

DECENTRALIZATION OF PRIMARY EDUCATION MANAGEMENT AND SUPERVISION SYSTEM IN BANGLADESH

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For the Degree of
Doctor of Philosophy.

By

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This is to certify that **Abdus Salam Akond** a Ph.D research fellow of the Institute of Education and Research, University of Dhaka successfully completed his Ph.D thesis entitled, *A Study on Decentralization of Primary Education Management and Supervision System in Bangladesh* under my supervision. This is his original research work.

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ABSTRACT

The main aim of the study was to investigate the existing management and supervision system of Primary Education in Bangladesh and to propose a decentralize system providing more functions and responsibilities and delegating more power and authorities at local levels. In investigating existing situation a bi-dimensional approach was followed. Through document study the structure and formation, functions and responsibilities, power and authority of the School Managing Committee and other local level bodies as prescribed by the concerned authority and introduced through circulars as rules and regulations, were identified and reviewed. The field level practices in this regard were identified through intensive field survey using specially designed instruments. These two approaches helped identify the gap between prescribed and practiced functions and authority of the local level bodies particularly the School Managing Committee.

401381

In this study an attempt was made to diagnose and identify the existing problems with regard to management and supervision of Primary Education, particularly those of the School Managing Committee in discharging their assigned duties and responsibilities. Furthermore specific suggestions to activate the School Managing Committees were also collected.

Apart from documents of the Directorate of Primary Education, and Ministry of Primary and Mass Education, the primary sources of data were the chairmen and members of School Managing Committee, Head Teachers, Assistant Teachers and Teachers' Representative of primary schools, Educational Supervisors like District Primary Education Officers (DPEOs), Upazila Education Officers (UEOs) and Assistant Upazila Education Officers (AUEOs), Educational Administrators like Deputy Directors (DD) Primary Education from the six administrative



divisions and also the Educationists and Policy Planners who were involved in policy planning, supervision and management of primary education at national level. The Secondary sources of data were collected from the previous studies done in the area and also from different documentary sources.

The field level survey was conducted in 120 schools selected randomly from all six division of the country. The sample include four categories of schools viz Government primary school, Non-Government registered primary school, community school and satellite school.

Eventually, the collected data were analyzed statistically and interpreted accordingly. From the analysis of the data, the major findings and conclusions were drawn and finally on the basis of the findings of the study, some specific recommendations were given.

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TABLE OF CONTENTS

	Page
Abstract	ii
Acknowledgement	lv
Table of Contents	vi
List of Tables and Figures	viii
Acronym	x
Chapter 1 : Perspective of the Study	
1.1 Introduction	1
1.2 Significance of the Study	3
1.3 Decentralized Management System in Bangladesh	6
1.4 Objective of the Study	8
1.5 Rationale for the Decentralization in Management and Supervision System	8
1.6 Primary Education Management System in Bangladesh	13
1.7 Management of Primary Education	17
Chapter 2 : Review of Related Literatures	
2.1 Introduction	22
2.2 Research Studies in Bangladesh	22
2.3 Policy Documents and Commission Reports	26
2.4 Relevant Report and Book Review	31
Chapter 3 : Methods of the Study	
3.1 Introduction	36
3.2 Sources of data	36

3.3	Sample for the Study	37
3.4	Development of the Questionnaire	38
3.5	Description of the Questionnaire	39
3.6	Collection of Data	41
3.7	Procedure for Analysis of Data	41
3.8	Report Writing	42
Chapter 4 :	Presentation and Analysis of Data	
4.1	Introduction	43
A.	Formation and Functions of the School Managing Committee	43
B.	Management of Primary Education	54
C.	Supervision of Primary Education	63
D.	Decentralization of Primary Education	76
Chapter 5 :	Major Findings and Recommendations	
5.1	Findings	99
5.2	Recommendations	105
BIBLIOGRAPHY		108
APPENDIX A		121
APPENDIX B		141
APPENDIX C		161
APPENDIX D		180

LIST OF TABLES AND FIGURES

No.	Title	Page
1.1	Organogram of the Ministry of Primary and Mass Education	18
3.1	Category of respondents	38
4.1	Means of Formation of School Managing Committee	44
4.2	Means of formation of School Managing Committee (SMC)	44
4.3	Regularity of School Managing Committee	45
4.4	Regularity of School Managing Committee meeting	46
4.5	Frequency of the meeting held during the last six months	46
4.6	Correlations between Responses of SMC Members and Teachers on Frequency of SMC Meeting	47
4.7	Attendance of members in SMC meeting	48
4.8	Correlations between Responses of SMC Members and teachers on Attendance of SMC Members	48
4.9	Means of convening meeting of SMC	49
4.10	Opinion regarding tenure of School Managing Committee	50
4.11	Opinion regarding inclusion of AUEO in the SMC	51
4.12	Difference of Opinions of Different Categories of Respondents	52
4.13	Contact between teachers and SMC members	52
4.14	Extent of measures taken to implement SMC decisions	53
4.15	Implementers of the decisions of SMC	54
4.16	Measures taken by SMC against teachers' absenteeism, late arrival and negligence of duties	56
4.17	Role played by SMC in school administration, management and supervision	59
4.18	Suggestions to activate the members of SMC	61
4.19	Measures taken by School Managing Committee	63
4.20	Performance of SMC	64
4.21	Initiative taken by the members of SMC	66

4.22	Report sent in respect of pupils' attendance, dropout and teachers' responsibilities	68
4.23	Invitation of the members of SMC at the various school functions	69
4.24	Problems discussed with SMC by the supervisors during school supervision	71
4.25	Average number of visits by supervisory personnel	72
4.26	Different aspects of supervision by the supervisors during the last six months	74
4.27	Usual tasks of the supervisors during school supervision	75
4.28	Accountability of the Upazila education committee	77
4.29	Role of SMC in school management and supervision	79
4.30	Causes of inactivity of the members of SMC	80
4.31	Reasons for absence of the SMC members in the meeting	81
4.32	Suggested measures for activating the SMC members	83
4.33	Suggested measures for strengthening the SMC members	84
4.34	Suggested measures for ensuring accountability	85
4.35	Suggested measures for decentralization	87
4.36	Suggested measures for qualitative improvement of primary education	88
4.37	Development of physical facilities	90
4.38	Suggestions regarding decentralization of primary education	91
4.39	Accountability of teachers regarding school activities	92
4.40	Transfer, promotion, reward and punishment of teachers	94
4.41	Items to be dropped from the proposed list of responsibilities of the SMC	96
4.42	Items to be dropped from the proposed list of responsibilities of Upazila/City primary education committee	97

ACRONYM

AUEO	:	Assistant Upazila Education Officer
ACR	:	Annual confidential Report
B.Ed.	:	Bachelor of Education
CPE	:	Compulsory Primary Education
CPEIMU	:	Compulsory Primary Education Monitoring Unit
DPE	:	Directorate of Primary Education
DG	:	Director-General
DIS	:	District Inspector of School
DD	:	Deputy Director
DPEO	:	District Primary Education Officer
EED	:	Education Engineering Department
EFA	:	Education For All
EB	:	Experience Bar
IDEAL	:	Intensive District Approach to Education for All
IER	:	Institute of Education and Research
JBIC	:	Japan Bank for International Cooperation
LEA	:	Local Education Authority
LGRD	:	Local Government Rural Development
LGED	:	Local Government Engineering Development
MPME	:	Ministry of Primary and Mass Education
NCTB	:	National Curriculum and Textbook Board
NAPE	:	National Academy for Primary Education

PMED	:	Primary and Mass Education Division
PTA	:	Parent- Teachers Association
PEDP	:	Primary Education Development Program
PTI	:	Primary Training Institute
PSPMP	:	Primary School Performance Monitoring Project
SMC	:	School Managing Committee
SDS	:	School Development Society
TTC	:	Teachers' Training College
URC	:	Upazila Resource Center
UEE	:	Universal Elementary Education
UPE	:	Universal Primary Education
UEO	:	Upazila Education Officer
VEC	:	Village Education Committee

Chapter I

PERSPECTIVE OF THE STUDY

1.1 Introduction

It is axiomatic that education is the best means of human resource development as well as a productive investment in human capital. Education contributes directly to the growth of national income by improving the skills and productive capabilities of the labor force. "Education is the basic need for socio-economic transformation and advancement of a country. It is the prime ingredient of human resource development" (Fifth five-year plan 1997-2002) "Education has been recognized as an investment not only for creating human capital, but also for inducing social change and promoting overall development" (JBIC Sector Study, 2002, P¹). So it is evident that there is an inalienable link between education and socio-economic development of a country.

The Government of Bangladesh recognizes that education is a prerequisite for ensuring sustainable development and promoting quality human resources. But due to low literacy rate, human resources are not being properly utilized and as a result, it is an impediment to socio-economic development of Bangladesh. It is quite obvious that illiteracy is an acute problem which has throttled the development. In fact, it is a serious drawback which is contributing to the expansion of two of our major national problems-poverty and population. Due to illiteracy, majority of the population are constrained to meaningfully participate in the development process. Realizing this fact, primary education has been given immense importance by the Government of Bangladesh during the last two decades.

The importance of primary education is reflected in the constitution of the Peoples' Republic of Bangladesh. It is a constitutional responsibility of the state

to ensure uniform primary education for all children of the country. With this end in view the efforts to guarantee Education for All has been intensified. The Government is determined to set up the legally binding initiative of free and compulsory primary education (CPE) and to eradicate illiteracy from the country within the stipulated time frame. The Government has underscored the emerging need for increasing enrollment and reducing dropout rates and with this view point “extensive programs have been taken up in the primary education sub-sector to bring all eligible children to school, get them to complete the primary education cycle, and give them a quality education” (Primary Education Report, 99, p¹⁶).

But this task is so mammoth that it is not possible for the state to discharge the above responsibility properly without the help of all citizens of the country and all Government and Non-Governmental Organizations particularly without the effective involvement and active participation of the community. The Fifth five year plan also envisaged that to this end, compulsory primary education program would be made more effective through local Government and community support. It is obviously true that the success of CPE will depend to a great extent on local initiative for planning, management, implementation and subsequent, and recurrent supervision. The previous system of educational organization lacked adequate supervision and management at all levels, specially below the district levels. The present system of educational administration and management at the primary level has to be reorganized and renovated on a priority basis for qualitative improvement and expansion of primary education in Bangladesh.

The Government of Bangladesh was planning to decentralize the management and administration of primary education. “The Government would manage and administer the affairs of the schools in such manner as it might deem necessary. Accordingly, to provide for organization of primary education and to administer and manage the affairs of the primary schools, the Primary Education Act, 1981,

was promulgated. For carrying out the purposes of the said law the Local Education Authorities (LEAs) were established at sub divisional level". (Bangladesh Gazette, August, 1983, p²). But ultimately this system had to be abolished in 1983 under the changed circumstances.

"Primary education program is indeed a massive one and it is spread all over the country up to village level. The management of primary education, both academic and developmental, undoubtedly is a gigantic task and it requires the cooperation and involvement of concerned people at the local level". (Ibid, p²)

The present Government is also determined to decentralize primary education in the country. The proposed decentralization is aimed at inculcating a participatory spirit and envisages the active involvement of the members of the community and associations of parents and teachers in educational management and supervision.

In Bangladesh a decentralized structure and system is expected to be more responsive to the challenges within education. Besides, qualitative improvement in school education being an important aspect of the new policies of the Government, towards which decentralization is expected to contribute significantly. So more emphasis is laid on decentralization of educational management, administration, supervision, and greater community participation for the overall development of primary education in Bangladesh.

1.2 Significance of the Study.

Bangladesh is a developing country where the role of education in social transformation is very important. It is mentioned earlier that education is the prime ingredient of human resource development and it is one of the basic needs, and component for developing human capabilities. But in Bangladesh, educational development was not adequate and satisfactory in the past to meet this human need. As a step towards increasing the literacy rate, Universal Primary Education (UPE) had been made compulsory. The UPE enjoyed the

highest priority in Government education policy as envisaged in the Third Five year plan (1985-1990). The Fourth Five year plan (1990-1995) also emphatically considered to introduce Compulsory Primary Education (CPE) which was one of the means of achieving UPE.

"In the Fifth Five-year plan, the Government has accorded high Priority to Primary education for socio- economic development of the country", (Primary Education Report, Nov.99, P¹¹). Emphasis is given for achieving the goal of "Education for All (EFA)" in Bangladesh.

It may be mentioned here that the First Education Commission of Bangladesh (Kudrat-e-Khuda Education Commission Report, May, 1974) strongly recommended for universal, free and compulsory primary education. Besides, Bangladesh National Education Commission report (Mofizuddin Education Commission Report, February, 1988) also stressed on the Compulsory Primary Education for all children (6+to 10+) by 2000 AD. The report also emphasized on the qualitative improvement of primary education and to ensure improved management and effective supervision of primary schools. The report further envisaged that the national Government would introduce country wide Compulsory Primary Education in cooperation with local Government and the Local Education Authority (LEA) would help and take all necessary steps in this regard.

Proper implementation of primary education program is not possible without a coordinated and well organized educational administration and management. So the administration and management of primary education are needed to be re-arranged according to the reality and demands of the time. In order to ensure the successful implementation of educational reform and development, particular attention is given to educational management. With a view to strengthening management and supervision system of primary education in Bangladesh, emphasis was given on decentralization.

Support and active participation of people from different walks of social life are necessary in all activities of the school for the development of the standard of primary education. It is obviously true that merely increasing the school facilities and number of teachers can not ensure universalisation and qualitative improvement of primary education unless the parents, communities and community based organization work together. So active participation of the community is very significant for the overall development of primary education. It was evident that the involvement of the community in the IDEAL districts was effective to improve the quality of primary education. In this context, it may be mentioned here that "the average composite score on community involvement in the school-related activities in the IDEAL schools was higher than that of Non-IDEAL schools" (JICA Study Report, August, 2002, P 3-8)

Local level planning, management and monitoring are of utmost importance if schools are to function efficiently and CPA goals achieved. In this context, the role of SMC is extremely important for local level planning, management, supervision, and implementation of school related activities. It is to be worth mentioned that "the average score on SMC's involvement in school related activities was found higher in the IDEAL schools than that in the Non IDEAL schools" (Ibid, p3-10). So adequate emphasis should be given on the SMC which can realistically meet the educational objectives of a school and its community as perceived by the concerned authorities i.e. the Government. Realizing this fact, efforts have been made by the Government to decentralize primary education management and supervision in terms of quality performance and achievement.

The study aimed at identifying the various problems in implementing the nature, pattern and the process of decentralization of the existing primary education in Bangladesh in respect of educational management and supervision systems and to compare the result obtained. It is expected that the findings of the study would help further development of the system to improve and enrich existing conditions and systems at the supervisory and administrative levels in Bangladesh.

1.3 Decentralized Management System in Selected Countries

Efficient and local based administration, management and supervision are considered as the preconditions for the achievement of the intended goals and objectives of any program and organization. So in developed countries like U.K. the Local Education Authority (LEA) is entrusted with the responsibility of managing and supervising the whole school development activities i.e. educational responsibilities have been vested on the LEA to attain the desired educational goals and objectives. For England and Wales, besides the Ministry of Education and Inspectors, the LEAs look after the educational affairs in their respective areas.

Educational organization in USA is in the hands of Local Education Boards which manage the schools on the basis of social and group interests, traditions, needs, and ideals of the people. They operate independently within the framework of the state rules. The Local Education Board formulates education policy, examines the progress of the students and evaluates their work. In fact, the main function of the Board is to coordinate the facilities and needs of teachers, local population, classes, and groups according to the interest, needs and traditions of the place.

In India the Government has introduced decentralized management structure in education which envisages the formation of Panchayats for village or a group of villages with each Panchayat constituting a Village Education Committee (VEC). This committee headed by elected representatives is reported to be active in enrollment and attendance surveillance. Besides, the community is coming forward in respect of white washing of school building, leveling the ground, constructing boundary walls etc. The VEC administers educational programs at the village level and operationalizes micro planning and school mapping to ensure that every child can make use of primary education facilities. This innovation helps focus on area specific situations, foster greater community participation and eventually improve the efficiency of the education system. In

fact the decentralized management of education is aimed at inculcating a participatory spirit. It also envisages the active involvement of village education committees, associations of parents and teachers, and members of the community in educational supervision.

In Sri Lanka several measures have been taken for improvement of the education system and school functioning. The participation of the school community is obtained through the School Development Societies which include teachers, parents and well wishes. These societies contribute a major share in the management of the schools. construction, maintenance of building, classrooms, provision of furniture and other equipment, payment of salaries, allowances to substitute teachers, minor staff, provision of pupil welfare facilities and among the varied activities performed by the School Development Societies.

In Bangladesh, it is increasingly being realized by the Government that effective and efficient functioning of any institution and the overall development of school depends on the involvement, participation and general commitment of the community. Actually the ultimate authority lies with the community where the school functions. Realising this fact, more emphasis is given by the Government for the improvement of school community relationship. "In the existing system of education, the School Managing Committee (SMC) is the only organized body that maintains actual liaison between a school and the community. Although there is a Government provision for Parent Teacher Associations (PTAs), in practice these do not exist" (PSPMP, 2000, P⁸). In fact, as a local body the SMC has a very high importance for local level management and supervision as well as overall school developmental activities in many ways. In addition to that, if the responsibilities of primary education is vested on the local bodies, the extension and development of education will be expedited.

In this context, the Government of Bangladesh has taken some steps to decentralize and delegate more powers and responsibilities to the SMC as local educational agency of the community at the grass-roots level.

1.4 Objective of the Study

The objectives and purposes of the study are as follows :

- (a) to identify the structure, formation and the specific powers & accountability, and functions of School Managing Committee (SMC) as per existing rules and regulations.
- (b) to review the present rules and regulations concerning the formation, structure, duties & responsibilities, and functions of SMC and to identify its strengths and weaknesses.
- (c) to assess and determine the role played by the existing Managing Committee as a local body in school management, supervision and the improvement of the quality of primary education.
- (d) to develop and suggest policy regarding structure, formation, functions, authority and accountability of SMC.
- (e) to identify and develop strategies for implementation of the plan according to the revised schedule.

1.5 Rationale for the Decentralization in the Management and Supervision System :

As the society is dynamic, the system of education should be changed and reformed, and progress should be accelerated with the change and demand of time. So attempt was made by the Government to decentralize the powers and functions relating to management and supervision of primary education for its qualitative and quantitative improvement as well as for successful

implementation of Compulsory Primary Education (CPE) in Bangladesh which is one of the major thrust and priority goals of the Government.

School is an interactive force with the society. So regarding school management, supervision and overall development of primary schools, school - community linkage and contact are obviously important. It is quite true that without their proper collaboration, their spontaneous support and active participation, the CPE can not be implemented, EFA goals can not be achieved and the quality of education can not be ensured in any country of the world. So the Government has recognized and underscored the need of community participation for efficient operation of primary schools. The local people hardly feel that schools with Government teachers deserve any support and cooperation. That is why, the Government of Bangladesh has adopted policy of encouraging community to establish and support primary education.

It is worth mentioning that Bangladesh had a long tradition of patronizing primary education through community support in the form of out right gift of land, cash donation and providing other sources of income for the schools, voluntary labor, donating materials for construction and the like. "In reality, almost all the schools of Bangladesh were generally established by the community and individuals. Later on, the Government either nationalized many schools or accorded recognition to the others to be able to get Government benefits and other grants" (Siddiqur, 1994, P⁸¹). Even now a new school could be established only on land made available free of cost by the community. Although a state responsibility, the Government feels that community has a big role to play in motivating parents and guardians to send their wards to the primary schools and keep them there till completion of class V. Upkeep the school structure and premises and safeguarding school properties, making the school the centre of social and cultural activities and by taking interest in the welfare of the students in many other ways also comes under the purview of community participation.

It may be mentioned that in materializing CPE, ensuring the quality of primary education and for overall development of schools, the SMC should be empowered to exercise their powers and functions in the real sense of the term. The SMC can also play a lead role in local level planning and can prepare school level plans like many developed countries. It can easily bring school and community closer to each other. The members of SMC can monitor the school activities, create favorable teaching learning environment in the school and discuss quality performance with the teachers. But in reality, the SMC as the lowest unit at the grass-roots level is not empowered in discharging all the assigned powers and functions. Actually, the SMC exists with little powers and authority.

With this view point, the Government of Bangladesh has underscored the need for decentralized management and supervision in primary education. There are, of course, some reasons for the increasing demand for decentralized administration and management in Bangladesh.

Ali Ahmed (1981, p13) sums it up, "The development administration can not be successfully run without decentralization and delegation of authority". Although the principle of decentralization is essential for running the development administration effectively, there is too little decentralization in practice.

As a consequence, the centralized management system has created serious congestion in the administrative traffic in the Directorate of Primary Education (DPE). The most trifling case like appointment of a peon has to be cleared by the central office. Delegation of authority to the lower-level field offices could have reduced the congestion to a great extent. "The essence of decentralization lies in the distribution of the power of taking decision" (L.D. white, 1955, P³⁷). Decentralization of some of the functions to the field offices could have raised the level of efficiency.

It is quite obvious that decentralization and participatory planning and management can better help to overcome local specific problems which will not be possible if plans are made at the central level. Specific strategies can be evolved and implemented only when planning is decentralized. "Perhaps the greatest strength of the system of primary education in Bangladesh is the consistent, high level national commitment and consensus on the priority of primary education. This commitment is reflected in high investment and financial allocations for primary education since 1990s. As a result of this commitment and the programs it spawned, Bangladesh has achieved one of the largest centralized systems of primary education in the world". (World Bank Sector Review, Vol II 2000, P⁸)

"Despite its numerous strengths, the system of primary education in Bangladesh suffers from major weaknesses. The main problems are quality and management" (Ibid, P¹¹)

It may be further mentioned that there are many problems which affect education in primary schools that can not be solved centrally. Therefore, one of the main objectives of local level planning and management is the decentralization of planning process and its management at various levels in order to make the process more responsive to local conditions, concerns and needs. It is worth mentioning that the Government of Bangladesh has taken Primary Education Development Program (1997-2000). Quality improvement of primary education was the main thrust of the program under which Upazila Resource centers (URCs) have been established to evolve the professional expertise of the teachers. The URC is very important as a decentralized training institution that is established to support quality improvement in the primary schools of the Upazila. "By decentralizing the present centralized system, the training management can be improved through URC" (Final Assessment Report, Sept, 2001, Vol I, P⁴). The introduction of the URC is a kind of decentralization. But the administration and management systems remain same as before.

As for example, previously the usual transfer of the Upazila Education officer (UEO) and the Assistant Upazila Education Officer (AUEO) was the responsibility of District Primary Education Officer (DPEO) and the transfer of DPEO and ADPEO was vested on the Director General (DG) of the Directorate of Primary Education (DPE). But presently, the transfer of UEO is the responsibility of the Ministry of Primary and Mass Education with the proposal of DPE and the transfer of DPEO and ADPEO is directly done by the Ministry of Primary and Mass Education. It may be mentioned here that the DPE is also authorized to transfer the UEO after three years of service with the consent of the Ministry of Primary and Mass Education. Now the transfer of AUEO is the mere responsibility of the DG of DPE. So it is quite evident that the management and administrative system has again been centralized and it is a weakness of the existing system. But decentralization of planning and management of education is considered as an important and necessary move particularly in the context of achieving CPE. So a decentralized structure is expected to be more responsive to the challenges within the system.

Considering all these aspects, the primary education system of Bangladesh should be decentralized for its improved management and effective supervision and in this regard micro management system should be introduced and reinforced to ensure quality of education. With this viewpoint, the SMC can significantly contribute to accelerate the progress of school activities and also the infra-structural development of schools. Eventually, it may further be said that without active participation and effective involvement of the local community and empowerment of LEA, the qualitative improvement of primary education can not be ensured.

In fact, as a local body the SMC has a very high importance for local level management and supervision as well as overall school developmental activities in many ways. In addition if the responsibilities of primary education is vested on the local bodies, the extension and development of education will be expedited. It

District School Board

District School Boards were in fact established and started operating in 1932 which oversaw rural primary schools within the district. Municipalities enjoyed the same responsibility with respect to urban schools. The District School Boards were composed of the elected members of the District Board and Union Boards (the lowest tier of local Government bodies) elected teachers representatives, representatives of the guardians and concerned local level Government officials. The District Magistrate acted as the Chairman of the board and District Inspector of School (DIS) functioned as the secretary of the board.

It may be mentioned here that the District School Board was responsible for establishment, construction of schools, the appointment & transfer as well as the payment of salaries of teachers. On the other hand, the supervisors being the Government employees visited the schools. As a result, this dual role and administration proved unsuccessful and ineffective. As a consequence, in 1934, the District School Board discontinued. After abolition of the system, District Primary Education office came into existence from 1967 where D1 of schools functioned as chief executive officer.

Primary Schools (Taking over) Act of 1974

In July, 1973, the Government of Bangladesh nationalized all primary schools. The Act of 1974 provided free primary education all over the country. The teachers of the schools became Government employees. "The Act imposed upon the Government the vast onus of restructuring the primary school system under a centralized administration" (Hedayet Hossain, 1977, P⁸²).

The Primary Education Act, 1981

The Government of Bangladesh was very much willing to decentralize primary education and, as a result, the process and provisions for the establishment of Local Education Authorities (LEAs) at the Sub divisions (now abolished) was

enacted. Under this act, the LEA was responsible for supervision and management of the overall functions of primary schools. "The 1981 Act reestablished school based management through the formation of the school management committee" (Ibid, P⁸²). Unfortunately, the Primary Education Act of 1981 with the innovative features of LEA, decentralization was not implemented.

Decentralization at the Upazila Level

"The administrative reform initiated in 1983 underscored the centrality of Thana in national development program rather than the Sub-division as a unit of administration. Consequently, the political regime abolished sub divisions and instituted the Upazila system" (Ibid, P⁸⁴). The eradication of illiteracy and the universalisation of primary education became national priorities. Thus the Upazila Parishad was created from the existing Thana Parishad. Accordingly, primary education with other development subjects, was transferred to the Upazila.

With making the Upazila as the focal point of development administration, the creation of Upazila Parishad also became an equally important action towards effective decentralized development. The central Government transferred its developmental functions to the Upazila Parishad. "The decentralization that has taken place through such devolution process has allowed local participation in the development more effectively than ever" (Faizullah, March, 1988, P¹⁶). The functions of the Upazila Parishad were as follows:

- Appointment, promotion and transfer of teachers,
- Supervision of Upazila Schools,
- Design of annual school and development budgets,
- Distribution of textbooks and teaching aids and
- Registration of private primary schools

Upazila Primary Education Committee

The committee was composed in such a way as to balance different interest groups, educators, and other community members. The functions of the committee involved assisting the Parishad in the matter of performance of its powers and functions with regard to the management of primary education.

School Management Committee (SMC) under the Act of 1981

Decentralization to the school level is not a new concept. In fact, old District School Boards were formed in order to solve the problem of management through board and school collaboration. For day to day management, a Managing Committee was established for every school under the Bengal Rural Primary Education Act of 1930. The Primary Education Act of 1981 decreed that each school should have a 11-member Managing Committee.

The functions of the Managing Committee were the management and supervision of the affairs of the school, execution of the development plans of the state and the local Government and to ensure regular attendance of the teachers and students.

The structure and functions of the SMC remained almost constant until 1996, except for the replacement of Gram Prodhan by a ward member of the Union Parishad.

SMC under 1983 Decentralization Order

According to the Executive order of 1983, every school must have a Managing Committee consisting of the ward member of the Union Parishad, the School-head, one educationist, one donor- member, one women member, and two teacher representatives. It had a Chairman elected from among its members for a term of three years. Its prime function involved efficient supervision of the primary school and execution of development programs.

