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Seminar Paper

on

Role of Ministry of Primary and Mass Education Ensuring Quality Education and Dropout. A Case Study of four schools in Urban and Rural Areas

Submitted to

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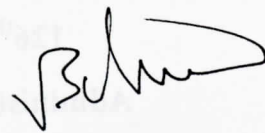


Bangladesh Public Administration Training Centre

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CERTIFICATE

This is to certify that the seminar paper entitled **“Role of Ministry of Primary and Mass Education Ensuring Quality Education and Dropout : A Case Study of Four Schools in Urban and Rural Areas.”** has been prepared by **Asma Sultana** Deputy Secretary, Ministry of Primary and Mass Education **Roll no. 122** , who is a participant of 126th Advanced Course on Administration and Development (ACAD) held at Bangladesh Public Administration Training Centre (BPATC), Savar, Dhaka. The paper has been prepared under my direct supervision and guidance accomplishing all the activities satisfactorily. The quality of the paper is above satisfaction to me and the course management can accept the paper as a fulfillment of the course.



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(Asma Sultana) 24/09/19

Author

ABSTRACT

Education plays pivotal role in the development of any country. It is world wide recognized that rapid improvement of education is sine-qua-non for accelerating economic, social and human development. The overall development can be achieved through proper and well – planned education system catering to the diverse needs of the nation. Bangladesh is striving for ensuring quality and global standard education coping with the changes across the world. In order to achieve the SDG target by 2030, efficient and effective education planning and management is mandatory. The Government has taken different policies ,programs and projects to ensure quality education and remove discrimination in education sector irrespective of cast and creed. As a developing country Bangladesh has to face many challenges to fulfil the basic requirements of the citizen. Bangladesh is trying to overcome the challenges. Poverty leads to low investment in education. Poverty of parents and of the family as a whole is a major cause of dropouts, i.e the most pertinent of quality education. In this study qualitative method has been used. Due to limitation of time and scope quantitative method has not been chosen. During the research work both primary and secondary data have been used. The primary data have been collected from survey work at study areas and the secondary ones from different relevant publications ,books, journals, articles, existing rules and regulations etc. Three types of semi structured questionnaire have been provided. After that data were analysed and unearth the findings to draw out the recommendations. The recommendations made on different issues to reduce the dropout rate. Eventually the research will put a significant contribution to the field of knowledge.

Abbreviation

APSC-Annual Primary School Census	
BANBEIS-Bangladesh Bureau of Educational Information and Statistics	BBC-British Broadcasting Corporation
BRAC-Bangladesh Rural Advancement Committee	
BBS-Bangladesh Bureau of Statistics	
BNFE- Bureau of Non Formal Education	
DPE-Department of Primary Education	
FFE-Food for Education	
FGD-Focused Group Discussion	
GDP-Gross Domestic Products	
GPS-Government Primary School	
GoB-Government of Bangladesh	
GSS-Gono Shahajyo Sangstha	
KG-Kindergarden	
MCWA-Ministry of Children and Women Affairs	
MDG-Millennium Development Goal	
MICS- Multiple Indicators for Cluster Survey	
NCTB-National Curriculum Text Board	
NEP-National Education Policy	
NGO-Non Government Organization	
NPA-National Plan for Action	
NRNGPS-Non-Registered Non-Government Primary School	
PSC-Primary School Completion	
PEDP-Primary Education Development Program	
PTA-Parents-Teachers Association	
APSC-Annual Primary School Census	
ASPR-Annual Sector Performance Report	
MoPME- Ministry of Primary and Mass Education	
SDG -Sustainable Development Goal	
DPE-Department of Primary Education	
MDG-Millennium Development Goal	

SLIP-School Level Improvement Plan

PTI- Primary Teachers Training Institute

EMIS-Evaluation and Monitoring Implementation System

RNGPS-Registered Non-Government Primary School

ROSC-Reaching Out School Children

SAARC-South Asian Association for Regional Cooperation SMC-

School Managing Committee

SSC-Secondary School Certificate

USAID-United States Aid for International Development

UNESCO-United Nations Educational, Scientific, and Cultural Organization UN-

United NationsUNO- United Nations Organization

UNO- Upazila Nirbahi Officer

UNICEF-United Nations Children's Emergency Fund

UEO-Upazila Education Officer

WCEFA-World Conference on Education for All WFP-

World Food Program.

INTRODUCTION

Bangladesh is a land of more than 169.3 million people with a total area of only 147,570 square kilometers. It is quite difficult to fulfil all the basic needs to the people here with low limited resources. We are to face challenges to meet the basic needs like food, shelter, education. Clothing and medical facilities. Recently highest priority has been given on education sector as quality education. Without developing this sector it is difficult to attain other requirements. Quality education is the basic foundation of our primary education system. Hence one thing is a big challenge is the multi factual drop out in primary level.

Primary education is the foundation for formal education system. Quality primary education is considered as foundation of developing human capabilities for which economics of development focus on educating people (Todaro and Smith, 2003). Primary education is one of the key instruments in sustainable economic, social and political development of a country. Therefore, primary education is treated as an effective instrument for nation-building, human resource development and poverty alleviation. So we have to design a comprehensive and uniform system through which we can give the optimum achievements in this sectors.

BACKGROUND

In Bangladesh, primary education is considered as fundamental right and has clear recognition and reflection in Article 17 of the Constitution. In 1992, primary education is made compulsory through an Act titled *The Compulsory Primary Education Act, 1990*. In line with global initiative to promote development, Bangladesh government is very much committed to achieving inclusive and quality education for all. In line with the National Educational Education Policy 2010 and the 7th Five Year Plan, Bangladesh has set several targets for providing education to all and development of the quality of education. Sustainable Development Goals (SDGs) also contain specific goal regarding primary education. Goal 4 states to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. According to target 4.1 by 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes and 4.2 by 2030, ensure that all girls and boys have access to quality early childhood development, care and pre - primary education so that they are ready for primary education.

Bangladesh govt has given the importance of primary education to eradicate illiteracy and fighting for quality education for all children of the age group of 6 to 10. Different initiatives and programs has

been taken by the government for ensuring quality primary education. Now primary education development program 4 (PEDP 4) are going on full swing. MoPME is able to achieve some remarkable achievements such as increasing student enrolment rate, free book distribution, reduced dropout rates, 100% coverage of stipend distribution, improvement of infrastructure etc. Yet MoPME has to face various challenges, unified curriculum, teachers quality, infrastructure, imbalance teacher student ratio etc.

