

Management of Formal and Non-formal Primary School at Rural Settings in Bangladesh

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Dedication

To

My

Husband

For his cooperation and support

Declaration

I declare that this thesis paper titled "Management of Formal and Non-formal Primary School at Rural Settings in Bangladesh" is entirely my own work. This thesis contains no material which has been accepted for the award of any other degree in any University or Institutions. To the best of my knowledge, this thesis contains no materials previously published or written by any other person, except where due reference is made in the text of the thesis.

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Abstract

Sustainable management system in formal and non-formal schools can help to achieve quality education. This study focuses on management of formal and non-formal primary schools in rural settings in Bangladesh. Management consists of the school managing committee, local community, head teacher.

Research problem: In schools there is lack of coordination between SMC, head teacher and assistant teacher. Also, management role and responsibilities are not clear to them too.

Methodology: The total sample was 36 for this study among them 5 Headteacher, 5 In-charge, 5 Assistant Teacher, 5 SMC members, 5 CMC members, 10 Local Communities & 1 Education Officers, education officer and so on. Qualitative research design was used to conduct this study. Purposive sampling was used to collect data for this study. The data was collected by conducting semi-structured interview with the participants.

Findings: The findings of the study revealed that most of the stakeholders are fulfilling their roles. However, few of them are not fulfilling their responsibilities. Reasons behind them were stated as conflict between themselves, lack of infrastructure, being not aware of their responsibilities.

Implications: Changes in policy and practice should be made so that these issues can be mitigated and quality education can be ensured.

Key words: Formal and Non Formal education, Formal and Non Formal Primary schools, management, Head teacher, Assistant Teacher, Social Managing Communities, Centre Managing Communities, Local communities.

Chapter one Introduction to the study

This chapter will begin by explaining the study's background and context, then move on to the research problem, justification for the problem, research gap, research purpose, and lastly the study's significance.

1.1. Introduction to the study

Bangladesh is one of the largest primary education system in the world with an estimate 16.4 million primary school aged children (5 to 10 years) (Ali, n.d.). Most of those children are from poor rural families and they are involved with parent's occupation .Their education is hampered in different ways .However, the primary education is important subsector of education .The government of Bangladesh recognizes education as means of reducing poverty and improving the quality of life of children. The country has made significant progress towards achieving universal primary education. Despite many achievements during the past decade, major improvements are still needed in order of all children to receive the benefit of quality education. Sustainable management system in formal and non-formal schools only can help to achieve quality education.

1.2. Problem statement

Management is essential at all stages of the educational ecosystem; management involves an institution's planning, organization, implementation, review, evaluation, and integration. Educational administration is a goal-oriented activity. In an educational institution, it includes group efforts, planned work, and performance toward the achievement of pre-determined goals. By effectively applying management in the educational environment, it may fulfill the organization's goals with active coordinated effort (Okumbe, 1998). In schools there is lack of coordination between SMC, head teacher and assistant teacher. Also, management role and responsibilities are not clear to them too. There is lack of understanding

about school management roles and responsibilities among them. Numerous studies have investigated educational management (Connolly et al, 2017; Ololube et al, 2015 & Gold, 1996). However, they have primarily focused on educational management and its relationship leadership, leadership theories and Women in educational management. This study focuses on management of formal and non-formal primary school at rural setting in Bangladesh. Existing research has not focused on the management system of formal and non-formal primary schools at rural setting.

1.3. Justification of the problem

Management of any educational institution is a great challenge for quality education. Since, primary is the basic education in Bangladesh that is offered through formal and non-formal mode, it is very much essential to study the management of these institution for their better performance in future.

1.4. Research gap

There are many categories of primary schools but here only government primary schools and non-formal schools run by NGO's have been considered. Moreover, school of rural setting are taken into view of research but not the urban or semi-urban schools.

1.5. Purpose of the study

The purpose of this study is to determine the role of head teacher and incharge of formal primary school and non-formal primary school management, to identify the role of school managing committee and center management committee of formal primary school and non-formal primary school management, to identify the role of assistant teacher of formal primary school and non-formal primary school management, to find out the management role of local community in school management and to investigate role of government officials of formal and non-formal school and to compare between the management system of formal and non-formal rural primary schools, identifying the best practices applicable for them collectively and individually.

1.6. Significance of the study

Improving performance or increasing effectiveness of the management is necessary for strengthen the primary school governance. To establish sustainable management in the primary school this research could play a vital role. We can set up a policy for the managing committee involvement in internal affairs of primary school. The study is important to make decision, raising community contribution in school management. It would help to understand the role of head teacher of formal school and involvement of local community with non-formal school to extend the scope of management system of the schools. The study will also help us to coordinate different management role on different schooling system and establish friendly school management.

1.7. Audience

The audience of this study are Head teachers & In charge, School Managing Committee and Center Managing Committee, Assistant Teachers, Education officers, Local Communities and stakeholders of primary formal and non-schools.

1.8 Chapter Outline

In chapter one research problem statement, justification, research gap, purpose of the study, significance of the study is discussed. In chapter two, literature has been reviewed for this study. In chapter three, methodology for this study is discussed. In chapter four findings are outlined and in chapter five discussions were made. Finally, in chapter six, implication for this study is discussed followed by references and interview questionnaire.

Chapter two Literature Review

This chapter consists of a review of related literature of this study which includes an overview of the management system of formal and non-formal primary schools in Bangladesh.

2.1. Formal and Non-formal Education

2.1.1. Formal Education

Formal and non-formal education are both part of Bangladesh's educational system. The formal education system of a country is made up of education that is structured, purposeful, and planned through state organizations and recognized private groups (ISCED,2011). The relevant national educational authorities or equivalent, e.g. (Formal Education | UNESCO UIS, n.d.) any other institution in collaboration with the national or sub-national educational authorities, recognize formal education programs as such, and this education comprises primarily of initial education (ISCED,2011). Formal education is the hierarchically structured, chronologically graded 'education system,' running from primary school through university and including, in addition to general academic studies, a variety of specialized programs and institutions for full-time technical and professional training, as defined by Coombs, Prosser, and Ahmed (1973). The following are the features of formal education, according to Formal, Non-Formal, and Informal Learning(2007):

- Formal education is structured and planned.
- Instructors are in charge. Instructors have a lot of influence and authority in formal schooling. They use their authority to carry out a variety of tasks and activities within the educational system, such as implementing teaching-learning methods, instructional strategies, making decisions, organizing competitions, events, tests, and other classroom activities, providing solutions to student problems, promoting discipline, and exercising control over the overall classroom environment.

- Formal education takes place in education institutions. Formal education can be well-organized in educational institutions due to the presence of amenities such as libraries, laboratories, play-grounds, infrastructure, technologies, computer centers, classrooms, and other facilities.
- Evaluation methods in formal education have the primary goal of identifying limitations and assisting students in improving their performance. Class assignments, homework assignments, tests, competitions, and presentations are all frequent types of evaluation.
- A degree, diploma, or certificate is awarded upon completion of the program of study.
- The major goal of the formal education system is to develop a strong foundation of education among students so that they can promote improved livelihood opportunities.
- The main goal is to learn something new. Students enroll in schools, colleges, universities, and training centers with the goal of learning and gaining a thorough comprehension of academic subjects.
- Students in primary, secondary, and higher secondary schools are given opportunity to participate in extracurricular activities in addition to acquiring academic concepts. Dancing, singing, playing musical instruments, role playing, artworks, handicrafts, physical activities, sports, and so on are examples of these activities.

2.1.2. Non-formal Education

Formal education has some well-defined features. Whenever one or more the features of formal education are absent, it can be identified as non-formal education (Dib, 1988). Its most well-known remark comes from Coombs' collaboration with Prosser and Ahmed in 1973: Any organized educational activity outside of the established formal system – whether operating separately or as a key component of a larger activity – that is intended to serve defined learning clientele and learning objectives is considered non-formal education. According to ISCED (2011),

An education provider's institutionalized, intentional, and planned education. Non-formal education is distinguished by the fact that it is an addition, alternative, or

complement to formal education as part of an individual's lifelong learning process. It is appropriate for people of all ages, although it does not always follow a linear path; it may be short in duration and/or low in intensity, and it is usually delivered in the form of short courses, workshops, or seminars. Non-formal education usually results in qualifications that aren't recognized as formal by national educational bodies or no qualifications at all. Non-formal education can include programs that promote adult and youth literacy, as well as programs that teach life skills, career skills, and social or cultural development to out-of-school children (What Are the 3 Types of Education?, 2021).

Non formal education has some characteristics. According to Hamadache (1991), these characteristics could be;

- Specific, generally short-term aims confined to a single area, environment, or group; curriculum tailored to satisfy specific, pre-determined needs centered on the learner.
- It can be implemented in a variety of ways.
- Diverse target audiences.
- Admission requirements are more flexible than in the formal system.
- Activities that can be planned and coordinated, yet never become routine.
- Activities that are frequently organized on an ad hoc basis or completed in less time than those in the official system.
- Volunteer or part-time educators are used, as well as non-professional, paid or volunteer workers.
- Participation and self-sufficiency.

2.1.3. Formal Primary Education

The education system has three levels in Bangladesh. They are primary, secondary, and higher secondary education. In this study, researcher focused on primary education. According to Education system Bangladesh(2012), Primary education is

intended for children aged 6 to 11 years and it lasts 5 years (grades I to V). In primary education, two variants are available. One is a general variant and another is religious variant which is taught at Madrasahs. The Madrasah system comprises 5 years (grades I to V) of primary education is called Ebtedayee education. Primary education in government schools is free. The curriculum includes the subjects of Bengali, English, Mathematics, Environmental Studies- Society, Environmental Studies- Science, Religion - (Islam, Hinduism, Buddhism or Christianity), Physical education, Arts and Crafts, and Music (Education System Bangladesh, 2012).

2.1.4. Non-Formal Primary Education

Despite the fact that primary education is meant to be free for all children, the government has been unable to provide it to all school-age children, and even where it is offered, many pupils drop out before finishing their primary education cycle. As a result, a parallel non-formal primary education (NFPE) system has emerged in Bangladesh, providing basic education to children outside of schools and dropouts.

Primary education receives roughly half of the education budget (Rahman, Khan & Sabbih, 2016). The government expects to make a significant contribution to a better-educated workforce in Bangladesh by increasing enrolment and improving the quality of primary education. However, issues persist. Of the 20 million primary school-aged children, four million are out of school, of whom at least half a million are dropouts (Shohel & Howes, 2018). Enrolment levels are high, and gender equity has been achieved as a result of reforms, but attendance and efficiency are average, and many disadvantaged children still do not attend school (BIDS, BBS and UNICEF Bangladesh, 2014). Non-formal education has emerged in this setting, with the goal of meeting the learning requirements of disadvantaged children. One of the key goals of non-formal primary education is to prepare students for formal education or re-entry. Non-formal primary education initiatives, on the other hand, seek to eliminate illiteracy, contribute to the basic education of children, particularly those from poor families and in remote locations, increase girls' participation in education, and support the government's universal primary education programs.

They need schools with flexible schedules, are close to their homes, and offer a meaningful curriculum that goes beyond basic education. Simultaneously, schooling is an important aspect of the development of fundamental abilities for carrying out their tasks and responsibilities in their families—skills that they may use in real-life circumstances as needed (Shohel & Howes, 2007).

Non-Governmental Organizations (NGOs) are in charge of the majority of them (NGOs). Non-formal schools are primarily used to satisfy the educational needs of disadvantaged groups in society in locations that are not served by either the government or private schools. They usually take an informal approach to meet the specific requirements of children from underserved communities (Centre for Policy Dialogue, 2001).

2.2 Education Management System

2.2.1. Management

Management is vital for the successful operation of any organization. The backbone of any successful organization is good management. Managing an organization involves working with and through others to achieve the organization's goals.

It can mean different things to different people at different times, and there are many diverse definitions available. According to (Daft, 2015), Management is the process of planning, organizing, leading, and regulating organizational resources in order to achieve organizational goals in an effective and efficient manner.

2.2.2. Educational Management

Educational management procedures include the development and deployment of systems that ensure the application of policies, strategies, and action plans across a set of interconnected practices in order to meet educational objectives (Amanchukwu et al, 2015).

The term "competence" is defined in a variety of ways, including its scope, structure, and everyday application. "Appropriateness, adequacy, and authority to act" is what the word "competence" signifies. Competence is most commonly defined in the literature as the ability and abilities that allow a person to take active steps in their surroundings. They are a combination of a person's personality traits, motivation, and knowledge and experience. In activities, it is not enough to have specific psychophysical characteristics, intuition, or experience; a suitable system of knowledge and skills is required. Knowledge is a material that can be utilized to create skills, but it is not always the case that acquiring knowledge leads to the acquisition of abilities. Such action prescriptions are commonly referred to as methods, though it is important to note that they are only methods in the strict sense of the word when they guarantee repeatable efficiency of activities. Methodological competence, like postulator competence, may result through imitation conscious perception of learned rules of conduct or one's own, depending on one's stage of development.

It is the management of the educational system in which a group of people combine their human and material resources to supervise, plan, and implement structures to carry out an educational system. Learning experiences are used to equip people with knowledge, skills, values, beliefs, habits, and attitudes. Professionals in educational institutions such as government ministries, unions, statutory boards, agencies, and schools make up the education system. Political leaders, principals, teaching staff, non-teaching staff, administrative workers, and other educational professionals all work together to enrich and enhance the educational system. Management is essential at all stages of the educational ecosystem; management involves an institution's planning, organization, implementation, review, evaluation, and integration. Educational administration is a goal-oriented activity. In an educational institution, it includes group efforts, planned work, and performance toward the achievement of pre-determined goals. By effectively applying management in the educational environment, it may fulfill the organization's goals with active coordinated effort (Okumbe, 1998).

The following factors contribute to the importance of educational management:

It includes the study of various management science theories that define and describe the roles and responsibilities of educational managers and develop managerial skills; it includes the study of educational planning at the macro level, including its goals, principles, approaches, and procedures; at the micro level, it aids in understanding and facilitates: Institutional planning and Educational administration; it aids in decision making and problem solving, communication, and managing information and building effective teams; it helps in planning of co-curricular activities, academics and preparation of time-table; helps in the maintenance of school records, evaluating students' achievements; financing and budgeting of the institutions.

2.2.3. Rural setting in Bangladesh

In 2020, around 61.82 percent of Bangladesh's population lived in rural areas (World Bank, 2020). Geographical inclusion indicates that children from all parts of the country should have equal access to inclusive education, regardless of where they live, although this does not always happen. Rural communities located far from cities or government centers are disadvantaged due to a lack of access to educational resources and a shortage of instructors trained in inclusive methods or simply skilled teachers who are familiar with the community's requirements. Bangladesh is not the only country with an issue with educational access. In Samoa, for example, research has revealed that there is frequently a mismatch between government policy and the practical application of policy at the local level. Duke, Pillay, Tones, Nickerson, Carrington, and Loelu (2016) observed that the proposed policy for inclusive education being evaluated by the Samoan government did not necessarily reflect the Samoan context, particularly in rural regions. As part of the new Samoan policy, a blended policy formulation model was proposed, which took into account culture, academic background, and resources (including social resources).

The educational system, or conditions that make schools inaccessible, as well as a lack of management support for children, provide a barrier to quality education.

As a result, education administration reform in Bangladesh must prioritize ensuring long-term quality education and promoting universal participation.

2.3. Management system of formal and non-formal school

2.3.1. Management of Formal school

Primary school management is a complex activity. Head teacher is a qualified teacher who is appointed to undertake the management and administrative responsibilities involved in running a school (Shukla, 2014) .

Head teachers undertake all responsibilities of academic management. According to ইসলাম ও সিদ্দিকী(২০১৪), head teacher ensures students' attendance with the help of teachers, SMC & parents. Head teacher prepares and implements the year lesson plan and according to this prepare class routine and ensures teachers' lesson plans, teaching aids and preparation before teaching. Head teacher also grants the transfer certificate and ensures teachers' attendance daily. According to ইসলাম ও সিদ্দিকী(২০১৪), head teacher observes teaching learning procedures in the classroom and assists teachers in achieving school success. Head teacher ensures assistant teachers' duties and responsibilities which are assigned. SMC confirms the distribution, collection and preservation of textbooks, teaching-learning materials (ইসলাম ও সিদ্দিকী, ২০১৪). Parents should get more active in schools because children perform better in school when teachers and parents have a better understanding of the school (School Management & Organizational Manual, 2004). Education officer leads academically to ensure the quality of education. Education officer confirms the distribution of the new books by due time. Education officer confirms the distribution of various teaching materials to the school (ইসলাম ও সিদ্দিকী, ২০১৪).

According to ইসলাম ও সিদ্দিকী(২০১৪), Head teacher arranges parents-teacher meetings, annual prize ceremony and annual sports day. Head teacher organizes religious ceremonies in school. According to ইসলাম ও সিদ্দিকী(২০১৪), SMC organizes various co-curricular activities in programs such as annual sports day, cultural program etc. Education officer encourage the co-curricular activities such as cultural program, sports day etc. by attending them (ইসলাম ও সিদ্দিকী, ২০১৪).

According to ইসলাম ও সিদ্দিকী(২০১৪), Head teacher preserves all records, registers and files. Head teacher approves assistant teachers leave for the highest 3 days. Head

teacher prepares reports and sends them to the related all. Head teacher organizes students to attend at the PSC exam. Head teacher forms the School Managing Committee and plays responsibilities as a secretary of the committee. Head teacher forms a parent teacher committee and ensures its efficacy (ইসলাম ও সিদ্দিকী, ২০১৪). Head teacher arranges a meeting to review with the teacher monthly about the schools' academic development and preserves taken decisions' records and implements them. Head teacher arranges meetings with SMC and implements the taken decision once every month. Head teacher performs the duties assigned by the Government, Directorate, Upazilla Education Office, and Thana Council from time to time. SMC arranges meeting in every two months (ইসলাম ও সিদ্দিকী, ২০১৪). Teachers and the school receive parental assistance. The Compulsory Education Act is supported and followed by the local community (School Management & Organizational Manual, 2004). Education officer also approves the application for leave. Education officer also provides promotion to the teachers (ইসলাম ও সিদ্দিকী, ২০১৪).

According to ইসলাম ও সিদ্দিকী(২০১৪),Head teacher storages cash books, stocks, registrars properly. Head teacher spends government funds as per rules. SMC approves the expenditure voucher of the particular school. SMC approves any types of donations to be received by the school. They initiate the collection of funds from the local people, collect the signature of the SMC president on the bill of teacher's monthly salary. Education officer provides pension, gratuity and other finance to the teachers and 3rd and 4th grade staff.

According to ইসলাম ও সিদ্দিকী(২০১৪),Head teachers inform teachers about sub-cluster trainings' times, dates and subjects. The Head teacher himself is present at training's day and ensures other teachers' presence. Headteacher does not approve the leave application during the training day. SMC selects of teacher for teacher training to improve the quality of education (ইসলাম ও সিদ্দিকী, ২০১৪)..

