Chapter II

EDUCATION SYSTEM OF BANGLADESH
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Bangladesh: Country Profile

According to the Constitution of the People’s Republic of Bangladesh (2000:2), the official name of the country is People's Republic of Bangladesh. The country is located in South Asia. Dhaka is the capital of Bangladesh. As stated in the Banglapedia, the independence of Bangladesh was declared on 26 March 1971. Since then, the day has been observed as the Independence Day. The Victory Day (Bijoy Dibash) is observed on 16 December 1971 (Islam, 2003:251).

As stated by Bangladesh Bureau of Statistics (BBS) 2005, Bangladesh lies in the north eastern part of South Asia 20°34' and 26°38' north latitude and 88°01' and 92°41' east longitude. The area of the country is 56,977 sq. miles or 1,47,570 sq. k.m. The limits of territorial water of Bangladesh are 12 nautical miles and the area of high seas extending to 200 nautical miles measured from the base lines constitutes the economic zone of the country.

The Padma, Meghna, Jamuna, Brahmaputra, Tista and Karnophuli are the principle rivers of the country. Their branches numbering about 230 with a total length of about 24,140 k.m. The total forest area covers about 13.36% of the land area. There are six seasons in a year, three namely, winter (November-February) summer (March-June) Monsoon (July-October) are prominent. The percentage of urban population was 23.10 while that of rural 76.90. The growth rate of population was 1.48 per annum estimated on the basis of 2001 census. The density of population was approximately 755 per sq. km in 1991. The percentage of Muslim population was 88.3 while that of Hindu, Buddhist and Christian was 10.5, 0.6, and 0.3 respectively. As per population census of 2001, the adjusted population of the country stood at 130.0 million and the literacy rate was 45.3 percent for population 7 years and above. There are six divisions, 64 districts, 507 thana/upazila, 4484 unions (rural), 87319 villages, 59990 mauzas (rural and other urban), six city corporations and 223 municipalities. Our per capita national income is Tk. 31669 (US$ 482). Our national language is Bengali. But English is also widely spoken and understood. International time is considered GMT+6.00 hours. Jatiya Sangsad is the national parliament which is responsible for making laws in the country. Total number of members of the Jatiya Sangsad is 330. Out of 330 members, 300 members are directly elected by adult people of the country and rest of 30 female members are elected by the members of Jatiya Sangsad. The highest judiciary in the country is Supreme Court headed by the Chief Justice.
Bangladesh has enormous deposit of natural gas. So far, 20 gas fields have been discovered from which natural gas is available for power generation, industrial and other uses. Bangladesh Bank is the central bank of the country which is responsible for promoting growth and development of banking system in the country and for overall control of the activities of all other banks (BBS, 2005).

**History of Education in Bangladesh**

There is a long history of its education system in Bangladesh. It has gone through a variety of phases. Bangladesh inherited an education system by the British administration long before the Wood’s Education dispatch of 1854 (Kabir, 1975: 31). Economic development of Bangladesh is, to some extent, dependent on foreign aid as an LDC. The Constitution of Bangladesh, adopted on 4 November 1972, made the state responsible for the provision of free and compulsory education and the abolition of illiteracy. The educational infrastructure of Bangladesh is – a) Pre-primary, b) Primary, c) Secondary, d) Higher-secondary, e) Bachelor, and f) Masters level programmes and institutions (BNCU, 1993: 4)

Noor-al-Rahman stated in his website (http://sanisoft.tripod.com/bdeshedu/systems.html) that during the British rule, education was mainly reserved for the wealthy class. The language of pedagogy was English as schools were run by religious nuns and other British people. The few natives who were fortunate to receive education were either from wealthy families (Nawabs) or whose family had ties with the British governing body. If any one wanted to receive higher education, such as a university degree, to become a professional, he or she had to attend schools in England. Such was the case of the famous Indian Mahatma Gandhi who travelled to London to study law. Common people were largely deprived of education as the natives were treated as second-class citizens.

After the British had left the Indian Subcontinent, the territory presently known as Bangladesh came under Pakistani regime as East Pakistan the state of Pakistan. During this period, education was still very scarce but those who had the means of acquiring it were no longer considered second-class citizens. However, the state language was Urdu: the mother tongue of Pakistan. In the region of East Pakistan, the native language was Bengali and not Urdu. Therefore, a conflict over language was eminent. There were some schools whose systems were still largely functioned in the English language but there were a few schools whose systems were still taught by the British and the nuns, for instance, the Holy Cross and numerous Cadet Colleges. However, people had to know Urdu to get a Government job as it was also state language. As the Bengalis felt insulted to submit their rights to the Pakistanis, they did not want to learn Urdu. After a long time and bloody language movement, Bengalis were finally given their rights to practice the language Bengali in their own homeland.
After the liberation war of Bangladesh in 1971, the People's Republic of Bangladesh became an independent nation free to choose its own educational destiny. After independence, many different forms of education were permitted to co-exist in Bangladesh as it was, still it is, a secular state. The remarkable British system was, and still is, largely practiced. In fact, presently, the education system of Bangladesh is divided into three different branches. Students of Bangladesh are free to choose anyone of them provided that they have the means. These branches are: a) The English Medium, b) The Bengali Medium, and c) The Religious Branch.

The Indian Subcontinent is still very influenced by the British rule as the second official language of India, Pakistan, Sri Lanka, and Bangladesh, is still English. Students in Bangladesh have the right to attend schools in the English medium where courses are all taught in English language. In those schools, English books are used with the exception of the Bengali courses and the Religious course which are offered in Bengali and Arabic. However, English medium schools are mainly managed by the private sector. Hence, these schools are reserved for the wealthy class. After completion of three years of pre-school, students must pass through ten grades to be eligible for appearing the Ordinary Level examinations, which is called the O-Level. After successful completion of O-Level examinations and then after one more year of studies, students may appear the Advanced Level (A-Level) examinations. Both these levels are offered for Arts, Commerce and Science students. The question papers and syllabuses of O-Level and A-Level are prepared in England. To write these examinations, students must go to the British Council in Dhaka. Once the examinations are written, the examination papers are sealed in envelopes and sent to England for corrections. After the A-Level, students are free to choose their subjects in the Universities but it has been observed that most of them have a tendency to leave the country to study abroad.

Bengali medium is the most popular medium for the common people of Bangladesh. Alternative to the English Medium is the Bengali Medium, which is offered by the Government. In the Bengali Medium, all the courses are offered and taught in Bengali with the exception of English courses and the Religious courses. The tuition fee here is nominal compared to English medium schools. But the fees vary from school to school. For example, a Government school for the children of Army officers is likely to be more expensive than a Government school located in a rural area. Everyone has the right to attend these schools provided that one meets the minimum criteria. After three years of pre-school, Bengali medium students study five years in primary school. Then they move to high school for completion of grade five to grade ten. At the end of the 10th grade, one must appear for the Secondary School Certificate (SSC) examinations. These examinations are conducted by the regional boards and students write the examinations in different schools as indicated by their respective boards. Once finished, these examination scripts are evaluated and checked by teachers from all over the country and results are published in the newspapers and also in the website.
Bangladesh is a poor country with millions of homeless children. There are a number of religious institutions to educate these children. These institutions are called "Madrashas" where children are sheltered, fed and taught the ways of Islam by priests. These children learn the scripts from the holy Koran and the regular prayers. Usually, Madrashas are linked with Mosques.

Subsidies for these types of institutions are very low, often these establishments depend on public donations. Higher studies for students of these establishments are close to non-existent, the children often become priests and other religious figures. Islam plays a very leading role in the education systems of Bangladesh. Since 1983, in all the branches, it is required by the Government to teach Islamic studies. Therefore, children learn to read Arabic from a very early age. However, non-Moslem students are never forced to learn the Koran and can be excused from Islamic courses regularly.

The above are the main branches of the education system of Bangladesh. Besides these, there are other disciplines such as cadet colleges and boarding schools.

(Can be viewed at http://sanisoft.tripod.com/bdeshedu/systems.html)

**Present Education System of Bangladesh**

According to the BANBEIS (2007:1), there are different streams of education in Bangladesh, namely: a) General education, b) Madrasah education, c) Technical and vocational education, d) Professional education, e) Teacher education, f) Specialized and special education. These different streams have been treated separately. Each stream of education system of Bangladesh is described below:

a. General Education

As stated by BANBEIS (2007:5), there are three Level of general education exist in Bangladesh, such as: i) Primary Education, ii) Secondary and Higher Secondary Education, and iii) Tertiary Education.

i. Primary Education

Before 1952, primary stage of education comprised a four-year course, i.e. class I-IV. In 1952, the duration of primary education was extended by one year, i.e. class I-V and the same duration is retained still. The academic year starts in January and ends in December. Primary schools are run in
two shifts. Usually, first shift starts from 10.00 am up to 12.00 noon and second shift from 12.00 noon to 4:15 pm.

