

Controlling System of Government Primary Schools in Bangladesh- A Case Study on a Few Selected Districts

By
Mahmuda Khatun
Registration No: 291
Session: 2004-05

Dissertation submitted to Dhaka University in fulfillment of the
requirements for the degree of Master of Philosophy

Under the Supervision of
Professor Muhammad Mohiuddin
Department of Management

DEPARTMENT OF MANAGEMENT
FACULTY OF BUSINESS STUDIES
UNIVERSITY OF DHAKA, DHAKA- 1000

May 2014

ম্যানেজমেন্ট স্টাডিজ বিভাগ
বিজনেস স্টাডিজ অনুষদ
ঢাকা বিশ্ববিদ্যালয়
ঢাকা-১০০০, বাংলাদেশ

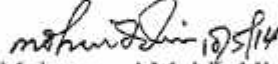


Department of Management Studies
Faculty of Business Studies
University of Dhaka
Dhaka-1000, Bangladesh

PABX: 9661900-73, Extension: 7835, 7836, Fax: 88-02-8615583, E-mail: duregstr@bangla.net, Web: <http://www.univdhaka.edu>

To Whom It May Concern

This is to certify that Ms. Mahmuda Khatun, a research fellow Master of Philosophy (M. Phil.) of the Department of Management, University of Dhaka, has completed her Master of Philosophy thesis entitled "Controlling System of Government Primary Schools in Bangladesh-A Case Study on a Few Selected Districts" under my supervision. This is her original research work.


Muhammad Mohiuddin
Professor
Department of Management
University of Dhaka
&
Supervisor

ACKNOWLEDGEMENT

I would like to express my deepest sense of gratitude and profound respect to supervisor Muhammad Mohiuddin Professor of Management studies, University of Dhaka, for his inspiration, constant guidance and excellent co-operation in conducting this study. His valuable advice at every stage made this work easier and interesting to me. I most gratefully acknowledge that without his untiring and generous help and encouragement, it would not have been possible to accomplish this study.

I am indebted to Mr. Md. Abdul Jabbar, retired Additional Secretary of the government for his special help and assistance.

Grateful acknowledgments are due to the chairman Dr. Shyam Sundar Karmaker for their excellent co-operation in filling out exhaustive in the midst of their preoccupation. I am grateful to the Ministry of Education Government of Bangladesh to accord permission for carrying out this Doctoral Study in the Department of Management studies University of Dhaka.

It is a pleasure for me to acknowledge the indebtedness to many authors whose works were studied and quoted for the thesis and whose writing immensely helped me in understanding the problem and in formulating my own view.

I am thankful to Mr. Md. Shahinuzzaman and Md. Zakir Hossain for typing thesis neatly. My deepest debt of thanks to Md. Jalilur Rahaman, my husband for swing

forbearance and encouragement during the course of study. My family members also inspired and assisted me in this regard.

Mahmuda Khatun

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List of Abbreviations

ACR	= Annual Confidential Report
AT	= Assistant Teacher
ATEO	= Assistant Thana Education Officer
AUEO	= Assistant Upzila Education Officer
CL	= Casual Leave
DC	= Deputy Commissioner
ADPEO	= Assistant District Primary education Officer
DD	= Deputy Director
DP	= Development Partner
DPE	= Directorate of Primary Education
DPEO	= District Primary education Officer
DG	= Director General
Govt.	= Government
GPS	= Government Primary School
GPST	= Government Primary School Teacher
HT	= Head Teacher
MDG	= Millennium Development Goal
MoPME	= Ministry of Primary and Mass Education
PLR	= Preparatory Leave for Retirement
PMED	= Primary and Mass education division
PTI	= Primary Training Institute
SMC	= School Managing Committee
TEO	= Thana Education Officer
UNESCO	= United Nations
UEO	= Upzila Education Officer

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Chapter One

INTRODUCTION

1.1 Introduction

Bangladesh is situated to the eastern side of the Indian Subcontinent, flanked by Indian in the West, North and North-East and Myanmar to the South-East and Nepal slightly removed to the North. It is situated between 20°.34 North Axis and 26°38 as well as 88°.01 East Meridian of Longitude and 92°41 East Longitude, and the Tropic of Cancer passes through (23°.5) over the middle of Bangladesh (NCTB, 2012, 74). It has an area of 1,47,570 sq. kilometers and a population of 152 million. It has a population density of 993 persons per sq. kilometers, which is the highest in the world (www.bbs.gov.bd.com).

Bangladesh is a tropical country. Threaded by rivers, dotted with paddy fields and covered with green vegetation, Bangladesh is famous for its natural beauty. Due to the monsoon rainfall and the silt carried by the three great rivers, the Ganges, the Brahmaputra and the Meghan, the soil of Bangladesh is also very fertile.

Bangladesh has a history of Mongoloid, Austro-Mongoloid and Austro-Dravidian settlers. The people however, come to be known as Bangladeshis. There are minority tribal communities as well such as the Saotal, Chakma, Marma, Kol, Vil, Munda, Monipuri, Garo and Khasia.

With the highest density of population in the world and slow economic progress, the people this country are trapped in the vicious cycle of poverty. About 50% of the people who live below the poverty line are not able to provide for their basic needs and amenities (GoB, 2010, 1).

1.2 Education System of Bangladesh

Article 8 of the Constitution of 1972 (last amended in 2011) stipulates that the principles of absolute trust and faith in the Almighty Allah, nationalism, democracy and socialism meaning economic and social justice, together with the principles of the state policy. The Republic shall be a democracy in which fundamental human rights and freedoms and respect for the dignity and worth of the human person shall be guaranteed and in which effective participation by the people through their elected representatives in administration at all level shall be ensured (Article 11). Article 17, which relates to education, specifies that the State shall adopt effective measures for the purpose of : (a) establishing a uniform, mass-oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law; (b) relating education to the needs of society and producing properly trained and motivated citizens to serve those needs; (c) removing illiteracy within such time as may be determined by law. The state shall Endeavour to ensure equality of opportunity to all citizens and shall adopt effective measures to remove social and economic inequality, and to ensure the equitable distribution of wealth among citizens and of opportunities in order to attain a uniform level of economic development throughout the Republic (Article 19).

The present education system of Bangladesh may be broadly divided into three major stages, viz. primary, secondary and higher education. Primary education is imparted basically by primary level institutions. Secondary education is imparted by junior secondary and higher secondary level institutions. Higher education is imparted by degree pass (3 year), degree honors (4 years), masters (1 & 2 year) and other higher level institutions of equivalent section of other related institution (www.dshe.gov.bd/history).

The education system of Bangladesh is being managed and administered by two Ministries in association with the attached Departments and Directorates as well as a number of autonomous bodies. The two streams of education are; Primary education (Grade 1-V) and Secondary and Higher Education (Grade VI and

above). Ministry of Primary and Mass Education (MoPME) under a Secretary manages the primary education sector while the other stream i.e. from secondary to higher education is managed by Ministry of Education (MOE) headed by Secretary of its own. At the top a Minister and a State Minister is responsible for controlling the overall activities of both the Ministries. The post-primary stream of education is further classified into four types in terms of curriculum; general education, madrasa education, technical-vocational education and professional education (www.wikipedia.org/wiki/educationin_bangladesh).

1.3 History of Primary Education: A Perspective

In the ancient time and the Middle Ages the indigenous education system which evolved in the Indian subcontinent had a predominantly theological and philosophical approach, which alienated itself from the common people. It was the British who introduced and implemented what is now known as the modern education system.

1.3.1 Primary Education: British Period

The Wood's Educational Despatch of 1854 provided a significant example of the modernization of education by the Government in Bengal. According to this a Government-funded Education Department was established under a director and posts of inspectors were created. The Despatch also had a plan encouraging private educational facilities. Lord Curzon took some steps for expanding Primary Education (Begum & Akhter, 2000, 6). In 1910, Gopal Krishna Gokhale placed a bill in the law Council for making primary education compulsory in the municipal areas was passed (Ali & Ara 1993, 10).

With the provision of limited autonomy in the Indian Book Act of 1921, Bengal (Rural) Primary Education Act was passed in 1930. For over a decade after this, there was hardly any follow up action. Under this act, Zilla (District) School were set up to control, direct and manage the dissemination of education, to reach ultimately the goal of universal, compulsory, and free education.

Although Primary Education was controlled, directed and managed by the Director of public Instruction and the schools were inspected by the District, Subdivision or Circle Offices (comprising one or more thanas), the direct administrative responsibility lay solely with the Zila (District) School Boards (GoB, 2003, 6).

After the Second World War, the Sergeant Commission report (1944), for the development of education was published. It was the first report to recognize pre-primary education. In 1947, as the British rule ended, the Sergeant Commission report was unimplemented (GoB, 1998, 4)

1.3.2 Primary Education: Pakistan Period

Soon after partition a resolution to make Primary education universal, compulsory and free was put forward at the National Education Conference (1947). In 1950, the Government announced the dissolution of the Zila School Boards, and handed over the control and administration to the District Primary Education office. The former District Schools Inspectors were appointed Chief Executives of this office under the aegis of the Deputy Commissioners.

The Bengal (Rural) Primary Education Act was amended in 1951. In order to make Primary education compulsory, the Government undertook an experiment. In selected Union Councils, 5000 Primary schools were designated to be run as “compulsory Primary schools”, and the rest were to operate as “non-compulsory primary schools”. Till 1951, Primary education was a 4-year course. In 1952 it was made a five-year course (Ali & Ara 1993, 11).

As a result of bifurcation of the Primary schools into “compulsory primary schools” and non-compulsory Primary schools”, discontent spread amongst the teachers. The Government, therefore, in 1957 renamed the 5000 primary schools in the union councils as “Model Primary School” and the rest” and the rest “Non-Model Primary Schools”. The Headmaster of the Model Schools could inspect and supervise the Non-Model Schools (GoB, 2003, 7).

Universal access to Primary education was stressed in the First Five –Year Plan. The first Education Commission was set up in 1959. This commission recommended that within the next fifteen years, primary education should be an 8 year course, and liberal promotion on the basis of age should be introduced (www.banbase.bd.com). In the Second and Third Five-Year Plans, there were increased allocations for the development of Primary, to enhance facilities in the schools, and to provide for greater student enrolment.

A section of parents, students, teachers, and educational authorities did not approve of the nomenclature “Non-Model”, and the practice of inspection and supervision of the work of Non-Model School Headmasters by the Model schools authorities. The government, in 1965, collectively termed Model and Non-Model Schools as “Managed Free Primary School” Under this new scheme all Primary schools were run under one administration and all the teachers received pay according to qualifications.

1.3.3 Primary Education: Bangladesh Period

This period starts from 1971 when the people fought a glorious war to win Independence. The Constitution states that Primary Education shall be the responsibility of the State. The provisions are; “The State shall adopt effective measures for the purpose of (a) establishing a uniform, mass-oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law; (b) relating education to the needs of the society and producing properly trained and motivated citizens to serve those ends; (c) removing illiteracy within such time as determined by law”

Acknowledging Primary education as a national responsibility of the government, and recognizing the fundamental rights of the people to education ushered in a new era in Bangladesh. The dawn of independence also saw a reawakening in the realm of Primary education. In light of this, steps to upgrade the education system were taken right after independence. In 1972, the Quadrat-

e-Khuda Education Commission was set up to create a modern education system suited to the needs of an independent national and compatible with the systems of the neighboring countries.

In the view of the objectives the commission placed before the government along list of recommendations for the development of primary education (DPE, 2003 9). The government could not implement all the recommendations but plan to implement the most important recommendation of the commission *ie* nationalization of the primary schools. The then government passed the ordinance on 26 October 1973 for nationalizing a large number of primary schools. Later the Jatio Sangsad introduced the primary school (Taking Over) bill 1974. The bill imposed upon the government the responsibility of bringing primary schools under a centralized administration from the previous district based management. Based on the bill the government nationalized 36165 primary schools all over the country and declared 157724 teachers of those schools as government employees.

From nationalization of primary schools, strengthening and improving primary education management become a part of the states responsibilities. Planned steps were gradually taken for the development of primary education. In two year plan (1978-'80) a significant proposal for the establishment of NAPE was made and it was done. Since most of the recommendation of Bangladesh education commission was not implemented the national advisory committee formulated an interim education policy in 1979 and advised the government to the solve various problems of the primary education (GoB, 1998, 6)

During the Pakistan period the DPI was responsible for the management and development of education and there was no separate organization to look after the primary education. So, in 1981 the primary education has passed and the government established a separate Directorate of Primary Education (DPE). In the same year the post of the Assistant primary education officer was created to strengthen the field level supervision and inspection (www.dshe.gov.bd/history).

The government also took initiative for the development of the curriculum, teachers training and infrastructure facilities of the schools. Accordingly in 1985 a scheme was under taken with the assistance of foreign aid and free supply of books among the primary students started.

In February 1990 the Primary Education (Compulsory) Act was passed. It stipulates that unless there is a valid ground, the guardian of each child living in an area where primary education has been made compulsory shall have his/her admitted to the nearest primary education institution located in the area. The act was implemented in 1992 on a limited scale and has been extended throughout the country since 1993 (www.ibe.unesco.org). Bangladesh was a signatory to the declaration of the World Conference on Education for All (WCEFA) held in March 1996 in Jumtein, Thailand (Monzoor, 2008, 16). The WCEFA conference was concerned about both the qualitative aspects. At Jumtien's conference, it has become clear that, merely placing a child in school does not guarantee effective learning (Wahidujjaman, 2001, 191). Moreover, this conference marked the emergence of an international consensus that education is the single most vital element in combating poverty, empowering women, promoting the environment and democracy, protecting the environment and controlling the population growth (Bellany, 1992, 2).

Recognizing the importance of primary and non formal education in ensuring education for all as well as eradicating illiteracy, the government created a new Division called primary and Mass Education division under Ministry of Education in August 1992 with the status of a Ministry has been renamed as

Ministry of Primary and Mass Education (MoPME) since January 2003. The Ministry of Primary and Mass Education is responsible for formulating, planning, evaluating and execution of plans and initiating legislative measures relating to primary and non-formal education.

The government of Bangladesh (GoB) has made commitment in the World Education Forum held at Dakar, Senegal in April 200, towards achievement of Education for All goals and every citizen by the year 2015. The world Education forum adopted six major goals for education, two of which also become Millennium Development Goals (MDG) latter in the same year. The Dakar goals covered the attainment of Universal primary Education (UPE) and gender equity, improving literacy and educational quality, and increasing life skills and early childhood education program and were to be achieved within 15 years (GoB, 2005, 28). The country has prepared a National Plan of Action for EFA (draft) with a specific set of goals to be achieved by 2015. The National Plan of action for Education for All 2003-2015 embraces all the goals of EFA for making education accessible and provided for all.

1.4 Management System of Primary Education

To the discussion of the topic, primary education management system in Bangladesh may be highlighted in brief. Education management is a very important system for smooth management and development of primary education in any country. Individual, social and national objectives of education is always implemented and achieved through the education management. There are directorates, departments and different subordinate offices are there to manage the education system. All these organizations work to achieve the same target and objectives.

This is also the case with the management of primary education. There are many directorates, offices and organizations to implement the primary education policy, its aims and objectives, and rules and regulations. To manage and supervise the primary education there is a Primary and Mass Education

Ministry at the top of the organization, there is Directorate of Primary Education in the second stage, Divisional Offices in the third stage, DPEO offices in the fourth stage and at the grass root level is the upzila education office and primary schools.

1.4.1 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.

1.4.2 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. At the central level, DPE executes the policy decisions and controls, coordinates and regulates the field administration of primary education. In the directorate there are six divisions each division headed by a director. The task 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 of priority basis to effect general and gradual development of primary education in the light of Government policies.