According to ইসলাম ও সিদ্দিকী(২০১৪),Head teacher ensures the preservation and security of the schools' furniture with the help of SMC. Head teachers procure furniture, educational materials and resources locally. SMC monitors the quality of education and infrastructural development, preserving the resource of the school. They separate register for the use and collection of the permanent and temporary

resources of the school and also makes sure that the properties of the school does not get damaged (ইসলাম ও সিদ্দিকী, ২০১৪).The maintenance of the school facilities, grounds, and environment is the responsibility of local communities. The borders of the school grounds on which the school is located are clearly defined by local communities (School Management & Organizational Manual, 2004).

SMC analyses of the teaching learning environment of the school and identification of problems (ইসলাম ও সিদ্দিকী, ২০১৪).Teachers and kids are safe because of the local community (School Management & Organizational Manual, 2004).

According to ইসলাম ও সিদ্দিকী(২০১৪),Head teachers encourage parents for admission in schools, especially in the case of girls, ethnic groups and special needs' children. SMC collaborates with the local community and involves the local community for the improvement of the school. Education officer meets parents/guardians and local community to get involved with the school so that the school can perform all its responsibilities (ইসলাম ও সিদ্দিকী, ২০১৪).

According to ইসলাম ও সিদ্দিকী(২০১৪),Head teacher sends the assistant teachers' transfer and leave application to the higher authority. Head teacher prepares the bills of teachers and staff and sends them to the Assistant Upazilla Education Officer. SMC collaborates with AUEO regarding the issues of the school and also preparing yearly action plan with the help of UEO and AUEO (ইসলাম ও সিদ্দিকী, ২০১৪).

Head teacher conducts child surveys and preserves the surveys' records and SMC assists in the annual child survey (ইসলাম ও সিদ্দিকী, ২০১৪)..

2.3.2 Management of Non Formal Schools

Non-formal schools are run by non-governmental organizations (NGOs) rather than individuals, and are funded either by the NGOs or by international donors through the NGOs. In the field of management, a variety of quality assurance systems were launched and implemented by adding new jobs, such as Master Trainers and Batch Trainers, as well as adjusting duties. Curriculum, student books, and teacher guides

for social studies and mathematics have been developed, while materials for other courses have been substantially revised (Mustafa, 2020).

Facilitators, also known as para-teachers, are considered the backbone of NFE programs in non-formal schools, according to the International Labor Organization (2002), and facilitators of any background must get training before beginning instruction. They are frequently responsible for the preparation of the actual lesson plan in addition to teaching. The perception prevails that the higher the facilitators' educational degree, the better the NFE course results (International Labor Organization,2002). Teachers in BRAC, according to Mustafa(2020), are mostly married people, 60-70 percent of them are women, who have completed nine or more years of education and live within walking distance of the school. These teachers are hired on a part-time, temporary basis and are given a low wage.

For every 30 students, there is one teacher. Teacher training consists of 15 days of preliminary training at a residential BRAC training center and one or two one- or two-day refresher training courses held by BRAC officials at a BRAC office near the teacher's school each month. BRAC field workers make weekly visits to provide regular feedback. (Mustafa,2020).

According to Mustafa(2020), during the first three academic years in Brac, schools use BRAC-prepared textbooks. During the fourth and fifth academic years, students read textbooks created by the National Curriculum and Textbook Board (NCTB). According to the Haan (2002), NFE teachers may want to instill a more inquisitive and assertive attitude in their students than is done in top-down teaching in regular basic education, and this education should be student-centered, allowing students to do the work rather than sitting and listening to the teacher, and include special elements to keep the interest of young people who are unfamiliar with or have outgrown classroom conditions. The content should be concise and practical, and the teaching should emphasize practical knowledge. The content should be to the point and practical, and the teaching should focus on practical knowledge that students can apply immediately in their daily lives; this adds to parents' appreciation of the NFE (International Labour Organization,2002).

Facilitators play a vital role in communicating with parents of NFE students, as it is critical to keep parents interested in bringing their children to the NFE program (International Labour Organization,2002). To avoid falling back into the habit of staying away and engaging in employment activities, regular attention to the economic and family status of the children is required (International Labour Organization,2002).

The importance of community leaders in the establishment of NFE programs is one of the most important lessons learnt. They will only collaborate with the NFE provider to make the courses a success if they are convinced of the worth of such programs (International Labour Organization,2002).

Communities are important for monitoring the attendance of both NFE teachers and students and for peer-to-peer motivation. They may also assist in the organizing of NFE (for example, by providing training locations and providing support services) as well as assisting NFE graduates in continuing their education or finding alternative ways to apply their knowledge and abilities (International Labour Organization,2002).

Women's participation is very significant, according to various program experiences. They play an important role in ensuring community ownership of the NFE program by organizing preparatory meetings, village role plays, and establishing child-care facilities to relieve girls and boys from having to look after their siblings. They also monitor various aspects of program implementation (International Labour Organization,2002).

Chapter three Methodology

3.1 Introduction

The present study aims to explore the management system of formal and non-formal primary schools in rural area of Bangladesh. The methods and techniques followed in this study are presented in this chapter. This chapter includes Research Questions, Data sources, Research Design, Sample & Sampling Techniques, Instrument used for Data Collection, Data Analysis plan & Ethical Consideration.

3.2 Research Questions

1. What is the management role of head teacher/in charge of formal primary school and non-formal primary school?
2. What is the management role of the school managing committee and center management committee?
3. What is the management role of assistant teacher of formal primary school and non-formal primary school?
4. What is the management role of the local community of formal primary school and non-formal primary school?
5. What is the role of government officials of formal and nonformal schools?

3.3 Data Source

The detailed descriptions of the data sources along with a diagram are given in the following for a clear understanding.

Research Questions	Data Source
1. What is the management role of head teacher/in charge of formal primary school and non-formal primary school?	5 Head teachers & 5 In Charge
2. What is the management role of the school managing committee and center management committee?	5 SMC & 5 CMC members
3. What is the management role of assistant teacher of formal primary school?	5 Assistant Teachers
4. What is the management role of the local community of formal primary school and non-formal primary school?	10 local communities
5. What is the role of government officials of formal and nonformal primary schools?	1 Education Officer

Table 1: Data Source

3.4 Research Design

The present study aims to explore the management system of formal and non-formal primary schools in rural areas of Bangladesh . For this reason, Qualitative Research was used in this study. The researcher used a qualitative research method that allows them to conduct in-depth analysis (Bogdan and Biklen, 1998). The researcher used a case study model which was one of the qualitative research methods. For investigating unique phenomena in a certain context, the case study model was thought to be ideal (Creswell, 2018). Qualitative case studies' process includes the stages of data collection, organization , and data analysis and, at the end of this process the results related to a special situation are obtained (Patton, 2002).

3.5 Sample & Sampling Techniques

According to David waugh, The sample is the collection of items, units, or elements from which the researcher will draw conclusions. In this study, sample was Head Teachers, Assistant Teachers, SMC members, Local communities, Education Officer from formal primary school & In Charges, CMC members, Local communities, Education Officer were selected from non formal primary school. In this study, the sample size was 1 Headteacher, 1 Assistant Teacher, 1 SMC member, 1 Local community are selected from each formal primary school & 1 Education Officer is selected randomly from a formal primary school and 1 In Charge, 1 CMC member, 1 Local community were selected from each non formal primary school & 1 Education Officer was selected randomly from a non formal primary school. In rural non- formal primary school, one in charge plays the responsibilities of both headteacher and assistant teacher. Besides in charge, there is no extra teacher to assist there. For this reason, researcher collected data only from those in charge of non-formal primary schools. The total sample was 36 for this study among them 5 Headteacher, 5 In-charge, 5 Assistant Teacher, 5 SMC members, 5 CMC members, 10 Local Communities & 1 Education Officers. Etikan et al (2016) defined sampling is the process of representing a population with a subset of it.. According to Kombo and Tromp(2006), Purposive sampling is a sampling technique where the researcher targets a group of people purposively who are reliable for the study. I wanted to explore the management system of formal and non-formal primary schools in this present study, so I used purposive sampling for this study.

3.6 Instrumentation

In this study, data was collected through interview from the participants. In qualitative research, interview is one of the popular instruments. An interview occurs when researchers ask one or more participants general, open-ended questions and record their answers which provide detailed useful information (Creswell, 2018). In this study, researcher developed a semi-structured interview form which includes open ended questions to collect the data. The interviews were conducted in a quiet

environment and therefore the head teacher's room was used. After the participants had been informed that the interviews were related to the management system of school, that it would take approximately 30-40 minutes, the collected data would be confidential, each of 36 participants was interviewed through a semi-structured interview. Pseudonyms were given to the 36 participants in order to ensure their privacy. 5 Head teachers were named as HT1,HT2,...HT5, 5 Assistant Teachers were named as AT1,AT2,.....,AT5, 5 In Charges were named as IC1,IC2...IC5, 5 SMC members were named as SMC1,SMC2,...SMC3, 5 CMC members were named as CMC1,...CMC5, 1 Education officer was named as EO1, Local communities of formal school were named as LC1,LC2,...LC5 and communities of non-formal school were named as LC(a),LC(b),...LC(e). In this study, the interviews conducted with head teachers, in-charges, SMC members, CMC members, assistant teachers, education officer took approximately 45 minutes and with local communities took approximately 30 minutes. Interviews were audio recorded with the permission of the participants.

3.7 Data Analysis plan

Understanding how to make sense of text and visuals in order to construct responses to your research questions is required when analyzing qualitative data (Creswell, 2018). According to Creswell (2018), Data must make sense of the information provided by participants in the study during or shortly after data collection. It requires "Taking the data apart" to discover individual responses and then "putting it back together" to summarize it. Then drawing conclusions about the data, presenting it in tables, figures, and pictures to summarize it, and expressing the conclusions in words to provide answers to your research questions are all part of the analysis and interpretation process (Creswell, 2018). There are different types of data analysis for both quantitative studies and qualitative studies. As, this study is qualitative study so the data analysis type will be qualitative data analysis. Thematic analysis is one of the types of qualitative data analysis. Thematic analysis is a qualitative data analysis method that involves searching a data set for, interpreting, and reporting recurring patterns (Braun & Clarke, 2006). When attempting to determine a collection of experiences, thoughts, or behaviors throughout a data set, thematic analysis is a suitable and strong strategy to apply (Braun & Clarke 2012). As this study is trying to

understand a set of behaviors of the data set so thematic analysis is the suitable data analysis type for this study.

3.8 Ethical Consideration

Participants who agreed to take part in the study were chosen as case studies. Individuals who opt not to participate in the study must be respected by the researchers (Creswell, 2018). Before conducting interviews, researcher obtain permission from each participant. Before using teachers as research participants, I told them about the study's purpose. According to Cresswell (2018), in order to gain support from participants, you must inform them that they are a part of a study and what the study's purpose is. When presenting data in the data analysis section, complete anonymity and confidentiality were ensured.

Chapter Four Results

In this chapter, the findings of the management system of formal and non-formal primary schools of rural areas were presented according to the management respectively.

4.1 Curriculum (Academic) Management:

The responsibilities in curriculum (academic) management which were taken by formal and non-formal primary schools' head teachers, in charge, SMC members, CMC members, assistant teachers, local communities and education officers were presented.

4.1.1 The Responsibilities of Head Teachers (HT) of Formal School

The statement of the respondents from 5 different formal schools were :

HT 1: Most of the time I prepare year lesson plans, class routines and supervise it. I had oriented teachers on curriculum. I guided the assistant teachers how to prepare and implement lesson plans in classrooms before. Because, sometimes when I stay busy. When I stayed busy, assistant teachers prepared year lesson plans and class routines. Then I checked how they prepared and approved the year lesson plan. But sometimes a few assistant teachers did not support and prepare lesson plans. I also hold exams and organize students to attend the exam. I also take care of the seat arrangements for the handicapped students. And I ensure that assistant teachers take care more to the needs of this handicapped students, prepare and use special teaching aid for the handicapped students. Besides, I maintained academic work and looked after the progress of curriculum implementation.

HT2: I have to manage many responsibilities alone. I do not want to bother assistant teachers. I prepare year lesson plans, class routines and maintain others' academic work. I do not prepare lesson plans. I guide assistant teachers to prepare and take classes with implementation of the lesson plan. Then I supervise their classes. I hold exams in a strict environment. I have to check that all teachers are completing their syllabus before exam time. I also orient teachers on curriculum so that they all have the concept of content, syllabus, exam marks and contribution. I always try to look after the progress of curriculum implementation.

HT3: As a headteacher, I have many responsibilities. I have to take care of all of the

tasks. I have to supervise teachers that are taking classes with responsibilities. I have to check that the teachers are completing the syllabus on time. I prepare class routine, exam routines. I guided assistant teachers how to make lesson plans and direct subject experts to make lesson plans before their classes. I supervise their classes often. I direct teachers to give me all the subject results, then I publish it. I instruct teachers how to take extra classes for the PSC candidates. I provide a teacher's guide to teachers to get better instructions and I also maintain the academic work according to the teachers guide.

HT4: *I have to do many tasks alone. Sometimes senior teachers help me in many tasks if necessary. I have to provide syllabus to all the students. I direct teachers how to take classes sincerely and I supervise it. I prepare class routines by giving a lot of thought. When I prepare class routines, I make sure math classes and science classes are given before tiffin period. I do not make lesson plans. Teachers prepare it and they implement it. I observe only that they are taking classes sincerely. Because sometimes it is difficult to check all the teachers daily. I prepare exam routines and also take care of everything.*

HT5: *I prepare class routines, organize the exam. I orient teachers about curriculum, syllabus. I guided them how to take class effectively. Teachers take classes according to their syllabus. I supervise their classes on class times often. I hold exams and publish results at a fixed date.*

4.1.2 The Responsibilities of School Managing Community (SMC)

Members in Formal School

The statement of the respondents from 5 different formal schools were :

SMC1: *I sometimes go to the school to monitor students' academic performances. I also observe the teachers activities during my visit and monitor teacher attendance at the same time. I also go to the school when new books are distributed. I also monitor if the exams are held and completed in timely manner. I always encourage the school to provide quality education to the students.*

SMC2: *I encourage the school to have quality education for the children. I also monitor the exam schedule to see if they are done in a timely manner. I watch the teacher's attendance and student performance when I visit the school. I also monitor if students are attending the classes regularly. I also see the academic performances of the students.*

SMC3: *I monitor the students' academic performances; observe the attendances of the students. I also go to the school when new books are distributed among the students. I also observe the class of the teachers when I visit the school.*

SMC4: *I go to the school to observe that quality education is provided to the students. I monitor the teacher's attendance and observe their class when I visit the school.*

During the time of book distribution I go to the school to see that everything is done appropriately.

SMC5: I visit the school sometimes. When I visit the school I observe the attendance of the teachers and students. I also monitor the academic performances of the students and observe the classes of the teachers. I also see if the exams are held on schedule. When the new books are distributed among the students, I make sure that the books are distributed among the students in time.

4.1.3 The Responsibilities of Assistant Teachers (AT) in Formal School

The statement of the respondents from 5 different formal schools were :

AT1: I prepare lesson plans for the class before conducting it, check homework of the students during my off time, prepare progress reports of students, observe the attendance of the students by checking the attendance sheet, monitor student's activities in the classroom, implement the prepared lesson plan in the class. I also maintain my class routine by following it, do duty in the exam hall, and prepare exam results.

AT2: I prepare the lesson plan before taking the classes. I also check the homework of the students after the class, I communicate the progress report of the students with their guardian during parent-teacher meetings, I observe the attendance of each student everyday and monitor their classroom activities.

AT3: I try to make lesson plans for the lessons before taking the class, I also try to check every student's homework sincerely. However, time limitation does not allow me to do so. I try to make effective lesson plan for each lesson. I do not know if all of them are effective. I try to implement the lesson plan's that I make for various classes. I try to monitor each student's activities during the classroom and also fulfill my exam duties during exams.

AT4: I do not prepare lesson plans for all my classes because of time constraints, I am also unable to check the homework of the students, and I am not involved in preparing the progress report for the students. During the classroom I am not able to monitor the students' activities that much. I am also not involved in observing the attendance of the students. I sometimes do the exam hall duties.

AT5: I hardly make any lesson plans for my class. I do not get the time to make lesson plans. I do not provide homework that much as I teach everything in my class. I do not make any progress report of the students and I also do not communicate the progress with the guardian as I am not involved in it. I rarely observe the attendance of the students and monitor their activities in the classroom. I try to maintain the class routine but sometimes I may arrive late in some classes because the previous class's time was not adequate.

4.1.4 The Responsibilities of Local Communities(LC) in Formal School

The statement of the respondents from 5 different formal schools were:

LC1: I make sure that my children complete the homework. Sometimes I visit schools to observe teachers' activities in my children's classrooms. I observe my children's progress in their studies also.

LC2: I receive the text books at the beginning of the year. I make sure that my child completes his lessons and homework. I also check the report cards of my children. I keep the teacher informed about where my students get confused in the study.

LC3: I often go to schools to observe my child's activities and teachers' activities in the class. I provide basic care to my child and make sure that she has completed her homework daily. I also check whether my teacher and my child both complete the syllabus before the exam or not.

LC4: I monitor whether my child is going to school daily or not. I observe whether he is watching tv without completing his homework. I also inform other so that they admit their children to schools on time.

LC5: Teachers do not allow us to observe teachers' activite. I observe my child's exam results only.

4.1.5 The Responsibilities of Education Officer (EO) of Formal School

The statement of the 1 respondent for formal school was:

EO1: I visit the schools every few months to monitor the attendance of the teachers. I also see the progress of students learning. Based on monitoring this I provide them feedback and tell them what to do next. I also observe the teachers classes. I also monitor if they are providing the results and using teaching aids properly.

4.1.6 The Responsibilities of In-charge (IC) of Non-Formal School

The statement of the respondents from 5 different non-formal schools were :

IC1: According to the curriculum, I prepare year lesson plans and class routines with the help of committee and manual books. Our school has our own books till a certain level. Then we follow the books provided by the government. According to it, I make class routines and daily lesson plans, and implement it. Then the monitoring officer, program officer check it and then I prepare questions and take exams alone. I also manage all academic work.

IC2: I manage all the tasks alone. As there are no teachers, I have to take all the responsibilities. Like I have to make class routines for students. I prepared it with the help of our manual book. Often a monitoring officer visits here to supervise my classes. I maintain the academic work according to our manual book and teacher's guide also. I have to check students' homework, exam papers, and complete the syllabus effectively.

IC3: I prepare the lesson plan according to the government school's lesson plan and implement it. Our monitoring officer supervises my classes often. I make class routines and look after the progress of curriculum implementation.

IC4: I have to manage all the tasks. I have to make class routines for students. I prepared it with the help of our manual book or sometimes the committee provides the instruction. Officer supervises my classes. I maintain the academic work according to our manual book and teacher's guide also. I check students' classwork, and homeworks. I prepare exam routines and exam questions. I also publish exam results on time.

IC5: According to the manual book, I prepare lesson plans and class routines, exam routines. The program officer checks it, approves it, and often supervises it. I prepare questions and take exams alone. I also manage all academic work following our manual book.

4.1.7 The Responsibilities of CMC Members of Non-Formal School

The statement of the respondents from 5 different formal schools were :

CMC1: I regularly visit the school to monitor the academic performances of the students. During my visits observe teachers activities in the classroom, supervise the academic works, encourage the school to confirm quality education for the children.