Present School Managing Committee (SMC)

At present each Managing Committee of the Government Primary School consists of eleven members having reintroduced four members from parent/guardian representatives. This measure is intended to augment democratic governance of school administration. The role, purposes, duties and responsibilities of the School Managing Committee were explained through a gazette by then primary and Mass Education Division, Bangladesh Secretariat, Dhaka. (Bangladesh Gazette, August, 1997)

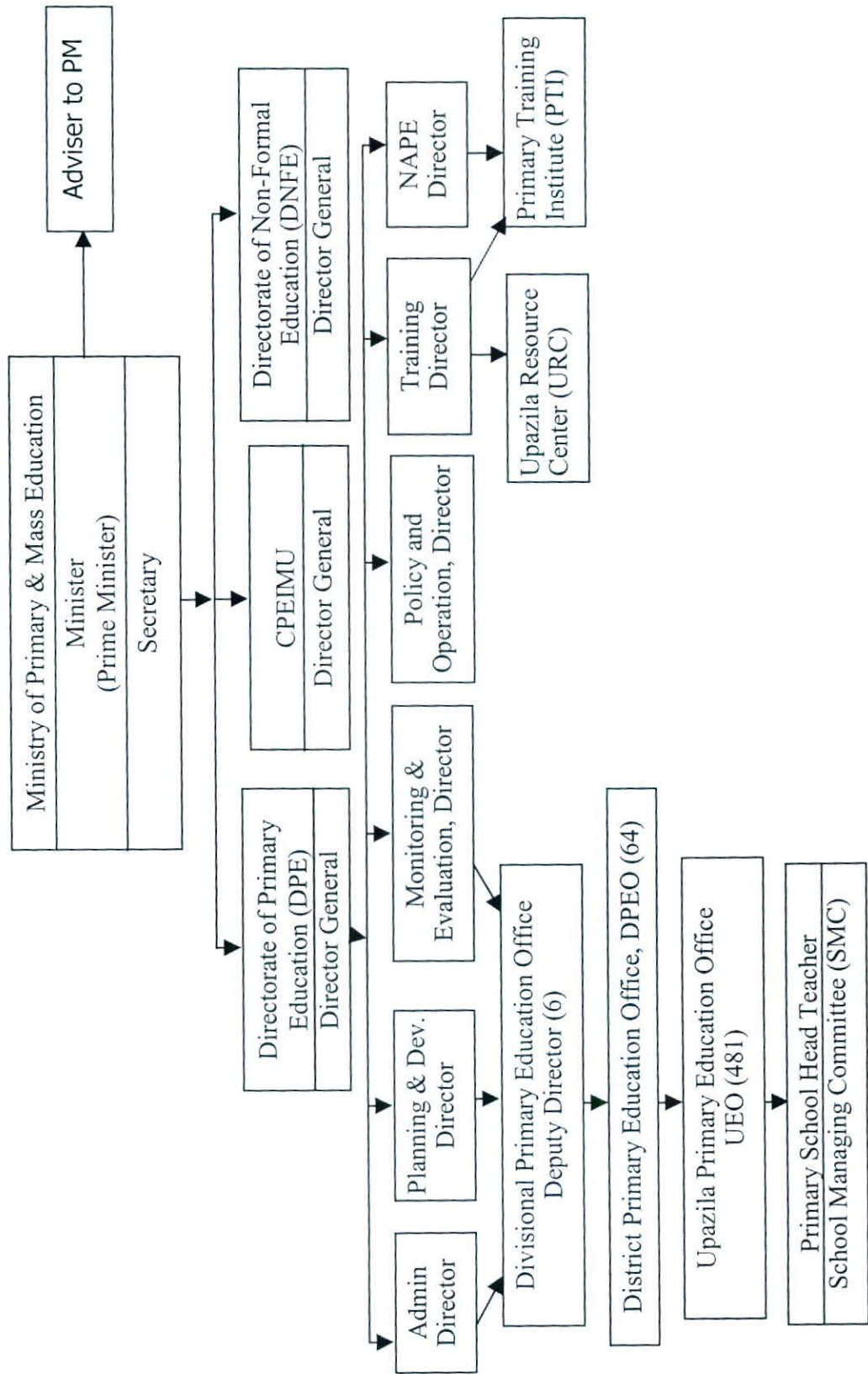
Their functions are integrated with school developmental programs, compulsory primary education, supervision of school education, and development of relations with local educational authorities and communities.

1.7 Management of Primary Education

Ministry of Primary and Mass Education :

Recognizing the importance of primary education in ensuring education for all and eradicating illiteracy, the Government of Bangladesh created a new Division called primary and Mass Education Division (PMED) in August, 1992. The PMED has been upgraded as a full ministry under the title 'Ministry of Primary and Mass Education' in January, 2003. This ministry is responsible for policy formulation, planning, evaluation and execution of plans and initiating legislative measures relating to primary and non-formal education.

Figure 1.1
ORGANOGRAM OF THE MINISTRY OF PRIMARY AND MASS EDUCATION



Directorate of Primary Education

A separate Directorate, named as Directorate of Primary Education (DPE) was set up in 1981. This Directorate was created in order to streamline universal primary education and strengthen the administrative infrastructure. The Directorate is headed by the Director General (DG) who is mainly responsible for the overall administrative affairs of DPE as executive chief. Besides, the DG controls and supervises the functions of DPE as well as gives directives to the field level officers and supervises and controls their functions and activities. In the Directorate, there are five divisions each headed by a Director. The tasks and responsibilities of the divisions relating to primary education management and supervision are as follows :

The responsibilities of the administration division include general administration of the central and field offices. This division coordinates among the Divisional, District and Upazila/Thana offices and the PTIs. The Planning & Development division is mainly responsible for drawing up of various development projects on priority basis to effect general and gradual development of primary education in the light of Government policies.

The Training Division of the DPE assesses the training needs at national and field levels and is engaged in preparing and implementing plans. Besides, the responsibilities of this division are to work for qualitative improvement of primary education, to build up competent and efficient teacher for the classroom and school management. To do this, the division assesses training needs of the teachers as well as the officials at different levels, draws out plans, and implements training programs. The fixed responsibilities of this division are: organization of various workshops, training of PTI teachers and instructors, various short-time training of SMC and PTI staff members, sub-cluster training, curriculum dissemination and orientation courses, management training for the head teachers and short in service training for teachers.

Monitoring and Evaluation Division collects data on primary education from the field level, analyzes the collected data and publishes quarterly and annual reports.

The supervision of the Upazila Education office, District Primary Education office and the primary schools at the field level is the one of the functions of Division of Policy and Operations.

It may be mentioned that the DPE and its subordinate offices in the districts and Upazila are responsible entirely for management and supervision of formal primary education.

Office of the Divisional Deputy Director

The responsibilities of administrative, management and training of the Directorate of Primary Education has been decentralized through Six Divisional offices. These Divisional offices carry out supervision and control of the primary schools, Clusters, Upazila and District Education Offices under the jurisdiction of the Division.

District Primary Education Office

The tasks and responsibilities of these offices are to take decisions related to administration and supervision of all primary schools (Government and Non-Government) in the District. Besides, it takes steps related to transfer and disciplinary action of the teachers; supervision of schools for the improvement of qualitative standard; fixation of inspection targets and supervising and monitoring UEOs and AUEOs activities; approval of their tour diaries.

Upazila Education Office

The Upazila Education office is mainly responsible for supervising and inspecting primary schools and collecting data on primary schools for onward transmission to DPEO and DPE.

The major responsibilities of the Assistant Upazila Education officer (AUEO) are- the supervision and inspection of primary school and imparting sub-cluster training to the teacher of a cluster. "In fact, the AUEOs play the basic role in the development of the skills of teachers, in the implementation of all kinds of innovative programs and in monitoring of sub-cluster training programs for overall development of the quality of primary education (Primary Education Report, Nov, 1999, P²⁷)

School

The Head Teacher of the primary school has multifarious functions of which the supervisory responsibilities are very important. Ensuring the attendance of the Assistant Teachers at school and supervising classroom teaching learning process of the teachers are his/her major responsibilities. However teaching is yet one of her/his main responsibilities. The Head Teacher needs to ensure whether the assigned duties and responsibilities of the Assistant Teachers are discharged properly.

In view of the above discussion, it may be noted that the concerned personnel from central level to school level are virtually engaged in primary education administration, management and supervision in Bangladesh.

Chapter 2

REVIEW OF RELATED LITERATURES

2.1 Introduction

In this chapter, an attempt has been made to have an idea about the previous researches. This kind of exercise helps the researcher to have a clear concept about his/her field of investigation. One can have a clear idea through the study of relevant researches that help the investigator to go ahead in proper direction. But while investigating the related literature for the study, the researcher did not come across any research work that could exactly be related to this study. Although this type of research has not previously been conducted, yet there are some literature and studies done to some extent related to this research. Moreover, different policy documents and commission reports addressed the issues related to management and supervisions. The research studies and the relevant sections of the document have been presented below in brief :

2.2 Research Studies in Bangladesh

2.2.1. Saifuddin Ahmed (1977) conducted a Ph.D research on "An Analysis of the Job of the District Inspector of Schools in Bangladesh".

The main objective of the study was to identify and analyze the job and the duties of the District Inspector of Schools in Bangladesh and to compare those duties with his performed duties.

The sample of the study comprised 19 District Inspector of Schools in Bangladesh. Questionnaire was developed and administered to the respondents to gather various information. Besides, the data was collected from different documentary sources. The sources comprised Government publications in the form of books, documents, reports, returns, leaflets, and pamphlets, gazette notifications, defining the duties and responsibilities of the District Inspector of Schools.

The Major Findings of the Study were

1. The District Inspector of schools (DIS) was a part of hierarchy for the administration and supervision of Primary Education in Bangladesh.
2. The office of DIS owned its origin in the Wood's Education Despatch of 1854. This office underwent changes in nomenclature status, and functions with the reorganization of education services and promulgation of laws and regulations for the administration and supervision of primary education from time to time.
3. The devolution of authorities for the administration of primary education on the local bodies had its impact on the duties and responsibilities of the DIS. In consequence of devolution, he had to perform dual functions one: responsibility to the local bodies as adviser/executive officer in matters and administration of primary schools by those bodies, two : responsibility to the Government for the administration and supervision of educational institutions in his jurisdiction.
4. The system of administration of primary education lacked in community participation in the management and administration of primary education.

Some Major Recommendations were as Follows

1. The administration of primary education should be decentralized by giving a great degree of final authority to the District Inspector of Schools.
2. As a further measure of decentralization, some of the functions of the DIS should be delegated to the Subdivision and Thana units of administration and to the head of primary schools. Functions of the district and Sub district units and heads of primary schools should be clearly defined and elaborately described.

3. Advisory Committee at the District and Thana levels should be formed so as to allow local participation in the management and administration of primary education.
4. The Managing Committee of primary schools should be revitalized with more powers so as to allow community participation in the management and administration of individual schools.

2.2.2 Mohammad Hedayet Hossain (1993) conducted a Ph.D research on "Modernization of Primary School Administration in Bangladesh: The case of Upazila Education in Traditional Culture"

The main purposes of the study were : (1) to develop an understanding of how an educational administrative structure functions within a large Upazila Parishad from the participants' point of view. Further this study examined the role of the Upazila Education Officer in the new structure as he attempts to bring about change and modernization in primary school administration in a pre dominantly Muslim Culture, (2) to develop an understanding from the teachers point of view of the administrative structure and culture of a state primary school located in the heart of village society. It examines how the Upazila Parishad controls modernization activities in the school and its overall impact on teaching learning activities in a village school.

The study was primarily qualitative and the method of data collection consisted of document study, interview, and participant-observation. Besides, other sources of information such as relevant documents and published and unpublished materials were collected from either publishers or other available sources.

The Major Findings of the Study were as Follows

The bureaucratization of schooling itself continues to be the source of many problems and ultimately causes many students to stay away from school or create difficulties for students in their attempts to master the curriculum if they do

stay. The study also revealed that how school organization, like the Upazila Parishad and the school, can usurp traditional modes of behavior. Solutions to the dilemmas faced in Bangladesh primary schooling were not the prime focus of the work. Rather, it opened the door to the reexamination of the bureaucratic theory of school administration and to the introduction of human values in school organizations.

2.2.3 In 1994 National Academy for Primary Education (NAPE) undertook a study entitled "Existing Policies and Practices of Management of Primary Education with focus on Decentralized Process a scenario of Bangladesh". The main purpose of the study was to collect first hand information about the existing primary education management and supervision systems and practices with a learning on decentralization. The study also highlighted the current policy perspectives on planning and management processes in education, particularly policy statements with implication for decentralizations of planning and management processes in primary education. Furthermore, the study indicated the basic rationale for decentralizing the educational management process in the country.

Survey technique was used for collection of data. A number of field visits were undertaken as a part of the study, Primary education officials at District, Thana and School levels were interviewed and information on various aspects of administration and management were collected from them. Interviews were also held with the members of SMC, PTA, and CPE committees at various levels. The objective was to assess the current situation in the field, and based on the same to identify the training needs.

The most significant finding from the field study was that most of the field level officials (DD,DPEO,UEO) had no training on any aspect of the administration and management of primary education. Neither their basic training in TTC (Leading to B.Ed degree) with its focus on secondary education, nor any in-service training equipped them for effective exercise of their responsibilities.

The findings of the study also revealed that the low level of community involvement and participation in primary education was considered to be one of the major constraints in the achievement of CPE in Bangladesh. In order to achieve the objectives of CPE the Government and community cooperation was inevitable, "Local Body of Management" refers to the elected body of the School Managing Committee (SMC) which was responsible for the administration and supervision of the school at the local level. SMC was to cooperate with school authority in the management of school. But majority of SMCs were inactive and the cause of inactiveness was due to the fact that they did not have any legal authority. They could not play any legal role over school and the teacher. The school authority was not accountable to the SMC. So they were not bothered by what the SMC did or did not do. SMC were given responsibility without any authority and power.

Some Suggestions were Put Forward as Follows

1. Appropriate authority and power to local bodies including SMCs and field level officials should be delegated for proper administration, management and supervision of schools in Bangladesh.
2. For effective decentralization, SMCs and Thana/Upazila committees should be given adequate authority and responsibility for management of schools under appropriate legal provisions.

2.2.4 The new Education Policy (1997) of Bangladesh envisages that support and active participation of people from different walks of social life are necessary in all activities of the school for the development of the standard of primary education. As a matter of fact the quality of primary education has to be achieved through social movement. There were three committees, such as, School Managing Committee, Parent-Teacher Association and Ward Committee for the administration of school and the solution of educational problems locally. Most of these committees were inactive. It is necessary to activate only the Managing

Committee instead of all of these committee. The School Managing Committee was unable to perform its responsibilities for lack of adequate power, though it had definite responsibilities. It was suggested that chairman of the School Managing Committee should be elected or selected from among the distinguished people of the school area.

It is imperative to ensure accountability of the teachers and the local officials through strengthening inter-relationships between the society and the school. Besides these, it is also necessary to involve the elected local Government institutions at the village and Union levels for implementation of the primary education activities. Primary education is a constitutional responsibility of the state, and it seems reasonable that the Government takes the main responsibility of all kinds of primary education. In this perspective the services of all the teachers and employees of primary level are to be nationalized and the responsibility of running and supervising the institutions can be vested to the local Government and the managing committee.

It was also emphatically mentioned that appropriate management and supervision could play an important role in the qualitative improvement of primary education. In the recent years the number of schools and learners has increased in such a way that it has become difficult to perform responsibility properly, because the number of monitoring officials has not increased. At present, the supervision work is actually confined to administrative inspection. Academic supervision is given little importance. Besides, excessive centralized administration and the inclination to the use of the education officials of grass-roots level in other kinds of Government works in addition to their regular responsibility have created an impediment to their supervision and monitoring works. For this, decentralization of supervision and monitoring works and getting the local Government authority involved in the management of primary education seem reasonable. The report further emphasized for the involvement of society in the development activities of the school, and made a comment that at present

there is no role of the local society or the Managing Committee in the development activities of the school, particularly in the activities like repair of school building, construction of new building, buying of furnitures etc. As a result, in most cases the standard of work was not satisfactory. In some cases, the newly constructed buildings became unfit for use within two to four years. So, many people suggested that in accordance with the plan of Education Engineering Department (EED) or Local Government Rural Development (LGRD) and under their supervision, the responsibilities of these works might be entrusted to the School Managing Committee or work may be done by a contractor under the direct supervision of Managing Committee in accordance with the plan of the EED or LGRD.

Moreover, Two Important Recommendations of the Report were as Follows

1. With a view to introducing participatory management to implement the aims and objectives of primary education the present management system needs total decentralization. All matters related to primary schools including administration and supervision may be transferred to entrusted autonomous bodies at local levels.
2. Responsibilities of everyday teaching, supply of educational equipment, regular presence of teacher and students, maintenance of school, petty repair, making the school look attractive etc. may be entrusted with the School Managing Committees.

The Report (1997) of the National Primary Education Committee envisaged that primary education management should be decentralized for effective management of primary education system of Bangladesh.

Other Major Recommendations of the Report were as Follows

1. Primary education system to be decentralized with a view to ensuring the partnership of the people and also to decentralize powers to make

democracy meaningful. The decision will have to be taken for decentralization of primary education management after the finalization of the framework of local Government. The responsibility of school based administration and supervision to be given to the school managing committee.

2. There will be 'Thana Primary Education Council' (Parished) and District primary Education Council (Parishad) at Thana and District levels respectively to conduct primary education at the field level. Primary education will be vested to District Primary Education Council retaining the status of Government service in the light of the principles of the Government. Similarly the services of Thana Education Officer and Assistant Thana Education Officers to be vested to the District Primary Education Council retaining the status and opportunities of the Government service.
3. The subvention of the Government as the salary of the teachers of Government primary school and Non-Government Registered primary schools to be given in recommendation with the Thana Primary Education Council. The services of the teachers of the Non-Government Registered schools and Ebtedai Madrashas should be transferable like the teachers of the Government primary School. The Thana Education Officers will issue transfer orders in accordance with the decision of the Thana Primary Education Council.
4. The transfer and promotion etc. of each teacher and personnel at the Primary School level will be vested under the Thana Primary Education Council. All the administrative responsibilities like Time- Scale and Experience Bar (EB) Cross etc. should be vested to the concerned high officials.

5. The powers and responsibilities of the School Managing Committee (SMC) will be specified. Its main responsibilities will be to ensure the admission and regular attendance of teachers, to protect the movable and immovable properties of schools, to manage local funds and to accomplish the repair, renovate, and the developmental works etc. with the Government grants. Besides, the SMC will submit the Annual Confidential Report (ACR) of Head Teachers and Teachers in a prescribed form to the Thana Primary Education Committee and the District Primary Education Officers regarding the responsibilities and dutifulness performed by the teachers. Moreover, the SMC will send report to the higher authority concerning the quality of works and to supervise the works of school house construction, renovation, and purchase of furnitures etc. collectively with the EED or LGRD according to the central scheme.

2.2.5 The Fifth Five year plan (1997-2002) of Bangladesh laid highest emphasis on primary education, and it also envisaged that the programs for primary and secondary education would be continued in the Fifth plan with the ultimate aim of raising the literacy rate and the quality of education at all levels. The Government was committed to raise the literacy rate to 100 percent within about ten years beginning from 1995 with a mid-term target of achieving about 70 percent by the year 2002. To this end, compulsory primary education program would be made more effective through local Government and community support. Besides, more emphasis would be given to improve management of educational institutions through involvement of local bodies. The plan further strongly advocated that local Government bodies would be increasingly involved in management of primary and secondary schools and institutions.

Moreover, highest importance was given on community participation which was one of the significant policy issue in the Fifth plan period. Development of primary education hinges on the positive response from the community which could be best administered through local Government supervision and management. The

responsibility in this respect should be entrusted to local Government bodies. Likewise, the plan highly advocates that inspection, supervision and accountability would be strengthened by involving local Government bodies, especially Upazila Parishad.

2.2.6 Quazi Azhar Ali (1995) in his book entitled “Decentralized Administration in Bangladesh” emphasized on decentralization. It was argued that massive economic development and growth with equity could not take place without participation of the people. Decentralization was a national strategy to secure the cooperation and participation of the local people and units in the performance of national tasks. Administrative decentralization might help to promote a new political outlook and participatory economic development. Decentralization was absolutely necessary for democratic development, political consciousness and popular participation. In practice, a balance between central decisions and decentralized administration was necessary for the administration and development of a country.

In Bangladesh, between 1983 and '91, there was a Parishad (council) at Upazila level, known as Upazila Parishad. The Government decentralized a large number of its functions, powers, authority and sanctioned fund to the Parishad. The large number of transferred subjects were administered by the Upazila parishad. The Upazila administration thus became democratic and people-oriented as the public services were brought nearer to villagers.

The Upazila administration evolved in several phases. The British Government divided a district in Bengal into number of subdivision which represented the lowest tier of self-contained field administration. In 1959, the principle of decentralization of administration upto Thana level was adopted by the Government. Local people responded and participated to the new development. They established private schools and colleges at Thana head quarter to provide higher education to the growing number of students and these helped to develop

growth centers in the rural areas. The administration was thus decentralized and the long sufferings of the people were removed. Closer cooperation and understanding also developed between the rural people and Government officials. The rural problems then better understood and solved by the Government.

Decentralization allows better administrative participation of the people in the policies of the national Government. It may ensure greater representation from various political, religious, regional and tribal groups in the decision making for development programs. Decentralization provides for the participation of the citizens in the process of development planning and management creating better environment for policy implementation. The local problems get closer attention and quicker solution. Decentralization may also reduce the wastage and delay inherent in the concentration of decision making in the national capital.

Planning and administrative capabilities for decentralized development have evolved in many Asian Countries. The positive results of decentralization policies adopted by different countries may be enumerated as below:

1. The access of people living in neglected rural areas to Government resources and institutions increased;
2. Decentralization enabled the local bureaucracy and political leaders to put pressure on the central Government and to obtain larger share of resources for local development;
3. The administrative and technical capacity of local and regional organizations improved;
4. New organizations and institutions are set up at field levels;

2.2.7 Ali Ahmed in his book entitled "Basic Principles and Practices of Administrative Organization: Bangladesh" laid emphasis on decentralization. He

mentioned that development administration could not be successfully run without the decentralization and delegation of authority. So, there was a need for decentralization.

He brought forward the following reasons for the increasing demand for decentralized administration in Bangladesh.

First, with the independence there has been unprecedented expansion of the activities of the Government. It is thus simply impossible for the central authority alone to perform all of them efficiently. Decentralization is therefore a "must". Without it, there is sure to be a breakdown of administration.

Second, it relieves the central authority of a number of routine actions, most of which are in any case, governed by established rules or precedents and therefore, can be performed at the lower levels without much difficulty. Being relieved of such functions, the central authority can devote more time to serious issues like the problems of policy-making.

Third, public business under a decentralized administration can be dealt with more quickly because official letters do not have to travel all the way to the centre thus minimizing red-tapism.

Fourth, it means devolving of functions to local authorities. This encourages wider participation by the citizens in the Governmental functions. Such participation, in turn, helps overcome inertia, apathy and undue reliance on the centre in matters of local interest, and breeds a sense of identification of the citizens with Government, in addition, participation ensures decisions making, local needs and demands.

Fifth, it is a concept with roots in democratic ideal. A plan of administration which permits the greatest possible number of activities to be performed locally is essential for an effective popular Government. The concept of decentralization postulates such a plan.

2.2.8 S.M.I.A. Zaidi,* in his thought-provoking paper entitled "Principles and Practices of Decentralized Planning of Education in India: Current Status" highlighted the importance of decentralization in the development plan and valuable comment in the following manner-

A centralized plan is one where the whole process of planning takes place at the central level. A decentralized plan, on the other hand, is the one where the process of planning is decentralized and all different units take part in the process. Under the decentralized system the lower level functionaries such as state/provincial Governments or even district/country level authorities receive guidelines and general objectives of plan from the central planning machinery but the actual planning process takes place at the state or district level.

According to Zaidi, planning will be decentralized only when lower level units are given full freedom and authority to formulate as well as implement their own plan. But this does not mean that there should be no broad guideline or directives from the above level e.g. from the centre. As regards decentralized educational planning in India, he opined that planning has generally been from the national and state level bodies. But the inadequacy of centralized planning mechanism was felt quite sometime back and that is why decentralized planning was advocated.

He also mentioned that the major states of India have launched education programs to achieve Universal Elementary Education (UEE) in a decentralized framework. Under all these programs the work plans are prepared and finalized at the district level and funds are given at the disposal of district core team. But actually the planning process starts in this regard from block/mandal level and therefore it is perhaps a beginning of practicing micro-level planning of education in India.

* Associate Fellow, Educational planning unit, National Institute of Educational Planning and Administration (NIEPA), New Delhi, India.

He further mentioned that in West Bengal the planning process is decentralized to a great extent in the field of education. Planning actually starts from Block/Thana level. Plans are made at the Gram Panchayat level which is a village level body. The plans are approved by block level body-known as Panchayat Samiti which sends it to Zilla Parshad (i.e. District Board).

The writer also made a comment that the countries of the world that have switched over from centralized planning to decentralized planning have done it because of one reason or the other. Most common of this switch over is the failure of centralized system of planning to produce the desired result of development.

Chapter 3

METHODS OF THE STUDY

3.1 Introduction

The methods and techniques followed in accomplishing the study have been described in this chapter. It included sources of data, tools constructed, sample selected and analytical procedures adopted. Through the study, the researcher also tried to highlight a brief picture of the plan and procedures followed in respect to different purposes of the study. It may be mentioned here that two dimensional approaches were mainly adopted in the research methodology, namely (1) Analysis of various documents and evidences (ii) Opinion of the stake holders through questionnaire and informal interview.

3.2 Sources of Data

Sources of data collected for the research study were as follows :

Primary Sources of Data

The primary sources of data applied for the purpose were (i) Questionnaire to the chairmen and members of the School Managing Committee (SMC), patrons of learning and community leaders (ii) Questionnaire to the Head Teachers, Assistant Teachers and Teacher's representative of primary schools, (iii) Questionnaire to the District Primary Education Officers (DPEOs), Upazila Education Officers (UEOs) and Assistant Upazila Education Officers (AUEOs) and (iv) Questionnaire to the Educationists and policy planners of education particularly those were concerned in the field of primary education in Bangladesh.

Secondary Sources of Data

The secondary data were collected from the previous related study done in the area and also from different documentary sources. The sources comprised

publications in the form of books, journals, documents, reports, leaflets, gazette notifications, statutory educational laws and rules concerning the present research study.

The sources also included authoritative books on comparative educational administration, educational management, supervision and administration and UNESCO publications on educational planning and history of education etc. All these supplementary reading materials were extensively used for the study. Apart from this, opinions and suggestions of the experts, specialist, field level supervisors and SMC members were collected for improvement of the prevailing management and supervision systems through personal contact.

3.3 Sample for the study

All the six administrative divisions of Bangladesh- Dhaka, Chittagong, Khulna, Rajshahi, Barisal and Sylhet were chosen purposively for the study. One district from each division was selected randomly as sample. Two Upazilas from each district were included. Of the two Upazilas one was Sadar Upazila and the other was a remote Upazila selected randomly.

120 schools were selected randomly using Fishers' random number table of which ten from each Upazila and out of ten schools, six were Government primary schools, two Non-Government registered primary schools, one community school and one was satellite school. It might be noted that the Head Teacher, Assistant Teachers and the Teacher Representative of the concerned schools were taken as sample population and the total number of respondents were one hundred twenty only.

Chairmen and members of School Managing Committee (SMC), Patrons of learning and community leaders of the selected schools were taken as sample and it was 120 in number.