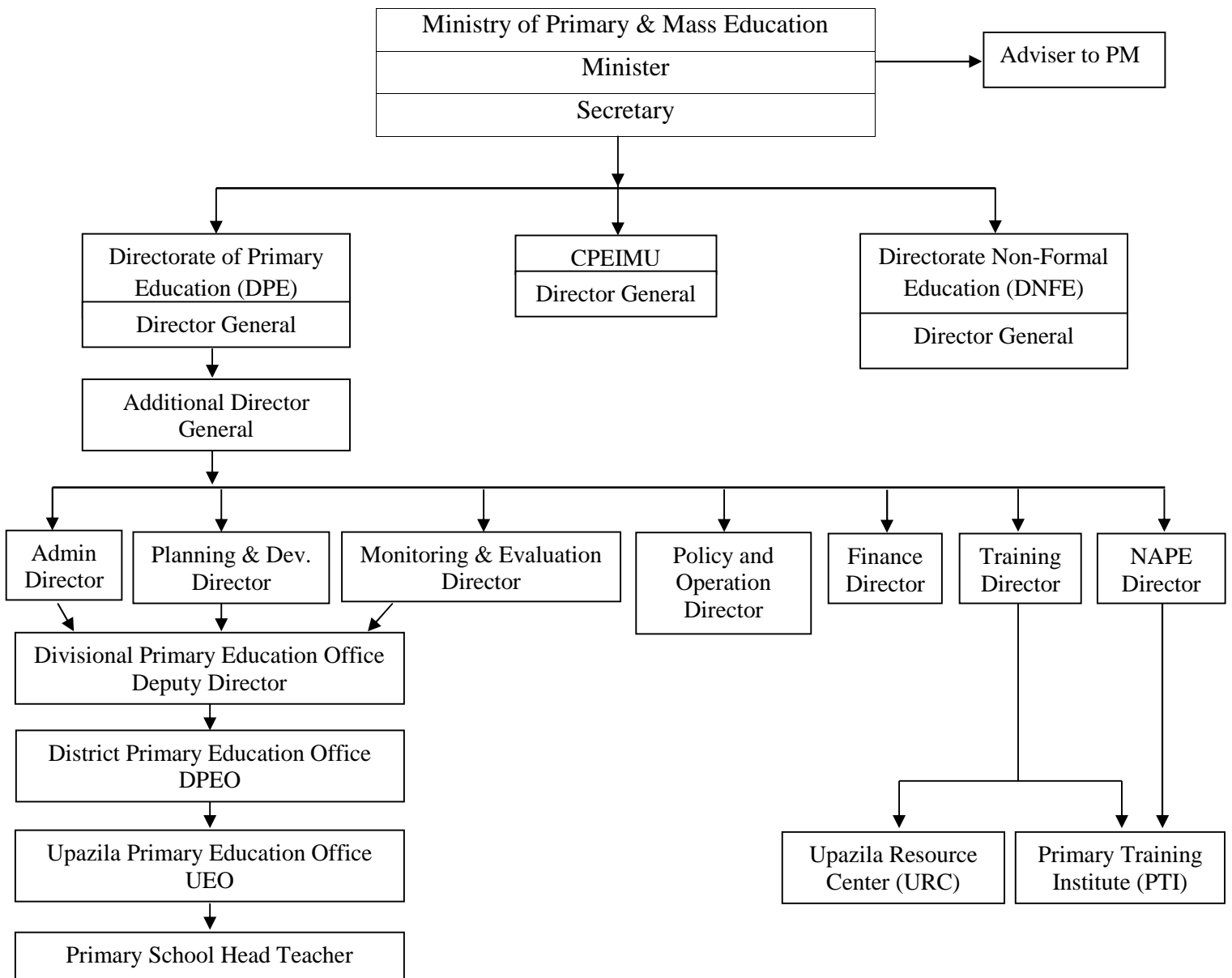
) The responsibilities of planning and development division are: drawing up to various development projects on priority basis to effect general and gradual development of primary education in the light of government policies; getting approval of projects; implementation; evaluation; supervision and winding up of completed projects. This division conducts the preparation of development budget, disbursement and allocation of funds and redistribution of foreign externally assisted funds. It also monitors, reviews and coordinates the activities of different projects.

) Policy and operation division is responsible for evaluation of the progress of field level activities and onward transmission of the same to the administrative ministry for next course of action. It is also responsible for recruitment of teachers at central level. Besides, this division plays the advisory role to make field level administrative activities more effective.

) 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

Figure 1

ORGANOGRAM OF THE MINISTRY OF PRIMARY AND MAS EDUCATION



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.
-) Finance and Procurement Division has to maintain financial discipline, to utilize funds on the basis of the principal of development partners and financial regulation of the country, collection of SOE, assistance for performance audit, accomplish of performance audit monitoring, preparation of financial report and above all to ensure authentic financial transaction and to give sustained form to all financial flow of the directorate. A Director is the head of the Division and he/she is responsible to the DG. A major part of the procurement (all civil work except DPE building, materials for training activities, teaching learning materials, weighing machine, supplementary reading materials etc) is done at the district and upzila levels, but the remaining procurement is done centrally with assistance of finance and procurement division.
-) The supervision of the Upzila 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.

1.4.3 Office of the Divisional Deputy Director

There are seven divisions in Bangladesh and each division has an office of Divisional Deputy Director. The responsibilities of administrative, management and training of the Directorate of Primary Education has been decentralized through these seven 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.

1.4.4 District Primary Education Office

There are 64 districts in Bangladesh and each district headquarter there is a district primary education officer. 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 etc.

1.4.5 Upzila Education Office

The Upazila Education office is mainly responsible for supervising and inspecting primary schools, working as drawing and disbursing officer, constituting and division of cluster, preparing the priority list for the development of the primary school, monitoring and updating the service books of the teachers 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 (DPE, 1999, 27).

1.4.6 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 responsibility. The Head Teacher needs to ensure whether the assigned duties and responsibilities of the Assistant Teachers are discharged properly or not. The Head Teacher also works as the secretary of the SMC of the school and he/she is responsible for forming the SMC as enumerated in the concerned order.

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.

1.5 Rationale of the Study

Primary education is the basic and fundamental education in Bangladesh. It consists of five grades and the children of 5 to 10 years old are taught here elementary Bengali, Mathematics, English, Social Studies, General science and Religion. The aim of this course is to develop the children for secondary, education the next higher stage of education system. So the quality of the students in S.S.C depends on the quality of the primary education.

In view of the importance of education to a country like Bangladesh the present thesis addresses primary education system, which is diversified and multifarious due to economic, socio-cultural, political, regional and religious factor. The access of primary education is maintained mainly by the government. More than 75% schools controlled by the government and around 835 of total children enrolled in the primary level educational institution go to these schools (GoB, 2005, 3). Similarly, more than 70% primary teachers are working in the government controlled schools. Besides government run primary schools, nine other category of primary schools are administered, monitored and maintained by different authorities. Disparity and lack of coordination among these institutions constrains the attainment of universal primary education and its effort to increase enrollments and quality education.

The primary education as it stands now is not developed in a day. It has developed through ages by the initiative of the local people and government policies. In the past schools are established by the people and run by the local government institutions. These were nationalized in 1974. "In reality, almost all the school of Bangladesh 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, 81). Lots of rules, regulations and orders have been issued with the change of the authority or regime. These are not always correct or necessary.

The controlling system of the school do not rests on a single body. In true sense of the term, these institutions are controlled and run by the teachers, the managing committee and the district & upzila education officers. The teachers are recruited by the government and receive the pay allowances, leave and pension etc according to government rules. So the managing committee has no power to do anything against the teachers for indiscipline, misconduct etc. They can only make allegations to the AUEO/UEO through monthly returns and report.

One may think that a school is an institution for teaching the students. But in fact that is not true. The school, as situated in a locality, it is a social institution. Directly or indirectly it is influenced by the local socio economic condition and in the same manner it has to play a social role in the locality. This is required to form the managing committee, parents' teachers association, mother gathering, uthan baithak etc.

The primary institutions run by the government are spread all over the country. But they are not established in a rational manner. The establishments of these schools have been taken by the local people according to their ability and choice. These have created a situation that the local elites and guardians always tried to play major role in the past. But after nationalization they are not so much interest in the controlling of the schools as they are government

organizations. Even the teachers of the schools, in most cases, do not care for the local elites and guardians. This has created an interesting situation for the study.

The school is the 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 cannot be implemented, MDG cannot be achieved and the quality of education cannot be ensured in any country of the world. So, the Government has recognized and underscored the need of the community participation for efficient operation of primary schools. The local people hardly feel that schools with Government teachers deserves any support and co operation.

The Upzila/ Thana education officers basically are busy with the official works, *ie* transfer, posting of the teachers, payment of the salary , payment of their provident fund and pension, recreation, leave etc. As a result, the UEO/TEO fails to perform his/her supervision and inspection duty. On the other hand, AUEOs/ATEOs are meant for the supervision inspection. Their inspection, as defined by the government order, is not done regularly and as most of the schools are far from upzila head quarter and which are not situated in the general communication. These schools are basically run at will of the head teacher and other teachers. So, the controlling system of the government primary institutions neither depends on the government nor on the DPEO/UEO, it depends on the teachers only.

Under the above circumstances, it is understood that the primary institutions are critical institutions to control. There is a long gap between the teachers and managing committee, between the SMC and upzila administration, and it always lack good understanding, cooperation and coordination among these groups of people. These situations as it exists now require brief study of the

various academic and administration problems, cooperation, coordination and rules and regulations followed by these people. This is the reason which inspired me to study present topic.

1.6 Statement of the Issues

Education plays a vital role for the sustainable economic development and primary education lays the foundation for it. Bangladesh runs one of the biggest primary education systems in the world (Primary School Census 2010, 23) Development of the primary education poses a daunting challenge because of inaccessibility and resource constraint. Despite these, Bangladesh has achieved remarkable progress in the primary education.

Available evidence suggests that along with income growth and lower poverty, Bangladesh has made impressive progress in improving its human development indicators including life expectancy, infant child mortality, adult literacy and primary and secondary school enrollments. Yet, there is a large unfinished agenda, especially regarding the quality of education and availability of management skills which are essential for increasing the rate of growth and creating high income jobs.

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

Chapter Two

METHODOLOGY

The study is a descriptive research. It may be mentioned here that two dimensional approaches were mainly adopted in the research methodology, namely (i) analysis of various documents and evidences (ii) opinion of the stakeholders through questionnaire and informal interview.

2.1 Population of the study

Population of the study consist of (i) District Primary Education Officer (ii) Upzila/Thana Education Officers (UEOs/TEOs) (iii) Assistant Upzila/Thana Education Officers (AUEOs/ATEOs) and (iv) Ten Policy Planners of Education particularly those who were concerned with primary education in Bangladesh.

2.2 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 for district primary education officer (ii) Questionnaire for Upzila/ Thana Education Officers (UEOs/TEOs) (iii) Questionnaire for Assistant Upzila/ Thana Education Officers (AUEOs/ATEOs) and (iv) Interview with 10 policy planners of education particularly those who were concerned with primary education in Bangladesh.

Secondary Sources of Data

The secondary data were collected from the previous related study is done in the area and also from different documentary sources. The sources comprised publications in the form of books; rules, regulations and order issued by the government; reports of the education commission and committee formed by the government; reports of the international organizations and five year plan of the government concerning the present research.

The source also included authoritative books on comparative educational administration, educational management, supervision and administration, DPE 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 and field level supervisors were collected for improvement of the prevailing controlling system of government primary school through personal contact.

2.3 Samples for the Study

All the seven administrative divisions of Bangladesh - Dhaka, Chittagong, Khulna, Rajshahi, Barisal, Sylhet and Rangpur were chosen purposively for the study. Two districts from each division were selected randomly as sample. At least five Upazilas from each district were included.

The sample of the study comprises of the following categories.

Table 1
Category of respondents

SL. No	Category of respondents	No of respondents
1.	District Primary Education Officer	15
2.	Upzila/Thana Education Officer	75
3.	Assistant Upzila/Thana education Officer	454
4	policy planners, Educationists and Deputy directors who are involved and deals with primary education	10
	Total	554

2.4 Development of the Questionnaire

The researcher prepared the questionnaire as tool for collection of data for the 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 Business Studies, University of Dhaka and the Institute of Education and Research (IER), University of Dhaka, which provided 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.

Three sets of questionnaires were developed to collect data along with comments and suggestions from the clientele groups required for the study. 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 further examined for the relevance, clarity, adequacy, appropriateness and objectivity of interpretation of the items. Accordingly necessary additions and alterations to the questionnaire are made. Before administration, the questionnaires were tested in a pilot and vague and ambiguous items were identified based on the findings. Eventually study, the questionnaires were revised and finalized to collect data for the research study. There were both open-ended and closed-ended items in the questionnaire used for the data collection.

2.5 Collection of Data

The researcher personally visited the selected districts and upzilas offices and administrated the questionnaires to the DPEO, UEO, AUEO and educational administrator 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 objective of the study and also to explain the meaning of the items of the questionnaire 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 controlling system of government primary school in Bangladesh.

2.6 Procedure for Analysis of Data

For analyzing and interpreting the data, an attempt was made to present the real picture of existing duties, responsibilities and powers of DPEO, UEO/TEO and AUEO/ATEO.

The responses to each closed-ended item were analyzed in terms of the frequency of the respondent's agreement or disagreement with a particular response. The responses to the open-ended items were recorded in figure and language and further analyzed suitably.

2.7 Report Writing

The concluding phase of the research study- 'report writing' started as soon as the consolidation, analyses of the findings and redesigning part were accomplished. The writing of the thesis was done on the basis of findings and actual observation and experience of the researcher. Generally, recognized style for thesis writing was followed, while the report processed using the computer package MS word. These are presented in the following structure of the thesis-

Chapter-1 : Introduction

Chapter-2 : Methodology

Chapter-3 : Theoretical Framework

Chapter-4 : Analysis and Discussion

Chapter-5 : Findings, Conclusions and Recommendations

Bibliography

Appendix and Index

Chapter Three

THEORETICAL FRAMEWORK

3.1 Meaning of Control

Control systems are employed in all organizations. They are used by managers as they seek to bring unity of purpose out of the diverse efforts of organizational participants and steer their organizations towards their goals and objectives. As such, they are connected with the work condition, resource allocation and motivation and performance measurement. Control is one of the managerial functions like planning, organizing, staffing and directing. It is an important function because it helps to check the errors and to take the corrective action so that the deviation from standards is minimized and stated goals of the organization are achieved in desired manner. According to modern concepts, control is foreseeing action whereas earlier concept of control was used only when errors are detected. Control in management means setting standards, measuring actual performance and taking corrective action. Thus, control comprises these three main activities.

3.2 Definition of Control

Control is one of the fundamental functions of the management. Without this function organization cannot run smoothly and could not achieve its goal. In the past, Managers believed that the necessity of the control arose only when something went wrong. The object of the control was to find out the person responsible for these events and take action against him. According to scientific management, control is aimed at results and not at people as such. The term control is a very complex word and it has been defined by many management scientists in a different manner. Some of the definitions of them can be related to our education system in Bangladesh. Henry Fayol said “Control of an undertaking consists of seeing that everything is being carried out in accordance

with the plan which has been adopted, the orders which have been given, and the principles which have been laid down. Its object is to point out mistakes in order that may be rectified and prevented from recurring". Wehrich, Cannice and Koontz (2008,418) defined control as- "Controlling is the measurement and correction of the performance in order to make sure that enterprise objectives and the plans devised to attain them are accomplished." According to Terry and Franklin (2003, 422) Controlling is determining what is being accomplished --- that is, evaluating the performance and, if necessary, applying corrective measures so that the performance takes place according to plans." Griffin told (2009, 555) "Control is regulation of organizational activities so that some targeted element of performance remains within acceptable limits." According to Kreitner (2009, 501) "Control is the process of taking the necessary preventive or corrective actions to ensure that the organization's mission and objectives are accomplished as effectively and efficiently as possible." The control defined by Robbins and Coulter (2009, 414) is "Controlling is the process of monitoring, comparing and correcting work performance."