In the context of Bangladesh's socio-economical structure, primary school dropout can be defined as children failing to reach the education level of grade five. Children across globe are starting primary school in greater numbers than ever before. In Bangladesh, the entry to grade one has reached near the universal levels, however, the primary school completion rate has remained 81.2% in recent years (MoPME Annual Report 2017 -2018). From review it was found some key reasons behind the primary school dropout in Bangladesh. Poor physical condition and disability, biased social practice, Lack of quality in education, economic hardship, geographical isolation, Parental Education and Net Enrolment Ratio, Uncontrolled Population Growth and Unequal Access to Education etc. All of the afore mentioned reasons are currently contributing to the lower literacy rate in Bangladesh. If the country wants to increase the education level among its population, then effective policies need to be designed and implemented to reduce the primary school dropout rate. The continuous development of Bangladesh will never be fully achieved without resolving the crippling issues like primary school dropout.

LITERATURE REVIEW

Bangladesh has a large number of primary education system with an estimated 17.2 million primary school aged children of 6 to 10 years which is one of the largest in the world (Annual Report 2017-18 MoPME) There are more than 65,593 government primary schools in comprising more than 4 lac teachers in Bangladesh. Recent enrollment in Bangladesh in primary sector are 97.85%. Though it is almost parallel to developed countries, yet dropout is the more challenging for education for all. In 2005 dropout rate was 47.2%, 2008 was 49.3%, day by day dropout rate is decreasing; recent dropout rate is 18.6%.

Government has already taken different steps say midday meal, stipend for all, school feeding program etc. to reduce dropout from school. Besides searching different steps for reducing dropout is also a continuous process. Both demand and supply driven factors play a role in the process of school dropout.

Literature of other studies, references, publications, circulations etc. in order to provide a theoretical framework which guided the development of the study model on which analysis of data for the present study was based. It focuses on: factors that constitute priority indicators of quality primary education; functions of quality primary education, initiatives taken by the Ministry of primary and Mass Education for ensuring quality primary education.

There is no specific definition of the term “quality” of primary education. Concept of quality education change over time and are tied to societal values. It is also related with the availability of meaningful data that could provide indicators of quality. Maximum section of the society, casual and expert observers, parents and communities, teachers and education related people conceptualise “education quality” by national examinations. It is said that the mastery of the curriculum is measured by national examinations. Hence the best indicator of high quality education is scoring high on the national examinations. It is a general concept that when students perform well on national examinations, they have had a high quality education (Samoff, 2007).

It is difficult to find out a definition of quality that could be applied to all situations (Motola, 2001). It is a common goal to all education systems to improve the mental activities of students.

All nations has their specific plan of action to create better citizens to support and strengthen the values of the society through education. In this regard, quality is associated with the cultural traditions, social relations and economic and political situations of the country. Quality education, in this context is unique to each nation and culture. The quality of education is linked with peoples’ perception towards education (Rissom, 1992). Although the concept of quality education is not common to all, it is clear from a lot of research that good quality education helps people to acquire knowledge, skills and attitudes that helps them to address important human goals.

It may be commented here that primary education renders people with certain capabilities that prepare them to contribute to the social and economic development of the nation. Such capabilities turn them into human capital which, according to development economists, raises productivity when increased (World Bank, 2014). The world Education Forum emphasized on the necessity of improving the quality of primary education, rather than the need to achieve primary education for all. The forum recommended to improve all aspects of the quality of the primary education to achieve recognized and measurable learning outcomes for all especially in literacy, numeracy essential life skills (World Education Forum, 2000).

The government had adopted National Education Policy, 2010. There are 30 goals and objectives in the policy. Main features of the policy related to quality primary education are :Introduction of pre primary education for 5+ years children,Employ female teaches for pre-primary schools,Ensure teaching-learning process as an integrated method,Expand primary education from class five to class eight,Implement same curriculum and syllabus for all streamsEnsure teacher- student ratio a 1:30,Establish library facilities in all primary schools.

Besides, initiatives taken by the MoPME in ensuring quality primary education with reducing dropout.Since the ministry of primary and mass education started its journey in 2003, the ministry has taken several initiatives to provide primary education to all and to ensure quality primary education. Recently are Education Development Program-4 (PEDP-4). MoPME has undertaken Primary Education Development Program in order to improve the quality of primary education. Presently Primary Education Development Program-4 (PEDP-4) is going on implementation. The objective of PEDP - 4 is to provide quality education to all children of Bangladesh from pre-primary up to Grade 5 through an efficient, inclusive and equitable management, governance and financing.Giving the highest emphasis on primary education, MoPME has initiated Primary education stipend project in the view to improve the enrolment rate of children of school going age, to increase attendance rate, to decrease dropout rate. 100% students of primary schools. It is the constitutional obligation for the government to provide primary education to all children. But in Bangladesh, there were places where no primary school has been established. The children of those areas were left behind of getting primary education. In this situation, MoPME has taken initiative to establish 1500 Primary Schools in Un-schooled area and provide necessary facilities. MoPME has a moto to distribute free text books to the students on the very first day of the year so that the students can start their journey with new books. It attracts the students towards schools reducing dropout rate. Under PEDP III, about 20 million pre-primary and primary school children are being provided text books free of cost.

In association with world food program, MoPME has initiated School Feeding Program to prevent the drop out of the students coming from ultra-poor family and to improve learning ability through reduction of micro-nutrient deficiency of the students.

Reaching out of school children project was taken to give the opportunity to the children of up to 14 years who never went to school or already dropped out from school.

Besides establishment of PTI in 12 selected District headquarters having no PTIs was taken to establish primary teachers training institutes (PTIs) in twelve district headquarters having no PTI for providing training of the teachers of primary schools. The enrolment rate of the students increase in primary schools because of several developmental activities of the taken by the government. In this

respect, MoPME has taken a project for the infrastructure development of government primary schools where needed to accommodate the increased students.

