

# A Study on Educational Management and Administration of Higher Secondary Level in Bangladesh: An Analytical Study to Identify the Challenges

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## ABSTRACT

*The study was conducted to identify the problems and prospects of secondary education of Bangladesh. For this reason, the study areas were divided in to three regions e.g. Municipality areas, Areas less developed than Municipality areas and Remote areas. The study was principally survey and descriptive in nature. Data have been collected from different secondary schools of Puthia Upazilla of Rajshahi District in Bangladesh. In this research to identify the problems and prospects of secondary education, the study areas were divided in to three regions e.g. Municipality areas, Areas less developed than Municipality areas and Remote areas. The schools of Municipality areas, Areas less developed than Municipality areas and Remote areas are categorized as Good, Medium and weak respectively. Data have been collected by using random sampling method. The schools were selected randomly. Ten schools have been selected randomly from Municipalities area of Puthia Upazilla and from the Schools 46 teachers have been selected. Sixteen Secondary schools have been selected from areas which are less developed than the municipality areas and from the schools 24 teachers have been selected. Twenty one schools have been selected from the remote areas and from the schools 24 teachers have been selected. Data have been collected from the selected respondents (teachers) through face to face interview using questionnaires. Data have been collected from the teachers of selected school by face to face interview using questionnaires. In addition secondary data have been collected from the official documents of the Upazilla Secondary Education Office, BANBEIS and Ministry of Education (MoE). From the result it was found that the problems of secondary education in Municipality areas are highest in case of students' (29%), problems of people are lowest (23%), problems of guardians and teachers are 25% and 24 % respectively. The problems of areas which are less developed than Municipalities in case of students the problems are highest (29%) and problems of people are lowest (23%) and the problems of guardians and teachers are 24% and 24 % respectively. The problems of remote areas in case of students the problems are highest (29%) and problems of people are lowest (22%) and the problems of guardians and teachers are 24% and 24 % respectively. The result shows that in every area the students' problems were prominent. The facilities of good categories school students (Municipalities areas) are the wealth problems (22%) which indicate the maximum and transport problems (17%) which indicate the minimum. The other problems are security, health and home problems are 20%, 19% and 21% respectively. The facilities of medium categories school students (especially in areas less developed than Municipalities areas) wealth problems are 25% which indicate the maximum and transport problems are 15 % which indicate the minimum. The other problems are security, health and home problems are 18%, 21 % and 20% respectively. It indicates that poverty is a main problem for the students and guardians. The facilities of weak categories school students (Remote areas) are wealth problems (25%) which indicate the maximum and transport problems (17%) which indicate the minimum. The other problems are security, health and home problems are 19%, 20 % and 19% respectively.*

**Key words:** Education, Management, Administration, Problems, Secondary level of education, Challenges, Category, School.

## INTRODUCTION

Education has been recognized as an investment not only for creating human capital, but also for inducing social change and promoting overall development. This vision of education as a proactive intervention for desired change got grudging recognition over time in development thinking; although, the case for emphasizing labor

productivity for creating surplus for investment has been advocated by Adam Smith and others since the 18<sup>th</sup> century. Bangladesh Development Plans followed the constitutional directive principles about education which recognized the responsibility of the state in establishing a uniform, mass oriented universal system of education which would relate education to the needs of society and promote values including patriotism, humanism and an urge to perform in a competitive world without losing compassion and caring virtues.

Bangladesh has come a long way in terms of human development. According to Human Development Report 2000, the Human Development Index (HDI) for Bangladesh has increased from 0.318 in 1975 to 0.461 in 1998. By 2000, adult literacy rate increased from 24 percent in 1970 to 64 percent; and primary education enrolment rate (gross) increased from 54 percent in 1970 to 96 percent. Secondary education enrolment rate increased from 18 percent in 1980 to 25 percent in 1999. Public expenditure on education increased from 1.1 percent of GNP in 1980 to 2.2 percent in 2000. The success, however, is limited in many dimensions. Expected years of schooling of the population remain low, participation in science and technical education remains limited and rapid expansion in enrolment has created issues related to quality, relevance, gender parity beyond the secondary stage, and high dropout rates. The issues of appropriate input, process and output and their relationships are drawing attention of the policymakers and the donors.

