

Role of Head Teacher in School Plant Management of Non Government Secondary Schools in Bangladesh

A Thesis

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DECLARATION BY RESEARCHER

I, Nurul Emran Majumder here by declaring that the thesis entitled **Role of Head Teacher in School Plant Management of Non Government Secondary Schools in Bangladesh** Submitted in partial fulfillment of the Master of Philosophy in the Department of Educational Administration, Institute of Education and Research, University of Dhaka, Bangladesh, during the academic year (2012-2013) is the genuine work done by me under the supervision of Professor Husne Ara Begum and Professor Salma Akhter. The thesis or the part of it thereof has not been published or submitted for the academic award of any other University or institution any literature, data, or work done by other and cited within this has been given due acknowledgement and has listed in the reference section.

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To

My parents

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ABSTRACT

School plant planning includes instructional spaces planning, administrative places planning, circulation spaces planning, spaces for conveniences planning and accessories planning are essential in teaching learning process. Management is necessary for school plant which improves the effectiveness. It is goal directed which involves a series of on-going activities, individuals and groups working together, use of resources, efficiency and effectiveness. As a leader of the school head teacher should manage the school plant. Head teacher has the responsibility to manage the school plant though she/he may not be knowledgeable in some aspects such as school facility design and building construction. The purpose of the study was to investigate the role of the head teachers in non-government secondary education of Feni; a district located in the eastern part of Bangladesh. The study examined the extent of head teacher's participation and implementation in the provision of School Plant Management in the administration of non-government secondary schools of Feni districts in Bangladesh. Descriptive survey research design employing simple random sampling was used to sample 72 assistant teacher's, 24 head teacher's and 24 school managing committee chair-person (SMCC) from both rural and urban schools at Feni district comprises 6 upazilas (sub-district). The instruments used for data collection were questionnaire and Interview. The questionnaire was validated by experts in the field of education. The results revealed that the extent of head teachers' role in the provision of School Plant Management in secondary schools in Bangladesh was satisfactory. Study showed that head teachers' used quality improvement measures, teamwork and ensured that legal framework prescribed by the government was well complied by. The head teacher's were also involved in academic activities by observing and checking the students' and teachers' work, monitoring students discipline. Significant differences did not exist in the mean perception scores of head teachers' and teachers regarding the extent of head teachers' engagement in provision of School Plant Management in the non-government secondary schools. This research revealed that, though head of the school's are struggling for striking down the balance between laws and implementation, a unique guideline for head teacher could boost the future scopes of the non-government secondary schools. It was recommended among other issues that, regular interactive meetings for instance; radio-link and 'meet the people-tour' should be conducted for the head teachers and local representatives, and other stakeholders. A separate handbook with codified laws and rules regarding School Plant Management could bring maximum outcome.

LIST OF ABBREVIATIONS

ATEO	: Assistant Thana Education Officer
BANBEIS	: Bangladesh Bureau of Educational Information and statistics.
BES	: Bangladesh Education Statistics
CCA	: Co-curricular activities.
CEAs	: Co-curricular and Extra-curricular Activities
C.T	: Class Teacher
DD	: Deputy Director
DEO	: District Education Office
DSHE	: Directorate of Secondary and Higher Education
HM	: Headmaster/Head Mistress
Govt.	: Government.
GOB	: Government of Bangladesh
GO	: Government Order/ Government Organization
MoE	: Ministry of Education.
NCTB	: National Curriculum and Textbook Board
NAEM	: National Academy for Educational Management
PTA	: Parent Teacher Association
SMC	: School Management Committee
SPBM	: School Performance Based Management
Suff.	: Sufficient
TEO	: Thana Education Office
TM	: Teacher Manual
TSR	: Teacher Student Ratio
SPI	: Student Per Institute
TPI	: Teacher Per Institute

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CHAPTER: ONE

INTRODUCTION

1.1. Background of Study:

Schools are the basic structural institutions to deliver formal education in any country. Education effecting individual as well as national development which is being realized by people all over the world, especially in the developing nations (Abdul Kareem, 2012). To implement an educational program it is essential to build a school (Ejeh 2010). To establish a physical school infrastructure it is undoubtedly important to make a school plant plan. School plant means the school building, all materials, furniture and equipment attached and unattached to the building, all structures and features on the school site, including paths, roads, parking lots, playgrounds, open grounds, trees, flowers and other objects used for implementing or supporting the implementation of an educational program (Ejeh, 2010).

The term ‘school plant’ carries a wide meaning. It includes, the school building, play-ground, furniture, classroom, library, hostel, apparatus, and equipment, school offices, black-board, school record etc. Its material conditions should be conducive for the all-round development of the student-physical, emotional, social, cultural, aesthetic and moral. Good learning environment should be created by the school plant. It is the most important factor in the whole educational process. School environment involves human resources and students material resources.

School plant planning includes instructional spaces planning, administrative places planning, circulation spaces planning, spaces for conveniences planning and accessories planning are essential in teaching learning process. These spaces could enhance teaching and learning depends on their location within the school compound, their structure, and accessories. It is believed that a well planned school plant will gear up expected outcomes of education that will facilitate good social, political and economic arrangement, effective teaching and learning process and academic performance of the students. School plant planning ensures that school buildings and grounds, equipment, materials, technical and other service systems, facilitate and support the provision of education by a school.

According to Uko (2001), effective management of school facilities requires knowledge, skill and expertise in handling different facets of the school system. This to her calls on the ability of the principal to set required objectives, supervise facilities usage, formulate plans for procurement and ensure actual management and supervision of available facilities to attain set goals of the school system. The principal as the manager of the school organization therefore has the onerous task of mobilizing available human resource to ensure a proper running of the school. Complimenting, Mbipom (2002) opined that school facilities comprise the physical expression of the school curriculum in the construction, internal and external arrangements of the buildings, equipment, grounds, surroundings, general appearance which include the flower beds, paths, orchards, shrubs, playgrounds, classrooms, assembly hall, dining hall, desks and school farms.

Management is necessary for school plant which improves the effectiveness. It is goal-directed which involves a series of on-going activities, individuals and groups working together, use of resources, efficiency and effectiveness. School plant management requires the making and carrying out a series of decisions by individuals and groups in building school a plant according to need, operating and using it effectively and efficiently and ensuring that it is in a functional state as the educational program is being implemented. It is very important to have a person who could implement as well as manage the plant and the head teacher could be the person to manage the total plant. Various publications, research papers, books, theoretical frameworks, emphasized the importance of the role of head teacher for managing the schools plant. As a leader of the school head teacher should manage the school plant. Head teacher has the responsibility to manage the school plant though she/he may not be knowledgeable in some aspects such as school facility design and building construction but his/her and other teacher's inputs during decision making is necessary (Ejeh, 2010).

As school head, the entire school community looks upon leadership to bring them together for a valuable cause, protect the gains of hard work and sustain collaborative efforts (Adesina, 2011). Traditionally the roles of the head teacher in effective management of the school include the following: it is his responsibility to embark on budgeting for the school. This includes fiscal and material budgeting on agreed periodic and yearly basis; leadership and supervision of instruction- the head teacher is first and foremost, the instructional group

leader in the school, thus, providing instruction leadership has been identified as one of the vital roles of the head teacher as the school administrator Dowian (1983), at the secondary school level, the head teacher is usually involved in a variety of situation that calls for leadership; in planning, organizing, directing, coordinating, and decision-making; execution of curriculum policy received form the schools board. It is the head teacher who possess vision and understand of the dynamics of change that is most likely to make meaningful development to the implementation of the curriculum, the head teacher dose this by identifying the need improvement and to develop a programs of action, to coordinate and conduct in-service, pre-service and continuing education programs and workshop for teachers as well as to plan facilities including identification of resource materials, supplies, and equipment, textbooks and audio-visual aids respectively; physical plant management and provision of custodial service; pupil personnel administration; management of health, safety and environmental programs of school; Management of staff personnel of school, Peretomode (1995).

In Bangladesh the reality in the arena of school plant planning is that the initiatives are taken by the local community to establish a non government high school. In that time in school plant planning though the head teacher's role is necessary but it does not happen. But his/her role for the school plant management is very important and we cannot ignore that issue. So, it is necessary to investigate the role of head teacher in school plant management and its importance in non government secondary school of Bangladesh, the role of head teacher in this perspective and to assess head his/her roles in school plant management in terms of government rules and regulations have become pertinent for intensive study.

1.2. Main Objectives:

The main objective of the study was to find out and assess the role of Non-government secondary school's head teacher in school plant management in the context of Bangladesh.

1.3. Research Question:

To fulfill the main objective following research questions were identified and addressed in this study-

1. What are the government rules and regulations for school plant planning and it's management for non government schools?

2. What type of role does head teacher play in school plant planning and its management?
3. What are the gaps between the government rules and practices of head teacher in school plant management?
4. What are the challenges faced by the head teacher's in School plant management in Bangladesh?

1.4 Rational of the study:

Many studies indicate that there are links between roles of head teacher in school plant management. Like the physical environment of a school is a major determining factor in the attainment of its objectives. Dr. (Mrs.) Ihuoma & P. Asiabaka (2008) and many more which are mentioned letter. In order to develop the school plant management of secondary schools in Bangladesh especially in non government schools the research is looking forward for in developing the role of head teacher in plant management. Facilities management is an integral part of the overall management of the school. The actualization of the goals and objectives of education require the provision, maximum utilization and appropriate management of the facilities. Furthermore, advances in science and technology, necessitate that the school manager should adopt modern methods of facilities management. This will improve the quality of teaching and learning. A direct relationship exists between the quality of school facilities provided and the quality of the products of the school. The researcher studied this research in Nigeria. In larger schools, the principal is assisted by one or more “vice-principals”, “assistant principals”, “associate principals”, or “deputy principals”. Their position is secondary to the principal with regard to school governance. Assistant principals generally perform specific duties such as handling student discipline, curriculum, student council or student activities whereas the principal has the ultimate responsibility for the school as a whole (including faculty and staff, physical plant, etc.). Wikipedia (2012).

Moreover another study by Lawanson, et. al. (2011). Suggest that school facilities are those things that enable the teacher to carry out his/her work well and also help the learners to learn effectively. School facilities are vital tools in the teaching and learning process, hence the justification for their adequate provision and management. The school facilities are divided into instructional, recreational, residential and general-purpose types. They can be maintained through regular, emergency or prevention and periodic maintenance. The authors also did this

research in Nigeria. Management of human resource in public secondary schools by head teacher's in kakamega east district has raised serious concerns, leading to some of the head teacher's being rejected, redeployed, penalized and physically harmed, yet human resource management is critical to schools' ability to achieve their goals. The challenges for head teacher's in human resource management and how to effectively cope-up with them. The head teacher while trying to manage human resource they recruit and select, remunerate, train, motivate, discipline and appraise their staffs. While performing these functions, recruitment and selection based challenges, remuneration based challenges, training based challenges, motivational based challenges, discipline based challenges and appraisal based challenges may arise. Successful recruitment and selection requires competent selection panels, qualified and experienced potential employees and funds. Kennedy M. Wichenje et. al. (2012). These all study are investigated in all over the word, but there is no such prior research has done in secondary schools in Bangladesh especially in the non-government schools in Bangladesh. Thus this research appears to be the first academic investigation of this phenomenon in non-government schools in Bangladesh.

1.5. Limitation of the research:

This study is limited under the prospects of area limitations, school limitations and insufficient fund. The area of this study is limited to Feni district in Bangladesh. The study is limited by a number of factors. Firstly, the research is limited only in Feni district in Bangladesh and it is not possible to spend huge time for collecting data. Secondly, time constraint lead to get narrower outcomes. In addition, the school limitation refers to one single district of Bangladesh. It also influences the representativeness of the survey considering the amount of respondents.

CHAPTER-2

SECONDARY SCHOOL AND PLANT MANAGEMENT IN BANGLADESH

2.1. Secondary Education:

In Bangladesh secondary education means the middle level between primary and higher education. To give the concept of secondary education Bangladesh Education commission has mentioned “In education system, the curriculum of post primary education and pre graduate education is branded as secondary education”. Secondary education is the second level of education structure. According to the age of learners, secondary education is the education of adolescent and post adolescent period (Education commission Report 1974: 29). It means secondary education works to build middle class manpower for the national development of a country (National Education Commission Report 2003: 68). As part of education system Bangladesh give special emphasis on Secondary education. Other education commission reports also comply with present structure of public education policy of Bangladesh. From the very first year of independence Bangladesh government its education sector to build a nation with skilled citizen.

2.2. Structure of Secondary Education in Bangladesh:

Structure of secondary education, now seven year term secondary education is usual in Bangladesh. This education is divided into three levels. The structure of tree level based secondary education is given below.

Higher secondary level Eleven-Twelve (Two Years)
Secondary level Nine-Ten (Two Years)
Junior Secondary level Six-Eight (Three Years)

Table-1: The structure of tree level based secondary education

2.3. Short acquaintance of these levels is mentioned below:

2.3.1. Junior Secondary Level:

Junior Secondary Level is three year term, from class six to class eight. This is the primary level of secondary education. In this level one faced curriculum is running. There are 2,394 junior secondary schools in Bangladesh. These schools established and managed by private authorities. About 9, 95,216 students enrolled in those junior secondary schools.

2.3.2. Secondary Level:

Secondary level is two year term. From class nine to ten. Curriculum of this level comprise with separate discipline such as; Humanities, Science, and Business Studies. There are 322 government and 16,102 non-government secondary school in Bangladesh. Numbers of student in this level are respectively 2, 66,919 and 81, 90,159.

2.3.3. Higher Secondary Level:

Higher secondary level is two year term from class eleven to twelve. In this level students have option to choose from three different routes. There are 11 government and 997 non-government institutions which promote higher secondary education. Respectively 16,494 and 8, 22,377 learners study in these institutions. Apart from this there is an opportunity to study at higher secondary level in 868 governmental and degree college. About 01 million students study at higher secondary level in these colleges.

2.4 School Plant Management of Secondary Education in Bangladesh:

School Plant Management is a complex process like school mapping. But it is the responsibility of management to build effective School Plant Management with due resources. Bangladesh government has taken this responsibility through education ministry. Though this is the sole responsibility of government, in Bangladesh secondary education is promoted and ran by private individuals or local community members. This voluntarily engagement of private authorities is unlike many other developed countries. (Akhter and Begum, 1994).

Secondary education level is very important in the education system of any country. Secondary education bridges among the different levels. A part from this learner's own brain and skills develop only in the secondary education level and learners. As this level is terminal

for most of the students, secondary education plays a vital role in building skilled human-resource for a nation. Nevertheless; secondary education yet not provided to all. Institutional facilities are still not up-to-mark and there is discrimination in different territory of the country (Akhter and Begum, 1994).

In many places of Bangladesh secondary schools have been established by either by an individual or personal or by local community members without school mapping and school plant regulation. As a result in same place more schools have been established while there are no single school in other places. For the lack of school catchment area and legal provision schools are not established in accordance with the balanced geographical density (Akhter and Begum, 1994).

Total institutions providing junior and secondary education are 20, 297 in 2015. Out of 20, 297 schools only 804 are funded by government and the rest 19493 are managed by non-government authorities [female public: 147, female private: 2432]. In 2015, the total enrolment is 9.74 million among them 5.91 million (53%) are girls giving gender parity index near 114%. Number of students per institution is 480 in 2015. (Source: BES, BANBEIS-2015)

Government manuals of 2010[REF; APPENDIX- F] states that every secondary school must have at least 11 teaching staffs. Government schools in Bangladesh are moderately complying with this provision while condition of non-government schools is not satisfactory as regards to teacher's number. Teacher's number is not always maintained as per student's ratio. Yet most of the government schools regardless of urban and rural area are always provided at least 11 teachers (personal observation).

Total teacher's at present are 2.43 lac with 61701 female teacher's. The percentage of female teachers is 25.6% in 2015 and 20% in 2005. In 2015, teacher student ratio (TSR) was 1:40 and average number of teachers per institution was only 12 among all teachers 67.88% were trained. This percentage is 29.42% in junior schools 71.62% in Secondary and 63% in higher secondary institutions. In the total institution in 2015 the share of Junior Secondary institutions is 12%, Secondary institutions 83%, school and colleges offering higher secondary 5%. Among all institutions (19826), more than 98% (98.4%) are privately

managed and only 1.6% was publicly managed. Rural urban distribution reveals that in 2015, 77% institutions were located in rural areas, 68% teachers are working in the rural institutions, and 71% students are studying in rural institution.

Type	Managem ement	Number of Institution		Number of Teachers			Number of Students			Indicator		
		Total	Girls Ins.	Total	Fema le	% of Femal e	Total	Girls	%of Girls	TS R	SP I	T PI
Junior Secondary	Private	2394	533	1934 2	5342	27.62	59521 9	220669	55.8 4	20	16 5	8
	Total	2394	533	1934 2	5342	27.62	39521 6	220669	55.8 4	20	16 5	8
Secondary School	Private	16102	2432	1947 25	46571	23.92	81901 59	437875	53.4 6	42	50 9	12
	Public	322	147	7646	2336	30.55	26591 9	130499	49.0 7	35	82 6	24
	Total	16424	2579	2023 71	48907	54.47	84560 78	450925 5	102. 53	42	51 5	12
School & College	Private	997	153	2087 3	7195	34.47	82237 7	429385	52.2 1	39	82 5	21
	Public	11	3	531	257	48.4	16494	4723	28.6 3	31	14 99	48
	Total	1008	156	2140 4	7452	82.87	83887 1	434108	80.8 4	39	83 2	21
Govt. Primary	Public	471	0				52907	29930	56.5 7		11 2	
	Total	471	0				52907	29930	56.5 7		11 2	
All School	Private	19493	3118	2349 40	59108	25.16	94077 52	502881 0	53.4 5	40	48 3	12
	Public	804	150	8177	2593	35.32	35532 0	165152	49.2 5	41	41 7	10
	Total	20297	3268	2431 17	61701	25.60	97430 72	519396 2	53.3 1	40	48 0	12

Table-2: Number of School, student and teacher by type and management, 2015 (Secondary Education)
(Source: BES, BANBEIS-2015)

Non government institution's provision 1989 [REF; APPENDIX- F]. provides that, every school must have separate laboratory and adequate equipments playgrounds and space for extra-curricular activities. Though government legislation widely covered up detailed infrastructure and development framework for non government institutions in Bangladesh, no specific or at least one single guaranteed funding option was recommended by. Moreover; equipments, laboratory materials and technical instruments are not quality full (personal observation).

The 2015 Education Survey revealed that 85.38% of all institutions had electricity facility; the percentage was 52.8% in junior secondary schools, 89.79% in secondary schools and 98% in higher secondary institutions. Number of institutions having multimedia was 71.9%. This percentage was 13.32% in junior schools, 80.86% of secondary and 94.76% of higher secondary institution. Relatively more institutions had computer facility; 36% of junior secondary, 89.33% of secondary, 99% of higher secondary, 87.29% of all institutions. It is seen that nearly 99% institution reported use of teaching materials. (Source: BES, BANBEIS-2015)

The number and percentage of institutions receiving MPO is 23.14% of junior schools, 90.68% of secondary schools and 83.05% of HSE institutions. It is reported that 60% of all institutions offered computer education. This percentage are 19% for junior schools, 64% for secondary schools and 96% for higher secondary institutions. It is found that only 59% institution had computer teacher in 2013. It is found that some institutions offered computer education even without computer teacher. (Source: BES, BANBEIS-2015)

In the context of secondary schools' land area rules are very clear, but not implement. In practical sense government provision of 1989 [REF; APPENDIX-F] states that in (rural & urban) every school must have 0.25 acre at least for junior secondary schools. For the upper secondary schools require area is 1.00-1.50 acre. In practice many urban and semi urban schools are multi-storied buildings; thus total required space is well accomplished with, while the objective of the provisions are yet too far to reach (Source: BES, BANBEIS-2015).

Though after liberation developments in secondary education in Bangladesh significantly moving forward, the gaps between urban and rural facilities yet not marginal. In the other

hand government funded secondary schools, though few in numbers, are providing better accommodation and equipments support to its' students and staffs. While non government secondary schools are bearing huge students load their funding option as well as School Plant Management are technically not up-to-mark. Last but not least there is no single legal instrument which contains the term 'School Plant Management'. Codified school plant management procedure is now very much in need for effective school governance. The discrimination within education sector is not less than intra ministerial authorities though highest budget is allocated for education sector in national yearly budget. Proper distribution and effective management as well as regular inspections are some of the necessary policy measure to be taken (personal observation).

CHAPTER-3

REVIEW OF RELATED LITERATURE

This chapter is divided into four main sections on the basis of research question. These four main sections are also divided into different important sub-section to give clear idea about the study. Before discussion the main section, general important ideas about the role of head teacher of non-government secondary school in school plant management are given here to fulfill the need of the study. Different sources of literature such as books, journals, articles, thesis paper and other documents etc. were used in the chapter for in-depth discussion.

3.1 School Plant:

School plant can be described to mean the site, building, equipment and all the facilities within the school which enhance the teaching and learning activities and at the same time protects the physical well-being of the teachers and the learners. School plants according to Olagboye (1998) consist of the basic system and structures which a viable school or institutions' needs in order to function effectively and to fulfill the purpose for which it was established. He further says that school plant include the following:

- Building: classroom blocks, libraries, laboratories, workshops, hostels, staff quarters, assembly halls, administrative /office blocks etc;
- Equipments: laboratory/workshop equipments, sporting kits. teaching aids etc.
- Machinery: workshop machines/tools, secretarial machine e.g. computer etc.
- Vehicles
- Furniture: classroom/ office, hostels/staff furniture etc.
- Books: text books, stationary/library books
- Electrical infrastructure: electrical fittings, fans, AC, overhead electrical conductor lines, generator etc.
- Water supply infrastructure: pipe born water, borehole, deep well water; tanks, etc.

The school plant represents the aesthetic picture of the school conveyed by the position of structure in relation to one another (Bosah, 1997). It also represents the empirical relevance of the whole environment for the realization of the school goals and objectives.

3.2. The Relevance of School Plant:

The school plant, particularly building, protects pupils, students and teachers from the sun, the rain, heat, cold, violent storm and insects. It also represents a learning environment which has a tremendous positive impact on the comfort, safety and academic performance of the school child e.g. Osawe (2006) in their own contribution reported that children learn best when they can actively explore an environment rich in materials. School plant is also relevant for community activities such as extra-moral classes, adult education and home economic centers, youth clubs, meetings, sports, conference, etc. It is therefore an incontrovertible fact that school plant and its environment are very important factors in the achievement of educational objectives.

3.3. School Plant Management:

Now-a day's quality of education is getting importance in all over the world. Quality of education delivered by teachers and the academic achievement of students of any school is dependent on several factors where school facilities are supreme and it can be referred to as school plant (Asiyai, 2012). In addition; Educational facilities such as school plant have been repeatedly found to have positive relationship with standard and quality of educational system. (Nwagwu, 1978; Adesina, 1990; Ojedele, 2000). According to *Encyclopedia of Education* (2002) as cited by Ejieh (2010), the school facility consists of not only the physical structure and the variety of building systems, such as mechanical, plumbing, electrical and power, telecommunications, security, and fire suppression systems. The facility also includes furnishings, materials and supplies, equipment and information technology, as well as various aspects of the building grounds, namely, athletic fields, playgrounds, areas for outdoor learning and vehicular access and parking.

The school plant is a costly investment in education. It takes a lot of time, material resources and efforts to set up one. It seems obvious that one of the important purposes of maintenance is to protect this investment. Another purpose is to protect the educational value of the plant. The educational value of the facility refers to its appearance, usefulness in housing the educational programme, and the learning atmosphere that it creates. Maintenance of school facilities facilitates the delivery of effective and responsive services by school staff to students, community members and other people and agencies. Also among the purposes of school facility maintenance is to enhance the school's culture and image.

School plant management involves a number of on-going and related activities-determining the need for school plants, educational program planning, school facility or building design, building construction, furnishing and equipping the school, school plant operation, utilization and maintenance and school plant modernization or renovation when the need arises. It is important for teaching learning. Effective school plant management ensures that school facilities are effectively used for teaching and learning with little or no interruption. It is used to provide helpful environment for teaching and learning, to ensure a safe, secure hygienic and comfortable shelter for students, teachers and other staff as teaching, learning and other activities of the school take place (Ejeh, 2010). The school plant is used not only to provide conducive environment for both teaching and learning, but also to ensure a safe, secure hygienic and comfortable shelter for students, teachers and other staff- as teaching, learning and other activities of the school take place. The whole school plant, and not just the school building, can thus be conceived as an instrument in education (Hagman, 1956). The prime reason for its existence is for the implementation of the school programme.

Englehardt (1968) refers to these qualities as objectives of major concern in school plant planning, design and construction. He discusses six of these major objectives and offers some suggestions on how they can be accomplished. The following objectives should be put in focus when planning and constructing school plants:

3.4 Spatial adequacy and desirability:

One very important objective of school plant planning that is directly related to the implementation of the educational programme is the provision of adequate and appropriately organized spaces to facilitate and support teaching and learning activities. There should be enough space to accommodate the present school enrolment and any possible increase in student population in foreseeable future. It is desirable that learning spaces be adequate for both individual and group work. Adequacy of space is also sought for administrative and other offices needed for rendering special services to students and staff and for storing materials and supplies for the school. Provision of adequate spaces for outdoor learning and recreation should also feature as one of the objectives of school plant development.

3.5 Health and safety:

Ensuring the safety, security and good health of the learner as well as other staff of the school is another objective that any school plant planner should accomplish. All buildings should be structurally adequate and enough safety features, such as fire alarm systems, firefighting equipment, and emergency exits should be provided. Learning takes place effectively in an environment in which the learner feels safe and secure. Toilet and other sanitation facilities to meet the needs of the students and staff should be provided.

3.6. Adaptability:

School buildings are expensive to construct and are usually intended for long-term use. While in use, there may be some changes in the educational programme; new subjects may be introduced requiring new methods of teaching or equipment that may require special storage facilities; there may be unexpected increase in school enrolment and any unforeseen development that may hasten the obsolescence of the buildings. In order to cope with such unforeseen circumstances, it is a desirable objective of school plant planning and construction to make the buildings adaptable.

3.7. Aesthetics:

Providing a school plant with beautiful surroundings is another objective of school plant planning. Attractive school environment with well designed buildings and other structures may not only stimulate learners' interest in schooling and appreciation of creative arts, but it may also engender a sense of belonging and pride for their school. Such attractive-looking school and beautiful surroundings are also a source of pride to the members of the local community of the school.

3.8. Durability:

Owing to the expected long life span of school buildings and high construction costs, durability is one of the objectives to be targeted when planning and constructing them. Durability in this case should not imply rigidity of the structures; this is because of some inevitable changes that often occur and call for flexible structures. Rather, it calls for the use of high quality building materials and competent workmanship so that the completed school plant can be put into good use for a long time; and at the same time, it should be easily adaptable as the need arises. The use of high quality building materials may be initially expensive but it eventually pays off in terms of relatively low cost of maintenance.

According to Dane (2012), A school building is primarily a school and secondarily a building. Without proper planning from the perspective of its purposes, scope and programs, the resulting structure- the “school” will almost certainly just be a “building”. No architect can plan a school building without guidance from the educators who will use it. As a leader of the school, head teacher can provide the guidance properly. Moreover, a smooth implementation of an educational program can only occur and the chances of actualizing its goals enhanced if the school plant possesses some desirable qualities or standards. Ensuring that a school plant meets these standards should be the major concerns of all efforts directed at planning, designing and constructing school plants (Ejeh 2010). Every town and community in the country has either a primary or secondary school or both. Some communities have tertiary institutions. People recognize these institutions as places for the education of children and youth. They are commonly characterized by school buildings and other features on the land on which the buildings are erected. Some writers define the school plant in terms of these characteristic features or physical components of schools. Adeboyeje (1994), for instance, defines it as the buildings, classrooms, and corridors, playgrounds and other lands. Some other writers however, prefer to define it in terms of its functions. To ensure the qualities there must be a concerned person who will be responsible for the implementation of the whole process.

Hagman (1956) defines the school building as an instrument in education. Knezevich (1975: 562) states that the school site and the school building are part of the broad concept known as the school plant. This implies that the term ‘school plant’ is more than the school building and the piece of land on which it is situated. For our present purposes, the term means the school building, all materials, furniture and equipment attached and unattached to the building; all structures and features on the school site, including paths, roads, parking lots, playgrounds, open grounds, trees, flowers and other objects used for implementing or supporting the implementation of an educational programme.

Fenker (2004) states that facilities management is a process that ensures that buildings and other technical systems support the provisions of an organization. School plant management ensures that school buildings and grounds, equipment, materials, technical and other service systems, facilitate and support the provision of education by a school. The International Facilities Management Association (2003) described facilities management as the practice of

co-ordinating the physical workplace with the people and the work of the organization by integrating the principles of business administration and architecture with the behavioural and engineering sciences. According to them, school facilities management is the application of scientific methods in the planning, organizing, decision-making, co-ordination and controlling of the physical environment of learning for the actualization of the educational goals and objectives. This culminates in the collective and participative decision making process towards the selection, establishment and installation of school plants; design of school grounds, halls and spaces; upgrading, innovation and purchase of new machineries and equipment; choice, design and implementation of programmes and projects; backup and review of management policies, practices, rules and regulations.

3.9. The Need for Effective Facilities Management in Secondary Schools:

Asiabaka (2008), maintained that school facilities management play a pivotal role in the actualization of educational goals and objectives by satisfying the physical and emotional needs of the staff and students. According to her, physical needs are met through the provision of safe structures, adequate sanitary facilities, a balanced visual and thermal environment, sufficient shelter space for work and play; while emotional needs are met by creating a pleasant surroundings, friendly atmosphere and an inspiring environment. Supporting the need for effective management of facilities in schools, Fenker (2004) stated that it involves a planned process to ensure that the buildings and other technical systems support the proper discharge of operations and services within the school organization. Mbipom (2002), stated that school plant is a major component of school facilities. She further stated that since teaching and learning do not take place in a vacuum, school facilities give meaning to the planned curricular and extra-curricular activities. To her, any discussion on the school plant starts with the conceptualization of the educational programmes to be offered in the school. Thus, the nature and type of educational programmes will determine the nature and type of school plants to be provided.

Asiabaka (2008) further stated, that the provision and management of school facilities must take into cognizance modern views of the teaching-learning process which have moved beyond memorizing to involvement of teachers and students in applying, analyzing, synthesizing and evaluating to stress the need for flexibility in time and space. Thus, the complexity of the learning environment requires flexibility in the design of facilities to meet

present day school needs- that is, the facilities should be designed to meet diverse academic needs of the school system. According to her, in today's parlance, multipurpose facilities used for academic activities during school hours may also be available for use by the community during and after school hours. Such programmes may be used for continuing education programmes, social activities and recreation. This requires proper scheduling of such facilities to allow for accessibility to the community or other public users during school hours without interfering with academic programmes. This will eliminate the burden of duplication of such facilities as conference halls, gymnasium, library, theatre, football pitch, tennis court, swimming pool and other sporting facilities, thereby integrating the collective effort towards cost effectiveness and enhancing healthy school-community harmonious relationship.

The need for effective management of school facilities according to Hargreaves, Earl, Moore & Manning (2011), leads to a shift in the conception of principalship from the managerial and administrative perspective to that of instructional leadership whereby the principal acts as a leader in all aspects of the school curricula, imparting and enforcing on the intellectual and emotional development of the teachers, changing the instructional climate of the school and affecting and transforming the students learning and achievement behavior and attitude.

3.10. Leadership and Effective Management of School Facilities:

This is a phenomenon where planning, organizing, staffing, leading and controlling the processes of supply, utilization, maintenance and improving educational facilities in secondary schools is superintended by the principal to fulfill the set educational objectives. Abdulkareem (2011), maintained that, in order to fulfill educational objectives, educational facilities are required and should be central to the extent that teachers, students and other personnel will enjoy their stay and perform their duties effectively, made possible by the principal's leadership ingenuity and proficiency. The school curriculum would be meaningful and functional if the required facilities are provided in adequate quantities at appropriate times and maintained properly.

The realization of the importance of educational facilities has informed the demand in the choice of secondary schools. This commitment is demonstrated by government in the provision and establishment of Universal Basic Education (UBE), to bring all categories of

citizens into the school system and ensure retention till graduation (Ukeje, 2000). However, this can only be achieved if the existing facilities are properly managed especially as greater demands would be mounted by the users (Nwadiani, 2001). In a related study, Adeboyeje (2000) stated that the utilization of facilities is of various degrees depending on the extent to which an item has been put into effective use. This includes non-utilization, underutilization, maximum utilization, optimum utilization and over-utilization. Non-utilization occurs when a facility is not put into use at all; when a facility is not used to its fullest capacity, underutilization occurs. There is over-utilization, when a facility is used more than its capacity. All of these require the ingenuity of the principal to balance the usage and maintenance of available facilities.

3.11. Stages of School Facilities Management:

In managing educational facilities, there are certain stages involved. These include:

3.11.1. Provision of Educational Programmes:

Execution of educational programmes demands that facilities are provided if success is to be achieved. Government, school proprietors, parents and other stakeholders are expected to provide for their schools and be involved in every aspect of school management facilitated by the principal. Olagboye (2004), observed that this aspect is the most neglected in school management and has led to disparity in provision of facilities from one school to another. Khan and Igbal (2012) maintained that excellent school facilities are basic ingredients for good education programmes and basic to achieving set targets and achieving the literacy rate of a country. They stated further that the phenomenon that some schools have surplus facilities while others lack are an indicator of poor educational planning in schools.

3.11.2. Utilization of Educational Facilities:

The degree to which an item is used determines its sustainability or degenerative consequences on the expertise of the school head (Adeboyeje, 2002). In managing facilities, and for them to meet the objectives, caution must be taken in the usage, that is, facilities must not be underutilized nor over-utilized, but optimally used. That is, maximum utilization occurs when facilities are put into effective use in line with the primary objectives otherwise, it would be counter-productive.

3.11.3 Maintenance of Educational Facilities:

A major problem facing schools today is that facilities are not properly managed and maintained. The physical appearance of most schools proves and speaks volumes. Isaach & Musibau (2010) asserted that poorly maintained buildings, untidy walls, leaking roofs, overgrown compounds may suggest that education within the buildings follow the same pattern. Facilities tend to depreciate, wear and tear as soon as they are put into use. Hence, there is need for maintenance through repairs and servicing of the components and sustaining their working conditions and capacity. According to Adeboyeje (2002), maintenance enhances performance and durability; prevents wastage, corrects breakdown and shutdown services.