CMC2: I visit the schools regularly. I always maintain this regularity. During the visits, I observe the attendances of the teachers and students, monitor if the exams were held by the scheduled time. I also visit the school when new books are distributed to the students. I also distribute learning aids by the appropriate time.

CMC3: I go to the school to monitor the academic performance, Observe teacher's activities in the classroom, supervise the academic work and encourage the school to confirm quality education for the students of the school.

CMC4: I go to the school on a regular basis. I observe the student and teachers attendance, monitor the exam schedules are done properly. I also distribute the new books to the students by appropriate time.

CMC5: I visit the schools to see the academic performance, teacher's activities in the classroom. I also supervise academic work and try to confirm the quality of education to the children of the school.

4.1.8 The Responsibilities of Assistant Teachers (AT) of Non-Formal school

In this study, Non-Formal schools of rural area do not have any assistant teachers. So, no findings regarding this point were available.

4.1.9 The Responsibilities of Local Communities (LC) of Non-Formal School

The statement of the respondents from 5 different formal schools were :

LC(a): I observe teachers' activities and make sure that my child completes the task daily. I also receive my child's books, or any other gifts related to study. I monitor whether my child understands the teacher's teaching or not.

LC(b): I observe my children's progression. School teachers often inform me about my children's performance. I make sure that he understands the teacher's teaching.

LC(c): I do not need to tense for my children's progression. My child always completes her homeworks when she come back from school.

LC(d): I do not observe teachers' activities. I do not have much time. I only checked the child's report card.

LC(e): I monitor whether my child is going to school daily or not. And I also check what he studies after coming from school.

4.1.10 The Responsibilities of Education Officer of Non-Formal School

The statement of the same 1 respondent for non-formal school was:

EO1: I hardly visit the non-formal schools. They sometimes approach me to visit their school but unfortunately I cannot keep their invitation.

4.2 School Co-curricular events Management (SCEM)

The responsibilities in Co-curricular management which were taken by formal and non-formal primary schools' head teachers, in charge, SMC members, CMC members, assistant teachers, local communities and education officers were presented.

4.2.1 The responsibilities of Head Teacher of formal school

The statement of the respondents from 5 different formal schools were :

HT1: I organize annual programs and prize giving ceremonies. Sometimes I also organize some competitions like art competitions, sport competitions. Sometimes I arrange the programs alone and sometimes the assistant teachers help me to organise the program. But sometimes there might be conflict among us. Besides, I also organized milad at the beginning of the year and also arranged Saraswati puja for students.

HT2: I always organise co-curricular events on different occasions. I have to organise annual programs. Milad and prize giving ceremonies at the end of the year. I also arrange small picnics for the students. Sometimes I also organise some competitions like art competitions in picnics. At the end of the year, I organise sports competitions. All these events, I arrange with the support of assistant teachers. Sometimes I direct them what to do and they organise the program. Besides, I also organise the Scouts for students. Students who are interested take part in the scouts.

HT3: In this school, all co-curricular activities are celebrated occasionally. Annual Prize ceremony, milad, parents day, Art competitions, sport competitions are also organised. Sometimes I arrange the programs alone and sometimes the assistant teachers help me to organise the program. But in our planning, we had conflicting decisions sometimes. But anyhow, I manage the conflicts and organise the programs.

HT4: I have organised and managed all the co-curricular events. Organise annual programs and prize giving ceremonies , picnics, bengali new year, for the students alone and sometimes the assistant teachers help me to organise the program. In my school, I also arrange for Scouts for students. Every year of beginning, Milad is also organised for the students.

HT5: I am always excited about organising events . In my school, we arrange prize giving ceremonies , parents' meetings, and science fairs. Sometimes I also organise some competitions like art competitions, sport competitions. I arrange the programs alone and sometimes the assistant teachers help me to organise the program. Students are involved here. They decorate the schools excitedly. Apart from that, milad and Saraswati puja are also organised for the students.

4.2.2 The responsibilities of SMC of Formal school

The statement of the respondents from 5 different formal schools were :

SMC1: I attend different co-curricular activities at various days such as yearly game competition, cultural ceremony, prize giving ceremony etc. I also attend the farewell program for the students in our school. Our school also arranges programs on 'Saraswati Puja' and annual Milad Mahfil. I attend these programs every year.

SMC2: I coordinate and cooperate at different co-curricular activities on days such as prize giving ceremonies , cultural programs etc. I also monitor scout activities that are arranged by the school. I also cooperate and coordinate Milad Mahfil programs.

SMC3: Usually, I go to the co-curricular activities of the schools. These co-curricular activities are held in yearly game competition, annual prize giving day, annual cultural program etc. I also attend Milad Mahfil, which is arranged by our school.

SMC4: During different co-curricular activities in school like yearly game competition, annual prize giving ceremony etc. I go to the school to coordinate cooperation in these events. Our school arranges various scout activities which I monitor.

SMC5: I attend different co-curricular activities during annual cultural ceremonies, sports day, and prize giving ceremonies. I also attend a farewell program for the graduating students. I also attend the programs of 'Saraswati Puja' and Milad Mahfil.

4.2.3 The responsibilities of Assistant Teacher of Formal school

The statement of the respondents from 5 different formal schools were :

AT1: I organize various co-curricular activities such as study tour, prize giving ceremony, sports competition, essay competition, art competition, picnic etc. Sometimes the headmaster does not want to organize the picnic and study tour but we request him to arrange one as the students enjoy these activities a lot.

AT2: I am involved in the organization of various co-curricular activities throughout the year. I assist in arranging these programs. Also, when a study tour or picnic happens in our school I operate and organize them properly. I guide students on what to do and what not to do during the picnic and study tour. I also help the students during various competitions such as art competition, sports competition, essay writing etc.

AT3: Our school does not arrange study tours and picnics each year. When they do organize a tour, I help in the operation of the tour. During the tour, I look after the students so that they are safe all the time. In terms of other co-curricular activities such as prize giving ceremony, sports competition, cultural competition etc. I assist in organizing these programs.

AT4: Our school does not organize study tours. I requested the headmaster to conduct a study tour or picnic few times but the headmaster did not listen to me. Our school organizes other co-curricular activities such as essays competition, art competition etc. but not on a regular basis. When the school does organize these events, I am not able to attend these events most of the time so I do not have much responsibilities regarding this matter.

AT5: Our school does not organize any study tours. No picnic for the teachers or the students is organized in our school. Our school sometimes organizes various co-curricular activities. However, I am not much involved in them.

4.2.4 The responsibilities of local community of formal school

The statement of the respondents from 5 different formal schools were :

LC1: When teachers invite me to attend the co-curricular activities, I go there earlier to help teachers to organise the programs and celebrate it such as annual picnic. I also attend Prize giving ceremony. On that day, milad is also organised for students. I help to organise some snacks in a packet and distribute it among the students

LC2: I attend co curricular activities such as cultural programs, picnics, Saraswati puja. I help to decorate and organise things for puja to cooperate with teachers. I go to school earlier and contribute work among us. Some guardians also came to help organise the event. Students are also involved in decorating the schools.

LC3: I encourage my children to attend co-curricular activities. I also attend co-curricular activities when teachers invite parents . For example art competitions, prize giving ceremonies, I go to buy prizes for all of the students with a teacher.

LC4: Teachers don't invite us to attend any co-curricular activities. But informed us about the events. I encourage my child to attend the competitions.

LC5: In the school, co-curricular activities are held sometimes every year. But do not invite us. Students attend the events.

4.2.5 The responsibilities of education officer of formal school

The statement of the 1 respondents from formal schools were :

EO1: I rarely go to the co-curricular programs arranged by the non-formal schools. Usually the project directors visit these programs.

4.2.6 The responsibilities of In-charge of non-formal school

The statement of the respondents from 5 different formal schools were :

IC1: I have to manage the cultural or co-curricular activities also. Especially cultural program, science fair are organized. Students are so excited to participate in this program. I also organize art and essay competitions on occasion days. Sports competition is held at the end of the year. Monitoring officer, program officer support me in organizing the program.

IC2: In here,we organize prize giving ceremonies, parents day, essay competitions. Cultural competitions is also celebrated. Monitoring officer, Program officer, Committee support me in organizing the program. Students join to decorate and organize the programs.

IC3: I organise the events prize ceremony.Sometimes I hold art competitions, sport competitions for the students and also arrange science fairs for students. Students participate in the science fair. Besides, we celebrate one day in a month just for us. In that day students do all what they want. If someone wants to play, they can play. If they want to have a picnic,they can do it. If they want to do a cultural program, they can do it. I organise the events with students' needs. Special meal is cooked on that day.

IC4: As formal institutions, I organise all events such as parents day,sports competition, art competition, prize giving ceremony. I also organise a yearly picnic program.

IC5: Yes. Sometimes I organise the program such as art and essay competitions and prize giving ceremonies.

4.2.7 The responsibilities of CMC of non-formal school

The statement of the respondents from 5 different formal schools were :

CMC1: In our school during co-curricular activities such as prize giving ceremony, cultural competition etc. I make sure that they are held properly. I also monitor that prizes are given away properly to the students.

CMC2: I monitor the co-curricular activities like prize giving ceremony, cultural competition and annual game competition seriously. However, our school does not provide any prizes to the winners.

CMC3: Our school does not organize any cultural programs or any co-curricular activities. However, our school does organize a celebration day where students are independent to do anything. They can play; they can sing or take part in any co-curricular activities as they like.

CMC4: Our school does arrange different co-curricular activities around the year. I attend co-curricular activities including the farewell program.

CMC5: Our school does not hold many co-curricular activities during the year. However, when they do arrange co-curricular activities I coordinate and cooperate with those programs.

4.2.8 The responsibilities of assistant teacher in non-formal school

In this study, Non-Formal schools in rural areas do not have any assistant teacher. So, no findings regarding this point were available.

4.2.9 The responsibilities of local community of non-formal school

The statement of the respondents from 5 different formal schools were :

LC (a): Teachers invite me to attend the co-curricular activities, I go there earlier to help teachers to organise the programs and celebrate it. I also go there with my children to attend cultural programs.

LC (b): Yearly cultural program is organised and parents get invited. I encourage my children to attend the essay competitions, art competitions. I distribute food among students on the culture program.

LC (c): In the school, one day is celebrated as they want. Incharge arranges a program, special food is cooked. I attend that program and help the teacher to prepare the food.

LC (d): I have not attended much such as activities. I only go to school when the parents-teachers meeting is held.

LC (e): I do not attend co-curricular activities. I have no idea what happened on the cocurricular activities. Teachers invite us to attend a parent teacher meeting. I attend there only.

4.2.10 The responsibilities of education officer of non-formal school

The statement of the 1 respondents from different formal schools were :

EO1: I rarely go to the co-curricular programs arranged by the non-formal schools. Usually the project directors visit these programs.

4.3 School Internal Administrative Management

The responsibilities in school internal administrative management which were taken by formal and non-formal primary schools' head teachers, in charge, SMC members, CMC members, assistant teachers, local communities and education officers were presented.

4.3.1 The responsibilities of Head Teacher of formal school

The statement of the respondents from 5 different formal schools were :

HT1: I manage internal administrative management also. I distribute and give responsibilities to the teachers to take classes of different sections. I distribute all work and responsibilities among teachers and staff and also approve their leave application. I store the records, register and important files of teachers and students properly. I pay scholarships to students and issue transfer certificates. I observe the teacher's teaching and monitor that they are following the class routine, lesson plan and complete the course on time. I also ensure teachers' daily attendance. Every year I conduct a child survey also.

HT2: It's my role to manage internal administration. I distribute sections according to the ratio of teacher and primary students. I distribute tasks among teachers and monitor whether they are doing the task properly. I approve the teacher and students' leave application and students' transfer certificate. I have to conduct a child survey. I observe teaching and learning in the classroom and also ensure execution of given role and responsibility.

HT3: I manage the administrative part very well. I ensure the attendance of teachers

and students. I distribute tasks among the teachers and monitor them. I conduct a child survey every year. Besides leave applications, transfer applications or any type application, I approve or reject.

HT4: I manage all administrative tasks. It is tough to handle all the tasks alone. But I manage it perfectly. I have to take care of every task of this school. I distribute responsibilities among teachers and staff. I have to take care of their problems. I monitor their responsibilities often. I also do the task of leave & transfer, child survey and pay scholarship also.

HT5: I have to manage the school's internal administration. I give all the responsibilities to the teachers, staff and monitor teachers and staff tasks. I have the responsibilities of leave and transfer application, scholarship, attendance and child survey.

4.3.2 The responsibilities of SMC of formal school

The statement of the respondents from 5 different formal schools were :

SMC1: I also attend monthly meeting that are scheduled happen each month. However, the meetings do not occur regularly. I also attend parent's teacher meeting and assist head teachers to run the office properly.

SMC2: I collaborate with the teachers of the school to manage various school affairs. I also attend meetings that are arranged by the school in every few months. Sometimes, I may not be able to join the meetings unfortunately.

SMC3: I assist the head teacher to run the office smoothly. I also attend the parents teacher meeting held by the school every year. Our school does not hold the meetings regularly that is supposed to happen in each month. When the meetings do happen I attend those meetings. This meetings are held every 3-4 months.

SMC4: I try to arrange a meeting every month to which is mandatory. I attend those meetings and also identify the needs of the school and collaborate with the teachers to manage the school affairs.

SMC5: I attend the parents teachers meeting every year and assist the head teachers to run the office properly. I also attend the meetings that are arranged by the school every few months though they are supposed to happen each month.

4.3.3 The responsibilities of assistant teacher in formal school

The statement of the respondents from 5 different formal schools were :

AT1: I organize parent's teachers meeting each year and attend in them. I also collaborate with other teachers and head teachers in managing school affairs. I also assist the head teacher to run his office properly by cooperating with him. I also look after the sitting arrangements for the students. I also look after the scholarship for the students who are supposed to receive them. I make sure that students receive the scholarships.

AT2: I collaborate frequently with other teachers and the head teacher to run the school properly. I also attend the parent's teachers meeting each year and give them update about their children's progress. I also perform other administrative work of the school such as taking care of the students attendance register. I also try to make sure that the learning aids are properly used. I also take care for the scholarship of the students.

AT3: I regularly collaborate with the head teacher regarding various school affairs of the school. I assist in the organization of parents teachers meeting. I make sure that the seating arrangements of the students are properly organized. If it is not properly organized then I reorganize them.

AT4: I try to collaborate with the head teacher but for some reasons we are not able to collaborate with each other. However, I try to fulfill my administrative duties properly. Such as; I attend parents teachers meetings, take care of the students attend register and observe the sitting arrangement of the students.

AT5: I have given various opinions regarding the school affairs. However, My opinions are not prioritized so I do not collaborate with the headmaster anymore. I also do not attend the parents teachers meeting, or assist the head teacher in running his office, I do not perform any administrative because of this.

4.3.4 The responsibilities of local community of formal school

Local communities' respondents said that they did not perform any responsibilities regarding this matter.

4.3.5 The role of education officer in formal school

The statement of the 1 respondent from formal schools were :

EO1: I grant or approve the headmaster's application for leave. I also grant leave of absence for assistant teachers who are applying for more than 3 days leave. I also home visit students if they do not come to the school for more than 3-4 days.

4.3.6 The responsibilities of In-charge of non-formal school

The statement of the respondents from 5 different formal schools were :

IC1: I manage only the school admission and registration of the children in administrative management.

IC2: Our project handles the administration. I do not need to handle the administrative task.

IC3: I only manage the students' admission and their daily class attendance. Other administrative tasks are managed by our project.

IC4: I do not need to handle the administration. This is not my role. I ensure students' attendance.

IC5: Administration management is not my responsibility. I manage students' admission and student attendance.

4.3.7 The responsibilities of CMC of non-formal school

The statement of the respondents from 5 different formal schools were :

CMC1: Every 15 days we hold a meeting and we maintain this schedule strictly. I attend all the meetings regularly and also check attendances on a regular basis by looking at the attendance sheet. I also identify the needs of the school and collaborate with the other teacher to managing school affairs. We talk about various agendas in these meeting.

CMC2: Every month our school arranges a meeting. I attend those meetings regularly and the meetings are arranged on a regular basis each month. I identify the needs of our school such as our school does not have teachers for inclusive classroom.

CMC3: Every year our school organizes parent's teacher meeting. I attend this event on a regular basis. I also help the head master to run office properly by providing guideline. I also attend meetings each month that are arranged by the headmaster.

CMC4: I organize a meeting every month in our school. I attend meeting and identify the needs of the school and help the headmaster to run the office properly. I also attend the parents teachers meeting and collaborate with other teacher to managing school affair.

CMC5: Our school organizes a mandatory meeting each month and I attend these meetings. I also help the headmaster to run the office properly by collaborating with the teachers.

4.3.8 The responsibilities of Assistant teacher in non-formal school

Non-Formal schools do not have any assistant teachers. So, no findings regarding this point were available.

4.3.9 The responsibilities of local community of non-formal school

Local communities of non formal school' respondents said that they did not perform any responsibilities regarding this matter.

4.3.10 The responsibilities of education officer of non-formal school

The statement of the 1 respondents from formal schools were :

EO1: I do not monitor the administrative works of the non-formal schools. These works are done by the project director of the school or by the NGO.

4.4 Finance Management

The responsibilities in finance management which were taken by formal and non-formal primary schools' headteachers, incharge, SMC members, CMC members, assistant teachers, local communities and education officers were presented.

4.4.1 The responsibilities of Head Teacher of formal school

The statement of the respondents from 5 different formal schools were :

HT1: In finance management, I store cash books, stock registers carefully. I prepare bills for teachers and staff and confirm the chairman's signature of SMC on the monthly salary bill of teachers. Then send it to authority. I also have to submit a statement of expenditure to the government according to rules. Some schools are involved in collecting funds from local people. But I do not involve or prefer to collect funds from local people.

HT2: I submit a statement of expenditure, prepare bills for teachers and staff, and confirm the chairman's signature of SMC on the monthly salary bill of teachers. Then it goes to the higher authority according to rules. Sometimes I collect funds from local people. Such as, once I gave tiffin boxes to all students to increase students' motivation. For buying tiffin boxes, I collected this money from our commissioner.

HT3: I am involved in finance management. I prepare bills for staff and teachers, check the chairman's signature of SMC on the monthly salary bill and also submit a statement of expenditure to the government according to rules. For school needs, I collect funds from local people for the development of school's infrastructure.

HT4: I have the responsibilities of preparing bills for teachers and staff. Then I check and confirm the chairman's signature of SMC on the monthly salary bill of teachers and send these to authority. I also submit a statement of expenditure. Sometimes I do it alone, sometimes assistant teachers help me to prepare the bills. Then I confirm chairmans' signature and I send this to the authority. Besides, I never collect funds from local people.

HT5: According to the rules of government, I manage the financial parts. I make bills for teachers and staff, I confirm the chairman's signature of SMC on the monthly salary bill of teachers and send authority/AUEO and I also submit a statement of expenditure. This is my task. For extra tasks or any school needs' I do prefer to collect funds from local people.