Out of 17 goals of Sustainable Development Goals, goal 4 is included as a new global education goal. SDG 4 states to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. It is considered as the main tool of achieving all other goals as it aims to ensure inclusive and quality education. Achieving inclusive and quality education for all established the belief that education is one of the most powerful and proven vehicle for sustainable development (UNDP). Bangladesh also set specific action plan to meet the SDG4 to ensure inclusive and equitable quality education and promote lifelong learning opportunities to all. Bangladesh is committed to achieve the goals of SDG4. It has already been reflected in 7th Five Year Plan that focuses on poverty alleviation through inclusive human development including human capital, education, health, skills development, gender equality, service delivery, capacity, accountability and allocation. In line with the National Education Policy 2010 and 7th five-year plan for ensuring quality primary education engaging the private sector and NGOs for development through PPP modalities.

STATEMENT OF THE PROBLEMS:

Still there is a good number of drop out cases in the primary level which is treated one of the most acute problems in ensuring quality primary education. This is related to many factors like economic condition, school managing committee, social aspects, locations and so on. Effective implementation of our education policy is urgently required to minimize drop out in primary level though it is one of the major hard tasks. It is not possible to address the issue of quality education without proper attention on drop out.

This research helped to understand the nature and reasons of dropout in urban and rural areas with a comparative picture.

OBJECTIVES:

The objectives of the research were:

1. To identify the current initiatives of MoPME in ensuring quality primary education .
2. To find out the present situation unveil the dropout rate both in rural and urban areas in Bangladesh.
3. To address the causes of high dropout rate in rural and urban areas.
4. To suggest policy in which dropout will be greatly reduced in Bangladesh.

RESEARCH QUESTIONS:

The followings were the research questions:

- Are there any sufficient policies taken by MoPME to ensure quality primary education?
- What are the socioeconomic effects of drop out in primary education?
- What are strategic roles taken by MoPME to minimize dropout and for ensuring quality primary education?
- What are the suggestions to minimize drop out and ensuring quality primary education?

THE RATIONALE OF THE STUDY:

Education is considered as the key to overall development of a nation. Primary education is the pillar of higher education. Bangladesh became independent in 1971. At the beginning it focused more on access and facilities in education. As a consequence, primary education was declared free and compulsory in 1974. It is the constitutional obligation for the state to provide each and every citizen the coverage of free, universal and compulsory basic education. As per the Allocation of Business Schedule 1 of the Rules of Business, 1996, it is a mandate of Ministry of Primary and Mass Education to confirm it. In respect of this, Primary education is made free and compulsory up to Grade 5 in The Compulsory Primary Education Act, 1990. After that, the enrolment and completion rate kept increasing. The primary enrolment rate was almost one-hundred percent and the primary completion rate was eighty percent until 2013 (APSC, 2017). This implies that Bangladesh made remarkable progress in educational access.

Then Bangladesh shifted its attention from quantitative to qualitative achievement. In the 1990s Bangladesh became signatory of the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW), the UN convention on child rights, the Education for All (EFA), the Dakar declaration, the Millennium Development Goal (MDG) and the Child Rights Declaration (Rabbani, 2007) and moved to the Sustainable Developments Goals especially on SDG-4.

Sustainable Development goals (SDGs) also contain specific goal regarding primary education. Goal 4 states to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all where the ministry of primary and mass education has to play the key role. Moreover Bangladesh Government also set particular targets in 7th five year plan to ensure quality in primary education in Bangladesh.

Bangladesh is committed to the rights of basic education for all children, as clearly stated in its constitution (APSC, 2014). Bangladesh Government has taken to implement five-year primary education Program including the Compulsory Primary Education Act 1993. Quality of education, student learning achievement and reduction of dropout Bangladesh has not yet made similar breakthrough.

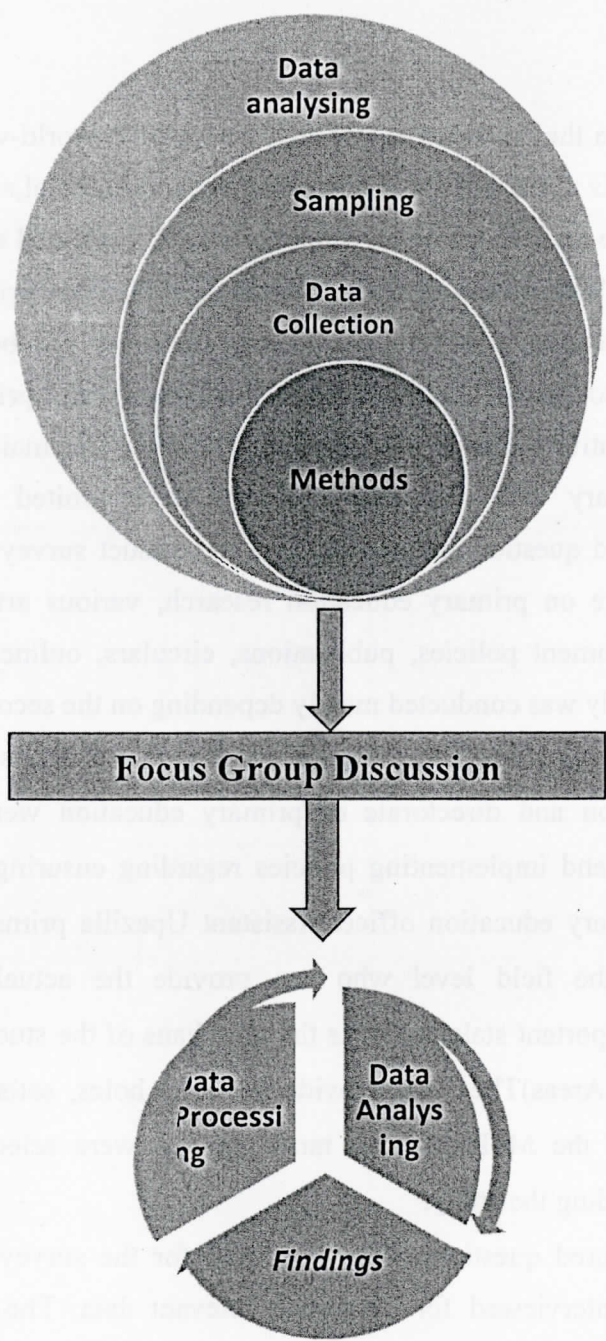
METHODOLOGY:

Education plays vital role in the development of any country. It is world-wide recognized that a rapid improvement of education is necessary for accelerating economic, social, and human development. The overall development can be achieved through proper and well – planned education system catering to the diverse needs of nation. With a view to study the role of ministry of primary and mass education to ensure quality primary education, a systematic research approach has been adopted. The study was mainly based on different sources of related data, both secondary and primary. In this seminar paper, both qualitative and quantitative methods were applied. The study was mainly conducted depending on the secondary data. Primary data was also collected to a limited extent but from different stakeholders. Semi structured questionnaires were used to conduct survey as a means of quantitative method. Extensive literature on primary education research, various articles and reports, different documents specially government policies, publications, circulars, online sources were reviewed as qualitative method. The study was conducted mostly depending on the secondary data.

In this study, three target groups were interviewed. Government officials working in the ministry of primary and mass education and directorate of primary education were interviewed as they are responsible in formulating and implementing policies regarding ensuring quality primary education and drop out. Upazilla primary education officer/Assistant Upazilla primary education officer/ Head master work directly in the field level who can provide the actual scenario of the primary education. Last the most important stakeholder is the guardians of the students of the primary schools (Both in Rural and Urban Areas) They can provide the loop holes, satisfaction and dissatisfactions related to the activities of the MoPME. The target groups were selected purposively to extract important information regarding the study.

Three different semi structured questionnaires were used for the survey. Total 110 respondents of different categories were interviewed for extracting relevant data. The respondents were selected purposively. A total number of 20 policy makers, both officials of ministry of primary and mass education and officials working at directorate of primary education; 39 Upazilla primary education officer/Assistant Upazilla primary education officer/ Head master and 25 guardians from Dhaka and 26 guardians from rural area (Narsingdi) were interviewed with different semi structured questionnaires which are attached in annexure.

The primary data collected from the survey was organised in tables and analysed collected data through statistical methods. The findings are organized and presented in different tables, charts, graphs etc. Besides from secondary data there are some different tables,graphs,charts representing the present scenario



Procedure	Methodology	Outcomes	Implications
Data Collection	Survey Primary and Secondary source of data	Understanding the existing policy ,environment, and intervention taken by MoPME for ensuring quality education	
	In Depth interview	Strategic role MoPME can play for decreasing drop out	
	Focus Group Discussions	Identify the constraints for drop out vs. quality education	

FINDINGS:

The ultimate aim of a research is to find or unearth the hidden causes of a problem. For such type of researchers it is not possible to solve all the problems but investigate the fact behind the problems. In this research, the impact of dropout in primary level both in rural and urban areas. Since the matter relates to the rights to education of the mass people, it has become a concern for the government to ensure all facilities for having basic education for the people. Thus the important findings that are revealed in this research are mentioned underneath:

Primary data collected through a survey with semi structured questionnaires was processed manually. The information was analysed later on with the help of MS Excel sheet.

From Secondary Data Sources there are few graphical presentations shown below:

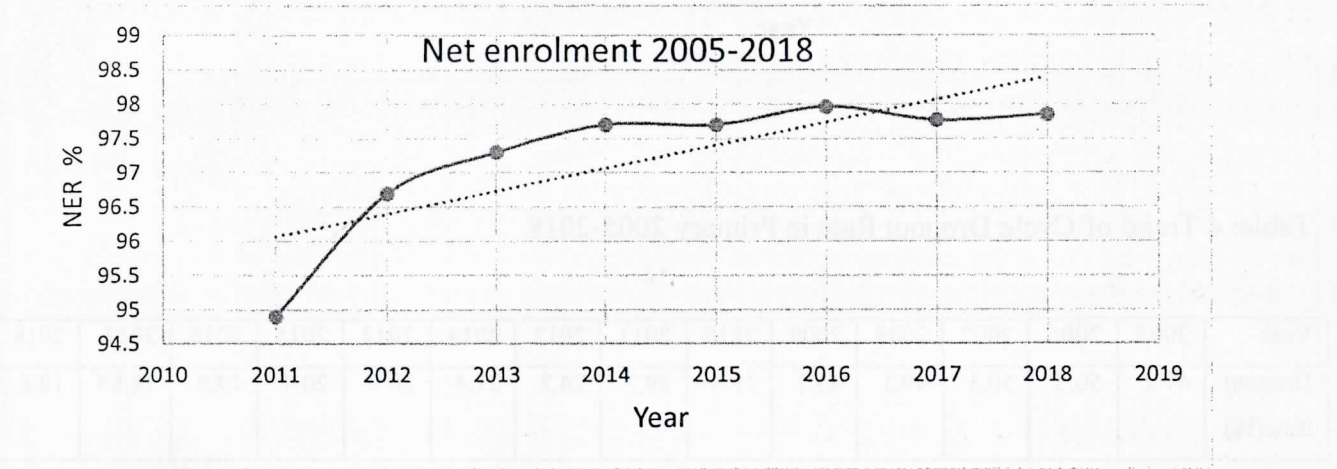
Table 1: Student Remain in Primary in south asia

Country	1980	1990	2000	2015
Bangladesh	20.5	46.7	72.7	80
India		62	59	81.8
Nepal		52.2	59	76.9
Pakistan			55.2	60.9
Srilanka	83.5	94.4	97.8	99.2

Table :2 Net Enrolment Rate in Primary Education: 2005-2018

Year	GER(%)	NER(%)
2005	93.7	87.2
2006	97.7	90.9
2007	98.8	91.1
2008	97.6	90.8
2009	103.5	93.9
2010	107.7	94.8

2011	101.5	94.9
2012	104.4	96.7
2013	108.6	97.3
2014	108.4	97.7
2015	109.2	97.7
2016	112.1	97.96
2017	115.40	97.77
2018	114.23	97.85



Enrolment in primary education is increasing day by day, Now the enrollment rate is 97.85, which is almost near about similar to developed country. Now it is high time to give concentration on drop out.

Table: 3 Trend of Cycle Dropout Rate in Primary 1953-1976

Year	Retention after completion of primary	Dropout
1953	9.7	90.7
1957	12.4	87.6
1961	16.9	83.1
1965	25.1	74.9
1976	30	70

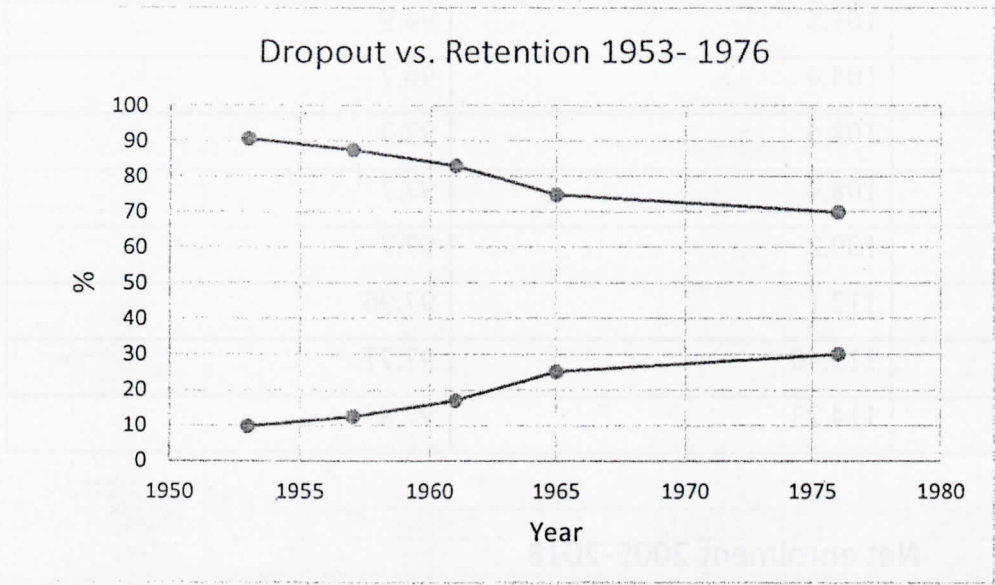
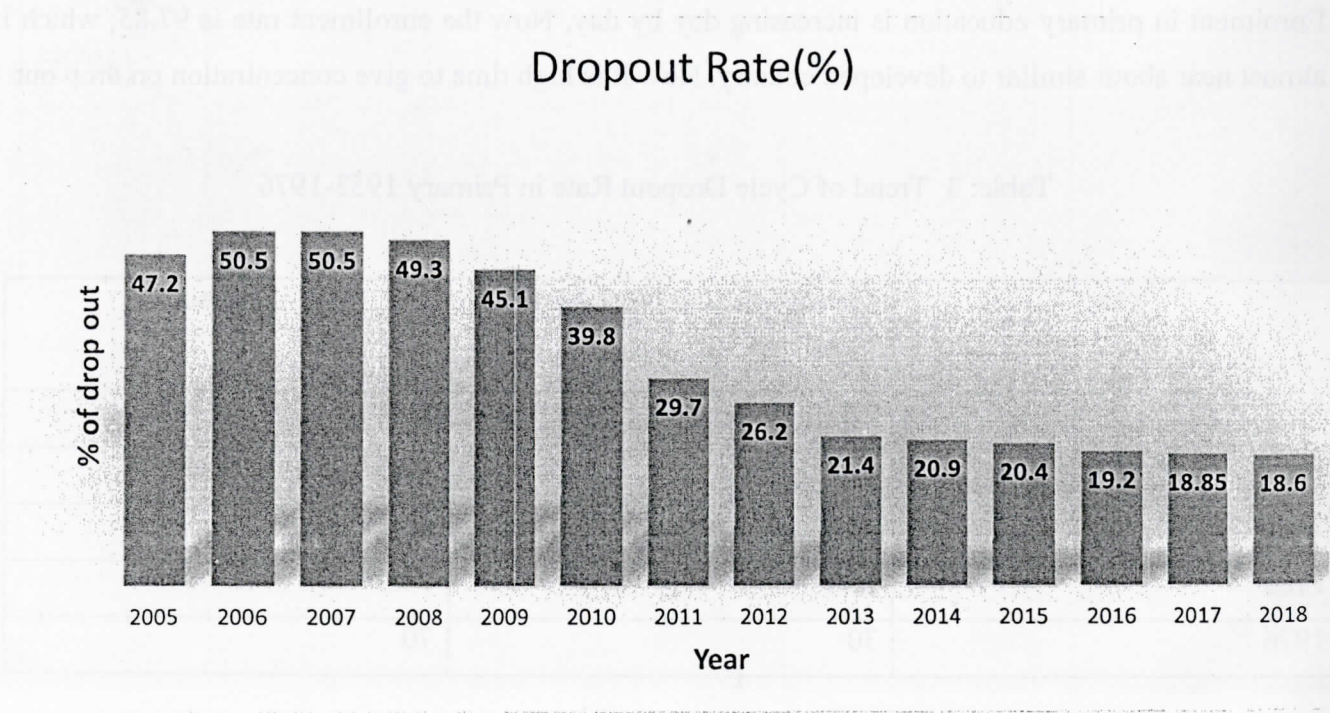


Table: 4 Trend of Cycle Dropout Rate in Primary 2005-2018

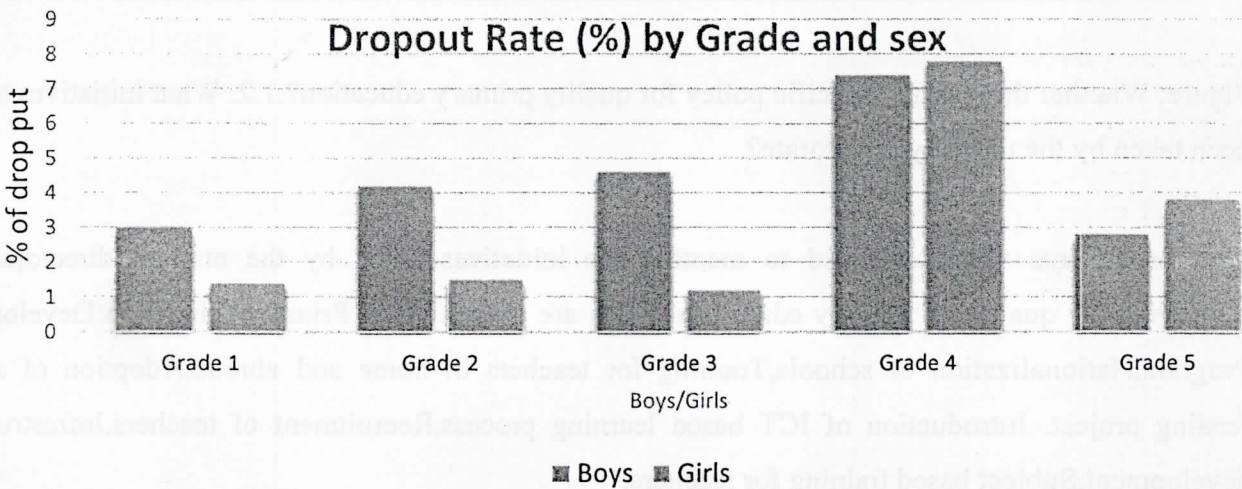
Year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Dropout Rate(%)	47.2	50.5	50.5	49.3	45.1	39.8	29.7	26.2	21.4	20.9	20.4	19.2	18.85	18.6



In 1953 the dropout rate was more than 90%, which was reducing day by day in 2018 the rate was 18.6%. Sourse-DPE (APSC 2018),Though it is 18.6% in fig DPE also informed that it may within one digit. There are repitation in classes, transfer from one school to another which are not accurately measure.

Table :5 Dropout Rate of boys and girls (%) by Grade in 2018

Sex	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Boys	3.0	4.2	4.6	7.4	2.8
Girls	1.4	1.5	1.2	7.8	3.8

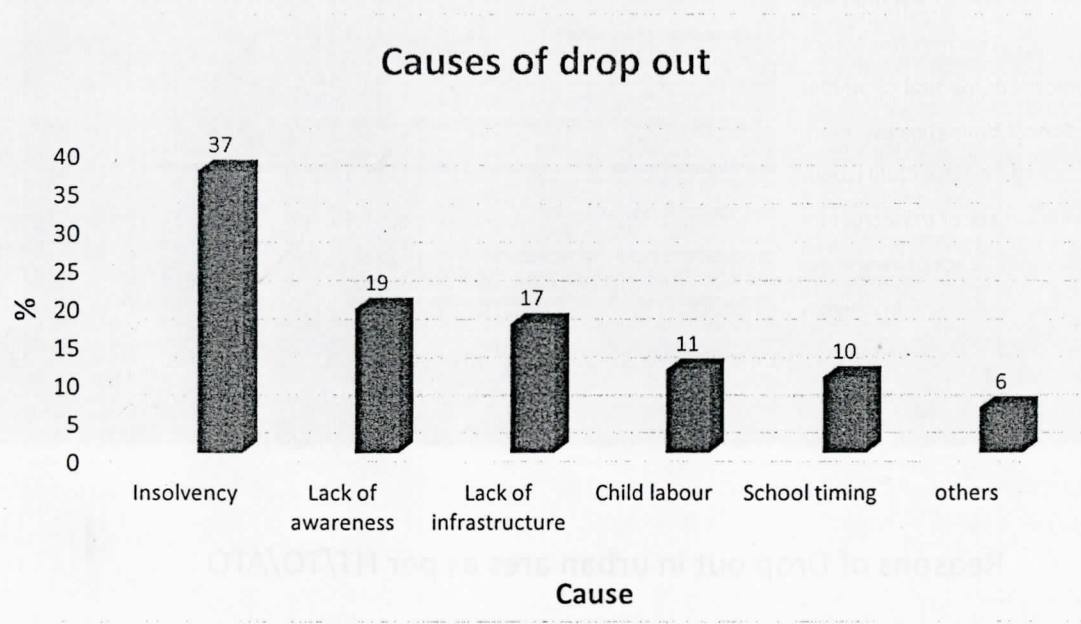


It is observed that at grade one to three boys dropout rate is higher than girls,but after 4th grade girls dropout rate is high due to early marriage. Its also alarming in female education and female empowerment.

From secondary Data, Close end data opinions from 20 policy makers that is officials of Ministry of Primary and Mass Education and Directorate of Primary Education regarding the ministry"s role in ensuring quality primary education are mentioned below:

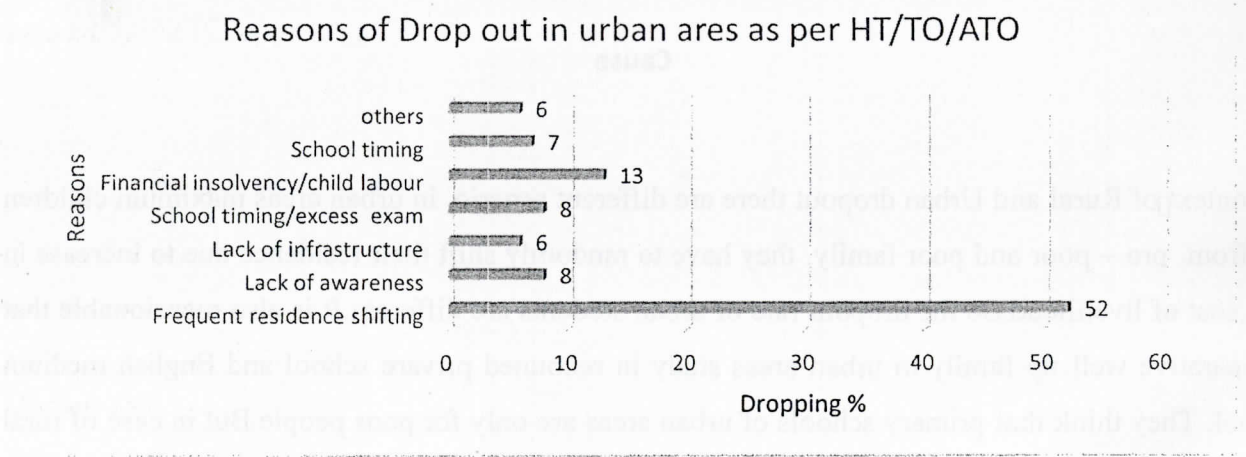
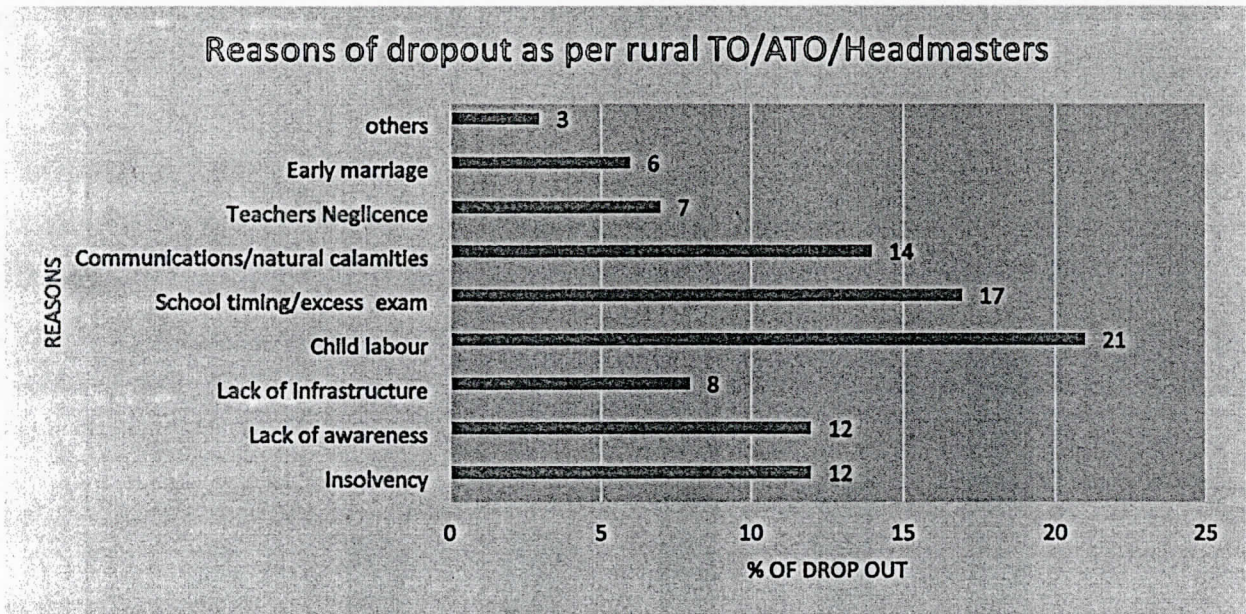
In response of the question- whether there is any specific policy adopted by the ministry for improving the quality of primary education; 58% officials mentioned that there are specific policy for the

honour's degree,educational qualification has to be same for both male and female teachers,salary has to be upgraded for job satisfaction subject related and ICT knowledge-based teachers has to be recruited ,training of teachers both in home and abroad,provide subject based training,recognition for good job,providing motivational training,reduction of teacher-student ratio,improvement of infrastructure and furniture of school etc. According to guardians 73% teachers agree that necessary steps have been taken for primary education development, 17% agree with partial steps and 10% agree with no steps.



In context of Rural and Urban dropout there are different senerio, in urban areas maximum children are from pro – poor and poor family. they have to randomly shift their residence due to increase in rent,cost of livelihood.So the dropout rate of urban students are different.It is also mensionable that comparative well up family in urban areas study in renouned privare school and English medium school. They think that primary schools of urban areas are only for poor people.But in case of rural areas the main reasons of dropout rate are due to insolventy, lack of awareness, lack of infrastructure. For ensuring quality education and reducing dropout rate they opinined to ensure to appoint qualified teachers, qualification should be same in both males and females.School timing should be reduced. Teachers should not be engaged in others engagement.Salary has to be upgraded for job satisfaction,ubject related and ICT knowledge-based teachers has to be recruited,recognition for good job, provide motivated training,reduction of teachers students ratio, must develop infrastructures.

To reduce the dropout rate, in addition to above there should be free mid day meal, government should supply school accessories say dress, books, khata, pen etc. School stipend should be increased. For poor students family may get additional amount of money for livelihood. The following graphical presentation shows the reasons of drop out at rural vs. urban areas.



Reasons of dropout in rural areas are basically due to child labour, insolventy, lack of awareness, lack of communication/natural calamities, lack of infrastructure. But in urban areas the main reason is frequent residence shifting though financial insolventy, school timing, lack of infrastructure etc. are others associated factors. The guardians of urban area also gave emphasis on to provide mid day meal, school accessories, increase the amount of stipend etc. to decrease the drop out. They also have given emphasis on infrastructure development for ensuring quality education.

Another common question was asked to the respondents of three group that what steps can be taken for improvement of the quality. The opinions of the respondents were to reduce teacher-student ratio, emphasis on the in-service training for the teachers, creating attractive learning environment in the schools, appointment of quality teachers supply of sufficient learning materials such as multimedia, laptop etc, infrastructural development, introduction of mid-day meal etc.

Based on the information collected, some important loop holes were identified where the ministry of primary and mass education (MoPME) can intervent and play important role in ensuring quality primary education and to reduce drop out rate to all children of 6-10 years in Bangladesh. These are lack of qualified teachers, teachers student ratio is also too high, lack of infrastructure and equipment, lack of proper training of teachers, complex curriculum, lack of proper nutrition.

RECOMMENDATIONS:

Ministry of Primary and Mass Education is committed to ensure quality primary education to all. Primary education sector is a top priority sector for the government in the light of ensuring inclusive and equitable quality education for all. Bangladesh is trying to keep up with the recent innovations and patterns of global education system. That is why it is incorporating technology in education and expanding it across the country. A good number of recommendations were explored during the study. Some of the recommendations are as follows:

- MoPME has to ensure to provide mid day meal, school accessories, increase the stipend to reduce drop out.
- Not to engage the teachers in activities other than teaching, Avoid taking continuous class so that they pay attention to teaching.
- MoPME has to ensure the free and fair procedure of recruitment of quality teachers as quality teacher is a prerequisite for ensuring quality education;
- Teacher-student ratio of a class room should be reduced so that a teacher can give proper and equal time for each and every student;
- Academic qualification as well as academic quality should be maintained while recruiting teachers;
- In-service training along with subject-based and ICT training for the teachers has to be ensured by the ministry;
- MoPME should give more emphasis in infrastructural development of the schools;

- Creating attractive learning environment in the school by providing sufficient learning materials and equipment necessary for the school;
- Strong monitoring system should be introduced and ensured;
- Emphasis has to be given on improving the curriculum and an unified and scientific curriculum has to be introduced which will be understandable to all sections of students;
- MoPME has to initiate aware building program for the guardians so that they will be encouraged to send their children to schools.

CONCLUSION:

This research tried to find out the existing policy and initiatives taken by MoPME to ensure quality primary education and to reduce drop out in primary sector. From the secondary data and interviews of the study, it was found that MoPME had taken several policy decisions and initiatives to ensure quality primary education. Government is constitutionally and internationally committed to ensure quality education to all students of Bangladesh. National Education Policy, 2010 was adopted by the government. Collaboration with the development partners, MoPME had initiated Primary Education Development Program-4 through which infrastructural development of schools, distribution of free text books, establishment of pre-primary education, School Level Improvement Plan (SLIP) etc. were addressed. MoPME had set several targets in 7th five-year plan to provide education to all. Bangladesh also set specific action plan to meet the SDG4 to ensure inclusive and equitable quality education and promote lifelong learning opportunities to all. Other than PEDP-4 namely School Feeding Program in poverty prone areas, Stipend Program of primary school students, Reaching out of School Children Project, Establishment of 1500 schools in unschooled areas, Establishment of 12 Primary Training Institutes in 12 districts were taken to intervene and find ways to ensure quality education.