Here, the principal's responsibility is to regularly check and recheck the available facilities and take necessary measures to prevent mal-functioning or non-functioning of a particular facility. Uko (2001); Ngoka (2003); Eze (2006), Ihuoma (2008) and Agenyi (2012), had identified six types of maintenance of school facilities, namely preventive; corrective, routine; emergency; structural and predictive. Preventive maintenance includes regular inspection of the buildings and immediate repair of minor damages and deterioration (Uko, 2001). This is done to avoid breakdown and to ensure optimal performance of plants and equipment and saves cost and time (Ngoka, 2003). Corrective maintenance includes remodeling, renovating and updating of existing facilities, avoiding obsolescence and making the facilities adaptable to current educational needs (Uko, 2001). Routine maintenance requires periodic servicing of machines and equipments – monthly, quarterly, yearly as per the requirements provided in the manufacturer's guide (Agenyi, 2012). Emergency maintenance may take place due to unforeseen occurrences which may be as a result of lack of maintenance culture (Ihuoma, 2008). Structural maintenance is carried out due to the structural needs of some plants and equipment such as refurbishing, refabricating or reshaping due to current requirements or new designs (Agenyi, 2012). Predictive maintenance is seen to be the most vital and relevant as it involves the use of modern day computer softwares to predict equipment age, manufacturing fault, user demands, quality control and performance indices (Agenyi, 2012).

3.11.4. Improvement of Educational Facilities:

Apart from depreciation, facilities tend to be outdated because of changing needs of the society, which necessitates changes in school curricula. In this respect, facilities need to be improved upon from time to time. In other words, facilities improvement is the alteration or

modification of facilities to suit a new demand, new situation or new programmes. Wherever there are changes in any part of the education system, the existing facilities need modification, improvement or change. Improvement of educational facilities helps to meet the needs of specific individuals and groups within the school system. This calls for availability of accurate information collected through facilities audit.

3.11.5. Facilities Audit:

According to the Planning Guide for Maintaining School facilities (2003), facilities audit is a comprehensive inventory of a school's facilities that provides a standard method for establishing baseline information about the components, policies and procedures of a new or existing facility. It provides information on the status of school facilities. It is carried out by assessing buildings, grounds and equipment, documenting the findings and recommending appropriate service options to increase efficiency, reduce waste, and save money. According to the guide, facilities audits are important to the educational system because:

- ❖ Help educational planners, managers and staff to know available facilities, their conditions, service history, maintenance needs, cost involvement and locations.
- ❖ Provide facts, action plans for maintenance and improvement of school facilities.
- ❖ Establish a baseline for measuring facilities maintenance progress.
- ❖ Allow for in-depth analysis of product lifecycles occurring on a routine basis that is, measuring actual life versus expected life.

3.12. Implication of Ineffective School Facilities Management:

The quality of school facilities and environment shape attitude not only of the students, but that of the teachers and other support staff. Michael (2002) observed that, a successful management of school facilities is a necessary and essential investment that would increase quality of schools and educational performance and future outcomes. An academically successful school must radiate a sense of well-being of its facilities which in turn generate information for positive results. This will lead to effective restoration achieved through good design that addresses educational needs of the students. Apart from the grossly inadequate facilities in most secondary schools in Nigeria, the classrooms are usually overcrowded with up to sixty or more students in classrooms designed for only thirty or forty students, the chairs and desks are not enough, students therefore engage in sharing chairs, standing up, or sitting on windows or broken desks, a situation that generally stalls the teaching-learning

process, disrupts the students mental activity, and militates against the intellectual development of the children (Akomolafe, 2013).

According to Lgbal (2012), the responsibility for managing the school plant rests with the head teacher or the school principal. The school head may not be knowledgeable in some aspects of school plant management such as school facility design and building construction, but his/her inputs and, in some cases, the inputs of other school staff during decision making in these areas may be necessary as it is the principal or head teacher and the staff that will make use of the buildings upon completion. It is the responsibility of the head of the school to ensure that the school plant is regularly maintained, kept at as near its original state as possible. It is also part of his/her responsibilities to ensure that the school plant is open for use effectively and efficiently on daily basis and that it is kept neat and tidy always.

Generally, the Principal's responsibility in the management of educational facilities entails bringing together individuals as a group that will control, coordinate and articulate activities to achieve vetangible and holistic learning for the overall benefit of the society (Omokorede, 2011). Buttressing this assertion, Ebong & Agabi in Nnabuo, Okorie and Agabi (2011), posit that School Management by principals is the totality of efforts that are brought to bear in the provision and delivery of education to ensure that both human and material resources allocated to education are used to the best advantage in the pursuit of educational objectives and goals. The School Management team headed by the principal must develop, support and equip staff with knowledge and skills to respond positively to the ever changing phenomenon of education to meet contemporary societal challenges. Abdulkareem (2011), opined that to achieve this, there must be continuous increase and adequacy of educational facilities, because the existing ones are often overstretched, poorly maintained and cannot provide and foster desirable, creative and harmonious problem-solving skills.

3.13. Prerequisites for Effective School Plant Planning:

Planning a functional school plant is a complex task. It involves putting up functional buildings and other structures that will be adequate for present and future use and also provide a conducive setting for effective teaching and learning. It requires considering a number of political, social, economic and other environmental factors that are related to the educational programme, the school plant and students' behaviour. There are a number of

conditions and procedures that are crucial for the success or otherwise of such a project. They include but are not, necessarily, limited to the following:

3.13.1 Importance of School Site:

As Stewart (2006) points out, school site affects the importance the public holds of its schools. It also conditions how visitors and newcomers perceive the school. It is possible that it also affects how children in a school perceive it. The location of the site may also affect the children's attitude to school attendance and possibly the achievements of some of them at school.

It is important for school administrators and school heads to regularly monitor the site needs of their schools which may arise out of increase in student enrolment and the attendant need for new structures to accommodate them. Site needs are also indicated when new facilities are required to house modern instructional equipment and materials.

3.13.1.1. Responsibility for site selection

Selecting and developing a school site should be an organised and rational process that is based on adequate and accurate information about the school programme and the local community of the school under consideration. Good practice requires that site selection be done by a committee of competent people. The task requires the coordinated effort and special skills of a team made up of school administrators, teachers, community members, public officials, architects, engineers, landscape architects, town planners, and legal consultants. All these people and their leader should be reporting directly to a local educational administrator or to an official of the Ministry of Education appointed for the purpose.

Note should also be taken of the interests of the community members concerning to recreational and other social activities. They should also prepare a list of some technical requirements or general criteria in respect of the desirable features and characteristics of good school sites. These criteria, or a set of standards or desirable characteristics against which the potential sites will be evaluated. The general criteria on which any potential site should be evaluated should include the following- safety and security, size, accessibility, noise level, location, topography, soil conditions, shape, utilities, and, if the site is to be purchased, the cost.

3.13.1.2. Site Acquisition and Development:

After the choice of a site has been made and approved by the appropriate agency or office, appropriate arrangements have to be made for the acquisition and development of the site. There are two common legal methods of acquiring land for school sites in the country. The more common method of acquiring land for use as a school is as donation by a community, a family or an individual. The majority of public school sites in the country today were acquired by the different ministries and Boards of Education through such a method.

3.13.1.3. Furniture and Equipment as Part of School Plant Planning:

Furniture usually refers to such items as desks, tables, chairs, seats and benches. They can be made of wood, metal or plastics and are usually easily moveable. Equipment refers to two types of items those attached to the building, built-in lockers, kitchen cabinet and air conditioners; and those not attached to the building, globes, television sets, picture projectors, computers, and some games equipment. These and similar items are essential elements of the school plant without which the school buildings will not be functional.

The Council of Educational Facility Planners (1969: 135) has explained why the proper time to think about them is before and during the designing of the buildings. This, according to them, is due to the mechanical and electrical requirements of some furniture and equipment.

3.13.1.3.1 Selection of Furniture and Equipment:

The furniture and equipment requirements of the school have been determined and the types available in the market have been identified in one or more of the ways highlighted above, the next task is to select the suitable ones. For a new school building to satisfy the needs for suitable learning environment, adequate and comfortable accommodation for the occupants, there is the need to give considerable attention to the selection of the appropriate furniture and equipment.

3.13.2. Effective leadership:

Successful planning and execution of any programme or project depends on effective leadership. As regards a school plant, an effective leader should, in addition to good leadership qualities, have a good knowledge of the academic programme, psychology of learning and the impact of school facilities on student behaviour. The leader should be able to

create an atmosphere where people will be free to put forward their own views and work to the best of their abilities. Effective leadership demands that the leader be capable of identifying some professionals and lay citizens who have good knowledge of the education programme, the goals of education and basic aspects of school infrastructure. It requires that the leader should be able to know the people working with him/her, the skills and competences that they have and assign the right tasks or roles to the right people. The leader of a team saddled with the responsibility of planning a school plant should not only know the vision and mission of the school system but should also be able to make them explicit to his team members so that each of them will be able to see how his efforts will contribute towards actualising them. In order to achieve success in the assignment, the leader should be current with good practices and new developments in school plant planning.

Headteachers should maintain discipline in their schools by helping their staff and students develop unique and individual personalities with a cultural background and group consciousness. The school administration therefore involves students to make choices in life reasonably and independently through guidance and counselling. Kumar (2011) in her study of secondary school strikes explains that discipline in schools is a function of the school administration. It depends on the headteachers administrative, supervisory, and organizational, leadership abilities and styles since he bears the general responsibility of clarifying the school purpose and philosophy. The effects of schools in poor areas can often outweigh the impact of family background and practices (Orodho, 2014).

3.13.3 Effective communication:

Effective communication is one of the basic requirements for success in planning. Members of each committees or study group should not only be clearly informed about their tasks and responsibilities, they should also be made to know how their contribution fits into the general scheme of things. Easy flow of information between members of a team and between one team and another should be ensured.

Whoever is the leader of the whole planning effort should be in constant communication with each team, ensuring that work is going on as expected and helping to find solutions to any problem encountered or identified by each team. In attempting to solve some of the problems, the leader may have to seek the assistance of relevant resource persons or experts. Being able

to get experts to resolve problems encountered by some teams is one of the ways of ensuring the success of the planning effort. Success is further enhanced by effective coordination of efforts which is, in turn, enhanced by effective communication.

3.13.4 The School Plant and Local Community:

The school plant in both urban and rural areas of the country is a structure through which many parents hope to realize their dreams and educational aspirations for their children. To them, the school presents a window of opportunity to both the rich and the poor, more so with the democratization of education in the country. A well-designed and attractive school plant is often a source of pride to the local citizens and generates goodwill for public education among them. According to Young, Green, and Roehrich-Patrick (2003), the quality of school facilities influences citizen perception of schools, which in turn, influences their support for public education.

Ngoka (2003), observed that a community is a body of people living in the same locality and having a common cultural and historical heritage and the willingness to work together. He identified some of the agencies within the communities through which effective and efficient school-community relationships are maintained. They include Parents Teachers Association (PTA) School Based Management Committee (SBMC), Social Clubs, Old Student's Association, Board of Governors and Women Association. In the same vein, Nwangwu, (2007), observed that a school does not exist in isolation. It exists in social setting, in other words, it is an integral part of the community in which it is situated. This therefore means that the community as well as the general public in one way or the other owns and supports the school. He further stated that as a result of this support, these people deserve to be informed on regular basis on the progress and activities of the school. Both the school and the community have tremendous influence on the character and behaviour of the youths. The school as well as the community should understand and appreciate the need for mutual co-existence. There is, therefore, absolute need to create opportunities and forum where views on school policies, programmes, activities are discussed.

Okwor (2008), emphasized the need for cooperation between the school and the community in the education of children because the school and the community are symbiotically related. Advocating move on the importance of home-school cooperation, Akubue-1992 in Igbo (2002) stated that whilst few would doubt that the main influence of child's life is his home

that of the school is a good second home. The closer the cooperation between these two the happier the child and more successful his development in every respect. Therefore, school community relations is a series of planned activities and media through which the school seek to learn about the community. These activities include informing the community about and interpreting when necessary, the purpose, programmes, problems and needs of the schools.

The school plant serves a number of important purposes for members of the community in both rural and urban areas of the country. It often serves as a venue for different social functions like civic reception of some important visitors and dignitaries, wedding receptions, community or town meetings and other occasions and functions that require the gathering of a large number of people. In fact, in many towns and cities, the school site is the only area where there may be adequate space to accommodate the crowd that show up at such functions. Its importance as a venue to the young ones as an arena for recreation after school hours should not be underrated. In addition to social functions, the school plant is often used as a venue some non-formal education programmes like adult or mass literacy programme, and also serve as study centers for some university and colleges of education part time programmes. In fact, without the cooperation of the school heads who allow the use of their school plants, it would have been very difficult for tertiary institutions in the country to operate their sandwich programmes.

3.13.5 Educational Specifications:

Educational specifications are neither precise statements of the instructional programme nor are they prescriptions of what is to be done by the design professionals. The document provides the rationale on which the architect will base the design of the facility. The design professional needs the information contained in the document before developing the architectural solution to educational problems. According to the Council of Educational Facility Planners (1969: 47), the emphasis in the term 'educational specifications' is on the term *educational*. Educational specifications, according to them: are clearly separate from architectural specifications. To serve their primary role in shaping the design, organisation and formation of facilities, they must, first of all, describe the learning activities that will occur. In addition, they must describe, thoroughly and concisely, the number, grouping, and nature of the people involved; the spatial relations of facilities and site; the interrelationships of instructional programme with each other and with non-instructional activities; the major items of furniture and equipment to be used; and any special environmental provisions that would improve conditions for the learning situation as well as staff efficiency.

3.13.5.1 Purpose of Educational Specifications:

The main purpose of developing educational specifications as hinted above is to serve as a means of communication between educators and architects. The document also serves some other important purposes. Some of these purposes as identified by the North Carolina State Board of Education (2002) are outlined below.

- a. It serves as a means of shaping individual thought and reaching a consensus. Writing educational specifications affords the staff of a school an opportunity to collect and analyses relevant information about many factors and sharpen their thinking with regard to methods of teaching, utilisation of space furniture, equipment and other variables that are related to their work in the school. Writing educational specifications affords them the opportunity to study, read about or review these variables, discuss them together and arrive at a consensus before the document is forwarded to the design professionals.
- b. It serves as a means of public relations. This means that it solicits the active participation of the members of the community as parents are actively involved in committees and subcommittees. Representatives of community agencies are also consulted in the process. The net effect of this is that the community members are more likely to be more supportive of the school than would be the case if they are not involved.
- c. It serves as a means of continuous and final evaluation. This is because it provides a tangible statement against which the various stages of the design and construction process can be evaluated. It accomplishes this purpose through the continuous dialogue which should exist between the architect and the educators concerning the compatibility of the educational programme and the facility.

3.13.6 School Plant Operation:

School Plant Maintenance and operation are closely related concepts but two different functions. It is customary to treat or discuss maintenance and operation together probably because of the overlap in some aspects of the two functions. A clean and functional school plant is vital to the success of any educational programme. According to Lackney& Pious (2009), “all of the successes in planning and designing a school facility are overshadowed by poor housekeeping.”

School plant operation consists of the services and activities required to keep the school plant functioning. It includes cleaning, disinfecting, caring for grounds, and similar housekeeping duties which are repeated somewhat, regularly (Knezevich, 1975). Plant operation is concerned with ensuring that the school plant is open for use, neat, comfortable, safe, and in good sanitary condition for the occupants. It is the duty of the head teacher to see that all the activities necessary to keep the school plant in that condition are performed each day that the plant is to be put into use or is in use.

3.13.7 School Plant Utilisation:

It is the duty of the school head to ensure that the school plant is ready for use when due and that it is correctly used for the purpose for which it is meant. This is necessary in order to prevent any disruption of the educational programme. We had earlier stated that using the school buildings and equipment in the right way prolongs their life spans and prevents avoidable damage.

Kochhar (1978) is right by stating that using the school plant for educational purposes requires careful direction or much of its effectiveness can be lost. If the design of a facility follows function, then the type of activity specified for the facility should be taking place in that facility. Otherwise, that facility is being incorrectly used.

Effective use of school buildings and classrooms needs careful planning and supervision. Effective use of school buildings involves the following:

- ❖ Ascertaining that each room in the building is used to its capacity.
- ❖ Ensuring that assignment of space reflects the best educational use of that space.
- ❖ Ensuring that special rooms like music rooms, the science laboratories and fine arts rooms are used only for the study of the special subjects for which they were designed.
- ❖ Making sure that all non-instructional spaces are used for their intended purposes.

It has been observed that adequate attention is now being paid to School Plant Planning throughout the world's educational systems (Nwagwu, 1978; Adesina, 1990; Ojedele, 2000). This study has been especially designed for School Head teachers who play an important role in the successful implementation of School Plant Planning and its total Management. It aims to equip head teacher with the necessary standards and procedures in implementing the

program. The School Head teacher is constantly involved in decision making, planning, organizing, communicating, influencing, coordinating, and evaluating. These managerial processes are carried out in the areas of academic programmes and activities, construction and maintenance of physical facilities, staff and student personnel services, special services, and public relations. In carrying out these duties they work in collaboration with the ministry of education, Education boards, students and guardians, and all other relevant stakeholders in the internal and external environment.

Akhter and Begum (1994) suggested that the role of a head teacher as a administrator in a school plant planning are very important in Bangladesh. The head teacher has the responsibility to manage the school plant; she/ he may not be knowledgeable in some aspects such as school facility design and building construction but his/her and other teacher's inputs during decision making in these areas may be necessary as it is the head teacher and the school staff that will make use of the buildings after their completion. It is his/her responsibility to ensure the regular maintenance of school plant. School administrators must ensure proper maintenance of school plant in order to facilitate effective teaching and learning process. School plant maintenance refers to the keeping of school site, building and equipment in as near their original state of utility as possible (Olutola, 1981). It is also part of his/her management responsibilities to ensure that the school plant is open for use effectively and efficiently on daily basis and it is kept neat and tidy always. In his/her attempts to achieve these and other ends for which the school plant has been built, the head teacher or principal must make use of teachers, other school staff and students, detailing their duties and roles and coordinating their efforts to ensure that the right things are done at the right time (Ejeh, 2010).

CONCEPTUAL FRAMEWORK

The study was conceptualized basing on the variables that were used in the study. In this conceptual framework it was conceptualized that secondary schools' achievement was influenced by a combination of various variables, namely head teacher's skills and participation in management process. The focus was on the head teacher's who were the central independent variable. School staffs' skills and participation in various activities depended on the head teacher and eventually determined the school wellbeing. An effective head teacher ensures that he employs organizational skills which lead to effective teaching resulting into high academic achievement. Skills that influence academic achievement include the head teachers' management strategies, implementation of legislation measures, and skills in curriculum based establishment and teamwork. The conceptual framework is useful to the study in various ways. First the study is based on the premise that head teacher plays a significant role in determining academic performance. Site selection, co-ordination, effective leadership encompasses a variety of tasks and roles whose effective rationalization positively affects overall achievement of a school. The data were collected using questionnaires, interviews and undocumented circumstantial observance. The questionnaire was preferred for its suitability to this study. It was suitable as a method of data collection because it allowed the researcher to reach a larger sample within limited time. It also ensures confidentiality and thus gathers more candid and objective replies. The questionnaires were prepared both for head teacher's and class teachers as well as chairman of the school managing committee. The conceptual framework for this study was designed by researcher's own motivation with the theoretical and technical support of the research supervisors. The context of Bangladesh largely differ with other developed countries. Thus it was a must to build a unique framework which suits our context. The info-graphics below is the framework used in the research.

Conceptual Framework of the Research:

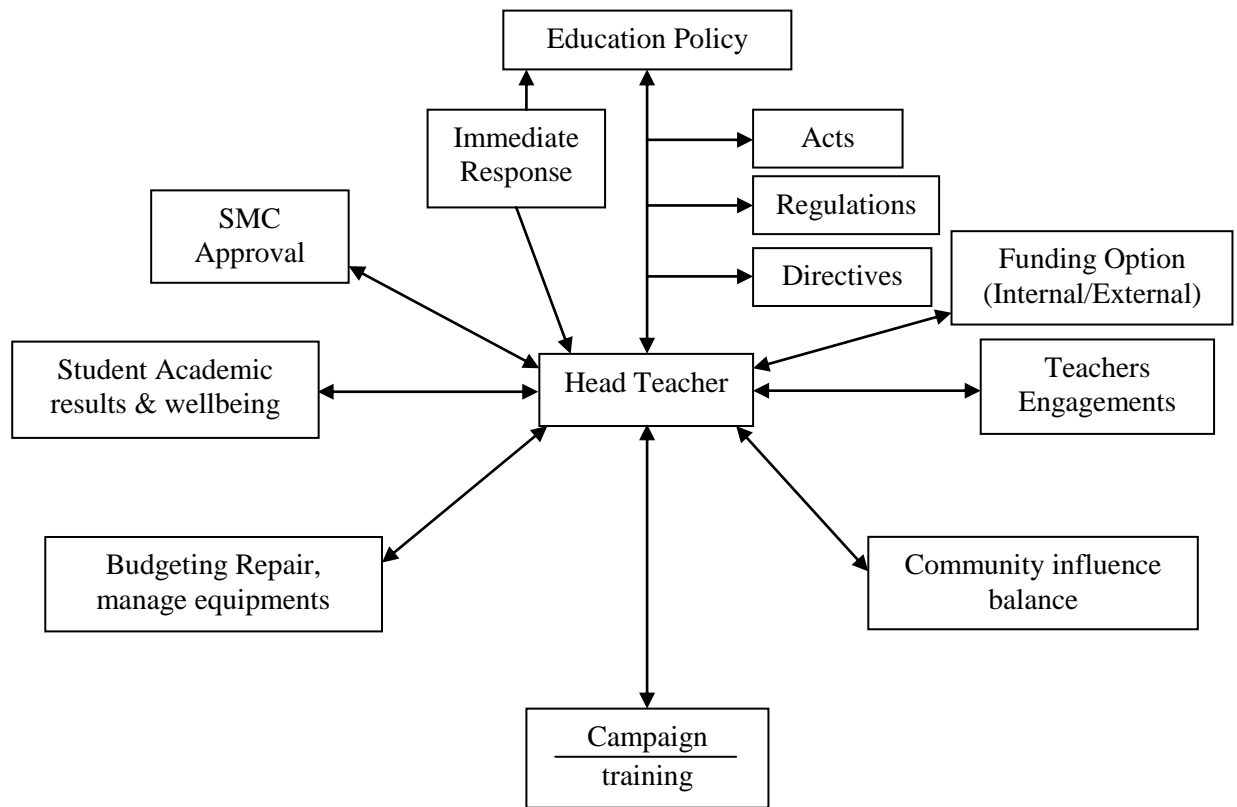


Figure: Conceptual Framework (Source: Author)

CHAPTER: FOUR

METHODOLOGY

4.1. Introduction:

This chapter describes the methodology or research design of the study. Methodology is the way a research is conducted. According to Morrison and Scott (2006), “Methodology is the theory or set of ideas about the relationship between phenomena of how researchers gain knowledge in research contexts and why” (p.153). According to Kumar (2011) research methodology is one of the ways to find out the answer to the question. It implies that the process:

- i. is being undertaken within a framework of a set of philosophies
- ii. uses procedures, methods and techniques that have been tested for their validity and reliability
- iii. is designed to be unbiased and objective

The study explores role of Head Teacher in School Plant Management of Non Government Secondary Schools in Bangladesh.

4. 2. Nature of the study:

Weiers (2008) suggests four types of studies and one of them is descriptive research which describes something and its goal is to describe a problem. Ghauri and Gronhaug (2005) stated descriptive methods as the problem is structured and well understood. Descriptive research is the most relevant to this study because it is going to identify the role of head teacher of non-government secondary schools. However, here mixed method research will be applied where both qualitative and quantitative data will be collected simultaneously. Data and evidence will be gathered from different sources using a combination of different data generating instruments. This study will be based on both primary and secondary data. The main sources of data will be the documents (government rules for school plant planning management), head teacher’s, smc presidents and assistant teacher’s.

4.3. Study Area:

Feni district will be the case study area for in depth investigation of the study.

4.4. Population:

All the head teacher's and assistant teacher's of the secondary schools will be the population of this study.

4.5. Sampling:

Mc Burney and White (2009) defined sampling as a subset of the population. Sampling is used to understand the population. The effective sampling is therefore reflecting the population. As the population is very wide, but time and financial supports are limited; a sample of the population will be selected for data collection.

Table-1: The sampled Head teacher, Assistant teachers and Chairperson of SMC

Category	Detail about sampling
i. Schools	24 non-government secondary schools will be selected purposively.
ii. Head Teachers	Each Head teacher of these schools will be selected purposively as sample
iii. Assistant teacher	Three assistant teachers from each school that means a total of (24 × 3) 72 will be selected randomly.
iv. Chairperson of SMC	Each Chairperson of SMC of these non-government secondary schools will be selected purposively.

Table-3: The sampled head teacher, assistant teachers and chairperson of SMC

4.6. Tools for collecting data:

The following tools or techniques will be developed to collect data for this study-

I. Document (Government rules and regulations) analysis:

Government rules and regulations for school plant planning will be used to find out the official management procedure.

II. Semi structured Interview with Head teacher's:

Semi structured interview schedule will be prepared to explore the importance of present school plant planning and management and head teacher's role in school plant planning management.

III. Questionnaire for Assistant teacher's:

Schwab (1999) suggested that questionnaires are measuring tools that are used for collect information from individual respondents. Questionnaire will be developed to collect

information about the importance of present school plant planning management and head teacher's role in school plant planning management from assistant teachers.

IV. Questionnaire for Chairperson of SMC (School Management Committee)

Schwab (1999) suggested that questionnaires are measuring tools that are used for collect information from individual respondents. Questionnaire will be developed to collect information about the importance of present school plant planning management and head teacher's role in school plant planning management from Chairperson of SMC (School Management Committee). Questionnaire will be conduct for the Chairperson of SMC (School management committee) and community leaders involved in school activities.

4.7. Data analysis:

Researcher will use 3 types of data collection tools and both Qualitative and Quantitative data for triangulation to ensure the validity of Data.

For analyzing and interpreting collected data a combination of qualitative and quantitative analysis techniques will be employed.

4.7.1. Qualitative Analysis:

Qualitative data gathered by questionnaire, interview and Focus Group discussion will be analyzed descriptively to explore the major themes, patterns of the practices and comparison between document and practice.

4.7.2. Quantitative Analysis:

Quantitative data obtained from questionnaire will be analyzed quantitatively. The simple statistical techniques such as, frequency distribution, percentage etc. will be used to analyze quantitative data.

4.8. Ethical Issues and consideration

In each step of conducting the study, researcher was very much conscious to ensure ethical concerns. In time of literature review researcher was given more concern to avoid plagiarism. Besides this, researcher provided the consent form with description of all important sides of study manner to get permission from schools for data collection. Researcher provided the main purpose of the study in consent form and made participants know about the purpose.

The researcher tried to follow the appropriate way tried best build rapport with concerned personnel. Researcher did not create any pressure and unease situation for institution or individual or group in time of data collection. So that real data was came out form the sources.

In time of interview and Questionnaire, Researcher ensured the Head teachers, Assistant teachers and presidents of SMC that their identity and obtained data would not be disclosed at any means. Researcher also assured that the obtained data evidence would be used only for the research purpose. Researcher did not provide own opinion and make any judgment to them, so that it could not make any kind of reflection on respondents.

CHAPTER: FIVE

ANALYSIS OF FINDINGS AND RESULTS

5. Analysis of Findings and Results

5.1 Introduction:

This chapter includes findings from survey and interview and its analysis. The findings are present with the help of table and figures to easily understand the interpretation of data collection. Further, it contains the results of this study based on analysis of finding and the theory.

The categorized questions were asked to three different group of stakeholders related to the study. First group includes head teacher. Second group includes assistant teacher and third group includes chairperson of school management committee. 23 interview questions were asked to the first group i.e. head teacher. All of 24 head teachers were asked and they were chosen by the random sampling method. 23 questions were asked to the second group i.e. assistant teacher. All of 72 assistant teacher were asked and they were chosen by the random sampling method. 23 questions were asked to the third group i.e. chairperson of school management committee (SMC). All of 24 chairperson of school management committee were asked and they were chosen by the random sampling method.

5.2. Responses from the Head Teacher on School Plant Management:

5.2.1. Introduction:

Researcher has been carried out this research is association with 24 head teacher of selected non-government secondary schools of Feni district. Cordial help of 24 male respondents boosted up the data collection process of this study.

5.2.2. Results found from interview questionnaire survey followed by further interview with head teacher's (24):

Section: 2

School Plant Management

Question	Relevant Legislations	Data found	Standard [Ref: Govt. Rule]	Below Standard [Ref; Govt. Rule]
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Total School Area	Provisions of recognition and renewals provisions of the non-government academic institutes-1989. 4(2b)	Min 0.7 acre- Max 4.41 Acre	22	02
Number of Class Room [7 Nos as in Govt. Rule]	4[3][b ,c]	Min 11, Max 23	18	06
Area of the Class Room (10 Sft per Student)	4(3)[b ,c]	400 sft - 850 sft	22	02
Total Students City-300/260 Suburban 230/180	4(4)[b ,c]	Min 600- 3500 max	24	00
Number of Shifts	‘Act of giving salary-allowance (Teacher, stuffs) of government part and Human resource related indication of Non-government Academic institutes (School, College, Madrasha, Technical Institutes-2010) 8.	Morning shift & Day shift	20	04
Head Teacher Room	4(3b)	<input type="checkbox"/> Yes <input type="checkbox"/> No	24	00
Assistant Head Teacher Room	4(3b)	<input type="checkbox"/> Yes <input type="checkbox"/> No	10	14
School Office Room	4(3b)	<input type="checkbox"/> Yes <input type="checkbox"/> No	24	00
Teachers Rest Room	4(3b)	<input type="checkbox"/> Yes <input type="checkbox"/> No	08	16
Separate Rest Room for Male/Female	4(3b)	<input type="checkbox"/> Yes <input type="checkbox"/> No	16	08

Students				
Spectacular and Parents Visiting Room	4(3b)	<input type="checkbox"/> Yes <input type="checkbox"/> No	02	22
Laboratory and Workshop [Mandatory]	4(10)	<input type="checkbox"/> Computer Lab <input type="checkbox"/> <input type="checkbox"/> Science Lab <input type="checkbox"/> <input type="checkbox"/> Language Lab <input type="checkbox"/> Other's	20	04
General Conference Room Non-Mandatory	No legislation	<input type="checkbox"/> Yes <input type="checkbox"/> No	20	04
Electricity Facility	No legislation	<input type="checkbox"/> Yes <input type="checkbox"/> No	24	00
Museum	No legislation	<input type="checkbox"/> Yes <input type="checkbox"/> No	00	24
Number of Buildings	No legislation	1-7 No s	24	00
Design of Buildings	No legislation	Multi-Dimensional (F ,L, I, U)	24	00
Sufficiency of Building	4(3b)	<input type="checkbox"/> Enough <input type="checkbox"/> Not Enough	20	04
Types of Furniture	4(9)	<input type="checkbox"/> Chair <input type="checkbox"/> Table <input type="checkbox"/> Bench <input type="checkbox"/> Blackboard/White Board <input type="checkbox"/> Multimedia <input type="checkbox"/> Graf Board <input type="checkbox"/> Book Self <input type="checkbox"/> Pikadani <input type="checkbox"/> Dustbin	18	06
Canteen	No legislation	<input type="checkbox"/> Yes <input type="checkbox"/> No	10	14
Pure Water Supply [Mandatory]	4(12)	<input type="checkbox"/> Yes <input type="checkbox"/> No	18	06
Library [Mandatory]	4(11)[b]	<input type="checkbox"/> Yes <input type="checkbox"/> No	20	04
Prayer Room	No legislation	<input type="checkbox"/> Yes <input type="checkbox"/> No	06	18

Auditorium	No legislation	<input type="checkbox"/> Yes	<input type="checkbox"/> No	13	11
Hostel	4(14)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	01	23
Play Ground	4(13)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	21	03
Gymnasium	4(13)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	00	24
Toilet/Latrine Mandatory as per Rule	4(12)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	24	00
Pond	No legislation	<input type="checkbox"/> Yes	<input type="checkbox"/> No	11	13
Cycle Shed	No legislation	<input type="checkbox"/> Yes	<input type="checkbox"/> No	02	22
Security Guard and Cleaner Separate Room Near Main Gate	No legislation	<input type="checkbox"/> Yes	<input type="checkbox"/> No	03	21

Table-4: Results found from questionnaire survey followed by further interview with head teacher's (24) (Section-2, School Plant Management)

Q-1: Do you know about the School Plant Management?

All of the head teacher's of the selected high schools are well aware of School Plant Management. (Ref to Appendix A, Q-1)

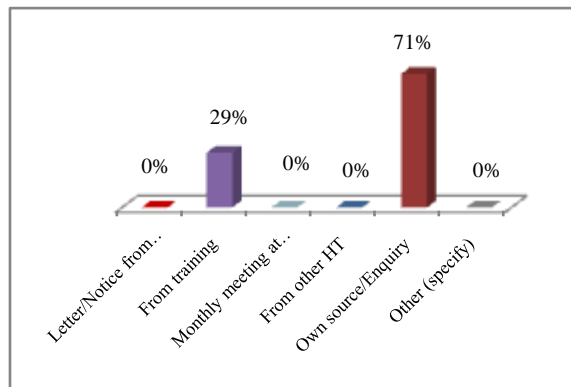
Q-2: Would you please tell me, what School Plant Management is?

This open question regarding the conceptual definition of School Plant Management was well answered by head teacher though all information didn't match exactly; large portion still serves the basic elements and functions of School Plant management. School Plant Management served the needs of role for effective and administration. In collective opinion we found; land infrastructure, equipment, environment is the key elements of the school and School Plant Management played that role through their support and idea. Some new idea and perception include the mental health and household disputes of students. School Plant Management worked voluntarily with these issues and got huge outcome. So their observations might change the definitions of School Plant Management if continued in large scales techniques. They also motivated that, more skilled School Plant Management is the more it cop-up with resources and returns of academic outcomes. Small percentage of head

teacher enlarged the concept of School Plant Management by implementing few practical tips.

Q-3: How did you come to know about School Plant Management?

In the interview Question no 3 (Ref. to Appendix A, Q-3) is about perceptive source of School Plant Management. Seventy one percentage of head teacher’s were informed by own enquiry while, 29% got the same through government and private training. Which is shown on column chart below.



Q-4: Do you know about the government rules and regulation of School Plant Management?

All of the head teacher’s of the selected high schools are know about the government rules and regulation of School Plant Management. (Ref to Appendix A, Q-4)

Q-5: What are the Government Rules and Regulations for School Plant Planning and Management?

This interview question no 5 was open for all head teacher’s which received great attractions. Researcher received much information though they were not similar. Government Rules and regulations about School Plant Management was given below:

1. every school must have 0.25 Acre to 1.50 acre land as in government law.
2. every school must have building or semi-building infrastructure.
3. every student should get 10 square feet space.
4. total space for school must be more than 3300-4000 sft.
5. student number should be 300/260 (Boys/Girls) student.
6. every school must have adequate furniture’s, such as Chair, Table, Bench, High bench, Wardrobes’ etc.