4.4.2 The responsibilities of SMC of formal school

The statement of the respondents from 5 different formal schools were :

SMC1: I assist in the transparent use of funds. When something is purchased I sign the vouchers. I also confirm the salary of the teachers by signing the bill. They also check the statement of expenditure as per the rule of government. Local community wants to donate funds toward the school. However, due to a lack of collaboration between the head teacher and assistant teacher they do not provide the fund.

SMC2: I get involved in collecting funds for the school from the local people. As formal schools are not allowed to collect funds from local peoples officially. However, if someone wealthy plans to donate funds for the school I collect the fund from them. I use that fund to develop the school's infrastructure. Also, the slip committee approves vouchers and bills after discussion.

SMC3: I usually sign the vouchers that are related to the expenditure of different things. I also confirm the signature of SMC chairman on the monthly salary bill of the teachers. Sometimes the head teachers allocates funds even when they are not willing to approve it 100%. I hardly collect funds from the local people.

SMC4: Our formal schools are not allowed to take donations from local people. But sometimes our school does receive some funds from the local wealthy people. I am

involved in collecting this funds for those people. Sometimes I collect the funds and sometimes I reject them.

SMC5: When monthly salary bills for the teachers are made I confirm that the chairmen of the SMC signs the bill and I make sure that the transparency of the funds remain by checking the vouchers and signing them.

4.4.3 The responsibilities of assistant teacher of formal school

The statement of the respondents from 5 different formal schools were :

AT1: I am involved in the purchase of furniture for the school, various materials, books etc. I also sign the salary bill and confirm it. I also am involved in purchasing prize, gifts etc. for the students.

AT2: I purchase various teaching aids that are needed to conduct classes properly. I go to the shop and purchase these items. I also go to the shops to purchase furniture's for the school such as chair table for students and teacher if needed.

AT3: Our school gives awards to the winners of various co-curricular activities such as art competition, sports day, cultural competition etc. I go to different stores to buy the prizes and awards for the students. I also confirm signature on the monthly salary bill.

AT4: I usually not that much involved in terms of purchasing furniture, teaching aids, books etc. for the school. I also am not involved in purchase of prize and gifts for the students. However, I do sign the monthly salary bill for confirmation.

AT5: I am not involved in the purchase of the furniture of the school. This responsibility is assigned to another assistant teacher. Same is applicable for buying gifts, prizes for the students. Use of teaching aid in our school is rare so we do not purchase them.

4.4.4 The responsibilities of local community of formal school

The statement of the respondents from 5 different formal schools were :

LC1: Parents do not have to manage schools' finances. Sometimes when I meet any local rich people, I request him to give some funds for the schools. Sometimes they listen and give some funds to school.

LC2: I give efforts in collecting funds from local rich people. But I'm not bound to do this. Whenever I get an opportunity, i try to collect funds. I do it for childrens' better.

LC3: As I have the ability, once I gave small funds to the schools to buy extra lights and fans.

LC4: I am not involved in collecting funds.

LC5: I don't have much money and I do not involve myself in collecting funds.

4.4.5 The responsibilities of education officer of non-formal school

The statement of the 1 respondents from formal schools was :

EO1: I do not play any role regarding this. This is handled by the project director or NGO that support the school. In special occasions I supervise these roles but it happens rarely.

4.4.6 The responsibilities of In-charge of non formal school

The statement of the respondents from 5 different formal schools were :

IC1: I don't need to manage the financial part. The NGO manages the financial section.

IC2: I do not involve myself directly in financial management. Our project manages this part directly. Our project involves collecting funds from donors.

IC3: In financial management, I do not have major responsibilities. Head of the project handles this financial management.

IC4: To manage the financial section is not my responsibility. I generally take care of the other management system.

IC5: The Head and others of our organization manage financial tasks. I do not manage the financial tasks.

4.4.7 The responsibilities of CMC of non-formal school

The statement of the respondents from 5 different formal schools were :

CMC1: I get involved in collecting funds from the local people. I encourage the local people to contribute toward the school. However, we do not receive many responses from them when collecting fund.

CMC2: I assist in the transparent use of funds by checking the statement of expenditure of the schools. I try to collect fund from the local people by reaching out to them. However, they do not donate provide funding for the school.

CMC3: Our school is depended on the fund from the local people. I try to encourage the local people to donate some funding towards the school but we do not get many

responses. In terms of expenditure of schools, I check every voucher that has been used for purchasing something.

CMC4: I observe and monitor the expenditure of the school and try to manage funds from the local people. However, the responses from the local people are not satisfying. They do not donate enough to the school.

CMC5: Our school is funded by the NGO that run us. Nonetheless, if some local people wants to donate fund toward the school, I collect them and we use that fund to further develop the infrastructure of the school.

4.4.8 The responsibilities of assistant teacher in non-formal school

Non-Formal school does not have any assistant teacher. So, no findings regarding this point were available.

4.4.9 The responsibilities of local community of non-formal school

The statement of the respondents from 5 different formal schools were :

LC1: I don't have to do the financial management.

LC2: I do not collect funds from local rich people.

LC3: I don't have to collect funds from local rich people.

LC4: I don't involved in the school's financial management.

LC5: I don't collect funds from local people for schools.

4.4.10The role of education officer of non-formal school

The statement of the 1 respondents from formal schools were :

EO1: I do not play any role regarding this. This is handled by the project director or NGO that support the school. In special occasions I supervise these roles but it happens rarely.

4.5 Teacher Professional Development Program Management

The responsibilities in teacher professional development program management which were taken by formal and non-formal primary schools' headteachers, incharge, SMC members, CMC members, assistant teachers, local communities and education officers were presented.

4.5.1 The role of Head Teacher of formal school

The statement of the respondents from 5 different formal schools were :

HT1: For teachers professional development, I encourage teachers to attend the training programs in their area of interest, especially the new orient teacher. Teachers attend training and get benefitted. I also attend training when the training programs are relevant to my areas.

HT2: Whenever I get information of any training for teacher professional development, I check at first who already has training and who does not have training. Then I inform the teachers and encourage non trained teachers to attend the training on their specific subject or area of interest.

HT3: I always encourage teachers to attend training. I influence them to take training in their relevant area. I also allow training providers who want to use our school's classroom as a venue. I also attend training sometimes for better knowledge and practice.

HT4: In my school, I allow teacher's training providers to use my school's classroom as a venue. In my school, there are large classrooms. For this reason I allow training providers. Besides, I also encourage my teachers to attend the training programs in their related area and also motivate myself to get trained.

HT5: When I get informed about any training, I inform all my teachers and tell them the benefit of the training. I always encourage them to attend the training programs.

4.5.2 The responsibilities of SMC of formal school

The statement of the respondents from 5 different formal schools were :

SMC1: I identify teachers who need professional development and recommend them to have training. Usually, I ask the teachers if they have received certain training or not. If they have not received them then I recommend the head teacher to arrange training for that teacher.

SMC2: Our school does provide teacher training to the teachers. However, sometimes some teachers are not able to attend those trainings. To ensure the quality development of the teachers, I recommend them to have teacher training for their professional development.

SMC3: Our school teachers are provided teacher training after they are first recruited. However, further teacher training is needed to enhance the quality of the teachers. I recommend further teacher training for the teachers.

SMC4: I keep track of what teachers training are provided in our area. Then talk with the teachers if they have received them. If they skip some training or somehow missed them then I identify the teachers and recommend them for training.

SMC5: I identify the need for teacher training by asking the teachers if they have received training. If they haven't then for the quality development of the teachers I recommend for training.

4.5.4 The responsibilities of assistant teacher of formal school

The statement of the respondents from 5 different formal schools were :

AT1: I attend various teacher training programs. I also attend subject wise training, sub cluster training for my professional development. If teacher training is held in our school then I assist the HT & AUEO for the conduction of the training properly.

AT2: I always attend teacher training programs that are arranged for us. This trainings include sub cluster training, subject wise training etc. I also cooperate with the AUEO during teacher training program if the program is held in our school.

AT3: I attend teacher training programs. However, I would like to be in more teacher training programs. The amount of training that I can get is not enough. I want more training to develop myself as a teacher.

AT4: I want to have teacher training. But my name does not appear in the list of teachers who are selected for the training. I have told the head teacher to arrange teacher training for me but I have not received any training yet.

AT5: I have been called for various teacher training programs so far. However, I was not able to attend each of them. Also, I do not receive training programs that are required for various governmental activities in the school.

4.5.4 The responsibilities of local community of formal school

Local communities of formal school's respondents said that they do not perform any responsibilities regarding this matter.

4.5.5 The responsibilities of education officer of formal school

EO1: I analyze the demand of the teacher training and manage the training for teacher. I check the training requirement and act as per the requirement.

4.5.6 The responsibilities of In-charge of non-formal school

The statement of the respondents from 5 different formal schools were :

IC1: After getting employed in this school, I have done training for 12 days. Then I joined the classes.

IC2: When I got the job as an in-charger, I got training from our project at the beginning. Then I start the classes.

IC3: I got training at the beginning of joining. Then I do not get any training from here for professional development.

IC4: I do not get any training for professional development yet. I get employed and joined the classes directly. But sometimes when I need help, I get direction from our manual books.

IC5: A manual book is given to me. I got help from our manual book. I don't get any training from here.

4.5.7 The responsibilities of CMC of non-formal school

The statement of the respondents from 5 different formal schools were :

CMC1: When we recruit our teachers, we first train them. I recommend the training for the newly recruited teachers. After that unfortunately we cannot provide any further training for developing the quality of the teachers. Our teachers are trained when they are recruited.

CMC2: I recommend teachers training for the teachers of our school. Usually when they are recruited they are trained so that they can perform their duties. However, after that they are hardly provided with any professional development.

CMC3: To develop the quality of the teachers, training is necessary. I suggest the incharge to provide the teacher training to the teachers. However, we are not able to provide a lot of training to our teachers.

CMC4: I do not perform any responsibility toward the professional development of the teachers as our school does not provide any teacher training to the recruited teachers.

CMC5: The NGO that runs the school does not provide any teacher training to the teachers when they are first recruited. They also do not provide any teacher training

to them when they are in-service training. That is why I do not perform any responsibilities regarding this matter.

4.5.9 The responsibilities of assistant teacher of non-formal school

Non-Formal school does not have any assistant teacher. So, no findings regarding this point were available.

4.5.9 The responsibilities of local community of non-formal school

L1, L2, L3, L4 & L5 do not perform any responsibilities regarding this matter.

4.5.10 The responsibilities of education officer of non-formal school

The statement of the respondents from 5 different formal schools were :

EO1: Professional development of the non-formal school is done by the NGO or project director that runs the school.

4.6 Infrastructure and Resource Management

The responsibilities in infrastructure and resource management which were taken by formal and non-formal primary schools' headteachers, incharge, SMC members, CMC members, assistant teachers, local communities and education officers were presented.

4.6.1 The Responsibilities of Head Teacher of formal school

The statement of the respondents from 5 different formal schools were :

HT1: I take care and manage the infrastructure and resources of the school. I need to purchase and manage school furniture, teaching aid and other resources from our funds. I also manage the school library, books and take care of school permanent and temporary properties. I monitor the teachers responsibilities that are teachers entering the students name properly, are they receiving and storing the books

properly.

HT2: *I store and ensure the safety of the infrastructure and resources of the school with the help of the school management committee. I purchase school furniture and other resources from our funds, when it is necessary. Sometimes in school, we do not have funds. Then I can not purchase it. I also manage and ensure the safety of the school libraries, books and other properties.*

HT3: *To store, manage and ensure security for the infrastructure and resources of the school is my responsibility. Such as the school library, chair table, cupboard books and teaching aids. I engaged a teacher to manage the school library. There is a register copy for the school library. When students take a book from the library, his/her name is entered on the registered book. Teacher enters the students name and date. I often monitor the responsibilities of teachers by entering students' names and dates daily.*

HT4: *I manage and always try to secure the infrastructure and resources of the school. Sometimes I purchase school furniture from the money of our funds. Apart from it, I manage and store the school library, books and take care of school permanent and temporary properties.*

HT5: *I purchase infrastructure and resources from our funds. I also manage the school library, books and monitor teachers who are in charge of the library. I*

4.6.2 The Responsibilities of SMC members of formal school

The statement of the respondents from 5 different formal schools were :

SMC1: *I supervise and observe the school furniture by visiting schools to see if they are in proper condition. I up to date the register and records. I also see the stock register regularly.*

SMC2: *I take care of the schools properties by checking them regularly. I also assist in maintaining the school rooms etc. by observing them. Based on the supervision I recommend repairements, new constructions etc.*

SMC3: *I go to the school to check the records, register etc. up to date. I also look at the stock register of the school regularly. I supervise the school properties and furniture etc. to see if they are in proper order.*

SMC4: *I sometimes go to the school to see the register, records etc. of the school and also sometimes check the stock register. I also visit the school times to see if the property furniture etc. of the school is in running condition.*

SMC5: *I sometimes go to the school to see the furniture of the schools if they are in proper condition. I also sometimes visit the school to see the register and all records of the school.*

4.6.3 The Responsibilities of assistant teacher of formal school

The statement of the respondents from 5 different formal schools were :

AT1: I always take care of the school's permanent and temporary properties. I check them frequently to see if they are in proper condition. If they are not in proper condition I make sure that they are. I also do the same thing for the school furniture. I also assist in the maintenance of the library books.

AT2: I take care of the school properties both permanent and temporary. However, not all teachers do the same. Some teachers are active regarding these responsibilities whereas others do not participate in it. Same situation is applicable for the maintenance of school furniture. Not all teachers do their responsibilities seriously. I try to conduct my tasks properly.

AT3: I try to take care of the school's properties but because of my other duties I am not able to check them regularly. But, I maintain the library books of our school and look after the furniture in my classrooms.

AT4: Our school does not have any library so no maintenance for the books is required. I am not involved in taking care of the school's permanent or temporary properties and the furniture.

AT5: I do not take care of the school's properties. Usually this duty is performed by the other assistant teachers. They look after the schools permanent and temporary properties. The furniture is also taken care of by the other assistant teachers. Our school does not have any library facilities or books for maintenance.

4.6.4 The Responsibilities of local community of formal school

LC1: When I am informed about any library books, I suggest school teachers collect these books. Besides when school is repairing buildings I observe it so that constructor do it properly

LC2: I take care of the school. I observe and maintain the school & its furniture.

LC3: I observe to repair school buildings. Sometimes I also suggest schools' head teachers to repair from where. I also give information about any books, I suggest teachers include these books in the school library.

LC4: I do not have to manage infrastructure management. But I observe when the school building is repaired.

LC5: I do not manage infrastructure and resource management.

4.6.5 The responsibilities of education officer of formal school

The statement of the respondents from 5 different formal schools were :

EO1: In terms of infrastructure, I visit the schools often to provide my advice to them if any repair is needed.

4.6.6 The Responsibilities of In-charge of non-formal school

IC1 : I do not need to purchase any school furniture or any properties. I just take care of the permanent and temporary properties.

IC2: The head of the project involves infrastructure and resource management. I do not manage this section.

IC3: I am not involved in Infrastructure and resource management.

IC4: Our head of the project purchases and manages the infrastructure and other resources. I do not do it.

IC5: I take care of school properties when I take classes. But purchase any infrastructure or store any resources, this responsibility is not mine.

4.6.7 The Responsibilities of CMC of non-formal school

The statement of the respondents from 5 different formal schools were :

CMC1: I regularly visit the school to make sure that all school properties are in good condition. furniture is in functioning condition. Based on my observation if needed I make recommendations to repair those infrastructures If needed. Also, If there is any lack of furniture then I recommend to buy new ones.

CMC2: I observe the school furniture maintenance by checking them during my school visit. I also check the school's permanent and temporary properties to see if they are well taken care of.

CMC3: I go to the school to see if the building needs any repairs, new constructions etc. I also see if all the records and registers are preserved. I also assist in maintaining library books by maintaining contact with the librarian.

CMC4: Our school does not have any rooms or infrastructure. To conduct classes or other activities we usually rent rooms temporarily.

CMC5: I do not have much infrastructure and resource management related responsibilities as our school lacks infrastructure, rooms and buildings. Our school also does not have any library or reading room for the students.

4.6.8 The Responsibilities of assistant teacher of non-formal school

The statement of the respondents from 5 different formal schools were :

In this study, Non-Formal schools of rural areas do not have any assistant teacher. So, no findings regarding this point were available.

4.6.9 The Responsibilities of local community of non-formal school

The statement of the respondents from 5 different formal schools were :

LC (a): I do not need to manage infrastructure and resources. In-charge manages this. But when my students go to school, I make sure they do not destroy or spoil anything.

LC(b): In-charge manages the infrastructure and resource management. I do not need to take care of this.

LC(c): I observe when the building is repaired. But directly I am not involved in infrastructure and resource management.

LC(d): In-charge manages and stores the resources and infrastructure. I do not observe or take care of this.

LC(e): I do not have the responsibility to observe or take care of the infrastructure. School's incharge take care of this.

4.6.10 The Responsibilities of education officer of non-formal school

The statement of the 1 respondents from formal schools were :

EO1: I do not get involved in infrastructure and resource management of the non-formal schools. These are usually handled by the project director or NGO that is associated with the schools.

4.7 School Environment Management

The responsibilities in school environment management which were taken by formal and non-formal primary schools' head teachers, in charge, SMC members, CMC members, assistant teachers, local communities and education officers were presented.

4.7.1 The Responsibilities of Head Teacher of formal school

The statement of the respondents from 5 different formal schools were :

HT1: I monitor and ensure to keep the corridor, school, garden, field neat and clean. I direct the cleaners. They clean it. I have given fences to prevent domestic animals entering school premises. Assistant teachers, staff, school guardians help me to make the school environment healthy and attractive.

HT2: I ensure the neat and cleanness of the school environment as I have to take care to keep the corridor, school, garden, field neat and clean. I direct the cleaner & gardener how to keep the schools and gardens neat and clean, and monitor them often. Sometimes assistant teachers and the local community also help me keep the environment looking healthy.

HT3: I direct and guide the cleaner and gardener how to clean every part of schools. Apart from this, I never allow people who unnecessarily use the school room after school hours. I strictly follow these rules. I ensure that the security man closes all gates and doors of the schools and classes properly.

HT4: I give my best efforts to prevent domestic animals entering school premises and also prevent people who create environmental hazards. I have given fences around the school all alone. But my assistant teachers do not cooperate much to prevent domestic animals entering school. I monitor cleaners, gardeners and ensure the neat and cleanness of schools such as corridors, school, garden, field.

HT5: I monitor the neat and cleanness of the school environment. I direct and monitor the gardener, security manager, and cleaners that are keeping the corridor, school, garden, field neat and clean properly. I ensure enough light and fan in the classroom and cooperate with the assistant teacher and staff to make the school environment healthy and attractive.

4.7.2 The Responsibilities of SMC of formal school

The statement of the respondents from 5 different formal schools were :

SMC1: I visited the school campus to check the cleanliness of the school. I also guide the school teachers to make the environment of the school healthy by giving instructions to them about how they can keep it healthy.

SMC2: I ensure the school area is neat by supervising the work of cleaners. I also have told the headmaster to make sure that the school premises are not used after the school hour. I also prevent people from creating any environmental hazard by reaching out to the local peoples.

