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Higher Secondary Education in Bangladesh: Challenges and Opportunities in Management and Administration

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ABSTRACT

Education is considered as one of the most important factors for the development of human potential as well as socio-economic growth. It is also a constitutional right of citizen in Bangladesh. The main objective of the present paper is to analyze the major issues and challenges that thwart the success of higher secondary education in Bangladesh. The study follows content analysis method of secondary research approach. The result shows an increasing trend of net enrollment and gross enrollment ratios of both boys and girls. Frequent leakage of question paper, insufficiency of higher secondary education institutions are the pressing challenges in secondary education sectors of Bangladesh. The study recommends that, to achieve the targets of goal 4 of SDGs then it should put equal emphasis on general, madrasa, vocational and technical education in secondary level. The government should also increase the budget allocation for madrasa, vocational and technical education, create training facilities for teachers, provide ICT enabled infrastructures, take rigid punitive measures against question paper leakage and stop coaching business of teachers in order to ensure that all girls and boys complete free, equitable and quality secondary education in Bangladesh.

Keywords: *Higher Education, Secondary, Challenges, Management, Administration, Bangladesh*

INTRODUCTION

Education has been recognized as an investment not only for creating human capital, but also for inducing social change and promoting overall development. This vision of education as a proactive intervention for desired change got grudging recognition over time in development thinking; although, the case for emphasizing labor productivity for creating surplus for investment has been advocated by Adam Smith and others since the 18th century. Bangladesh Development Plans followed the constitutional directive principles about education which recognized the responsibility of the state in establishing a uniform, mass oriented universal system of education which would relate education to the needs of society and promote values including patriotism, humanism and an urge to perform in a competitive world without losing compassion and caring virtues.

Bangladesh has come a long way in terms of human development. According to Human Development Report 2000, the Human Development Index (HDI) for Bangladesh has increased from 0.318 in 1975 to 0.461 in 1998. By 2000, adult literacy rate increased from 24 percent in 1970 to 64 percent; and primary education enrolment rate (gross) increased from 54 percent in 1970 to 96 percent. Secondary education enrolment rate increased from 18 percent in 1980 to 25 percent in 1999. Public expenditure on education increased from 1.1 percent of GNP in 1980 to 2.2 percent in 2000.

The success, however, is limited in many dimensions. Expected years of schooling of the population remain low, participation in science and technical education remains limited and rapid expansion in enrolment has created issues related to quality, relevance, gender parity beyond the secondary stage, and high dropout rates. The issues of appropriate input, process and output and their relationships are drawing attention of the policymakers and the donors.

Development in the education sector has been strongly supported by the donor community. Donors have given a high priority to primary education and increasing access to it by the girl child. Besides EC countries, multilateral institutions like ADB, WB and UNICEF have helped funding and redefining the orientation of the education sector programs. Japan so far has provided assistance for building economic infrastructure and is yet to get extensively involved in the social sector. Cooperation with external development partners will continue to be a key element in educational progress in Bangladesh.

OBJECTIVES OF THE STUDY

In the context the general and specific objectives of the study are:

1. To evaluate the existing phenomena of higher secondary education system in Bangladesh.
2. To find out the problems and prospects of educational management and administration in higher secondary education system of Bangladesh.
3. To recommend the ways of solution of the problems of higher secondary education system.

METHODOLOGY

In this paper secondary data has been used by reviewing relevant literature. In doing so, the desktop survey that includes, browsing internet sources related to Higher Secondary Educational institutions, and content analysis from the texts of education related journal articles and policy papers was used.

History of Secondary and Higher Education in Bangladesh

From ancient times to the Middle Ages indigenous education was in vogue in this sub-continent. Primary education was home-centered followed by Madrasha and "Toll" (Higher education) education. Parsi, Sanskrit and Pali languages were used as the medium of education. Education was based on practical needs along with religious education. With the coming of the British rule, the current education system based on practical needs developed.

During the British rule, The East India Company through its missionaries began to influence the education system and The Society for Promoting Christian Knowledge (SPCK) was formed. Later in 1824, the General Committee of Public Instruction (GCPI) was established with the objective to initiate a developed and essential education incorporating moral values for the Indians. In 1854, the Woods Education Dispatch proposed for the establishment of a Directorate of Public Instruction (DPI) at each province. Following the necessity of amending the Indian University in 1904, the Indian University Commission was formed. This commission proposed a 03 (three) year Bachelor degree course. It also put an end to the planning of establishing new universities and brought about fundamental changes by abolishing 2nd graded colleges.

Educational Management and Administration

The overall educational administration and management of Bangladesh is run by two ministries namely a) Ministry of Primary & Mass Education (MOPME) and b) Ministry of Education (MOE). Ministry of Education (MOE) and Ministry of Primary and Mass

Education (MOPME) in association with the attached departments and directorates as well as a number of autonomous bodies run educational administration in Bangladesh. The role of ministries and attached departments and directorates are shortly stated below:

Ministry of Education (MOE): The Ministry of Education is concerned with policy formulation, planning, monitoring and evaluation of post primary education sector. The line directorates viz., Directorate of Secondary and Higher Education and Directorate of Technical Education are responsible for execution of policies laid down by the Ministry and for the academic supervision of the institutions under their respective control. The Ministry is headed by a Minister.