7. every school must have separate library and laboratory.
8. head teacher will be the member secretary of smc according to government rule.
9. head teacher will schedule the holidays and casual leave.
10. head teacher and smc president will jointly maintain school's bank account.
11. every school will have inspection register.
12. health and safety should be assured by school head.
13. there must have separate toilet facilities.
14. every school must maintain daily register for marking student presence.
15. head teacher will be the head of daily academic matters.
16. site selection should be done together with head teacher.
17. head teacher will act as the 'head of accounts' of school.
18. head teacher have to sign all register at the end of day.
19. every school must maintain yearly accounts as guided by government.
20. head teacher will monitor academic works.
21. head teacher will co-ordinate with smc and assistant teacher.
22. head teacher will run awareness campaign against tobacco and drugs.
23. head teacher will aware all staffs about the demerits of physical punishments.
24. smc will employ teachers and head teacher for school.
25. smc will call for proposal from suppliers for procurement.
26. smc will approve annual budget and development budget.
27. smc works as a custodian of the school.
28. smc maintains the school property.
29. school must provide separate quarter for head teacher.
30. head teacher will act as academic head.

Q-6: Are you concern about your School Plant Management?

The question no 6 was all of the head teacher's concerned about participation at School Plant Management. (Ref to Appendix A, Q-6)

Q-7: If yes, what type of role do you play in School Plant planning and it's Management?

Head teacher were mostly delegated the professional administrator role while large percentage were engaged with some other task. Eighty eight percent of head teacher's

directly involved in school plant management as administrator as the academic head, 13% head teacher's were engaged with site selection process and 54% head teacher's were engaged in building related task, 29% head teacher's do equipment related job, 37% head teacher's deliver the other service of (moderator/event's organizer/library maintainer, co-curricular activities). This is shown on Table below (Ref to APPENDIX A, Q-7).

Head teacher(24)	Work Type	Percentage
21	Professional Administrator	88%
03	Site Selection	13%
13	Building Related	54%
07	Equipment Related	29%
09	Others(Co-Curricular ,Events, Club)	38%
02	All or more than three Task involve	100%

Table-5: Head teacher's responsibility for school plant management

Q-8: If no, why?

Not applicable as it was follow-up question (Ref to APPENDIX A, Q-6).

Q-9: What are the areas of your decision?

This questions no 9 (Ref to APPENDIX A, Q-9) was regarding the area of School Plant Management where head teacher particularly take part. In their answer it was found only 13% head teacher took part in casual/minor repair works, 17% head teacher took part in school extension, 8% head teacher has given decision on new plant construction. Moreover all of the 24 head teacher's currently play role in co-ordination with facilities department. Besides, interviewer found only one head teacher who engaged in all area since his job period. This is shown on Table below:

Area Of Decisions	No of Head Teacher Involved in Specific Task(24)	Percentage
New Plant Construction	02	8%
School Extension	04	17%
Casual and Minor Repair Works	03	13%
Co-ordination With SMC and Facilities Department.	24	100%

Table-6: Head teacher involvement in School Plant Management

Q-10: What are the steps that you follow during School Plant Planning and infrastructure development?

School plant planning and infrastructure development head teacher follow several steps one way or another.

This table below contains the method followed by head teacher of Feni secondary schools. (Ref to APPENDIX A, Q-10).

Types of work, Number of head teacher in specific type

Steps followed by Head Teacher	Number of Head Teacher
Assessment of procurements	24
Proper Planning according to need	23
Site Selection	24
Appoint Education Specialist	00
Appoint Engineer	24
Formation of planning committee	21
Detail description and Specification of School infrastructure and facilities	24
Type specification of equipment and furniture	24
Tender Related	24
Starting of construction and regular coordination	21

Table-7: Types of work, Number of head teacher in specific type

Q-11: During the School Plant extension what are the indicators do you account?

Number 11(Ref to APPENDIX A, Q-11) of interview question was about the indicators of school plant extension.

The table shown below is for the indicators followed by head teacher during the school plant extension.

Indicators considered by Head Teacher	Number of Head Teacher
No of School in This Area	21
No of Children	22
Expected Accommodation	20
Duration of School time	08
Catchment Area	22
Capacity of School	24

Table-8: Indicators followed by head teacher during the school plant extension

Q-12: Did any official (Govt. /Privet) come to the school to monitor School Plant Management condition in last six month?

The interview question no 12 was about school visit of concern authority to School Plant Management condition. All of head teacher's informed that every high-school was visited by concern authority. (Ref to Appendix A, Q-12)

Q-13: If yes, who visited?

This interview question no 13 was follows up question no 12. Regarding school visit by external concern person. Such as government officials, public representatives, District education officers.

This table below contains the method followed by head teacher of non government secondary schools of Feni. (Ref to APPENDIX A, Q-13).

Visited BY	No of School Visited	Max No of Visit
UEO	14	02
AUEO	24	03
DEO	02	01
Others (Public Representative.)	23	01

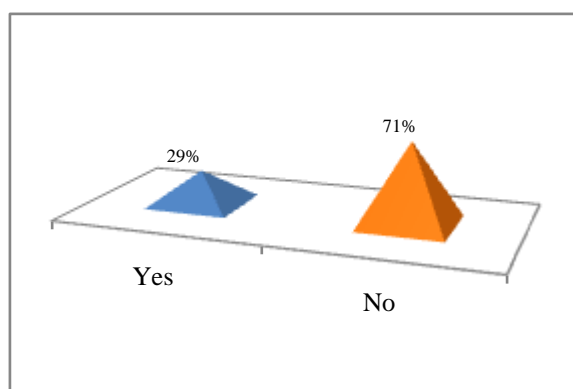
Table-9: The method followed by Head teacher of Non Government Secondary Schools of Feni

Q-14: Is there any register of comments at your School for the visitor?

The interview question-14 was about availability of register at school for the visitor. All of head teacher’s informed that register of comments book are available. (Ref to Appendix A, Q-14)

Q-15: Do you face problem to take decision and implementation?

From the answer of the question no15 (Ref to APPENDIX A, Q-15) interviewer received different circumstance of the school head teachers regarding decision and implementation in School Plant Management. It was found that 71% head teacher face no major problem while, 29% head teacher face one or more problems. This is shown on stacked pyramid column below.



Q-16: If yes, what are the problems?

This follow up interview question no 15 was required the nature of problems in decision and implementation process. Table shown below came with type of problems:

Types of Problem	No of Head Teacher Faced This Problem(07)
Government rules	05
Gap with SMC	03
Community Influence	04
Inadequate Funding	01

Table-10: Problem faced by head teacher in School Plant Management

Q-17: Nature and scope of SMC Member’s role?

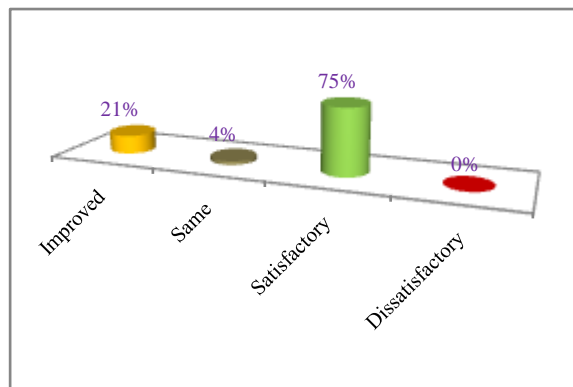
These interviews question no 17 (Ref to APPENDIX A, Q-17) was about requirement of role played by SMC members in School Plant Management process. The all of head teacher’s informed that smc members are obliged to take part in School Plant Management.

Q-18: In your opinion, is there any coordination gap with SMC?

This question no 18 was the school head teacher’s to know about his opinion is there any coordination gap with smc. Sixteen percent of head teacher’s informed that they have been facing major or minor co-ordination gap. While 84% head teacher presently copped –up with smc members. Basic gap with smc members includes undue requests, irregular and dominant nature of conduct in admission process.

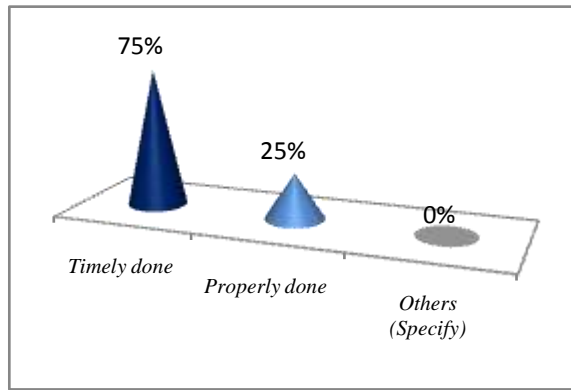
Q-19: How you mark improvement of School Plant Management procedure compared to the last year?

Question no19 (Ref. to Appendix A, Q-19) was designed for the school head teacher’s to know about School Plant Management procedure. Interviewer received diverse answers from 24 head teacher’s. Seventy Five percent of head teacher’s judged their improvement growth satisfactory, 21% head teacher marked School Plant Management procedure as improved while only 4% head teacher said the condition as same. Which is shown on clustered cylinder column.



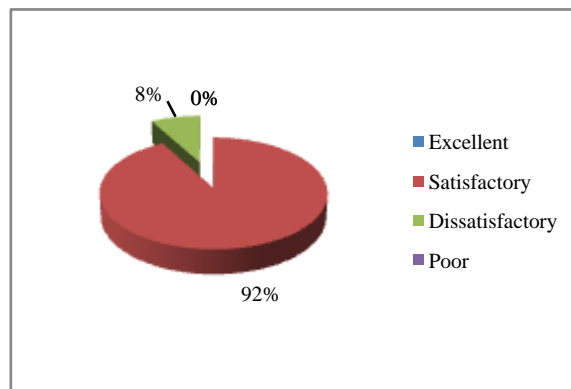
Q-20: What visible changes did you notice in the Management process of this year compared to last year?

In response of question no 20 (Ref to APPENDIX A, Q-20) 75% head teacher’s opined that management process was timely done compare to last year and 25% head teacher’s witnessed proper administration in their respective School Plant Management process. Which is shown on clustered cone column below.



Q-21: How do you evaluate your own performance?

This question no 21(Ref to APPENDIX A, Q-21) fortunately answered by all though it was little bit personal as it was their own validation of performance in School Plant Management process. It was found; 92% head teacher’s marked their work as satisfactory, while 8% head teacher reasoned accommodation problem for their dissatisfaction. Which is shown pie chart below.



Q-22: What are the gaps between the government Rules and Practices for Head Teacher in School Plant Management?

This question no 22 (Ref to APPENDIX A, Q-22) was open for all head teacher’s where we sought their views regarding gaps between government rules and practices in School Plant Management. Though we found many opinions we have categorically put-down main gaps below:

- A codified legal instrument for head teacher is indeed main gap.
- Accommodation options are very limited in practice.
- Funding for laboratory and libraries are almost poor while these facilities have to be available, confirmed by the government rules.
- Student’s health and safety measures are overlooked by school authority while law is very clear-cut ensuring high standard.

- Co-curricular activities are well inside the laws, while in practice some schools are in lack of resources. Moreover some schools are deprived from allocation of play ground.
- Gaps between government rules of per student space (10sft) while in practice in most of the case it is impossible. Head teacher are not properly guided by how he or she will cop-up this needs.
- Teacher and student ratio should be 1: 34 .while it is not practical in respect to present conditions in high schools.
- Gap in site selection and school extension procedures.
- Head teacher was directed by government not to engaging students in rally and other events which has been violated very often.
- Catchment Area survey and mapping should be done by head teacher, while in practice this is poorly done or not done. Even most of the time head teacher is not powered by for this task.

Q-23: What is your suggestion to improve the existing condition?

In regard to interview question no 23(Ref to APPENDIX A, Q-23) all of head teacher's given their suggestions. We have highlighted some suggestions below which are common.

- Government initiatives should be taken for drafting and implementing single codified law regarding 'School Plant Management'.
- Head teacher should have a 'School Plant Management Handbook' handy.
- Monitoring and inspection should be regular and effective.
- Separate training session should be carried on at least twice a year.
- Funding options should be increased.
- Private engagement should be appreciated and acknowledged by government so that funding could be easily generated.

5.3. Responses from the Assistant Teacher on School Plant Management:

5.3.1. Introduction:

All in all 72 respondent of second group answered the questionnaire on role of head teacher in School Plant Management of non government secondary schools in Bangladesh. The respondents were males which constituted 83.33 % and others are females i.e. 16.66 % of the total. It indicates that male teacher's are employed more often than female teacher's.

5.3.2. Results found from Questionnaire Survey on Assistant Teacher's (72):

Q-1: Do you know about the School Plant Management?

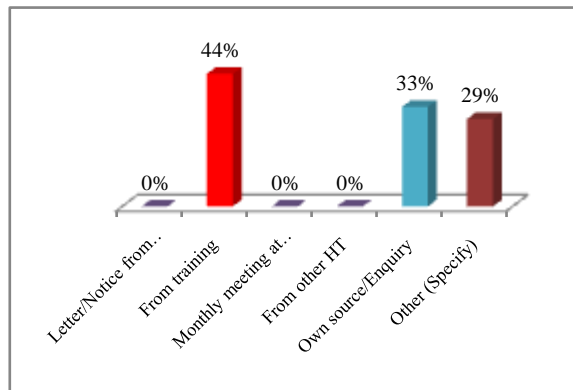
In response to initial question all of the school assistant teacher's informed their awareness about School Plant Management. (Ref to Appendix B, Q-1)

Q-2: Would you please tell me, what School Plant Management is?

In regards to Question no 2 (Ref. to Appendix B, Q-2) all assistant teacher's provided their acquaintance theory and practice of School Plant Management though 28 out of 72 assistant teacher were not actively engaged with School Plant Management all were aware of what School Plant Management comprised with and the role and objectives of School Plant Management though all information didn't match exactly, large portion still served the basic elements and functions of School Plant Management. In their view School Plant Management effect the school environment by its structure and function. In collective opinion we found, land, infrastructure, equipment; environment are the key elements of the school and School Plant Management played that role through their support and techniques. They also motivated that more skilled School Plant Management is, the more it cop-up with resources and returns of academic outcomes.

Q-3: What are your sources of information about School Plant Management?

Question no 3 (Ref. to Appendix B, Q-3) is about sources of School Plant Management. Forty four percent of assistant teacher informed that, they got the information through training provided by Education Board and 33% of them knew about it through their own enquiry. Twenty Nine percent of assistant teacher's informed by other sources. This is shown on Clustered column below.



Q-4: Do you know about the government rules and regulation of School Plant Management?

Question no 4 (Ref. to Appendix B, Q-4) it was asked to the school teacher's about the government rules and regulation of School Plant Management. All of the assistant teacher's answered that they knew about the government rules and regulation of School Plant Management.

Q-5: What are the government rules and regulations for School Plant Planning and Management?

Opinions of the respondents varied on this question, their opinion about government rules and regulation about School Plant Management was given below:

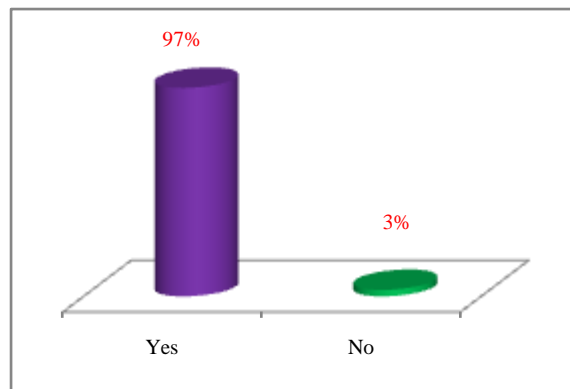
1. every school must have building or semi-building infrastructure.
2. every student should get 10 square feet space.
3. total space for school must be more than 3300-4000 sft.
4. every school must have adequate furniture, such as chair, table, bench, high bench, wardrobes' etc.
5. head teacher will be the member secretary of smc according to government rule.
6. head teacher and smc president will jointly maintain school bank account.
7. there must have separate toilet facilities.
8. every school must maintain daily register for marking student presence.
9. head teacher will co-ordinate with smc and assistant teacher.
10. smc will approve annual budget and development budget.
11. head teacher will run awareness campaign against tobacco and drugs.
12. every school will have inspection register.
13. head teacher will act as an administrative head.

14. head teacher will monitor academic work.

15. smc maintain the school property.

Q-6: Are you concerned about your School Plant Management?

On the question no 6 was about participation at School Plant Management (Ref to APPENDIX B, Q-6). It was found that, 97% assistant teacher's answered positive and small percent 3% of teacher's was not engaged in any role for School Plant Management. This is shown on stacked cylinder column below.



Q-7: If yes, what type of role do you play in School Plant planning and it's Management?

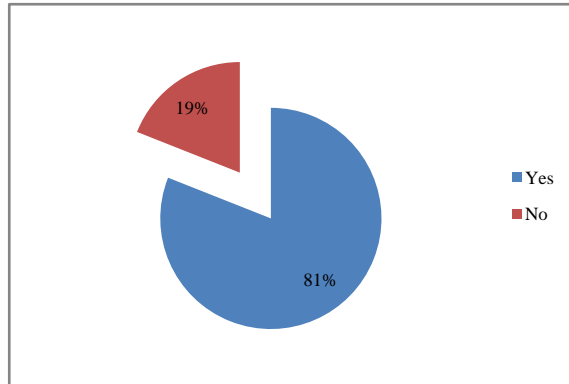
On the question no 7 (Ref to APPENDIX B, Q-7) of role played by teacher's in their relevant School Plant Management. This was answered by 70 teachers. Seventy five percent of assistant teacher's was assigned more than one Job while 25% assistant teacher's do only single task. Equipment related task is mostly 55% done by teachers. Building related task is for 44% done by teacher's, four percent of teacher's were in charge of others (Co-curricular activities). Four percent of teacher are assigned for professional administrator post delegated by head teacher.

Q-8 : If no, why?

This question was follow-up question of previous question. In their opinion 3% of assistant teacher informed that their joining time and training leave as the reason of their non engagement in School Plant Management. (Ref to APPENDIX B, Q-8).

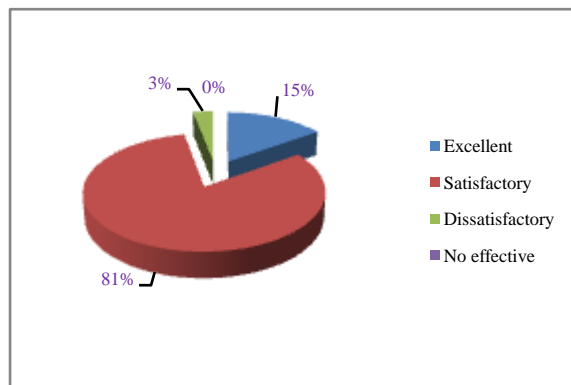
Q-9: Does the head teacher consider your opinion during his decision making process?

From the question no 9 (Ref to APPENDIX B, and Q-9) about does headmaster consider your opinion during his decision making process. Eighty one percent of assistant teachers answered positively, while 19% assistant teacher’s opined opposite. This research data is shown on exploded pie chart below.



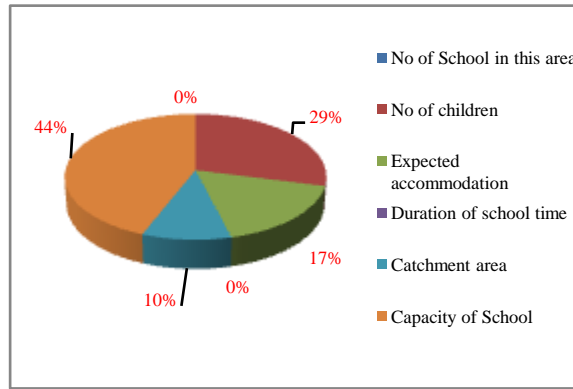
Q-10: How you mark effectiveness of your head teacher role?

72 assistant teacher’s were requested to mark the performance of head teacher. Fifteen percent of assistant teacher’s marked it as excellent, 81% marked it as satisfactory while 3% marked as dissatisfactory. The performance data is shown below: (Ref to APPENDIX B, and Q-10). This is shown on exploded pie chart below.



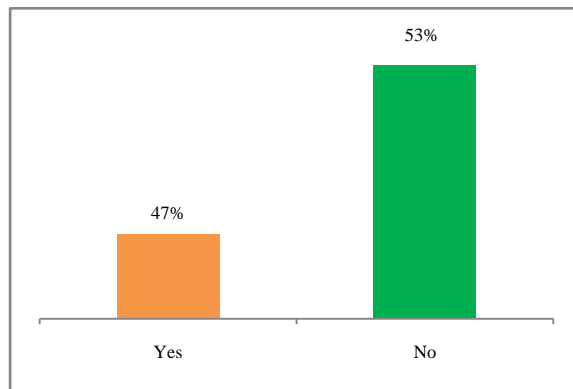
Q-11: During the School Plant extension what are the indicators do you account?

This questionnaire no 11(Ref to APPENDIX B, and Q-11) was regarding basic or main indicator for school plant extension where most of the assistant teacher opined student capacity 44% and no of child in locality 29% as most effective indicators. Some viewed that catchment area 10% and school accommodation 17% is important for the same. This is shown on pie chart below.



Q-12: Does your head teacher face any problem to take decision and implementation?

At question no 12 (Ref. to Appendix B, Q-12) it was asked to the school teacher’s if the head teacher face any problem in taking decision and implementation. Forty seven percent of assistant teacher’s found problems while 53% assistant teachers haven’t noticed any problem with the process of implementation. This Data is shown on stacked column below.



Q-13: If yes, what are the problems?

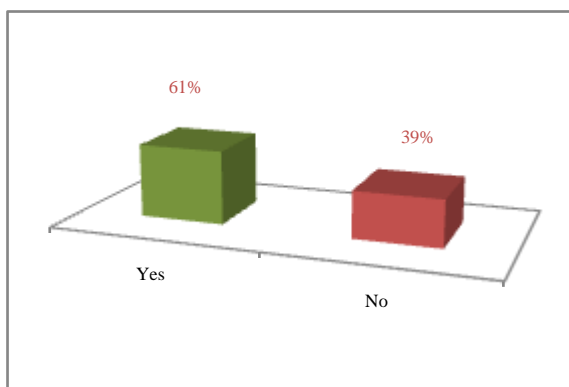
This follow-up question came with the query of major problems faced by head teacher regarding decision and implementation. The major obstacles found in the research were government rules 100% and smc member’s undue request 32% community pressure 15%, funding and procurement delay 35%. The Table below shows categorical data. (Ref to Appendix B, Q-13)

No of Assistant Teacher	Problem	Percentages
34	Government Rules	100%
11	SMC member’s undue Request	32%
05	Community Pressure	15%
12	Funding and Procurement Delay	35%

Table-11: The categorical data

Q-14: Does your head teacher properly conduct his responsibilities regarding School Plant Management?

The question no 14 it was to the school teachers to know about does head teacher properly conduct his responsibilities regarding School Plant Management. Sixty one percent of assistant teacher’s opined that head teacher does his job properly, while 39% assistant teacher’s replied with no. This is shown on stacked column below. (Ref to APPENDIX B, Q-14).



Q-15: If no, then why?

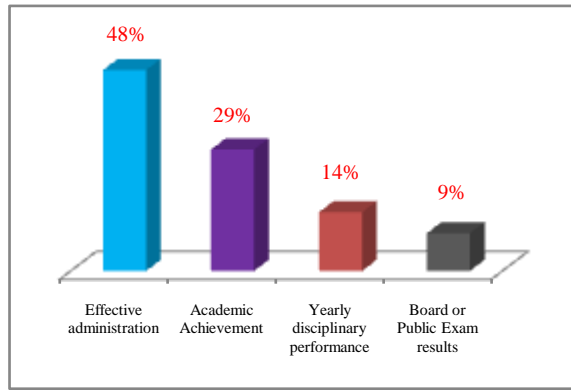
This was a follow-up question which requires the main reason behind improper task. 28 assistant teacher’s showed several issues which includes government rules, 75% inadequate training, poor skills 7%, community pressures 25%, smc member’s influences 50%, co-ordination gap 32%. (Ref to APPENDIX B, Q-15). The Table below shows categorical data:

Reason Behind	No of Assistant Teacher	Percentages
Government Rules	21	75%
Inadequate Training& Poor Skills	02	7%
Community Pressures	07	25%
SMC member’s Influences	14	50%
Co-ordination Gap	09	32%

Table-12: The categorical data

Q-16: If yes, what are the factors you count?

This follow-up question was for 44 assistant teacher’s who answered ‘yes’ in question 14 in response to indicative factors effective administration 48%, academic achievement 29% yearly disciplinary performance 14%, board or public exam results 9%. (Ref to APPENDIX B, Q-16). This is shown on clustered column below.



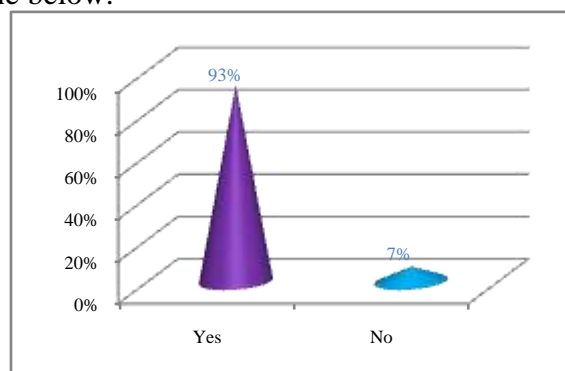
Q-17: What are the roles and responsibilities of SMC regarding School Plant Management?

This was an open question no 17 (Ref to APPENDIX B, Q-17) about roles and responsibilities of smc played in School Plant Management. SMC do some auxiliary and optional tasks. Most of the assistant teacher’s answered that smc was mainly involved in the task shown below:

- Yearly budgeting/development and approval and implementation.
- Arrange accommodations for students and staffs’
- Collection of funds and donations for school.
- Provides land, buildings, playgrounds, laboratory and other facilities.
- Effective management of school plant through monitoring and emulations.
- Play role as a custodian of school property.
- Management of school equipments, infrastructures and other properties.
- Approval of yearly holiday schedule.

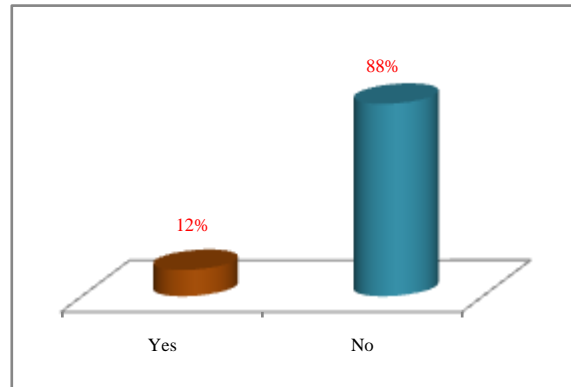
Q-18: Is the activities of your Head Teacher is visible?

Question no 18 (Ref. to Appendix B, Q-18) was about the school teacher’s to know about does head teacher activities is visible in School Plant Management. Ninety three percent of assistant teacher answered ‘yes’, while 7% assistant teacher answered differently. This is shown on stacked cone below.



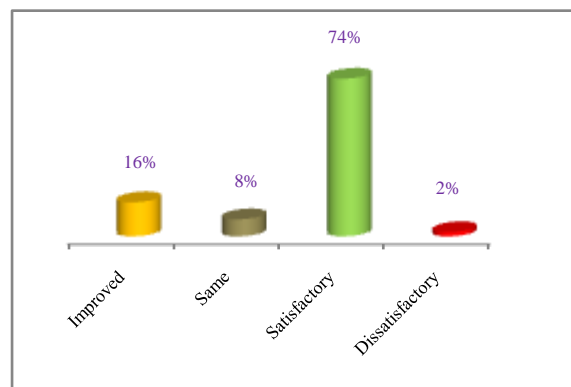
Q-19: Is there any visible coordination gap between Head teacher and SMC members?

There was a question on 19 about the school teacher's to know about any visible co-ordination gap between head teacher and smc members in School Plant Management. Eighty eight percent of assistant teacher's didn't find any co-ordination gap while 12% found so. This is shown on stacked cylinder column below. (Ref to APPENDIX B, Q-19).



Q-20: How you mark improvement of School Plant Management procedure compared to the last year?

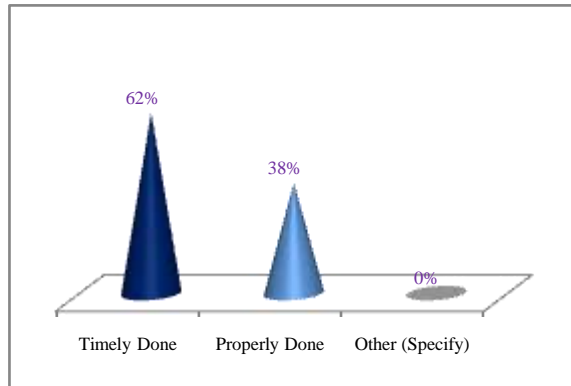
By the question no 20 (Ref. to Appendix B, Q-20) it was asked to the school assistant teacher's to know about School Plant Management procedure has been improved this year compared to the last year. Sixteen percent of assistant teacher's marked it as improved, 8% marked as same compare to last year. Seventy four percent of assistant teacher's marked it as satisfactory, in contrary, 2% marked it negatively. This is shown on clustered cylinder column below.



Q-21: What visible changes have you noticed in the Management process of this year compared to last year?

In their answer to the question no-21 (Ref to APPENDIX B, Q-21) 62% assistant teacher's observed the management procedure has been done timely compare to last year. For instance,

they complied with the time restrictions. Thirty eight percent of assistant teacher's appraisal was for proper task completion. This is shown in clustered cone below.



Q-22: What are the gaps between the government rules and practices for head teacher in School Plant Management?

This question no 22 (Ref to APPENDIX B, Q-22) was open for all assistant teacher's where we sought their views regarding gaps between government rules and practices for head teacher in School Plant Management. Though we found many opinions we categorically have put-down main gaps found below:

- Absence of codified Legal instruments for head teacher.
- Adequate accommodation options in practice while the law emphasis on so.
- Equipments and funding.
- Gap in site selection and school extension procedures.
- Head teacher was directed by government not for engaging students in rally and other events which has been violated often.
- Catchment area survey and mapping should be done by head teacher, while in practice this is poorly done or not done. Even most of the time head teacher is not powered by the smc or other concern authorities.

Q-23: What is your suggestion to improve the existing condition?

In response to question 23 (Ref to APPENDIX B, Q-23) all of assistant teacher's have given their suggestions. We have highlighted some suggestions below which are most common.

- Government should pass a codified law regarding 'School Plant Management'
- Head-teacher should have a proper and clear guideline.
- Inspection should be done with and without notice.
- The head teacher should have granted some special power in case of emergency.

- Training session should be carried on in every 3 months.
- Assistant teachers should be delegated some or more tasks so that head-teacher can get rid of excessive work load.
- Private engagement should be appreciated and acknowledged by government authorities so that fund would rise by.

5.4. Responses for the Chairperson of School Managing Committee on School Plant Management:

5.4.1. Introduction:

Twenty four chairperson of school managing committee for selected from non-government secondary schools of Feni district have been integrated part of this research. All are male respondents most of the respondents seemingly unaware of the term school plant management though they are kin in school management. Researcher head provided with rest information though school managing committee chairpersons practical knowledge.

5.4.2. Results found from Questionnaire Survey with SMC Chairperson (24):

Q-1: Do you know about the School Plant Management?

All of the smc presidents of the selected high schools are know about School Plant Management.

Q-2: Would you please tell me, what School Plant Management is?

All of the smc chairperson was requested o provide their view regarding School Plant Management and bear great response which more liberal and slightly different with teachers and head teacher. As they emphasis more on administration than academic faculties and classroom atmospheres. This open question regarding the conceptual definition of School Plant Management, was well answered by smc chairperson .Though all information didn't match exactly, large portion still serves the basic elements and functions of School Plant Management. School Plant Management served the needs of role for effective and administration. In collective opinion we found; Land infrastructure, equipment, environment is the key elements of the school and School Plant Management play that role through their support and techniques. SMC chairperson definition of School Plant Management are more administrative and in practice in related matters of high school of Feni. (Ref to APPENDIX C, Q-2).

Q-3: Do you know about the government rules and regulation of School Plant Management?

All of the smc presidents of the selected high schools are know about the government rules and regulation of School Plant Management.

Q-4. If yes, what are the government rules and regulations for school plant planning and management?

This question no 5 was open for all smc president which received great attractions. Researcher received much information though they were not similar. Government rules and regulation about School Plant Management was given below:

1. head teacher will be the member secretary of smc according to government rule.
2. smc approves annual budget and development budget.
3. smc works as a custodian of the school.
4. smc maintain the school property.
5. smc will employ teachers and head teacher for school.
6. smc will call for proposal from suppliers for procurement.
7. every school must have building or semi-building infrastructure.
8. every school must have 0.25 acre to 1.50 acre land as in government law.
9. every school must have adequate furniture, such as chair, table, bench, high bench, wardrobes' etc.
10. head teacher will schedule the holidays and casual leave.
11. head teacher and smc president will jointly maintain school bank account.
12. head teacher will monitor academic work.
13. head teacher will act as academic head.
14. health and safety should be assured by school head.
15. head teacher will co-ordinate with smc and assistant teacher.

Q-5: Are you concern about your School Plant Management?

The question no 5 was asked all of the smc residents about participation at School Plant Management. In this question we found that all of the smc presidents are concerned about School Plant Management.

Q-6: If yes, what type of role smc (especially you as a chairman) play in school plant planning and its management?

All of the smc president answer the question on their role in School Plant Management. Seventeen percent of smc president active in building related task, 50% smc president engaged in Site selection, 41% smc president engaged in both. Only 20% smc president do

equipment related task, 25% smc president specified others task (events/yearly study tour). (Ref to APPENDIX C, Q-6).

Table shown below came with type of role smc president play in School Plant Management:

No of SMC President	TASK	Percentage (%)
17	Building Related	70%
12	Site Selection	50%
5	Equipment Related	20%
10	Building Related& Site Selection	41%
6	Events/yearly Study Tour	25%

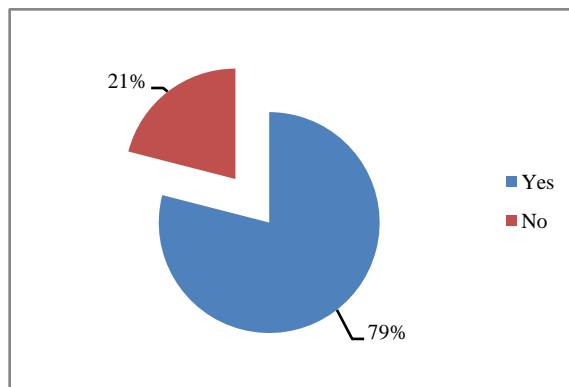
Table-13: Role of smc president play in school plant management

Q-7: If no, why?

This question is not applicable. (Ref to APPENDIX C, Q-7).

Q-8: Do you think Head Teacher takes effective initiatives?