SMC3: I cooperate with the school staff to keep a healthy environment in the school. I also work with the teachers to make sure that our school environment is healthy and attractive. I tell them how they can do it.

SMC4: I try to keep the school's premises neat and clean. I tell the cleaners and staff to make the environment clean. However, they do not conduct their work properly. They sometimes clean it and sometimes they do not. In both cases they do not clean the school premises properly.

SMC5: To make the school environment clean, healthy and attractive I guide the teachers by instructing them how they can keep the environment clean. But, the teachers are not cooperative in this regard. They are not active in terms of keeping the school environment clean.

4.7.3 The Responsibilities of Assistant Teacher of formal school

The statement of the respondents from 5 different formal schools were :

AT1: I cooperate with the head teacher and staff to make the school environment healthy and attractive .I ensure to keep the classrooms clean. I also keep the corridor, school, garden, field neat and clean. I have given fences to prevent domestic animals entering school premises by cooperating with the head teacher and staff .

AT2: I ensure the neat and cleanness of the school environment as I have to take care to keep the classroom, corridor, school, garden, field neat and clean. I ensure that the cleaner & gardener keep the schools and gardens neat and clean. The Head Teacher and the local community also help me keep the environment looking healthy.

AT3: I keep classrooms neat and clean. I also ensure that the cleaner and gardener clean every part of schools.According to our school's rules, I prevent people who create environmental hazards. I prevent people from using the school room after school hours unnecessarily.

AT4: I prevent domestic animals from entering school. I have given fences around the school by cooperating with Head Teachers and staff. I ensure the neat and cleannessI of schools such as corridors, school, garden, field. I ensure the classroom has enough light and air. If there is less light, I inform the headteacher about this.

AT5: I ensure the neat and cleanness of the school environment. I ensure that the gardener and cleaners that are keeping the corridor, school, garden, field neat and clean properly. I check all the lights and fans in the classroom. If I inform head teachers that there is not enough light, sometimes the head teacher does not provide us light for our classroom.

4.7.4 The Responsibilities of local community of formal school

The statement of the respondents from 5 different formal schools were :

LC1: I want to make my child's school safe and healthy. For this reason I cooperate with school teachers & SMC members to make the school environment safe. I helped

to make fences around the school to prevent domestic animals from entering the school.

LC2: I cooperate with school teachers to manage the school environment. For example, When I observe the grasses are too long, i direct the gardener to cut the extra grasses. Sometimes I cut the extra grass to look attractive .

LC3: I always try to cooperate with teachers to make the school environment safe,secure,neat and clean. For example I prevent people who create environmental hazards. Whenever I see people using school corridors and gardens after school hours, I convince them to leave the place.

LC4: Sometimes I cooperate with SMC members and teachers to manage the school environment. Like I helped to make fences around the school.

LC5: When I am not busy, I cooperate with teachers. Such as observing whether the class has enough light or not. If there is not enough light, we collect funds to buy more lights.

4.7.5 The responsibilities of education officer

The statement of the 1 respondent from formal schools was :

EO1: I advise the schools to make the environment attractive and healthy. I also advise them to make sure that no one creates any pollution in or around the school.

4.7.6 The Responsibilities of In-charge of non-formal school

The statement of the respondents from 5 different formal schools were :

IC1: I ensure the neat and cleanness of the school environment. I keep, school, garden, field, toilet neat and clean. Sometimes keeping the environment healthy and preventing domestic animals from entering school is tough because I am alone, but I manage somehow to prevent it and keep the environment healthy.

IC2: I try to keep the school environment healthy. I never allow people who unnecessarily use the school rooms after school hours. I ensure that I close the classrooms after the classes. I clean the classrooms. I also train the students about 'the good touch and bad touch' so that the school environment is safe for the students.

IC3: I arrange and clean the table and chairs. I planted a tree beside my school. I also clean toilets, corridors, and gardens. Sometimes students help me to clean the rooms and toilets.

IC4: I keep the classes, chair tables, toilets, corridors clean. I try to make my school look attractive. I have planted trees.

IC5: As I do not have many teachers, I am alone. I keep the classrooms, garden, toilet neat and clean all alone. I ensure enough light and fan in the classrooms.

4.7.7 The Responsibilities of CMC Members of non-formal school

The statement of the respondents from 5 different formal schools were :

CMC1: I make sure that the school environment is neat and clean. I instruct all the staff to make the school campus healthy for the students. I also monitor if they are doing their tasks properly or not.

CMC2: I cooperate with the school teachers to make the school environment attractive and healthy. I guide them and instruct them to keep the environment clean and why it is necessary. I also observe their work and I happy that our school environment is comparatively healthy and cleaner than others. I also monitor the safety of the schools' environment. I observe if any students is harassed and take action if necessary.

CMC3: Our school premise is clean and healthy for the students. I regularly visit the school to see if the environment is clean or not. If I see any discrepancy, I inform the staff right away to make sure that the discrepancy is removed.

CMC4: I try to keep the school environment healthy and attractive. However, due to lack of collaboration from the staff and the teachers the school environment is not that healthy.

CMC5: I go to the school sometimes to check the environment of the school. During my visits I do not see many cleanliness in the school area. I instruct the staff to keep the area clean. They only listen to me when I am around. When I am not around they do not do their jobs sincerely.

4.7.8 The Responsibilities of assistant teacher of non-formal school

In this study, Non-Formal schools of rural areas do not have any assistant teachers. So, no findings regarding this point were available.

4.7.9 The Responsibilities of local community of non-formal school

The statement of the respondents from 5 different formal schools were :

LC1: I cooperate with school teachers & CMC members to make school neat and clean. I want to make students realize that they all need to love their environment. I distribute plants among all the students. They planted the plants.

LC2: I involve myself in school environment management. I suggested in-charge to take the classes on chairs and tables instead of mat. Then the incharge bought tables and chairs from funds.

LC3: I like to take care of the school's environment. I observe that students may not throw dust, chips packets in the corridor field. When students try to spoil the environment, I stop them and realize it is not right, they have to throw dust in the dustbin.

LC4: I manage the school environment by cooperating with teachers. I take care that no one is stealing any furniture from the school.

LC5: As a local community, I take care that any domestic animal can not enter the school. When I see people using school corridors and gardens after school hours, I convince them that this is not a place to gossip, they should go from here.

4.7.10 The Responsibilities of education officer of non-formal school

EO1: Non-Formal school environmental aspects are managed by the NGO or the project director of the school.

4.8 School Community Support Management

The responsibilities in school community support management which were taken by formal and non-formal primary schools' headteachers, incharge, SMC members, CMC members, assistant teachers, local communities and education officers were presented.

4.8.1 The Responsibilities of Headteacher of formal school

The statement of the respondents from 5 different formal schools were :

HT1: I conduct monthly meetings with SMC and PTA meetings regularly. I invite the SMC and PTA members for the meeting and in the meeting we take decisions, I implement the decision. I need to also arrange mothers' conglomeration as per rules. I inform all the mothers to attend it.

HT2: I arrange parents' meetings and invite parents. I inform the students to come with their parents at parents meetings. Monthly I conduct meetings with SMC. I invite the members, arrange table chairs for the meetings.

HT3: I always welcome the community and their support in the schools. I arrange meetings and organises tables and chairs for the members. I conduct SMC meetings monthly. In the meetings, decisions are implemented in the school. I also organize a parents' meeting once every month. I also inform students to bring their parents to

school at the parents meeting. I talk to the parents about their children and others' work.

***HT4:** I am involved in the school community management. I arrange mothers' conglomeration as per rules once at the end of the year. I talk to the mothers with different subjects. I also conduct meetings with SMC members sometimes . I discuss problems with the members. In the meeting, whatever we discuss and make decisions, I implement it then.*

***HT5:** I conduct meetings with SMC members once every six month. We take decisions from the meetings and implement them in the classes. Besides, I also arrange PTA meetings sometimes. I talk with parents about their children.*

4.8.2 The Responsibilities of SMC Members of Formal school

The statement of the respondents from 5 different formal schools were :

***SMC1:** I communicate with the community of the school to get their opinion about the school and what they expect from the school. Based on their opinions I try to improve the school and keep developing it.*

***SMC2:** The community people are generally involved with the school. They come to me sometimes to talk about issues about the school and help me identify what is needed to develop the school.*

***SMC3:** I try to find various ways to involve the local people for the development of the schools. Sometimes, I am able to reach them and sometimes I am not able to.*

***SMC4:** Our community is not involved with the school that much. We do not get that much support from the community. I try to reach them but they do not cooperate that much.*

***SMC5:** Our community people do not want to get involved with the school for the development of the school. They are usually busy with their work and lives so I do not engage with them that much anymore.*

4.8.3 The Responsibilities of Assistant Teachers of formal school

The statement of the respondents from 5 different formal schools were :

***AT1:** I attend monthly meetings with my SMC members. Head teacher invites the SMC members for the meeting and in the meeting we take decisions, I proceed to implement the meeting decision. I also talk to the mothers at mothers conglomeration,I inform all the mothers to attend it.*

***AT2:** When headteachers arrange parents' meetings.I inform the students in the classroom to come with their parents. Monthly I attend meetings with SMC and*

process to implement the meeting decision. I collaborate with the community to manage school affairs also. I take advice from the community. When students do not attend class, I often go for home visits.

AT3: I attend SMC meetings monthly. In the meetings, I proceed to implement them in the school. I communicate with the other community members if they want to support the school. I informed the community members about the needs of the school, so that if they want they can support the school.

AT4: When the head teacher arranges mothers' conglomeration, I discuss with the mothers about different subjects. I also attend meetings with SMC members. I discuss problems with the headteacher and SMC members. In the meeting, whatever we discuss and make decisions, I implement it then. I also give information to the other community members if they want to support the school.

AT5: I sometimes attend meetings with Head Teacher and SMC members. But the head teacher doesn't accept my opinions. Apart from this, whenever the head teacher arranges PTA meetings, I discuss with parents about their children.

4.8.4 The Responsibilities of local community of formal school

The statement of the respondents from 5 different formal schools were :

LC1: I cooperate with other school community members to support my child's school. I knew a lot of local rich people. I request them to support my child's school. Then they placed three filters in my child's school.

LC2: I like to cooperate with other community members as I want to support the school community management. I try to be involved in managing school affairs, or any planning. Besides, when the local rich want to support any school, I introduce them to this school.

LC3: I am involved in school community management. I try to cooperate with teachers when they work on home visits. At that time I try to take care of the other external matters.

LC4: I am involved in school community management. For the development of schools' environment, I cooperate with other community members to support our school. I told them that my child's school lacked of fans. Then they helped them.

LC5: Maximum time I stay busy. Whenever I get time, I try to cooperate with other community members.

4.8.5 The Responsibilities of Educational Officer of Formal school

The statement of the 1 respondents from formal schools were :

EO1: I collaborate with the community to manage different school affairs such as I make sure that the community keeps the environment of the school clean etc.

4.8.6 The Responsibilities of In-charge of Non-formal School

The statement of the respondents from 5 different formal schools were :

IC1: I often conduct meetings with CMC and implement the decision. I also arrange parent meetings once in every months. Maximum students' parents come to the meeting and I discuss with them over all matters. I have made a parents management committee. I ensure its fruitfulness.

IC2: I conduct meetings with CMC often. I discuss all schools' matters with them. I organise the chair and tables for the meetings. In the meeting, we take some decisions, then I implement the decision. I also arrange parent meetings to keep in touch with them.

IC3: I always welcome the community and their support in the school. I arrange PTA meetings often. Though all parents do not always come. But whenever it is possible, I try to reach them. CMC members also support a lot. Often I conduct meetings with CMC members and discuss many things. I apply the meeting decision in classes.

IC4: Sometimes I arrange mothers' conglomeration to keep in touch with mothers. Besides, whenever they need me, they come to visit me after school hour.

IC5: Parents are not so concerned about their children. Two-three times I arranged for parent-teacher meetings. But all the parents did not come. Then I did not arrange parent teacher meeting. But I arrange meetings with CMC members once every six month school and discuss all matters.

4.8.7 The Responsibilities of CMC of non-formal school

The statement of the respondents from 5 different formal schools were :

CMC1: I take the opinion of the local people in our community about the school so that we can improve our quality if needed. I do this by reaching out to the community people and asking about their opinions regarding the school.

CMC2: I try to involve the community for the development of the school. I usually find them active when it comes to get involved with the community. However, sometimes they do not want to get involved that much.

CMC3: I talk with the community to get them involved in the improvement of the school. I ask them to give their fair assessment about the school. When they expect from the school and what they would like to see. Based on their opinions, I try to develop the school.

CMC4: Our local community is not active when it comes to getting involved with the school. They do not want to get involved so I also stopped reaching out to them.

CMC5: I try to get involved with the community for the improvement of the school. However, they do respond back. They do not provide any criticism or opinions about the school so we cannot get them involved with the school.

4.8.8 The Responsibilities of Assistant Teacher of non-formal school

In this study, Non-Formal schools in rural areas do not have any assistant teacher. So, no findings regarding this point were available.

4.8.9 The Responsibilities of local community of non-formal school

The statement of the respondents from 5 different formal schools were :

LC1: When the local rich want to support any school, I introduce the local rich people to this school.

LC2: I do not know the other community members.

LC3: I have no idea about other community members.

LC4: I do not know many local rich people much. But whenever I get informed of any local rich people who want to support any school, I give them information about our area's school.

LC5: I cooperate with other community members to support my area's schools. I give them our schools' needed Information to get support from them.

4.8.10 The Responsibilities of Education Officer of non-formal school

The statement of the 1 respondents from formal schools were :

EO1: School community of non-formal schools are managed by the NGO or project director. I usually cannot manage time for them.

4.9 Coordination with higher authority

The responsibilities in coordination with higher authority which were taken by formal and non-formal primary schools' headteachers, incharge, SMC members, CMC members, assistant teachers, local communities and education officers were presented.

4.9.1 The Responsibilities of Head Teacher of formal school

The statement of the respondents from 5 different formal schools were :

HT1: I do the process of leave and transfer . But when assistant teachers requested leave for more than three days, I processed the leave and transfer application to higher authority. I also give comments on applications from assistant teachers about pregnancy leave and deputation.

HT2: I can approve the assistant teachers' leave for the highest three days. But when assistant teachers give leave applications for more than three days, I send it to the higher authority. When I need leave, I also give an application to the higher authority.

HT3: When assistant teachers give application leave for more than three days, I process and send the leave application to higher authority. I also give comments on applications from assistant teachers about pregnancy leave.

HT4: I process and send the leave and transfer application to higher authority, when the leave application is being requested for more than three days. When I need leave, I also write an application to the higher authority for approval.

HT5: I process and send the leave application which is more than three days . I also send pregnancy leave and transfer applications to higher authority for approval.

4.9.2 The Responsibilities of SMC Members of Formal School

The statement of the respondents from 5 different formal schools were :

SMC1: I maintain the communication with the AUEO and UEO to keep coordination between them and the schools. I also communicate with them about the yearly plan of the school.

SMC2: I keep the AUEO and UEO updated about the school administration by keeping them up to date. I also discuss and coordinate with the plans regarding the school by collaborating with them.

SMC3: I keep the UEO and AUEO updated about the school's administration by communicating with them. I also keep them informed about the yearly work plan of the school to get their valuable feedback.

SMC4: I sometimes try to communicate and inform the AUEO about the yearly plan about the school and get his opinion. I also try to invite the AUEO to visit the school to invigilate it. I do not do this task on a regular basis.

SMC5: I do not communicate that much with the AUEO and UEO to update about the school's administration and the same thing is applicable for the yearly work plan.

4.9.3 The Responsibilities of Assistant Teacher of Formal School

The statement of the respondents from 5 different formal schools were :

AT1: When I need leave for the highest three days, head teachers approve my leave application. When I need leave for more than three days, I discuss the leave application to higher authority and proceed the application to higher authority by headmaster. I also discuss with higher authority how to get training for self skill development.

AT2: When I need to leave for more than three days, I write an application and send it to the higher authority. Once I needed leave, I also went to the higher authority to discuss the process. Then higher authority approved my transfer leave.

AT3: I discuss with higher authority when I want to get training for my skill development. I take advice from them on which skill will be better for me. Besides, I also discuss leave and transfer applications. When I give an application leave for more than three days, the headmaster processes and sends the leave application to higher authority.

AT4: I do not have much coordination with higher authority. As I have not taken leave for more than three days yet, I do not need to coordinate with higher authority.

AT5: I do not have much coordination with higher authority. But I have conflicting opinions with the headmaster many times. The Headmaster doesn't accept my important opinions . For this reason, I have discussed this problem with higher authority.

4.9.4 The Responsibilities of Local Communities of Formal school

Local communities of formal schools' respondents said that they did not perform any responsibilities regarding this matter.

4.9.5 The Responsibilities of Education Officer

The statement of the 1 respondents from formal schools were :

EO1: If any problem occurs in a school such as lack of coordination between the teacher and head teacher or teacher with SMC etc. I inform the higher authority above me about this issue. I also proceed different applications from teachers, head teachers to the higher authority with comments and follow up with the applicants.

4.9.6 The Responsibilities of In-charge of Non-formal school

The statement of the respondents from 5 different formal schools were :

IC1: I have Coordination with higher authority. When I need leave, I give a leave application to the higher Authority.

IC2: When I need leave, I give a leave application to the higher authority. They manage a substitute teacher for those days.

IC3: When I face any major problem, I contact or give an application to the higher authority.

IC4: When I face any problems, I contact higher authorities such as my emergency leave or any hazard situation.

IC5: I have Coordination with higher authority. When I need leave, I give a leave application to the higher authority. Sometimes they visit to supervise the classes.

4.9.7 The Responsibilities of CMC Members of Non-formal School

The statement of the respondents from 5 different formal schools were :

CMC1: I communicate with the AUEO and UEO of the school to keep them updated about the school's administration and yearly work plan. However, they do not respond back that much.

CMC2: I once invited the AUEO to visit our school to talk about the school's administration and yearly work plan. However, the AUEO did not visit our school. I also send monitor reports to the higher authority.

CMC3: AUEO and UEO are not that much cooperative toward our school. Once there was a case of child marriage in our school and we reached out to the education officer. However, we did not receive any help from them.

CMC4: AUEO and UEO are not involved or they do not want to get involved with the school. So, we do not reach out to them that much to communicate about our school's administration and yearly work plan.

CMC5: I do not communicate that much with the AUEO and UEO to talk about the school's administration and yearly work plan.

4.9.8 The Responsibilities of Assistant Teacher of Non-formal School

In this study, Non-Formal schools of rural areas do not have any assistant teachers. So, no findings regarding this point were available.

4.9.9 The Responsibilities of Local Communities of Non-formal School

Local communities' respondents said that they did not perform any responsibilities regarding this matter.

4.9.10 The Responsibilities of Education Officer of Non-formal School

The statement of the 1 respondents from formal schools were :

EO1: Non-formal school's coordination with higher authority is maintained by NGO or the project director.

4.10 Local and other Government Support Management

The responsibilities in local and other government support management which were taken by formal and non-formal primary schools' headteachers, incharge, SMC members, CMC members, assistant teachers, local communities and education officers were presented.