All the District Primary Education Officers (DPEOs) of the selected districts, Upazila Education Officers (UEOs) and Assistant Upazila Education Officers (AUEOs) of the selected Upazilas were taken as sample population and it was 42 in number.

Apart from these, policy planners who were involved with the primary education, Educationists who worked in the field and arena of primary education, and Deputy Directors (DDs), primary education from the six administrative divisions were selected purposively and their number was 30.

The sample of the study comprises of the following categories.

Table 3.1

Category of respondents

Serial No.	Category of respondents	No of respondents
1.	Chairmen, Members of School Managing Committee (SMC), patrons of learning and community leaders.	120
2.	Head Teachers, Assistant Teachers and Teacher Representative of the Government primary schools, Non-Government registered primary schools, community school and satellite school.	120
3.	District Primary Education Officers (DPEOs) of the concerned districts, Upazila Education Officers (UEOs) and Assistant Upazila Education officers (AUEOs) of the respective Upazilas.	42
4.	Policy planners, Educationists and Deputy Directors (DD), Primary Education from the six administrative divisions, who are involved and deals with primary education.	30

Total 312

3.4 Development of the Questionnaire

The researcher prepared the questionnaire as tool for collection of data for the research study. In developing the questionnaire, the following steps were taken:

Before development of the questionnaire, a thorough study was made of the questionnaires used previously for conducting various researches at the Institute

of Education and Research (IER) the University of Dhaka, which provided a background knowledge to the researcher in the development of appropriate questionnaires. Besides, some educators and experts were consulted by the researcher regarding various aspects of the study before preparing the tools.

Four questionnaires were developed to collect data along with comments and suggestions from the clientele groups required for the research study¹. While preparing the questionnaire, care was taken to select only the relevant items for incorporation in the questionnaires.

The questionnaires were developed under the able guidance and supervision of the Research Supervisor and after the development of the questionnaire, it was submitted to the supervisor to examine the relevance, clarity, adequacy, appropriateness and objectivity of interpretation of the items.

The Supervisor suggested additions and alterations to the questionnaire. Despite before administration, the questionnaires were piloted and vague and ambiguous items were identified based on the findings. Eventually the questionnaires were revised and finalized to collect data for the research study.

3.5 Description of the Questionnaire

The questionnaires were developed and designed to obtain data on the following broad areas:

- (1) The general aspects of School Managing Committee (SMC) including its existing formation and the powers, duties and responsibilities of SMC defined in the Government documents.
- (2) The powers and functions actually performed by the chairmen and members of the School Managing Committees.

¹Vide Appendix A,B,C,D

- (3) Estimate and ascertain the legal powers of SMC in respect of school administration, management and supervision in primary schools.
- (4) Views of the SMC members and supervisory personnel (AUEO, UEO and DPEO) on some working conditions and facilities required for the efficient performance of the function.
- (5) Estimate of the supervisory personnel as to the percentage of time s/he spent in the performance of administrative duties and responsibilities as well as in visiting the primary schools.
- (6) The role of SMC in respect of physical facilities, environment and infrastructure i.e. in the repair, construction and maintenance of primary schools.
- (7) The present role and responsibilities played by the SMC in respect of improved management, effective supervision and overall school developmental activities.
- (8) The reasons of SMC not to be involved and participated actively in management, supervision and school developmental activities.
- (9) The reasons for absence of SMC chairmen and members in the meeting and to find out the causes, ways and means to activate the present SMC.
- (10) Steps towards strengthening the role of SMC and other concerned agencies for improved management and effective supervision of primary schools in the country.
- (11) Need for ensuring accountability of SMC to ascertain and activate school management and supervision activities of primary schools.
- (12) Steps, procedure and tendency towards decentralization of the concerned agencies for efficient management and effective supervision system in the field of primary education.

3.6 Collection of Data

The researcher personally visited the selected primary schools, UEO and DPEO offices, MPME, NAPE and IER and administered the questionnaires to the chairmen and members of SMC, teachers, supervisions, teacher-educators, educational administrators and policy makers in person instead of sending the tools by post. The personal contact and interaction helped the researcher to have good relation with the respondents, to explain the objectives of the study and also to explain the meaning of the items of the questionnaires whenever necessary.

The researcher also collected opinions from the respondents through interviews and informal discussions. This personal contact helped the researcher enormously for having discussion with them about the decentralization of primary education management and supervision systems in Bangladesh.

3.7 Procedure for Analysis of Data

The data for the present study was collected by administering the tools developed by the researcher for the purpose. The procedure for analyzing and interpreting the data, an attempt was made to present the real picture of existing duties, responsibilities and powers of SMC in Bangladesh.

There were both open-ended and closed-ended items in the questionnaire used for the data collection. The responses to each closed-ended items were analyzed in terms of the frequency of the respondents agreement or disagreement with a particular response. The frequency was further converted into mean, Chi-Square (χ^2) value and measured significant test from the table of Chi-Square values. The responses to the open-ended items were recorded in figure and language and further analyzed suitably.

The process of the research design and the techniques of analyzing and interpreting the data have been discussed. The research design was analytical and explanatory survey type. In the next chapter, the analysis and interpretation of data have been presented in details.

3.8 Report writing

The concluding phase of the research study- 'report writing' started as soon as the consolidation, analysis of the findings and redesigning part were accomplished. The writing of the thesis was done on the basis of findings and actual field observation and experience of the researcher. Before writing the research report a chapterization plan was developed. Generally, recognized style for thesis writing was followed, while the report processed using the computer package MS word.

Chapter 4

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

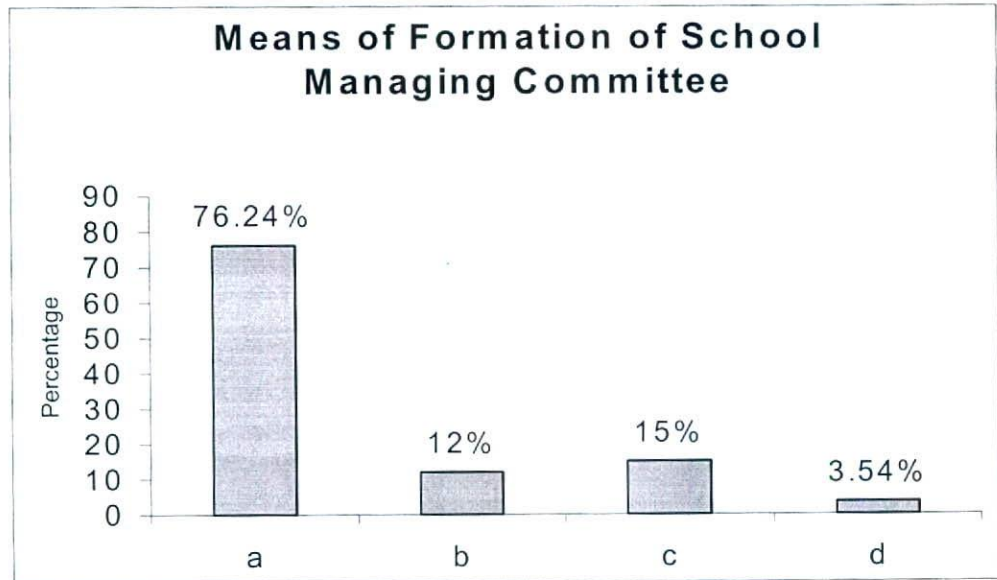
The data and information which were collected for this research study have been presented in this chapter. The presentation of data follows relevant analysis and interpretation. The presentation and analysis have been made under four major sections: a) Formation and Functions of the School Managing Committee (SMC), b) Management of Primary Education, (c) Supervision of Primary Education, and d) Decentralization of Primary Education. Data have been presented under the above four sections each having different sub-sections:

(A) FORMATION AND FUNCTIONS OF THE SCHOOL MANAGING COMMITTEE (SMC)

4.2 Means of Formation of School Managing Committee

Of 282 respondents of different categories, an overwhelming majority 215 (76.24%) indicated that School Managing Committees (SMCs) were constituted through mutual understanding or unanimously. More than 95 percent of the supervisors, 77 percent of the SMC members and 69 percent of the teachers supported this statement. On the other hand 34 (12%) respondents indicated that managing committees were formed without any contest, the number of nomination papers was equal to the number of posts. Only 23(11.7%) indicated that managing committees were formed through election, either through secret ballot or through raising hands.

Figure 4.1



- a = Through Understanding
 b = Unanimously
 c = Through Election by Secret Ballot
 d = Through Election by Raising Hand

Table- 4.2

Means of Formation of School Managing Committee (SMC)

Means of formation	Member of SMC (N= 120)	Primary Teachers (N=120)	Supervisors (DPEO,UEO&AUJO) (N=42)	Total N=282
Through understanding	92(77%)	83(69.16%)	40(95.23%)	215(76.24%)
No excess nomination paper	12(10%)	20(17%)	2(4.77%)	34(12%)
Through election by secret ballot	10(8.3%)	13(11%)	-	23(8.15%)
Through election by raising hand	6(5%)	4(3.33%)	-	10(3.54%)

It is evident from the statistics provided in Table 4.1 that more than three-fourths of the SMCs were formed through understanding. Others were formed through election.

4.3. Regularity of School Managing Committee Meeting

There was a Government regulation that the meeting of the School Managing Committee should be held once in each month in all primary school. Most of the members of the School Managing Committee (67%), a great majority of the primary school teachers (80%), a good number of supervisors (40.47%) reported that the meeting of School Managing Committee used to hold regularly while 37(3%) members of School Managing Committee, 23(19.16%) primary school teachers and majority of the supervisors (54.77%) stated that the meeting of the School Managing Committee used to hold at longer intervals than the prescribed interval. Only 3(2.5%) members of the School Managing Committee, one primary school teacher and 2(4.77%) supervisors reported that meetings were seldom regular.

Figure 4.3

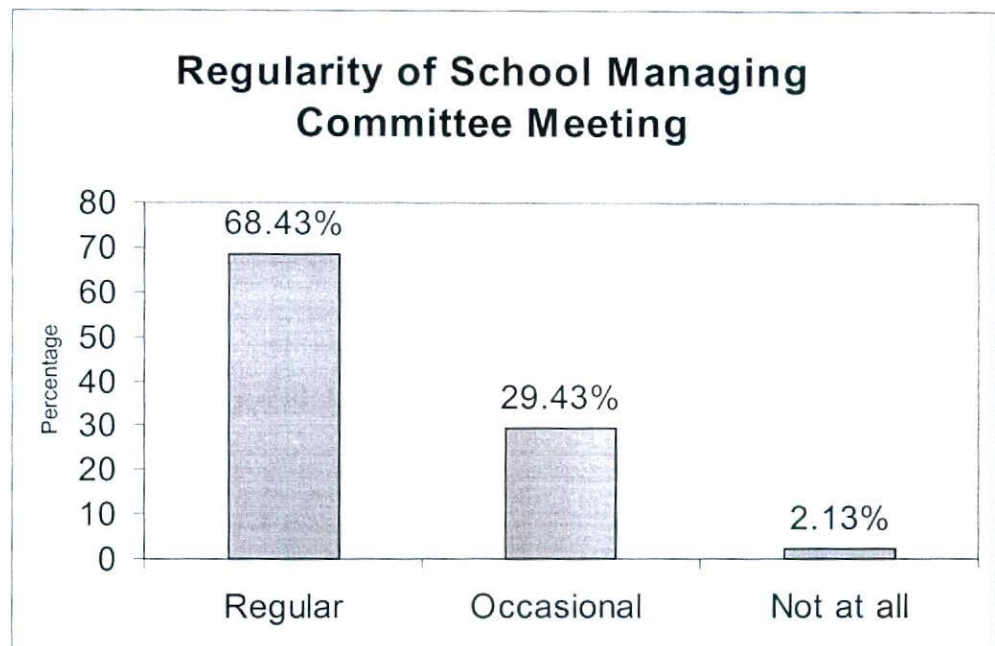


Table- 4.4

Regularity of School Managing Committee Meeting

Holding SMC meeting	Member of SMC (N= 120)	Primary Teachers (N=120)	Supervisors (DPEO, UEO&AUEO) (N=42)	Total N=282
Regular	80(67%)	96(80%)	17(40.47%)	193(68.43%)
Occasional	37(31%)	23(19.16%)	23(54.77%)	83(29.43%)
Not at all	3(2.5%)	1(08%)	2(4.77%)	6(2.13%)

The data in the Table 4.2 clearly indicate that the meeting of the School Managing Committee was regular in most of the primary schools. However, the meeting of the School Managing Committee was not regular in a few primary schools.

4.4. Frequency of the Meeting of School Managing Committee

On the query about the frequency of the meeting of the School Managing Committee during the last six months, majority of the members of School Managing Committee (55.83%), a good proportion of the primary school teachers (40.83%) reported that on an average 6 meetings were held during that period. Some members of the School Managing Committee (15%), some of primary teachers (17.5%) mentioned the number was 5. Some other members of SMC (10.83%), and primary school teachers (10%) indicated 4 times while a few others of SMC (7.5%) and (2.5%) teachers reported 3 times. A little more than one percent of the respondents stated that meeting held more than 6 times during the said period.

Table- 4.5

Frequency of the meeting held during the last six months

No. of meetings held	Member of SMC (N= 120)	Primary Teachers (N=120)	Total N=240
3	9(7.5%)	3(2.5%)	12(5%)
4	13(10.83%)	12(10%)	25(10.42%)
5	18(15%)	21(17.5%)	39(16.25%)
6	67(55.83%)	49(40.83%)	116(48.33%)
7	3(2.5%)	1(.83%)	4(1.66%)
8	1(8.3%)	2(1.66%)	3(1.25%)

As regards the frequency of the meeting of School Managing Committee, it was evident from the Table 4.3 that the meeting was held once in every month in one half of the schools and in other schools frequency was less than this.

Table 4.6

Correlations between Responses of SMC Members and Teachers on Frequency of SMC Meeting

		SMC	TEACHERS
Pearson Correlation	SMC	1.000	.978
	TEACHERS	.978	1.000
Sig. (2-tailed)	SMC	.	.001
	TEACHERS	.001	.
N	SMC	6	6
	TEACHERS	6	6

*** Correlation is significant at the 0.01 level (2-tailed).*

The value of Pearson Correlation between the opinions of the SMC members and the teachers was found significant at the 0.01 level. It indicates that there existed significant difference among the opinions of the two groups of respondents regarding the frequency of the SMC meeting.

4.5 Attendance in SMC Meeting.

In response to an inquiry about average attendance of the members in the meeting of the School Managing Committee (SMC), 93(38.75%) respondents stated that on an average out of 11 members 6 attended the meetings, the percentage of attendance was 54.54. The break-up of the above respondents were 49(40.83%) SMC members and 44(36.66%) teachers. A total of 47(19.55%) respondents of which 26(21.66%) were SMC members and 21(17.5%) teachers, mentioned 5 as average attendance while 54(22.5%) respondents indicated that average attendance was less than 5. According to only 6(2.5%) that was more than 6.

Table- 4.7

Attendance of Members in SMC Meeting

Average attendance in the meeting	Member of SMC (N= 120)	Primary Teachers (N=120)	Total N=240
3	15(12.5%)	3(2.5%)	18(7.5%)
4	24(20%)	12(10%)	36(15%)
5	26(21.66%)	21(17.5%)	47(19.55%)
6	49(40.83%)	44(36.66%)	93(38.75%)
7	2(1.66%)	1(0.83%)	3(1.25%)
8	2(1.66%)	1(0.83%)	3(1.25%)

As illustrated in Table 4.4 on an average attendance of the members in the meeting of Managing Committee was 6 in number out of 11 members.

Table 4.8

Correlations between Responses of SMC Members and teachers on Attendance of SMC Members

		SMC	TEACHERS
Pearson Correlation	SMC	1.000	.960
	TEACHERS	.960	1.000
Sig. (2-tailed)	SMC	.	.002
	TEACHERS	.002	.
N	SMC	6	6
	TEACHERS	6	6

** Correlation is significant at the 0.01 level (2-tailed).

There existed significant difference between the opinions of the SMC members and the teachers with regard to average attendance of SMC members in the SMC meeting. Pearson correlation value was found significant at the 0.01 level.

4.6. Size of School Managing Committee.

A question regarding size of the SMC was asked only to the primary school teachers. In response to that question, an overwhelming majority of the

respondents (94%) reported that the number of members was 11, while a few respondents (6%) stated 10 as the size of their School Managing Committee. The responses were in line with the Government rule regarding formation of SMC. As per rule, donor of land or his/her representative would be life-member of the SMC. Therefore, the schools having no donor were supposed to have 10-member committee.

A vast majority of the schools had 11-member School Managing Committee.

4.7. Means of Convening Meeting of SMC

As regards the means of convening meeting of School Managing Committee, a vast majority of the members of School Managing Committee (87%) as well as the teachers (75%) reported that notices of SMC meeting were disseminated among the members through notice book where members being informed used to put their signature. Some SMC members (11.67%) and teachers (17.5%) indicated that letters were sent to the SMC members by student or employee. None of the respondent reported in favor of sending verbal message by students or others. A very few members (1.67%) and primary teachers (5%), stated that teachers personally informed the SMC members.

Table- 4.9

Means of Convening Meeting of SMC

Means	Member of SMC (N= 120)	Primary Teachers (N=120)	Total N=240
Taking signature in the notice book	104(87%)	90(75%)	194(80.83%)
Sending letter by student or employee	14(11.67%)	21(17.5%)	35(14.58%)
Sending verbal message by student or others	0(0%)	0(0%)	(0.00%)
Through contact of teachers	2(1.67%)	6(5%)	8(3.33%)

It is clear from the Table 4.5 that SMC members were informed about the meeting by notice served through either notice book or letters.

4.8. Opinions Regarding Tenure of the School Managing Committee

According to the Government rule the duration of SMC was 2 years. Respondents' views about the duration of the SMC were sought. A little more than one-fourth of the respondents were in favor of the existing duration of 2 years while others wanted extension of the duration. Of 312 respondents 129(41.35%) wanted 3-year, 51(16.35%) wanted 4-year and 48(15.38%) favored 5-year. As regards duration of SMC opinions were sharply divided. Members of SMC and the teachers in higher proportion wanted longer duration while other two groups-supervisors and educationists were in favor of 2 to 3 years duration.

Table- 4.10

Opinions Regarding Tenure of School Managing Committee

Suggested Tenure	Member of SMC (N= 120)	Primary Teachers (N=120)	Supervisors (DPEO, UEO&AUEO) (N=42)	Educationists (N=30)	Total N=312
2 years	22(18.33%)	36(30%)	19(45.23%)	7(23.33%)	84(26.92%)
3 years	45(37.5%)	47(39.16%)	21(50%)	16(53.33%)	129(41.35%)
4 years	30(25%)	16(13.33%)	0(0%)	5(16.67%)	51(16.35%)
5 years	23(19.17%)	21(17.5%)	2(4.77%)	2(6.67%)	48(15.38%)

It was quite evident from the Table 4.7 that highest proportion of the respondents were in favor of 3-year duration.

4.9. Present Formation System Of SMC

On the query about the present formation system of School Managing Committee, an overwhelming majority of the members of SMC (83.33%), primary school teachers (84.16%), supervisors (83.33%) and educationists (66.67%), gave affirmative response in favor of the prevailing system of the formation of SMC. Others, the SMC members (16.67%), the teachers (15.83%), the supervisors (16.67%) and the educationists (33.33%) did not like this system.

Prevalent system of the formation of SMC was found to be acceptable.

When asked to propose change in the formation of SMC, an overwhelming majority of the respondents refrained from replying this question. Only 5.92 percent respondents mentioned that the number of teacher representative should be increased from one to two and a very few respondents opined to include more guardians, ward members, ward commissioners, Retired Government officers and Health workers. The respondents suggested that they should be selected by the Upazila Education Officer.

4.10. Inclusion of Assistant Upazila Education Officer in the SMC as Ex-Officio Member.

On the query about the membership of Assistant Upazila Education Officer (AUEO) in the School Managing Committee as an ex-officio member, majority of the SMC members (58.33%), a good number of primary school teachers (46%), and supervisors (40.47%), and a few educationists (20%) replied affirmatively while about (41.67%) SMC members, majority of the primary teachers (54.16%) and supervisors (59.53%), and a vast majority of the educationists (80%) replied in the negative. The statistics showed sharp differences in responses. An overwhelming majority of the educationists and supervisors opposed the proposition while majority of the SMC members supported it.

Table 4.11

Opinions Regarding Inclusion of AUEO in the SMC.

Category of Respondents	Yes (Percentage)	No (Percentage)
Teachers	46.00	54.00
SMC members	58.33	41.67s
Supervisors	40.47	59.53
Educationists	20.00	80.00

Finally, it could be seen from the data that a majority of the respondents expressed their opinion against the membership of Assistant Upazila Education Officer in the School Managing Committee.

Table 4.12

Difference of Opinions of Different Categories of Respondents

Category of respondents	Yes or No	Observed Frequency Oij	Expected Frequency Eij	Oij - Eij	$\frac{Oij - Eij}{Eij}$
Teachers	Yes	55	57	-2	0.07
	No	65	63	2	0.06
SMC Members	Yes	70	57	13	2.96
	No	50	63	-13	2.68
Supervisors	Yes	17	20	-3	0.45
	No	25	22	3	0.41
Educationists	Yes	6	14	-8	4.57
	No	24	16	8	4.00

$$\therefore \chi^2 = \sum \frac{(Oij-Eij)^2}{Eij} = 15.20$$

$$\begin{aligned} \therefore \text{Degree of freedom} &= (c-1)(r-1) \\ &= (2-1)(4-1) \\ &= 1 \times 3 = 3 \end{aligned}$$

Table value of χ^2 for 3 degrees of freedom at 5% level is 7.815. The calculated value of χ^2 is 15.20 which is greater than its table value. Therefore, it can be concluded that the responses of different categories of respondents were not similar.

4.11. Teacher-SMC Relationship and Contact.

As regards establishing and maintaining regular contact and rapport of Head teacher and other teachers with SMC, majority of SMC members (75%), a vast majority of the primary school teachers (89.16%) and some supervisors (26.19%) reported it as regular while a considerable number SMC members (20.83%), few primary school teachers (10%) and almost three-fourths of the supervisors (73.81%) stated it as occasional. Only (4.16%) members, a very negligible number of primary teachers (08%) considered it as very weak.

Table- 4.13

Contact between Teachers and SMC Members

Frequency of contact	Member of SMC (N= 120)	Primary Teachers (N=120)	Supervisors (DPEO, UEO&AUEO) (N=42)	Total N=282
Regular	90(75%)	107(89.16%)	11(26.19%)	208(73.75%)
Occasional	25(20.83%)	12(10%)	31(73.81%)	68(24.11%)
Not at all	5(4.16%)	1(08%)	0(0.0%)	6(2.12%)

The figures in Table 4.8 bears the testimony to the fact that contacts between teachers and the members of SMC was regular in most of the schools. In other schools it was occasional.

4.12. Implementation of the Decision by the SMC

On the query about the opinion concerning steps taken to implement the decision of the School Managing Committee, majority of the members of SMC (64.16%), and the teachers (63.02%) and a very few supervisors (4.77%), reported that specific and necessary steps were taken to implement the decision of the School Managing Committee while a considerable number of SMC members (35%), and teachers (36.13%), the vast majority of the supervisors (90.47%) stated that measures were undertaken in some cases. A very negligible number of SMC members (0.85%), teachers (0.84%), and supervisors (4.77%) replied negatively in this regard.

Table- 4.14

Extent of Measures Taken to Implement SMC Decisions

Extent of Measures Taken	Member of SMC (N= 120)	Primary Teachers (N=119)	Supervisors (DPEO, UEO&AUEO) (N=42)	Total N=281
a) In every respect	77(64.16%)	75(63.02%)	2(4.77%)	154(54.80%)
b) In some cases	42(35%)	43(36.13%)	38(90.47%)	123(43.77%)
c) Not done	1(0.85%)	1(0.84%)	2(4.77%)	4(1.42%)

It was evident from the Table 4.9 that necessary and specific measures were taken to implement the decisions of the SMC in majority of the schools and some measures were taken in good number of schools.

4.13. Implementer of the Decisions of SMC

On the query about the implementation of the decisions, a few members of School Managing Committee (4.20%), Primary school teachers (6.03%) and supervisors (2.56%) stated that decisions were implemented by the Head teachers while a very few other SMC members (4.20%), primary teachers (8.62%), and supervisors (5.12%) indicated that decisions were implemented jointly by the Head Teacher and the teachers. About (2.52%) of SMC members

and primary teachers (2.59%) reported that the members of School Managing Committee themselves implemented their decisions while an overwhelming majority of the SMC members (89.07%), primary teachers (82.76%), and supervisors (92.30%) stated that the decisions were implemented by the members of School Managing Committee and teachers collectively.

Table- 4.15

Implementers of the Decisions of SMC

Implementers	Member of SMC (N= 119)	Primary Teachers (N=116)	Supervisors (DPEO, UEO&AUEO) (N=39)	Total N=282
Head Teacher	5(4.20%)	7(6.03%)	1(2.56%)	13(4.60%)
Head teacher and other teachers	5(4.20%)	10(8.62%)	2(5.12%)	17(6.02%)
Members of SMC	3(2.52%)	3(2.59%)	0(0.00%)	6(2.12%)
Members of SMC and teachers collectively	106(89.07%)	96(82.76%)	36(92.30%)	138(84.40%)

It is revealed from the statistics in Table 4.10 that decisions of the SMC were implemented jointly by the SMC members and the teachers in most of the schools.

B. MANAGEMENT OF PRIMARY EDUCATION :

4.14. Involvement of the Members of SMC in the School Management and Supervision.

In response to an inquiry regarding involvement of the members of the School Managing Committee in the school management and supervision, an overwhelming majority of the members of School Managing Committee (95.45%) and the educationists (93.33%), a vast majority of primary school teachers (81.35%) and supervisors (88.09%) indicated that the Managing Committees were involved in school management and supervision while a few SMC members (4.54%) and educationists (6.67%) some primary teachers (18.64%) and

supervisors (11.91%) stated that the School Managing Committees were not involved in school management and supervision.

Based on the findings it can be said the School Managing Committees were involved in the management of their respective schools.

4.15. Measures Taken by SMC against Teacher's Absenteeism, Late Arrival and Negligence of Duties.

On the above query, a great majority of the members of SMC (73.33%), majority of the teachers (62.5%) and a vast majority of the Supervisors (83.33) reported that necessary measures were taken by School Managing Committee against teacher's absenteeism, late arrival and negligence of duties while others, replied negatively in this regard.

It is obvious from the data that out of 282 respondents, a majority of them 198(70.21%) expressed positive opinion that necessary measures were taken by the members of the School Managing Committee against teacher's absenteeism, late arrival and negligence of duties.

4.16. Nature of Measures Taken by the SMC Against Teacher's Absenteeism, Late Arrival and Negligence of Duties

As regards nature of measures taken by the School Managing Committee against teacher's absenteeism, late arrival and negligence of duties, a good number of members of the School Managing Committee (46.81%), some primary school teachers (19.13%) and one-third of the supervisors reported that they informed the concerned authority for taking measures while a considerable number of members (24.47%), some teachers (30.77), a few supervisors (9.76%) stated that primarily warning was given to the teachers to be regular. A considerable number of members (12.76%), a few primary teachers (7.69%) and some supervisors (9.76%) expressed their opinion that necessary advice was given to the teachers to be regular through accountability while a very few SMC

members (3.19%), negligible number of teachers (1.92%), a very few supervisors (4.88%) stated that explanation was called in this respect. Apart from these, only (3.19%) members, and a very few teachers (2.78%) reported that regarding this matter, censure and arrangement of transfer to the teachers were done in serious cases while about (3.19%) members, few teachers (7.69%) and a very negligible number of supervisors (2.44%) indicated that initiatives were taken in this regard discussing with the School Managing Committee.

