

National Education Survey (Post-Primary)-2005

FINAL REPORT

**Bangladesh Bureau of
Educational Information & Statistics (BANBEIS)
Ministry of Education
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Preface

The Government of Bangladesh has embarked upon large-scale efforts for eradicating illiteracy and promoting education in the country. For promoting education we have to know the existing conditions of education prevailing throughout Bangladesh.

A recent post-primary survey 2005 has been conducted by BANBEIS in December 2005 which shows that there are many institutions crept in the total operating at various levels and types of education programs in Bangladesh. The contents of this report surely will help update the existing database and GIS developed by BANBEIS. In this report we have included all types of post primary institutions in terms of number of institution, enrolment, performance indicator, number of teachers and non-teaching staff. This also includes information regarding educational infrastructures and educational aids made available by the institutions for smooth functioning of the teaching-learning environment and to provide key national education indicators.

Potential users such as Ministry of Education, Planning Commission, Ministry of Finance, researchers, academicians and different donors, program implementers and development partners have been requesting for updated data relating to education.

Nation wide survey is a massive operation, its success depends on the untiring efforts of the Officers of BANBEIS who have been engaged in different gigantic task that involves a good number of activities of the survey including planning, designing, training, field operation, monitoring, editing, processing and report writing, who worked hard to prepare this report under the guidance of Director BANBEIS. I like to express my thanks to all concerned members of BANBEIS for their gracious support and dedicated efforts put in accomplishing this task.

Post-enumeration check (PEC) has been conducted to ascertain the quality of data after the field operation for data collection and accordingly the data have been smoothed on the basis of its findings.

BANBEIS is grateful to the Steering Committee of this survey, comprising of members taken from concerned agencies and experts for their constant guidance, technical supports, sincere co-operation and timely pragmatic suggestions that enriched the quality of the report.

We are very much thankful to Project Director of Secondary Education Sector Improvement Project (SESIP) for his generous financial support in conducting this survey 2005 and in publishing this report.

We realize that this report is prepared on the basis of the findings of the survey 2005, may not be an exhaustive and a few may have been missed out despite of our best efforts to collect information from all concerned through different humble repeated reminders. In spite of the best efforts some inadvertent errors may have crept in to the report.

Any pragmatic suggestion and/or corrections pointed out will be highly appreciated and proper measure will be taken in preparing the next edition.

I like to express my sincere thanks to the heads of post-primary educational institutions and concerned colleagues, who were kind enough to provide us with relevant information. Thanks are also due to all the District Education Officers and Upazila Secondary Education Officers who rendered their gracious supports and unrest co-operation in case of field operation activities.

BANBEIS would feel honored if this report that has been prepared on the basis of latest survey data serves its purpose and becomes a worthwhile exercise.

(Muhammad Elias Ali)
Director

ACRONYM

AC	Agriculture College
AIUB	A.M.A International University of Bangladesh
ASTU	Ahsanullah Science and Technology University
ATEO/AUEO	Assistant Thana Education Officer/ Assistant Upazila Education Officer
ATI	Agriculture Training Institute
AUB	Asian University of Bangladesh
B.A.	Bachelor of Arts
B.Com	Bachelor of Commerce
B.Ed	Bachelor of Education
B.Sc.	Bachelor of Science
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BAU	Bangladesh Agriculture University
BBS	Bangladesh Bureau of Statistics
BISE	Board of Intermediate and Secondary Education
BMI	Business Management Institute
BNCC	Bangladesh National Cadet Cops
BOU	Bangladesh Open University
BSMMU	Bangabandhu Sheikh Mujib Medical University
BSMRAU	Bangabandhu Sheikh Mujibur Rahman Agriculture University
BUET	Bangladesh University of Engineering and Technology
CU	Chittagong University
CWU	Central Women's University
DEO	District Education Officer
DG	Director General
DIU	Darul Ihsan University
DSHE	Directorate of Secondary and Higher Education
DTE	Directorate of Technical Education
DU	Dhaka University

EMIS	Educational Management Information System
EWU	East West University
FCPS	Fellow of the College of Physicians and Surgeons
GB	Gano Bishwabidyalaya
GCC	Government Commercial College
GER	Gross Enrolment Ratio
GIS	Geographic Information System
GR	Growth Rate
HC	Homoepathic College
HRD	Human Resource Development
HRDP	Human Resource Development Programme
HSC	Higher Secondary Certificate
HSTTI	Higher Secondary Teachers' Training Institute
IU	Islamic University/Independent University
IUB	Independent University of Bangladesh
IUBAT	International University of Business, Agriculture and Technology
IUC	Islamic University of Chittagong
JU	Jahangirnagar University
KU	Khulna University
LL.B	Bachelor of Law
M.A.	Master of Arts
M.Com.	Master of Commerce
M.Phil	Master of Philosophy
MOE	Ministry of Education
MPO	Monthly Payment Order
MS	Master of Science
MSS	Master of Social Science
NER	Net Enrolment Ratio
NES	National Education Survey
NSU	North South University
NU	National University

PEC	Post Enumeration Check
Ph.D.	Doctor of Philosophy
PPE	Post-Primary Education
PTI	Primary Training Institute
PUB	People's University of Bangladesh
QU	Queen's University
RU	Rajshahi University
SESIP	Secondary Education Sector Improvement Project
SSC	Secondary School Certificate
SUST	Shahjalal University of Science and Technology
SVR	Sample Vital Registration
UEO	Upazila Education Officer
USEO	Upazila Secondary Education Officer
TTC	Teachers Training College/ Technical Training Centre
TTTC	Technical Teachers Training College
UAP	University of Asia and the Pacific
UC	University of Comilla
USTC	University of Science and Technology, Chittagong
TSC	Technical School & College
VTTI	Vocational Teachers Training Institute

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GLOSSARY OF TERMS

Agriculture University	Refers to a type of post-secondary institutions, which offer 4-year bachelor's degree courses on agriculture education as well as 1-year master's degree courses after completion of a bachelor of agriculture degree. Higher secondary certificate graduates from science group get admission into bachelor courses on agriculture education through a test.
Agriculture Training Institute	Refers to a type of post-secondary institutions, which offer 3-year diploma courses on agriculture education after obtaining secondary school certificate in science group.
Alim Madrasah	A level of madrasahs equivalent to a higher secondary education institution. After completion of Dakhil examination one can be admitted to Alim Madrasah
Ancillary Services	Refers to the services other than academic instructions provided by the institution to the learners, e.g. medical, dental, sports, guidance and counseling, transportation, etc.
Bangladesh Institute of Technology (BIT)	Refers to a type of post-secondary institutions, which offer 4-year bachelor courses on engineering after obtaining higher secondary school certificate in science group.
Census	A process of collecting, compiling, evaluating, analyzing and publishing or otherwise disseminating demographic, economic and social data pertaining to all persons in the country or in a well delimited part of a country at a specified period of time.
Class Size	Average number of students together in a class enrolled.
Cohort Survival Rate	Percentage of pupils/students enrolled at the beginning grade/year of the level of education who reached the final grade/year at the end of the required number of years of that level of education.
Commercial Institute	Refers to a post-secondary institution which offers 2-year diploma courses on commercial education after obtaining a secondary school certificate.
Completion Rate	The percentage of pupils/students enrolled at the beginning grade/year of the level of education who finished or graduated from the final grade/year at the end of the required number of years of that level of education.
Computer Programming	Refers to the process through which the computer performs a task based on a set of statements or commands.

Data	Refers to the smallest unit or item which represents a fact, e.g. name, sex, status, age, etc.
Database	Refers to all related files compiled or put together as one group.
Dakhil Madrasah	A level of madrasahs equivalent to a secondary education institution.
Dropout Rate	Refers to the percentage of pupils/students who for any reason leave educational institutions during the school year (in any given grade or level) and did not come back to finish the grade or level during that school year to the total number of pupils/ students enrolled during the previous school year.
Ebtedayee	Refers to the level of madrasah system of education equivalent to primary level of general education. It offers both religious and general education instructions to Muslim students.
Education Management Information System (EMIS)	Refers to an organized group of information and documentation services that collects, stores, processes, analyzes and disseminates information for educational planning and management. It is a collection of component parts that include inputs, process, outputs and feedback that are integrated to achieve a specific objective. Its main purpose is to integrate information related to the management of educational activities, and to make it available in comprehensive yet succinct ways to a variety of users.
Education System	Refers to the entirely organized and sustained process of providing education to groups of people regardless of age according to their learning needs. The activities, structure and hierarchy may differ from one setting to another. The process of delivery to the learners comes in such basic forms as formal and non-formal by either a public/government entity or a private organization.
Educational Expenditures	Refers to the financial disbursements/expenses of educational institutions for the purchase of the various resources, services or inputs of the schooling process such as administrators/managers, teachers, support staff, materials, furniture, equipment, facilities and others.
Educational Management	A process of creating conditions or situations necessary for maintaining quality of education.
Fazil Madrasah	A level of madrasahs equivalent to a degree college level of education institution where the students are admitted who successfully completed and passed Alim examination.
Formal Education	Refers to the institutionalized, hierarchically structured, chronologically graded education system starting from primary to post-primary levels of education.

Graduation Rate	The percentage of pupils/students in the last grade/year of that level of education who completed and passed the academic requirements of that last grade/year.
Gross Enrolment Ratio	Refers to the total enrolment of students in a grade or level of education, regardless of age, expressed as percentage of the corresponding eligible official age-group population in a given school year.
Higher Secondary Certificate (HSC)	Refers to the certificate issued by the Board of Intermediate and Secondary Education (BISE) to a student who has completed 2 years of higher secondary education and successfully passed the HSC public examination.
Homoepathic College	Offers two types of courses: a) Diploma course - it is a 4-year course in homoe- medicine after obtaining secondary school certificate from any BISE. On the completion of the course, DHMS (Diploma in Homoe Medical System) is awarded. b) Degree (graduation) course: it is a 5-year course after passing higher secondary certificate examination in science group. On the successful completion of the course, BHMS (Bachelor of Homoe Medicine and Surgery) is awarded by Homeopathic Board.
Haor	Refers to a Bengali term, which means a large area of open water.
Institution Committee	Refers to a body constituted to look after all the activities of an institution. Committee is formed with a number of elected persons. The number of persons in a committee varies from type to type of educational institutions. It needs to be approved by the concerned authority after fulfilling the pre-requisite conditions.
Kamil Madrasah	A level of madrasahs equivalent to post -graduate level of education institution where Fazil pass students are admitted. It is the highest level of madrasah education system.
Kutch Building	Refers to the type of buildings constructed with the use of quickly withering materials, such as; bamboo, light wood, mud, hays, etc.
Law College	Refers to a post-secondary institution, which offers 2-year courses on laws after completion of a bachelor's degree from the university.

Leather Technology College	Refers to a type of post-primary institution which offers 4-year bachelor degree courses on leather technology after obtaining higher secondary certificate in science group.
Level of Education	Refers to the ladder or the hierarchy of learning nationally designed by the public authority, viz. pre-primary, primary, post-primary.
Level of Institution	Refers to the educational ladder offered by the institution under the different type of institution viz., Junior education, secondary (Dakhil), higher secondary (Alim), degree (Fazil), post-graduate (Kamil)
Madrasah	An Arabic word for school. It is a system of education which provides basic knowledge in Arabic language and Islamic religion along with general education as its curriculum. It offers 5 levels of education, viz. Ibtadayee, Dhakhil, Alim, Fazil and Kamil.
Medical College	Refers to a post-primary institution, which offers 5-year courses on medical science after obtaining Higher Secondary Certificate (HSC) in science group. After completion of the course MBBS (Bachelor of Medicine & Bachelor of Surgery) degree is awarded.
Monthly Payment Order (MPO)	Refers to the salary support from the government to the qualified teachers and staff of non-government post-primary educational institutions. Each teacher and staff is given ninety percent of the basic salary as salary support from the government.
Net Enrolment Ratio/ Participation Rate	Refers to the number of students enrolled in the official specific-age group expressed as a percentage of the total population in that age group.
Non-formal Education (NFE)	Any organized educational activity outside the established formal system that is intended for specific objectives and to serve an identifiable clientele.
Nursing College	Refers to a post-secondary institution which offers a 2-year degree course on nursing education after obtaining diploma from nursing institute.
Nursing Institute	Refers to a post-secondary institution, which offers 4 year diploma course on nursing education after obtaining a secondary school certificate.
Per Student Cost (Recurring)	Amount allocated by the government through recurring allocation and spent on specific types of education divided by the number of students enrolled in that particular type of education.
Performance Indicators	Refers to measure or gauge of the performance of a system or the implementation of a programme. It describes the dynamics of the system

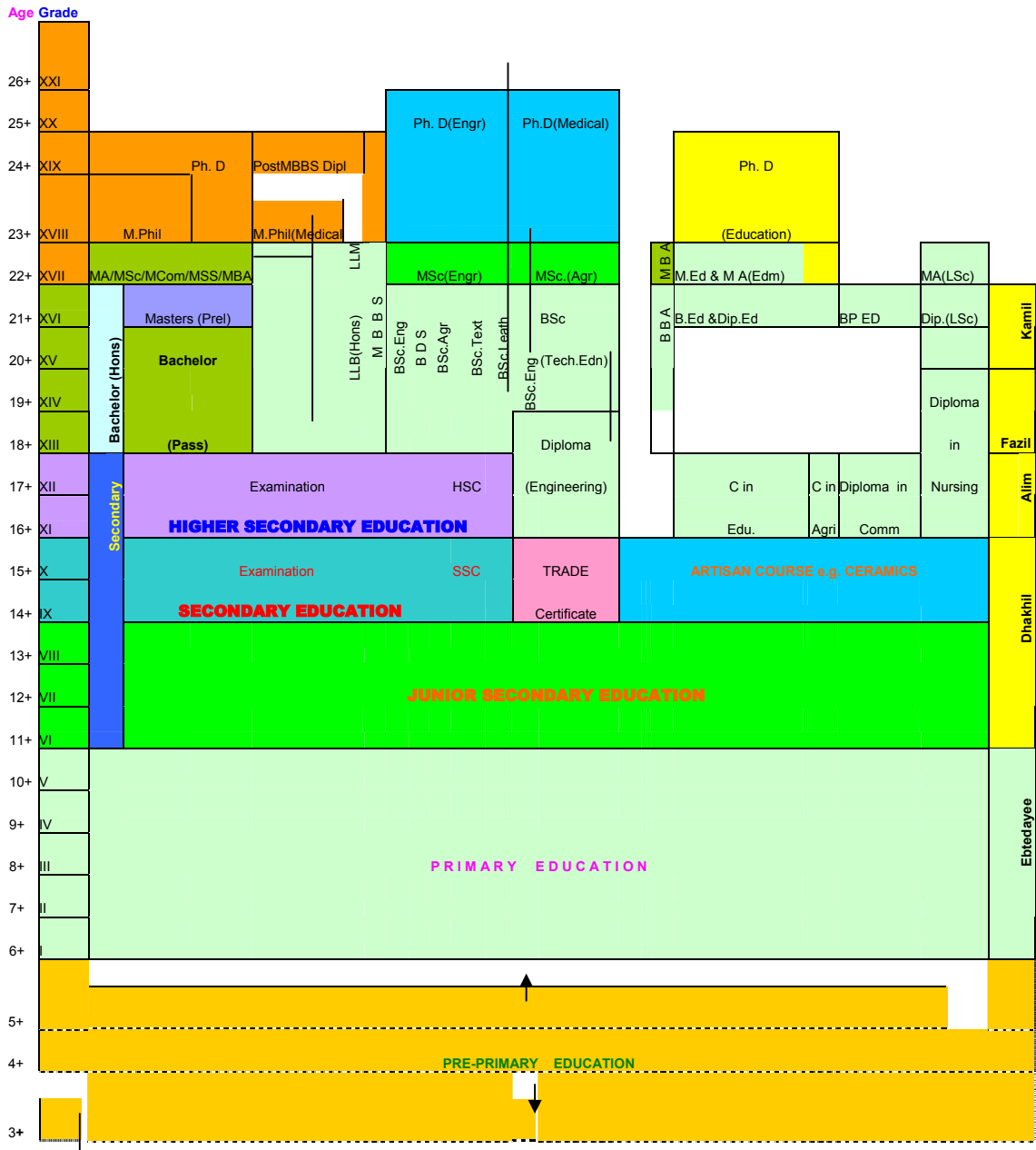
using available data which constitute an important component of the management information system.

Polytechnic Institute	Refers to a type of post-secondary institutions offering 4-year diploma courses on engineering after obtaining secondary school certificate.
Primary Education (formal)	Refers to education, as determined by the government for the children of age group 6+ to 10+ years in grades 1 to 5 having prescribed national curriculum, textbooks, school hours and the academic year which begins in January and ends in December.
Primary Teacher Training Institute (PTI)	An educational institution which provides 1-year training course to primary school teachers as well as the external candidates having the pre-requisite qualification.
Private Institution	An educational institution maintained and managed by private individuals or organizations.
Professional Institution	Refers to a special type of institutions offering distinct curricular programme such as: agriculture college, law college, medical college, dental college, nursing college, homoepathic college, ayurvedic college, herbal college, and teachers training college, primary training institute, physical education college, commercial college etc.
Public Institution	An education institution controlled and managed by a public education authority or agency or by a public sector organization/Government.
Pukka Building	refers to the type of buildings constructed with the use of durable materials, e.g. cement, iron rod, brick. etc.
Repetition Rate	Percentage of pupils/students who enroll in the same grade/year more than once to the number of pupils/students enrolled in that grade/year during the previous year.
Retention Rate	The percentage of students who enroll in any school year that continues to remain in education institution the following year.
Rural Area	Refers to areas outside of the municipal and city corporation areas.

Sanskrit and Pali-tols College	Refers to institution, which offers Hindu and Buddhist religious based education to the students obtaining secondary school certificate. Courses continue for 3 years. After completion of 1-year courses ‘adya’ degree is awarded, ‘madhya’ degree is awarded after completion of 2-year courses and finally ‘upadhi’ is awarded.
School Year	The period of time, of approximately 52 weeks, when institutions offer/conduct daily instruction. In case of primary and secondary levels, it starts from the 1 st week of January and ends in December of the same year and in case of higher secondary education; it starts from 1 st July to 30 th June of next year.
Secondary School Certificate (SSC)	Refers to the certificate issued by the Board of Intermediate and Secondary Education (BISE) to students who have completed 10 years of schooling with 5 years in secondary education and successfully passed the SSC public examination that will allow the students to enroll in higher secondary level.
Semi-Pukka Building	Refers to the type of institution buildings constructed with partial use of durable materials, tin sheets and tiles for its roofing/walls.
Student	An individual/person who enrolled and attends schooling in educational institution.
Survey	A tool used to collect data in order to get a general view of the existing condition of a geographical area, group of people through inspection or investigation. It may be a special study to collect data and information for assessing the relevance and quality of life, educational programmes, etc. It could be a sample or total enumeration of the target population group.
Teacher	A teacher is a person selected by the proper authority of the institution for the purpose of teaching, guiding and directing the learning experiences of students in an educational institution, whether public or private.
Teacher Student Ratio	Refers to the proportion of teachers in relation to the number of students in an institution.
Teachers’ Training College (TTC)	Refers to a type of tertiary institutions offering one-year diploma/bachelor degree in education after bachelor degree, 4 years Honours degree in education after HSC or equivalent and one/two years master of education degree after diploma/bachelor of education degree/bachelor of honours in education degree. Some selected TTC have all the courses, whereas some are offered certain courses.

Technical Teacher Training College (TTTC)	Refers to a type of tertiary institutions offering courses for the regular teachers of technical colleges.
Technical School & College	Refers to a type of post-primary institutions, which offer different vocational trade courses of 2 years duration after completion of 8 th grade of secondary education and after SSC (Vocational) offer 2 year HSC (Vocational) courses in different trades.
Textile Technology College	Refers to a type of tertiary institutions which offers bachelor degree on textile technology with 4-year courses after obtaining a higher secondary certificate in science group.
Tol	Institutions teaching sanskrit or pali language and Hindu or Buddhist Scriptures.
Transition Rate	Percentage of students who graduated from one level of education, e.g. primary, secondary etc. and moved on or enroll to the next higher level.
Urban Area	Refers to the area covered by municipalities and city corporations in the country irrespective of locality.
Vocational Teacher Training Institute (V.T.T.I)	Refers to a tertiary institution offering some courses on profession of teachers serve in the Technical School & College (Former VTI)

THE PRESENT EDUCATIONAL STRUCTURE OF BANGLADESH



STRUCTURE OF THE PRESENT EDUCATION SYSTEM IN BANGLADESH

The present education system of Bangladesh may be broadly divided into three major stages, viz. primary, secondary and higher education. Primary level institutions impart primary education basically. Secondary education is imparted by junior secondary/secondary and higher secondary. Degree pass, degree honours, masters and other higher-level institutions or equivalent section of other related institutions imparts higher education. The education system is operationally categorized into two streams: primary education (Grade I-V) managed by the Primary and Mass Education Division (PMED) under the helm of a Secretary; and the other system is the post-primary education which covers all the other levels from junior secondary to higher education under the administration and supervision of the Secretary of the Ministry of Education (MOE). However, both PMED and MOE are under the direction of a Minister. The post-primary stream of education is further classified into four types in terms of curriculum: general education, madrasah education, technical-vocational education and professional education.

1. General Education

a) Primary education

The first level of education is comprised of 5 years of formal schooling (class / grades I - V). Education, at this stage, normally begins at 6+ years of age up to 11 years. Primary education is generally imparted in primary schools. Nevertheless, other types of institutions like kindergartens and junior sections attached to English medium schools are also imparting it.

b) Secondary education

The second level of education is comprised of 7 (3+2+2) years of formal schooling. The first 3 years (grades VI-VIII) is referred to as junior secondary; the next 2 years (grades IX -X) is secondary while the last 2 years (grades XI - XII) is called higher secondary.

There is diversification of courses after three years of schooling in junior secondary level. Vocational and technical courses are offered in vocational and trade schools. Moreover, there are high schools where SSC (vocation) courses have been introduced.

In secondary education, there are three streams of courses such as, Humanities, Science and Business Education, which start at class IX, where the students are free to choose their course(s) of studies.

High schools are managed either by government or private individuals or organizations. Most of the privately managed secondary schools provide co-education. However, there are many single sex institutions in secondary level education.

The academic programme terminates at the end of class X when students are to appear at the public examination called S.S.C. (Secondary School Certificate). The Boards of Intermediate and Secondary Educations (BISE) conduct the S.S.C.

examination. There are seven such Boards at different places in Bangladesh namely: Dhaka, Rajshahi, Jessore, Comilla, Chittagong, Sylhet, and Barisal.

The secondary education is designed to prepare the students to enter into the higher secondary stage. In higher secondary stage, the course is of two-year duration (XI - XII) which is being offered by Intermediate Colleges or by intermediate section of degree or master colleges.

c) Tertiary Education

i) College

The third stage of education is comprised of 2-6 years of formal schooling. The minimum requirement for admission to higher education is the higher secondary certificate (H.S.C). HSC holders are qualified to enroll in 3-year degree pass courses while for honours, they may enroll in 4-year bachelors' degree honours courses in degree level colleges or in the universities. After successful completion of a pass/honours bachelors' degree course, one can enroll in the master's degree course. Master degree courses are of one year for honours bachelor degree holders and 2 years for pass bachelor degree holders. For those aspiring to take up M.Phil and Ph.D courses in selected disciplines or areas of specialization, the duration is of 2 years for M.Phil and 3-4 years for Ph.Ds after completion of master's degree. Higher education is being offered in the universities and post HSC level colleges and institutes of diversified studies in professional, technical, technological and other special types of education.

ii) University

There are 74 universities in Bangladesh. Out of these, 21 universities are in the public sector, while the other 53 are in the private sector. Out of 21 public sector universities, 19 universities provide regular classroom instruction facilities and services. Bangladesh Open University (BOU) conducts non-campus distance education programmes especially in the field of teacher education and offers Bachelor of Education (B.Ed.) and Master of Education (M.Ed) degrees. BOU conducts 18 formal courses and 19 non-formal courses. Bangladesh National University mainly functions as an affiliating university for degree and post-graduate degree level education at different colleges and institutions in different field of studies. After successful completion of the specified courses, it conducts final examinations and awards degree, diplomas and certificates to the successful candidates. The degrees are B.A., B.Sc., B.Com. (Pass & Honours) M.A., M.Sc., MSS and M.Com. Moreover, this university also offers LL.B., and other degrees. Bangladesh National University offers part-time training to university teachers.

There is only one medical university namely, "Bangabandhu Sheikh Mujib Medical University", like other public universities, offers courses on a different system where FCPS Degree is offered in the disciplines of medical education; diploma courses are offered in 12 disciplines. MD degree in 15 subjects and MS courses on 8 subjects are also offered.

2. Madrasah Education

The old scheme of madrasah education was introduced in 1780 with the establishment of Calcutta Madrasah. In madrasah education, one can learn Islamic religious education along with the general education as complementary to each other in the system of education. The madrasah education system has been continuing with some modifications according to the demand of the time, and many madrasahs grew up in this sub-continent. The government has been providing government grants to the

teachers and employees of the non-government madrasahs like other non-government education institutions (schools and colleges). There are five levels in the madrasah education system, namely:

a. **Primary level** or ebte dayee education. This is equivalent to primary level of general education. The first level of madrasah education is comprised of 5 years of schooling (grades I - V). Normally, the children of 6 years of age begins in class 1 and finishes class V at the age of 11 years. Ebte dayee education is imparted in ebte dayee madrasahs and ebte dayee sections of dhakhil, alim, fazil and kamil madrasahs. It is also imparted in some of the private quami - kharizi madrasahs.

b. **Secondary level.** The secondary level of madrasah education is comprised of 7 (5+2) years of formal schooling. It takes five years in dhakhil stage (S.S.C. level) from grade VI - X while the last 2 years in alim (higher secondary) stage. Dhakhil level education is imparted in dhakhil madrasahs and in dhakhil level of alim, fazil and kamil madrasahs. Alim is equivalent to higher secondary certificate education imparted to alim madrasahs and in alim level of fazil and kamil madrasahs.

There are diversification of courses after three years of schooling in secondary level of education from grade IX of dakhil stage and grade XI of alim stage. There are streams of courses such as humanities, science and business education, where students are free to choose their courses of studies. Private individuals or private bodies manage all madrasahs of this level. Most of these madrasahs provide co-education. However, there are some single gender madrasahs in this level of madrasah education. There are two public examinations namely; dhakhil and alim after the completion of 10 years of schooling and twelve years of education, respectively. The Bangladesh Madrasah Education Board (BMEB) provides these two certificates.

c. **Tertiary level** of madrasah education. This level is comprised of 4 (2+2) years of formal education. The minimum requirement for admission to higher level of madrasah education is the alim (equivalent to HSC) certificates . Alim pass students are qualified to enroll in 2-year fazil education. This level of education is imparted in fazil madrasah and in fazil level of kamil madrasahs. After successful completion of fazil degree one can enroll in 2 -years kamil level education. There are four streams of courses in kamil level education; streams are hadis, tafsir, fiqh and adab. Bangladesh Madrasah Education Board conducts these two fazil and kamil examinations and award certificates. After successful completion of the specified courses one can appear these examinations.

Out of the total kamil madrasahs only three madrasahs are managed by the government and others are managed by either individual or by private bodies. However, there are few girls' madrasah for girl students.

The Bangladesh Madrasah Education Board has the following functions as regard to madrasah education: grants affiliations to different levels of madrasahs from ebte dayee to kamil; prescribes syllabi and curricula; conducts public examinations (dhakhil to kamil) and scholarship examinations. Besides the public system of madrasah education there are a good number of private madrasahs for the Muslim students, namely: hafizia, qiratia, quami and nizamia. Most of these madrasahs are residential. These type of madrasah are sometimes called kharizia as these are beyond the purview of the general system of education. Recently, these quami madrasahs have been organized under the umbrella of a private board known as 'Befaqul

Madaris or Quami Madrasah Board which constitutes curricula and syllabi of quami madrasahs, conducts examinations and awards certificates and degrees.

3. Technical - Vocational

For the students whose interests are not strictly academic may find technical-vocational programmes more interesting and more valuable for their future. Government tries to ensure that the course curriculum should be relevant to students' interest and aspirations while at the same time it should address the needs of the job market.

a. **Primary level.** There is no technical-vocational institution in primary level of education. Ebtedayee in the first level (Primary level) of madrasah education has no scope for technical-vocational education. Accordingly, technical - vocational education in Bangladesh is designed in three phases under two major levels of secondary and tertiary level of education.

b. **Secondary level.** Vocation courses starts from secondary level. The certificate courses prepare skilled workers in different vocations starting from ninth grade after completion of three years of schooling in secondary school. At this level the courses are diversified in different vocations spread over 1 to 2 years duration. Diploma courses prepare the diploma engineers at the polytechnic institutes. This course spread over 4 years duration after passing the secondary school certification examination. There is a technical education board called Bangladesh Technical Education Board (BTEB), which grants affiliation to the technical institutes. It conducts examinations of the students completing different courses in different vocations and technical education, and awards certificates to the successful candidates.

c. **Tertiary Level.** The College of Textile Technology and College of Leather Technology offer four -year degree courses in Textile Engineering and Leather Technology, respectively.

4. Professional Education

The minimum requirement to be admitted to teachers training colleges (TTCs) for Bachelor of Education course is graduation degree. Generally, in-service teachers undertake this professional training course along with some unemployed graduates.

a. **Primary level.** There is no professional education in primary level.

b. **Secondary level.** There are training institutes/schools in the country which offer certificates and diploma at secondary level. The National Computer Training and Research Academy (NCTRA) located at Bogra, offers two-year Diploma course in commerce equivalent to HSC. SSC passed candidates can get admission to these courses. It also offers 3-month and 6-month courses. There are many professional institutes, which offer professional certificates in Marine Academy under the Shipping Corporation of Bangladesh.

c. **Tertiary level.** In tertiary level, there are law colleges, medical colleges, agriculture colleges, dental colleges and nursing colleges in the professional

education, which offer Bachelor Degrees. Also there are Institutes of Chartered Accounts, Institute of Professional Management, Institute of Bankers', Institute of Personnel Management, Bangladesh Institute of Management (BIM), Library Association of Bangladesh and similar other associations offer professional certificates, diploma and post-graduate diploma in different professions after having graduation from college and universities.

5. Other Types of Education

5.1 Religious and Moral Education

One of the aims of education is to establish human, cultural and social values in every tier and sphere of individual and national life. Religious and moral education is one of the ways of achieving this aim.

The followers of every religion of the country have the right to learn the main subjects of their respective religions, acquire knowledge about rituals and ceremonies of their respective religion. Religious and moral education is imparted with this end in view.

i) Islamic Studies

In order to lead life according to the Islamic tenets and regulations, it is indispensable for every Muslim male/female to receive Islamic education and implement these in their day to day life. Islamic studies are compulsory up to secondary level for the Muslim students.

ii) Hindu - Religious Studies

Bangladesh Sanskrit and Pali Board conducts 3- year course on Sanskrit and religious subjects. These subjects are Adhya in the first year, Madhya in the second year and Upadhi in the third year. Sanskrit language, Prourahitta, Smriti (Hindu law) etc. subjects are included in the courses.

Bangladesh Sanskrit and Pali Board is not an independent or autonomous organization. The Director General of the Directorate of Secondary and Higher Education by virtue of the post is the Chairman of Sanskrit and Pali Board and Management Parishad. Authorized by the Ministry of Education the Chairman conducts all activities of the Board. An honorary member of the Management Parishad plays the role of Secretary. There are tols (schools for teaching Sanskrit), choupathies and colleges under the control of Bangladesh Sanskrit and Pali Board. The minimum requirement to be admitted in these courses is SSC. After completion of 3-year course, one can get the title "Teertha". For each subject, the 3-year course Adhya, Madhya and Upadhi is to be completed separately.

iii) Buddhist Religious Studies

The system of Buddhist religious studies and the Buddhist religious language Pali are almost similar to that of Hindu religious studies. There is 3-year title course in Pali and 'Bisharad' is offered in Pali instead of Teertha. Bangladesh Sanskrit and Pali Board conduct traditional system of Pali education. There are about a hundred of Pali Tolls in the country.

iv) Christian Religious Education

To meet the religious education needs of Christians in Bangladesh, there are Bible schools and intermediate seminaries, which enroll students in the SSC; there are also major seminaries and theological colleges where students with HSC are admitted.

The successful students are awarded degrees both in Bachelor and Masters in Theology and Divinity. These are all run and managed by the Church bodies which cater to the needs of different denominations of Christianity.

It is not possible to discuss every aspect of education of the country in this report. But BANBEIS finds it relevant to describe the salient features of the present education system of Bangladesh to provide a better understanding and appreciation of the system in the light of the coverage of the national education survey. This short description of the present structure of education system of Bangladesh hopefully provides interested readers with the basic information about the existing pattern of education in Bangladesh.

EXECUTIVE SUMMARY

The government of Bangladesh has given great importance on education, and its development and progress are carefully monitored to ensure that the resources and interventions are properly utilized. The government through the Ministry of Education has always been confronted with numerous challenges brought about by the various developments taking place in the education sector in particular and the whole nation in general. The intentions on how to address these challenges are properly documented in the national framework for development. The goals and objectives, the strategies and targets of education are clearly and succinctly stated as broad guideposts for development efforts. To determine the extent to which these envisioned actions have been attained and how the resources have been utilized are basic concerns which would need comprehensive data and information that can be relied upon and used to gauge the performance of the education system.

The importance of quality data and information that can describe or characterize the state of education system in the country is over emphasized. The Ministry of Education mandated to oversee post-primary education in the country. To update the existing database and relevant education indicators on post-primary education the survey has been conducted.

This report is a gigantic task which the Bangladesh Bureau of Educational Information and Statistics (BANBEIS) has spearhead. It has trained District Education Officer (DEO) and Upazila Project Officer/Upazila Secondary Education Officer (UPO/USEO) both at central and district levels. To provide the needed support in the actual conduct of the survey of all the post-primary educational institutions in the country the government was selected UPOs as enumerators and DEOs as coordinators of the survey for a period of one month. After the instruments were designed and tested the components of the survey including the methodologies and procedures were specifically defined. During the survey period, software was developed and necessary training for enumerators and coordinators has been taken place at headquarter and selected field levels.

BANBEIS has undertaken Post Enumeration Check (PEC) to ascertain the quality of data in terms of accuracy, consistency and reliability on sampling basis using a multistage stratified sampling technique. On the basis of findings of the PEC smoothing factor has been calculated. Depending on the smoothing factor data collected in the actual survey are smoothed. This was followed by data verification and editing, consistency checking both manual and mechanical after the actual survey has been undertaken. After the complete processing the tabulated data are analyzed. After analyzing the data report has been generated. The contents of the report are reflected in the following ten paragraphs:

Chapter 1 – Survey Process and Methodology. This chapter presents the various activities undertaken before, during and after the survey-2005.

Chapter 2 – Institution Profile. This chapter presents the basic characteristics of all the post-primary education institutions in the country in terms of number, location, sector, gender, level and type of institutions.

Chapter 3 – Enrolment Trend. The total number of students enrolled in different types, levels sectors, locations, subjects, years and by gender are expressed in this chapter.

Chapter 4 - Teacher and Supporting Staff. The number of teaching and non-teaching staff, their distribution by type and level of institution, by sector, by gender, by location, qualification, designation and training acquired are the main features of this chapter.

Chapter 5 - Inventory of Institutional Infrastructure. This chapter reports on the physical resources of the post primary institutions in terms of buildings, offices, classrooms, libraries, laboratories, lavatories, common room for teachers and girls students.

Chapter 6 – Finance: Although it is very much difficult to get accurate and complete data on the financial resources of the institutions, attempt has been made to capture the very essential basic data on education in terms of income and expenditure under major heads.

Chapter 7 – Higher Education (Universities Education): This chapter deals with the higher education of the country which is generally imparted in the universities. There are 74 (public-21, private-53) universities in the country, which are managed by public and private sectors. The distribution of enrolment in the different universities under different faculties are discussed elaborately by departments, subjects, years, levels and gender. An attempt has also been taken to focus on the teachers information along with their designations, qualifications, sex and experience, field of study and research conducted by them. There is also information regarding non-teaching support staff by number, gender and posts possessed are among the most important information described in this chapter.

Chapter 8 –Performance Indicators: This chapter presents information related to essential performance indicators and standards used in educational development. This indicators are utilized in analyzing the existing educational deprivation between and among the administrative divisions of the country locality and by sex aggregation.

Chapter 9 – GIS Application in Educational Planning and Management. As the data have been basically collected from each of the post-primary institutions it is needed to transform these data into a database for the development of the Geographic Information System (GIS) and production of Infomaps which are prepared by placing information on the maps of all districts and upazilas where the list of all post-primary institutions are also made available. This chapter briefly explains the process of development and application of GIS as a potential tool for establishment of new educational institutions along their planning and management on the basis of

educational services provided for a particular region (like served, unserved and overserved).

Chapter 10 – Conclusions and Recommendations: Some useful recommendation along with concluding statements about the survey-2005 have been focused to further the improvements realized from the survey are elaborated in this chapter.

The national data generated from the survey comprising the major components of the post-primary education institutions are hereunder summarized:

A. Institution

1. Number and Percentage of PPE Institutions by Type of Education, 2005

	Type of Education	Number	%
1	General Education	21023	62.98
2	Madrasah Education	9215	27.61
3	Technical Education	2728	8.18
4	Professional Education	225	0.68
5	Teachers Education	188	0.56
	Total	33379	100.00

2. Number and Percentage of PPE Institutions by Level of Education, 2005

	Level of Education	Number	%
1	Junior Secondary Level	4322	12.95
2	Secondary Level	21494	64.40
3	Higher Secondary Level	4701	14.08
4	Degree Level	2599	7.78
5	Masters Level	263	0.79
	Total	33379	100.00

3. Number and Percentage of PPE Institutions by Type of Management (Public - Private), 2005

	Type of Management	Number	%
1	Public	904	2.73
2	Private	32475	97.27
	Total	33379	100.00

B. Enrolment

1. Enrolment in PPE and Percentage by Type of Education and Gender (Girls), 2005

	Type of Education	Enrolment	% Type of Education	Girls	%Total Girls by Type of Education	% of Girls within Type of Education
1	General Education	8765798	80.58	4437351	82.49	50.62
2	Madrasah Education	1775443	16.32	845295	15.72	47.61
3	Technical Education	242640	2.23	62562	1.16	25.78
4	Professional Education	60285	0.55	21141	0.39	35.07
5	Teachers Education	34735	0.32	13097	0.24	37.71
	Total	10877597	100.00	5379446	100.00	49.45

2. Enrolment in PPE by Level of Education and Gender (Girls), 2005

	Level of Education	Enrolment	Girls	% of Girls
1	Junior Level	6232512	3237969	51.95
2	Secondary Level	2870530	1457838	50.79
3	Higher Secondary Level	1070532	428571	40.03
4	Degree Level	628748	232072	36.91
5	Masters Level	75275	22996	30.55
	Total	10877597	5379446	49.45

C. Teachers

1. Number of Teachers by Type of Education and Gender (Male - Female), 2005

Gender	General Education	Madrasah Education	Technical Vocational Education	Professional Education	Total
Teachers	323640	115986	18185	4193	462004
Male	259210	106545	14977	3449	384181
Female	64430	9441	3208	744	77823
% of Female	20	8	18	18	17

2. Number of Teachers by Type of Education and Management (Public - Private), 2005

Type of Management	General Education	Madrasah Education	Technical-Vocational Education	Professional Education	Total
Teachers	323640	115986	18185	4193	462004
Public	18706	82	2939	1664	24329
Private	304934	115904	15246	2529	439828
% of Public	5.78	0.07	16.16	39.70	5.27

D. Inventory of Institution Infrastructure

Number and Percentage of Institutions by Ownership of Premises in School, College and Madrasah, 2005

Type of Institution	Total Number of Institutions		Institutions having Own Building		Institutions having Rented Building		Institutions having Own and Rented Building	
	No.	No.	%	No.	%	No.	%	
School	17863	17522	98.08	341	1.92	17863	100	
College (All General)	3150	3028	96.12	122	3.88	3150	100	
Madrasah	9215	9107	98.83	108	1.17	9215	100	

F. Institution Finance

Amount (In Thousand Taka) and Percentage of Annual Income of School College and Madrasah by Sources, 2005

Income source	School (In Thousand)	%	College (All General)	%	Madrasah (In Thousand)	%	Total	%
Student Fee	456438	17.76	2078408	19.32	1487196	15.19	8129989	17.58
Salary Support from Govt.	16160244	62.90	6864354	63.82	7044367	71.96	30068964	65.03
Property Income	1293827	50.03	88388	.82	199351	2.04	1581566	3.42
Public donation	317460	1.23	166512	1.55	475365	4.86	959337	2.07
Development	1228499	4.78	311322	2.89	275747	2.82	1815567	3.93
Other Capital	2128925	8.28	1246650	11.59	307861	3.14	3683437	7.97
Total	25693340	100	10755634	100	9789887	100	46238860	100

G. Performance Indicators and National Benchmarks

- Gross Enrolment Ratio (GER), Net Enrolment Ratio (NER) in Post-Primary Education, 2005

Indicator	Junior Secondary (VI - VIII)		Secondary (IX - X)		Higher Secondary (XI - XII)	
	Total	Girls	Total	Girls	Total	Girls
Gross Enrolment Ratio (GER)	64.36	67.52	39.43	40.53	14.25	11.37
Net Enrolment Ratio (NER)	54.44	56.93	32.95	33.88	12.33	10.13

2. Percentage of Girl and Boy Students in Post-Primary Education, 2005

	General Education	Madrasah Education	Technical Vocational	Professional Education	Teachers Education	All
Boys	49.38	52.39	74.22	64.93	62.29	50.55
Girls	50.62	47.61	25.78	35.07	37.71	49.45
Total	100.00	100.00	100.00	100.00	100.00	100.00

3. Percentage of Girl and Boy Students by Level of Education, 2005

	Junior Secondary Level	Secondary Level	Higher Secondary Level	Degree Level	Masters Level	All Level
Boys	48.05	49.21	59.97	63.09	69.45	50.55
Girls	51.95	50.79	40.03	36.91	30.55	49.45
Total	100.00	100.00	100.00	100.00	100.00	100.00

4. Some Major Indicators of Public and Private Universities in the Country, 2005

	Public University	Private University	Total
Number of Universities	21	53	74
Number of Students	115929	91648	207577
Average Students per University	6102	1729	7831
Number of Girl Students	29246	20621	49867
% of Girl Students	25	22	24
Number of Teachers	6852	3487	10339
Average Teachers per University	360	66	140
Number of Female Teachers	1029	798	1827
% of Female Teachers	15	23	18

N.B. All information given in the above table is for 19 public teaching universities out of 21.