The definitions cited ago are all directly and indirectly related with the management of the business organizations. They have very little relation with the management of primary education of Bangladesh. But, still these definitions give us an idea of the controlling system which some extent applicable to education system. Like the business organization the managers in education from grass root level to highest authority level have to control of the students, teachers, institutions etc. So they have to follow the process of planning, organizing, staffing, leading, co-ordination and controlling. As a result of these every manager *ie* Head Teacher, AUEO/ATEO, UEO/TEO, ADPEO, DPEO, AD, DD, Director, DG *etc* have to do some sort of controlling jobs in their daily work. The scope and nature of the control varies among the managers from top

to bottom due to responsibility for the execution of plans, programs and activities.

3.3 Characteristics of Controlling System

Control regulates and monitors organizational activities. To use the control process managers must understand the characteristics of effective control and understand how to identify and overcome occasional resistance to control. Like other functions of management control possesses some character. Different management specialists have described the characteristics of control in different manner. Hicks and Gullet (1976, 502) thought that control should be understandable and economical, be related to decision centers, register variation quickly, be selective, remain flexible and point to corrective action. On the other hand Griffin (2009, 572) opined that control system tend to be most effective when they are integrated with planning and when they are flexible, accurate, timely and objective. Weihrich, Cannice and Koontz (2008, 430-432) told that characteristics of control system consist of tailoring to plans and position, tailoring control to individual managers, designing control to point up exceptions at critical points, seeking objectivity of controls, ensuring flexibility of controls, fitting the control system to the organization culture, achieving economy of controls and establishing controls that lead to corrective action. Suksena (1981, 252) also described about six characteristics of control system. Thus, an analysis of this specialists show that they have indicated some common characteristics and they are explained in a different manner by a different heading. From the above analysis the main characteristics can be explained under following headings.

(a) Controls related to decision centers

Control should be related to organizational decision centers that are responsible for performance. Those positions in the organization where decisions are made

must have both clear objectives to pursue and proper information with which to evaluate the successful accomplishment of objectives. This means that the organization's management information system must be designed so that each manager has the necessary data to control his or her own area of accountability. Product managers must have appropriate cost and revenue data concerning the overall performance of their product division; sales managers must have such information as amount of sales per sales person, number of "missionary" of new customer sales calls, and average sale per customer. Whatever and wherever the decision center, a manager must have appropriate control information so that corrective action can be taken when necessary.

(b) Integration with planning

Control should be integrated with planning. The more explicit and precise this linkage, the more effective the control system is. The best way to integrate planning and control is to account for control as plans develop. In other words as goals are set during the planning process attention should be paid to developing standards that will reflect how well the plan is realized

(c) Non Stop/ Continuous process

Controlling in the management system is a continuous and nonstop process. This function is related with all the managers from top to bottom and it is related with their daily functions. Even it is related with all the jobs done by a manager in his office. Normally it starts from the starting of planning for a project and ends with the ends of the project. In a nutshell where there is work there is control. This should not be looked into from the negative point of view. It is a process to maintain order and discipline to finish a project.

(d) Objectivity

The control system should provide information that is an objective as possible. To appropriate this, imagine the task of manager responsible for control of his

organization's human resource. He asks to plant managers to submit reports. One manager notes that morale at his plant is okay that grievances are "about where they should be" and that turnover is under control. The other reports that absenteeism at her plant is running at 4 percent that 16 grievances have been field this year and the turnover is 12 percent. The second report will almost always be more useful than the first. Of course, managers also need to look beyond the numbers when assessing performance.

(e) Selective controls

For every organization, there are certain key measurements that are linked to its success. These success variables are different from one organization to other. In every organization, certain control points are more critical than others. This is because they are closely related to the success of the activities being performed. In these key success areas, careful control must be maintained. Additional controls in important but less critical positions of the firm's operation are also necessary. But whatever control points are chosen, they must have a significant relation to the success of the organization. No firm should over control by establishing large number of relatively unimportant checks. In such a situation, controls probably will not pay for themselves. In addition, morale can suffer because employees may feel that they are being closely and unnecessarily watched by management. Also managers and employees may spend too much of their time trying to control activities that are relatively unimportant to the organization's success while possibly ignoring of giving inadequate attention to key control points.

(f) Flexibility

Flexibility in the entre controlling process is important to adapt to changing conditions and to improve the operations of the organization. Plans or standard of which control measurements are based may need revising when underlying

circumstances change. Controls must not become ends in themselves. They must be suited to environment in which an organization finds itself.

(g) Accuracy

Managers make a surprisingly large number of decisions based of inaccurate information. Field representative may hedge their sales estimates to make themselves to look better. Production managers may hide cost to meet their targets. Human resource manager may over estimate their minority recruiting prospects to meet affirmative action goals. In each case, the information that other managers receive is inaccurate, and the results of inaccurate information may be quite dramatic, If sales projections are inflated, a manager may cut advertising of increase advertising, Similarly a production manager unaware of hidden cost may quote a sales price much lower than desirable. Or a human resource manager may speak out publicly of the effectiveness of the company's minority recruiting, only to find out later that these prospects have been overestimated. In each case, the result of the inaccurate information is inappropriate managerial action.

(h) Corrective actions

Not only should controls locate deviations from acceptably performance; they should also suggest ways in which performance can be improved. An adequate system will disclose where failures are occurring and who is responsible for them, and it will ensure that will corrective action is taken. Control is justified only if deviations from plans to corrected through appropriate planning, organizing, staffing, and leading.

(i) Timeliness

Timeliness does not necessarily mean quickness. Rather, it describes a control system that provides information as often as is necessary. Because Champion has a wealth of historical data on its sparkplug sales, it does not need

information on sparkplug frequently as it needs sales feedback for its newer products. Retail organizations usually need sales results daily so that they can manage cash flow and adjust advertising and promotion. In contrast, they may require information about physical inventory only quarterly or annually. In general, the more uncertain and unstable the circumstances, the more frequently measurement is needed.

(j) Achieving economy of controls

Controls must be worth their costs. Although this requirement is simple, it is often difficult to accomplish in practice. A manager may have difficulty ascertaining what a particular control system is worth of what it costs. Economy is relative, since the benefits of control vary with the performance of the activity, the size of the operation, the expense that might be incurred in the absence of control, and the contribution the system can make.

3.4 Elements of Control

The four basic elements in a control system- (1) the characteristic or condition to be controlled (2) the sensor (3) the comparator and (4) the activator- occur in the same sequence and maintain relationship to each other in every system.

The first element is the characteristic or condition of the operating system which is to be measured. We select a specific characteristic because a correlation exists between it and how the system is performing. The characteristic may be the output of the system during any stage of processing or it may be a condition that has resulted from the output of the system.

The second element of control, the sensor, is a means for measuring the characteristic or condition. The control subsystem must be designed to include a sensory device or method of measurement.

The third element of control, the comparator, determines the need for correction by comparing what is occurring with what has been planned. Some deviation from plan is usual and expected, but when variations are beyond those considered acceptable, corrective action is required, it is often possible to identify trends in performance and to take action before an unacceptable. It is often possible to identify trends in performance and to take action indicates that good control is being achieved.

The fourth element of control, the activator, is the corrective action taken to return the system to expected, but when variations are beyond those considered acceptable, corrective action is required, it is often possible to identify trends in performance and to take action before an unacceptable variation from the norm occurs. This sort of preventative action indicates that good control is being achieved.

The fourth element of control, the activator, is the corrective action taken to return the system to expected output. The actual person, device, or method used to direct corrective inputs into the operating system may take a variety of forms. It may be a hydraulic controller positioned by a solenoid or electric motor in response to an electronic error signal, an employee directed to rework the parts the failed to pass quality inspection, or a school principal who decides to buy additional books to provide for an increased number of students. As long as a plan is preformed within allowable limits, corrective action is not necessary; this seldom occurs in practice, however.

3.5 Importance of Control

Controlling is a very important part of the management. No work of the management can be completed without control for which there can be indiscipline and disorder in the organization. Control exist every sphere/stage of the organization and the managers must monitor whether they are achieving

their objectives or not. Proper control ensures organizational efficiency and effectiveness. Some authors have discussed the importance of control in the management system. They are Azad (2006, 718); Khan and Siddik (2002, 170); Hossain and Kabir (2006,698); Haque (2005,534) .

Under the above circumstances the need and importance of the controlling is not far to seek. They are explained as bellow.

(a) Establishing/Maintenance of orders

In the organization Controlling system pave the way for the accountability of the concerned employees In different departments. It is the best method to motivate to work and to avoid indiscipline of the employees. A person is likely to put in a better performance if he is awarded that his performance will be evaluated by his seniors. Thus it creates psychological pressure on the individual for better performance.

(b) It aids to detections of deviation

A good controlling system always looks into the difference between the setting standard and the objective earns in the end. As a result any error of mistake happened in the mid time to be finding out and corrective actions to be taken o reach the goal. Thus controlling system paves the way to detect the deviations and problems and try to solve them.

(c) It initiates corrective actions

Any plan or project prepared in the past by the management cannot be full proof. With the passage of time and change in the situation such plan or project may require change of modification to adjust with the present at the time of implement action. Under such circumstances, the management has to imitate corrective measures in the plan or the project without which the management may not be successful to achieve the goals in due time and due expenses.

(d) Reduction of wasteful cost & risk

In the effective controlling system an ideal standard for every work, time, and expenditure is always fixed earlier. In the working process any deviation to these may lead to delay and excessive expenditure in the work. Controlling system tries to avoid these risk and excess expenditure.

(e) Increase quality of work and morale

Since the system out control over the areas and deviations and takes remedial measure for them these inspired the employees and develop their motile to work. As a result the quality of work as well as the product can be improved.

(f) Proper utilization of executive power & time

The scope of control varies among the managers at all levels and has the responsibility for the execution of plan and control. The top and upper level control is emphasized that the impression is gained that little controlling is needed in the lower level. So the managers have enough time engage themselves in other important works.

(g) Quick implementation of plan

In the system every manager and his staff have definite power and function and they have to account for it to the higher authority. As a result either the manager of the employee could not ignore his duty. And this helps to implement the plan in time.

(k) Helpful to planning

In the system the managers and the employees, from top to bottom have the ideas, knowledge and the implementation process of the plan. More over they learn the problems, errors and correcting measures of the project. This experience helps them to take a new project and implement it which can be better than the last project.

(j) Helpful to decentralization

To achieve effective control over the employees, of all spheres of the organization delegation of power and decentralization of authority is necessary. In the system the managers supervise and control their subordinates to run the organization effectively. Decentralization and delegation of authority helps the top level managers to run the top level managers to run the organization.

(k) Co-ordination

Control and co-ordination are interrelated. Coordination is necessary among various decision, subdivision and concern managers. Through controlling system the top management supervises the progress of the work, its slowness, swiftness and errors or deviations and coordinates the whole organizational job to the goal. Otherwise there could have been discrepancy or indiscipline in the organization.

Control systems are designed and operated in such a way that co-ordination is achieved in the organization as a work.

3.6 Process/Steps of Control

Controlling process means finding out what's being done; comparing results with expectancies, which lead to; approving the results or disapproving the result. If any organization maintains a good process of controlling, then the managers can play effective role in the purpose. The management experts have given different ideas about the controlling process of an organization. According to Weihrich, Cannice & Koonz, (2010,412) the basic control process, whatever it is found and whatever is being controlled, involves three steps: (1) establishing standards (2) measuring performance against these standards (3) correcting variations from standards and plans. Controlling consists of a process made up of three definite steps which are universal said by

Terry and Franklin (2003, 424). Griffin (2009, 665) said there are four fundamental steps in any control process. Robinson and Coulter (2009, 416) mentioned other three steps in control system. Other author Suksena (1981, 252) said the controlling process consist of – determining what should be done or is expected, finding out what is being done, comparing results with expectancies which lead to approving the results or disapproving the results in which latter case applying the necessary corrective measures should be added.

The above statement showed that the experts had given similar points about the process of controlling. At the same time there are some points where they have given different explanation. After thread bare analysis of those points the process of controlling may be as follows:

(a) Establishing standards

A control standard is a target against which subsequent performance will be compared. Standards established for control standard should also be consistent with the organization's goal. Control standards can be as narrow as broad as the level of activity to which they apply and must follow logically organizations goals and objective. A final aspect of establishing standards is to identify performance indicators. Performance indicators measures of performance that provide information that is directly relevant to what is being controlled.

(b) Measuring performance

Performance measurement is a constant, ongoing activity for most organizations. For control to be effective, performance, and production performance measures must be valid. Dally weekly and monthly sales figure measure sales performance, and production performance may be expressed in terms of unit cost, production quality, or quantity of output, but for many jobs control measuring performance is not so straightforward.

(c) Comparing performance against standards

Performance may be higher than, lower than, or identical to the standard. In some cases comparison is easy. It is relatively simple to determine whether this standard has been met. Sometimes, however, comparison is less clear cut. If performance is lower than expected, the question is how much deviation from standards to allow before taking remedial action.

(d) Considering corrective actions

The final step in the control process is determining the need for corrective action. Manager may take corrective action by redrawing their plans or by modifying their goals. Or they may correct deviations by exercising their organizing function through rearrangement or clarification of duties. They may correct, also, by additional staffing, by better selection and training of subordinates, or by the ultimate restaffing measure- firing. Another way is to correct through better leading.

3.7 Types of Control

Terry and Franklin (2003, 426) told three types of control have been designed by Davis and Donnelly as preliminary control, concurrent control and feedback control. According to kreitner (2009, 506) there are three types of control that is feed forward control, concurrent control and feedback control. On the basis of the organizational practice Griffin (2010, 665) has divided control into four categories viz: strategic control, structural control, operations control and financial control. Robinson and Coulter (2009, 423) also told that there are three types of control. Most of all the types of control are same.

The above statement showed that the experts had given similar points about the process of controlling. At the same time there are some points where they have given different explanation. Careful scrutiny of the above statement of the specialists it seems that the types of control may be as follows:

(a) Preliminary/Feed forward control

Preliminary/feed forward control takes place before operations begin and includes the development of policies, procedures and rules that are designed to ensure that planned activities will be carried out properly. The most desirable type of control-feed forward control- prevents problems because it takes place before the actual activity. The key to feed forward control is taking managerial action before an action occurs. That way, problems can be prevented rather than requiring correction after any damage- poor quality products, lost customer, lost revenue, and so on—already been done.

(b) Concurrent control

The best-known form of concurrent control is direct supervision. Another term for this is management by walking around, which describe a manager in the work area, interacting directly with employees. It might be called read time control because it deals with the present rather than the future or past. It involves monitoring and adjusting ongoing activities and processes to ensure compliance with standards.

(c) Feedback control

In feedback control the control takes place after the activity is done. Feedback control does have two advantages. First, feedback gives managers meaningful information about how effective their planning efforts have been. Feedback shows little variance between the standard and actual performance indicates that the planning was generally on target. If the deviation is significant, manager can use that information to formulate new plans, Second feedback can enhance motivation. People want to know how well they're doing, and feedback provides that information.

3.8 Control Techniques

Techniques of control take many forms. Some are quite basic, while others are complex and sophisticated. Some measure the firm's financial soundness, while others are concerned with production efficiency. Still other control tools deal with employee's attitudes and perceptions, although control devices vary widely in their design and in what they measure, they all seek same the basic objective: to determine variations from desired standards so that the management can take appropriate corrective action. The timing of feedback information will depend on the nature of the activity being measured and the control tool itself. But all such tools are intended to give management the information if needs to keep the firm's performance on course.

Tools and techniques of controls described by different management specialist in different ways. Hicks and Gullet (1976, 504) describes five the types of control techniques for an organization. Hill and McShane (2008, 212) have mentioned other six ways of achieving control in an organization. The techniques of management control described by Wehrich, Cannice and koontz (2008, 439) are the budget as a control device, zero based budgeting, traditional non budgetary control device, time event network analysis and information technology.