Table- 4.16

Measures Taken by the SMC Against Teachers' Absenteeism,
Late Arrival and Negligence of Duties

Measures Taken	Member of SMC (N= 94)	Primary Teachers (N=104)	Supervisors (DPEO, UEO&AUEO) (N=41)	Total N=239
1. The Concerned authorities were requested to take measures if necessary	44(46.81%)	20(19.13%)	14(34.15%)	78(32.63%)
2. Given warning to the teaches to be regular discussing in the SMC meeting	23(24.47%)	32(30.77%)	4(9.76%)	59(24.69%)
3. Provided necessary advice to the teaches for regular attendance	12(12.76%)	8(7.69%)	4(9.76%)	24(10.04%)
4. Issued show cause notice to the concerned teaches	3(3.19%)	2(1.92%)	2(4.88%)	7(2.93%)
5. Arranged transfer in serious cases	3(3.19%)	3(2.78%)	0(0.00%)	6(2.51%)
6. Taken initiative discussing with SMC	3(3.19%)	8(7.69%)	1(2.44%)	12(5.02%)

As illustrated in Table 4.11 a majority of the respondents stated that the concerned authorities were requested to take action for teachers' absenteeism, late arrival and negligence of duties.

4.17. Legal Powers of SMC in School Administration and Management

In response to an inquiry about the legal powers of the School Managing Committee in school management and administration, the opinions of the

respondents varied widely. A little more than one-half of the respondents stated that the SMC had very little or no legal power while others (47.9%) considered the power as very minimal. According to majority of the members of the SMC and teachers, SMC had legal power while majority of the supervisors and educationists did not agree with the proposition.

According to majority of the respondents there were no legal powers of the members of the Managing Committee in school administration and management.

4.18. Suggestion with regard to legal power and authority of the SMC

A great majority of the members of the School Managing Committee (83.33%), more than half of the teachers (53.12%), majority of the supervisors (68.42%) and a vast majority of the educationists (92%) reported that the members of the School Managing Committee should have legal authority and power with regard to administration, management and supervision. On the other hand, a considerable number of SMC members (16.67%), about half of the teachers (46.87%), some educational supervisors (31.57%) and only a few educationists (8%) replied negatively.

A vast majority of the respondents wanted that the School Managing Committee should have legal power and authority with regard to school administration, management and supervision.

4.19. Role of SMC with Regard to School Administration, Management and Supervision

When wanted to know as to whether the School Managing Committee used to play any role with regard to administration, management and supervision of the schools, majority of the members of the SMC, (67.5%), a vast majority of the primary teachers (71.19%) and an overwhelming majority of the supervisors (83.33%) replied affirmatively while about (32.5%) of the SMC members, some primary teachers (28.81%), a considerable number of supervisors (16.67%) replied in the negative.

Based on the opinions of the respondents it can be said that the SMC used to play roles with regard to administration, management and supervision of the school.

4.20. Nature of the Roles played by SMC regarding School Administration, Management and Supervision.

On the query about the nature of the roles played by the members of the School Managing Committee regarding school administration, management and supervision, a good number of SMC members (45.55%), a few teachers (11.97%) and many supervisors (47.61%) reported that the SMC used to supervise the attendance of students and teachers, while equal number of the SMC members (45.55%), some teachers (20.51%) and a considerable number of supervisors (26.19%) stated that the SMC members participated and cooperated in the overall development activities of school.

Apart from these, some members (23.33%), few teachers (6.84%) and a considerable number of supervisors (14.28%) indicated that they cooperated in improving the quality of education, while some SMC members (23.33%), few teachers (9.40%) and a negligible number of supervisors (7.14%) stated that they used to verify the progress of the education of their pupils. Moreover, few members (8.89%), some teachers (10.26%) and few supervisors (7.14%) opined that they took steps to raise admission and prevent dropout of children while a very few members (3.33%), teachers (7.69%) and supervisors (4.76%) reported that they cooperated in managing furniture for school.

Besides, only a few members (4.44%), a negligible number of teachers (5.13%) and few supervisors (7.14%) stated that they cooperated and helped in improving the school environment while a few other SMC members (3.33%), negligible number of teachers (5.98%) and only a few supervisors (4.76%) reported that they supervised the school activities regularly. Furthermore, SMC members (3.33%), a few teachers (3.42%) and only a few supervisors (4.76%) expressed that they used to maintain school properties while a negligible number of members (3.33%) and a few teachers (4.27%) indicated that the members of the

School Managing Committee cooperated in conducting co-curricular activities of schools. Statistics regarding administration, management and supervision have been presented in Table 4.12.

Table- 4.17

Role played by SMC in School Administration, Management and Supervision.

Nature of Roles	Member of SMC (N= 120)	Primary Teachers (N=117)	Supervisors (DPEO, UEO&AUEO) (N=42)	Total N=249
1. Supervised the attendance of the pupils and the teaches	41(45.55%)	14(11.97%)	20(47.61%)	75(30.12%)
2. Participated and provided cooperation in overall developmental activities of school	23(25.55%)	24(20.51%)	11(26.19%)	58(23.29%)
3. Provided cooperation in improving the quality of education	21(23.33%)	8(6.84%)	6(14.28%)	35(14.05%)
4. Verified the progress of education/learning of the pupils	19(23.33%)	11(9.40%)	3(7.14%)	33(14.05%)
5. Took steps to increase admission and prevent dropout.	8(8.89%)	12(10.23%)	3(7.14%)	23(9.24%)
6. Helped in improving the school environment	4(4.44%)	6(5.13%)	3(7.14%)	13(5.22%)
7. Maintained school properties	3(3.33%)	4(3.42%)	2(4.76%)	9(3.61%)
8. Supervised the school activities regularly	3(3.33%)	7(5.48%)	2(4.76%)	12(4.82%)
9. Managed furniture for school	3(3.33%)	9(7.69%)	2(4.76%)	14(5.62%)
10. Provided cooperation in conducting co-curricular activities of school	3(3.33%)	5(4.27%)	0(0.00%)	8(3.21%)

Based on the statistics it can be said that the School Managing Committees were involved in supervising attendance of the pupils and the teachers. Some committees were also involved in the development activities of the schools.

4.21. Activeness of the members of SMC

On the query about the activeness of the members of the School Managing Committee, three- fourths of the SMC members, most of the teachers (60%), a vast majority of supervisors (88.09%) and all the educationists (100%) reported

that most of the members of the existing managing committees were not active, while others evaluated them as active.

The data supported the fact that in about three-fourths of the schools SMCs were not active and those were active in one-fourth of the schools.

4.22. Specific Suggestions to Activate the Members of the SMC

When invited specific suggestions to activate the members of the School Managing Committee (SMC), about one half of the members (48.48%), few teachers (10.43%), some supervisors (24.39%) and a good number of educationists (46.67%) wanted inclusion of educated, conscious, responsible and interested persons as members in the School Managing Committee while 35.35 percent of the members, some of the teachers (12.17%), a good number of supervisors (34.15%) and about two third of the educationists (63.33%) suggested that orientation training be organized for the members of the School Managing Committee to accomplish their assigned duties and responsibilities.

Besides, some SMC members (28.28%), a few teachers (8.69%) and a few supervisors (9.76%) and educationists (10%) advocated in favor of conferring more administrative, supervisory and legal powers and authority to the members of the School Managing Committee, while a considerable number of SMC members (21.21%), some teachers (14.78%) and few supervisors (14.63%) suggested to provide some allowances for the members of the Managing Committee. Moreover, a few SMC members (10.10%), and teachers (6.95%), some supervisors (14.63%) and a negligible number of educationists (6.67%) indicated to convene the monthly meeting of the School Managing Committee and ensure attendance at the meeting while SMC members (7.07%), only (5.21%) of the teachers, supervisors (9.76%) and educationists (13.33%) suggested to advise the SMC members in discharging proper duties and responsibilities.

Apart from these, only 4 percent SMC members, a very negligible number of teachers (4.35%), only (4.88%) supervisors, and educationists (6.67%)

expressed their opinion to arrange entertainment for the members of the SMC in the meeting while only (4.04%) SMC members and a negligible number of primary teachers (3.87%) suggested for involving the SMC members in the co curricular activities.

Table- 4.18

Suggestions to Activate the Members of SMC

Suggestions	Member of SMC (N= 99)	Primary Teachers (N=115)	Supervisors (DPEO, UEO&AUEO) (N=41)	Educationists (N=30)	Total N=285
1. Inclusion of educated, conscious, responsible and interested persons as member in the SMC committee	48(48.48%)	12(10.43%)	10(24.39%)	14(46.67%)	84(29.47%)
2. Orientation training for the SMC members about their assigned duties and responsibilities	35(35.35%)	14(12.17%)	14(34.15%)	19(63.33%)	82(28.78%)
3. To confer more administrative, supervisory and legal powers to the members of SMC	28(28.28%)	10(8.69%)	4(9.76%)	3(10%)	45(15.79%)
4. To arrange some allowances for the committee	21(21.21%)	17(14.78%)	6(14.63%)	0(0.00%)	44(15.44%)
5. To convene the SMC monthly meeting and ensure attendance in the meeting	10(10.10%)	8(6.95%)	6(14.63%)	2(6.67%)	26(9.12%)
6. To advise the SMC members in discharging proper duties and responsibilities	7(7.07%)	6(5.21%)	4(9.76%)	4(13.33%)	21(7.37%)
7. To arrange entertainment for the SMC members in the meeting	4(4.04%)	5(4.35%)	2(4.88%)	2(6.67%)	13(4.56%)
8. To involve the SMC members in the co curricular activities	4(4.04%)	4(3.48%)	0(0.00%)	0(0.00%)	8(2.81%)

Majority of the respondents wanted inclusion of educated, conscious, responsible and interested persons in the SMC. A few others suggested to ensure

attendance of the SMC members in SMC meeting. But how to include educated person or how to ensure their attendance in SMC meeting were not mentioned.

4.23. Measures Taken by SMC in Solving Problems of Teachers, Students and Development of School During last year.

In response to an inquiry as to whether SMC undertook any measure for solving problems of teachers, students and development of school during last year, a vast majority of the SMC members (85.83%) and most of the teachers (79.16%) replied in the affirmative. While others mentioned that nothing of this kind was undertaken.

The overall responses were indicative of the fact that the SMC used to undertake measures to solve problems of teachers and pupils and for the development of the school.

4.24. Important Measures and Activities Taken by SMC

When asked to mention two important measures undertaken by the School Managing Committee during last year, some SMC members (27.5%) and majority of the teachers (68.33%) reported that the SMC took initiative to repair and supply of furniture while about (20%) of the members and few teachers (13.33%) stated that the SMC arranged construction of boundary wall of the schools. Apart from these, some SMC members (13.33%) and a considerable number of primary teachers (16.66%) reported that necessary repair and renovation of classroom, tube well installation, cleanliness of toilet, sanitation and water supply etc. were accomplished by the SMC while about (15%) of the members and few teachers (5.83%) mentioned important steps and activities as tree plantation in the school campus.

Besides, only a few (3.33%) SMC members, and a few teachers (3.33%) stated that the SMC took necessary steps for increasing admission and attendance, while a negligible number of members (1.66%) and a few teachers (4.16%) stated that the SMC provided cooperation for improvement of education.

Moreover, a negligible number of members (1.66%) mentioned that the SMC raised fund for purchasing educational equipments at school.

Table- 4.19

Measures Taken by School Managing Committee

Measures Undertaken	Member of SMC (N= 108)	Primary Teachers (N=119)	Total N=227
1. Repair and supply of furnitures at school	33(27.5%)	82(68.33%)	115(50.66%)
2. Construction of boundary wall	24(20%)	16(13.33%)	40(17.62%)
3. Tree Plantation in the school campus	18(15%)	7(5.83%)	25(11.01%)
4. Necessary Repair and renovation of class room, tube well setting, cleanliness of toilet, sanitation and water supply etc.	16(13.33%)	20(16.66%)	36(15.86%)
5. Taking necessary steps for pupils admission and ensure attendance	4(3.33%)	4(3.33%)	8(3.52%)
6. Cooperation for improvement of education	2(1.66%)	5(4.16%)	7(3.08%)
7. Raising fund for making educational equipments at school	2(1.66%)	0(0.00%)	2(0.88%)

Based on the statements of the respondents, the important measures undertaken by the SMC were repair and supply of furniture and construction of boundary wall of the school.

C. SUPERVISION OF PRIMARY EDUCATION

4.25. School Visit by the SMC

On an inquiry about the visitation of primary schools by the members of SMC during last six months, an overwhelming majority of the members (98.32%) replied that the primary schools were visited by the members of SMC during last six months while only a very few (1.68%) replied negatively.

It can be said that the members of the SMC used to visit their respective schools.

4.26. Frequency of School Visit by the Members of SMC

When wanted to know regarding the frequency of School visit by the members of the School Managing Committee during the last 6 months, the respondents (N=312) mentioned that they visited that primary schools 11.72 times on an average.

4.27. Performance of School Managing Committee

While reporting two important activities performed by the committee, some of the members (30.77%) mentioned that they used to inquire about the quality of teaching of the teachers, some other SMC members (28.20%) stated that they would inquire and advise the pupil's to be present regularly and read attentively. Apart from this, a considerable number of SMC members (11.96%) indicated that they supervised the attendance of the teachers i.e. their arrival and departure, a few respondents (8.55%) stated that they observed classroom teaching learning process.

Besides, a few SMC members (5.98%) mentioned that they adopted measures to increase admission of the pupils while equal number of members (5.98%) stated that they supervised the attendance of teachers and pupils. In addition, only a few members (4.27%) mentioned that they made initiative in improving overall environment of the schools.

Table- 4.20
Performance of SMC

Nature of Performance	Member of SMC (N= 117)	Total N=117
1. Made inquire about the quality of teaching of the teaches	36(30.77%)	36(30.77%)
2. Made inquiries and advise the pupils to be present regularly and read attentively	33(28.20%)	33(28.20%)
3. Supervised the attendance of the teaches (arrival and departure)	14(11.96%)	14(11.96%)
4. Observed teaching by the teaches in the classroom	10(8.55%)	10(8.55%)
5. Adopted measures to increase admission of the pupils	7(5.98%)	7(5.98%)
6. Supervised the attendance of teaches and pupils	7(5.98%)	7(5.98%)
7. Adopted measures to improve environment of schools.	5(4.27%)	5(4.27%)

It was evident from the Table 4.15 SMC members were more concerned about the quality of teaching and regularity of teachers and students.

4.28. Role and responsibility of SMC with regard to renovation and construction of school building.

In response to an inquiry about the role and responsibility of SMC with regard to renovation and construction of building and repair work, a vast majority of the SMC members (83.33%) and the teachers (79.16%), and an overwhelming majority of the supervisors (90.47%) replied in the affirmative while a considerable number of members (16.67%), some teachers (20.84%), and a few supervisors (9.52%) replied negatively.

It is revealed that the members of the SMC used to play specific role with regard to developmental activities of the schools.

4.29. Initiative Taken by SMC in Case of Unsatisfactory Developmental Activities.

In response to an inquiry about the measures they had undertaken when school renovation and repair work was not satisfactory, a considerable number of SMC members (29.73%), and teachers (21.37%), and about half of the supervisors (47.62%) reported that the members of SMC used to inform the concerned higher authority while only (14.41%) SMC members, and some teachers (19.66%) stated that the SMC would inform the authorities through SMC resolution.

Apart from this, a few SMC members (6.31%), teachers (6.84%) and supervisors (7.14%) indicated that the SMC members kept watch for ensuring quality of school reformation and repair work while a few others SMC members (4.50%), teachers (8.55%) and supervisors (7.14%) mentioned that the SMC members supervised and gave warning. Besides, a very negligible number of SMC members (1.80%) and teachers (3.42%) opined that the SMC members accomplished the unfinished works giving financial assistance while only a few

SMC members (1.80%), a negligible number of teachers (0.85%) and only supervisors (4.76%) mentioned that the SMC members did not agree to put signature in the completion report.

Table- 4.21

Initiative Taken by the Members of SMC

Measures Taken by SMC	Member of SMC (N= 111)	Primary Teachers (N=117)	Supervisors (DPEO, UEO&AU EO) (N=42)	Total N = 270
1. Informed the concerned higher authorities	33(29.73%)	25(21.37%)	20(47.62%)	78(28.89%)
2. Informed the authorities through committee resolution if the work is not qualitative	16(14.41%)	23(19.66%)	0(0.00%)	39(14.44%)
3. Kept watch for ensuring quality of school reformation and repair work	7(6.31%)	8(6.84%)	3(7.14%)	18(6.67%)
4. Supervised the locality and give warning to be careful for doing the work qualitative	5(4.50%)	10(8.55%)	3(7.14%)	18(6.67%)
5. To hold them accountable for Unsatisfactory work.	3(2.70%)	0(0.00%)	0(0.00%)	3(1.11%)
6. Accomplished the unfinished works giving financial assistance	2(1.80%)	4(3.42%)	0(0.00%)	6(2.22%)
7. Did not put signature in the completion report	2(1.80%)	1(0.85%)	2(4.76%)	5(1.85%)

It is clear from the above analysis that the role of the SMC was very limited with regard to developmental activities of the school. The SMC used to bring the matter to the notice of the concerned authorities.

4.30 Validity of the Monthly Statement Sent by the Head Teacher

In response to an inquiry about countersigning of the teachers' monthly return by the chairman of SMC, a vast majority of the SMC members (91.67%) and teachers (96.67%), and most of the supervisors (71.42%) stated that the chairman used to inquire about the validity of the statement of the monthly return while few members (8.33%), a negligible number of primary teachers (3.33%), and a considerable number of supervisors (28.58%) mentioned that the chairmen used to sign without verifying the accuracy of the statement.

The data clearly indicate that monthly returns were countersigned by the chairmen of most of the School Managing Committees inquiring their validity at the time of sending to Upazila Education officers.

4.31 Supervision of the Daily School Activities by SMC

In response to an inquiry as to whether the SMC would supervise the daily activities of the school and discuss about daily activity in the SMC meeting, of the 240 respondents, most of the SMC members (83.33%) and majority of the teachers (60%) replied in the affirmative while some SMC members (16.67%) and a good number of the teachers (40%) replied negatively in this regard.

It was evident from the data that the daily school activities were supervised by the members of the School Managing Committee and discussed in the meeting of the SMC.

4.32. Signing the Completion Report by the Member Secretary

When asked as to whether the Head Teacher signed the completion report of the development works after consulting the SMC, a vast majority of the SMC members (95%), teachers (95.84%), and supervisors (88.09%) mentioned that the Head Teacher as member secretary of the SMC used to do so, while about (5%) of the SMC members, only a few teachers (4.16%), and some supervisors (11.90%) replied in the negative.

It is revealed from the stated responses that the Head Teacher used to discuss with the SMC before signing the completion report.

4.33. Regularity of the Quarterly Report

As regards regularity of the quarterly report which included regarding pupil's attendance, dropout and teacher's responsibilities, most of the SMC members (79.83%), a vast majority of the teachers (92.50%), and the supervisors (95.23%) mentioned it as regular while some SMC members (12.60%), a negligible

number of teachers (2.5%) and few supervisors (4.77%) stated that it was occasional. Apart from this, some SMC members (7.56%) and only a few teachers (5%) expressed negative opinion in this regard.

Table-4.22

Report Sent in Respect of Pupil's Attendance, Dropout and Teacher's Responsibilities.

Regularity of Quarterly Report	Member of SMC (N= 119)	Primary Teachers (N=120)	Supervisors (DPEO, UEO&AUEO) (N=42)	Total N=281
Regular	95(79.83%)	111(92.5%)	40(95.23%)	246(87.54%)
Occasional	15(12.60%)	3(2.5%)	2(4.77%)	20(7.11%)
Not at all	9(7.56%)	6(5%)	0(0.0%)	15(5.33%)

It would be evident from Table 4.17 that quarterly report was sent regularly with signature of the chairman of the School Managing Committee in respect of pupil's attendance, dropout and teacher's responsibilities.

4.34. Organization and Management of Co-Curricular Activities

In response to an inquiry whether the school authority took opinion of the members of SMC regarding organization and management of co-curricular activities at school, three-fourths of the SMC members, and the teachers and 80 percent of the supervisors replied in the affirmative while SMC one-fourth of the SMC members and teachers and about one-fifth of the supervisors replied negatively in this regard.

The data clearly indicate that school authority used to discuss with the members of the School Managing Committee about the organization and management of co curricular activities at the primary schools.

4.35. Invitation of the Members of SMC at the Various Functions of School.

In response to an inquiry as to whether the members of SMC were invited at the various functions of the school like Prize Giving Ceremony, Milad Mahfil, Sports & Cultural Competition, a vast majority of the SMC members (80.67%), the teachers (88.33%), and the supervisors (76.19%) mentioned that they were invited in all occasions while a considerable number of members (18.48%), few primary teachers (11.67%), and some supervisors (23.81%) stated that was done occasionally. Besides, only a very few (0.84%) members expressed negative opinion in this regard.

Table- 4.23

Invitation of the Members of SMC at the Various School Functions

Frequency of Invitation	Member of SMC (N= 119)	Primary Teachers (N=120)	Supervisors (DPEO, UEO&AUEO) (N=42)	Total N=281
Regular	96(80.67%)	106(88.33%)	32(76.19%)	234(83.27%)
Occasional	22(18.48%)	14(11.67%)	10(23.81%)	46(16.37%)
Not at all	1(0.84%)	0(0.00%)	0(0.00%)	1(0.35%)

As illustrated in Table 4.18 reveal that members of the School Managing Committee were invited regularly at the various functions of primary schools like prize giving ceremony, Milad Mahfil, Sports & Cultural Competition etc.

4.36. Interaction Between Supervisor and SMC Members on Problems of the School.

Of 282 respondents 165(58.51%) expressed positive opinion indicating that the supervisors discussed with the members of the SMC about the problems of the schools. Others replied in the negative. Category wise responses varied widely, 40 percent of the SMC Members, 63 percent teachers and cent percent supervisors provided affirmative response

4.37. Frequency of Interaction

In response to an inquiry about the frequency of interaction between the supervisor and the SMC members during the last six months, the members of SMC mentioned 4, primary school teachers 3.1 while the supervisors mentioned 10.42 times on an average. There existed wide variation between the responses of the supervisors and those of the SMC members and teachers.

4.38. Problems Discussed with SMC Members by the Supervisors During School Supervision.

In response to an inquiry about the problems discussed with the members of the SMC by the supervisors during school supervision, a good number of SMC members (40.40%), some primary teachers (31.09%) and majority of the supervisors (52.38%) mentioned that the supervisors discussed about increase the attendance of the pupils while some SMC members (14.14%) and supervisors (19.04%) and a few teachers (8.40%), stated that they discussed about the overall development of schools.

Besides, about (11.11%) of the SMC members, few teachers (7.56%), and a considerable number of supervisors (21.42%) reported that they discussed to ensure the quality of education while a few SMC members (6.06%), few teachers (8.40%), and a considerable number of supervisors (23.81%) stated that they discussed about ways and means of increasing attendance and reducing dropout rates. Apart from these, a few SMC members (4.04%), a very negligible number of teachers (0.84%), and some supervisors (11.90%) indicated that the supervisors advised to improve the school environment while only a few SMC members (3.03%), the teachers (2.52%), and supervisors (4.76%) stated that they discussed about the repair of the schools.

Moreover, only 11.90 percent of the supervisors reported that the supervisors discussed about the appointment of teachers in the vacant posts while only a few

SMC members (3.03%), and a negligible number of teachers (1.68%) mentioned that they advised about book distribution according to the Government rules. Besides, only a few SMC members (2.02%), and supervisors (2.38%) reported that the supervisors inquired about the child survey during school supervision.

Table-4.24

Problems Already Discussed with SMC by the Supervisors During School Supervision

Problems Discussed	Member of SMC (N= 99)	Primary Teachers (N=119)	Supervisors (DPEO, UEO&AU EO) (N=42)	Total N=260
1. Attendance of the pupils	40(40.40%)	37(31.09%)	22(52.38%)	99(38.08%)
2. Overall development of schools	14(14.14%)	10(8.40%)	8(19.04%)	32(12.31%)
3. Quality of education	11(11.11%)	9(7.56%)	9(21.42%)	29(11.15%)
4. Increasing attendance and reducing dropout of pupils	6(6.06%)	10(8.40%)	10(23.81%)	26(10%)
5. Repair of schools	3(3.03%)	3(2.52%)	2(4.76%)	8(3.08%)
6. Child survey	2(2.02%)	0(0.00%)	1(2.38%)	3(1.15%)
7. Improvement of school environment	4(4.04%)	1(0.84%)	5(11.90%)	10(3.85%)
8. Appointment of teachers in the vacant post	0(0.00%)	0(0.00%)	5(11.90%)	5(1.92%)
9. Book distribution according to Government rules	3(3.03%)	2(1.68%)	-	5(1.92%)

As illustrated in Table- 4.19 majority of the respondents mentioned the problems discussed with the members of SMC by the educational supervisors were about increasing the attendance of the pupils as well as about the overall development of schools.

4.39. Regular Supervision of Primary Schools by the Supervisors

This question was asked only to the primary school teachers and on the query about regular supervision of the schools by the supervisors, an overwhelming majority of the teachers (94.16%) replied affirmatively while a few teachers (5.84%) replied in the negative.

It clearly indicates that the schools were supervised regularly.

4.40. School Supervision During the last Six Months.

This question was asked only to the Primary school teachers and in reply to that question, it was reported that Assistant Upazila Education Officers (AUEOs) visited each primary school on an average 4.4 times during last six months while Upazila Education Officers (UEOs) visited the schools 1.04 on an average. Besides, District Education Officers (DPEOs) visited the schools whose average was 0.46% while the members of the School Managing Committee (SMC) visited the primary schools 5.53 times on an average during the last six months.

It may be mentioned here that few respondents reported that apart from the educational supervisors like AUEO, UEO, DPEO and SMC Chairman, some other personnel namely Deputy Commissioner (DC), Additional Deputy Commissioner (ADC), PTI Superintendent & Instructors, members of Union Parishad also occasionally visited some primary schools during last six months.

Table 4.25
School Supervision Data During the last Six Months

Average Number of Visits by Supervisory Personnel
(During 6 months)

Visitors	Average Number of Visits
AUEO	4.4
UEO	1.04
DPEO	0.46
SMC chairman	5.53
Others	-
Total	11.43

It clearly appeared from the Table 4.20 that the Primary Schools were mostly visited by the AUEO and the members of the SMC.

4.41. Different Aspects of Supervision by the Supervisors.

What did the supervisors do during school supervision- in response to this question, a good number of AUEO (43.33%), some UEO (15.84%), a few DPEO (6.67%) and one-fifth of the chairmen of the School Managing Committee reported that supervisors used to observe teacher's attendance during supervision while many AUEOs (42.50%) a considerable number of UEO (16.66%) a few DPEO (4.16%), some SMC chairmen (16.67%), mentioned pupil's attendance.

Apart from these, majority of the AUEO (62.50%), about one-third of UEO, some DPEO (11.66%), few SMC Chairmen (5.83%), reported that all school records and registers namely attendance register, leave register, cumulative/evaluation record, child survey, SMC meeting, book distribution, accounts register etc. were checked during supervision. Again about one-third of the AUEO, a considerable number of UEO (21.16%), some DPEO (15.83%), SMC chairmen (15.83%), and few others (8.33%) stated that the supervisors observed classroom teaching-learning process and overall school environment.

Moreover, a considerable number of AUEO (16.66%), and UEO (15%) DPEO (12.50%) some SMC chairmen (26.66%), and few others (7.50%) indicated that the supervisors observed overall activities of schools (present conditions and problems particularly in school management and administration) while a few AUEO (5%) a very negligible number of UEO (0.83%), very few (1.66%) DPEO, and few SMC chairmen 3(2.50%) mentioned about the observation of cluster training by the supervisors.