As stated in the Encyclopaedia of the Third World (1982), the duration of primary education is five years beginning at the age of six. Generally, between 6-10 years children are enrolled in primary education. There are many primary schools in the country and many secondary schools have primary sections attached to them.

According to BANBEIS (2007:5), there are different types of institutions in primary level, namely: Government primary school, registered non-Government primary school, community school, experimental school (attached to PTI), NGO school (schools operated by N.G.O.), kindergarten school, ebtedayee madrasah, primary section attached to high school, ebtedayee section attached to high madrasah, and non registered primary school. Course curriculum is designed by National Curriculum and Text Book Board of the Government. Curriculum of Primary school for classes I and II consists of Bangla, Arithmetic and Environmental Science (General Science and Social Studies), from class III onward the students have to take physical education, arts and crafts, music and religion as additional subjects. English is taught as the second language from class III. Examinations system presents at the primary level. Next higher grade promotion is given at the primary level on the basis of satisfactory results of the annual examinations, which is held, usually, at the end of each academic calendar year. But classes I and II are treated as one unified class. For primary level, there is no system of public examinations at the end of class V.

Pre-primary education system exists in Bangladesh. The first five years are very important for every child in his/her life. The children who are living in urban areas, they have to go through this system. There are lots of nursery schools, kindergartens, tutorial and pre-cadet schools located in urban areas which have pre-primary classes, like play group, standard I, II and III. Some of these institutions also provide primary, secondary and higher secondary level courses and prepare students for appearing examinations at the ‘O’ and ‘A’ level in English medium. Although the first five years of children’s life are very significant for pre-primary education but the recognition of the Government for the pre-primary education (baby class) is absent even though many primary schools offer such facilities (BANBEIS, 2007:6-7).

Pre-primary education is also offered by a few thousand-mosque schools located in the rural areas of Bangladesh. The Department of Education maintains a loose supervision over them (Hossain, 1985:20).

Mosque-based institutions like Maktab, Forkania and Qurania madrasah also offer pre-primary education along with religious teachings. These institutions have been imparting literacy along with
religious teachings and serve as feeder schools to primary schools and madrasahs. There are other institutions mainly for religious education like 'Hafizia’ madrasahs where the students learn reading and memorization of the Holy Quran. Yet there are other types of pre-primary institutions named as 'Qiratia’ madrasahs where the children becomes specialised in the recitation of the Holy Quran (BANBEIS, 2007:7).

Primary education is free at the primary schools. Government has been extending greater emphasis on the universalisation of primary education since 1973. Later primary education has been made compulsory for all children of 6-10 years old by an Act of 'Jatiyo Sangshad’ i.e. Parliament (BANBEIS, 1992). Along with the lines of the fundamental principles of the Constitution of Bangladesh, the Primary Education (compulsory) act 1990 was enacted to make sure the universal primary education in the country. A programme for compulsory primary education was introduced all over the country in 1993. In 1991, the total number of primary schools in Bangladesh was 49,539. At present, number of school stands at 80,401 including Ebtedaye Madrasahs. The net enrollment rate has increased from 80% in 2003 to 87.24% in 2005 (Baseline survey, March 2005). Teachers and students ratio is 1:54 (Baseline survey, March 2005). Gender equality in enrollment has already been achieved. Net enrollment rate of girl students is higher (98.41%) than the boy students (89.34%). At the same pace, the rate of recruitment of female teachers is increasing following the provision made in the relevant recruitment rules to recruit 60% female teachers in Government primary schools. Presently, the ratio of female-male teachers in Government primary schools is 44:56. The rate of recruiting female teachers has increased to 44% from 21.09% in 1991. Literacy rate (7yr+) has reached to 63%. However, quality of education and high dropout rate of students are challenges to achieve the goal of ensuring universal primary education [Bangladesh Ministry of Finance (BMoF), 2007 : 155].

The Government has undertaken various programmes in connection with the Poverty Reduction Strategy Paper (PRSP) to ensure universal primary education. Highest budgetary allocation of Tk. 8,534.22 crore has been given by the Government for the education sector of which 45% has been allocated for the Primary and Mass Education in fiscal year 2005-06. Measures have been taken also to ensure women’s empowerment by expanding female education, increased participation of women in socio-economic development activities, exemption of tuition fees of female students up to class XII. For expanding technical education, a double shift system has also been introduced in polytechnic and technical schools and in colleges. Moreover, meritorious students are being rewarded with general, merit and vocational technical scholarships (BMoF, 2007: 154-55).

For achieving Millennium Development Goals (MDG), emphasis is laid on gender parity, enhancement of enrollment rate, improvement in quality, and management of education for overall
development of primary education. As a result, remarkable success in primary education has been achieved. Year-wise (1994-2004) enrollment rate in primary school has shown in the following table (BMoF, 2007: 156):

Table 4: Enrollment of Students at Primary Level, 1994-2004
(fig. in lakh and percent in parenthesis)

<table>
<thead>
<tr>
<th>Year</th>
<th>Total student</th>
<th>Male student</th>
<th>Female student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994</td>
<td>151.80</td>
<td>80.48 (53.0)</td>
<td>71.33 (47.0)</td>
</tr>
<tr>
<td>1995</td>
<td>172.80</td>
<td>90.94 (52.6)</td>
<td>81.90 (47.4)</td>
</tr>
<tr>
<td>1996</td>
<td>175.80</td>
<td>92.19 (52.4)</td>
<td>83.61 (47.6)</td>
</tr>
<tr>
<td>1997</td>
<td>180.32</td>
<td>93.65 (51.9)</td>
<td>86.67 (48.1)</td>
</tr>
<tr>
<td>1998</td>
<td>183.61</td>
<td>95.77 (52.2)</td>
<td>87.84 (47.8)</td>
</tr>
<tr>
<td>1999</td>
<td>176.22</td>
<td>90.65 (51.4)</td>
<td>85.57 (48.6)</td>
</tr>
<tr>
<td>2000</td>
<td>176.68</td>
<td>90.33 (51.1)</td>
<td>86.69 (48.9)</td>
</tr>
<tr>
<td>2001</td>
<td>176.59</td>
<td>89.90 (51.0)</td>
<td>86.69 (49.0)</td>
</tr>
<tr>
<td>2002</td>
<td>175.62</td>
<td>88.42 (50.3)</td>
<td>87.20 (49.7)</td>
</tr>
<tr>
<td>*2003-04</td>
<td>184.30</td>
<td>93.59 (50.8)</td>
<td>90.72 (49.2)</td>
</tr>
<tr>
<td>*2004</td>
<td>179.53</td>
<td>90.47 (50.4)</td>
<td>89.06 (49.6)</td>
</tr>
</tbody>
</table>

Source: 1) Ministry of Primary and Mass Education (Child Education and Literacy Survey 2002)
  *2) Statistical database, DPE 2004

Note: Corresponding figures include Ebtedaya Madrasha students

The Government has been implementing “Second Primary School Education Programme (PEDP 11)” (2003-2009) at a total cost of Tk. 4,933.08 crore with the support of development partners as primary education is challenged by constraints such as insufficient schools within reasonable distance, poverty, and academic performance of the students. The above-mentioned programme has given emphasis on ensuring access of all children to school, create children-friendly environment, improve the quality of primary education, reduce dropout rate, and increase completion of primary education cycle. Under PEDP 11, programmes for construction of 30,000 classrooms, 15,000 additional toilets (for female teachers), installation of additional 15,000 tube wells, repair and expansion of 460 Upazila officers, renovation of 53 Primary Teachers Training Institute (PTIs), construction and extension of academic buildings and hostels, renovation of National Academy for Primary Education have been undertaken. A number of teachers, assistant upazila education officers, computer operators, instructors, will be recruited in this programme (BMoF, 2007:156-57).
Besides, the Bureau of Non-formal Education was set up on 17 April 2005, to conduct non-formal education side by side with formal education. The Government approved the non-formal policy frame-work in January 2006 to make the non-formal education successful (BMoF, 2007:158).

ii) Secondary and Higher Secondary Education

Secondary education starts after primary and immediately preceding to higher (college) education is known as the secondary and higher education. It caters to the adolescents of 11-17 years age group. Secondary education may be divided into three stages, viz., Junior Secondary, Secondary and Higher Secondary. The duration is of three years for the junior secondary (grades 6-8), two years each for the secondary (grades 9-10) and higher secondary (grades 11-12) i.e. (3+2+2) years = 7 years (Hossain, 1985:22; and BANBEIS, 2007:7).