The present study is a fully related with the controlling system of the primary education institutions and it is very much different from business management and control. As educational institutions they have different aims and object, rules and regulations, budgeting and expending method for the purpose. So there are some control techniques used in the business organization are similar to the control techniques of educational institution. These are analyzed below:

(a) Personal control

Personal control is controlled by personal contract with and direct supervision of subordinates. Personal control consists of making sure through personal inspection and direct supervision that individuals and units behave in a way that

is consistent with the goals of the organization. Personal control can be very subjective, with the manager assessing how well subordinates are performing by observing and interpreting their behavior. Personal control may work best when this key manager is a charismatic individual who can command the personal allegiance of subordinates.

(b) Bureaucratic controls

The great German sociologist Max Weber was the first to describe the nature the bureaucratic controls. Following Weber, bureaucratic control is typically defined as control through a formal system of written rules and procedures. Bureaucratic control methods rely primarily on prestandards.

Organizations exercise control in different ways. Bureaucratic control is one of them. It is characterized by a wide use of rules, regulations, policies, procedures and formal authority. This kind of control requires clear job descriptions, budgets, and often standardized tasks. Employees are expected to comply with the rules and regulations and may have limited opportunities for participation.

(c) Output controls

Output controls can be used when managers can identify tasks that are complete in themselves in the sense of having a measurable output of criterion of overall achievement that is visible. When complete tasks can be identified, output controls are goals set for units or individuals to achieve; performance is monitored against those goals. Unit manager's performance is judged by their ability to achieve the goals. If goals are met or exceeded, unit managers will be rewarded. If goals are not met, senior managers will normally intervene to find out why and take appropriate corrective action. Thus, as in a classics system, control is achieved by comparing actual performance against targets, providing reinforcement, and intervening selectively to take corrective action.

Output controls are useful when units have to respond rapidly to changes in the markets they serve. Output controls also involve less extensive monitoring than

either personal or bureaucratic controls. Senior managers can achieve control by comparing actual performance against targets and intervening selectively. As such, output controls reduce the workload on senior executives and allow them to manage a large and more diverse organization with relative ease. Thus many large multiproduct and multinational enterprises rely heavily on output controls in their various product divisions and foreign subsidiaries.

(d) Cultural control

Organizational culture consists of the values and assumptions that are shared among employees within an organization. Cultural control involves regulating by socializing employees so that they internalize the values and assumptions of the organization and act in a manner that is consistent with them. When this occurs, employees tend to engage in self control- they regulate their own behavior so that it is congruent with organizational goals. In enterprises with a strong culture where the values and assumptions of the organization are accepted by most employees and self control is widely practiced, the need for other control systems, and particularly extensive personal and bureaucratic controls, is correspondingly reduced. By encouraging self control, cultural controls reduce the monitoring costs associated with managing an organization.

Although cultural control can mitigate the need for other controls, thereby reducing monitoring costs, it is not universally beneficial. Cultural control can have dysfunctional aspects too. Culture is difficult to change, and therein lies the problem. If cultural controls need to be changed, it may not be easy to do so.

(e) Control through incentives

Incentives are devices used to encourage and reward appropriate employee behavior. Many employees receive incentives in the form of annual bonus pay. Incentives are usually closely tied to the performance metrics used for output controls. For example, targets linked to profitability might be set to measure the

performance of a subunit, such as a product division. To create positive incentives for employees to work hard to exceed those targets, they may be given a share of any profits above those targeted.

The idea is that giving employees to work productively cuts the need for other control mechanisms. Control through incentives is designed to facilitate self control- employees regulate their own behavior in a manner consistent with organizational goals to maximize their chance of earning incentive- based pay. Although paying out bonuses and the like costs the organization money, well-designed incentives typically pay for themselves. That is, the increase in performance due to incentives more than offsets' costs.

(f) Backchannel control method

The control method discussed so far above all rely for their execution on formal reporting channels within an organization. In addition to these formal systems, Managers often use backchannel methods to collect additional qualitative information that gives them another view of how the organization is performing, add richness to the data collect through normal channels, and enables them to achieve greater control. A backchannel is an informal channel via which managers can collect important information. To establish a backchannel, managers have to develop a network of contacts within the organization that gives an honest picture of how the organization is performing.

(g) The budget as control device

A widely used device for managerial control is the budget; indeed, it has sometimes been assumed that budgeting is the device for accomplishing control. Budgeting is the formulation of plans for a given future period in numerical terms.

Budgets are used for planning and control. It's a planning tool because it indicates which activities are important and what and how much resources should be allocated to those activities. But budgets are also used for controlling

because they provide managers with the quantitative standards against which to measure and compare resource competition. If deviations are significant enough to require action, a manager examines what has happened and tries to uncover why. With this information, necessary action can be taken.

(h) Information technology

The developments in information technology greatly facilitate organizational control at a relatively low cost. The system model of management shows that communication is needed for carrying out managerial functions and for linking the organization with its external environment. Communication and the management information system (MIS) are the linkage that makes managing possible.

Information technology encompasses a variety of technologies, including various kinds of hardware, software, and computing and communication technologies. In fact new technologies are rapidly developing, such as 3G, the third generation of wireless technology, expanding and enhancing the capabilities of information technology.

Information technology has promoted the development of MIS. The definition of the form management information system varies. It is defined here as a formal system of gathering, integrating, comparing analyzing, and dispersing information internal and external to the enterprise in a timely, effective and efficient manner to support managers in performing their jobs. MIS has to be tailored to specific needs and may include routine information, such as monthly reports, information that points out exceptions, especially at critical points; and information necessary to predict the future.

Chapter Four

ANALYSIS AND DISCUSSION

The data and information which were collected for this research have been presented in this chapter. The presentation of data follows relevant analysis and interpretation. Before analysis the data existing control system of primary school is described briefly.

The presentation and analysis have been made under six major sections: A) Personal Contact, B) Control Through Different Rules and Regulations, C) Performance Appraisal, D) Quality Control/Output Control E) Social Control F) Control Through Incentives and F) Budgetary Control. Data have been presented under the above six sections each having different subsections.

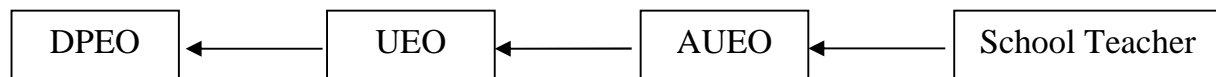
4.1 Existing Control System of Government Primary Schools

There are about 37,672 Government Primary Schools (GPS) in Bangladesh and 2,13,572 teachers are working in this institutions (GoB, 2011, xv) all over the country. The present controlling system of these institutions is main function of the Assistant Upzila Education Officers (AUEO) at the cluster. AUEOs are the central character of the controlling system of GPS. Upzila Education Officers (UEO) play the basic role in the development of the skills of the teachers, in the implementation of all kinds of innovative programs for over all development of the quality of primary education. Under his guidance preparation of questions, conduct the examination and evaluation of answer sheet is performed to ensure quality primary education. They have to inspect 10 schools of his cluster in a month. And have to submit the report to UEO in a prescribed form. The inspection form contents all the administrative, academic and statistical data of the school. Thus controlling of the primary school depends on the honest and efficient performance of the AUEO.

The next higher authority of AUEO is the UEO. The UEO has to discharge general responsibilities for management and monitoring of the primary

education in the upzila. He is the authority to sanction different leaves and sends proposal for PLR and pension to District Primary Education Officer (DPEO). He is also responsible for proposal of transfer, posting and promotion of the teachers (GoB, 2000, 46). He is also responsible for all financial activities related to the primary schools. He writes Annual confidential Report (ACR) of the UEOs.

Flow Chart of controlling System of Government Primary Schools



The highest authority for the controlling of the primary school is DPEO. He is the appointing authority of government primary school teachers. He is responsible for the administration and the supervision of all primary schools in the district. He takes steps related to transfer and disciplinary action against teachers, supervision of schools for the improvement of qualitative standards. He grants PLR and gratuity of employee and teachers. He is the link between the government and district. He has to execute the order and instruction issued by Directorate of Primary Education (DPE) and Ministry of Primary and Mass Education (MoPME).

4.2 Control Technique: Personal Contact

It is found from the table-2 and table-3 that personal contract is used as an informal technique of control of the government primary school teachers (GPST). Table-2 shows that 100% DPEO, 100% UEO and 100% AUEO maintain personal contact with government primary school teachers. On the other hand, 100% respondents told that this is very helpful for giving instructions, collecting data and to control government primary school teachers.

Table-2

Frequency distribution of respondents about making personal contact with government primary school teachers

Variables	Yes		No	
	Count	%	Count	%
DPEO	15	100	00	00
UEO	75	100	00	00
AUEO	454	100	00	00

Table-3

Frequency distribution of respondents about cause of making personal contact with government primary school teachers

Causes	DPEO		UEO		AUEO		Total	
	Count	%	Count	%	Count	%	Count	%
To give instructions	15	100	75	100	454	100	544	100
To collect information	15	100	75	100	454	100	544	100
To control GPSTs	15	100	75	100	454	100	544	100

The data clearly indicate that personal contract is used as an informal technique of control of the government primary school teachers (GPST). But it is as important as formal method of control. Now-a-days, every office has telephone and every officer bears his/her own mobile phone to contact with one another. In emergency they can contact with each other to have the accurate information of the event that happen in his area. Besides these, the officers meet with one another on various occasions and meetings. They privately talk to one another on any issue that demands solution of the problem or the decision of the higher authority in these meetings. Even the high officials verbally can send order to the lower authority to be followed by written order.

4.3 Control Technique: Control Through Different Rules and Regulations

The officers, staffs and the teachers working in the primary education offices and Government primary schools are all the government servants. The rules and regulations applied to the government servants are also applicable to this sector.

(i) Appointment of the Government Primary School Teachers (GPST)

In response to query about recruitment and selection procedure of the government primary school teachers (table-4), 100% UEO told that they send the number of vacant posts of government primary school teachers to the DPEO and 100% DPEO said that they consolidates the statistics of vacant posts of various upzila under his/her control and send it to DPE. DPE invites applications from the eligible candidates through advertisement. 100% DPEO and UEO opined that after publishing advertisement DPEO receives applications and scrutinize them to prepare the list of eligible candidates (table-4). He/she is (DPEO) related with selection of center for written examination, issuance of admit card for written examination and arrange of viva-voce (table-4). Preparation of question paper and answer sheet and publishing of written result and final result are done by DPE (table-4). After getting the list of finally selected candidates, DPEO issue the appointment letter to the individual candidate (table-4).

Table-4

Selection and Recruitment Procedure of Government Primary School Teachers

Items	UEO		DPEO		DPE	
	Count	%	Count	%	Count	%
Statistics of vacant posts	75	100	15	100	-	-
Advertisement	-	-	-	-	1	100
Receiving application and scrutiny	-	-	15	100	-	-
selection of centre for written Examination	-	-	15	100	-	-
Issuance of admit card	-	-	15	100	-	-
Preparation of question paper	-	-	-	-	1	100
Result of written examination	-	-	-	-	1	100
Arrangement of viva-voce	-	-	15	100	-	-
Final result	-	-	-	-	1	100
Issuance of appointment letter	-	-	15	100	-	-

It is clear from the procedure (table-4) that the DPEO is not the sole authority for the recruitment of GPSTs. Practically he/she plays one of the most important role of the recruitment procedure under the instruction and guidance of DPE.

(ii) Training of the Government Primary School Teachers

Training is universally considered to be the most powerful weapon to address the issue of quality education. In fact there is no alternative to training to improve efficiency and to make a change in the pattern of behavior. In the context of reality of Bangladesh, where there is no provision of pre-service training for teachers and where there is no system of teaching license, the importance of training is much higher. Mostly there are four types of training for GPSTs. These are: (1) Certificate in Education (C-in-Ed) training (2) Sub-cluster Training (3) Subject based training and (4) Training for head teachers.

(a) Certificate in Education (C-in-Ed) Training

On the query about C-in-Ed training (table-5) 100% respondents stated that this training is compulsory for teachers. The 100% respondents also stated that C-in-Ed training is given by the primary training institutes; it is one year training course for the government primary school teachers and 15 subjects are taught at this training (table-5).

Table-5

Frequency Distribution on Certificate in Education training

Items	DPEO		UEO		AUEO		Total	
	Count	%	Count	%	Count	%	Count	%
Compulsory For teachers	15	100	75	100	454	100	544	100
Held in Primary Training Institutes (PTI)	15	100	75	100	454	100	544	100
Duration: one year	15	100	75	100	454	100	544	100
Subjects: 15	15	100	75	100	454	100	544	100

It is revealed from the stated responses (table-5) that government primary schools teachers are supposed to have one year C-in-Ed training with a view to raise the efficiency of teaching method which is necessary for students in pedagogical discipline.

It is under stood from the table- 6 that in average 69.94% teachers are trained in surveyed areas. That means about 30% teachers are untrained in those areas, which is mentioned in the list. It may be noted that this may be the situation of all over the country.

Table-6

Number of C-in-Ed trained government primary school teachers by district

Name of Districts	Total Teachers	Trained Teachers	% of Trained Teachers
Nilphamari	2662	2082	78.21
Rangpur	4009	3237	80.74
Bogra	5306	4243	79.97
Naogaon	4286	3629	84.67
Jessore	4004	3165	79.03
Bagerhat	2883	2408	83.52
Mymensing	6959	4355	62.58
Narsingdi	3736	2820	75.48
Brahmanbaria	4179	3194	76.43
Cumilla	8919	5742	64.37
Barguna	2072	1656	79.92
Barisal	5304	4034	76.05
Patuakhali	2975	2381	80.03
Sylhet	5439	3886	71.44
Moulvibazar	3415	2792	81.76
Total	66148	49624	75.02

(source: Annual Primary School Census- 2012)

(b) Sub-Cluster Training

The quality of education, to a great extent, depends on the quality of the teachers. So, the government primary school teachers are given different kinds of training. A question regarding sub cluster training (table-7), 100% respondents told that sub-cluster training is school based training. 100%

respondents also told that it is a daylong training and it is held in every alternative month (table -7). All of the assistant teachers and head teachers are given this training (table -7).

Table-7

Frequency distribution of respondents about various items of Sub-Cluster Training

Items	DPEO		UEO		AUEO		Total	
	Count	%	Count	%	Count	%	Count	%
Venue of the Training: Government primary school	15	100	75	100	454	100	544	100
Duration: 1 day (in every alternative months)	15	100	75	100	454	100	544	100
Participants : Head Teachers and Assistant Teachers	15	100	75	100	454	100	544	100

Components of Sub-cluster Training

From table-8 it is found that sub cluster training has four major components. According to responses of 100% respondents the components are:

-) A model lesson facilitated by a participant-teacher in actual classroom, followed by discussion;
-) Leaflet based training facilitated by the AUEO; the leaflets are specially designed based on the needs of the teachers;
-) Exercise involving one or two co-curricular activities; and
-) Open discussion moderated by the Chairman of the School Management Committee.

Table –8

Frequency distribution of respondents about various components of sub-cluster training

Components of Training	DPEO		UEO		AUEO		Total	
	Count	%	Count	%	Count	%	Count	%
A model lesson facilitated by a participant-teacher in actual classroom, followed by discussion;	15	100	75	100	454	100	544	100
Leaflet based training facilitated by the AUEO	15	100	75	100	454	100	544	100
Exercise involving one or two co-curricular activities;	15	100	75	100	454	100	544	100
Discussion moderated by the Chairman of the SMC.	15	100	75	100	454	100	544	100

Follow up of the Sub-cluster Training

On the query about follow up of various components in sub-cluster training (table -9), 100% AUEO, a good number of DPEO (73.13%) and 76.67% UEO stated that A model lesson facilitated by a participant-teacher in actual classroom, followed by discussion session held in mentioned training. 100% AUEO, majority of DPEO (86.67%) and 80% UEO said that leaflet based training facilitated by the AUEO session held accordingly in sub cluster training. 40% DPEO, 44% UEO and 69.38% AUEO opined that exercise involving one or two co-curricular activities. 53.33% DPEO, 54.67% UEO and 62.33% AUEO stated that a session on open discussion moderated by the Chairman of the School Management Committee also held in sub-cluster training.

Table-9

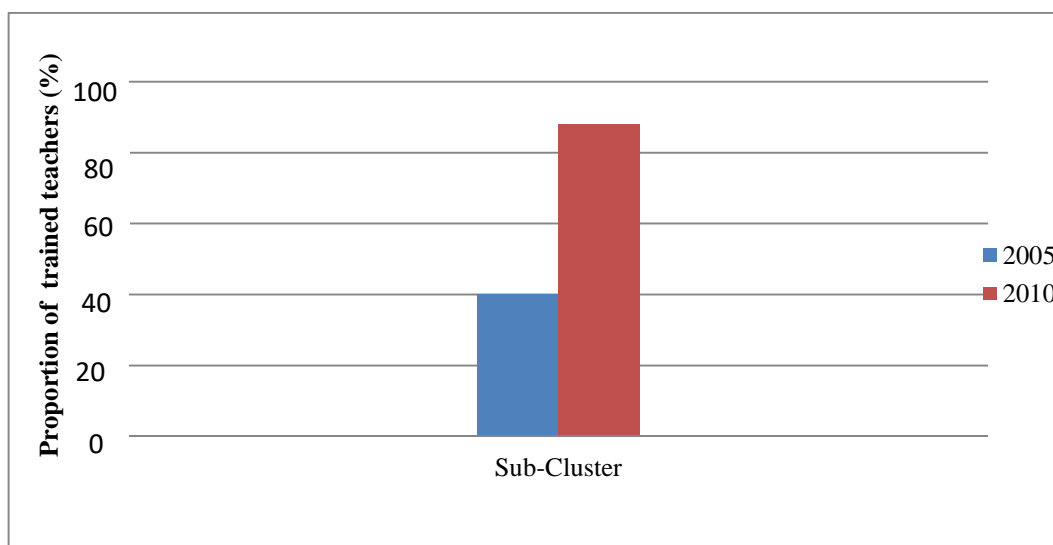
Frequency distributions of respondents about follow up of various components in sub-cluster training

Components of Training	DPEO		UEO		AUEO		Total	
	Count	%	Count	%	Count	%	Count	%
A model lesson facilitated by a participant-teacher in actual classroom, followed by discussion;	11	73.13	53	70.67	454	100	518	95.22
Leaflet based training facilitated by the AUEO	13	86.67	60	80.00	454	100	527	96.87
Exercise involving one or two co-curricular activities;	6	40.00	33	44.00	315	69.38	354	65.05
Discussion moderated by the Chairman of the SMC.	8	53.33	41	54.67	283	62.33	332	61.02

Proportion of Teachers who received Sub-cluster Training

It is under stood from figure-1 that about 80% of teachers were given sub-cluster training on 2005 and 83% teachers were given the mentioned training in 2010.

Figure-1 Proportion of teachers who received sub-cluster training



(c) Subject Based Training

From the table 10, it is found that 100% respondents said that subject based training is a 5-day basic in service training course is given to the head teachers and assistant teachers. In this training the serving head teachers and assistant teachers are given training on five major school subjects. The subjects are- Bangla, English, Mathematics, Science and Social Science. This training is conducted at upzila resource centre of each upzila.

Table-10

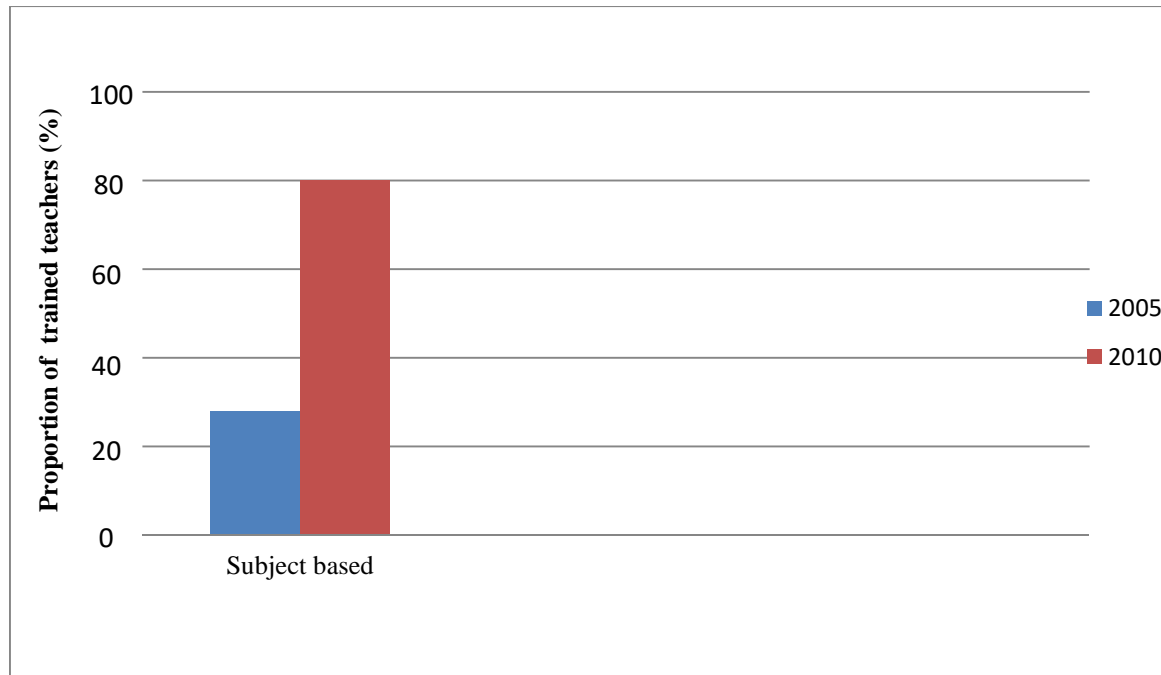
Frequency distribution of various items of Subject Based Training

Items	DPEO		UEo		AUEO		Total	
	Count	%	Count	%	Count	%	Count	%
Subjects are trained : Bangla, English, Mathematics, Science and Social Science	15	100	75	100	454	100	544	100
Duration: 5 days	15	100	75	100	454	100	544	100
Participants : Head Teachers and Assistant Teachers	15	100	75	100	454	100	544	100
Venue of the Training: Upzila Resource Centers (URC)	15	100	75	100	454	100	544	100

Proportion of teachers who received Subject Based Training

It is understood from figure-2 that about 24% of teachers were given subject based training on 2005 and 80% teachers were given the mentioned training in 2010.

Figure-2 Proportion of teachers who received subject based training

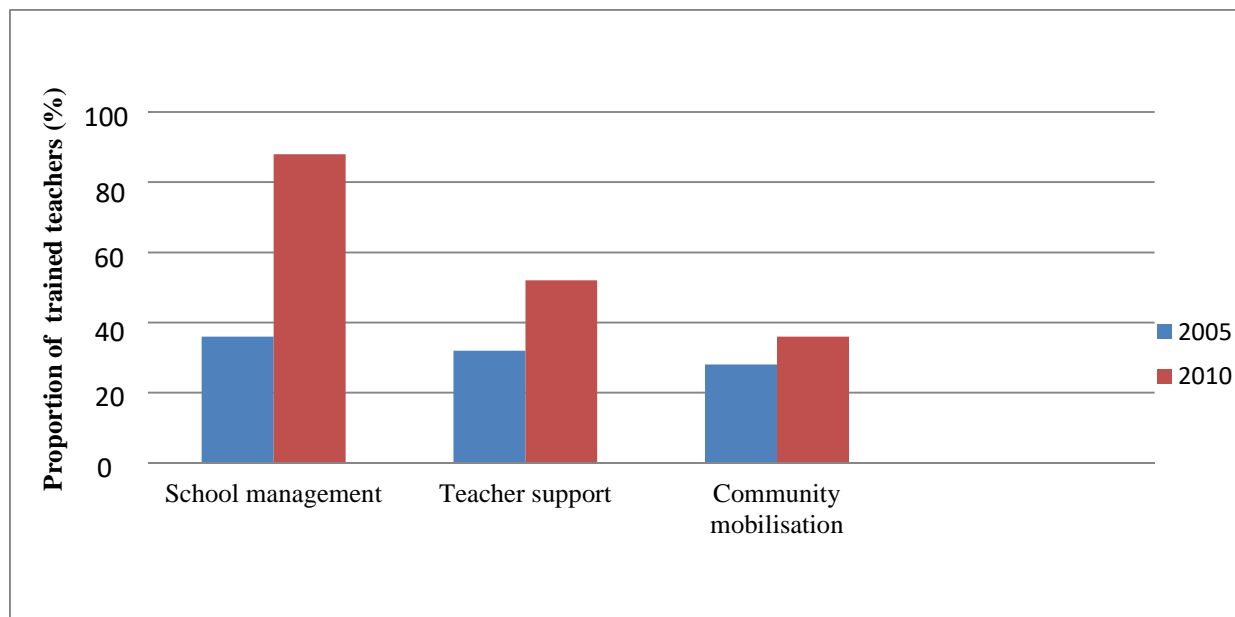


(d) Training for Head Teachers

As the head of the institute, the head teachers receive three types of training. These are: school management training, teacher support and supervision, and community mobilization and participation.

It is revealed from the figure -3 that 84% head teachers received school management training in 2010 whereas it was 38% in 2005. The teacher support training and the community mobilization training were not given to the head teachers as school management training. In 2005 32% teachers are given teachers support training and 30% teachers were given community mobilization training.

Figure-3 Proportion of head teachers who received training, 2005-2010



Out of three kinds of training for head teachers two kinds of training namely teacher support training and community mobilization training has no progress, but school management training is arranged regularly and the number of trained teachers in this field has increased sharply.

(iii) Transfer Procedure of Government Primary School Teachers

One of the most important functions of the primary education controlling authority is the transfer of government primary school teachers. This transfer system can be divided into four categories on the basis of its nature and scope. They are- (a) Inter school transfer (b) Inter upzila transfer (c) Inter district transfer and (d) Inter division transfer. There is notification issued by MoPME to follow the procedure for above transfers.

(a) Inter School Transfer

The government primary school teachers (GPST) are recruited on the basis of the upzila and they are appointed in their own upzila. In response to query about the cause for creation of vacant posts of GPSTs (table-11) 100% respondents told that vacant posts are created due to retirement, change of service, leave of

absence *etc.* reasons. Transfer of teacher from one school to another school within the upzila needed. From the table-12 this is clear to me that the power of such transfer lies in the hands of the concern UEO/TEO.

Table-11

Frequency distribution of respondents about cause for creation of vacant posts of GPSTs.

Items	DPEO		UEO		AUEO		Total	
	Count	%	Count	%	Count	%	Count	%
Retirement of teachers	15	100	75	100	454	100	544	100
Change of services of teachers	15	100	75	100	454	100	544	100
Leave of absence	15	100	75	100	454	100	544	100
Transfer of teachers	15	100	75	100	454	100	544	100

Table-12

Frequency distribution of respondents about authority of transfer of GPST

Authority	Inter school transfer		Inter upzila transfer	
	Count	%	Count	%
DPEO	-	-	15	100
UEO	75	100	-	-

The power of transfer of GPSTs from one school to another school within the upzila lies on the hands of UEO (table-12). But he/she is not sole authority for this purpose according to the rule of transfer of GPSTs because she/he has to take opinion of the concern DPEO before issue the transfer order.

(b) Inter Upzila Transfer

Inter upzila transfer means transfer of a teacher from one upzila to another upzila. According to the responses of respondents shown in table-13 this type of transfer happens due to marriage of a female teacher after the appointment, shifting of houses, for river erosion, transfer of the husband and those who are appointed to other upzilas under 7/kha of the government primary school teacher recruitment rule. 100% DPEO told that they are the authority of such transfer.

Table-13

Cause for Inter Upzila Transfer.

Items	DPEO		UEo		AUEO		Total	
	Count	%	Count	%	Count	%	Count	%
Appointment of government primary school teachers under section 7/1/kha	15	100	75	100	454	100	544	100
Marriage of female teachers to other upzila after appointment as teacher.	15	100	75	100	454	100	544	100
Change of services of teachers	15	100	75	100	454	100	544	100
Leave of absence	15	100	75	100	454	100	544	100
Transfer of teachers	15	100	75	100	454	100	544	100
Transfer of spouse	15	100	75	100	454	100	544	100

As mentioned in the transfer rule for government primary school teachers, DPEO is the middleman for such transfer. UEO/TEO sent the proposal to the DPEO; he seeks information and recommendation of the concern UEO/TEO. On the basis of the information of the concerned upzila the DPEO send the

proposal to the DD for his approval. As and when it is approved by the DD concerned DPEO issue the transfer order.

(iv) Inspection Procedure of GPST

With view to maintain the quality of primary education and strong supervision over the teacher’s activities inspection system was introduced during the British period. This system is still continuing in primary education. As illustrated in table-14 DPEO has to inspect 3 schools in a month of which 1 is government primary school. UEO has to visit 5 schools in each month and 2 of them is government primary schools and a AUEO has to inspect 10 schools of his cluster in a month and out of them 6 is government primary school.

Table-14

Category wise school inspection in each month by DPEO, UEO and AUEO

Designation of Inspector	Types of schools			Total
	Government Primary School	Registered Non Government primary School	Others	
DPEO	1	1	1	3
UEO	2	2	1	5
AUEO	6	3	1	10

These officers related to inspection have to submit a report to his/her higher authority in a prescribed form containing all the information of administrative and academic issues and statistical information. As illustrated in table-15, 100% respondents told that at the time of inspection they observe teacher attendance, pupils’ attendance, all school records and registers, classroom teaching and overall activities.

Table-15

Aspects of School Inspection

Different aspects of Inspection	DPEO		UEO		AUEO		Total	
	Count	%	Count	%	Count	%	Count	%
Teachers attendance	15	100	75	100	454	100	544	100
Pupils attendance	15	100	75	100	454	100	544	100
All school records and registers	15	100	75	100	454	100	544	100
Observation and supervision of classroom teaching	15	100	75	100	454	100	544	100
Overall activities	15	100	75	100	454	100	544	100

In response to query about problems appearing in government primary schools (table-16) 100% respondents mentioned that classrooms are not spacious and not attractive; 79% AUEo, 86.67% UEO and 66.67% DPEO told that classes are not held as per class routine; 53.33% DPEO, 80% UEO and 68.28% AUEO said that there is a want of furniture; 88.32% AUEO, 84.5% UEO and 53.33% DPEO opined that a few number of teacher use teaching learning material.

Table-16

Frequency distribution of respondents about problems identified in government primary schools during inspection

Problems	AUEO		UEO		DPEO	
	Count	%	Count	%	Count	%
Classrooms are not spacious and not attractive	454	100	75	100	15	100
Classes are not held as per class routine	362	79.73	65	86.67	10	66.67
Want of furniture	310	68.28	60	80.00	8	53.33
Use of teaching learning materials is limited	401	88.32	63	84.00	8	53.33

On the query about evaluation of inspection report by superior authority (table-17) 75.55% AUEO, 73.33 % UEO and 80% DPEO told that the inspection report is evaluated by the next higher authority. The major portion of respondents told that their reports are regularly evaluated by the next higher authority (table-17).

Table-17

Frequency distribution about evaluation of inspection report by superior authority

Variables	Yes		No	
	Count	%	Count	%
AUEO	343	75.55	111	24.44
UEO	58	73.33	17	22.67
DPEO	12	80.00	3	20.00
Total	413	75.92	131	24.08

It is claimed that the higher authority evaluates the report and take necessary action on the recommendation of the inspector. But there is no such statistics as to how many recommendation of the reports are executed or not.

(v) Conduct and Disciplinary Procedure

The teachers of the government primary schools are government servants. Their activities are controlled by the Government Servant (Conduct) Rules 1979 and disciplinary cases are initiated on the basis of the Government Servant (Discipline and Appeal) Rules 1985. The last rule contents two kinds of punishment - Minor punishment and major punishment. Generally the appointing authority *i.e* the DPEO is the sole authority to initiate departmental proceedings against government primary school teachers.