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

### **IMPORTANCE OF THE STUDY**

Bangladesh is a developing country. The population of the country is about 150 million. But the rate of education is not so good. The education system of the country is not modern. Due to lack of proper education system the students cannot achieve proper knowledge. The graduates of the country cannot compete properly in the international sector due to lack of knowledge, skill and attitude. The rate of enrollment in primary school level is more than the secondary education level. There are some problems in secondary education level in our country. We have to find out the problems and prospects in secondary education level. For this reason this type of research is crying need.

However, this study is aptly described as an overview of the education sector rather than a sector review, which would usually entail more detailed description and analysis than presented here and would preferably, be prepared in close collaboration with responsible government authorities in different sub-sectors. This presentation is primarily descriptive with analysis and judgment incorporated as appropriate. The research does not prescribe a policy package or an investment program, though policy options have been discussed and lessons relevant for developing policies and programs are indicated on the basis of available information.

### **SCOPE OF THE STUDY**

The Research covers secondary education. It discusses government policies as they exist and new policy direction that has emerged in recent years. In doing so, an attempt has been made to place educational effort within the country's overall development strategy with particular emphasis on human poverty reduction. The research places emphasis on the issues of efficiency and effectiveness in the overall context of equity, outcome, relevance and quality. The report looks into the nature and quality of foreign assistance in order to identify issues about making donor assistance an effective tool of support for positive and proactive change.

### **OBJECTIVES OF THE STUDY**

In the context the genera and specific objectives of the study were:

1. To evaluate the existing secondary education system of Bangladesh.
2. To find out the problems and prospects of secondary education system of Bangladesh.
3. To recommend the ways of solution of the problems of secondary education system.

### **METHODOLOGY OF THE STUDY**

#### **Study Design**

The study was principally survey and descriptive in nature. Data have been collected from different secondary schools of Puthia Upazilla of Rajshahi District in Bangladesh.

### Unit of Analysis

Teachers and Schools

### Study Area

The study has been conducted at Rajshahi District in Bangladesh.

### School Categories

In this research to identify the problems and prospects of secondary education, the study areas were divided in to three regions e.g. Municipality areas, Areas less developed than Municipality areas and Remote areas. The schools of Municipality areas, Areas less developed than Municipality areas and Remote areas are categorized as Good, Medium and weak respectively.

### Population

All Teachers of Secondary Schools of Puthia Upazilla of Rajshahi District in Bangladesh.

### Sampling Method

Data have been collected by using random sampling method. The schools were selected randomly.

### Sampling

Ten schools have been selected randomly from Municipalities area of Puthia Upazilla and from the Schools 46 teachers have been selected. Sixteen Secondary schools have been selected from areas which are less developed than the municipality areas and from the schools 24 teachers have been selected. Twenty one schools have been selected from the remote areas and from the schools 24 teachers have been selected.

### Data Collection

Data have been collected from the selected respondents (teachers) through face to face interview using questionnaires.

### Data Collection Tool

Data have been collected from the teachers of selected school by face to face interview using questionnaires. In addition secondary data have been collected from the official documents of the Upazilla Secondary Education Office, BANBEIS and Ministry of Education (MoE).

### Data Analysis

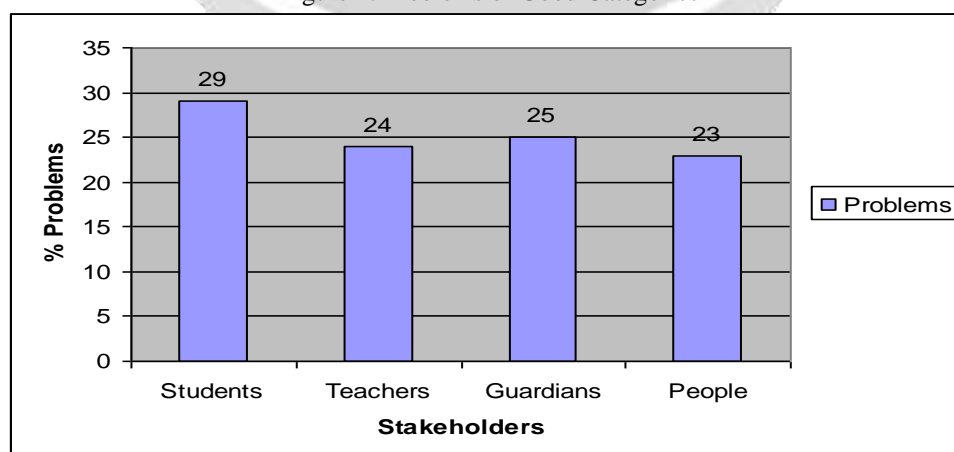
Collected data were analyzed by using computer program Microsoft Excel.

## RESULTS AND DISCUSSION

### Problems of Good Categories

The major results of the study area sequentially mentioned here through graphical illustrations

Figure 1: Problems of Good Categories



Source: Field survey, 2020

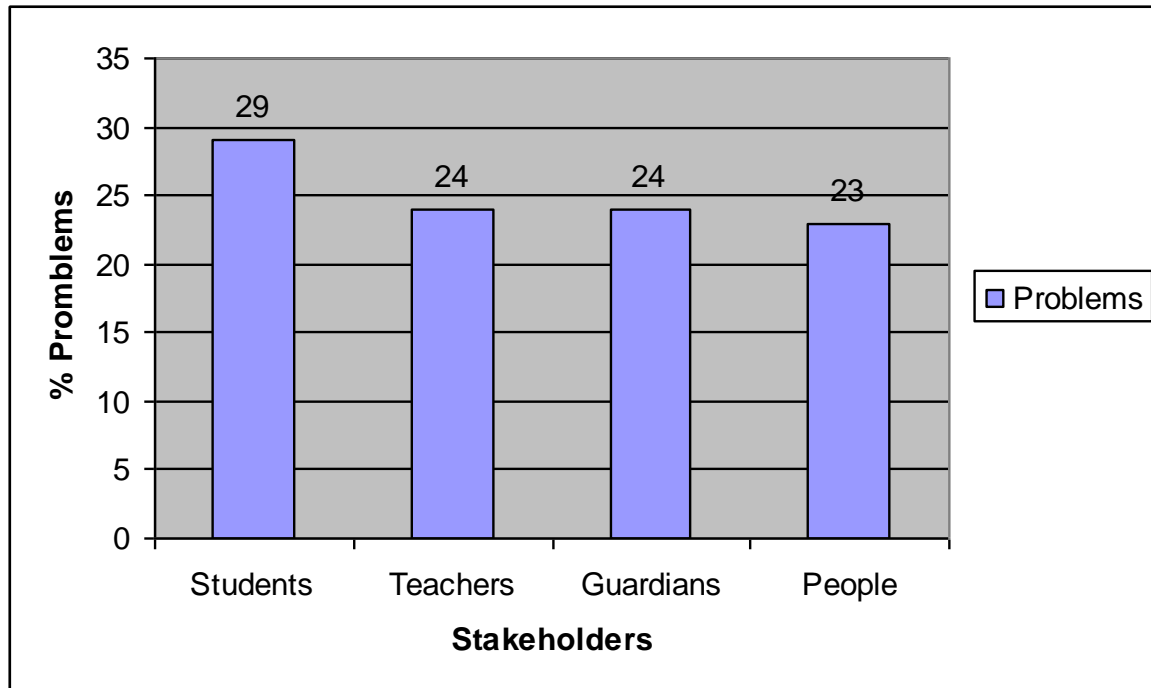
In the above graph problems of Municipalities areas in case of secondary education have been mentioned. From the result it may be seen that in case of students the problems are highest (29%) and problems of people are lowest (23%). The problems of guardians and teachers are 25% and 24 % respectively.

#### Problems with good Schools

Good schools- Students teacher ratios- 30-40, Structure 10-15 thousand sq ft. results- >80%, land 1-2 acre including playground. The student problems were related to be as in good schools are increased school fees and private coaching. The guardians of the students were reluctant to pay these fees and general people do not take so much information about the schools other than government grants for structures.

#### Problems of Medium Categories

Figure 2: Problems of Medium Categories Students



Source: Field survey, 2020

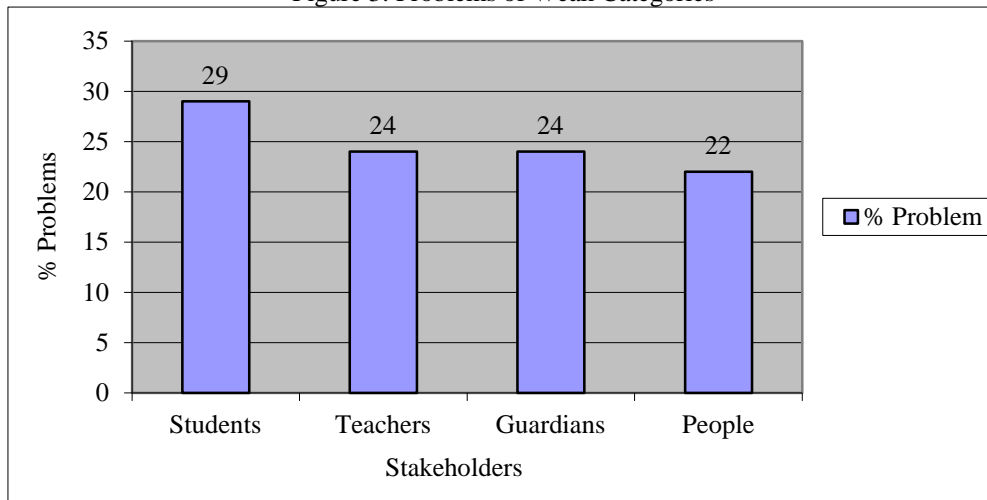
The result given in the figure 2 show that the problems of areas which are less developed than Municipalities are in case of secondary education have described. From the above table and graph it was found that in case of students the problems are highest (29%) and problems of people are lowest (23%). The problems of guardians and teachers are 24% and 24 % respectively.

#### Problems with Medium Schools

Medium schools- Students teacher ratios- 40-50, Structure 6-10 thousand sq ft. results about 70%, land 1-1.5 acre including playground. The problems in medium schools are normally increased school fees, and roads, transport and uniform dress specially for the girl students. The guardians of the students were mostly unable to meet these items and neighbor people do not bargain for academics other than their interest for managing committee elections.

### Problems of Weak Categories

Figure 3: Problems of Weak Categories



Source: Field survey, 2020

Educational problems of remote areas figure 3 in case of secondary education have described. From the above table and graph it was found that in case of students the problems are highest (29%) and problems of people are lowest (22%). The problems of guardians and teachers are 24% and 24 % respectively. The result shows that in every area the students group was most vulnerable to secondary school education problems followed by guardians.

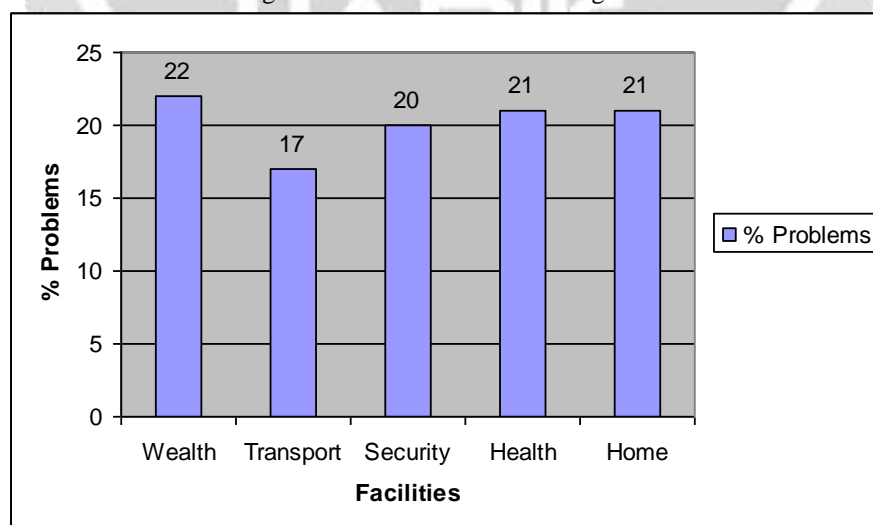
### Problems with weak schools

Weak schools- Students teacher ratios- 30-40, Structure 5-7 thousand sq ft. results- <60%, land around 1 acre nominal playing space.

The problems in weak schools are normally increased school fees, non-existence of roads and lack of mid-day tiffin and clothe. The poor group guardians were reluctant to send their wards and neighbor people do not take care for academics other than their interest for student subsidy items, scholarship for girl students.

### Facilities of Good Categories

Figure 4: Facilities of Good Categories



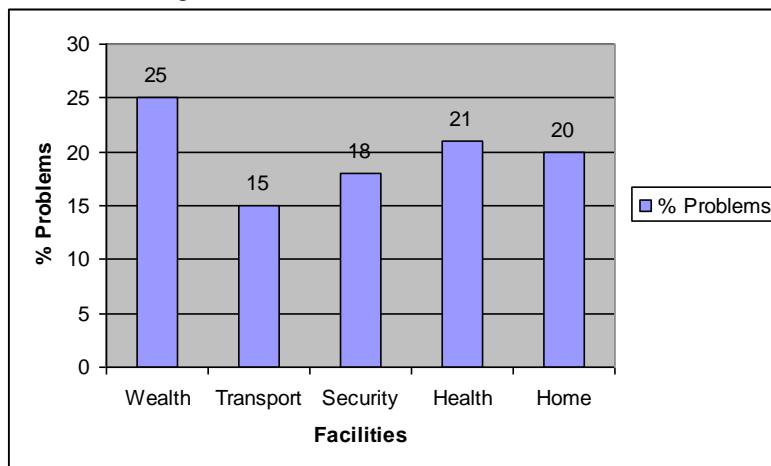
Source: Field survey, 2020

In the above table and graph problems in case of facilities of good categories students (Municipalities areas) are described. The wealth problems are 22% which indicate the maximum and transport problems are 17% which

indicate the minimum. The other problems are security, health and home problems are 20%, 19% and 21% respectively.

#### Facilities of Medium Categories

Figure 5: Facilities of Medium Categories



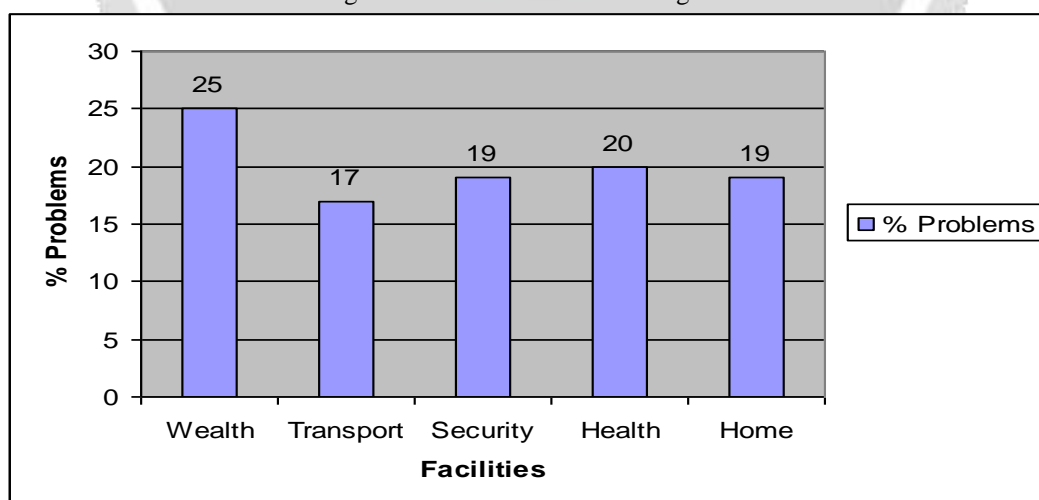
Source: Field survey, 2020

In the above graph problems in case of facilities of medium categories students especially in Areas less developed than Municipalities areas) are described. The wealth problems are 25% which indicate the maximum and transport problems are 15% which indicate the minimum. The other problems are security, health and home problems are 18%, 21% and 20% respectively. It indicates that poverty is a main problem for the students and guardians.

#### Facilities of Weak Categories

The results mentioned below in the table and graph show that the problems in case of facilities of weak categories students (Remote areas) are described. The wealth problems are 25 % which indicate the maximum and transport problems are 17% which indicate the minimum. The other problems are security, health and home problems are 19%, 20 % and 19% respectively.

Figure 6: Facilities of Weak Categories



Source: Field survey, 2020

The facilities of weak categories school students (Remote areas) are wealth problems (25%) which indicate the maximum and transport problems (17%) which indicate the minimum. The other problems are security, health and home problems are 19%, 20% and 19% respectively. All the results indicate that poverty is a main problem for the students and guardians.

#### Academic Facility Problems with all Schools



The problems as regards schools academic facilities (School costs, laboratory, library contents etc) were related to the financial aspects both for the school and student part. But crisis of salary and operating costs were more dominant than infrastructure development. The academic development was not found to be the direct impact of structural developments from government grants.

Table 1: Problems rating to Education as for groups (Good)

Code	Students (%)	Teacher (%)	Guardians (%)	People (%)
G-1	28	26	25	22
G-2	31	28	22	19
G-3	24	31	25	21
G-4	25	24	24	27
G-5	25	23	29	23
G-6	30	20	25	26
G-7	25	25	25	25
G-8	24	31	25	20
G-9	36	16	28	21
G-10	36	27	28	8
G-11	32	29	24	15
G-12	30	16	31	23
G-13	27	21	30	22
G-14	26	17	23	35
G-15	27	22	24	27
G-16	30	25	23	22
G-17	33	28	23	15
G-18	25	23	26	26
G-19	26	26	25	23
G-20	26	23	25	26
G-21	31	20	25	24
G-22	28	24	23	24
G-23	34	25	19	23
G-24	27	29	23	21
G-25	33	22	23	23
G-26	39	25	25	10
G-27	29	20	24	28
G-28	33	21	23	22
G-29	34	25	20	20
G-30	29	20	29	22
G-31	30	21	28	21
G-32	29	21	27	22
G-33	31	25	22	21
G-34	28	22	28	21
G-35	21	22	27	30
G-36	21	22	27	30
G-37	31	25	22	22
G-38	29	30	18	24
G-39	29	22	27	22
G-40	26	23	26	26
G-41	27	23	26	24
G-42	25	18	28	29
G-43	24	23	23	29
G-44	28	23	26	22

G-45	27	23	27	23
G-46	31	22	23	25
Mean	29	24	25	23

Source: Field survey, 2020

Table 2: Problems rating to Education as for groups (Medium)

Code	Students (%)	Teacher (%)	Guardians (%)	People (%)
M-1	28	30	20	22
M-2	29	25	27	20
M-3	25	26	26	23
M-4	31	20	24	24
M-5	27	22	27	24
M-6	26	23	27	23
M-7	26	18	31	25
M-8	27	25	24	25
M-9	25	22	29	24
M-10	27	23	25	24
M-11	26	22	25	26
M-12	30	27	22	21
M-13	38	24	22	16
M-14	33	14	26	26
M-15	26	23	27	25
M-16	22	27	26	25
M-17	27	26	24	23
M-18	30	23	27	20
M-19	30	25	19	26
M-20	34	29	20	18
M-21	28	19	25	28
M-22	32	28	19	21
M-23	43	21	16	20
M-24	26	26	24	25
Mean	29	24	24	23

Source: Field survey, 2020

Table 3: Problems rating to Education as for groups (Education)

Code	Students (%)	Teacher (%)	Guardians (%)	People (%)
W-1	30	26	21	23
W-2	27	21	22	30
W-3	27	21	22	29
W-4	28	25	22	25
W-5	27	23	22	28
W-6	26	25	29	20
W-7	30	23	25	22
W-8	32	27	24	17
W-9	31	26	22	21
W-10	29	22	29	20
W-11	28	25	24	22
W-12	29	27	23	21
W-13	36	27	22	15
W-14	36	20	26	18
W-15	28	26	22	24
W-16	25	17	28	30
W-17	28	27	23	22
W-18	27	25	23	25
W-19	30	29	25	15
W-20	27	25	23	25
W-21	34	28	23	15



W-22	22	27	25	25
W-23	28	25	24	23
W-24	27	19	28	25
Mean	29	24	24	22

Source: Field survey, 2020

### Getting Girls into school

The benefits of educating women are undeniable. The social and private returns to women's education are substantial; better-educated women have higher incomes and fewer, healthier and better-educated children. Evidence from developing countries in Africa, Latin America and Asia supports the importance of closing gender gaps in education in order to advance a host of development goals. Girls' education contributes to poverty alleviation, improved nutrition and reduced fertility. Education also improves women's own health outcomes and life expectancy, their ability to influence family decisions and their likelihood of engaging in formal paid employment. So strong are the benefits that many experts are convinced that investment in the education of girls may well be the highest-return investment available in the developing world (summers, 1993).

Despite these benefits, there has tradition-ally been an underinvestment in women's education in developing countries, stemming from the reality that many of the benefits are public, while the costs are private. The private returns to a girl's family typically dominate in deciding whether and for how long families send their daughters to school. Yet many of the benefits of women's education accrue to society in general. For example, Hill and king (1993) show that higher gender gaps in education reduce a country's economic wellbeing. Using a sample of over 100 developing countries, they find that, for given levels of female education, labor force participation and capital stock per worker, those countries with larger gender gaps in education<sup>2</sup> will have a GNP 25 per cent lower than those countries with smaller gaps.

Other studies focus on lowered fertility and enhanced public health. Relative to women with less than seven years of schooling, the world fertility survey suggests that women with more years of schooling have 3.6 fewer children in Latin America, 2.0 fewer in Africa, and 3.1 fewer in Asia. This lowered fertility is due in part to increased contraception use among educated women, a practice that also reduces the spread of sexually transmitted diseases. A recent survey of studies examining the link between girls' education and HIV in Africa finds a convergence among most studies: education has a significant positive impact among young women on knowledge of HIV prevention and condom use.

The direct and opportunity costs of girls' education—both private and social—tend to be recovered fully in increases in market productivity or wage gains of better-educated women. In terms of family health, there is a strong inverse relationship between a mother's level of schooling and the incidence of mortality, morbidity, and malnutrition among her children. In the Philippines, a study of chronic child malnutrition found that maternal education explained differences among children, whereas household income level did not. Maternal education also has a greater effect than paternal education on school enrolment and attendance rates of children. Investing in girls' education is a virtuous cycle: as educated girls become mothers, they invest in their own children's education.

These findings reflect the women in development (WID) approaches, which see women as instruments of development. Introduced to development policy in the 1970s, WID focuses somewhat narrowly on women's roles and their ability to influence development. Development discourse has since shifted away from this thinking towards the gender and development perspective, which considers the many spheres of women's lives and broadens the concept of gender roles and activities to include objectives of development (Razavi and miller, 1995). These objectives can be identified by posing the question, "what can development do for women?" rather than "what can women do for development?" In this context, women's education is a means of advancing such goals as greater empowerment and political participation among women. It also leads to greater influence in household and community decision-making and control over one's body.

Table 4: Facilities of Good Categories

Code	Wealth (%)	Transport (%)	Security (%)	Health (%)	Home (%)
G-1	18	19	19	20	21
G-2	21	20	23	17	20
G-3	21	25	19	17	18
G-4	17	22	24	22	15
G-5	16	23	20	22	17
G-6	23	19	20	20	19
G-7	21	19	18	21	20

G-8	10	29	24	19	17
G-9	34	24	17	07	16
G-10	18	17	21	21	22
G-11	21	19	20	17	21
G-12	22	18	24	19	17
G-13	18	16	23	17	26
G-14	32	15	17	22	14
G-15	26	21	18	21	15
G-16	18	20	24	22	16
G-17	22	15	21	18	24
G-18	08	34	28	13	16
G-19	06	23	25	24	22
G-20	23	15	27	18	16
G-21	25	12	19	26	19
G-22	17	16	21	20	26
G-23	16	10	23	27	25
G-24	17	19	20	22	22
G-25	15	11	23	28	23
G-26	20	14	21	23	22
G-27	25	10	16	23	27
G-28	16	12	21	28	24
G-29	15	11	23	28	23
G-30	20	15	18	24	23
G-31	27	13	12	25	23
G-32	27	11	12	25	22
G-33	25	9	21	25	20
G-34	20	17	17	24	23
G-35	23	21	19	13	24
G-36	23	21	19	13	24
G-37	15	11	24	28	22
G-38	21	15	21	18	25
G-39	30	09	06	22	32
G-40	24	13	12	28	23
G-41	22	14	15	24	26
G-42	26	12	17	23	22
G-43	23	31	15	15	17
G-44	21	19	21	19	19
G-45	30	20	17	20	13
G-46	27	13	18	18	24
Mean	22	17	20	21	21

Source: Field survey, 2020

Table 5: Facilities of Medium Categories

Code	Wealth (%)	Transport (%)	Security (%)	Health (%)	Home (%)
M-1	29	10	17	26	18
M-2	22	23	20	19	16
M-3	23	21	20	19	17
M-4	35	28	12	15	10
M-5	23	19	17	19	19
M-6	17	20	19	19	23
M-7	27	10	15	20	27
M-8	29	09	12	24	27
M-9	24	13	21	19	22
M-10	29	19	20	18	13
M-11	26	18	21	22	12
M-12	21	16	24	22	18
M-13	25	16	14	14	30
M-14	29	09	22	21	20

M-15	22	12	18	24	24
M-16	26	15	17	23	19
M-17	25	14	18	25	18
M-18	28	10	17	26	19
M-19	19	20	19	22	21
M-20	21	14	19	21	26
M-21	23	12	15	25	25
M-22	26	15	18	25	17
M-23	20	16	16	23	26
M-24	26	08	18	23	26
Mean	25	15	18	21	20

Source: Field survey, 2020

Table 6: Facilities of Weak Categories

Code	Wealth (%)	Transport (%)	Security (%)	Health (%)	Home (%)
W-1	26	15	17	24	18
W-2	30	17	16	23	14
W-3	30	17	16	22	14
W-4	28	22	17	17	16
W-5	28	15	16	17	26
W-6	24	23	17	18	18
W-7	24	20	22	22	13
W-8	16	19	25	20	21
W-9	23	19	20	18	20
W-10	25	16	21	19	19
W-11	22	13	19	22	22
W-12	24	19	18	18	21
W-13	21	22	22	21	14
W-14	35	14	12	10	29
W-15	29	07	15	23	26
W-16	25	07	21	19	29
W-17	24	18	18	18	21
W-18	22	20	22	20	17
W-19	25	22	16	19	18
W-20	27	15	18	24	16
W-21	26	20	24	17	13
W-22	21	21	22	17	18
W-23	22	17	20	21	20
W-24	27	11	14	24	24
Mean	25	17	19	20	19

Source: Field survey, 2020

## CONCLUSION

In this research to identify the problems and prospects of secondary education, the study areas were divided in to three regions e.g. Municipality areas, Areas less developed than Municipality areas and Remote areas. The schools of Municipality areas, Areas less developed than Municipality areas and Remote areas are categorized as Good, Medium and weak respectively. From the study it was found that the problems of secondary education in Municipality areas are highest in case of students' (29%), problems of people are lowest (23%), problems of guardians and teachers are 25% and 24 % respectively. The problems of areas which are less developed than Municipalities in case of students the problems are highest (29%) and problems of people are lowest (23%) and the problems of guardians and teachers are 24% and 24 % respectively. The problems of remote areas in case of students the problems are highest (29%) and problems of people are lowest (22%) and the problems of guardians and teachers are 24% and 24% respectively. The result shows that in every areas the students' problems were prominent. The facilities of good categories school students (Municipalities areas) are the wealth problems (22%) which indicate the maximum and transport problems (17%) which indicate the minimum. The other problems are security, health and home problems are 20%, 19 % and 21 % respectively. The facilities of medium categories school students (especially in areas less developed than Municipalities areas) wealth problems are 25 % which indicate the maximum and transport problems are 15 % which indicate the minimum.

The other problems are security, health and home problems are 18%, 21 % and 20% respectively. It indicates that poverty is a main problem for the students and guardians. The facilities of weak categories school students (Remote areas) are wealth problems (25%) which indicate the maximum and transport problems (17%) which indicate the minimum. The other problems are security, health and home problems are 19%, 20% and 19% respectively.

### RECOMMENDATIONS

The specific Recommendations of the study are as follows:

- 1) School fees other than tuition fees must be reduced or omitted.
- 2) Financial support specifying current costs should be increased
- 3) School establishment code should be followed
- 4) Appointment of teachers and staffs should be systematic
- 5) Discrimination between the Govt. and non-govt. schools should be removed.
- 6) Guardians' awareness and regularity of students should be increased.
- 7) Non Government teachers' jobs should be transferable
- 8) Qualified and Trained Teachers should be Provided
- 9) Private teaching tendency of teachers should be closed
- 10) Stipend management should be improved eliminating fake students.
- 11) School uniform dress, mid-day Tiffin should be subsidized and implemented properly.
- 12) Local roads should be aligned making it school bond as possible ensuring student securities.

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