Besides, few respondents stated that except above mentioned aspects, some others viz IDEAL and CLE program activities, Cub activities, map of catchment area, Annual school games and sports, daily assembly, tree plantation etc. were also observed by the concerned supervisors and educational personnel.

Table- 4.26

Different aspects of supervision by the supervisors during the last six months.

Different aspects of management, supervision and others	AUEO 120	UEO 120	DPEO 120	SMC Chairman 120	Others 120	Total N= 600 (combined average)
1. Teacher's attendance	52(43.33%)	19(15.84%)	8(6.67%)	24(20%)	3(2.50%)	106(17.66%)
2. Pupil's attendance	51(42.50%)	20(16.66%)	5(4.16%)	20(16.67%)	5(4.14%)	101(16.83%)
3. All school records and registers (Attendance register, leave register, cumulative and evaluation record, child survey, SMC meeting, book distribution, accounts register etc.	75(62.50%)	36(30%)	14(11.66%)	7(5.83%)	5(4.16%)	137(22.83%)
4. Observation and supervision of classroom teaching learning process, quality of education and school environment etc.	38(31.66%)	26(21.16%)	19(15.83%)	19(15.83%)	10(8.33%)	112(18.67%)
5. Overall activities of school (Present conditions and problems particularly in school management and administration)	20(16.66%)	18(15%)	15(12.50%)	32(26.66%)	9(7.50%)	94(15.67%)
6. Cluster Training	6(5%)	1(0.83%)	2(1.66%)	3(2.50%)		12(2%)

It is obvious from the Table 4.21 that the supervisors used to supervise and observe all school records and registers i.e. attendance register, leave register, cumulative/evaluation records, child survey, SMC meeting, book distribution, accounts register etc.

4.42. Tasks Accomplished by the Supervisors During School Supervision

When asked to state the tasks that the supervisors usually accomplished during supervision, out of 162 respondents of two categories only, majority of the teachers (51.66%) and most of the supervisors (73.80%) reported that the supervisors usually supervised the teacher's and pupil's attendance while primary teachers (48.33%) and the supervisors (66.67%) stated that the teaching learning process in the classroom were supervised by the supervisors. Apart from this, considerable number of teachers (36.67%) and majority of the supervisors (57.14%) expressed opinion that the supervisors examined the registers and all school records while some teachers (33.33%) and a good number of supervisors (47.61%) replied that the supervisors supervised the campus cleanliness and classroom tidiness.

Besides, a considerable number of teachers (26.67%) and some supervisors (30.95%) stated that the supervisors supervised the school management aspects while the teachers (23.33%) and the supervisors (23.80%) reported that the supervisors supervised the effectiveness of the previous supervision report. Again some teachers (29.17%) and supervisors (38.09%) opined that the supervisors checked continuous evaluation records while few teachers (14.16%) and some supervisors (19.04%) mentioned that the supervisors took information about SMC meeting.

Table 4.27

Usual tasks of the supervisors during school supervision

Tasks Performed by Supervisors	Primary Teachers (N=120)	Supervisors (DPEO, UEO&AUEO) (N=42)	Total N=162
a) Supervising the Teacher's and pupil's attendance	62(51.67%)	31(73.80%)	93(57.40%)
b) Examining register and all school records	44(36.67%)	24(57.14%)	68(41.97%)

c) Checking continuous evaluation records	35(29.17%)	16(38.09%)	51(31.48%)
d) Supervising teaching learning process in the classroom	58(48.33%)	28(66.67%)	86(53.08%)
e) Campus cleanliness and classroom tidiness	40(33.33%)	20(47.61%)	60(37.03%)
f) Supervising the effectiveness of the previous supervision report	28(23.33%)	10(23.80%)	38(23.45%)
g) Supervising the school management aspects	32(26.67%)	13(30.95%)	45(27.78%)
h) Taking information about SMC meeting	17(14.16%)	8(19.04%)	25(15.43%)

It was quite evident from the Table 4.22 that the usual tasks accomplished by the supervisors during school visits were mainly the supervision of teacher's and pupil's attendance.

D. DECENTRALIZATION OF PRIMARY EDUCATION :

4.43. Suggestions Regarding Accountability of the Upazila Education Committee

On the query about the accountability of the Upazila Education Committee for its activities, only 22.5 percent of the SMC members, majority of the teachers (57.14%), and the supervisors (53.84%), and about 20 percent educationists reported that the Upazila Education Committee should be made accountable to the District Primary Education Officer (DPEO) while 35 percent of the SMC members, a considerable number of teachers (16.81%), some supervisors (28.20%) and majority of the educationists (53.33%) stated that the Upazila Education Committee should be made accountable to the Upazila Parishad.

Apart from this, about 31 percent of SMC members, 12.6 percent of the teachers, 12.82 percent of the supervisors and 23.33 percent of the educationist opined that it should be made accountable to the District Education Committee while about 11 percent of the SMC members, some teachers (12.60%) and only a few (3.33%) educationists expressed opinion that Upazila Education

Committee should be made accountable to the Upazila Nirbahi Officer. Besides, a negligible number of SMC members (0.83%), only a few a teachers (0.84%) and few supervisors (5.12%) indicated that the Upazila Education Committee should be made accountable to Member of parliament (Local MP), Director General (DG) DPE, Deputy Director (DD) primary etc.

Table-4.28

Accountability of the Upazila Education Committee

Accountable to	Member of SMC (N= 120)	Primary Teachers (N=119)	Supervisors (DPEO, UEO&AUEO) (N=39)	Educationists (N=30)	Total N=308
a) Upazila parishad	42(35%)	20(16.81%)	11(28.20%)	16(53.33%)	89(28.90%)
b) Upazila Nirbahi Officer	13(11%)	15(12.60%)	0(0.00%)	1(3.33%)	29(9.41%)
c) District Education Committee	37(31%)	15(12.60%)	5(12.82%)	7(23.33%)	64(20.78%)
d) District Primary Education Officer (DPEO)	27(22.5%)	68(57.14%)	21(53.84%)	6(20%)	122(39.61%)
e) Others	1(.83%)	1(.84%)	2(5.12%)	-	4(1.29%)

It could be seen from the Table 4.23 that although majority of the respondents indicated that Upazila Education Committee should be made accountable to the District Primary Education Officer (DPEO) who is the departmental authority whereas the second majority wanted that the Upazila Education Committee should be made accountable to the Upazil Parishad. It is clear here that the teachers and the supervisors wanted to be accountable to their departmental higher authority.

4.44. Role of SMC in School Management and Supervision

Respondents were asked to rate a group of statements by writing 1, 2 and 3 for each of the statements where 1 indicate first priority, 2 second priority and 3 third priority. A statement rated 1 was given 3, rated 2 was given 2 and rated 3 was

given 1 and mean value of each item was calculated using the following formula. So the statement having value around 3 would indicate that the respondents in higher number supported the statement with high priority, the value around 2 would express that the respondents provided second priority to it and the value around 1 would indicate that the respondents gave third or least priority. Based on the above scale, the findings have been presented and analyzed below:

Then each of the statements were scored using the following formula :

$$\text{Score of an item} = \frac{N^1 \times 3 + N^2 \times 2 + N^3 \times 1}{N}$$

Where

N = Total number of responses

N¹ = Number of responses where the item was given first priority

N² = Number of responses where the item was given second priority

N³ = Number of responses where the item was given third priority.

Role of SMC in School Management and Supervision :

In response to an inquiry about the present role of School Managing Committee in Management and Supervision, majority of the respondents of all categories mentioned that the main role played by the SMC was in assisting admission and attendance of all the school going children and motivating the parents to send back the dropout children while the second role was to provide cooperation in maintaining schools and its properties. The third role played by SMC was to respond at the call of the Head Teachers/Assistant Teachers in any activities of schools while the fourth role was to cooperate with the teachers and students in organizing co curricular activities. The other two roles indicated were to protect the use of the schools as the place of anti-social activities and conferring necessary financial and material help at school in emergency respectively. It is

interesting to note that only one category of respondents (educationists) replied negatively mentioning that the members of SMC played no role as the Head Teachers/Assistant Teachers did not like it.

Table 4.29

Role of SMC in School Management and Supervision

Roles played by the SMC	Member of SMC (N= 120)	Primary Teachers (N=120)	Supervisors (DPEO, UEO&AUEO) (N=42)	Educationists (N=30)	Total N=312 (Combined average)
1. To cooperate in maintaining schools and its properties	2.47	2.38	2.44	2.05	2.39
2. To ensure admission and attendance of all the school going children and motivating the parents to send back the dropout children.	2.28	2.46	2.40	2.81	2.42
3. To confer necessary financial and material help at school in emergency.	1.60	1.18	1.55	1.30	1.40
4. To cooperate with the teachers and students in organizing co curricular activities	1.60	1.48	1.66	1.87	1.59
5. To respond at the call of the Head Teachers/ Assistant Teaches in any activities of Schools	1.72	1.80	1.68	2.2	1.79
6. To protect from the use of schools as the place of anti-social activities.	1.30	1.51	1.50	1.75	1.45
7. Playing no role as the Head teacher/Assistant teacher does not like it.	-	-	-	1.57	-

Based on the opinions of the respondents it can be said that the major role played by SMC in School Management and supervision was to ensure admission and attendance of all the school going children and motivating the parents to send back the drop out children.

4.46 Reasons of Inactiveness of the SMC Members

When asked about the causes of the inactiveness of the SMC members, respondents of all categories mentioned that ignorance of SMC member in discharging their duties and responsibilities was the main cause of inactiveness of SMC. The second cause was mentioned as non availability of financial gain, while the third cause was the nationalization of primary schools. The fourth cause as per consideration of the respondents was want of authority for exercising and discharging duties and responsibilities of SMC and last cause was not informing SMC members about any activity of the school.

Table 4.30

Causes of Inactivity of the Members of SMC

Causes	Member of SMC (N= 120)	Primary Teachers (N=120)	Supervisors (DPEO, UEO&AUEO) (N=42)	Educationists (N=30)	Total N=312 (Combined average)
1. Ignorance of SMC members regarding their duties and responsibilities.	2.46	2.68	2.35	2.48	2.53
2. No financial gain in the involvement of school activities	2.03	2.11	2.19	1.73	2.05
3. For the cause of nationalization of primary schools.	1.55	1.87	1.96	1.86	1.76
4. The SMC members are not informed about any activities and functions of schools.	1.40	1.35	1.18	1.25	1.34
5. No cooperation of SMC is sought in school management, administration and to accomplish activities.	1.50	1.71	1.18	2.12	1.60
6. No necessary power is given in exercising and discharging duties and responsibilities of SMC	1.90	1.18	1.46	2.40	1.61

Based on the findings it can be said that ignorance of the members of SMC was the main cause of inactiveness of SMC and the second main cause was lack of financial gain.

4.47 Reasons for absence of the Members of SMC

In response to an inquiry about the reasons for absence of the SMC members in the SMC meeting, respondents of all categories mentioned that the SMC members used to engage in work i.e. they used to remain busy with work during meeting. The second reason was mentioned as ignorance of the SMC members about the importance of their presence in the meeting. Third reason was mentioned as SMC members were not informed about the meeting. The other two reasons were as not giving due importance to their opinion and absence of usual arrangement of entertainment in the meeting.

Table 4.31

Reasons for absence of the SMC members in the meeting.

Statements	Member of SMC (N= 120)	Primary Teachers (N=120)	Supervisors (DPEO, UEO&AUEO) (N=42)	Educationists (N=30)	Total N-312 (Combined average)
1. SMC members are engaged in work (Particularly remain busy with work during meeting)	2.65	2.66	2.32	2.30	2.58
2. Not to feel the necessity and importance of presence in the meeting.	2.12	2.14	2.46	2.60	2.22
3. Not to inform the SMC members in time about the meeting.	1.53	1.35	1.25	1.76	1.45
4. Not to give importance of the opinion and decision of SMC members	1.31	1.48	1.50	1.63	1.43
5. Having no usual arrangement of entertainment in the meeting.	1.30	1.16	1.50	1.44	1.29

According to the evidence of the Table 4.26, ignorance of the members of SMC with regard to discharging their duties and responsibilities was the main reason of inactiveness of the SMC members. It may be mentioned here that the statistics provided in the above table indicate that opinions of different categories of respondents were more or less homogeneous, their opinions did not vary widely.

4.48 Ways to Activate More the Members of SMC

As regards the ways and means of activating the members of SMC in management, supervision as well as in the overall school development activities, a vast majority of the respondents mainly suggested to intimate and aware the SMC members properly about their duties and responsibilities through training and orientation. The second suggestion was to give them right direction as to how the SMC members would discharge their assigned duties and responsibilities. Third measure was to give them authority to supervise schools.

Fourth measure was to consider recommendation of SMC with regard to promotion, transfer, experience bar cross (EB cross) of teachers and take punitive measures in the negligence of discharging duties and responsibilities when reported by the SMC. The other two suggested measures were to involve the SMC in the co curricular activities along with the various functions of schools and the other was to involve and ensure participation of the SMC members in the financial activities of schools.

Table- 4.32
Suggested measures for activating the SMC members

Suggested Measures	Member of SMC (N= 120)	Primary Teachers (N=120)	Supervisors (DPEO, UEO&AUEO) (N=42)	Educationists (N=30)	Total N=312 (Combined average)
1. To intimate and aware the SMC members properly about the duties and responsibilities through training (orientation)	2.78	2.75	2.87	2.77	2.78
2. To give right direction that how the SMC members will discharge the assigned duties and responsibilities.	1.88	1.99	1.18	1.94	1.83
3. To involve and ensure participation of the SMC members in the financial activities of schools.	1.39	1.18	1.30	1.53	1.31
4. To render overall supervisory responsibilities in the school activities.	1.79	1.46	1.25	1.62	1.57
5. To involve in the co-curricular activities along with the various functions of schools.	1.28	1.48	1.50	1.33	1.39
6. To take proper initiative in recommendation of SMC in respect of the teacher's promotion, transfer, experience bar cross (EB cross) and take punitive measures in the negligence of performing duties and responsibilities.	1.71	1.40	1.83	1.25	1.56

The statistics provided in the Table no. 4.27 indicate that an overwhelming majority of the respondents recommended for activating the SMC members about their duties and responsibilities through proper training and orientation.

4.49 Suggested Measures for Strengthening Supervision

When asked to suggest measures for strengthening supervision, respondents of all categories suggested to vest the responsibilities of supervision on the SMC regarding the attendance of the pupils and teachers as well as daily functioning of schools. The second measure was mentioned as fixing the target of school supervision of the field level supervisors and take initiative to implement it appropriately. Third measure was conferring responsibility to an AUEO for supervising maximum 20 primary schools. The other two suggested measures were to arrange effective training for the field level supervisors on academic supervision and increasing the traveling allowances and arrangement of tour for AUEO.

Table 4.33
Suggested Measures for strengthening supervision

Suggested Measures	Member of SMC (N= 120)	Primary Teachers (N=120)	Supervisors (DPEO, UEO&AUEO) (N=42)	Educationists (N=30)	Total N=312 (Combined average)
1. To vest the responsibilities of supervision on the SMC regarding the attendance of the pupils and teachers as well as daily functions of school.	2.77	2.55	1.93	2.59	2.55
2. To determine the target of school supervision of the field level supervisors and take initiative to implement it appropriately.	2.04	2.33	2.00	1.29	2.07
3. To arrange effective training for the field level supervisors on academic supervision.	1.51	1.79	1.54	2.11	1.68
4. To confer responsibility to an AUEO for supervising maximum 20 primary schools.	1.60	1.73	1.80	2.40	1.75
5. To increase the travelling allowances of AUEO and arrangement for tour.	1.45	1.46	2.49	1.57	1.61

As illustrated in the Table 4.28 a vast majority of the respondents suggested to vest responsibilities of supervision on the SMC regarding the attendance of the pupils and teachers as well as daily functioning of schools.

4.50 Suggested Measures for ensuring accountability

In response to an inquiry about the measures to ensure accountability for effective primary school management and supervision activities, most of the respondents suggested to provide the financial and other facilities for the teachers and the supervisors on the basis of examination result. The second measure was mentioned as to confer time scale, experience bar (EB cross), promotion etc. to all from classroom teacher to DPEO on the basis of evaluation of their performance. Third measure was suggested as to introduce a system to make the chairman and members of SMC accountable for their activities. The other two measures suggested by the respondents were to introduce system of submitting report by the SMC on the activities of teachers and supervisors at the end of the year and giving reward to the teachers and the officers for their excellent performance and to hold the SMC accountable to the Upazila Education Committee for all the activities.

Table 4.34

Suggested Measures for Ensuring Accountability

Suggested Measures	Member of SMC (N= 120)	Primary Teachers (N=120)	Supervisors (DPEO, UEO&AUEO) (N=42)	Educationists (N=30)	Total N=312 (Combined average)
1. To provide the financial and other facilities for the teachers and the supervisors on the basis of examination result.	2.55	2.35	2.00	2.33	2.38
2. To confer time scale, experience bar (EB cross), Promotion etc. to all the officers from classroom teacher to DPEO on the basis of evaluation of their performance.	2.26	2.43	2.66	2.16	2.37

3. To introduce system of submitting report by the SMC on the activities of teaches and supervisors at the end of the year and giving reward to the teachers and the officers on the basis of this report.	1.64	1.75	1.71	1.43	1.67
4. To introduce a system to make the chairman and members of SMC accountable for their activites.	1.62	1.74	1.56	2.38	1.73
5. The SMC will remain accountable to the Upazila Education Committee for all the activities.	1.31	1.49	1.68	2.05	1.5

It clearly appears from the Table that majority of the respondents were in favor of providing the financial and other facilities for the teachers and the supervisors on the basis of their examination results, and performances.

4.51 Suggested Measures for Decentralization

In response to an inquiry about the measures for decentralization of administration, supervision and management, respondents of all categories suggested to delegate the power with regard to the appointment, transfer, punishment, promotion, time-scale etc. of the teachers on the Upazlia Education Committee. The second measure was mentioned as to accomplish the transfer of the teachers of Upazila, District and Division respectively at the Upazila, District and Divisional level. Third measure was to vest the promotion, time scale, experience bar cross (EB cross) etc. to the Upazila level primary education administrators through SMC. The other two measures were to transfer the primary education management to the Upazila council without changing their existing status of the Government service and involve primary education management with the local Government i.e. union council and municipal council.

Table 4.35
Suggested Measures for Decentralization

Suggested Measures	Member of SMC (N= 120)	Primary Teachers (N=120)	Supervisors (DPEO, UEO&AUEO) (N=42)	Educationists (N=30)	Total N=312 (combined average)
1. To delegate the powers with regard to appointment, transfer, punishment, promotion, time scale etc. of the teachers on the Upazila Education committee	2.54	2.47	2.27	2.14	2.44
2. To accomplish the transfer of the teachers of Upazila, District and Division respectively at the Upazila, District and Divisional level.	1.73	2.12	2.15	1.41	1.91
3. To vest the promotion, time scale, experience bar cross (EB cross) etc to the Upazila level primary education administrators through SMC.	1.92	1.90	1.77	1.88	1.89
4. To transfer the primary education to the Upazila council without changing their existing status of the Government service of teachers in the light of the Government principles.	1.81	1.94	1.29	2.13	1.82
5. To connect and involve primary education management with the local Government (union council, municipal council).	1.70	1.22	1.81	1.75	1.54

It is evident from the statistics provided in Table 4.30 that an over whelming majority of the respondents expressed opinion to delegate powers concerning. Appointment, transfer, punishment, promotion, time-scale etc. of the teachers on the Upazila Education Committee as the necessary measures and steps for decentralization of effective school administration, supervision and management.

4.52 Suggested Measures for Qualitative improvement of Primary Education.

Here the respondents were required to indicate their opinion i.e. degree of agreement or disagreement with each of the possible answers and statements by putting a (✓) tick mark against one of the four alternative choices.

On the query about the specific suggestion for qualitative improvement of education through making SMC more active, majority of the SMC members (55.84%), some teachers (27.5%), many supervisors (45.23%), and majority of the educationists (66.67%) suggested to confer more responsibilities and necessary powers to SMC instead of all other committees and make SMC more dynamic and democratic while some SMC members (28.33%), Teachers (41.67%), and supervisors (42.85%), and some educationists (26.67%) wanted only SMC with more specific and well defined responsibilities and necessary powers instead of three committees.

Apart from this, some SMC members (14.16%), a considerable number of the teachers (29.16%), some supervisors (11.91%), and few educationists (6.67%) suggested to retain all the existing committees (SMC, PTA and Ward Committee) explicitly defining the powers and functions of each committee while only a few SMC members (1.67%), and teachers (1.67%) expressed different opinions in this regard. According to them the existing SMC should be continued to run the activities. Statistical analysis of the data was shown in the Table.

Table 4.36

Suggested Measures for Qualitative Improvement of Primary Education

Suggested Measures	Member of SMC (N= 120)	Primary Teachers (N=120)	Supervisors (DPEO, UEO&AUEO) (N=42)	Educationists (N=30)	Total N=312
1. To retain all the existing committees (SMC, PTA and Ward Committee) explicitly defining the powers and functions of the committee.	17(14.16%)	35(29.16%)	5(11.91%)	2(6.67%)	59(18.91%)
2. To retain only SMC giving more specific and well defined responsibilities and necessary powers instead of three committees.	34(28.33%)	0(41.67%)	18(42.85%)	8(26.67%)	110(35.25%)

3. To confer more responsibilities and necessary powers to SMC instead of all other committees and make SMC more dynamic and democratic enhancing partnership of the parents.	67(55.84%)	33(27.5%)	19(45.23%)	20(66.67%)	139(44.55%)
4. Different opinion.	2(1.67%)	2(1.67%)	0(0.00%)	0(0.00%)	4(1.28%)

It was quite evident from the Table-4.31 that an overwhelming majority of the respondents Suggested to confer more responsibilities and necessary powers to SMC instead of all other committees with a view to making SMC more dynamic and democratic enhancing partnership of the parents for qualitative improvement of Primary Education.

4.53 Development of Physical Facilities in Primary Schools

In response to an inquiry concerning the development of physical facilities like repair of school, construction of the new house and purchase of furniture, most of the SMC members (61.67%), more than one-third of the teachers (36.67%) a good number of supervisors (35.71%) and some educationists (30%) expressed opinion for accomplishment of works by the SMC under the guidance of Education Engineering Department (EED)/LGED as per plan by EED and LGED while one-third of the SMC members (32.5%) and many teachers (45.84%), a considerable number of supervisors (35.72%) and majority of the educationists (53.33%) expressed opinion for accomplishment by the contractor under the supervision of SMC as per plan mentioned at 2.

Besides, few SMC members (5.84%), a few teachers (10.84%), some supervisors (16.67%), and some educationists (6.67%) suggested accomplishment of works by the contractor under the supervision of EED and LGED as per existing rules, while few teachers (6.67%), some supervisors

(11.90%), and a few educationists (6.67%) wanted accomplishment of works by the contractor under the supervision of EED and LGED collectively while few teachers (6.67%), only (11.90%) of the supervisors, and about (10%) of the educationists expressed different opinion like the accomplishment of works by the contractor under the supervision of Head Teacher according to the plan by EED & LGED.

Table 4.37

Development of Physical Facilities

Suggested Measures	Member of SMC (N= 120)	Primary Teachers (N=120)	Supervisors (DPEO, UEO&AUEO) (N=42)	Educationists (N=30)	Total N=312
1. Accomplishment of works by the contractor under the supervision of Facilities Now Education Engineering Department (EED) and LGED as per existing rules.	7(5.84%)	13(10.84%)	7(16.67%)	2(6.67%)	29(9.29%)
2. Accomplishment of works by the SMC under the joint supervision of EED and LGED as per plan by EED and LGED department	74(61.67%)	44(36.67%)	15(35.71%)	9(30%)	142(45.51%)
3. Accomplishment by the contractor under the supervision of SMC as per plan mentioned at 2.	39(32.5%)	55(45.84%)	15(35.71%)	16(53.33%)	125(40.06%)
4. Different opinion.	0(0.00%)	8(6.67%)	5(11.90%)	3(10%)	16(5.12%)

The data in the Table- 4.32 clearly indicate that majority of the respondents supported the accomplishment of works by the SMC under the supervision of the EED/LGED as per plan of EED and LGED department.

4.54 Suggestions Regarding Decentralization of Primary Education

As regards decentralization of the management of primary education, majority of the members of SMC (60.84%), more than one-third of the teachers (34.16%), a

considerable number of supervisors (23.81%), and half of the educationists (50%) wanted that the responsibilities of primary education management and supervision in Bangladesh should be vested at the grass-roots level (SMC) while SMC members (34.16%), about (51.67%) of the teachers, and supervisors (52.38%), and one-third of the educationists (33.33%) considered it at regional level (Upazila Education Committee).

Apart from this, very few SMC members (5%), a very negligible number of teachers (0.83%), and a very few supervisors (2.38%) suggested that the responsibilities of primary education management and supervision to be given at District level (District Education Committee) whereas a considerable number of teachers (13.33%), and supervisors (21.42%), and some educationists (16.67%) expressed different opinion that responsibilities to be vested to the departmental higher authority at all levels.

Table 4.38
Suggestions Regarding Decentralization of Primary Education

Suggestions	Member of SMC (N= 120)	Primary Teachers (N=120)	Supervisors (DPEO, UEO&AUEO) (N=42)	Educationists (N=30)	Total N=312
1. At grass-roots level (SMC)	73(60.84%)	41(34.16%)	10(23.81%)	15(50%)	139(44.55%)
2. At regional level (Upazila Education Committee)	41(34.16%)	62(51.67%)	22(52.38%)	10(33.33%)	135(43.26%)
3. At District level (District Education Committee)	6(5%)	1(.83%)	1(2.38%)	0(0.00%)	8(2.56%)
4. Different Opinion	(0.00%)	16(13.33%)	9(21.42%)	5(16.67%)	30(9.61%)

Respondents favored local level management and supervision of primary education.

The members of SMC wanted that the responsibilities of primary education management and supervision be vested on the SMC, whereas primary school teachers suggested that the responsibilities should be given to the Upazila

Education Committee. A sharp difference was noticed between the opinions of the teachers and the SMC members.

4.55 Suggested Measures for Ensuring Accountability of the Teachers

To whom the teachers should be made responsible and accountable in response to this question, a good number of the members of SMC, (42.5%) majority of the primary school teachers (53.33%), half of the supervisors (50%), and majority of the educationists (56.67%) suggested that the teachers would be made accountable to the Upazila Education Committee while majority of the SMC members (51.67%), one-fourth of the teachers, and educationists and a considerable number of supervisors (19.04%) opined that the teachers would be made accountable to the local authority (SMC).

Besides a few SMC members (4.16%), only a few teachers (2.5%), and a few supervisors (4.77%) indicated District Education Committee whereas a negligible number of the SMC members (1.67%), some supervisors (26.19%), and a considerable number of teachers (18.33%) and educationists (16.67%) expressed different opinions such as teachers would be made accountable to their employer, to the departmental higher authority, or to the Upazlia Education officer.

Table 4.39

Accountability of Teachers Regarding School Activities

Suggestions	Member of SMC (N= 120)	Primary Teachers (N=120)	Supervisors (DPEO, UEO&AUEO) (N=42)	Educationists (N=30)	Total N=312
1. Local Authority (SMC)	62(51.67%)	31(25.83%)	8(19.04%)	8(26.67%)	109(34.93%)
2. Upazila Education Committee	51(42.5%)	64(53.33%)	21(50%)	17(56.67%)	153(49.03%)
3. District Education Committee	5(4.16%)	3(2.5%)	2(4.77%)	0(0.00%)	10(3.20%)
4. Different opinion	2(1.67%)	22(18.33%)	11(26.19%)	5(16.67%)	40(12.82%)

It appeared from the Table 4.34 that a majority of the respondents expressed opinion that the primary school teachers should be made accountable to the Upazlia Education Committee.