A question regarding cause of initiating departmental disciplinary proceedings against teachers (table-18) 100% respondents told that negligence of duty and

misconduct is the reason for initiating disciplinary actions against teachers. 40% DPEO, 32% UEO and 38.54% AUEO opined that corruption is the third cause for of initiating departmental disciplinary proceedings (table-18). 33.33% DPEO, 29.33% UEO and 29.51% AUEO states that desertion is one of the causes for disciplinary proceedings (table-18).

Table-18

Frequency distribution of respondents about cause of initiating departmental disciplinary proceedings against government primary school teachers.

Cause of DP	DPEO		UEO		AUEO		Total	
	Count	%	Count	%	Count	%	Count	%
Negligence of duty	15	100	75	100	454	100	544	100
Misconduct	15	100	75	100	454	100	544	100
Corruption	6	40.00	24	32.00	175	38.54	205	37.68
Desertion	5	33.33	22	29.33	134	29.51	161	29.659

Table-19

Departmental disciplinary proceedings against teachers

DP initiated in 2012	Punishment in DP			Total disposal
	Major punishment	Minor punishment	Exonerated	
298	98	76	124	298

It is evident from table- 19 in surveyed area 298 numbers of departmental disciplinary proceedings were initiated in 2012. The above table proves that the government primary school teachers are punished and it is used as a control mechanism.

Against the punishment there is the system of appeal in the rule. Against any order issued by the DPEO the teacher can appeal to the DD.

4.4 Control Technique: Performance Appraisal

Performance appraisal is one of the most important techniques to maintain order and discipline in the government offices and departments.

Table 20 shows that ACR of the assistant teachers are initiated by the head teachers of the schools usually and it is counter signed by the AUEO. On the other hand ACR of the head teachers are initiated by the AUEO and counter signed by the UEO (table-20). The ACR of all the teachers and their dossier is kept in the upzila education office.

Table-20

Table for ACR counter signing authority of government primary school teachers

Types of teacher	ACR initiating authority	ACR counter signing authority
Assistant teacher	Head teacher	Assistant Upzila Education Officer
Head teacher	Assistant Upzila Education Officer	Upzila Education Officer

Table-21

Frequency distribution of respondents about cause of giving ACR for GPSTs

Items	DPEO		UEO		AUEO	
	Count	%	Count	%	Count	%
ACR is given at the time of promotion of assistant teachers	15	100	75	100	454	100
ACR is given at the time of time scale of assistant teachers and head teachers	15	100	75	100	454	100

4.5 Control Technique: Quality Control/ Output Control

Quality education is a very recent idea to the managers of this field and it cannot be purely defined as it is a concrete idea. To the manager of the field it is nothing but standard education which is the aim of every school. Standard education can be measured only by the examination's result of the students.

Quality of government primary schools depends on certain characteristics of the school. The respondents were asked to give their opinions about minimum standard of inputs to all primary schools that are believed to have a positive impact on the quality of primary education (table-22). 100% respondents told that Beautiful school building, Suitable furnished classroom, Trained and efficient teachers, Standard text books and syllabus, Necessary teaching materials, Standard teacher student ratio and enough contract hours are the main inputs to have all the primary schools to ensure quality education.

Table-22

Frequency distribution about aspects of quality education

Aspects	DPEO		UEO		AUEO	
	Count	%	Count	%	Count	%
Beautiful school building	15	100	75	100	454	100
Suitable furnished class- room	15	100	75	100	454	100
Trained and efficient teachers	15	100	75	100	454	100
Standard text books and syllabus	15	100	75	100	454	100
Necessary teaching materials	15	100	75	100	454	100
Standard teacher student ratio	15	100	75	100	454	100
Enough contract hours	15	100	75	100	454	100

According to the respondents the inputs shown in the table-22 are main aspects of quality education of GPS. Besides these there are aspects which are not shown in the table.

The efforts government has positive effect over the quality of education and this can be understood by the result of the primary education completion examination held after the end of class five (table-23).

Table-23

Subject wise result of primary education completion examination-2012

Division	Pass rate in Bengali %	Pass rate in English %	Pass rate in Math. %	Pass rate in S. Studies %	Pass rate in S. Science %	Pass rate in Religion %
Rajshahi	99.25	99.07	99.56	99.79	99.79	99.86
Khulna	99.47	99.38	98.85	99.76	99.76	99.82
Dhaka	99.02	98.85	97.60	99.70	99.74	99.79
Chittagong	99.16	99.22	97.68	99.85	99.86	99.90
Barisal	99.79	99.75	99.34	99.94	99.90	99.85
Sylhet	98.95	98.31	96.31	99.72	99.82	99.33
Rangpur	99.33	99.23	98.60	99.85	99.86	99.91

Source: www.dpe.gov.bd.com

The table-23 shows that the aims and objectives of quality education has been achieved and about 99% students in average have passed in the primary education completion examination-2012.

4.6 Control Technique: Social Control

Primary schools are not only institution for learning; it is also a social organization. The schools are situated in an area where the local children attend the school and therefore the guardians, local government authority and local politicians directly or indirectly try to influence and control the institution. Everybody in the locality has to responsible for the performance of the schools.

School Managing committee (SMC)

Each and every school has a managing committee to conduct smooth management of the schools. The committee is consisted of 12 members and the terms and responsibilities of this committee have been clearly outlined in concerned circular. Head teacher is the member secretary of the SMC.

Formation of SMC

In response to query about means of formation of SMC (table-24) 80% DPEO, 76% UEO, 76.21% AUEO opined that SMC of GPS formed through understanding; 13.33% DPEO, 12% UEO and 12.11% AUEO told that no excess nomination paper is submitted during election (table-24); 7.72% respondents thought SMC is formed through election by selection (table-24) and 3.49% respondents said that SMC is formed through election by raising hands (table-24).

Table-24

Frequency distribution about Means of formation of SMC

Means of formation	DPEO		UEO		AUEO		Total	
	Count	%	Count	%	Count	%	Count	%
Through understanding	12	80.00	57	76.00	346	76.21	415	76.28
No excess nomination paper	2	13.33	9	12.00	55	12.11	66	12.13
Through election by secret ballot	1	6.67	6	8.00	37	8.15	42	7.72
Through election by raising hands	-		3	4.00	16	3.52	19	3.49

Activities of SMC

One of the major responsibilities of the SMC is supervision and management of educational activities of the Government primary schools. The respondents give their opinions on how the SMC discharged their responsibilities and these are presented in the table- 25

Table-25

Frequency distribution about the function of SMC

Functions	DPEO		UEO		AUEO	
	Count	%	Count	%	Count	%
School management	8	53.33	47	62.67	295	64.97
Students attendance	11	80	56	73.33	359	79.07
Overseeing the regular and timely attendance of teachers	7	46.66	43	57.33	263	57.92
Stopping physical torture on the students	10	89	57	78.67	363	79.95
Approval of the expenditure	15	100	75	100	454	100
Supervision of development activities of the school	15	100	75	100	454	100

AS illustrated table-25 Majority (100%) of respondents mentioned that SMC approve the expenditure of the school and supervise the development activities of the school. SMC also compliance the role of stopping physical torture on the students told by 89% DPEO, 78.67% UEO and 79.955 AUEO (table-25). The function of school management and student attendance is also done by SMC but the function, overseeing the regular and timely attendance of teachers is not done properly by the SMC.

4.7 Control Technique: Control Through Incentives

The idea of incentives to the government officials is a new born idea borrowed from the industrial sector. On the query about means of giving incentives to the GPSTs (table-26) 100% respondents said that in the form of promotion, best teacher award and training the government primary school teachers are given incentives.

Table-26

Means of giving incentives to government primary school teachers

Means of incentive	DPEO		UEO		AUEO	
	Count	%	Count	%	Count	%
Promotion for assistant teachers	15	100	75	100	454	100
Best teacher award	15	100	75	100	454	100
Training	15	100	75	100	454	100

In response to query about effective means of giving incentives to government primary school teachers (table-27) 86.67% DPEO, 93.33% UEO and 98.02% AUEO opined that is the effective incentive for assistant teachers. But a few told about best teacher award and training (table-27) is the effective means of giving incentives to government primary school teachers.

Table-27

Effective means of giving incentives to government primary school teachers

Means of incentive	DPEO		UEO		AUEO	
	Count	%	Count	%	Count	%
Promotion for assistant teachers	13	86.67	70	93.33	445	98.02
Best teacher award	1	6.67	4	5.42	7	1.54
Training	1	6.67	1	1.33	2	0.44

It is evident from the above table (table-27) that promotion is the best means of giving incentives to the assistant teachers of government primary schools. But it is the ineffective means for head teachers, because there is no provision of promotion for head teachers of GPS.

4.8 Control Technique: Budgetary Control

The term budgetary control as understood from management literature is not similarly applicable to the government primary schools. The government primary schools do not have any income and the authorities of controlling these

institutions do not prepare their budget. They only can supply necessary information to the higher authorities for preparation of budget. On the basis of this information MoPME prepared the budget and allocate the money to the controlling authorities of GPS. Basically money is allocated for the pay and allowances of teachers and recurring expenditure of the schools. Then it is a pre audit system controlling authority is forced to expend the money meant for the purpose stated in the budget. The money allocated by the government is audited by the local audit authority to remove the irregularities and to guide officials to correct it.

4.9 Opinion of Socio-Educationists

Interview is one of the most important sources of data of the present study. Like collection of information through questionnaire ten education experts, administrators and social workers of the field have been interviewed to have a clear and deep understanding of the controlling system of government primary schools. The interviewed personalities were very much positive in the discussion and expressed their views from the experience they earned during their services in the sector. The opinion and ideas expressed by the socio educationist contain huge information about the controlling techniques used by the officers of the primary education sector, they are cited below.

1. Many officers in the district and upzila level offices are enough efficient to supervise and control the school. But some of the officers are not efficient and motivated.
2. The district and upzila level offices are mainly suffering from lack of manpower; lack of necessary budget and logistic supports from the Government They also mention that these levels of officers do not have enough power to address some of the existing problems.
3. AUEOs are the central character of the controlling system of primary schools. AUEOs play the basic role in the development of the skills of

teachers, in the implementation of all kinds of innovative programs and in conducting of sub-cluster training programs for overall development of the quality primary education. But they do not perform these duties efficiently.

4. The present controlling system is in fact a theoretical and inactive system. Because most of the inspection officers are inefficient, they do not know how to write a report, the reports are not evaluated in the office regularly, correcting measures are not taken according to the report for the political influence.
5. Some interviewee expressed their dissatisfaction over the delegation of power & functions of the DPEOs and DDs. In this respect they said that the delegation of power of these officers is not clear and specific in certain respect. Delegation of power have been made in such a manner that it intends to centralization rather decentralization. This is very painstaking and time consuming for all the officials connected with the process.
6. The Assistant Upazila Primary Education Officer is the key person for monitoring and supervising primary schools. Every Assistant Upazila Primary Education Officer is responsible for visiting ten schools in a month. He/she is entitled to a monthly transport allowance of two hundred taka only for this purpose, which is not sufficient for this purpose.
7. The officials in management positions often do not have field level work experiences. As a result they cannot often appreciate the problems prevailing in the field level.
8. A good number of teachers willingly affiliated them with the ruling party and try to avoid their duty to the school and students. Sometimes

such wrong doers get the support of the ruling party people and forced local officers to exonerate from the offence.

9. Due to various policies and measures of the government the number of students has increased. But the number of increased teachers is not similar to that of increased students.
10. The average number of teachers per school is about four. However, many schools are run by only one or two teachers, while some teachers enjoy leaves and some of them spend time in the year-long Certificate in Education training at PTI. Because of the shortage of teachers, the teacher and student ratio in government schools is high.
11. Considerable numbers of students are getting admission in NGO run schools and madrasas leaving primary schools, as the timing of NGO schools is more convenient for the poor villagers than government school. On the other hand, madrasa education is easier than general education. Another cause of student dropout is mismanagement and corruption in the scholarship for the ultra-poor, which is one of the key incentives for those students to attend school. But failure to ensure proper distribution of the scholarship discourages them to carry on, leading to dropping out.
12. Teachers have been found to be engaged in about various kinds of administrative and non-academic tasks. As a result they are overburdened and do not have sufficient preparation for teaching.
13. There are no provisions to collect fees/subscriptions from the students except specific amount of examination fees determined by the government. In some schools teachers allegedly collect money from the students for distribution of books which is also supposed to free on this purpose. Unauthorized payments also -takes place in the name of examination fees collected at a rate higher than that determined by the government.

14. Regarding transfer of government school teachers corrupt practices still exist.
15. Different types of trainings are provided to the government primary school teachers for skill development. A number of corrupt practices were revealed in the Certificate-in-Education and Sub-cluster Training. Teachers are forced to pay different sorts of subscriptions during these training. On the other hand, the teachers are not always aware of their entitlements.
16. Significant progress has been achieved in recent times by the Government to establish transparency and ensure competitive select on the basis of merit. On the other hand, illegal transaction of money for selecting candidates still exists for choosing suitable posting places by the government school teaches.
17. The schools situated at remote area are visited rarely. Some administrative officials allegedly collect conveyance bills from the teachers while visiting the school. Some officials do not take the due disciplinary actions against teachers, if any, he/she takes bribe from them.
18. The Head Teacher has to go to the Upazila Education Office about 3 to 4 days in a month for several official purposes, but he/she is not paid any amount to cover costs of such travel.
19. To become an Assistant Teacher, the minimum educational qualification for female candidates is SSC, while for males it is graduation. There being no difference between salaries depending on level of education, this is a source of dissatisfaction among teachers.
20. With a few exceptions, maximum members of the School Management Committees (SMCs) are inactive. Similarly, the parent-teacher

associations and welfare associations are equally inactive. Most schools do not have welfare associations at all.

21. The local authorities should be trained and empowered to improve the academic atmosphere of the institution.

Chapter Five

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Findings

Based on the analysis and discussion of the present management system and procedure in the primary educational institution and supervising offices at different levels the findings are recorded below:

1. The government has evolved a unique system of people's participation to run the school smoothly by the SMC consisted of member from the community.
2. The public examination system for the primary school students after completion of class five has been introduced on national basis to enhance the efficiency of the student for public examination after class viii, called junior school certificate examination.
3. The average number of teachers per school is about four. However, some schools are run by only one or two teachers, while some teachers enjoy leaves and some of them spend time in the year-long Certificate in Education training at PTI. Because of the shortage of teachers, the teacher and student ratio in government schools is high.
4. Due to various policies and measures of the government the number of students has increased. But the number of increased teachers is not similar to that of increased students.
5. Due to overall shortage of teachers, they have to teach more than one subject, even if they don't have the necessary skill and training.

6. There is the shortage of class rooms and rooms are not spacious and not very much attractive to the children. Some of the primary schools are old and in deplorable conditions, which are very much at risk for the stakeholders.
7. Some teachers are residing a long distance from the school. Often they have to come to the schools covering a long distance from their residence. So they sometimes come to school early and also leave early.
8. Teachers have been found to be engaged various kinds of academic and non-academic tasks. As a result they are over burdened and do not have sufficient preparation for teaching.
9. The government provides only Tk. 150.00 per teacher per month for all government primary schools for recurring expenditure on contingency. But there is no provision to expense this amount otherwise and there is no allocation for SMC meeting, PTA meeting etc. Because of the shortage of fund, important activities such as SMC meetings, guardians' meetings, mothers' gatherings and observation of national events are not regularly organized.
10. The salary range of the teachers of government primary schools is very poor and inconsistent with rising cost of living. Therefore, teachers are often engaged in other jobs such as private tuition or farming, what affects their commitment to teaching.
11. Primary school teachers depend on the Upazila Education Office (UEO) for various administrative tasks. It has been observed that they become victims of harassment in the UEO, especially with regard to time-scale, efficiency bar cross, certificate attestation, leave adjustment, pension, and loans from GP fund. Teacher are forced to pay bribe without which the simplest of tasks are kept pending.