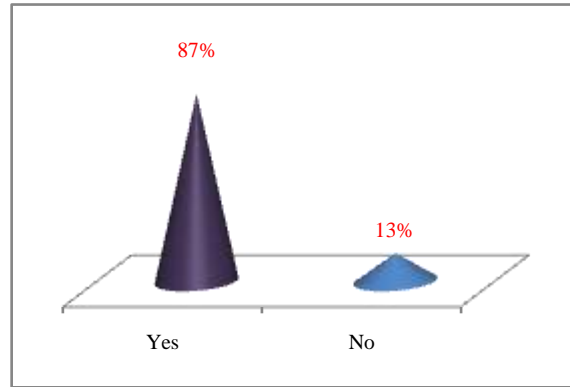
At question no 8 was for all of the smc presidents to know about his opinion dose head teacher takes effective initiatives in School Plant Management. Seventy nine percent of smc presidents counted their relevant head teacher’s Initiatives as effective while, 21% smc president opposed that. This is shown on exploded pie chart below, (Ref to APPENDIX C, Q-8).



Q-9: Are the activities of head teacher regarding school plant planning or management is visible?

The question no 9 (Ref to APPENDIX C, Q-9) it was asked all of the smc presidents to know about the activities of head teacher regarding School Plant Planning or Management is

visible. Eighty seven percent of smc president out of 24 answered affirmatively while, 13% answered differently. This is shown on stacked cone below.



Q-10: What are the main areas of improvement of head teacher activities regarding School Plant Management?

24 smc president were asked to mark the main area they think fit as a head teacher’s duty. While most of the smc president pointed out that effective management. This table shown below came with smc president pointed out of improvement of head teacher activities regarding School Plant Management. (Ref to APPENDIX C, Q-10)

No of SMC President	TASK	Percentages (%)
17	Effective Management	71%
2	Supervision & Inspection	8%
2	Operation & Evaluation	8%
3	Academic CO-Ordination	12%

Table-14: SMC president pointed out of improvement of head teacher activities regarding School Plant Management

Q-11: Do you take consent from smc prior implementing any decision in School Plant Management or planning?

All of smc president confirmed that, they practice official consent letter from smc in School Plant Management. Furthermore, some added that in times of emergency situation or lack of time they hardly taken some initiatives without any smc meeting or regulations. These include health and safety initiatives, natural disaster or unavoidable community unrest.

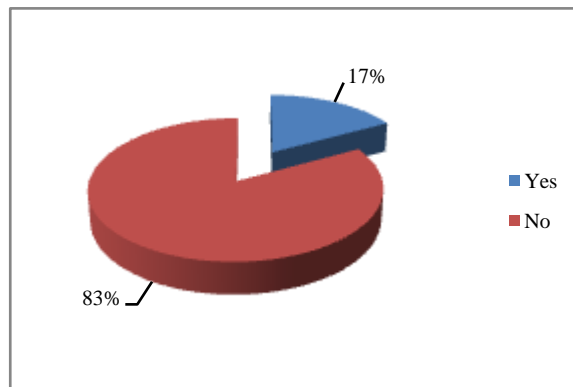
Q-12: What are the roles and responsibilities of smc regarding School Plant Management?

This question no 12 (Ref to APPENDIX C, Q-12) came up with answered given by smc president regarding their roles and responsibilities in School Plant Management. Most of the smc president answered that smc mainly involves in the task shown below:

- Communication with community personals
- Monthly meetings and yearly resolutions.
- Emergency initiatives.
- Ensuring the remunerations of teacher’s and staffs.
- Effective management of school plant through monitoring and emulations.
- Collection of funds and donations for chool.
- Provides land, buildings, playgrounds, laboratory and other facilities.
- Play role as a custodian of school property. Yearly budgeting/development and approval and implementation.
- Arrange accommodations for students and staff’s
- Management of school equipments, infrastructures and other properties.
- Approval of yearly holiday schedule.

Q-13: Do you face any coordination gap with head teacher?

There was a question on 13(Ref to APPENDIX C, Q-13) asked about the smc president to know about his opinion is there any co-ordination gap with head teacher. Eight three percent of smc president face no co-ordination gap between head teacher and smc president while, 17% answered oppositely. This is shown on exploded pie chart below, (Ref to APPENDIX C, Q-13).

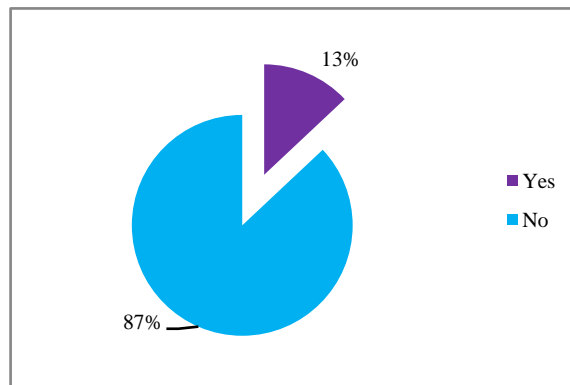


Q-14: Do you or any other smc member influence head teacher in his decision making process?

At question no 14 (Ref to APPENDIX C, Q-14) was asked for all of the smc presidents to know if there are any influence on head teacher in his decision making process in School Plant Management by any smc members. Sixteen percent of smc president remained silent in regard to this question. Eighty three percent of smc president answered that, there is no interference over head teacher's decisions or rights. While 8% smc president slightly differ that sometime they had to differ as part of their responsibilities regarding School Plant Management.

Q-15: Do head teacher face any undue pressure or instruction by smc or any other power block of society?

The question no 15 was asked the entire smc presidents dose head teacher face any undue pressure or instruction by smc or any other power block of society. Eighty seven percent of smc president argued that they usually don't face any such pressures 13% mentioned reversed. This is shown on exploded pie chart below. (Ref to APPENDIX C, Q-15).



Q-16: If yes? What type of pressure head teacher face?

This follow-up question no 15 comes up with the answers that head teacher often face community leaders and political figures and local representative's undue request regarding procurement order, employment and promotions of teachers. Further more student's academic promotions and selection. (Ref to APPENDIX C, Q-16).

Q-17: What are the areas of your decision that smc take part?

In regards to question no 17 (Ref to APPENDIX C, Q-17) smc chairpersons have informed about their participation field. In responses 88% smc presidents take part in co-ordination

process while only single smc president is engaged in repairing task. Seventy five percent of smc presidents actively engaged in new plant construction and co-ordination both. Twenty percent of smc presidents currently active in several task.

Table shown below smc president involvement in School Plant Management:

Number of SMCC	Area of Decision	Percentage
21	Co-ordination Process	88%
01	Repairing	4%
18	New Plant Construction and Co-ordination	72%
05	Several Task	20%

Table-15: SMC president involvement in School Plant Management

Q-18: Do you think head teacher play any role regarding disciplinary action?

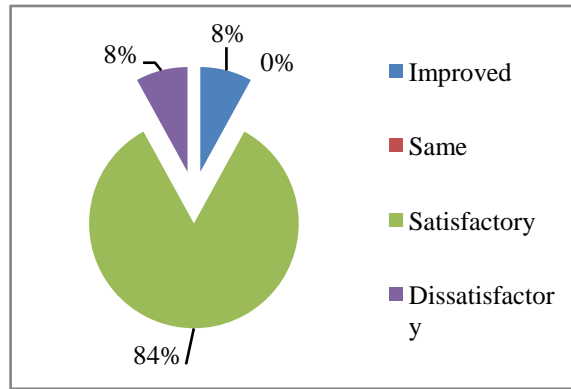
At the question no 18 (Ref to APPENDIX C, Q-18) was asked all of the smc presidents dose head teacher play any role regarding disciplinary action. All of the smc president said yes regarding disciplinary actions.

Q-19: If yes, what sort of monitoring method?

This question no 19 (Ref to APPENDIX C, Q-19) was dependant on previous question no 18 which was regarding head teacher’s disciplinary actions. In the opinion of smc president while all of head teacher’s are engaged in disciplinary controlling maintain daily register, only 5 head teacher maintain monthly register.

Q-20: How you mark improvement of School Plant Management procedure compare to the last year?

At the question no 20 (Ref to APPENDIX, C, Q-20) was designed for chairperson of smc to know about school plant management procedure. Eighty four percent of chairperson of smc opined that, School Plant Management procedure is satisfactory to them compare to last year. In contrary 8% smc presidents found that, it has improved and 2 (8%) smc president opined against this. This is shown on exploded pie chart below.



Q-21: What are the gaps between the government rules and practices for head teacher in School Plant Management?

This question no 21 (Ref to APPENDIX C, Q-21) was open for all smc president where we sought their view regarding gaps between government rules and practices for head teacher in School Plant Management. Though we found many opinions we categorically put-down main gaps below:

- Vague legal documents for head teacher.
- Low funding for equipments.
- Gaps between government rules of per student space (10sft) while in practice some head teacher are not properly guided by how he or she will cop-up this needs.
- Teacher and student ratio should be 1: 34 .while it is not practical in respect to present conditions in high schools.
- Gap in site selection and school extension procedures.
- Head teacher was directed by government authorities for not allowing the students for any non-academic events, which has been violated very often.
- Head teacher are obliged to response political order while laws hasn't clear their role in this matters.
- Students health and safety measures are overlooked by school authority while law is very clear-cut ensuring high standard.
- Catchment area survey and mapping should be done by head teacher, while in practice this is poorly done or not done. Even most of the time head teacher is not powered by the education department for this task.

Q-22: In your opinion, what are the problems in School Plant Management?

Literally the term 'School Plant Management' is hardly mentioned by academic personal while they do the entire task regarding School Plant Management. Teacher's are not even

aware of the legal definition of ‘School Plant Management’. ‘This is a process of management’ indeed while no single law define this. In edition no separate authority monitors this powerful School operational ‘Tool’. Though there are numerous legislations contain rules regarding SPM activities these are hardly implemented .Nevertheless, Funding are not adequated for implement many rules. Training and development are almost below standard in practice. Even more some legislations contained self-contradictory provisions which brought in more frustration.

Q-23: What is your suggestion to improve the existing condition?

All of the smc chairperson has given their suggestions regarding improvement of existing ‘School Plant Management’’. We have highlighted some suggestions below which are common.

- Government initiatives should be taken for drafting and implementing single codified law regarding ‘School Plant Management’.
- Government fund should be increase by at least 10% every year.
- Education boards should call for progress report regarding ‘School Plant Management’ twice in a year.
- Head teacher should have a ‘School Plant Management’ handbook’ handy.
- Monitoring and inspection should be regular and effective.
- Separate training session should be carried on at least twice in a Year.
- Funding options should be adequate.
- Private engagement should be appreciated and acknowledged by central board so that funding could be easily generated

5.5. DATA ANALYSIS:

Researcher has collected data regarding School Plant Management of 24 secondary schools of Feni district through various research methods. This research work needs thorough analysis including data and literatures. In this part researcher initiated government rules and compared it with relevant factors which is important to find out emulation of performance and recommendations regarding head teacher's roles and scopes.

Factors have been examined by researchers namely: 1. Land (Site) 2. Building 3. Equipment 4. Accommodation 5. Community Influence 6. Communication 7. Leadership (Decision Making) 8. Catchment Area 9. SMC 10. Finance and Budget 11. Health& Safety 12. Co-ordination 13. Monitoring and Evaluation.

5.5.1. Land (Site):

Land selection is the one of the most influential and long consequences over School Plant Management. Reputation and performance of any school significantly rely on site selection policies. Legally every school should have proper legal title and land must be in the name of school. Though in practice researcher found less care in relation to this rule. [Provisions of Recognition and Renewals of the Non-Government Academic Institutes, 1989. S.4 (2)] .Few school of Feni district has been through legal proceedings in court and out of court. Thus; head teacher as a member secretary has to abide by court orders which brought new problems towards School Plant Management. Head teacher of secondary schools of Feni district unlikely taken part in land (site) selection process.

Nevertheless; they are the authority who is legally and ethically responsible for these tasks. Required land area for school plant is well-mentioned confirmed by government legislations. Every school must have 0.25 acre to 1.50 acre land as in government law. (Provisions of recognition and renewals of the non-government academic institutes, 1989. [S, 4(2)] .This provision is satisfactorily complied by secondary schools except two (2). [Ref: APPENDIX, B, SECTION-2]. They justified their non compliance by arranging same or more space. For instance, they had gone up towards sky. Apparently few secondary schools prioritized business interest over education service. Three (3) head teacher were engaged in land (site) selection and legislation didn't make it compulsory for him. [Ref: APPENDIX, B, Q-7] this is the one of major gaps in land (site) selection factor. The check and balance is the main

challenge faced by head teacher as it is practically impossible as long as new legislation passed by parliament.

5.5.2. Building:

Building as one of the fundamental components of School Plant Management .Often it is considered as “Houses of the School”. (Akhter & Begum,1994). It not only comprises building materials like brick and cement; it includes Academic facilities also (Akhter & Begum, 1994). For effective School Plant Management it needs school buildings to ensure four mandatory elements .Such as 1.Health issues, 2. Effectiveness, 3. Beautification, 4. Economical. School Plant Management is key mechanism for ensuring all of these components of effective school buildings. As a key administrator and authority head teacher decides and implements various tasks. As legislative body education ministry or government prescribe specific delegator task for head teacher. Every school must have building or semi-building infrastructure according to provisions of recognition and renewals of the non-government academic institutes 1989. [S 4, 3(c)]. According to legislation every students should be allocated at least 10 Sft space. From our research data it is found satisfactory in regards to higher secondary schools of Feni. (Ref: APPENDIX: B, SECTION-2). From research data all head teacher are concern about building related task and smc president take part in building related tasks and decision. There must be at least 7(seven) rooms along with the classrooms as in [S 4, 3(c)].

The buildings and premises will provide adequate facilities with due regard to hygiene according to The Registration of Private Schools Ordinance, 1962, [S, 4, (2, a)]. Apparently school building existing ‘Shapes’ are ‘I-Shape’, U-Shape, ‘L-Shape’ ‘O-Shape’. Most of the schools satisfactorily complied with existing school building rules. Nevertheless; the outcome of this rules not always as expected because of technical jargon in legal drafting. Very often smc president and head teacher have to overlook the objectives of legislation. For instance; required buildings and space only could not come up with best results as found in research. Researcher found and did analyze school class rooms and student numbers ratio. It has been transpired that only implementing government legislation is very much challenging in present scenario. As, proper and adequate funding options still too far. Moreover; School Plant Management techniques needs to be adopted and changed regular basis. Legislation should

be more and codified in relation to building design. Not every at least few school plant should be followed by experts. A separate 'School Building Code' could help better way.

5.5.3. Equipment:

Equipment is another important factor in School Plant Management. According to Dr. Mosaraf, proper equipments is vital for efficiency of individual as bad posture reduces the mental and physical wellbeing. Dr. B Klein reaffirmed this thought, He pointed out that poor educational equipments and materials effect badly to the attention of the students. School Plant Management should emphasis on school equipments as these effects significantly towards student's health. The desired outcome of ideal classroom is learning. Without the fitted furniture's and equipment it is hardly possible. Head teacher is the key personal regarding this issue. Every school must have adequate furniture, such as Chair, Table, Bench, High bench, Wardrobes' etc as prescribed in Sec.4(10) of 'Recognition and renewals Provisions of the non-government academic institutes of 1989. For setting up academic department the School must have separate laboratories for every subject. [S, 4 (10)].For carrying practical classes there must have requisite type and numbers of equipments and ancillaries in the laboratory. [S, 4 (10)] .The library of a secondary school must have books and reference books for minimum 10,000 (Ten thousand) taka valued books in stock. There must be arrangement of books stored in the library for the students. [S,4 (11,b)]. This provision were compiled by the schools of Feni district as almost all head teacher informed the researcher. (Ref: APPENDIX: B, SECTION-2). Research data showed that head teacher's are satisfactorily equipped with funding and required academic equipments is the main 'Gap' in School Plant Management. Besides this equipment maintenance cost smart amount of money .Researcher found that legislation regarding School equipments are not yet attracting the needs of size, shapes and color-code of school equipments. Future education legislation should give more emphasis on this classroom 'agronomics'.

5.5.4. Accommodation:

The learning environment should enhance teaching and learning and accommodate the needs of all learners. Some of the learning needs of children recognized by research include occupant comfort, student-teacher ratio, and acoustics.

Section -4 of non-government academic institutions renewal provision of 1989 provides that, student number should be 300/260 (Boys/Girls) in (Town area) and 230/180 in urban area. [S 4, 3 (c)]. Student numbers in Feni district was found satisfactory in regards to this provision. Per student allocated space is 10 square foot as prescribed by same law. Every non-government secondary school should have 11 teachers as prescribed by legislation[S, 4(5), (b: 1)]. this provision is well-abide by secondary schools of Feni district.

Nevertheless; International standard for 'student' and 'teacher' ratio should be 1:30; though in our research field it is hardly abide by. Domestic law suggests another shift if there are more than 150 students in a class [Ref To Appendix F], while separate sections could be arranged if student number is below 150. Researcher found maximum two sections in a class. Researcher received data on school shifting only at two schools of Feni district. There must have special facilities for physical exercise and scouting for student. [S,(13)]. Specific facilities must be of gymnasium and sporting field for physical exercise for the students along with sufficient equipments and items. [S-13]. Research data confirms the existing situation and implementation of these provisions. Eighty eight percent of schools can afford a playground, while no school can afford a gymnasium. [Ref to Appendix B Section-2] School must provide separate quarter for head teacher. (S-4 (11.b). In real scenario it is yet too far to have a residential quarter for School heads. Researcher found only single institution which has been providing this facility. Domestic laws stated that every school should have head teacher's room, assistant head teacher's room, office room, teacher's rest room, rest room for male and female room, parents' visiting room, sufficient building [S-4 (3b)]. Every school should provide hostel facility, toilets [S-4.12]. Data found in research confirmed that these provisions were complied with in most of the cases. [Refer to appendix, Section.2]. Accommodation attracts large consideration in School Plant Management. Researcher pointed out that lack of funding options and moderate legal provisions regarding this 'School Plant Management' (SPM) factor are significant challenges that faced by head teacher and need to be dealt with firmly.

5.5.5. Community Influence:

Factor that influence the performance of school activities widely is 'Local Community'. The members of the community have been contributing in the affairs of secondary school administration as regards to provision of school plant for effective teaching and learning. In

this study, Community participation in school administration is the involvement of the community to achieve educational goals and objectives. Education at secondary school level is the form of learning children receive after primary education and before the tertiary stage. The broad aim of secondary education includes preparation for useful living within the society and preparation for higher education. In the policy document, the government of Bangladesh welcomes the participation of voluntary agencies and communities in establishment and management of secondary schools. The school and community are two inspirable entities which are mutually dependent on one another. Researcher observed that a community is a body of people living in the same locality and having a common cultural and historical heritage and the willingness to work together. Section-3 of specifying of catchments area of school for quality improvement of education government of the peoples republic of Bangladesh, 2008 stated that, before starting of survey (for catchment area) head teacher should arrange meeting with guardians, public representatives, school management committee, local elites for inspiration. It also added that "premise meeting" and "home-visit" may be more emphasized for inspiring. In the same vein, Nwangwu, (2007), observed that a school does not exist in isolation. It exists in social setting, in other words, it is an integral part of the community in which it is situated. This therefore means that the community as well as the general public in one way or the other owns and supports the school. He further stated that as a result of this support, these people deserve to be informed on regular basis on the progress and activities of the school. Both the school and the community have tremendous influence on the character and behavior of the students. The school as well as the community should understand and appreciate the need for mutual co-existence. There is, therefore, absolute need to create opportunities and forum where views on school policies, programs, activities are discussed. From this research, researcher gathered data that indicates head teacher faces community influence both ways. The adverse influence of community effects includes undue requests in regards to academic promotions, procurement and employments. Research data gathered from chairperson of smc indicates that 13% of head teacher's face undue influence of community leaders. (Ref: APPENDIX:C, Q-15). Sixteen percent of head teacher opined that community influence is the major challenge for decision and implementation of School Plant Management. (Ref: APPENDIX:B, Q-15,16). Head teacher of Feni secondary schools apparently balancing between community and school administrations. Yet, for better results government should introduce new legal instruments, so that head teacher could handle the undue pressures more effectively. The proposed education

policy-2016, would come up with separate 'smc guideline'. Nevertheless; a separate guideline for head teacher are yet to be legalized. Community leader such as doctors, advocates, engineers, researchers, retired public servants, alumni should be included into the smc by default.

5.5.6. Communication:

Effective communication is one of the main factors in School Plant Management. Members of each committees and teacher's, students should not only be clearly informed about their tasks and responsibilities, they should also be made to know how their contribution fits into School Plant Management process. Head teacher is the administrative and academic head of the whole planning effort. So he should be in constant communication with each team, ensuring that work are going on as expected and helping to find solutions to any problem encountered or identified by each team. In attempting to solve some of the problem, head teacher may have to seek the assistance of relevant assistant teacher or chair person of school managing committee or experts. Being able to get experts to resolve problems encountered by some teams are one of the ways of ensuring the success of the planning effort. Bangladesh government circular regarding specifications of school catchment area employed this task on head teacher [specifying of catchments area of school for quality improvement of education, 2008(S, 3)]. Government policies of 2011 regarding physical and mental punishment prevention in schools suggested that head teacher would make all teachers about the demerits of physical torture. Government policies of 2015 regarding smoking free educational institutions directed head teacher to arrange awareness campaign and display anti tobacco signs. Research data from head teacher pointed out that communication with other stakeholders regarding school plant carried on. All of the head teacher confirmed that upazila education officers and public representatives visited schools within last six months. (Ref: APPENDIX: B, Q-10, 12, 13). Seventeen percent of school managing committee chairperson think that there were some co-ordination gaps between head teacher and smc member. (Ref: APPENDIX:C, Q-13,14,15) 18% assistant teachers opined that their opinion are not considered in School Plant Management. Twelve percent of assistant teacher's found co-ordination gaps between chair person of school managing committee and head teacher's. (Ref: APPENDIX A, Q-9, 19). Legislation employed various important communication task over head teachers .Nevertheless; resources are not adequate for him or her in this regard.

5.5.7. Leadership (Decision Making):

Successful planning and execution of any programme or project depends on effective leadership. As regards a school plant, a head teacher as a leader should, in addition to good leadership qualities, have a good knowledge of the academic programme, psychology of learning and the impact of school facilities on student behavior.

Head teacher as head of the school should be able to create an atmosphere where people will be free to put forward their own views and work to the best of their abilities that have good knowledge of the education programme, the goals of education and basic aspects of school infrastructure. The leader of a team saddled with the responsibility of planning a school plant should not only know the vision and mission of the school system but should also be able to make them explicit to his team members so that each of them will be able to see how his efforts will contribute towards implementing them. In order to achieve success in the assignment, the leader should cop up with new developments in school plant planning.

According to Sec 16(2) of non-government secondary school managing committee provisions 1977, In daily administration the head teacher will be the academic chief of the school and there will be no intervention of the committee. Researcher found this provision satisfactory; in practice at Feni district. Eighty eight percent of head teacher played their role as a professional administration. [Appendix B,Q-06,07].

The head of the institute will be able to sanction casual leave of the teachers and staffs. As prescribed in section-45 of secondary and higher secondary board of education, Dhaka provisions 2009. Researcher found this provision satisfactory in regards to implementation. Eighty one percent of assistant teacher's informed that head teacher consider their suggestions. Majority of assistant teacher marked their respective head teacher's role as satisfactory. Forty seven percent of assistant teacher's opined that head teacher face challenges in decision and implementation process. Sixty one percent of assistant teacher's think their head teacher is competent as a leader. Ninety three percent of assistant teacher's informed that head teacher activities are visible. (Ref: APPENDIX: A, Q-9, 10, 14, 18) almost every head teacher is engaged in co-ordination and facilitation task as found in research data. Seventy one percent of head teacher's informed that they don't face any major problem in decision making and implementation. (Ref: APPENDIX:B, Q-9,10,15,)

Seventy nine percent of chairperson of school managing committee informed that head teacher takes effective initiatives in regards to School Plant Management. Eighty seven percent of chairperson of school managing committee viewed that head teacher's activities are visible. Seventy nine percent of chairperson of school managing committee opined that head teacher activities regarding School Plant Management improved specially in management sector. All chairperson of school managing committee were satisfied about head teacher's role regarding disciplinary actions. (Ref: APPENDIX: C, Q-8, 9, 10, 18)

As a leader of the school head teacher will arrange meetings with local community, guardians, local representatives and other power blocks, as prescribed in legislations. [Specifying of Catchments Area of School for Quality Improvement of Education 2008 (S, 3)].

Researcher found legislation and skills and training as few of the main gaps in regards to leadership quality of a head teacher. While laws are well drafted still funding, skills and co-ordination with other stakeholders are challenging. New code of conduct or head teacher guideline could minimize this gap. Proper training and leadership skills development could boost up the performance of School Plant Management.

5.5.8. Catchment Area:

The geographical area served by a school is called its catchment area. Every household has a catchment area. The catchment area decides at which schools you will be given a priority place. As the head of administration head teacher discuss with other stakeholders for selecting the catchment area. The adequacy of the potential site will be enhanced if it is located where water sewers and other utilities can be provided easily. Other location considerations are equally important. The potential site should be located and developed in proper relationship with the existing and proposed physical facilities, such as libraries, parks, roads and hospitals among others in the community. This action plan helps the architect and planners to give a blue print of future school plant. Government rules concerning catchment area is well defined. Schools should be within walking distance for the student aged 11 years to 15 years as prescribed by Bangladesh government. To specify catchments area, the head teacher has to perform basic responsibility as in section-3, of government circular "specifying of catchments area of school for quality improvement of education 2008". Research data

came with different feedback. Secondary schools of Feni district are within the 'easy reach' of the students. Yet, the objective of legislation has not been fulfilled in reality. Head teachers of the aforesaid schools were helpless in deciding the catchment area as business interests are mightier than community welfare. In Feni town, researcher found several secondary schools in a row. While some rural area like 'Motua' village with a large population is in lack of schools. According to government circular before starting the survey head teacher will arrange awareness meeting with school management committee, teachers, and guardians & educationalists of the locality in each December. Head teacher will prepare catchments area sketch map & display it to the school premises. [S (3)]. Researcher found that, almost all of head teacher's considered catchment area as a indicators for school plant extension. Nevertheless; this survey or routine tasks are hardly implemented. Reducing the 'drop- out' rate is one of the main objectives of 'catchment area'. Amendment of existing laws and more supervision of education board authority could minimize these gaps.

5.5.9. SMC:

School Plant Management requires active engagement of smc (school managing committee). SMC is the key role player in school administration and policy implementation. The main legislation concerning smc member's role of the board of intermediate and secondary education, Dhaka (managing committee of the recognized non-government secondary schools) regulation 1977. SMC plays effective role in co-ordination of community and academic staffs. Head teacher is the member secretary of smc according to government legislation of 1977. Researcher found this provision well-implemented in Feni district. Head teacher as a member secretary actively engaged in his prescribed tasks. Researcher also acquainted that there are few gaps between head teacher and chair persons of smc in implementing the legislation. [Ref: APPENDIX, A, Q-19, B, Q-18 C, Q-13]. Small percentage of chair persons of smc confessed their voluntary influence over head teacher regarding decision process. [Ref: APPENDIX, C, Q-14]. Researcher found honest comments of smc chair person on irregular requests from community leaders and other power blocks [Ref: APPENDIX, C, Q-15]. Overall performance of head teacher found satisfactory in the eyes of smc chair persons [Ref: APPENDIX, C, Q-9]. Decision making processes are smoothly run by head teacher with co-ordination of smc [Ref: APPENDIX, C, Q-11]. Researcher found that head teacher faces few challenges. SMC member's influences and

power block society are mainly found in this research. Check and balance of power apparently invisible in few schools.

5.5.10. Finance and Budget:

In the management of the school plant, The school finance and budget are two areas of administrative tasks that command so much attention on the part of the head teacher. Finance and budget refers to financial requirements and source(s) and the amount needed to sustain the operation of school organization for a given period of time.

These specific competencies are required to improve the school head's leadership in providing adequate financial and physical resources for the school (Aquino, 1985). The head teacher (i) ascertains the needs, goals, and objectives of the school (ii) identifies, analyses, cost alternatives for achieving each objective; (iii) conducts an adequate inventory of equipment, supplies and materials for achieving objectives; (iv) prepares a budget that establishes a priority needs for each program within the school; (v) evaluates and approves requisition for equipment, supplies and materials to be purchased; and (vi) forecasts the multiyear needs of the school.

School plant and adequate financial resources are used as gauge to measure the school administrator's capability as leader to run the school organization in a manner that is looked as a source of quality education. Curtiz (1971) identified the major concerns of head teachers in budgeting process as (I) the reconciliation of program requirements with the available resources; (ii) the development, updating, and maintaining of budget documents; and (iii) the monitoring, accounting and progress reporting on the use of resources.

Section 20, of the student admission policy-2014 provides that; subject to approval of concerned governing body/managing committee, the head of the institution will manage the expenses with maximum transparency [Refer to Appendix L]. Head teacher will act as the 'Head of Accounts' of school.[s.12(a)] . Clause, 10 (g) of non-government school accounts directory-1984 states that, head teacher's will sign everyday account register. Same law provides that every school will have a bank account. Head teacher and chairperson of the smc will be joint signatory of that bank account. Section (9) (18,1 (d) of secondary school managing committee provisions 1977 states that, smc will approve annual budget and

development budget. Research data also affirms that provision. [Ref. to Appendix C: Q-11]. Head teacher face problem in implementation of decisions regarding finance and budgeting. In an emergency situation head teacher has to wait for approval from smc. Moreover the existing laws have limited head teacher's power regarding funding and procurement. [Ref to Appendix B:Q-16,22,23. Appendix-C: Q-22&23].

5.5.11. Health and Safety:

Effectiveness of School Plant Management requires adequate health and safety facilities. Head teacher is the key role player in overall health and safety measures in the school yards. Researcher found school ergonomics satisfactory in most of the case. Research data also confirmed that, government rules concerning health and safety issues in the schools are mainly ensuring hygienic infrastructures, pure drinking water, separate toilet facilities and proper light, free of air pollutions , sound pollutions etc [Ref to Appendix L, N-10].

According to legal framework head teacher has to comply with government rules and regulation for ensuring better health & safety facilities. For example head teacher from the very beginning of the new plant construction extension to monitoring tasks, has to make himself available to comply and implement legal issues. He is the person who decides the school size types of building and facilities, call for proposals, monitor the environmental changes and various other administrative and awareness campaign. So that the school can run on smoothly. Our study found that in most of the cases pure drinking water and separate toilet facilities were available where head teacher's were well supported by smc, teacher and Students[Ref to: Appendix B, Section 2]. Researcher found no major gaps between rules and practice. Nevertheless; others issues like new building and sound pollution issues still need proper attention and steps to be taken to show these problems. Fund and skills, lack of Students' awareness are the main challenge faced by head teacher [Ref to Appendix A, Q-10]. Findings also reveal that awareness campaign through government authorities and local public representatives would minimize these challenges.

5.5.12. Co-ordination:

There is an increasing awareness around the world for incorporating professional management into traditional School Plant Management. Thus it would be appropriate to analyze the prevailing practices of co-ordination by head of the schools for effective School

Plant Management. Research paper explores the status of delegation and co-ordination aspects of School Plant Management. Samples of 24 secondary schools of Feni district was selected through random sampling technique. The primary data was collected through self designed questionnaires and interview schedules.

Bangladesh government and education ministry has been recommending various legal instruments for secondary education. Legislations are addressing the co-ordination factor in its' own ways. Though legal provisions are amending over times, the findings revealed that more codified law to be facilitated by the educational administrators.

The intermediate and secondary education ordinance, 1961 defined the designation 'Headmaster' when used with reference to a secondary school as the head of the teaching staff, by whatever style he may be designated. [S, 2 (1)]. Research data found the law as compatible as all schools are headed by a head teacher in secondary schools of Feni districts.

Policies for stopping the physical and mental punishment to the students in academic institutions, 2011 provides that, the head of the academic institutions will brief on the demerits of the physical retribution. [S, 6(b)] This government direction often violated in secondary schools of Feni districts as opined by assistant teacher's and chairperson of school managing committee. Awareness programs are not individual task and need effective team effort. Research found out several gaps and co-ordination problems in the implementation process; for instance undue influences of political parties and inadequate event funding. (Ref: APPENDIX: A, Q-22, C Q-21)

Section 5 of the government policies for stopping physical and mental punishment in academic institutions, 2011 stated that, 'In order to stop the physical and mental punishment to the students studying in academic institutions an integrated campaign should be done consisting of the head of the academic institutions/guardians/public representatives/school managing committee and related persons/local administration/ministry of education and its subsidiaries and education boards. Researcher found variable data in different secondary schools in Feni district. In practice head teacher's are not well supported by the public authorities. Moreover, not every school is blessed with large play ground or a place to arrange such events. In some instance the government rules are not clear. (Ref:APPENDIX:B

Q-22, C Q-21) though 84% of head teacher's opined that there are no co-ordination gap between them with school managing committee, 17% chairperson of school managing committee acknowledged co-ordination gap. Besides that 8% and 13% of chairperson of school managing committee opined that there are undue influence in decision making and political pressure by school managing committee member and power blocks. (Ref: APPENDIX: B Q-18, C Q-13, 14, 15).

Section 16(2) of non government secondary school managing committee provisions 1977 states that "In daily administration the head teacher will be the academic chief of the school and there will be no intervention of the smc members." Research data confirmed that provision are effective though 17% of smc chairman opined that, they are facing one or more co-ordination problems with head teacher. (Ref: APPENDIX: C Q-13) (Ref: APPENDIX: B, Q-18, 19, 20) (Ref: APPENDIX: C, Q-13,20,).

Same legislation also narrates that 'The head of the institute will prepare rough budget, vacation list, list of scholarships and will submit to the governing body or sector wise for approval. [S 46, (2)]. Seventeen percent of head teacher's confirmed that there are co-ordination gaps between smc and head teacher's. (Ref: APPENDIX: B, Q-18).

Researcher found no gap in budgeting schedules, yet government funding and lack of logistic support make the head teacher victim of Poor co-ordination.(Ref: APPENDIX:C, Q-13,20,) despite some limitations the nature of co-ordination between the head teachers and staff members are good. The study suggested that, the policy makers to facilitate faster reforms and enhance accountabilities.

5.5.13. Monitoring and Evaluation:

Monitoring is one of the most important factors of School Plant Management. Head teacher's are the key role player by monitoring of the performance of school staffs, noting the merits and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits thereby increasing the standard of schools and achieving educational goals. Basic principles for effective monitoring and emulation involve ensuring a healthy atmosphere free from pressure and stress. There should be room for constructive criticism. They also involve the assessment of effectiveness of communication among teachers and

between the students and their teachers. Government rules are widely in practice regarding monitoring of school plant. Various provisions prescribed head teacher's rights and responsibilities regarding school monitoring and evaluation process.