4.10.1 The Responsibilities of Head Teacher of Formal School

The statement of the respondents from 5 different formal schools were :

HT1: For different needs of local and government, I deploy assistant teachers. I also arrange alternative ways of class conduction if it is necessary.

HT2: I deploy assistant teachers to get engaged in the distribution of the NID and voter list. I also sometimes deploy assistant teachers engaged in the duty in the election process. At that time I arrange for substitute teachers to take the classes.

HT3: I deploy assistant teachers for different needs of local and government. Sometimes I am also involved in the duty of the election process. Whenever I deploy assistant teachers to the different needs of local and government, I arrange alternative ways of class conduction. Sometimes I take the classes instead of those assistant teachers, sometimes I arrange substitute teachers for taking the classes.

HT4: When the voter list gets prepared I deploy assistant teachers to support them. Sometimes I am also involved there to support them.

HT5: In our area, when local and government needs us, I allowed teachers to assist there or support there. I arrange alternative ways for class conduction. Sometimes class was held for half time.

4.10.2 The Responsibilities of SMC Members of Formal School

The statement of the respondents from 5 different formal schools were :

SMC1: During the time of yearly child survey and national ID card registration I go to the school and assist teachers in the process. I also go to the school during the time of NID distribution. I also manage the school when other teachers are unavailable because of other government duties.

SMC2: While conducting a meeting, I make sure that we are following the government rules. I check if all rules are being followed. I also help the teachers to conduct yearly child surveys by guiding them and assisting them.

SMC3: Our school is a venue for the distribution of the NID card. During the distribution, I visit the school to assist in the process. I provide required help so that proper distribution NID is confirmed. I manage the school when our teachers go on government duties.

SMC4: Our school arranges meetings regularly. However, I do not know if government rules are being followed properly. I also stay present at the school during the time of NID distribution. When teachers are on government duties I try to manage the school.

SMC5: I am usually not able to attend the distribution NID in my school. I sometimes join the meetings of the school and do not know if they follow the government rule.

4.10.3 The Responsibilities of Assistant Teacher of formal school

The statement of the respondents from 5 different formal schools were :

AT1: For different needs of local and government, I engage to coordinate and share work to support local government work. I distribute National ID Cards properly and

I also prepare voter lists.

AT2: I engage in the distribution of the NID and voter list. I also do the duty in the election process. At that mean time I take classes as a substitute teacher when other teachers engage to support local government work..

AT3: I support the different needs of local and government. Sometimes I engage in the duty of the election process. Whenever the headmaster deploys another assistant teacher to support the different needs of local and government, I take the proxy classes instead of that teacher .

AT4: I don't prepare the voter list and distribute NID. I always collected data for child surveys from the field.

AT5: In our area, when the local and government needs us, I do not engage myself to assist there. Instead of duty in local government work, I take proxy classes of the teachers who are engaged in local government work.

4.10.4 The Responsibilities of Local Communities of Formal School

The statement of the respondents from 5 different formal schools were :

LC1: I try to coordinate and share work when teachers are engaged in local government work. For example, I help school teachers to conduct yearly child surveys. I also help teachers to distribute National ID cards properly.

LC2: I support teachers when they get engaged in local government work. I try to support school management affairs when teachers are busy distributing national ID cards. Sometimes I also help school teachers to prepare voter lists.

LC3: When teachers do child surveys, I help school teachers to conduct the surveys properly.

LC4: Sometimes I cooperate with school management in the local and national election process.

LC5: I do not get time to support teachers or share works when teachers are engaged in local government work

4.10.5 The Responsibilities of education officer of formal school

The statement of the 1 respondent from formal schools were :

EO1: I assist to prepare voter lists and distribute NID during the process. Also, I distribute the teacher's duties in the election process. Also, during the process I manage teachers for the schools who are engaged in government work. I may not be able to manage teachers for all the schools but I try to manage for 2-3 schools.

4.10.6 The Responsibilities of In-charge of Non-formal School

The statement of the respondents from 5 different formal schools were :

IC1: I have no relation with local and government support management.

IC2: I do not deploy myself for local and government support management.

IC3: I do not assist local and government support management during my school times.

IC4: I do not need to handle local and government support management. It is not my responsibility.

IC5: I do not manage the local and government support.

4.10.7 The Responsibilities of CMC Members of Non-formal School

The statement of the respondents from 5 different formal schools were :

CMC1: I arrange meetings regularly in the school. While arranging the meetings, I make sure that we are following the government guidelines. Our school is not involved in distribution of national ID card, or yearly child survey.

CMC2: Our school follows a schedule every month to conduct meetings. Usually, they are held every 15 days. During those meetings, I follow government rules. Non-Formal schools do not get the responsibility for the distribution of the NID cards and child survey.

CMC3: I try to confirm that the meetings that are arranged in the school follow the government rules. Unfortunately, our school is not considered for the distribution of NID and child surveys. So, I also do not need to manage the school as teachers are not away to perform the government duties.

CMC4: I usually try to attend the meetings of the school regularly. However, I do not know if they follow the government rules properly.

CMC5: Unfortunately, I am not able to attend the school's meetings regularly. So, I do not know if the meetings follow the government rules. Our school is not associated with the responsibility related to the distribution of NID as the school is non-formal.

4.10.8 The Responsibilities of Assistant Teacher of Non-formal School

Non-Formal schools do not have any assistant teachers. So, no findings regarding this point were available.

4.10.9 The Responsibilities of Local Communities of Non-formal School

All Local communities' respondents said that they did not involve coordinating and sharing work.

4.10.10 The Responsibilities of Education Officer of Non-formal Schools

In non-formal schools government tasks or activities are not held. So, I do not have any responsibilities regarding this matter.

4.11 National and International Events Management

The responsibilities in national and international management which were taken by formal and non-formal primary schools' headteachers, incharge, SMC members, CMC members, assistant teachers, local communities and education officers were presented.

4.11.1 The Responsibilities of Head Teachers (HT) of Formal School

The statement of the respondents from 5 different formal schools were :

***HT1:** In my schools, I have to manage and organise the national and international events for celebrating. Bengali new year, primary education week, international literacy day, women's day, international mother language, handwash day all events are celebrated for enhancing students environmental and health awareness, patriotism and many more. Students also help to decorate the school during occasions.*

***HT2:** I organise national and international events. Recently Sheikh Rasel Day is also celebrated now-a-days. Besides, I organise events on Bengali new year, Primary education week, international literacy day, women's day, international mother language. My assistant teachers also helped me plan the events. Students waited excitedly for decorating the events.*

HT3: In my school, national and international days are celebrated. I prepare the plannings and organise the events. International mother language day, Victory Day, Bengali New year, Victory day, and Independence day, Primary education week, Literacy Day is celebrated every year. Students help the teachers to decorate the schools sometimes. Sometimes I organise the full events.

HT4: Bengali New year, International Mother Language Day, Victory day and Independence day, Primary Education Week are celebrated in my school. I organise the events. On some occasions, I arrange for meals. In Bengali New year I arrange a small fair for students.

HT5: I organise events for celebrating Primary Education Week, International Mother Language Day, Victory Day and Independence Day, Bengali New year. Students are always excited to attend these events and also help to decorate the schools.

4.11.2 The Responsibilities of SMC Members of Formal School

The statement of the respondents from 5 different formal schools were :

SMC1: Our school celebrates various international celebration days such as International mother language day, International literacy day, hand wash day, Independence day etc. I attend these programs and cooperate to organize them.

SMC2: I attend various international and national events such as international mother language day, Women's day, international literacy day, hand wash day, Victory day, independence day, national mourn day, children day, Bengali new year etc. I attend these events to provide necessary help for the successful completion of the program.

SMC3: I usually try to attend all the national and international events arranged by the school. When I attend the schools, I try to get involved in work so that the programs are run smoothly.

SMC4: Our school arranges various national and international events throughout the year. I try to attend all those programs. However, for some reason I cannot join all the programs. But, when I attend these events I make sure that the events are run properly.

SMC5: Our school does celebrate all the national and international events that you talked about. Unfortunately, I am not able to attend most of these events though I want to.

4.11.3 The Responsibilities of Assistant Teacher of Formal School

The statement of the respondents from 5 different formal schools were :

AT1: Our school organises the national and international day for celebrating. I take

students to a rally to attend the primary education week. I organise students in such a way, so that they walk in a serial. When international literacy day, women's day, international mother language, handwash day, all events are coming, I make students realize the significance of the days for enhancing students' patriotism, health awareness, significance of women's day and many more. I distribute caps to students. I organise chairs and tables for the program in the background of school.

AT2: I support the headmaster to plan the national and international events. I plan how to decorate the schools on Bengali new year, International mother language day. I manage music instruments and decoration materials such as Harmonium colourful paper. My students also help me to decorate the events.

AT3: I help the headmaster to plan the plans and organise the national and international events. Students help the teachers to decorate the schools sometimes. I arrange a small cultural program for the Bengali New year. Students perform on the program. I take students to a rally on Primary education week.

AT4: Sometimes our school celebrates the national and international day. On the Bengali New year, I arrange a small cultural program for students. Besides, on some occasions, I, with my colleagues, arrange meals and distribute them among students.

AT5: Some years our headmaster arranges programs, some years don't. When our headmaster takes initiatives to arrange any program, I help the headmaster to organize and decorate the events for celebrating. Students are always excited to decorate the schools.

4.11.4 The Responsibilities of Local Community of Formal School

The statement of the respondents from 5 different formal schools were :

LC1: When teachers invite me to attend the Victory Day, Independence Day besides my child, I go with my child to the school and celebrate it.

LC2: When the school organises national and international events, such as Bengali new year, International Mother Language Day, teachers invite me to attend the events. I also go with my children to celebrate the events.

LC3: When the head teacher invited me to celebrate the International mother language day, Victory Day, Bengali New year, Victory day, and Independence day, I went earlier to organize and decorate the school.

LC4: Teachers invited me to attend the events. But I do not always get much time to attend the occasion.

LC5: When I got the invitation, I went there earlier to organise and decorate the school.

4.11.5 The Responsibilities of Education Officer of Formal School

The statement of the 1 respondent from formal schools were :

EO1: I sent instructions to the schools to celebrate different national and international events such as International Mother Language day, Women's day, International literacy day, Victory Day, Independence Day, National Mourn Day etc. I usually do this by sending a letter to the schools. I also attend and cooperate with these events regularly.

4.11.6 The Responsibilities of In-charge of Non-Formal School

The statement of the respondents from 5 different formal schools were :

IC1: I organise and manage the national and International events. Primary education week, international literacy day, women's day, international mother language, handwash day all events are celebrated for increasing awareness and respect towards the significance of days among students.

IC2: I organise every national and international event. On 14th April, I organised a fair for celebrating Bengali New year in school. Victory day, International mother language day and Independence day is also celebrated every year. Primary education week, Hand wash day are also celebrated. Students participate in the events.

IC3: Besides co-curricular activities, we celebrated especially 1st May (International Workers Day), 8th March (Women's day), 10th December (Human rights Day), 25 November (International Day For the Elimination of Violence Against Women). On 1st May, I arrange some special foods for the students.

IC4: Besides school co-curricular activities, I organise Sheikh Rasel Day, Primary Education week, International Literacy day, Women's day, International mother language, handwash day, Victory day, International mother language day and Independence day. I hold essay competitions on these events, such as Victory Day, and Independence day, Women's Day. Students attend the competitions. I also hold art competitions sometimes at these events.

IC5: I want to organise national and international events, but due to lack of infrastructure I can not organise the events.

4.11.7 The Responsibilities of CMC Members of Non-formal School

The statement of the respondents from 5 different formal schools were :

CMC1: It is not mandatory to celebrate various events in non-formal schools. However, our school celebrates some of these days with full dignity. During the

events, I go to the school to attend them and also provide helping hand where necessary.

CMC2: Our school arranges and celebrates national and international events regularly. During these events I go to the school to supervise the program. We also arrange foods for some of the events such as Women's day and World Labor Day for the students and guests.

CMC3: Our school celebrates various national and international days. In Particular, our school celebrates World Labor Day grandly. During that day our school arranges gifts for the students. Also, we give food to the students. Students also enjoy this day a lot.

CMC4: Our school does not celebrate all the national and international events regularly as it is not required for us. The events that we celebrate, we usually celebrate involving the students.

CMC5: Our school does not celebrate national and international events. Our school wants to celebrate these days. However, our school does not have adequate infrastructure to celebrate these programs.

4.11.8 The Responsibilities of Assistant Teacher of Non-formal school

In this study, Non-Formal schools of rural areas do not have any assistant teachers. So, no findings regarding this point were available.

4.11.9 The Responsibilities of Local Communities of Non-formal School

The statement of the respondents from 5 different formal schools were :

LC1: Besides school co-curricular activities, the school arranges Victory day, International mother language day and Independence day. Students participate there, but teachers also invite us to attend there. I went there once.

LC2: School organises every national and international event. Bengali New year, Victory day, International mother language day and Independence day, Primary education week, Hand wash day are also celebrated. Students participate in the events. But do not invite parents. That's the reason I do not attend the program.

LC3: School organises International Workers Day, Women's day and many more. On 1st May, School arranged some special foods for the students. I do not go there. My children participate there.

LC4: I do not attend or do not help assistant teachers in any cultural events.

LC5: Teachers invited us to celebrate Bengali New year, Victory day, International mother language day and Independence day, but i did not attend the events.

4.11.10 The Responsibilities of Education Officer of Non-formal School

The statement of the 1 respondent from formal schools was:

EO1: Non-Formal schools send me invitations to attend different national and international events. However, because of time constraints I cannot attend these events at the non-formal schools.

Chapter 5 Discussion

In this chapter, the findings of the management of the formal and non-formal primary rural school were presented according to the research question.

5.1. What are the role of headteachers and in charge in formal and non-formal schools?

5.1.1. Role of headteacher of formal school

In terms of curriculum responsibilities, 2 of head teachers prepare and implement the lesson plan, 5 head teachers prepare class routine, 5 head teachers prepare and hold the exam, 1 head teacher prepare and publish exam result, 2 head teachers guide assistant teachers prepare and implement lesson plan, 2 head teachers look after the progress of curriculum implementation, 2 head teachers maintain academic work according to teachers guide and other documents, 5 head teachers supervise assistant teachers classes, 2 head teachers check if teacher have completed the syllabus and 1 head teacher arrange sit for the handicapped students and instruct assistant teachers to take extra class for PSC. In terms of co-curricular events, 5 head teachers organize annual program for the parents day, prize giving ceremony, sports day etc. 3 head teachers is involved arts and essay writing competition, 3 head teachers is involved in milad mahfil organizing, 2 head teachers are involved in saraswati puja, 4 head teachers get help from assistant teachers in arrangement of co-curricular events and 2 head teachers has stated about conflict with the assistant teacher, 2 head teachers organize scout for the students and 1 head teacher celebrate Bengali new year, science fair and help students to decorate the events. In terms of school internal administrative management, 3 head teachers distribute work among teacher and staff, 5 head teachers approve teacher and staff leave application, 2 head teachers monitor teacher to follow class routine properly, 3 head teachers ensure teachers daily attendance, 5 head teachers issue transfer certificates to the student, 3 head teachers pay scholarships to the students, 5 head teachers conduct child survey, 2 head teachers distribute responsibilities to the assistant teachers and 1 head teacher stores the

records, register and important files. In terms of Finance management, 3 head teachers submit the statement of expenditure to government according to rules. 5 head teachers prepare bill for teachers and staff and send them AUEO/authority, 5 head teachers confirm chairman signature of SMC on the monthly salary bill of teachers and 3 head teachers are involved to collect fund from the local people, 2 head teachers store cash, register and 2 head teachers do not collect funds from the local people . In terms of teacher professional development, 5 head teachers encourage teachers to attend training programs, 4 encourage influence teachers to take training on their area of interest, 2 head teachers allow/invite teachers training providers to use as venue if possible, 2 head teachers take part in training too and 2 head teachers inform about teacher training to the assistant teacher. In terms of infrastructure and resource management responsibilities, 4 head teachers take care of schools permanent and temporary properties, 5 head teachers manage school library, student reading room, 4 head teachers purchase school furniture, teaching aid and other resources, 1 head teacher monitor if assistant teacher is managing the school library properly. In terms of school environment management, 3 head teachers ensure school, garden, field, toilet neat and clean, 3 head teachers cooperate with assistant teacher and staff to make the school, 2 head teachers prevent domestic animals entering school premises, 1 head teacher ensure enough light in the class room, 1 head teacher never allow people to unnecessary use of school room after school hour, and 2 head teachers invite the member SMC member and arrange table for the meeting. In terms of school community support management, 5 head teachers conduct monthly meeting with SMC and implement the meeting decision, 4 head teachers conduct PTA meeting regularly, 2 head teachers arrange mothers conglomeration as per rules and 2 head teachers arrange direct and monitor the cleaner, gardener on how to keep the school, garden neat and clean and 2 head teachers plant trees in school environment. In terms of co-ordination with higher authority, 4 head teachers process leave and transfer application to higher authority, 3 head teachers give comments on application from assistant teacher about pregnancy leave. In terms of local and government support management, 3 head teachers deploy assistant teacher for different needs of local and government, 3 head teachers arrange alternative ways of class conduction, 2 head teachers assist to prepare voter list, 1 head teacher distribution of NID and 1 head teacher arrange substitute teacher to take the class. In terms of national and international event management, 5 head teachers celebrate victory day, independence

day, national mourn day, children day, Bengali new year day, primary education week etc., 5 head teachers hold international literacy day, 4 head teachers celebrate international mother language day, 3 head teachers celebrate women's day and hand wash day and 3 head teachers told that students and assistant teachers help him to organize the national and international events.

5.1.2. Role of Incharge In non-formal school

In terms of curriculum responsibilities, 5 incharge prepare class routine and implement it, 4 incharge maintain academic work according to the teacher's guide and other documents, 3 incharge prepare and implement lesson plan, prepare and publish student exam result, 2 incharge check pupils home work and 1 incharge look after the progress of curriculum implementation. In terms of co-curricular events, 4 incharge organize annual program for the parents day, prize giving ceremony, sports competition etc., 4 incharge hold art/essay writing competition, 2 incharge organize science fair in the school and 1 incharge do not arrange these activities because of lack of infrastructure and 1 incharge celebrate one day of each month as students and staff like to enjoy. In terms of school internal administrative management, the administrative responsibilities are mostly done by the NGO or the project that runs the school. 2 incharge ensure students admission and attendance. In terms of Finance management, the incharge does not have responsibilities regarding this. Finance management is handled by the NGO or project that runs the school. In terms of teacher professional development, 3 incharge got training when they joined the school, 3 incharge did not receive any training as an inservice teacher and 2 incharge used manual book as they did not received any training. In terms of infrastructure and resource management responsibilities, NGO and the project that operates the school purchases all the infrastructure and the 5 incharge of the schools take care of them. In terms of school environment management, 5 incharge ensure school, garden, field, toilet neat and clean, 1 incharge ensure enough light in the class room, 1 incharge never allow people to unnecessary use of school room after school hour, and 1 incharge prevent people who create environmental hazards in the complex. In terms of school community support management, 3 incharge conduct monthly meeting with SMC and implement the meeting decision, 3 incharge conduct PTA meeting

regularly, 1 incharge arrange mothers conglomeration as per rules and 1 incharge welcome community in the school and sought their support and assistance. In terms of co-ordination with higher authority, 5 incharges give leave application to the higher authority. In terms of local and government support management, 5 incharge does not have any responsibilities as no local and government activities are held in the non-formal schools. In terms of national and international event management, 3 incharge celebrate victory day, independence day, national mourn day, children day, Bengali new year day, primary education week etc., 3 incharge hold international literacy day, 3 incharge celebrate international mother language day, 3 incharge celebrate women's day and hand wash day and 3 incharge told that students and assistant teachers help him to organize the national and international events. 1 incharge told that they celebrate the world labor day specially and they provide foods to the students and staff in that day.