12. There are only two types of posts available for the teachers in government primary school - Assistant Teacher and Head Teacher. As a result, the scope of promotion from the post of assistant teacher is very limited. On the other hand, the head teachers who are directly recruited in this post have no scope of promotion.
13. Every school is paid roughly Tk. 200 for carrying book from the Upazila Education Office every year, which it is not sufficient for schools located at long distances.
14. There is a want of physical facilities all most in all schools. The schools are suffering necessary furniture. The schools are also suffering from yearn for teaching-learning materials.
15. To become an Assistant Teacher, the minimum educational qualification for female candidates is SSC, while for males it is graduation. There being no difference between salaries depending on level of education, this is a source of dissatisfaction among teachers.
16. The Head Teacher has to go to the Upazila Education Office about 3 to 4 days in a month for several official purposes, but he/she is not paid any amount to cover costs of such travel.
17. Political authority and local leaders poke their nose in the appointment, transfer and disciplinary cases of the teachers. The local authority could not work free and independently according to the rules and procedure.
18. The officials in management positions often do not have field level work experiences. As a result they cannot often appreciate the problems prevailing in the field level.
19. The district and upzila level offices are mainly suffering from lack of manpower, lack of necessary budget and logistic supports from the

Government Actually these levels of officers do not have enough power to address some of the existing problems.

20. The administrative officials of primary education are often engaged in various other duties. For example they have to perform responsibilities of monitoring in different types of survey, relief activities etc.
21. Many officers in the district and upzila level offices are enough efficient to supervise and control the school. But some of the officers are not efficient and motivated.
22. The Assistant Upazila Primary Education Officer is the key person for monitoring and supervising primary schools. Every Assistant Upazila Primary Education Officer is responsible for visiting ten schools in a month. He/she is entitled to a monthly transport allowance of two hundred taka only for this purpose, which is not sufficient for this purpose.
23. The present controlling system is in fact a theoretical and inactive system. Because the inspectors are inefficient, they do not know how to write a report, the reports are not evaluated in the office regularly, correcting measures are not taken according to the report for the political influence.
24. Negligence of duty and irregularity is a frequently observed behavior by the government primary school teachers. Many teachers do not come to school on time, nor do they attend classes regularly. Even when they are taking classes, they do not spend the full amount of allocated time in the classroom. They also often do not demonstrate educational materials while teaching the students.
25. The Government has made primary education completely free of cost. There are no provisions to collect fees/subscriptions from the students except specific amount of examination fees determined by the

government. However, it was found that admission fees, class promotion fees, sports fees, farewell fees and different day- observation fees are taken from the students. In some schools teachers allegedly collect money from the students for distribution of books which is also supposed to free on this purpose. Unauthorized payments also -takes place in the name of examination fees collected at a rate higher than that determined by the government.

26. Purchasing teaching-learning materials as per specification requires forming a committee consisting of the Head Teacher and the managing committee. The Upazila Education Office is not supposed to interfere in the process. However, a section of the Upazila Education Officers influence teachers to buy the materials from selected vendors.
27. Administrative officials often do not play their role transparently. A section of the officials does not come to the office on time, some do not come to office regularly, but they ensure their full attendance by manipulations including connivance of the higher authority.
28. The schools situated at remote area are visited rarely. Some administrative officials allegedly collect conveyance bills from the teachers while visiting the school. Some officials do not take the due disciplinary actions against teachers, if any; he/she takes bribe from them.
29. Teachers become victims of corruption at the Upazila Education Office. They are forced to pay bribes for getting services regarding time scale, area bill, efficiency bar cross, certificate attachment, leave adjustment, pension, and loan from GP fund.
30. Different types of trainings are provided to the government primary school teachers for skill development. A number of corrupt practices were revealed in the Certificate-in-Education and Sub-cluster Training. Teachers are forced to pay different sorts of subscriptions during these

training. On the other hand, the teachers are not always aware of their entitlements.

31. Regarding transfer of government primary school teachers' corruption is still exist.
32. Teachers suffer a lot at the time of processing retirement benefits including pension. They are bound to give bribes at the Upazila Education Office and District Education Office for getting pension and other entitlements; otherwise the concerned officials do not process the file.
33. The delegation of power & functions of the DPEOs and DDs is not clear and specific in certain respect. Delegation of power have been made in such a manner that it intends to centralization rather decentralization. This is very painstaking and time consuming for all the officials connected with the process.
34. 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.

5.2 Conclusions

The liberation of Bangladesh from the colonial power of Pakistan in 1971 ushered a new era in the realm of primary education system. The constitution of the new Republic acknowledged the education as one of the human rights and it is the state responsibility to manage and control the primary education to achieve the national goal and unity.

After the liberation, strengthening and improving the primary education system along with the improvement of its management and supervision become the state responsibility. There was also international commitment of the government

made in World Summit for Children (New York, 1990), Summit of Most Densely Populated Nations (Delhi) and Education for All by the year 2000. This commitment accelerated the development process and activities in the primary education and it has given a separate identity and culture to the organizational management of primary education.

The primary education system has a well established administrative set up all over the country. The DPE is the top most organization which is responsible for smooth running of the system, its supervision and monitoring throughout the country. To do this job offices have been established in 7 divisional head quarters, 64 district head quarters, 502 upzila head quarters and under the upzila office there are 11000 cluster officers.

A lot of progress has been made in the management system of primary education. As the number of students have increased but the quality of education is yet to be achieved. The primary education does not have any cadre for administration and it is still dependent on the deputed officers in the higher post from other ministries. The powers and functions delegated to the local offices is not enough to control the situation in the locality and they are always dependent on the higher authority for each and every administrative problem. This has a centralized tendency and suffering from the problem of centralization. As a result of it the well established hierarchical arrangement is tormenting from a lot of weakness.

It is found from the analysis the whole system is in distress from various internal problems. There is lack of skilled teachers in school, lack of funds, work load on the teachers, overcrowded classrooms, low contact hour etc. creating barriers for attainment of the quality of primary education. Similarly the administrative authorities are also suffering from many weaknesses. There is the lack of committed and efficient officers in the grass root level, lack of regular inspection of schools, lack of evaluation and corrective measures on the inspection report etc. which poses a great threat to the efficient supervision and

management of the schools. Even the managing committee of the school does not efficiently supervise and does not do their duty effectively.

It is a general view of the officers that the primary education system is free from all corruptions. But the incumbent associated with the system think otherwise. The teacher alleged that they are harassed in the upzila and district offices for pay fixation, promotion, transfer, leave of absence, time scale, retirement and pension etc. and forced to pay bribe to officials to all concerned but there is no mentionable attempt on the on the part of the higher authority to remove them.

The study on the “Controlling system of government primary schools in Bangladesh” has been made completely on impersonal nature and the ideas and views expressed in this study are to find out the truth of actual working procedure of the system. Perhaps this is the first research study on the above issue and there may be some points of the problems which is not included in the study. But this will give a guideline and inspiration to the researchers for further study.

5.3 Recommendations

Based on the historical perspective, review of the current situation and findings of the study, as well as the field experience of the researcher, the following recommendation are made for consideration:

1. Education requires improved infrastructure and other tangible support. Physical facilities should be extended to all schools equally to make a great difference.
2. Teaching learning materials should be supplied to the schools according to the need of the students regularly.
3. Teacher should be recruited for teaching specific subjects and their capacity should be increased through subject-based skill training.

4. Vacant posts should be filled up by promotion of qualified candidates or direct recruitment. For creating of scope promotion for the teachers a new tier between assistant teacher and head teacher can be created such as assistant head teacher.
5. The salary and benefit structure of the government school teachers should be reviewed with urgency and must be made consistent with cost of living.
6. The salary and benefit structure at the entry point as assistant teachers should be determined on the basis of educational qualification.
7. If fees/subscriptions have to be collected it must be determined locally for specific purposes on the basis of consultations with the guardians, teachers and upazila level education officials. However, all such payments must be on the basis of receipts, and ail collections and expenses must be properly documented.
8. Where there is necessity there should be constructed spacious class room and they should be made attractive for the children. Old and deplorable school building should be removed to avoid the risk of life of the stakeholders.
9. The present teacher student ratio should be made 1: 30 to create favorable learning process. New teachers should be recruited to reach the ratio.
10. Teacher should be exempted from the government activities which are not related to the teaching to increase the contact hour.
11. People with field level experience should be placed at the management level. For those with lack of such experience field visits and appropriate trainings should be mandatory.

12. The local politicians and social workers should abstain from the govt. primary school teachers in their political activities. At the same time they have to ensure free fare works of the local authority.
13. A motivation program should be introduced for all the teachers and officials to develop their moral, commitment and duties towards students. This also should be emphasized in the inspection made by the AUEOs.
14. Actual costs of transporting books from the upazila office to schools should be covered.
15. 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.
16. The Head Teacher should be given conveyance bills for going to Upazila Education Offices for official purpose.
17. Assistant Upazila Education Officers should be paid actual cost of visiting schools.
18. Teaching-learning materials should be supplied by a vendor selected transparently free from anyone's influence.
19. Monitoring and supervision by the Upazila Education Office should be increased, but must be objective and professional.
20. A Code of Conduct for everyone involved in primary education should be adopted with built-in mechanisms for monitoring, and strictly observed including zero tolerance to corruption, negligence of duty and other irregularities and violations.

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Appendix A

Controlling System of Government Primary Schools in Bangladesh- A Case Study on a Few Selected Districts

জেলা প্রাথমিক শিক্ষা অফিসারদের জন্য প্রশ্নমালা

উত্তরদাতার নামঃ

পদবী ঃ

কর্মস্থল ঃ

১. আপনি কি আপনার অধঃস্তনদের সাথে ব্যক্তিগতভাবে যোগাযোগ করেন?

হ্যাঁ		না	
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২. আপনি অধঃস্তনদের সাথে ব্যক্তিগতভাবে কেন যোগাযোগ করেন?

উঃ ক.

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ঙ.

৩. প্রাথমিক শিক্ষকদের নিয়োগ প্রক্রিয়ার কোন কাজ কে সম্পাদন করেন?

ক. শূন্যপদের তালিকা প্রস্তুত করা

খ. আবেদনপত্র গ্রহন এবং যাচাই বাছাই করা

গ. প্রবেশপত্র প্রেরণ

ঘ. পরীক্ষার কেন্দ্র নির্ধারণ

ঙ. প্রাথমিক ভাবে নির্বাচিত প্রার্থীদের মৌখিক পরীক্ষার আয়োজন।

চ. চূড়ান্তভাবে নির্বাচিত প্রার্থীদের নিয়োগপত্র প্রেরণ।

৪। সিইনএড ট্রেনিং সংক্রান্ত নিম্নলিখিত তথ্যগুলো দিন

ক. সকল শিক্ষকদের জন্য আবশ্যিকীয় কিনা ?

হ্যাঁ		না	
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খ. সি ইন এড ট্রেনিং কোথায় দেয়া হয় ?

উঃ

গ. এই ট্রেনিং এর মেয়াদ কত দিন ?

উঃ

ঘ. এই ট্রেনিংএ কতটি বিষয় সম্পর্কে শিক্ষকদের প্রশিক্ষণ দেয়া হয়?

উঃ

৫। সাবক্লাস্টার ট্রেনিং সংক্রান্ত নিম্নলিখিত তথ্যগুলো দিন

ক. এ ট্রেনিং কোথায় হয়?

উঃ

খ. এর মেয়াদ কত দিন?

উঃ

গ. এতে কি কি বিষয়ের উপর ট্রেনিং দেয়া হয়?

উঃ

৬। বিষয় ভিত্তিক ট্রেনিং সংক্রান্ত নিম্নলিখিত তথ্যগুলো দিন

ক. এ প্রশিক্ষণে কি কি বিষয়ের উপর ট্রেনিং দেয়া হয়?

উঃ

খ. . এ প্রশিক্ষণের মেয়াদ কত দিন?

উঃ

গ. অংশগ্রহণকারী কারা?

উঃ

ঘ. কোথায় অনুষ্ঠিত হয়?

উঃ

৭। সরকারি প্রাথমিক বিদ্যালয়ের প্রধান শিক্ষকগণ সাধারণত কি কি প্রশিক্ষণ পান?

উঃ

৮। আপনি প্রাথমিক বিদ্যালয়ের শিক্ষকদের কোন জাতীয় বদলি করেন?

উঃ

৯। প্রাথমিক বিদ্যালয়ের শিক্ষকদের পদ কিভাবে শূণ্য হয়?

উঃ ক.

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ঙ.

১০। কি কি কারণে আস্ত উপজেলা বদলি হয়?

উঃ

১১। আপনি প্রতিমাসে কোন জাতীয় কতটি কতটি বিদ্যালয় পরিদর্শন করেন?

উঃ সরকারি প্রাথমিক বিদ্যালয় =

রেজিষ্ট্রার বেসরকারি প্রাথমিক বিদ্যালয় =

অন্যান্য =

১২। পরিদর্শনের সময় আপনি নিম্নের কোন কোন বিষয়গুলি দেখেন?

(সঠিক উত্তর/ উত্তরগুলিতে টিক চিহ্ন দিন)

ক. শিক্ষক হাজিরা

খ. ছাত্র- ছাত্রী হাজিরা

গ. বিদ্যালয়ের রেকর্ড ও রেজিষ্ট্রার

ঘ. শ্রেণিকক্ষ পরিদর্শন

ঙ. বিদ্যালয় সংক্রান্ত অন্যান্য তথ্যাবলী

১৩। পরিদর্শনের মাধ্যমে প্রাপ্ত অগ্রাধিকার ভিত্তিতে বিদ্যালয়ের পাঁচটি সমস্যা লিখুন।

ক.

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১৪। আপনার পরিদর্শন প্রতিবেদন উর্ধ্বতন কর্তৃপক্ষ প্রতিমাসে মূল্যায়ন করেন কি?

হ্যাঁ

না

১৫। কি কি কারণে শিক্ষকদের বিরুদ্ধে বিভাগীয় ব্যবস্থা গ্রহণ করা হয়?

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ঙ.

১৬। আপনার অধীনস্থ কত জন শিক্ষক এর বিরুদ্ধে ২০১২ সালে বিভাগীয় মামলা চালু করা হয়েছে এবং এতে কত জনকে কি ধরনের শাস্তি প্রদান করা হয়েছে?

মামলার সংখ্যা	শাস্তি প্রদান		অব্যাহতির সংখ্যা
	লঘু দণ্ডের সংখ্যা	গুরু দণ্ডের সংখ্যা	

১৭। শিক্ষকদের এসিআর নিয়মিত লেখা হয় কি? উত্তর না হলে কখন লেখা হয়?

১৮। শিক্ষার গুণগত মান অর্জনের জন্য নিম্নের কোন বিষয়গুলি আবশ্যিক?

(সঠিক উত্তর/ উত্তরগুলিতে টিক চিহ্ন দিন। প্রয়োজনে অতিরিক্ত বিষয় উল্লেখ করা যাবে)

- ক. সুগঠিত বিদ্যালয় ভবন
- খ. সুসজ্জিত শ্রেণিকক্ষ
- গ. প্রশিক্ষণপ্রাপ্ত ও দক্ষ শিক্ষক
- ঘ. মানসম্মত বই ও সিলেবাস
- ঙ. প্রয়োজনীয় শিক্ষা উপকরণ
- চ. শিক্ষক ও ছাত্রের মানসম্মত হার
- ছ. পাঠদানের পর্যাপ্ত সময়

১৯। সরকারি প্রাথমিক বিদ্যালয়ে কিভাবে এস এম সি গঠন করা হয়?

(সঠিক উত্তর/ উত্তরগুলিতে টিক চিহ্ন দিন)

ক. সমঝোতার মাধ্যমে

খ. একাধিক নমিনেশন পত্র দাখিল না করে

গ. গোপন ব্যালটের মাধ্যমে ভোটাভোটি

ঘ. ভোটারদের হাত উত্তোলনের মাধ্যমে

২০। এস এম সি নিম্নলিখিত কোন দায়িত্বটি যথ্যভাবে পালন করেন কি?