After eight years of schooling (five years of primary and three years of junior secondary) diversification of courses into technical and vocational education are offered in vocational and trade schools which are terminal. Sanskrit and Pali educations are imparted at the ‘Tol’ after 10 years of schooling i.e. S.S.C. Bangladesh Open University (BOU) also offers S.S.C. course through distance education under the general stream (BANBEIS, 2007:7).

Junior Secondary Education

According to the web site (http://www.moedu.gov.bd/edu_system__edu_structure.htm) of Ministry of education, junior secondary schools offer three grades i.e. class VI, VII and VIII. There are many high schools and a few higher secondary schools which also offer the courses of junior secondary stage. Junior high schools, in most cases, have primary classes attached to it. All the Junior high schools in Bangladesh are privately managed. Government extends salary support to the teachers and other employees of the Junior Schools.

There is a board named National curriculum and Text Book Board (NCTB) assigned with the responsibility of preparing curriculum and text books for primary and secondary Level. No public examination is held at this stage. Each institution conducts its own examinations. A countrywide scholarship examination known as the ‘Junior scholarship’ examinations is held every year in class VIII which is conducted by the Regional Deputy Director of Secondary and Higher Education Directorate. Merit scholarships are given to the successful candidates.

(Can be viewed at http://www.moedu.gov.bd/edu_system__edu_structure.htm)
Secondary education

Usually, a high school comprises five grades from classes VI to X. Grades IX and X are considered secondary stages. There are many high schools which have classes I to X, II to X, and III to X. Most of the high schools in the country are privately managed. Government high schools are situated mostly in urban areas. Most of the privately run secondary schools provide co-education. Bangladesh Open University (BOU) has been continuing the S.S.C. examination through distance education. The curricular structure is uniform and consists of Bangla, Mathematics, English, General Science, Social and Religious Studies. National Curriculum and Text Book Board (NCTB) is assigned with the responsibility of preparing curriculum and text books for secondary and higher secondary Level. Diversification of courses and curricula are introduced at class IX, where the students are separated into three streams of courses, viz. Science, Social Sciences, and Business Studies. Class-wise annual examination is held and promotion to next higher class is given if a student gets minimum prescribed marks. The academic programme is terminated at the end of class X, where the students appear at the public examination called S.S.C. (Secondary School Certificate) examination. Primarily, the programme is directed to the preparation of the students for entrance into the higher secondary stage. The examination is conducted every year by the eight Boards of Intermediate and Secondary Education (BISE) located at Dhaka, Rajshahi, Comilla, Jessore, Sylhet, Barisal, Chittagong and Dinajpur district headquarters. It is worthwhile to mention here that the newly created BISE, Dinajpur, has not yet sent candidates to appear at the S.S.C. examination. Candidates will be sent there in 2009. The results of S.S.C. examinations are being covered into letter grades viz., A+, A, A-, B, C, D, and F. The ranges of marks for these grades are 80-100, 70-79, 60-69, 50-59, 40-49, 33-39, and 0-32 respectively and the corresponding grade points are 5.00, 4.00, 3.50, 3.00, 2.00, 1.00, and 0.00 (BANBEIS, 2007:8-9).

In case of Bangladesh Open University (BOU), there are two terminal examinations, one is after first year of the academic year and another is at the end of the second year. It may be mentioned here that one can not pass in all papers in the first year final examinations, he/she can appear in the second year final examinations and also can appear in failed subjects of previous year. Aggregating the two terminal results BOU publishes the final S.S.C. result. BOU follows letter grade system in publishing the results of S.S.C.

One of the major weaknesses of secondary education is that it has, by tradition, been looked upon as preparatory to higher education without catering for preparation for entry into vocations. A further problem is high failure rates at the SSC and HSC examination. It is well known that failure in English is the most important factor contributing to high failure in the SSC and HSC examinations (Hossain, 1985:22).
Higher Secondary education

At the higher secondary stage the academic programme for general education is of two years’ duration (class XI and XII). Public examination called the Higher Secondary Certificate (H.S.C.) examination is held at the end of class XII. Generally, Intermediate colleges in Bangladesh offer courses of higher secondary level. There are many degree colleges which combine grades XI and XII as well. One of the main objectives of this stage is to prepare qualified students for higher education. Bangladesh Open University has been continuing the H.S.C. programme through distance education. For distance education through BOU there are selected centres where the students are registered in class XI. Students attend the classes on two Fridays in a month but not more than twenty classes in a year. The curricular structure is uniform and consists of Bangla, Mathematics, English, General Science, Social and Religious Studies. National Curriculum and Text Book Board (NCTB) is assigned with the responsibility of preparing curriculum and text books for primary, secondary and higher secondary level. Courses are diversified into Science, Humanities, Commerce, Home-economics, Business Management, Agriculture and Music. BOU also follow the curriculum same as the curriculum of general schooling. Academically, all higher secondary institutions are under the control of Board of Intermediate and Secondary Education (BISE), which grant affiliation to these institutions. Every year all BISE conduct public examination called H.S.C. examination. The Bangladesh Technical Education Board is responsible for conducting the H.S.C. (vocational) and H.S.C. (Business Management) examination. The results of H.S.C. examinations are being covered into letter grades viz., A+, A, A-, B, C, D, and F. The ranges of marks for these grades are 80-100, 70-79, 60-69, 50-59, 40-49, 33-39, and 0-32 respectively and the corresponding grade points are 5.00, 4.00, 3.50, 3.00, 2.00, 1.00, and 0.00 (BANBEIS, 2007:11-12).

In case of Bangladesh Open University (BOU), there are two terminal examinations, one is after first year of the academic year and another is at the end of the second year. It may be mentioned here that if one can not pass in all papers in the first year final examinations, he/she can appear in the second year final examinations and also can appear in failed subjects of the previous year. Aggregating the two terminal results BOU publishes the final result.

iii) Tertiary Education

According to BANBEIS (2007:14), after passing the Higher Secondary Certificate (HSC) examination or equivalent students can pursue as per their ability and aptitude for higher education in pass / Honours Bachelor Degree courses (three years for pass and four years for Honours) in the degree colleges or in the universities, followed by the Masters Degree courses of one year duration for holders of an Honours Bachelors Degree. Duration of Masters Degree is two years for Bachelor
degree (pass). The total duration of education from the primary to the highest level counts up, therefore, to $5+5+2+\left(\frac{3}{4}+\frac{2}{1}\right) =17$ years in the general education system.

Usually, the Universities (Public and Private) are offering higher education with prior approval of the University Grants Commission (UGC) of Bangladesh. The subjects of higher education are selected by the UGC both for Graduation and Post Graduation Level. Higher education is also offered in different colleges. Some colleges offer only up to Honours courses, some are offering both up to Honours and Masters, whereas some colleges offer only up to Masters without providing Honours level courses.

M.Phil. and Ph.D. courses in selected subjects are also offered in the universities. The minimum duration for M.Phil. Degree is two years and that of Ph.D. is of three years after Master Degree but not more than six years. All the universities either follow course system or semester system in examinations. Bangladesh Open University (BOU) has been continuing degree (pass) programme on B.A. and B.S.S. through distance education. There are six semesters in Bachelors’ degree level.

There is an examination wing headed by the Controller of Examination who is responsible for controlling, evaluating, and publishing the respective final results. All the universities have introduced letter grade system for evaluating the examination scripts according to decisions made by the UGC. The system of letter grades are being covered as viz., A+, A, A-, B+, B, B-, C+, C, D, and F. The ranges of marks for these grades are 80-100, 75-80, 70-75, 65-70, 60-65, 55-60, 50-55, 45-50, 40-45, and 0-40 respectively and the corresponding grade points are 4.00, 3.75, 3.50, 3.25, 3.00, 2.75, 2.50, 2.25, 2.00, and 0.00 (BANBEIS, 2007:14-15).