5.1.1 Major findings

According to (ইসলাম ও সিদ্দিকী, ২০১৪), head teachers have many roles in school management system which were discussed in the literature review. In this study, the findings of management system of formal school showed that majority of the headteachers of formal schools play all the responsibilities of school. In formal school, majority of the headteachers maintained academic work and prepare year lesson plans, class routines, hold exams, prepare exam routines, organize students to attend the exam and publish result. Some of the headteachers also take care of the seat arrangements for the handicapped students and ensure that assistant teachers take care more to the needs of this handicapped students, prepare and use special teaching aid for the handicapped students. They looked after the progress of curriculum implementation. Major of the head teachers oriented teachers on curriculum and guided the assistant teachers how to prepare and implement lesson plans in classrooms before. Some head teachers assisted their assistant teacher about academic work, assistant teachers prepared year lesson plans, class routines or exam routines. Then the headteachers checked how assistant teachers prepared these and approved them. But headteachers also faced some challenges in academic management. The challenge is, when headteacher stayed busy, sometimes a few assistant teachers did

not support their head teachers to maintain academic work or help prepare lesson plans, class routine, exam routine etc. On the other hand, in non formal schools, incharge also maintain all academic work but they maintain it according to their teacher guide or manual book. Majority of the incharge prepare year lesson plan, class routine , exam routine , publish result with the help of their manual book and implement it. Some of the teachers check pupils home work and looked after the progress of curriculum implementation. In terms of co-curricular activities , majority of the headteachers organized the co-curricular activities in their school. According to ইসলাম ও সিদ্দিকী(২০১৪) Head teacher arranges parents-teacher meetings, annual prize ceremony and annual sports day and also organizes religious ceremonies in school. in this study, Majority of the head teachers organize annual program, parents day, prize giving ceremony, sports day etc and also arranged arts and essay writing competition. Some of the headteacher in formal schools also arranged milad mahfil organizing and saraswati puja. Majority of the head teachers got help from assistant teachers, students and local communities in arrangement and decoration of co-curricular events . Some of the head teachers also organize scout for the students and celebrate Bengali new year, science fair and help students to decorate the events. But some of the head teachers also faced some challenges. When the assistant teachers help headteachers to organize the co-curricular activities, they often had conflict discussion with the each other. Facilitators play a vital role in communicating with parents of NFE students, as it is critical to keep parents interested in bringing their children to the NFE program (International Labour Organization,2002). In this present study, majority of the incharges also organize, parents day, prize giving ceremony, sports competition and hold art/essay writing competition, science fair in the school. Students often help them to decorate. According to the research, to avoid falling back into the habit of staying away and engaging in employment activities, regular attention to the economic and family status of the children is required (International Labour Organization,2002). In this study, One of the incharges also organized one day for celebrating of each month as students and staff like to enjoy . But some of the incharges could not arrange these activities because of lack of infrastructure. In terms of school internal administrative management, majority of the head teachers play all the responsibilities. Majority of the headteachers distribute work among teacher and staff, approve leave application, monitor teachers' class to follow class routine properly, teachers' daily attendance, conduct child survey. And also majority of the head teachers approve transfer

certificates to the student and pay scholarships to the students. Some of the head teacher stores the records, register and important files. On the other side, in non formal school, the administrative responsibilities were mostly done by the NGO or the project that runs the school. Some of the incharges ensure students admission and attendance. In terms of Finance management, majority of the headteachers prepare bill for teachers and staff and send them AUEO/authority, confirm chairman signature of SMC on the monthly salary bill of teachers. Many of them submitted the statement of expenditure to government according to rules. Some of the head teachers are involved to collect fund from the local people, some of them did not collect funds from the local people. On the other hand, in terms of finance management in non formal school, the incharges did not have responsibilities regarding this. Finance management is handled by the NGO or project that runs the school. In terms of teacher professional development, majority of the head teachers inform teachers to attend training programs and encourage teachers to take training on their area of interest. Some of the head teachers take part in training too. Some of them allowed teachers training providers to use schools or classroom as venue if possible. In non formal school, some of the incharges got training when they joined the school but they did not receive any training as an inservice teacher and a few incharge used manual book as they did not received any training. In terms of infrastructure and resource management responsibilities, majority of the head teachers of formal school take care of schools permanent and temporary properties, manage school library, student reading room and also purchase school furniture, teaching aid and other resources. A few head teacher monitored if assistant teacher was managing the school library properly. In non formal school, NGO and the project operated the school purchases all the infrastructure and manage this responsibilities. Majority of the incharge of the schools only take care of them. In terms of school environment management, majority of the head teachers of formal school ensured school, garden, field, toilet neat and clean. They cooperated with assistant teacher and staff to make the school environment attractive and safe. Some of them prevented domestic animals entering school premises, ensured enough light in the class room and some of them never allowed people to unnecessary use of school room after school hour. On the other hand, majority of the incharges of non formal school made school environment attractive, safe and neat clean. But the challenges were one incharge could not ensure always to make environment healthy. In terms of school community support

management, majorities of the head teachers conduct monthly meeting with SMC and implement the meeting decision and also conducted PTA meeting regularly. Some of the head teachers arranged mothers conglomeration as per rules and direct, monitor the cleaner, gardener on how to keep the school, garden neat and clean. school environment attractive and safe. In terms of school community support management, majority of the incharges of non formal school conducted monthly meeting with CMC and conduct PTA meeting regularly, A few of the incharge arrange mothers conglomeration as per rules .In terms of co-ordination with higher authority, majority of the head teachers processed leave and transfer application to higher authority and gave comments on application from assistant teacher about pregnancy leave. On the other side, majority of the incharges of non formal school gave leave application to the higher authority.In terms of local and government support management, some of the head teachers of formal school deploy assistant teacher for different needs of local and government. And some of them arranged alternative ways of class conduction. Besides, few head teachers assist to prepare voter list, ,distribute NID and arranged substitute teacher to take the class. In non formal school, incharges did not have any responsibilities as no local and government activities were held in the non-formal schools. In terms of national and international event management, all head teachers of formal school celebrate victory day, independence day, national mourn day, children day, Bengali new year day, primary education week, international literacy day, celebrate international mother language day. Some of the head teachers celebrate women's day and hand wash day. Students and assistant teachers helped him to organize the national and international events. In non formal schools, some of the incharges also celebrated victory day, independence day, national mourn day, children day, international literacy day, international mother language day, 3 incharge celebrate women's day and hand wash day .Some of the incharges celebrated the world labor day specially and provided foods to the students and staff in that day. The challenge of the non formal school was some of the incharges had lack of infrastructure to organize the events.

Q.5.2. What are the roles of Assistant Teachers in formal and non-formal schools?

5.2.1. Assistant teacher Of Formal School

In terms of curriculum responsibilities, 2 assistant teachers prepare lesson plans regularly, checks students homework, prepares progress report and provides them to the guardian, observe student attendance, monitor students activities in classroom and 1 teacher implement lesson plan, maintain class routine and prepare exam result. 2 assistant teachers do not prepare lesson plan, check homework of the students, prepare progress report and provide to the guardian, observe students attendance, ,monitor students activities in classroom because of lack of time. 1 teacher do not maintain the class routine because of same issue. In terms of co-curricular events, 3 assistant teachers organizes annual program such as prize giving ceremony, sports competition, essay writing competition, 2 assistant teachers organize and celebrate annual picnic program and 1 assistant teacher operates study tour. 3 assistant teachers are not involved in operating study tour, 1 teacher is not involved in organization of various annual program. In terms of school internal administrative management, 3 assistant teachers attend parent's teacher meeting, 2 assistant teacher assist head teacher to run office properly, 2 assistant teachers observe sitting arrangements and necessary institution to students. 1 assistant collaborate with other teachers and head teachers in managing school affairs, uses teaching aids properly and takes care of students attends register. 2 assistant teachers do not collaborate with the head teacher as they think that the head teacher does not listen to their opinion, they also do not assist the head teacher to run office properly. In terms of Finance management, 5 assistant teachers confirm signature on the monthly salary bill, 2 assistant teachers are involved in the purchase of the school furniture and 2 assistant teachers are involved in purchasing prize, gift for the student and 1 assistant teacher is involved in the purchase of teaching aid. 1 teacher is not involved in the purchase of school furniture, involved purchasing prize, gift for the student. In terms of teacher professional development, 3 assistant teachers manage time to attend teacher training program, 2 assistant teachers attend subject wise training and cooperate to head teacher and AUEO in the training program. 1 assistant teacher said that the training is not enough and 2 assistant

teachers also said that his name does not appear in the training list. In terms of infrastructure and resource management responsibilities, 2 assistant teachers take care of school's temporary and permanent properties, maintain library books and take care and maintain the school's furniture. 2 assistant teacher said that their school does not have any library and 1 assistant teacher said they try to engage in this activities but because of lack of time they are not able to do so. In terms of school environment management, 5 assistant teacher keep school field, corridor, toilet neat and clean, ensure light and air in the room, 3 assistant teachers take care the cleanliness of the classroom, cooperate with head teacher and staff to prevent domestic animal entering the school premises. 2 assistant teacher cooperate with the head teacher and staff to make the school environment attractive and healthy, prevent people who create environmental hazard in the complex. In terms of school community support management, 2 assistant teacher conduct monthly meeting with head teacher and SMC, proceed to implement the meeting decision, 2 assistant teacher cooperate with the community member if they want to support the school. In terms of co-ordination with higher authority, 3 assistant teacher discuss about leave and transfer and proceed application to the higher authority. In terms of local and government support management, 3 assistant teachers support local government work and distribute national ID card, prepare voter list and conduct child survey. In terms of national and international events management, 3 assistant teachers assist in the organization of the victory day, independence day, national mourn day, children day, Bengali new year day, primary education week etc. and 4 assistant teachers celebrate international mother language day, women's day, international literacy day, hand wash day.

5.2.2 Assistant teacher of Non-Formal School

There is no assistant teachers of non-formal school in this rural area. Incharge managed the responsibilities.

5.2.3 Major Findings

According to (ইসলাম ও সিদ্দিকী, ২০১৪), assistant teachers have many roles in school management system which were discussed in the literature review. In this study in the formal school, some of the assistant teachers prepared lesson plans regularly, checks

students' homework, prepared progress reports and provides them to the guardian, observe student attendance, monitored students' activities in the classroom and a few teachers implemented lesson plans, maintain class routine and prepare exam result. But also some assistant teachers did not involve in all these activities because of lack of time. The teacher did not maintain the class routine because of the same issue. Here the challenge is the lack of time. On the other side, in non-formal schools, as there was no extra teacher without in charge, in charge maintained all responsibilities. In terms of co-curricular events, the majority of the assistant teachers organized annual programs such as prize-giving ceremonies, sports competitions, essay writing competitions, Some of the assistant teachers' organized annual picnic programs and study tours. But also some assistant teachers are not involved in an operating study tour or annual program. On the other side, in non-formal schools, as there was no extra teacher without in charge, in charge maintained all responsibilities. In terms of school internal administrative management, the majority of the assistant teachers of formal attended parent's teacher meetings, assisted headteacher to run office properly. some of the assistant teachers observed sitting arrangements and collaborated with other teachers and headteachers in managing school affairs, uses teaching aids properly and takes care of students attends register. Some of the assistant teachers did not collaborate with the headteacher. The challenge was they claimed that the headteacher did not listen to their opinions, for this reason, they did not assist the headteacher to run office properly. On the other side, in non-formal schools, Ngo or the project maintained all administrative responsibilities. In terms of Finance management, all assistant teachers of formal school confirm signature on the monthly salary bill. Some of them were involved in the purchase of the school furniture and prize, gift for the student. A very few assistant teacher did not fulfil these activities. On the other side, in non-formal schools, Ngo or the project maintained finance management. In terms of teacher professional development, some of the assistant teachers of formal school attended teacher training programs, cooperate to headteacher and AUEO in the training program. and also some teachers did not attend this training. The challenge was in this case, assistant teacher claimed that the training was not enough and a few assistant teachers also claimed that his name did not appear in the training list. On the side from non formal schools, as there was no teacher, some of the in-charge got the training before their joining. In terms of infrastructure and resource management responsibilities, some of the assistant

teachers took care of school's temporary and permanent properties, maintained library books and school furniture. The challenge was that some assistant teachers said that their school did not have any library and also said they tried to engage in these activities because of lack of time they were not able to do so. In non formal schools, NGO managed this management. In terms of school environment management, majority of the assistant teachers of formal school kept classrooms, school field, corridor, toilet neat and clean, ensure light and air in the room and cooperate with head teacher and staff to make the school environment attractive and healthy. But the findings showed a challenge that a few of the assistant teacher claimed that sometimes headteacher did not provide them light for the classroom. In formal school, incharge took care of the environment. In formal school, in terms of school community support management, few assistant teacher conducted monthly meeting with head teacher and SMC, proceed to implement the meeting decision and cooperated with the community member if they wanted to support the school. In non formal school, incharge managed the school community management. In terms of co-ordination with higher authority, some of the assistant teacher of formal schools discussed about leave and transfer and proceed application to the higher authority. And some of the teachers did not have any coordination with higher authority. In non formal school, incharge had this coordination with higher authority. In terms of local and government support management, majority of assistant teachers of formal school supported local government work and distribute national ID card, prepare voter list and conduct child survey. Non formal schools had no relation regarding this matter. In terms of national and international events management, majority of the assistant teachers celebrated the events day. Some of the assistant teachers assisted in the organization of the victory day, independence day, national mourn day, children day, Bengali new year day, primary education week etc.

Q.5.3. What are the role of SMC and CMC members of formal and non-formal school?

5.3.1. Role of SMC members

In terms of curriculum management, 5 SMC member observe student and teacher attendance, 3 SMC members monitor students' academic performance, monitor the exam schedule are done timely, collect, reserve and distribute book and teaching aid in appropriate time, encourage and confirm to have quality education for the children in the school and 2 SMC members observe teacher activities in classroom. In terms of co-curricular activities management, 5 SMC members attend, coordinate and cooperate in prize giving ceremony, sports competition and cultural program etc. 4 SMC member said they attend the farewell program and 2 SMC member monitor the scout activities. In terms of school internal administrative management, 3 SMC member said they attend parenys teacher meeting, 3 attend monthly meeting, 2 collaborate with other teacher for the management of school affairs and assist the head teacher to run the office properly. 2 SMC member said that the meetings do not occur regularly. In terms of finance management, 5 SMC member confirm chairman signature of SMC on the monthly salary bill of the teachers. 3 SMC members are involved in collection of funds from the local people and check statement of expenditure according to the government rule. 2 SMC members are not involved in the collection of funds. In terms of teachers professional development, 5 SMC members recommend teacher to have training if they need training. In terms of infrastructure and resource management, 4 SMC members supervise preservation of all records and register, 3 SMC member supervise school building repair, new building construction. 2 SMC member observe the maintenance of the school's furniture. In terms of school environment management, 4 SMC members supervise and ensure the cleanliness of the school, guide the school teacher to make school environment attractive and healthy. In terms of school community support management, 2 SMC identify the way to involve local people for the development of the school, 2 SMC member said that their local community is not involved with the school's development. In terms of coordination with higher authority, 4 SMC members update about school administration and communicate with AUEO and UEO

and 3 coordinate with the AUEO/UEO about the yearly work plan of the school. In terms of local & other government support management, 4 SMC members assist to distribute national identity card, 3 SMC member manage the school when teacher work to support local and other government program, 2 SMC member help school teacher to conduct yearly child survey. In terms of national and international events management, 3 SMC members attend and cooperate to celebrate international mother language day, attend and cooperate victory day, Independence Day etc. and SMC members attend the international literacy day.

5.3.2. Role of CMC members

In terms of curriculum management, 2 CMC member observe student and teacher attendance, monitor students' academic performance, monitor the exam schedule are done timely, 3 CMC members collect, reserve and distribute book and teaching aid in appropriate time, 2 CMC members encourage and confirm to have quality education for the children in the school, 2 SMC members observe teacher activities in classroom and 2 CMC members visit the school regularly. In terms of co-curricular activities management, 2 CMC members attend, coordinate and cooperate in prize giving ceremony, sports competition and cultural program etc. CMC member said that they do not provide prize to the participants because of fund. In terms of school internal administrative management, 4 CMC members identify the needs of the school, 2 CMC member said they attend parents teacher meeting, 2 attend monthly meeting, 2 collaborate with the incharge to run the office properly. 2 SMC members said that the meetings do not occur regularly. In terms of finance management, 4 CMC members are involved in collection of funds from the local people and check statement of expenditure according to the government rule. However, they do not receive response from the local people. In terms of teacher's professional development, CMC members said that newly recruited teachers are trained after their employment. CMC members also said they are not able to provide a lot of training. In terms of infrastructure and resource management, 2 CMC members supervise preservation of all records and register, CMC member supervise school building repair, new building construction and observe the maintenance of the school's furniture. However, other CMC members said that they do not have any infrastructure to look after. In terms of school

environment management, 3 CMC members supervise and ensure the cleanliness of the school, guide the school teacher to make school environment attractive and healthy and 2 CMC members cooperate with the school to keep the environment healthy. In terms of school community support management, 3 CMC members believe that the community can improve the school however, the local community is not involved with the school's development. In terms of coordination with higher authority, 2 CMC members said that they keep the AUEO and UEO about the schools administration and yearly plan but they do not respond back. Other CMC members do not keep communication with the higher authority. In terms of local & other government support management, 2 CMC members follow the government rule and 5 CMC members said that their school does not conduct child survey, distribute NID card and make voter list. In terms of national and international events management, 2 CMC members attend and cooperate to celebrate international mother language day, attend and cooperate victory day, Independence Day etc. 2 school organize labor day and distribute foods among the students and staff. Others are not able to conduct or organize these events because of lack of infrastructure.