(সঠিক উত্তর/ উত্তরগুলিতে টিক চিহ্ন দিন)

ক. বিদ্যালয় ব্যবস্থাপনা

খ. ছাত্র-ছাত্রী হাজিরা

গ. শিক্ষকদের নিয়মিত ও সময়মত উপস্থিত

ঘ. বিদ্যালয়ে ছাত্র-ছাত্রীদের প্রহার বন্ধ করা

ঙ. বিদ্যালয়ের ব্যয় অনুমোদন

চ. বিদ্যালয়ের উন্নয়নমূলক কাজ তত্ত্বাবধান

২১। শিক্ষকদের চাকুরীকালীন উৎসাহ ব্যাঞ্জক (Incentives) সুবিধা দেয়া হয় কিভাবে?

উঃ ক.

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২২। শিক্ষকদের চাকুরীকালীন উৎসাহ ব্যাঞ্জক (Incentives) সুবিধা দেয়ার কোন উপায়টি কার্যকর?

উঃ

Controlling System of Government Primary Schools in
Bangladesh- A Case Study on a Few Selected Districts

উপজেলা/থানা শিক্ষা অফিসারদের জন্য প্রশ্নমালা

উত্তরদাতার নামঃ

পদবী ঃ

কর্মস্থল ঃ

১. আপনি কি আপনার অধঃস্তনদের সাথে ব্যক্তিগতভাবে যোগাযোগ করেন?

হ্যাঁ		না	
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২. আপনি অধঃস্তনদের সাথে ব্যক্তিগতভাবে কেন যোগাযোগ করেন?

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৩. প্রাথমিক শিক্ষকদের নিয়োগ প্রক্রিয়ার কোন কাজ কে সম্পাদন করেন?

ক. শূন্যপদের তালিকা প্রস্তুত করা

খ. আবেদনপত্র গ্রহন এবং যাচাই বাছাই করা

গ. প্রবেশপত্র প্রেরণ

ঘ. পরীক্ষার কেন্দ্র নির্ধারণ

ঙ. প্রাথমিক ভাবে নির্বাচিত প্রার্থীদের মৌখিক পরীক্ষার আয়োজন।

চ. চূড়ান্তভাবে নির্বাচিত প্রার্থীদের নিয়োগপত্র প্রেরণ।

৪। সিইনএড ট্রেনিং সংক্রান্ত নিম্নলিখিত তথ্যগুলো দিন

ক. সকল শিক্ষকদের জন্য আবশ্যিকীয় কিনা ?

হ্যাঁ		না	
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খ. সি ইন এড ট্রেনিং কোথায় দেয়া হয় ?

উঃ

গ. এই ট্রেনিং এর মেয়াদ কত দিন ?

উঃ

ঘ. এই ট্রেনিংএ কতটি বিষয় সম্পর্কে শিক্ষকদের প্রশিক্ষণ দেয়া হয়?

উঃ

৫। সাবক্লাস্টার ট্রেনিং সংক্রান্ত নিম্নলিখিত তথ্যগুলো দিন

ক. এ ট্রেনিং কোথায় হয়?

উঃ

খ. এর মেয়াদ কত দিন?

উঃ

গ. এতে কি কি বিষয়ের উপর ট্রেনিং দেয়া হয়?

উঃ

৬। বিষয় ভিত্তিক ট্রেনিং সংক্রান্ত নিম্নলিখিত তথ্যগুলো দিন

ক. এ প্রশিক্ষণে কি কি বিষয়ের উপর ট্রেনিং দেয়া হয়?

উঃ

খ. এ প্রশিক্ষণের মেয়াদ কত দিন?

উঃ

গ. অংশগ্রহণকারী কারা?

উঃ

ঘ. কোথায় অনুষ্ঠিত হয়?

উঃ

৭। সরকারি প্রাথমিক বিদ্যালয়ের প্রধান শিক্ষকগণ সাধারণত কি কি প্রশিক্ষণ পান?

উঃ

৮। আপনি প্রাথমিক বিদ্যালয়ের শিক্ষকদের কোন জাতীয় বদলি করেন?

উঃ

৯। প্রাথমিক বিদ্যালয়ের শিক্ষকদের পদ কিভাবে শূণ্য হয়?

উঃ ক.

খ.

গ.

ঘ.

ঙ.

১০। কি কি কারণে আস্ত উপজেলা বদলি হয়?

উঃ

১১। আপনি প্রতিমাসে কোন জাতীয় কতটি কতটি বিদ্যালয় পরিদর্শন করেন?

উঃ সরকারি প্রাথমিক বিদ্যালয় =

রেজিস্ট্রার বেসরকারি প্রাথমিক বিদ্যালয় =

অন্যান্য =

১২। পরিদর্শনের সময় আপনি নিম্নের কোন কোন বিষয়গুলি দেখেন?

(সঠিক উত্তর/ উত্তরগুলিতে টিক চিহ্ন দিন)

ক. শিক্ষক হাজিরা

খ. ছাত্র- ছাত্রী হাজিরা

গ. বিদ্যালয়ের রেকর্ড ও রেজিস্ট্রার

ঘ. শ্রেণিকক্ষ পরিদর্শন

ঙ. বিদ্যালয় সংক্রান্ত অন্যান্য তথ্যাবলী

১৩। পরিদর্শনের মাধ্যমে প্রাপ্ত অগ্রাধিকার ভিত্তিতে বিদ্যালয়ের পাঁচটি সমস্যা লিখুন।

ক.

খ.

গ.

ঘ.

ঙ.

১৪। আপনার পরিদর্শন প্রতিবেদন উর্ধ্বতন কর্তৃপক্ষ প্রতিমাসে মূল্যায়ন করেন কি?

হ্যাঁ না

১৫। কি কি কারণে শিক্ষকদের বিরুদ্ধে বিভাগীয় ব্যবস্থা গ্রহণ করা হয়?

ক.

খ.

গ.

ঘ.

ঙ.

১৬। শিক্ষকদের এসিআর নিয়মিত লেখা হয় কি? উত্তর না হলে কখন লেখা হয়?

উঃ

১৭। শিক্ষার গুণগত মান অর্জনের জন্য নিম্নের কোন বিষয়গুলি আবশ্যিক?

(সঠিক উত্তর/ উত্তরগুলিতে টিক চিহ্ন দিন। প্রয়োজনে অতিরিক্ত বিষয় উল্লেখ করা যাবে)

- ক. সুগঠিত বিদ্যালয় ভবন
- খ. সুসজ্জিত শ্রেণিকক্ষ
- গ. প্রশিক্ষণপ্রাপ্ত ও দক্ষ শিক্ষক
- ঘ. মানসম্মত বই ও সিলেবাস
- ঙ. প্রয়োজনীয় শিক্ষা উপকরণ
- চ. শিক্ষক ও ছাত্রের মানসম্মত হার
- ছ. পাঠদানের পর্যাপ্ত সময়

১৮। সরকারি প্রাথমিক বিদ্যালয়ে কিভাবে এস এম সি গঠন করা হয়?

(সঠিক উত্তর/ উত্তরগুলিতে টিক চিহ্ন দিন)

- ক. সমঝোতার মাধ্যমে
- খ. একাধিক নমিনেশন পত্র দাখিল না করে
- গ. গোপন ব্যালটের মাধ্যমে ভোটাভোটি
- ঘ. ভোটারদের হাত উত্তোলনের মাধ্যমে

১৯। এস এম সি নিম্নলিখিত কোন দায়িত্বটি যথ্যভাবে পালন করেন কি?

(সঠিক উত্তর/ উত্তরগুলিতে টিক চিহ্ন দিন)

- ক. বিদ্যালয় ব্যবস্থাপনা
- খ. ছাত্র-ছাত্রী হাজিরা
- গ. শিক্ষকদের নিয়মিত ও সময়মত উপস্থিত
- ঘ. বিদ্যালয়ে ছাত্র-ছাত্রীদের প্রহার বন্ধ করা
- ঙ. বিদ্যালয়ের ব্যয় অনুমোদন
- চ. বিদ্যালয়ের উন্নয়নমূলক কাজ তত্ত্বাবধান

২০। শিক্ষকদের চাকুরীকালীন উৎসাহ ব্যাঞ্জক (Incentives) সুবিধা দেয়া হয় কিভাবে?

- উঃ ক.
খ.
গ.
ঘ.
ঙ.

২১। শিক্ষকদের চাকুরীকালীন উৎসাহ ব্যাঞ্জক (Incentives) সুবিধা দেয়ার কোন উপায়টি কার্যকর?

উঃ

Appendix C

Controlling System of Government Primary Schools in Bangladesh- A Case Study on a Few Selected Districts

সহকারী উপজেলা/থানা শিক্ষা অফিসারদের জন্য প্রশ্নমালা

উত্তরদাতার নামঃ

পদবী ঃ

কর্মস্থল ঃ

১. আপনি কি আপনার অধঃস্তনদের সাথে ব্যক্তিগতভাবে যোগাযোগ করেন?

হ্যাঁ	<input type="checkbox"/>	না	<input type="checkbox"/>
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২. আপনি অধঃস্তনদের সাথে ব্যক্তিগতভাবে কেন যোগাযোগ করেন?

উঃ ক.

খ.

গ.

ঘ.

ঙ.

৩. প্রাথমিক শিক্ষকদের নিয়োগ প্রক্রিয়ার কোন কাজ কে সম্পাদন করেন?

ক. শূন্যপদের তালিকা প্রস্তুত করা

খ. আবেদনপত্র গ্রহন এবং যাচাই বাছাই করা

গ. প্রবেশপত্র প্রেরণ

ঘ. পরীক্ষার কেন্দ্র নির্ধারণ

ঙ. প্রাথমিক ভাবে নির্বাচিত প্রার্থীদের মৌখিক পরীক্ষার আয়োজন।

চ. চূড়ান্তভাবে নির্বাচিত প্রার্থীদের নিয়োগপত্র প্রেরণ।

৪। সিইনএড ট্রেনিং সংক্রান্ত নিম্নলিখিত তথ্যগুলো দিন

ক. সকল শিক্ষকদের জন্য আবশ্যিকীয় কিনা ?

হ্যাঁ	<input type="checkbox"/>	না	<input type="checkbox"/>
-------	--------------------------	----	--------------------------

খ. সি ইন এড ট্রেনিং কোথায় দেয়া হয় ?

উঃ

গ. এই ট্রেনিং এর মেয়াদ কত দিন ?

উঃ

ঘ. এই ট্রেনিংএ কতটি বিষয় সম্পর্কে শিক্ষকদের প্রশিক্ষণ দেয়া হয়?

উঃ

৫। সাবক্লাস্টার ট্রেনিং সংক্রান্ত নিম্নলিখিত তথ্যগুলো দিন

ক. এ ট্রেনিং কোথায় হয়?

উঃ

খ. এর মেয়াদ কত দিন?

উঃ

গ. এতে কি কি বিষয়ের উপর ট্রেনিং দেয়া হয়?

উঃ

৬। বিষয় ভিত্তিক ট্রেনিং সংক্রান্ত নিম্নলিখিত তথ্যগুলো দিন

ক. এ প্রশিক্ষণে কি কি বিষয়ের উপর ট্রেনিং দেয়া হয়?

উঃ

খ. . এ প্রশিক্ষণের মেয়াদ কত দিন?

উঃ

গ. অংশগ্রহণকারী কারা?

উঃ

ঘ. কোথায় অনুষ্ঠিত হয়?

উঃ

৭। সরকারি প্রাথমিক বিদ্যালয়ের প্রধান শিক্ষকগণ সাধারণত কি কি প্রশিক্ষণ পান?

উঃ

৮। আপনি প্রাথমিক বিদ্যালয়ের শিক্ষকদের কোন জাতীয় বদলি করেন?

উঃ

৯। প্রাথমিক বিদ্যালয়ের শিক্ষকদের পদ কিভাবে শূণ্য হয়?

উঃ ক.

খ.

গ.

ঘ.

ঙ.

১০। কি কি কারণে আস্ত উপজেলা বদলি হয়?

উঃ

১১। আপনি প্রতিমাসে কোন জাতীয় কতটি কতটি বিদ্যালয় পরিদর্শন করেন?

উঃ সরকারি প্রাথমিক বিদ্যালয় =

রেজিস্ট্রার বেসরকারি প্রাথমিক বিদ্যালয় =

অন্যান্য =

১২। পরিদর্শনের সময় আপনি নিম্নের কোন কোন বিষয়গুলি দেখেন?

(সঠিক উত্তর/ উত্তরগুলিতে টিক চিহ্ন দিন)

ক. শিক্ষক হাজিরা

খ. ছাত্র- ছাত্রী হাজিরা

গ. বিদ্যালয়ের রেকর্ড ও রেজিস্ট্রার

ঘ. শ্রেণিকক্ষ পরিদর্শন

ঙ. বিদ্যালয় সংক্রান্ত অন্যান্য তথ্যাবলী

১৩। পরিদর্শনের মাধ্যমে প্রাপ্ত অগ্রাধিকার ভিত্তিতে বিদ্যালয়ের পাঁচটি সমস্যা লিখুন।

ক.

খ.

গ.

ঘ.

ঙ.

১৪। আপনার পরিদর্শন প্রতিবেদন উর্ধ্বতন কর্তৃপক্ষ প্রতিমাসে মূল্যায়ন করেন কি?

 হ্যাঁ না

১৫। কি কি কারণে শিক্ষকদের বিরুদ্ধে বিভাগীয় ব্যবস্থা গ্রহণ করা হয়?

ক.

খ.

গ.

ঘ.

ঙ.

১৬। শিক্ষকদের এসিআর নিয়মিত লেখা হয় কি? উত্তর না হলে কখন লেখা হয়?

উঃ

১৭। শিক্ষার গুণগত মান অর্জনের জন্য নিম্নের কোন বিষয়গুলি আবশ্যিক?

(সঠিক উত্তর/ উত্তরগুলিতে টিক চিহ্ন দিন। প্রয়োজনে অতিরিক্ত বিষয় উল্লেখ করা যাবে)

- ক. সুগঠিত বিদ্যালয় ভবন
- খ. সুসজ্জিত শ্রেণিকক্ষ
- গ. প্রশিক্ষণপ্রাপ্ত ও দক্ষ শিক্ষক
- ঘ. মানসম্মত বই ও সিলেবাস
- ঙ. প্রয়োজনীয় শিক্ষা উপকরণ
- চ. শিক্ষক ও ছাত্রের মানসম্মত হার
- ছ. পাঠদানের পর্যাপ্ত সময়

১৮। সরকারি প্রাথমিক বিদ্যালয়ে কিভাবে এস এম সি গঠন করা হয়?

(সঠিক উত্তর/ উত্তরগুলিতে টিক চিহ্ন দিন)

- ক. সমঝোতার মাধ্যমে
- খ. একাধিক নমিনেশন পত্র দাখিল না করে
- গ. গোপন ব্যালটের মাধ্যমে ভোটাভোটি
- ঘ. ভোটারদের হাত উত্তোলনের মাধ্যমে

১৯। এস এম সি নিম্নলিখিত কোন দায়িত্বটি যথ্যভাবে পালন করেন কি?

(সঠিক উত্তর/ উত্তরগুলিতে টিক চিহ্ন দিন)

ক. বিদ্যালয় ব্যবস্থাপনা

খ. ছাত্র-ছাত্রী হাজিরা

গ. শিক্ষকদের নিয়মিত ও সময়মত উপস্থিত

ঘ. বিদ্যালয়ে ছাত্র-ছাত্রীদের প্রহার বন্ধ করা

ঙ. বিদ্যালয়ের ব্যয় অনুমোদন

চ. বিদ্যালয়ের উন্নয়নমূলক কাজ তত্ত্বাবধান

২০। শিক্ষকদের চাকুরীকালীন উৎসাহ ব্যাঞ্জক (Incentives) সুবিধা দেয়া হয় কিভাবে?

উঃ ক.

খ.

গ.

ঘ.

ঙ.

২১। শিক্ষকদের চাকুরীকালীন উৎসাহ ব্যাঞ্জক (Incentives) সুবিধা দেয়ার কোন উপায়টি কার্যকর?

উঃ