In case of higher level of general education which is held in the colleges and institutes, the National University is responsible for conducting, evaluating, and finally publishing the examinations results.

b. Madrasah Education

Madrasah education was first established in Kolkata in 1780. The present system of madrasah education was inherited in Bangladesh with the establishment of that Madrasah in 1780. This was established aiming at extending Islamic education for the Muslims and also producing loyal civil servants especially for handling judicial affairs in Muslim law in the court. In 1835 English System of Education was introduced in this country and in 1837 the language of the court became English in lieu of Persian. This English system diminished the importance of madrasah education vis-a-vis production of Government servants. Still that system of education is continued progressively as the Muslims responded to the system and many Madrasahs grew up in this sub-continent through private
initiative. Since Kolkata University Project (1857) did not include madrasahs within the University system of education, a separate parallel madrasah system up to tertiary level grew up and Government accepted this system by establishing some madrasahs and also by recognising madrasahs established in private sector.

In the early 20th century, the education system of the Kolkata Madrasah underwent reform. As a result, ‘New Scheme’ for madrasah education was developed with the introduction of Urdu, Bengali, Arabic, Mathematics, History, Geography, English, Drawings, Hand-works, and Physical-exercises etc. in the curriculum of madrasah education along with religious education. An Islamic Intermediate level was set up in those madrasahs for providing a preparatory stage for the university education. As per the East Bengal Education Committee (Akram Khan Committee) of 1952 all Madrasahs and Islamic Intermediate Level were transformed into secondary schools and general colleges respectively.

The present system of Madrasah education is a parallel system with the general education system which offers Islamic instructions to Muslim boys and girls. The madrasah has the following stages:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Equivalent level</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Ibtedayee</td>
<td>Primary</td>
<td>Five years</td>
</tr>
<tr>
<td>2) Dakhil</td>
<td>Secondary</td>
<td>Five years</td>
</tr>
<tr>
<td>3) Alim</td>
<td>Higher Secondary</td>
<td>Two years</td>
</tr>
<tr>
<td>4) Fazil</td>
<td>Degree</td>
<td>Two years</td>
</tr>
<tr>
<td>5) Kamil</td>
<td>Masters Degree</td>
<td>Two years</td>
</tr>
</tbody>
</table>

Class-wise annual examination is held and promotion to next higher class is given if a student gets minimum prescribed marks up to class IX. The academic programme is intended to be terminal at the end of class X, XII, XIV and XVI where the student appear at the public examination called Dhakhil, Alim, Fazil, and Kamil examination respectively. The examination is conducted every year by the Bangladesh Madrasha Education Board (BMEB). The results of Dakhil and Alim examinations are being covered into letter grades viz., A+, A, A-, B, C, D, and F. The ranges of marks for these grades are 80-100, 70-79, 60-69, 50-59, 40-49, 33-39, and 0-32 respectively and the corresponding grade points are 5.00, 4.00, 3.50, 3.00, 2.00, 1.00, and 0.00 (BANBEIS, 2007:19-20).

**Other type of Madrasah education**

According to the website [http://www.moedu.gov.bd/edu_system__edu_structure.htm](http://www.moedu.gov.bd/edu_system__edu_structure.htm) of Ministry of Education, Government of Bangladesh; in addition to the public system of Madrasah education, there are a good number of private institutions of other traditional Islamic teachings for the Muslims. These
are known as the Forquania Madrasah, Hafizia Madrasah and Quami or Nizamia Madrasah. Forquania Madrasah offers basic education (maximum four years) on Islam including Arabic language, Quran recitation, elementary Bengali language and simple arithmetic. Hafizia Madrasah is exclusively meant for ‘Hifz’ or memorising the entire Quran. Children of the earliest possible age-group join these institutions. Mostly these institutions are residential and attached to a Mosque. Maqtab is another type of Mosque-based institution which serves as ‘feeder’ schools for Primary and Ibtedayee Madrasahs. Pre-primary and elementary religious courses along with simple Bangla and arithmetic are taught in these institutions. Quami or Nizamia Madrasahs arrange their academic programmes according to grades of one year each beginning from grade I to grade XIV. The grades are named in Arabic. The final grade is called Daurah. Certificates are awarded to the students after completion of the Daurah class.

(Can be viewed at [http://www.moedu.gov.bd/edu_system__edu_structure.htm](http://www.moedu.gov.bd/edu_system__edu_structure.htm))

**c. Technical and Vocational Education**

In Bangladesh, technical education is organised in three phases, viz., S.S.C. (Voc), H.S.C. (Voc), H.S.C. (B.M.), certificate, diploma and degree. This certificate course prepares skilled workers in different vocations spread over one year duration or less after eight years of schooling (class VIII) and the diploma courses prepare the Diploma Engineers, at the Polytechnic and other Institutes. The Diploma course is of one/two/three/four years duration and its admission pre-requisite is a minimum of S.S.C. The S.S.C. (Voc), H.S.C. (Voc), H.S.C. (B.M.) courses are run through the Technical Schools and Colleges or are attached to Schools, Colleges and Madrasahs under academic control of the Bangladesh Technical Education Board (BTEB).

The Technical School and Colleges (previously it was named Vocational Training Institute) or courses attached to Schools, Colleges, and Madrasahs offer Trade Courses of two years duration in different trades for S.S.C. (Voc), H.S.C. (Voc), and H.S.C. (B.M.) training holder. Diploma courses are offered in the Polytechnic (Govt. and Non-govt.) and Monotechnic Institutes of four years duration in various subjects.

Besides, the Institute of Marine Technology and other Technical Training Centres (TTC) run by the Ministry of Manpower are affiliated to the Bangladesh Technical Education Board (BTEB) for academic purposes. Public examinations are held for various types of courses under the auspices of the Bangladesh Technical Education Board and diplomas and certificates are awarded by them. There are some private institutions under BTEB which offer various courses in different fields. Shatlipi (short-hand) Academy of Dhaka and Badurpur Akbar Ali Khan Technical Institute of Comilla offer short courses for short hand and typing. Two survey institutes, one at Comilla and another at
Rajshahi are managed by the respective District Councils which offer overseer courses. Similar other private vocational and trade institutions are registered with the Technical Education Directorate and affiliated to the Bangladesh Technical Education Board (BTEB) for academic, evaluation and certificate purposes. It is also noted that various types of Diploma courses are offered by the BTEB which is administratively controlled by different ministries (BANBEIS, 2007:27-29).

d. Professional Education

There are different streams in Professional Education, viz. i) Engineering and Technology Education, ii) Agriculture Education, III) Health Education, IV) Law Education, V) Library and Information Science Education.

Engineering and Technology

Engineering education at degree level began in this country when Ahsanullah Engineering College was established in Dhaka. With the establishment of East Pakistan University of Engineering and Technology which is presently known as Bangladesh University of Engineering and Technology (BUET), Dhaka, scope of higher education in Engineering and Technology has expanded. Four BITs (Bangladesh Institute of Technology) have been restructured as an autonomous degree awarding University of Engineering and Technology from where four years B.Sc. course are offered. These universities are Dhaka University of Engineering and Technology (DUET), Chittagong University of Engineering and Technology (CUET), Khulna University of Engineering and Technology (KUET), and Rajshahi University of Engineering and Technology (RUET). The College of Textile Technology and the College of Leather Technology offer four years degree courses in Textile Engineering and Leather Technology Engineering respectively. Both colleges are situated in Dhaka.

Bangladesh University of Engineering and Technology (BUET) offers as well a five years degree course (Bachelor of Architecture) in architecture after H.S.C. (pre-engineering) followed by a one year M.Arch. (Master of Architecture). There is also a two years M.U.R.P. (Master of Urban and Rural Planning) course after B.Sc. (Engg.). Masters degree holders of selected subjects, viz., Economics, Geography, Statistics, mathematics can also undertake this course. Ph.D degrees are also awarded by the BUET after minimum of three years course work/thesis work following completion of M.Sc. (Engg.) The universities are fully autonomous in character.

The Institute of Scientific Instrumentation under the UGC offers training to technicians for maintenance, repair and development of expensive and sophisticated scientific instruments and equipment used for teaching and research purposes in the universities and colleges of the country.
There is an International University called the Islamic University of Technology (IUT) situated at Board Bazar, Gazipur, near Dhaka founded by Organization of Islamic Countries (OIC), which is responsible for the preparation of skilled and efficient technical professionals of different Islamic countries of the world. This institute offers post-graduate degree in different technologies at the higher level. Degree is awarded through course work and practical examinations. All examination results are being converted in letter head grading system which is followed by other universities.