5.2.3 Major Findings

According to (ইসলাম ও সিদ্দিকী, ২০১৪), head teachers have many roles in school management system which were discussed in the literature review. In this study, in terms of curriculum management, All SMC members observed student and teacher attendance and some of the members monitor students' academic performance, exam schedule on time, collect, preserve and distribute book and teaching aid an appropriate time. A few members observe teacher activities in the classroom. SMC confirms the distribution, collection and preservation of textbooks, teaching-learning materials (ইসলাম ও সিদ্দিকী, ২০১৪) In non-formal school, some of the CMC members observed student and teacher attendance, monitor students' academic performance, exam schedule, collect, reserved and distributed book and teaching aid. Some of the CMC members observed teacher activities and visit the school regularly. In terms of co-curricular activities management, all SMC members attended, coordinated and cooperated in the events. A few of the SMC member monitored the scout activities. On the other hand, in non formal school, some of the CMC members

observed teacher activities and visit the school regularly. In non formal school, a few of CMC members attended, coordinated and cooperated the co-curricular activities. And some of them did not provide prizes to the participants. In terms of school internal administrative management, some of the SMC members attended parents teacher meeting, monthly meeting, collaborate with other teacher for the management of school affairs, assist the headteacher to run the office properly. In non-formal school, majority CMC members identify the needs of the school and very few CMC member attended parents-teacher meeting, monthly meeting, collaborate with the incharge to run the office properly. A few of CMC members did not occur regularly. In terms of finance management, majority of SMC members confirm chairman signature of SMC on the monthly salary bill of the teachers and some members are involved in collection of funds from the local people and check statement of expenditure according to the government rule. A few of the SMC members were not involved in the collection of funds. In non formal school some CMC members were involved in collection of funds from the local people and check statement of expenditure according to the government rule. The challenge was they did not receive response from the local people. In terms of teachers professional development, all SMC members recommend teacher to have training if they need training. But in non formal school, CMC members gave training to their newly recruited teachers only. The challenge was CMC members were not able to provide a lot of training. In terms of infrastructure and resource management, majority of the SMC members supervised preservation of all records and register, supervised school building repair, new building construction. Sometimes a few SMC members observed the maintenance of the school's furniture. Majority of the CMC members said that they do not have any infrastructure to look after. But a few CMC members supervise preservation of all records and register, supervise school building repair, new building construction and observe the maintenance of the school's furniture .In terms of school environment management, majority of SMC & CMC members supervise and ensure the cleanliness of the school, guide the school teacher to make school environment attractive and healthy. In terms of school community support management, a very few SMC members identify the way to involve local people for the development of the school. The challenge was local community is not involved with the school's development. CMC members believed that the community could improve the school however, the local community was not involved with the school's development. Majority of the

SMC members had coordination with AUEO and UEO about yearly work plan and school administration. A very few of the CMC members had coordination with AUEO and UEO about the schools administration and yearly plan but the challenge was they did not respond back. Majority of CMC members did not keep in communication with the higher authority. In terms of local & other government support management, majority of SMC members assist to distribute national identity card, support local and other government program. A very few SMC member help school teacher to conduct yearly child survey. Majority of the CMC members did not support local and other government program, conduct child survey, distribute NID card and make voter list. Some of the SMC members attend and cooperate to celebrate international mother language day, attend and cooperate victory day, Independence Day etc. A very few CMC members attended and cooperated to celebrate international mother language day, attend and cooperate victory day, Independence Day etc. Some of the CMC members school organize labor day and distribute foods among the students and staff. The challenge was some CMC members were not able to conduct or organize these events because of lack of infrastructure.

Q.5.4 What are the roles of Local Communities of Formal and Non-Formal School?

5.4.1 The role of Local Communities of Formal School

In terms of curriculum responsibilities, 4 local communities of formal schools stated that they made sure that their children completed the homework and 2 local communities stated that they observe teachers' activities in children's classrooms. Only 1 local community stated that he/she observed my children's progress in their studies also and 1 local community stated that he/she received the textbooks at the beginning of the year. 1 local community stated that he/she made sure that his/her child completed his lessons and homeworks. 2 local communities stated that they also checked the report cards of my children. 2 local communities stated that they informed their teacher about where their students get confused in the study. 2 local communities stated that they checked whether the teacher and the child both complete

the syllabus before the exam or not. In terms of co-curricular activities, 3 local communities of formal school stated that teachers invited them to attend the co-curricular activities and they went there earlier to help teachers to organise the programs and celebrate it such as annual picnic, Prize giving ceremony, milad. 1 local community stated that she/he helped to organise some snacks in a packet and distribute it among the students and 1 local community stated that he/she went to buy prizes for all of the students with a teacher. 2 participants stated that their teachers didn't invite them to attend any co-curricular activities, only students attended the events. In school internal administrative management, 5 Local communities' of formal schools stated that they did not perform any responsibilities regarding this matter. In terms of finance management, 2 local communities of formal schools stated that they did not have to manage schools' finances. If they met any local rich people, they requested him to give some funds for the schools. 1 local community stated that he/she gave small funds to the schools to buy extra lights and fans. 2 local communities of formal schools stated that they were not involved in collecting funds. In terms of teacher professional development management, 5 Local communities of formal school's stated that they did not perform any responsibilities regarding this matter. In terms of infrastructure and resource management, 4 local communities of formal schools stated that when schools were being repaired buildings they observed it so that constructors did it properly. 2 participants also stated that they gave books' information to teachers so that teachers could include these books in the school library. 2 local communities have stated that they did not manage infrastructure management. In terms of the school environment community, 5 participants stated that they cooperate with school teachers and/or SMC members to manage the school environment and make the school environment safe, secure, neat and clean. For example, among them 2 participants helped to make fences around the school to prevent domestic animals from entering the school. 1 participant directed the gardener to cut the extra grasses. Sometimes he/she cut the extra grass to look attractive. 1 participant stated that he/she observed whether the class has enough light or not. If there were not enough lights, they collected funds to buy more lights. In terms of school community management, 5 local communities of formal school stated that they are involved in school community management. Among 5, 1 of them stated that 1 participant stated that he/she knew a lot of local rich people. He/she requested them to support his/her child's school. Then they placed three filters in my child's

school. Another 1 local community stated that the maximum time he stayed busy. Whenever he/she get time, the/she tried to cooperate with other community members. 1 participant stated that he/she tried to cooperate with teachers when they worked on home visits. At that time he/she tried to take care of the other external matters. In terms of coordination with higher authority, 5 local communities of formal school stated that they did not perform any responsibilities regarding this matter. In terms of local and other government support management, 4 local communities of formal schools stated that they tried to coordinate and share work when teachers were engaged in local government work. For example, one participant stated that he/she helped school teachers to conduct yearly child surveys. I also helped teachers to distribute National ID cards properly. Another one participant stated that they helped school teachers to prepare voter lists. Another one participant stated that he/she cooperated with school management in the local and national election process. Only 1 participant from formal school stated that he/she got no time to support teachers or share work when teachers were engaged in local government work . In terms of national and international events management, 3 participants from formal school got invitations for attending national and international events and they attended it. 2 participants did not attend the events.

5.4.2 The role of Local Communities of Non- Formal School

In terms of curriculum responsibilities, 2 local communities of non formal schools stated that they made sure that their children completed the homework and 2 local communities stated that they did not observe teachers' activities in children's classrooms. 2 local communities also stated that they did not observe my children's progress in their studies also. 1 local community stated that he/she received the textbooks at the beginning of the year. 1 local community stated that he/she made sure that his/her child completed his lessons and homeworks. 2 local communities stated that they also checked the report cards of my children. 1 local communities stated that they informed their teacher about where their students get confused in the study. In terms of co-curricular activities, 2 local communities of non formal schools stated

that teachers invited them to attend the co-curricular activities and they went there earlier to help teachers to organise the programs and celebrate it. 2 participants stated that their teachers didn't invite them to attend any co-curricular activities, they only attended parent- teacher meetings. In school internal administrative management, 5 Local communities of non formal schools stated that they did not perform any responsibilities regarding this matter. In finance management responsibilities 5 local communities of formal schools stated that they didn't involved in the school's financial management. In terms of teacher professional development management, 5 Local communities of non formal schools stated that they did not perform any responsibilities regarding this matter.

In terms of infrastructure and resource management, 5 local communities of non formal schools stated that they were not involved in infrastructure and resource management. In terms of the school environment community, 5 participants stated that they liked to cooperate with school teachers to manage the school environment and make the school environment safe, secure, neat and clean. For example, 1 participant stated that they distributed plants among all the students. 1 participant stated that he/she suggested in-charge to take the classes on chairs and tables instead of mat. Another 1 participant stated that she/he took care that no one could steal any furniture from the school. In terms of school community management, 3 participants of formal school stated that when the local rich wanted to support any school, they introduced the local rich people to these schools. 2 participants of formal school stated that they did not know any other community members. In terms of coordination with higher authority, 5 local communities of non formal school stated that they did not perform any responsibilities regarding this matter. In terms of local and other government support management, 5 local communities of non formal schools stated that they did not perform any responsibilities regarding this matter. In terms of local and other government support management, 5 local communities of non formal schools stated that they did not try to coordinate and share work. In terms of national and international events, 4 participants from non formal school stated that they did not attend or help to organise any events such as Bengali New year, Victory day, International mother language day and Independence day, Primary education week, Hand wash day. 1 participant stated that teachers also invite them to attend the events and he/she went there once.

5.4.3 Major Findings

According to (School Management & Organizational Manual, 2004), head teachers have many roles in school management system which were discussed in the literature review. In this study, the majority of the local communities of formal schools stated that they made sure that their children completed the homework. some of them observed teachers' activities, checked the report cards, checked whether the teacher and the child both complete the syllabus before the exam or not, informed their teacher about where their students got confused, and received the textbooks at the beginning of the year . In non-formal school, a few of local communities of non formal schools stated that they made sure that their children completed the homework,checked the report cards where their students get confused, received the textbooks at the beginning of the year. A majority of local communities did not observe teachers' activities, children's progress in their studies.In formal school, the majority of the local communities got invitations from school to attend the co-curricular activities and they went there earlier to help teachers to organize and to celebrate it. Some of the local communities didn't get invitations to attend any co-curricular activities, only students attends. In non-formal schools, some of the local communities got invitations to attend the co-curricular activities and they went there earlier to help teachers to organize the programs and celebrate them. A few of the participants stated didn't get any invitation, they only attended parent-teacher meetings. In school internal administrative management, local communities' of formal and non-formal schools had not any responsibilities regarding this matter.In terms of finance management, no local communities of formal and non formal schools did not perform any responsibilities. But a few of the local communities of formal school, requested some local rich people to give some funds for the schools.In terms of teacher professional development management, no local communities of formal and non school had any responsibilities regarding this matter. The majority of the local communities of formal schools looked after the infrastructure and resources.They observed when buildings were being repaired.A few of the local communities did not manage infrastructure management.According to School Management & Organization Manual(2004), the local community's responsibilities include the care of all school facilities, grounds, and the environment. In terms of the school environment

community, all local communities of formal school cooperated with school teachers and/or SMC members and all local communities of non-formal school liked to cooperate with school teachers to manage the school environment and made the school environment safe,secure,neat and clean. In terms of coordination with higher authority, no local communities of formal and non formal school did not have any connection regarding this According to School Management & Organization Manual(2004),It is the responsibility of parents to assist the school as needed .In terms of local and other government support management, majority of local communities of formal schools tried to coordinate and share work when teachers were engaged in local government work.A very few of local communities of formal school did not involve in local government work . In non-formal schools, no local communities of non-formal schools were involved to share work in local government work . Majority of the local communities of formal schools got invitations for attending national and international events and they attended it. A few of the local communities did not get any invitation to attend the events.A majority of local communities of non-formal schools did not get any invitation and attended any events .

Q.5.5.What are the roles of education officers in formal and non-formal schools?

5.5.1. Education officer of Formal school

In terms of curriculum management, 3 education officers give feedback to the head teachers after studying the academic records, distribute textbooks and learning aids properly. 2 education officers observe the attendance of teachers and students and 2 education officers observe the students exam result.In terms of co-curricular management, 2 education officers visit the annual co-curricular activities and 3 education officers do not get time to attend them. In terms of school's internal administrative management 5 education officers approve the leave application of the head teachers, 2 education officers distribute the work among head teacher, assistant teacher and staff and 1 education officer attend parents teachers meeting, 4 education officers observe classes and suggest use of teaching aids properly.In terms of finance management, 5 education officers supervise the distribution of scholarship, assist in

transparent use of funds and check the statement of expenditure. In terms of teachers professional development, 3 education officers manage teacher training for the students, 1 education officer analyzed the demand of teacher training and checked the requirement for training. In terms of infrastructure and resource management, 2 education officers supervise and observe school's permanent and temporary properties, observe the school finance maintenance and 5 education officers assist in school building construction and preserve all records and register. In terms of school environment management, 2 education officers observe the neat and cleanliness of the school campus, observe the school field, garden, toilets etc. In terms of school community management, 2 education officers collaborated with the local community to manage school affairs. In terms of coordination with higher authority, 5 education officers proceed different applications with the higher authority and follow up with it and 2 education officers inform the higher authority about the problems of the school. In terms of local and other government support, 2 education officers assist in preparation and distribution of voter lists, and 4 education officers distribute teachers duty during the election process. In terms of national and international events management, 5 education officers attend various national events day such as victory day, independence day etc. 2 education officers attend various international days.

5.4.2. Non-formal school

In terms of non-formal schools, education officers did not get involved that much in various responsibilities of the schools. The responsibilities are mostly done by the NGO or projects that run the school. Most of the education officers do not get time to fulfill the responsibilities of non-formal school.

5.4.3 Major Findings

According to (School Management & Organizational Manual, 2004), head teachers have many roles in school management system which were discussed in the literature review. In formal school, most of the education officers gave feedback to the headteachers after studying the academic records, distributing textbooks and learning aids properly. A few education officers observed the attendance of teachers and students and students' exam result. But in nonformal, education officers hardly do these activities. According to the School Management & Organizational Manual(

2004),the school review officer's responsibilities include ensuring that the school is providing an education to its children that meets the needed standards, which includes the school building, facilities, equipment, curriculum, and teaching methodology.In formal schools, most of the education officers do not get time to attend annual co-curricular activities and a few education officers sometimes visit there . In non formal schools, the education officer did not attend there. In terms of school's internal administrative management most of the education officers approved the leave application of the head teachers observed classes and suggested to use teaching aids properly and a few of the education officers distribute the work among head teacher, assistant teacher and staff .In non formal school, education officer did not attend there,NGO managed this. In terms of finance management, all education officers supervise the distribution of scholarship, assist in transparent use of funds and check the statement of expenditure. In non formal schools, education officers did not attend there.NGO managed this management.According to School Management & Organization Manual(2004),the school review officer's job is to guarantee that teachers receive fast responses to their requests for teaching materials and training. In this present study, In terms of teachers professional development, some education officers manage teacher training for the students and a very few education officers analyze the demand of teacher training and check the requirement for training. In non formal school, education officer did not get involved to manage this program..In terms of infrastructure and resource management,all education officers of formal school assist in school building construction and preserve all records and register and some of them supervised and observed school's permanent and temporary properties.In non formal school, education officer did not attend there,NGO managed this management. In terms of school environment management, a very few education officers of formal schools observed the neat and cleanliness of the school campus, school field, garden, toilets etc. In non formal schools, education officers rarely visit there. According to School Management & Organization Manual(2004),the school review officer's responsibilities include monitoring a school's performance. In terms of school community management, a very few education officers collaborate with the local community to manage school affairs. In non formal, NGO managed the school community management. In terms of coordination with higher authority, all education officers of a formal school proceed with different applications with the higher authority and follow up with it and some of the education officers inform the higher

authority about the problems of the school. In non formal schools, education officers are not involved in these. In terms of local and other government support, most of the education officers of formal schools distributed teachers duty during the election process. Some of the education officers assist in preparation and distribution of voter lists. In terms of non-formal school, most of the education officers did not get time , so they did not get involved that much . In terms of national and international events management, all education officers attended various national events day such as victory day, independence day etc. and few of education officers attended various international day. In terms of non-formal school, most of the education officers did not get time , so they did not attend.

Chapter 6 Implications

In this chapter implication about practice and policy were discussed. Also, the limitations of this study were stated and recommendations were made for practice and policy level and further research.

Head teachers, in charge, SMC, CMC, assistant teacher, local community and education officer has a lot of roles to play in school's management system. This study has shown that a lot of head teachers, incharge, SMC, CMC, assistant teacher, local community and education officers are doing their roles properly. However, a few of the head teachers, incharge, SMC, CMC, assistant teacher are not aware of their roles. In terms of local community most of the people are not even aware of the roles that they can play for the development of a school. On the other, some of the Head teachers, incharge, SMC, CMC, education are aware of their roles; However, they are not fulfilling them properly. Some are completely neglecting some roles for conflict with the colleagues whereas others are neglecting them for no valid reasons. Assistant teachers are not fulfilling their duty properly because they have conflict with the head teacher, vice versa is also applicable where head teacher has conflict with the assistant teacher. Some CMC members are not even aware of the government rules during the meetings. Some education officers are not fulfilling their roles toward the non-formal school for no apparent reasons. This situation persists in the other roles also such as SMC and incharge. Though the situation is a bit better in the non-formal school, these issues in both the formal and non-formal school can be improved by bringing changes in practice.

Few head teachers, incharge, SMC, CMC, assistant teachers, local community and education officers gave few valid reasons for their inability to do the roles properly. Assistant teachers said that they are already overloaded with classes and other academic activities. This is not allowing them to fulfill other roles such as environmental responsibilities, local community responsibilities etc. They told that lack of time is a big issue for them to fulfilling all the responsibilities. Also, the non-formal school's incharge, CMC has told that they are unable to celebrate various national and international day's because they do not have rooms or other

infrastructure facilities to arrange and organize these events. Also, incharge of the non-formal school has told that they do not have any assistant teachers in their school so he or she has to fulfill those roles too. Non- formal schools incharge also stated that they do not get proper training after getting employed. These issues can be improved by bringing change in policies such as reducing the work load on teachers, recruiting more than one teacher in non-formal schools, ensuring proper infrastructure in schools.

This study has some limitations. The findings of the study were based on the basis of interviews only. To justify the statements made by the head teachers, incharge, SMC, CMC, assistant teachers, local community and education officer no observations were made. Observations would have justified the claims that were made by the participants of the study. So, further research could be done in this area to get more concrete findings on this issue.

Based on findings of this study, few recommendations can be made. Policies should be made such as that reducing the workloads of the teachers by reducing the class duration and recruiting more teachers so that roles are evenly distributed among the teachers. Policies should also ensure that all schools have proper infrastructure so everyone can properly fulfill their duties. Apart from policies, some changes in practices should be made too. Everyone should become more sincere about roles and responsibilities. Trainings should be conducted so that everyone becomes aware of the roles and responsibilities that they should fulfill in formal and non-formal school. Collaborations between head teachers and assistant teachers and all other stakeholder should be increased so that there is no conflict between them.

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Appendix

Questionnaires for Head Teachers, Incharges, Assistant Teachers, SMC Members, CMC Members, Local communities & Education Officer

1. What responsibilities do you perform regarding curriculum (academic) management?
2. What responsibilities do you perform regarding school co-curricular events management?
3. What responsibilities do you perform regarding school internal administrative management?
4. What responsibilities do you perform regarding finance management?
5. What responsibilities do you perform regarding teacher professional development program management?
6. What responsibilities do you perform regarding infrastructure and resource management?
7. What responsibilities do you perform regarding school environment management?
8. What responsibilities do you perform regarding school community support management?
9. What responsibilities do you perform regarding coordination with higher authority?
10. What responsibilities do you perform regarding local & other government support management?
11. What responsibilities do you perform regarding National and International management?