Although MoPME had marched forward a lot towards ensuring quality primary education and drop out of primary children it is still not possible for MoPME to ensure 100% quality education. It was found from the study that there are several areas where MoPME can intervene which may play important role in ensuring quality education. The respondents of the study found out the areas of intervention by the ministry which can lead towards the success in ensuring quality primary education. Those were appointment of quality teachers, reduction of teacher-student ratio, infrastructural development of schools, in-service, subject-based and ICT training for the teachers, strong monitoring system, aware building of the guardians, foreign training and exposure visit for teachers, creating attractive learning environment in the schools, introduction of mid-day meal to all schools, attain the targets of SDG-4 etc.

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বাংলাদেশ লোক প্রশাসন কেন্দ্র

জরীপের জন্য প্রশ্ন

মন্ত্রণালয়/ অধিদপ্তরের কর্মকর্তাদের জন্য

১। প্রাথমিক শিক্ষার মান বৃদ্ধির জন্য মন্ত্রণালয়/অধিদপ্তর হতে কোন সুনির্দিষ্ট পলিসি আছে কি? হ্যা ☐ না ☐

২। প্রাথমিক শিক্ষার মান উন্নয়নের জন্য মন্ত্রণালয়/অধিদপ্তর কর্তৃক কি কি পদক্ষেপ গ্রহণ করা হয়েছে?

ক)

খ)

গ)

ঘ)

৩। প্রাথমিক শিক্ষার মানবৃদ্ধির জন্য মন্ত্রণালয় কর্তৃক গৃহীত পদক্ষেপ যথেষ্ট বলে মনে করেন কি?

ক)

খ)

গ)

ঘ)

৪। প্রাথমিক শিক্ষায় শিক্ষার্থী ঝরে পড়ার মূল কারণগুলো কি কি?

ক)

খ)

গ)

ঘ)

৫। ঝরে পড়া রোধে মন্ত্রণালয়/ অধিদপ্তর কর্তৃক কি কি পদক্ষেপ গ্রহণ করা হয়েছে।

ক)

খ)

গ)

ঘ)

৬। ঝরে পড়া রোধে মন্ত্রণালয়/অধিদপ্তর কর্তৃক আর কি কি পদক্ষেপ গ্রহণ করা যায়?

ক)

খ)

গ)

ঘ)

৭। প্রাথমিক শিক্ষার মান বৃদ্ধির জন্য কোন বিষয়টিকে সবচেয়ে গুরুত্বপূর্ণ বলে আপন মনে করেন?

ক)

খ)

বাংলাদেশ লোক প্রশাসন কেন্দ্র

জরীপের জন্য প্রশ্ন

উপজেলা শিক্ষা অফিসারগণ/উপজেলা সহকারী শিক্ষা অফিসারগণ

- ১। প্রাথমিক শিক্ষার মান বৃদ্ধির জন্য মন্ত্রণালয় কর্তৃক গৃহীত পদক্ষেপ যথেষ্ট মনে বলে করেন কি? হ্যা ☐ না ☐
- ২। মানসম্মত প্রাথমিক শিক্ষা নিশ্চিত করার জন্য মান সম্মত শিক্ষক আছে কি? হ্যা ☐ নাও। ☐ সম্মত ৫

ক)

খ)

গ)

৪। ঝরে পড়ার কারণ সমূহ কি কি ?ক)

খ)

গ)

ঘ)

৫। ঝরে পড়া রোধে মন্ত্রণালয় কর্তৃক কি কি পদক্ষেপ গ্রহণ করা যায়?

ক)

খ)

গ)

ঘ)

৬। ঝরে পড়া রোধে শিক্ষকদের করণীয় কি কি?

ক)

খ)

গ)

ঘ)

৭। পিছিয়ে পড়া শিক্ষার্থীদের মান উন্নয়নের জন্য কি কি পদক্ষেপ গ্রহণ করা যায়?ক)

খ)

গ)

৮। শিক্ষার মান উন্নয়নের জন্য কি কি প্রতিবন্ধকতা আছে বলে আপনি মনে করেন?

ক)

খ)

গ)

৯। প্রাথমিক শিক্ষার মান উন্নয়নের জন্য আর কি কি পদক্ষেপ গ্রহণ করা যেতে পারে?

ক)

বাংলাদেশ লোক প্রশাসন কেন্দ্র

জরীপের জন্য প্রশ্ন

অভিভাবকদের জন্য

১। প্রাথমিক শিক্ষার মান বৃদ্ধির জন্য সরকার কর্তৃক গৃহীত পদক্ষেপ যথেষ্ট বলে মনে করেন কি? হ্যাঁ ☐ না ☐। ☐ প্রাথমিক শিক্ষার

খ)

গ)

৩। বর্তমানে প্রাথমিক শিক্ষার মান ভালো- একথার সাথে আপনি কতটুকু একমত-?

ক) সম্পূর্ণ একমত

খ) আংশিক একমত

গ) একমত নই

ঘ) কোন মতামত নেই

৪। প্রাথমিক বিদ্যালয় শিক্ষকদের মান সম্পর্কে আপনার ধারণা কি?ক)

মোটামুটি ভালো

খ) ভালো নয়

গ) নিম্নমানের

৫। আপনার মতে ঝড়ে পড়ার প্রধান কারণ গুলো কি কি?

ক)

খ)

গ)

ঘ)

৬। সরকার কি কি ব্যবস্থা গ্রহণ করলে ঝড়ে পড়া কমে যাবে?ক)

খ)

গ)

ঘ)

৭। প্রাথমিক শিক্ষকদের বর্তমান নিয়োগ পদ্ধতি সম্পর্কে আপনার মতামত কি?ক)

সঠিক আছে

খ) বিজ্ঞান শিক্ষকের প্রধান্য থাকা উচিত

গ) শিক্ষকদের শিক্ষাগত যোগ্যতা বৃদ্ধি করা উচিত। প্রাথমিক শিক্ষার মান উন্নয়নের জন্য কি কি পদক্ষেপ গ্রহণ করা যায়?ক)

খ)