Besides, there are many professional institutes which offer professional certificates, diplomas and degrees. Bangladesh Institute of Engineers, Marine Academy of Chittagong under the Shipping Corporation of Bangladesh, Institute of Cost and Management Accounts, Institute of Chartered Accounts, Institute of Bankers, Institute of Personnel Management, Bangladesh Institute of Management, and Library Association of Bangladesh and similar other associations offer professional certificates, diploma, and fellowships etc. after H.S.C/graduation followed by professional training and internships. Ministry of Industry operates mono-textile institutes under the Directorate of Textiles which offer two year course after S.S.C. or equivalent courses (BANBEIS, 2007:33-34).

**Agricultural Education**

According to the website (http://www.moedu.gov.bd/edu_system__edu_structure.htm) of Ministry of Education, Government of Bangladesh; agricultural education includes education on production, preservation, processing and marketing system of all agricultural crop, animal-husbandry, poultry farming, livestock, fisheries, pisciculture, planting etc. and simultaneously acquiring knowledge on production of different kinds of crops.

Diversified courses on agriculture are offered at the four agricultural universities in Bangladesh, viz., Bangladesh Agricultural University (BAU) at Mymensingh, Sher-e-Bangla Agricultural University at Dhaka, Veterinary and Animal Sciences University at Chittagong, and Agricultural University at Sylhet. In the university honours (Bachelor of Science Honours) courses in agriculture, animal-husbandry, fisheries, veterinary science, agricultural engineering, agricultural economics are offered and followed by one year Masters Degree courses, also offers Ph.D. courses which are of minimum three year’s duration after M.Sc. on selected fields. Government has upgraded the status of Institute of Post-graduate Studies in Agriculture (IPSA) to University as Bangabandhu Sheikh Mujibur Rahman Agriculture University which offers agriculture education and conducts agriculture research. Degrees offered by this university are B.S. in Agriculture, M.S. in Agriculture, and Ph.D. on selected field. There is a Forest Research Institute at Chittagong where Honours and Masters courses on Forestry are offered. Besides, there is also an Institute under the University of Chittagong which offers courses in Marine Science of equivalent level.
The Ministry of Agriculture operates about a dozen of Agricultural Training Institutes (ATIs) where a three years Diploma Course in Agriculture is offered after S.S.C. (Can be viewed at http://www.moedu.gov.bd/edu_system__edu_structure.htm)

**Health Education**

As stated by BANBEIS (2007:35-41), in Bangladesh there are three types of Health education which are as follows:

i) Medical, Dental and Nursing Education

ii) Homeopathic System of Medicine and

iii) Unani and Ayurvedic System of Medicine

**i) Medical, Dental and Nursing Education**

There are some medical colleges (public and private) in Bangladesh. Some private universities in Bangladesh offer the Bachelor of Medicine and Bachelor of Surgery (M.B.B.S.) degree courses for medical education. Students can pursue a five years M. B. B. S. course offered at the Government Medical colleges and also at some Private Medical colleges in Bangladesh after passing Higher Secondary Certificate examination in science (with pre-medical group of subjects). Academically these colleges are carrying out their responsibilities under the affiliating University of Dhaka, Rajshahi and Chittagong universities.

There is one Govt. Dental College located at Dhaka, dental units are attached to Rajshahi and Chittagong Medical colleges and a very few private dental colleges offer a four years B.D.S. (Bachelor of Dental Surgery) courses. The faculty of dentistry of Bangabandhu Sheikh Mujib Medical University (BSMMU) is only offering the higher dental medical education. D.D.S. course under Dhaka University, M.S. and M.D.S. courses are offered under BSMMU. Besides this, BSMMU conducts the courses of MCPS and Conservative Dentistry and Endodontics under BCPS.

There are some public and private Nursing institutes all over the country which offer a four years senior certificate course (three-year basic nursing course and one-year midwifery training). There is also a Nursing College in Dhaka which offers a four-year B.N.Sc. (Bachelor of Nursing Science) and B.Sc. Public Health Nursing courses. The Institute also offers the degree on M.Sc. in Clinical Nursing.
There are some Medical Assistant Training Schools (MATS) run by the Government under the Directorate of Health which offer a three years training after S.S.C. (science) or equivalent degree. There are also a number of public and private Institute of Health Technology (Para-Medical Institute) in Bangladesh which offer three year Diploma course in Health Technology, Laboratory Technicians, Radiography, Sanitary Inspection, Pharmacy and Dentistry after S.S.C. or equivalent degree.

In case of higher level medical education on clinical/pre-clinical subjects; Diploma, Master of Science, M.Phil. and Ph.D. courses are offered by different universities (degree is offered by Bangladesh College of Physicians and Surgeons through membership and fellowship examination). Duration of these courses is being from 1-3 years. Universities and BCPS are also functioning mainly for registration, evaluation, and certification in higher medical education.

The courses are offered in different Government Medical colleges as well as the following institutes:

i) National Institute of Cardio-Vascular Diseases (NICVD), Dhaka
ii) Institute of Diseases of Chest and Hospital (IDCH), Dhaka
iii) National Institute of Preventive and Social Medicine (NIPSOM), Dhaka
iv) National Institute of Ophthalmology (NIO), Dhaka
v) Institute for Rehabilitation of the Disabled, Dhaka
vi) Institute of Public Health and Nutrition, Dhaka
vii) Bangladesh Institute of Research and Rehabilitation in Diabetes, Endocrine and Metabolic Disorders (BIRDEM), Dhaka
viii) Institute of Child Health (ICH), Dhaka
ix) Institute of Epidemiology, Disease Control and Research (IEDCR), Dhaka
x) National Institute of Trauma, Orthopedics, and Rehabilitation (NITOR), Dhaka
xi) National Institute of Kidney Diseases and Urology (NIKDU), Dhaka
xii) National Institute of Cancer Research Hospital (NICRH), Dhaka and
xiii) Mental Health Institute

All these above-mentioned institutes are affiliated to Dhaka University. BSMMU also conducts the FCPS courses under Bangladesh College of Physician and Surgery (BCPS) other than its own courses. The Bangladesh Medical Council gives Registration Certificates to the candidates who have passed the M.B.B.S. course and completed one-year internship training. There is an Inter-medical College Board for the purpose of co-ordinating the academic activities of all medical colleges in the country.
ii) Homeopathic System of Medicine

Formal Homeopathic medical education has developed in Bangladesh. For controlling this system a Homeopathic Board was established in 1965. Subsequently in 1983, Bangladesh Homeopathic Practitioner Ordinance was promulgated. According to the Ordinance, structures and functions of the Board have been reformed and re-determined.

At present, there are more than 30 Homeopathic Medical Colleges in Bangladesh, among these; one Government Homeopathic Medical College is located at Mirpur, Dhaka, offers a five years regular course and others are registered with the Homeopathic Board. Most of these colleges offer night-shift courses. Some colleges have day-shift along with night-shift courses. Courses offered in these institutions are - Diploma in Homeo Medicine and Surgery (D.H.M.S.) and Bachelor of Homeo Medicine and Surgery (B.H.M.S.). D.H.M.S. is a four years course after S.S.C., which is awarded on successful completion of the course. A six months internship course after passing the diploma is compulsory for obtaining a Registration Certificate and practice as a physician. After completion of D.H.M.S., a student can join a two years condensed course in Homeo Medicine and Surgery. On successful completion of this condensed course a degree of B.H.M.S., is awarded. Similarly, a five years B.H.M.S. course in science is offered at the homeopathic colleges after passing H.S.C. examinations. The University of Dhaka has given academic recognition to some of the colleges for awarding degree under its Faculty of Medicine. One year internship course after B.H.M.S. degree is a pre-requisite for obtaining a Registration Certificate and to work as a homeopathic practitioner.

iii) Unani and Ayurvedic System of Medicine

The traditional Unani and Ayurvedic System of medicine is very popular in Bangladesh. There is a Government recognized Board of Unani and Ayurvedic System of Medicine in Bangladesh. A Government Unani and Ayurvedic Degree College has been established in Dhaka from where a five years degree course is offered. After successful completion of the course a continuing one year internship training course is mandatory. The Faculty of Pharmacy of the University of Dhaka is responsible for all academic purpose and certificate is awarded from the University of Dhaka to successful candidates. There are some private Unani/Ayurvedic institutions which offer diploma courses on D.U.M.S. (Diploma in Unani Medicine and Surgery) and D.A.M.S. (Diploma in Ayurvedic Medicine and Surgery). After completion of four years diploma, one year internship training is required for registration as practitioner. All Unani and Ayurvedic institutions are recognised by the Government.
Law Education

Law education courses are offered in some public and private universities, and in some private law colleges. After H.S.C., a four years L.L.B. honours course is offered at the University of Dhaka. The duration of the L.L.M. course is one year after completion of L.L.B. honours course. The Rajshahi University offers B. Jur. (Bachelor of Jurisprudence) honours course of three years duration after H.S.C. and M. Jur. (Master of Jurisprudence) course of one year duration after B. Jur. honours courses. Rajshahi University also offers L.L.M. course of three years duration after M. Jur. There is a provision of three years Law courses after the first university degree offered by the different law colleges under National University. The law colleges are privately managed. The National University is responsible for registration of the colleges, academic affairs, supervision, controlling the examination and publishing the results.