The survey has indeed come to an end after more than a year of preparation and implementation. It has generated an enormous amount of data and information about the situation of the post primary education in the country. The impact of the survey is far reaching not only in terms of the amount of data collected but also in terms of the improvement of the education management information system based in BANBEIS in the form of comprehensive databases, hardware acquisition, software application and capacity building of the officers and staff managing the system. In addition to the databases, other statistics, indicators and benchmarks derivative data have been derived to respond to the immediate needs of the education planners, policy and decision-makers. It has increased the awareness and consciousness of the education officials on the importance of data in planning and management of the education system. The experiences and lessons learned from the survey are undoubtedly bases for improving the succeeding activities particularly in the regular

update of data about the profile of post primary institutions, student enrolment, teachers profile, institution infrastructure, financial resources and subsequently, the production of additional and more comprehensive Infomaps about districts and upazilas.

While related activities are still on-going in terms of producing other reports and statistics derived from the survey, the information system is being strengthened to ensure the quality of data and make it more responsive to the demands of various potential data users by applying more modern technology.

As BANBEIS management collaborated in the survey is looking forward to a more functional system of data collection, dissemination and utilization, some efforts and actions should be put in place to ensure the sustainability of the gains and lessons learned from the survey. The collection of essential data from all the post primary education institutions should be done on an annual regular basis so that the databases established as a result of the survey can be updated regularly to meet the needs of the authorities and other data users, and at the same time determine the improvement or changes taking in the post primary education system. Should resources be available, attempt should be made to conduct educational mapping to expand the existing databases to include nonschool-based data such as socio-economic, demographic factors affecting schooling of students and other qualitative data which are needed to make the GIS Infomaps more comprehensive and useful. This, therefore, would entail training of field education officers and heads of the post primary institutions which are the data providers, in addition to the provision of computer hardwares and softwares. The utilization of the data should be made more efficient and timely to the various users; it is, therefore, necessary that aside from the hard copies of the reports, the statistical data should be shared and relayed to the end users through an electronic networking system. The present effort of BANBEIS in this regard should be further strengthened with the acquisition and use of more powerful technology to link-up all the 64 districts together to the central node based in BANBEIS, and from BANBEIS to different offices of the Ministry of Education and other government offices. The GIS Infomaps should be put to use by the education authorities in their planning and decision-making activities. These can be enriched with the use of other non-institution based data such as socio-economic, etc. The initial results of the analysis of educational deprivation existing among the six divisions should be given consideration particularly the highly deprived divisions and those divisions performing below the national benchmarks in each of the indicators adopted in the analysis. Using the same approach, an in depth analysis may be conducted to involve the districts and upazilas. This will ensure a more objective, meaningful, rational and effective provision, allocation and use of resources and other educational development interventions.

Chapter-I

SURVEY PROCESS AND METHODOLOGY

A. Introduction

Any delivery mode of education provides opportunity for the learner to increase the level of his/her capacities. Learning empowers the individual to become a more useful and productive member of the society. The development and progress of a country is significantly associated with the quality of education provided to its people. In short, the improvement of the human resources is an essential factor to ensure transformation and advancement of a country. With this in view, Government of Bangladesh has always put premium by investing enormous amount of resources to provide education to its people. It has also adhered to the universal call for education for all by making education more accessible and affordable to all school going-age population. The Ministry of Education, mandated to oversee the post-primary education in the country, needs to have regular updates as to the extent and quality of educational services provided and the number of beneficiaries availing of these services.

The inadequacy, up-to-date reliable and comprehensive data about the state of post-primary education render it difficult for the planners, policy and decision-makers to identify appropriate measures and actions on how to improve the quality of education and make it more accessible or available to the people.

The Bangladesh Bureau of Educational Information and Statistics (BANBEIS) has been tasked to spearhead the survey activities. It has also been necessary to update the stock of data deposited at BANBEIS. There is also a need to respond to the demand of various data users about the state of post-primary education. Corollary to this, BANBEIS has to improve its data collection and processing system so that it can readily provide usable update data and information that can statistically describe the existing situation of education at the national and sub-national levels (division, district, upazila and institutions.)

B. Objectives of the Survey

Specifically, the survey envisioned to achieve the following objectives:

1. To update the database presently-based and maintained in BANBEIS, Ministry of Education;

2. To update the Geographic Information System (GIS) Presently preserved in BANBEIS
3. To prepare an education statistics bulletin based on information gathered from this survey and a detailed analytical report containing the profiles relating to teachers and students, the status of institution infrastructure, furniture and utilities, financial resources of the institutions, and involvement/participation in community service; and
4. To increase information awareness of managers and administrators working in the field of education with the data collected through the survey and to simultaneously make both the data providers and the users aware of the importance of data.

C. Pre-Survey Activities

Before the actual survey was conducted, the following important activities were undertaken to ensure the efficient and effective implementation of the survey. Substantial preparations had to be pursued in order to realize the objectives of the survey.

1. In order to determine the data and information to be collected under the survey, it was deemed necessary to conduct series of meetings/interviews with the potential data users and providers.
2. Inasmuch as the survey was national in scope and coverage, it was necessary for BANBEIS to update the list of all post-primary institutions in the country according to type, management and location. This was used as guide for the printing of the questionnaires, classification, packaging and distribution of the questionnaires.
3. The awareness, understanding and appreciation of the District Education Officers and the officers at the central level about the importance of education data and information in the performance of their functions as educational managers, and the systematic management of these data and information for better access and utilization were the prime concerns in conducting a training workshop.
4. For the officers of BANBEIS a workshop was conducted to train the participants on how to prepare/design different types of survey questionnaires and other survey materials.
5. The designing of the major tool of the survey questionnaire was a result of a series of consultations, meetings, interviews and workshops with the concerned persons particularly the data users, providers and producers. The national survey questionnaire contained data elements about the post-primary institutions. Specifically, it has the following components:

Institutional Profile; Student Enrolment; Teachers, Administrative/Non-Teaching Staff; Inventory of Physical Infrastructure, Instructional Resources, Facilities, Land Use and Areas; Institution Finance (Income and Expenditure of Institutions); and Community Services.

For easy identification and administration, the questionnaires were numbered as follows:

- | | |
|-----------------------------|--|
| i) BANBEIS Form No. 3001 | School related questionnaire |
| ii) BANBEIS Form No. 3002 | Madrasah related questionnaire |
| iii) BANBEIS Form No. 3003 | College related questionnaire |
| iv) BANBEIS Form No. 3004 | School & College related questionnaire |
| v) BANBEIS Form No. 3005 | University related questionnaire |
| vi) BANBEIS Form No. 3006 | Technical-Vocational related questionnaire |
| vii) BANBEIS Form No.3007 | Professional Institution related questionnaire |
| viii) BANBEIS Form No. 3008 | Teacher Education related questionnaire |

6. Upazila Secondary Education Officers were selected as enumerators and District Education Officers were selected coordinators of the survey. The BANBEIS Officials in 21 venues at the greater Districts level have been trained the Upazila Secondary Education Officers. Upazila Secondary Education Officers collected data from the institutions of their respective upazilas directly and submitted the filled-up questionnaires to the District Education Officers. The District Education Officers were responsible to submit the data of his/her district to BANBEIS. Thanas of Metropolitan Cities were covered by the other officials and staff of the concerned District Education Offices.
7. Post-Enumeration Check (PEC: A sample comprising of 2.5% of the non-government schools, colleges and madrasahs were selected for the post-enumeration check (PEC). A multistage stratified sampling technique was applied to have the sampling units. To evaluate the enumeration/ survey activities and to smooth the survey data, PEC was undertaken. It was also meant to reconcile necessary discrepancies and verify the accuracy, consistency of data and actual survey coverage. Analyzing data obtained through PEC, some major variables have been calculated. On the basis of the smoothing factors the NES data have been smoothed.

8. Data entry/updating started after the filled in questionnaires had been received from the 64 District Education Offices. Verification and checking of entries, completeness of the filled in questionnaire were undertaken to ensure the efficiency and quality of data entry work. In this regard, BANBEIS hired additional computer operators for data entry work. The processed data were further edited and checked for consistency and accuracy, e.g. national total with sub-total, spelling of name terms, etc. The national, divisional, district and upazila desegregations were likewise checked.

D. Post-Survey

1. Software development and management were undertaken as a vital component of the survey 2005. It was intended to develop and apply the appropriate computer program for the processing of the filled in questionnaires. The development, installation and operationalization of the computer program started when the questionnaires were finally administered to the post-primary institutions, and the computer programmers and the oracle expert trained a number of computer operators on the processing of the filled in questionnaires. An oracle 9i RDBMS (Rational Database Management System) in Windows Advanced 2000 Server was applied. The survey questionnaires were used as basis for designing the computer program. Pre-entry data check and editing including the encoding of geo code for the location of the institutions were also applied to facilitate the identification of the institutions. Data entry for all types of questionnaire proceeded. To generate the output after the data entry, the output program was re-written for data check. The program was updated as a result of the data editing. Again, the program was re-written to check the inconsistency of data and eliminate non-entries of the items in the questionnaire. Finally, the program was applied after some modifications were made on the program in order to generate the statistical tables for the national report writing and production of the statistical bulletins. The tabulation plan (dummy tables) was prepared. This was done to ensure that the data and information needed by the authorities are properly captured or reflected in these tables. From time to time, the program was re-written to facilitate the generation of other reports requested by Ministry of Education; other offices covered by the project and related organizations.
2. To generate the desired statistical tables in preparation for the production of the national statistical bulletins, a tabulation plan was prepared. More than 100 statistical tables were developed/designed to capture the necessary statistical data needed by the education authorities from the database on institutions, students, teaching and non-teaching staff, physical infrastructure, facilities, utilities, land use, instructional materials, library resources, institutional income and expenditures and school community services.

E. Committee:

Survey Steering Committee: A committee composed of 7 member from Ministry of Education (MOE), Secondary Education Sector Improvement Project (SESIP),

Bangladesh Bureau of Statistics (BBS) and Bangladesh Bureau of Educational Information and Statistics (BANBEIS) Chaired by the Director, BANBEIS Provided policy directing devious and action to issues and problems confronting the survey.

Chapter-II

POST-PRIMARY EDUCATIONAL INSTITUTIONS' PROFILE

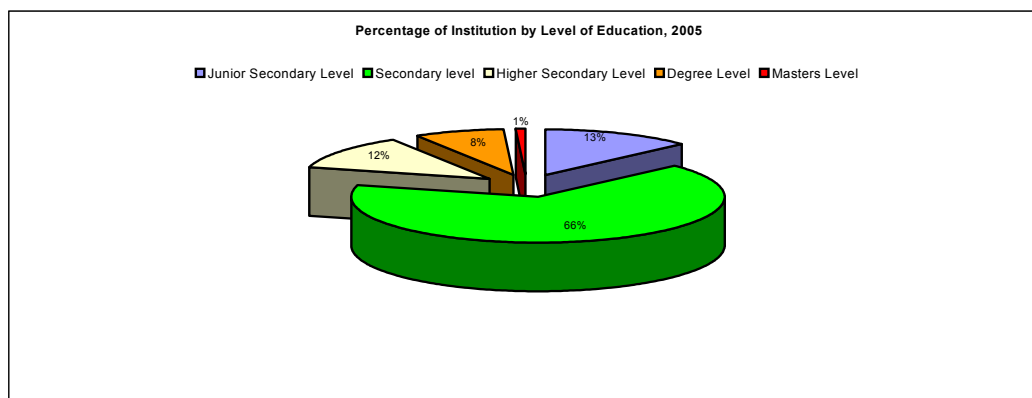
All educational institutions offering grade VI and above are generally classified as post-primary educational institutions in Bangladesh. These are formally organized decision making centers, operated or managed either by the public/government agency or private organization/individuals. They provide educational or learning activities and programmes/ courses to individual learners and/or other institutions. These are normally accredited or sanctioned by public authority. The number of post-primary institutions in the country has increased significantly in the last five years. The growth is brought about by the need to provide more access to education and to meet the demands for more educational institutions in response to the ever increasing population particularly the number of school going children. The government's commitment to promote universal education for all has resulted in the establishment of more educational institutions particularly in the post-primary level of education. Both the public and the private sectors have adhered to the universal call to increase access to education. The increase in the number of post-primary institutions is evident across type of education such as: general education, madrasah education, technical vocational education, professional education and teacher education etc. The level of institutions under the general education category are as follows: junior secondary school, secondary school, school and college, intermediate college, degree pass college, degree honours college, masters college, cadet college. The madrasah which means "school" in Arabic categorizes the level of institution into dhakhil or secondary, alim or higher secondary, fazil or degree and kamil or masters level. The technical vocational education institutions have a variety of categories, namely: polytechnic, vocational training institutes, vocational teachers training institute, institute of glass and ceramics, institute of graphic arts, textile vocational institute, technical training center, survey institute, Agriculture training institute, S.S.C (Voc) and H.S.C (Voc). The different disciplines or fields of specialization offered through the professional education institutions are as follows : medical college, dental college, nursing training institute, homeopathic college, unani/ayurvedic college, Textile technology college, leather technology college, Art college, Music college, Law college. The different disciplines of teacher education are as follows: Primary training institute, teachers training college, technical teachers training college, vocational teachers training institute, Higher Secondary teachers training institute and physical education college.

The proliferation of these institutions offering various types of educational programmes (degree, short and long-term diploma courses) can be attributed to the increasing demands for highly skilled and trained manpower both by the local and the international market. The fast advancing technology requiring higher standard of quality education and training has prompted educational service providers to establish

educational institutions and training centers across the country. Over the years, these institutions offering various educational programmes in the different fields or disciplines have been catering to the needs of the local students and children of the expatriates who have established residence in the country especially in the urban areas where commerce, industry, foreign services, and business establishments are mostly located. It is interesting to note that the highly specialized institutions offering IT and language programmes, including the private universities, have affiliations with internationally recognized educational institutions in Australia, Canada, Europe, Singapore, United States and others.

Table 2.1 Number of Post-Primary Education Institutions by Type of Education, Level and Management, 2005

Sl. No.	Type of Education	Management	No. of Institutions by level					Total
			Junior Secondary	Secondary	Higher Secondary	Degree	Masters	
1	General Education	Public		317	20	180	61	578
		Private	4322	13224	1803	1068	28	20445
		Total	4322	13541	1814	1248	89	21023
		%	20.55	64.40	8.63	5.94	.42	100
2	Madrasah Education	Public					3	3
		Private		6688	1317	1036	171	9212
		Total		6688	1317	1036	174	9215
		%		73	14	11	2	100
3	Technical Vocational Education	Public		41	139			180
		Private		1224	1324			2548
		Total		1265	1463			2728
		%		46.34	53.63			100.00
4	Professional Education	Public			39	24		63
		Private			5	157		162
		Total			44	181		225
5	Teacher's Education	Public			54	26		80
		Private			0	108		108
		Total			54	134		188
		%			28.72	71.28		100.00
6	PPE	Public		358	252	230	64	904
		Private	4322	21136	4449	2369	199	32475
		Total	4322	21494	4701	2599	263	33379
		%	12.99	66.08	12.25	7.85	.82	100.00



National Education Survey, 2005 revealed that there are a total of 33379 post-primary education institutions in Bangladesh. Of this total number, 32475 (97.31%) are being run under private management and only 904 (2.69%) are under government management. These institutions are categorized according to type of education. It is observed that 21023 are of general education, 9215 are of madrasah education, 2728 are of technical and vocational education, 225 are of professional education, and the remaining 188 are teacher's type of education institutions.

The post-primary education institutions are classified on the basis of the level of education they offer. The great majority of these post-primary institutions, 21494 (61%) in number, are of secondary level, followed by higher secondary level institutions numbering 4701 (14%) and degree level institutions numbering 2591 (7.76%) while the 263 (0.78%) institutions belong to masters level. Besides, there are 4322 (12.95%) junior secondary level institutions which are all privately managed.

Table 2.2 Number of Post-Primary Education Institutions by Type of Education, Gender and Management, 2005

Sl. No.	Type of Education	Public			Private			Total		
		Total	Girls	%	Total	Girls	%	Total	Girls	%
1	General Education	578	211	37	20445	3974	19	21023	4185	19.91
2	Madrasah Education	3	-	-	9212	1138	12	9215	1138	12.30
3	Technical Vocational Education	180	4	2.22	2548	263	10.32	2728	267	9.79
4	Professional Education	63	39	63.93	162	8	4.90	225	47	20.90
5	Teacher's Education	80	1	-	108	-	-	188	1	-
	Total	904	255	28.37	32475	5383	16.37	33379	5638	17.89

In addition to level and type of education, the institutions have been classified according to the gender served. Of the total number of post-primary institutions, 5638

(16.89%) are specifically serving girl students. While the rest are either serving boy students or both.

It may be observed from table 2.2 that 19.91% of general education institutions are serving girl students. If the management aspect is considered, then it is observed that 37% of the public sector run general education institutions are serving girl students while this percentage for private sector is only 19%.

In case of madrasah education, it is observed that all madrasahs are being run under private management except three kamil madrasahs situated at Dhaka, Sylhet and Bogra being managed by the government. In case of private madrasahs, only 12% are devoted specifically for girl students.

Of the 2728 technical-vocational institutions, only 267 (10%) institutions are for girl students. On the basis of management aspect, out of 180 institutions in the public sector only one institution is meant for girl students; while in the private sector, out of the 2548 institutions, 263 (16.81%) institutions are serving girl students alone.

The number of institutions offering professional education for girl students alone is only 47 (12.03%) out of the total 225 institutions. The rest are serving boy students or both.

Considering the management aspect of the professional educational institutions, it is evident from the table that only 39 public sector managed professional institution is serving girl students. In case of private institutions, out of 162 such institutions only 8 (4.93%) are for girl students alone.

Table 2.3 Number of Post-Primary General Education Institutions by Type, Gender and Management, 2005

Sl. No	Type of Institution	Public			Private			Total		
		Total	Girls	%	Total	Girls	%	Total	Girls	%
1	Junior Secondary School	0	0	0	4322	1247	29	4322	1247	29
2	Secondary School	317	147	46	13224	2191	17	13541	2338	17
4	School & College	0	0	0	638	124	19	638	124	19
5	Intermediate College	10	7	70	1165	225	19	1175	232	20
6	Degree (Pass) College	139	38	27	1048	176	17	1187	214	18
7	Degree (Hons) College	41	6	15	20	5	25	61	11	18
8	Master College	61	13	21	28	6	21	89	19	21
9	Cadet College	10	1					10	1	
	Total (General Education)	578	212	37	20445	3974	19	21023	4186	19.91

There are in all 21023 institutions offering general education. Of these number, 20445 (97.00%) are under private management while only 578 (3%) are under government management. Out of 578 public institutions, only 212 (37%) are for girl students; while, only 20% private institutions are catering to girl students alone.

There are in all 17863 schools. Among these, 13541 (75.8%) are secondary, while 4322 (24.2%) are junior secondary institutions. Of the 317 secondary schools under government management, 147 (46.37%) are for girls. Out of 17546 private secondary institutions, 3575 (20%) are girl's high schools. As shown in table 2.3, there are 638 institutions, which have been created by introducing the higher secondary courses in the secondary schools. As such, these are referred to as either "school and colleges" or "higher secondary schools". Only 124 (19%) of these are for girl students alone.

College education is imparted in the five types of institutions which are identified by the highest level of courses offered such as: (1) Schools and Colleges, (2) Intermediate Colleges, (3) Degree (Pass) Colleges, (4) Degree (Hons) Colleges and (5) Master Colleges. There are altogether 2899 such institutions, of which 536 (18%) are only for girl students. Out of the 3150 colleges in the country, only 251 are under government management while 64 (25%) of those colleges are only for girl students. Further, it is observed that under the government management, there are 10 colleges of intermediate level including 7 girls' college; 139 govt. colleges are of degree (pass) level including 38 (27.53%) colleges for girl students; 41 govt. colleges are of degree (Hons) level of which 6 (15%) are girls' college.

In general education, there are 10 institutions which are identified special type of college name cadet college, where a single institution is serving for girl students only. Out of the total 21024 such type of institutions, only 10 cadet colleges are run under the Bangladesh Senabahini management including the one girls cadet college.

Similarly, there are 61 government colleges which are offering master degree courses, of which, 13 (22%) are serving only girl students.

Of the total 1813 intermediate level colleges, 1803 (99.39%) are in the private management including the 349 (19%) girls' colleges. Out of total 1187 degree (Pass) colleges, 1048 (88%) are privately managed of which, 214 (18%) are girls' colleges. Out of the 61 degree (Hons) level colleges, only 20 are being run under private management with only 11 (18%) colleges serving solely girl students. There are 89 institutions, which are offering up-to master degree level courses. Of this number only 28 are under private management with only 5 (21%) of those for girls alone.

Table 2.4 Number of Post-Primary Madrasah by Type, Gender and Management, 2005

Sl. No.	Type of Institution	Public			Private			Total		
		Total	Girls	%	Total	Girls	%	Total	Girls	%
1	Dhakhil Madrasah				6688	1017	15	6688	1017	15
2	Alim Madrasah				1317	91	7	1317	91	7
3	Fazil Madrasah				1036	24	2	1036	24	2
4	Kamil Madrasah	3			171	6	4	174	6	4
	Total Madrasah	3			9212	1138	12	9215	1138	12

The table 2.4 shows that there are 9215 madrasahs offering courses at different levels (dhakhil to kamil) in this country. Kamil is the highest level in the madrasah education system. 6688 (73%) madrasahs are of dhakhil level, 1317 (14%) are of alim level, 1036 (11%) are of fazil level while the remaining 174 (1.88%) are kamil madrasahs. Only 3 kamil madrasahs are under public management.

It is further reported that there are 1138 (12%) madrasahs solely for girl students. Of this number, 1017 (15%) are of dhakhil (Secondary) level, 91 (7%) madrasahs are of alim (Higher Secondary) level, 24 (2%) are of fazil level and only 3 kamil madrasahs are of managed by Government.

Table 2.5 Number of Post-Primary Technical-Vocational Institutions by Type, Gender and Management, 2005

Sl. No.	Type of Institution	Public			Private			Total		
		Total	Girls	%	Total	Girls	%	Total	Girls	%
1	Polytechnic Institute	37	4	10.81	97			134	4	2.99
2	Technical school & college	64						64		
3	Institute Of Glass & Ceramic	1						1		
4	Institute Of Graphic Arts	1						1		
5	Textile Vocational	28						28		
6	Textile Institute	6						6		
7	Technical Training Centre	13						13		
8	Agriculture Training Institute	12			47			59		
9	Survey Institute	2						2		
10	Commercial Institute college	16						16		
11	SSC (Vocational) Institute				1224	171		1224	171	13.97
12	HSC (B. Management) Inst.				1180	92		1180	92	7.80
	Total (Technical Vocational Education)	180	4	2.22	2548	263	10.32	2728	267	9.79

When the data relating to technical-vocational institutions of post primary level are analyzed, it is gathered that there are 2728 institutions which are offering courses of technical and vocational nature. Of this number, 267 (9.78%) institutions are devoted specifically for girl students.

2548 (93.40%) technical-vocational institutions are privately managed of which 263 (10.32%) are for girl students alone. The remaining 180 (8.65%) institutions are being managed under public sector.

Out of the 134 polytechnic institutes, 37 (27.61%) are in public sector and the remaining 97 (72.38%) are being managed under private sector. There is only one Mohila (Girl) Polytechnic Institute which is under government management.

Moreover, there are 64 Vocational Training Institutes (VTI), 28 Textile Vocational, Textile Institutes, 13 Technical Training Centres (TTC), 2 Survey Institutes, one Institutes of Graphic Arts, and one Institute of Glass and Ceramic, Commercial Institute College 16. All these institutes are being managed by public sector. There are 59 Agriculture training institute of which 12 are being managed public sector and the reaming 47 are managed by private sector.

There are institutions for SSC (Vocational) which are attached to the selected high schools of general education. The affiliation of these institutions is given by Bangladesh Technical Education Board. Out of 1224 SSC (Vocational), 171 (13.97%) are for girl students which are managed by private sector. Moreover, there are 1180 institutions which offer HSC (Management) attached to non-government colleges including 92 such institutions for girl students alone.

Table 2.6 Number of Post-Primary Professional Education Institutions by Type, Gender and Management, 2005

Sl. No.	Type of Institution	Public			Private			Total		
		Total	Female	%	Total	Female	%	Total	Female	%
1	Medical College	15			27	3	11.11	42	3	7.14
2	Dental College	1			8			9		
3	Nursing College	1						1		
4	Homoepathic College	1			29			30		
5	Unani/ Ayurvedic College	2			14			16		
6	Nursing Training Institute	39	39	100.00	5	5	100.00	44	44	100.00
7	Textile Technology College	1						1		
8	Leather Technology College	1						1		
9	Art College	1			7			8		
10	Music College	1			2			3		
11	Law College	1						70		
Total (Professional)		63	39	61.90	162	8	4.94	225	47	20.90

In the professional education sector, there are 225 institutions of 11 types including 47 (20.88%) girls' institutions which can be seen in the table 2.6. Out of 225 institutions, 63 (28%) are managed by government including one teacher training college for female teachers. 162 (72%) professional education institutions are managed by private sector including 8 institutions for girls only. Out of 225 professional educational institution 8 are art college of which one is being run under public sector rest of privately managed.

There are 30 homeopathic colleges in Bangladesh with only one being managed by government and the remaining are in private sector.

The education of medical students are being provided by the 42 medical colleges spread all over the country. The management of 15 (35.71%) medical colleges are in public sector while the remaining 27 (64.28%) are managed by private sector.

There are 9 dental colleges in Bangladesh; only one is under the management of government while the other four are privately managed.

There are 16 unani/ayurvedic colleges. Two of these colleges are under the 3 Music college in the Country of which one run under Public sector another run under private sector. The music colleges are offering degree courses.

Table 2.7 Number of Post-Primary Teacher's Education Institutions by Type, Gender and Management, 2005

No.	Institution	Public		Private		Total	
		Total	Female	Total	Female	Total	Female
1	Primary Training Institute	54				54	
2	Teacher Training college	14	1	85		99	1
3	Technical Teachers Training College	1				1	
4	Vocational Teacher Training Institute	1				1	
5	HSTTI	5				5	
6	Physical Education College	4		23		27	
7	Madrasah Teachers Training instt.	1				1	
	Total (Teachers education)	80	1	108		188	1

There are 99 teacher training colleges; 85 (85.85%) are privately managed including one for female teachers, and the remaining 14 are in public sector.

Under government management, 5 higher secondary teachers training institutes (HSTTI), one vocational teachers training institute (VTI), one technical teacher training college (TTC), 54 primary teacher institutes (PTI). There are 27 physical education colleges all over the country. Four of these are managed by government while the other 23 colleges are managed by private sector.

Table 2.8 Number and Percentage of Post-Primary Education Institutions by Division, Type of Education and Management, 2005

Sl. No	Type of Education	Management	No. of Institutions by Division						Total
			Barisal	Chittgong	Dhaka	Khulna	Rajshahi	Sylhet	
1	General Education	Public	43	131	163	69	138	34	578
		Private	1802	3048	4777	3082	6873	863	20445
		Total	1845	3179	4940	3151	7012	497	21024
		%	9	15	23	15	33	5	100
2	Madrasah Education	Public			1		1	1	3
		Private	1197	1481	1913	1186	3124	311	9212
		Total	1197	1481	1914	1186	3125	312	9215
		%	13	16	21	13	34	3	100
3	Technical Vocational Education	Public	18	36	48	25	45	9	180
		Private	217	251	629	366	1039	46	2548
		Total	235	286	647	391	1084	55	2728
		%	8.57	10.44	25.03	14.34	39.60	2.01	100.00
4	Professional Education	Public	4	10	23	8	14	4	63
		Private	6	28	75	16	30	7	162
		Total	10	38	98	24	44	11	225
		%	4.44	16.88	43.55	10.66	19.55	4.88	100.00
5	Teachers Education	Public	6	15	21	12	21	5	80
		Private	12	12	40	17	26	1	108
		Total	18	27	61	29	47	6	188
		%	9.57	14.36	32.44	15.42	25.00	.03	100.00
6	PPE	Public	71	191	256	114	219	53	904
		Private	3234	4820	7434	4667	11092	1228	32475
		Total	3304	5009	7688	4780	11309	1280	33379
		%	9.89	15	23.03	14.32	33.88	3.83	100.00

Of the reported 33379 educational institutions in the country, 32475 (97.28%) institutions are privately managed while 904 (2.72%) are managed by government. It appears that the highest number of post-primary institutions are located in Rajshahi division with 11309 (33.88%) followed by Dhaka division with 7688 (23.03%). The least number is in Sylhet division with 1280 (3.83%) institutions. However in terms of managing the institutions by government, there are (2.72%) more government managed post-primary institutions in Dhaka with 256 (28.28%), while Rajshahi has 219 (24.30%); Sylhet appears to have the least number with only 53 (5.86%) government managed institutions. On the other hand, the privately managed institutions are distributed as follows : 11092 (33.88%), 7434 (23.03%), 4820 (15%) 4667 (14.32%), 3234 (9.89%) and 1228 (3.83%) in Rajshahi, Dhaka, Chittagong, Khulna, Barisal and Sylhet division, respectively.

Table 2.9 Number and Percentage of General Education Institutions by Type and Division, 2005

Sl. No.	Type of Institutions		Number of Institutions by Division						Total
			Barisal	Chittagong	Dhaka	Khulna	Rajshahi	Sylhet	
1	Junior Secondary School	Number	402	502	818	771	1677	152	4322
		%	9	12	19	18	39	3	100
2	Secondary School	Number	1198	2213	3362	1901	4250	617	13541
		%	9	16	25	14	31	5	100
3	School & College	Number	35	97	190	72	216	28	638
		%	5	15	30	11	34	4	100
4	Intermediate College	Number	99	152	251	204	415	54	1175
		%	8	13	21	17	35	5	100
5	Degree Pass College	Number	97	187	260	183	420	40	1187
		%	8	16	22	15	35	3	100
6	Degree Honours College	Number	6	10	13	9	20	3	61
		%	10	16	21	15	33	5	100
7	Masters College	Number	7	16	44	10	10	2	89
		%	16	18	49	11	11	2	100
8	Cadet College	Number	1	2	2	1	3	1	10
		%	10	20	20	10	30	10	100
Total (General Education Institutions)		Number	1845	3179	4940	3150	7011	897	21023
		%	8.77	15.12	23.49	14.98	33.34	4.26	100

As shown in table 2.9, there are 21023 general education post-primary institutions in the country. Rajshahi division has the highest share of 7011 (33.34%) followed by Dhaka division with 4940 (23.49%) while Sylhet has the least number with 897 institutions.

General education institutions are classified into 8 types and generally grouped into schools, colleges and others. The first type is junior secondary schools with course grades VI, VII and VIII. There are 4322 junior schools in the country; Rajshahi division is reported to have the most number with 1677 followed by Dhaka with 818 such schools while Sylhet has the least number with only 152 such schools. There are 13541 secondary schools in the country with course grades VI to X. Divisionwise distribution of secondary schools are quite similar to that of the junior secondary with Rajshahi division having the highest number of secondary schools and Sylhet division with the least number among the 6 divisions. The total number of colleges under the general education stands at 3150. This number does not include special type of colleges such as, cadet colleges. Consistently, Rajshahi has the most number of colleges with 1081 (34.31%) followed again by Dhaka division with 758 (24.06%) with Sylhet having only 127(4.03%) colleges serving the higher secondary students. The distribution trend in other types of institutions appear to be the same. It may be noted that the other special type general education institutions are mostly located in Dhaka division.

Table 2.10 Number and Percentage of Madrasah Education Institutions by Type and Division, 2005

Sl. No.	Type of Institutions		Number of Institutions by Division						
			Barisal	Chittagong	Dhaka	Khulna	Rajshahi	Sylhet	Total
1	Dhakhil Madrasah	Number	871	903	1355	899	2435	225	6688
		%	13	14	20	13	37	3	100
2	Alim Madrasah	Number	180	271	294	168	355	49	1317
		%	14	21	22	13	27	3	100
3	Fazil Madrasah	Number	131	254	226	98	298	29	1036
		%	13	25	22	9	28	3	100
4	Kamil Madrasah	Number	15	53	39	21	37	9	174
		%	9	30	22	12	22	5	100
5	Total (Madrasahs) :	Number	1197	1481	1914	1186	3125	312	9215
		%	13	16	21	13	34	3	100

A total of 9215 madrasahs are reported all over the country. The distribution of these institutions is almost similar to the distribution of general education institutions with Rajshahi division again reporting the highest number with 3125 (34%) followed by Dhaka division with 1914 (21%). Sylhet division has the lowest number with 312 (3%) madrasahs; it is also noted that the distribution of the four types of madrasahs, namely: dhakhil, alim, fazil and kamil. Chittagong division having the most number of kamil madrasahs with 53 (30%) followed by Dhaka and Rajshahi with 39 (22%) and 37 (22%)

Of these four types of madrasahs, dhakhil which is equivalent to secondary in the general education has the biggest share with a total number of 6688 (73%) institutions.

Table 2.11 Number and Percentage of Technical-Vocational Education Institutions by Type and Division, 2005

Sl. No.	Type of Institutions		Number of Institutions by Division						
			Barisal	Chittagong	Dhaka	Khulna	Rajshahi	Sylhet	Total
1	Polytechnic Institute	Number	4	20	61	15	30	4	134
		%	2.98	14.93	45.50	11.20	22.22	2.99	100
2	Technical School & College	Number	6	10	13	10	15	5	64
		%	9.38	15.62	28.13	15.62	23.44	7.81	100
3	Textile Vocational Institute	Number	4	6	7	4	7		28
		%	14.29	21.43	25	14.28	25		100
4	Technical Training Centre	Number	2	3	5	1	2		13
		%	15.38	23.08	38.46	7.69	15.38		100
5	Agriculture training Institute	Number	5	3	14	7	29	1	59
		%	8.47	5.08	23.73	11.86	49.15	1.70	100
6	Textile Institute	Number	1	2	10	2	3		18
		%	10.56	13.11	55.55	11.11	16.66		100
7	Commercial Institute College	Number	1	3	3	3	5	1	16
		%	6.25	18.75	18.75	18.75	31.25	6.25	100
8	SSC (Vocational) School	Number	123	130	275	167	509	20	1224
		%	10.05	10.62	22.48	13.64	41.18	1.63	100
9	HSC (Buisness Management) Institute	Number	89	108	291	184	484	24	1180
		%	7.54	9.15	24.66	15.59	41.02	2.03	100
10	Survey Institute	Number		1			1		2
		%		50			50		100
11	Institute of Graphics Arts, Glass and Ceramic	Number			2				2
		%			100				100
	Total (Technical-Vocational Institutions)	Number	235	286	677	391	1484	55	2728
		%	8.61	10.48	24.82	14.33	54.40	2.02	100

Skilled manpower needed by the industries and business are generally provided by the technical-vocational education institutions. Basically, there are 11 types of such institutions offering varieties of technical-vocational education. The total number recorded is 2728 located across the six divisions of the country. Rajshahi division has reported the most number with 1484 (54.39%) followed by Dhaka with 677 (24.81%) and again, Sylhet has the least number with only 55 (2.1%) technical-vocational institutions.

Table 2.12 Number and Percentage of Professional Education Institutions by Type and Division,2005

Sl. No.	Type of Institutions		Number of Institutions by Division						Total
			Barisal	Chittagong	Dhaka	Khulna	Rajshahi	Sylhet	
1	Medical College	Number	1	6	23	1	7	4	42
		%	2.38	14.28	54.76	2.38	16.67	9.52	100
2	Dental college	Number		1	7	1		9	
		%		11.11	77.78		11.11		100
3	Homeopathic College	Number	2	5	10	5	7	1	30
		%	6.90	17.24	31.03	17.24	24.14	3.45	100
4	Unani/Ayurvedic	Number	1	5	5	2	1	2	16
		%	6.25	31.25	31.25	12.50	6.25	12.50	100
5	Nursing College/ Institute	Number	3	8	14	7	11	2	45
		%	6.67	17.78	31.11	15.56	24.44	4.44	100
6	Textile & Leather Technology College	Number			2				2
		%			100.00				100.00
7	Art College	Number		1	2	2	3		8
		%		12.50	25	25	37.50		100
8	Music College	Number			1		2		3
		%			33.33		66.67		100
9	Law College	Number	3	12	34	7	12	1	70
		%	4.29	17.14	48.47	10.00	17.14	1.43	100
	Total (Professional Institutions)	Number	10	38	98	24	44	11	225
		%	4.44	16.89	43.55	10.67	19.56	4.89	100

The highly skilled professionals in various fields of disciplines are produced in professional education institutions in addition to colleges and universities. There are basically 9 types of institutions under the professional education category numbering a total of 225. Dhaka division being the premier location of business and economic activities has the highest number of professional education institutions with 98 (43.55%) followed by Rajshahi with 44 (19.55%). Sylhet division has only 11 (4.88%) such institutions. Among the 9 professional types of institutions, law college has the most number with 70. The distribution of these institutions by division is concentrated mostly in Dhaka and Rajshahi, particularly in case of law colleges, medical and nursing colleges.

Table 2.13 Number and Percentage of Teacher's Education Institutions by Type and Division, 2005

Sl. No.	Type of Institutions		Number of Institutions by Division						Total
			Barisal	Chittagong	Dhaka	Khulna	Rajshahi	Sylhet	
1	Primary Training Institute (PTI)	Number	4	10	12	8	16	4	54
		%	7.41	18.52	22.22	14.81	29.63	7.41	100
2	Teachers Training College (TTC)	Number	8	14	39	14	22	2	99
		%	8.08	14.14	39.37	14.14	22.22	2.02	100
3	Teachical Teacher Training College (TTTC)	Number			1				1
		%			100.00				100.00
4	Vocational Teacher Training Institute (VTI)	Number				1			1
		%				100.00			100.00
5	Physical Education College	Number	5	2	6	6	8		27
		%	18.51	7.40	22.22	22.22	29.63		100
6	HSTTI	Number	1	1	1	1	1		5
		%	20	20	20	20	20		100
	Total (Teacher's Institutions)	Number	18	27	61	29	47	6	188
		%	9.57	14.36	32.45	15.42	25.00	3.20	100

There are basically 6 types of institutions under the teacher education category numbering a total of 188. Its appears that the highest number of teacher education institutions are located in Dhaka division with 61 (34.44%) followed by Rajshahi division with 47 (25.00), Sylhet division Gas only 6 (3.19) such institutions. Among the 6 types of teachers education institutions, Teachers training colleges has the most number with 99 followed by Primary training institute Number with 54.

2.14 Number and Percentage of Secondary Schools by Age and Year of Establishment

Age of Institution	Year of Establishment	Junior School		Secondary School (exclude school & college)		Total (Schools)	
		Number	%	Number	%	Number	%
Upto 5 yrs.	2001 to 2005	602	13.92	47	.34	649	3.63
6-10 yrs.	1996 to 2000	1886	43.63	479	3.53	2367	13.25
11-15 yrs.	1991 to 1995	1192	27.38	2338	17.27	3530	19.76
16-20 yrs.	1986 to 1990	229	5.30	1037	7.66	1264	7.07
21-30 yrs.	1976 to 1985	151	3.49	1242	9.17	1393	7.79
31-40 yrs.	1966 to 1975	197	4.56	4203	13.03	4400	24.63
41-50 yrs.	1956 to 1965	30	.69	1627	12.01	1657	9.28
51-75 yrs.	1931 to 1955	28	.64	1509	11.14	1537	8.60
76-100 yrs.	1906 to 1930	5	.11	758	5.59	763	4.27
100 yrs.+	1905 & before	2	.46	301	2.22	303	1.69
Total :		4322	100.00	13541	100.00	17863	100.00

Table 2.14 depicts that the number of secondary schools has increased manifold during the last 100 years. In 2005, there are 17,863 secondary schools compared to the 303 only in 1905. This means that more than 17,500 secondary schools were established in the span of a century. Of the present number, 13,541 (76.00%) are secondary schools while 4322 (24.00%) are junior secondary schools.

During the period 1906-1930, 763 secondary schools were established. Before the year 1905, only 303 such schools existed. If the data on establishment of schools are analyzed, it is observed that maximum number of schools, 4400 (24.63%) were established during 1966-75 followed by the period 1991-1995 when 3530 (19.76%) secondary schools were established. But it should be noted that the age grouping of the institutions from 1999 to present was of 5 years only. It may further be observed that more junior secondary schools 602 (14.00%) were established during this 5 year period (2001 -2005) than during the previous 95 year period when only 3720 (86.00%) junior secondary schools were established.

