured these, and 21.1% respondent opined they are 'unknown' about these. 64.3% respondent opined of B category school opined that the headmasters are not ensured the student's attendance in the school regularly, 21.4% respondent opined are 'unknown', and 14.3% opined the headmaster doing these duties. 60% respondent of C category school opined that they are 'unknown' about these duties. Overall 42.1% respondents answer 'no' and 26.3% opined their opinion 'unknown'.

Table 5.11: The Head Teacher Ensure the Student's Attendance in the School Regularly

		Category of the School			Total
		A	B	C	
Ensure the student attendance regularly	Yes	9	2	1	12
		47.4%	14.3%	20.0%	31.6%
	No	6	9	1	16
		31.6%	64.3%	20.0%	42.1%
	Unknown	4	3	3	10
		21.1%	21.4%	60.0%	26.3%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

5.13 Distribute the Duties among the Committee Members for School Inspection and Monitoring of Teaching Observation Process

SMC chairman distribution the duties among the committee member for school inspection and monitoring of teaching observation process. Question asked for the SMC chairman, are they doing these duties? Data shows 68.4% SMC chairman are ignored their duties only 31.6% opined 'yes'. Table 5.12 shows that 52.6% respondent opined of A category school distribute the duties among the committee members for school inspection and monitoring of teaching observation process, and 47.4% respondent are not done the duties. Table significantly shows 92.9% respondent of B category school are not distributing the duties among the committee members for school inspection and monitoring of teaching observation process. 80% respondents of C category school are not done their job perfectly.

Table 5.12: Distribute the Duties among the Committee Members for School Inspection and Monitoring of Teaching Observation Process

		Category of the School			Total
		A	B	C	
Distribution the duties among the committee member to inspection and monitoring	Yes	10	1	1	12
		52.6%	7.1%	20.0%	31.6%
	No	9	13	4	26
		47.4%	92.9%	80.0%	68.4%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

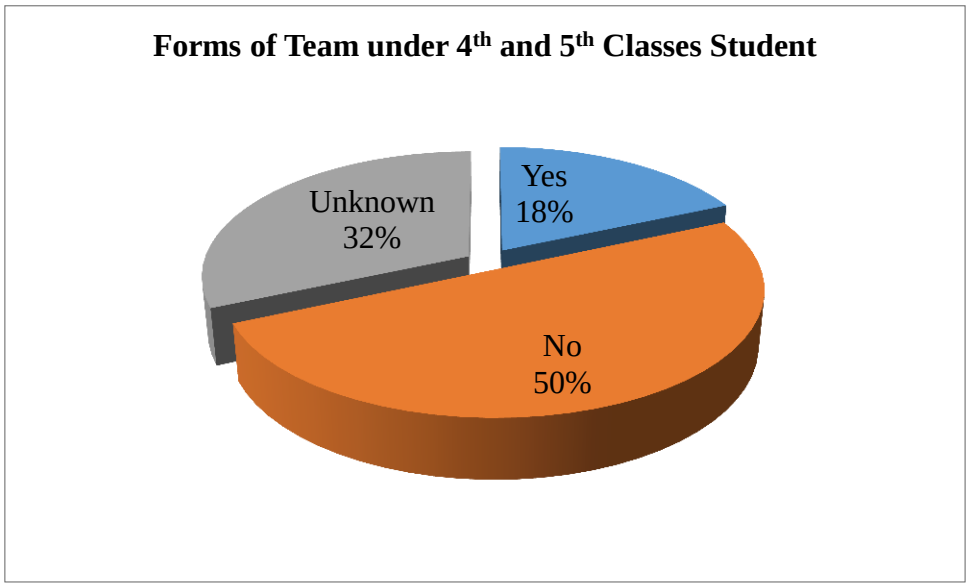
Sources: Field Survey, 2017

Question for the PTA chairman reason for do not do these duties. 23 PTA chairman opined the negligence of the committee member out of 38 study school. Appendix table 5.12 shows that 31.6% respondent of A category school are not distribute the duties among the committee members for school inspection and monitoring of teaching observation process because of 'negligence of the committee member for their duties, and 15.8% opined 'lack of time' to do these duties. 92.9% respondent of B categories school opined 'negligence of committee member for their duties'. 80% respondent of C category school are opined the same reason for do not do their duties.

5.14 Distribution the Duties under the Supervision of the Assistant Teachers to Make Sure Attendance to Absent Student in the School and Forms of Team under 4th and 5th Classes Student

SMC chairman asked the question for distribution the duties under the supervision of the assistant teachers to make sure attendance to absent student in the school and forms of team under 4th and 5th classes students. Figure 5.10 shows 50% respondent opined their opinion are negative, 32% are unknown and only 18% make positive their attitude. Appendix table 5.13 demonstrate that 42.1% SMC chairman opined they are 'unknown' to distribution the duties under the supervision of the assistant teachers to make sure attendance to absent student in the school and forms of team under 4th and 5th classes student, 31.6% opined they done these duties, and 26.3% respondent opined are not responsible for these. 71.4% respondent are not to distribution the duties under the supervision of the assistant teachers to make sure attendance to absent student in the school and forms of team under 4th and 5th classes student. 80% respondents of C category schools are not form theses committee by the 4th and 5th classes students.

Figure 5.10: Forms of Team under 4th and 5th Classes Student



Sources: Field Survey, 2017

PTA chairman asked the question for distribution the duties under the supervision of the assistant teachers to make sure attendance to absent student in the school and forms of team under 4th and 5th classes students. Table 5.13 significantly demonstrates 73.7% respondents opined of A category school that they are almost 'unknown' to distribute the duties under the supervision of the assistant teachers to make sure attendance and absent student in the school and forms of team under 4th and 5th classes student, 21.1% are known to these duties. 57.1% respondent of B category school opined are not known, 42.9% respondent opined 'unknown'. 60% respondents opined of C category school are not known and 40% opined 'unknown' to distribute the duties under the supervision of the assistant teachers to make sure attendance and absent student in the school and forms of team under 4th and 5th classes student. Almost 58% respondent opined they are 'unknown' about these duties.

Table 5.13: PTA Chairman Forms of Team under 4th and 5th Classes Student

		Category of School			Total
		A	B	C	
Distribute the duties under assistant teacher to make team of 4th and 5th classes student	Yes	4	0	0	4
		21.1%	0.0%	0.0%	10.5%
	No	1	8	3	12
		5.3%	57.1%	60.0%	31.6%
	Unknown	14	6	2	22
		73.7%	42.9%	40.0%	57.9%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Guardian asked the question SMC and PTA chairman distribution the duties under the supervision of the assistant teachers to make sure attendance to absent student in the school and forms of team under 4th and 5th classes students for cross check the SMC and PTA chairman's opinion. Table 5.14 demonstrate that 47.4% respondent of A category school opined that the school authority are not distributed the duties under the supervision of the assistant teachers to make sure attendance and absent student in the school and forms of team under 4th and 5th classes student, 42.1% respondents are 'unknown'. 50% respondent opined are 'unknown', and 50% respondent opined the school authority are not distributed the duties under the supervision of the assistant teachers to make sure attendance and absent student in the school and forms of team under 4th and 5th classes student. 60% respondent of C category school opined that they are 'unknown', and 40% respondent opined the headmasters are not doing these duties properly. Data shows 47.4% respondent opined they (SMC and PTA) are not done their duties and same are opined 'unknown'.

Table 5.14: Forms of Team under 4th and 5th Classes Student

		Category of the School			Total
		A	B	C	
Forms of team under 4th and 5th classes student	Yes	2	0	0	2
		10.5%	0.0%	0.0%	5.3%
	No	9	7	2	18
		47.4%	50.0%	40.0%	47.4%
	Unknown	8	7	3	18
		42.1%	50.0%	60.0%	47.4%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

In this regard, one of the KIIs expresses his views in following ways-

> The great achievement of the governments that every student in primary schools has received nominal taka from the government in every month. In this causes, most of the child in catchment area comes to the school, reduce of child labor and dropout rate.[7]

5.15 Headmaster Preserve the Definite Agenda and Evaluation Record for the Development of Student's Learning Process

SMC chairman are the part of any development activities in the school. They are doing their duties along with the headmaster. Chairman asked the question for the headmaster preserve the definite agenda and evaluation record for the development of the student's learning process. Table 5.15 reveals 52.6% respondents are in favors of headmaster and 42.1% are unknown and 73.7% respondent opined of A category school that the headmaster preserve the definite agenda and evaluation record for the development of student's learning process, 21.1% respondent are 'unknown' these process. 64.3% respondent of B category school opined that they are 'unknown', 28.6% respondent are known to these. 60% respondent of C category school opined that they are almost 'unknown' and 40% opined are well known the headmaster preserve the definite agenda and evaluation record for the development of student's learning process.

Table 5.15: Headmaster Preserve the Definite Agenda and Evaluation Record for the Development of Student's Learning Process

		Category of the School			Total
		A	B	C	
Headmaster preserve the record for development of student learning progress	Yes	14	4	2	20
		73.7%	28.6%	40.0%	52.6%
	No	1	1	0	2
		5.3%	7.1%	0.0%	5.3%
	Unknown	4	9	3	16
		21.1%	64.3%	60.0%	42.1%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

PTA chairman asked for the question the headmaster preserve the definite agenda and evaluation record for the development of the student's learning process. Data

[7] Interview with KIIs Data, Kushtia, January, 2018.

shows 15 PTA chairman complain against the headmaster out of 38 study school and 13 chairman almost 'unknown' about these duties. Table 5.16 shows 42.1% respondent opined of A category school that they are 'unknown' about the headmaster preserve the record for evaluation and student's learning progress, 31.6% respondent opined the headmaster done their duties, and 26.3% respondent opined the headmaster are not doing these duties. 50% respondent of B category school opined that the headmaster are not done, 28.6% opined are 'yes', and 21.4% respondent opined 'unknown'. 60% respondent opined of C category school that the headmasters are not doing, and 40% respondents are opined 'unknown' about the headmaster preserve the record for evaluation and student's learning progress.

Table 5.16: Headmaster Preserve the Definite Agenda and Evaluation Record for the Development of Student's Learning Process

		Category of School			Total
		A	B	C	
The headmaster preserve the record for evaluation and student's learning progress	Yes	6	4	0	10
		31.6%	28.6%	0.0%	26.3%
	No	5	7	3	15
		26.3%	50.0%	60.0%	39.5%
	Unknown	8	3	2	13
		42.1%	21.4%	40.0%	34.2%
Total		19	14	5	38

Sources: Field Survey, 2017

5.16 Nature of Helps the Headmaster to Preserve the Definite Agenda and Evaluation Record for the Development of Student's Learning Process

SMC chairman always helps the headmaster. The chairman asked the question nature of help to the headmaster. They express their views appendix table 5.14 shows that 16 respondent opined they discussed with the headmaster only 4 chairman opinion they have not taking any necessary step and 63.2% respondent of A category school opined that they 'discuss with the headmaster' to preserve the definite agenda and evaluation record for the development of student's learning process, and 10.5% opined 'taking no necessary steps'. 14.3% respondent

of B category school opined 'taking no necessary step' and 'discuss with headmaster'. 40% respondent opined of C category school that they 'discuss with the headmaster' to preserve the definite agenda and evaluation record for the development of student's learning process.

5.17 DPEO, UEO, AUEO Helps to Preserve the Student's Learning Capacity of Examination and Evaluation Record

Upazila education officers keeps close monitoring the evaluation in the jurisprudence areas. Headmaster asked the question DPEO, UEO, and AUEO are helped to preserve the student's learning capacity and evaluation record. The headmaster express their views below table 5.17 shows 17 respondent out of 38 study school express opinion that strongly helps and same are opined frequently helps. 57.9% respondent opined the DPEO, UEO and AUEO helps to preserve the student learning capacity of examination and evaluation record, 31.6% opined 'frequently helps', 10.5% respondent opined 'don't helps of A category school. 50% respondent of B category school opined that they 'frequently helps' 42.9% respondent opined 'strongly helps' 7.1% respondent opined 'don't helps'. 80% respondent of C category school opined they 'frequently helps' and 20% opined 'don't helps'.

Table 5.17: DPEO, UEO, AUEO Helps to Preserve the Student's Learning Capacity of Examination and Evaluation Record

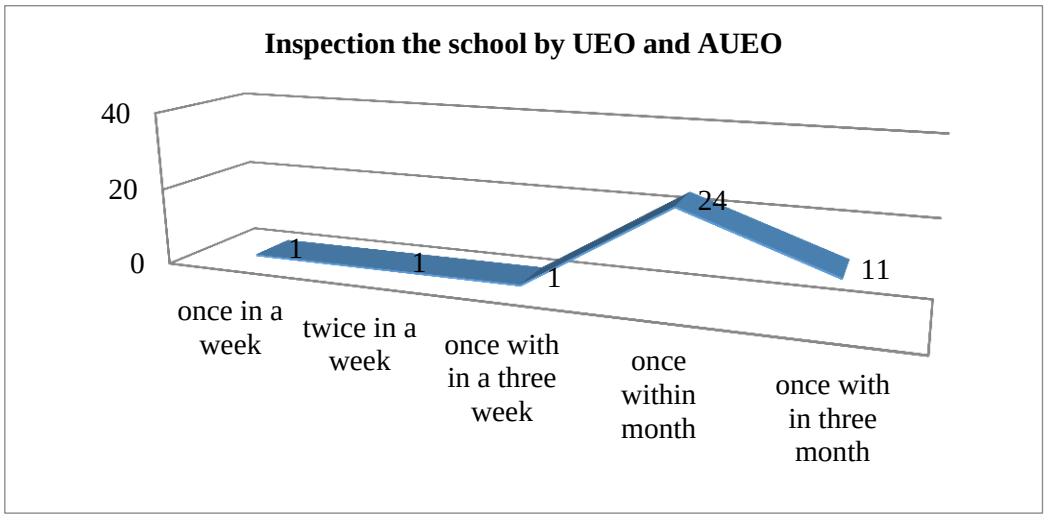
		Category of the School			Total
		A	B	C	
Preserve the evaluation record by the help of DPEO,UEO, and AUEO	Strongly helps	11	6	0	17
		57.9%	42.9%	0.0%	44.7%
	Frequently helps	6	7	4	17
		31.6%	50.0%	80.0%	44.7%
	Don't helps	2	1	1	4
		10.5%	7.1%	20.0%	10.5%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

5.18 How Many Times to Inspection the School in a Month by UEO and AUEO

Upazila education officer inspection every cluster and sub-cluster school within a month. Headmaster asked the inspection related question for the EUO and AUEO. Figure 5.11 shows 24 respondent opined positive about the higher authority to inspection purposes out of 38 study school. Appendix table 5.15 demonstrate that 73.7% respondent of A category school opined the UEO, AUEO visit the school 'once within a month', 21.1% opined 'once within three month', and 5.1 % opined 'once within three week'. 57.1% respondent of B category school opined the UEO and AUEO visit the school 'once within a week', 28.6% opined 'once within three month' and 7.1% opined 'twice in a week'.60% respondent of C category school opined they visit the school 'once within three month' 40% opined 'once within a month'. Table shows C category schools are negligible then A and B category school.