Section-16(2) of recognized non government secondary school managing committee provisions 1977 states that, head teacher will monitor the academic works of the secondary schools. Research data found from all chairperson of school managing committee states that, head teacher's are regular in disciplinary actions. Furthermore; twenty percent of head teacher's confirmed that, their schools maintain monthly register as well. (Ref: APPENDIX: C, Q-18, 19).

The head of the institution must sign daily account register at the closing of the day. (Financial Rule 2): [S, 10(g)]. Daily and weekly leaves of teacher and stuffs will be registered and signed by head teacher. [S. 5, 6]. Assistant teacher's confirmed that head teacher's are competent to comply with this provision. (Ref: APPENDIX: A, Q-23). Every school will have inspection register. [(Financial Rule 2, S (13))]. All head teacher's confirmed that they maintain an inspection register to comply with this provision. Besides that, research data pointed out that, within last six months at least one or more government officials visited their schools. The inspector includes district education officers, upazilla education officers, assistant thana education officer and public representatives. (Ref: APPENDIX: B, Q-12, 13, 14). Assistant teacher's suggested that, school inspections should be done more frequently with or without notice. (Ref: APPENDIX: A, Q-23) chairperson of school managing committee gave emphasis on regular inspection of external officials. (Ref: APPENDIX: C, Q-23).

Directions on keeping the academic institutes free from smoking and tobacco-2015 provides that head teacher will run awareness campaign against tobacco and drugs. Education ministry circulation of 2014 states that, head teacher will take initiatives against engaging student to public rally or so; for ensuring physical and mental health of student. Research data pointed out that, this government directions are often violated because of poor funding and lack of designated teaching staffs. (Ref: APPENDIX: B, Q-22).

Article-20 of the admission policy -2014 states that, head teacher will maintain accounts of the admission fund with authorization of school managing committee. Most of the head

teacher's informed that, they take assessment and evaluation of procurement process and maintain School accounts with transparency. (Ref: APPENDIX: B, Q-9, 10) .In practice this provisions are challenging for head teacher's as they have to seek authorization from school managing committee.

According to Section 4 (g) of work evaluation circular of education ministry 2008, head teacher will evaluate other assistant teacher's performance while his own performance will be evaluated by upazila education officer. In addition his performance evolution report is counter signed by the chairperson of school managing committee. This provision itself is a major challenge faced by head teacher as they are technically under due pressure of chairperson of school managing committee. Eighty seven percent of chairperson of school managing committee opined that, role of head teacher is visible and 5 (79%) out of 24 opined that head teacher take effective initiatives. (Ref: APPENDIX: C, Q-8, 9) .All of the chairperson of school managing committee affirmed that head teacher takes disciplinary initiatives. (Ref: APPENDIX: C, Q18). Eighty two percent of assistant teacher's marked their head teacher's role as satisfactory while only 3% opined against that. (Ref: APPENDIX: A, Q-10).

Seventy five percent of head teacher's marked their School Plant Management procedure as satisfactory, improved 21% and as same (4%) compare to last year. (Ref: APPENDIX: B, Q 19, 20, 21).most visible change in School Plant Management was 'timely done' as opined by 75% head teacher's most of the head teacher marked their own performance satisfactory. (Ref: APPENDIX: B, Q-21).

Assistant teachers opined that secondary schools are not funded enough so that they can comply with this provisions.(Ref: APPENDIX:A, Q-22,). Furthermore, students' health and safety measures' are often overlooked by concerned authority. Confirmed by research data. (Ref: APPENDIX: B, Q-22,).

CHAPTER: SIX

DISCUSSION AND MAJOR KEY FINDINGS

6.1 Discussion:

Educational management or school plant management is a complex phenomenon. The success of the school plant management will depend on proper management of resources and manpower. The study reveals some significant facts about head teacher's knowledge and integrity of implementing government policy. The findings show that although the government has already implemented few new systems, most of the head teacher's have not got the training necessary for implementing such policies. Untrained head teachers' will have a poor understanding of the new ideas or policy which will lead them to their inability. If it is implemented without providing adequate training to the head teacher's, a huge gap will be created between ministerial style and school plant management reality. Head teachers' are quite optimistic about bringing a positive change in secondary education. It is important to implement policies that suit the local culture and context. A good number of factors and policy should be focused on school plant management system. The number of participants in our research was small but most of them provided similar type of information. The government and the international agencies have invested increasingly large amounts in last few decades for the expansion and improvement of teaching and learning provisions. Although since the government of Bangladesh have been pouring huge amount of money to bring changes in secondary education, we hope that the government and the ministry of education will frame policies and implement practices after adequately considering the contextual factors so that they can succeed to achieve the targets. It is our whole hearted expectation that government of Bangladesh will bring about noteworthy changes making head teachers more capable to suit to the rapidly changing contemporary society. An element of guidance and counseling may be introduced. It will provide opportunity to know teachers' problems while implementing new policy. Political disruption, natural disasters, closures for board examinations and a range of scheduled holidays often disrupt the academic calendar. In this process it is very difficult to teach the students, as class time does not permit to do all the activities mentioned in government notifications. In short, this is definitely an extra burden for the teachers. In spite of multiple obstacles face by head teacher's of non-government schools of Feni district researcher pointed out that, academic achievements in last year was terrific. The pass rate in board examination was more than 90%. These are some of our

reflections conceived through this research, it is our assumption that if the suggestions can be maintained properly, then we can foresee desirable outcome from secondary education.

6.2. Key findings of the Research:

In this part researcher has sum-up the key findings which are important to find out emulation of performance and recommendations regarding head teacher's roles and scopes.

6.2.1. Land (Site):

Legally every school should have proper legal title and land must be in the name of school. Required land area for school plant is well-mentioned confirmed by government legislations. Apparently, every school is in compliance with states law; yet, few secondary schools considering business interest over education as a service. The check and balance is practically impossible as long as new legislation is not passed by parliament.

6.2.2. Building:

Legislative body of government prescribes specific delegating tasks for head teachers. Every school must have building or semi-building infrastructure. According to legislation every student should be allocated at least 10 square foot space. Most of the schools satisfactorily complied with existing school building rules. Poor legal drafting with ambiguous laws often lead to inability of school administration. A separate 'School Building Code' could help.

6.2.3. Equipment:

Schools of Feni district are satisfactorily equipped though funding for academic equipments is still not adequate. Maintenance costs for school equipments are growing and not timely funded. Researcher found that, legislation regarding school equipments is not yet fulfilling the needs of schools. Educational regulations should give more emphasis on classroom 'agronomics'.

6.2.4 Accommodation:

Provisions regarding accommodation are well-abide by secondary schools of Feni district. Nevertheless; International standard for 'student' and 'teacher' ratio should be facilitated. Research data confirms that, implementation of these provisions are moderate. Lack of funding options are challenging for head teacher as well as smc.

6.2.5. Community Influence:

In the policy document, the government of Bangladesh welcomes the participation of voluntary agencies and communities in establishment and management of secondary Schools. Research indicates that, head teachers face community influence both ways. The adverse influence of community effects includes undue requests in regards to academic promotions, Procurement and employments. Head teacher of Feni secondary schools apparently balancing between community and school administrations. Yet, for better results government should introduce new legal instruments, so that head teacher could handle the undue pressures more effectively.

6.2.6. Communication:

Effective communication is one of the main factors in School Plant Management. Members of each committees and teachers, Students should not only be clearly informed about their tasks and responsibilities, they should also be made to know how their contribution fits into School Plant Management process. Head teacher is the administrative and academic head of the whole planning effort. While the way in which head teachers may exercise this function of teaching leadership depends largely on their own qualities and the particular situation of the school, it is also largely shaped by existing managerial tradition. Legislation employed various important communication task over head teacher's. Nevertheless; resources are not adequate for him or her in this regard.

6.2.7. Leadership (Decision Making):

Successful planning and execution of any programme or project depends on effective leadership. Head teacher informed that they don't face any major problem in decision making and implementation. All chairperson of school managing committee were satisfied about head teacher's role regarding disciplinary actions. While laws are well drafted, still funding, skills and co-ordination with other stakeholders are challenging. New code of conduct or 'Head teacher guideline' could minimize this gap.

6.2.8. Catchment Area:

The geographical area served by a school is called its catchment area. Government rules concerning catchment area is well defined. Schools should be within walking distance for the student aged 11years to 15 years as prescribed by Bangladesh government. To specify

catchments Area, the head teacher has to perform basic responsibility as in section-3 of government circular of 2008. Research data came with different feedback. Secondary schools of Feni district are within the 'easy reach' of the students. Yet, the objective of legislation has not been fulfilled in reality. Head teachers of the aforesaid schools were helpless in deciding the catchment area as business interests are mightier than community welfare. Amendment of existing laws and more supervision of education board authority could minimize these gaps.

6.2.9. SMC:

School Plant Management requires active engagement of smc (School Managing Committee). SMC played effective role in co-ordination of community and academic staffs. Head teacher is the member secretary of smc according to government legislation of 1977. Researcher found this provision well-implemented in Feni district. Small percentage of Chair persons of smc confessed their voluntary influence over Head teacher regarding decision process. Decision making processes are smoothly run by head teacher with co-ordination of smc. Researcher found that head teacher faces few challenges. Check and balance of power apparently invisible in few schools.

6.2.10. Finance and Budget:

School Plant and adequate financial resources are used as gauge to measure the school administrator's capability as leader to run the school organization in a manner that is looked as a source of quality education.

Head teacher will act as the 'head of accounts' of school. Head teachers will sign everyday account register. Same law provides that every school will have a bank account. Head teacher and chairperson of the smc will be joint signatory of that bank account. Moreover the existing laws have limited head teachers' power regarding funding and procurement.

6.2.11. Health and Safety:

Effectiveness of School Plant Management requires adequate health and safety facilities. Head teacher is the key role player in overall health and safety measures in the school yards. According to law head teacher has to comply with government rules and regulation for ensuring better health & safety facilities. Nevertheless; others issues like new building and sound pollutions issues still need proper attention and steps to be performed. Fund and skills,

lack of students' awareness are the main challenge faced by head teacher. Awareness campaign through government authorities and local public representatives could bring light to these facts.

6.2.12. Co-ordination:

Bangladesh government legislations are addressing the co-ordination factor in its' own ways. Though legal provisions are amending over times, the findings revealed that more codified law to be facilitated by the educational administrators. Research data found the law as compatible as all schools are headed by a head teacher in secondary schools of Feni districts. Research found out several gaps and co-ordination problems in the implementation process; for instance undue influences of political parties and inadequate event funding. The study suggests the policy makers to facilitate faster reforms and enhance accountabilities.

6.2.13. Monitoring and Evaluation:

Government rules are widely in practice regarding monitoring of School plant. Various provisions prescribed head teachers' rights and responsibilities regarding school monitoring and evaluation process. Besides that, research data pointed out that, within last six months at least one or more government officials visited their schools. Assistant teacher's suggested that school inspections should be done more frequently with or without notice.

CHAPTER: SEVEN

CONCLUSION AND RECOMMENDATIONS

7.1. Conclusion:

This study reveals that the success of school plant greatly depends on whether or not the head teacher feels they have the time, knowledge, material to achieve the goals and whether they received the training and encouragement to bring the change. Though in Bangladesh, under the ministry of education the government has taken the responsibility to build education institutions, the local individuals or communities take the task to fund and establish non-government educational institutions. In this case, the opinion of head teacher's is hardly accepted. Researcher has found this kind of result in School Plant Management of Feni district in his study. But in developed countries, process and method the works of building school plant are taken, are different and unlikely to our country. Researcher observes that, in the schools of Feni district at the time of his study that most of the time in School Plant Management the head teachers' of Schools have no opportunity to give opinion. For this reason, if Bangladesh government takes specific rules or specifies the service for the head teacher, School Plant Management will be developed. In School Plant Management, giving importance the opinion of head teacher if other steps are followed to build school plant, design and construction work will be developed and long term desired utility will be achieved from the invested money in school plant. As head teachers are given the responsibility for managing change and permanent improvement in their schools, they must have the necessary means of action. This includes the ability to establish and motivate teams around themselves and in the school as a whole. Head teachers' must have a range of incentives that they can use in response to the preference of each member of the school staff. Those incentives include adjustments to working conditions and allocating specific functions and financial or other rewards for discharging them. In short, head teacher's must have available every option that is compatible with the law or personnel statutes to adapt the work and compensate for any hardships of people serving in the school head teacher's must be able to concentrate on the essentials to ensure their pupils' success. To that end schools must have specialist staff of a sufficient standard to handle the facilities and administrative functioning. There must be at least one administrative and financial manager and one or more deputies depending on the size and complexity of the managerial tasks.

7.2. Recommendation:

High achievement of Secondary schools can only be attained through a healthy and motivating leader; and here, head teachers are those key figures. Head teacher as an administrative head could make school management effective. The findings of this study would have significant policy implications within school plant management. In view of this, the following recommendations should be critically considered.

1. The government legislation should define the terms “School Plant Management” in written. It could be done without any prior permission from parliament as existing regulatory provisions vested this discretion over education boards and relevant ministries.
2. Updated, simple and easy Legal drafting in government documents would increase productivity of administrative personnel of secondary schools.
3. Government should deliver a codified legal instrument for school plant management practice for secondary educational institutions.
4. Head teacher should be provided with a ‘Guidebook’ containing head teachers’ ‘code of conduct’ and management policy provisions.
5. School inspection should be done with and without notice by the education ministry.
6. The head teacher should be granted some special power in case of emergency circumstance in the school premises.
7. Management and leadership training session for head teacher’s and smc members should be carried on at least twice in a year, free of cost.
8. Assistant teacher should be delegated some or more tasks so that head teacher’s can get rid of excessive work load.
9. To strike the balance between community influence and school administration a strict legislative instrument should be implemented.
10. Employment of head teacher should be more fair and transparent. SMC should emphasize on experience instead of academic qualification in times of selection procedure.
11. School alumni and stakeholders should have a standing relation with secondary schools.
12. More technological communication tools should be used to commute more effectively.

13. Yearly performance report should be published in government websites as a routine task.
14. Work satisfaction and work-life balance of head teacher's should be evaluated by education boards.
15. Government should as a matter of urgency set up a committee or appoint persons saddled with the responsibility of monitoring secondary schools' facilities selection, procurement, installation, utilization, management and maintenance.
16. Stakeholders of secondary schools, e.g., head teachers, assistant teachers; students should be exposed to periodic workshops on equipments handling skills and maintenance of school facilities. Thus total maintained, repair cost will be reduced resulting more financial freedom.
17. All secondary schools should have custodial staff trained to handle specific school facilities and such staff should report directly to the head teacher's.
18. Government and school authorities should make adequate annual budgetary provisions for school facilities to allow for periodic replacement, continuity and availability.
19. Local, international institutions/non-governmental organizations (NGOs) that run awareness events should also ensure that teaching staffs and smc members participation in their training programs especially if it concerns of school plant.
20. The government authorities including the ministry of education should as a matter of urgency make provisions for regular seminars/workshops for the head teacher's and community members for ensuring effective community participation in the administration of schools. This will also enhance teaching and learning as well as effective management.
21. The classroom should be aesthetically decorated with educational charts and illustrations both inside and outside to stimulate academic interest and learning.
22. Both staff and administrative office should be adequately equipped to motivate staff moral towards optimum productivity.
23. Facilities such as toilets, pure drinking water, canteen etc should be provided to cop-up with the daily needs of staff and students.
24. The library and laboratory should be adequately equipped with books, journals, dailies, and educational magazine to stimulate research, learning and performance.

25. Multipurpose laboratories, workshops and halls should be built to reduce maintenance cost and conserve fund for other viable expenditure.
26. Public Private Partnership (PPP) should be pursued in funding education for effective management and maintenance of structures in view of the heavy financial implication of managing a school. This is in agreement with the UNESCO (1984) recommendation that the financing of secondary education should be both the public and private sectors. Private engagement should be appreciated and acknowledged by government authorities so that funding could be easily generated.
27. Head teachers should employ organizational skills such as teamwork and various quality improvement measures so as to influence the performance of the schools.
28. Head teachers should be actively involved in academic activities so as to influence the school academic performance.

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Appendix-A

Questionnaire for Head Teacher

I am conducting this study for the completion of my M. Phil study in Institute of Education Research to understand the Role of Head Teacher in School Plant Management of Non-Government Secondary Schools in Bangladesh. I will collect information from you for improving the School Plant Management. You have every freedom to participate or not to participate in this study.

No individual or School name will appear in the report. Complete confidentiality and anonymity will be maintained.

Role of Head Teacher in School Plant Management of Non Government Secondary Schools in Bangladesh

Questionnaire for Head Teacher

Name of School:-----

Division: ----- District: ----- Upazilla/Thana: -----

Pourasava/Union: ----- Ward: ----- Village/Mohalla -----

Interview date:

	/		/	
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Starting time:

Hour		Minute	

Section:1
General Information

Question	Response					
Name of the respondent: _____						
Gender	Male: 1 Female: 2					
Age	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> </tr> </table> years					
Position in this School	HT: 1 HT In-Charge: 2					
Education Qualification						
Joining date (present school):	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 10px; text-align: center;">/</td> <td style="width: 30px; height: 20px;"></td> <td style="width: 10px; text-align: center;">/</td> <td style="width: 30px; height: 20px;"></td> </tr> </table>		/		/	
	/		/			
Number of teachers (including HT)	Male <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> </tr> </table> 					
	Female <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> </tr> </table> 					
Total <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> </tr> </table> 						

Section: 2
School Plant Management

Question	Answer
Total School Area	
Number of Class Room	
Area of the Class Room	
Total Students	
Number of Shifts	
Head Teacher Room	<input type="checkbox"/> Yes <input type="checkbox"/> No
Assistant Head Teacher Room	<input type="checkbox"/> Yes <input type="checkbox"/> No
School Office Room	<input type="checkbox"/> Yes <input type="checkbox"/> No
Teachers Rest Room	<input type="checkbox"/> Yes <input type="checkbox"/> No
Separate Rest Room for Male/Female Students	<input type="checkbox"/> Yes <input type="checkbox"/> No
Spectacular and Parents Visiting Room	<input type="checkbox"/> Yes <input type="checkbox"/> No
Laboratory and Workshop	<input type="checkbox"/> Computer Lab <input type="checkbox"/> Science Lab <input type="checkbox"/> Language Lab <input type="checkbox"/> Other's
General Conference Room	<input type="checkbox"/> Yes <input type="checkbox"/> No
Electricity Facility	<input type="checkbox"/> Yes <input type="checkbox"/> No

Museum	<input type="checkbox"/> Yes <input type="checkbox"/> No
Number of Buildings	
Design of Buildings	
Sufficiency of Building	<input type="checkbox"/> Enough <input type="checkbox"/> Not Enough
Types of Furniture	<input type="checkbox"/> Chair <input type="checkbox"/> Table <input type="checkbox"/> Bench <input type="checkbox"/> Blackboard/White Board <input type="checkbox"/> Multimedia <input type="checkbox"/> Graf Board <input type="checkbox"/> Book Self <input type="checkbox"/> Pikadani <input type="checkbox"/> Dustbin
Canteen	<input type="checkbox"/> Yes <input type="checkbox"/> No
Pure Water Supply	<input type="checkbox"/> Yes <input type="checkbox"/> No
Library	<input type="checkbox"/> Yes <input type="checkbox"/> No
Prayer Room	<input type="checkbox"/> Yes <input type="checkbox"/> No
Auditorium	<input type="checkbox"/> Yes <input type="checkbox"/> No
Hostel	<input type="checkbox"/> Yes <input type="checkbox"/> No
Play Ground	<input type="checkbox"/> Yes <input type="checkbox"/> No
Gymnasium	<input type="checkbox"/> Yes <input type="checkbox"/> No
Toilet/Latrine	<input type="checkbox"/> Yes <input type="checkbox"/> No
Pond	<input type="checkbox"/> Yes <input type="checkbox"/> No
Cycle Shed	<input type="checkbox"/> Yes <input type="checkbox"/> No
Security Guard and Cleaner Separate Room Near Main Gate	<input type="checkbox"/> Yes <input type="checkbox"/> No

1	Do you know about the School Plant Management?	
2	Would you please tell me, what School Plant Management is?	
3	How did you come to know about School Plant Management?	Letter/Notice from UEO/Authority 1 From training 2 Monthly meeting at Upazilla 3 From other HT 4 Own source/enquiry 5 Other (specify) _____ 6

4	Do you know about the Government Rules and Regulation of School Plant Management?	Yes No	1 2
5	What are the Government Rules and Regulations for School Plant Planning and Management?		
6	Are you concerned about you School Plant Management?	Yes No	1 2
7	If yes, what type of role do you play in School Plant Planning and its Management?	Site Related Building Related Equipment Related As a Professional Administrator Other (specify) _____	1 2 3 4 5
8	If no, why?		
9	What are the areas of your decision	New plant construction School Extension Casual Repair Work Co-ordination with SMC and facilities Dept.	1 2 3 4
10	What are the steps that you follow during School Plant Planning and infrastructure development?	Assessment of Procurement Proper planning according to need Site selection Appoint Education Specialist Appoint Engineer Formation of planning committee Detail description and specification of school infrastructure and facilities Type specification of equipment and furniture Tender Related Starting of construction and regular coordination	1 2 3 4 5 6 7 8 9 10

11	During the School Plant extension what are the indicators do you account?	No of school in this area	1
		No of children	2
		Expected accommodation	3
		Duration of school time	4
		Catchment area	5
		Capacity of School	6
12	Did any Official (Govt./privet) come to visit the school to monitor School plant management condition in last six month?	Yes	1
		No	2
13	If yes, who visited?	UEO	1
		AUEO	2
		DEO	3
		Others (Specify) _____	4
14	Is there any register of comments at your School for the visitor?	Available	1
		Not available	2
15	Do you face problem to take decision and implementation?	Yes	1
		No	2
16	If yes, what are the problems?		
17	Nature and scope of SMC members role	Auxiliary	1
		Voluntarily	2
		Conditional	3
		Unconditional	4
18	In your opinion, is there any coordination gap with SMC?	Yes	1
		No	2
19	How you mark improvement of School Plant Management procedure compared to the last year?	Improved	1
		Same	2
		Satisfactory	3
		Dissatisfactory	4
20	What visible changes did you notice in the Management process of this year compared to last year?	Timely Done	1
		Properly Done	2
		Others (Specify) _____	3

21	How do you evaluate your own performance?	Excellent	1
		Satisfactory	2
		Dissatisfactory	3
		Poor	4
22	What are the gaps between the Government Rules and Practices for Head Teacher in School Plant Management?		
23	What is your suggestion to improve the existing condition?		

Interviewer's Name:

Finishing time:

--	--	--	--

Hour	Minute
------	--------

Signature:

Appendix-B

Questionnaire for Assistant Teacher

I am conducting this study for the completion of my M. Phil study in Institute of Education Research to understand the Role of Head Teacher in School Plant Management of Non-Government Secondary Schools in Bangladesh. I will collect information from you for improving the School Plant Management. You have every freedom to participate or not to participate in this study.

No individual or school name will appear in the report. Complete confidentiality and anonymity will be maintained.

**Role of Head Teacher in School Plant Management of Non
Government Secondary Schools in Bangladesh**

Questionnaire for Assistant Teacher

Name of school: -----

Division: ----- District: ----- Upazilla/Thana: -----

Pourasava/Union: ----- Ward: ----- Village/Mohalla -----

Interview date:

/ /

Section: 1
General Information

Question	Response		
Name of the respondent: _____			
Gender	Male: 1 Female: 2		
Age	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> </tr> </table> years		
Education Qualification			
Position in this school	AHT: 1 AHT In-Charge: 2		
Number of teachers (including HT)	Male <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> </tr> </table> 		
	Female <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> </tr> </table> 		
Total <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> </tr> </table> 			

Section: 2
School Plant Management

1. Do you know about the School Plant Management?
 Yes No

2. Would you please tell me, what School Plant Management is?

3. What are your sources of information about School Plant Management?
 Letter/Notice from UEO/Authority From training
 Monthly meeting at Upazilla From other HT
 Own source/enquiry Other (specify)_____

4. Do you know about the Government Rules and Regulation of School Plant Management?
 Yes No

5. What are the Government Rules and Regulations for School Plant Planning and Management?

.....
.....

6. Are you concerned about your School Plant Management?

- Yes No

7. If yes, what type of role do you play in School Plant Planning and its Management?

- Site Related Building Related
 Equipment Related As a Professional Administrator
 Other (specify)_____

8. If no, why?

.....
.....

9. Do the Head Teacher consider your opinion during his decision making process?

- Yes No

10. How you mark effectiveness of your Head Teacher role?

- Excellent Satisfactory
 Dissatisfactory Not effective

11. During the School Plant extension what are the indicators do you account?

- No of School in this area No of children
 Expected accommodation Duration of School time
 Catchment area Capacity of School

12. Does your Head Teacher face any problem to take decision and implementation?

- Yes No

13. If yes, what are the problems?

.....
.....

14. Does your Head Teacher properly conduct his responsibilities regarding School Plant Management?

- Yes No

15. If no, then why?

.....
.....

16. If yes, what are the factors you count?

.....
.....

17. What are the roles and responsibilities of SMC regarding School Plant Management?

.....
.....

18. Is the activities of your Head Teacher is visible?

- Yes No

19. Is there any visible coordination gap between Head Teacher and SMC members?

- Yes No

20. How you mark improvement of School Plant Management procedure compared to the last year?

- Improved Same
 Satisfactory Dissatisfactory

21. What visible changes have you noticed in the Management process of this year compared to last year?

- Timely Done Properly Done Others (Specify) _____

22. What are the gaps between the Government Rules and Practices for Head Teacher in School Plant Management?

.....
.....

23. What is your suggestion to improve the existing condition?

.....
.....

Interviewer's Name:,

Signature:

Appendix-C

Questionnaire for SMC Chairman

I am conducting this study for the completion of my M. Phil study in Institute of Education Research to understand the Role of Head Teacher in School Plant Management of Non-Government Secondary Schools in Bangladesh. I will collect information from you for improving the School Plant Management. You have every freedom to participate or not to participate in this study.

No individual or School name will appear in the report. Complete confidentiality and anonymity will be maintained.

**Role of Head Teacher in School Plant Management of Non
Government Secondary Schools in Bangladesh**

Questionnaire for SMC Chairman

Name of School:-----

Division: ----- District: ----- Upazilla/Thana: -----

Pourasava/Union: ----- Ward: ----- Village/Mohalla -----

Interview date:

/ /

Section: 1

General Information

Question	Response
Name of the respondent: _____	
Gender	Male: 1 Female: 2
Age	[] [] years
Education Qualification	
Position in SMC	Chairman: 1 Chairman In-Charge: 2
Initiation date of SMC:	[/ /]

Section: 2

School Plant Management

1. Do you know about the School Plant Management?
 Yes No

2. Would you please tell me, what School Plant Management is?
.....
.....

3. Do you know about the Government Rules and Regulation of School Plant Management
 Yes No

4. If yes, what are the Government Rules and Regulations for School Plant Planning and Management?
.....
.....

5. Are you concern about you School Plant Management?
 Yes No

6. If yes, what type of role SMC (especially you as a chairman) play in School Plant Planning and its Management?
 Site Related Building Related
 Equipment Related As a Professional Administrator
 Other (specify) _____

7. If no, why?

.....
.....

8. Do you think Head teacher takes effective initiatives?

- Yes No

9. Are the activities of Head Teacher regarding School Plant Planning or Management is visible?

- Yes No

10. What are the main areas of improvement of Head Teacher activities regarding School Plant Management?

.....
.....

11. Do you take consent from SMC prior implementing any decision in School Plant Management or Planning?

.....
.....

12. What are the roles and responsibilities of SMC regarding School Plant Management?

.....
.....

13. Do you face any coordination gap with Head Teacher?

- Yes No

14. Do you or any other SMC member influence Head teacher in his decision making process?

- Yes No

15. Do Head Teacher face any undue pressure or instruction by SMC or any other power block of society?

- Yes No

16. If yes, what type of pressure Head Teacher face?

.....
.....

17. What are the areas of your decision that SMC take part?

- New plant construction
- School Extension
- Repair
- Co-ordination with SMC and facilities Dept.

18. Do you think Head Teacher play any role regarding disciplinary action?

- Yes
- No

19. If yes, what sort of monitoring method?

- Daily register
- Weekly register
- Monthly register
- Other _____

20. How you mark improvement of School Plant Management procedure compared to the last year?

- Improved
- Same
- Satisfactory
- Dissatisfactory

21. What are the gaps between the Government Rules and Practices for Head Teacher in School Plant Management?

.....

.....

22. In your opinion, what are the problems in School Plant Management?

.....

.....

.....

23. What is your suggestion to improve the existing condition?

.....

.....

Interviewer's Name:,

Signature:

Appendix-D

“প্রধান শিক্ষকের জন্য সাক্ষাৎকারপত্র/প্রশ্নপত্র”

মহোদয়,

এই সাক্ষাৎকারপত্র/প্রশ্নপত্রটি ঢাকা বিশ্ববিদ্যালয়ের অধীনে শিক্ষা ও গবেষণা ইনস্টিটিউট থেকে ‘এম.ফিল’ প্রোগ্রামের আওতায় “বাংলাদেশের বেসরকারী মাধ্যমিক বিদ্যালয়গুলোর বিদ্যালয় প্লান্ট ব্যবস্থাপনায় প্রধান শিক্ষকের ভূমিকা” শীর্ষক গবেষণার জন্য তৈরী করা হয়েছে এ প্রশ্ন সমূহে উল্লেখিত গবেষণা কর্মের সাথে বিশেষভাবে সম্পর্ক যুক্ত। নিম্নোক্ত প্রশ্নপত্র অনুযায়ী আপনার সুচিন্তিত মতামত প্রদানের জন্য বিশেষভাবে অনুরোধ জানাচ্ছি।

আপনার মতামত হতে প্রাপ্ত তথ্য সমূহ কঠোর গোপনীয়তার সাথে রক্ষা করা হবে।

“বাংলাদেশের বেসরকারী মাধ্যমিক বিদ্যালয়গুলোর বিদ্যালয় প্লান্ট ব্যবস্থাপনায়
প্রধান শিক্ষকের ভূমিকা”

প্রধান শিক্ষকের জন্য সাক্ষাৎকার/প্রশ্নপত্র

বিদ্যালয়ের নাম:

বিভাগ: জেলা:

উপজেলা/থানা: পৌরসভা/ইউনিয়ন:

ওয়ার্ড নং : গ্রাম/মহল্লা:

সাক্ষাৎকার তারিখ:

--	--	--

সময়:

ঘন্টা		মিনিট	

সেকশন-১

সাধারণ তথ্যাবলী

প্রশ্ন	উত্তর									
তথ্য দাতার নাম:										
লিঙ্গ	পুরুষ-১ মহিলা-২									
বয়স										
সাক্ষাৎকার দাতার পদবী	প্রধান শিক্ষক-১ প্রধান শিক্ষক ভারপ্রাপ্ত-২									
যোগদানের তারিখ (বর্তমান বিদ্যালয়)										
শিক্ষাগত যোগ্যতা										
শিক্ষক সংখ্যা (প্রধান শিক্ষক সহ)	<table border="1"> <tr> <td></td> <td></td> <td>পুরুষ</td> </tr> <tr> <td></td> <td></td> <td>মহিলা</td> </tr> <tr> <td></td> <td></td> <td>মোট</td> </tr> </table>			পুরুষ			মহিলা			মোট
		পুরুষ								
		মহিলা								
		মোট								

সেকশন-২

বিদ্যালয় প্লান্ট ও এর ব্যবস্থাপনা

প্রশ্ন	উত্তর
বিদ্যালয়ের মোট আয়তন	
শ্রেণী কক্ষের সংখ্যা	
শ্রেণী কক্ষের আয়তন	
শিক্ষার্থী সংখ্যা	
শিফট সংখ্যা	
প্রধান শিক্ষকের কক্ষ	<input type="checkbox"/> আছে <input type="checkbox"/> নাই
সহকারী প্রধান শিক্ষকের কক্ষ (যদি এ পদে কাউকে নিয়োগ করা হয়)	<input type="checkbox"/> আছে <input type="checkbox"/> নাই
বিদ্যালয়ের অফিস কক্ষ	<input type="checkbox"/> আছে <input type="checkbox"/> নাই
শিক্ষকদের বিশ্রাম কক্ষ	<input type="checkbox"/> আছে <input type="checkbox"/> নাই
ছাত্র-ছাত্রীদের পৃথক বিশ্রাম কক্ষ	<input type="checkbox"/> আছে <input type="checkbox"/> নাই
দর্শনার্থী ও অভিভাবকদের ডিজিটিং রুম	<input type="checkbox"/> আছে <input type="checkbox"/> নাই
ল্যাবরেটরী ও ওয়ার্কশপ	<input type="checkbox"/> কম্পিউটার ল্যাব <input type="checkbox"/> বিজ্ঞানাগার ল্যাব

	<input type="checkbox"/> ভাষা ল্যাভ <input type="checkbox"/> অন্যান্য
সাধারণ সভা কক্ষ	<input type="checkbox"/> আছে <input type="checkbox"/> নাই
বৈদ্যুতিক ব্যবস্থা	<input type="checkbox"/> পর্যাপ্ত <input type="checkbox"/> অপর্യാপ্ত
সংগ্রহশালা/মিউজিয়াম	<input type="checkbox"/> আছে <input type="checkbox"/> নাই
ভবন সংখ্যা	
ভবনের আকৃতি	
ভবনের পর্যাপ্ততা	<input type="checkbox"/> পর্যাপ্ত <input type="checkbox"/> অপর্യാপ্ত
আসবাবপত্রের ধরন	<input type="checkbox"/> চেয়ার <input type="checkbox"/> টেবিল <input type="checkbox"/> বেঞ্চ <input type="checkbox"/> ব্ল্যাকবোর্ড/হোয়াট বোর্ড <input type="checkbox"/> মাল্টিমিডিয়া <input type="checkbox"/> গ্রাফ বোর্ড <input type="checkbox"/> তাকযুক্ত আলমারি <input type="checkbox"/> পিকদানী <input type="checkbox"/> ডাস্টবিন
ক্যান্টিন	<input type="checkbox"/> আছে <input type="checkbox"/> নাই
সুপেয় পানির ব্যবস্থা	<input type="checkbox"/> আছে <input type="checkbox"/> নাই
গ্রন্থাগার সহ পাঠাগার	<input type="checkbox"/> আছে <input type="checkbox"/> নাই
প্রার্থনা কক্ষ	<input type="checkbox"/> আছে <input type="checkbox"/> নাই
অডিটোরিয়াম	<input type="checkbox"/> পর্যাপ্ত <input type="checkbox"/> নাই
ছাত্রাবাস	<input type="checkbox"/> আছে <input type="checkbox"/> নাই
খেলার মাঠ	<input type="checkbox"/> আছে <input type="checkbox"/> নাই
ব্যায়ামাগার	<input type="checkbox"/> আছে <input type="checkbox"/> নাই
শৌচাগার/টয়লেট	<input type="checkbox"/> পর্যাপ্ত <input type="checkbox"/> অপর্യാপ্ত
পুকুর	<input type="checkbox"/> আছে <input type="checkbox"/> নাই
সাইকেল ঘর	<input type="checkbox"/> আছে <input type="checkbox"/> নাই
প্রধান ফটকের নিকটবর্তী বাডুদার ও দারোয়ানদের পৃথক কক্ষ	<input type="checkbox"/> আছে <input type="checkbox"/> নাই