Library and Information Science (LIS) Education

Training course on Librarianship in Bangladesh started in 1952. A three-month training programme in librarianship was launched at the Dhaka University Library by Late Fazle Elahi, ex-Librarian of Dhaka University. The course was discontinued after one session as the University authority was not then in a position to act for the training of library personnel on urgent basis in the newly created state of Pakistan (Chanda, 1958 : 12; Siddique, 1965 : 256). Apart from the higher training facilities under the Technical Assistance Programme of the Colombo Plan in 1953-54, four 3-month subject-wise training were conducted between 1955 and 1959 (Mannan, 1997 :109). A regular certificate course on librarianship of six-month duration introduced at undergraduate level in 1958 led by Late M.S. Khan, former Librarian of the University of Dhaka Library, as Director. That might be the foundation of regular library education at undergraduate level in Bangladesh. Success of the courses convinced Dhaka University authority, which finally led to the institution of one-year post-graduate diploma course in Library Science at the University of Dhaka under the guidance of Late M.S. Khan. Advancement of librarianship in Bangladesh was started when the first post-graduate Diploma course in Librarianship was introduced during the session of 1959-60 at the University of Dhaka by its former Librarian Late M.S. Khan. He followed the model of the University of London. LIS education is still growing in Bangladesh from that session. In LIS education, from Certificate Course to Ph.D. degrees are offered in the education system of Bangladesh. B.A./B.S.S. (Honours) and M.A./M.S.S. Degrees in LIS are offered by the two universities, such as, the University of Dhaka and Rajshahi University. Post-graduate diploma courses are offered by sixteen institutes. Dhaka and Rajshahi Universities offer M.Phil. At the same time, Dhaka University also offers Ph.D. Degree in LIS education. Recently, there are some private universities have been offering different Level of
education in LIS in Bangladesh. Gradually, the schools/institutes of LIS are increased but quality education is yet to be achieved. However, senior practicing librarians and professionals are playing a very significant role in the development of LIS education (Hossain, 2006:54).

Details about the types of courses are given below.

The Library Association of East Pakistan (currently known as Library Association of Bangladesh) started an undergraduate Certificate Course in 1958. The duration of the course is six months. Those who have higher secondary certificate or equivalent certificate are eligible to get admitted into the course. Presently, Institute of Library and Information Science is offering Certificate Course under the guidance of Library Association of Bangladesh (LAB). University of Science and Technology Chittagong (USTC), one of the private universities in Bangladesh, is offering Certificate Course in LIS producing Library Assistants for medical libraries (Hossain, 2006:55).

Department of Library Science was established in 1959 at the University of Dhaka. In 1959-60, the first one-year Post-graduate Diploma was started at the University of Dhaka under the direction and guidance of late M. S. Khan. The LAB began one- year Post-graduate Diploma in LIS during the session of 1989-90. Rajshahi University also started the diploma course in 1991. There are some institutes are offering one-year Post-graduate Diploma in LIS under the National University. These institutes are producing sub-professional in library science profession. These institutes’ infrastructure facilities are not satisfactory and most of them do not have full time faculty members. Besides, two private universities, i.e. Darul Ihsan University and International Islamic University of Chittagong, are now offering one year post-graduate diploma in LIS education. There are some colleges in Bangladesh are offering LIS education as an optional subject in B.A. (pass) level under the National University of Bangladesh (Hossain, 2006:56).

The University of Dhaka launched three-year BA (honours) in 1987-1988 and the name of the Department was changed from Library Science to Library and Information Science. To cope and keep pace with the Information Communication Technologies (ICTs) and modern world, the University organized a four years integrated (Hons) course from the session 1997-98. It is also significant that the name of the Department was again changed and renamed as Information Science and Library Management (ISLM) in 2001. In 1992-93, Rajshahi University began three-year B.S.S. (Hons) course in LIS. That course has been converted into four year course in 1996-97 at the University of Rajshahi. One private university namely Uttara University introduced a four years B.A. (Hons) course in Library and Information Science. But due to high tuition fees and other expenditures of the University, it did not get minimum number of students to sustain the programme (Hossain, 2006:58-62).
The University of Dhaka and the Rajshahi University are offering one year Master’s Degree in LIS. Royal University of Bangladesh is offering two-year Master’s degree in LIS. After the liberation of Bangladesh, from 1975-76 academic session, the University of Dhaka started an M.A. preliminary course, a two years master’s degree course in Library science. They stopped two-year master’s degree programme in 1994-95 and carry on one-year master’s programme for the honours graduate students in LIS. The University of Rajshahi started one-year master degree programme in 1995-96 session. Those who acquired 55% marks or above marks in their honours final examination can have the thesis paper. Lalmatia Girls College of Dhaka started a two years master’s programme in LIS in 2002-03 session under National University (Hossain, 2006: 62-4).

A few years ago, the University of Dhaka again began a two years master’s degree programme in LIS, i.e. M.A. evening programme for the professionals those who have already completed post-graduate diploma in LIS education in 2004. This programme is kept open for all graduates since 2005-2006. Also open for those Honours graduates who have completed certificate or post-graduate diploma course (Hossain, 2006: 64).

M. Phil. (Master of Philosophy) programme is offered by the University of Dhaka after completion of one year M.A. degree in LIS. The University of Dhaka approved Master of Philosophy in LIS during the 1975-76 session but it began in the session 1976-77. Duration of the M. Phil. course is two years. One year is for course work and another year is for thesis. Rajshahi University also commenced a two years M. Phil. Programme in 2005-2006 session (Hossain, 2006:65-6).

Doctor of Philosophy (Ph.D.) degree is offered in Library Science from 1978-79. This Ph.D. degree was approved by Dhaka University. As per ordinance and regulations of the University of Dhaka, a candidate is to submit a thesis on approved topic in Library and Information Science within two to five years of research work after registration at the University of Dhaka for Ph.D. degree (Ahmad, 1987:213).

**Role of Professional Associations in LIS education**

The Library Association of Bangladesh (LAB) sponsors the Library Training Institute (currently known as Institute of Library and Information Science) which offers courses on Library and Information Science, training programmes, and supports continuing education opportunities for librarians through workshops, seminars and symposia. The Association publishes the journal titled *Eastern Librarian* twice a year and a quarterly newsletter titled *Upatta* in Bangla. At present, unfortunately, publications of *Eastern Librarian* and *Upatta* have been discontinued for a long time.
for unknown reason. In 1986, a complete professional association – Bangladesh Association of Librarians, Information Scientists and Documentalists (BALID) emerged with a commitment to the development of library profession in Bangladesh. BALID also engages in arranging seminars, training programmes, and publishing newsletter *Informatics* at irregular interval (Mannan, 1997:110-111).

**e) Teacher Education**


Teachers’ training of one year duration is conducted at Primary Training Institutes (PTI). The National Academy of Primary Education (NAPE) is responsible for conducting examinations after one year of training in the PTI and offering certificates of education (C-in-ED) to successful trainees. There is only one Vocational Teachers’ Training Institute (VTTI) offers two degrees of which one is certificate in vocational education of one year duration and another is Diploma in vocational education of one year duration. After successfully completion of the certificate course, one can take admission in the Diploma course.