Table 2.15 Number and Percentage of Colleges by Age and Year of Establishment

Age of Institution	Year of Establishment	Schools & Colleges		Inter. Colleges		Degree Colleges		Honours Colleges		Masters College		Total (Colleges)	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Upto 5 yrs.	2001 to 2005	25	3.92	182	15.48	6	.50	2	3.00			215	6.82
6-10 yrs.	1996 to 2000	94	14.73	466	39.66	71	5.98	0		3	3.37	634	20.12
11-15 yrs.	1991 to 1995	127	19.91	367	31.23	427	35.97	1	1.63	2	2.24	926	29.40
16-20 yrs.	1986 to 1990	40	6.27	69	5.87	127	10.70	2	3.00	3	3.37	240	7.62
21-30 yrs.	1976 to 1985	66	10.34	41	3.49	141	11.88	21	34.43	3	3.37	253	8.03
31-40 yrs.	1966 to 1975	107	16.77	47	4.00	353	29.73	22	36.06	16	17.98	544	17.27
41-50 yrs.	1956 to 1965	77	12.07	0		45	3.79	9	14.75	21	23.60	165	5.23
51-75 yrs.	1931 to 1955	68	10.65	3	.25	14	1.88	1	1.63	25	28.08	119	3.77
76-100 yrs.	1906 to 1930	28	4.38	0		2	.16	0		5	5.62	36	1.14
100 yrs.+	1905 & before	6	.9	0		1		0		11	12.35	18	.57
Total :		638	100	1175	100	1187	100	61	100	89	100	3150	100

During the last 100 years, the total number of colleges established were 3150. Of this number, 89 are masters colleges, 61 are honours colleges, 1187 are degree colleges, 1175 are intermediate colleges and 638 are 'school and colleges'. The number of colleges was only 18 in 1905; only six of those was school & college and 1 degree college and the rest were masters colleges. Over the years, the number of colleges has been growing; and the highest number of colleges has been established during 1991 to 1995, when 926 (29.39%) colleges have been set up. Of this number, 127 (54.03%) are schools and colleges; 367 (11.65%) are intermediate colleges; 427 (13.55%) are degree colleges; only 1 (.37%) is honours college, and 2 are Masters colleges. It may be observed that 14.37% of the 'schools & colleges', 39.66% of the intermediate colleges, 5.98% of the degree colleges and 3.37 of the masters college were established during the 5 years, 1996-2000.

Most of the masters colleges 21, were established during the 1956 to 19565 period; the honours colleges got its maximum number during 1966 to 1975 when 22 institutions were established. From 1996 to 1975, degree colleges got a significant addition of 353 institutions. The intermediate colleges had its flourishing years from 1996 to 2000 when 466 of such institutions were established. Likewise, during the period between 1991 to 1995, the schools and colleges had an addition of 127 institutions.

Table 2.16 Number and Percentage of Madrasahs by Age and Year of Establishment

Age of Institution	Year of Establishment	Dhakhil Madrasah		Alim Madrasah		Fazil Madrasah		Kamil Madrasah		Total (Madrasahs)	
		Number	%	Number	%	Number	%	Number	%	Number	%
Upto 5 yrs.	2001 to 2005	232	03.47	2	00.16	0		0	00.61	234	02.54
6-10 yrs.	1996 to 2000	983	14.70	8	00.60	9	00.87	2	01.14	1001	10.86
11-15 yrs.	1991 to 1995	956	14.29	50	03.80	5	00.48	0	00.61	1008	10.94
16-20 yrs.	1986 to 1990	758	11.33	87	06.50	12	01.16	4	02.30	861	09.34
21-30 yrs.	1976 to 1985	2193	03.28	419	31.81	121	11.88	17	09.77	2750	29.84
31-40 yrs.	1966 to 1975	933	13.95	293	22.24	146	14.09	19	10.92	1391	15.09
41-50 yrs.	1956 to 1965	372	05.56	181	13.74	195	18.82	31	17.82	779	08.45
51-75 yrs.	1931 to 1955	211	03.15	228	17.31	394	38.03	63	36.20	896	09.72
76-100 yrs.	1906 to 1930	41	00.61	44	03.94	126	12.16	26	14.94	237	02.57
100 yrs.+	1905 & before	9	00.13	5	00.37	28	02.70	12	06.90	54	00.58
Total :		6688	100	1317	100	1036	100	174	100	9215	100

There are 9215 madrasahs in all. Of which 2750 (29.84%) madrasahs were established during 1976-85 followed by 1391 (15.09%) madrasahs established during 1966-75 while only 54 madrasahs were identified to have been established on or before 1905.

As the kamil madrasahs are analysed on the basis of year of establishment, it is reported that out of 174 kamil madrasahs 63 (36-26%), were established during 1931-55; 31 (17.82%) kamil madrasahs were established during 1956-65; 26 (14.94%) of these were established during 1906-1930

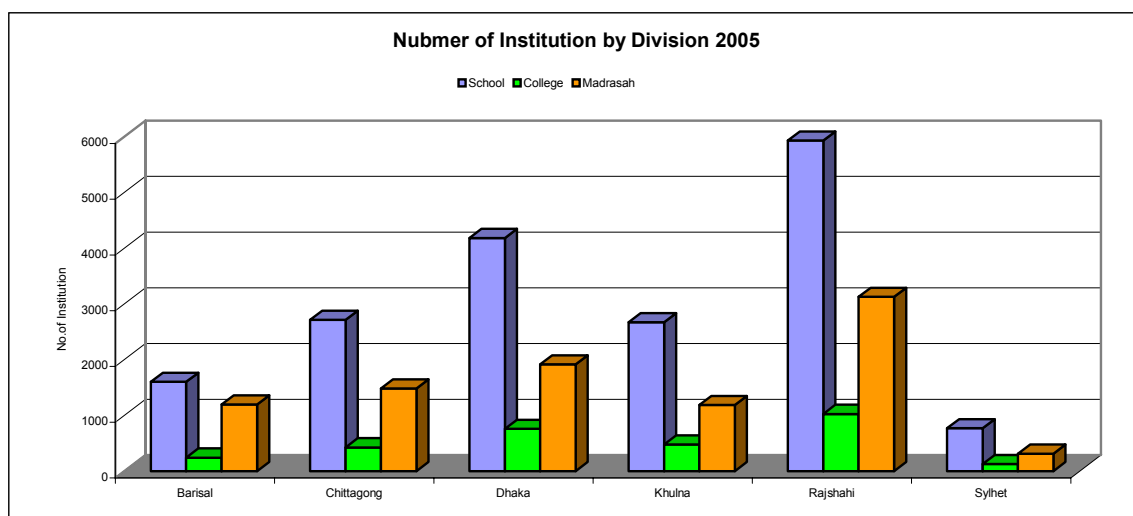
It we analyse the madrasahs which are at fazil level now, it is observed that out of 1036 fazil madrasah, 394 (38.03%) madrasahs were established during the period 1931-55 followed by 195 (8.83%) which were established during 1956-65. While only 9 (0.87%) madrasahs were established during 1996-2000.

When the growth pattern of alim madrasahs is considered, it is observed that 419 (31.81%) madrasahs were established during 1976-1985, followed by 293 (22.21%) madrasahs which were established during 1966-75. Only 5 madrasahs were established on-or before 1905.

When the growth pattern of dhakhil madrasahs is considered, it is noted that out of 6688 dhakhil madrasahs, 2193 (3.28%) and 983 (14.70%) were established during 1976-85 and 1996-2000, respectively while only 9 (.13%) madrasahs were established on or before the year 1905.

Table 2.17 Number and Percentage of Secondary Schools, Colleges and Madrasahs by Division, Management and Location, 2005

Division	Management	Secondary Schools						Colleges						Madrasahs						
		Urban		Rural		Total		Urban		Rural		Total		Urban		Rural		Total		
		T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F	
Barisal	Public	15	8	6	2	21	10	19	6	2	0	21	6							
	Private	122	41	1457	296	1579	337	48	18	175	18	223	36	94	23	1103	176	1197	199	
	Total	137	49	1463	298	1600	347	67	24	177	18	244	42	94	23	1103	176	1197	199	
	%	9	14	91	86	100	100	27	57	73	43	100	100	8	12	92	88	100	100	
Chittagong	Public	53	24	24	5	77	29	40	8	12	1	52	9							
	Private	370	94	2268	311	2638	405	102	34	308	27	410	61	136	18	1345	174	1481	192	
	Total	423	118	2292	316	2715	434	142	42	320	28	462	70	136	18	1345	174	1481	192	
	%	16	27	84	73	100	100	31	60	69	40	100	100	9	9	91	91	100	100	
Dhaka	Public	71	30	19	9	90	39	54	18	17		71	18	1	0	0	0	0	1	
	Private	655	128	3435	593	4090	721	316	116	371	35	687	151	201	36	1712	207	1913	243	
	Total	726	158	3454	602	4180	760	370	134	388	35	758	169	201	36	1712	207	1914	243	
	%	17	21	83	79	100	100	49	79	51	21	100	100	11	15	89	85	100	100	
Khulna	Public	29	16	7	5	36	21	30	11	2	0	32	11	0	0	0	0	0	0	
	Private	326	90	2310	479	2636	569	93	30	353	45	446	75	91	18	1095	156	1186	174	
	Total	355	106	2317	484	2672	590	123	41	355	45	478	86	91	18	1095	156	1186	174	
	%	13	18	47	42	100	100	26	48	74	52	100	100	8	10	92	90	100	100	
Rajshahi	Public	54	27	19	12	73	39	42	16	10	0	52	16	1	0	0	0	1	0	
	Private	533	159	5321	1169	5854	1328	164	63	811	119	975	182	176	41	2948	270	3124	311	
	Total	587	186	5340	1181	5927	1367	206	79	821	119	1027	198	177	41	2948	270	3125	311	
	%	10	14	90	86	100	100	20	40	80	60	100	100	6	13	94	47	100	100	
Sylhet	Public	11	6	9	2	20	8	10	4	3	0	13	4	1	0	0	0	1	0	
	Private	77	24	672	54	749	78	23	7	91	11	114	18	26	0	286	20	312	20	
	Total	88	30	681	56	769	86	33	11	94	11	127	22	27	0	286	20	313	20	
	%	11	35	89	65	100	100	21	50	79	50	100	100	9	0	91	100	100	100	
Bangladesh	Public	233	111	84	35	317	146	205	63	46	1	251	64	3	0	0	0	3	0	
	Private	2083	536	15463	2902	17546	3438	790	281	2109	255	2899	536	723	135	8489	1003	9212	1138	
	Total	2316	647	15547	2937	17863	3584	995	344	2155	256	3150	600	726	135	8489	1003	9215	1138	
	%	13	18	87	82	100	100	32	57	68	43	100	100	8	12	92	88	100	100	



The survey attempted to capture the location and distribution of the post-primary institutions to guide the decision and policy-makers in determining the availability of

and accessibility to these institutions to the target clientele. The data in this regard have been sorted by urban and rural locations, in addition to divisional distribution. Of the total 17863 secondary schools in the country, 15547 (87%) are located in rural areas while 2316 (13%) are located in the urban areas. The distribution appears favorable to the rural folks. The rural distribution across divisions is consistently in favour of Rajshahi, Dhaka and Chittagong in that order, whereas rural Sylhet has only 769 secondary schools. Majority or 87% of these rural secondary schools are managed in private sector while only 14% are in public management.

It is also interesting to note that out of the 15547 rural secondary schools, 2937 are serving only female students while out of the 2316 urban secondary schools, 647 are serving only girl students. 82% girls' secondary schools are in rural areas and 18% of those are in urban areas.

In case of the colleges, 995 (32%) are in urban areas while 2155 (68%) are located in rural areas. Of the total 3150 colleges, 2899 (92%) are privately managed while 251 (8%) are managed by public sector. The rural distribution is dominated by Rajshahi division with 821 colleges followed by Dhaka division with 388 colleges while Sylhet has only 94 colleges. However, in urban areas, Dhaka division has more colleges than Rajshahi division with 370 and 206 colleges, respectively. Sylhet has the minimum number, 33 colleges only, in its urban areas.

The situation in terms of gender services is that 344 (57%) urban colleges are serving girl students alone while 256 (43%) of the rural colleges are serving girl students alone. In total, 600 (19%) out of the 3150 colleges are serving girl students alone. This urban-rural picture is the reverse of the situation in secondary schools where rural girl students have more access to secondary schools than their urban counterparts.

The situation obtaining in case of madrasahs is generally different particularly in location, management and gender services. Out of the 9215 madrasahs, only 1138 (12%) are serving girl students alone. This means that madrasahs generally serve the male students rather than the girl students. The location is obviously rural-biased with 8489 madrasahs in rural areas while only 726 are located in urban areas. In divisionwise analysis, Rajshahi division shares the most number of madrasahs with 3125 followed by Dhaka with 1914 while Sylhet has the lowest number with only 313 madrasahs. Except for 3 kamil madrasahs (one each in Dhaka, Rajshahi and Sylhet), all madrasahs are privately managed. However, the government has continuously provided both technical and financial support to the madrasahs particularly for training and salaries of teachers.

Table 2.18 Number of Schools and Colleges by Location, Division and Management, 2005

Sl. No.	Type of Institution	Management	Division/ Location														
			Barisal		Chittagong		Dhaka		Khulna		Rajshahi		Sylhet		Total		
			Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	
1	Junior Secondary School	Public															
		Private	17	385	59	443	74	744	82	689	106	1571	13	139	351	3971	
		Total	17	385	59	443	74	744	82	689	106	1571	13	139	351	3971	
		%	5	10	17	11	21	19	23	17	30	40	4	4	100	100	
2	Secondary School	Public	15	6	53	24	71	19	29	7	54	19	11	9	233	84	
		Private	105	1072	311	1825	581	2691	244	1621	427	3750	64	533	1732	11492	
		Total	120	1078	364	1849	652	2710	273	1628	481	3769	75	542	1965	11576	
		%	6	9	19	16	33	23	14	14	24	33	4	5	100	100	
	Total (Schools)	Public	15	6	53	24	71	19	29	7	54	19	11	9	233	84	
		Private	122	1457	370	2268	655	3435	326	2310	533	5321	77	672	2083	15463	
		Total	137	1463	423	2292	726	3534	355	2310	587	5340	88	681	2316	15547	
		%	6	9	18	15	31	23	15	15	25	34	4	4	100	100	
3	School & College	Public															
		Private	4	31	29	68	118	72	11	61	44	172	4	24	210	428	
		Total	4	31	29	68	118	72	11	61	44	172	4	24	210	428	
		%	2	7	14	16	56	17	5	14	21	40	2	6	100	100	
4	Intermediate College	Public	0	0	0	1	3	1	2	0	0	1	2	0	7	3	
		Private	18	81	33	118	68	179	26	176	69	345	8	44	222	943	
		Total	18	81	33	119	71	180	28	176	69	346	10	44	229	946	
		%	8	9	14	13	31	19	12	19	30	37	4	5	100	100	
5	Degree Pass College	Public	10	1	23	10	22	14	14	2	28	8	4	3	101	38	
		Private	25	61	34	120	105	119	53	114	94	290	10	23	321	727	
		Total	35	62	57	130	127	133	67	116	122	298	14	26	422	765	
		%	8	8	14	17	30	17	16	15	29	39	3	3	100	100	
6	Honours College	Public	5	1	5	1	6	0	5	0	14	1	3	0	35	6	
		Private	0	0	4	0	6	1	2	2	1	4	0	0	13	30	
		Total	5	1	9	1	12	1	7	2	15	5	3	0	48	36	
		%	10	28	19	28	25	28	15	56	31	14	6	0	100	100	
7	Masters College	Public	4	0	12	0	23	2	9	0	10	0	1	0	59	2	
		Private	1	2	2	2	19	0	1	0	0	0	1	0	24	4	
		Total	5	2	14	2	42	2	10	0	10	0	2	0	63	6	
		%	8	33	22	33	67	33	16		16		32		100	100	
	Total (Colleges)	Public	19	2	40	12	18	17	30	2	42	10	10	3	205	46	
		Private	48	175	102	308	116	371	93	353	164	811	23	91	790	2109	
		Total	67	177	142	320	134	388	123	355	206	821	33	94	995	2155	
		%	67	8	14	15	13	18	12	16	21	38	3	4	100	100	

One of the determinants of access to education is the location or availability of institutions in both rural and urban areas. While access to institutions in rural areas may be difficult due to their uneven distribution, the institutions in the urban areas are apparently more accessible because they are closely located to each other. Of the total 17863 schools (junior and secondary), 15545 are in rural and 2316 are in urban area,

The number of colleges in rural areas stands at 2155 while 995 are in the urban areas. In all rural and urban areas, public and private sectors play important roles in providing educational services to the students. Of the total 17863 secondary schools, 17546 (98%) are managed by private sector and 317 (2.77%) are under the

control of public sector. Of the total 3150 colleges, 2899 (92%) are privately managed while government manages 251 (8.00%) colleges.

Comparing the 6 divisions, Dhaka division has the most number of urban schools while Rajshahi registered the highest number of rural schools. Both in urban and rural areas, the lowest number of schools are reported in Sylhet division. In the case of the colleges, the same situation is obtaining in the divisional distribution, Dhaka and Rajshahi registering both the highest number of colleges and schools in urban and rural areas, respectively. Sylhet division appears to have the lowest number of schools and colleges in both areas.

Table 2.19 Number of Madrasahs by Location, Division and Management, 2005

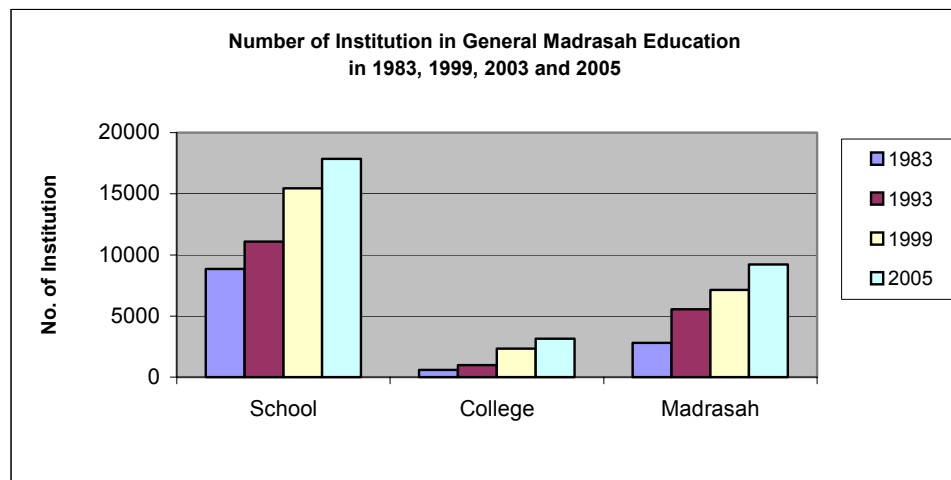
Sl. No	Type of Institution	Management	Barisal		Chittagong		Dhaka		Khulna		Rajshahi		Sylhet		Total		
			Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	
			1	Dakhil Madrasah	Public	61	810	68	835	95	1260	43	856	103	2332	13	212
		Private															
		Total	16	13	18	13	25	20	11	14	27	37	3	3	100	100	
		%															
2	Alim Madrasah	Public	13	167	18	253	47	247	17	151	27	328	3	46	125	1192	
		Private															
		Total	10	14	14	21	38	21	14	13	22	28	2	4	100	100	
		%															
3	Fazil Madrasah	Public	11	120	24	230	33	193	19	79	27	271	8	21	122	914	
		Private															
		Total	9	13	20	25	27	21	16	9	22	30	7	23	100	100	
		%					1				1		1		3		
4	Kamil Madrasah	Public	9	6	26	27	26	12	12	9	19	17	1	7	93	78	
		Private	9	6	26	27	26	12	12	9	19	17	1	7	93	78	
		Total	10	8	28	35	28	15	13	12	20	22	1	9	100	100	
		%					1				1				3		
Total Bangladesh			Public	94	1103	136	1345	201	1712	91	1095	176	2948	26	286	723	8489
			Private	94	1103	136	1345	202	1712	91	1095	177	2948	27	286	726	8489
			Total	13	13	19	16	28	20	13	13	24	35	37	3	100	100
			%	13	13	19	16	28	20	13	13	24	35	37	3	100	100

The madrasahs all over the country are numbered 9215. Of this number, 8489 (92.00%) are in rural areas while only 726 (8.00%) are in urban areas. Except for 3 madrasahs, all are managed by the private sector in both urban and rural locations.

The distribution of the urban madrasahs by division appeared to be prevalent in urban Dhaka with 28.00% while the rural madrasahs are mostly located in Rajshahi division with 35.00% of the total number. Sylhet reported the least number of madrasahs in both urban and rural areas at 37% and 3.00%, respectively. Of the 4 types of madrasahs, dhakhil has the most number with 6688 institutions of which 6305 (94.00%) are rural based while 383 (6.00%) are located in urban areas. However, it is interesting to note that of the 174 kamil madrasahs, most of are located in the Arban areas with 78 kamil madrasahs are located in Rural areas.

Table 2.20 Number and Percentage of Growth of Post-Primary Schools, Madrasahs and Colleges based on Three Survey Periods: 1983,1999,2003 and 2005

SI No	Level of Institutions	Management	Survey periods				Percentage of Growth					
			1983	1999	2003	2005	1999-2005		1999-2003		1983-2005	
							7Yrs	Yearly	5 Yrs	Yearly	23 Yrs	Yearly
1	Junior School	Public										
		Private	2073	2846	3982	4322	51.86	6.15	39.91	6.95	108.49	3.24
		Total	2073	2846	3982	4322	51.86	6.15	39.91	6.95	108.49	3.24
2	Secondary School	Public	175	317	317	317					81.00	2.68
		Private	6605	12297	13087	13224	7.54	1.04	6.42	1.25	100.21	3.06
		Total	6780	12614	13404	13541	7.34	1.01	6.26	1.25	99.72	3.05
3	Dhakhil Madrasah	Public										
		Private	1645	4890	5995	6688	36.77	4.57	22.60	4.16	306.00	6.28
		Total	1645	4890	5995	6688	36.77	4.57	22.60	4.16	306.00	6.28
4	Alim Madrasah	Public										
		Private	508	1074	1220	1317	22.63	2.96	13.59	2.58	159.00	4.22
		Total	508	1074	1220	1317	22.63	2.96	13.59	2.58	159.00	4.22
5	Fazil Madrasah	Public										
		Private	591	1017	1030	1036	1.86	.26	1.28	.25	75.29	2.47
		Total	591	1017	1030	1036	1.86	.26	1.28	.25	75.29	2.47
6	Kamil Madrasah	Public	2	3	3	3					50.00	1.77
		Private	59	138	165	171	23.91	3.11	19.57	3.64	190.00	4.73
		Total	61	141	168	174	23.40	3.04	19.15	3.55	185.24	4.66
7	School and College	Public										
		Private		325	219	638	96.31	10.11				
		Total		325	219	638	96.31	10.11				
8	Intermediate	Public	3	5	10	10	100.00		100	14.87	233.00	5.37
		Private	249	1092	1350	1165	6.68	.09	23.63	4.33	368.00	6.94
		Total	252	1097	1360	1175	7.11	.09	23.97	4.39	366.00	6.92
9	Degree (Including Hons.Master)	Public	105	228	241	241	5.70	.07	5.70	1.12	129.00	3.67
		Private	239	689	974	1096	59.07	6.8	41.36	7.17	358.57	6.84
		Total	344	917	1215	1337	45.80	5.54	32.49	5.79	288.66	6.08
	Total	Public	285	553	568	571	3.25	.4	2.71	.54	100.00	1.03
		Private	11969	24043	28022	29657	23.34	3.04	16.55	3.11	147.48	4.02
		Total	12254	24596	28590	30228	22.90	2.98	16.24	3.06	146.67	4.00



Over the years, the number of post-primary institutions particularly secondary schools, madrasahs and colleges have significantly increased from 1983 to 2005. The reported number of secondary schools (junior and secondary) in 1983 was 8,853. This number increased to 15460 in 1999 and in the 2005 NES, the reported number is 17863. The percentage of increment over a period of 7 years from 1999-2005 was 7.34% or a yearly increase of 1.04%. From 1999-2003 for a period of 5 years, the total increase was 6.26% on a yearly increase of 1.25%. For the last 23 years, 1983-2005 the increment was 99.72% or a yearly average increase of 3.05%. As regards the secondary schools, the increment is higher in the junior secondary than in the secondary with 108.42% and 99.72%, respectively. Among the madrasahs, dhakhil has grown most rapidly over the period of 23 years, 1983-2005, with 306.00%. Among the colleges, intermediate college registered substantial increase by 366.68% over the period of 23 years with an increment of 6.92% every year whereas, degree colleges including honours have increased by 288.66% on a yearly increment by 6.08%.

Chapter-III

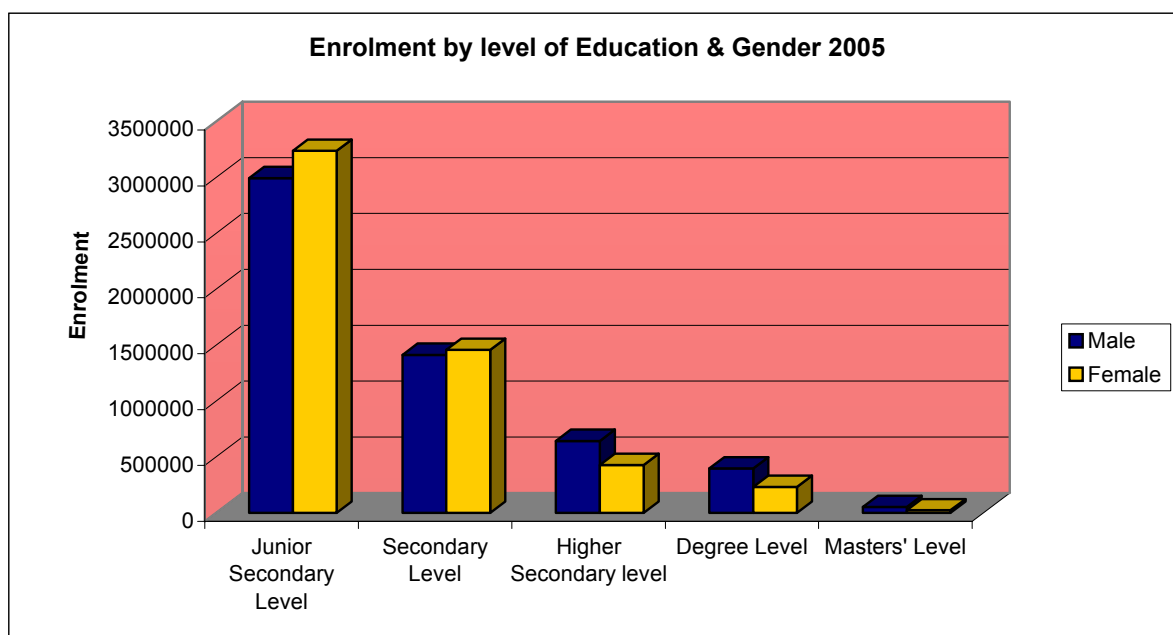
EROLMENT

The number of students/learners served by the educational institutions constitutes enrolment in the education system. Among the tiers of education, post-primary particularly the secondary and higher secondary institutions, and colleges develop and train students needed for national development. These students after graduation comprise the total human resource base of the country. The ability of the education system to bring in as many school-going age children to the folds of the formal school system indicate efficiency of the government in achieving its goal to improve access to education by increasing enrolment in all levels of education especially for girl students who have been deprived of their opportunity to participate in the education system. A number of factors can be associated with the apparent increase in enrolment in post primary-education during the last five years. Foremost is the continuous population growth which is registered at an annual average rate of about 1.47 percent; the policies and development programmes initiated by the government consistent with the constitutional mandate to provide free and compulsory primary education to all children; the keen interest of the various sectors and organizations both local and international to extend educational opportunities to children of school age and enable them to stay in the schools until they finish their schooling; the increase in the number of institutions correspondingly resulted in the increase also of enrolment across type and level of institutions.

The data on enrolment is considered a critical and universal variable in determining the various phases of development of the education system. This is because the students are the focus and recipients of educational services designed to develop the human resource base of the country. Specifically, the Post-Primary Education Institution Survey-2005 has reported their distribution by division, by grade/year level, type of education, level of institution, according to sector, location and gender.

Table 3. 1 Number and Percentage of Students by Type of Education, Level, Management and Gender, 2005

Type of Education	Management	Junior Secondary		Secondary		Higher Secondary		Degree		Masters		Total	
		Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls
General Education	Public	139256	66639	82631	39677	165201	72082	289882	110607	54054	18597	731024	307602
	Private	5003639	2624141	2173026	1137557	634903	277916	218860	87721	4346	2414	8034774	4129749
	Total	5142895	2690780	2255657	1177234	800104	349998	508742	198328	58400	21011	8765798	4437351
	%	58.67	60.64	25.73	26.53	9.13	7.89	5.8	4.47	0.67	0.47	100.00	100.00
Madrasah Education	Public	253	3	196	-	566	9	507	1	1216	6	2738	19
	Private	1089364	547186	507855	248827	120014	39373	39813	7911	15659	1979	1772705	845276
	Total	1089617	547189	508051	248827	120580	39382	40320	7912	16875	1985	1775443	845295
	%	61.32	64.73	28.62	29.44	6.79	4.60	2.27	1.00	1.00	0.23	100.00	100.00
Technical Vocational Education	Public			11364	1397	37612	4768					48976	6125
	Private			95458	30380	96902	26017					192360	56397
	Total			106822	31777	135818	30785					242640	62562
	%			44.02	50.79	55.98	49.21					100.00	100.00
Professional Education	Public					3324	3160	14444	5456			17768	8616
	Private					515	498	42002	12027			42517	12525
	Total					3839	3658	56446	17483			60285	21141
	%					6.37	17.30	93.63	82.70			100.00	100.00
Teachers Education	Public					11495	4748	8868	3095			20363	7843
	Private					-	-	14372	5254			14372	5254
	Total					11495	4748	23240	8349			34735	13097
	%					33.10	36.25	66.90	63.75			100.00	100.00
TOTAL	Public	139509	66642	94191	41074	218198	84767	313701	119159	55270	18603	820869	330245
	Private	6093003	3171327	2776339	1416764	852334	343804	315047	112913	20005	4393	10056728	5049201
	Total	6232512	3237969	2870530	1457838	1070532	428571	628748	232072	75275	22996	10877597	5379446
	%	57.29	60.19	26.39	27.10	9.85	7.97	5.78	4.31	0.69	0.43	100.00	100.00



As of 2005 the total number of post-primary students in the country stands at about 10.88 million of which 10.06 million (92.46%) are enrolled in privately managed institutions while 0.82 million (7.54%) are in government or public managed institutions.

There are five basic types of education in Bangladesh, namely: general education, madrasah education, technical-vocational education, professional education and teachers education. Of these types, the general education claims the most number of students with 8.77 million followed by madrasah with 1.77 million and the lowest share of enrolment is reported in the teachers education. According to level of education, junior secondary recorded the highest enrolment with 6.23 million (57.29%) followed by secondary level with 2.87 million (26.39%) while the masters level reported the lowest enrolment with 75275. This is understandable since the masters level of education is the highest level where the education is most expensive and the requirements are stiff for anybody seeking admission to the level.

Table 3.2 Number and Percentage of Students in Post-Primary Education Institutions by Type of Education, Gender and Management, 2005

Type of Education	Management								
	Public			Private			Grand Total		
	Total	Female	%	Total	Female	%	Total	Female	%
General Education	731024	307602	42.08	8034774	4129749	51.40	8765798	4437351	50.62
Madrasah Education	2738	19	0.69	1772705	845276	47.68	1775443	845295	47.61
Technical Vocational	48976	6165	12.26	192360	56397	29.32	241336	62562	25.92
Professional Education	17768	8616	48.50	42517	12525	29.50	60285	21141	35.10
Teachers Education	20363	7843	38.50	14372	5254	36.60	34735	13097	37.17
Total	820869	330245	40.23	10056728	5049201	50.21	10877597	5379446	49.45

Aside from tracing the distribution of students by division, type of education and management, the analysis delved also into the participation of the girl students in view of its important role in the overall development of the country. Focusing on the types of education, the 10.88 million enrolment include 5.38 million female students (49.45%). This means that there are 50.55% male students in the post-primary level of education.

Comparing the public and private sharing of girl's enrolment, it appears that there are more girls in the private than in the public sector institutions. Across the type of education, the female participation is highest in general education 50.62% followed by madrasah education with 47.61% and the lowest is recorded in technical-vocational education with 25.92% .

Table 3.3 Number and Percentage of Students of Post-Primary Level in General Education by Type of Institution, Gender and Management, 2005

Type of Institution	Management								
	Public			Private			Grand Total		
	Total	Girls	%	Total	Girls	%	Total	Girls	%
Junior Secondary	-	-	-	910914	531164	58.31	910914	531164	58.31
Secondary	221887	106316	47.91	5900743	3031619	51.38	6122630	3137935	51.25
School & College (School)	-	-	-	365008	198915	54.50	365008	198915	54.50
Total (School)	221887	106316	47.91	7176665	3761698	52.41	7398552	3868014	52.16
School & College (College)	-	-	-	64152	32839	51.19	64152	32839	51.19
Intermediate College	3326	3031	91.13	193751	89585	46.24	197077	92616	46.99
Degree (Pass) College	115896	49873	43.03	511995	207908	40.61	627891	257781	41.06
Degree (Hons) College	68442	26000	38.00	23191	8496	36.63	91633	34496	37.64
Masters College	321473	122382	38.07	65020	29223	44.94	386493	151605	39.22
Total (College)	509137	201286	39.53	858109	368051	42.89	1367246	569337	41.64
Total (General)	731024	307602	42.08	8034774	4129749	51.40	8765798	4437351	50.62

Table 3.3 depicts the distribution of post-primary students in terms of management or sector where they are enrolled. Of the 8.76 million students in the general education stream, 8.03 million (91.7%) are in privately managed institutions while 731024 (8.3%) are in public sector. This indicates that private sector plays the major role in providing education to students under the general education system. As regards to the gender-wise distribution of students, private sector educates 4.13 million (93.06%) girl students while only 307602 (6.04%) girl students are being educated in the institutions under public sector.

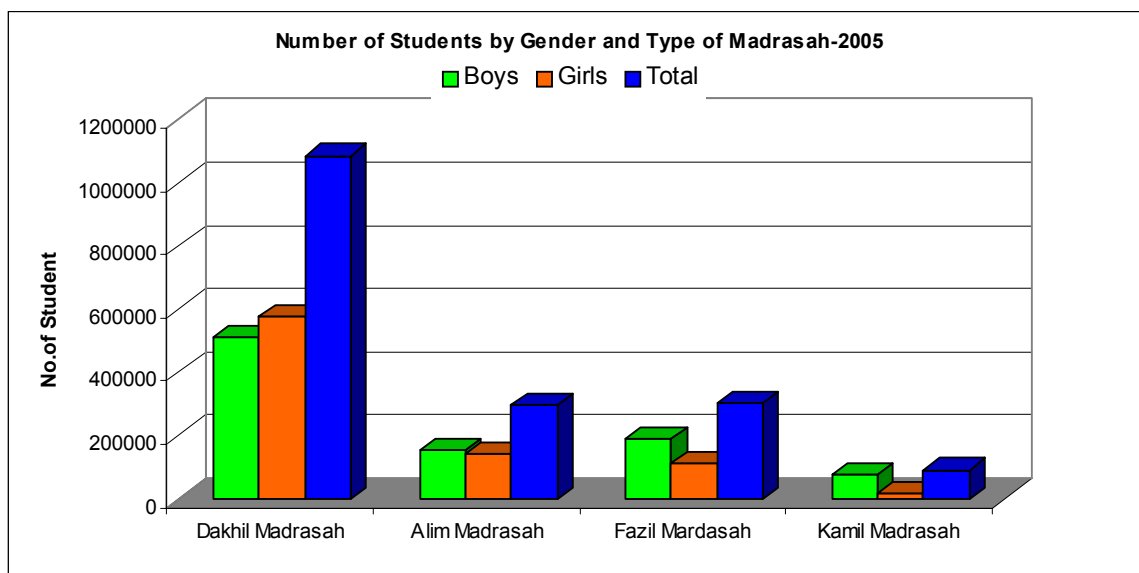
General education is offered in various schools and colleges. It is observed that under the schools type there are 7.40 million (84.4%) enrolment while colleges registered 1.37 million (15.6%). Apparently, there are more girl students in the schools (52.16%) than in colleges (41.64%).

The highest enrolment by type of institution appears to be in the secondary with 6.12 million followed by junior secondary with 910914. The lowest enrolment is reported in the degree (Hons) colleges with only 91633 students. Among the colleges, degree (pass) colleges recorded highest enrolment with 627891 students followed by masters' colleges with an enrolment of 386493 students.

In general, the percentage of girl students under the general education stream is little more to that of the boy students as the former shares 50.62% of the total enrolment.

Table 3.4 Number and Percentage of Students of Post-Primary Madrasah Education Institutions by Type, Gender and Management, 2005

Type of Madrasah	Management								
	Public			Private			Grand Total		
	Total	Female	%	Total	Female	%	Total	Female	%
Dhakhil Madrasah	-	-	-	1084850	574425	52.95	1084850	574425	52.94
Alim Madrasah	-	-	-	297149	142592	47.99	297149	142592	47.99
Fazil Madrasah	-	-	-	302309	112806	37.31	302309	112806	37.31
Kamil Madrasah	2738	19	0.69	88397	15453	17.48	91135	15472	16.98
Total	2738	19	0.69	1772705	845276	47.68	1775443	845295	47.61



From the distribution of madrasah students by sector, it appears that majority or 1.77 million of the students are studying in privately managed madrasahs and only 2738 students are in public or government managed madrasahs. This situation is understandable considering that all madrasahs, except for 3, are privately managed. The madrasahs are of four types. The first type of madrasah is dakhil, which is equivalent to secondary education in the general education stream, has an enrolment of 1084850 of which 574425 (52.94%) are girl students. The enrolment in second type, alim madrasah is recorded at 297149 with 142592 (47.99%) girl students, while in the third type, fazil madrasahs 302309 students are enrolled, of them 112806 (37.31%) are girls. In the highest level of madrasah, kamil, the reported enrolment is only 91135 of them only 15472 (16.98%) are girl students. The abrupt decline in enrolment from fazil to kamil could be due to high cost of education and moreover, there are fewer madrasahs offering kamil level of education.

Table 3.5 Number and Percentage of Students in Technical-Vocational Institutions by Type, Gender and Management, 2005

Type of Institution	Management								
	Public			Private			Grand Total		
	Total	Female	%	Total	Female	%	Total	Female	%
Polytechnic Institute	17836	1648	9.2	9682	1278	13.2	27518	2926	10.6
Technical school and college	8548	1224	14.3				8548	1224	14.3
Institute of Glass & Ceramic	174	12	6.9				174	12	6.9
Institute of Graphic Arts	255	20	7.8				255	20	7.8
Textile Institute	856	-	-				856	-	-
Textile Vocational Inst.	5097	584	11.5				5097	584	11.5
Technical Training center	4867	473	9.7				4867	473	9.7
Survey Institute	557	11	2.0				557	11	2.0
SSC (Vocational) Inst.	-	-	-	95458	30380	31.82	95458	30380	31.82
HSC (B.Management)	-	-	-	79935	24309	30.41	79935	24309	30.41
Commercial Institute	3683	790	21.4	-	-	-	3683	790	21.4
Agril. training instt.	7103	1403	19.08	7285	430	5.9	14388	1833	12.7
Total (Tech.-Vocational)	48976	6165	12.59	192360	56397	29.32	241336	62562	25.78

The total enrolment in post-primary technical-vocational institutions is recorded at 241336 of which 62562 (25.92%) are girls. This means that majority of the students enrolled in technical-vocational institutions are boys constituting 74.08%. Of the total enrolment in the technical-vocational institutions, 48976 are enrolled in public sector of them only 6165 (12.59%) are girl students. Private sector claims 192360 students; of them 56397 (29.32%) are girl students.

Among the 12 types of post-primary technical-vocational institutions in the country, SSC (vocational institute) registered the highest number of students with 95458 of which, 30380 (31.82%) are girl students. This is followed by HSC (business management) with 79935 students of them 24309 (30.41%) are girl students.

Table 3.6 Number and Percentage of Students of Post-Primary Professional Education Institutions by Type, Gender and Management, 2005

Type of Institution	Management								
	Public			Private			Grand Total		
	Total	Female	%	Total	Female	%	Total	Female	%
Medical college	11731	4692	40.0	6954	2384	34.3	18685	7076	37.9
Dental College	358	130	36.3	782	312	39.9	1140	442	38.8
Nursing college	252	216	85.7				252	216	85.7
Homeopathic college	486	178	36.6	14684	4002	27.3	15170	4180	27.6
Unani/ Ayurvedic	312	65	20.8	1288	284	22.4	1580	349	22.1
Nursing Training college	3324	3160	95.1	515	498	96.7	3839	3658	95.3
Textile technology college	628	39	6.2				628	39	6.2
College of Leather Tech.	435	38	8.7				435	38	8.7
Art College	129	58	45.0	407	56	13.8	536	114	21.3
Music College	113	40	35.4	120	62	51.7	233	102	43.8
Law College				17787	4927	27.7	17787	4927	27.7
Total (Professional)	17768	8616	48.5	42517	12525	29.5	60285	21141	35.1

Although, a handful of students enrolled in the professional education institutions with only 60285 or less than 1 percent of the national total enrolment, it is still interesting to analyze the distribution of students across type of institutions in

view of their field of specialization. As a whole, about 21141 girl students are enrolled in various professional education institutions taking up their chosen professional course or programme. As most of the professional education institutions are privately managed, the enrolment in this sector of 42517 is higher than those enrolled in public sector with 17768 students. Of the 11 professional education institutions, medical colleges reported the highest enrollment with 18685 of which, 7076 (37.9%) are girl students. This is followed by law colleges with 17787 students of which 4927 (27.7%) are girls and the homeopathic colleges with 15170 of which 4180 (27.6%) are girl students. Apparently, the highest girls enrolment is reported in medical colleges. Nursing college has the lowest enrolment with only 252 students of which 216 (85.7%) are girls.