The Directorate of Secondary and Higher Education (DSHE): The Directorate of Secondary and Higher Education (DSHE) are headed by a Director-General and is responsible for administration & management, financial management and evaluation of Secondary and Higher education including Madrasah and other special education. It is assisted in its management and administration by sub-ordinate offices located at the region (headed by Deputy Director), at the district (headed by District Education Officer) and at upazilla (headed by Upazilla Education Officer).

The Directorate of Technical Education (DTE): The Directorate of Technical Education (DTE) is headed by a Director-General and is responsible for the management and administration of all types of Technical & Vocational institutions like polytechnics, business Management College, mono-technical and other commercial institutes. It has Divisional Inspectorate Offices at the divisional head quarters.

The Bangladesh National Commission for UNESCO (BNCU): functions as a corporate body of MOE. BNCU is headed by the Minister of Education as Chairman and the Education Secretary works as the Secretary-General. The Commission consists of 69 members constituted from amongst eminent persons representing principal bodies interested in educational, scientific and cultural matters in the country. The Secretariat is normally headed by a senior officer designated as Secretary.

In addition, the following attached Departments/Professional Bodies of the MOE perform specialized functions assigned to them: National Academy for Educational Management (NAEM) is headed by a Director General and is responsible for in-service training of senior educational administration and teachers at the secondary and higher secondary levels. This academy also conducts the foundation training of the Bangladesh Civil Services (B.C.S) Education Cadre Officers. This institution was established in 1981 as the National Institute for Educational Administration Management and Research (NIEAR). The present change of its nomenclature aims at restructuring this institute into a center of excellence of training and research on educational administration and Management.

The National Curriculum and Text Book Board (NCTB): is headed by a Chairman and responsible for the curriculum development, production and distribution of all text books for the primary, secondary and higher secondary levels. NCTB performs its work through member (finance), member (curriculum), member (text book), member (primary curriculum) and a host of ancillary staff.

The Bangladesh Bureau of Educational Information and Statistics (BANBEIS): is headed by Director and is responsible for collection, compilation and dissemination of

information and education statistics from primary to university levels. In addition this Bureau acts as (i) Apex institution of MIS (Management Information System) for education sector and maintains national data-bases on post-primary education. (ii) conducts educational surveys and censuses of all types of educational institutions in the country, (iii) publishes reports, monographs etc. on educational systems, courses, periodicals, bulletins etc. and renders assistance in educational research activities, and (iv) exchanges educational publications, information and data with various national and international organizations.

The Directorate of Inspection and Audit (DIA) is headed by a Director: This Directorate is responsible for (a) Audit and inspection of all non-government institutions, (b) reporting to the Ministry of any irregular expenditure or misappropriation detected during inspection or otherwise.

The Education Engineering Department (EED): is headed by a Chief Engineer and is responsible for the construction of new buildings and repair work of all educational institutions from primary to higher levels and other government offices under the MOE and MOPME. It has field offices at the District (headed by an Assistant Engineer). He is also assisted by the Sub-Assistant Engineers posted at each Upazila level Furthermore, a number of autonomous bodies have their shares in the administration of education.

Bangladesh University Grants Commission (UGC): was established in 1973. This organization is responsible for planning and development of higher education, financial requirements analysis of universities, fund collection from the government and fund distribution for maintenance & development of universities, collection & compilation of statistics and other information r: universities & higher education. It gives necessary suggestions to the government for establishment of new university and development of the present universities. Besides, the UGC conduct higher education research and development work.

National University (NU): was established in 1992 by an Act of parliament with features distinctly its own. The aim of the university is to promote higher education in colleges and to ensure and sustain its due standard through organizing and strengthen college administration as well as improving the overall academic standard updating the curricula and syllabuses and promoting professional quality of the college's teachers through regular training programmes. The University is vested with powers to affiliate all colleges of the country excepting those teaching, agriculture, engineering and medicine to frame syllabus and curricula, to look to the development and dissemination of knowledge by providing teaching and research facilities, to hold examination and confer degrees.

Bangladesh Open University (BOU): was established by the BOU Act 1992. BOU is the only the public University in Bangladesh which imparts education in distance mode. In this method of teaching the learners are not required to come to the university campus, rather the university reaches them through its 12 Regional Resource Centres, 80 Co-ordinating Offices and 930 Tutorial Centres situated in every nook and corner of the country.

The major 7 schools of BOU are as follows:

1. School of Education
2. Open School
3. School of Social Science Humanities and Languages.
4. School of Business
5. School of Science of Technology

6. School of Agriculture of Rural development.
7. School of law the degree/Certificate offered by the BOU is shown details in the annexure.