Physical education is offered at Physical Education College (public and private). At present there are four Government physical education colleges situated in Dhaka, Rajshahi, Chittagong, and Bagerhat. Also two Government physical colleges are under construction, very soon they will start their academic programme. Government and private physical education colleges offer one-year Bachelor of Physical Education (B.P.Ed.) after first University Degree. All Government physical education colleges are under the Ministry of Youth and Sports Development for financial management. On the other hand academic purpose, examination and administrative function of both public and private physical colleges are controlled by the National University. Moreover, physical education is being offered by a very few number of private universities which offer B.P.Ed. degree as well as M.P.Ed degree of duration one year. From the year 2008-2009, Government physical colleges also introduce M.P.Ed. course.

Dhaka Polytechnic Institute was established in 1955. With the establishment of that Institute, one department for teachers’ training was opened in this Institute. The necessity of teachers’ training was felt in the early sixties following the increase of the number of Polytechnic Institutes. As a result, the Department of teachers’ training of Dhaka Polytechnic Institute was upgraded to Technical Education College in 1964. This college offers one-year Diploma-in-Technical education and two-year B.Ed.
(Technology) course for the in service teachers (Technical Diploma Holders) of the Polytechnic Institutes. Later the name of this college was changed to Technical Teacher’s Training College (TTTC). This College also offers in-service short courses for the teachers of the polytechnic institutes and VTIs. Only the diploma engineers can take admission in diploma course and after completion of diploma course one can get admission in B.Sc. course.

Government and Private Teacher’s Training Colleges in the country offer one year B.Ed. course for the teachers of Schools and Madrasahs and pre-qualification for this course is the first university degree or equivalent. Mostly in service teachers are being trained in this course. Limited quota for outsiders has also been kept. In some of the Teacher’s Training Colleges B.Ed. courses after H.S.C. and M.Ed. courses for B.Ed. degree or diploma holders is also offered. The apex institution for teacher education is the Institute of Education and Research (IER), Dhaka University, where a four years Honours and Master course on education and one year diploma in education course in various disciplines are offered to the university graduates followed by one year M.Ed. course. Three years Ph.D. in education course is also offered by IER to M.Ed. degree holders. Some private universities also offer B.Ed. honours and M.Ed. courses.

In-service Teachers Training for Madrasah Education is offered by the only Bangladesh Madrasah Teacher’s Training Institute (BMTTI) located at Board Bazar Gazipur. Teachers having at least Fazil degree are ineligible for this course. Some subject based training are also offered to the concerned Madrasah Teachers.

Higher Secondary Teachers Training Institute (HSTTIs) conduct in-service training for the college teachers. There are five institutes in the country located at Barisal, Comilla, Khulna, Rajshahi, and Mymensing.

The National Academy for Educational Management (NAEM) is responsible to conduct in-service short-term training course on different subjects/disciplines for both secondary and college teachers and of educational administrators. At present, NAEM is conducting training of all officers of Bangladesh Civil Service (Education) Cadre (BANBEIS, 2007:45-48).

f) Specialized and Special Education

According to BANBEIS (2007:51-54), specialized and special types of education exists in Bangladesh. Different types of special education are described below.
Sanskrit and Pali Education

Sanskrit and Pali education is imparted normally in the general schools as a Hindu religious subject, in colleges as an optional subjects and in universities as a subject for higher education. Sanskrit and Pali are elective subjects at all stages of Secondary, Higher Secondary and Degree Level of education. The Universities of Dhaka and Chittagong offer Honours, as well as Master courses in Sanskrit and Pali. Traditional system of education Pali and Sanskrit are taught at the privately managed institutions called the Tol/Chatuspathi/ college in Bangladesh.

Education for the Physically Handicapped and Mentally Retarded

The Government of Bangladesh has taken many programmes for the welfare of the handicapped and retarded children. It has been observed in a study that at least one baby is found to be physically handicapped and mentally retarded amongst every ten new born babies in the world. Either the baby is blind, or deaf and dumb or mentally or physically retarded. In consequence, fairly a large section of school children are identified as the ‘children with special educational needs’. It is meant that educating these children requires special care and attention to the students including adaptation of appropriate teaching techniques. Rehabilitation of these children may need medical care and facilities, special kind of education and training. For this purpose, a number of organizations in Bangladesh are established for taking care of the welfare of the children with special educational needs.

Education and Training System for the Blind

Blind Schools: The Social Welfare Directorate of the Government of Bangladesh runs five Blind Schools for the education of blind children. All these schools are located in four districts namely, Dhaka, Chittagong, Rajshahi and Khulna. These schools offer education for the blind children at the primary level up to class V by Braille System. They use Braille system to teach blind children. In addition, students can also receive various vocational training and studies in music.

Integrated Education System for the Blind: Under the Social Welfare Department the Government of Bangladesh has started a programme called Integrated Education System for the Blind. Thus the blind children may avail the opportunity of getting education simultaneously with those having normal eye-sight of their age. With a view to achieve this objective, recently, a Braille Press has been established in Dhaka with foreign aid and assistance.

About Blind Training and Rehabilitation Programme: Four training centres have been started at the divisional headquarters of Bangladesh for vocational training of the adult blind people of
Bangladesh. On completion of the training courses, the graduates become eligible to be employed in the nearest industry with the help of the Placement Services Branch of the training centres.

**Non-Government Programmes:** Bangladesh National Society for the Blind (BNSB) established a vocational training centre at Mirpur with the assistance of a General Institute for the Blind. This centre offers training on weaving, wood-work and book-binding for the blind children.

**Education and Training System for the Deaf and Dumb**

**Government Programmes:**

**Deaf and Dumb Schools:** The Social Welfare Department of the Government of Bangladesh established Deaf and Dumb Schools in five divisional headquarters of Dhaka, Chittagong, Rajshahi, Khulna, Sylhet and two district towns of Chandpur and Faridpur. In these schools primary level education, courses on drawing and vocational training are offered for the deaf and dumb children.

**Adult Training and Rehabilitation:** In the above-mentioned schools, there is a separate system consisting of different vocational training for adult deaf and dumb people. These centres are known as Training and Rehabilitation Centres for the physically handicapped.

**Employment Rehabilitation Centre:** It is a vocational training centre for the blind and located in Tongi very close to Dhaka district. Moreover, the centre is engaged in determination of intensity of deafness, and offer proper treatment for the deaf people. They also manufacture hearing aids – an instrument used by the deaf person for improved hearing.

**Non-Government Programmes:** Different voluntary organizations of the country established four schools for the deaf children at Brahmanbaria, Dhaka, Bogra, and Mymensingh. These schools usually offer vocational training.

**Education and Training for the Mentally Retarded Children**

At present, there is no special school and training centre for the mentally retarded children run by the Government in Bangladesh. But a few voluntary organizations have taken training programmes for the mentally retarded children of the country. The Society for the Care and Education of Mentally Retarded Children (SCEMRC) started special education class for the 5-15 years old children in a regular school. The school also looks after training on arm-circulation, technique on exchanging social feelings and views of the children. This organisation has been working in this field since 1982.
In 1984, Bangladesh Retarded Foundation established a special school for the retarded in the city of Dhaka which is known as ‘Kalyani’.

(Can also be viewed at  [http://www.moedu.gov.bd/edu_system__edu_structure.htm](http://www.moedu.gov.bd/edu_system__edu_structure.htm))

**Expatriate Students in Higher Education**

Foreign students are entertained to pursue studies in the universities of Bangladesh, especially in the fields of Agriculture, Medical Science, Engineering, and Language Studies. A good number of foreign students get admitted into various courses of the Universities. Most of the students are from the developing countries of the world. Admission into different universities is slightly different (BANBEIS, 2007:57).

**Education Management**

It has been described in the website [http://www.moedu.gov.bd/edu_system__edu_management](http://www.moedu.gov.bd/edu_system__edu_management) of Ministry of Education, Government of Bangladesh, that the whole education system of Bangladesh is managed and administered by two Ministries of the People’s Republic of Bangladesh. One is Ministry of Education (MoE) and the other one is Ministry of Primary and Mass Education (MoPME) Division in association with the attached Departments and Directorates with a number of autonomous bodies.