Table 3.7 Number of Students in Teachers Education by Type, Gender and Management, 2005

Type of Institutions	Management					
	Public		Private		Grand Total	
	Total	Female	Total	Female	Total	Female
Primary Teachers Training Institute (PTI)	11495	4748			11495	4748
Teachers Training College (TTC)	6518	2885	11638	4352	18158	7237
Technical Teachers Training College (TTTC)	72	22			72	22
Vocational Teachers Training Institute (VTTI)	120	-			120	-
Physical Education College	668	142	2734	902	3402	1044
HSTTI	542	46			542	46
Madrasah Teachers Training Institute	948	-			948	-
Total	20363	7843	14372	5254	34735	13097

The total number of enrolment in teachers education is recorded at 34735. Of this number 13097 (37.7%) are female this implies that majority of the enrolments in teachers training institutions are male constituting 62.3%. Of the total enrolment of teachers training institutions 20363 (58.6%) are enrolled in public sector and 14372 (41.4%) are enrolled in private institutions. This government has been playing an important role for the teachers education. At the same time private agencies are coming forward to the teachers education.

Among the different types of teachers training institution, Teachers Training Colleges enrolled the highest number of enrolment with 18158 of which 7237 (39.4%) are female. This is followed by Primary Teachers Training Institute with 11495 enrolment of them 4748 (41.30%) are female. The lowest enrolment is recorded in Vocational Teachers Training Institute is with only 120 enrolment.

Table 3.8 Number and Percentage of Students in General Education Institutions by Type and Division, 2005

Type of Institutions		Number of Students by Division						
		Barisal	Chittagong	Dhaka	Khulna	Rajshahi	Sylhet	Total
Junior School	Number	84856	107027	195293	191461	303494	28783	910914
	%	9.3	11.7	21.4	21.0	33.3	3.2	100.00
Secondary School	Number	425258	1273988	1741701	805587	1586785	289311	6122630
	%	6.9	20.8	28.5	13.2	25.9	4.7	100.00
School & College	Number	13232	68383	180864	43548	104251	18882	429160
	%	3.1	16.0	42.1	10.1	24.3	4.4	100.00
Intermediate College	Number	17538	28653	52489	38551	52271	7575	197077
	%	8.9	14.5	26.6	19.6	26.5	3.8	100.00
Degree College	Number	44378	114989	148440	109350	189578	21156	627891
	%	7.1	18.3	23.6	17.4	30.2	3.4	100.00
Honours College	Number	13242	18370	17045	13526	28790	6536	91633
	%	14.5	20.0	18.6	14.8	31.4	7.1	100.00
Masters College	Number	14776	63242	191740	30816	70888	15061	386493
	%	3.8	16.4	49.6	8.0	18.3	3.9	100.00
Total (General Education)	Number	607404	1674652	2527572	1232839	2336027	387304	8765798
	%	6.9	19.1	28.8	14.1	26.6	4.4	100.00

The general education institutions recorded the highest enrolment with 8.76 million students compared to the other levels of education. Out of this number, 2.52 (28.81%) million are reported from Dhaka division having the highest share of enrolment while Rajshahi has 2.33 million 26.6% students. The lowest enrolment in general education is recorded in Sylhet division with only 387304 (4.4%) students across type of institutions. Among the school, secondary school has the highest share of 6.12 million students. Among the colleges, degree colleges have the biggest enrolment with 627891 students. Highest number of the degree college students is recorded in Rajshahi division with 189578 followed by Dhaka and Chittagong divisions with 148440 and 114989 students, respectively. It is interesting to note that most of the students taking up their masters degree are in Dhaka division with 191740 while Sylhet division has only 15061 students enrolled in the masters degree.

Table 3.9 Number and Percentage of Students in Madrasah Education Institutions by Type and Division, 2005

Type of Institutions		Number of Students by Division						
		Barisal	Chittagong	Dhaka	Khulna	Rajshahi	Sylhet	Total
Dakhil Madrasah	Number	138183	168464	226293	146109	370617	35184	1084850
	%	12.7	15.5	20.9	13.5	34.2	3.2	100.00
Alim Madrasah	Number	39286	67616	64683	35681	78109	11774	297149
	%	13.2	22.8	21.8	12.0	26.3	4.0	100.00
Fazil Madrasah	Number	34082	81188	63384	29355	84704	9596	302309
	%	11.3	26.9	21.0	9.7	28.0	3.2	100.00
Kamil Madrasah	Number	9527	27299	21850	10044	18473	3942	91135
	%	10.5	30.0	23.9	11.0	20.3	4.3	100.00
Total	Number	221078	344567	376210	221189	551903	60496	1775443
	%	12.5	19.4	21.2	12.4	31.1	3.4	100.00

Note : Students of ebteyee section are not included in the table

As shown in the above table, the highest number of madrasah students are reported in Rajshahi division with 551903 (31.1%) followed by Dhaka division with 376210 (21.2%) students while Sylhet division recorded the lowest number of 60496 (3.4%) madrasah students. It can be gathered further from the table that the highest number of dakhil madrasah students are in Rajshahi division out of the total 1.08 million with 370617 (34.2%) followed by Dhaka with 226293 (20.9%), and again Sylhet appears to have the lowest enrolment of only 35184 (3.2%). The total number of students enrolled in alim madrasahs is 297149. Again Rajshahi reported the most number of enrollees with 78109 (26.3%) alim students, Chittagong division follows with 67616 (22.8%), and the lowest enrolment is again reported in Sylhet division with 11774 (4.0%) students.

The total enrolment of 302309 in fazil madrasahs appears higher than that of alim madrasahs. Although higher in level, the number is actually the cumulative enrolment in the lower levels like dakhil and alim. Out of the total enrolment in fazil madrasah, Rajshahi division reported the highest number with 84704 (28.0%) students. This is followed by Chittagong division with 81188 (26.9%) students while the lowest enrolment is reported in Sylhet division with only 9596 (3.20%).

The enrolment distribution of kamil madrasahs is quite different across divisions. Of the total 91135 students in kamil madrasahs, Chittagong division registered the highest number with 27299 (30.00%) followed by Dhaka division with 21850 (23.9%) and lowest is registered in Sylhet division with 3942 (4.30%).

Table 3.10 Number and Percentage of Students in Technical Vocational Education Institutions by Type and Division, 2005

Type of Institutions		Number of Students by Division						
		Barisal	Chittagong	Dhaka	Khulna	Rajshahi	Sylhet	Total
Polytechnic Institute	Number	1247	4516	9870	3688	7225	972	27518
	%	4.5	16.4	35.9	13.4	26.3	3.5	100
Technical School & College	Number	792	1220	2610	1285	1981	660	8548
	%	9.3	14.3	30.5	15.0	23.2	7.7	100
Textile Vocational Inst.	Number	753	1040	1326	746	1232		5097
	%	14.77	20.40	26.01	14.64	24.17		100.00
Textile Institute	Number	112	344	175		225		856
	%	13.08	40.19	20.44		26.18		100.00
Technical Training Center	Number	480	1878	1853	148	508		4867
	%	9.9	38.6	38.1	3.0	10.4		100
Survey Institute	Number		250			307		557
	%		44.9			55.1		100
SSC (Vocational) Institute	Number	14350	14644	21233	18637	24490	2104	95458
	%	15.0	15.4	22.2	19.5	25.7	2.2	100
HSC (B.M) Institute	Number	7470	11675	22059	12569	24319	1843	79935
	%	9.4	14.6	27.6	15.7	30.4	2.3	100
Commercial Training Instt.	Number	554	709	776	528	815	301	3683
	%	15.0	19.3	21.1	14.3	22.1	8.2	100.00
Agl. Training Institute	Number	1369	1082	4146	1567	5767	457	14388
	%	9.5	7.5	28.8	10.9	40.1	3.2	100.00
Glass and Ceramic & Graphic Arts inst.	Number			429				429
	%			100.0				100.0
Total	Number	27127	37358	64477	39168	66934	6292	241336
	%	10.8	15.6	27.3	15.8	27.6	2.7	100

The enrolment in technical-vocational education institutions distributed across the country shows that the highest enrolment is in Rajshahi division with 66934 (27.6%) followed by Dhaka division with 64477 (27.3%) while Sylhet division recorded the lowest number of 6292 (2.7%) students. The distribution of students by type of institutions reveals that the highest number of polytechnic students is in Dhaka division with 9870 (35.9%) out of the total of 27518 followed by Rajshahi with 7225 (26.3%) and again Sylhet appears to have the lowest enrolment with only 972 (3.5%). The total number of students enrolled in Technical school & college is 8548. Dhaka reported the highest enrolment with 2610 (30.5%) students, Rajshahi follows with 1981 (23.2%) and the lowest enrolment is reported in Sylhet division with 660 (7.7%) students.

The total enrolment in textile vocational institute is 5097. The distribution as shown in the table 3.10 depicts that the highest number of students are reported in Dhaka with 1326 (26.01%) followed by Rajshahi with 1232 (24.17%) students while Sylhet division has no students. Out of the total enrolment in textile institute, Chittagong division reported the highest number with 344 (40.19%) students. This is followed by Rajshahi and Dhaka with 225 (26.28%) and 175 (20.44%) students, respectively while Khulna and Sylhet divisions have no students.

The total enrolment of 95458 in SSC (vocational) generally offered in secondary schools of the general education stream in the country and some of them are independent revealed that Rajshahi division has the highest number of students

with 24490 (25.7%). Dhaka division follows this with 21233 (22.2%) students while Sylhet division has the lowest enrolment with 2104 (2.2%). In case of business management education at higher secondary level attached to the school & colleges, intermediate colleges, degree colleges of the general education stream and some are independent, the total enrolment stands at 79935; Rajshahi division has the highest number of students with 24319 (30.4%). This is followed by Dhaka division with 22059 (27.6%) while Sylhet division has the lowest enrolment with 1843 (2.3%).

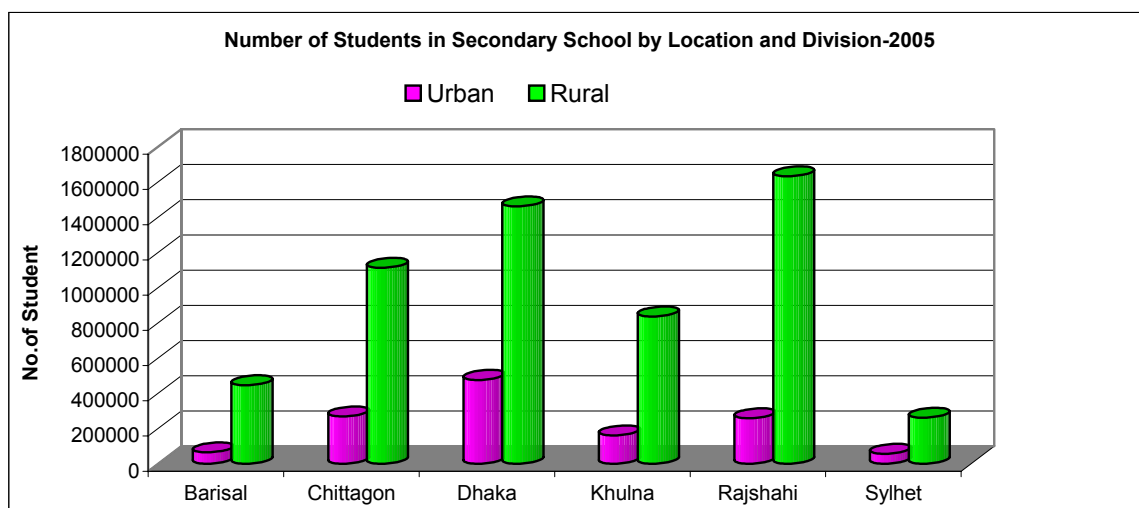
Table 3.11 Number and Percentage of Students in Professional Education Institutions by Type and Division, 2005

Type of Institutions		Number of Students by Division						
		Barisal	Chittagong	Dhaka	Khulna	Rajshahi	Sylhet	Total
Medical College	Number	1692	2323	10730	200	2492	1248	18685
	%	9.1	12.4	57.4	1.1	13.3	6.7	100
Dental College	Number		60	1030		50		1140
	%		5.2	90.4		4.4		100
Homeopathic College	Number	709	2302	7803	1553	2448	355	15170
	%	4.67	15.77	51.43	10.23	16.14	2.34	100.00
Unani/Ayurvedic College	Number	34	207	980	82	100	177	1580
	%	2.15	13.10	62.03	5.19	6.33	11.20	100.00
Nurses' Training Institute	Number	280	617	1463	403	810	266	3839
	%	7.29	16.07	38.11	10.50	21.10	6.93	100.00
Nursing College	Number			252				252
	%			100.00				100.00
Leather Technology	Number			435				435
	%			100.00				100.00
Textile Technology College	Number			628				628
	%			100.00				100.00
Law College	Number	840	3020	8907	2524	1972	524	17787
	%	4.7	17.0	50.0	14.2	11.1	3.0	100
Art College	Number		129	132	130	145		536
	%		24.1	24.6	24.2	27.1		100
Total	Number	3555	8658	32360	4892	8017	2570	60052
	%	5.9	14.4	53.9	8.1	13.4	4.3	100

The students enrolled in all professional educational institutions are distributed across the country as shown in table 3.11. The highest number of students are found in Dhaka division with 32360 (53.9%) followed by Rajshahi with 8017 (13.4%) students while Sylhet division recorded the lowest number of 2570 (4.3%) students. It can further be seen from the table that the highest number of medical students are in Dhaka with 10730 (57.4%) out of the total 18685 followed by Rajshahi division with 2492 (13.3%) students while Khulna division recorded the lowest number with only 200 (1.10%) students. Total enrolment in dental colleges is 1140. The highest number of students in homeopathic college is found in Dhaka division with 7803 (51.43%) students while Sylhet division recorded the lowest number with 355 (2.34%) students.

Table 3.12 Number and Percentage of Students of Secondary Schools by Divisions, Management and Location, 2005

Division	Management	Number of Students by Location					
		Urban		Rural		Grand Total	
		Total	Female	Total	Female	Total	Female
Barisal	Public	9971	5463	1465	593	11436	6056
	Private	56529	29749	452596	232724	509125	262473
	Total	66500	35212	454061	233317	520561	268529
	%	12.8	13.1	87.2	86.9	100.00	100.00
Chittagong	Public	45539	20267	9645	3573	55184	23840
	Private	241401	129452	1145103	624546	1386504	753998
	Total	286940	149719	1154748	628119	1441688	777838
	%	19.9	19.2	80.1	80.8	100.00	100.00
Dhaka	Public	64702	29205	7382	4170	72084	33375
	Private	522765	275181	1497096	778118	2019861	1053299
	Total	587467	304386	1504478	782288	2091945	1086674
	%	28.1	28.0	71.9	72.0	100.00	100.00
Khulna	Public	24785	12877	1880	1150	26665	14027
	Private	143219	74101	862713	446398	970383	504147
	Total	168004	86978	864593	447548	997048	518174
	%	16.9	16.8	83.1	83.2	100.00	100.00
Rajshahi	Public	37623	18991	6356	3963	43979	22954
	Private	240981	129218	1692732	869970	1846300	953634
	Total	278604	148209	1699088	873933	1890279	976588
	%	14.7	15.2	85.3	84.8	100.00	100.00
Sylhet	Public	8702	4668	3837	1396	12539	6064
	Private	51277	27480	274090	144761	305555	163492
	Total	59979	32148	277927	146157	318094	169556
	%	18.9	19.0	81.1	81.0	100.00	100.00
Bangladesh	Public	191322	91471	30565	14845	221887	106316
	Private	1256172	665181	5920493	3096517	7176665	3761698
	Total	1447494	756652	5951058	3111362	7398552	3868014
	%	19.6	19.6	80.4	80.4	100.00	100.00

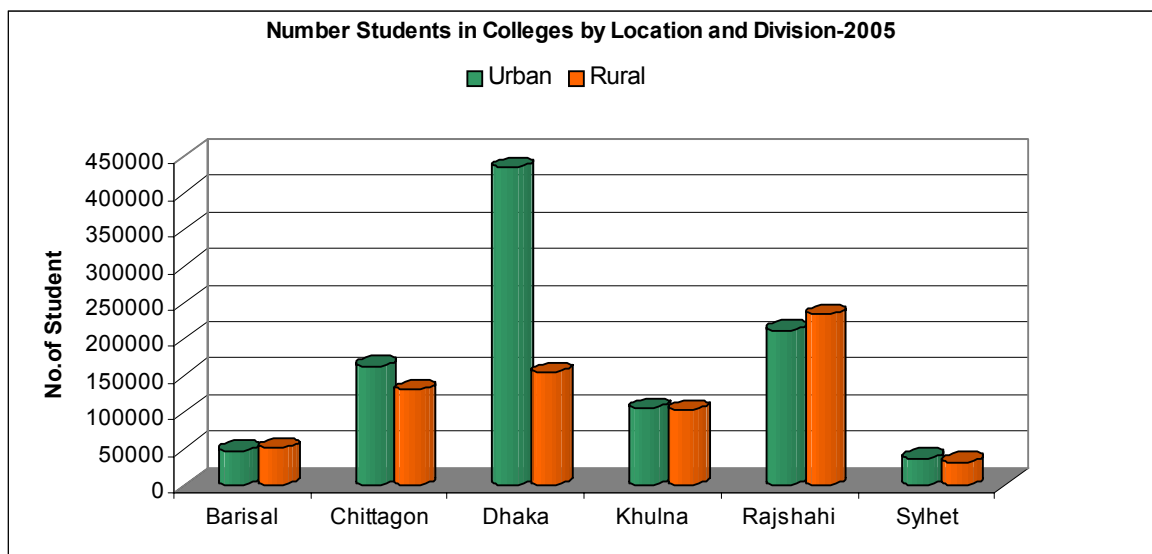


Majority of the total 10.88 million students enrolled in post primary institutions are secondary school students with an enrolment of 7.40 million (68.01%). Of this number, 1.45 million (19.59%) secondary students are located in urban areas while 5.95 (80.41%) million are in rural areas. The participation of girl students in secondary schools is quite significant at 3.87 million, which is significantly more than boys. Across divisions, the highest number of girl students is found in Dhaka division with 1.09 million while Sylhet registered the lowest number of girl students with only 0.17 million. It is also interesting to note that out of the total 7.40 million secondary school enrolment, 7.18 million (97.03%) are in private institutions while only 0.22 million (2.97%) are in public sector. Dhaka division registered the most number of private secondary school students with 2.02 million of the total 7.18 million students enrolled in private sector. Sylhet division apparently has the lowest enrolment with only 0.31 million students in private sector compared to the other divisions.

Of the total enrolment in public sector, Dhaka division again has recorded the highest enrolment with 72084 followed by Rajshahi division with 43979 while the lowest enrolment is again reported in Sylhet division with only 12539 public secondary school students.

Table 3.13 No. And Percentage of Students in College by Divisions, Management & Location, 2005

Division	Management	Location					
		Urban		Rural		Grand Total	
		Total	Female	Total	Female	Total	Female
Barisal	Public	26673	10843	1083	488	27756	11331
	Private	18044	8633	41043	18299	59087	26932
	Total	44717	19476	42126	18787	86843	38263
	%	51.49	50.90	48.51	49.10	100.00	100.00
Chittagong	Public	86352	31609	8886	3441	95238	35050
	Private	58547	27075	79179	33392	137726	60467
	Total	144899	58684	88065	36833	232964	95517
	%	62.20	61.44	37.80	38.56	100.00	100.00
Dhaka	Public	162949	68303	15963	6076	178912	74379
	Private	161308	78190	95405	38382	256713	116572
	Total	324257	146493	111368	44458	435625	190951
	%	74.43	76.72	25.57	23.28	100.00	100.00
Khulna	Public	51943	23101	366	98	52309	23199
	Private	46745	19706	101188	41232	147933	60938
	Total	98658	42807	101554	41330	200242	84137
	%	49.27	50.88	50.73	49.12	100.00	100.00
Rajshahi	Public	125633	43412	3108	879	128741	44291
	Private	65767	28498	163827	61879	229594	90377
	Total	191400	71910	166935	62758	358335	134668
	%	53.41	53.40	46.59	46.60	100.00	100.00
Sylhet	Public	22649	11919	3530	1123	26179	13042
	Private	11324	4688	15732	8077	27056	12765
	Total	33973	16607	19262	9200	53235	25807
	%	63.82	64.35	36.18	35.65	100.00	100.00
Bangladesh	Public	476199	189181	32938	12105	509137	201286
	Private	361735	166790	496374	201261	858109	368051
	Total	837934	355971	529312	213366	1367246	569337
	%	61.29	62.52	38.71	37.48	100.00	100.00

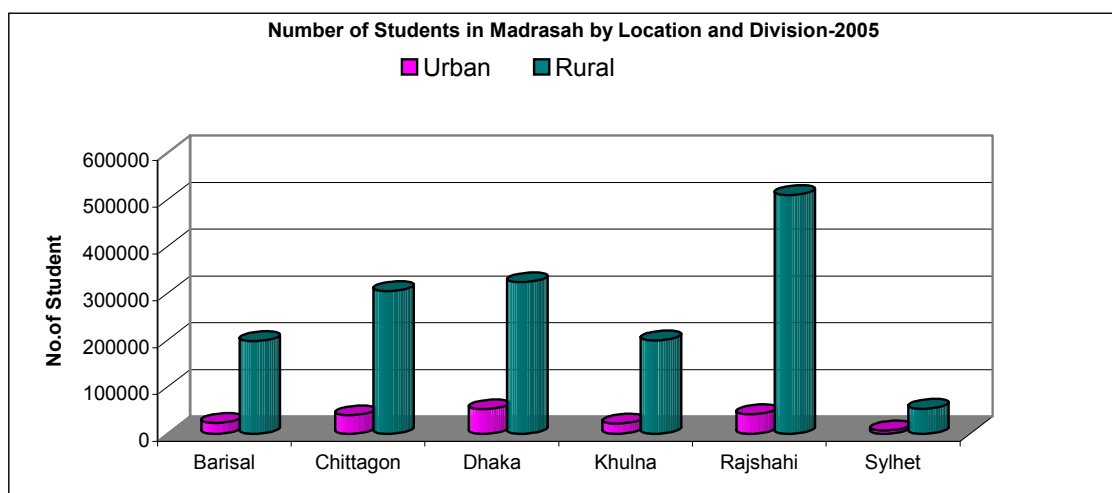


The total enrolment in colleges with enrolment of school & college (college section) is about 1.367 million. This number is much lower compared to the enrolment in secondary schools. Apparently, the trend indicates that the higher level of education comprises lower enrolment. It is a universal reality that the high cost of higher education is a deterrent factor for students to enroll in college education. Out of the total college enrolment, 837934 (61.29%) are in urban areas while 529312 (38.71%) are in rural areas. In terms of divisional distribution of college students, Dhaka division reported the highest enrolment with 435625 students while the lowest enrolment is registered in Sylhet with only 53235 college students. As a whole, there are more students enrolled in the privately managed colleges with 858109 (62.76%) while the public sector claimed 509137 students. The highest enrolment in the private sector is recorded in Dhaka with 256713 students followed by Rajshahi with 229594. Again, the lowest enrolment in the private sector is reported in Sylhet with only 27056 students. In the public sector, the highest enrolment is recorded in Dhaka division with 178912 students while the lowest is again recorded in Sylhet with only 26179 students.

The analysis on girl participation in college education shows that there are 569337 girl students out of the total 1.367 million college enrolment. Majority of the girl students are enrolled in the private sector with 368051 compared to the 201286 in public sector. Furthermore, there are more female students in urban areas which is about 62.52% compared to the enrolment of the girl students in rural areas with 37.48%. Dhaka division claimed the highest girl enrolment with 190951 while Sylhet reported the lowest with only 25807 girl college students.

Table 3.14 Number and Percentage of Students in Madrasah Education (Dakhil-Kamil) Institutions by Divisions, Management and Location, 2005

Division	Management	Location					
		Urban		Rural		Grand Total	
		Total	Female	Total	Female	Total	Female
Barisal	Public	-	-	-	-	-	-
	Private	23227	8930	197851	99880	221078	108810
	Total	23227	8930	197851	99880	221078	108810
	%	10.51	8.21	89.49	91.79	100.00	100.00
Chittagong	Public	-	-	-	-	-	-
	Private	39490	12069	305077	152909	344567	164978
	Total	39490	12069	305077	152909	344567	164978
	%	10.01	7.32	89.99	92.68	100.00	100.00
Dhaka	Public	1666	-	-	-	1666	-
	Private	50740	19731	323804	162906	374544	182637
	Total	52406	19731	323804	162906	376210	182637
	%	13.93	10.80	86.07	89.20	100.00	100.00
Khulna	Public	-	-	-	-	-	-
	Private	21806	8426	199383	100663	221189	109089
	Total	21806	8426	199383	100663	221189	109089
	%	9.86	7.72	90.14	92.28	100.00	100.00
Rajshahi	Public	647	19	-	-	647	19
	Private	41009	17756	510247	238130	551256	255886
	Total	41656	17775	510247	238130	551903	255905
	%	7.55	6.95	92.45	93.05	100.00	100.00
Sylhet	Public	425	-	-	-	425	-
	Private	6518	1585	53553	22291	60071	23876
	Total	6943	1585	53553	22291	60496	23876
	%	11.48	6.64	88.52	93.36	100.00	100.00
Bangladesh	Public	2738	19	-	-	2738	19
	Private	182790	68497	1589915	776779	1772705	845276
	Total	185528	68516	1589915	776779	1775443	845295
	%	10.45	8.11	89.55	91.89	100.00	100.00



The number of students in madrasahs constitutes a significant portion of the total enrolment in post-primary education. Their distribution across the country by division, sector and location makes it more meaningful and interesting to analyze. Out of the total 1.77 million students of madrasahs, 1.58 (89.55%) million students are in rural madrasahs while only 185528 (10.45%) are in the urban madrasahs.

The distribution of madrasah students by division revealed that the largest number is in Rajshahi with 551903 students while the lowest is in Sylhet division with only 60496 students. The participation of girl students in madrasahs is very significant with 845295 (47.61%) girl students out of the total 1.77 million students. Of the total girl students, 776779 (91.89%) are in rural madrasahs while 68516 (8.11%) are enrolled in urban madrasahs. As regard to divisional distribution, Rajshahi has the highest number of girl students with 255905 students while Sylhet reported with 23876 girl students. As a whole, private sector claims almost all enrolment in the madrasahs there being only 2738 in public sector of which only 19 are girl students.

Chapter-IV

TEACHING AND NON-TEACHING STAFF

Teachers are persons employed in official capacity for the purpose of guiding and directing the learning experiences of students in an educational institution, whether public or private. The capacity of the students and learners to learn or acquire knowledge and skills are heavily attributed to the ability of the teachers to impart these knowledge and skills expected of the learners. In other words, the teachers play a vital role in improving the quality of education and ensuring that students' learning capacities improved or enhanced as they go to different levels of education. It has been empirically proven that the learning achievements of students are significantly associated with the teacher factors such as experience, educational qualification and training, and commitment to the teaching profession.

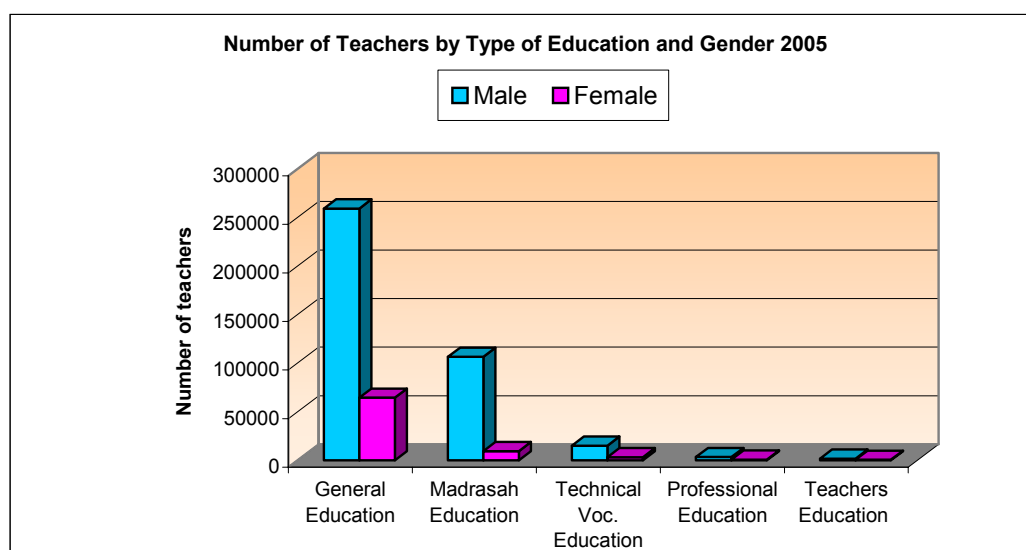
While the home is considered the first institution of learning and the parents are the first teachers, the school teachers are performing the noble task of nurturing and moulding the students into becoming dutiful citizen and eventually become useful and productive members of the society. In the age of information technology, the teachers' role becomes more challenging in keeping the learning process more meaningful and interesting to the students. The teachers need to update and equip themselves with modern techniques of teaching so that they can cope with the fast changing development in science and technology. As the country moves forward, education in the hands of creative, resourceful and knowledgeable teachers becomes a potent and vital tool in attaining the vision and goals of development. The non-teaching staff which provides the necessary support in making the education system function efficiently are integral part of the total learning environment, and they have also been accorded due attention in this survey.

This chapter presents some basic characteristics of teachers in terms of number, gender, training and their distribution by division, type of education and management. Data on non-teaching staff are also presented in this chapter.

Table 4.1 Number and Percentage of Teachers in Post-Primary Education Institutions by Type of Education. Gender and Management, 2005

Type of Education	Management								
	Public			Private			Total		
	T	F	%	T	F	%	T	F	%
General Education	18706	4851	25.93	304934	59579	19.54	323640	64430	19.91
Madrasah Education	82	2	2.44	115904	9439	8.14	115986	9441	8.14
Technical Voc. Education	2939	346	11.77	15246	2862	18.77	18185	3208	17.64
Professional Education	1664	453	27.22	2529	291	11.50	4193	744	17.74
Teachers Education	938	283	30.17	1215	242	19.9	2153	525	24.40
Total	24329	5935	24.43	439828	72413	16.46	464157	78348	16.88

T: Total F: Female



There are 464157 teachers in the post primary education institutions of which 78348 (16.88%) are female teachers. Of the total 464157 teachers in the Country 24329 (5.24%) are working in public institutions of which 5935 (24.39%) are female teachers. The rest 439828 (94.76%) are working in private institutions of which 72413 (16.46%) are female teachers. According to type of education the percentage of female teachers is highest in teacher's education 525 (24.40%) followed by General education with 64430 (19.91%) and the lowest is recorded in madrasah education institutions with 9441 (8.14%).

Table 4.2 Number and Percentage of Teachers in Post-Primary level in General Education by type of institution Gender and Management, 2005

Type of Institution	Management								
	Public			Private			Total		
	T	F	%	T	F	%	T	F	%
Junior School	-	-	-	36070	7299	20.24	36070	7299	20.24
Secondary School	7434	2333	31.38	178269	13652	18.88	185703	35985	19.38
School & College (School)	-	-	-	11156	3699	33.16	11156	3699	33.16
Total (School)	7434	2333	31.38	225495	44650	19.80	232929	46983	20.17
School & College (College)	-	-	-	9753	2430	24.92	9753	2430	24.92
Intermediate College	189	54	28.57	25466	4577	17.97	25655	4631	18.05
Degree (Pass) College	3910	611	15.63	41401	7175	17.33	45311	7786	17.18
Degree (Hon's) College	1860	329	17.69	898	156	17.37	2758	485	17.59
Masters College	5003	1477	29.52	1921	591	30.77	6924	2068	29.87
Total (College)	10962	2471	22.54	79439	14929	18.79	90401	17400	19.25
Cadet College	310	47	15.16	-	-	-	310	47	15.16
Total (General Education)	18706	4851	25.93	304934	59579	19.54	323640	64430	19.91

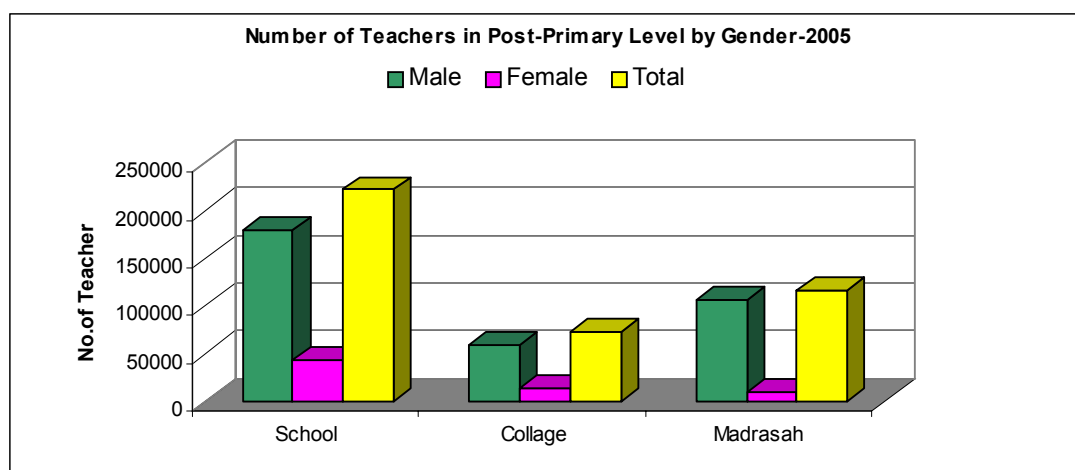


Table 4.2 Indicates that out of 323640 teachers in the general education stream 304934 (94.22%) are in privately managed institutions while 18706 (5.78%) are in public sector. As regards to the gender wise distributions of teachers 59579 (19.54%) female teachers are working in private sector while 4851 (25.93%) are working in public sector under the general education stream.

General education is offered in various schools and colleges. It is observed that under the school type junior and secondary, there are 232929 (71.97%) out of the total teachers while colleges registered 90401 (27.93%). The other general education like cadet colleges have reported a total of mere 310 teachers.

Table 4.3 Number and Percentage of Teachers in Post-Primary Madrasah Education by type of institutions Gender and Management, 2005

Type of Institution	Management								
	Public			Private			Total		
	T	F	%	T	F	%	T	F	%
Dakhil Madrasah	-	-	-	71901	6709	9.33	71901	6709	9.33
Alim Madrasah	-	-	-	20569	1493	7.27	20569	1493	7.27
Fazil Madrasah	-	-	-	19311	1096	5.68	19311	1096	5.68
Kamil Madrasah	82	2	0	4163	141	3.398	4245	143	3.32
Total Madrasah	82	2		115904	9439	8.14	115986	9441	8.14

From the distribution of madrasah teachers by sector it appears that majority or 115904 of the teachers are working in privately managed madrasahs and only 82 teachers are in public or government madrasahs. This situation is understandable considering that all madrasah except for 3, are privately managed. The madrasahs are of four types. The first type of madrasah is dakhil, which is equivalent to secondary education in the general education stream. The highest number of teachers by type of madrasah appears to be in the dakhil with 71901 of which 6709 (9.33%) are female teachers. The teachers in second type Alim madrasah is recorded at 20529 with 1493 (7.27%) female teachers. In fazil madrasah the number of teachers are 19311 of which 1096 (5.68%) are female teachers. In the highest level of madrasah, Kamil the reported teacher is only 82.

Table 4.4 Number and Percentage of Teachers in Technical Vocational Institutions by type Gender and Management, 2005

Type of Institution	Management								
	Public			Private			Grand Total		
	Total	Female	%	Total	Female	%	Total	Female	%
Polytechnic institute	1189	166	14.0	465			1654	166	10.0
Technical School & College	792	75	9.47				792	75	9.47
Commercial institute coll.	68	-	-				68	-	-
Glass & ceramic institute	10	1	10.00				10	1	10.00
Graphic Arts Inst.	16	-	-				16	-	-
Survey Institute	17	1	5.88				17	1	5.88
Technical Training centre	359	69	19.22				359	69	19.22
Textile vocational centre	331	26	7.85				331	26	7.85
Textile Institute	45	3	6.67				45	3	6.67
Agriculture Training inst.	112	5	4.46	150	18	12.00	262	23	8.78
S.S.C (Vocational)				7511	1869	24.88	7511	1869	24.88
H.S.C (B.M)				6120	975	15.93	6120	975	15.93
Total (Technical Voc.)	2939	346	14.0	15246	2862	18.77	18185	3208	17.64

Table 4.4 Indicates that the total number of teachers in post primary technical vocational institutions is 18185 of which 3208 (17.64%) are female teachers. This means the majority of the teachers in teach-voc institutions are male constituting 14977 (82.36%). Of the total 18185 teachers in the technical vocational institutions 2939 are working in public sector of them only 346 are female teachers. The rest 15246 are working in private sector of them only 2862 are female teachers.

Among the type of post primary technical vocational institutions in the country SSC (Vocational) registered the highest number of teachers with 7511 (41.30%) of which 1869 (24.88%) are female teachers. This is followed by HSC (BM) with 6120 (33.65%) teachers of them 975 (15.93%) are female teachers. The lowest number of teacher is recorded in institute of glass & ceramic with only 10 teachers of them 01 is female teacher.

Table 4.5 Number and Percentage of Teachers in Post-Primary Professional Education institution by type Gender and Management, 2005

Type of Institution	Management								
	Public			Private			Grand Total		
	Total	Female	%	Total	Female	%	Total	Female	%
Medical College	1218	240	19.70	1037	123	11.90	2255	363	16.10
Dental College	56	15	26.80	198	40	20.20	254	55	21.70
Nursing College	18	18	100.00				18	18	100.00
Homeopathic College	27	5	18.50	442	62	14.00	469	67	14.30
Unani/Ayurvedic College	32	2	6.30	124	20	16.10	154	22	14.30
Nursing Training Institute	232	159	68.50	29	24	82.80	261	183	70.10
Textile Technolgy college	31	2	6.50				31	2	6.50
College of Leather Tech.	15	3	20.00				15	3	20.00
Art College	16	5	31.25	54	10	18.50	70	15	21.43
Law College				625	8	1.30	625	8	1.30
Music College	19	4	21.10	20	4	20.00	39	8	20.50
Total (Professional)	1664	453	27.22	2529	291	11.50	4191	744	17.75

Table 4.5 indicates that among the 11 type of post primary professional institutions in the country the total number of teachers is 4191 of them 744 (17.75%) are female. Of the total 4191 teachers in the professional institutions 1664 (39.70%) are working in public sector of them 453 (27.22%) female teachers. The rest 2529 (60.34%) teachers are working in private sector of them 291 (11.50%) are female teachers.

The employment of teachers by type of institutions shows the following percentage distribution, medical college (53.80%) dental college (6.06%) nursing

college (0.43%) homeopathic college (11.20%) Unani-ayurvedic college (3.67%) nursing training institute (6.23%) textile technology college (0.74%) leather technology college (0.36%) art college (1.67%) and law college (14.91%).

Table 4.6 Number and Percentage of Teachers in Teacher Education institution by type Gender and Management, 2005

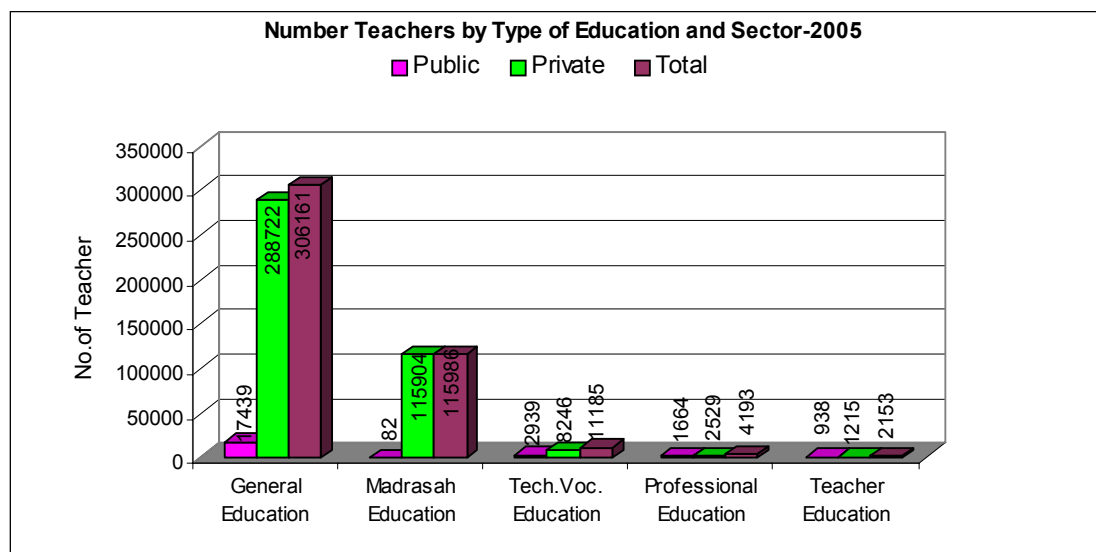
Type of Institution	Management								
	Public			Private			Grand Total		
	Total	Female	%	Total	Female	%	Total	Female	%
Primary Training Inst.	538	180	33.50				538	180	33.50
Teachers Training College (TTC)	247	74	30.0	988	220	22.3	1235	294	23.80
Technical Teachers Training College (TTTC)	15	2	13.3				15	2	13.3
Vocational Teachers Training Inst.(VTTI)	6	1	16.7				6	1	16.7
Physical Education college	49	7	14.3	227	22	9.7	276	29	10.5
HSTTI	66	19	28.8				66	19	28.8
Madrasah Teachers Training Instt.	17						17	-	-
Total (Teachers Education)	938	283	30.2	1215	242	19.9	2153	525	29.4

Table 4.6 indicates that among the 7 type of post primary teacher education institutions in the country the total number of teachers is 2153 of them 525 (24.4%) are female. Of the total 2153 teachers in the teacher education institutions 938 (43.6%) are working in public sector of them 283 (30.2%) are female teachers. The rest 1215 (56.4%) teachers are working in private sector of them 242 (19.9%) are female teachers.