১। আপনি কি বিদ্যালয় প্লান্ট ব্যবস্থাপনা সম্পর্কে অবগত?	
২। বিদ্যালয় প্লান্ট ব্যবস্থাপনা সম্পর্কে আপনার ধারণা?	
৩। আপনি কিভাবে বিদ্যালয় প্লান্ট ব্যবস্থাপনা সম্পর্কে জানতে পেরেছেন?	ইউ.ই.ও থেকে পত্র/বিজ্ঞপ্তি ১ প্রশিক্ষণের মাধ্যমে ২

	উপজেলা মাসিক বৈঠক	৩
	অন্য প্রধান শিক্ষকের মাধ্যমে	৪
	নিজস্ব সূত্র/অনুসন্ধান	৫
	অন্যান্য	৬
৪। আপনি কি বিদ্যালয় প্লান্ট ব্যবস্থাপনার সরকারি বিধিমালা সম্পর্কে অবগত আছেন?	হ্যাঁ	১
	না	২
৫। বিদ্যালয় প্লান্ট পরিকল্পনা ও ব্যবস্থাপনার সরকারি বিধিমালা গুলো কী কী?		
৬। বিদ্যালয় প্লান্ট ব্যবস্থাপনায় আপনি কি সংশ্লিষ্ট/সংযুক্ত আছেন?	হ্যাঁ	১
	না	২
৭। যদি থাকেন, বিদ্যালয় প্লান্ট পরিকল্পনা এবং ব্যবস্থাপনায় আপনি কী ধরনের ভূমিকা রাখেন?	স্থান সম্পর্কিত	১
	ভবন সম্পর্কিত	২
	সরঞ্জাম সম্পর্কিত	৩
	পেশাদার প্রশাসক হিসেবে	৪
	অন্যান্য	৫
৮। যদি সংশ্লিষ্ট না থাকেন, তাহলে কেন?		
৯। আপনার সিদ্ধান্তের ক্ষেত্রগুলো কী কী?	নতুন প্লান্ট নির্মাণ	১
	বিদ্যালয় সম্প্রসারণ	২
	নৈমিত্তিক সংস্কার কাজ	৩
	ফ্যাসেলিটিজ বিভাগ এবং বিদ্যালয় ব্যবস্থাপনা কমিটির সাথে সমন্বয়	৪
১০। বিদ্যালয় প্লান্ট পরিকল্পনা এবং অবকাঠামো উন্নয়নের সময় আপনি কী কী পদক্ষেপ অনুসরণ করেন?	চাহিদার মূল্যায়ন	১
	চাহিদা অনুযায়ী যথাযথ পরিকল্পনা	২
	স্থান নির্বাচন	৩
	শিক্ষা বিশেষজ্ঞ নিয়োগ	৪
	প্রকৌশলী নিয়োগ	৫
	পরিকল্পনা কমিটি গঠন	৬
	বিদ্যালয় অবকাঠামো ও সুযোগ-সুবিধা নির্দিষ্ট করণ এবং বিস্তারিত বর্ণনা	৭
	আসবাবপত্র এবং সরঞ্জামের প্রকার নির্দিষ্টকরণ	৮

	দরপত্র সম্পর্কিত নিয়মিত সমন্বয় সাধন এবং নির্মাণ কাজের সূচনা ১০	৯
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দৃশ্যমান পরিবর্তন সমূহ কী?	যথাযথভাবে সম্পাদিত	২
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২১। আপনার মতে নিজের কাজের সূচক?	উচ্চমান	১
	সন্তোষজনক	২
	অসন্তোষজনক	৩
	নিম্নমান	৪
২২। বিদ্যালয় প্লান্ট ব্যবস্থাপনায় আপনি কি কি ধরনের সমস্যার সম্মুখীন হয়ে থাকেন।	ক. খ. গ.	
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আপনাকে ধন্যবাদ

সাক্ষাৎকার দাতার নাম:

স্বাক্ষর:

“শিক্ষকের জন্য প্রশ্নমালা”

মহোদয়,

এই প্রশ্নপত্রটি ঢাকা বিশ্ববিদ্যালয়ের অধীনে শিক্ষা ও গবেষণা ইনস্টিটিউট থেকে ‘এম.ফিল’ প্রোগ্রামের আওতায় “বাংলাদেশের বেসরকারী মাধ্যমিক বিদ্যালয়গুলোর বিদ্যালয় প্লান্ট ব্যবস্থাপনায় প্রধান শিক্ষকের ভূমিকা” শীর্ষক গবেষণার জন্য তৈরী করা হয়েছে এ প্রশ্ন সমূহে উল্লেখিত গবেষণা কর্মের সাথে বিশেষভাবে সম্পর্ক যুক্ত। নিম্নোক্ত প্রশ্নপত্র অনুযায়ী আপনার সুচিন্তিত মতামত প্রদানের জন্য বিশেষভাবে অনুরোধ জানাচ্ছি।

আপনার মতামত হতে প্রাপ্ত তথ্য সমূহ কঠোর গোপনীয়তার সাথে রক্ষা করা হবে।

“বাংলাদেশের বেসরকারী মাধ্যমিক বিদ্যালয়গুলোর বিদ্যালয় প্লান্ট ব্যবস্থাপনায়
প্রধান শিক্ষকের ভূমিকা”

শিক্ষকের জন্য প্রশ্নমালা

বিদ্যালয়ের নাম:

বিভাগ: জেলা:

উপজেলা/থানা: পৌরসভা/ইউনিয়ন:

ওয়ার্ড নং : গ্রাম/মহল্লা:

সেকশন-১

সাধারণ তথ্যাবলী

প্রশ্ন	উত্তর									
তথ্য দাতার নাম:										
লিঙ্গ	পুরুষ-১ মহিলা-২									
বয়স										
সাক্ষাৎকার দাতার পদবী	শিক্ষক-১ সহকারী প্রধান শিক্ষক-২									
শিক্ষাগত যোগ্যতা										
শিক্ষক সংখ্যা (প্রধান শিক্ষক সহ)	<table border="1"><tr><td></td><td></td><td>পুরুষ</td></tr><tr><td></td><td></td><td>মহিলা</td></tr><tr><td></td><td></td><td>মোট</td></tr></table>			পুরুষ			মহিলা			মোট
		পুরুষ								
		মহিলা								
		মোট								

সেকশন-২

বিদ্যালয় প্লান্ট ব্যবস্থাপনা

১। আপনি কি বিদ্যালয় প্লান্ট ব্যবস্থাপনা সম্পর্কে অবগত?

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২। আপনি কি দয়া করে বলবেন, বিদ্যালয় প্লান্ট ব্যবস্থাপনা বলতে আপনি কী বুঝেন?

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৩। আপনি কিভাবে বিদ্যালয় প্লান্ট ব্যবস্থাপনা সম্পর্কে জানতে পেরেছেন?

- ইউ.ই.ও থেকে পত্র/বিজ্ঞপ্তি প্রশিক্ষণের মাধ্যমে উপজেলা মাসিক বৈঠক
- অন্য প্রধান শিক্ষকের মাধ্যমে নিজস্ব সূত্র/অনুসন্ধান অন্যান্য

৪। আপনি কি বিদ্যালয় প্লান্ট ব্যবস্থাপনার সরকারি বিধিমালা সম্পর্কে অবগত?

- হ্যাঁ না

৫। বিদ্যালয় প্লান্ট পরিকল্পনা ও ব্যবস্থাপনার সরকারি বিধিমালা গুলো কী কী?

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৬। বিদ্যালয় প্লান্ট ব্যবস্থাপনায় আপনি কি সংশ্লিষ্ট/সংযুক্ত আছেন?

- হ্যাঁ না

(উত্তর হ্যাঁ হলে, ৭ নং প্রশ্নের উত্তর দিন)

(উত্তর না হলে ৮নং প্রশ্নের উত্তর দিন)

৭। বিদ্যালয় প্লান্ট পরিকল্পনা এবং ব্যবস্থাপনায় আপনি কী ধরনের ভূমিকা রাখেন?

- স্থান সম্পর্কিত ভবন সম্পর্কিত
- সরঞ্জাম সম্পর্কিত পেশাদার প্রশাসক হিসেবে
- অন্যান্য

৮। যদি না থাকেন, কারণ?

৯। বিদ্যালয় প্লান্ট সম্প্রসারণের সময় আপনি কী কী সূচক বিবেচনা করেন?

- এলাকায় বিদ্যালয়ের সংখ্যা শিক্ষার্থী সংখ্যা
- পর্যাপ্ত ভবন বিদ্যালয়ের সময়কাল
- শিক্ষার্থী সংগ্রহের ভৌগোলিক অঞ্চল বিদ্যালয়ের ধারণ ক্ষমতা

১০। প্রধান শিক্ষক কি তাঁর সিদ্ধান্ত গ্রহণ প্রক্রিয়ার সময় আপনার মতামত বিবেচনা করেন?

- হ্যাঁ না

১১। বিদ্যালয় প্লান্ট ব্যবস্থাপনায় প্রধান শিক্ষকের কর্মকান্ড কি দৃশ্যমান?

- হ্যাঁ না

১২। আপনি কীভাবে প্রধান শিক্ষকের ভূমিকার কার্যকরিতা মূল্যায়ন করেন?

- উচ্চমান সন্তোষজনক
- অসন্তোষজনক নিম্নমান

১৩। আপনার প্রধান শিক্ষক কি সিদ্ধান্ত গ্রহণ এবং বাস্তবায়নে কোন সমস্যার সম্মুখীন হন?

- হ্যাঁ না

(উত্তর হ্যাঁ হলে, ১৩ নং প্রশ্নের উত্তর দিন)

১৪। সমস্যাগুলো কী কী?

১৫। প্রধান শিক্ষক কি বিদ্যালয় প্লান্ট ব্যবস্থাপনা সম্পর্কে তার দায়িত্ব যথাযথভাবে পালন করেন?

- হ্যাঁ না

(উত্তর হ্যাঁ হলে, ১৬ নং প্রশ্নের উত্তর দিন)

(উত্তর না হলে ১৭নং প্রশ্নের উত্তর দিন)

১৬। তাহলে কিভাবে?

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১৭। তাহলে প্রতিবন্ধকতা সমূহ?

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১৮। বিদ্যালয়ের ব্যবস্থাপনা কমিটির দায়িত্ব ও কর্তব্য কী কী?

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১৯। বিদ্যালয় ব্যবস্থাপনা কমিটির সদস্য এবং প্রধান শিক্ষকের মাঝে কোন সমন্বয়হীনতা পরিলক্ষিত হয় কি?

হ্যাঁ না

২০। আপনি কি মনে করেন, বিদ্যালয় প্লান্ট ব্যবস্থাপনা কার্যপ্রণালী গত বছরের তুলনায় উন্নতি সাধন করেছে?

উচ্চমান সমমান

সন্তোষজনক অসন্তোষজনক

২১। গত বছরের তুলনায় ব্যবস্থাপনা প্রক্রিয়ায় কী ধরনের পরিবর্তন দৃশ্যমান?

সময়মত সম্পাদিত যথাযথভাবে সম্পাদিত অন্যান্য

২২। বিদ্যালয় প্লান্ট ব্যবস্থাপনায় সরকারী বিধিমালা বাস্তবায়নে প্রধান শিক্ষকের কার্যপরিধির সীমাবদ্ধতা সম্পর্কে আপনার মতামত?

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২৩। বিদ্যমান অবস্থার উন্নতি সাধন করতে আপনার প্রস্তাবনা সমূহ।

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আপনাকে ধন্যবাদ

উত্তর দাতার নাম:

স্বাক্ষর :

“বিদ্যালয় ব্যবস্থাপনা কমিটির চেয়ারম্যানের জন্য প্রশ্নমালা”

মহোদয়,

এই প্রশ্নপত্রটি ঢাকা বিশ্ববিদ্যালয়ের অধীনে শিক্ষা ও গবেষণা ইনস্টিটিউট থেকে ‘এম.ফিল’ প্রোগ্রামের আওতায় “বাংলাদেশের বেসরকারী মাধ্যমিক বিদ্যালয়গুলোর বিদ্যালয় প্লান্ট ব্যবস্থাপনায় প্রধান শিক্ষকের ভূমিকা” শীর্ষক গবেষণার জন্য তৈরী করা হয়েছে এ প্রশ্ন সমূহে উল্লেখিত গবেষণা কর্মের সাথে বিশেষভাবে সম্পর্ক যুক্ত। নিম্নোক্ত প্রশ্নপত্র অনুযায়ী আপনার সুচিন্তিত মতামত প্রদানের জন্য বিশেষভাবে অনুরোধ জানাচ্ছি।

আপনার মতামত হতে প্রাপ্ত তথ্য সমূহ কঠোর গোপনীয়তার সাথে রক্ষা করা হবে।

“বাংলাদেশের বেসরকারী মাধ্যমিক বিদ্যালয়গুলোর বিদ্যালয় প্লান্ট ব্যবস্থাপনায়
প্রধান শিক্ষকের ভূমিকা”

বিদ্যালয় ব্যবস্থাপনার কমিটির চেয়ারম্যানের জন্য প্রশ্নমালা

বিদ্যালয়ের নাম:

বিভাগ: জেলা:

উপজেলা/থানা: পৌরসভা/ইউনিয়ন:

ওয়ার্ড নং : গ্রাম/মহল্লা:

৭। তাহলে কেন?

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৮। প্রধান শিক্ষকের কার্যকর পদক্ষেপে আপনার অভিমত কি?

হ্যাঁ না

৯। বিদ্যালয় প্লান্ট ব্যবস্থাপনা সম্পর্কে প্রধান শিক্ষকের কার্যক্রম কি দৃশ্যমান?

হ্যাঁ না

১০। বিদ্যালয় প্লান্ট ব্যবস্থাপনা সম্পর্কে প্রধান শিক্ষকের কার্যক্রমের উন্নয়নের ক্ষেত্রগুলো কী কী?

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১১। বিদ্যালয় প্লান্ট ব্যবস্থাপনার সময় বিদ্যালয় ব্যবস্থাপনা কমিটি থেকে আপনি কি সমর্থন অথবা সম্মতি নেন?

হ্যাঁ না

১২। বিদ্যালয় প্লান্ট ব্যবস্থাপনা সম্পর্কে বিদ্যালয় ব্যবস্থাপনা কমিটির দায়িত্ব ও কর্তব্যগুলো কী কী?

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১৩। বিদ্যালয় প্লান্ট ব্যবস্থাপনায় আপনার কাজের সাথে প্রধান শিক্ষকের সমন্বয়হীনতা আছে কী?

হ্যাঁ না

১৪। আপনি অথবা অন্যান্য বিদ্যালয় ব্যবস্থাপনা কমিটির সদস্য প্রধান শিক্ষককে সিদ্ধান্ত প্রণয়ন প্রক্রিয়ায় প্রভাবিত করেন কি?

হ্যাঁ না

১৫। প্রধান শিক্ষক বিদ্যালয় ব্যবস্থাপনা কমিটি অথবা অন্যান্য সমাজের প্রভাবশালী ব্যক্তি কর্তৃক কোন বিধিবিপরীত চাপ অথবা নির্দেশনার সম্মুখীন হন কি?

হ্যাঁ না

(উত্তর হ্যাঁ হলে ১৬ নং প্রশ্নের উত্তর দিন)

১৬। তাহলে কোন ধরনের চাপের সম্মুখীন হন?

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১৭। বিদ্যালয় ব্যবস্থাপনা কমিটির অংশগ্রহণে আপনার সিদ্ধান্তের ক্ষেত্র ও পরিধি কী কী?

- নতুন ভবন নির্মাণ বিদ্যালয় সম্প্রসারণ
 সংস্কার বিদ্যালয় ব্যবস্থাপনা কমিটি এবং ফ্যাসেলিটিজ বিভাগের মধ্যে সমন্বয় সাধন

১৮। আপনি কি মনে করেন, প্রধান শিক্ষক নিয়মানুবর্তিক ব্যবস্থা সম্পর্কে কোন ভূমিকা রাখেন?

- হ্যাঁ না

(উত্তর হ্যাঁ হলে, ১৯ নং প্রশ্নের উত্তর দিন)

১৯। যদি ভূমিকা রাখে, কোন ধরনের মনিটরিং পদ্ধতি?

- দৈনিক নিবন্ধনগ্রন্থ সাপ্তাহিক নিবন্ধনগ্রন্থ
 মাসিক নিবন্ধনগ্রন্থ অন্যান্য

২০। আপনি কি মনে করেন, বিদ্যালয় প্লান্ট ব্যবস্থাপনা কার্যপ্রণালী গত বছরের তুলনায় উন্নতি সাধন করেছে?

- উচ্চমান সমমান
 সন্তোষজনক অসন্তোষজনক

২১। বিদ্যালয় প্লান্ট ব্যবস্থাপনায় সরকারী বিধিমালা বাস্তবায়নে প্রধান শিক্ষকের কার্যপরিধির সীমাবদ্ধতা সম্পর্কে আপনার মতামত?

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২২। বিদ্যালয় প্লান্ট ব্যবস্থাপনার সমস্যা কি কি?

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২৩। বিদ্যমান অবস্থার উন্নতি সাধন করতে আপনার প্রস্তাব/পরামর্শ সমূহ?

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.....

আপনাকে ধন্যবাদ

উত্তর দাতার নাম:

স্বাক্ষর :

Appendix-E

School plant Rules and Regulation Laws

1. Land (Site):

- i. Every school must have 0.25 Acre to 1.50 Acre land as in Government Law. (Provisions of Recognition and Renewals of the Non-Government Academic Institutes, 1989. [S, 4(2)].
- ii. Every School should have proper legal title and land must be in the name of School. [S, 4(2)].
- iii. Total space for School must be more than 3300-4000 sft. . [S, 4, 3(b)].

2. Building:

- i. Every School must have building or semi-building infrastructure. (Provisions of Recognition and Renewals of the Non-Government Academic Institutes, 1989. [S 4, 3(c)].
- ii. Every student should get 10 square feet space. [S, 4, 3(b)].
- iii. Total space for School must be more than 3300-4000 sft. . [S, 4, 3(b)].
- iv. There must be at least 7(seven) rooms along with the classrooms. [S, 4, 3(c)].
- v. That the buildings and premises will provide adequate facilities with due regard to hygiene; (The Registration of Private Schools Ordinance, 1962, [S, 4, (2, a)]).

3. Equipment:

- i. Every school must have adequate furniture, such as Chair, Table, Bench, High bench, Wardrobes' etc. (Provisions of Recognition and Renewals of the Non-Government Academic Institutes, 1989. [S, 4 (10)].
- ii. In view of setting up academic department the school must have separate laboratories for every subject. [S,4 (10)].
- iii. For carrying practical classes there must have requisite type and numbers of equipments and ancillaries in the laboratory. [S, 4 (10)].
- iv. There must be at least 7(seven) rooms along with the classrooms. [S, 4, 3(c)].
- v. Every School must have separate Library. [S, 4 (11,b)].
- vi. The library of a Secondary School must have books and reference books for minimum 10,000(Ten thousand) taka valued books in stock. [S, 4 (11, b)].

- vii. There must be arrangement of books stored in the library for the students. [S, 4 (11,b)].
- viii. School must provide separate quarter for Head teacher. [S, 4(11, b)].

4. Accommodation:

- i. Student number should be 300/260 (Boys/Girls) (Class 6 to 10) Student. (Town area). (Provisions of Recognition and Renewals of the Non-Government Academic Institutes, 1989. [S 4, 3(c)].
- ii. Student number should be 230/180 (Boys/Girls) (Class 6 to 10) Student. (Urban area). [S, 4, (3, c)].
- iii. Every Non-Government Secondary School should have 11 teachers. [S, 4(5), (b: 1)].
- iv. There must have special facilities for physical exercise and scouting for Student. [S, (13)].
- v. Specific facilities must be of Gymnasium and Sporting field for Physical Exercise for the Students along with Sufficient Equipments and Items. [S, (13)].
- vi. School must provide separate quarter for Head teacher. [S, 4(11, b)].
- vii. If Student (Boys/Girls) in a class more then 150, then School have a provision to open a new or Second shift.[Act of Giving Salary-Allowance (Teacher, stuffs) of Government Part and Human Resource Related Indication of Non-Government Academic Institutes (School, College, Madrasha, Technical Institutes-2010) (S-8)].

5. Community Influence:

- i. Before starting of survey (For Catchment Area) Head teacher activities inspiring meeting to be arranged centering the school with guardians, public representatives, School Management Committee, Local Elites. "Premise Meeting" and "Home-visit" may be more emphasized for inspiring. (Specifying of Catchments Area of School for Quality Improvement of Education Government of the Peoples Republic of Bangladesh, 2008(S, 3)].

6. Communication:

- i. Before starting of survey (For Catchment Area) Head teacher activities inspiring meeting to be arranged centering the school with guardians, public representatives, School Management Committee, Local Elites. "Premise Meeting" and "Home-visit"

may be more emphasized for inspiring. (Specifying of Catchments Area of School for Quality Improvement of Education Government of the Peoples Republic of Bangladesh, 2008(S, 3)].

7. Leadership (Decision Making):

- i. In daily administration the teacher will be the academic chief of the school and there no intervention of the committee will effective. (Non Government Secondary School Managing Committee Provisions [with different amendments] Recognized Non-Government Secondary School Managing Committee Provisions 1977. [S, 16 (2)].
- ii. The head of the institute will be able to sanction casual leave of the teachers and staffs. (Secondary and Higher Secondary Board of Education, Dhaka Provisions 2009 (Governing Body and Managing Committee of Non-Government Academic Institutes of Secondary and Higher Secondary levels. Board of Secondary and Higher Secondary Education, Dhaka. [S, 45 (4)].
- iii. Before starting of survey (For Catchment Area) Head teacher activities inspiring meeting to be arranged centering the school with guardians, public representatives, School Management Committee, Local Elites. "Premise Meeting" and "Home-visit" may be more emphasized for inspiring. (Specifying of Catchments Area of School for Quality Improvement of Education Government of the Peoples Republic of Bangladesh, 2008(S, 3)].

8. Catchment Area:

- i. To specify Catchments Area, the Headmaster has to perform basic responsibility. (Specifying of Catchments Area of School for Quality Improvement of Education Government of the Peoples Republic of Bangladesh, 2008 (S, 3).
- ii. By survey with assistance of School Management Committee, Teachers, Guardians & Educationalists of the locality in each December will prepare School Catchments Area Sketch Map & Display it to the School premises. [S, (3)].
- iii. Before starting of survey (For Catchment Area) Head teacher activities inspiring meeting to be arranged centering the school with guardians, public representatives, School Management Committee, Local Elites. "Premise Meeting" and "Home-visit" may be more emphasized for inspiring. (Specifying of Catchments Area of School for

Quality Improvement of Education Government of the Peoples Republic of Bangladesh, 2008(S, 3)].

9. SMC:

- i. Head teacher will be the member secretary of SMC According to Government rule. (Non Government Secondary School Managing Committee Provisions [with different amendments] Recognized Non-Government Secondary School Managing Committee Provisions 1977. [S, 4 (b)].
- ii. SMC will approve annual Budget and development Budget.[S,(9)(18,1(d)]
- iii. SMC works as a custodian of the School. [S, (9) (18, 1(k)].
- iv. SMC maintains the School property. [S, (9) (18, 1 (l)].
- v. SMC will employ teachers and Head teacher for School. [S, (9) (18, 1 (M)].
- vi. Head teacher and SMC President will jointly maintain School bank account. [Secondary and Higher Secondary Board of Education, Dhaka Provisions 2009 (Governing Body and Managing Committee of Non-Government Academic Institutes of Secondary and Higher Secondary levels.[S,45(2)]).
- vii. The Head of the institute will prepare rough budget, vacation list, preparation of the list of free studentship and will submit to the governing body or sector wise for approval of the governing body meeting. [S, 46, (2)].
- viii. SMC will call for proposal from suppliers for procurement[S,45(E)]

10. Finance and Budget:

- i. Subject to approval of concerned Governing Body/Managing Committee, the Head of the Institution will manage the expenses with maintaining of maximum transparency. (Student Admission Policy-2014 in Secondary, Junior Secondary & Enclosed Primary Level in Private School/School & College-2014[S (20)].
- ii. Head teacher will act as the ‘Head of Accounts’ of School.(Accounts Book keeping and Auditing Circular and Rules & Regulations “Directives” System Arrangement Must Have for the Academic Institutions in Private Schools-1984. To preserve the Cash Book and Other Registers (Bengal education code-chapter 5 and 8,B.I.S.E Regulation,1977):[S,12(a)].

- iii. Every School must maintain yearly accounts as guided by Government. Some Necessary Explanation about the Common Accounting Closes Guide-1986. [(J) Audit: (Guide Clause No. 17), S, (2)].
- iv. SMC will approve annual Budget and development Budget. (Non Government Secondary School Managing Committee Provisions [with different amendments] Recognized Non-Government Secondary School Managing Committee Provisions 1977. [S,(9)(18,1(d)].

11. Health & Safety:

- i. That the buildings and premises will provide adequate facilities with due regard to hygiene; (The Registration of Private Schools Ordinance, 1962, [S, 4, (2, a)])
- ii. There must have separate Toilet facilities (Teacher/Boys/Girls). (Provisions of Recognition and Renewals of the Non-Government Academic Institutes 1989. [S, (12)].
- iii. There must be pure drinking water in the Campus. [S, 4(12)].
- iv. Health and Safety should be assured by School Head. [S, 4(12)].
- v. The Head of the respective academic institutions will take necessary steps for stopping physical punishment to the students studying in academic institutions. (About Stopping Physical Punishment to the Students Studying in Academic Institutions, The Government of the Peoples Republic of Bangladesh-2010. [S, 4].
- vi. The Head Master/ Mistress will take the responsibility to clean the toilet for the whole year dividing the Student in to some groups by turns. (Up Gradation Toilet and Sanitation System in Secondary and Higher Secondary Schools, Madrasha and Technical Education Institutes-2015. [S, (2)].

12.Co-ordination:

- i. “Headmaster” when used with reference to a Secondary School, means the head of the teaching staff, by whatever style he may be designated. (The intermediate and secondary education ordinance, 1961) [S, 2 (1)].
- ii. The Head of the academic institutions will brief on the demerits of the physical punishment. (Policies to stop physical and mental punishment to the students in academic institutions, The Government of the Peoples Republic of Bangladesh2011. [S, 6(b)].

- iii. A student registered under the Education Board if selected by Admission Test, the Head of the Institution concerned will inform the Education Board to take required action.[Student Admission Policy-2014 in Secondary, Junior Secondary & Enclosed Primary Level in Private School/School & College-2014(S,19)].
- iv. In order to stop the physical and mental punishment to the students studying in academic institutions integrated campaign should be done consisting of the Head of the Academic Institutions/Guardians/Public Representatives/School Managing Committee and related persons/local Administration/Ministry of Education and its subsidiaries and Education Boards.(Policies to Stop Physical and Mental Punishment to the Students in Academic Institutions, The Government of the Peoples Republic of Bangladesh-2011)[S,5].
- v. In daily administration the teacher will be the academic chief of the school and there no intervention of the committee will effective.(Non-Government secondary school managing committee provisions [with different amendments] Recognized non government secondary school managing committee provisions 1977. [S, 16 (2)].
- vi. The head of the institute will prepare rough budget, vacation list, preparation of the list of free studentship and will submit to the governing body or sector wise for approval of the governing body meeting. [S 46, (2)].

13. Monitoring and Evaluation:

- i. Head teacher will monitor academic works. (Non Government secondary school managing committee provisions [with different amendments] Recognized non government secondary school managing committee provisions 1977. [S, 16(2)].
- ii. The Head of the institution must sign daily account register everyday.(Accounts book keeping and Auditing circular and rules & regulations “Directives” system arrangement must have for the academic institutions in private Schools-1984[Income(Debit) (Financial Rule 2):[S,10(g)].
- iii. Daily and Weekly leaves of teacher and stuffs will be registered and signed by Head teacher.[S. 5].
- iv. Every School will have Inspection Register. [S,(13)].
- v. Head teacher will run awareness campaign against tobacco and Drugs.[Directions on keeping the academic institutes free from smoking and tobacco-2015].

Appendix-F

সহকারী শিক্ষক, সহকারী প্রধান শিক্ষক ও প্রধান শিক্ষকদের জন্য

কর্মমূল্যায়ন প্রতিবেদন ফরম-এ মূল্যায়ন সংক্রান্ত পরিপত্র

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার

শিক্ষা মন্ত্রণালয়

অধিশাখা-১১

নং-শি শা: ১১/৭-১/২০০৭/৮১৯

তারিখ: ২৭/০৫/২০০৮

৪। কর্মমূল্যায়ন সংক্রান্ত যাবতীয় নিয়মাবলি সংশ্লিষ্ট ফরমে উপস্থাপন করা হয়েছে। উপরন্তু সংশ্লিষ্টদের অবগতির জন্য গুরুত্বপূর্ণ বিধান সমূহ নিম্নে উল্লেখ করা হল:

(চ) প্রধান শিক্ষকের বেলায় মূল্যায়নকারী হবেন উপজেলা মাধ্যমিক শিক্ষা কর্মকর্তা এবং প্রতিস্বাক্ষরকারী হবেন স্কুল ম্যানেজিং কমিটির সভাপতি। সহকারী শিক্ষকের জন্য মূল্যায়নকারী হবেন প্রধান শিক্ষক এবং প্রতিস্বাক্ষরকারী হবেন স্কুল ম্যানেজিং কমিটির সভাপতি। সহকারী শিক্ষকের জন্য মূল্যায়নকারী হবেন সহকারী প্রধান শিক্ষক এবং প্রতিস্বাক্ষরকারী হবেন প্রধান শিক্ষক।

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার

শিক্ষা মন্ত্রণালয়

বাংলাদেশ সচিবালয়, ঢাকা।

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তারিখ: ১৯/১১/২০১৪

বিষয়: বেসরকারি স্কুল/স্কুল এন্ড কলেজে মাধ্যমিক, নিম্ন মাধ্যমিক ও সংযুক্ত প্রাথমিক স্তরে শিক্ষার্থী ভর্তি নীতিমালা-২০১৪।

১৯. শিক্ষা বোর্ডের আওতাধীন রেজিস্ট্রেশনধারী শিক্ষার্থী ভর্তি পরীক্ষায় নির্বাচিত হলে সংশ্লিষ্ট প্রতিষ্ঠান প্রধান প্রয়োজনীয় ব্যবস্থা গ্রহণের জন্য শিক্ষা বোর্ডকে অবহিত করবেন। এ ক্ষেত্রে শিক্ষা বোর্ড নতুন ভর্তিকৃত শিক্ষার্থীদের রেজিস্ট্রেশন সংক্রান্ত তথ্যাদি হালনাগাদ করবেন।

২০. ভর্তির পরীক্ষার জন্য ব্যয় নির্বাহ: প্রতিষ্ঠান প্রধান সংশ্লিষ্ট গভনিং বডি/ম্যানেজিং কমিটির অনুমোদন সাপেক্ষে সর্বোচ্চ স্বচ্ছতা বজায় রেখে যাবতীয় ব্যয় নির্বাহ করবেন। এ ক্ষেত্রে সংশ্লিষ্ট আর্থিক বিধি-বিধান প্রযোজ্য হবে; কোন ব্যত্যয় হলে প্রতিষ্ঠান প্রধান ব্যক্তিগতভাবে দায়ী থাকবেন।

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার

শিক্ষা মন্ত্রণালয়

বাংলাদেশ সচিবালয়, ঢাকা।

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নং-৩৭.০০.০০০০.০৭২.৪৪.০৯০.১২-৫৫৯

তারিখ: ২৯/১০/২০১৫

বিষয়: বেসরকারি স্কুল/স্কুল এন্ড কলেজে মাধ্যমিক, নিম্ন মাধ্যমিক ও সংযুক্ত প্রাথমিক স্তরে শিক্ষার্থী ভর্তি নীতিমালা-২০১৫।

৭। ভর্তি পরীক্ষার পদ্ধতি:

ঘ) প্রতিষ্ঠান প্রধানগণ নিজ নিজ প্রতিষ্ঠানের শূন্য আসনে সংখ্যা উল্লেখপূর্বক ভর্তি বিজ্ঞপ্তি প্রচার করবেন। এ ছাড়া ভর্তি কমিটি জাতীয়/স্থানীয় পত্রিকায়/ওয়েবসাইটে বিজ্ঞপ্তি প্রকাশের মাধ্যমে প্রচারের ব্যবস্থা নিবেন।

১৯। শিক্ষা বোর্ডের আওতাধীন রেজিস্ট্রেশনধারী শিক্ষার্থী ভর্তি পরীক্ষায় নির্বাচিত হলে সংশ্লিষ্ট প্রতিষ্ঠান প্রধান প্রয়োজনীয় ব্যবস্থা গ্রহণের জন্য শিক্ষা বোর্ডকে অবহিত করবে। এক্ষেত্রে শিক্ষা বোর্ড নতুন ভর্তিকৃত শিক্ষার্থীদের রেজিস্ট্রেশন সংক্রান্ত তথ্যাদি হালনাগাদ করবেন।

২০। ভর্তি পরীক্ষার জন্য ব্যয় নির্বাহ: প্রতিষ্ঠান প্রধান সংশ্লিষ্ট গভনিং বডি/ম্যানেজিং কমিটির অনুমোদন সাপেক্ষে সর্বোচ্চ স্বচ্ছতা বজায় রেখে যাবতীয় ব্যয় নির্বাহ করবেন। এক্ষেত্রে সংশ্লিষ্ট আর্থিক বিধি-বিধান প্রযোজ্য হবে; কোন ব্যত্যয় হলে প্রতিষ্ঠান প্রধান ব্যক্তিগতভাবে দায়ী থাকবেন।

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার

শিক্ষা মন্ত্রণালয়

বাংলাদেশ সচিবালয়, ঢাকা।

নং-৩৭.০০.০০০০.০৭১.০৯.০০৫.০৭-৮৭

তারিখ: ২৭/০১/২০১৪

পরিপত্র

লক্ষ্য করা যাচ্ছে যে, জনপ্রতিনিধি, গুরুত্বপূর্ণ ব্যক্তি ও পদস্থকর্মকর্তাগণ বিভিন্ন জেলা, উপজেলা বা অন্যান্য স্থান বা শিক্ষা প্রতিষ্ঠান পরিদর্শনকালে ছাত্র-ছাত্রীদের রাস্তায় দাঁড় করিয়ে এবং শ্রেণী পাঠদান কার্যক্রম স্থগিত করে বর্ণিত ব্যক্তিদের সংবর্ধনা প্রধান করা হয়। এসব সংবর্ধনা অনুষ্ঠানে কোমল মতি শিক্ষার্থীদের দীর্ঘ সময় খোলা আকাশের নিচে রাস্তায় মাঠে বা অনুষ্ঠান স্থলে দাঁড় করিয়ে রাখার কারণে একদিকে যেমন শিক্ষার্থীদের মূল্যবান সময় নষ্ট করা হয় এবং শিক্ষা কার্যক্রম মারাত্মকভাবে ব্যাহত হয় তেমনি শিক্ষার্থীদের উপর শারীরিক মানসিক চাপ পড়ে। বিষয়টি সুষ্ঠু শিক্ষার অন্তরায়, যা অনাকাঙ্ক্ষিত ও অনভিপ্রেত।