The main job of the Ministry is to make policy, plan, monitor, evaluate, and execute plans and programs related to post primary, secondary and higher education including technical and madrasah education. The line directorates, viz. Directorate of Secondary and Higher Education and Directorate of Technical Education are responsible for management and supervision of institutions under their respective control. The Directorate of Technical Education (DTE) Office is responsible for the management and administration of technical and vocational institutions like polytechnics, monotechnics and other similar types of institutes. DTE has Inspectorate Offices at the Divisional Headquarters. Bangladesh National Commission for UNESCO (BNCU) is working as a corporate body within the MoE. The Minister of Education and the Education Secretary work as Chairman and the Secretary-General respectively of this Commission. The Commission consists of 69 members comprised by eminent educationists and intellectuals interested in educational, scientific and cultural fields of the country. In order to follow the Government policy of decentralization the accounting function of the MoE is done by a separate accounts office i.e. Chief Accounts Office (CAO) under a Chief Accounts Officer (C.A.O).
In addition, the following Staff Departments/Professional Bodies of the MoE perform specialized functions assigned to them:

National Academy for Educational Management (NAEM) is an apex training institution under the MoE. This academy is responsible for providing foundation training to BCS (general education) cadre officers. NAEM also provides in-service training to senior educational administrators and teachers of the secondary and higher secondary Level. National Curriculum and Textbook Board (NCTB) is an autonomous body under the Ministry of Education (MoE). NCTB is responsible for the development of curriculum, production and distribution of textbooks at primary, secondary and higher secondary Level. Bangladesh Bureau of Educational Information and Statistics (BANBEIS) is accountable for collection, compilation and dissemination of educational information and statistics at various Level and types of education. It is the main organ of the MoE responsible for collection and publication of educational data and statistics. This office also acts as the Educational Management Information System (EMIS) of the Ministry. It also works as the National Coordinator of RINSACA (Regional Informatics for South and Central Asia). Directorate of Inspection and Audit (DIA) is responsible for inspection and audit. The aim of DIA is to improve the standard of education of the Non-Governmental institutions at the secondary level.

Seven Boards of Intermediate and Secondary Education are responsible for conducting the public examinations such as Secondary School Certificate and Higher Secondary Certificate level public examinations. The Boards are also responsible for the recognition of the non-Government and private sector educational institutions. Madrasah Education Board is responsible for conducting public examinations from Dakhil to Kamil Level. The Board is also responsible for the recognition of the non-Government madrasahs. Technical Education Board is assigned to conduct certificate and diploma examinations in technical education. The Board acts for the recognition of the non-Government technical and vocational educational institutions.

Non-Governmental Teachers' Registration and Certification Authority (NTRCA) has been established in February 2005. The aim of the NTRCA is to conduct examination for the registration of successful candidates who would be eligible for appointment in the non-Government educational institutions. It has been created by the Government with the objective of improving the teaching quality of the non-Government secondary, graduate and post graduate level teachers excluding public and private universities.

(Can be viewed at http://www.moedu.gov.bd/edu_system__edu_management.htm)
Furthermore, a number of autonomous bodies have a share in the administration of education. These are:

The University Grants Commission (UGC) of Bangladesh is responsible for supervision of the public and private universities and allocation of Government grants to public universities. The establishment of UGC in 1973 was considered as a milestone in the field of higher education. The UGC plays a significant role as a buffer or a mediator between the Government and the Universities engaged for the development of higher education in the country (Mannan, 1997: 89).

National University is a public affiliating university. It is responsible for academic control of all the affiliated colleges offering courses in graduate level Pass, Honours and Masters. It is also accountable for conducting Bachelor Degree and Masters examinations (UGC, 2006: 70).

Bangladesh Open University (BOU) was established by BOU act 1992. BOU is the only public university in Bangladesh which teaches education in distance mode. In this method of teaching, the learners are not required to come to the University campus, rather the University teaches them through its regional resource centres (BANBEIS, 2007:64).

The Directorate of Primary Education (DPE), National Academy for Primary Education (NAPE), Compulsory Primary Education Implementation and Monitoring Unit (CPEIMU), Bureau of Non-formal Education (BNFE), under the Ministry of Primary and Mass Education (MoPME) are engaged in executing policies laid down by the Ministry (BANBEIS, 2007:66-7).

The Ministry of Education deals with post primary education like secondary, higher secondary, technical, madrasah, and tertiary education. According to the statistics published by Bangladesh Bureau of Educational Information and Statistics (BANBEIS) of the Ministry of Education, recently (2006) there were 19,766 secondary schools, 1302 general colleges, 9051 madrasah, 117 polytechnic institutes, 64 vocational training institutes, 24 public universities, 54 private universities, and a variety of other educational institutions in Bangladesh. According to provisional data published in 2006, there are 80,81,956 students at lower secondary and secondary Level, 10,07241 at college level and 29,45,824 students at madrasah level (BMoF, 2006: 158).

**Setbacks with Higher Educational Institutes**

There are many degree colleges, professional colleges, and universities are offering higher education in the country. But problem exists with them. One of the most serious problems in the field of higher education is that its expansion during the past decades has been completely unrelated to the manpower needs of the country and that its enormous growth has been possible at the expenses primary, secondary, and technical sectors. A feeling has grown that a university is a place to keep the young people off the labour market. Secondly, within the higher education system there is a serious
imbalance nearly 70% of all enrolments being in the arts and humanities. Thirdly, in spite of the high cost of university and college education, the overall performance in terms of quality and output of this sector is extremely poor. The dropout or failure rates in B.Sc., B.Com (Hons) and pass are very high (Hossain, 1985: 24).

**Education Budget**

Since emergence of Bangladesh more importance has been given to the education sector. Total national education budget for the fiscal year 1995-96 was taka 2,149.37 crore, whereas this amount stood at taka 5,071.85 crore in 2004-05. A comparative study on national revenue budget for education and budget for the public universities is shown at the following table (UGC, 2006 : 32).

**Table 5: A comparative study on national revenue budget for education and budget for the public universities is shown below from fiscal year 1995-96 to 2004-05:**

(figure in crore taka)

<table>
<thead>
<tr>
<th>Fiscal year</th>
<th>National budget</th>
<th>National education budget</th>
<th>Education budget for the universities</th>
<th>Part of university (%) in education budget</th>
<th>Part of university (%) in national budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995-96</td>
<td>21627.61</td>
<td>2149.37</td>
<td>171.39</td>
<td>7.97</td>
<td>0.79</td>
</tr>
<tr>
<td>1996-97</td>
<td>21015.61</td>
<td>2295.54</td>
<td>181.70</td>
<td>7.92</td>
<td>0.86</td>
</tr>
<tr>
<td>1997-98</td>
<td>23994.19</td>
<td>2695.74</td>
<td>196.16</td>
<td>7.28</td>
<td>0.82</td>
</tr>
<tr>
<td>1998-99</td>
<td>28949.82</td>
<td>2975.70</td>
<td>217.76</td>
<td>7.32</td>
<td>0.75</td>
</tr>
<tr>
<td>1999-00</td>
<td>30218.71</td>
<td>3256.76</td>
<td>255.57</td>
<td>7.85</td>
<td>0.85</td>
</tr>
<tr>
<td>2000-01</td>
<td>34597.00</td>
<td>3587.46</td>
<td>288.67</td>
<td>8.05</td>
<td>0.83</td>
</tr>
<tr>
<td>2001-02</td>
<td>35479.29</td>
<td>3738.97</td>
<td>293.57</td>
<td>7.85</td>
<td>0.75</td>
</tr>
<tr>
<td>2002-03</td>
<td>39945.54</td>
<td>3960.39</td>
<td>323.53</td>
<td>8.17</td>
<td>0.81</td>
</tr>
<tr>
<td>2003-04</td>
<td>46263.62</td>
<td>4474.80</td>
<td>389.85</td>
<td>8.71</td>
<td>0.84</td>
</tr>
<tr>
<td>2004-05</td>
<td>50903.11</td>
<td>5071.85</td>
<td>437.50</td>
<td>8.63</td>
<td>0.86</td>
</tr>
</tbody>
</table>

As financial support, the Government of Bangladesh invested a lot roughly Tk. 2,000.00 crore for 4,74,563 teachers and employees. These teachers and employees are engaged in 28,115 post-primary non-Government educational institutes of the country including schools, colleges and madrasahs. This amount is approximately 79 percent of total revenue budget distributed for the Ministry of Education. It is better to mention here that Tk. 2,089.33 crore has been allocated as financial support for the teachers and employees of non-Government institutes in the revised budget of FY 2004-05 (BMoF , 2007 : 206).
**Education commissions**

Since the independence, the Government of Bangladesh has established several education commissions in the country for improving the education systems. Bangladesh Government always gives highest priority to make education sector best among all sectors in the country although the Government has so many resource constraints.
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