The employment of teachers by type of institutions shows the following percentage distributions. Primary Training Institute (25.0%) teachers training college (57.4%) technical teachers training college (0.7%), vocational teachers training institute (0.3%) physical education college (12.8%) and HSTTI (3.1%).

Table 4.7 Number and Percentage of Teachers of Post-Primary Education Institution by Division/type and Management 2005

Type of Education	Management	Number of Teachers by Division						
		Barisal	Chittagong	Dhaka	Khulna	Rajshahi	Sylhet	Total
General Education	Public	1333	3457	5545	2133	4112	859	17439
	Private	23601	40351	71873	44428	98989	9480	288722
	Total	24934	43808	77418	46561	103101	10339	306161
	%	8.14	14.31	25.29	15.21	33.68	3.38	100.00
Madrasah Education	Public	-	-	53	-	14	15	82
	Private	14987	18599	24201	14607	39908	3602	115904
	Total	14987	18599	24254	14607	39922	3617	115986
	%	12.92	16.04	20.91	12.59	34.42	3.12	100.00
Tech/Voc Education	Public	280	546	922	387	681	123	2939
	Private	676	1097	2630	1171	2508	164	8246
	Total	956	1643	3552	1558	3189	287	11185
	%	8.55	14.69	31.76	13.93	28.51	2.57	100.00
Professional Education	Public	102	295	684	81	377	125	1664
	Private	79	296	1612	162	297	83	2529
	Total	181	591	2296	243	674	208	4193
	%	4.32	14.09	54.76	5.80	16.07	4.96	100.00
Teachers Education	Public	66	200	255	126	231	60	938
	Private	136	122	447	199	300	11	1215
	Total	202	322	702	325	531	71	2153
	%	9.38	14.96	32.61	15.10	24.66	3.30	100.00
Bangladesh	Public	1781	4498	7459	2727	5415	1182	23062
	Private	39479	60465	100763	60567	142002	13340	416616
	Total	41260	64963	108222	63294	147417	14522	439678
	%	9.38	14.78	24.61	14.40	33.53	3.30	100.00



The total teaching force in the post primary education institutions is about 439678. Of the total 439678 teachers in the country 23062 (5.25%) are working in public sector and 416616 (94.75%) are working in private sector.

Comparing the 6 (six) divisions, Rajshahi and Sylhet divisions have highest and lowest number of post primary teachers with 147417 (33.53%) and 14522 (3.30%) of them respectively.

Across type of education it is observed that 306161 (69.63%) teachers are in general education 115986 (26.38%) are in madrasah education 11185 (2.54%) are in technical vocational education 4193 (0.95%) are in professional education and 2153 (0.49%) are in teachers education.

Table 4.8 Number and Percentage of Teachers in General Education Institution by Type and Division 2005

Type of Education	Management	Number of Teachers by Division						
		Barisal	Chittagong	Dhaka	Khulna	Rajshahi	Sylhet	Total
Junior School	Number	3232	3676	6673	7135	14385	969	36070
	%	8.96	10.19	18.50	19.78	39.88	2.69	100.00
Secondary School	Number	15291	29863	50814	25497	57087	7151	185703
	%	8.23	16.08	27.36	13.73	30.74	3.85	100.00
School & College (School section)	Number	336	1415	5244	990	2748	423	11156
	%	3.01	12.68	47.01	8.88	24.63	3.79	100.00
Total (Schools)	Number	18859	34954	62731	33622	74220	8543	232929
	%	8.10	15.01	26.93	14.43	31.86	3.67	100.00
School & College (College section)	Number	448	1348	2754	1229	3729	245	9753
	%	4.59	13.82	28.24	12.60	38.23	2.51	100.00
Intermediate College	Number	2171	2727	4689	5256	10115	697	25655
	%	8.46	10.63	18.28	20.49	39.43	2.72	100.00
Degree (pass) College	Number	3631	5496	9354	7624	18172	1034	45311
	%	8.01	12.13	20.64	16.83	40.11	2.28	100.00
Degree (Hon) College	Number	277	395	618	472	854	142	2758
	%	10.04	14.32	22.41	17.11	30.96	5.15	100.00
Masters College	Number	467	1012	3633	706	915	191	6924
	%	6.74	14.62	52.47	10.20	13.21	2.76	100.00
Total (Colleges)	Number	6994	10978	21048	15287	33785	2309	90401
	%	7.74	12.14	23.28	16.91	37.37	2.55	100.00
Cadet College	Number	31	66	61	31	90	31	310
	%	10.00	21.29	19.68	10.00	29.03	100.00	100.00
Total (General)	Number	25884	45998	83840	48940	108095	10883	323640
	%	8.00	14.21	25.91	15.12	33.40	3.36	100.00

The general education institutions recorded the highest number of teachers with 323640 compared to the other levels of education. Out of this number 108095 (33.40%) are reported from Rajshahi division having the highest share of teachers while Dhaka has 83840 (25.91%) teachers. The lowest number of teachers in general education is recorded in sylhet division with only 10883 (3.36%). Across type of institutions the total number of teachers employed in the school is 232929 (71.97%) which include Junior School, secondary School and school section of School &

College. According to the division wise distribution maximum number of teachers 74220 (31.86%) are in Rajshahi division while the minimum 8543 (3.67%) in sylhet division.

The total number of teachers employed in the college is 90401 (27.93%) which include school section of School & College, Intermediate College, Degree (Pass) College, Degree (Honours) college and Master's College. According to the division wise distribution maximum number of teachers 33785 (37.37%) are in Rajshahi division while the minimum 2309 (2.55%) in sylhet division.

Of the total 310 teachers of cadet colleges it is noted that the highest number of teachers 90 (29.03%) is in Rajshahi division while lowest 31(10.0%) is in Barisal, Khulna and Sylhet division.

Table 4.9 Number and Percentage of Teachers in Madrasah Education Institution by Type and Division 2005

Type of Education	Management	Number of Teachers by Division						Total
		Barisal	Chittagong	Dhaka	Khulna	Rajshahi	Sylhet	
Dakhil Madrasah	Number	9463	9121	14512	9569	26994	2242	71901
	%	13.16	12.69	20.18	13.31	37.54	3.12	100.00
Alim Madrasah	Number	2769	3896	4510	2695	5957	702	20529
	%	13.49	18.98	21.97	13.13	29.02	3.42	100.00
Fazil Madrasah	Number	2356	4426	4238	1851	5938	502	19311
	%	12.20	22.92	21.95	9.59	30.75	2.60	100.00
Kamil Madrasah	Number	399	1156	994	492	1033	171	4245
	%	9.40	27.23	23.42	11.59	24.33	4.03	100.00
Total Madrasah	Number	14987	18599	24254	14607	39922	3617	115986
	%	12.92	16.04	20.91	12.59	34.42	3.12	100.00

Note : Teachers of ebtedayee section are not included in the table.

As shown in the above table the highest number of madrasah teachers is reported in Rajshahi division with 39922 (34.42%) followed by Dhaka division with 24254 (20.91%) while sylhet division recorded the lowest number of 3617 (3.12%) madrasah teachers. It can be gathered further from the table that the highest number of Dakhil madrasah teachers is in Rajshahi division out of the total 71901 with 26994 (37.54%) followed by Dhaka with 14512 (20.18%) and again sylhet appears to have the lowest number of teachers only 2242 (3.12%). The total number of teachers in Alim madrasahs is 20529. Again Rajshahi reported the most number of teacher with 5957 (29.02%) alim teachers. Dhaka division follows with 4510 (21.97%) and the lowest numbers of teachers is again reported in sylhet division with 702 (3.42%) teachers.

Out of the total 19311 teachers in fazil madrasahs Rashahi division reported the highest number with 5938 (30.75%) and the lowest number of teachers is reported in sylhet division with only 502 (2.60%). Of the total 4245 teachers in Kamil madrasahs Chittagong division reported the highest number with 1156 (27.23%) followed by

Rajshahi division with 1033 (24.33%) and lowest is registered in sylhet division with only 171 (4.03%).

Table 4.10 Number and Percentage of Teachers in Technical Vocational Education Inst. by type and Division- 2005

Type of Education	Management	Number of Teachers by Division						
		Barisal	Chittagong	Dhaka	Khulna	Rajshahi	Sylhet	Total
Polytechnic Institute	Number	125	361	566	205	344	53	1654
	%	7.56	21.83	34.22	12.40	20.79	3.20	100.00
Technical School & College	Number	74	123	226	119	188	62	792
	%	9.34	15.53	28.53	15.05	23.74	7.83	100.00
Commercial Institute coll.	Number	4	12	16	12	20	4	68
	%	5.88	17.65	23.53	17.65	29.41	5.88	100.00
Glass & Ceramic Institute	Number			10				10
	%			100.00				100.00
Survey Institute	Number		7			10		17
	%		41.18			58.82		100.00
Technical Training Center	Number	44	93	162	16	44		359
	%	12.26	25.91	45.13	4.46	12.26		100.00
Textile Vocational Center	Number	46	70	83	47	85		331
	%	13.90	21.15	25.08	14.20	25.68		100.00
Textile Institute	Number	7	18	5		15		45
	%	15.56	40.00	11.11		33.33		100.00
Agriculture Training Institute	Number	16	19	79	23	115	10	262
	%	6.11	7.25	30.15	8.78	43.89	3.82	100.00
SSC (Vocational)	Number	310	390	1225	584	916	86	3511
	%	8.83	11.12	34.90	16.63	26.08	2.45	100.00
HSC (B.M) Institute	Number	330	550	1164	552	1452	72	4120
	%	8.01	13.35	28.25	13.40	35.24	1.75	100.00
Graphic Arts Institute	Number			16				16
	%			100.00				100.00
Total	Number	956	1643	3552	1558	3189	287	11185
Madrasah	%	8.55	14.70	31.75	13.93	28.51	2.56	100.00

The total number of teachers in technical vocational education institutions is 11185. The distribution of teachers by division shows that the highest number of teachers are employed in Dhaka division with 3552 (31.75%) followed by Rajshahi division with 3189 (28.51%) while Sylhet division recorded the lowest number of teachers with only 287 (2.56%).

The distribution of teachers by type of institutions reveals that the highest number of polytechnic teachers are in Dhaka division with 566 (34.22%) out of the total of 1654 followed by Chittagong with 361 (21.83%) and again Sylhet appears to have the lowest number of teachers with only 53 (3.20%). Of the total 792 teachers in technical school & college Dhaka division reported the highest number with 226 (28.53%) followed by Rajshahi with 188 (23.74%) and the lowest number of teacher is reported in sylhet division with only 62 (7.83%).

In commercial institute, the total number of teachers is 68 of them the highest number of teachers 20 (29.41%) is in Rajshahi division while lowest 4 (5.88%) is recorded in sylhet division. Of the total 3511 teachers in SSC (voc.) the highest

number of teachers 1225 (34.90%) is in Dhaka division while the lowest number 86 (2.45%) is in sylhet division.

The total number of teachers in HSC (B.M) is 4120 of them the highest number of teachers 1452 (35.24%) is in Rajshahi division while the lowest number of teachers is reported in sylhet division with only 72 (1.75%).

Table 4.11 Number and Percentage of Teachers in Professional Education Inst. by type and Division 2005

Type of Education	Manage- Ment	Number of Teachers by Division						
		Barisal	Chittagong	Dhaka	Khulna	Rajshahi	Sylhet	Total
Medical	Number	90	284	1350	58	355	118	2245
College	%	4.00	12.65	60.13	2.58	15.81	5.26	100.00
Dental	Number		13	229		12		254
College	%		5.12	90.16		4.72		100.00
Homeopathic	Number	46	65	184	64	88	23	469
College	%	9.81	13.85	38.23	13.64	18.76	4.90	100.00
Unani/Ayurvedic	Number	8	40	60	20	9	19	156
College	%	5.13	25.64	38.46	12.82	5.77	12.18	100.00
Nursing Training	Number	12	57	71	23	65	33	261
Institute	%	4.60	21.84	27.20	8.81	24.90	12.64	100.00
Nursing	Number			18				18
College	%			100.00				100.00
Textile Technogoly	Number			31				31
College	%			100.00				100.00
Leather Tech.	Number			15				15
College	%			100.00				100.00
Art College	Number		16	18	17	19		70
	%		22.86	25.71	24.28	27.14		100.00
Low College	Number	25	116	302	61	106	15	625
	%	4.00	18.56	48.32	9.76	16.96	2.40	100.00
Total	Number	181	591	2296	243	674	208	4191
Professional	%	4.32	14.10	54.78	5.80	16.08	4.96	100.00

According to table 4.11 the total number of teachers in different professional education institutions in the country is 4191. Out of this number 2296 (54.78%) are reported from dhaka division having the highest share of teachers while Rajshahi division has 674 (16.08%) teachers. The lowest number of teachers in professional education is recorded in Barisal division with only 181 (4.32%).

The employment of teachers by type of institutions shows the following percentage distribution; medical college 53.57% Dental College 6.06% Homeopathic College 11.19% Unani Ayurvedic College 3.72% Nursing Training institute 6.23% Textile technology college 0.74% leather technology college 0.36% Art college 1.67% and Law College 14.93%.

Table 4.11 Number and Percentage of Teachers in Teachers Education by type and Division 2005

Type of Education	Management	Number of Teachers by Division						
		Barisal	Chittagong	Dhaka	Khulna	Rajshahi	Sylhet	Total
Primary Training Institute (PTI)	Number	38	109	121	73	149	48	538
	%	7.06	20.26	22.49	13.57	27.70	8.92	100.00
Teachers Training College (TTC)	Number	101	181	456	197	277	23	1235
	%	8.18	14.65	36.92	15.45	22.43	1.86	100.00
Technical Teachers Training College	Number			15				15
	%			100.00				100.00
Vocational Teachers Training Institute	Number					6		6
	%					100.00		100.00
Physical Education College	Number	54	17	77	43	85		276
	%	19.56	6.16	27.89	15.58	30.79		100.00
HSTTI	Number	9	15	16	12	14		66
	%	13.64	22.73	24.24	18.18	21.21		100.00
Total Teacher Education	Number	202	322	702	325	531	71	2153
	%	9.38	14.95	32.60	15.09	24.66	3.30	100.00

According to table 4.12 the total number of teachers in different teacher education institutions in the country is 2153. Out of this number 702 (32.60%) are reported from Dhaka division having the highest share of teachers while Rajshahi division has 531 (24.66%) teachers. The lowest number of teachers in professional education is recorded in Sylhet division with only 71 (3.30%).

The employment of teachers by type of institutions shows following percentage distribution Primary training Institute (PTI) 25.00%, Teachers Training college (TTC) 51.36% Technical Teachers training College (TTTC) 0.70% Vocational Teachers Training Institute (VTTI) 0.28%, Physical Education College 12.82% and HSTTI 3.07%.

Table 4.13 Number and Percentage of Trained Teachers in School, College and Madrasah by Division and Gender, 2005

Sl. No.	Division	Gender	Type of Institution								
			Secondary School (including school & college)			College			Madrasah		
			Total	Trained	%	Total	Trained	%	Total	Trained	%
1	Barisal	Total	19491	9439	48.43	6994	518	07.40	14987	1518	10.13
		Female	3571	1707	47.79	1275	104	08.14	940	112	11.91
2	Chittagong	Total	35416	21420	60.48	10978	681	06.20	18599	2341	12.59
		Female	7342	4722	64.32	2211	202	09.13	1141	278	24.36
3	Dhaka	Total	63921	40897	63.98	21048	1507	07.16	24254	3831	15.80
		Female	15231	12173	79.92	5625	565	10.05	2214	527	23.80
4	Khulna	Total	34415	18949	55.06	15287	1041	06.81	14607	2405	16.46
		Female	6626	3550	53.58	2400	244	10.16	1175	212	18.04
5	Rajshahi	Total	76276	32944	43.19	33785	1919	05.68	39922	4894	12.26
		Female	13971	5235	37.47	5527	490	08.87	3810	475	12.47
6	Sylhet	Total	8639	4284	49.59	2309	64	02.77	3617	308	08.52
		Female	1549	785	50.67	362	10	02.72	161	47	29.19
Total		Total	238158	127933	53.72	90401	5730	06.34	115986	15297	13.19
		Female	48290	29172	58.34	17400	1615	09.28	9441	1651	17.49

* College education does not include cadet college and other vocational - technical and professional college

The data on the number of trained teachers indicate the opportunity of the teachers to keep himself/herself updated of new trends in terms of contents and teaching strategies. The analysis of the data in table 4.13 depicted the percentage of trained teachers according to type of education. About 53.72% are trained teachers in secondary schools, 6.34% in colleges and 13.19% in madrasahs. Among the female trained teachers, the percentage distribution among different types of education are as follows: 58.34%, 9.28% and 17.49% in schools, colleges and madrasahs, respectively. By the divisionwise analysis of trained school teachers, the highest proportion of trained teachers at 63.98% is in Dhaka division and lowest 43.19% is in Rajshahi division. For the female teachers, the highest percentage of 79.92% is in Dhaka division and the lowest 37.47% is in Rajshahi division. In college, the highest percentage of 7.40% trained teachers is in Barisal division while the lowest 2.77% of trained teachers is in Sylhet division. For female trained college teachers, the highest percentage at 10.16% is recorded in Khulna division while the lowest of 3.72% is in Sylhet division. In the case of trained teachers in madrasah the highest percentage of 16.46% is reported in Khulna division while the lowest percentage of 8.52% is in Sylhet division. Among the female madrasah teachers, the percentage is highest at 29.19% in Sylhet division while the lowest percentage of 11.91% is reported in the division of Barisal.

From these data, it may be concluded that the overall situation in terms of the number of trained teachers in all types of education is unsatisfactory. This means that large majority of the teachers did not have the opportunity to undergo training to update their skills and knowledge in teaching.

Table 4.14 Number and Percentage of School Teachers by Division, Management and Location, 2005

Sl. No.	Division	Management	No. of Teachers by Location								
			Urban			Rural			Total		
			Total	Female	%	Total	Female	%	Total	Female	%
1	Barisal	Public	398	97	24.37	57	4	07.02	455	101	22.20
		Private	1793	509	28.39	17243	2961	17.17	19036	3470	18.23
		Total	2191	606	27.66	17300	2965	17.14	19491	3571	18.32
		%	11.24	16.97		88.76	83.03		100.00	100.00	
2	Chittagong	Public	1328	391	29.44	272	44	16.18	1600	435	27.19
		Private	6181	2070	33.49	27635	4837	17.50	33816	6907	20.43
		Total	7509	2461	32.77	27907	4881	17.49	35416	7342	20.73
		%	21.20	33.52		78.80	66.48		100.00	100.00	
3	Dhaka	Public	2351	983	41.81	274	52	18.98	2625	1035	39.43
		Private	19220	7323	38.10	42076	6873	16.33	61296	14196	23.16
		Total	21571	8306	38.51	42350	6925	16.35	63921	15231	23.83
		%	33.75	54.54		66.25	45.46		100.00	100.00	
4	Khulna	Public	737	212	28.77	81	18	22.22	818	230	28.12
		Private	4763	1499	31.47	28834	4897	16.98	33597	6396	19.04
		Total	5500	1711	31.11	28915	4915	17.00	34415	6626	19.25
		%	15.98	25.82		84.02	74.18		100.00	100.00	
5	Rajshahi	Public	1324	417	31.50	237	33	13.92	1561	450	28.83
		Private	8333	2563	30.04	66382	10958	16.51	74715	13521	18.10
		Total	9657	2980	30.25	66619	10991	16.50	76276	13971	18.32
		%	12.66	21.33		87.34	78.67		100.00	100.00	
6	Sylhet	Public	274	72	26.28	101	17	09.90	375	89	23.73
		Private	1242	421	33.90	7022	1039	14.90	8264	1460	17.67
		Total	1516	493	32.52	7123	1056	14.83	8639	1549	17.93
		%	17.55	31.83		82.45	68.17		100.00	100.00	
Bangladesh		Public	6412	2172	33.87	1022	168	15.75	7434	2340	31.38
		Private	41532	14385	34.64	189192	31565	16.57	230724	45950	19.92
		Total	47944	16557	34.53	190214	31733	16.57	238158	48290	20.28
		%	20.13	34.29		79.87	65.71		100.00	100.00	

According to location, the most number of teachers 79.87% are serving in rural areas while 20.13% are in urban areas in secondary schools. The situation is quite different in case of female teachers. Among the female teachers, 65.71% are serving in rural areas while 34.29% are in urban areas. The divisionwise distribution of teachers reveals that the highest percentage of teachers (33.75%) are employed in urban areas of Dhaka division while the lowest (11.24%) employed in Barisal division. The distribution of teachers by location is the same in case of female teachers.

As regards to gender distribution of teachers in urban area, it is observed that the highest percentage of female teachers (54.54%) is employed in Dhaka division while the lowest (16.97%) is in Barisal division; in rural areas, the highest percentage of female teachers (17.49%) is employed in Chittagong division and the lowest (14.83) is in Sylhet division.

In urban Bangladesh, (33.87%) of the teachers are female in government schools whereas (34.64%) of the privately run school teachers are female.

Table 4.15 Number and Percentage of Madrasah Teachers by Division, Management and Location, 2005

Sl. No.	Division	Management	No. of Teachers by Location									
			Urban			Rural			Total			
			Total	Female	%	Total	Female	%	Total	Female	%	
1	Barisal	Public	-	-	-	-	-	-	-	-	-	-
		Private	1343	161	11.99	13644	779	05.71	14987	940	06.27	
		Total	1343	161	11.99	13644	779	05.71	14987	940	06.27	
		%	08.96	17.13		91.04	82.87		100.00	100.00		
2	Chittagong	Public	-	-	-	-	-	-	-	-	-	
		Private	1949	141	07.23	16650	1000	06.01	185999	1141	06.13	
		Total	1949	141	07.23	16650	1000	06.01	185999	1141	06.13	
		%	10.48	12.36		89.52	87.64		100.00	100.00		
3	Dhaka	Public	53	1	01.89				53	1	01.89	
		Private	3065	409	13.34	21136	1804	08.54	24201	2213	09.14	
		Total	3118	410	13.15	21136	1804	08.54	24254	2214	09.13	
		%	12.86	18.52		87.14	81.48		100.00	100.00		
4	Khulna	Public	-	-	-	-	-	-	-	-	-	
		Private	1398	178	12.73	13209	997	07.55	14607	1175	08.04	
		Total	1398	178	12.73	13209	997	07.55	14607	1175	08.04	
		%	09.57	15.15		90.43	84.85		100.00	100.00		
5	Rajshahi	Public	14	1	07.14				14	1	07.14	
		Private	2763	399	14.44	37145	3410	09.18	39908	3809	09.54	
		Total	2777	400	14.40	37145	3410	09.18	39922	3810	09.54	
		%	06.96	10.50		93.04	89.50		100.00	100.00		
6	Sylhet	Public	15						15			
		Private	350	33	09.43	3252	128	03.94	3602	161	04.47	
		Total	365	33	09.43	3252	128	03.94	3617	161	04.45	
		%	10.09	20.50		89.91	79.50		100.00	100.00		
Bangladesh		Public	82	2	02.44				82	2	02.44	
		Private	10868	1321	12.15	105036	8118	07.73	115904	9439	08.14	
		Total	10950	1323	12.08	105036	8118	07.73	115986	9441	08.14	
		%	09.44	14.01		90.56	85.99		100.00	100.00		

There are 115986 teachers employed in madrasah education; of them 9441 (8.14%) are female. There are only 82 teachers in public madrasahs while the rest are employed in private madrasahs. Of the total number of teachers teaching in madrasahs, 10950 (9.44%) are employed in urban areas and 105036 (90.56%) are in rural areas. The highest number of madrasah teachers 39922 is in Rajshahi division; 37145 (93.04%) of them are in rural areas. The lowest number of madrasah teachers 3617 is in Sylhet division and 3252 (89.91%) of them are in rural areas.

The distribution of female teachers by location, in so far as the urban location is concerned, shows that the highest percentage (14.40%) is recorded in Rajshahi division while the lowest (7.23%) in Chittagong division. For the rural areas, the highest percentage (9.18%) is recorded in Rajshahi division while the lowest (3.94%) in Sylhet division.

Table 4.16 Number and Percentage of College Teachers by Division, Management & Location, 2005

Sl. No.	Division	Management	No. of Teachers by Location								
			Urban			Rural			Total		
			Total	Female	%	Total	Female	%	Total	Female	%
1	Barisal	Public	837	116	13.86	67	3	04.48	904	119	13.16
		Private	1735	380	21.90	4355	776	17.82	6090	1156	18.98
		Total	2572	496	19.28	4422	779	17.62	6994	1275	18.23
		%	36.77	38.92		63.23	61.08		100.00	100.00	
2	Chittagong	Public	1654	291	17.59	285	34	11.93	1939	325	16.76
		Private	2599	761	29.28	6440	1125	17.47	9039	1886	20.87
		Total	4253	1052	24.74	6725	1159	17.23	10978	2211	20.14
		%	38.74	47.60		61.26	52.40		100.00	100.00	
3	Dhaka	Public	3057	1154	37.75	558	99	17.74	3615	1253	34.66
		Private	8540	2817	32.99	8893	1555	17.49	17433	4372	25.08
		Total	11597	3971	34.24	9451	1654	17.50	21048	5625	26.72
		%	55.10	70.60		44.90	29.40		100.00	100.00	
4	Khulna	Public	1343	219	16.31	41	2	04.88	1384	221	15.97
		Private	3517	738	20.98	10386	1441	13.87	13903	2179	15.67
		Total	4860	957	19.69	10427	1443	13.84	15287	2400	15.70
		%	31.79	39.89		68.21	60.11		100.00	100.00	
5	Rajshahi	Public	2369	464	19.59	269	21	07.81	2638	485	18.39
		Private	7516	1656	22.03	23631	3386	14.33	31147	5042	16.19
		Total	9885	2120	21.45	23900	3407	14.26	33785	5527	16.36
		%	29.26	38.36		70.74	61.64		100.00	100.00	
6	Sylhet	Public	402	63	15.67	80	5	06.25	482	68	14.11
		Private	517	107	20.70	1310	187	14.27	1827	356	16.35
		Total	919	170	18.50	1390	192	13.81	2309	362	15.68
		%	39.78	46.94		60.22	53.06		100.00	100.00	
Bangladesh		Public	9662	2307	23.88	1300	164	12.62	10962	2471	22.54
		Private	24424	6459	26.45	55015	8470	15.40	79439	14929	18.79
		Total	34086	8766	25.72	56315	8634	15.33	90401	17400	19.25
		%	37.71	50.38		62.29	49.62		100.00	100.00	

There are 90401 teachers teaching in the colleges. Of this number, the female teachers are 17400 (19.25%). The distribution of teachers in colleges according to location shows that 37.71% is employed in urban areas and 62.29% is in rural areas. Among the female teachers, 50.38% are employed in urban areas and 49.62% in rural areas. The division wise distribution of data reveals that the highest percentage of teachers (55.10%) is teaching in urban areas of Dhaka division while the lowest percentage (29.26%) of the college teachers is teaching in urban areas of Rajshahi division. As regards to the distribution of teachers in rural areas, it appears that the highest percentage of 70.74% is recorded in Rajshahi division while the lowest percentage (44.90%) is teaching in rural areas of Dhaka division. This situation is understandable considering the fact that Dhaka is the most urbanized division in Bangladesh.

In urban areas, the highest percentage (37.75%) of female teachers is employed in the public institutions in Dhaka division while the highest percentage (32.99%) of female teachers teaching in private institutions. The lowest percentage of female teachers teaching in public institutions is (13.86%) in Barisal division while the lowest percentage (20.701%) of the female teachers teaching in private institutions is registered in Sylhet division. On the other hand, the situation in rural areas reveals that the highest percentage (17.74%) of female teachers employed in public institutions is reported in Dhaka division while in private institutions, the lowest percentage of 13.87% is recorded in Khulna division.

Table 4.17 Number and Percentage of Non-Teaching Staff in School, College and Madrasah by

Type, Gender and Management, 2005

Sl. No.	Type of Institutions	Non-teaching Staff											
		Class III			Class IV			Total			Librarian/Ast. Librarian		
		T	F	%	T	F	%	T	F	%	T	F	%
1	Junior School	4123	459	11.13	7269	1547	21.28	11392	2006	18.14	67	20	29.85
2	Secondary School	15089	1230	08.15	39249	7406	18.87	54338	8636	15.89	431	85	19.72
	Total (Schools)	19212	1689	08.79	46518	8953	19.25	65730	10642	16.19	498	105	21.08
3	School & College	1991	249	12.51	4663	1054	22.60	6654	1303	19.58	467	133	28.48
4	Intermediate College	2877	320	11.12	7119	1302	18.29	9996	1622	16.23	1198	287	23.96
5	Degree Pass Colleg	3889	413	10.62	11893	2038	17.14	15782	2451	15.53	1797	324	18.03
6	Honours College	263	19	07.22	801	82	10.24	1064	101	09.49	96	11	11.46
6	Masters College	613	46	07.50	1841	217	11.79	2454	263	10.72	288	26	09.03
	Total (Colleges)	7642	798	10.44	21654	3639	16.81	29296	4437	15.15	3379	648	19.18
7	Dhakhil Madrasah	6549	483	07.38	13657	1152	08.44	20206	1635	08.09	50	8	16.00
8	Alim Madrasah	1316	47	03.57	2820	138	04.89	4136	185	04.47	30	7	23.33
9	Fazil Madrasah	1955	53	02.71	4255	149	03.50	6210	202	03.25	737	42	05.70
10	Kamil Madrasah	492	10	02.03	1126	46	04.09	1618	56	03.46	163	9	05.52
	Total (Madrrasahs)	10312	593	05.75	21858	1485	06.79	32170	2078	06.46	980	66	06.73
	Grand Total	39157	3329	08.50	94693	15131	15.98	133850	18460	13.79	5324	952	17.88

Non-teaching Staff

Non-teaching staff play a vital role in the efficient delivery of education services. As depicted by 2005 NES data, the total number of class III & class IV employees are 133850 employed in various schools, colleges and madrasahs in the country. Of this number, the female employees number about 18460 (13.79%); of them, 39157 (29.25%) are class III and 94693 (70.75%) are class IV employees. Further analysis in the distribution of the female employees shows that of the 65730 (49.11%) working in secondary schools, 16.19% or 10642 are female. Of the 29296 (21.89%) non-teaching staff in colleges, 15.15% or 4437 are female staff. There are 32170 (24.03%) non-teaching staff in madrasahs, of which 6.46% or 2078 are female.

Another category of non-teaching staff are the assistant librarians/librarians. The data show that of the total 5324 librarians/assistant librarians employed in schools, colleges and madrasahs, only 17.88% or 952 are female. The number of assistant librarians/librarians varies according to their working type of education. The data indicate that 498, 3379 and 980 librarians/assistant librarians are employed in schools, colleges and madrasahs, respectively. In general, the assistant

librarians/librarians in post-primary education institutions are still dominated by the male employees and most of them are employed in the colleges.

Teachers' Educational Qualification

The pre-service education and training of teachers before joining the teaching profession is a very important factor in determining the effectiveness of the teacher in imparting knowledge to the students. He should be equipped with both the pedagogy and contents of the subject being taught. The educational qualification of teachers also determines who are qualified to teach and who are not and that becomes the basis for the identification of potential trainees in the various in-service training programmes designed and conducted by the various institutions to enhance teachers' competence. While there is a separate comprehensive report on the post-primary education teachers' profile, the data presented in this report is one of the items asked for about the teachers in the post-primary survey 2005.

Table 4.18 Number and Percentage of Teachers in School (excluding school section of school & College) by

Highest Academic Attainment with Division/Class, Type and Management, 2005

Type of Institution	Management	Div/Class	SSC or Equi		HSC or Equiv		Graduate		Post-graduate		Fazil		Kamil		Total	
			No. of Teacher	%	No. of Teacher	%	No. of Teacher	%	No. of Teacher	%	No. of Teacher	%	No. of Teacher	%	No. of Teacher	%
Junior School	Private	1st	59	17.70	94	06.80	249	00.91	93	03.50	46	02.30	99	04.20	640	01.70
		2 nd	181	54.30	581	42.20	14877	54.30	853	70.80	1185	60.40	1929	80.80	20606	57.10
		3rd	93	27.90	701	51.00	12269	44.80	671	25.60	732	37.30	358	15.00	14824	41.10
		Total	333	00.92	1376	03.80	27395	76.00	2617	07.30	1963	05.40	2386	06.60	36070	100.00
Secondary School	Public	1st	35	17.90	14	03.90	79	01.90	358	07.20	15	27.30	104	18.90	605	05.90
		2nd	140	71.40	215	59.70	2345	57.50	4370	88.40	18	32.40	374	68.00	7462	73.30
		3rd	21	10.70	131	36.40	1651	40.50	217	04.40	22	40.00	72	13.10	2114	20.80
		Total	196	01.93	360	03.50	4075	40.00	4945	48.60	55	00.55	550	05.40	10181	100.00
	Private	1st	257	11.40	400	03.40	1400	01.09	500	02.66	97	02.50	592	05.40	3246	01.85
		2nd	1102	49.00	4316	36.40	52455	40.90	13316	70.90	1790	47.60	7532	68.80	80511	45.90
		3rd	890	39.60	7029	59.80	74175	58.00	4972	26.50	1870	49.80	2829	25.80	91765	52.30
		Total	2249	01.28	11745	06.69	128030	72.94	18788	10.70	3757	02.10	10953	06.20	175522	100.00
Total (Schools)	Public	1st	35	17.90	14	03.90	79	01.90	358	07.20	15	27.30	104	18.90	605	05.90
		2nd	140	71.40	215	59.30	2345	57.50	4370	88.40	18	32.70	374	68.00	7462	73.30
		3rd	21	10.70	131	36.40	1651	40.50	217	04.40	22	40.00	72	13.10	2114	20.80
		Total	196	01.90	360	03.52	4075	40.00	4945	48.60	55	00.54	550	05.40	10181	100.00
	Private	1st	316	72.20	494	03.80	1649	01.10	593	02.80	143	02.50	691	05.20	3886	01.80
		2nd	1283	49.70	4897	37.30	67332	43.30	15169	70.90	2975	52.00	9461	70.90	101117	47.80
		3rd	983	38.00	7730	58.90	86444	55.60	5643	26.40	2602	45.50	3187	23.90	106589	50.40
		Total	2582	01.22	13121	06.20	155425	73.50	21405	10.10	5720	02.70	13339	06.30	211592	100.00
Total	1st	351	12.60	508	03.80	1728	01.10	951	03.60	158	02.70	795	05.70	4491	02.03	
	2nd	1423	51.20	5112	37.90	69677	43.70	19539	74.10	2993	51.80	9835	70.80	108579	48.91	
	3rd	1004	36.10	7861	58.30	88095	55.20	5860	22.20	2624	45.40	3259	23.50	108703	49.02	
	Total	2778	01.25	13481	06.08	159500	71.92	26350	11.88	5775	02.60	13889	06.26	221773	100.00	

The analysis of data according to highest academic attainment of the teachers shows that out of total 221773 school teachers, 1.25% or 2778 have SSC or equivalent; 6.08% or 13481 HSC or equivalent; 152500 or 71.92% are graduate; 26350 or 11.88% are post-graduate; 5775 or 2.60% are fazil; and 13889 or 6.26% are graduates of kamil. Among them, 2.03% secured 1st division; 48.91% secured 2nd division; and 49.02% secured 3rd division. For the public institutions, 605 or 5.9% have secured 1st division; 7462 or 73.3% 2nd division; and 2114 or 20.8% 3rd division. There are 40.00% graduate teachers in public institutions and 73.5% in private institutions. On the other hand, there

are 48.6% post graduate teachers employed in public institution and 10.1% are in private institutions. This analysis of data also reveals that 1.22% and 6.20% teachers of private institutions are SSC or equivalent and HSC or equivalent, respectively. The public schools registered 1.90% and 3.52% SSC or equivalent and HSC or equivalent teachers. As a whole, it is interesting to note that a big majority or 71.92% of the teachers are very much qualified to teach as they have finished the graduate level. However, a significant number of these teachers need to undergo in-service training programmes, to finish their graduate course in teacher education.

Table 4. 19 Number of Teachers in Colleges by Highest Academic Attainment with Division/
Class, Type and Management, 2005

Type of Institution	Management	Number/ Percent	Graduate				Post-Graduate				Total			
			1st	2nd	3rd	Total	1st	2nd	3rd	Total	1st	2nd	3rd	Total
School & College	Private	Number	209	3344	5425	8978	922	10126	883	11931	1131	13469	6309	20909
		%	02.33	37.25	60.42	42.94	07.73	84.87	07.40	57.06	05.41	64.42	30.17	100.00
Intermediate College	Public	Number	-	14	1	15	27	144	2	173	27	158	3	188
		%		93.33	06.67	07.98	15.61	83.24	01.16	92.02	14.36	84.04	01.60	100.00
	Private	Number	109	3022	1617	4748	856	22040	1015	23911	65	25062	2632	28659
		%	02.30	63.65	34.06	16.57	03.58	92.18	04.24	83.43	03.37	87.45	09.18	100.00
	Total	Number	109	3036	1618	4763	883	22184	1017	24084	992	25220	2635	28847
		%	02.29	63.74	33.97	16.51	03.67	92.11	04.22	83.49	03.44	87.43	09.13	100.00
Degree College	Public	Number	46	169	49	264	563	2699	49	3311	609	2868	98	3575
		%	17.42	64.02	18.56	07.38	17.00	81.52	01.48	92.67	17.03	80.22	02.74	100.00
	Private	Number	26	1933	1468	3427	1085	26500	873	28458	1111	28433	2341	31885
		%	00.76	56.41	42.84	10.75	03.81	93.12	03.07	89.25	03.48	89.17	07.34	100.00
	Total	Number	72	2102	1517	3691	1648	29199	922	31769	1720	31301	2439	35460
		%	01.95	56.95	41.10	10.41	05.19	91.91	02.90	89.59	04.85	88.27	06.88	100.00
Honours College	Public	Number	17	95	26	138	327	1178	109	1614	344	1273	135	1752
		%	12.32	68.84	18.84	07.88	20.26	72.99	06.75	92.12	19.63	72.66	07.71	100.00
	Private	Number	3	114	40	157	43	583	24	650	46	697	64	807
		%	01.91	72.61	25.48	19.45	06.62	89.69	03.69	80.55	05.70	86.37	07.93	100.00
	Total	Number	20	209	66	295	370	1761	133	2264	390	1970	199	2559
		%	06.78	70.85	22.37	11.53	16.34	77.78	05.87	88.47	15.24	76.98	07.78	100.00
Masters College	Public	Number	62	243	28	333	651	2906	290	3847	713	3149	318	4180
		%	18.62	72.97	08.41	07.97	16.92	75.54	07.54	92.03	17.06	75.33	07.61	100.00
	Private	Number	4	51	22	77	319	3321	24	1664	0323	1372	46	1741
		%	05.19	66.23	28.57	04.42	19.17	79.39	01.44	95.58	18.55	78.81	02.64	100.00
	Total	Number	66	294	50	410	970	4227	314	5511	1036	4521	364	5921
		%	16.10	71.71	12.20	06.92	17.60	76.70	05.70	93.08	17.50	76.36	06.15	100.00
Total (Colleges)	Public	Number	125	521	104	750	1568	6927	450	8945	1693	7448	554	9695
		%	16.67	69.47	13.87	07.74	17.53	77.44	05.03	92.26	17.46	76.82	05.71	100.00
	Private	Number	255	6926	6076	13257	2801	55912	2413	61126	3056	62838	8489	74383
		%	01.92	52.24	45.83	17.82	04.58	91.47	03.95	82.18	04.11	84.48	11.41	100.00
	Total	Number	380	7447	6180	14007	4369	62839	2863	70071	4749	70286	9043	84078
		%	02.71	53.17	44.12	16.66	06.24	89.68	04.09	83.34	05.65	83.60	10.76	100.00

The above table depicts that out of 84078 college teachers, 5.65% or 4749 obtained 1st division/class and 83.60% or 70286 2nd division/class while 10.76% or 9043 obtained 3rd division/class in their highest academic degree/certificate. For the public colleges, the following percentages are reported: 17.46%, 76.82% and 5.71% in the 1st, 2nd and 3rd divisions, respectively. Among the post graduate teachers, 6.24% or 4369 obtained 1st class; 89.68% or 62839 obtained 2nd class and 4.09% or 2863 obtained 3rd class in their post graduate degree. It is noted that of the type of institutions, most of the college teachers are in the degree college with 35460 followed by the teachers in the intermediate college with 28847 of them.