Figure 5.11: How Many Times to Inspection the School in a Month by UEO and AUEO



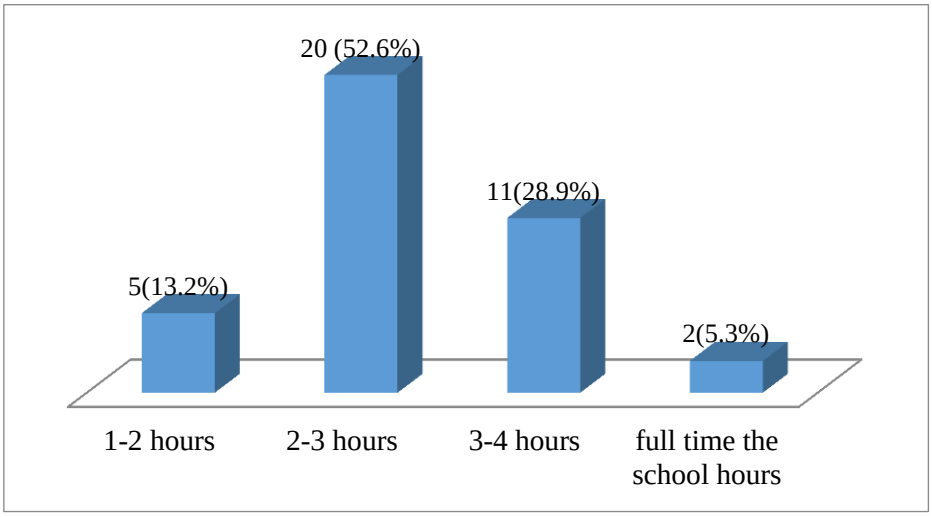
Sources: Field Survey, 2017

5.19 Times to Stay in School Inspection by the UEO, and AUEO

UEO and AUEO stay in the school in full school working hour. The authority observed whole activities of teaching learning, student's class performance and check all the files and record in previous school activities. Headmaster asked the

question for time to stay in school inspection by UEO and AUEO. Figure 5.12 shows 20 respondents opined the UEO and AUEO stay in school two to four hours out of 38 study schools. Table 5.18 shows that 57.9% respondent of A category school opined the UEO and AUEO stay in school '2-3 hours'. On the other hand, 50% respondent of B category school opined the UEO and AUEO stay in school '2-3 hours', 35.7% opined '3-4 hours', 14.3% opined they stay in school '1-2 hours'. 40% respondent of C category school opined they stay in school '1-2 hours', same respondent opined '2-3 hours', and 20% respondent opined the officer stay in school '3-4 hours'.

Figure 5.12: Times to Stay in School Inspection by the UEO, and AUEO



Sources: Field Survey, 2017

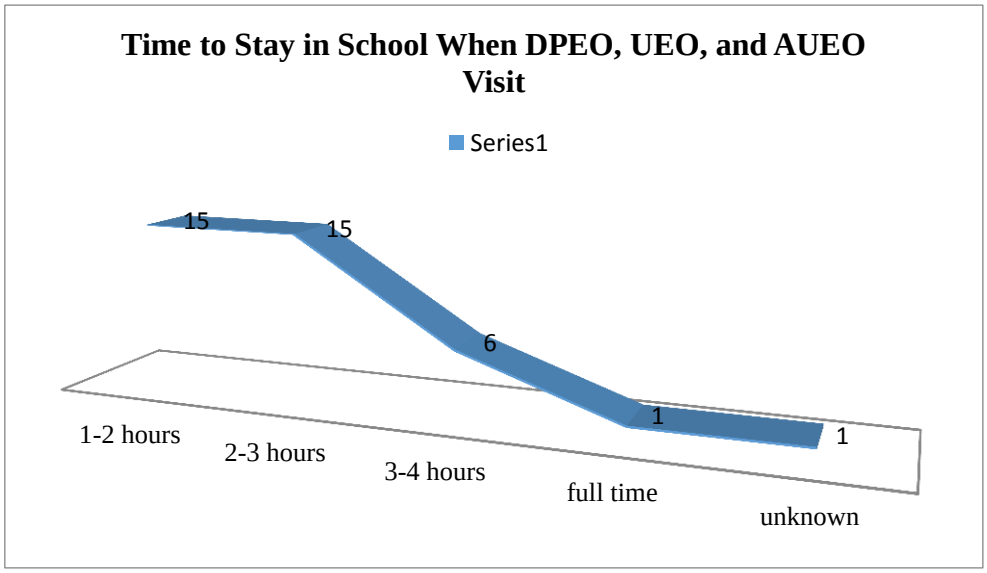
Table 5.18: Times to Stay in School Inspection by the UEO, and AUEO

	Time to stay	Category of the School			Total
		A	B	C	
Stay in school in inspection by the UEO, and AUEO	1-2 hours	1	2	2	5
		5.3%	14.3%	40.0%	13.2%
	2-3 hours	11	7	2	20
		57.9%	50.0%	40.0%	52.6%
	3-4 hours	5	5	1	11
		26.3%	35.7%	20.0%	28.9%
	full time the school hours	2	0	0	2
		10.5%	0.0%	0.0%	5.3%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Question asked the SMC chairman for UEO and AUEO time to stay in the school in inspection time. They express their views figure 5.13 shows 15 respondent about 40% SMC chairman opined the authority did not stay in full schooling time in the school. Appendix table 5.16 demonstrate 42.1% respondent opined that the DPEO, UEO, and AUEO stay in the school '1-2 hours', 36.8% respondent opined '2-3 hours', 15.8% respondent opined that DPEO, UEO, and AUEO stay in the school '3-4 hours' when they are visited the school. 50% respondent of B category school opined the DPEO, UEO, and AUEO stay in the school '2-3 hours' 28.6% respondent opined they stay in the school '1-2 hours' , 14.3% opined '3-4' hours' stay the school. 60% respondent opined of C category school that they stay the school '1-2 hours'.

Figure 5.13: Time to Stay in School When DPEO, UEO, and AUEO Visit



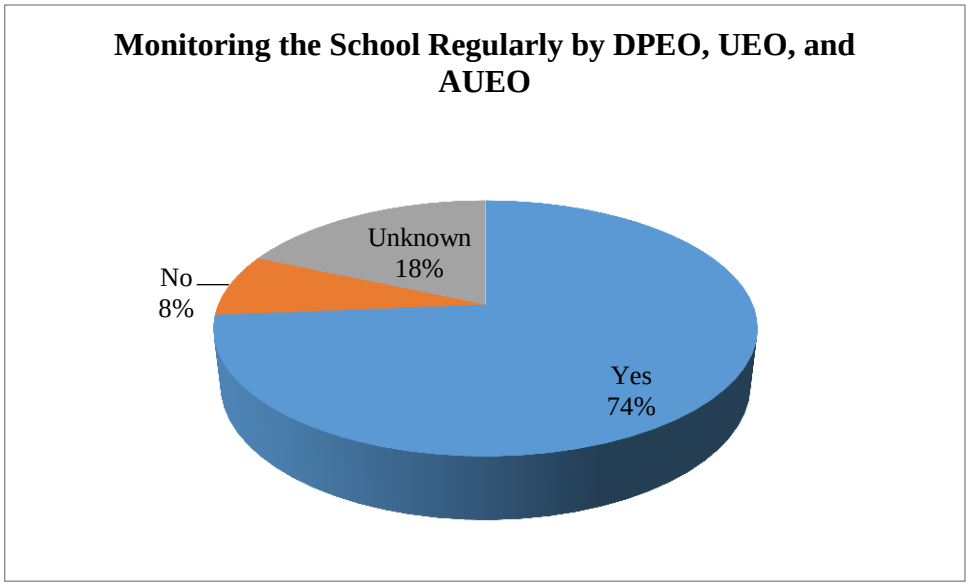
Sources: Field Survey, 2017

5.20 The Schools are Monitoring Regularly by DPEO, UEO, and AUEO

Question asked the SMC chairman for the schools are monitoring by the DPEO, UEO and AUEO. They express their views yes, no and unknown categories. Figure 5.14 shows 74% respondents are positive the UEO and AUEO's activities. Appendix table 5.17 shows 84.2% respondent opined of A category school that

the DPEO, UEO, and AUEO monitoring the school regularly. 71.4% respondent of B category school opined that the DPEO, UEO, and AUEO monitoring the school regularly. 60% respondent of C category school opined the DPEO, UEO, and AUEO are not monitoring the school regularly, and 40% opined that they monitored the school regularly.

Figure 5.14: Monitoring the School Regularly by DPEO, UEO, and AUEO



Sources: Field Survey, 2017

PTA chairman asked the same question and they differ their views against SMC chairman where the SMC chairman satisfy with inspection the school higher authority where table 5.19 shows only 10.5% satisfy with inspection of authority and 47.4% respondent of A category school opined that they are 'unknown' when DPEO, UEO, and AUEO coming the school, 36.8% opined DPEO, UEO, and AUEO are not monitoring the school regularly, only 15.8% respondent opined the DPEO, UEO, and AUEO are not monitoring the school regularly. 57.1% respondent opined of B category school that they are 'unknown', 35.7% respondent opined the DPEO, UEO, and AUEO are not monitoring the school regularly. 60% respondent opined 'unknown' unknown' when DPEO, UEO, and AUEO coming the school, and 40% respondent opined the DPEO, UEO, and AUEO are not monitoring the school regularly.

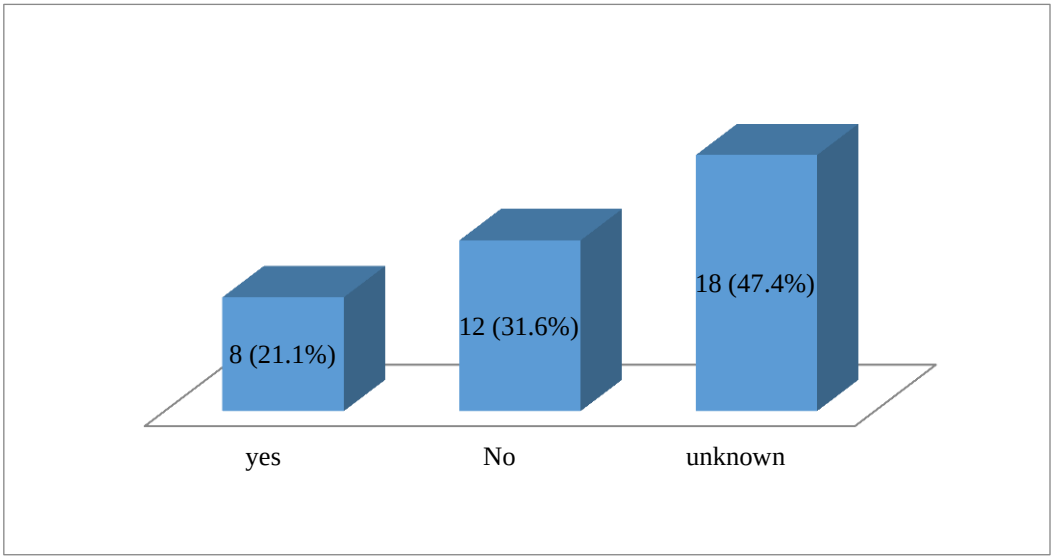
Table 5.19: School Monitoring Regularly by DPEO, UEO, and AUEO

		Category of School			Total
		A	B	C	
DPEO,UEO, and AUEO regular monitoring the school	Yes	3	1	0	4
		15.8%	7.1%	0.0%	10.5%
	No	7	5	2	14
		36.8%	35.7%	40.0%	36.8%
	Unknown	9	8	3	20
		47.4%	57.1%	60.0%	52.6%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Same question asked for guardian figure 5.15 the data shows 12 respondent of are negative comments against the authority. Appendix table 5.18 shows 42.1% respondent of A category school opined that they are 'unknown', 36.8% respondent opined the primary education officer inspection the school regularly, 21.1% respondent opined the authority does not inspection the school regularly. 50% respondent of B category school opined that they are 'unknown', 42.9% respondent opined the authority does not inspection the school regularly. 60% respondent of C category school opined that they are 'unknown' and 40% respondent opined the primary education officers are not inspection the school regularly.

Figure 5.15: School Monitoring Regularly by DPEO, UEO, and AUEO



Sources: Field Survey, 2017

5.21 DPEO, UEO, AUEO Regularly Arrange the Refreshment Training and Cluster Training for the Development of Primary Education

Training is the vital part of any professional skill. Primary education office arranges of cluster and sub-cluster training. Headmaster asked the question DPEO, UEO and AUEO regularly arrange the refreshment training and cluster training for the development of primary education. They express their views below table 5.20 shows that 63.2% respondent opined DPEO, UEO, and AUEO arrange the refreshing training and cluster training, 31.6% respondent opined they arrange these training 'sometime', 5.3% respondent opined do not arrange these training of A category school. 57.1% respondent of B category school opined they 'sometime' arrange of refreshing training and cluster training, 42.9% respondent opined they arrange of these training. 80% respondent of C category school opined 'sometime' arranges and 20% respondent opined they do not arrange these training. Overall 18 respondent out of 38 opined that sometimes they arrange of these training and same are opined they regularly arrange it.

Table 5.20: DPEO, UEO, AUEO Regularly Arrange the Refreshment Training and Cluster Training for the Development of Primary Education

		Category of the School			Total
		A	B	C	
DPEO,UEO, and AUEO arrange the refreshing training and cluster training	Yes	12	6	0	18
		63.2%	42.9%	0.0%	47.4%
	No	1	0	1	2
		5.3%	0.0%	20.0%	5.3%
	Sometimes	6	8	4	18
		31.6%	57.1%	80.0%	47.4%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

5.22 Communicate with DPEO, UEO, and AUEO for Sub-cluster Training for Teacher

SMC chairman communicate with authority for sub-cluster training for quality teaching. Table 5.21 demonstrate 73.7% respondent opined of A category school that they communicate with DPEO, UEO, and AUEO for sub-cluster training, and 26.3% are not doing these duties perfectly. 50% respondent opined of B category

school that they are arranging sub-cluster training and same are not arrange of these training. 80% respondent of C category school opined that they are not communicating with DPEO, UEO, and AUEO for sub-cluster training.