4.56 Suggestions regarding Transfer, promotion, reward and Punishment of Teachers.

As regards transfer, promotion, reward and punishment of teachers the majority of the members of SMC (52.10%), and the supervisors (54.77%), a good number of teachers (44.53%) and one-third of the educationists (33.33%) reported that the transfer, promotion, reward and punishment of teachers should be done at the level of Upazila Education Committee based on the recommendation of SMC, while a considerable number of SMC members (23.52%), and teachers (23.52%), a few supervisors (9.52%), and half of the educationists (50%) stated that it should be done at the level of the District Education Committee based on the recommendation of SMC and Upazila Education Committee.

401381

Apart from this, a considerable number of SMC members (16.81%), primary school teachers (4.20%), and only a few supervisors (2.38%) mentioned that it should be done by the School Managing Committee (SMC) whereas a few members (7.56%), a good number of teachers (27.73%), one-third of the supervisors, and a considerable number of educationists (16.67%) expressed different opinions that the transfer, promotion, reward and punishment of teachers to be done by the District Primary Education Officer (DPEO) based on the recommendation of the Upazila Education Officer (UEO), at the District Education Committee on the basis of recommendation of the Upazila Education Committee.



Table 4.40

Transfer, Promotion, award and Punishment of Teachers

Suggestions	Member of SMC (N= 119)	Primary Teachers (N=119)	Supervisors (DPEO, UEO&AUEO) (N=42)	Educationists (N=30)	Total N=310
1. The School Managing , Committee (SMC)	20(16.81%)	5(4.20%)	1(2.38%)	0(0.00%)	26(8.38%)
2. Upazila Education Committee in recommendation of SMC	62(52.10%)	53(44.53%)	23(54.77%)	10(33.33%)	148(47.74%)
3. District Education Committee in recommendation of SMC and Upazila Education Committee.	28(23.52%)	28(23.52%)	4(9.52%)	15(50%)	75(24.19%)
4. Different Opinion	9(7.56%)	33(27.73%)	14(33.33%)	5(16.67%)	61(19.68%)

The data in the Table 4.35 clearly indicate that a majority of the respondents suggested that the transfer, promotion, reward and punishment of teachers be done at the level of Upazila Education Committee based on the recommendation of the School Managing Committee.

4.57. Suggestions with Regard to Duties, Responsibilities and Powers of SMC

A list of 14 items was given to the respondents as proposed responsibilities of the SMC and they were asked to indicate the item(s) which should be dropped from the list. Of 258 respondents 158 (61.24%) wanted exclusion of item number 6 (The concerned higher authorities will consider the report submitted by SMC mentioning about the positive and negative side of the teachers)

A total of 106 respondents (41%) suggested that item no 2 (To send proposal to the concerned higher authority for punitive punishment of the concerned teachers due to their negligence of duties and irregular attendance if the show cause is not considered acceptable) should be dropped from the list.

Again 100 respondents (38.76%) wanted exclusion of item no 7 (The School managing committee will be made accountable to the Upazila Education committee for all the activities). Exclusion of item no 9 (To propose and recommend to the higher authority about the transfer and promotion of teachers and employees of the schools) was wanted by 96(37.20%) of the respondents while exclusion items no 8 and 10 were wanted by 90(34.88%) respondents. About one-third of the respondents suggested to drop items no 1, 12 and 13.

Table- 4.41

Items to be Dropped from the Proposed list of Responsibilities of the SMC

Items to be dropped	Member of SMC (N= 107)	Primary Teachers (N=101)	Supervisors (DPEO, UEO & AUEO (N=30)	Educationists (N=20)	Total =258
1. The school Managing Committee (SMC) will play an active role to ensure regular and timely attendance of teaches if they have authority in issuing show cause to the teaches due to negligence of duties and irregular attendance	20(18.69%)	36(35.64%)	13(43.33%)	18(90%)	87(33.72%)
2. To send proposal to the concerned authority for punitive punishment of the concerned teachers if the show cause is not considered acceptable.	41(38.31%)	47(46.53%)	13(43.33%)	5(25%)	106(41.08%)
3. To play role in motivating the parents about all the activities of school viz. maintenance of properties, supervision of development works, child survey, pupils and teaches attendance, prevention of dropout etc.	20(18.69%)	4(3.96%)	1(3.33%)	2(10%)	27(10.46%)
4. To introduce system of joint signature of the Head teaches and the chairman of the SMC for the school based monthly return.	18(16.82%)	24(23.76%)	1(3.33%)	2(10%)	45(17.44%)
5. The SMC could spend money in the development of schools selling any unused and produced goods of schools through auction.	33(30.84%)	24(23.76%)	5(16.66%)	6(30%)	68(26.36%)
6. The concerned higher authorities will consider the report submitted by SMC mentioning about the positive and negative side of the teaches.	70(65.42%)	67(66.37%)	7(23.33%)	14(70%)	158(61.24%)

7. The School managing committee will be accountable to the Upazila Education committee for all the activities.	59(55.14%)	38(37.62%)	3(10%)	-	100(38.76%)
8. To confer powers of purchasing goods and repair of furnitures of the schools with Government assistance as per Government rules as well as with the locally collected money by receipt (Not from the students)	49(45.79%)	30(29.70%)	9(30%)	2(10%)	90(34.88%)
9. To propose and recommend to the higher authority about the transfer and promotion of teachers and employees of the schools.	28(26.16%)	41(40.59%)	19(63.33%)	8(40%)	96(37.20%)
10. To confer powers to inform and intimate the concerned authorities if necessary after supervising the educational program of school (classroom supervision and assurance of the use of teaching aids etc)	42(39.25%)	30(29.70%)	15(50%)	3(15%)	90(34.88%)
11. To confer and render powers to apply through District and Upazila Education committee for achieving Government assistance and cooperation assessing the essential needs of school by SMC	47(43.92%)	16(15.84%)	5(16.66%)	1(5%)	(26.74%)
12. To send proposal in adopting legal measures against the parents for not sending their children to school under compulsory Primary Education Act	63(58.88%)	10(9.90%)	7(23.33%)	2(10%)	82(31.78%)
13. To confer more powers and necessary responsibilities to the SMC as a strong and partnership committee at the local level for effective supervision and management of school.	29(27.10%)	44(43.56%)	5(16.66%)	3(15%)	81(31.39%)
14. To discharge any other important responsibility assigned by the Government	36(33.64%)	21(20.80%)	4(13.33%)	4(20%)	65(25.19%)

Majority of the respondents wanted exclusion of only item no. 6. Although some other respondents suggested to exclude some more items but majority of the respondents did not want exclusion of those items.

4.58 Suggestions with regard to Duties, Responsibilities and Powers of Upazila/City Primary Education Committee

When asked to identify item(s) from a list of prescribed 9 items as responsibilities of Upazila/City Primary Education Committee, about two-thirds of the respondents (64%) suggested to drop item no. 7 (The transfer and promotion etc. of all the officials along with the primary school teachers will come under jurisdiction of the Upazila/Thana Education Committee).

A number of respondents wanted exclusion of other items and the percentages of those respondents varied from 28 to 44. However, majority of the respondents did not want exclusion of these items.

Table 4.42

Items to be dropped from the Proposed list of Responsibilities of Upazila/City Primary Education Committee.

Items to be dropped	Member of SMC (N= 114)	Primary Teachers (N=88)	Supervisor (N=29)	Educationists (N=19)	Total N-250
1. To ensure in strengthening regular and effective supervisory activities for qualitative and quantitative improvement of primary education.	37(32.46%)	22(25%)	12(41.38%)	1(5.26%)	72(28.8%)
2. To vest transfer, punishment and promotion etc. on the Upazila and city education committee.	22(19.30%)	39(44.32%)	14(48.27%)	17(89.47%)	92(36.8%)
3. To supervise the formation of SMC as per prescribed rules and the accomplishment of duties responsibilities by the committee.	67(58.77%)	33(37.5%)	3(10.34%)	3(15.79%)	106(42.4%)
4. To make School Managing Committee accountable to the Upazila Education committee for all the activities.	36(31.58%)	37(42.04%)	3(10.34%)	1(5.26%)	77(30.8%)
5. To ensure accountability for the supervision of UEO and AUEO with a view to achieving quality education.	25(21.92%)	33(37.5%)	23(79.31%)	5(26.31%)	86(34.4%)

6. To administer and control the teaches and the officers in the light of the Government principles keeping unchanged the Government service status of teaches.	23(20.17%)	32(36.36%)	22(75.86%)	5(26.31%)	82(32.8%)
7. The transfer and promotion etc. of all the officials along with the primary school teachers will come under jurisdiction of the Upazila/Thana Education Committee.	73(64.03%)	52(59.09%)	23(79.31%)	12(63.16%)	160(64%)
8. Upazila Education officer will issue the transfer order of teaches and officials in accordance with the decision of the Upazila Primary Education Committee.	42(36.84%)	43(48.86%)	20(68.95%)	5(26.31%)	110(44%)
9. The Upazila Education Committee will be able to dismiss or reject any chairman or member of SMC if there is specific complaint against them.	61(53.50%)	26(29.54%)	1(3.45%)	3(15.79%)	91(36.4%)

Majority of the respondents wanted exclusion of only one item (item no 7) from the above list.

Chapter 5

MAJOR FINDINGS AND RECOMMENDATIONS

5.1 Major Findings

The major findings of the study have been summarized below.

- 5.1.1 Most of the School Managing Committees were formed through understanding. But it is to be mentioned here that most of the positions of the School Managing Committee should have been formed through election as set out by the statutory order of the Government.
- 5.1.2 The meeting of the School Managing Committee was regular in majority of the primary schools. However, the meeting of the School Managing Committee was not held regularly in a considerable number of primary schools. The meeting of SMC was held once in every month in one half of the schools and in other schools frequency was less than this.
- 5.1.3 Average attendance of the members in the meeting of the School Managing Committee was 6 in number out of 11 members.
- 5.1.4 The members of SMC were informed about the meeting by notice served through either notice book or letters.
- 5.1.5 The tenure of School Managing Committee should be extended to 3 years instead of 2 years.
- 5.1.6 The prevalent statutory system of the formation of SMC was found acceptable. However, there was demand from some sections to include educated, conscious, responsible and interested persons as the members of School Managing Committee.

- 5.1.7 The question of inclusion of Assistant Upazila Education officer (AUEO) in the School Managing Committee as Ex-officio member was not acceptable.
- 5.1.8 In the primary school of Bangladesh, the contact and rapport between teachers and the members of SMC was regular in most of the schools. In other schools it was occasional.
- 5.1.9 In the primary schools, steps were taken to implement the decisions by the SMC and the decisions of the SMC were implemented jointly by the SMC members and the teachers.
- 5.1.10 Necessary measures were taken by the members of the SMC against teacher's absenteeism, late arrival and negligence of duties. The concerned authorities were informed and requested when necessary, to take action for teacher's absenteeism, late arrival and negligence of duties.
- 5.1.11 There were no legal powers of the members of the Managing Committee with regard to administration and management of school. The members of the School Managing Committee should have legal power and authority with regard to school administration, management and supervision.
- 5.1.12 The School Managing Committee used to play some roles with regard to administration, management and supervision of the school.
- 5.1.13 The School Managing Committees were involved in supervising the attendance of the pupils and the teachers. Some committees were also involved in the development activities of the schools.

- 5.1.14 Most of the members of the School Managing Committee were not active in discharging their assigned duties and responsibilities. The members of the SMC were engaged in work i.e. they remained busy with various activities during the meeting of the School Managing Committee. Moreover, they were not conscious about the importance of SMC meeting.
- 5.1.14 Steps were taken by the School Managing Committee in solving problems of teachers, pupils and development of schools during last year. Two important measures and activities undertaken by School Managing Committees of a good number of schools were the repair and supply of furniture and construction of boundary wall of the schools.
- 5.1.15 A vast majority of the members of School Managing Committee visited their respective primary schools during last six months. The frequency of primary school visitation by the members of School Managing Committee during the last six months was 11.72 on an average.
- 5.1.16 A majority of the members of SMC made inquired about the quality of teaching of the teachers and also inquired and advised the pupils to be present regularly and read attentively.
- 5.1.17 The members of the School Managing Committee played important role in the cases of unsatisfactory renovation and repair works of the school. The SMC used to bring the mater to the notice of the concerned authorities if the school renovation and repair work was not satisfactory and qualitative.

- 5.1.18 The monthly returns were countersigned by the Chairmen of the School Managing Committees inquiring their validity at the time of sending to Upazila Education Officers.
- 5.1.19 The daily school activities were supervised by the members of the School Managing Committee and discussed in the meeting of the SMC and send the report to the concerned higher authority.
- 5.1.20 The Head teacher as member secretary of the SMC used to consult SMC members before signing the completion report of renovation and repair work of the school
- 5.1.21 The quarterly reports in prescribed forms were sent with signature of the chairman of School Managing Committee in respect of pupil's attendance, dropout and teacher's responsibilities.
- 5.1.22 The school authority used to consult the members of the SMC about the organization and management of co curricular activities at the primary schools.
- 5.1.23 The members of the SMC were invited regularly at the multifarious functions of primary schools like Prize Giving Ceremony, Milad Mahfil, Sports and Cultural Competition etc.
- 5.1.24 Some supervisors used to discuss the problems of the schools with the members of the SMC. Others would not do that. The problems discussed with the members of SMC by the educational supervisors were to ensure and increase the attendance of the pupils as well as over all development of schools.

- 5.1.25 The primary schools were mostly visited by the AUEOs and the members of the SMC.
- 5.1.26 Most of the teachers were in favor of the visit of the schools by the members of the Managing Committee. Here conclusion may be made that educational supervisors (AUEO & UEO) except DPEO were not in favor of delegating any legal authority to SMC. This means that they did not like any intervention by a local body.
- 5.1.27 The educational supervisors used to check all school records and registers i.e. attendance register, leave register, cumulative/evaluation records, child survey, SMC meeting, book distribution, accounts register etc. during school supervision.
- 5.1.28 The usual tasks accomplished by the supervisors during school visits were the supervision of teachers' and pupils' attendance.
- 5.1.29 As regard accountability of Upazila Education Committee two distinct opinions were observed. One was to make it accountable to District Education Officer and the other was to Upazila Parishad.
- 5.1.30 The role played by the members of the School Managing Committee at present in school management and supervision was to ensure admission and attendance of all the school aged children and motivating the parents to reduce drop out children.
- 5.1.31 Ignorance of the members of the SMC in discharging their duties and responsibilities was the main cause of inactiveness in management, supervision and over all activities of schools and second main cause was lack of financial gain.

- 5.1.32 Proper training and orientation activities were suggested as the means of activating the SMC.
- 5.1.33 The SMC should be vested with more responsibilities with regard to day to day management and supervision of the school and required legal power should be delegated to the SMC.
- 5.1.34 As a step towards decentralization the responsibility with regard to appointment, transfer, punishment, promotions reward, time-scale etc. of the teachers should be given to the education committee.
- 5.1.35 More responsibilities and necessary powers should be vested to SMC instead of all other committees and make SMC more dynamic and democratic.
- 5.1.36 All development works of the school should be done by the SMC under the supervision of the EED/LGED.
- 5.1.37 The primary school teachers should be made accountable to the Upazila Education Committee if the school activities were not accomplished properly and appropriately.

5.2 Recommendations

Based on the findings of the study as well as the field experiences of the researcher, the following recommendations are made :

- 5.2.1 For improvement of primary education in Bangladesh, the management and supervision system should be decentralized. More responsibilities should be given and necessary power and authority should be delegated to schools and local level committees and officials.
- 5.2.2. Community participations in school should be ensured through involving more parents, public representatives and persons interested in education in school affairs.
- 5.2.3 Instead of different existing committees at school level (SMC and PTA) and local level (Ward Education Committee and Upazila Education Committee) there should be one committee at school level (SMC) and one committee at Upazila level (Upazila Education Committee).

The regulation regarding formation of these committees should be changed and measures should be undertaken to make the committees active. On one hand the committees should be given more responsibilities and authority, on the other the committees should be made accountable.

- 5.2.4 The charter of functions and responsibilities of all committees (SMC, Upazila Education Committee, District Primary Education Committee and other national level committees) and the individuals involved in management and supervision of primary education from schools through Directorate of Primary Education (DPE) should be specified and enforced.

- 5.2.5 Rules of formation of School Management Committee (SMC) should be changed. The size of SMC should be increased from 12 to 15. Of the 15 members at least 8 should be parent/guardian representatives. Of the parent/guardian representatives at least 3 should be female. Representatives of different categories (parent/guardian, donor teacher etc.) should be drawn through direct election.
- 5.2.6 Tenure of the SMC should be increased from 2 years to 3 years.
- 5.2.7 The functions of the SMC should include, among others, ensuring enrolment of the children of the school catchments area, regular and punctual attendance of the teachers and the students, selecting deserving children for stipend, ensuring proper and timely distribution of textbooks, reporting to the Upazila Education Committee about the activities of the teachers and other paid staff, proposing punishable measures against teachers and other staff for negligence of duties and irregularities, proposing award for teachers and other staff for good performance, taking part in school level planning, undertaking renovation and development activities (repair for school house and furniture and construction of new school house), maintaining and safeguarding all sorts of properties of the school.
- 5.2.8 The SMC should be given some financial authority. Grant-in aid should be given to meet the expenses like repair and maintenance of school building, organizing co-curricular activities and awarding prizes.
- 5.2.9 Training program should be organized for the members of the SMC. Apart from orienting them about their roles and functions their skills for mobilizing local resources, generating interest of the community towards school affairs and maintaining rapport with the teachers and the parents should be developed through such training.
- 5.2.10 The SMC should be made reportable and accountable to the Upazila Education Committee.

- 5.2.11 The roles and responsibilities, and power and authority of the Upazila Education committee should be increased. Apart from supervision of the development activities of the schools, the authority of giving reward, punishment, time-scale to teachers and other staff of the school should be vested on the Upazila Education Committee. Based on the reports of the SMC and the concerned AUEO the Upazila Education Committee will take necessary actions.
- 5.2.12 Transfer of teachers within the Upazila should be the responsibility of the Upazila Education Committee. Inter Upazila transfer of teachers should be vested on DPEO and inter district transfer on DD (Division) and inter division on DG.
- 5.2.13 The authority of transferring UEO and AUEO within the district and giving award, punishment time-scale etc, should be vested on the DPEO, those within inter district on DD (Division) and inter divisions on DG.
- 5.2.14 The accountability of the teachers and the local level supervisors (AUEO) should be ensured. The result of the scholarships examination, attendance of teachers and students, regularity of SMC meeting etc. should be the criteria of accountability.
- 5.2.15 Daily class load of the Head Teachers should be reduced through increasing the number of teachers in the schools. The Head Teacher should be provided scope to supervise classroom activities of the teachers and guide the teachers to improve their teaching skills. Short training course for the Head Teachers on Supervision and Management should be organized.
- 5.2.16 The extra-departmental activities of the AUEO should be reduced and the scope of school supervision should be enforced. Measures should be adopted to ensure regular school supervision by the AUEO.

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Appendix A

Questionnaire for the Chairmen and Members of Managing
Committee of Primary School.

Decentralization of Primary Education Management and Supervision System in Bangladesh

Questionnaire for the Chairmen and Members of Managing Committee of Primary School.

Please read the Appendixes 'A' and 'B' and then fill in the Questionnaire

PART ONE

[Profile]

Name of the respondent : _____

Designation : _____

Address : _____

Educational Qualification : _____

Name of the School with address : _____

Post office : _____ Upazila/Thana : _____ District: _____

PART TWO

[Please Put a tick (✓) mark (which you consider right) and answer briefly.]

1. How the School Managing Committee (SMC) is constituted in your School?
 - a) Through understanding
 - b) No excess nomination paper is submitted in any post
 - c) Through election by secret ballot
 - d) Through election by raising hand

2. Is the meeting of School Managing Committee held regularly in your school?
 (a) Regular (b) Occasional (c) Not at all

3. (a) How many meetings of Managing Committee were held in your school during the last six months? _____
(b) How many meetings did you attend? _____

4. How the members are informed to be present in the meeting of School Managing Committee?
 - (a) Taking signature in the notice book
 - (b) Sending letter by student or employee
 - (c) Sending verbal message by student or others
 - (d) Through contact of teachers

5. At present the tenure of SMC is 2 years. What according to your opinion should be this tenure?

(a) 2 years (b) 3 years (c) 4 years (d) 5 years

6. (a) Do you agree with the present formation system of School Managing Committee? Yes No

(b) If you do not agree with the above question, you fill in the following table :

Please mention how many members should be included from the following categories

SL. No.	Category	Existent		Proposed		By whom if selected
		How many	Elected/ Selected	How many	Elected/ Selected	
1.	Guardian	Total 5	Elected			
2.	Teacher Representative of the concerned Primary School	1	Elected			
3.	Teacher of Secondary School	1	Selected			
4.	Patron of learning	2 1 Man and 1 Woman	Selected			
5.	Land giver or his/her representative (if exist)	1	Lifelong Member			
6.	Head Teacher/Teacher	1	Member Secretary (as an ex-officio)			
7.	Please mention if any other category					

7. Do you think the Assistant Upazila Education Officer (AUEO) should be included as an ex-officio member in the School Managing Committee?

Yes No

8. Does the Head Teacher and other teachers establish and maintain regular contact and rapport with the members of SMC?

Regular Occasional Not at all

9. a) Is the step taken in implementing the decision of the School Managing Committee?
- In every respect In some cases Not done
- b) If your reply is affirmative, who are those personnel?
- Head teacher Head teacher and other teachers
- Members of SMC Members of SMC and the teachers collectively
10. Do you think the involvement of the members of SMC in the School Management and Supervision is necessary?
- Yes No
11. a) Do the members of SMC can take any necessary measures against teachers' absenteeism, late arrival and negligence of duties?
- Yes No
- b) If your reply is affirmative, please mention what measures could be taken:
- _____
- _____
- _____
12. a) Do you think the SMC has legal power in school administration supervision and management?
- Yes No
- b) If your reply is negative, do you think the SMC should have legal power in school administration, supervision and management?
- Yes No

13. a) Is there any role of the SMC with regard to school administration, management and supervision?

Yes No

b) If your reply is affirmative, please mention the nature of role played by SMC regarding school administration, management and supervision.

14. a) At present majority of the SMC is not active, do you agree with this proposition?

Yes No

b) If you do not agree, please give 3 specific suggestions to activate the SMC.

1	
2	
3	

15 a) Did the SMC take any measures and initiatives in solving problems of teachers, students and development of schools during the last one year?

Yes No

b) If measures were taken, please mention 2 important of them.

16. a) Did you visit your school during last six months?

Yes No

b) If so, please mention the frequency of your school visit.

_____ times.

c) Please mention two important aspects which you performed during school visit

17. a) Does the SMC take initiative and play any role if school renovation and repair work is not satisfactory and qualitative?

b) Please mention the role played by SMC in taking initiative when school renovation and repair work was not satisfactory and qualitative.

18. Does the member secretary sign the completion report after consulting with the SMC about the quality of school reformation and repair work?

Yes No

19. Does the chairman of SMC countersign the teachers' monthly return inquiring its accuracy at the time of sending to Upazila Education Office?

Yes No

20. Do you think the SMC will supervise the daily activities of schools and send the report discussing it in the meeting of SMC?

Yes No

21. Is the quarterly report sent with the countersign of SMC chairman in respect of pupils' attendance, dropout and teachers' responsibilities?
- Regular Occasional Not at all
22. a) Does the school authority take opinion of the members of SMC regarding organization and management of co-curricular activities:
- Yes No
- b) How many times such opinion took during the last six months?
- _____ Times
23. Are the members of SMC invited at the various functions of the school like prize giving ceremony, Milad Mahfil, Sports and cultural competition etc.?
- Regular Occasional Not at all
24. a) Do the AUEO, UEO and DPEO discuss with you on problems of school during school supervision?
- Yes No
- b) How many times problems discussed during the last six months?
- _____ Times
- c) Please mention at least two which they discussed.
- _____
- _____
25. To whom the Upazila/Thana Education committee should be accountable for its activities you think?
- a) Upazila/Thana council b) Upazila Executive Officer
- c) District Education Committee d) District Primary Education Officer
- e) Others

PART THREE

Please identify three answers of each of the following questions and write 1, 2 and 3 against those answers according to priority.

26. Which role does the SMC play at present in school management and supervision you thank?

1	To cooperate in maintaining schools and its properties	
2	To ensure admission and attendance of all school going children and motivating the parents to return the dropout children.	
3	To confer necessary financial and material help at school in emergency	
4	To cooperate with the teachers and students in organizing co-curricular activities	
5	To respond at the call of the Head Teachers/Assistant Teachers in any activities of schools	
6	To protect from the use of schools as the place of anti-social activities	
7	Playing no role as the Head Teacher/Assistant teachers did not like it	

27. The following are the causes not to be active the members of SMC in management, supervision and overall activities of schools :

1	Ignorance of SMC members regarding their duties and responsibilities	
2	No financial gain in the involvement of school activities	

3	For the cause of nationalization of primary schools	
4	The SMC members are not informed about any activities and functions of schools	
5	No cooperation of SMC is sought in school management, administration and accomplishment of activities	
6	No necessary power is given in exercising and discharging duties and responsibilities of SMC	

28. Reasons for absence of the SMC members in the meeting are :

1	SMC members are engaged in work (particularly remain busy with work during meeting)	
2	Not to feel the necessity and importance of presence in the meeting	
3	Not to inform the SMC members in time about the meeting	
4	Not to give importance of the opinion and decision of SMC members	
5	Having no usual arrangement of entertainment in the meeting	

29. Measures for activating the SMC members in management, supervision and overall school development activities are :

1	To intimate and aware the SMC members properly about the duties and responsibilities through training and orientation	
2	To give right direction that how the SMC members will discharge the assigned duties and responsibilities	
3	To involve and ensure participation of the SMC members in the financial activities of schools	

4	to render overall supervisory responsibilities in the school activities	
5	To involve in the co curricular activities along with the multifarious functions of schools	
6	To take proper initiative for recommendation of SMC in respect of the teachers' promotion, transfer, experience bar cross (EB cross) and also take punitive measures in the negligence of discharging duties and responsibilities)	

30. Measures for strengthening supervision in administering and managing primary school functions effectively are necessary :

1	To vest the responsibilities of supervision on the SMC regarding the attendance of the pupils and teachers as well as daily functions of schools	
2	To determine the target of school supervision of the field level supervisors and take initiative to implement it appropriately	
3	To arrange effective training for the field level supervisors on academic supervision	
4	To confer responsibility to an AUEO for supervising maximum 20 primary schools	
5	To increase the travelling allowances of AUEOs and arrangement for tour	

31. Measures to ensure accountability for effective school management and supervision are necessary :

1	To provide the financial and other facilities for the teachers and the supervisors on the basis of examination result	
2	To confer time scale, experience bar (EB cross), promotion etc. to all the officers from classroom teacher to DPEO on the basis of evaluation of their performance	

3	To introduce system of submitting report by the SMC on the activities of teachers and supervisors at the end of the year and giving facilities to the teachers and the officers on the basis of this report	
4	To introduce system by the concerned authorities against the chairman and members of SMC if any complaint is proved in discharging duties	
5	To hold SMC accountable to the Upazila Education committee for all the activities	

32. Necessary measures for decentralization of effective school administration, supervision and management are :

1	To delegate the power with regard to the appointment, transfer, punishment, promotion, time scale etc. of the teachers on the Upazila Education Committee	
2	To accomplish the transfer of the teachers of Upazila, District and Division respectively at the Upazila District and Divisional level	
3	To vest the promotion, time scale, experience bar cross (EB cross) etc. to the Upazila level primary education administrators through SMC	
4	To transfer the primary education to the Upazila council without changing the existing status of the Government service of teachers in the light of the Government principles	
5	To connect and involve primary education management with the local Government (Union council, Municipal Council)	

PART FOUR

Please select one appropriate answer for each of the following questions and put tick (✓) mark against the selected answer.