Table 4.20 Number & Percentage of Teachers in Madrasahs by Highest Academic Attainment with Division/Class Type and Management, 2005

Sl. No	Type of Institution	Management	Div. /Class	SSC or Equiv		HSC or Equ		Graduate		Post-graduate		Fazil		Kamil		Total	
				No. of Teacher	%	No. of Teacher	%	No. of Teacher	%	No. of Teacher	%	No. of Teacher	%	No. of Teacher	%	No. of Teacher	%
1	Dakhil Madrasah	Private	1st	619	14.28	462	02.67	315	01.37	54	03.22	298	01.78	1296	05.55	3044	03.53
			2nd	2747	63.35	7727	44.71	12871	56.15	1276	76.00	8855	52.81	19028	81.45	52504	60.80
			3rd	970	22.37	9092	52.61	9738	42.48	349	20.79	7615	45.41	3039	13.01	30803	35.67
			Total	4336	05.02	17281	20.01	22924	26.55	1679	01.94	16768	19.42	23363	27.06	86351	100.00
2	Alim Madrasah	Private	1st	114	14.06	128	03.30	70	01.14	75	02.53	107	03.30	751	09.99	1245	05.30
			2nd	497	61.28	1461	37.62	2641	53.21	2593	87.57	1521	46.86	5816	77.30	14529	62.10
			3rd	200	24.66	2295	59.09	2252	45.38	293	09.90	1618	49.85	954	12.06	7612	32.50
			Total	811	03.40	3884	16.60	4963	21.20	2961	12.70	3246	13.90	7521	32.20	23386	100.00
3	Fazil Madrasah	Private	1st	72	11.30	113	03.70	62	01.40	120	03.80	80	02.90	1327	17.60	1774	08.30
			2nd	410	64.50	1263	41.30	2313	52.90	2701	85.90	1379	49.90	5348	71.10	13414	62.40
			3rd	154	24.20	1681	54.90	1993	45.60	320	10.20	1300	47.10	845	11.20	6293	29.30
			Total	636	02.90	3057	14.20	4368	20.30	3141	14.60	2759	12.90	7520	35.00	21481	100.00
4	Kamil Madrasah	Public	1st							5	31.20			22	34.90	27	32.90
			2nd			2	100.00			11	68.80			40	63.50	53	64.60
			3rd					1	100.00					1	01.50	2	02.40
			Total			2	02.40	1	01.20	16	19.50			63	76.80	82	100.00
		Private	1st	38	30.20	29	06.60	11	01.30	75	08.50	46	13.20	995	48.20	1194	25.40
			2nd	55	43.60	219	50.00	476	57.50	737	83.00	188	54.00	904	43.80	2579	54.90
			3rd	33	26.20	190	43.40	341	41.20	76	08.50	114	32.88	164	07.90	918	19.60
			Total	126	02.70	438	09.30	828	17.60	888	18.90	348	07.40	2063	43.90	4691	100.00
All Madrasah	Public	1st								5	31.20			22	34.90	27	32.93
		2nd			2	100.00			11	68.80			40	63.50	53	64.93	
		3rd					1	100.00					1	01.50	2	02.44	
		Total			2	02.40	1	01.20	16	19.50			63		82	100.00	
	Private	1st	843	14.30	732	02.80	458	01.40	324	03.70	531	02.30	4369	10.80	7257	05.30	
		2nd	3709	62.80	10670	43.30	18301	55.30	7307	84.30	11943	51.60	31096	76.80	83026	61.10	
		3rd	1357	22.70	13258	53.80	14324	43.30	1038	11.90	10647	46.00	5002	12.40	45626	33.60	
		Total	5909	04.30	24660	18.10	33083	24.30	8669	06.40	23121	17.00	40467	29.80	135909	100.00	
Total	1st	843	14.30	732	02.80	458	01.40	329	03.80	531	02.30	4391	10.80	7284	05.40		
	2nd	3709	62.80	10672	43.30	18301	55.30	7318	84.30	11943	51.60	31136	76.80	83079	61.10		
	3rd	1357	22.70	13258	53.80	14325	43.30	1038	11.90	10647	46.00	5003	12.30	45628	33.50		
	Total	5909	04.30	24662	18.10	33084	24.30	8685	06.40	23121	17.00	40530	29.80	135991	100.00		

Note: Teachers of ebtedayee section are included in the table.

From the table 4.20, it can be gleaned that the number of madrasah teachers stands at 135991. Of this number, 4.3%, 18.1%, 24.3%, 6.4%, 17.00% and 29.8% have the highest academic qualifications SSC or equivalent, HSC or equivalent, graduate, post-graduate, fazil and kamil degree, respectively. Among them all, 5.4%, 61.1% and 33.5% secured the 1st division/class, 2nd division/class and 3rd division/class in their highest academic degree/certificate, respectively. In the case of public madrasahs which are only at kamil level, there are only 82 teachers, of them, 32.9% have attained 1st division/class, 64.63% 2nd division/class and 2.44% 3rd division/class in their last academic degree/certificate. It can be seen from this table that in the public or government kamil madrasahs, there are no teachers with SSC or equivalent. Only 2 teachers are HSC or equivalent certificates while in the privately managed kamil madrasahs, there are 2.7% SSC or equivalent and 9.3% HSC or equivalent certificate holding teachers.

Further, it can be seen from the table that the most number of post-graduate degree holder teachers are in fazil madrasah while the most number of graduate certificate holders are in Dakhil madrasahs. Both the SSC or equivalent and HSC or equivalent are prevalent in dakhil madrasahs. It is also in dakhil madrasah where most of the fazil and kamil holders are teaching. In general, the highest percentage (29.8%) of teachers teaching in madrasahs are kamil graduates, followed by Graduate degree holder (24.3%) and the lowest percentage are SSC or equivalent with 4.3%.

Chapter-V

INVENTORY OF INSTITUTION INFRASTRUCTURE

The conducive learning environment has been found to be an important component of the education system. In fact, it is significantly associated with the learning achievement and enhances learning capacities of students. School premises, classrooms, laboratory rooms, facilities and library resources are essential inputs to make the learning process more meaningful and enjoyable for students. The inadequacy and poor condition of these components endanger the lives of the students and teachers. The occurrence of natural calamities like cyclones and heavy rains easily destroy the infrastructures which provide shelter and protection to students while they are in school. The availability of basic facilities and utilities such as toilets, water system, and electricity are likewise important to maintain hygiene and instill health habits among the students. The problem of ejection and/or transfer of institution site in effect distract, if not, displace students in their schooling. It is also a concern of the institution heads whether the institution has sufficient space for the students to move freely inside and outside of the classrooms and whether the area is being utilized to the maximum for learning purposes.

An inventory of these resources and its distribution by division, type of education, level of institution and management is the subject of this chapter. The data and information revealed in the survey becomes a valuable input to educational authorities in determining which division has been lacking of these resources and where these are adequate. It was indeed difficult to undertake this inventory in the survey but it was included in view of its importance for physical development/expansion of the post-primary educational institutions in particular and the education system in general.

Table 5.1 Average Classroom per Institution in School, College and Madrasah By Level of Institution and Management, 2005

Level of Institution	Public			Private			Total		
	No. of Instn.	Total Class room	Average Class room	No. of Instn.	Total Class room	Average Class room	No. of Instn.	Total Class room	Average Class room
Junior Secondary School	-	-	-	4322	22841	5	4322	22841	5
Secondary School	317	4747	15	13223	137434	10	13540	142181	10
School & College	-	-	-	638	11406	18	638	11406	18
Intermediate College	10	105	11	1165	8645	7	1175	8750	7
Degree College	139	1861	13	1048	14126	13	1187	15987	13
Honours College	41	801	20	20	379	19	61	1180	19
Masters College	61	1825	30	28	884	32	89	2709	30
Dhakhil Madrasah	-	-	-	6686	73277	11	6686	73277	11
Alim Madrasah	-	-	-	1315	16681	13	1315	16681	13
Fazil Madrasah	-	-	-	1039	16276	16	1039	16276	16
Kamil Madrasah	3	61	20	172	3410	20	175	3471	20

An inventory of the number of classrooms per level and sector of the institutions have been included in the survey in view of its importance in describing the overall picture of the post-primary education in the country.

There are 22841 classrooms in the 4322 junior secondary schools and 142181 classrooms in secondary schools in the country. This means that the average number of classrooms for a junior secondary school is 5 and 10 for a secondary school. The distribution of classrooms by sector shows that the average number of classrooms in private secondary schools is 10 while in public sector the average number is 15 classrooms.

Considering the School & College, Intermediate College, Degree (pass) college, Honours College and Masters College the number of classrooms both in public and private sector it appears that the average number of classrooms in school & college is 18, intermediate college is 7, degree (pass) college is 13, honours college is 19 and 30 in masters college. Level wise distribution of data depicts that the average number of classrooms is highest (30) in masters colleges while the lowest (07) is in intermediate colleges.

In the public sector with only 3 kamil madrasahs, the average number of classrooms is 20. According to type of madrasahs, the average number of classrooms in dhakhil madrasahs is 11; in alim madrasahs the average number is 13; in fazil it is 16; and in kamil madrasah it is 20. It should be noted that there is no public madrasah in dhakhil, alim and fazil levels.

Table 5. 2 Number and Percentage of Institution by Ownership of Premises and Level of Institution, 2005

Level of Institution	Own Building		Rented Building		Total Institution
	No. of Institution	% of Institution	No. of Institution	% of Institution	
Junior School	4253	98.40	69	1.60	4322
Secondary School	13268	98.00	272	2.00	13540
School & College	622	97.49	16	2.51	638
Intermediate College	1117	95.06	58	4.94	1175
Degree College	1145	96.46	42	3.54	1187
Honours College	58	95.08	03	4.92	61
Masters College	86	96.63	03	3.37	89
Dhakhil Madrasah	6611	98.88	75	1.12	6686
Alim Madrasah	1298	98.71	17	1.29	1315
Fazil Madrasah	1025	98.65	14	1.35	1039
Kamil Madrasah	173	98.86	02	1.14	175

The total institutions' ownership of the premises indicates stability of the institution to keep the students in good learning environment. Ownership status makes the difference in terms of development/expansion of the facilities. The heads of the institutions can initiate repair, expansion and other improvements to ensure the security and comfort of the students and teachers if the institutions own the buildings.

In view of some restrictions and regulations imposed by the owners of the buildings rented by the institutions, it would be difficult for the heads of the institutions or management to initiate improvements thus, the total learning environment is threatened by ejection, discomfort, congestion and poor maintenance.

Of the total 17862 junior and secondary schools, 98.1% own the school premises while 1.9% of premises are rented. In junior secondary schools, out of the 4322 buildings, 98.40% are owned while 69 or 1.60% are rented. The ownership in the secondary schools is almost the same as that of the junior secondary with 13268 or 98.00% of the premises owned while 272 or 2.00% are rented.

Among the colleges, school and colleges recorded the highest ownership at 97.49% of their premises while the intermediate colleges reported the highest rented rate at 4.94%.

In the case of madrasahs, It is interesting to note that the status of ownership of premises is almost similar in all levels of madrasahs.

Chapter-VI

INSTITUTION FINANCE

Education is an investment in human skills development. It helps foster economic growth, enhances productivity, contribute to personal and social development and reduces social inequality. Like any investment, it involves both costs and returns. However, resources are always scarce despite the great deal of efforts exerted by both public and private sectors to provide the basic funding requirements of the institutions in terms of salary, textbooks, furniture and other facilities. In view of the apparent inadequate financial resources, institution heads have applied various modes of generating additional funds to meet the essential requirements in making the institutions perform its task of providing educational services to students. To date, there is no comprehensive data about the exact amount received by the educational institutions in Bangladesh from the government and other sources. What is reported is the amount of government revenue and development budget allocated to the various sub-sectors of education. The annual total combined percentage share or growth over the years shows that the secondary and higher education sectors are getting the bigger share of the revenue budget while the primary and mass education claims the bigger share of the development budget. But the financial picture remains incomplete in terms of income and expenditure in education because the institutional breakdown is not available.

The data about the financial resources of the institution is one of the most difficult elements in data collection. A number of reasons have been identified including the apprehension that the data may be used against the institutions. A careful and tactful explanation was made during the survey by the enumerators as to the importance of the said data. The survey yielded some significant information that can be used as baseline information about the two main sources of income such as current and development. The current income is basically a continuous or regular income which are derived from student fees, salary supports from government, income from properties and donations from the public while the development income is derived from funds received for constructing and undertaking major repair of the infrastructures of the institution. The development income also includes other capital income for the purpose of developing the institution other than infrastructure development such as equipment, site improvement, etc. and items of expenditures which can be used for budgeting, funding allocation, financial support and other educational development activities.

Table 6.1 Annual Income by Type of Institution and Location, 2005 (in Thousand Taka)

Sl. No.	Type of Institution	Management	Current Income									
			Students Fee	%	Salary Support	%	Property Income	%	Public Donation	%	Total	%
1	School	Public	56735	12.85	370244	83.87	9547	02.16	4900	01.11	441426	87.91
		Private	4507650	20.59	15790000	72.12	1284280	05.87	312559	01.43	21894490	86.42
		Total	4564385	20.44	16160244	72.35	1293827	05.79	317460	01.42	22335915	86.45
2	College	Public	140237	14.98	791994	84.63	3386	00.36	255	00.03	935872	93.76
		Private	1938171	23.46	6072359	73.50	85002	01.03	166258	02.01	8261790	83.67
		Total	2078408	22.60	6864354	74.63	88388	00.96	166512	01.81	9197662	84.60
3	Madrasah	Public	134	63.24	0	00.00	78	36.76	0	00.00	212	94.57
		Private	1487062	16.15	7044367	76.52	199273	02.16	475365	05.16	9206066	93.59
		Total	1487196	16.15	7044367	76.52	199351	02.17	475365	05.16	9206278	93.59
Bangladesh	Public	197106	14.31	1162236	84.37	13010	00.94	5155	00.37	1377509	91.80	
	Private	7932883	20.15	28906726	73.44	1568555	03.98	954182	02.42	39362346	87.39	
	Total	8129989	19.96	30068964	73.81	1581566	03.88	959337	02.35	40739855	87.53	

(Table 6.1 Continued)

Sl. No.	Type of Institution	Management	Development Income								Grand Total
			Recurring	%	Development	%	Other Capital	%	Total	%	
1	School	Public	6395	10.53	38978	64.19	15354	25.28	60726	12.09	502152
		Private	136424	03.97	1189521	34.58	2113571	61.45	3439517	13.58	25334007
		Total	142819	04.08	1228499	35.10	2128925	60.82	3500243	13.55	25836159
2	College	Public	13494	21.66	11714	18.80	37099	59.54	62308	06.24	998179
		Private	103045	06.39	299608	18.58	1209551	75.02	1612204	16.33	9873994
		Total	116540	06.96	311321	18.59	1246650	74.45	1674511	15.40	10872173
3	Madrasah	Public	0	00.00	0	00.00	12	100.00	12	05.43	224
		Private	46631	07.40	275747	43.75	307849	48.85	630227	06.41	9836293
		Total	46631	07.40	275747	43.75	307861	48.85	630239	06.41	9836517
Bangladesh	Public	19889	16.16	50692	41.20	52465	42.64	123046	08.20	1500555	
	Private	286100	05.04	1764876	31.06	3630972	63.90	5681948	12.61	45044294	
	Total	305989	05.27	1815567	31.28	3683437	63.45	5804994	12.47	46544849	

A comparative analysis of the annual income of the post-primary educational institutions by sector reveals that Tk. 45.04 billion of the total Tk. 46.54 billion are generated by the private managed institutions and Tk.1.92 billion are income of the public or government managed institutions. In terms of current income by type and sector, it appears that the income derived from students' fee in the private sector constitutes 20.15% while 14.31% in the public sector institutions. The biggest income comes from the government salary support. About 84.37% of public institutions' current income is derived from salary support extended by government while 73.44% of private institutions' current income is supported by the same source. Another portion of current income is derived from the properties of the institutions. The private institutions reported an income of 2.42% from public donation while 0.37% only was received by the public institutions. As a whole, the private institutions reported a current income of Tk. 39.36 billion while the public institutions claimed a current income of Tk. 1.37 billion.

In terms of the amount derived from development income, the private institutions reported a share of 31.03% while the public sector had a share of 41.20%. Specifically, income derived for recurring development shows that the private sector reported 5.04% while the public managed institutions reported 16.16% income. While the public sector claimed a bigger share of the recurring development income, the

private sector reported a bigger share of the other capital income at 63.90% compared to the public of 42.64%.

Table 6.2 Annual Expenditure by Type of Institution and Location, 2005 (in Thousand Taka)

Sl. No.	Type of Institution	Management	Current Expenditure									
			Salary				Others		Total	%		
			From Govt.	%	From Instn.	%	Total	%			Recurrent	%
1	School	Public	463219	100.00		00.00	463219	77.88	131562	22.12	594781	88.78
		Private	11171433	78.67	3028402	21.33	14199834	84.24	2655615	15.76	16855450	84.42
		Total	11634661	79.35	3028402	20.65	14663053	84.03	2787177	15.97	17450231	84.57
2	College	Public	1005037	87.45	144168	12.55	1149205	94.20	70730	05.80	1219935	95.65
		Private	5173983	77.36	1514369	22.64	6688352	80.48	1622148	19.52	8310500	86.70
		Total	6179020	78.84	1658537	21.16	7837557	82.24	1692878	17.76	9530435	87.75
3	Madrasah	Public	9092	100.00	0	00.00	9092	100.00	0	00.00	9092	88.50
		Private	6017932	84.18	1130934	15.82	7148866	85.96	1167949	14.04	8316815	92.86
		Total	6027024	84.20	1130934	15.80	7157958	85.97	1167949	14.03	8325907	92.86
Bangladesh	Public	1468256	87.01	219274	12.99	1687530	92.99	127283	07.01	1814813	93.28	
	Private	22363347	79.76	5673705	20.24	28037052	83.74	5445712	16.26	33482765	86.95	
	Total	23831603	80.17	5892980	19.83	2972453	84.21	5572995	15.79	35297578	87.26	

(Table 6.2 continued)

Sl. No.	Type of Institution	Location	Development Expenditure						Grand Total
			Infrastructure	%	Other Related	%	Total	%	
1	School	Public	13465	17.91	61715	82.09	75180	11.22	669961
		Private	488861	15.72	2620704	84.28	3109565	15.58	19965015
		Total	502326	15.77	2682419	84.23	3184745	15.43	20634976
2	College	Public	13867	24.97	41674	75.03	55541	04.35	1275476
		Private	419602	32.93	854707	67.07	1274309	13.30	9584809
		Total	433469	32.60	896381	67.40	1329850	12.25	10860285
3	Madrasah	Public	0	00.00	1181	100.00	1181	11.50	10273
		Private	231601	36.23	407617	63.77	639218	07.14	8956033
		Total	231601	36.17	408798	63.83	640399	07.14	8966306
Bangladesh	Public	27332	20.91	103401	79.09	130733	06.72	1945546	
	Private	1140065	22.70	3883028	77.30	5023093	13.05	38505857	
	Total	1167397	22.65	3986428	77.35	5153825	12.74	40451403	

If the private sector generates income more than the public sector, it also spends more than the public sector. A total of Tk. 38.50 billion was expended by the private sector during 2004-2005 for its combined current and development activities while the public sector spent only Tk. 1.94 billion during the same period. For the current expenditures alone, the private sector institutions reported 86.95% out of the total expenditures while the public sector reported a slightly higher percentage at 93.28%. However, for the development expenditures, the private sector spends more at 13.05% compared to the public with 6.72% expenditures out of the total expenditures for 2004-2005

Further analysis of the expenditures by type of institutions reveals that both public and private managed colleges had the highest percentage of current expenditures at 95.65% and 86.70%, respectively compared to public and private schools with 4.35% and 13.30% in total development expenditures respectively.

Madrasah expenses for development is private and public managed madrasahs at 7.14% and 11.50%, respectively. Both the private and public madrasahs spent for development purposes as they incurred only 36.23% of the total reported development expenditures.

Chapter-VII

HIGHER EDUCATION IN UNIVERSITIES

The far-reaching changes now taking place in the world have continuously posed a challenge to the universities in this country. University education has to keep pace with the emerging technology and scientific changes in order to make its curricular programmes and courses more attuned to current demands. There are a number of challenges which universities have to address in addition to curricular enrichment; it has to reckon with the continually growing student population: upgrade and expand facilities and equipment, progressively build capacity of the both teaching and non-teaching staff, maintain the quality of all its functions and activities such as: teaching and academic programmes, research and scholarship, infrastructure and instructional materials and facilities. The graduates of the universities constitute the most potent human resource base of the country and therefore can eventually contribute to the envisioned development of the country. While university education is getting more expensive every year, efforts are being made by the government and the private sector to make higher education more accessible to and affordable by deserving students. Unlike primary education which is guaranteed by the constitution, university education should, however, be made available only to those who deserve it in terms of competence and capability to bear the rigors and demands of university education.

In as much as university education falls within the coverage of post-primary education, it has been deemed necessary to include the 74 universities in the National Education Survey 2005 in order to complete the database for all types of post-primary institutions. It is essential to establish a basic profile of these institutions to enable the policy planners and decision-makers avail of a holistic view of the system in terms of students progression/transition from junior secondary up to the university levels; to determine the teaching force, support facilities and others. It will provide better appreciation and understanding of the status of university education in Bangladesh.

Institution

Higher education in the university level has been imparted through two major types of institutions namely: public universities and private universities. There are 73 universities in Bangladesh. 21 of these 74 universities are in the public sector while the other 53 are in the private sector.

Public Universities

Only 17 of the 21 public universities have classroom regular instructions. The other non-teaching universities are Bangabandhu Sheikh Mujibur Rahman Agriculture University, Bangabandhu Sheikh Mujib Medical University, Bangladesh Open University (BOU), and National University (NU).

Growth of Public Universities along with Faculties, Departments and Institutes

The six universities, namely: Dhaka University, Rajshahi University, Chittagong University, Bangladesh Agriculture University and Bangladesh University of Engineering Technology (BUET) and Jahangirnagar university have been established before the independence of Bangladesh. Other 15 public universities have been established after the independence of Bangladesh.

Table 7.1 Year of Establishment and the Number of Faculties, Departments and Institutes of Public Universities

Sl. No.	Name of Universities	Year of establishment	Faculty	Department	Institute
1	Dhaka University	1921	10	51	10
2	Rajshahi University	1953	08	47	05
3	Bangladesh Agriculture University	1961	06	43	01
4	BUET	1962	05	16	03
5	Chittagong University	1966	08	35	3
6	Jahangirnagar University	1970	02	24	2
7	Islamic University	1980	05	20	01
8	Shahjalal University of Sc. & Technology	1987	07	23	-
9	Khulna University	1990	02	16	-
10	* National University	1992	03	-	05
11	* Bangladesh Open University	1992	07	11	-
12	Bangabandhu Sheikh Mujib Medical University	1998	04	34	01
13	Bangabandhu Sheikh Mujibur Rahman Agriculture University	1998	01	16	01
14	Haji Danesh Science and Tech. University	2001	01	31	06
15	Mow.Bhasani Science and Tech. University	2001	02	07	-
16	Patuakhali Science and Tech. University	2001	07	17	-
17	Sher-E-Bangla Agriculture University	2001	02	17	-
18	Chittagong University of Engineering and Tech.	2003	02	04	01
19	Rajshahi University of Engineering and Tech.	2003	03	06	-
20	Khulna University of Engineering and Tech.	2003	03	10	-
21	Dhaka University of Engineering and Tech.	2003	03	09	-

Source:UGC

From table 7.1, it is observed that the highest number of faculties (10) are reported in Dhaka University followed by two universities, namely: Rajshahi University and Chittagong with eight and seven faculties respectively. Shahjalal Science and Technology, Patuakhali Science and Technology University and Bangabandhu Sheikh Mujibur Rahman Agriculture University has only one faculty.

Dhaka University has the highest number of departments with 51 followed by Rajshahi University with 47 departments. The minimum number of departments has been reported by Bangabandhu Sheikh Mujibur Rahman Agriculture University with only one department.

As regards to institutes under each university, it has been reported that Dhaka University has the highest number of institute numbering 10 followed by Haji Danesh Science & Technology University with 6 institutes.

Functions of Non-Teaching Public Universities

National University serves as an affiliating university for degree and post-graduate degree levels education at different colleges and institutes. It conducts examinations and awards degrees and certificates to qualified candidates. It also offers M.Phil and PhD courses. It provides part-time subject wise training to the university teachers.

Bangabandhu Sheikh Mujibur Rahman Agriculture University offers post-graduate agriculture education and conducts agriculture research.

Bangladesh Open University (BOU) conducts 18 formal and 19 non-formal education courses. It has 12 regional centres for its 6 faculties and schools. Besides, there are 80 local centres and 1000 tutorials throughout Bangladesh.

There is only one medical university, Bangabandhu Sheikh Mujib Medical University in Bangladesh. In this university, FCPS degree is offered on 20 (twenty) disciplines of medical education. The first part of which is of six months duration. Diploma courses are offered in 15 disciplines of medical education. The duration of the course is of one-year except the Diploma in Orthopedics which is of two-year duration. The three-year MD degree course is offered in 15 subjects. Besides, MS courses of three-year duration are also being offered in 8 subjects.

Private Universities

Location of Private Universities

There are 53 Private universities which have been affiliated by the University Grants Commission (UGC). Of these, one is situated in Comilla, the University of Comilla, Three in Chittagong metropolitan area, the Islamic University, Premier University and the University of Science and Technology; one in Savar near Dhaka, the Gono Bishyabidyalaya. There are two Universities in Sylhet and one University at Bogra. The remaining 46 universities are located in Dhaka metropolitan area.

These universities have been established during the nineties. Among these universities, two universities North South University, and University of Science and Technology, Chittagong were established in 1992 followed by other four universities, namely Darul Ihsan University, Central Women’s University, Independent University and IUBAT which were established in 1993. Three universities, such as: A.M.A. International University, Islamic University of Chittagong, and Ahsanullah Science and Technology University were established in the year 1995, and the remaining 6 universities in the year 1996 and remaining university established in the year 2000 to 2004.

Faculties, Departments and Institutes of Private Universities Along with their Date of Establishment

It can be seen from table 7.2 below that the number of faculties varies from university to university. It ranges from a minimum of 2 to a maximum of 10 faculties. International University of Business, Agriculture and Technology (IUBAT) has 5 faculties, the highest among the private universities. Two universities, University of Comilla and South East University have only 2 faculties each. The number of departments varies from a minimum of 3 to 21 a maximum of departments University of Development Alternative(UDA).

Table 7.2 Year of establishment and the number of Faculties, Departments and Institutes of

Private Universities

Sl. No.	Name of the Universities	Year of Establishment	Faculty	Department	Institute
1	North South University	1992	3	8	2
2	University of Science and Tech., Chittagong	1992	5	10	1
3	Independent University	1993	4	20	2
4	Central Women’s University	1993	2	15	-
5	Darul Ihsan University	1993	3	5	3
6	IUBAT (International University of Business, Agriculture and Technology)	1993	5	8	-
7	International Islamic University, Chittagong	1995	5	10	2
8	Ahsanullah Science and Tech. University	1995	4	7	1
9	American International University	1995	3	12	-
10	University of Comilla	1995	2	3	-
11	Asian University of Bangladesh	1996	5	11	1
12	East West University	1996	3	7	1
13	Queen’s University	1996	4	4	-
14	University of Asia and Pacific	1996	5	7	-
15	Gono Bishyabidyalaya	1996	3	10	1
16	People University of Bangladesh	1996	3	13	-
17	Dhaka International University	2000	5	11	4
18	BRAC University	2001	2	6	2
19	Manarat International University	2001	3	6	-
20	Bangladesh University	2001	4	8	-
21	Leading University	2001	3	4	1
22	B.G.C. Trust University	2002	2	2	-
23	Sylhet International University	2002	2	4	-
24	University of Development Alternative	2002	4	21	-
25	Premier University of Chittagong	2002	3	4	-
26	South East University	2002	3	12	-

Sl. No.	Name of the Universities	Year of Establishment	Faculty	Department	Institute
27	Stamford university	2002	10	13	-
28	Daffodil International University	2002	2	11	-
29	State University of Bangladesh	2002	3	11	-
30	IBAIS University	2002	3	3	-
31	City University	2002	3	5	-
32	America Bangladesh University	2002	4	12	2
33	Prime University	2002	4	14	-
34	Northern University	2002	6	6	-
35	Southern University of Chittagong	2002	2	2	-
36	Green University	2002	2	2	-
37	Pondra University of Science & Technology	2002	3	6	-
38	World University of Bangladesh	2003	4	7	-
39	Santa Mariom University of creative Tech.	2003	3	7	2
40	The Millennium University	2003	4	5	-
41	Eastern University	2003	4	4	1
42	Bangladesh University of Business & Tech.	2003	5	5	-
43	Metropolitan University of Sylhet	2003	3	4	1
44	Uttara University	2003	4	7	-
45	United International University	2003	2	4	-
46	Victoria University of Bangladesh	2003	2	3	-
47	University of South Asia	2003	7	9	-
48	Presidency University	2003	4	10	-
49	University of Information Technology & Sci.	2003	3	11	-
50	Prime Asia University	2003	4	10	-
51	Royal University	2003	3	6	-
52	University of Lib.Arts Bangladesh	2003	4	5	-
53	Atish Dipankar University of Sc. & Tech.	2004	5	10	-
	Total		169	303	23

It can also be gleaned further from the table that there are in all 31 institutes offered by private universities. Some private universities have institutes while others have none; Dhaka International University has the maximum number of 4 institutes.

Enrolment

Total Enrolment in the Universities

The total student population in the 74 Universities is 207577 students; of them 115929(56%) students are enrolled in public teaching universities and the remaining 91648(44%) students are enrolled in private universities. Out of the 115929 students in public universities, 29246(25%) are girl students while the number of girl student in private universities stands at 20621(23%)

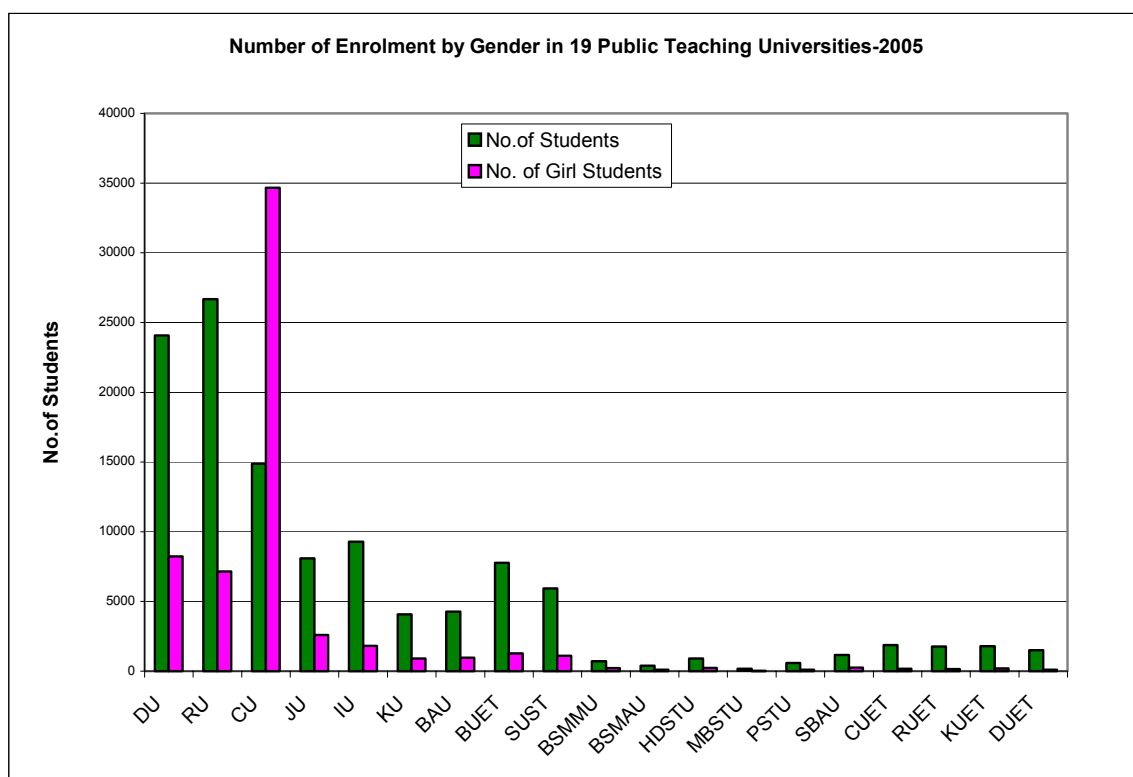
Enrolment in Public Universities

Considering the number of students served by the 19 public teaching universities, it was reported that the highest number of 26691 students are being served by Rajshahi University followed by Dhaka University with an enrolment of 24060 students and Chittagong University with an enrolment of 14873 students. Mow. Bhashani Science and Tech. University is reported to have the lowest enrolment which stands at 166 students.

Table - 7.3 Enrolment by Gender in 21 Public Teaching Universities, 2005

Sl. No.	Name of the Universities	Number of Students	Number of Girl Students	% of Girls
1	Dhaka University	*24060	8214	34.13
2	Rajshahi University	26691	7140	26.75
3	Bangladesh Agriculture University	4272	965	22.58
4	BUET	7773	1266	16.28
5	Chittagong University	14873	3674	24.70
6	Jahangirnagar University	8105	2590	31.95
7	Islamic University	9284	1813	19.53
8	Shahjalal University of Sc. & Technology	5939	1106	18.62
9	Khulna University	4086	908	22.22
10	* National University	-	0	0
11	* Bangladesh Open University	-	0	0
12	Bangabandhu Sheikh Mujib Medical University	704	216	30.68
13	Bangabandhu Sheikh Mujibur Rahman Agriculture University	394	116	29.44
14	Haji Danesh Science and Tech. University	903	231	26.58
15	Mow.Bhasani Science and Tech. University	166	26	15.66
16	Patuakhali Science and Tech.University	578	104	18
17	Sher-E-Bangla Agriculture University	1157	264	22.82
18	Chittagong University of Engineering and Tech.	1871	170	9
19	Rajshahi University of Engineering and Tech.	1763	154	8.7
20	Khulna University of Engineering and Tech.	1791	186	10.38
21	Dhaka University of Engineering and Tech.	1519	103	6.78
	Total	115929	29246	25.22

*Two University are Non -Teaching. * figure as shown 2004



Bangladesh Open University has been offering 18 formal and 19 non-formal education courses of different levels along with B.Ed. and M.Ed regular courses.

There are 170171 students enrolled where instructions are given through the distant system. National University usually conducts training programmes for the college teachers. It also offers M.Phil and Ph.D courses where students have been enrolled in those courses. Bangladesh Sheikh Mujibur Rahman Agriculture University has enrolled 394 students in different courses of post graduate agriculture certification and research while BSMMU enrolled 704 students in medical education.

The percentage of girl students is 23.64% in the 19 public teaching universities. When the data relating to the girl participation in different universities have been taken into consideration, Dhaka University reported the highest percentage of girl students at 34.98%, followed by Jahangirnagar University with a percentage of 32% and the lowest percentage is registered in DUET only at 7%

Table 7.4 Growth Pattern of Enrolment in Public Universities during 1998-2005

Year	Enrolment	% of Growth (Base Year 1998)
2005	115929	3.21
2004	112327	7.25
2003	104736	13.65
2002	92152	36.46
2001	92562	37.06
2000	78192	10.69
1999	70635	4.59
1998	67531	-

From the table above, it can be seen that during 1998-2002, the growth patterns of enrolment have been increased. Considering 1998 as base year for growth, it is observed that the growth was less than five percent (4.59%) in the year 1999. In the years 2000, 2001 and 2002, growth rates were 10.69%, 37.06% and 36.46%, respectively. It is observed that during 2003-2004, the growth patterns of enrolment have been decreased.

Enrolment in Private Universities

There are in all 91648 students enrolled in 53 private universities including 20621(23%) girl students. About one fourth of the total number of students of private universities have been reported to be girl students. In terms of the number of students enrolled in each of the universities, the highest number of enrolment is reported in Stamford University of Bangladesh with 10538 students followed by the Asian University, with 8567 students. North-South University is in the third position in respect of enrolment with 6488 students. The lowest number of enrolment with 74 students only is recorded in Central women's University.

Table 7.5 Enrolment by Gender in Private Universities, 2005

Sl. No.	Name of the Universities	Total	Girls	% of Girls
1	North South University	6488	1992	31
2	University of Science and Tech., Chittagong	1917	630	33
3	Independent University	3128	1043	33
4	Central Women's University	74	74	100
5	Darul Ihsan University	1778	364	20
6	IUBAT(International University of Business, Agriculture and Technology)	509	100	20
7	International Islamic University, Chittagong	4521	944	21
8	Ahsanullah Science and Tech. University	2514	630	25
9	American International University	3489	734	21
10	University of Comilla	284	57	20
11	Asian University of Bangladesh	8567	1783	21
12	East West University	5184	1248	24
13	Queen's University	-	-	-
14	University of Asia and Pacific	1436	485	34
15	Gono Bishyabidyalaya	737	266	36
16	People University of Bangladesh	921	208	23
17	Dhaka International University	1671	303	18
18	BRAC University	1659	573	35
19	Manarat International University	899	295	33
20	Bangladesh University	525	97	18
21	Leading University	581	125	22
22	B.G.C. Trust University	298	38	13
23	Sylhet International University	341	78	23
24	University of Development Alternative	2803	757	27
25	Premier University of Chittagong	2147	632	29
26	South East University	5282	653	12
27	Stamford university	10538	2647	25
28	Daffodil International University	767	109	14
29	State University of Bangladesh	794	165	21
30	IBAIS University	2022	525	26
31	City University	356	52	15
32	America Bangladesh University	1270	136	11
33	Prime University	2269	296	13
34	Northern University	1988	660	33
35	Southern University of Chittagong	251	26	10
36	Green University	395	77	19
37	Pondra University of Science & Technology	134	34	25
38	World University of Bangladesh	897	77	9
39	Santa Mariom University of creative Technology	4957	413	8
40	The Millennium University	123	10	8
41	Eastern University	1879	473	25
42	Bangladesh University of Business & Tech.	328	97	30
43	Metropolitan University of Sylhet	506	116	23
44	Uttara University	899	188	21
45	United International University	717	77	11
46	Victoria University of Bangladesh	515	51	10
47	University of South Asia	196	9	5
48	Presidency University	565	112	20
49	University of Information Technology & Science	263	22	8
50	Prime Asia University	383	34	9
51	Royal University	133	14	11
52	University of Lib.Arts Bangladesh	115	25	22
53	Atish Dipankar University of Sc. & Technology	635	67	11
Total		91648	20621	23

Among the private universities, the girl students' percentage is highest in University of Gono University at 36%, followed by BRAC University, with 35% girl

students. The lowest percentage of girl students at 5% is reported in University of South Asia.

Table 7.6 Intake Capacity of Public and Private Universities, 2005

Sl. No.	Name of the Universities	Intake Capacity
1	Dhaka University (D.U)	4584
2	Rajshahi University (R.U.)	3603
3	Bangladesh Agriculture University (BAU)	661
4	Bangladesh University of Engineering and Technology (BUET)	1615
5	Chittagong University (C.U)	5043
6	Jahangirnagar University (J.U)	2388
7	Islamic University (I.U.)	2457
8	Shahjalal University of Science and Technology (SUST)	1179
9	Khulna University (K.U.)	3041
	Total (Public Universities)	17263
10	North South University	333
11	University of Science and Tech., Chittagong	21
12	Independent University	362
13	Central Women's University	21
14	Darul Ihsan University	503
15	IUBAT(International University of Business, Agriculture and Technology	48
16	International Islamic University, Chittagong	417
17	Ahsanullah Science and Tech. University	328
18	American International University	80
19	University of Comilla	273
20	Asian University of Bangladesh	547
21	East West University	215
22	Queen's University	90
23	University of Asia and Pacific	80
24	Gono Bishyabidyalaya	305
25	People University of Bangladesh	160
26	Dhaka International University	481
27	BRAC University	102
28	Manarat International University	959
29	Bangladesh University	430
30	Leading University	421
31	B.G.C. Trust University	159
32	Sylhet International University	207
33	University of Development Alternative	338
34	Premier University of Chittagong	306
35	South East University	203
36	Stamford university	188
37	Daffodil International University	202
38	State University of Bangladesh	133
39	IBAIS University	126

Sl. No.	Name of the Universities	Intake Capacity
40	City University	144
41	America Bangladesh University	115
42	Prime University	183
43	Northern University	352
44	Southern University of Chittagong	224
45	Green University	297
46	Pondra University of Science & Techonology	192
47	World University of Bangladesh	185
48	Santa Mariom University of creative Technology	263
49	The Millennium University	79
50	Eastern University	136
51	Bangladesh University of Business & Tech.	144
52	Metropolitan University of Sylhet	148
53	Uttara University	113
54	United International University	199
55	Victoria University of Bangladesh	297
56	University of South Asia	155
57	Presidency University	161
58	University of Information Technology & Science	109
59	Prime Asia University	88
60	Royal University	105
61	University of Lib.Arts Bangladesh	
62	Atish Dipankar University of Sc. & Techonology	
	Total (Private University)	11727
	Total (Private +Public)University	36698

The annual intake capacity of the universities is about 36698. Out of total seats, 24971 are available in the 9 public teaching universities and the remaining 11727 are in the 53 private universities. Among these universities, Dhaka University has been providing highest admission opportunity to 5584 students, followed by Rajshahi University which provides 3603 seats to the interested selected candidates to have access in university education. The lowest student admission enrolment is recorded in Bangladesh Agricultural University with only 661 seats for admission in the first year honours courses.

Among the private universities, Asian University of Bangladesh has been providing opportunity for the highest number of students for admission with 547 seats, followed by Independent University with 503 seats. Central Women's University provides the lowest number of 21 seats.

Table 7.7 Enrolment in Honours Courses by Class in Public Teaching Universities, 2005

Sl. No	Name of the Universities	Enrolment in Honours Courses										
		1 st Year		2 nd Year		3 rd year		4 th Year		Total		
		T	G	T	G	T	G	T	G	T	G	%
1.	Dhaka University	4584	1481	4277	1503	3861	1344	4222	1333	16944	5661	33.41
2.	Rajshahi University	3603	939	5415	1371	4791	1228	4697	1160	18506	4698	25.39
3.	Bangladesh Agriculture University	661	175	655	170	503	110	544	112	2363	567	23.99
4.	BUET	1615	301	2244	424	718	105	72	20	4649	850	18.28
5.	Chittagong University	5043	1067	2506	624	3655	1039	1708	475	12912	3205	24.82
6.	Jahangirnagar University	2388	729	1306	422	1784	695	776	265	6254	2111	33.75
7.	Islamic University	2457	417	2293	521	1132	211	1145	208	7027	1357	19.31
8.	Shahjalal University of Sc. & Technology	1179	194	1940	359	1669	303	355	93	5143	949	18.45
9.	Khulna University									3041	631	20.75
10.	* National University											
11.	* Bangladesh Open University											
12.	Bangabandhu Sheikh Mujib Medical University									704	21	02.98
13.	Bangabandhu Sheikh Mujibur Rahman Agriculture University									303	73	24.09
14.	Haji Danesh Science and Tech. University									683	156	22.84
15.	Mow.Bhasani Science and Tech. University									314	78	24.84
16.	Patuakhali Science and Tech.University									1078	208	19.29
17.	Sher-E-Bangla Agriculture University									1370	36	02.63
18.	Chittagong University of Engineering and Tech.									1802	142	07.88
19.	Rajshahi University of Engineering and Tech.									1069	115	10.76
20.	Khulna University of Engineering and Tech.									1969	208	10.56
21.	Dhaka University of Engineering and Tech.									1366	79	05.78
	Total	21530	5303	20636	5394	18113	5035	13519	3666	87497	21145	24.17

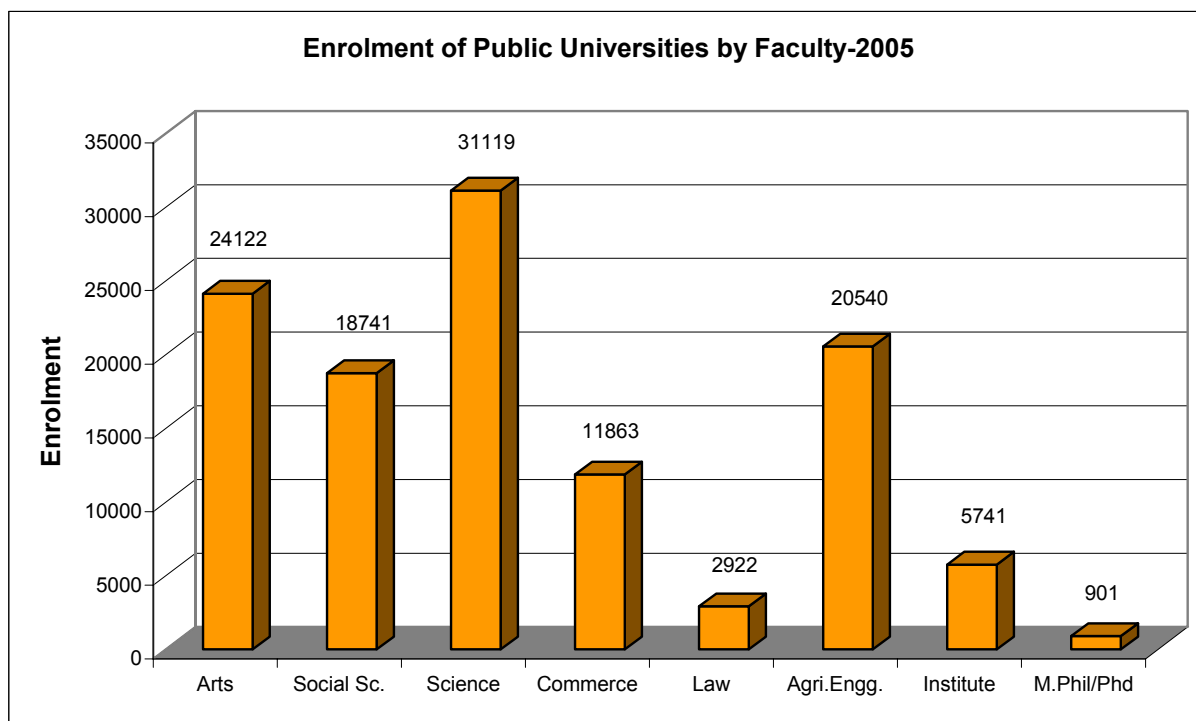
Table 7.8 Enrolments in Public Universities by Faculty, 2005

Name of the Universities	Arts Faculty		Social Science		Science Faculty		Commerce Faculty	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls
Dhaka University	5319	1811	4860	2009	4993	1795	2941	782
Rajshahi University	7565	2372	5173	2351	9206	1392	3721	811
Bangladesh Agriculture University								
BUET								
Chittagong University	4164	1037	2929	963	3091	815	3264	673
Jahangirnagar University	2477	838	2252	751	3376	1001		
Islamic University	4155	1187	1164	170	1681	320	1118	136
Shahjalal University of Sc. & Technology			2167	633	3413	416	359	54
Khulna University	442	79	147	68	3104	674	393	87
* National University								
* Bangladesh Open University								
Bangabandhu Sheikh Mujib Medical University			49	-	655	216		
Bangabandhu Sheikh Mujibur Rahman Agriculture University								
Haji Danesh Science and Tech. University					903	231		
Mow.Bhasani Science and Tech. University					166	26		
Patuakhali Science and Tech.University					531	91	47	13
Sher-E-Bangla Agriculture University								
Chittagong University of Engineering and Tech.								
Rajshahi University of Engineering and Tech.								
Khulna University of Engineering and Tech.								
Dhaka University of Engineering and Tech.								
Total	24122	7324	18741	6945	31119	6977	11863	2559

Continued Table 7.8

Name of the Universities	Faculty of Law		Agriculture/ Engineering		Institutes		M.Phil/Ph.D Courses		Total	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls
Dhaka University	539	188			4940	1285	468	344	24060	8214
Rajshahi University	901	200			125	14			26691	7140
Bangladesh Agriculture University			4272	965					4272	965
BUET			7773	1266					7773	1266
Chittagong University	749	155			676	31			14873	3674
Jahangirnagar University									8105	2590
Islamic University	733						433		9284	1813
Shahjalal University of Sc. & Technology									5939	1106
Khulna University									4086	904
* National University										
* Bangladesh Open University										
Bangabandhu Sheikh Mujib Medical University									704	216
Bangabandhu Sheikh Mujibur Rahman Agriculture University			394	116					394	116
Haji Danesh Science and Tech. University									903	231
Mow.Bhasani Science and Tech. University									166	26
Patuakhali Science and Tech.University									578	104
Sher-E-Bangla Agriculture University			1157	264					1157	264
Chittagong University of Engineering and Tech.			1871	170					1871	170
Rajshahi University of Engineering and Tech.			1763	154					1763	154
Khulna University of Engineering and Tech.			1791	186					1791	186
Dhaka University of Engineering and Tech.			1519	103					1519	103
Total	2922	543	20540	3224	5741	1330	901	344	115929	29246

*Two Non-Teaching Public University,



There are 115929 students enrolled in 19 public teaching universities. Of them, 29246 (25%) are girl students. The distribution of the students by faculty shows that 21% of the students are enrolled in Arts Faculty, 16% in Social Science Faculty, 27% in Science Faculty, 10% in Commerce Faculty, and 3% in the Faculty of Law, 18% in Agriculture/Engineering Education and 5% in institutes. If the data relating to girls participation in higher education are considered, the extent of girls participation is reported as follows; 25%, 24%, 23%, 9%, 2% and 5% in Faculty of Arts, Faculty of Social Science, Faculty of Science, Faculty of Commerce, Faculty of Law, Institutes. It is to be mentioned here that there is no commerce faculty in Jahangirnagar University, Bangladesh Agriculture University and Bangladesh University of Engineering and Technology, Similarly, Faculty of Arts and Faculty of Social Science have not yet been offered in Bangladesh Agriculture University, Bangladesh University of Engineering and Technology,

Teachers

Number of Teachers of Universities

There are 10339 teachers in both public and private universities. Out of this total, 6852 (66%) are teaching in public universities and 3487 (34%) are teaching in private universities. There are 1827 (17%) female teachers. Among them, 1029 or 15% are serving in the public universities and only 798 or 23% are in the private universities.

Table 7.9 Number of Teachers Teaching in Public and Private Universities, 2005

Universities	Total	Female	% of Female Teachers
Public Universities	6852	1029	14
Private Universities	3487	798	14
Total	10339	1827	17

There are 6852 teachers in the public universities; 1492 teachers of them are in Dhaka University. This is the highest number of teachers teaching in any of the 19 public teaching universities. It can be seen from the table 7.10 that out of 1492 teachers, 1245 (83%) are presently teaching and the remaining 247 teachers (17%) are absent from their work. Rajshahi University is in the second position while Chittagong University is in the third position with respect to the number of teachers on duty. In terms of teachers on leave from the work, it has been reported that the proportion of teachers on leave is the highest 40% in Dhaka University of Engineering and Technology followed by Khulna University with 34% and BUET with 26%. The minimum proportion of teachers on leave is observed at 4% in Patuakhali Science and Technology University.

Table 7.10 Number of Public University Teachers on Duty, 2005

Sl. No.	Name of Universities	Teachers On leave			% Absent
		On duty	Absent	Total	
1	Dhaka University	1245	247	1492	17
2	Rajshahi University	858	140	998	14
3	Bangladesh Agriculture University	430	100	530	19
4	BUET	395	138	533	26
5	Chittagong University	524	154	678	23
6	Jahangirnagar University	330	90	420	21
7	Islamic University	254	65	319	20
8	Shahjalal University of Sc. & Technology	241	106	347	31
9	Khulna University	207	88	295	34
10	* National University	82	5	87	5
11	* Bangladesh Open University	96	16	112	14
12	Bangabandhu Sheikh Mujib Medical University	276		276	
13	Bangabandhu Sheikh Mujibur Rahman Agriculture University	49	2	51	4
14	Haji Danesh Science and Tech. University	86	9	95	9
15	Mow.Bhasani Science and Tech. University	21	-	21	-
16	Patuakhali Science and Tech.University	44	2	46	4
17	Sher-E-Bangla Agriculture University	95	-	95	-
18	Chittagong University of Engineering and Tech.	90	30	120	25
19	Rajshahi University of Engineering and Tech.	74	26	100	26
20	Khulna University of Engineering and Tech.	98	37	135	27
21	Dhaka University of Engineering and Tech.	79	23	102	30
	Total	5574	1278	6852	15

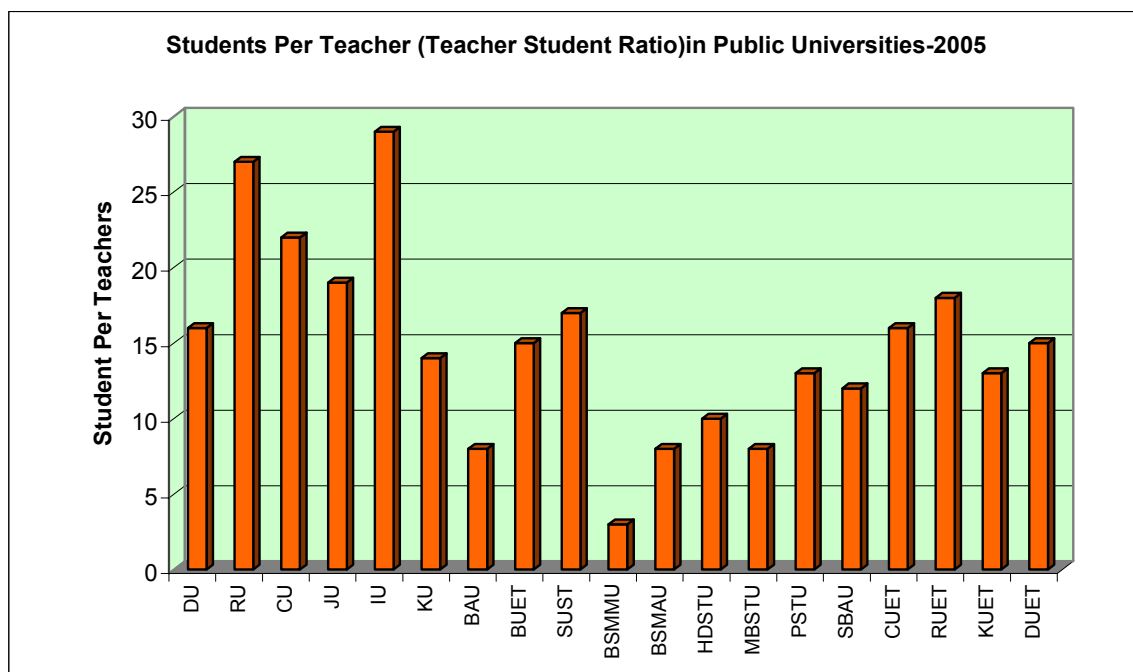
Teacher-Student Ratio

The teacher-student ratio in BSMM University is 1:3. This is the lowest ratio followed by BSMA University reporting a ratio of 1:8. The highest ratio of 1:29 is reported in Islamic University. On the average, the teacher-student ratio in the public teaching universities is 1:17.

Table 7.11 Teacher- Student Ratio of Public Universities, 2005

Sl. No.	Name of Universities	Teacher	Student	Ratio
1	Dhaka University	1492	24060	1:16
2	Rajshahi University	998	26691	1:27
3	Bangladesh Agriculture University	530	4272	1:8
4	BUET	533	7773	1:15
5	Chittagong University	678	14873	1:22
6	Jahangirnagar University	420	8105	1:19
7	Islamic University	319	9284	1:29
8	Shahjalal University of Sc. & Technology	347	5939	1:17
9	Khulna University	295	4086	1:14
10	* National University	87	-	-
11	* Bangladesh Open University	112	-	-
12	Bangabandhu Sheikh Mujib Medical University	276	704	1:3
13	Bangabandhu Sheikh Mujibur Rahman Agriculture University	51	394	1:8
14	Haji Danesh Science and Tech. University	95	903	1:10
15	Mow.Bhasani Science and Tech. University	21	166	1:8
16	Patuakhali Science and Tech.University	46	578	1:13
17	Sher-E-Bangla Agriculture University	95	1157	1:12
18	Chittagong University of Engineering and Tech.	120	1871	1:16
19	Rajshahi University of Engineering and Tech.	100	1763	1:18
20	Khulna University of Engineering and Tech.	135	1791	1:13
21	Dhaka University of Engineering and Tech.	102	1519	1:15
	Total	6852	115929	

*Non-teaching Public University.



Only 15% of teachers in public teaching universities are female. This means that the teachers in public teaching universities are predominantly male. The highest percentage of female teachers is reported in Dhaka University with 25 % followed by Sher-E-Bangla Agriculture University with 20% female teachers. The lowest percentage is reported in Rajshahi University of Engineering and Technology and Dhaka University of Engineering Technology respectively 2% and 4.9%.

Table 7.12 Number of Teachers of Public Universities by Gender, 2005

Sl. No.	Name of Universities	Teacher	Female	% of Female
1	Dhaka University	1492	377	-
2	Rajshahi University	998	139	14
3	Bangladesh Agriculture University	530	47	9
4	BUET	533	73	14
5	Chittagong University	678	77	11
6	Jahangirnagar University	420	84	20
7	Islamic University	319	29	9
8	Shahjalal University of Sc. & Technology	347	62	18
9	Khulna University	295	35	12
10	* National University	87	-	-
11	* Bangladesh Open University	112	-	-
12	Bangabandhu Sheikh Mujib Medical University	276	51	18
13	Bangabandhu Sheikh Mujibur Rahman Agriculture University	51	3	5
14	Haji Danesh Science and Tech. University	95	10	10
15	Mow.Bhasani Science and Tech. University	21	1	5
16	Patuakhali Science and Tech.University	46	2	4
17	Sher-E-Bangla Agriculture University	95	19	20
18	Chittagong University of Engineering and Tech.	120	6	5
19	Rajshahi University of Engineering and Tech.	100	2	2
20	Khulna University of Engineering and Tech.	135	7	5
21	Dhaka University of Engineering and Tech.	102	5	4.9
	Total	6852	1029	

* Source : UGC

Over the years, the number of teachers is increasing in the universities. Apparently, the rising trend started from 1999 to 2005 with 1.45%, 6.89%, 12.60%, 19.79%, 6.0% and 6% respectively. It is observed that the Growth rates are same with 6%

Table 7.13 Growth of Teachers during 1999-2005 (Considering 1999 as Base Year)

Year	No. of Teachers	Percentage of Growth (Base Year 1999)
2005	6852	6.0
2004	6462	6.0
2003	6101	19.79
2002	5093	12.60
2001	4835	6.89
2000	4589	1.45
1999	4523	-

Teachers of Private Universities

While there are permanent full-time teachers in the private universities, many are part time teachers. On the average, there are about 66 teachers per university. The total number of full time teachers in the private universities is 3487 of which only 798(23%) is female.

Table 7.14 Teachers of Private Universities by Gender, 2005

Sl. No.	Name of the Universities	Teachers		
		Total	Female	%
1	North South University	114	48	42
2	University of Science and Tech., Chittagong	206	67	33
3	Independent University	128	33	26
4	Central Women's University	20	16	80
5	Darul Ihsan University	78	22	28
6	IUBAT(International University of Business, Agriculture and Technology	65	18	28
7	International Islamic University, Chittagong	185	21	11
8	Ahsanullah Science and Tech. University	162	36	22
9	American International University	157	14	9
10	University of Comilla	72	11	15
11	Asian University of Bangladesh	100	32	32
12	East West University	111	25	23
13	Queen's University			
14	University of Asia and Pacific	84	17	20
15	Gono Bishyabidyalaya	108	19	18
16	People University of Bangladesh	40	26	65
17	Dhaka International University	43	18	42
18	BRAC University	93	27	29
19	Manarat International University	28	1	4
20	Bangladesh University	37	2	5
21	Leading Unversity	23	1	4
22	B.G.C. Trust University	17	3	18
23	Sylhet International University	34	2	6
24	University of Development Alternative	130	48	37
25	Premier University of Chittagong	63	11	17
26	South East University	82	18	22
27	Stamford university	229	51	22
28	Daffodil International University	48	13	27
29	State University of Bangladesh	52	23	44
30	IBAIS University	36	3	8
31	City University	38	3	8
32	America Bangladesh University	36	27	75
33	Prime University	36	6	17
34	Northern University	74	20	27

Sl. No.	Name of the Universities	Teachers		
		Total	Female	%
35	Southern University of Chittagong	11	1	9
36	Green University	35	3	9
37	Pondra University of Science & Techonology	35	2	6
38	World University of Bangladesh	65	8	12
39	Santa Mariom University of creative Technology	44	15	34
40	The Millennium University	13	2	15
41	Eastern University	43	10	23
42	Bangladesh University of Business & Tech.	45	9	20
43	Metropolitan University of Sylhet	36	2	6
44	Uttara University	64	15	23
45	United International University	34	7	21
46	Victoria University of Bangladesh	51	3	6
47	University of South Asia	9	3	33
48	Presidency University	112	3	3
49	University of Information Technology & Science	22	7	32
50	Prime Asia University	34	14	41
51	Royal University	14	3	21
52	University of Lib.Arts Bangladesh	25	4	16
53	Atish Dipankar University of Sc. & Technology	67	5	7
	Total	3487	798	23

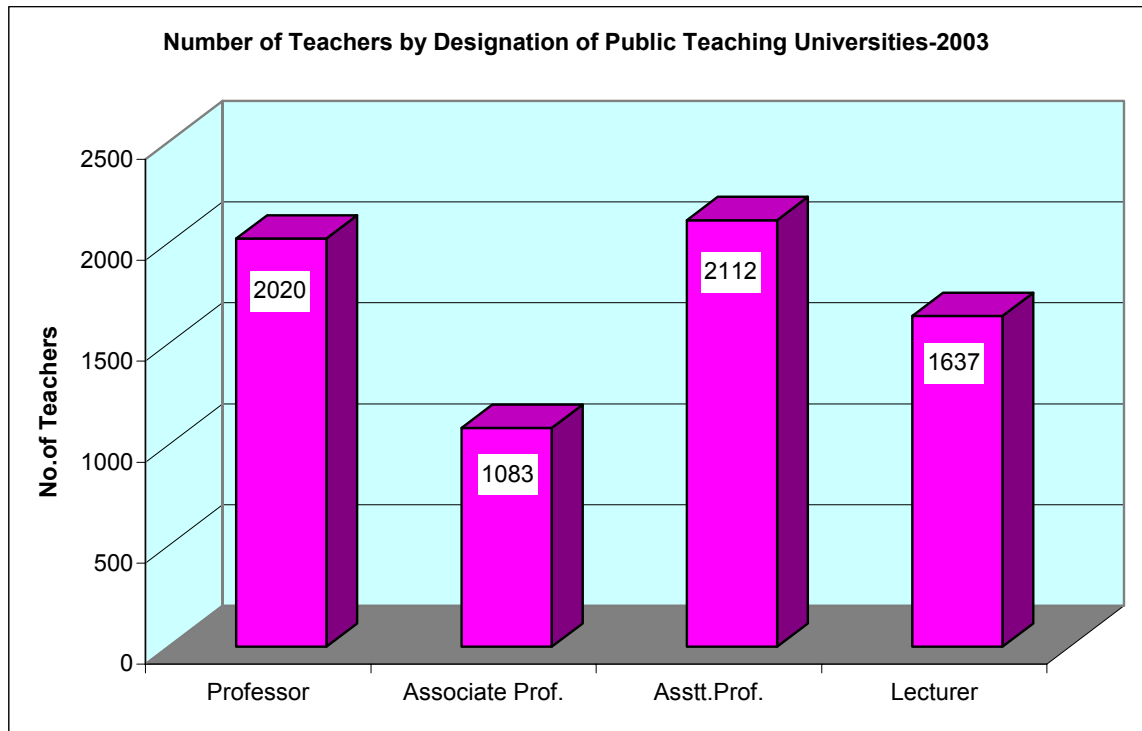
Teachers by Designation

The percentage of professors is higher than those in the other teaching designations especially in Dhaka University, Rajshahi University and Bangladesh Agriculture University. It is interesting to note that in Bangladesh Agriculture University, the percentage of Professors is far above the other designations at 41% while the percentages of Associate Professors, Assistant Professors and Lecturers are 15%, 20% and 25%, respectively. In Rajshahi University, the percentage of Professors is 30%. The lowest proportion of Professors is in Hazi Danesh University with 2% only, and the percentage of Lecturers is 5%. In the case of Associate Professors the second highest percentage of 15% is recorded in Dhaka University, followed by Rajshahi University with a percentage of 19%. The proportion of Assistant Professors is highest among the teachers of Islamic University with 34% and lowest among the teachers of Bangladesh Agriculture University; and in the case of Lecturers, the highest percentage of 47% Haji Danesh University followed by Khulna University with 45%.

Table 7.15 Number of Teachers by Designation Teaching in 21 Public Teaching Universities, 2005

Name of the University	Professor		Associate Professor		Assistant Professor		Lecturer		Total	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
Dhaka University	606		230		293		363		1492	377
Rajshahi University	301		188		274		235		998	139
Bangladesh Agriculture University	266		46		136		82		530	47
BUET	144		66		151		172		533	73
Chittagong University	260		85		212		121		678	77
Jahangirnagar University	160		70		112		78		420	84
Islamic University	45		77		111		86		319	29
Shahjalal University of Sc. & Technology	10		40		297		-		347	62
Khulna University	14		51		95		135		295	35
* National University	15		24		21		27		87	-
* Bangladesh Open University	12		21		40		39		112	-

Name of the University	Professor		Associate Professor		Assistant Professor		Lecturer		Total	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
Bangabandhu Sheikh Mujib Medical University	72		88		116		-		276	51
Bangabandhu Sheikh Mujibur Rahman Agriculture University	18		13		15		5		51	3
Haji Danesh Science and Tech. University	6		14		30		45		95	10
Mow.Bhasani Science and Tech. University	-				4		17		21	1
Patuakhali Science and Tech. University	-		6		8		32		46	2
Sher-E-Bangla Agriculture University	20		21		29		25		95	19
Chittagong University of Engineering and Tech.	15		12		45		48		120	6
Rajshahi University of Engineering and Tech.	17		10		32		41		100	2
Khulna University of Engineering and Tech.	25		5		47		58		135	7
Dhaka University of Engineering and Tech.	14		16		44		28		102	5
Total	2020		1083		2112		1637		6852	1029



Teachers by Higher Education Qualification

Table 7.16 depicts the number of university teachers with higher qualifications. It was reported here that 32% of the teachers in the public universities have obtained their Ph.D degrees. If the data are analyzed in respect to Ph.D holder among the different universities, the highest percentage (69%) of doctorate degree

holders are teaching in Bangladesh SMR Agriculture University followed by Bangladesh Agriculture University and Dhaka University with 47%. The lowest percentage of doctorate degree holders is in BSMR Medical University with only 4%. When the post-graduate degrees other than Ph.D degree are considered, it appears that Haji Danesh University has the highest percentage of 94% followed by Bou and Bangladesh Agriculture University respectively with 78% and 50%. Islamic University has reported only 1 teacher who has obtained post-graduate diplomas.

Table 7.16 Number and Percentage of Teachers by Higher Education Qualification, 2005

Sl. No.	Name of the Universities	Total Teacher	Higher Qualification			
			Ph.D	%	Other	%
1	Dhaka University	1492	689	47	339	23
2	Rajshahi University	998	403	40	79	8
3	Bangladesh Agriculture University	530	248	47	267	50
4	BUET	533	23	4	131	25
5	Chittagong University	678	236	35	41	6
6	Jahangirnagar University	420	169	40	76	18
7	Islamic University	319	113	35	1	3
8	Shahjalal University of Sc. & Technology	347	60	17	61	18
9	Khulna University	295	42	14	91	31
10	* National University	87	-	-	-	-
11	* Bangladesh Open University	112	25	22	87	78
12	Bangabandhu Sheikh Mujib Medical University	276	-	-	-	-
13	Bangabandhu Sheikh Mujibur Rahman Agriculture University	51	35	69	16	31
14	Haji Danesh Science and Tech. University	95	5	5	89	94
15	Mow.Bhasani Science and Tech. University	21	-	-	-	-
16	Patuakhali Science and Tech. University	46	-	-	-	-
17	Sher-E-Bangla Agriculture University	95	14	15	-	-
18	Chittagong University of Engineering and Tech.	120	18	15	37	31
19	Rajshahi University of Engineering and Tech.	100	28	28	29	29
20	Khulna University of Engineering and Tech.	135	33	24	30	22
21	Dhaka University of Engineering and Tech.	102	25	25	32	32
	Total	6852	2166	32	1406	21

Supporting (Non-Teaching) Staff

As shown in the table below regarding the number of non-teaching staff of public universities, Dhaka University reported the highest number of 3,363 non-teaching force, followed by Rajshahi University with 2,214 and BAU with 2,164 employees. The lowest number of supporting staff is recorded in Mow. Bhasani Science and Technology University with only 13 non-teaching staff.

Table 7.17 Number of Non-teaching Staff in Public Teaching Universities, 2005

Sl. No	Name of the Universities	Student	Non-teaching Staff	Ratio of Non-teaching Staff to Students
1.	Dhaka University	24060	3542	1:7
2.	Rajshahi University	26691	2169	1:12
3.	Bangladesh Agriculture University	4272	2212	1:2
4.	BUET	7773	1084	1:7
5.	Chittagong University	14873	1942	1:8
6.	Jahangirnagar University	8105	1438	1:6
7.	Islamic University	9284	654	1:14
8.	Shahjalal University of Sc. & Technology	5939	437	1:14
9.	Khulna University	4086	296	1:14
10.	* National University	-	1721	-
11.	* Bangladesh Open University	-	974	-
12.	Bangabandhu Sheikh Mujib Medical University	704	1693	1:42
13.	Bangabandhu Sheikh Mujibur Rahman Agriculture University	394	169	1:2
14.	Haji Danesh Science and Tech. University	903	331	1:3
15.	Mow.Bhasani Science and Tech. University	166	138	1:1
16.	Patuakhali Science and Tech. University	578	175	1:3
17.	Sher-E-Bangla Agriculture University	1157	313	1:4
18.	Chittagong University of Engineering and Tech.	1871	220	1:9
19.	Rajshahi University of Engineering and Tech.	1763	199	1:9
20.	Khulna University of Engineering and Tech.	1791	229	1:8
21.	Dhaka University of Engineering and Tech.	1519	205	1:7
	Total	115929	20141	1:6

It can be gleaned further from table 7.17 that Islamic University, Shahjalal University of Science & Technology, Khulna University has reported and identical ratio of 1:14. Dhaka University, Rajshahi University, Bangladesh University of Engineering and Technology (BUET), and Chittagong University have reported an identical ratio of 1:7, 1:12, 1:7, 1:7 while BSMM University posted the lowest non-teaching staff to students ratio of 1:42.

Officers and Employees of Universities

There are variations in the number of officers and employees working in different universities. On an average, there are 320 officers and 706 employees per university. The highest number of officers is reported to be 569 in Dhaka University, followed by Rajshahi University with 217 officers. The minimum number is recorded in Mow. Bhasani Science and Tech. University with 12 officers while the highest number of employees reported to be 2973 in Dhaka University, followed by Bangladesh Agriculture University with 1833 employees while the lowest number is reported to be 150 in Patuakhali Science and Technology University.

Table 7.18 Number of Officers and Employees in Public University, 2005

Sl. No.	Name of the Universities	Officers		Employees	
		Total	Female	Total	Female
1	Dhaka University	569	60	2973	
2	Rajshahi University	563	40	1606	
3	Bangladesh Agriculture University	379	19	1833	
4	BUET	189	12	895	
5	Chittagong University	301	5	1641	
6	Jahangirnagar University	201	4	1237	
7	Islamic University	176	19	478	
8	Shahjalal University of Sc. & Technology	105	11	332	
9	Khulna University	129	6	167	
10	* National University	1721	-	-	
11	* Bangladesh Open University	298	-	676	
12	Bangabandhu Sheikh Mujib Medical University	467	36	1226	
13	Bangabandhu Sheikh Mujibur Rahman Agriculture University	31	5	138	
14	Haji Danesh Science and Tech. University	54	6	277	
15	Mow.Bhasani Science and Tech. University	21	-	117	
16	Patuakhali Science and Tech. University	25	7	150	
17	Sher-E-Bangla Agriculture University	73	12	240	
18	Chittagong University of Engineering and Tech.	52	-	168	
19	Rajshahi University of Engineering and Tech.	38	-	161	
20	Khulna University of Engineering and Tech.	57	-	172	
21	Dhaka University of Engineering and Tech.	49	-	156	
	Total	5498	-	14643	

As shown in table 7.19, the number of non-teaching force officers and employees are steadily increasing over the years. This apparently corresponds to the increasing number of universities and students enrolled in these universities. The ratio of non-teaching staff to students, therefore, remained steady at 1:5 over the years 2005. However, the number of officers grow by 13.68% in 2000 and 51.30% in 2003. In like manner, the number of employees has grown by 02.91% in 2000 to 20.88% in 2003. The non-teaching staff is an indispensable component of the university or any system for that matter. They provide the needed support to enhance the delivery of support service in addition to the teaching-learning services provided by the universities.

Table 7.19 Growth of Non-Teaching Force Officers and Employees of the Public Teaching Universities during 1999-2005 (Base Year 1999)

Year	Officer	% growth	Employees	% growth	Total	% growth
2005	6724	7	14826	7	21550	7
2004	6305	76	13904	-	20209	12
2003	3586	51.30	14442	20.88	18028	25.92
2002	2370	0.005	11947	.0007	14317	.001
2001	2357	1.33	11938	1.28	14295	1.3
2000	2326	13.68	11787	.298	14113	4.6
1999	2046	-	11446	-	13492	

Table 7.20 Number of Officers and Employees in Private University, 2005

Sl. No.	Name of the Universities	Officers		Employees	
		Total	Female	Total	Female
1	North South University	99		104	
2	University of Science and Tech., Chittagong	53		427	
3	Independent University	64		108	
4	Central Women's University	7		8	
5	Darul Ihsan University	31		79	
6	IUBAT(International University of Business, Agr.Technology)	15		30	
7	International Islamic University, Chittagong	15		27	
8	Ahsanullah Science and Tech. University	15		53	
9	American International University	42		117	
10	University of Comilla	21		61	
11	Asian University of Bangladesh	50		163	
12	East West University	33		89	
13	Queen's University	-	-	-	
14	University of Asia and Pacific	22		60	
15	Gono Bishyabidyalaya	16		17	
16	People University of Bangladesh	23		33	
17	Dhaka International University	36		37	
18	BRAC University	48		28	
19	Manarat International University	9		24	
20	Bangladesh University	10		6	
21	Leading University	8		14	
22	B.G.C. Trust University	8		15	
23	Sylhet International University	8		13	
24	University of Development Alternative	30		60	
25	Premier University of Chittagong	16		45	
26	South East University	30		51	
27	Stamford university	139		154	
28	Daffodil International University	27		23	
29	State University of Bangladesh	30		48	
30	IBAIS University	28		37	
31	City University	20		13	
32	America Bangladesh University	15		35	
33	Prime University	8		19	
34	Northern University	34		71	
35	Southern University of Chittagong	10		6	
36	Green University	44		14	
37	Pondra University of Science & Technology	8		6	
38	World University of Bangladesh	22		15	
39	Santa Mariom University of creative Technology	14		32	
40	The Millennium University	3		8	
41	Eastern University	14		32	
42	Bangladesh University of Business & Tech.	9		6	
43	Metropolitan University of Sylhet	16		7	
44	Uttara University	33		50	
45	United International University	15		15	
46	Victoria University of Bangladesh	13		5	
47	University of South Asia	12		9	
48	Presidency University	4		11	
49	University of Information Technology & Science	11		8	
50	Prime Asia University	26		16	
51	Royal University	11		11	
52	University of Lib.Arts Bangladesh	5		27	
53	Atish Dipankar University of Sc. & Technology	19		16	
	Total	1299		2356	

Source : UGC

As shown in table 7.20, there are 1299 officers, in 53 private universities. On the average, there are 44 officers per private university. There are 2356 employees

working in 53 private universities including Stamford University has the highest number of officers with 139.

Accommodation Facilities provided to the Students by the 21 Public Teaching Universities

According to the data relating to accommodation provided to the students, it is reported that out of 106954 students enrolled in the 19 public teaching universities 46255 (44%) students are residential. The proportion of resident students varies from 15.08% in Shahjalal University of Science and Technology to 1.28% in Hazi Danesh Science and Technology University. It is important to mention here that Sher-E-Bangla Agriculture University and Patuakhali Science and Technology University are a residential University where every student has been provided accommodation facility in the campus. Janangirnagar University is in the second position with 64.40% resident students and BUET in the third position with a percentage of 35.77%, followed by Chittagong University whose share of student accommodation is 26.85% of the total number of students.

Table 7.21 Number of Students Enjoying Accommodation Facilities in 19 Teaching Public Universities, 2005

Sl. No.	Name of University	Enrolment	Resident Enrolment			% Total Resident	% Girls Resident
			Boy	Girl	Total		
1	Dhaka University	24060	7132	4064	11196	46.53	36
2	Rajshahi University	26691	4901	2655	7556	28.31	35
3	Bangladesh Agriculture University	4272	3751	1052	4803	112.42	22
4	BUET	7773	2435	360	2795	35.96	13
5	Chittagong University	14873	2506	996	3502	23.55	28
6	Jahangirnagar University	8105	3809	1696	5505	67.92	31
7	Islamic University	9284	1507	424	1931	20.80	22
8	Shahjalal University of Sc. & Technology	5939	870	500	1370	23.07	36
9	Khulna University	4086	688	253	941	23.03	27
10	* National University	0	0	0	0	0	0
11	* Bangladesh Open University	0	0	0	0	0	0
12	Bangabandhu Sheikh Mujib Medical University	704	216	36	252	35.79	14
13	Bangabandhu Sheikh Mujibur Rahman Agriculture University	394	278	116	394	100	29
14	Haji Danesh Science and Tech. University	903	575	90	665	73.64	14
15	Mow.Bhasani Science and Tech. University	166	48	-	48	28.92	-
16	Patuakhali Science and Tech.University	578	470	108	578	100	19
17	Sher-E-Bangla Agriculture University	1157	851	300	1151	99.48	26
18	Chittagong University of Engineering and Tech.	1871	1230	175	1405	75.09	12
19	Rajshahi University of Engineering and Tech.	1763	1453	198	1651	94	12
20	Khulna University of Engineering and Tech.	1791	725	127	852	97.57	15
21	Dhaka University of Engineering and Tech.	1519	594	68	662	43.58	10
	Total	115929	34039	13218	47257	41.00	28

With regards to the girls' accommodation provided by the universities, it is reported that 28% of resident students are girls. If the proportion of girls among the resident students are compared among the universities, it can be said that the highest rate is recorded in Dhaka University and Shahjalal University of Science and Tech. with 36% accommodation for girl students followed by two universities, namely: Rajshahi University and Jahangirnagar University with 35 %, 34% and BUET with 13% accommodation for girl students. The lowest proportion has been reported with only 10% residential accommodation for the girls in Dhaka University of Engineering and Technology.

Number of Teachers Accommodated in 19 Teaching Public Universities

Teachers' accommodation is also an important service provided by the universities. It has been reported that the highest rate of accommodation facilities for teachers is in Jahangirnagar University where 45% of the teachers have been enjoying facilities of residential quarters. This is followed by Dhaka University where 41% of the teachers are enjoying that facility.

Table 7.22 Number of Teachers Accommodated in 21 Teaching Public Universities, 2005

Sl. No.	Name of University	Total Teacher	Resident Teacher	Percentage of Residents
1	Dhaka University	1492	614	41
2	Rajshahi University	998	258	26
3	Bangladesh Agriculture University	530	234	44
4	BUET	533	229	43
5	Chittagong University	678	40	6
6	Jahangirnagar University	420	191	45
7	Islamic University	319	25	8
8	Shahjalal University of Sc. & Technology	347	30	9
9	Khulna University	295	8	3
10	* National University	87	-	-
11	* Bangladesh Open University	112	21	19
12	Bangabandhu Sheikh Mujib Medical University	276	-	-
13	Bangabandhu Sheikh Mujibur Rahman Agriculture University	51	12	24
14	Haji Danesh Science and Tech. University	95	31	33
15	Mow.Bhasani Science and Tech. University	21	-	-
16	Patuakhali Science and Tech.University	46	-	-
17	Sher-E-Bangla Agriculture University	95	36	38
18	Chittagong University of Engineering and Tech.	120	40	33
19	Rajshahi University of Engineering and Tech.	100	34	34
20	Khulna University of Engineering and Tech.	135	54	40
21	Dhaka University of Engineering and Tech.	102	23	23
	Total	6852	1880	27

Residential Accommodation for Officers and Employees in Public Universities

There are 3596 officers in 21 public universities as shown in table 7.23. Out of 3586 officers, only 684 (19%) officers have been provided with residential accommodations. The highest proportion of accommodation has been reported to be 42% in Bangladesh Agriculture University, followed by Dhaka University with an almost equal percentage share of 36.

Table 7.23 Accommodation of Officers of 21 Public Teaching Universities, 2005

Sl. No.	Universities	Number of Officers	Number of Residential Officers	Percentage of Residential Officers
1	Dhaka University	569	306	54
2	Rajshahi University	563	80	14
3	Bangladesh Agriculture University	379	128	34
4	BUET	189	71	38
5	Chittagong University	301	133	44
6	Jahangirnagar University	201	47	23
7	Islamic University	176	5	3
8	Shahjalal University of Sc. & Technology	105	21	20
9	Khulna University	129	1	07
10	* National University	1721	-	-
11	* Bangladesh Open University	298	30	10
12	Bangabandhu Sheikh Mujib Medical University	1693	-	-
13	Bangabandhu Sheikh Mujibur Rahman Agriculture University	31	13	42
14	Haji Danesh Science and Tech. University	54	12	22
15	Mow.Bhasani Science and Tech. University	54	-	-
16	Patuakhali Science and Tech.University	25	-	-
17	Sher-E-Bangla Agriculture University	73	6	8
18	Chittagong University of Engineering and Tech.	52	28	54
19	Rajshahi University of Engineering and Tech.	38	7	18
20	Khulna University of Engineering and Tech.	57	20	35
21	Dhaka University of Engineering and Tech.	49	25	51
	Total	6250	933	15

Growth Pattern of Enrolment, Teachers, Officers and Employees of Public Teaching Universities during 1999 - 2005

The growth pattern of enrolment of students in the public universities, through the years from 1999 to 2005 has continuously increased at an annual average rate of about 1.2%. It was, however, reported that there was a decline in the enrolment from 37% in 2001 to 36.46% in 2002. However, in the year 2001, the rate has increased up to 37%.

Table 7.24 Growth Pattern of Enrolment, Teachers and Employees in 1999- 2005 (Base year - 1999)

Year	Enrolment	Teacher	Total Officers & Employees	Teacher Enrolment Ratio	Officer, Employee & Enrolment Ratio
2005	115920	6852	21550	1:17	1:6
2004	112327	6462	20209	1:17	1:6
2003	107866(17)	6101(19.79)	18028(14)	1:18	1:6
2002	92152(36.46)	5467(12.60)	15862(-4)	1:17	1:6
2001	92562(37.06)	5241(6.84)	16590(16)	1:18	1:6
2000	78192(10.69)	4608(1.45)	14344(8)	1:17	1:5
1999	70635	4523	13292	1:16	1:5

*Figures in the parenthesis show the growth rate during 1999 to 2003 considering 1999 as the base year.

In case of the growth rate of teachers, it was recorded that the trend is significantly increasing at the rates of 1.45%, 6.84%, 12.60% and 19.79% from 1999 to 2003, respectively.

When the data relating to officers and employees have been compared through the years of study starting from 1999 to 2005, the growth rate is gradually increasing almost in a regular fashion. The growth rates are 8%, 16%, -4% and 14% for the years 1999, 2000, 2001 and 2003, 2004, 2005 respectively.

The teacher-enrolment ratio during the span of four years is slowly decreasing. In 1999, the teacher enrolment ratio was 1:16; in the year 2001 and 2003, the ratio remains the same at 1:18; it has gone slightly down to 1:17 in 2002 and remained the same in year 2000.

Output Statistics

The output of the University education is measured in terms of the number of graduates it turns out every academic year. This is based on the assumption that all graduates have passed the standards and requirements prescribed for the degree or course. Out of the 94746 graduates who have passed examination in 2003, only 5% degree holders have passed out either from Technical or Professional institutions and the vast majority of graduates are from general education of which 52% have obtained degree (Pass) and the remaining 43% graduated with honours in any of the subjects of general education. Of the 49228 Degree (Pass) graduates, only 47107 (95.69%) graduates are B.A, B.Com, B.Sc. degree holders and the remaining 2121(4%) of liberal arts subjects. Of the total degree (pass) graduates 92.61% are the output of the Degree (Pass) examination conducted by National University. Of the total 40869 honours graduates, 30950 graduates (76%) have studied at colleges and passed the honours examinations conducted by National University and the remaining 24% honours graduates have graduated from the other public universities.

Out of total 36587 post-graduate masters degree holders, 28338 graduates have attended classes in chosen subjects in colleges and passed examination conducted by the National University. The remaining 8249 graduates have got Masters degree from the other public universities.

Table 7.25 Output Statistics of Degree (Pass), Degree (Hons) and Equivalent Examinations

conducted by Public Universities, 2005

Name of the Universities	Deg. (Pass) or equiv.	Degree (Hons)	B.Sc. (Tech.) Agri./ MBBS or equiv.	MA/ M.Sc./ M.Com or equiv.	M.Sc. Tech./ Agri. or equiv.	M.Phil / Ph.D	Diploma
Dhaka University	2224	3910	390	3509	18	88	1076
Rajshahi University		3176	632	2520	18	148	37
Bangladesh Agriculture University			872			1023	
BUET	1224	128	45	158	5	140	18
Chittagong University	398	1049	1251			21	215
Jahangirnagar University	59	381		543		19	19
Islamic University		1078		636		33	
Shahjalal University of Sc. & Technology	197		207	278			73
Khulna University	221	240		62			8
* National University	56644	42959		40189			735
* Bangladesh Open University	27226		1518	305			5675
Bangabandhu Sheikh Mujib Medical University							
Bangabandhu Sheikh Mujibur Rahman Agriculture University							
Haji Danesh Science and Tech. University		110				2	
Mow.Bhasani Science and Tech. University							
Patuakhali Science and Tech.University							
Sher-E-Bangla Agriculture University			147				
Chittagong University of Engineering and Tech.			202		2		
Rajshahi University of Engineering and Tech.			181				
Khulna University of Engineering and Tech.			163		7		5
Dhaka University of Engineering and Tech.			222		2		
Total	88193	53031	5830	18200	52	1474	7861
Total Graduates		147054		18252			9335
Total Masters					27587		

Source: UGC

Table 7.26 Comparison of Output Statistics among Graduate Level Education of Arts,

Science, Social Science and Commerce Faculties, 2004

Name of Degree	Examinee	Passed	% of Passed
B.A, B.Com, B.Sc (Pass)	135000	56644	41.96
L.L.B	11	10	90.90
M.B.B.S	4296	2479	57.7
B.D.S	474	276	58.23
Others	7800	6102	78.23
Total	147581	65511	44.38

Analyzing the output statistics of Bachelor education through the degree (pass) examinations, it was found out that there were 147581 examinees who had appeared at Degree (Pass) or equivalent examinations in 2004; 65511 (44.38%) candidates qualified. Classifying the Degree (Pass) or equivalent candidates according to the existing streams of arts, science, social science and others, it was revealed that out of total 147581 examinees 65511 (44.38%), 2479 (4%), 276 (42%) and 6102 (9%) candidates appeared at Bachelor Degree (Pass) or equivalent examinations in case of B.A, B.Com, B.Sc (Pass) L.L.B, MBBS, BDS and others, respectively. The distribution of 65511 successful candidates among the different streams are 56644(86%), 10, 2479, 276 and 602.

Table 7.27 Output Statistics of the Post-graduate Education in Different Public Universities, 2005

Name of Degree	Examinee	Passed	% of Passed
M.A	1748	1716	98.17
MSS	2112	2061	97.59
M. Sc.	1686	1632	96.80
M.Com.	1394	1336	95.84
M.Ed.	238	187	78.57
L.L.M	431	424	98.38
Total	7609	7356	96.67

As regards to the output statistics of post graduate level education of the universities, it has been reported in 2004 that out of the total 51343 candidates in Masters Degree examinations of different faculties 35652 (69.43%) have come out successful. The number of candidates appearing at the examinations shows that the 16500 (32.13%) are from Arts faculty; 12876 (25.07%) are from Social Science faculty; 9486 (18.47%) are from Science faculty; 11979(23.33%) are from Commerce Faculty; 264(0.51%) are from Masters of Education stream and only 238 (0.46%) are from faculty of Law. If the successful candidates are classified according to the type of educational faculties, it is observed that 11267 (31.60%), 8947 (25.0%), 5586 (15.66%), 9414 (26.44%), 22 (0.50%) and 226(0.63%) are of faculty of Arts, Social Science, Science, Commerce, Department of Education and faculty of Law, respectively.

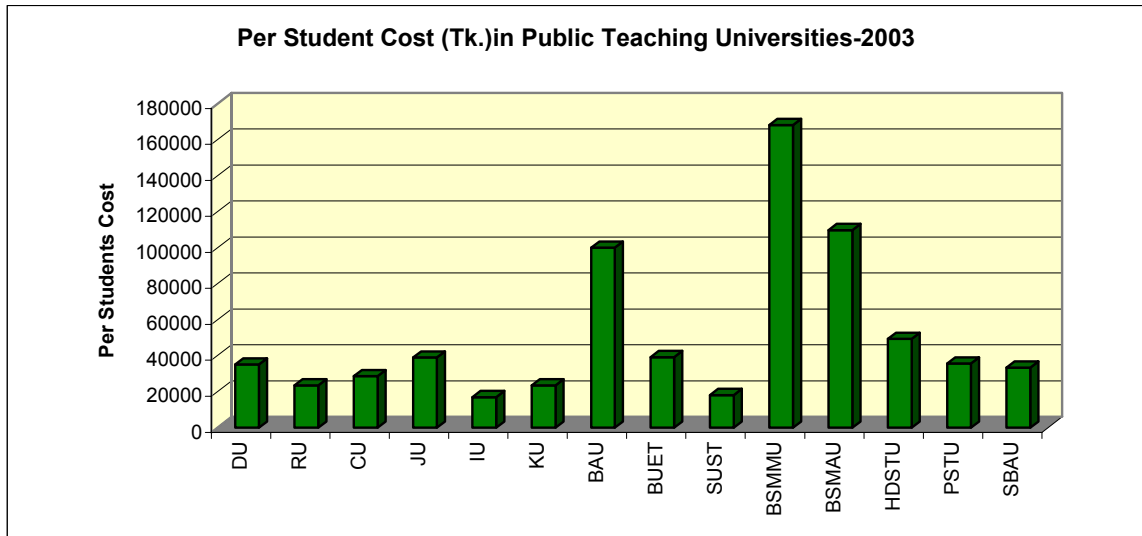
Financing Higher Education Institution: Public Teaching Universities, 2003-2004

Table 7.28 Recurring Grants and Real Costs Incurred by Public Universities and Per Student Cost, 2004

Sl. No.	Name of the Universities	Recurring Grants and Real Costs in (2002-2003), Crore- Taka		Recurring Costs (Tk.) Per Students
		University Grants Commission	Real Costs	
1	Dhaka University	84.79	85.36	37259.28
2	Rajshahi University	55.47	55.10	21904.68
3	Bangladesh Agriculture University	47.57	45.90	120971.00
4	BUET	29.30	29.81	45839.00
5	Chittagong University	40.07	39.58	27177.00
6	Jahangirnagar University	27.10	27.33	42000.00
7	Islamic University	10.70	13.27	17579.00
8	Shahjalal University of Sc. & Technology	08.04	8.20	15248.00
9	Khulna University	06.21	7.12	3355.77
10	* National University		-	1161.39
11	* Bangladesh Open University	13.40	26.15	758.04
12	Bangabandhu Sheikh Mujib Medical University	09.50	9.99	139204.55
13	Bangabandhu Sheikh Mujibur Rahman Agriculture University	03.64	3.25	122105.11
14	Haji Danesh Science and Tech. University	03.65	2.88	43750.00
15	Mow Bhasani Science and Tech. University	00.85	-	-
16	Patuakhali Science and Tech. University	03.62	2.42	60278.72
17	Sher-E-Bangla Agriculture University	04.10	3.50	37000.00
18	Chittagong University of Engineering and Tech.	04.98		30345.73
19	Rajshahi University of Engineering and Tech.	04.44		50207.00
20	Khulna University of Engineering and Tech.	04.83		46000.00
21	Dhaka University of Engineering and Tech.	04.15		44660.00
		366.41	359.86	-

*Tk. 100,000 = 1 lakh,

100 lakh = 1 crore



When the data relating to grants received through University Grants Commission (U.G.C.) and the costs incurred by the 21 public teaching universities are analyzed, it was revealed that the total funds released by UGC amounted to Taka 366.41 crore during FY 2003-2004 end the universities spent Taka `359.86 crore. On the basis of the real recurring costs, the per student cost was also calculated. The highest real cost was reported in Dhaka University with an amount of Taka 85.36 crore with per student cost of Taka 37259.28; Rajshahi University reported a real cost of Taka 55.10 crore and a per student cost of Taka 21904.68. The lowest real cost was registered in Patuakhali Science & Technology University with Tk. 2.42 crore and a per student cost of Tk. 60278.82.

Inasmuch as the per student cost is a factor of enrolment and real costs, it cannot be concluded that the higher the real cost, the higher also the per student cost. The highest per student cost among public universities in Bangladesh is recorded in BSMMU University with Tk. 139204.55 and the lowest is incurred by Sherebangla nagar Agricultural University at Tk. 37000.00.

Chapter-VIII

Performance Indicators/Standards in Post-Primary Education

After the information needs for the education management information system have been specified, these must be operational as a set of indicators. Indicators are first identified and described, then they can be computed or measured. Measurement, or assigning a value to indicators, is part of the data collection and analysis process. In order, therefore, to properly measure and evaluate the performance of any educational project, programme and the system as a whole, a number of performances indicators have been identified and derived from the national education survey. A set of indicators has been worked out from the different databases of the survey so that it can be assured that the data requirements of the indicators can be appropriately provided. These indicators can be used for various purposes depending on the intent of the users who are usually the planners, policy and decision-makers, researchers, evaluators, educational managers, and others. These can be used to measure efficiency, effectiveness, economy of plan and programme implementation; assess system's capability to deliver services or perform its mission, mandates and functions; determine how the various inputs, processes and outputs inter faced with each other; attain the objectives and targets set forth and others. Specifically, the post-primary indicators particularly for secondary and college levels have been computed to serve as benchmark indicators in view of the comprehensiveness of the data collected from the survey. These indicators are viewed as dynamic measures and should be revised or updated from time to time alongside with the updating of the data. Whatever changes take place in the system they can be monitored and interpreted through these indicators. However, indicators can provide only general rather than a precise observation or indication of the existing situation.

Given these background and limitation, the indicators herein presented and characterized are attempts by BANBEIS to produce a set of indicators that can be used for the aforementioned purpose by the concerned users. The data on students or enrolment, school-going age population, teachers, school infrastructure, facilities, institutions, community participation are the basic data source of these indicators. Using this data the indicators derived are gross enrolment ratio, net enrolment ratio (participation rate), dropout rate, survival rate, transition rate, teacher-student ratio, average class size, average area of an institution, and others. The analysis of these indicators in this report as it applies to the performances at the various levels and types of education, gender and sector are information which basically answer the questions on what is the actual situation of post-primary education in 2005. It is certainly an empirical basis for further analysis.

Table 8.1 Percentages of Girl and Boy Students by Levels and Types of Education, 2005

Sl. No	Types of Education	Percentage of girl and boy students											
		Junior Secondary level		Secondary level		Higher Secondary level		Degree level		Masters level		All levels	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1.	General Education	47.68	52.32	47.81	52.19	56.26	43.74	61.02	38.98	64.02	35.98	49.38	50.62
2.	Madrasah Education	49.78	50.22	51.02	48.98	67.34	32.66	80.38	19.62	88.24	11.76	52.39	47.61
3.	Technical Vocational	-	-	71.58	28.42	88.10	11.90	-	-	-	-	81.58	18.42
4.	Professional Education	-	-	-	-	4.71	95.29	69.03	30.97	-	-	64.93	35.07
5.	Teachers Education	-	-	-	-	58.70	41.30	64.07	35.93	-	-	62.29	37.71
6.	All Types	48.05	51.95	49.02	50.98	60.87	39.13	63.09	36.91	69.45	30.55	50.57	49.43

Percentages of boy and girl students in junior level of education

The percentage of boy and girl students at junior level of general education is 47.68% and 52.32%, respectively. The corresponding percentages are 49.78% and 50.22%, respectively in madrasah education; and 48.05% and 51.95%, respectively, in overall junior level of education. The percentage of girl students in junior secondary level of education is settle higher in general education than that in madrasah education.

Percentage of boy and girl students in secondary level of education

The percentage of boy and girl students at secondary level are 47.81% and 52.19%, respectively in general education, 51.02% and 48.98% in madrasah education, 71.58% and 28.42% in technical vocational education, and 49.02% and 50.98% in overall secondary level of education. The percentage of girl students at secondary level of general education is higher than the boy students in that level of general education.

Percentage of boy and girl students in higher secondary level of education

The percentage of boy and girl students at higher secondary level are 56.26% and 43.74%, respectively in general education; 67.34% and 32.66%, respectively in madrasah education; 88.10% and 11.90%, respectively in technical-vocational; 4.71% and 95.29%, respectively in professional education; and 60.87% and 39.13%, respectively in overall higher secondary level of education. In general, the percentage of girl students is highest in higher secondary level in general education. It should be noted that most of the enrolment at higher secondary level in Professional education for nursing training colleges, which has interested girls cant age.

Percentage of boy and girl students in degree level of education

The percentage of boy and girl students at degree level are 61.02% and 38.98%, respectively in general education; 80.38% and 19.62%, respectively in madrasah education; 69.03% and 30.97%, respectively in professional education; and 63.09% and 36.91%, respectively in overall degree level of education.

The percentage of girl students at degree level of education is higher in general education compared to professional and madrasah education.

Percentage of boy and girl students in masters level of education

The percentage of boy and girl students in masters level of education are 64.02% and 35.98%, respectively in general education; 88.24% and 11.76%, respectively in madrasah education; and 69.45% and 30.55%, respectively in overall masters level of education.

The percentage of girl students at masters level of education is higher in general education than that in madrasah education.

Percentage of boy and girl students in overall levels and types of education

The percentages of boy and girl students at overall levels in general education are 49.38% and 50.62%, respectively. The percentages in madrasah education for boys and girl students are 52.39% and 47.61%, respectively. 81.58% and 18.42% in technical vocational education; and 64.93% and 35.07% in professional education; In the overall types and levels of education, the percentages of boy and girl students are 50.57% and 49.43%, respectively. This means that there are more boys than girls in the post-primary education in Bangladesh.

Among the types of education, the percentage of girl students is the highest in general education (50.62%) followed by madrasah education (47.61%), professional education (35.07%), and technical-vocational education (18.42%).

Table 8.2 Average Number of Students per Institution, Average Number of Teachers per Institution and Percentage of Girl Students by Types of General Educational Institutions and Sectors (Public-Private), 2005

Sl. No.	Types of Institutions	Average student per Institution			Average teachers per Institution			Percentage of Girl Students		
		Public	Private	Total	Public	Private	Total	Public	Private	Total
1.	Junior Secondary School	-	211	211	-	8	8	-	58.31	58.31
2.	Secondary School	700	446	452	24	13	14	47.91	51.38	51.25
3.	School and College	-	673	673	-	18	18	-	54.00	54.00
4.	Intermediate College	333	166	168	19	25	25	91.13	46.24	46.99
5.	Degree (Pass) College	834	489	529	26	30	30	43.03	40.61	41.06
6.	Honours College	1669	1159	1502	43	40	42	37.99	36.63	37.65
7.	Masters College	5270	2322	4343	77	62	72	38.07	44.94	39.22

Average number of students per institution in general education (public-private)

On the average, a junior secondary school has 211 students (private sector), a secondary school has 700 students (public sector), and 446 (private sector) or 452 combining both sectors. A school and college has 673 students (including school section and college section) per institution, an intermediate college has 168 students; a degree (pass) college has 529 students, an honours college has 1502 students and a masters college has 4343 students. It should be noted that there are more students in public institutions than in the private institutions.

Average number of teachers per institution in general education (public-private)

On the average, a junior school has 8 teachers, a secondary school has 14 teachers, a school and college has 18 teachers, an intermediate college has 25 teachers, a degree college has 30 teachers, an honours college has 42 teachers and a masters college has 72 teachers. This average is higher for secondary school, degree honours college and masters college in public sector compared to those in private sector.

Percentages of girl students in general education (public-private)

On the average, the percentage of girl students is 58.31% for junior secondary schools, 51.25% for secondary schools, 54.00 for school and colleges, 46.99% for intermediate colleges, 41.06% for degree (pass) colleges, 37.65% for honours colleges and 39.22% for masters colleges. These percentages are higher for private institutions in secondary compared to honours and masters colleges and private institutions in intermediate and degree college of the corresponding type of public institutions.

Table 8.3 Teacher-Student Ratio in General Educational Institution by Sector, 2005

Sl. No.	Types of Institutions	Teacher-student Ratio		
		Public	Private	Total
1.	Junior Secondary School	-	1:25	1:25
2.	Secondary School	1:30	1:33	1:33
3.	School and College	-	1:38	1:38
4.	Intermediate College	1:18	1:07	1:07
5.	Degree (Pass) College	1:32	1:16	1:18
6.	Honours College	1:39	1:29	1:36
7.	Masters College	1:69	1:37	1:60
8.	Dakhil Madrasah	-	1:15	1:15
9.	Alim Madrasah	-	1:14	1:14
10.	Fazil Madrasah	-	1:16	1:16
11.	Kamil Madrasah	1:33	1:21	1:21

Teacher-student ratios in general education (public-private)

On the average, there are 25 students per teacher for junior secondary schools, 33 students per teacher for secondary schools; 38 students per teacher for school and colleges; 07 students per teacher for intermediate colleges; 18 students per teacher for degree pass colleges; 36 students per teacher for honours college; and 60 students per teacher for masters colleges.

On the average, there are 15 students per teacher for Dakhil madrasah; 14 students per teachers for Alim, 16 students per teacher in Fazil madrasah and 21 students per teacher for Kamil Madrasahs.

Table 8.4 Percentages of Institution having Tube-well, Water Supply, and Toilet Facilities in General Educational Institution by Sectors (Public-Private), 2005

Sl. No.	Types of Institutions	Institutions having tube well (%)			Institutions having water supply (%)			Institutions having toilet (%)			Institutions having girls toilet (%)		
		Public	Private	Total	Public	Private	Total	Public	Private	Total	Public	Private	Total
1.	Junior Secondary School	-	90.1	90.1	-	4.4	4.4	-	86.1	86.1	-	90.0	90.0
2.	Secondary School	83.6	93.6	93.3	65.0	12.2	13.5	91.8	95.1	95.0	72.2	95.4	94.8
3.	School and College	-	82.9	82.9	-	37.3	37.3	-	96.9	96.9	-	96.1	96.1
4.	Intermediate College	90.0	91.4	91.4	76.0	30.2	30.6	70.5	98.8	96.6	90.0	96.1	96.0
5.	Degree (Pass) College	91.4	92.7	92.6	76.3	61.2	62.9	89.2	96.2	95.4	91.4	97.0	96.4
6.	Honours College	92.7	80.0	88.5	75.6	55.0	68.9	95.1	95.0	95.1	95.1	100.0	96.7
7.	Masters College	80.3	50.0	70.8	80.3	85.7	82.0	91.8	92.6	92.1	91.8	85.7	89.9

Tube-well and water supply facilities in general education

Another important component of the school system are the utilities and facilities which support the overall learning environment. It has been reported that the percentage of institutions having tube-wells for water in general education institutions are as follows: 90.1% for junior school, 93.3% for secondary school, 82.9% for school and college, 91.4% for intermediate college, 92.6% for degree college, 88.5% for honours college, and 70.8% for masters college. The percentages of institutions by type having piped water supply appears to be as follows: 4.4% of the junior secondary schools, 13.5% of the secondary schools, 37.3% of the combined schools and colleges, 30.6% of the intermediate colleges, 62.9% of the degree (pass) colleges, 68.9% of the honours colleges and 82% of the masters colleges.

Toilet facility in general education

It is interesting to note that almost all the educational institutions in general education have toilet facilities. According to the report, the percentage of institutions having toilet facility is 86.1% for junior secondary school, 95% for secondary school, 96.9% for school and college, 96.6% for intermediate college, 95.4% for degree college, 95.1% for honours college and 92.1% for masters college. It is also observed that almost all the institutions in the general education have separate toilet facility for the girl students.

Table 8.5 Percentages of Institutions having Playground, Electricity and Library Facilities in

General Educational Institutions by Sector (Public-Private), 2005

Sl. No.	Types of Institution	Institution having playground (%)			Institutions having electricity supply (%)			Institution having library (%)		
		Public	Private	Total	Public	Private	Total	Public	Private	Total
1.	Junior Secondary School	-	96.0	96.0	-	32.5	32.5	-	36.1	36.1
2.	Secondary School	92.1	97.2	97.1	96.5	79.5	79.9	80.8	55.1	55.7
3.	School and College	-	95.1	95.1	-	95.0	95.0	-	86.2	86.2
4.	Intermediate College	60.0	94.3	94.0	100.0	85.8	85.9	90.0	86.5	86.6
5.	Degree (Pass) College	82.0	95.3	93.8	95.7	96.3	96.2	95.7	96.9	96.7
6.	Honours College	90.2	95.0	91.8	95.1	100.0	96.7	100.0	95.0	98.4
7.	Masters College	86.9	71.4	82.0	93.4	89.3	92.1	100.0	85.7	95.5

Institutions having playground in the general education

Sound mind and body is an upshot of pedagogy, which constitutes the total learning process. The availability of playground facilities in the institutions enhances the physical well being of a child. In general education, 96.0% of junior secondary schools, 97.1% of secondary schools, 95.1% of school and colleges, 94% of

intermediate colleges, 93.8% of degree colleges, 91.8% of honours colleges and 82.0% of masters colleges have playgrounds. The highest percentage is reported in secondary schools (97.1%) and the lowest in masters' colleges with 82%.

Electricity facility in general education

Good ventilation and proper lighting of classrooms contribute to the conducive atmosphere of learning. Electricity in the school makes the teaching-learning process more convenient and facilitates the learning process considering that many instruction materials are operated with electrical power. The percentage of institutions having electricity is reported as follows: 32.5% of junior secondary schools, 79.9% of secondary schools, 95% of school and colleges, 85.9% of intermediate colleges, 96.2% of degree colleges, 96.7% of honours colleges and 96.2% of masters colleges. It should be noted that the highest percentage is reported in the honours colleges with 96.2% and the lowest percentage is in the junior secondary schools at 32.5%. These percentages are higher for public sector institutions compared to private sector institutions.

Library facility in the general educational institutions

It is reported that all public and private degree and masters colleges have library facility. The situation in junior schools and secondary schools is dismal with only 36.1% and 55.7%, respectively, while 86.2% of the school and colleges have library facility. 86.5% private intermediate colleges have this facility.

Table 8.6 Percentages of Institutions having Tube- well, Water Supply, Toilet, Playground, and

Library facilities in Madrasahs, 2005

Type of institutions	Institutions having tube-well (%)	Institutions having water supply (%)	Institutions having toilet (%)	Institutions having girls toilet (%)	Institutions having playground (%)	Institutions having electricity (%)	Institutions having library (%)
Dhakhil madrasah	91.4	5.3	93.4	92.4	95.4	54.8	33.3
Alim madrasah	92.5	13.4	96.1	95.1	94.9	78.0	51.3
Fazil madrasah	94.4	18.2	97.3	95.1	96.3	84.0	83.9
Kamil madrasah	93.1	66.3	98.9	84.0	96.0	98.9	94.3
All madrasahs	91.9	9.1	94.3	93.0	95.4	62.2	42.7

Tube-well and water supply in madrasahs

While the tube-well facilities are available in almost all the institutions in both the general education and madrasah, water supply is a problem or inadequate for both types of education institutions. The percentages of madrasahs having tubewell are as follows: about 91.4% for dhakhil madrasahs; 92.5% for alim madrasahs; 94.4% for fazil madrasah, and 93.1% for kamil madrasah. It is highest for fazil madrasah (94.4%) and the lowest for dakhil madrasah (91.4%). Only about 5.3% of the dhakhil madrasahs have water supply, 13.4% of alim madrasah, 18.2% of fazil madrasahs,

and 66.3% kamil madrasahs. It is evident that highest percentage of madrasahs having water supply is kamil madrasahs (66.3%) and lowest are dhakhil madrasahs (5.3%).

Toilet facility in madrasahs

The madrasahs which have toilet facilities reported the following percentages: 93.4% for dhakhil madrasah, 96.1% for alim madrasah, 97.3% for fazil madrasah and also 98.9% for kamil madrasahs. It is also observed that 92.4% of dhakhil madrasahs have separate toilet for girl students. These percentages are 95.1%, 95.1% and 84.0% for alim, fazil and kamil madrasahs, respectively.

Playground, electricity and library facilities in madrasahs

It is interesting to note that most of the madrasahs have playground and the percentage of having this facility is 95.4% for dhakhil madrasah, 94.9% for alim madrasah, 96.3% for fazil madrasah and 96.0% for kamil madrasah.

The overall percentage of having electricity facility in madrasahs (dhakhil to kamil) is 62.2% only. The highest percentage is reported in kamil madrasahs (98.9%) and the lowest is in dhakhil madrasahs (54.8%). Alim and fazil madrasahs comprise 78.0% and 84.0%, respectively.

It is also reported that 33.3% of dhakhil madrasahs, 51.3% of alim madrasahs, 83.9% of fazil madrasahs and 94.3% of kamil madrasahs have library facilities. The situation is not bright for dhakhil and alim madrasahs since majority do not have library facilities, which are essential in the teaching-learning process.

Chapter-IX

APPLICATION OF GEOGRAPHICAL INFORMATION SYSTEM (GIS), COMPUTER TECHNOLOGY TO EDUCATIONAL PLANNING AND MANAGEMENT

In the modern age of information technology, spatial analysis of educational institutions based on computerized GIS is one of the effective techniques used in educational planning and management. The demand for information technology is steadily increasing in different sectors and sub-sectors of education. In view of this, the questionnaires used in the Survey 2005 generated essential education data, which can be an input to the updating of GIS database and inclusion of new institution into the Info Maps.

Education depends on and utilizes a variety of resources; some of these are tangible and concrete, e.g. teachers, classroom facilities, textbooks, pupils, and money; while others are less visible or difficult to define, e.g. political will, community support, policies, time frame. Without these and other resources, people find it hard to get the education they need or desire, and education managers and planners find it hard to ensure that education is effective. There are, however, questions that can be closely associated with aforementioned problems/ issues:

- Where are the schools located?
- Where are new schools needed?
- Where can pupils move after completing their primary schooling?
- Where are school facilities available (adequate and inadequate)?
- Where are the best travel routes for transporting students to schools?
- Where are new teachers needed or where is in-service training needed most?
- Where are the areas with high population growth rates?
- What and where the barriers are located?
- Where are these affordable land, with adequate water supplies and electricity, on which to build schools within easy reach of pupils' homes?
- What are the aspirations of the parents towards their children's future?
- What is the socio-economic condition of the area?
- Are the community members willing to support the establishment of new school?
- What is the cultural belief of the people? Do these impede educational opportunities for children?
- Where should financial support like MPO be provided?

The use of GIS Maps could greatly help improve the frequency with which better decisions are made. It can minimize the irrational and unjustified demand regarding establishment of new school and providing financial support like MPO to non-deserving institutions. It makes geographical perspectives to education more readily available. Educational planning and scenarios are made simple through the map itself, assuming that an ocular visit to the area could not be made; information about the features are clearly marked with symbols or signs. Present and future requirements can be determined as one goes through the map including the appropriate and comprehensive characterization of the area and its relationship to the other features of the map.

Objectives of using GIS in post-primary education institution:

1. Identify and locate all educational institutions (Post-Primary),
2. Determine the catchments area of educational institutions,
3. Establish relation with educational statistics and its spatial analysis,
4. Monitor the targeted achievements of educational institutions and their development index.
5. Map various need-based data and information of education such as: teacher-student ratio, class-room size and students, selection of institutions for various development programs on priority basis, ratio for population and institution, ratio of male and female students, drop-out rates etc.
6. Update of current data with future data needs.

Planning a GIS for Education

Developing a GIS for education was a challenging task. BANBEIS took it up for following reasons or activities:

- Identify and locate new education institution (Post-Primary) by determining catchments area whether there is any possibility to establish, permit and recognize the new institution, which is now frequently asked by the Ministry of Education.
- Micro planning for educational institutions
- Centralize planning for education management
- Facilities planning
- Building maps for spatial views of the educational institutions
- And for meeting the other spatial queries

After deciding to build a GIS system for education for it's own, BANBEIS took several steps:

Building sets of GIS data for education

GIS offers Decision-Support System (DSS) education oriented planning with integrating database of the various educational information. GIS has emerged as a very powerful technology because it allows Geographers/Education Planners to integrate their data with spatial data.

For a GIS system, building set of data fall into two broad groups: The set of spatial data, (e.g. location of schools, physical barriers, roads, rivers etc.) and the sets of attribute information (e.g. demographic statistics, enrolments, teachers, basic information of school, etc.).

Then how did BANBEIS collect/gather the Spatial and Attribute data of education? There are five recognized ways to obtain spatial data : getting the data in digital form from someone else, digitizing maps, scanning maps, translating satellite images and Arial photographs and by using Global Positioning System (GPS) to record co-ordinates on the ground. BANBEIS took the simple and economic way. It was mentioned earlier that BANBEIS developed a questionnaire for collecting data.

Attached to this questionnaire was a sets of basic questions related to GIS Information. It collected hard copy and digital version of all rural Thana maps mainly from LGED. From the field, each of the enumerator pinpointed the location of the educational institution of his enumeration area on the supplied hard copy maps. After the survey, BANBEIS started putting all the point features of educational institutions on the digital maps. It compiled all the location maps for each of the institutions. BANBEIS also digitized some thana maps which were not available. BANBEIS also used GPS for identifying accurate location of schools on sample basis. After establishment of GIS school mapping system for the post-primary education institution in 2000, it has been updated annually to digitize new institutions. Now GIS school mapping system also linked with the database.

Application programs

For the large volume of data processing, BANBEIS is using Oracle 9i RDBMS for back-end and for the front-end Developer 6i. For the spatial data entry, data management and data analysis, it is using the most powerful and widely used software Arc/INFO and Arc-View GIS from ESRI.

Manware/Organizational aspect

In order to use the GIS effectively, it has been placed in an appropriate organizational context.

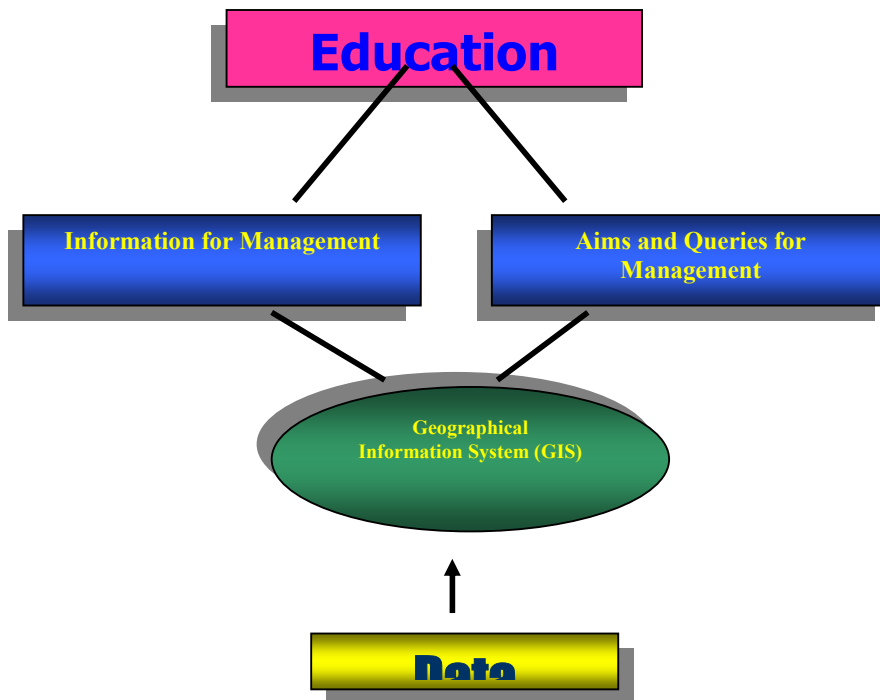


Fig.11.1 Present Organizational Chart of Educational Geographical Information System (EGIS)

It is simply not sufficient for an organization to purchase computer and its peripherals, more sophisticated software and to hire or retrain one or two enthusiastic individuals and then to expect instant success. To do this properly requires not only the necessary investments in hardware and software, but also in the retraining of personnel and managers to use new technology in the proper organizational context. For this, BANBEIS took various steps to train up its officials and staff. All the officers of the EMIS division are trained in GIS programming and some of them are highly trained from AIT (Asian Institute of Technology, Bangkok, Thailand). All the operators and other officials from different offices, about 40 of them, attended the user training of Arc/View GIS organized by BANBEIS.

Information Integration and GIS

The benefits of GIS depend on linking different data set together. Information integration is the process of making different data sets compatible with each other, so that they can reasonably be displayed on the same map so that their relationship can be analyzed sensibly. BANBEIS built its database with relational databases structure so it is very easy to integrate one table to another and spatial and non-spatial analysis easily can be done. through the ODBC ArcVIEW software can retrieve necessary information from Oracle server which is well running in BANBEIS.

Outputs of Educational GIS (School Infomaps)

School mapping for all rural and urban thana/upazila maps have completed and published reports on Info maps. The upazila info maps are now available in BANBEIS in A4/A3/A1/A0 size, multicoloured and easily understandable. Uses of GIS Info Maps are increasing regularly. Ministry of Education is the major user for recognition and permission of new institution. Different education boards are also using Info maps for this purpose.

Future Planning for Educational GIS

BANBEIS is updating the GIS Info maps from time to time. All post primary education institutions have also been covered in school mapping. Additional information will be added to make the GIS database more comprehensive. The help of GPS coordinate system will update all education institutions location accurately. If the education managers/planners decide to collect additional data, the school info maps can be updated accordingly. Moreover, it will endeavor to serve as the central depository of GIS information and production of info maps covering all the post primary education institutions. In this regard, BANBEIS has expressed its intention to the government to provide technical services to other organizations under the Ministry of Education and also to the Ministry of Primary and Mass Education. Now BANBEIS has taken the initiative to integrate GIS Info maps (in PDF) and institutional database with basic information in the web site of BANBEIS. This will help to the potential national and international users for their purpose. In spite of these, BANBEIS requires technical assistance from different donor/international agencies to build its GIS with GPS survey and database system more comprehensive with thematic maps using different indicators on education issues.

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Chapter-X

CONCLUSIONS AND RECOMMENDATIONS

Conclusion:

A recap of the major activities undertaken that led to the completion of this report are herewith presented in order that the inputs, process and outputs of the survey-2005 can be better appreciated. These are as follows:

1. It has undertaken activities in the following were data needs assessment, data collection, processing, analysis, report generation and dissemination, data utilization and application.
2. As a result of the survey-2005, sub databases of the individual post-primary institutions have been up-dated and developed, viz., institution profile, student enrolment and progress, teachers and non-teaching staff profile, instructional materials and physical information inventory, institutional financial resources, and institution - community activities. The performance indicators which were derived from these databases have been computed to serve as basis for evaluating the performance of the post-primary education system, measuring the specific targets of the planned activities and programme/project implementation, and the needed intervention or improvements of the education system can be appropriately designed or formulated. While data collection and storage are planned institution based, the approach is still highly centralized in terms of database development and manpower training.
3. The comprehensiveness of the education survey 2005 on post-primary education specifically characterizing each of the post-primary education institution with relevant data and information has resulted a clear picture of the post-primary sector situation on a quantitative description in 2005.
4. Responding to the emerging challenges and demands from a wide range of data producers, users this survey was conducted. These lessons have to be considered in the light of the rapid changes taking place in the information technology and if a more sustained and up to date database is desired it will be easier to meet the changing and current demand of the users.

Recommendations:

1. As we move on to the new millennium, new challenges and demands will come along the way in pursuit of development and in obtaining the envisioned goals of the country. Resources are getting scarce and limited that best use of these resources should be of utmost concern. Since development and progress do not occur or take place at the same level and assumed that all the districts/upazilas/institutions suffer educational poverty in varying degrees, it is necessary that any attempt to provide intervention and opportunities to stakeholders should be made according to priority and seriousness of needs.
2. The survey databases should be updated on an annual regular basis and revision should only take place after every updating. The survey data should be stored in terms of its data output in both hard and diskette copies which are to be disseminated to the users either in print, networking system or through website. However, revision can be made in the computer for whatever new data may be provided from the source. This will preserve the integrity of data rather than subjecting these for unnecessary revision, which would result in confusion, thereby affecting the trust and confidence of the data users. Proper data management and maintenance should be adhered to avoid corruption or destruction.
3. **Decentralization of EMIS** from highly centralized system to sub-national level with the Districts Education Offices as the focal point of interest. The decentralization process shall also include the empowering of the District Education Officers (DEOs) in terms of capacity building, provision of additional regular manpower, adequate hardware and software and creation of a computer unit with separate infrastructure and facilities. The decentralization process has already been started through Support to ICT Project under Planning Commission to put this process in place in the 64 education districts in the country. Adequate Hardware and Software and the Web-based Application have been installed in the District Education Offices and will be started functioning after further installation of updated Survey 2005 databases. It is only through this approach that the district can truly provide a more sustainable support to the operation of the national EMIS from this year 2006. Its strategic location to link the BANBEIS with the upazilas and/or institutions renders it more inevitable to strengthen and upgrade the present status of the District Education Offices which have been included EMIS as its major responsibility.
4. The emerging needs for the **Geographic Information System (GIS)** is growing as a vital tool for educational planning and management which is now extensively used by the Ministry of Education and other policy making agencies on regular basis in producing a well characterized, detailed and comprehensive info maps by BANBEIS. Other government and non-government agencies have a better understanding and appreciation of the present location of institutions

and future sites of new institutions. The info maps can identify which institutions are deprived of educational resources such as teachers, instructional materials, facilities and other resources. Thus, making it more convenient for the authorities to make sound decision and viable plans for improvement and balanced development of the post-primary education system.

5. Full installation of a **networking system at BANBEIS** linking with the 64 district education offices or vice versa already implemented through Support to ICT Project. The system will have to network between and among district education offices for better access and sharing of information. Knowing the situation obtaining in the other districts would keep the district education officers abreast of the performance and progress of education, which can serve as bases for improvements and development planning for the district. Accordingly, there is a need to build capacities of the staff and establish the systems and procedures of data collection, processing and generation of reports and other related statistics. Now separate telephone lines should be installed for the purpose of networking and to make it more efficient, Leased lines with T&T should be subscribed with. E-mail and internet connection have been installed in most of the districts but the systems should be fully utilized for a more efficient and economical mode of accessing and sending information. It will adopt new technologies to make the system more responsive to the needs of the users making EMIS a more effective tool for planning and management.
6. **Massive capacity building** will be intensified at the district, upazila, and institution levels. The officers and staff involved in the collection, production of data will be made fully aware of the importance of EMIS in their managerial and technical work. A well informed and conscious education manager on the vital role of EMIS in their work will create impact and improvement in making EMIS more functional and responsive to the needs of the various users of education data and statistics. The heads of the institutions are the main source of data and information and responsible in providing the basic information about the institution. Subsequently, the institution data are consolidated to constitute the upazila database, district database, division database and finally, the national database. Because of its critical role in ensuring that the data coming from the initial source are complete and accurate, it is imperative that they be given some orientation-training about EMIS its concept, application and utilization. This will build their capacity to understand and appreciate why data are being collected from them and for what purpose are these being collected. This orientation training can eventually contribute to the efficiency and effectiveness of EMIS.
7. BANBEIS as a central depository of post-primary data should be **fully computerized** equipped and electronically linked to other government concerned agencies, non-government organizations and international agencies.
7. Analytical research studies should be conducted on different issues like; drop rate, gender participation, science education etc.