৩। শিক্ষার সুষ্ঠু, সুন্দর পরিবেশ বজায় রাখা, শিক্ষা কার্যক্রমে কোনরূপ ব্যাঘাত সৃষ্টি না করা এবং কোমল মতি শিক্ষার্থীদের শারীরিক ও মানসিক দিকসহ সার্বিক বিবেচনায় এরূপ সংবর্ধনা অনুষ্ঠান উপলক্ষে ছাত্র-ছাত্রীদের দাঁড় করিয়ে সংবর্ধনা প্রদান না করার জন্য সংশ্লিষ্ট সকলকে নির্দেশ প্রদান করা হল।

অন্যথায় প্রতিষ্ঠান প্রধান ও ব্যবস্থাপনা কমিটির বিরুদ্ধে কঠোর আইনানুগ ব্যবস্থা গ্রহণ করা হবে।

বিভিন্ন শিক্ষা প্রতিষ্ঠানের শিক্ষার্থীদের শিক্ষা সফর বা পিকনিকে যাবার বিষয়ে নির্দেশনা

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার

শিক্ষা মন্ত্রণালয়

শাখা-১ (প্রশাসন ও সংস্থাপন)

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স্মারক নং- ৩৭.০০.০০০০.০৬১.০১৮.৫০.১৩-৩৩৫

তারিখ: ১৭/০৪/২০১৪

বিষয়: বিভিন্ন শিক্ষা প্রতিষ্ঠানের শিক্ষার্থীদের শিক্ষা সফর বা পিকনিকে যাবার বিষয়ে মন্ত্রণালয়ের নির্দেশনা পালন।

- শিক্ষা সফর বা পিকনিকে যাবার পূর্বেই প্রতিষ্ঠান প্রধানের অনুমতি গ্রহণ করতে হবে।

সরকারী ও বেসরকারী স্কুলে উচ্চ মূল্যে ভর্তি ফরম বিক্রি এবং অতিরিক্ত বেতন গ্রহণ না করার জন্য নির্দেশনা প্রদান

সংক্রান্ত

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার

শিক্ষা মন্ত্রণালয়

নং-শিম/শা:১১/৯(৮)/২০০১/৫৪

তারিখ: ২০/০১/২০০৩

“পরিপত্র”

সম্প্রতি সরকারের গোচরীভূত হয়েছে যে, দেশের সরকারী ও বেসরকারী স্কুলে ভর্তি পরীক্ষাকে কেন্দ্র করে স্কুলগুলোতে উর্ধ্বমূল্যে ভর্তি ফরম বিক্রি এবং অতিরিক্ত বেতন গ্রহণ করা হচ্ছে। ফলে অভিভাবক নানাভাবে হয়রানির শিকার হচ্ছেন, যা কাম্য নয়। প্রচলিত বিধান অনুযায়ী সরকারী স্কুলে ৬০/- টাকা হারে ভর্তি ফরম বিক্রি করা হয়। বেসরকারী স্কুলে ৬০/- টাকা হারে ভর্তি ফরম বিক্রি করার নির্দেশ দেয়া হলো। যজিসংগত কারণে কোন প্রতিষ্ঠান যদি এর বাইরে অনেক মূল্যে ভর্তি ফরম বিক্রি করতে চায় তাহলে মহাপরিচালক, মাধ্যমিক ও উচ্চ মাধ্যমিক শিক্ষা অধিদপ্তর এর পূর্বানুমতি নিয়ে তা করতে হবে। অন্যথায় বিধি বহির্ভূত অর্থ আদায় অপরাধ বলে বিবেচিত হবে। এমতাবস্থায়, দেশের সকল সরকারী/বেসরকারী শিক্ষা প্রতিষ্ঠান প্রধানদের উল্লিখিত বিষয়ে দৃষ্টি আকর্ষণপূর্বক নিয়মনীতির বাহিরে কোন প্রকার অর্থ আদায় না করার জন্য নির্দেশ দেয়া যাচ্ছে। নির্দেশনা লংঘিত হলে সংশ্লিষ্ট প্রতিষ্ঠান প্রধানদের বিরুদ্ধে স্কুলের রেজিস্ট্রেশন বাতিল ও শিক্ষকদের এমপিও বন্ধ করাসহ প্রয়োজনীয় আইনানুগ

ব্যবস্থা গ্রহণ করা হবে। বিষয়টি সারাদেশের সকল সরকারী/বেসরকারী শিক্ষা প্রতিষ্ঠানের প্রধানকে অবহিত করা জন্য নির্দেশক্রমে অনুরোধ করা হলো।

শিক্ষার গুণগত মানোন্নয়নের লক্ষ্যে বিদ্যালয়কেন্দ্রিক ‘ক্যাচমেন্ট এলাকা’ নির্ধারণ

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার

শিক্ষা মন্ত্রণালয়

অধিশাখা শাখা-১১

নং- শিম/শা:১১/১২-২৩(ভর্তি)০৭/১৩৬৭

তারিখ: ১০/০৯/২০০৮

NSPR (National Strategy for Poverty Reduction) এর আলোকে ২০১৫ সালের মধ্যে মাধ্যমিক পর্যায়ে এনরোলমেন্ট (শিক্ষার্থী ভর্তি) ন্যূনতম ৬৬% এ উন্নতিকরণ, ড্রপ আউটের হার কমানোসহ শিক্ষার গুণগত মানোন্নয়নের লক্ষ্যে বিদ্যালয় কেন্দ্রিক “ক্যাচমেন্ট এলাকা” নির্ধারণের বিষয়ে সরকার সিদ্ধান্ত গ্রহণ করেছে। কোন নির্দিষ্ট এলাকার মাধ্যমিক বিদ্যালয়ে গমনোপযোগী ১১ থেকে ১৫ বছর বয়সী ছেলে- মেয়েরা যাতে হাটা দূরত্ব (Walking Distance) অতিক্রম করে সঠিক সময়ে বিদ্যালয়ে উপস্থিত হতে পারে এবমন নির্দিষ্ট এলাকাটিই হবে কোন প্রতিষ্ঠানের নির্ধারিত ‘ক্যাচমেন্ট এলাকা’।

৩। ক্যাচমেন্ট এলাকা নির্ধারণের ক্ষেত্রে প্রধান শিক্ষককে মূল দায়িত্ব পালন করতে হবে। তিনি প্রতি বছর ডিসেম্বর মাসে বিদ্যালয় ব্যবস্থাপনা কমিটি কর্মরত শিক্ষক মন্ডলী, অভিভাবক ও এলাকার শিক্ষানুরাগী ব্যক্তিবর্গের সহযোগিতা নিয়ে জরিপ কাজ সম্পাদনের মাধ্যমে বিদ্যালয় ক্যাচমেন্ট এলাকার স্কেচ ম্যাপ তৈরী করে বিদ্যালয়ের সংরক্ষণ করবেন। এছাড়া মাধ্যমিক বিদ্যালয়ে গমনোপযোগী (১১ থেকে ১৫ বছর বয়সী) ছেলেমেয়েদের তথ্যাদির (নাম, পিতার নাম, গ্রাম, বয়স, ইত্যাদি উল্লেখসহ) সংরক্ষণ করতে হবে। জরিপ কাজ শুরু পূর্বে জরিপ চলাকালীন সময়ে শিক্ষা প্রতিষ্ঠানকে কেন্দ্র করে অভিভাবক, জনপ্রতিনিধি, বিদ্যালয় ব্যবস্থাপনা কমিটি, স্থানীয় গণ্যমান্য ব্যক্তিকে নিয়ে উদ্বুদ্ধকরণ সভা করতে হবে। উদ্বুদ্ধকরণের জন্য “উঠান বৈঠক” এবং “হোম-ভিজিট” কে অধিকতর গুরুত্ব দেয়া যেতে পারে।

শিক্ষা প্রতিষ্ঠানে অধ্যয়নরত ছাত্র/ছাত্রীদেরকে শারীরিক শান্তি প্রদান বন্ধকরণ প্রসঙ্গে

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার

শিক্ষা মন্ত্রণালয়

আইনসেল

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স্মারক নং- ৩৭.০৩১.০০৪.০২.০০.১৩৪.২০১০-৪৫১

তারিখ: ০৯/০৮/২০১০

পরিপত্র

বিষয়: শিক্ষা প্রতিষ্ঠানে অধ্যয়নরত ছাত্র/ছাত্রীদেরকে শারীরিক শাস্তি প্রদান বন্ধকরণ প্রসঙ্গে।

৪। শিক্ষা প্রতিষ্ঠান প্রধানগণ নিজ নিজ প্রতিষ্ঠানে শারীরিক শাস্তি প্রদান বন্ধের বিষয়ে প্রয়োজনীয় পদক্ষেপ গ্রহণ করবেন:

শিক্ষা প্রতিষ্ঠানে ছাত্র/ছাত্রীদের শারীরিক ও মানসিক শাস্তি রহিত করা সংক্রান্ত নীতিমালা

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার

শিক্ষা মন্ত্রণালয়

আইনসেল

স্মারক নং- ৩৭.০৩১.০০৪.০২.০০.১৩৪.২০১০-১৫১

তারিখ: ২১/০৪/২০১১

পরিপত্র

বিষয়: শিক্ষা প্রতিষ্ঠানে ছাত্র/ছাত্রীদের শারীরিক ও মানসিক শাস্তি রহিত করা সংক্রান্ত নীতিমালা-২০১১

৫। শারীরিক ও মানসিক শাস্তি রহিত করার লক্ষ্যে শিক্ষা প্রতিষ্ঠান প্রধান/ব্যবস্থাপনা কমিটি/শিক্ষা প্রতিষ্ঠান সংশ্লিষ্ট ব্যক্তিবর্গ/স্থানীয় প্রশাসন/শিক্ষা মন্ত্রণালয় ও এর অধীন দপ্তর, অধিদপ্তর ও শিক্ষা বোর্ড সমূহকে এক যোগে প্রচারণামূলক কাজ করতে হবে।

৬। শিক্ষা প্রতিষ্ঠানের ব্যবস্থাপনা কমিটি, শিক্ষা প্রতিষ্ঠান প্রধান, শিক্ষক-কর্মচারীগণের করণীয়:

খ) শিক্ষা প্রতিষ্ঠান প্রধান সংশ্লিষ্ট সকলকে শারীরিক শাস্তির কুফল সম্পর্কে অবহিত করবেন।

শিক্ষা প্রতিষ্ঠানে শিক্ষকদের কোচিং বাণিজ্য বন্ধ নীতিমালা-২০১২

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার

শিক্ষা মন্ত্রণালয়

বাংলাদেশ সচিবালয়, ঢাকা

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স্মারক নং- শিম/শা:১১/৩-৯/২০১১/৪০১

তারিখ: ২০/০৬/২০১২

বিষয়: শিক্ষা প্রতিষ্ঠানে শিক্ষকদের কোচিং বাণিজ্য বন্ধ নীতিমালা-২০১২

৩। কোন শিক্ষক তার নিজ শিক্ষা প্রতিষ্ঠানের শিক্ষার্থীকে কোচিং করতে পারবেন না। তবে শিক্ষা প্রতিষ্ঠান প্রধানের পূর্বনুমতি সাপেক্ষে দৈনিক বা প্রতিদিন অন্য যে কোন শিক্ষা প্রতিষ্ঠানের সীমিত সংখ্যক {১০ (দশ) জনের বেশী নয়} শিক্ষার্থীকে প্রাইভেট পড়াতে পারবেন। এক্ষেত্রে প্রতিষ্ঠানকে প্রধানকে লিখিতভাবে ছাত্র-ছাত্রীর তালিকা (রোল, শ্রেণী উল্লেখসহ) জানাতে হবে।

৮। শিক্ষা প্রতিষ্ঠানসমূহে কোচিং বাণিজ্য বন্ধে শিক্ষা প্রতিষ্ঠান প্রধান প্রয়োজনীয় প্রচারণা এবং অভিভাবকদের সাথে মতবিনিময় করবেন।

মাধ্যমিক ও উচ্চ মাধ্যমিক বিদ্যালয়, মাদরাসা, কারিগরি শিক্ষা প্রতিষ্ঠানে টয়লেট ও স্যানিটেশন ব্যবস্থা উন্নতকরণ

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার

শিক্ষা মন্ত্রণালয়

অধিশাখা-১০ (মাধ্যমিক-১)

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নং-৩৭.০০.০০০০.০৭১.০৫.০০১.০৪-৫২৯

তারিখ: ২৩/০৬/২০১৫

পরিপত্র

বিষয়: মাধ্যমিক ও উচ্চ মাধ্যমিক বিদ্যালয়, মাদরাসা, কারিগরি শিক্ষা প্রতিষ্ঠানে টয়লেট ও স্যানিটেশন ব্যবস্থা উন্নতকরণ

২। টয়লেট পরিচ্ছন্ন রাখার জন্য শিক্ষকদের নেতৃত্ব দিতে হবে। শিক্ষা প্রতিষ্ঠানসমূহে স্কাউট, গার্লস গাইড নিয়ে টয়লেট ও স্যানিটেশন কমিটি গঠন করা যেতে পারে। প্রধান শিক্ষক শিক্ষার্থীদের দলে বিভক্ত করে পালাক্রমে সারা বছরের জন্য টয়লেট পরিষ্কার রাখার দায়িত্ব নিবেন।

স্কাউট ফি বাবদ আদায়কৃত অর্থ যথাক্রমে সংশ্লিষ্ট প্রত্যেক 'বিদ্যালয় স্কাউট তহবিলে' ও উপজেলা/জেলা স্কাউটসের সম্পাদক বরাবরে যথারীতি জমা দেয়া এবং কেবলমাত্র স্কাউট কার্যক্রমেই ব্যয় নিশ্চিত করণ।

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার

মাধ্যমিক ও উচ্চ শিক্ষা অধিদপ্তর

বাংলাদেশ, ঢাকা

পরিপত্র

৩। বর্ণিত প্রেক্ষাপটে, পরিকল্পিতভাবে স্কাউটিং এর উন্নয়ন ও সম্প্রসারণের মাধ্যমে সারা দেশব্যাপী স্কাউট আন্দোলন আরো জোরদার করে গড়ে তোলার লক্ষ্যে, সার্বিকভাবে বিবেচনা করে, নিম্নলিখিত সিদ্ধান্ত গৃহীত হয়েছে।

খ) স্কাউট দল গঠন ও দলের সুষ্ঠু পরিচালনা দেশের মাধ্যমিক ও নিম্নমাধ্যমিক বিদ্যালয়/মাদরাসা/কারিগরি শিক্ষা প্রতিষ্ঠানসমূহের প্রধানগণ (পদাধিকার বলে, গ্রুপ কমিটির সভাপতি) এক বিশেষ ভূমিকা পালন করে থাকেন। স্কাউট দল পরিচালনায় ও স্কাউটিং কার্যক্রমের সুষ্ঠু বাস্তবায়নে তাদেরকে নিম্নোক্তভাবে যথাযথ নেতৃত্ব প্রদান ও ভূমিকা পালনের অনুরোধ জানানো যাচ্ছে।

শিক্ষা প্রতিষ্ঠান প্রদানের ভূমিকা:

১। বাংলাদেশ স্কাউটসের বিধি-বিধান অনুযায়ী, প্রত্যেক বিদ্যালয়/মাদারা/কারিগরি শিক্ষা প্রতিষ্ঠান প্রয়োজনীয় গুণাবলী ও যোগ্যতাসম্পন্ন একজন উপযুক্ত শিক্ষককে ইউনিট লীডার হিসেবে মনোনয়ন দান, 'স্কাউট ডেন' গঠন স্কাউট দল পরিচালনায় তাঁকে প্রয়োজনীয় অনুপ্রেরণা ও উৎসাহ দান এবং পর্যায়ক্রমে সহকারী ইউনিট লীডার/ইনস্ট্রাক্টর/উপদেষ্টা নিয়োগের ব্যবস্থা গ্রহণ।

- ২। গ্রুপ কমিটির নিয়মিত সভা আহ্বান, সভায় ইউনিটের কার্যক্রম ও কার্যকারিতার নিয়মিত পর্যালোচনা করা এবং ইউনিটের স্কাউটিং কার্যক্রম পরিচালনায় প্রয়োজনীয় উপদেশ-পরামর্শ ও সাহায্য-সহযোগিতা প্রদান।
- ৩। ইউনিট লিডার ও সহকারী ইউনিট লীডারদের সনদপত্র প্রাপ্তি নিশ্চিতকরণ, ইউনিটের বার্ষিক কর্মসূচী অনুমোদন ও বাংলাদেশ স্কাউটস কর্তৃক সময়ে সময়ে জারীকৃত নির্দেশনা অনুযায়ী বার্ষিক বাজেট প্রণয়ন, অনুমোদন, বাস্তবায়ন ও মনিটরিং নিশ্চিতকরণ।
- ৪। ইউনিট লীডারদের দায়িত্ব পালন সম্পর্কিত মূল্যায়ন প্রতিবেদন প্রণয়ন করতঃ তা নিয়মিত উপজেলা সম্পাদক সমীপে প্রেরণ এবং ইউনিটের বিভিন্ন কার্যক্রমে সময়ে সময়ে ইউনিট লীডার/সহকারী ইউনিট লীডার/ইনস্ট্রাক্টর/উপদেষ্টাদের ব্যক্তিগত অংশগ্রহণের মাধ্যমে স্কাউট দলকে উৎসাহ প্রদান।
- গ) সংশ্লিষ্ট বিদ্যালয়/মাদরাসা/কারিগরি শিক্ষা প্রতিষ্ঠান প্রধানগণ কর্তৃক মনোনীত এবং প্রয়োজনীয় গুণাবলী ও যোগ্যতাসম্পন্ন একজন স্কাউট শিক্ষককে (ইউনিট লিডার): স্কাউট দল খোলা ও সুষ্ঠুভাবে পরিচালনার লক্ষ্যে যথাযথভাবে নিম্নোক্ত দায়িত্ব পালনের অনুরোধ জানানো যাচ্ছে:
- ৪। সংশ্লিষ্ট বিদ্যালয়/মাদ্রাসা/কারিগরি শিক্ষা প্রতিষ্ঠান প্রধানগণ কর্তৃক বর্ণিত কার্যক্রম যথারীতি গ্রহণ করতঃ এ সম্পর্কীয় বাস্তবায়ন প্রতিবেদন অবিলম্বে উপজেলা স্কাউটস এর সম্পাদক সমীপে প্রেরণ করা হবে।

শিক্ষা প্রতিষ্ঠানসমূহ ও ধূমপানমুক্ত রাখা সংক্রান্ত বিষয়ে নির্দেশনা

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার

শিক্ষা মন্ত্রণালয়

শাখা-৪ (সমন্বয় ও সংসদ)

স্মারক নং- ৩৭.০০.০০০০.০৬৫.৪১.০০৩.২০১৫-৪৯৬

তারিখ: ১৯/০৮/২০১৫

বিষয়: শিক্ষা প্রতিষ্ঠানসমূহ তামাক ও ধূমপানমুক্ত রাখা।

দেশে বিদ্যমান ধূমপান ও তামাকজাত দ্রব্য ব্যবহার (নিয়ন্ত্রণ) আইন ২০০৫ (সংশোধিত ২০১৩) এবং বিধিমালা ২০১৫ অনুযায়ী “পাবলিক প্রেস” এ ধূমপান আইনত দণ্ডনীয় অপরাধ। উল্লিখিত আইনানুযায়ী শিক্ষা প্রতিষ্ঠানসমূহ পাবলিক প্লেসের অন্তর্ভুক্ত।

এমতাবস্থায়, সকল শিক্ষা প্রতিষ্ঠানের প্রধানকে তাদের নিজ নিজ প্রতিষ্ঠান ধূমপানমুক্ত রাখার পাশাপাশি শিক্ষক শিক্ষার্থীদের মাঝে ধূমপান ও তামাকজাত দ্রব্য ব্যবহারের ক্ষতিকর প্রভাব সম্পর্কে সচেতনতা বৃদ্ধির উদ্যোগ গ্রহণ এবং শিক্ষা প্রতিষ্ঠানের দৃশ্যমান স্থানে ধূমপানমুক্ত সাইনেজ বা নির্দেশনা লাগানোর জন্য নির্দেশক্রমে অনুরোধ করা হলো।

বেসরকারী মাধ্যমিক বিদ্যালয় ম্যানেজিং কমিটি বিধিমালা (বিভিন্ন সংশোধনীসহ)

স্বীকৃতিপ্রাপ্ত বেসরকারী মাধ্যমিক স্কুলের ম্যানেজিং কমিটি বিধিমালা-১৯৭৭

স্মারক নং- ১০২সি/ইএসটি/৭৩

তারিখ: ০৫/০৩/১৯৭৭

The board of intermediate and Secondary Education, (Managing Committee of the Recognized Non-Government Secondary Schools) Regulation, 1977.

৪। (১) রেগুলেশন-৫-এর বিধান মোতাবেক, নিম্নের সদস্যগণ নিয়ে কমিটি গঠিত হবে;

(বি) সদস্য সচিব

স্কুলের প্রধান শিক্ষক বা শিক্ষায়ত্নী (পদাধিকার বলে)

৮। (১) কমিটি ভেঙে দিলে বা মেয়াদ শেষ হবার পূর্বে বর্তমান কমিটি পরবর্তী পুনর্গঠনে ব্যর্থ হলে বোর্ড ছ'মাসের জন্য একটি এডহক কমিটি গঠন করবে।

(২) নিচের সদস্যগণের নিয়ে এডহক কমিটি গঠিত হবে;

(বি) সদস্য সচিব

স্কুলের প্রধান শিক্ষক বা শিক্ষায়ত্নী (পদাধিকার বলে)

৯। (১) জেলা সদরের ক্ষেত্রে জেলা প্রশাসক কর্তৃক নিয়োগকৃত একজন প্রিজাইডিং অফিসার ও জেলা সদরের বাইরের ক্ষেত্রে সাবডিভিশনাল অফিসার কর্তৃক নিয়োগকৃত প্রিজাইডিং অফিসার নির্বাচন অনুষ্ঠান পরিচালনা করবেন। জেলা সদরের ও মহকুমা সদরের বাইরের ক্ষেত্রে সার্কেল অফিসার নিজে বা তৎকর্তৃক নিয়োগকৃত প্রিজাইডিং অফিসার নির্বাচন অনুষ্ঠান পরিচালনা করবেন।

তবে শর্ত থাকে যে, সংশ্লিষ্ট প্রধান শিক্ষক বা শিক্ষায়ত্নী শিক্ষক-প্রতিনিধি নির্বাচন অনুষ্ঠান পরিচালনা করবেন।

৩। নির্বাচন অনুষ্ঠানের কমপক্ষে বিয়াল্লিশ দিন পূর্বে স্কুলের প্রধান শিক্ষক সাময়িক ভোটার তালিকা প্রস্তুত করতে অনুমোদনের জন্য কমিটির নিকট পেশ করবেন।

১৪। নির্বাচনের নির্ধারিত তারিখ ও সময় বিষয়ক নোটিশ প্রধান শিক্ষক কর্তৃক স্কুলের নোটিশ-বোর্ডে ও ক্লাসের মাধ্যমে কমপক্ষে নির্বাচনের সাত দিন পূর্বে প্রচারিত হতে হবে।

২০। নির্বাচন সংক্রান্ত কোন অভিযোগ থাকলে তা নির্বাচন সমাপ্ত হবার তিন দিনের মধ্যে সংশ্লিষ্ট মহকুমা প্রশাসক বরাবর (বোর্ড ও প্রধান শিক্ষককে কপি দিয়ে) করা যাবে। সংশ্লিষ্ট মহকুমা প্রশাসক ত্রিশ দিনের মধ্যে হয় নির্বাচন নিশ্চিত করবেন, না হয় বাতিল করবেন, এ রূপে ইহা নিষ্পত্তি করবেন এবং বোর্ড ও প্রধান শিক্ষককে এর সিদ্ধান্ত জানিয়ে দিবেন।

২১। নির্বাচন শেষে তিন দিনের মধ্যে কে কোন ক্যাটাগরির বিপরীতে নির্বাচিত হলেন তা প্রধান শিক্ষক প্রসিডিংস এর কপিসহ বোর্ডকে জানিয়ে দিবেন।

১২। (৫) সদস্য-সচিব সভাপতির সাথে পরামর্শক্রমে চব্বিশ ঘন্টার নোটিশ জরুরী সভা আহ্বান করতে পারেন। জরুরী সভার কার্যবিবরণী সাধারণ সভায় অনুমোদিত হতে হবে। স্কুল ছুটির সময়েও জরুরী অবস্থার প্রেক্ষিতে সভা আহ্বান করা যেতে পারে। সভাপতিও জরুরী সভা আহ্বান করতে পারেন।

(৯) সদস্য-সচিব সভার কার্যবিবরণী বাঁধানো খাতায় সংরক্ষণ করবেন। সদস্য-সচিব ও সভাপতির উদ্যোগে সভার কার্যবিবরণী পরবর্তী সভায় অনুমোদিত হবে।

১৬। (১) প্রধান শিক্ষক স্কুল তহবিল, স্কুলের দলিল এবং অন্যান্য আইনানুগ ডকুমেন্ট ও স্কুলের অন্যান্য রেকর্ডপত্রের দায়িত্বপ্রাপ্ত ব্যক্তি হবেন।

(২) দৈনন্দিন প্রশাসনে শিক্ষক স্কুলের একাডেমিক প্রধান হবেন এবং যেখানে কমিটির কোন হস্তক্ষেপ থাকবে না বিশেষ করে ছাত্র-ছাত্রীদের ভর্তি, ক্লাস প্রমোশন, বোর্ড পরীক্ষার জন্য ছাত্র-ছাত্রী নির্বাচন, টাইম-টেবল তৈরী ও স্কুলের অন্যান্য একাডেমিক বিষয়। ছাত্র/ছাত্রীদের পদোন্নতি ও বোর্ড পরীক্ষায় অংশগ্রহণের বিষয়ে প্রধান শিক্ষক সভায় অন্যান্য শিক্ষকের সঙ্গে পরামর্শক্রমে সিদ্ধান্ত নেবেন।

বেসরকারি শিক্ষা প্রতিষ্ঠান (স্কুল, কলেজ, মাদ্রাসা ও কারিগরি শিক্ষা প্রতিষ্ঠানসমূহ) এর শিক্ষক-কর্মচারীদের বেতন-

ভাতাদির সরকারী অংশ প্রদান এবং জনবলকাঠামো সম্পর্কিত নির্দেশিকা

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার

শিক্ষা মন্ত্রণালয়

স্মারক নং- শা: ১৩/এমপিও-১২/২০০৯/৭৫

তারিখ: ০৪ ফেব্রুয়ারী ২০১০ইং

পরিপত্র

৬.১.২। (গ) প্রতিটি মাধ্যমিক বিদ্যালয়ে একক শ্রেণীর/শাখার শিক্ষার্থীর সংখ্যা হবে ৫০ (পঞ্চাশ)। তবে শিক্ষার্থীর সংখ্যা ৫০ এর অধিক হলে পরবর্তী ৪০ (চল্লিশ) জনের জন্য ২য় শাখা খোলা যাবে। তৃতীয়/পরবর্তী প্রতি শাখার জন্য পূর্ববর্তী শাখায় ৫০ (পঞ্চাশ) জন পূর্ণ হতে হবে। প্রতি শাখার জন্য ১ (এক) জন হিসাবে গণনাপূর্বক শিক্ষক সংখ্যা বৃদ্ধি পাবে। তবে কেনা বিষয়ে একাধিক শিক্ষক নিয়োগ করা যাবে না।

৮। প্রতিষ্ঠান শিফট খোলার শর্তাবলী: কোন শিক্ষা প্রতিষ্ঠানের বিদ্যমান শ্রেণীসমূহের মধ্যে শ্রেণীভিত্তিক ছাত্র-ছাত্রী সংখ্যা ১৫০ জনের অধিক তথা তিনটির অতিরিক্ত শাখা হলে ঐ শ্রেণীর জন্য ২য় শিফট খোলা যাবে। তবে ২য় শিক্ষক ও কর্মচারীদের বেতন-ভাতাদির সরকারি অংশ প্রদান করা যাবে।

১৯৭৭ সনের মাধ্যমিক ও উচ্চ মাধ্যমিক শিক্ষা বোর্ডের বেসরকারী মাধ্যমিক বিদ্যালয় পরিচালনা কমিটি সংক্রান্ত

রেগুলেশনস্-এর সংশোধনী প্রসঙ্গে

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার

শিক্ষা মন্ত্রণালয়

শিক্ষা বিভাগ, ঢাকা।

নং শাঃ ৪/৫সি-৮/৮৬-শিক্ষা

তারিখ: ০৭/০৯/১৯৯৫

“প্রজ্ঞাপন”

(খ) সদস্য-সচিব হিসাবে সংশ্লিষ্ট বেসরকারী মাধ্যমিক বিদ্যালয়ের প্রধান শিক্ষক/প্রধান শিক্ষিকা নির্দিষ্ট সময়সীমার মধ্যে বিদ্যালয় পরিচালনা কমিটির প্রথম বৈঠক আহ্বান করিবেন।

মাধ্যমিক উচ্চ মাধ্যমিক শিক্ষা বোর্ড, ঢাকা (মাধ্যমিক ও উচ্চ মাধ্যমিক স্তরের বেসরকারি শিক্ষা প্রতিষ্ঠানের গভাণিং

বডি ও ম্যানেজিং কমিটি) প্রবিধামালা, ২০০৯’

মাধ্যমিক ও উচ্চ মাধ্যমিক শিক্ষা বোর্ড, ঢাকা

প্রজ্ঞাপন

এস.আরও নং-৯৯/আইন/২০০৯

তারিখ: ০৮/০৬/২০০৯

এস.আর.ও নং- ৯৯/আইন/২০০৯। Intermediate and Secondary Education Ordinance, 1961(E.P.Ord.No.XXXIII of 1961) এর section 39 এ প্রদত্ত ক্ষমতাবলে, সরকারের পূর্বানুমোদনক্রমে, মাধ্যমিক ও উচ্চ শিক্ষা বোর্ড, ঢাকা নিম্নরূপ প্রবিধানমালা প্রণয়ন করিল, যথা:

৮। ম্যানেজিং কমিটির সভাপতি নির্বাচন: (১) মাধ্যমিক স্তরের প্রত্যেক বেসরকারি শিক্ষা প্রতিষ্ঠানের অন্যান্য সদস্য নির্বাচন সম্পন্ন হইবার অনধিক সাত দিনের মধ্যে প্রতিষ্ঠান প্রধান উক্ত প্রতিষ্ঠানের ম্যানেজিং কমিটির সভাপতি নির্বাচনের উদ্দেশ্যে ম্যানেজিং কমিটির উক্তরূপ নির্বাচিত সদস্যগণের একটি সভা আহ্বান করিবেন।

২৭। নির্বাচনী কাগজপত্র প্যাকেটকরণ, সংরক্ষণ, ইত্যাদি: (১) নির্বাচনের ফলাফল প্রকাশের পর নির্বাচন সংশ্লিষ্ট সকল কাগজপত্র, ব্যালট পেপারের প্যাকেটসমূহ, অব্যবহৃত ব্যালট পেপারসমূহ একটি বড় প্যাকেটে সীলগালা করিয়া প্রিজাইডিং অফিসার প্রতিষ্ঠান প্রধানের নিকট হস্তান্তর করিবেন।

৪২। একাডেমিক বিষয়ে এখতিয়ার: মাধ্যমিক ও উচ্চ মাধ্যমিক স্তরের বেসরকারি শিক্ষা প্রতিষ্ঠানে একাডেমিক বিষয়ে শিক্ষা প্রতিষ্ঠান প্রধান ও শিক্ষকগণের এখতিয়ার থাকিবে।

৪৫। ব্যাংক হিসাব ও উহা পরিচালনা: (২) গভাণিং বডি বা ক্ষেত্রমত, ম্যানেজিং কমিটির সভাপতি এবং সদস্য-সচিবের যৌথ স্বাক্ষরে উক্ত হিসাব পরিচালিত হইবে।

- ৪৬। সদস্য-সচিব বা শিক্ষা প্রতিষ্ঠান প্রধানের দায়িত্ব ও ক্ষমতা: (১) এই প্রবিধানমালায় উল্লিখিত ক্ষমতা ছাড়াও মাধ্যমিক ও উচ্চ মাধ্যমিক স্তরের বেসরকারি শিক্ষা প্রতিষ্ঠানের প্রধান গভাণিং বডি বা ক্ষেত্রমত, ম্যানেজিং কমিটির সদস্য-সচিব হিসাবে প্রতিষ্ঠানের তহবিল ও সম্পত্তির দলিলপত্র এবং অন্যান্য রেকর্ডপত্র সংরক্ষণ করিবেন।
- (২) শিক্ষা প্রতিষ্ঠান প্রধান খসড়া বাজেট, ছুটির তালিকা, বিনা বেতনে পড়িবার উপযোগী শিক্ষার্থীগণের তালিকা প্রস্তুত করিবেন এবং এই সকল বিষয় গভাণিং বডি বা ক্ষেত্রমত, ম্যানেজিং কমিটির সভায় অনুমোদনের জন্য পেশ করিবেন।
- (৩) শিক্ষা প্রতিষ্ঠান প্রধান শিক্ষক-কর্মচারী নিয়োগ ও পদোন্নতি সংক্রান্ত প্রস্তাব এবং উন্নয়ন পরিকল্পনা গভাণিং বডি বা ক্ষেত্রমত, ম্যানেজিং কমিটির সভায় পেশ করিবেন।
- (৪) শিক্ষা প্রতিষ্ঠান প্রধান সকল শিক্ষক ও কর্মচারীর নৈমিত্তিক ছুটি মঞ্জুর করিতে পারিবেন।
- (৫) শিক্ষা প্রতিষ্ঠান প্রধান শিক্ষার্থীদের তত্ত্বাবধায়ক, উচ্চতর শ্রেণীতে প্রমোশন, পরীক্ষার জন্য শিক্ষার্থী নির্বাচন, সময় তালিকা তৈরী ও প্রতিষ্ঠানের অন্যান্য বিষয়ে প্রতিষ্ঠানের শিক্ষা প্রধান হইবেন এবং অন্যান্য শিক্ষকগণের সহিত পরামর্শক্রমে তিনি বর্ণিত বিষয়সমূহে প্রয়োজনীয় ব্যবস্থা গহণ করিবেন।
- (৬) এই প্রবিধানমালার অধীন দায়িত্ব পালনে অবহেলা কিংবা ব্যর্থতা শিক্ষা প্রতিষ্ঠান প্রধানের অসদাচরণ বলিয়া গণ্য হইবে এবং তাহার জন্য প্রযোজ্য শৃঙ্খলা সংক্রান্ত প্রবিধানের আওতায় শাস্তিযোগ্য হইবে এবং তজ্জন্য তাঁহার বেতন-ভাতা বাবদ সরকারি অনুদান প্রদান স্থগিত কিংবা বাতিল করা যাইবে।