Boards of Intermediate and Secondary Education (BISE): is holding the power to organize, regulate, supervise, control and develop intermediate and Secondary Education within its jurisdiction. At present there are 8 BISEs in Bangladesh. The powers conferred by relevant subsection are mainly as follows:

1. To prescribe courses of instruction for its examinations;
2. To grant recognition or to withhold or to withdraw
3. Recognition of intermediate colleges and secondary schools;
4. To prescribe conditions governing admission and transfer of students;
5. To conduct and regulate examinations;
6. To publish the results of examinations and to grant certificates to persons who have passed.

The Bangladesh Madrasah Education Board (BMEB): is holding the power to organise, regulate, supervise, control and develop Dakhil, Alim, Fazil and Kamil Education within its jurisdiction. The BMEB is the only one board in Bangladesh. (But very recently the Fazil and Kamil education is totally under controlled of Islamic University, Kushtia) The powers conferred by relevant subsection are mainly as follows:

1. To prescribe courses of instruction for its examinations;
2. To grant recognition or to withhold or to withdraw recognition of Dakhil, Alim, Fazil and Kamil madrasah;
3. To prescribe conditions governing admission and transfer of students;
4. To conduct and regulate examinations;
5. To publish the results of examinations and to grant certificates to persons who have passed; etc.

The Bangladesh Technical Education Board (BTEB): is holding the power to organise, regulate, supervise, control and develop the Technical & Vocational education through different types of institutions of different ministries. The BTEB is the only one board in Bangladesh.

The powers conferred by relevant subsection are mainly as follows:

1. To prescribe courses Hof instruction for its examinations;
2. To grant recognition or to withhold or to withdraw recognition of different technical & Vocational institutions;
3. To prescribe conditions governing admission and transfer of students;
4. To conduct and regulate examinations of Certificates and Diplomas;
5. To publish the results of examinations and to grant certificates to persons who have passed; etc.

CONCLUSION

There are many problems are in the sector of Bangladesh secondary educational management, so the secondary education management has not got the fruitful and by taking the useless education the number of unemployed are increasing day by day. The social decline is increasing, the ethical sense is going to extinguish. It is mandatory to set an arrangement to explanation of the person who is related with the management. It is need to give the high importance to the secondary education as a tool of develop the human.

Overall, higher education in Bangladesh has made significant progress in recent years, with more young people gaining access to opportunities. While there are still challenges that need to be addressed, such as the quality of education and the cost of tuition, the government is committed to developing the sector and ensuring that students have access to high-quality education. With continued investment in the education system and a focus on improving the quality of teaching and resources available to students, Bangladesh has the potential to become a leader in the region for higher education.

RECOMMENDATIONS

Recommendations of the study are as follows:

1. Method of formation of Managing committee should be gradually improved.
2. Meeting should be arranged regularly.
3. Government officials should be involved with the audit committee.
4. Method of selection of teachers & staffs should be changed by the government.
5. Political interferences should be minimized.
6. Training should be included by the government for the members of managing committee.
7. The national educational policy should be implemented as soon as possible.
8. The formational change of the educational management and research should be done.
9. To develop the quality of the teacher, the sectors of knowledge should be expanded and arrange the facility of training.
10. Long time investment of the government to develop the quality of the education is needed.
11. The fruitful co-ordination of all kind governmental and nongovernmental administration should be provided which are related with the educational institution.
12. The regular governmental inspection should be done for the managing committee and the academic subjects of the institution.
13. The administrative evaluation system and management system should be computerized with emergency.
14. The training should be arranged for the all members of the managing committee.
15. The rule of the selection of the managing committee should be upgraded.
16. The minimum educational qualification should be determined to select the managing committee member.
17. Regular meeting of the managing committee should be arranged.
18. The institutional head and teacher-employee selection system should be changed.
19. The political interferences should be minimized or stopped.
20. The selection system of the managing committee should be upgraded.
21. The local education encourager people should be managed to join in audit system.
22. Ensure that gender concerns are identified and addressed at the highest level of politics and public policy.
23. Recognize that there are myriad entry points for addressing gender inequalities, which include enrollment policies and practices, curriculum relevance, teacher deployment, learning environments, security, new technologies, and resource allocation.
24. Ensure that gender concerns are identified and addressed in activities focusing on global issues such as HIV/AIDS and education in emergencies or post-conflict situations.
25. Analyze how specific educational programs and policies impact girls and boys differently, taking into account different roles, responsibilities, needs, and interests and address them during the project design process.
26. Integrate gender awareness components into pre- and in-service teacher training.
27. Incorporate gender considerations into activities to develop curricula and learning materials.

28. Identify and report on indicators such as girls' and boys' net and gross enrollment, gender parity in enrollment, equality in educational outcomes, and girls' and boys' completion rates.
29. Make interventions for girls more effective by integrating them into a coherent overall strategy for education reform.
30. Develop practical tools to support programming staff in designing, implementing, reporting on, and evaluating programs that address equitable access and quality from a gender perspective.
31. Develop indicators to better identify and measure progress toward gender equality in education.
32. The teachers of the Higher Secondary level should be regularly trained so that they can teach very fruitfully in the classroom utilizing their own gained knowledge.

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