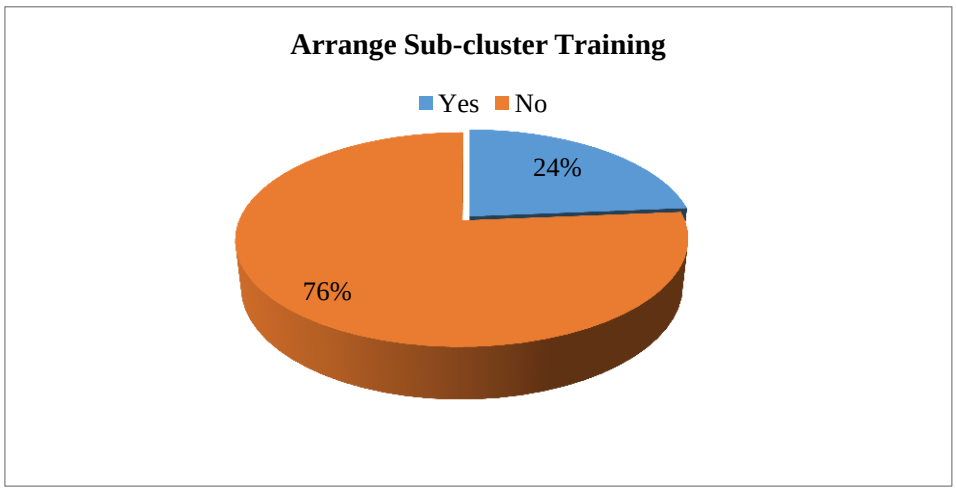
Table 5.21: Communicate with DPEO, UEO, and AUEO for Sub-cluster Training for Teacher

		Category of the School			Total
		A	B	C	
Communicate with DPEO,UEO, and AUEO for sub-cluster training	Yes	14	7	1	22
		73.7%	50.0%	20.0%	57.9%
	No	5	7	4	16
		26.3%	50.0%	80.0%	42.1%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Same question for PTA chairman they given opinion figure 5.16 significantly shows that they are not communicating with higher authority for sub-cluster training. Table 5.22 shows 57.9% respondent opined of A category school that they are not communicated with DPEO, UEO, and AUEO for the sub-cluster training the teacher, 42.1% opined they done these duties. 92.9% respondent opined of B category school that they are not communicated. 100% respondent of C category school opined that they are not communicated with DPEO, UEO, and AUEO for the sub-cluster training for the teacher.

Figure 5.16: Arrange Sub-cluster Training



Sources: Field Survey, 2017

Table 5.22: Arrange Sub-cluster Training

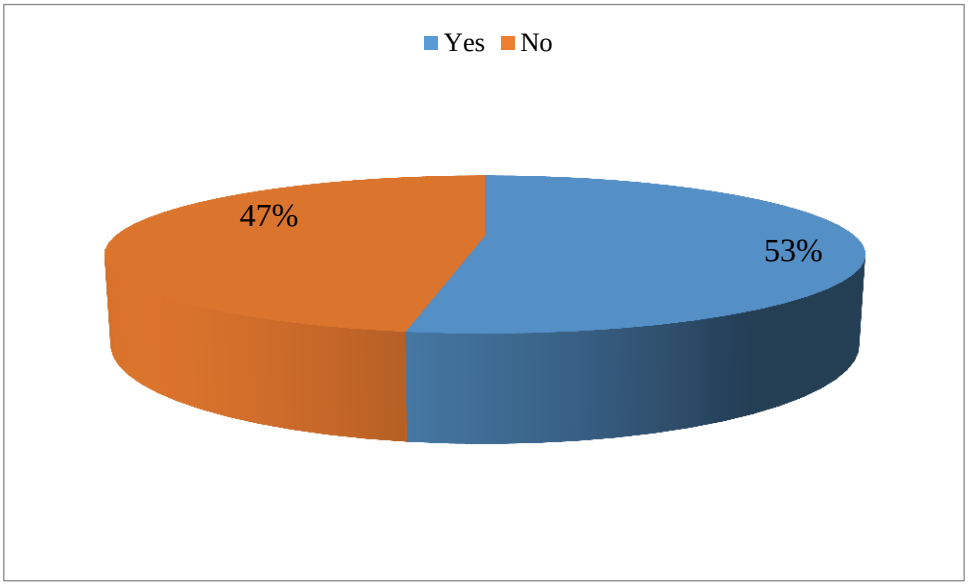
		Category of the School			Total
		A	B	C	
Sub-cluster training	Yes	8	1	0	9
		42.1%	7.1%	0.0%	23.7%
	No	11	13	5	29
		57.9%	92.9%	100.0%	76.3%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

5.23 The DPEO, UEO and AUEO Giving Inspiration of Outsider Child in Catchment Area for Implement of Compulsory Primary Education

DPEO, UEO and AUEO given inspiration of outsider child in catchment area for implement of compulsory primary education. Question asked for the headmaster the higher authority of school perform do these duties. They express their views on Figure 5.17. Data shows 53% respondent opined positive on their duties and 47% are negative. Table 5.23 shows that 68.4% respondent of A category school opined the DPEO, UEO, and AUEO giving inspiration of outsider child in catchment area for implement of compulsory primary education, 31.6% respondent opined they are not giving inspiration. Table significantly shows 71.4% respondent of B category school opined the DPEO, UEO, and AUEO are not giving inspiration of outsider child for implement of compulsory primary education, 28.6% respondent opined they doing their job according to government order. 60% respondent of C category school opined the DPEO, UEO, and AUEO are doing their job, and 40% opined they are not perfectly doing their job.

Figure 5.17: The DPEO, UEO and AUEO Giving Inspiration of Outsider Child in Catchment Area for Implement of Compulsory Primary Education



Sources: Field Survey, 2017

Table 5.23: The DPEO, UEO and AUEO Giving Inspiration of Outsider Child in Catchment Area for Implement of Compulsory Primary Education

		Category of the School			Total
		A	B	C	
Giving inspiration by DPEO,UEO, and AUEO for implement of compulsory primary education	Yes	13	4	3	20
		68.4%	28.6%	60.0%	52.6%
	No	6	10	2	18
		31.6%	71.4%	40.0%	47.4%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

5.24 The DPEO, UEO and AUEO Neglect the File for PRL, Pension and Gratuity Application

Pension and gratuity file process by UEO, and AUEO finally it approved by directorate of primary education office. Question asked for the headmaster DPEO, UEO, and AUEO neglect the file for PRL, pension and gratuity application. They express their views below table 5.24 demonstrate 78.9% respondent of A category school opined that the DPEO, UEO, and AUEO are rejecting the file of PRL, pension, and gratuity application, and 21.1% respondent opined DPEO, UEO, and

AUEO are not disturbing. 71.4% respondent of B category school opined the school authorities are negligence of their duties, and 28.6% opined the authority perfectly finished their job perfectly. Table shows 80% respondent of C category school opined that the DPEO, UEO, and AUEO are rejecting the file of PRL, pension, and gratuity application, and only 20% respondent opined the authority doing their job perfectly. Overall 29 headmaster out of 38 opined the authority are negative their pension and gratuity application.

Table 5.24: The DPEO, UEO and AUEO Neglect the File for PRL, Pension and Gratuity Application

		Category of the School			Total
		A	B	C	
Negligence of PRL, pension and gratuity by DPEO,UEO, and AUEO	Yes	15	10	4	29
		78.9%	71.4%	80.0%	76.3%
	No	4	4	1	9
		21.1%	28.6%	20.0%	23.7%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Question for the headmaster why harassed of Pension and gratuity file process by UEO, and AUEO. Appendix table 5.19 shows that 52.6% respondent of A category school opined that the DPEO, UEO, and AUEO are rejecting the file of PRL, pension, and gratuity application for 'bureaucratic problem' 15.8% opined for 'missing file' 5.3% opined 'for bravery', and same respondent opined 'unknown'. 42.9% respondent of B category school opined that that the DPEO, UEO, and AUEO are rejecting the file of PRL, pension, and gratuity application 'bureaucratic difficulties', 14.3% respondent opined 'missing file', 7.1% opined 'for bravery' and same respondent opined for 'unknown'. 40% respondent of C category school opined that 'bureaucratic difficulties', 20% opined 'for bravery' and same respondent opined for 'missing file'. Data shows overall they express their opinion about pension and gratuity that British system and bureaucratic complicity is the main obstacle for this.

5.25 Conclusion

Irregular visits the school and inadequate supervision and monitoring by the field level officer are serious problem observed by the researcher. The overall supervision and monitoring is weak and ineffective. The existing supervision should be reshaped with particular focus on the school and supervisory officer who are directly linked with school performance. The headmaster being the key functionary is required to shoulder academic, administrative, accounting and public relations. He/she should be given adequate administrative power and financial authority. The SMC and PTA should be activated and assigned specific responsibilities with authority in such areas as supervision of school construction, teacher attendance and overall teaching learning activities in the school.

Chapter Six
Findings, Suggestions and Conclusion

6.1 Introduction

he purpose of this chapter is to present the summary and findings of the previous chapter and provide necessary suggestion for policy insinuation in the light of the research findings. Another purpose of this chapter is to overview the entire research briefly. To achieve the objective, this chapter has been divided into three sections. The first section sketched a brief outline of the overture. Second section provides the study findings of the previous two chapters. The final section states the chapter wise summery, policy implications, contribution and scope of the further research in this field.

6.2 Summary of Research Findings

6.2.1 Historical Evaluation

In British India, the establishment of Governance of education was introduced by the educational despatch, commission and committee by the British government in India. The primary education governance develops a set of various Acts and Regulation. Wood's Despatch came to be known after the name of Sir Charles Wood, Wood's despatch-1854 was the most significant amongst all the proclaimed educational policies in colonial India. The core of the educational system was based on this historical document concerning education which was seen in independent India, in East Bengal during the colonial periods of Pakistan and Bangladesh. The separate education department was in the first phase. Then Bengal, Bombay, Madras, North West Province, and Punjab were divided under the British Indian sub-continent. Director of public instruction will direct it and sufficient numbers of efficient school inspectors will be under his/her direction.

6.2.2 Hunter Commission

The commission included several up to date plans in their recommendations about finances, grants and curriculum commonly focusing on the expansion of the

spheres of native education, primary and secondary levels, higher education and women education. The commission emphasized on making plans which aimed to revive the schools by approving and expanding the indigenous schools using indigenous systems and established and administrated by Indians, introducing secular education, enabling provisionary periods for the teachers, appointing teachers and giving freedom regarding curriculum selection with a flexible inspection system. Each of the district and municipal board will create a special fund for primary education. Grants and sanctions, primary education will be of top priority than any other sectors in education. The government has to bear one-third of the expenses to avoid inadequacy in the costs of primary education. The commission gave great emphasis on providing training to the teachers and recommended to establish at least one Teachers-Training Institution under the supervision of the subdivision inspector.

6.2.3 Lord Curzon's Proposal for Primary Education

Separate syllabus has to be made based on the environmental needs of the urban and rural schools. The mother language will be the medium of education. Adequate numbers of teacher training schools should be established as well as the salary of the teachers need to be increased for them to become more potential and technically skilled.

6.2.4 Hartog Committee

Unnecessary schools have to be shut down and as well as necessarily increasing the number of schools the areas in need. It was mentioned to form qualified organizing bodies to maintain high standards of the schools. Teacher's training and refresher courses for the already trained teachers should be arranged to develop the teaching standards. The duration of primary education is to be fixed at a minimum of four years. The numbers of employees should be increased in the Department of Education and in the Department of Inspection.

6.2.5 Wardha Education Committee

The Report are the first Study of elementary education on a national level, most of the earlier Commissions having mainly dealt with either Secondary or higher education or both.

6.2.6 National Education Commission- 1959

Compulsory education at elementary level was indispensable for skilled manpower and intelligent citizen. For this purpose at least eight years schooling was required. Teaching methods should be activity-oriented. Religious education should be made compulsory and due emphasis should be given to teaching of national language. School buildings and furniture should be simple, inexpensive, and clean and adapted to local style and material. Refreshers courses should also be arranged for un-trained teachers.

6.2.7 National Education Commission- 1974

The commission recommends that the free primary education now prevalent from class I to class V should be made compulsory by 1980 and free and compulsory education up to class VIII should be introduced by 1981. In 1978, primary education must be made free and compulsory gradually up to class VIII so that it might be made universal by 1983. The greatest need for the success of primary education is the required number of properly trained teachers. Teacher-training institutions in our country have to be largely extended. For teaching at the primary - stage, especially from class I to class V, female teachers should be preferably appointed. An Academy of Primary Education and a National Board for Primary Education have to be set up in our country in the focus of national education commission 1974.

6.2.8 Five Year Plan for primary education

First, second, third, fourth, fifth, and sixth five year plan was taken for development of primary education. The organization and management of schools at the local level will mean the creation of a participatory role forging working links between home, school and community along with developing community

services with a commitment of resources. Inspection, supervision and accountability will be strengthened by involving local government bodies, especially Upazila Parishads.

6.2.9 National Education Commission- 2010

To ensure community participation in the development activities of the school, the management committees will be further empowered, where necessary, to become more active. The management committees will be constituted of some ex-officio members and other elected through thoughtful consideration. Simultaneously, the accountability of the committee must be ensured. The main responsibility of supervising within the school rests with the Head Teachers. The external monitoring and the supervision of the school will be decentralized as much as possible. The officials responsible for this task has to be assigned with some fixed number of schools so that they can supervise and monitor skillfully. Local communities will be involved in governance of primary education. Increasing the engagement of female guardians the teacher-parent committees will be formed and the committees will be more actively functional. The parents will be closely involved in the various activities of the school. The Head teacher will prepare the annual evaluation report of the teachers. Evaluation of the Head teacher will be strengthened and carried out by the Managing Committee. School monitoring will be strengthened and made more effective.

6.3 Upazila Primary Education Offices

6.3.1 District Primary Education Officer (DPEO)

All of the responsibilities of primary education related activities by the district primary education officer. Take necessary steps against who have committed illegal act and sent report to superior if necessary. He take initiate of pension, gratuity, EB, time scale of upuzila education officer and assistant upuzila education officer sent higher authority for approval. He is the advisors for sub-cluster training programmed and increase of professional skills of teacher by the help of training.

6.3.2 Upuzila Education Officer (UEO)

Upuzila primary education office is one of the vital stages of primary education administration under the administrative decentralization of the government. He is approved of pension, gratuity, PRL, except casual leave, sent higher authority for final approval and recommends of teacher transfer within his jurisdiction to zilla education office. He helps the headmaster of making SMC (school management committee) and PTA (parent-teachers association) committee in the school. He write down the teachers job records, updating, and properly preserve it, monitoring the primary education development activities, and discussion of upuzilaparishad for planning and developments ensure the education related activities by the display of monitoring board.

6.3.3 Assistant Upuzila Education Officer (AUEO)

Implements quality education depends on an assistant upuzila education officer's dynamic leadership, and creative mentality. An assistant upuzila education officer plays vital role about school management, controlled of school administration, and persecution of school duties. He visits at least 10 cluster schools in a month and to submit report within 7 days to higher authority. He gives direction of cluster schools teacher, observe closely, monitor the classroom teaching, teachers training and many else until schooling time. He write down (ACR) of headmaster and with the help of headmaster write down of (ACR) of assistant teachers make counter sign to submit it to upazila education officer and collect all the data of clustered school and to provide report to upazila education officer. He ensured forming of a managing committee and parent-teachers association and monitoring the regular meeting of them and ensures home visit by assistant teachers and he himself visit the three children's home in month and to make details submitted it. He presides over the sub-cluster training according to leaflet of teachers training and textual content and submits it to higher authority. He invites guardian in the cultural function, sports festival, and in the prize giving ceremony to keep good relationship with then and collect educational materials to utilize it for class purpose, he also arranges of co-curricular activities regularly in the school.

6.3.4 Upuzila Resource Centre (URC)

Upuzila resource Centre organized short time training programmed for upuzila level develop of primary school teacher's professional skills. URC organizes training orientation for the betterment of SMC and inspired local people arranging symposium.

6.3.5 Primary Teachers Training Institution (PTI)

Primary teachers training institute are playing vital role in primary teachers training in Bangladesh. Superintendent is the head of the institution. The study reveals the key function of the PTIs. In PTI one year durable certificate in Education is basically an activity for the job holders who are training less. A teacher gets a certificate after the completion of training course. He also gets higher salary. Learning teacher will get the idea about the teaching method of Bangladesh and the origin of primary education. By taking practical class trainee gets knowledge about education material and its uses and to create new strategy for quality education by providing action research.

6.4 Roles of Headmaster, SMC, and PTA

6.4.1 Training

Training is vital important to any official to develop the professional skills. The study reveals that the maximum headmasters of study schools are C-in Ed training. Where SMC and PTA chairmen are not provide of fundamentals rules and regulation for governance of primary schools. They have not taking training after chairmanship about primary education management. The study reveals chairman of C category schools are worse than A and B category schools.

6.4.2 Teaching Learning Materials

Quality text book and availability of good supplementary reading materials must be ensured for improving educational standard in the school. Half of the headmaster and SMC chairman of the study schools opined positive about teaching learning materials in the school on the other hand most of the PTA chairman negative opinion of these.

6.4.3 Dropout

Dropout in this research is defined as a child who is reported to be enrolled in the school at the beginning the year but did not turn up again at the end of the year. In this research, categorically school wise dropout has been shown. It has been found SMC and PTA chairman express their views that dropout the student of their schools.

6.4.4 Create Interest among the Students to Come at School in Surveyed Child

The study has been found that SMC and PTA chairman taking different initiative to create interest among the students to come at the school in the surveyed child in the catchment areas.

6.4.5 Teachers in the School

Availability of the teacher is very important in promoting primary education in the country. Apart from teaching, they often play a very significant role in the mobilizing the parents to send their children to school. But the study found there are no sufficient teachers in the school. C category schools are more infected than A and B category school.

6.4.6 Student's Home Visit by Assistant Teacher

The government gazette clearly states that assistant teacher's routine work of student's home visit. Headmaster opined the assistant teacher perform the student's home visit those who are outside in catchment areas. On the other hand, SMC and PTA chairman gave negative opinion about assistant teacher.

6.4.7 Organized Weekly Meeting

SMC chairman calls weekly meeting for develop inter relation among the head teacher and assistant teacher. The study found that the SMC and PTA chairmen are not arranged weekly meeting in the school.

6.4.8 SMC and PTA Chairman Taking any Step to Increase In-depth Relationship

Chairman of SMC are the another important tusk to increase in-depth relation within the school and nearby resident with the help of meeting and discussion in *parra and mohalla.* 76.3% SMC chairman are not arranged meeting and discussion in *parra and mohalla*to increase in-depth relation within the school and nearby residence. The study found that 68.4% PTA chairman are not done these duties properly.

6.4.9 Discusses with the Mother about the Progress of Students

SMC chairman has discussed with the mother about the progress of the school admitted children and their school attendance. The study reveals 63.2% SMC chairman and 55.3% PTA chairman are not discussed with the mother about the Progress of school admitted students and their school attendance. But 57.9% A category study schools are discussed this plan.

6.4.10 Reasons for do not Discuss with Mother about the Progress of School Admitted Children and their School Attendance

The study reveals SMC and PTA chairman has blamed indifference of mother about the progress of school admitted child and their school attendance. Negligence of mother, lack of time and no necessary of the meeting are the main reasons for these.

6.4.11 Organized the Guardians Meeting, Mothers Gathering, Ground Meeting, and Rally for Children's Admission in Surveyed Area

The study found that 65.8% SMC chairman and PTA chairman are not organized the guardian meeting, mothers gathering, ground meeting, and rally for children's admission in surveyed areas. 55.3% guardian blame the SMC and PTA are not organized these meeting. 100% C category schools are not organized these meeting.

6.4.12 Reason for do not Organized that Meeting

SMC and PTA chairman are plying vital role in the primary education governance. They are working for school development and they give influence the

local people to send their child in the school. The study find out the SMC and PTA chairman's lack of time, guardian has no interest of rally and political reasons are the main obstacle to organize the guardian meeting, mothers gathering, ground meeting, and rally for children's admission in surveyed areas.

6.4.13 Infrastructures

Infrastructure is an important factor in any institution. Primary school's infrastructure in Bangladesh is very miserable condition. Kushtia sadar upuzila and puthia upuzia are taken in the study area. Infrastructures of primary schools in both upuzila are miserable condition. A category school is better than B and C category school. 100% C category schools are only two classroom one teacher's room and very few of sit and high bench for reading and writing in the school. Toilet and tubewells are also miserable condition.

6.4.14 Donation

Bangladesh government gazette approved to collect donation for development of the school. Government primary school collects outsourcing donation for development of the school. Schools management are collected donation from Local people, local leader, influential person and donor group. The study finds out the primary schools of kushtia sadar and puthia upazila's managements are not collect donation from the local people. 52.6% respondent of A category school collect donation from the local people but 78.7% of B category school and 80% of C category schools does not collect donation from the local people for the development of the school.

6.4.15 Co-curriculum Activities

The teachers have accepted the necessity of co-curriculum activities for the students to flourish. But very few students take part in co-curriculum activities. The co-curriculum activities are also competitive like the exam. 100% study schools of A, B, and C category are practiced of co-curriculum activities perfectly.

6.4.16 Creating a Delightful Environment

Create a delightful environment in the school by the PT parade, recitation, storytelling and jokes to make learners enthusiasm in the school. 100% study schools of A, B, and C category are creating delightful environment of the school.

6.4.17 Cultural function

100% of A, B, and C category schools are arranged of various cultural functions (parent's day, *milad mahfil*, and cultural day) for develops of parent-teachers relations.

6.4.18 Visits the School in a Month

The government gazette declared at least 6 time visits school in a month by the SMC and PTA chairman.[1] 74% SMC chairman visits the school maximum 5 times in a month. 84% PTA chairman visits the school maximum 4 times in a month. The study find out the school management are not doing their duties perfectly.

6.4.19 Meeting

SMC chairman calls timely meeting to take decision of school development. Government gazette declared SMC chairman calls meeting in every month for previous resolution and pending development works monitoring and evaluation. 52.6% SMC chairman calls '10-12' meeting in a year. On the other hand, PTA chairman calls at least 2 meeting in a year[2]. The study finds out that the PTA chairman calls '0-4' meeting in a year.

6.4.20 Inspection and Monitoring of Teaching Observation Process

SMC chairman distribution the duties among the committee member for school inspection and monitoring of teaching observation process. The study found

[1] Ministry of Primary and Mass Education, *Government of the People's Republic of Bangladesh SRO no:38.008.035.00.00.007.2012/688,* Gazette Notification, Formation of SMC Committee (Dhaka: November 2012), p. 4.

[2] Ministry of Primary and Mass Education, *Government of the people's Republic of Bangladesh SRO no: Dept. PMED/Admin-3/Commi-3/2000/526/1*, Gazette Notification, Formation of PTA Committee (Dhaka: November 2000), p. 3

68.4% SMC chairman are not done their duties properly and 60.5% PTA chairman blame the negligence others members of the committee.

6.4.21 Stay in School Inspection by the UEO, and AUEO

UEO and AUEO stay in the school in full school working hour. The authority observed whole activities of teaching learning, student's class performance and check all the files and record in previous school activities. The study finds out that they are not stay in school in full schooling hours. They stay in the school only two or three hours.

6.4.22 Inspection the School in a Month by UEO and AUEO

Upazila education officer inspection every cluster and sub-cluster school within a month. UEO and AUEO inspection 24 schools out of 38 study schools in a month. The study reveals they are done their duties perfectly. The SMC and PTA chairman are positive the duties of UEO and AUEO

6.4.23 Refreshment Training and Cluster Training

Training is the vital part of any professional skill. UEO and AUEO arranges of cluster and sub-cluster training. 47.4% answer of respondents has found positive in favors of UEO and AUEO. SMC and PTA chairman are communicated with upuzila education office for cluster and sub-cluster training to the development of teacher's professional skill.

The research identified the following important findings in a brief

- Deplorable condition of the school building;
- Inadequacy of the school facilities, furniture, and equipments;
- Insufficient teachers and lack of trained teachers;
- The guardian and parents are not aware of the importance of the education;
- Decreasing attendance rate in class five;
- SMC and PTA committee members are not regular attend the meeting;
- SMC and PTA chairman are not collect the donation from the local people for development of the school;

- ❖ The function and responsibilities of (SMC) committee member are not precise and definite;
- ❖ SMC chairman and committee member do not get any reward and salaried for their advertise
- ❖ UEO and AUEO are not visit the school regularly;
- ❖ There should be recruitment of more teachers and providing regular training
- ❖ Socials mobilization meetings and rallies should be organized frequently to increase the awareness of the teachers and guardians; and
- ❖ Home visit of the teachers, SMC, and PTA member may be introduced the left out and to bring the absentee students back to the schools

6.5 Implication of Research Findings

First of all the policy planners of the related field will be able to know the real picture of the primary education governance which will help the policy planners to have first hand insight on the impact of the governance of primary school and thereby to take necessary steps for develop more effective method to govern of primary education. The authority will get idea about what they should do for better primary education.

6.6 Contribution of Research

The findings of this research contribute both theoretically and empirically. Theoretically it contributes to the existing literature on primary education process and practice. The present state of the primary education exposed through the research. This research has also established the principal of governance of primary education, rules and regulations in the country. The study added new literature in the domain of knowledge through the dimension of three categories school in primary education.

On the other hand, this research has identified the weaknesses of the governing body of primary school and obstacle of development of primary school which would help the policy makers to find out the remedies for this lacking. Moreover,

this research has found others drawback behind the illiterate guardian, local people involvement, political interference of development activities in the school which facilitate government to remove those problems from the entire process.

6.7 Suggestion of Further Research

The proposed study is important one for getting research findings which are necessary to take measures on the primary education governance at upazila level in Bangladesh. But there are scopes of conducting more research on this field. Which are as follows?

i) Community Participation in Primary Education in Bangladesh: A Study on Selected Upazila;
ii) Roles of Primary Education Committee at Upazila Level in Bangladesh;
iii) Roles of UEO, and AUEO for the Development of Primary Education in Bangladesh;
iv) Government Stipend to Reduce of Dropout the students in Primary Education in Bangladesh;
v) Roles of Training Program for Quality Primary Education: A Study on PTIs (primary teachers training institute) in Bangladesh.

6.8 Recommendation

Some recommendations have been provided based on the findings of research results. These are applicable for all the primary schools in Bangladesh taken for the research.

- Number of teacher should be increased. This will improve the quality of the education provided in the schools.

- There is an immediate need for revamping the teachers training programmed short course offerings. Assessment of training needs of all categories of trainees should be undertaken. Curricula for training of primary teachers, PTI instructors, AUEOs should be updated and

management and supervision skill oriented course at NAPE for headmaster should be introduced.

- The objective of the schools should be providing quality education. Equity should be maintained in teaching. Special classes should be arranged for all the students like it's done for the scholarship examinees now.

- Students should be evaluated neutrally in the classroom and in exams as well. Taking unfair means in the exam should be stopped. It should be given a keen notice that the students can develop good habits from the primary schools. The students who failed to pass the exams should not be promoted to next class. The Upazilla education office should take a look into it.

- Parent's day, mother's day should be organized biennially and these occasions should be rounded up with cultural functions. Parents and community leaders should be invited to annual game and sports, *milad mahfil*, children's art exhibition etc.

- There is an evidence of communication gaps between the official and community leaders. A system should be developed by the upazila primary education office for evaluating and monitoring the effectiveness of the concern official in developing the community awareness.

- Upazilla assistant upuzila education officer should be more active. They should use their sense to evaluate the schools along with the documents provided by the headmaster. They should be trained in a way so that they can help the teachers to improve their teaching method.

- Democratic outlook should be reflected in the function of a management committee of a school. Weekly teachers meeting should be introduce in every school. The management committee should visit the school on a regular basis.

- Every student should be given the chance to participate in the co-curriculum activities. It should be considered a must for the flourishing of the children.

- Irregular attendance of teachers and inadequate supervision and monitoring by the field level staff are some of serious problems observed by the study. To remove the present weaknesses should be strengthened and reshaped with particular focus on school and supervisory staff at upuzila level who are directly linked with school performance.

- SMC and PTA should be activated and assigned specific responsibilities with authority in such areas as supervision of school constructions, teachers attendance and overall teaching learning activities in the school.

- Formation of SMC and PTA is meaningless if they are not effective. The study reveals that the SMC and PTA members are callous, indifferent, and are not interested in attending meeting when called. The study recommend the socially oriented and community minded person having integrated character should be included in SMC and PTA committee.

- Orientation training of SMC and PTA chairman focusing the roles, duties and responsibilities of SMC and PTA member in the overall management and development of the school should be organized.

- Frequently contact and communication between the teachers and the SMC and PTA chairman should be established.

- Upuzila primary education office should be ensure meaningful participation and involvement of SMC and PTA members particularly in matter relating to enrolment, book distribution, preparation of revenue and development budget, cultural function, school disciplines, supervision and development and maintenance works.

- Reward and incentive should be provided to SMC and PTA members in appreciation of their dedicated service to cause of primary education. Rewards in forms of certificate with token cash money, recreation opportunity for study tours and visits abroad may be considered.

- Field level officers (UEO, AUEO) should be provided with appropriate transport with adequate fund for fuel and maintenance to facilitate their movements.

- The headmaster should be given clearly defined authority for better administration of the school.

- All the vacant posts in the field level should be filled in immediately and if necessary special measures should be taken for the purposes.

- Supply of educational aid like wall charts, globes, models, etc. should be seen as an important factor for teaching learning in the classroom.

- Initiatives to build the teachers as sincere and dedicated should be taken. The process of improving their professional skills should be considered a continues process. It is about time to consider the promotion of the teachers to more important posts in the education department.

- Every school should try to collect resources locally. The schools should be encouraged to create new resources. The income and expenditure accounts of the school should be preserved accordingly. Everyone should have a right to know the financial conditions of the schools. Transparency should be introduced of this.

- School accommodation must be expanded;
- School facilities should be increase
- Schools should be organized regular ground meeting, mothers gathering and rally for increasing learners in the school.
- Taken initiative to solve the problems of school infrastructure;
- Duties and responsibilities of SMC and PTA chairman and member may be clear and specified.
- To motivate the parents and guardians through regular home visits.

6.9 Conclusion

Qualitative change in our primary education systems are the most important priority of the day. We hope that people of all strata of society will be actively involved in this initiative of building up the future society. The process of implementing the policy will start with this hope. Education is the most important factor of our present and future. There has to be qualitative increase in both government and non-government investments and cooperation for primary education development. The conclusion chapter discussed the findings of this research critically. This discussion will help to answer each of the research question that set out the beginning of this research. Conclusion chapter pointed out the main features of the governance of primary education at Upuzila in Bangladesh. This chapter has provided pragmatic suggestion for government as well as concerned department of primary education to set up institutional and community participation for improving of quality primary education. This chapter also identifies new area of field for further research.

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Appendices

Part A
Institute of Bangladesh Studies
University of Rajshahi

Primary Education Governance at Upazila Level in Bangladesh

Appendix- A: Questionnaire for the Headmaster

Name of the School:	
Name of the Village:	
Union :	
Thana/ Upazila :	
Zila :	

Personal Information of Respondent

1. Name :
2. Age :
3. Sex : a) Male b) Female
4. Educational Qualification:
   a) SSC b) HSC c) Hon's d) Masters e) Others
5. Experience : a) 1-10 years b) 11-20 years c) 21-30 years d) above 30 years
6. Training : a) C-in-Ed b) B.Ed c) M.Ed

Information About Students

7. How many students of your school? …… students
8. How many student set on the examination the year of 2016? ……..Student
   Male……. Female ……
9. How many students obtained A+ in PSC examination? ……student
   Male ……., Female…….
10. How many students unsuccessful in last year PSC examination? …….student
11. Do you communicate with the parents of unsuccessful student?
    a) Yes b) No
12. Do you arrange extra classes for weak student?
    a) Yes b) No

Information about Teacher

13. How many teachers are working in your school? ……..Teacher

    a) Male…… b) female …….

14. How many teachers have training? ……

15. How many teachers have no training? ……

16. What is the relation between male and female teacher?

    a) Very good b) Good c) Neutral d) Not good e) very bad

17. How you ensure the teacher's attendance the school?……

18. Are the teachers satisfied the present salary structure?

    a) Satisfied b) Average satisfied c) Very much satisfied d) Not satisfied

19. Have any pressure during distribution of duties among the assistant teachers?

    a) Yes b) No

20. If yes, what kind of pressure you feel?…….

21. Have sufficient teaching-learning materials in the school?

    a) Yes b) No

22. Do the assistant teacher perform student's home visit?

    a) Yes b) No

23. If no, what kind of step taking the perform the home visit by the assistant teacher?……..

Information about School Management

(Monitoring, Evaluation, Accountability, Rule of Law)

24. Have any freedom to taking decision for govern the school?

    a) Yes b) No

25. If no, decide to consult with whom?……

26. How many guardians touching in the school about their children's learning the last month? …….

27. How many influential person asking you about the school's activity?……..

28. Do the influential people create any problem for school activities?

    a) Very much problem b) Sometime problem c) Neutral d) Do not problem e) Not at all

29. How many record, file, and register preserve the school?

    a) 1-10 categories b) 11-20 categories c) 21-30 categories d) Above 30

30. Do you send your opinion in higher authority the general teacher's leave, and transfer application?

    a) Yes b) No

31. Do you collecting and use the teaching materials and teachers manuals for teaching?

    a) Yes b) No

32. How do you ensure the teaching learning activities according to everyday school routine?……..

33. How do you manage lesson of exhibition, *sonjibone*, and cluster training?

    …….

34. How do you communicate with the SMC committee for the development and distribution of books, khata and pencils?…….

35. Do you review the classroom presentation according to the syllabus?

    a) Yes b) No

36. How do you inform the school related people about government gazette and regulation?……

37. Do you collect data and child surveyed with the help of colleague?

    a) Yes b) No

38. Do you communicate with higher authority concerns of schools governance?

    a) Yes b) No

39. Where do you right down and reserved the government and non-government fund?……

40. Have any interruption of schooling for house hold and child surveyed?

    a) little bit trouble b) No trouble c) Bound to obey d) No comments

Information about Chairman of SMC and PTA

41. How many female member of SMC and PTA committee?

    a) SMC……. b) PTA……..

42. Do the SMC and PTA chairman participate spontaneously during distribution of textbook, khata and pencil?

    a) Yes b) No

43. If no, how many step you taking for participate their?

    …….

44. Do you have any help from SMC and PTA chairman for sending monthly and yearly return to the higher authority?

    a) Doing communicate b) Fairly communicate

    c) Never communicate d) Never help

45. Do the SMC and PTA chairman present the cultural activities, sports ceremony, prize giving ceremony etc.?

    a) Present the ceremony b) They know but do not present
    c) Neutral d) They come often e) They never come

46. Do you necessity show the voucher the SMC and PTA chairman the amount of money for school building, furniture, and educational materials the government and non-government fees?

    a) Yes b) No

47. Do the chairman of SMC and PTA any help for presence of student in the school within the surveyed of catchment area children?

    a) Yes b) No

Information about DPEO, UEO, AUEO

48. Have any influence of DPEO, UEO, AUEO forming the committee of SMC and PTA and regular meeting of them?

    a) Yes b) No

49. If yes, what kind of influence of them?……..

50. Do the DPEO, UEO, AUEO regularly arrange the refreshment training and cluster training for the development of primary education?

    a) Yes b) No

51. Do the DPEO, UEO, AUEO help the preserve the student learning capacity of examination and evaluation record?

    a) Strongly Preserve b) Frequently Preserve c) Neutral d) Don't Preserve e) Never Preserve

52. How many days after the UEO and AUEO visit the school?

    a) Once in a week b) Twice in a week c) Once within a three week d) Once within month e) Once within six month

53. How much time stay when UEO and AUEO visit the school?

    a) 1-2 hours b) 2-3 hours c) 3-4 hours d) full time the school hours

54. Do the UEO and AUEO the help for survey of catchment area ongoing school children?

    a) Yes b) No

55. Do the SMC and PTA chairman present when DPEO, UEO and AUEO visit the school?

    a) Yes b) No

56. Do the DPEO, UEO and AUEO giving inspiration of outsider child in catchment area for implement of compulsory primary education?

    a) Yes b) No

57. Do the DPEO, UEO and AUEO negligence for PRL, Pension and gratuity?

    a) Yes b) No

58. If yes, why the negligence for this job?

    ……

Information about Infrastructure

59. Have enough infrastructures in the school?

    a) Yes b) No

60. If no, whom you communicate to repair or making new one?……..

61. Do you taking any step of repaired and renovation the school infrastructure?

    a) Yes b) No

62. If no, why do you not do the work?…….

Information about Grant

63. Have any unofficial grant in the school?

    a) Yes b) No

64. Do you collect the grant from local people and various institutions?

    a) Yes b) No

65. If yes, what is your role to collect the grant?

    a) Influence the local people b) Influence the local leader d) Influence the politician

66. If no, why do you not do the work?

    a) For political b) complex type of expenditure c) not necessary to me

67. What kind of grant you taking from the community last 6 month?

    a) Cash b) Furniture c) Labor without pay d) Nothing

68. Which purposes you use the grant for the school development last year?

    a) Making new chair and table b) Nursery c) Sanitation d) Others

Information about Co-curriculum Activities

69. Have any practice of co-curriculum activities in the school?

    a) Yes b) No

70. If yes, what is your role in co-curriculum activities in the school?

    ……...

71. What are the sources of income for the co-curriculum?

    a) Varieties fees from student b) Unofficial grant c) have no income

72. Are you creating a delightful environment in the school by the pity parade, recitation, storytelling and jokes?

    a) Yes b) No

73. If yes, how are you doing the job?

    a) Within the class routine b) definite day in the week
    c) definite week in the month

74. Are you arranging various cultural functions (the parents' day, miladmahfil, and cultural day) for development of parent-teachers relation?

a) Yes b) No

Suggestion

75. Are you satisfies your duties and responsibilities in this school?

a) Very much satisfies b) satisfies c) Overall satisfies d) Not satisfies e) Very much dissatisfies

76. What are the hindrence of development of the school?

……..

77. What are the suggestions for overall development of the school?

…….

Signature of the interviewee Signature of the interviewer

Part B

Appendix- B: Questionnaire for SMC Chairman

Name of the School :	
Union :	
Thana/Upazila :	
Zila :	

Personal Information of Respondent

1. Name :
2. Age :
3. Sex : a) Male b) Female
4. Educational Qualification :

   a) Primary b) Secondary c) Hon's d) Master's e) Others
5. Profession :

   a) Agriculture b) Small Entrepreneur c) Public Servant d) Retried
6. Monthly Income :

   a) Less than 10 thousand b) 10-20 thousand c) 20-40 thousand d) Above 40 thousand
7. Have you any experience before Drop Discuss Distribute taken this charge?

   a) Yes b) No

Information about Student

8. Do you know about the dropout the student in this school?

   a) Yes b) No
9. If yes, In which action have you taken for reducing dropout student?

   ……..
10. What is your role to make interest among the student for coming the school?

    a) Talking with guardian c) Talking with the learners
    d) Assembling the catchment area
11. Do any extra classes for weak student?

    a) Yes b) No
12. If yes, taking any extra fees for extra classes.

    a) Yes b) No

Information about Teachers

13. Do you think have adequate teachers against student ratio?
    a) Yes b) No

14. If no, how many people do you communicate to increase the teachers in this school?

    ……

15. Do you think the teacher is sincere for his/her duties?

    a) Yes b) No

16. Do you think the assistant teacher to visit the student's home?

    a) Yes b) No c) Unknown

17. If no, are you playing any role against assistant teacher to taking student's home visit?……..

Information about School Management
(Monitoring, Evaluation, Accountability, and Rule of Law)

18. How many times do you visit the school in a month?……

19. Have necessary teaching-learning materials for the assistant teacher in this school?

    a) Yes b) No c) Unknown

20. Do the assistant teachers help the co-curriculum activities?

    a) very much helpful b) Average c) Little bit d) Not at all

21. How many meeting have you called in a year?…….

22. Do you distribute the duties among the teacher according to the meeting plan?

    a) Yes b) No

23. If yes, how do you do this work?…….

24. Do you call weekly meeting to develop the relation between headmaster and assistant teacher?

    a) Yes b) No

25. Are you taking any step to increase in-depth relations within the school and nearby resident with the help of meeting and discussion in *Parra and Mohalla*?

    a) Yes b) No

26. If no, why do you not do this work?…….

27. Do you discuss with the teachers and guardian about continuous evaluation method and identify the student's learning weakness?

    a) Yes b) No

28. If no, why do you not do this work?……

29. Do you visit the school weekly and monthly for advancement of teaching and learning to encourage the teacher to find out about the progress of teaching?

    a) Yes b) No

30. If no, why do you not do this work?……....

31. Do you properly divide school areas among the assistant teachers for Children's survey?

    a) Yes b) No

32. Do you discuss with the mother about the progress of school admitted Children and their school attendance?

    a) Yes b) No

33. If no, why do you not do this work?……...

34. Do you organize the guardians meeting, mothers gathering, ground meeting, and rally in surveyed area of children's admission?

    a) Yes b) No

35. If no, why do you not do this work?……...

36. Do you ensure the teacher's attendance in the school regularly?

    a) Yes b) No

37. If no, why do you not do this work?……...

38. Do you make properly arrangement write down the leave register and open a new register book for the teacher?

    a) Yes b) No

39. Do you distribute the duties among the committee members for school inspection and monitoring of teaching observation process?

    a) Yes b) No

40. If no, why do you not do this work?……...

41. Do you distribution the duties under the supervision of the assistant teachers to make sure attendance to absent student in the school and forms of team under 4^{th} and 5^{th} classes student?

    a) Yes b) No

42. If no, why do you not do this work?……...

43. Are you taking any step to write down in register *khata* for absent student?

    a) Yes b) No

44. If no, why do you not do this work?……...

Information about Headmaster

45. Do you think who are the vital role plays to success skillfully running the school?

    a) Chairman of SMC b) Chairman of PTA

    c) Headmaster d) Primary education officer

46. Do the headmaster taking your opinion when he is going to take an important decision?

    a) Yes b) No

47. If yes, what is your role in that time?……

48. Does the headmaster submit to you the voucher about maintenance school building, furniture, education materials etc fund of government and non-government and collecting fees of examination?

    a) Submitted the voucher b)Sometime submitted the voucher c) Do not submitted

49. Does the headmaster involve you the school maintenance and development activities?

    a) Yes b) No

50. If yes, how do you help the headmaster?…….

51. Does the headmaster preserve the definite agenda and evaluation record for the development of student's learning process?

    a) Yes b) No c) Unknown

52. If yes, how do you help to preserve the record?…….

Information about DPEO, UEO, and AUEO

53. Are you communicating with DPEO, UEO, and AUEO for the development of the school?

    a) Yes b) No

54. If yes, which kind of development of the school have you communicated?

    ……

55. Do you think DPEO, UEO, and AUEO regular monitoring the school?

    a) Yes b) No

56. How much time DPEO, UEO, and AUEO to stay the school in purpose of his supervision?

    a) 1-2 hours b) 2-3 hours c) 3-4 hours d) Full time e) Unknown

57. Are the DPEO, UEO, and AUEO informing you during visit the school?

    a) Yes b) No

58. If yes, what role do you play in that time?

    a) Recreation b) Uphold the school's disadvantage c) Overall development of the school d) have no role

59. If no, why are you not present there?

    a) The headmaster not call me b) for business c) Unknown when he comes

60. How do you send reports on the increase teacher's performance and quarterly report to the education officers?

    …….

61. Do you communicate with DPEO, UEO, and AUEO for the sub-cluster training for school teacher?

    a) Yes b) No

62. Have you taken training after chairmanship?
    a) Yes b) No

Information about Infrastructure

63. Have sufficient infrastructure (school building, boundary wall, chair, table) in this school?
    a) Yes b) No

64. If no, whom you communicate to repair or making new one?……..
65. Do you think adequate school's infrastructure and opportunities helps the teaching and learning?

    a) Yes b) No
66. Have you taken any step of repairing and renovation the school infrastructure?

    a) Yes b) No
67. If yes, what is your role to repair or renovation?……..
68. Whom do you communicate for cleanliness of the school toilet?

    a) Chairman of PTA b) Headmaster c) DPEO, UEO, and AUEO
69. Who take initiate the launces of unused tubewell in the school?

    ……

Information about Donation

70. Do you receive any unofficial donation in the school?

    a) Yes b) No
71. Do you collect the donation from local people and various institutions?

    a) Yes b) No
72. If yes, what is your role to collect the donation?

    a) Influence the local people b) Influence the local leader d) Influence the politician
73. If no, why do you not do the work?

    a) For political b) complex type of expenditure c) not necessary to me
74. What is your role to expense the unofficial donation?

    a) consultancy of headmaster b) willingness of mine c) Necessity of school
75. In which purposes you expense the donation in last year?

    ……
76. Which development you use the school donation last year?

    a) Making new chair and table b) Nursery c) Sanitation d) Others

Information of Co-curriculum Activities

77. Have any practice of co-curriculum activities in the school

    a) Yes b) No
78. If yes, what is your role in co-curriculum activities in the school?

    ……...
79. What are the sources of income for the perform of co-curriculum activities?

    a) Varieties fees from student b) Unofficial donation c) have no income

80. Are you creating a delightful environment in the school by the pity parade, recitation, storytelling and jokes?

    a) Yes b) No

81. If yes, how are you doing the job?

    a) Within the class routine b) definite day in the week c) definite week in the month

82. Are you arranging various cultural functions (the parents' day, *miladmahfil*, and cultural day) for development of parent-teachers relation?

    a) Yes b) No

83. If yes, how do you inform the guardian?……..

Suggestion

84. Are you satisfied with duties and responsibilities in this school?

    a) Very much satisfy b) satisfy c) Overall satisfy

    d) Not satisfy e) Very much dissatisfies

85. What are the weaknesses of the school?

    ……..

    ……..

86. What are the suggestions for overall development of the school?

    …….

    ……

Signature of the interviewee Signature of the interviewer

Part C

Appendix- C: Questionnaire for PTA Chairman

Name of the School:	
Name of the Village:	
Union :	
Thana/ Upazila :	
Zila :	

Personal Information

1. Name :
2. Age :
3. Sex : a) Male b) Female
4. Educational Qualification : a) Primary b) HSC c) Honors' d) Masters
5. Profession : a) Agriculture b) Small Entrepreneur c) Government Employee d) Retired Person
6. Monthly Income : a) Below 10 thousand b) 10-20 thousand c) 20-40 thousand d) Above 40 thousand

Information about Student

7. Do you know the student dropout in this school?

   a) Yes b) No
8. If yes, In which action are you taking against dropout rate?……..
9. What is your role to interest among the student for coming the school?

   a) Talking with guardian c) Talking with the learners d) Assembling the catchment area
10. Do any extra classes for weak students?

    a) Yes b) No
11. If yes, taking any extra fees for extra classes.

    a) Yes b) No

Information about Teachers

12. Do you think have an adequate teachers against students ratio?

    a) Yes b) No
13. If no, how many people do you communicate to increase the teachers in this school? ……
14. Do you thing the teacher is sincere for his/her duties?

    a) Yes b) No

15. If no, In which action are you taking against for this? ……..
16. Do you think the assistant teacher visit the student's home?

    a) Yes b) No c) Unknown

17. If no, are you playing any role against assistant teacher to taking student's home visit?……..

Information about School Management

(Monitoring, Evaluation, Accountability, Rule of Law)

18. How many times do you visit the school in a month?……
19. Have necessary teaching-learning materials (that is: chalk and duster) in this school?

    a) Yes b) No c) Unknown

20. How many meeting you call in a year?

    a) …… th b) Unknown

21. Do you taking any steps to increase in-depth relation within the school and nearby resident with the help of meeting and discussion with *Parra and Mohalla*?

    a) Yes b) No

22. If no, why do you not do this work? …….
23. Do you discuss with the teacher about continuous evaluation method and identify the student's learning weakness?

    a) Yes b) No

24. If no, why do you not do this work?……
25. Do you visit the school weekly and monthly for advancement of teaching learning and encourage the teacher to find out about the progress the teaching?

    a) Yes b) No

26. If no, why do you not do this work? ……....
27. Do you discuss with the mother about the progress of school admitted childs and their school attendance?

    a) Yes b) No

28. If no, why do you not do this work? ……....
29. Do you organize guardians meeting, mothers gathering, ground meeting, and rally for surveyed children admission?

    a) Yes b) No

30. If no, why do you not do this work? ……....
31. Do you ensure the teacher's attendance in the school?

    a) Yes b) No

32. If no, why do you not do this work? ……....

33. Do you distribution the duties under the supervision of the assistant teachers to make sure attendance and absent student in the school and forms of team under 4th and 5th classes student?

    a) Yes b) No

34. If no, why do you not do this work?……....

Information about Head teacher

35. Do you think who are the vital role-play to running successfully the school?

    a) Chairman of SMC b) Chairman of PTA c) Headmaster d) Primary education officer

36. Do the headmaster taking your opinion when he is going to take an important decision?

    a) Yes b) No

37. If yes, what is your role in that time?……

38. Does the headmaster submit to you the voucher about maintenance school building, furniture, education materials etc. collecting fund of government and non-government fees for examination?

    a) Submitted the voucher b)Sometime submitted the voucher

    c) Do not submitted

39. Does the headmaster involve you the school maintenance and development activities?

    a) Yes b) No

40. If yes, how do you help the headmaster? …….

41. Does the headmaster preserve the definite agenda and evaluation record for the development of student's learning process?

    a) Yes b) No c) Unknown

42. If yes, how do you help to preserve the record?…….

Information about DPEO, UEO, and AUEO

43. Are you communicating with DPEO, UEO, and AUEO for the development of the school?

    a) Yes b) No

44. If yes, which development of the school you communicate for?……

45. Do you think DPEO, UEO, and AUEO regular monitoring the school?
    a) Yes b) No

46. Are the DPEO, UEO, and AUEO informing you during visit the school?

    a) Yes b) No

47. If yes, what role do you play in that time?

    a) Recreation b) Uphold the school's disadvantage c) Over all development of the school d) have no role

48. If no, why are you not present there?

    a) The headmaster not call me b) for busy c) Unknown when he come

49. How much times to stay the DPEO, UEO, and AUEO in the school in purposes of supervision?

    a) 1-2 hours b) 2-3 hours c) 3-4 hours d) Full time e) Unknown

50. Do you communicate with DPEO, UEO, and AUEO for the sub-cluster training for school teacher?

    a) Yes b) No

51. Do you have taking training after chairmanship?

    a) Yes b) No

Information about Infrastructure

52. Have sufficient infrastructure (school building, boundary wall, chair, table) in this school?

    a) Yes b) No

53. Do you think adequate school's infrastructure and opportunities helps the teaching learning?

    a) Completely Helpful b) Partly Helpful c) Not helpful 4) No comments

54. Do you have any step of repaired and renovation the school infrastructure?

    a) Yes b) No

55. If yes, what is your role to repair or renovation?……..

56. Who takes initiate the launce of unused tubewell in the school?

    ……

Information about Donation

57. Do you receive any donation in the school?

    a) Yes b) No

58. Do you collect the donation from local people and various institutions for necessary school renovation?

    a) Yes b) No

59. If no, why do you not do the work?

    a) For political b) Complex type of expenditure c) Not necessary to me

60. If yes, what is your role to collect the donation?

    a) Influence the local people b) Influence the local leader d) Influence the politician

61. What is your role to expense the unofficial donation?

    a) Consultancy of headmaster b) Willingness of mine c) Necessity of school

62. Which development do you use the school donation last year?

    a) Chair and table b) Nursery c) Sanitation d) Others

Information of Co-curriculum Activities

63. Have any practice of co-curriculum activities in the school

    a) Yes b) No c) Unknown

64. If yes, what is your role in co-curriculum activities in the school?

    a)Organizing b) Organizer c) Directional d) No role

65. What are the sources of income of the school to perform of co-curriculum activities?

    a) Varieties fees from student b) Unofficial grant c) have no income

66. Are you creating a delightful environment for the learners in the school by the pity parade, recitation, storytelling and jokes?

    a) Yes b) No

67. If yes, how are you doing the job?

    a) Within the class routine b) definite day in the week c) definite week in the month

68. Are you arranging various cultural functions (the parents' day, *miladmahfil*, and cultural day) for development of parent-teachers relation?

    a) Yes b) No

69. If yes, how do you inform the guardian?……..

Suggestion

70. Are you satisfies your duties and responsibilities in this school?

    a) Very much satisfies b) satisfies c) Overall satisfies d) Not satisfies

    e) Very much dissatisfies

71. What are the weaknesses of the school?

    ……..

    ……..

72. What are the suggestions for overall development of the school?

    …….

    ……

Signature of the interviewee Signature of the interviewer

Part D

Appendix- D: Questionnaire for Guardian

Name of the School:	
Name of the Village:	
Union :	
Thana/ Upazila :	
Zila :	

Personal Information

1. Name :
2. Age :
3. Sex : a) Male b) Female
4. Educational Qualification :
   a) Primary b) SSC c) HSC d) Honors' e) Masters
5. Occupation :
   a) Agriculture b) Small Entrepreneur c) Public Servant d) Retired
6. Monthly Income :
   a) Below 10 thousand b) 10-20 thousand c) 20-40 thousand d) Above 40 thousand

Information about Teacher

7. Does the assistant teacher give any advice to learners go to the learner's house?
   a) Yes b) No c) Unknown
8. Do you know the assistant teacher any help for co-curriculum activities in the school?
   a) Very much helpful b) Fairly helpful c) Little bit helpful d) Not helpful
9. Does the head teacher/assistant teacher cooperate with you in the school?
   a) Yes b) No
10. Are you satisfies with the teaching method in the school?
    a) Satisfy b) Fairly satisfy c) Not satisfy d) Not quite satisfy
11. Does the assistant teacher in the school inflict physical punishment to the learners?
    a) Yes b) No
12. Do the teachers enquire the reasons for absence of your children in the school?
    a) Yes b) No
13. Do your children attend coaching along with schooling?
    a) Yes b) No
14. If yes, to whom? a) Teacher in school b) Elder brother

15. If do coaching in the school, do you pay extra fees?

    a) Yes b) No

Information about School Management

16. Are you entering within the school in schooling time?

    a) Yes b) No

17. If no, why do you not enter within the school?

    a) Do not need b) Unnecessary

18. Do you know the held of weekend meeting with the head teacher, guardian, and assistant teacher for development the relationship among them?

    a) Yes b) No c) Unknown

19. Do you know taking any step to increase in-depth relationship within the school and nearby resident with the help of meeting and discussion in *Parra and Mohalla*?

    a) Yes b) No c) Unknown

20. Do you know the authority discuss with the teachers and guardian about continuous evaluation method and identify the student's learning weakness in the school?

    a) Yes b) No c) Unknown

21. Do you know the authority visit the school weekly and monthly for advancement of teaching learning and encourage the teacher to find out about the progress of teaching?

    a) Yes b) No c) Unknown

22. Do you know the authority discuss with the mother about the progress of school's admitted Childs and their school attendance?

    a) Yes b) No c) Unknown

23. Do you know the authority organize the guardians meeting, mothers gathering, ground meeting, and rally for surveyed children's admission?

    a) Yes b) No c) Unknown

24. Do you know the school management properly divides school areas among the assistant teachers for Child's survey?

    a) Yes b) No c) Unknown

25. Do you know the head teacher ensure the student attendance regularly?

    a) Yes b) No c) Unknown

26. Do you know the school authority distribute the duties under the supervision of the assistant teachers to make sure attendance and absent student in the school and forms of team under 4^{th} and 5^{th} classes' student?

    a) Yes b) No c) Unknown

27. Do you know the school infrastructure and facilities are helpful for good learning?

    a) completely helpful b) Partly Helpful c) not Helpful d) No comments

28. Do you know the authority distribute the duties among the committee member for school inspection and monitoring of teaching method?

    a) Yes b) No c) Unknown

29. Do you know the primary education officer regularly inspection the school?

    a) Yes b) No c) Unknown

Information about infrastructure

30. Do you know have a school library?

    a) Yes b) No c) Unknown

31. If yes, are you satisfied with library's book?

    a) satisfy b) Not satisfy

32. Do you know the school authority taking any step to repair and renovation of the school infrastructure?

    a) Yes b) No c) Unknown

33. Do you know the school authority keeps the toilet clean and always useable?

    a) Yes b) No c) Unknown

34. Do you know school authority taking initiate the tubewell in out of order?

    a) Yes b) No c) Unknown

35. Do you know any boundary wall in the school?

    a) Yes b) No c) Unknown

36. Do you know any play ground in the school?

    a) Yes b) No c) Unknown

37. If no,theplay ground is essential for the school?

    a) Yes b) No

Information about Donation

38. Do you know the authority receive any unofficial donation in the school?

    a) Yes b) No c) Unknown

39. Do you know the school authority collect the donation from local leader and various institutions for necessary school renovation?

    a) Yes b) No c) Unknown

40. Do you know in what purposes use the school donation?

    a) Chair and table b) Nursery c) Sanitation d) Others

41. Do you know the chairman of SMC and PTA helps to collect the school's unofficial donation?

    a) Yes b) No c) Unknown

Information about Co-curriculum Activities

42. Do you know any practice of co-curriculum activities in the school

    a) Yes b) No c) Unknown

43. Do you know the sources of income the perform of co-curriculum activities?

    a) Fees from student b) Unofficial grant c) have no income d) Unknown

44. Do you know the co-curriculum activities in part of classroom activities?

    a) Yes b) No c) Unknown

45. In which time the schools perform co-curriculum activities?

    a) June-July b) January-February c) Not held

46. Do you know the school creating a delightful environment for the learners by the pity parade, recitation, storytelling and jokes?

    a) Yes b) No c) Unknown

47. Is the school authority arrange of various cultural functions (the parents' day, *miladmahfil*, and cultural day) for development of parent-teachers relation?

    a) Yes b) No c) Unknown

48. Do you think the government primary school is better than the community and NGO lead school?

    a) Yes b) No c) Unknown

Suggestion

49. Are you satisfied upon the school's activities?

    a) very much satisfy b) Satisfy c) Average satisfy d) Not satisfy

    e) satisfy not at all

50. What are the weaknesses of the school?

    ……..

51. What is your suggestion of overall school development?

    …….

Signature of the interviewee Signature of the interviewer

Primary Education Governance at Upuzila Level in Bangladesh

Appendix- E: Checklist for In-depth Interview

1. Do you thing the existing rules and regulation of primary education are helpful of teaching learning for children?
2. Do you thing the involvement of local people in primary education are betterment of education?
3. Do you thing student's home visit is essential by the assistant teacher?
4. Do you thing that formation of SMC and PTA chairman are fair and neutral?
5. Do you thing SMC and PTA chairman regular visits the school?
6. Are the entire SMC and PTA members present the school's development meeting?
7. Do you thing SMC and PTA chairman interrupt any school development activities?
8. Do you thing that political interfere is the most impediment of school developments?
9. Do you thing the scholarship are the main factor of reduce of dropout rate?
10. Why the guardians are not aware about their children's learning?
11. Do you thing UEO and AUEO are interrupt/presser of your duties?

Thank you for cooperation

Appendix- F: FGD Guideline

Translate from English to Bangla

1. **Students**
   - 1.1 Do you thing all the school going students in the catchment areas are present the school?
   - 1.2 Do you thing the dropout the student in the school though scholarship by the government?
   - 1.3 Are you satisfying the student's achievement? Please give suggestion
2. **Teachers**
   - 2.1 Do you thing all the teacher are sincere of their duties in the schooling hours?
   - 2.2 Do you thing student's home visits by assistant teachers to increase of students in the school?
3. **Management**
   - 3.1 If you have strong feelings about the effectively of SMC and PTA, how you would define their appropriate role and responsibilities? In this context please give your suggestion about their duties.
   - 3.2 How the local people can help the school in the improvement of quality education as well as educational management?
   - 3.3 What do you thing of the reaction that may come from the teachers as a result of involving local people in the school matter?
4. **Donation and Cultural activities**
   - 4.1 Do you thing private donations of the school are betterment of the school development?
   - 4.2 Do you thing arrange the cultural activities the school regularly?

Appendix- G: Appendix Table

Part A 1

Table 4.1 Ages of the Respondents

	Year	Category of the school			Total
		A	B	C	
Age of the respondent	30-39	8	4	1	13
		42.1%	28.6%	20.0%	34.2%
	40-49	8	7	2	17
		42.1%	50.0%	40.0%	44.7%
	50=>	3	3	2	8
		15.8%	21.4%	40.0%	21.1%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.2 Educational Qualification of the Headmaster

	Certificate	Category of the School			Total
		A	B	C	
Educational qualification of the Headmaster	HSC	1	3	1	5
		5.3%	21.4%	20.0%	13.2%
	Hon's	4	3	2	9
		21.1%	21.4%	40.0%	23.7%
	Masters	14	8	2	24
		73.7%	57.1%	40.0%	63.2%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.3 Educational Qualification of the SMC Chairman

		Category of the School			Total
		A	B	C	
Educational Qualification of SMC Chairman	Primary	2	0	1	3
		10.5%	0.0%	20.0%	7.9%
	SSC	7	5	3	15
		36.8%	35.7%	60.0%	39.5%
	HSC	8	4	1	13
		42.1%	28.6%	20.0%	34.2%
	Honors'	1	5	0	6
		5.3%	35.7%	0.0%	15.8%
	Masters	1	0	0	1
		5.3%	0.0%	0.0%	2.6%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.4 Educational Qualification of the PTA Chairman

	Certificate	Category of the school			Total
		A	B	C	
Educational Qualification of PTA Chairman	Primary	0	0	1	1
		0.0%	0.0%	20.0%	2.6%
	SSC	10	8	3	21
		52.6%	57.1%	60.0%	55.3%
	HSC	3	2	0	5
		15.8%	14.3%	0.0%	13.2%
	Honors'	3	2	0	5
		15.8%	14.3%	0.0%	13.2%
	Masters	3	2	1	6
		15.8%	14.3%	20.0%	15.8%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.5 Profession of the PTA Chairman

		Category of the school			Total
		A	B	C	
Profession of the PTA Chairman	Agriculture	4	1	1	6
		21.1%	7.1%	20.0%	15.8%
	Small entrepreneur	11	10	2	23
		57.9%	71.4%	40.0%	60.5%
	Government employee	4	0	1	5
		21.1%	0.0%	20.0%	13.2%
	Retired person	0	3	1	4
		0.0%	21.4%	20.0%	10.5%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.6 Experience of the Headmaster

	Experience	Category of the School			Total
		A	B	C	
Experienced of the Headmaster	1-10 years	1	0	0	1
		5.3%	0.0%	0.0%	2.6%
	11-20 years	0	0	1	1
		0.0%	0.0%	20.0%	2.6%
	21-30 years	17	9	3	29
		89.5%	64.3%	60.0%	76.3%
	above 30 years	1	5	1	7
		5.3%	35.7%	20.0%	18.4%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.7 Training of the Headmaster

	Training	Category of the School			Total
		A	B	C	
Training of the Headmaster	C -in-Ed	15	14	5	34
		78.9%	100.0%	100.0%	89.5%
	B.Ed	4	0	0	4
		21.1%	0.0%	0.0%	10.5%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.8 Training of the PTA chairman

		Category of School			Total
		A	B	C	
Taking training after chairmanship (PTA)	Yes	3	5	1	9
		15.8%	35.7%	20.0%	23.7%
	No	16	9	4	29
		84.2%	64.3%	80.0%	76.3%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.9 Extra Classes for Weak Students

		Category of the School			Total
		A	B	C	
Extra classes for weak student (SMC)	Yes	17	10	0	27
		89.5%	71.4%	0.0%	71.1%
	No	2	4	5	11
		10.5%	28.6%	100.0%	28.9%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.10 Extra Classes for Weak Students Organized by PTA Chairman

		Category of School			Total
		A	B	C	
Extra classes for weak students (PTA)	Yes	16	12	2	30
		84.2%	85.7%	40.0%	78.9%
	No	3	2	3	8
		15.8%	14.3%	60.0%	21.1%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.11 Sufficient Teaching Learning Materials in the Schools

		Category of the school			Total
		A	B	C	
Sufficient teaching learning materials (question for PTA chairman)	Yes	11	3	1	15
		57.9%	21.4%	20.0%	39.5%
	No	5	10	2	17
		26.3%	71.4%	40.0%	44.7%
	Unknown	3	1	2	6
		15.8%	7.1%	40.0%	15.8%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.12 Dropout the Student in the Schools (for SMC chairman)

		Category of the School			Total
		A	B	C	
Dropout of the Student	Yes	11	11	3	25
		57.9%	78.6%	60.0%	65.8%
	No	8	3	2	13
		42.1%	21.4%	40.0%	34.2%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.13 Adequate Teachers Against Students (PTA)

		Category of the school			Total
		A	B	C	
Adequate teachers against student	Yes	4	1	0	5
		21.1%	7.1%	0.0%	13.2%
	No	15	13	5	33
		78.9%	92.9%	100.0%	86.8%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.14 Communication with Higher Authority for Increasing Teacher (PTA)

	Category of the school			Total
	A	B	C	
No communicate	14	13	5	32
	73.7%	92.9%	100.0%	84.2%
Communicate with DPEO/UEO/AUEO	8	4	0	12
	42.1%	28.6%	0.0%	31.6%
Communicate with local leader	16	6	3	25
	84.2%	42.9%	60.0%	65.8%
Communicate with upazila chairman/MP	17	6	4	27
	89.5%	42.9%	80.0%	71.1%

Sources: Field Survey, 2017

Table 4.15 Assistant Teachers Perform the Student's Home Visit (PTA)

		Category of the school			Total
		A	B	C	
Assistant teacher perform the student's home visit	Yes	9	2	0	11
		47.4%	14.3%	0.0%	28.9%
	No	7	9	3	19
		36.8%	64.3%	60.0%	50.0%
	Unknown	3	3	2	8
		15.8%	21.4%	40.0%	21.1%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.16 Communicate with Whom If the Assistant Teachers are not Taking Part of Student's Home Visit (SMC)

	Category of the School			Total
	A	B	C	
Communication with UEO/AUEO	18	13	4	35
	94.7%	92.9%	80.0%	92.1%
Communication with Headmaster	17	12	5	34
	89.5%	85.7%	100.0%	89.5%
Communication with responsible teacher	15	12	4	31
	78.9%	85.7%	80.0%	81.6%
Taking no necessary steps	19	10	3	32
	100.0%	71.4%	60.0%	84.2%

Sources: Field Survey, 2017

Table 4.17 Taking Nature of Action against Assistant Teacher Who Are not Perform the Student's Home Visits (PTA)

		Category of the school			Total
		A	B	C	
Taking nature of action	Yes	13	5	2	20
		68.4%	35.7%	40.0%	52.6%
	Taking no measures	5	3	0	8
		26.3%	21.4%	0.0%	21.1%
	Consult with Headmaster	1	5	3	9
		5.3%	35.7%	60.0%	23.7%
	Meeting among the committee	0	1	0	1
		0.0%	7.1%	0.0%	2.6%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.18 Freedom of Taking Decision (Headmaster)

		Category of the School			Total
		A	B	C	
Freedom to taking decision	Yes	7	11	3	21
		36.8%	78.6%	60.0%	55.3%
	No	12	3	2	17
		63.2%	21.4%	40.0%	44.7%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.19 Nature of Interfere by the Influential Persons in the School

	Nature of Interfere	Category of the School		
		A	B	C
The nature of interfere by the influential person in school activities	Very much problem	0	1	1
		0.0%	7.1%	20.0%
	Sometime problem	15	11	2
		78.9%	78.6%	40.0%
	Neutral	1	2	0
		5.3%	14.3%	0.0%
	Do not problem	2	0	2
		10.5%	0.0%	40.0%
	Not at all	1	0	0
		5.3%	0.0%	0.0%
Total		19	14	5
		100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.20 In-depth Relation within the School and Nearby Resident (Guardian)

		Category of the School			Total
		A	B	C	
In-depth relation within the school and nearby resident	yes	3	2	0	5
		15.8%	14.3%	0.0%	13.2%
	No	10	8	3	21
		52.6%	57.1%	60.0%	55.3%
	unknown	6	4	2	12
		31.6%	28.6%	40.0%	31.6%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.21 Ensure the Child Surveyed by the Assistant Teacher (Headmaster)

		Category of the School			Total
		A	B	C	
Ensure the child surveyed by the assistant teacher	Yes	19	14	5	38
		100.0%	100.0%	100.0%	100.0%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.22 Divided School's Area for Children's Survey Among the Assistant Teachers(SMC)

		Category of the School			Total
		A	B	C	
Divided school's area for children's survey	Yes	14	3	0	17
		73.7%	21.4%	0.0%	44.7%
	No	5	11	5	21
		26.3%	78.6%	100.0%	55.3%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.23 School Authority Properly Divided School Area among the Assistant Teacher (Guardian)

		Category of the School			Total
		A	B	C	
Properly divided school area among the assistant teacher	yes	5	1	1	7
		26.3%	7.1%	20.0%	18.4%
	No	9	9	1	19
		47.4%	64.3%	20.0%	50.0%
	unknown	5	4	3	12
		26.3%	28.6%	60.0%	31.6%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.24 Discuss with the Mother of Their Child's the School Attendance (PTA)

		Category of the school			Total
		A	B	C	
Discuss with the mother of their child's school attendance	Yes	13	2	2	17
		68.4%	14.3%	40.0%	44.7%
	No	6	12	3	21
		31.6%	85.7%	60.0%	55.3%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.25 Authority Discuss with the Mother for Progress of Student (Guardian)

		Category of the School			Total
		A	B	C	
Authority discuss with the mother for progress of student	yes	4	2	0	6
		21.1%	14.3%	0.0%	15.8%
	No	11	8	3	22
		57.9%	57.1%	60.0%	57.9%
	unknown	4	4	2	10
		21.1%	28.6%	40.0%	26.3%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.26 Authority Discuss with the Mother for Progress of Student, If no, Why they do not Do these (SMC)

		Cat			Total
		A	B	C	
Yes		11	3	0	14
		57.9%	21.4%	0.0%	36.8%
If no, the reason for this	Negligence of mother	5	7	1	13
		26.3%	50.0%	20.0%	34.2%
	Lack of times	1	1	1	3
		5.3%	7.1%	20.0%	7.9%
	Not necessary	2	2	0	4
		10.5%	14.3%	0.0%	10.5%
	Superstitution	0	1	3	4
		0.0%	7.1%	60.0%	10.5%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.27 Authority Discuss with the Mother for Progress of Student, If no, Why they do not Do these (PTA)

		Category of the school			Total
		A	B	C	
Yes		13	2	2	17
		68.4%	14.3%	40.0%	44.7%
Reason for do not do this	Not necessary	3	3	0	6
		15.8%	21.4%	0.0%	15.8%
	Ignorance of mother	3	4	0	7
		15.8%	28.6%	0.0%	18.4%
	Lack of time	0	5	1	6
		0.0%	35.7%	20.0%	15.8%
	For political reason	0	0	2	2
		0.0%	0.0%	40.0%	5.3%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.28 Organize the Guardian Meeting, Mothers Gathering, Ground Meeting, for Surveyed Child School Attendance (PTA)

		Category of the School			Total
		A	B	C	
Organize the guardian meeting, mothers gathering, ground meeting, for surveyed child school attendance	Yes	10	2	1	13
		52.6%	14.3%	20.0%	34.2%
	No	9	12	4	25
		47.4%	85.7%	80.0%	65.8%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.29 Organize the Guardian Meeting, Mothers Gathering, Ground Meeting, for Surveyed Child School Attendance, If no, Why do not do these work (SMC)

		Cat			Total
		A	B	C	
Yes		10	2	1	13
		52.6%	14.3%	20.0%	34.2%
The reason for do not do the work	No one interest on rally	3	4	2	9
		15.8%	28.6%	40.0%	23.7%
	Lack of Time	1	2	1	4
		5.3%	14.3%	20.0%	10.5%
	Political reason	5	6	1	12
		26.3%	42.9%	20.0%	31.6%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.30 Headmaster Inform You when DPEO, UEO, and AUEO Visit the School (PTA)

		Category of School			Total
		A	B	C	
Headmaster Inform You when DPEO,UEO, and AUEO visit the school	Yes	5	4	0	9
		26.3%	28.6%	0.0%	23.7%
	No	14	10	5	29
		73.7%	71.4%	100.0%	76.3%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.31 The Role of PTA Chairman When the Higher Authority Visited the School (PTA)

		Category of School			Total
		A	B	C	
The role of PTA chairman	uphold the school's disfunctioning	1	1	0	2
		5.3%	7.1%	0.0%	5.3%
	0verall development of the school	4	1	0	5
		21.1%	7.1%	0.0%	13.2%
	have no roles	0	2	0	2
		0.0%	14.3%	0.0%	5.3%
The reason for absent	the headmaster not call	0	1	0	1
		0.0%	7.1%	0.0%	2.6%
	for busy	1	2	1	4
		5.3%	14.3%	20.0%	10.5%
	unknown when they come	13	7	4	24
		68.4%	50.0%	80.0%	63.2%

Sources: Field Survey, 2017

Table 4.32 Enough Infrastructure in the School(headmaster)

		Category of the School			Total
		A	B	C	
Enough infrastructure in the school	Yes	4	1	0	5
		21.1%	7.1%	0.0%	13.2%
	No	15	13	5	33
		78.9%	92.9%	100.0%	86.8%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.33 Sufficient Infrastructure in the School (PTA)

		Category of School			Total
		A	B	C	
Sufficient infrastructure in the school	Yes	5	3	0	8
		26.3%	21.4%	0.0%	21.1%
	No	14	11	5	30
		73.7%	78.6%	100.0%	78.9%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.34 Communicate Whom for Development of the Infrastructure (headmaster)

	Category of the School			Total
	A	B	C	
Communicate with Higher Authority	10	12	3	25
	52.6%	85.7%	60.0%	65.8%
Communicate with Local Leader	6	9	2	17
	31.6%	64.3%	40.0%	44.7%
Communicate with UEO/DEPO	8	11	5	24
	42.1%	78.6%	100.0%	63.2%
Communicate with Member of Parliaments	5	4	1	10
	26.3%	28.6%	20.0%	26.3%

Sources: Field Survey, 2017

Table 4.35 Repair and Renovation to the School Infrastructure

		Category of the School			Total
		A	B	C	
Repair and renovation to the school infrastructure	Yes	17	12	5	34
		89.5%	85.7%	100.0%	89.5%
	No	2	2	0	4
		10.5%	14.3%	0.0%	10.5%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.36 Taking Any Step to Repaired and Renovation in School Furniture

		Category of School			Total
		A	B	C	
Taking step to repaired and renovation in school furniture	Yes	13	10	3	26
		68.4%	71.4%	60.0%	68.4%
	No	6	4	2	12
		31.6%	28.6%	40.0%	31.6%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.37 Who Play Role of Unused Tubewell for Useable (PTA)

		Category of School			Total
		A	B	C	
The name of the launcher of unused tubewell	Headmaster	14	7	3	24
		73.7%	50.0%	60.0%	63.2%
	School committee	5	7	2	14
		26.3%	50.0%	40.0%	36.8%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.37 Collect Donation from Local People (SMC)

		Category of the School			Total
		A	B	C	
Collect donation from local people	Yes	9	4	2	15
		47.4%	28.6%	40.0%	39.5%
	No	10	10	3	23
		52.6%	71.4%	60.0%	60.5%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.38 Role of Collect Donation From the Local People for Development of the School (SMC)

		Category of the School			Total
		A	B	C	
Collect donation from local people	Influence by local people	5	3	1	9
		26.3%	21.4%	20.0%	23.7%
	Influence the local leader	2	0	1	3
		10.5%	0.0%	20.0%	7.9%
	Influence the politician	2	1	0	3
		10.5%	7.1%	0.0%	7.9%
Reason for do not collect donation from local people	For political	1	1	1	3
		5.3%	7.1%	20.0%	7.9%
	Complex type of expenditure	5	5	1	11
		26.3%	35.7%	20.0%	28.9%
	Not necessary to me	4	4	1	9
		21.1%	28.6%	20.0%	23.7%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.39 Role of Collect Donation From the Local People for Development of the School (PTA)

		Category of School			Total
		A	B	C	
Reason for do not collect donation from local people	For politics	3	0	1	4
		15.8%	0.0%	20.0%	10.5%
	Complex type of expenditure	4	7	0	11
		21.1%	50.0%	0.0%	28.9%
	Not necessary to me	6	5	2	13
		31.6%	35.7%	40.0%	34.2%
The role of collect donation	Influence of local people	3	0	2	5
		15.8%	0.0%	40.0%	13.2%
	Influence the local leader	3	1	0	4
		15.8%	7.1%	0.0%	10.5%
	Influence the politician	0	1	0	1
		0.0%	7.1%	0.0%	2.6%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.40 Nature of Expenses of Donation

		Category of the School			Total
		A	B	C	
Nature of expense the donation	Unused Tube well	2	1	0	3
		10.5%	7.1%	0.0%	7.9%
	Sanitation	4	1	0	5
		21.1%	7.1%	0.0%	13.2%
	Not Received any Donation	4	4	0	8
		21.1%	28.6%	0.0%	21.1%
	Nothing to do work	7	6	5	18
		36.8%	42.9%	100.0%	47.4%
	Gardening	2	2	0	4
		10.5%	14.3%	0.0%	10.5%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.41 Practice of Co-curriculum Activities in the School (SMC)

		Category of the School			Total
		A	B	C	
Practice of co-curriculum activities	Yes	18	9	5	32
		94.7%	64.3%	100.0%	84.2%
	No	0	2	0	2
		0.0%	14.3%	0.0%	5.3%
	Unknown	1	3	0	4
		5.3%	21.4%	0.0%	10.5%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.42 Practice of Co-curriculum Activities in the School (Guardian)

		Category of the School			Total
		A	B	C	
Practice of co-curriculum activities	yes	17	12	4	33
		89.5%	85.7%	80.0%	86.8%
	No	1	0	1	2
		5.3%	0.0%	20.0%	5.3%
	unknown	1	2	0	3
		5.3%	14.3%	0.0%	7.9%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.43 Sources of Income for Co-curriculum Activities in the School (Headmaster)

		Category of the School			Total
		A	B	C	
Sources of income for co-curriculum activities	Varieties fees from student	2	4	0	6
		10.5%	28.6%	0.0%	15.8%
	Unofficial grant	3	1	1	5
		15.8%	7.1%	20.0%	13.2%
	Have no income	14	9	4	27
		73.7%	64.3%	80.0%	71.1%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.44 Sources of Income Performing of Co-curriculum Activities in the School (PTA)

		Category of School			Total
		A	B	C	
Sources of income performing co-curriculum activities in the school	Varieties fees from student	4	2	1	7
		21.1%	14.3%	20.0%	18.4%
	Unofficial donation	5	1	0	6
		26.3%	7.1%	0.0%	15.8%
	No income	10	11	4	25
		52.6%	78.6%	80.0%	65.8%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.45 Creating a Delightful Environment in the School by the PT Parade, Recitation, Storytelling and Jokes (SMC)

		Category of the School			Total
		A	B	C	
Creating of delightful environment storytelling and jokes	Yes	18	14	4	36
		94.7%	100.0%	80.0%	94.7%
	No	1	0	1	2
		5.3%	0.0%	20.0%	5.3%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 4.46 Creating a Delightful Environment in the School by the PT Parade, Recitation, Storytelling and Jokes PTA

		Category of School			Total
		A	B	C	
Creating delightful environment for learner by the recitation, storytelling and jokes	Yes	18	13	3	34
		94.7%	92.9%	60.0%	89.5%
	No	1	1	2	4
		5.3%	7.1%	40.0%	10.5%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Appendix
Part B 1

Table 5.2 Number of Time to Visits the School in a Month (PTA)

		Category of the school			Total
		A	B	C	
Number of time to visit in the school	0-4	16	11	5	32
		84.2%	78.6%	100.0%	84.2%
	5-9	3	2	0	5
		15.8%	14.3%	0.0%	13.2%
	10=>	0	1	0	1
		0.0%	7.1%	0.0%	2.6%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 5.3 Meeting in a year (SMC)

		Category of the School			Total
		A	B	C	
Total Number of meeting in a year	<=3	0	0	3	3
		0.0%	0.0%	60.0%	7.9%
	4-6	2	3	0	5
		10.5%	21.4%	0.0%	13.2%
	7-9	5	4	1	10
		26.3%	28.6%	20.0%	26.3%
	10-12	12	7	1	20
		63.2%	50.0%	20.0%	52.6%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 5.4 Ensure the Teaching Learning Activities According to the Everyday School Routine

		Category of the School			Total
		A	B	C	
Ensure the teaching learning activities according to the everyday school routine	Class routine	8	5	2	15
		42.1%	35.7%	40.0%	39.5%
	Note Books	4	4	2	10
		21.1%	28.6%	40.0%	26.3%
	UEO	7	5	1	13
		36.8%	35.7%	20.0%	34.2%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 5.5 Reason for do not Continuous Evaluation Method and Identify the Student's Learning Weakness (SMC)

		Category of School			
		A	B	C	Total
Yes		8	2	0	10
		42.1%	14.3%	0.0%	26.3%
If no, the reason for this	Headmaster doing this job	1	0	2	3
		5.3%	0.0%	40.0%	7.9%
	Lack of time	5	9	0	14
		26.3%	64.3%	0.0%	36.8%
	Politics	2	1	0	3
		10.5%	7.1%	0.0%	7.9%
	Lack of time of teacher	2	2	2	6
		10.5%	14.3%	40.0%	15.8%
	lack of knowledge about evaluation	1	0	1	2
		5.3%	0.0%	20.0%	5.3%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 5.6 Reason for do not Continuous Evaluation Method and Identify the Student's Learning Weakness (PTA)

		Category of the school			
		A	B	C	Total
Yes		14	7	1	22
		73.7%	50.0%	20.0%	57.9%
The reason for this	Lake of time	3	4	3	10
		15.8%	28.6%	60.0%	26.3%
	No necessary	2	2	0	4
		10.5%	14.3%	0.0%	10.5%
	No knowledge about continuous evaluation	0	1	0	1
		0.0%	7.1%	0.0%	2.6%
	For Political reason	0	0	1	1
		0.0%	0.0%	20.0%	2.6%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 5.7 Visit the School Weekly and Monthly for Advancement of Teaching Learning of the Student and Encourage the Teacher to Find out the Progress of Teaching (SMC)

		Category of the School			Total
		A	B	C	
Visit the school weekly and monthly to encourage teacher to find out the progress of teaching	Yes	12	1	0	13
		63.2%	7.1%	0.0%	34.2%
	No	7	13	5	25
		36.8%	92.9%	100.0%	65.8%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 5.8 Reason for do not Visit the School Weekly and Monthly for Advancement of Teaching Learning of the Student and Encourage the Teachers to Find out the Progress of Teaching (SMC)

		Category of the School			Total
		A	B	C	
Yes		12	1	0	13
		63.1%	7.1%	0.0%	34.2%
If no, the reason for this	Lack of time	4	7	2	13
		21.1%	50.0%	40.0%	34.2%
	Not Necessary	3	6	3	12
		15.8%	42.9%	60.0%	31.6%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 5.9 Reason for do not Visit the School Weekly and Monthly for Advancement of Teaching Learning of the Student and Encourage the Teachers to Find out the Progress of Teaching (PTA)

		Category of the school			Total
		A	B	C	
Yes		12	2	0	14
		63.2%	14.3%	0.0%	36.8%
If no, the reason for this	Lack of time	5	4	3	12
		26.3%	28.6%	60.0%	31.6%
	Done higher authority	1	3	0	4
		5.3%	21.4%	0.0%	10.5%
	No need	1	1	2	4
		5.3%	7.1%	40.0%	10.5%
	No interest in teacher	0	4	0	4
		0.0%	28.6%	0.0%	10.5%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 5.10 Ensure Teacher's Attendance in the School Regularly (Headmaster)

		Category of the School			Total
		A	B	C	
Ensuring process of teacher's attendance in the school	By ensuring own attendance in timely	5	3	2	10
		26.3%	21.4%	40.0%	26.3%
	By the attendance register	9	9	2	20
		47.4%	64.3%	40.0%	52.6%
	Staff Meeting	5	2	1	8
		26.3%	14.3%	20.0%	21.1%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 5.11 Ensure Teacher's Attendance in the School Regularly (PTA)

		Category of School			
		A	B	C	
Teacher's attendance	Yes	9	3	0	12
		47.4%	21.4%	0.0%	31.6%
	No	10	11	5	26
		52.6%	78.6%	100.0%	68.4%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 5.12 Distribute the Duties among the Committee Members for School Inspection and Monitoring of Teaching Observation Process (PTA)

		Category of the School			Total
		A	B	C	
Yes		10	1	1	12
		52.6%	7.1%	20.0%	31.6%
If no, the reason for this	Negligence of the committee members for their duty	6	13	4	23
		31.6%	92.9%	80.0%	60.5%
	Lack of Times	3	0	0	3
		15.8%	0.0%	0.0%	7.9%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 5.13 Distributions the Duties under the Supervision of the Assistant Teachers to Make Sure Attendance to Absent Student in the School and Forms of Team under 4th and 5th Classes Student (SMC)

		Category of the School			Total
		A	B	C	
Forms of team under 4th and 5th classes student	Yes	6	1	0	7
		31.6%	7.1%	0.0%	18.4%
	No	5	10	4	19
		26.3%	71.4%	80.0%	50.0%
	Unknown	8	3	1	12
		42.1%	21.4%	20.0%	31.6%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 5.14 Nature of Helps the Headmaster to Preserve the Definite Agenda and Evaluation Record for the Development of Student's Learning Process (SMC)

		Category of the School			Total
		A	B	C	
No		5	10	3	18
		26.3%	71.4%	60.0%	47.4%
Nature of help to preserve the record	Taking no necessary step	2	2	0	4
		10.5%	14.3%	0.0%	10.5%
	Discuss with headmaster	12	2	2	16
		63.2%	14.3%	40.0%	42.1%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 5.15 How Many Times to Inspection the School in a Month by UEO and AUEO (Headmaster)

		Category of the School			Total
		A	B	C	
The nature of inspection the school by the UEO, and AUEO	Once in a week	0	1	0	1
		0.0%	7.1%	0.0%	2.6%
	Twice in a week	0	1	0	1
		0.0%	7.1%	0.0%	2.6%
	Once within a three week	1	0	0	1
		5.3%	0.0%	0.0%	2.6%
	Once within a month	14	8	2	24
		73.7%	57.1%	40.0%	63.2%
	Once within three month	4	4	3	11
		21.1%	28.6%	60.0%	28.9%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 5.16 Times to Stay in School Inspection by the UEO, and AUEO (SMC)

		Category of the School			Total
		A	B	C	
Stay in school when visit the school of DPEO,UEO,AUEO	1-2 hours	8	4	3	15
		42.1%	28.6%	60.0%	39.5%
	2-3 hours	7	7	1	15
		36.8%	50.0%	20.0%	39.5%
	3-4 hours	3	2	1	6
		15.8%	14.3%	20.0%	15.8%
	full time	1	0	0	1
		5.3%	0.0%	0.0%	2.6%
	unknown	0	1	0	1
		0.0%	7.1%	0.0%	2.6%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 5.17 The Schools are Monitoring Regularly by DPEO, UEO, and AUEO (SMC)

		Category of the School			Total
		A	B	C	
The school monitoring regularly by DPEO,UEO,AUEO	Yes	16	10	2	28
		84.2%	71.4%	40.0%	73.7%
	No	1	2	0	3
		5.3%	14.3%	0.0%	7.9%
	Unknown	2	2	3	7
		10.5%	14.3%	60.0%	18.4%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Table 5.18 The Schools are Monitoring Regularly by DPEO, UEO, and AUEO (guardian)

		Category of the School			Total
		A	B	C	
Primary education officer inspection the school regularly	yes	7	1	0	8
		36.8%	7.1%	0.0%	21.1%
	No	4	6	2	12
		21.1%	42.9%	40.0%	31.6%
	unknown	8	7	3	18
		42.1%	50.0%	60.0%	47.4%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%

Sources: Field Survey, 2017

Table 5.19 DPEO, UEO and AUEO Neglect the File for PRL, Pension and Gratuity Application

		Category of the School			Total
		A	B	C	
If yes, the nature of negligence		4	4	1	9
		21.1%	28.6%	20.0%	23.7%
	Bureaucratic difficulties	10	6	2	18
		52.6%	42.9%	40.0%	47.4%
	For bravery	1	1	1	3
		5.3%	7.1%	20.0%	7.9%
	Missing files	3	2	1	6
		15.8%	14.3%	20.0%	15.8%
	Unknown	1	1	0	2
		5.3%	7.1%	0.0%	5.3%
Total		19	14	5	38
		100.0%	100.0%	100.0%	100.0%