33. Which of the following measures do you consider most effective for the qualitative improvement of primary education making SMC more active?
- 1. To introduce all the existing committees (SMC, PTA and ward committee) explicitly defining the powers and functions of the committee.
 - 2. To introduce only SMC giving more specific and well defined responsibilities and necessary powers instead of three committees.
 - 3. To confer more responsibilities and necessary powers to SMC instead of all other committees and make SMC more dynamic and democratic enhancing partnership of the parents.
 - 4. Different opinion : _____

34. Which system do you support with regard to the development of physical facilities like the repair of school, construction of new house and purchase of furnitures?
- 1. Accomplishment of works by the contractor with the authority and supervision under facilities now Education Engineering Department (EED) and LGED as per existing rule.
 - 2. Accomplishment of works by the SMC under the joint supervision of SMC, EED and LGED as per plan by EED and LGED.
 - 3. Accomplishment by the contractor under the supervision of SMC as per plan mentioned at 2.
 - 4. Different opinion : _____

35. Which stage the responsibilities of primary education management and supervision should retain you think?
- 1. At the grass-roots level (SMC)
 - 2. At regional level (Upazila Education Committee)
 - 3. At District level (District Education Committee)
 - 4. Different Opinion : _____

36. To whom the teachers should be made accountable if the school activities are not accomplished properly and effectively.
- 1. Local Authority (SMC)
 - 2. Upazila/Thana Education Committee
 - 3. District Education Committee
 - 4. Different Opinion : _____

37. Which stage the transfer, promotion, reward and punishment of teachers should retain you think?
- 1. The School Managing Committee (SMC)
 - 2. Upazila Education Committee in recommendation of SMC
 - 3. District Education Committee in recommendation of SMC and Upazila Education Committee.
 - 4. Different Opinion : _____

38. The existing duties and responsibilities as well as the proposed duties, responsibilities and powers of School Managing Committee are mentioned in the Appendix A. If you like to exclude or add something from the proposed duties, responsibilities and powers, please write in the following table.

Which you like to exclude

Which you like to add

39. The existing duties and responsibilities as well as the proposed duties, responsibilities and powers of Upazila/Thana Education Committee are mentioned in the Appendix B. If you like to exclude or add something from the proposed duties, responsibilities and powers, Please write in the following table.

Which you like to exclude

Which you like to add

Date :

Name of the Respondent

APPEXDIX 'A'

The duties, responsibilities and powers of the
School Managing Committee (SMC)

SL. No.	Existent	Proposed
1.	To maintain responsibility with regard to administering and directing primary school management.	The school Managing Committee (SMC) will play an active role to ensure regular and timely attendance of teaches if they have authority in issuing show cause to the teaches due to negligence of duties and irregular attendance
2.	To send a quarterly report to the Upazila/Thana Education officer (The chairman and member-secretary will jointly sign this report) within 7 of every January, April, July and October for monitoring about the activities of teaching learning process, school management, teacher-pupil attendance, dutifulness of teachers and teaching.	To send proposal to the concerned authority for punitive punishment of the concerned teachers if the show cause is not considered acceptable.
3.	To help and cooperate in the developmental activities like school house, construction of road, cleanliness of school environment.	To play role in motivating the parents about all the activities of school viz. maintenance of properties, supervision of development works, child survey, pupils and teaches attendance, prevention of dropout etc.
4.	To take initiative about admission of all school going children, ensure their attendance, return the school leaving children at school and prevention of dropout.	To introduce system of joint signature of the Head teaches and the chairman of the SMC for the school based monthly return.

5.	To take initiative in holding the meeting of the committee once a month, review the school activities and its progress and implementation of the accepted decision.	The SMC could spend money in the development of schools selling any unused and produced goods of schools through auction.
6.	To ensure about countersigning the teachers' monthly return by the chairman of school managing committee and send it to the Upazila/Thana Education office by the member-secretary of the committee.	The concerned higher authorities will consider the report submitted by SMC mentioning about the positive and negative side of the teaches.
7.	To establish contact and coordination between the local people and the Upazila/Thana Education Committee regarding school problems.	The School managing committee will be accountable to the Upazila Education committee for all the activities.
8.	To ensure signature of the member-secretary of the committee consulting with the Managing Committee in the completion report after accomplishment of renovation and repair works of the concerned school.	To confer powers of purchasing goods and repair of furnitures of the schools with Government assistance as per Government rules as well as with the locally collected money by receipt (Not from the students)
9.	To prepare annual work plan of school with the cooperation of Upazila Education Officer and Assistant Upazila Education Officer.	To propose and recommend to the higher authority about the transfer and promotion of teachers and employees of the schools.

10.	To maintain land, road, play ground of schools and also tree plantation and its nursing for the development of school environment.	To confer powers to inform and intimate the concerned authorities if necessary after supervising the educational program of school (classroom supervision and assurance of the use of teaching aids etc)
11.	To supervise and maintain regularly the repair of school, construction of new house, repair of furniture and all other activities.	To confer and render powers to apply through District and Upazila Education committee for achieving Government assistance and cooperation assessing the essential needs of school by SMC
12.	To collect, preserve and distribute the textbooks and teaching materials.	To send proposal in adopting legal measures against the parents for not sending their children to school under compulsory Primary Education Act
13.	To cooperate in organizing and accomplishing the co-curricular activities of school such as National Primary Education week and fortnight, International literacy day. Independence day, prize giving ceremony, sports & cultural activities and Milad Mahfil etc.	To confer more powers and necessary responsibilities to the SMC as a strong and partnership committee at the local level for effective supervision and management of school.

14.	To cooperate in implementing food for education program.	To discharge any other important responsibility assigned by the Government
15.	To enhance close contact and cooperation with the Parent-Teacher Association.	
16.	To cooperate in organizing Sub cluster Training of school and also cooperate the Assistant Upazila Education officer in school supervision and inform to the higher authority if necessary.	
17.	To perform any other responsibility assigned by the Government.	

APPENDIX 'B'

The duties, responsibilities and powers of Upazila/City
Primary Education Committee.

SL. No.	Existent	Proposed
1.	To observe and review the overall development of Thana/City primary education.	To ensure in strengthening regular and effective supervisory activities for qualitative and quantitative improvement of primary education.
2.	To observe whether the primary schools are being supervised regularly by the Upazila/Thana Education officer and Assistant Upazila/Thana Education Officer in accordance with the directives of the Government.	To vest transfer, punishment and promotion etc. on the Upazila and city education committee.
3.	To Confer and give the inspection report to the concerned committee supervising the Thana/City primary schools by the members of the committee individually or collectively if necessary.	To supervise the formation of SMC as per prescribed rules and the accomplishment of duties and responsibilities by the committee.
4.	To make priority list for reconstruction and repair of schools for the development of Thana/City primary schools.	To make School Managing Committee accountable to the Upazila Education committee for all the activities.
5.	To send proposal to the proper authority identifying the deprived area of primary school under the Thana/City and assessing the needs to determine site selection for establishing new schools.	To ensure accountability for the supervision of UEO and AUEO with a view to achieving quality education.

6.	To recommend the Non-Government primary schools under Thana/City in respect of registration.	To administer and control the teaches and the officers in the light of the Government principles without changing the Government service status of teaches.
7.	To take necessary attempt and initiative to increase pupils' enrolment, prevention of drop out, ensuring primary education for all children aged 6-10 years, and comparing the correctness of child survey etc.	The transfer and promotion etc. of all the officials along with the primary school teachers will come under jurisdiction of the Upazila/Thana Education Committee.
8.	To convene at least one meeting in a month.	Upazila Education officer will issue the transfer order of teaches and officials in accordance with the decision of the Upazila Primary Education Committee.
9.		The Upazila Education Committee will be able to dismiss or reject any chairman or member of SMC if there is specific complaint against them.

Appendix B

Questionnaire for the Head Teachers, Assistant Teachers and the Teachers' Representative of Primary School.

Decentralization of Primary Education Management and Supervision System in Bangladesh

Questionnaire for the Head Teachers, Assistant Teachers and the Teachers' Representative of Primary School.

Please read the Appendixes 'A' and 'B' and then fill in the Questionnaire

PART ONE

[Profile]

Name of the Respondent : _____

Designation : _____

Name of the School and address : _____

Post office : _____ Upazila/Thana : _____ District: _____

Educational Qualification : _____

PART TWO

[Please Put a tick (✓) mark (which you consider right) and answer briefly.]

1. How the School Managing Committee (SMC) is constituted in your School?
 - a) Through understanding
 - b) No excess nomination paper is submitted in any post
 - c) Through election by secret ballot
 - d) Through election by raising hand

2. Is the meeting of School Managing Committee held regularly in your school?
 (a) Regular (b) Occasional (c) Not at all

3. How many meetings of the Managing Committee were held in your school during the last six months?

4. How many members are there in the School Managing Committee and how many members remain present in the SMC meeting on an average?
 - a) Total Number of members _____
 - b) Average attendance _____

5. How the members are informed to be present in the meeting of School Managing Committee?
 - (a) Taking signature in the notice book
 - (b) Sending letter by student or employee
 - (c) Sending verbal message by student or others
 - (d) Through contact of teachers

6. At present the tenure of SMC is 2 years. What according to your opinion should be this tenure?

(a) 2 years (b) 3 years (c) 4 years (d) 5 years

7. (a) Do you agree with the present formation system of School Managing Committee? Yes No

(b) If you do not agree with the above question, you fill in the following table :

Please mention how many members should be included from the following categories

SL. No.	Category	Existent		Proposed		By whom if selected
		How many	Elected/ Selected	How many	Elected/ Selected	
1.	Guardian	Total 5	Elected			
2.	Teacher Representative of the concerned Primary School	1	Elected			
3.	Teacher of Secondary School	1	Selected			
4.	Patron of learning	2 1 Man and 1 Woman	Selected			
5.	Land giver or his/her representative (if exist)	1	Lifelong Member			
6.	Head Teacher/Teacher	1	Member Secretary (as an ex-officio)			
7.	Please mention if any other category					

8. Do you think the Assistant Upazila Education Officer (AUEO) should be included as an ex-officio member in the School Managing Committee?

Yes No

9. Do you maintain regular contact and establish rapport with the members of SMC?

Regular Occasional Not at all

10. a) Is the step taken in implementing the decision of the School Managing Committee?
- In every respect In some cases Not done
- b) If your reply is affirmative, who are those personnel?
- Head teacher Head teacher and other teachers
- Members of SMC Members of SMC and the teachers collectively
11. Do you think the involvement of the members of SMC in the School Management and Supervision is necessary?
- Yes No
12. a) Do the members of SMC can take any necessary measures against teachers' absenteeism, late arrival and negligence of duties?
- Yes No
- b) If your reply is affirmative, please mention what measures could be taken:
- _____
- _____
- _____
13. a) Do you think the SMC has legal power in school administration supervision and management?
- Yes No
- b) If your reply is negative, do you think the SMC should have legal power in school administration, supervision and management?
- Yes No

14. a) Is there any role of the SMC with regard to school administration, management and supervision?

Yes No

b) If your reply is affirmative, please mention the nature of role played by SMC regarding school administration, management and supervision.

15. a) At present majority of the SMC is not active, do you agree with this proposition?

Yes No

b) If you do not agree, please give 3 specific suggestions to activate the SMC.

1	
2	
3	

16. a) Did the SMC take any measures and initiatives in solving problems of teachers, students and development of schools during the last one year?

Yes No

b) If measures were taken, please mention 2 important of them.

17. a) Does the SMC take initiative and play any role if school renovation and repair work is not satisfactory and qualitative?

- b) Please mention the role played by SMC in taking initiative when school renovation and repair work was not satisfactory and qualitative.
-
-

18. Does the chairman of SMC countersign the teachers' monthly return inquiring its accuracy at the time of sending to Upazila Education Office?
- Yes No
19. Do you think the SMC will supervise the daily activities of schools and send the report discussing it in the meeting of SMC?
- Yes No
20. Does the member secretary sign the completion report after consulting with the SMC about the quality of school reformation and repair work?
- Yes No
21. Is the quarterly report sent with the countersign of SMC chairman in respect of pupils' attendance, dropout and teachers' responsibilities?
- Regular Occasional Not at all
22. a) Does the school authority take opinion of the members of SMC regarding organization and management of co-curricular activities?
- Yes No
- b) How many times such opinion took during the last six months?
- Times
23. Are the members of SMC invited at the various functions of the school like prize giving ceremony, Milad Mahfil, Sports and cultural competition etc.?
- Regular Occasional Not at all

24. Is your school supervised regularly?

Yes No

25. Please mention the school supervision data during the last six months.

Visitors	Average Number of visits	What did the supervisor do
AUEO		
UEO		
DPEO		
SMC Chairman		
Others		

26. What tasks do the supervisors usually accomplish during school supervision?

- a) Supervising the Teachers' and pupils' attendance
- b) Examining register/records
- c) Checking continuous evaluation record
- d) Supervising teaching learning process in the classroom
- e) Campus cleanliness and classroom tidiness
- f) Supervising the effectiveness of the previous supervision report
- g) Supervising the School management aspect
- h) Taking information about SMC meeting

27. a) Do the AUEO, UEO and DPEO discuss the problems of the schools with the members of SMC during school supervision?

b) How many times problems discussed during the last six months?

_____ Times

c) Please mention at least two which they discussed.

28. To whom the Upazila/Thana Education committee should be accountable for its activities you think?

- a) Upazil/Thana council b) Upazila Executive Officer
- c) District Education Committee d) District Primary Education Officer
- e) Others

PART THREE

Please identify three answers of each of the following questions and write 1, 2 and 3 against those answers according to priority.

29. Which role does the SMC play at present in school management and supervision you thank?

1	To cooperate in maintaining schools and its properties	
2	To ensure admission and attendance of all school going children and motivating the parents to return the dropout children.	
3	To confer necessary financial and material help at school in emergency	
4	To cooperate with the teachers and students in organizing co-curricular activities	
5	To respond at the call of the Head Teachers/Assistant Teachers in any activities of schools	
6	To protect from the use of schools as the place of anti-social activities	
7	Playing no role as the Head Teacher/Assistant teachers did not like it	

30. The following are the causes not to be active the members of SMC in management, supervision and overall activities of schools :

1	Ignorance of SMC members regarding their duties and responsibilities	
2	No financial gain in the involvement of school activities	
3	For the cause of nationalization of primary schools	
4	The SMC members are not informed about any activities and functions of schools	
5	No cooperation of SMC is sought in school management, administration and accomplishment of activities	
6	No necessary power is given in exercising and discharging duties and responsibilities of SMC	

31. Reasons for absence of the SMC members in the meeting are :

1	SMC members are engaged in work (particularly remain busy with work during meeting)	
2	Not to feel the necessity and importance of presence in the meeting	
3	Not to inform the SMC members in time about the meeting	
4	Not to give importance of the opinion and decision of SMC members	
5	Having no usual arrangement of entertainment in the meeting	

32. Measures for activating the SMC members in management, supervision and overall school development activities are :

1	To intimate and aware the SMC members properly about the duties and responsibilities through training and orientation	
---	---	--

2	To give right direction that how the SMC members will discharge the assigned duties and responsibilities	
3	To involve and ensure participation of the SMC members in the financial activities of schools	
4	to render overall supervisory responsibilities in the school activities	
5	To involve in the co curricular activities along with the multifarious functions of schools	
6	To take proper initiative for recommendation of SMC in respect of the teachers' promotion, transfer, experience bar cross (EB cross) and also take punitive measures in the negligence of discharging duties and responsibilities)	

33. Measures for strengthening supervision in administering and managing primary school functions effectively are necessary :

1	To vest the responsibilities of supervision on the SMC regarding the attendance of the pupils and teachers as well as daily functions of schools	
2	To determine the target of school supervision of the field level supervisors and take initiative to implement it appropriately	
3	To arrange effective training for the field level supervisors on academic supervision	
4	To confer responsibility to an AUEO for supervising maximum 20 primary schools	
5	To increase the travelling allowances of AUEOs and arrangement for tour	

34. Measures to ensure accountability for effective school management and supervision are necessary :

1	To provide the financial and other facilities for the teachers and the supervisors on the basis of examination result	
2	To confer time scale, experience bar (EB cross), promotion etc. to all the officers from classroom teacher to DPEO on the basis of evaluation of their performance	
3	To introduce system of submitting report by the SMC on the activities of teachers and supervisors at the end of the year and giving facilities to the teachers and the officers on the basis of this report	
4	To introduce system by the concerned authorities against the chairman and members of SMC if any complaint is proved in discharging duties	
5	To hold SMC accountable to the Upazila Education committee for all the activities	

35. Necessary measures for decentralization of effective school administration, supervision and management are :

1	To delegate the power with regard to the appointment, transfer, punishment, promotion, time scale etc. of the teachers on the Upazila Education Committee	
2	To accomplish the transfer of the teachers of Upazila, District and Division respectively at the Upazila District and Divisional level	

3	To vest the promotion, time scale, experience bar cross (EB cross) etc. to the Upazila level primary education administrators through SMC	
4	To transfer the primary education to the Upazila council without changing the status of the Government service of teachers in the light of the Government principles	
5	To connect and involve primary education management with the local Government (Union council, Municipal Council)	

PART FOUR

Please select one appropriate answer for each of the following questions and put tick (✓) mark against the selected answer.

36. Which of the following measures do you consider most effective for the qualitative improvement of primary education making SMC more active?
- 1. To introduce all the existing committees (SMC, PTA and ward committee) explicitly defining the powers and functions of the committee.
 - 2. To introduce only SMC giving more specific and well defined responsibilities and necessary powers instead of three committees.
 - 3. To confer more responsibilities and necessary powers to SMC instead of all other committees and make SMC more dynamic and democratic enhancing partnership of the parents.
 - 4. Different opinion : _____

37. Which system do you support with regard to the development of physical facilities like the repair of school, construction of new house and purchase of furnitures?
- 1. Accomplishment of works by the contractor with the authority and supervision under facilities now Education Engineering Department (EED) and LGED as per existing rule.
 - 2. Accomplishment of works by the SMC under the joint supervision of SMC, EED and LGED as per plan by EED and LGED.
 - 3. Accomplishment by the contractor under the supervision of SMC as per plan mentioned at 2.
 - 4. Different opinion : _____

38. Which stage the responsibilities of primary education management and supervision should retain you think?
- 1. At the grass-roots level (SMC)
 - 2. At regional level (Upazila Education Committee)
 - 3. At District level (District Education Committee)
 - 4. Different Opinion : _____

39. To whom the teachers should be made accountable if the school activities are not accomplished properly and effectively.
- 1. Local Authority (SMC)
 - 2. Upazila/Thana Education Committee
 - 3. District Education Committee
 - 4. Different Opinion : _____

40. Which stage the transfer, promotion, reward and punishment of teachers should retain you think?

- 1. The School Managing Committee (SMC)
- 2. Upazila Education Committee in recommendation of SMC
- 3. District Education Committee in recommendation of SMC and Upazila Education Committee.
- 4. Different Opinion : _____

41. The existing duties and responsibilities as well as the proposed duties, responsibilities and powers of School Managing Committee are mentioned in the Appendix A. If you like to exclude or add something from the proposed duties, responsibilities and powers, please write in the following table.

Which you like to exclude

Which you like to add

42. The existing duties and responsibilities as well as the proposed duties, responsibilities and powers of Upazila/Thana Education Committee are mentioned in the Appendix B. If you like to exclude or add something from the proposed duties, responsibilities and powers, Please write in the following table.

Which you like to exclude

Which you like to add

Date :

Name of the Respondent

APPEXDIX 'A'

The duties, responsibilities and powers of the School Managing Committee (SMC)

SL. No.	Existent	Proposed
1.	To maintain responsibility with regard to administering and directing primary school management.	The school Managing Committee (SMC) will play an active role to ensure regular and timely attendance of teaches if they have authority in issuing show cause to the teaches due to negligence of duties and irregular attendance
2.	To send a quarterly report to the Upazila/Thana Education officer (The chairman and member-secretary will jointly sign this report) within 7 of every January, April, July and October for monitoring about the activities of teaching learning process, school management, teacher-pupil attendance, dutifulness of teachers and teaching.	To send proposal to the concerned authority for punitive punishment of the concerned teachers if the show cause is not considered acceptable.
3.	To help and cooperate in the developmental activities like school house, construction of road, cleanliness of school environment.	To play role in motivating the parents about all the activities of school viz. maintenance of properties, supervision of development works, child survey, pupils and teaches attendance, prevention of dropout etc.
4.	To take initiative about admission of all school going children, ensure their attendance, return the school leaving children at school and prevention of dropout.	To introduce system of joint signature of the Head teaches and the chairman of the SMC for the school based monthly return.

5.	To take initiative in holding the meeting of the committee once a month, review the school activities and its progress and implementation of the accepted decision.	The SMC could spend money in the development of schools selling any unused and produced goods of schools through auction.
6.	To ensure about countersigning the teachers' monthly return by the chairman of school managing committee and send it to the Upazila/Thana Education office by the member-secretary of the committee.	The concerned higher authorities will consider the report submitted by SMC mentioning about the positive and negative side of the teaches.
7.	To establish contact and coordination between the local people and the Upazila/Thana Education Committee regarding school problems.	The School managing committee will be accountable to the Upazila Education committee for all the activities.
8.	To ensure signature of the member-secretary of the committee consulting with the Managing Committee in the completion report after accomplishment of renovation and repair works of the concerned school.	To confer powers of purchasing goods and repair of furnitures of the schools with Government assistance as per Government rules as well as with the locally collected money by receipt (Not from the students)
9.	To prepare annual work plan of school with the cooperation of Upazila Education Officer and Assistant Upazila Education Officer.	To propose and recommend to the higher authority about the transfer and promotion of teachers and employees of the schools.

10.	To maintain land, road, play ground of schools and also tree plantation and its nursing for the development of school environment.	To confer powers to inform and intimate the concerned authorities if necessary after supervising the educational program of school (classroom supervision and assurance of the use of teaching aids etc)
11.	To supervise and maintain regularly the repair of school, construction of new house, repair of furniture and all other activities.	To confer and render powers to apply through District and Upazila Education committee for achieving Government assistance and cooperation assessing the essential needs of school by SMC
12.	To collect, preserve and distribute the textbooks and teaching materials.	To send proposal in adopting legal measures against the parents for not sending their children to school under compulsory Primary Education Act
13.	To cooperate in organizing and accomplishing the co-curricular activities of school such as National Primary Education week and fortnight, International literacy day. Independence day, prize giving ceremony, sports & cultural activities and Milad Mahfil etc.	To confer more powers and necessary responsibilities to the SMC as a strong and partnership committee at the local level for effective supervision and management of school.

14.	To cooperate in implementing food for education program.	To discharge any other important responsibility assigned by the Government
15.	To enhance close contact and cooperation with the Parent-Teacher Association.	
16.	To cooperate in organizing Sub cluster Training of school and also cooperate the Assistant Upazila Education officer in school supervision and inform to the higher authority if necessary.	
17.	To perform any other responsibility assigned by the Government.	

APPENDIX 'B'

The duties, responsibilities and powers of Upazila/City
Primary Education Committee.

SL. No.	Existent	Proposed
1.	To observe and review the overall development of Thana/City primary education.	To ensure in strengthening regular and effective supervisory activities for qualitative and quantitative improvement of primary education.
2.	To observe whether the primary schools are being supervised regularly by the Upazila/Thana Education officer and Assistant Upazila/Thana Education Officer in accordance with the directives of the Government.	To vest transfer, punishment and promotion etc. on the Upazila and city education committee.
3.	To Confer and give the inspection report to the concerned committee supervising the Thana/City primary schools by the members of the committee individually or collectively if necessary.	To supervise the formation of SMC as per prescribed rules and the accomplishment of duties and responsibilities by the committee.
4.	To make priority list for reconstruction and repair of schools for the development of Thana/City primary schools.	To make School Managing Committee accountable to the Upazila Education committee for all the activities.
5.	To send proposal to the proper authority identifying the deprived area of primary school under the Thana/City and assessing the needs to determine site selection for establishing new schools.	To ensure accountability for the supervision of UEO and AUEO with a view to achieving quality education.

6.	To recommend the Non-Government primary schools under Thana/City in respect of registration.	To administer and control the teaches and the officers in the light of the Government principles without changing the Government service status of teaches.
7.	To take necessary attempt and initiative to increase pupils' enrolment, prevention of drop out, ensuring primary education for all children aged 6-10 years, and comparing the correctness of child survey etc.	The transfer and promotion etc. of all the officials along with the primary school teachers will come under jurisdiction of the Upazila/Thana Education Committee.
8.	To convene at least one meeting in a month.	Upazila Education officer will issue the transfer order of teaches and officials in accordance with the decision of the Upazila Primary Education Committee.
9.		The Upazila Education Committee will be able to dismiss or reject any chairman or member of SMC if there is specific complaint against them.

Appendix C

**Questionnaire for the District Primary Education
Officers, Upazila Education Officers and
Assistant Upazila Education Officers**

Decentralization of Primary Education Management and Supervision System in Bangladesh

Questionnaire for the District Primary Education Officers, Upazila Education Officers and Assistant Upazila Education Officers

Please read the Appendixes 'A' and 'B' and then fill in the Questionnaire

PART ONE

[Profile]

Name of the respondent : _____

Designation : _____

Name of the Office : _____

Address : _____

PART TWO

[Please Put a tick (✓) mark (which you consider right) and answer briefly.]

1. How the School Managing Committee (SMC) is constituted in your School?
 - a) Through understanding
 - b) No excess nomination paper is submitted in any post
 - c) Through election by secret ballot
 - d) Through election by raising hand
2. Is the meeting of School Managing Committee held regularly?
 (a) Regular (b) Occasional (c) Not at all
3. Do you think that more responsibilities and powers of SMC are necessary with a view to improving and strengthening primary education management and supervision?
 Yes No
4. At present the tenure of SMC is 2 years. What according to your opinion should be this tenure?
 (a) 2 years (b) 3 years (c) 4 years (d) 5 years
5. (a) Do you agree with the present formation system of School Managing Committee? Yes No

(b) If you do not agree with the above question, you fill in the following table :

Please mention how many members should be included from the following categories

SL. No.	Category	Existent		Proposed		By whom if selected
		How many	Elected/ Selected	How many	Elected/ Selected	
1.	Guardian	Total 5	Elected			
2.	Teacher Representative of the concerned Primary School	1	Elected			
3.	Teacher of Secondary School	1	Selected			
4.	Patron of learning	2 1 Man and 1 Woman	Selected			
5.	Land giver or his/her representative (if exist)	1	Lifelong Member			
6.	Head Teacher/Teacher	1	Member Secretary (as an ex-officio)			
7.	Please mention if any other category					

6. Do you think the Assistant Upazila Education Officer (AUEO) should be included as an ex-officio member in the School Managing Committee?

Yes No

7. Does the Head Teacher and other teachers establish and maintain regular contact and rapport with the members of SMC?

Regular Occasional Not at all

8. a) Is the step taken in implementing the decision of the School Managing Committee?

In every respect In some cases Not done

b) If your reply is affirmative, who are those personnel?

Head teacher Head teacher and other teachers

Members of SMC Members of SMC and the teachers collectively

9. Do you think the involvement of the members of SMC in the School Management and Supervision is necessary?

Yes No

10. a) Do the members of SMC can take any necessary measures against teachers' absenteeism, late arrival and negligence of duties?

Yes No

b) If your reply is affirmative, please mention what measures could be taken:

11. a) Do you think the SMC has legal power in school administration supervision and management?

Yes No

b) If your reply is negative, do you think the SMC should have legal power in school administration, supervision and management?

Yes No

12. a) Is there any role of the SMC with regard to school administration, management and supervision?

Yes No

b) If your reply is affirmative, please mention the nature of role played by SMC regarding school administration, management and supervision.

13. Do you think that the members of SMC should have supervisory power with regard to school functions?

14. a) At present majority of the SMC is not active, do you agree with this proposition?

Yes No

b) If you do not agree, please give 3 specific suggestions to activate the SMC.

1	
2	
3	

15. a) Does the SMC take initiative and play any role if school renovation and repair work is not satisfactory and qualitative?

b) Please mention the role played by SMC in taking initiative when school renovation and repair work was not satisfactory and qualitative.

16. Does the chairman of SMC countersign the teachers' monthly return inquiring its accuracy at the time of sending to Upazila Education Office?

Yes No

17. Does the member secretary sign the completion report after consulting with the SMC about the quality of school reformation and repair work?

Yes No

18. Is the quarterly report sent with the countersign of SMC chairman in respect of pupils' attendance, dropout and teachers' responsibilities?
- Regular Occasional Not at all
19. a) Does the school authority take opinion of the members of SMC regarding organization and management of co-curricular activities?
- Yes No
- b) How many times such opinion took during the last six months?
- _____ Times
20. Are the members of SMC invited at the various functions of the school like prize giving ceremony, Milad Mahfil, Sports and cultural competition etc.?
- Regular Occasional Not at all
21. a) Does the AUEO, UEO and DPEO discuss with you on problems of school during school supervision?
- Yes No
- b) How many times problems discussed during the last six months?
- _____ Times
- c) Please mention at least two which they discussed.
- _____
- _____
22. What tasks do the supervisors usually accomplish during school supervision?
- a) Supervising the Teachers' and pupils' attendance
- b) Examining register/records
- c) Checking continuous evaluation record
- d) Supervising teaching learning process in the classroom

- e) Campus cleanliness and classroom tidiness
 - f) Supervising the effectiveness of the previous supervision report
 - g) Supervising the School management aspect
 - h) Taking information about SMC meeting
23. To whom the Upazila/Thana Education committee should be accountable for its activities you think?
- a) Upazil/Thana council b) Upazila Executive Officer
 - c) District Education Committee d) District Primary Education Officer
 - e) Others

PART THREE

Please identify three answers of each of the following questions and write 1, 2 and 3 against those answers according to priority.

24. Which role does the SMC play at present in school management and supervision you thank?

1	To cooperate in maintaining schools and its properties	
2	To ensure admission and attendance of all school going children and motivating the parents to return the dropout children.	
3	To confer necessary financial and material help at school in emergency	
4	To cooperate with the teachers and students in organizing co-curricular activities	
5	To respond at the call of the Head Teachers/Assistant Teachers in any activities of schools	

6	To protect from the use of schools as the place of anti-social activities	
7	Playing no role as the Head Teacher/Assistant teachers did not like it	

25. The following are the causes not to be active the members of SMC in management, supervision and overall activities of schools :

1	Ignorance of SMC members regarding their duties and responsibilities	
2	No financial gain in the involvement of school activities	
3	For the cause of nationalization of primary schools	
4	The SMC members are not informed about any activities and functions of schools	
5	No cooperation of SMC is sought in school management, administration and accomplishment of activities	
6	No necessary power is given in exercising and discharging duties and responsibilities of SMC	

26. Reasons for absence of the SMC members in the meeting are :

1	SMC members are engaged in work (particularly remain busy with work during meeting)	
2	Not to feel the necessity and importance of presence in the meeting	
3	Not to inform the SMC members in time about the meeting	
4	Not to give importance of the opinion and decision of SMC members	
5	Having no usual arrangement of entertainment in the meeting	

27. Measures for activating the SMC members in management, supervision and overall school development activities are :

1	To intimate and aware the SMC members properly about the duties and responsibilities through training and orientation	
2	To give right direction that how the SMC members will discharge the assigned duties and responsibilities	
3	To involve and ensure participation of the SMC members in the financial activities of schools	
4	To render overall supervisory responsibilities in the school activities	
5	To involve in the co curricular activities along with the multifarious functions of schools	
6	To take proper initiative for recommendation of SMC in respect of the teachers' promotion, transfer, experience bar cross (EB cross) and also take punitive measures in the negligence of discharging duties and responsibilities)	

28. Measures for strengthening supervision in administering and managing primary school functions effectively are necessary :

1	To vest the responsibilities of supervision on the SMC regarding the attendance of the pupils and teachers as well as daily functions of schools	
2	To determine the target of school supervision of the field level supervisors and take initiative to implement it appropriately	
3	To arrange effective training for the field level supervisors on academic supervision	
4	To confer responsibility to an AUEO for supervising maximum 20 primary schools	
5	To increase the traveling allowances of AUEOs and arrangement for tour	

29. Measures to ensure accountability for effective school management and supervision are necessary :

1	To provide the financial and other facilities for the teachers and the supervisors on the basis of examination result	
2	To confer time scale, experience bar (EB cross), promotion etc. to all the officers from classroom teacher to DPEO on the basis of evaluation of their performance	
3	To introduce system of submitting report by the SMC on the activities of teachers and supervisors at the end of the year and giving facilities to the teachers and the officers on the basis of this report	
4	To introduce system by the concerned authorities against the chairman and members of SMC if any complaint is proved in discharging duties	
5	To hold SMC accountable to the Upazila Education committee for all the activities	

30. Necessary measures for decentralization of effective school administration, supervision and management are :

1	To delegate the power with regard to the appointment, transfer, punishment, promotion, time scale etc. of the teachers on the Upazila Education Committee	
2	To accomplish the transfer of the teachers of Upazila, District and Division respectively at the Upazila District and Divisional level	

3	To vest the promotion, time scale, experience bar cross (EB cross) etc. to the Upazila level primary education administrators through SMC	
4	To transfer the primary education to the Upazila council without changing the status of the Government service of teachers in the light of the Government principles	
5	To connect and involve primary education management with the local Government (Union council, Municipal Council)	

PART FOUR

Please select one appropriate answer for each of the following questions and put tick (✓) mark against the selected answer.

31. Which of the following measures do you consider most effective for the qualitative improvement of primary education making SMC more active?
- 1. To introduce all the existing committees (SMC, PTA and ward committee) explicitly defining the powers and functions of the committee.
 - 2. To introduce only SMC giving more specific and well defined responsibilities and necessary powers instead of three committees.
 - 3. To confer more responsibilities and necessary powers to SMC instead of all other committees and make SMC more dynamic and democratic enhancing partnership of the parents.
 - 4. Different opinion : _____

32. Which system do you support with regard to the development of physical facilities like the repair of school, construction of new house and purchase of furnitures?
- 1. Accomplishment of works by the contractor with the authority and supervision under facilities now Education Engineering Department (EED) and LGED as per existing rule.
 - 2. Accomplishment of works by the SMC under the joint supervision of SMC, EED and LGED as per plan by EED and LGED.
 - 3. Accomplishment by the contractor under the supervision of SMC as per plan mentioned at 2.
 - 4. Different opinion : _____

33. Which stage the responsibilities of primary education management and supervision should retain you think?
- 1. At the grass-roots level (SMC)
 - 2. At regional level (Upazila Education Committee)
 - 3. At District level (District Education Committee)
 - 4. Different Opinion : _____

34. To whom the teachers should be made accountable if the school activities are not accomplished properly and effectively.
- 1. Local Authority (SMC)
 - 2. Upazila/Thana Education Committee
 - 3. District Education Committee
 - 4. Different Opinion : _____

35. Which stage the transfer, promotion, reward and punishment of teachers should retain you think?

- 1. The School Managing Committee (SMC)
- 2. Upazila Education Committee in recommendation of SMC
- 3. District Education Committee in recommendation of SMC and Upazila Education Committee.
- 4. Different Opinion : _____

36. The existing duties and responsibilities as well as the proposed duties, responsibilities and powers of School Managing Committee are mentioned in the Appendix A. If you like to exclude or add something from the proposed duties, responsibilities and powers, please write in the following table.

Which you like to exclude

Which you like to add

37. The existing duties and responsibilities as well as the proposed duties, responsibilities and powers of Upazila/Thana Education Committee are mentioned in the Appendix B. If you like to exclude or add something from the proposed duties, responsibilities and powers, Please write in the following table.

Which you like to exclude

Which you like to add

Date :

Name of the Respondent

APPEXDIX 'A'

The duties, responsibilities and powers of the School Managing Committee (SMC)

SL. No.	Existent	Proposed
1.	To maintain responsibility with regard to administering and directing primary school management.	The school Managing Committee (SMC) will play an active role to ensure regular and timely attendance of teaches if they have authority in issuing show cause to the teaches due to negligence of duties and irregular attendance
2.	To send a quarterly report to the Upazila/Thana Education officer (The chairman and member-secretary will jointly sign this report) within 7 of every January, April, July and October for monitoring about the activities of teaching learning process, school management, teacher-pupil attendance, dutifulness of teachers and teaching.	To send proposal to the concerned authority for punitive punishment of the concerned teachers if the show cause is not considered acceptable.
3.	To help and cooperate in the developmental activities like school house, construction of road, cleanliness of school environment.	To play role in motivating the parents about all the activities of school viz. maintenance of properties, supervision of development works, child survey, pupils and teaches attendance, prevention of dropout etc.
4.	To take initiative about admission of all school going children, ensure their attendance, return the school leaving children at school and prevention of dropout.	To introduce system of joint signature of the Head teaches and the chairman of the SMC for the school based monthly return.

5.	To take initiative in holding the meeting of the committee once a month, review the school activities and its progress and implementation of the accepted decision.	The SMC could spend money in the development of schools selling any unused and produced goods of schools through auction.
6.	To ensure about countersigning the teachers' monthly return by the chairman of school managing committee and send it to the Upazila/Thana Education office by the member-secretary of the committee.	The concerned higher authorities will consider the report submitted by SMC mentioning about the positive and negative side of the teaches.
7.	To establish contact and coordination between the local people and the Upazila/Thana Education Committee regarding school problems.	The School managing committee will be accountable to the Upazila Education committee for all the activities.
8.	To ensure signature of the member-secretary of the committee consulting with the Managing Committee in the completion report after accomplishment of renovation and repair works of the concerned school.	To confer powers of purchasing goods and repair of furnitures of the schools with Government assistance as per Government rules as well as with the locally collected money by receipt (Not from the students)
9.	To prepare annual work plan of school with the cooperation of Upazila Education Officer and Assistant Upazila Education Officer.	To propose and recommend to the higher authority about the transfer and promotion of teachers and employees of the schools.

10.	To maintain land, road, play ground of schools and also tree plantation and its nursing for the development of school environment.	To confer powers to inform and intimate the concerned authorities if necessary after supervising the educational program of school (classroom supervision and assurance of the use of teaching aids etc)
11.	To supervise and maintain regularly the repair of school, construction of new house, repair of furniture and all other activities.	To confer and render powers to apply through District and Upazila Education committee for achieving Government assistance and cooperation assessing the essential needs of school by SMC
12.	To collect, preserve and distribute the textbooks and teaching materials.	To send proposal in adopting legal measures against the parents for not sending their children to school under compulsory Primary Education Act
13.	To cooperate in organizing and accomplishing the co-curricular activities of school such as National Primary Education week and fortnight, International literacy day. Independence day, prize giving ceremony, sports & cultural activities and Milad Mahfil etc.	To confer more powers and necessary responsibilities to the SMC as a strong and partnership committee at the local level for effective supervision and management of school.

14.	To cooperate in implementing food for education program.	To discharge any other important responsibility assigned by the Government
15.	To enhance close contact and cooperation with the Parent-Teacher Association.	
16.	To cooperate in organizing Sub cluster Training of school and also cooperate the Assistant Upazila Education officer in school supervision and inform to the higher authority if necessary.	
17.	To perform any other responsibility assigned by the Government.	

APPENDIX 'B'

The duties, responsibilities and powers of Upazila/City
Primary Education Committee.

SL. No.	Existent	Proposed
1.	To observe and review the overall development of Thana/City primary education.	To ensure in strengthening regular and effective supervisory activities for qualitative and quantitative improvement of primary education.
2.	To observe whether the primary schools are being supervised regularly by the Upazila/Thana Education officer and Assistant Upazila/Thana Education Officer in accordance with the directives of the Government.	To vest transfer, punishment and promotion etc. on the Upazila and city education committee.
3.	To Confer and give the inspection report to the concerned committee supervising the Thana/City primary schools by the members of the committee individually or collectively if necessary.	To supervise the formation of SMC as per prescribed rules and the accomplishment of duties and responsibilities by the committee.
4.	To make priority list for reconstruction and repair of schools for the development of Thana/City primary schools.	To make School Managing Committee accountable to the Upazila Education committee for all the activities.
5.	To send proposal to the proper authority identifying the deprived area of primary school under the Thana/City and assessing the needs to determine site selection for establishing new schools.	To ensure accountability for the supervision of UEO and AUEO with a view to achieving quality education.

6.	To recommend the Non-Government primary schools under Thana/City in respect of registration.	To administer and control the teaches and the officers in the light of the Government principles without changing the Government service status of teaches.
7.	To take necessary attempt and initiative to increase pupils' enrolment, prevention of drop out, ensuring primary education for all children aged 6-10 years, and comparing the correctness of child survey etc.	The transfer and promotion etc. of all the officials along with the primary school teachers will come under jurisdiction of the Upazila/Thana Education Committee.
8.	To convene at least one meeting in a month.	Upazila Education officer will issue the transfer order of teaches and officials in accordance with the decision of the Upazila Primary Education Committee.
9.		The Upazila Education Committee will be able to dismiss or reject any chairman or member of SMC if there is specific complaint against them.

Appendix D

Questionnaire for the Educational Administrators/
Educationists and the Policy Planners

Decentralization of Primary Education Management and Supervision System in Bangladesh

Questionnaire for the Educational Administrators/Educationists and the Policy Planners

Please read the Appendixes 'A' and 'B' and then fill in the Questionnaire

PART ONE

[Profile]

Name of the respondent : _____

Designation : _____

Name of the office/Institution : _____

Address : _____

PART TWO

[Please Put a tick (✓) mark (which you consider right) and answer briefly.

1. Do you think that more responsibilities and powers of SMC are necessary with a view to improving and strengthening primary education management and supervision?
2. At present the tenure of SMC is 2 years. What according to your opinion should be this tenure?
 (a) 2 years (b) 3 years (c) 4 years (d) 5 years
3. (a) Do you agree with the present formation system of School Managing Committee? Yes No
 (b) If you do not agree with the above question, you fill in the following table :

Please mention how many members should be included from the following categories

SL. No.	Category	Existent		Proposed		By whom if selected
		How many	Elected/ Selected	How many	Elected/ Selected	
1.	Guardian	Total 5	Elected			
2.	Teacher Representative of the concerned Primary School	1	Elected			
3.	Teacher of Secondary School	1	Selected			
4.	Patron of learning	2 1 Man and 1 Woman	Selected			
5.	Land giver or his/her representative (if exist)	1	Lifelong Member			
6.	Head Teacher/Teacher	1	Member Secretary (as an ex-officio)			
7.	Please mention if any other category					

4. Do you think the Assistant Upazila Education Officer (AUEO) should be included as an ex-officio member in the School Managing Committee?
- Yes No
5. Do you think the powers and responsibilities with regard to supervising the regular and timely attendance of teachers should be vested to SMC?
- Yes No
6. Do you think the SMC will supervise the daily activities of schools (Particularly regarding administration and management) and recommend to the higher authority if necessary discussing it in the SMC meeting.
7. a) Do you think the SMC has legal power in school administration, supervision and management?
- Yes No
- b) If your reply is negative, do you think the SMC should have legal power in school administration, supervision and management?
- Yes No
8. Do you think that the members of SMC should supervisory power with regard to school functions?
9. a) At present majority of the SMC is not active, do you agree with this proposition?
- Yes No
- b) If you do not agree, please give 3 specific suggestions to activate the SMC.

1	
2	
3	

10. To whom the Upazila/Thana Education committee should be accountable for its activities you think?

- a) Upazila/Thana council b) Upazila Executive Officer
- c) District Education Committee d) District Primary Education Officer
- e) Others

PART THREE

Please identify three answers of each of the following questions and write 1, 2 and 3 against those answers according to priority.

11. Which role does the SMC play at present in school management and supervision you thank?

1	To cooperate in maintaining schools and its properties	
2	To ensure admission and attendance of all school going children and motivating the parents to return the dropout children.	
3	To confer necessary financial and material help at school in emergency	
4	To cooperate with the teachers and students in organizing co-curricular activities	
5	To respond at the call of the Head Teachers/Assistant Teachers in any activities of schools	
6	To protect from the use of schools as the place of anti-social activities	
7	Playing no role as the Head Teacher/Assistant teachers did not like it	

12. The following are the causes not to be active the members of SMC in management, supervision and overall activities of schools :

1	Ignorance of SMC members regarding their duties and responsibilities	
2	No financial gain in the involvement of school activities	
3	For the cause of nationalization of primary schools	
4	The SMC members are not informed about any activities and functions of schools	
5	No cooperation of SMC is sought in school management, administration and accomplishment of activities	
6	No necessary power is given in exercising and discharging duties and responsibilities of SMC	

13. Reasons for absence of the SMC members in the meeting are :

1	SMC members are engaged in work (particularly remain busy with work during meeting)	
2	Not to feel the necessity and importance of presence in the meeting	
3	Not to inform the SMC members in time about the meeting	
4	Not to give importance of the opinion and decision of SMC members	
5	Having no usual arrangement of entertainment in the meeting	

14. Measures for activating the SMC members in management, supervision and overall school development activities are :

1	To intimate and aware the SMC members properly about the duties and responsibilities through training and orientation	
2	To give right direction that how the SMC members will discharge the assigned duties and responsibilities	

3	To involve and ensure participation of the SMC members in the financial activities of schools	
4	To render overall supervisory responsibilities in the school activities	
5	To involve in the co curricular activities along with the multifarious functions of schools	
6	To take proper initiative for recommendation of SMC in respect of the teachers' promotion, transfer, experience bar cross (EB cross) and also take punitive measures in the negligence of discharging duties and responsibilities)	

15. Measures for strengthening supervision in administering and managing primary school functions effectively are necessary :

1	To vest the responsibilities of supervision on the SMC regarding the attendance of the pupils and teachers as well as daily functions of schools	
2	To determine the target of school supervision of the field level supervisors and take initiative to implement it appropriately	
3	To arrange effective training for the field level supervisors on academic supervision	
4	To confer responsibility to an AUEO for supervising maximum 20 primary schools	
5	To increase the traveling allowances of AUEOs and arrangement for tour	

16. Measures to ensure accountability for effective school management and supervision are necessary :

1	To provide the financial and other facilities for the teachers and the supervisors on the basis of examination result	
2	To confer time scale, experience bar (EB cross), promotion etc. to all the officers from classroom teacher to DPEO on the basis of evaluation of their performance	
3	To introduce system of submitting report by the SMC on the activities of teachers and supervisors at the end of the year and giving facilities to the teachers and the officers on the basis of this report	
4	To introduce system by the concerned authorities against the chairman and members of SMC if any complaint is proved in discharging duties	
5	To hold SMC accountable to the Upazila Education committee for all the activities	

17. Necessary measures for decentralization of effective school administration, supervision and management are :

1	To delegate the power with regard to the appointment, transfer, punishment, promotion, time scale etc. of the teachers on the Upazila Education Committee	
2	To accomplish the transfer of the teachers of Upazila, District and Division respectively at the Upazila District and Divisional level	
3	To vest the promotion, time scale, experience bar cross (EB cross) etc. to the Upazila level primary education administrators through SMC	
4	To transfer the primary education to the Upazila council without changing the existing status of the Government service of teachers in the light of the Government principles	
5	To connect and involve primary education management with the local Government (Union council, Municipal Council)	

PART FOUR

Please select one appropriate answer for each of the following questions and put tick (✓) mark against the selected answer.

18. Which of the following measures do you consider most effective for the qualitative improvement of primary education making SMC more active?
- 1. To introduce all the existing committees (SMC, PTA and ward committee) explicitly defining the powers and functions of the committee.
 - 2. To introduce only SMC giving more specific and well defined responsibilities and necessary powers instead of three committees.
 - 3. To confer more responsibilities and necessary powers to SMC instead of all other committees and make SMC more dynamic and democratic enhancing partnership of the parents.
 - 4. Different opinion : _____

19. Which system do you support with regard to the development of physical facilities like the repair of school, construction of new house and purchase of furnitures?
- 1. Accomplishment of works by the contractor with the authority and supervision under facilities now Education Engineering Department (EED) and LGED as per existing rule.
 - 2. Accomplishment of works by the SMC under the joint supervision of SMC, EED and LGED as per plan by EED and LGED.

3. Accomplishment by the contractor under the supervision of SMC as per plan mentioned at 2.

4. Different opinion : _____

20. Which stage the responsibilities of primary education management and supervision should retain you think?

1. At the grass-roots level (SMC)

2. At regional level (Upazila Education Committee)

3. At District level (District Education Committee)

4. Different Opinion : _____

21. To whom the teachers should be made accountable if the school activities are not accomplished properly and effectively.

1. Local Authority (SMC)

2. Upazila/Thana Education Committee

3. District Education Committee

4. Different Opinion : _____

22. Which stage the transfer, promotion, reward and punishment of teachers should retain you think?

1. The School Managing Committee (SMC)

2. Upazila Education Committee in recommendation of SMC

3. District Education Committee in recommendation of SMC and Upazila Education Committee.

4. Different Opinion : _____

23. The existing duties and responsibilities as well as the proposed duties, responsibilities and powers of School Managing Committee are mentioned in the Appendix A. If you like to exclude or add something from the proposed duties, responsibilities and powers, please write in the following table.

Which you like to exclude

Which you like to add

24. The existing duties and responsibilities as well as the proposed duties, responsibilities and powers of Upazila/Thana Education Committee are mentioned in the Appendix B. If you like to exclude or add something from the proposed duties, responsibilities and powers, Please write in the following table.

Which you like to exclude

Which you like to add

Date :

Name of the Respondent

APPEXDIX 'A'

The duties, responsibilities and powers of the
School Managing Committee (SMC)

SL. No.	Existent	Proposed
1.	To maintain responsibility with regard to administering and directing primary school management.	The school Managing Committee (SMC) will play an active role to ensure regular and timely attendance of teaches if they have authority in issuing show cause to the teaches due to negligence of duties and irregular attendance
2.	To send a quarterly report to the Upazila/Thana Education officer (The chairman and member-secretary will jointly sign this report) within 7 of every January, April, July and October for monitoring about the activities of teaching learning process, school management, teacher-pupil attendance, dutifulness of teachers and teaching.	To send proposal to the concerned authority for punitive punishment of the concerned teachers if the show cause is not considered acceptable.
3.	To help and cooperate in the developmental activities like school house, construction of road, cleanliness of school environment.	To play role in motivating the parents about all the activities of school viz. maintenance of properties, supervision of development works, child survey, pupils and teaches attendance, prevention of dropout etc.
4.	To take initiative about admission of all school going children, ensure their attendance, return the school leaving children at school and prevention of dropout.	To introduce system of joint signature of the Head teaches and the chairman of the SMC for the school based monthly return.

5.	To take initiative in holding the meeting of the committee once a month, review the school activities and its progress and implementation of the accepted decision.	The SMC could spend money in the development of schools selling any unused and produced goods of schools through auction.
6.	To ensure about countersigning the teachers' monthly return by the chairman of school managing committee and send it to the Upazila/Thana Education office by the member-secretary of the committee.	The concerned higher authorities will consider the report submitted by SMC mentioning about the positive and negative side of the teaches.
7.	To establish contact and coordination between the local people and the Upazila/Thana Education Committee regarding school problems.	The School managing committee will be accountable to the Upazila Education committee for all the activities.
8.	To ensure signature of the member-secretary of the committee consulting with the Managing Committee in the completion report after accomplishment of renovation and repair works of the concerned school.	To confer powers of purchasing goods and repair of furnitures of the schools with Government assistance as per Government rules as well as with the locally collected money by receipt (Not from the students)
9.	To prepare annual work plan of school with the cooperation of Upazila Education Officer and Assistant Upazila Education Officer.	To propose and recommend to the higher authority about the transfer and promotion of teachers and employees of the schools.

10.	To maintain land, road, play ground of schools and also tree plantation and its nursing for the development of school environment.	To confer powers to inform and intimate the concerned authorities if necessary after supervising the educational program of school (classroom supervision and assurance of the use of teaching aids etc)
11.	To supervise and maintain regularly the repair of school, construction of new house, repair of furniture and all other activities.	To confer and render powers to apply through District and Upazila Education committee for achieving Government assistance and cooperation assessing the essential needs of school by SMC
12.	To collect, preserve and distribute the textbooks and teaching materials.	To send proposal in adopting legal measures against the parents for not sending their children to school under compulsory Primary Education Act
13.	To cooperate in organizing and accomplishing the co-curricular activities of school such as National Primary Education week and fortnight, International literacy day. Independence day, prize giving ceremony, sports & cultural activities and Milad Mahfil etc.	To confer more powers and necessary responsibilities to the SMC as a strong and partnership committee at the local level for effective supervision and management of school.

14.	To cooperate in implementing food for education program.	To discharge any other important responsibility assigned by the Government
15.	To enhance close contact and cooperation with the Parent-Teacher Association.	
16.	To cooperate in organizing Sub cluster Training of school and also cooperate the Assistant Upazila Education officer in school supervision and inform to the higher authority if necessary.	
17.	To perform any other responsibility assigned by the Government.	

APPENDIX 'B'

The duties, responsibilities and powers of Upazila/City Primary Education Committee.

SL. No.	Existent	Proposed
1.	To observe and review the overall development of Thana/City primary education.	To ensure in strengthening regular and effective supervisory activities for qualitative and quantitative improvement of primary education.
2.	To observe whether the primary schools are being supervised regularly by the Upazila/Thana Education officer and Assistant Upazila/Thana Education Officer in accordance with the directives of the Government.	To vest transfer, punishment and promotion etc. on the Upazila and city education committee.
3.	To Confer and give the inspection report to the concerned committee supervising the Thana/City primary schools by the members of the committee individually or collectively if necessary.	To supervise the formation of SMC as per prescribed rules and the accomplishment of duties and responsibilities by the committee.
4.	To make priority list for reconstruction and repair of schools for the development of Thana/City primary schools.	To make School Managing Committee accountable to the Upazila Education committee for all the activities.
5.	To send proposal to the proper authority identifying the deprived area of primary school under the Thana/City and assessing the needs to determine site selection for establishing new schools.	To ensure accountability for the supervision of UEO and AUEO with a view to achieving quality education.

6.	To recommend the Non-Government primary schools under Thana/City in respect of registration.	To administer and control the teaches and the officers in the light of the Government principles without changing the Government service status of teaches.
7.	To take necessary attempt and initiative to increase pupils' enrolment, prevention of drop out, ensuring primary education for all children aged 6-10 years, and comparing the correctness of child survey etc.	The transfer and promotion etc. of all the officials along with the primary school teachers will come under jurisdiction of the Upazila/Thana Education Committee.
8.	To convene at least one meeting in a month.	Upazila Education officer will issue the transfer order of teaches and officials in accordance with the decision of the Upazila Primary Education Committee.
9.		The Upazila Education Committee will be able to dismiss or reject any chairman or member of SMC if there is specific complaint against them.