বেসরকারি শিক্ষা প্রতিষ্ঠান স্বীকৃতি প্রদান ও নবায়নের নীতিমালা

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার

শিক্ষা মন্ত্রণালয়

শাখা-৪

নং- শাঃ ৪/১-৩২/৮৮/৫২৪-শিক্ষা

তারিখ: ১২-০৪-৮৯

* বেসরকারি শিক্ষা প্রতিষ্ঠান স্বীকৃতি প্রদান ও নবায়নের নীতিমালা

৪। সরকারী নিষেধাজ্ঞা আরোপের পরে আবেদনকারী শিক্ষা প্রতিষ্ঠানের ক্ষেত্রে অনুমতি/স্বীকৃতি প্রদানের জন্য নিম্নলিখিত নীতিমালা প্রণয়ন করা হইল:

(১) দূরত্ব:

(খ) মাধ্যমিক ও নিম্ন মাধ্যমিক বিদ্যালয়: অনুমতি/স্বীকৃতি প্রাপ্ত জন্য মাধ্যমিক/নিম্ন মাধ্যমিক বিদ্যালয় হইতে কমপক্ষে ৩ (তিন) মাইল দূরত্ব থাকিতে হইবে।

২। জমির পরিমাণ: বিভিন্ন পর্যায়ের পর্যায়ের শিক্ষা প্রতিষ্ঠানের জন্য নিম্নবর্ণিত ন্যূনতম অঞ্চল জমি থাকিতে হইবে এবং সংশ্লিষ্ট শিক্ষা প্রতিষ্ঠানের নামে জমির জন্য খারিজ ও ভূমি কর প্রদানের সাম্প্রতিকতম প্রমাণপত্র থাকিতে হইবে।

	শিক্ষা প্রতিষ্ঠানের ধরণ	মেট্রোপলিটন	পৌরশিল্প এলাকা	মফস্বল এলাকা	মন্তব্য
(ক)	কলেজ	শিথিল যোগ্য	১.৫০ একর	৩.০০ একর	কৃষি বিভাগের
(খ)	মাধ্যমিক বিদ্যালয়	০.২৫ একর	১.০০ একর	১.৫০ একর	জন্য অতিরিক্ত
(গ)	নিম্ন মাধ্যমিক বিদ্যালয়	০.২৫	০.৭০ একর	১.০০ একর	৩.০০ একর

৩। (খ) মাধ্যমিক বিদ্যালয়: বিদ্যালয় অবশ্যই পাকা মেঝেসহ পর্যাপ্ত পাকা/আধাপাকা গৃহাদি থাকিতে হইবে। প্রতি ছাত্র-ছাত্রীর জন্য ১০ (দশ) বর্গফুট হিসেবে শ্রেণীকক্ষ এবং প্রধান শিক্ষক-শিক্ষিকার কক্ষ, শিক্ষকদের কক্ষ, অফিস কক্ষ, লাইব্রেরী, ল্যাবরেটরী এবং ছাত্র-ছাত্রীদের কমনরুমসহ বিদ্যালয় ভবনের আয়তন সর্বনিম্ন ৪০০০ বর্গফুট (মফস্বল এলাকায় ৩৩০০ বর্গফুট) হইতে হইবে।

(গ) নিম্ন মাধ্যমিক বিদ্যালয় (৬ষ্ঠ হইতে ৮ম শ্রেণী পর্যন্ত): প্রতি ছাত্র-ছাত্রীর জন্য ১০ (দশ) বর্গফুট স্থান হিসাবে বিদ্যালয় গৃহের মোট আয়তন সর্বনিম্ন ২০০০ বর্গফুট হইতে হইবে। পৌর এলাকায় পাকা মেঝেসহ পর্যাপ্ত পাকা/আধাপাকা গৃহাদি থাকিতে হইবে। মফস্বলে কাঁচা মেঝে, বাঁশের বেড়া ও করোগেটেড টিনের চালা হইলেও চলিবে। শ্রেণী কক্ষসহ মোট সর্বনিম্ন ৭ (সাত)টি কক্ষ থাকিতে হইবে।

৪। (খ) মাধ্যমিক বিদ্যালয়: একটি মাধ্যমিক বিদ্যালয় নিম্নবর্ণিত ন্যূনতম সংখ্যক ছাত্র/ছাত্রী থাকিতে হইবে।

শহর এলাকা:	৬ষ্ঠ-৮ম শ্রেণী	২০০/১৮০
	৯ম শ্রেণী-১০ শ্রেণী	১০০/৮০
	মোট =	৩০০/২৬০

মফস্বল এলাকা:	৬ষ্ঠ-৮ম শ্রেণী	১৫০/১৩০ (বালিকা বিদ্যালয়ের জন্য)
	৯ম শ্রেণী-১০ শ্রেণী	৮০/৫০
	মোট =	২৩০/১৮০

(ঘ) নিম্ন মাধ্যমিক বিদ্যালয়: বিদ্যালয় শহর এলাকায় ৬ষ্ঠ হইতে ৮ম শ্রেণীতে কমপক্ষে ২০০ জন ও মফস্বল এলাকা ৬ষ্ঠ হইতে ৮ম শ্রেণীতে কমপক্ষে ১৫০ জন ছাত্র/ছাত্রী থাকিতে হইবে।

৯। আসবাবপত্র: ছাত্র/ছাত্রী ও শিক্ষক সংখ্যা অনুসারে চেয়ার, টেবিল, বেঞ্চ, হাইবেঞ্চ, আলমারী ইত্যাদিসহ প্রয়োজনীয় আসবাবপত্র পর্যাপ্ত পরিমাণে থাকিতে হইবে।

১০। বিজ্ঞানাগার ও বৈজ্ঞানিক সরঞ্জাম: শিক্ষা প্রতিষ্ঠানে বিভাগ খুলিতে হইলে প্রতিটি বিষয়ের জন্য স্বতন্ত্র ল্যাবরেটরী থাকিতে হইবে। ব্যবহারিক ক্লাসের জন্য পর্যাপ্ত বৈজ্ঞানিক যন্ত্রপাতি ও আসবাবপত্র থাকিতে হইবে। কলেজের ক্ষেত্রে প্রতি বিষয়ের জন্য যোগ্যতা সম্পন্ন প্রদর্শক শিক্ষক/শিক্ষিকা থাকিতে হইবে।

১১। গ্রন্থাগার ও গ্রন্থাগারিক:

(খ) মাধ্যমিক বিদ্যালয়: বিদ্যালয় গ্রন্থাগারে গঠিত বিষয়ের পাঠ্যপুস্তক ও রেফারেন্স পুস্তকসহ কমপক্ষে ১০,০০০ (দশ হাজার) টাকা মূল্যের বই থাকিতে হইবে। ছাত্র/ছাত্রীদের পাঠাগারের ব্যবস্থা থাকিতে হইবে। ছাত্র/ছাত্রীদের পাঠাগারের ব্যবস্থাও থাকিতে হইবে।

১২। স্যানিটারী সুবিধা: ছাত্র-ছাত্রী ও শিক্ষকদের জন্য আলাদা টয়লেট থাকিতে হইবে। ক্যাম্পাসে বিশুদ্ধ পানির ব্যবস্থা থাকিতে হইবে।

১৩। শরীরচর্চা ও স্কাউটিং: ছাত্র-ছাত্রীদের খেলাধুলার জন্য শরীরচর্চা ও স্কাউটিং এর বিশেষ সুবিধা থাকিতে হইবে। খেলাধুলার পর্যাপ্ত সরঞ্জাম ও একটি খেলার মাঠ (মেট্রোপলিটন এলাকায় শিথিলযোগ্য) এবং ব্যায়ামাগার থাকিতে হইবে। খেলাধুলার জন্য একজন প্রশিক্ষণপ্রাপ্ত শিক্ষক (কলেজের বি.পি.এড ডিগ্রীপ্রাপ্ত) নিয়োগ করিতে হইবে।

১৪। আবাসিক সুবিধা: দূরাঞ্চলের ছাত্র/ছাত্রী ও শিক্ষকদের জন্য আবাসিক ব্যবস্থা বাঞ্ছনীয়। অধ্যক্ষ/প্রধান শিক্ষকের জন্য স্বতন্ত্র আবাসিক ব্যবস্থা থাকিতে হইবে।

বেসরকারি শিক্ষা প্রতিষ্ঠানের হিসাবরক্ষণ ও নিরীক্ষা সংক্রান্ত পরিপত্র ও বিধিবিধান

বেসরকারি শিক্ষা প্রতিষ্ঠানের হিসাবরক্ষণ পদ্ধতি “নির্দেশিকা”

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার

শিক্ষা মন্ত্রণালয়

নং শাঃ ৪/১০এম-৫০/৮৩/৫৬০ (১৫০০০)-শিক্ষা

তারিখ: ১০ই জুন, ১৯৮৪

৪। অভিন্ন হিসাব রক্ষণ পদ্ধতি প্রবর্তনের প্রয়োজনীয়তাঃ

খ। যেহেতু প্রতিটি শিক্ষা প্রতিষ্ঠান জনগণের সম্পত্তি, ইহার আয়-ব্যয়ের সঠিক হিসাব সংরক্ষণ প্রধান শিক্ষক এবং সংশ্লিষ্ট শিক্ষা প্রতিষ্ঠান কর্তৃপক্ষের দায়িত্ব ও কর্তব্য। একটি শিক্ষা প্রতিষ্ঠানের প্রকৃত আর্থিক অবস্থা নিরূপণের জন্য সঠিক পদ্ধতিতে হিসাব রক্ষণ অপরিহার্য।

৬। সংজ্ঞা:

(গ) আয়ন-ব্যয়ন (ড্রইং এন্ড ডিসবারসিং) অফিসার: শিক্ষা প্রতিষ্ঠান প্রধান বা পরিচালনা কমিটি কর্তৃক নিয়োজিত ব্যক্তি যাহার মাধ্যমে এবং দায়িত্বে প্রতিষ্ঠানের টাকা লেনদেন হইয়া থাকে।

৯। আয়-ব্যয়ের হিসাব রক্ষণের মূলনীতি: (ফাইন্যান্সিয়াল রুল ৩৭, ৪৮ এস.আর. ৭ (১) ট্রেজারী রুল-১ম খন্ড: বি.আই.এস.ই. রেগুলেশন ১৯৭৭)।

চ) দৈনিক আয় (জমা) ও ব্যয় (খরচ) এর হিসাব ক্যাশ বই এবং সংশ্লিষ্ট অন্যান্য রেজিস্টারে যথাস্থানে অনুস্বাক্ষরসহ লিপিবদ্ধ করিতে হইবে এবং মাসান্তে ক্যাশ বহিতে মাসিক আয়-ব্যয়ের হিসাব সম্পন্ন (ক্লোজ) করিতে হইবে। এই হিসাবে মাসিক খাতওয়ারী উদ্বৃত্ত/ঘাটতি নির্ধারণ করা হইবে। আয়ন-ব্যয়ন অফিসার এবং প্রতিষ্ঠান প্রতি মাসান্তে ক্যাশ বহিতে তারিখসহ স্বাক্ষর প্রদান করিবেন।

১০। আয় (জমা) (ফাইন্যান্সিয়াল রুলস ২):

ঘ) (১) রসিদ বহির হিসাব একটি রেজিস্টারে সংরক্ষণ করিতে হইবে এবং তাহাতে কত তারিখে কতকগুলি রসিদ বহি ছাপান হইল, কোন তারিখে কত নম্বর রসিদ বহি ব্যবহারের জন্য বাহির করা হইল তাহা প্রতিষ্ঠান প্রধানের স্বাক্ষরসহ লিপিবদ্ধ করিতে হইবে। অব্যবহৃত রসিদ বহিগুলি কেবলমাত্র প্রতিষ্ঠান প্রধানের হেফাজতেই রাখিতে হইবে।

(ছ) প্রত্যেক রেজিস্টারে প্রতিদিনের এন্ট্রি শেষে প্রতিষ্ঠান প্রধানকে স্বাক্ষর করিতে হইবে।

১২। ক্যাশ বহি এবং অন্যান্য রেজিস্টার সংরক্ষণ (বেঙ্গল এডুকেশন কোড-অধ্যায় ৫ এবং অধ্যায় ৮, বি.আই.এস.ই রেগুলেশন, ১৯৭৭):

ক) আয়ন ও ব্যয় অফিসার (প্রতিষ্ঠান প্রধান) ক্যাশ বহি এবং অন্যান্য প্রয়োজনীয় রেজিস্টারসমূহ পূরণ ও সংরক্ষণের জন্য ব্যক্তিগতভাবে দায়ী থাকিবেন। তিনিও প্রতিষ্ঠানের হিসাব রক্ষক (হিসাব রক্ষক না থাকিলে হিসাব/সহকারী/প্রধান সহকারী) অবশ্যই প্রতি তারিখের হিসাব নিকাশ সমন্বয় পূর্বক সহি করিবেন। প্রতিটি ভাউচার ও ক্যাশ বহির প্রতিটি হিসাবের অংকে অনুস্বাক্ষর দিবেন।

খ) প্রতিটি রেজিস্টার এবং ক্যাশ বহি ভালভাবে বাঁধাই করিতে হইবে এবং ব্যবহারের পূর্বেই প্রতিষ্ঠান প্রধানের অনুস্বাক্ষরিত পৃষ্ঠা নং দিতে হইবে। ব্যবহারকৃত কোন রেজিস্টারের পাতা ছেঁড়া যাইবে না। প্রয়োজনবোধে (ভুলভ্রান্তি হইলে) বাতিল করা চলিবে এবং বাতিলকৃত পাতাটিতে লাল কালিতে বাতিলকৃত শব্দটি লিখিতে হইবে এবং প্রতিষ্ঠান তারিখসহ সহি থাকিতে হইবে।

গ) প্রতিটি রেজিস্টারের (ব্যবহারের প্রারম্ভে) মলাটের ভিতরের অংশে প্রতিষ্ঠান প্রধান/আয়ন-ব্যয়ন অফিসার প্রত্যায়ন পত্র প্রদান করিবেন।

৫। শিক্ষক এবং কর্মচারীদের হাজিরা খাতা: প্রতিটি কার্যদিবসে প্রত্যেক শিক্ষক এবং কর্মচারী তারিখওয়ারী হাজিরা খাতায় সহি করিবেন। কেহ ছুটিতে গেলে যে ছুটি করা হইয়াছে তাহা হাজিরা খাতায় রাখিতে হইবে। অনুরূপভাবে সাপ্তাহিক ছুটি এবং বিভিন্ন অবকাশের নাম হাজিরা খাতায় উল্লেখ থাকিতে হইবে। প্রতিষ্ঠানের প্রধান প্রত্যহ উক্ত খাতা শেষে সহি করিবেন।

৬। ছুটি রেজিস্টার: প্রত্যেক শিক্ষকের/কর্মচারীর জন্য পৃথক পৃথক পৃষ্ঠা রাখিয়া একটি ছুটি রেজিস্টারে রাখিতে হইবে যাহাতে সকল প্রকার মঞ্জুরিকৃত ছুটির বিবরণ লিপিবদ্ধ থাকিবে। প্রতিষ্ঠান প্রধান প্রত্যেক ছুটির বিবরণ সত্যায়িত করিবেন।

১৩। পরিদর্শন বহি (ভিজিটর বুক): পরিদর্শন কর্মকর্তার পরিদর্শনের তারিখসহ মন্তব্য পরিদর্শন বহিতে লিপিবদ্ধ রাখিতে হইবে।

১৫। পরিচালনা কমিটির সভার কার্যাবলী (রিজলিউশন বহি): (ক) পরিচালনা কমিটির সভায় গৃহীত প্রত্যেকটি সিদ্ধান্ত ধারাবাহিক ভাবে লিপিবদ্ধ করিতে হইবে এবং প্রতিটি কার্যবিবরণীতে সভাপতি এবং সদস্য সচিবকে তারিখসহ স্বাক্ষর করিতে হইবে। উপস্থিত সদস্যগণ তাঁহাদের নামের পার্শ্বে দস্তখত করিবেন। এই রেজিস্টারে ভাল কাগজ এবং রেক্সিন/চামড়ার বাঁধাই ব্যবহার করা হইবে। প্রতিটি কার্যবিবরণীতে কমিটির সভাপতির স্বাক্ষর থাকিতে হইবে। কোন

কারণ বশতঃ সভাপতি উপস্থিত হইতে না পারিলে পরবর্তী সভার পূর্বেই অনুষ্ঠিত সভার কার্যবিবরণীতে তাঁহার অনুমোদন লইতে হইবে। বাজেট সভা, ভাইস-চেয়ারম্যান নির্বাচনী সভা এবং অন্যান্য গুরুত্বপূর্ণ সভাতে কমিটির সভাপতির অবশ্যই উপস্থিত থাকিতে হইবে।

১৩। ব্যাংক হিসাব (বি.আই.এস.ই. রেগুলেশন-১৯৭৭)ঃ প্রত্যেক প্রতিষ্ঠানকে নিম্নলিখিত ব্যাংক হিসাব নিকটস্থ ব্যাংক/পোস্ট অফিসে খুলিতে হইবে। শিক্ষা প্রতিষ্ঠান প্রধান ও কমিটির সভাপতি/দায়িত্বপ্রাপ্ত সদস্যের যুগ্মস্বাক্ষরে হিসাবগুলি পরিচালনা করিতে হইবে।

ক) সংরক্ষিত তহবিল (রিজার্ভ ফান্ড) হিসাব

৩। রিজার্ভ ফান্ডের টাকা বিনিয়োগ/জমা করার সময় ব্যাংকে নিম্নলিখিত নির্দেশ দিতে হইবে এবং ব্যাংক এই নির্দেশগুলি সংশ্লিষ্ট রেজিষ্টারে নোট করা হইয়াছে বলিয়া প্রত্যয়ন করিবেন। এই প্রত্যয়নপত্র প্রতিষ্ঠান প্রধান গার্ড ফাইল সংরক্ষণ করিবেন এবং যথাসময়ে পরিদর্শন করাইবেন।

অভিন্ন হিসাব রক্ষণ পদ্ধতি নির্দেশিকার কিছু প্রয়োজনীয় ব্যাখ্যা

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার

পরিদর্শন ও হিসাব নিরীক্ষা পরিদপ্তর, শিক্ষা মন্ত্রণালয়

গণভবন কমপ্লেক্স, শেরে বাংলা নগর, ঢাকা-৭

স্মারক নং-ডি.আই.এ/৮৩/প্রশাঃ/১জি/১১-১৮৬৩

তারিখঃ ১১-১০-১৯৮৬

বিষয়ঃ অভিন্ন হিসাব রক্ষণ পদ্ধতি নির্দেশিকার কিছু প্রয়োজনীয় ব্যাখ্যা।

(জ) অডিট: (নির্দেশিকা অনুচ্ছেদ নং ১৭)ঃ

নির্দেশিকায় বর্ণিত অভ্যন্তরীণ অডিট কার্যক্রম সকল প্রতিষ্ঠানের জন্য বাধ্যতামূলক। তদুপরি অত্র পরিদপ্তর কর্তৃক নিযুক্ত বাণিজ্যিক অডিটর দ্বারা যথাসময়ে অডিট করা হইয়া নিয়োগ পত্রের নির্দেশ মোতাবেক নির্ধারিত ফিস প্রদান করিতে হইবে। অনেক সময় প্রধান শিক্ষকের/হিসাব সহকারীর অনুপস্থিতি, হিসাব প্রস্তুত না থাকা, প্রতিষ্ঠানে পরীক্ষা/খেলাধুলা ইত্যাদির অজুহাতে অডিটরকে অডিট করিতে না দিয়া ফিরাইয়া দেওয়ার চেষ্টা করা হয়। এই রকম পরিস্থিতিতে অডিটরের সময় এবং অর্থের অপচয় হয়। এই সকল ওজর আপত্তি গ্রহণযোগ্য নহে কারণ নির্দেশিকার ১৯ নং অনুচ্ছেদ অনুসারে দৈনন্দিন আয় ও ব্যয়ের এন্ট্রি প্রতিদিন ক্যাশ বুক লিখিয়া রাখিলে হিসাব অসম্পূর্ণ থাকার প্রশ্নই উঠে না। অডিট করানোর জন্য প্রতিষ্ঠানের রেকর্ডপত্র এবং তাহার প্রদর্শনের জন্য প্রতিষ্ঠানের কোন একজন প্রতিনিধি উপস্থিত থাকিলেই যথেষ্ট। এইজন্য প্রতিষ্ঠানের স্বাভাবিক কার্যক্রম বন্ধ থাকার প্রশ্ন আসে না। কোন বিশেষ ব্যক্তির উপস্থিতি থাকিলেই যথেষ্ট। এইজন্য প্রতিষ্ঠানের স্বাভাবিক কার্যক্রম বন্ধ থাকার প্রশ্ন আসে না। কোন বিশেষ ব্যক্তির উপস্থিতিরও প্রয়োজন নাই। যে সকল শিক্ষককে বিভিন্ন সময় অভ্যন্তরীণ অডিটে নিয়োজিত করা হয়, তাহাদের যে কেহ রেকর্ডপত্রের সহায়তায় এই অডিট করাইতে পারেন। অভিজ্ঞতার আলোকে দেখা গিয়াছে যে, যে সকল প্রতিষ্ঠানে প্রশাসন দুর্বল বা হিসাব রক্ষণে দুর্নীতিসহ নানাবিধ অনিয়ম থাকে, সাধারণতঃ সেই সকল প্রতিষ্ঠানই অডিট

কার্য অগ্রহণীয় অজুহাতে গড়িমসি করেন। অডিটের ব্যাপারে যাহাতে কোন অবস্থাতেই অডিটরকে ফেরত আসিতে না হয় এবং অডিটের জন্য প্রয়োজনীয় রেকর্ডপত্র সর্ব অবস্থাতে যে কোন কর্তৃপক্ষের পরিদর্শনের জন্য প্রস্তুত থাকে তাহার জন্য প্রতিষ্ঠান প্রধান প্রয়োজনীয় ব্যবস্থা নিবেন। অন্যথায় উহার জন্য তিনি দায়ী থাকিবেন। প্রতিষ্ঠানের হিসাব পত্র ও অন্যান্য রেকর্ড পত্র যে আলমারীতে রক্ষিত থাকে তাহার চাবি প্রধান শিক্ষকের নিকট অবশ্যই গচ্ছিত থাকিবে তিনি প্রয়োজন করিলে ডুপ্লিকেট চাবি হিসাব রক্ষণকারীর কাছে রাখিতে পারেন।

২। সকল বেসরকারী শিক্ষা প্রতিষ্ঠান প্রধানগণকে বিশেষভাবে অনুধাবন করার জন্য অনুরোধ করা যাইতেছে যে, নির্দেশিত হিসাব সংরক্ষণ পদ্ধতি বাধ্যতামূলক। যে কোন কারণে এখনও যে সকল প্রতিষ্ঠান এই পদ্ধতি অনুসরণ করিতেছে না, ভবিষ্যতে তাহাদের সরকারী অনুদান প্রাপ্তি বন্ধের সুপারিশ করা হইবে।

৪। (খ) ইহা ছাড়াও স্মারক নং ডি.আই.এ/অডিট/নির্দেশিকা-২০৬/২০২৯৩ তাং ১৫-৯-১৯৮৫ মোতাবেক “বেসরকারী শিক্ষা প্রতিষ্ঠানে অডিট” শিরোনামে অত্র পরিদপ্তর কর্তৃক নিয়োজিত অডিটরদের গাইড লাইন হিসাবে ব্যবহারের জন্য ১টি পুস্তিকা প্রকাশ করা হইয়াছে। এই পুস্তিকা শিক্ষা প্রতিষ্ঠানের বিতরণ করা হয় নাই, তবে প্রতিষ্ঠান প্রধানগণ ইহা সংগ্রহ করিয়া রাখিলে বিভিন্নভাবে উপকৃত হইবেন।

শিক্ষা মন্ত্রণালয়-এর আদেশ ব্যতীত কোন দপ্তর/প্রতিষ্ঠান কর্তৃক সরাসরিভাবে কোন শিক্ষাপ্রতিষ্ঠান বা ব্যক্তির বিরুদ্ধে

ব্যবস্থা গ্রহণ না করা

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার

শিক্ষা মন্ত্রণালয়

শাখা-৫

www.moedu.gov.bd

স্মারক নং- শিম/শাঃ৫/ডিআইএ-৩/২০০৮/২৯৮

তারিখ: ০৫/০৭/২০১০

পরিপত্র

শিক্ষা মন্ত্রণালয়ে আওতাভুক্ত বেসরকারি শিক্ষা প্রতিষ্ঠানসমূহ মানোন্নয়ন এবং আর্থিক ব্যবস্থাপনায় স্বচ্ছতা আনয়নের নিমিত্ত শিক্ষা প্রতিষ্ঠানসমূহ পরিদর্শনপূর্বক প্রতিবেদন দাখিলের দায়িত্ব পরিদর্শন ও নিরীক্ষা অধিদপ্তর (ডিআইএ) পালন করে থাকে। পরিদর্শন ও নিরীক্ষা অধিদপ্তর-এর পরিদর্শন প্রতিবেদন মন্ত্রণালয়ে প্রাপ্তির পর সংশ্লিষ্ট প্রতিষ্ঠানে নিকট ব্রডশীট জবাব চাওয়া হয়। প্রতিষ্ঠানসমূহের প্রধান জবাব প্রস্তুতপূর্বক সংশ্লিষ্ট প্রতিষ্ঠানের ব্যবস্থাপনা কমিটির সভাপতির সুপারিশ সহকারে জেলা শিক্ষা অফিসারের মাধ্যমে মহাপরিচালক মাধ্যমিক ও উচ্চ শিক্ষা অধিদপ্তরের নিকট প্রেরণ করে। মহাপরিচালক এর দপ্তর হতে মন্তব্যসহ প্রতিবেদনটি মন্ত্রণালয়ে প্রেরণ করা হয়। মন্ত্রণালয় প্রতিবেদন পর্যালোচনাপূর্বক আপত্তি নিষ্পত্তি অথবা প্রয়োজনীয় ব্যবস্থা গ্রহণের নির্দেশনা প্রদান করে থাকে।

Appendix-G

Recent academic (2016) performance of non-government secondary schools of Feni District

Chhagalnaiya Upazila

Name of School	Head Teacher Name	Total Student	SSC Applicant (2016)	Promoted Applicant (2016)	SSC Pass Rate (%) (2016)
Bansh Para Ideal Academy	Habibur Rahman Patoary	348	42	39	92.86%
Joynagor Sorogini High School	Azizul Haque Bhuiyan	457	78	74	94.87%
Nizpanua High School	Md. Abdul Momin Patoary	327	47	43	91.49%
Chhagal Naiya Pilot Girls High School	Abul Boshor	904	85	84	99.73%

Fulgazi Upazila

Name of School	Head Teacher Name	Total Student	SSC Applicant (2016)	Promoted Applicant (2016)	SSC Pass Rate (%) (2016)
Fulgazi Pilot Girls High School	Md. Mohiuddin	853	142	142	100%
Fulgazi Pilot High School	Mojjamel Haque	906	157	156	99.73%
Ali Ajom High School	Md. Saha Alam	1212	206	199	96.60%
G.M. Hat High School	Md. Mizanur Rahman	575	96	95	99.73%

Porshuram Upazila

Name of School	Head Teacher Name	Total Student	SSC Applicant (2016)	Promoted Applicant (2016)	SSC Pass Rate (%) (2016)
Dhoni Kunda Husne Ara High School	Siraj Ahmed Alomgir	583	71	68	95.77%
Porshuram Model Pilot High School	Atikur Rahman Chowdhury	830	113	99	87.61%
Porshuram Pilot Girls High School	Nur Mohammad Bhuiyan	945	95	92	96.84%
Chitolia Nasir Uddin High School	Shofikul Islam Khondoker	240	31	29	93.55%

Feni Sadar Upazila

Name of School	Head Teacher Name	Total Student	SSC Applicant (2016)	Promoted Applicant (2016)	SSC Pass Rate (%) (2016)
G. A. Academy	Taj Uddin Chowdhury	2187	337	309	91.69%
Shahin Academy Feni	Md. Akramul Haque	3600	383	382	99.73%
City Girls School	Md. Mizanur Rahman	300	31	30	99.73%
Central Public School	Mizanur Rahman	450	26	26	100%

Dagonbhuyian Upazila

Name of School	Head Teacher Name	Total Student	SSC Applicant (2016)	Promoted Applicant (2016)	SSC Pass Rate (%) (2016)
Joyloskor High School	Belal Hossain	1250	108	88	87.48%
Korim Ullah High School	Bijon Bhiner Bhowmik	620	95	90	94.73%
South Newazpur Mokbul Ahmed High School	Main Uddin	330	97	88	90.72%
Silonia High School	Kamal Uddin	1446	199	169	84.92%

Sonagazi Upazila

Name of School	Head Teacher Name	Total Student	SSC Applicant (2016)	Promoted Applicant (2016)	SSC Pass Rate (%) (2016)
Olama Bazer Hazi Sekander Mia High School	Abul Kasem	900	129	125	96.90%
Sonapur Hazi N. S. Haque High School	Mahbubul Haque	1085	135	133	98.52%
Sonagazi Girls High School	Abdul Kader	1800	318	308	96.86%
Sonagazi Pilot High School	Joynal Abedin	1789	329	318	96.66%

Appendix-H

NAME OF THE PARTICIPAN NON-GOVERNMENT SECONDARY SCHOOL

Chhagalnaiya Upazila:

1. Bansh Para Ideal Academy
2. Joynagor sorogini High School
3. Nizpanua High School
4. Chhagal Naiya Pilot Girls High School

Fulgazi Upazila:

1. Fulgazi Pilot Girls High School
2. Fulgazi Pilot High School
3. Ali Ajom High School
4. G.M. Hat High School

Porshuram Upazila:

1. Dhoni Kunda Husne Ara High School
2. Porshuram Model Pilot High School
3. Porshuram Pilot Girls High School
4. Chitolia Nasir Uddin High School

Feni Sadar Upazila:

1. G.A. Academy
2. Shahin Academy Feni
3. City Girls School
4. Central Public School

Dagonbhuyian Upazila:

1. Joyloskor High School
2. Korim Ullah High School
3. South Newazpur Mokbul Ahmed High School
4. Silonia High School

Sonagazi Upazila:

1. Olama Bazer Hazi Sekander Mia High School
2. Sonapur Hazi N.S. Haque High School
3. Sonagazi Girls High School
4. Sonagazi Pilot High School



Appendix-I

CONSENT LETTER

Institute of Education & Research

University of Dhaka

Ref:

Date:

To

.....

Address:

Subject: Request for providing necessary information.

Dear Sir/Madam

Please receive greeting from the department of Educational Administration of the Institute Education & Research (IER), University of Dhaka.

It may be known by you that Institute Education & Research (IER), University of Dhaka conducts various types of Educational Research. In continuation of this tradition I would like to send one of my thesis student Nurul Emran Majumder bearing Roll 13-926, Reg. No.: 068, Session: 2012-2013 M.Phil Program to collect relevant information from your organization on his study “**Role of Head Teacher in School Plant Management of Non Government Secondary Schools in Bangladesh**”.

I hope you and your colleagues will provide all sorts of support to him in this regards.

Sincerely

Co-Supervisor

Supervisor

.....
Professor Salma Akhter

Department of Educational Administration
Ex-Director, Institute of Education & Research
University of Dhaka

.....
Professor Husne Ara Begum

Chairman, Department of Educational Administration
Institute of Education & Research
University of Dhaka



CONSENT LETTER

শিক্ষা ও গবেষণা ইনস্টিটিউট

ঢাকা বিশ্ববিদ্যালয়

ঢাকা-১০০০

সূত্র:

তারিখ:.....

প্রতি,

প্রধান শিক্ষক/সহকারী শিক্ষক/সভাপতি বিদ্যালয় ব্যবস্থাপনা কমিটি

বিদ্যালয়ের নাম :

ঠিকানা :

প্রিয় মহোদয়,

ঢাকা বিশ্ববিদ্যালয়ের শিক্ষা ও গবেষণা ইনস্টিটিউট এর এম.ফিল প্রোগ্রামের শিক্ষা প্রশাসন বিভাগের শিক্ষার্থী নুরুল ইমরান মজুমদার, রোল নং-১৩-৯২৬, রেজিস্ট্রেশন নং-০৬৮, শিক্ষাবর্ষ ২০১২-২০১৩ শিক্ষা প্রশাসন বিষয়ক অত্যন্ত গুরুত্বপূর্ণ একটি গবেষণা কার্য পরিচালনা করছেন। তার গবেষণার শিরোনাম হচ্ছে “বাংলাদেশের বেসরকারী মাধ্যমিক বিদ্যালয়গুলোর বিদ্যালয় প্লান্ট ব্যবস্থাপনায় প্রধান শিক্ষকের ভূমিকা”।

এ গবেষণা কার্যটি সুষ্ঠু ভাবে পরিচালনায় আপনার ও আপনার সহকর্মীদের সর্বাঙ্গীণ সাহায্য ও সহযোগিতা একান্ত কাম্য। এটি বাংলাদেশের মাধ্যমিক বিদ্যালয় সমূহের শিক্ষাক্ষেত্রে সুদূর প্রসারী অবদান রাখতে সক্ষম হবে বলে বিশ্বাস করি।

গবেষণা কাজের স্বার্থে সকল প্রকার গোপনীয়তা রক্ষার প্রতিশ্রুতি দেয়া হলো।

ধন্যবাদান্তে

সহ-তত্ত্বাবধায়ক

তত্ত্বাবধায়ক

(স্বাক্ষর)

অধ্যাপক সালমা আখতার

শিক্ষা প্রশাসন বিভাগ

সাবেক পরিচালক, শিক্ষা ও গবেষণা ইনস্টিটিউট

ঢাকা বিশ্ববিদ্যালয়, ঢাকা-১০০০।

(স্বাক্ষর)

অধ্যাপক হোসনে আরা বেগম

চেয়ারম্যান, শিক্ষা প্রশাসন বিভাগ

শিক্ষা ও গবেষণা ইনস্টিটিউট

ঢাকা বিশ্ববিদ্যালয়, ঢাকা-১০০০।

Appendix-J

Photography:













