

**Assessing the Effectiveness of School Management Committees (SMCs) in improving Governance of Primary Schools in Bangladesh: A Case study of Selective SMCs at Gouripur Upazila in Mymensingh District.**

**A Dissertation**

By

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MAGD Batch-5

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## Table of Contents

Certification	vii
Table of contents	iii -vi
List of Tables	viii
List of Figures	ix
List of Abbreviations	x-xi
Acknowledgement	xii
Abstract	xiii
<b>Chapter 1: Introduction</b>	
1.1 General Background	1-3
1.2 Rationale of the Study	4
1.3 Statement of the Problem	4
1.4 Legal Basis	5
1.5 Objective of the study	6
1.6 Research Questions	6
1.7 Scope of the research	6
1.8 Limitation of the research	7
1.9 Structure of the Thesis	8

## **Chapter 2: RESEARCH METHODOLOGY**

2.1.1 Quantitative Method	9
2.1.2 Qualitative Method	9
2.1.3 Content Analysis	9-10
2.2 Source of Data	10
2.3 Sample size	10
2.4. Sample Area	10
2.5 Data Analysis	11

## **Chapter 3: Literature review**

3.1 Strengthening School Management Committees (SMCs)	12
3.2 Teachers' qualification and Training	13
3.3 Teacher attendance	14
3.4 Contact hours/Double shift school	14
3.5 Community Participation	14
3.6 Parent's teachers association (PTA)	15
3.7 Female Head teacher	15
3.8 Corruption and Mis-governance	16
3.9 Monitoring and supervision	17
3.10. Others literature review	18

## Chapter 4: Theoretical and analytical Framework

4.0 Theoretical Framework	19
4.1 System Theory	19-21
4.2 Analytical Framework	22
4.3 Operational definition of the factors	23-25

## Chapter 5: Findings from the Field Study

5.1 Educational status of SMC members of six primary schools	26-27
5.2 Respondents view about Education Qualification of SMCs members	28
5.3 Occupational status of six primary school SMC members	29-30
5.4 Attendance in SMC meetings	31-32
5.5 Problems of attending in meeting	33
5.6 SMC meetings per year in selected schools	34-35
5.7 Monthly meetings resolution	35
5.8 Training of SMC chairman's and other members	37
5.9 Student attendance of six primary schools	37-38
5.10 Teacher Attendance	39
5.11 Visit & Inspection by ATEO/TEO	40-41
5.12 Child Survey	42-43
5.13 PTA and mother assembly	44-45
5.14 PSC (primary school completion) examination Results	46-47

5.15 Dropout Rate	48
5.16 SLIP (School level Improvement Plan) of the six primary schools.	49
5.17 Annual Action plan	50
5.18 Student council, student Brigade and child physician team	50
5.19 Cub scouting	51
5.20 Performance of School managing committees (SMCs)	52-53
5.21 Support from SMC chairman	54
5.22 Support from Local Government as SMC members	54
Chapter 6: Analysis of the Findings	55-62
Chapter 7: Conclusions and Recommendations	63-66
Bibliography	67-68
Annexure	69-83

## **Statement of the candidate**

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## **List of Tables**

Table 1	List of Indicators	25
Table 2	Educational status of SMC members of six primary schools	26
Table 3	Educational status of SMC members of six primary schools	27
Table-4	Respondents view about Education Qualification of SMCs members	28
Table 5	Occupational status of SMC members of six primary schools	29
Table 6	Occupational status of SMC members of six primary schools	29
Table 7	Attendance of SMC members in the meeting	31
Table 8	Problems of attending in meeting of SMC members	33
Table- 9	SMC meetings per year in 6 primary schools (2011-2013)	34
Table 10	Training received and not received SMC members	36
Table 11	Student Attendance of six primary schools during 2011-2013	37
Table-12	Teacher Attendance of six primary schools during 2011-2013	39
Table 13	Visit & inspection by ATEO/TEO	40
Table 14	Child Survey (5+ to 10+) during 2011-2013	42
Table 15	PTA (parent's teachers association) & mother assembly	44
Table: 16	PSC (primary school completion) examinations Results	46
Table 17	Dropout Rate of six primary schools	48
Table: 18	SLIP (School level Improvement Plan) of the six primary schools	49
Table 19	Performance of SMC	52
Table 20	Supports from SMC Chairman	54



## **List of Figures**

Figure-1 Map of Bangladesh shows Gouripur Upazilla, Mymensingh District	11
Figure 2 SMCs activity in System theory	21
Figure 3 Relationship between the factors influencing the effectiveness of SMCs in primary school	22
Figure 4 Respondents view about Education Qualification of SMCs members	28
Figure 5.Attendance of SMC members in the meeting during (2011-2013)	32
Figure 6 Meeting per year during (2011-2013)	35
Figure 7 Percentage of received and not received training of SMC members.	37
Figure 8 Average student attendances (pre-primary to class V) during 2011-2013	38
Figure 9 Average Teachers attendance during 2011-2013 in surveyed primary schools	39
Figure-10 PSC (primary school completion) examination results during 2010-2013	47
Figure 11 Satisfaction level of SMC performance	53

## **List of Abbreviations**

AUEO	Assistant Upazila Education Officer
CHOLEN	Children's Opportunities for Learning Enhanced
CHT	Chittagong Hill Tract
CARE	Co-operative for American Relief Everywhere
C-in-Ed	Certificate in Education
DPEO	District primary Education Officer
DPE	Directorate of Primary Education
DFID	Department for International Development
EFA	Education for all
EPI	Education Performance Index
GPS	Government Primary School
IGS	Institute of Governance Studies
LGED	Local Government Engineering Department
MDG	Millennium Development Goal
MP	Member of Parliament
NGO	Non Governmental Organization
NPAII	National Plan of Action II
NSAPR	National Strategy for Accelerated Poverty Reduction
PEDP-II	Second Primary Education Development Program
PEDP-III	Third Primary Education Development Program
PSC	Primary School completion
PTA	Parent Teachers Association
PSQL	Primary School Quality Level
RNGPS	Registered Non Government Primary School

SGI	School Governance Index
SMC	School Management Committee
SLIP	School Level Improvement Plan
SSC	Secondary School Certificate
HSC	Higher Secondary School Certificate
SWOT	Strength Weakness Opportunities and Threats
UNESCO	United Nations Educational, Scientific and Cultural Organization
UEO	Upazila Education Officer
UNO	Upazila Nirbahi Officer
UNICEF	United Nations Children Emergency Fund

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## **Abstract**

School Management Committee (SMC) plays an important role by engaging local people in the educational and development activities of primary schools. Thus it is a bridge between the school and the local community. The SMC also plays vital role in the school as both leaders and decision makers. Improving the performance or increasing the effectiveness of SMC is inevitable for strengthening primary school governance.

Considering the effectiveness of the SMC, the objectives of this study are to assess the role of SMCs in improving governance of primary schools in Bangladesh. The study was conducted in six SMCs in Goripur Upazila under Mymensingh district. Only Government primary school and recently nationalized non-government-registered primary schools were considered. The study indicates that though the SMCs of primary schools have a high potential of improving governance of primary schools in Bangladesh, the SMCs in rural areas are not functioning well. Two thirds of SMC members did not receive training on their roles and responsibilities. Most of the SMC members are not well aware of their roles and responsibilities. Most of the SMC members basically guardians members and education patron members in the rural areas didn't complete SSC. Community participation in the form of donation in the schools located in municipality areas are satisfactory but local donations in the rural areas school are insignificant. The findings of the study reveal that SMC members do not visit home of drop out or irregular students to address their problems. All surveyed schools have formed Student Councils, Student Brigade Teams and Child Physician Teams but their activities are not satisfactory. Cub Scouting activities also are not satisfactory. No Corruption link was found among the SMC members in the admission and textbook distribution process. Female head teacher as a Member secretary of SMC plays vital role in ensuring regular SMC meeting and SMC member's attendance, arranging PTA (Parents Teachers Association) and mother assembly. Female teacher headed schools have made well in PSC (primary school completion) Examination. At present, there is no separate evaluation method to evaluate the performance of SMC. In order to invigorate the SMC, provision for separate evaluation method should be made. Punishment and incentive should be applied for poor and good performance of SMC respectively. Frequent visit and inspection by education officers to primary schools in remote area should be undertaken for increasing the effectiveness of SMCs.

# **Effectiveness of School Management Committees (SMCs) in improving Governance of Primary Schools in Bangladesh: A Case study of Selective SMCs at Gouripur Upazila in Mymensingh District.**

## **Chapter 1**

### **Introduction**

#### **1.1 Background**

The Government of Bangladesh recognizes education as a means of reducing poverty and improving the quality of life for children. As a signatory to the convention on the rights of the child, Primary education free and compulsory for all children up to classes five. The Government of Bangladesh has made positive steps towards fulfilling children's right to education. As a result, the country has made significant progress achieving universal primary education and gender parity in schools. The country is on course to meeting the MDG target of achieving gender parity in primary and secondary enrolment by 2015. Budget share in education in Bangladesh is one of the lowest in south Asia and despite this, much progress has been achieved in the education sector (Mahmud, Asadullah and Sovia, 2013). Despite many achievements; major improvements are still needed in order for all children to receive the benefit of quality education. The major challenges include: poor quality education; high dropout rate; promotion of equity and accessing education; decentralization of education administration; and special needs education.

There are 37672 government primary schools in Bangladesh. Recently government has nationalized existing registered non government primary school (RNGPS). Apart from state-supported schools (e.g. GPS and RNGPS), there are at least 12 additional types of schools operate in the primary education sector. Approximately 40% of the primary schools operate outside the state sector.

The planning and management of education system in Bangladesh is highly centralized. Primary education governance is affected by not only resource constraints but also the transparency and accountability of role and responsibility of different actors from the policy to implementation levels. Other key challenges for improving governance is in the area of school-based management and professional development of teachers in the country. A number of steps have been taken to improve governance such as the provision for School Management Committees (SMC) and PTA. However, the effectiveness of such bodies remains a concern.

The National Strategy for Accelerated Poverty Reduction (NSAPR) for 2009-11 aims at ensuring completion of quality primary education for all children irrespective of social, geographic, gender, ethnic differentials as well as differential physical and mental capabilities. The National Plan of Action II (NPAII), 2003-2015, of the Government commits to the education for all (EFA) program and highlights the need for improving quality while retaining the focus on equitable access to basic education. The NSAPR and the (NPAII) reinforce the Government's Compulsory Primary Education Act of 1990. The NSAPR provides for different specific initiatives to ensure equitable access to quality education, retention and equity at the primary level for all: primary education stipend for children from poor families; expansion of non-formal education targeted to extreme poor and in remote areas; reduction of education divides in terms of contents and standards between different streams; coverage of underserved areas; improvement in equity of outcome through allocation of appropriate resources; need based program for physically challenged and other vulnerable children; and introduction of school feeding program.

Currently, the most important reform initiative addressing these issues is the Third Primary Education Development Program (PEDP 3), a 5-year program (2011-2016) executed by the LGED(Local Government Engineering Department),Ministry of Local Government, Rural Development and Cooperatives ,Bangladesh. The PEDP -III documents has identified a number of pragmatic steps to improve the state of governance in the educations sector. It draws on the experiences and lessons learned from two previous programs (PEDP I and PEDP II) but makes a shift to a results-based culture. This puts a greater emphasis on rewarding results, rather than inputs. The basic aim for the program is to establish an efficient, inclusive and equitable primary education system delivering effective learning to all children in primary school. The focus of PEDP III is to improve quality of teaching and learning through a range of activities. These include providing infrastructural support to the schools, turning all double shift schools into single shift schools for increased contact hours, revising the existing teacher training modalities and strengthening the SMCs and encouraging communities to participate in school management .A large number of new teachers have been appointed to maintain a reasonable teacher-student ratio. Textbooks are delivered to most students by 31<sup>st</sup> January. Introduction of primary school completion (PSC) examination has provided a mechanism to hold schools accountable.

The political pledge of the Government reflected in Vision 2021 and Education Policy 2010 provides the framework for determining objectives, priorities and strategies for the education sector in the sixth five year plan (**FY2011-FY2015**).

Achievement of universal primary education, extending this stage to grade 8; elimination of illiteracy; removing the education gap between the poor and rich, creating a new generation equipped with technical skills and scientific knowledge; better remunerations for teachers; and overall improvement of quality and equity in education are key education goals of Vision 2021.

Other related targets pertinent to education are building Digital Bangladesh, empowering local government as the engine for delivering services and carrying out development activities, ensuring equal status for women in all spheres of society and state, and creating gainful employment for the labor force.

Governance and management improvements are critical for strengthening public education service delivery. The critical governance issues include:

- Weak human resource management.
- Centralization of education administration.
- Inadequate coordination.

Actions will be taken in the SFYP to address these constraints. The focus of reforms will be to ensure merit based recruitment and career development, emphasize the job learning as well as outside training, strengthen incentives to retain talented staff, and avoid unnecessary postings and transfers. There will be total decentralization of primary education management with a stronger role for the school managing committees and a greater involvement of the community in school management.



## **1.2 Rationale of the Study**

It is expected that the scholars, researchers, academics, teachers, community leaders, policy makers will be benefitted from the findings of this research .The findings of this research will add value to scholarly literature of this research work for scholars to review the recommendations and apply them to other SMCs in and outside the country to evaluate their effectiveness as a school management strategy. Researchers may also use the findings of this work to find out whether there is a need for any reform in current structure of SMCs at all for the effective management of schools. Policy makers and stakeholders can use the findings of this research work to review their educational policy in relation to community participation in improving quality teaching and learning in primary schools.

## **1.3 Statement of the problem:**

In theory, SMC has total management control over primary schools in Bangladesh. SMC provides a way for local community members and parents to become an effective part of school management. During SMC meetings various problems facing the school can be discussed and most of the community and institutional problems can be resolved. The problem of governance arises when PTA/SMC meetings are irregular (Chaudhury et al., 2006). In that case, it is not possible to communicate the issues affecting performance as well as resolving problems like teacher absenteeism. For Bangladesh, Ahmed and Nath (2005) found that SMCs were not able to exercise their authority. It is partly examined explained by anomalies in member selection - SMCs often were made up of people without sufficient background in education management and were elected owing to personal relationship with head teachers and elected local political leaders. Moreover, there is some dissatisfaction with how SMCs are functioning. In some instances, they also lack the necessary resources to carry out their designated responsibilities. They are accused of being dominated by head teachers and local political leaders. (Bennell and Akyeampong, 2006).

The SMCs are not functional in remote and char areas and most of the SMC members are not doing anything to prevent drop out and increase enrollment. Most of the SMC members do not play better role in monitoring and supervision of school activities. A vast majority of local government representatives have little role to play as they are not in the SMC. Most of the local government representatives who are members of the SMC had not received any training on their role (RTM International Dhaka,UNICEF, 2009).

#### **1.4 Legal Basis**

According to the circular no 688, November 15, 2012 The Ministry of Primary and Mass Education, The People's Republic of Bangladesh, the responsibility and duties of the School Management Committee (SMC) includes the following important aspects:

- ✓ Submitting report to the education officer regarding management of primary education, attendance of students, the responsibility, avoiding punishment of students.
- ✓ Approval of annual school expenditure.
- ✓ Resisting corporeal punishments of students
- ✓ Collection of local resources for development of the school and ensuring community participation for the development of the school.
- ✓ Preparation of school level development plan (SLIP) and Action plan for school development.
- ✓ Implementation of inclusive education through ensuring arrival of all students under the catchment area.
- ✓ Implementation of pre primary education.
- ✓ Ensuring enrollment and attendance of all children in school and taking arrangements for reducing dropout from school.
- ✓ Supervision and ensuring quality construction, reconstruction and expansion of the school
- ✓ School management committee as a project implementation committee can repair of school up to one lack BDT.
- ✓ Implementation of second opportunity of primary education under the project of non formal education
- ✓ Cooperation on training and selection of teachers
- ✓ Cooperation and adoption of necessary steps on continuing primary education during disaster.
- ✓ Ensuring presence of teachers, holding meeting regularly, necessary steps of quality education in primary school.
- ✓ Informing the problems of schools to education officer,
- ✓ Ensuring textbook distribution and other education materials to the student's timely and cooperation on implementation of co-curricular activities and annual child survey.
- ✓ Cooperation on arranging PTA (Parents and Teachers Association) and mother assembly.

### **1.5 Objective of the Study**

1. To assess the role of SMCs in improving governance of primary schools in Bangladesh.
2. To come up with certain recommendations for strengthening of the SMCs.

### **1.6 Research Questions**

1. Do the SMCs perform their roles and responsibilities in improving school governance?
2. Do the SMCs promote community participation for ensuring quality education?
3. Which factors are affecting effectiveness of SMCS in performing their duties in improving school governance of primary schools?

### **1.7 Scope of the research**

The study was confined to six SMCs (School Management Committees) of primary schools of Gouripur Upazilla under Mymensingh. SMCs chairman, SMCs members, parents, Head teachers, Assistant teachers, Local Government members were interviewed with different sets of questionnaire. Apart from them, District primary Education officer, Upazilla Chairman, Upazila Nirbahi Officer, Upazila education officer, parents, local elite also were interviewed with another set of questionnaire. The scope of the study was to get an idea about the current situation of the role of the SMCs. The research has covered the following important aspects of the role of the SMCs which include:

- Educational and Occupational status of SMC members.
- Training of SMC members
- SMC meetings and attendance of SMC members in meeting.
- Teacher and Student attendance
- Child Survey and Enrolment
- Parents Teachers Association (PTA) and Mother Assembly
- School level Improvement Plan (SLIP) and Action plan for school development.
- PSC (Primary School Completion) Examination Results.
- Activities of Student Council, Student Brigade and Child Physician Team
- Dropout Rate
- Visit and Inspection by UEO and AUEO

### **1.8 Limitations of the research**

Like every research this study has some limitations. Because of time constraint only some selective SMCs of one Upazila has been covered for this study. Even only Government primary school and recently nationalized registered non government primary schools have been considered for the study. During interview the teachers/SMCs members may not respond spontaneously with the apprehension that their views might cause harm themselves and their senior officials such as Education Officials, Upazila Nirbahi officer (UNO) and public representatives. The study interviewed sixty respondents from SMC members of six primary schools because of time constraint. Despite all the limitations the findings of the study will definitely help the policy makers to draw conclusion and suggest some policy options regarding strengthening the SMCs of primary schools which could be immensely used for improving governance of primary schools in Bangladesh.

## 1.9 Structure of the Thesis

The thesis is composed of seven chapters.

Chapter one: **Introduction** –This chapter provides an introductory discussion which contains background, legal basis for SMC, scope, rationale of the study, research objective, research question, and limitation of the study and the structure of the thesis.

Chapter two: **Research Methodology**-This chapter primarily focuses on the methods of data collection along with the justification of using the methods. This chapter presents the methodology applied for collecting and processing data. It will elaborate research methods and techniques used for data collection and analysis.

Chapter three: **Literature review** -This chapter deals with existing literatures on the role of SMCs in improving governance of primary schools in the context of Bangladesh and other parts of the world.

Chapter four: **Theoretical and Analytical Framework**- In this chapter concept of the theory used in this study is discussed. The factors which are influencing the effectiveness of SMCs in primary schools of Bangladesh have been described and their relation has been shown through analytical framework and how to relate those using data in guidance of theoretical framework are shown in this chapter. Operational definitions of the factors are also discussed here.

Chapter five: **Findings from the Field Study**-This chapter analyzes data collected from the study areas on what role School Management Committees (SMCs)) are playing in improving governance of primary schools.

Chapter six: **-Analysis of the findings**- This chapter discussed the important information from field survey and data analysis.

Chapter seven : **Conclusion and Recommendation**-Based on data analysis and discussion in previous chapters, this chapter recommends ideas for future approaches in strengthening SMCs in improving governance of primary schools.

## **Chapter 2**

### **Research Methodology**

Research methodology is the functional action strategy to carry out the research in the light of the theoretical framework and guiding research questions and or the proposed hypotheses (Aminuzzaman, 1991). This chapter presents the methodology applied for collecting and processing data. It will elaborate research strategy, research design, research methods and techniques used for data collection and data analysis. The steps which will be following for this study are discussed below.

#### **2.1 Methods used**

In this research to identify role of SMCs its effectiveness and factors that affect effectiveness. Qualitative and Quantitative as well as content analysis seemed necessary. So, all of these three methods- Quantitative, Qualitative and Content analysis- have been used to carry out the research where total respondents were sixty in number.

**2.1.1 Quantitative Method:** Quantitative data has been collected directly reviewing documents of the selected schools and using Questionnaire. The respondents were SMC chairmen, SMC members, and Head teachers. The researcher also collected data directly reviewing the schools meeting register, student and teacher attendance records, PTA(Parents Teachers Association), Mother assembly registers and other records.

**2.1.2 Qualitative Method:** Effectiveness of SMCs has various dimensions. It requires in depth understanding from different angles. In this study for qualitative data interview technique was used. District Primary Education Officers Upazilla chairman, Upazilla Nirbahi Officer, Upazilla education Officers, Local elite, were interviewed for collecting information from the Field survey.

**2.1.3 Content Analysis:** Similarly, “Content analysis method critically and objectively reviews the published or printed facts, figures, opinions, observations, generalizations in the light of its content value”(Aminuzzaman,1991). Content analysis has been used to gather secondary data. Therefore, it is helpful to give good insight about the research topic. Secondary data was collected from different relevant publications, dissertations, books, journal, articles, reports, government publications, rules regulations and acts and websites to understand the functions of the SMC. A literature review has been done accordingly. The schools meeting register, student

and teacher attendance records, PTA (Parents Teachers Association), Mother Assembly registers and other records are directly reviewed for collecting data.

## **2.2 Source of Data**

For this research both primary and secondary data have been used. As said earlier, reviewing documents of the selected schools, Questionnaire and Interview have been used to get primary data and Content analysis for secondary data. Questionnaire covered both open and close ended questions. Close ended question was used to get much specified answers and to save time. On the other hand, open ended questions helped to get insight view of some issues necessary. During field study, the researcher also observed directly the schools meeting registers, student and teacher attendance records, PTA (Parents Teachers Association), Mother Assembly registers and other records for collecting data.

## **2.3 Sample size**

A total number of 60(sixty) people were taken as respondents. Among them, 50 were SMC members those are selected from six schools as SMC chairpersons, SMC members, parents, Head teachers, Assistant teachers, Local government members. The rest 10 respondents are District primary Education officers, Upazila Chairman, Upazila Nirbahi Officer, Upazila Education Officer, Assistant Upazila Education officers(5).

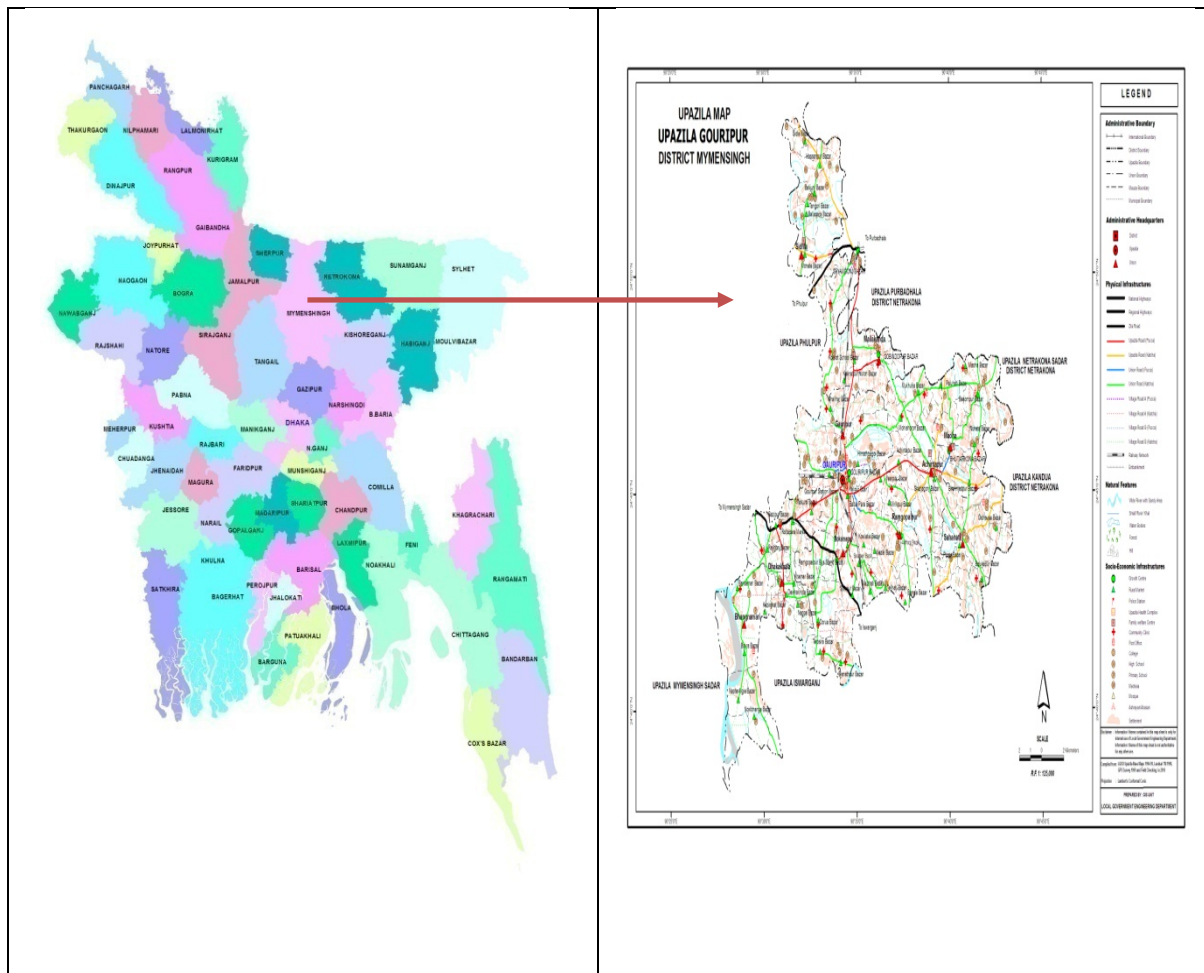
## **2.4. Sample Area**

The SMCs of Six primary schools were selected at Gouripur Upazilla in Mymensingh district. The Name of the selected schools are Gouripur Pouro model Govt primary school, Sheikh Lebu Smriti pouro Govt primary School, Satisha Pouro Govt Primary School, Chakpara Helaluddin Pouro Govt(registered) primary school, Govindopur Govt primary school and Koltapara Govt primary school. Among the six schools, three schools are female headed primary schools and two schools are out of Municipality areas. One non government registered primary school was also selected for the Study which recently been nationalized.

## 2.5 Data Analysis

The collected quantitative data has been processed and analyzed using statistical techniques and Microsoft excel application. Simple mathematical tools like tabulation, some charts, graphs percentage, frequency has been used to present data in a graphic manner. A mixed approach of qualitative and quantitative analysis has been used to interpret the data.

Figure-1 Map of Bangladesh shows Gouripur Upazilla, Mymensingh District





## Chapter 3

### Literature review

This chapter deals with existing literatures on the role of SMCs in improving governance of primary schools in the context of Bangladesh and other parts of the world. This chapter reviews the existing literatures on effectiveness of SMCs in improving governance of primary schools and collects useful and relevant information, ideas and concepts.

Several studies have been found on the role of SMCs in foreign countries and in our country. All literature has admitted the importance of Strengthening SMCs for improving governance of primary schools.

#### **3.1 Strengthening School Management Committees (SMCs):**

The SMCs are not functional in remote and char areas and most of the SMC members are not doing anything to prevent drop out and increase enrollment. Most of the SMC members do not play better role in monitoring and supervision of school activities. No social recognition or perceived benefit of SMC members might be responsible for not playing any proactive role. In a char area SMC members are not aware of their roles and responsibilities. Most of the SMC member had not received any training on their role. The SMC members of most schools do not or rarely visit the schools. The SMCs do not hold meeting regularly in most of the schools (RTM International Dhaka, UNICEF, 2009).

There is positive association between school governance and educational outcome in primary education of Bangladesh. Three indicators of school governance (SGI) such as trained SMCs members, female head teacher, and single shift school are needed to capture school governance effectiveness (Asadullah, 2013).

The project titled Children's Opportunities for Learning Enhanced (CHOLEN) by CARE Bangladesh (2009) is a primary education project is being implemented in the Chittagong Hill Tracts (CHT) districts.

CHOLEN has taken various steps to build local capacity to address corruption. One of the steps are activating and strengthening local school management committees (SMCs). The members of

SMCs are made aware of their legitimate roles, responsibilities and authorities, particularly the authority with regard to recommending approval of teachers' salary and monitoring teachers' attendance. The project builds capacity of SMCs so that they can report to concerned education office with regard to sub-contracting of teaching, unauthorized leave, any illegal payment demanded by the teachers or any other exploitative or corrupt practices.

### **3.2 Teachers' qualification and Training**

Teacher's qualification is also a factor to contribute to retention or influence drop out behavior. The teachers, who are not qualified, cannot teach properly. They are not capable to explain the many aspects of quality as an educational professional. The study "Participatory Evaluation: Causes of Primary School Dropout" was conducted by RTM International during March-June 2009 on behalf of Directorate of Primary Education with financial support from UNICEF, Bangladesh shows that 58% of the teachers had SSC (12%) and HSC (46%) level degree. Only 18% has masters' degree and 24% had Bachelor degree. It was also revealed that 52% Head Teachers were HSC passed. Head Teacher is the key person who is responsible to run school smoothly. Teachers in many schools have the common views that learning child psychology and modern teaching-learning technique teacher's academic qualification is important.

More skilled teachers would increase retention and reduce drop out and improve governance of primary schools. The study "Participatory Evaluation: Causes of Primary School Dropout" also shows that among the teacher respondents 86% received C-in-Ed training of which 88% were males and 83% females. 6% respondents have B. Ed training. 8% respondents did not get any training. Baseline survey 2005 revealed that 71.9% teachers had received C-in-Ed training of which 74.8% were male and 67.2% female.

### **3.3 Teacher attendance**

Teacher attendance basically in many rural and remote areas is an issue of concern that influence drop out. The study “Participatory Evaluation: Causes of Primary School Dropout” was conducted by RTM International during March-June 2009 on behalf of Directorate of Primary Education with financial support from UNICEF, Bangladesh shows that negligence in carrying out duty properly has been observed among the teachers mostly in remote rural areas like char, haor and hills. Teachers usually come late, leave early and also do not always work six working days. Irregular and untimely attendance of a teacher has negative impacts on learning environment.

### **3.4 Contact hours/Double shift school**

The study “Participatory Evaluation: Causes of Primary School Dropout” was conducted by RTM International during March-June 2009 on behalf of Directorate of Primary Education with financial support from UNICEF, Bangladesh shows that more than 90% schools run in double shift (staggered system). This is a problem more in rural schools than urban schools. For single shift school contact hour is about 1.5 times higher than double shift schools. The children from single shift schools get more time to cover the syllabus whereas students of double shift schools do not get the opportunity of more contact hours. So present contact hours for double shift school is not sufficient enough to complete the syllabus in due time. Due to reduced contact hours teacher might not have enough time to conduct classes following proper steps. In urban schools there is little complaint about the contact hours. With reduced contact hours students are deprived of the due procedure and fail to learn the lesson. As a result students become slow learners that gradually drive them out of school.

### **3.5 Community Participation**

Community and civil society support and involvement are also essential for meaningful local level planning and management, and building up an attractive and efficient primary education delivery system. School Management Committees (SMC) are working well in many places in local level planning for improving the operational aspects of the school; but in most cases participation of members remains limited to attending meetings only (AFM, Rabbi 2008). NGOs have been involved in reviving some of the moribund community schools, otherwise not much in

the promotion of primary education (NPA-II, 2003:60). They are involved in a big way in the government's NFE program. In light of their pro-active role and appreciable success in non-formal education and in community development activities, assisting the marginal population NGOs could and are willing to play a positive and effective role in primary education to improve its quality

### **3.6 Parent's teachers association (PTA)**

The study "Participatory Evaluation: Causes of Primary School Dropout" was conducted by RTM International during March-June 2009 on behalf of Directorate of Primary Education with financial support from UNICEF, Bangladesh shows that most of the parents in their interview cited that they did not know anything about PTA and had heard about PTA and its meetings. They did not have any further knowledge about its role and activity. No more evidence of the existence or activities could be found. Lack of community participation and ownership of schools keep them away from any type of involvement.

### **3.7 Female Head teacher:**

Female headship can be good for school governance as female teachers tend to be more inclusive. Being recruited locally, they can also help mitigate the effect of alienation between communities and schools. In Bangladesh, the head teacher has been highlighted as an important determinant of good management and school quality and outcomes (Ahmed and Nath, 2005). However the role of female leadership in school management is less understood. In general, men and women differ in terms of their people management skills. Female head teachers are found to adopt an inclusive, participatory style, to pay much attention to vision building for the school (Oplatka, 2005). Other characteristics associated with women's leadership include good conflict management and interpersonal skills, being excellent listeners and showing tolerance and empathy (de la Rey, 2005). Women are also described as more likely to lead from behind, compared to men who lead from the front, and to be encouraging of participation, sharing power and information. At the same time, female leaders can serve as role models for future generations, shaping parents' and children's beliefs about what women can achieve. This role model effect can help close gender gaps in other spheres (Pande and Topalova, 2013).

In the above context, there are a number of reasons for which we can expect a female head teacher to deliver good governance. Studies find that greater female political representation is associated with lower corruption (Dollar et al., 2001; Swamy et al., 2001).

### **3.8 Corruption and mis-governance**

The study “Participatory Evaluation: Causes of Primary School Dropout” was conducted by RTM International during March-June 2009 on behalf of Directorate of Primary Education with financial support from UNICEF, Bangladesh shows that Corruption and mis-governance are to be highly likely to affect the quality of education at school. Corruption and mis-governance are analyzed at three levels, at the community level by SMC, school level by the teachers, and at the level of AUEO and UEO. Many of the issues are interrelated and many things cannot be accomplished without the connivance of one another. The nature of corruption and mis-governance cover the areas related to:

- Irregular attendance of teachers
- Late arrival and early departure of teachers
- Dependence on Para teacher
- Selection and distribution of stipend money
- Monitoring and supervision
- Malfunctioning of SMC
- Recording and reporting
- Misappropriation of development fund
- Private tuition

### **3.9 Monitoring and supervision**

The study “Participatory Evaluation: Causes of Primary School Dropout” was conducted by RTM International during March-June 2009 on behalf of Directorate of Primary Education with financial support from UNICEF, Bangladesh shows that one of the key reasons for poor performance of primary education system is lack of monitoring and supervision. Upazilla education officer (UEO) is responsible for monitoring and supervising the primary schools in an Upazila who is assisted by a number of AUEOs. There are vacant posts of AUEOs in some Upazilas and most of those posted reside at the Upazila headquarters and not in the cluster. In remote Upazilas the problem of supervision and monitoring is acute due to lack of support staff in UEO offices, and UEOs engage the AUEOs to do the office work.

Corruption is also linked to the poor monitoring and supervision. In where teachers are not attending regularly, they bribe their supervisor on monthly basis. AUEO school visit form is available with the school teachers who sometimes fills the forms supposed to be filled by the AUEO themselves. So, the desired level of supervision is evidently absent in primary school.

### **3.10. Others literature review**

Consortium for Research on Educational Access, Transitions and Equity (CREATE) INDIA POLICY BRIEF-4 (FEBRUARY 2011) has conducted a study on EFFECTIVE SCHOOL MANAGEMENT COMMITTEES at Madhya Pradesh and Chhattisgarh in INDIA. This Policy provides a brief analysis of school governance at local level in India. It was written by Madhumita Bandyopadhyay and Moitri Dey. The Policy Brief have recommended on regular SMC meetings, building capacity and awareness of SMC members, guidelines and checklists for SMCs, preparing school development plan, active participation of parents and community members, sharing school development plan with village council meetings, recording attendance and maintaining financial records of income and expenditure, and proper functioning of schools through media campaigns for SMC effectiveness (CREATE INDIA, 2011).

Benedict Osei-Owusu and Francis Kwame Sam (2012) have conducted a research on “Assessing the Role of School Management Committees (SMCs) in improving Quality Teaching and Learning in Ashanti Mampong Municipal Basic Schools in GHANA, West Africa”). Their survey showed that SMCs were ineffective in the monitoring and supervision of head teachers', teacher's and pupils' attendance. They have recommended on regular monitoring and supervision of head teachers, teachers and pupil's attendance by SMCs, motivating hardworking teachers, brilliant students and other non-teaching staff adequately, assisting teachers by SMCs to ensure maintenance and safety of school infrastructure by mobilizing resources with parent teachers Association (PTA) for the effectiveness of school Management Committee (Benedict Osei-Owusu and Francis Kwame Sam, 2012).

## Chapter 4

### Theoretical and analytical Framework

This chapter details out framework for analysis. In this study theoretical as well as analytical framework is used. A theoretical framework for this study is developed based on the study of literature. Theoretical Framework is used as explanatory tool to assess the relationship of the factors which are influencing the effectiveness of SMCs. On the other hand, through Analytical framework a logical approach is built to explain the relationship of the factors on the basis of theoretical framework.

#### 4.1 Theoretical Framework

The study is assessing the effectiveness of SMCs in improving governance of primary schools. In general sense, effectiveness is the capability of producing an effect. Effectiveness means degree to which objectives are achieved and the extent to which targeted problems are resolved. In contrast to efficiency, effectiveness means doing the right thing. So, in this study effectiveness means definitely effectiveness of SMCs activities in improving governance of primary schools. In this study effectiveness of SMCs in improving governance of primary schools which has been assessed with the help of **System Theory**.

##### *System Theory*

Organizations are formed to achieve purposes which individuals alone cannot achieve. Organizations are social inventions designed to achieve certain purposes. To Cummings (1980) in effect organizations are social structures (formal arrangement of people and group) and processes (behavior and interactions between people and groups). Organization is nothing static. System theory sees it as a dynamic entity. Relationship between an organization and its environment is also dynamic. Organizational effectiveness, an organization's capacity to achieve its goals is a function of the congruence or fit between people, process, structure and environment (Freidlander: 1971; Lorch: 1975; Miles & Snow: 1978 cited by Beer: 1980). Some of the most frequent causes of failure in organizational efforts come from an incomplete understanding of the multiple causes of a problem. An incomplete diagnosis of the problem then leads to an incomplete action plan resulting in incomplete achievement. Planning and



implementation requires understanding of social complex aspects of a problem. If ineffectiveness of SMCs is a problem in improving governance of primary schools, it requires understanding of its complexity from each dimension as organizations.

Applying systems theory to organizations leads to following general characteristics (Beer, 1980):

I. Organizations are composed of several components or parts which are in interaction with one another while at the same time part of an identifiable whole. These components may be sub-systems or they may be dimensions such as people, process, structure and culture. The subsystems are not necessarily represented by departments in an organization, but might instead resemble patterns of activity. Existing systems in external environment on which the survival of the focal system is dependent are seen as Super systems.

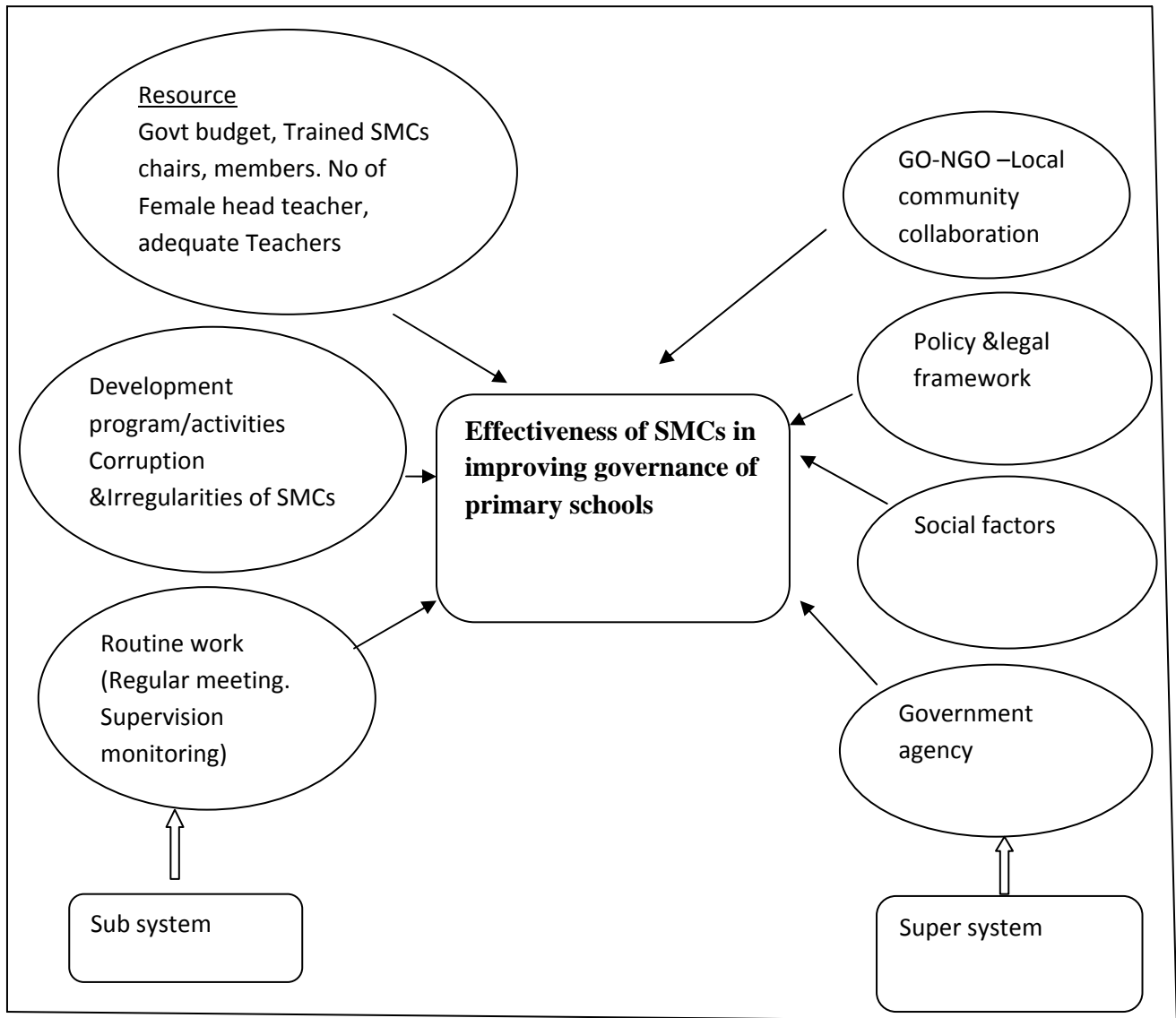
II. Organizations interact with an external environment from where they get resource, input, information, assistance. Environment means the social environment in which an organization operates. It affects organizations directly through legislations, government regulations, and relevant policies. It argues that changes in environment directly affect the structure and function of the organization. It recognizes interdependence of personnel, impact of environment on organizational structure and function and affect of outside stakeholders on the organization.

III. Organizations have feedback mechanisms and information flow between organization and environment. Inter-departmental meetings, coordination mechanisms are examples of it. Similarly, Cummings (1980) considers other organizations as critical part of the environment of an organization and he emphasizes on having a mechanism appropriate to inter organizational relations.

Now if we view SMCs working in improving governance of primary schools through framework of systems theory, components of the system are:

**Sub-system:** Resource (both financial and human), program

**Super system:** Government agency, Policy and legal framework and Social factors



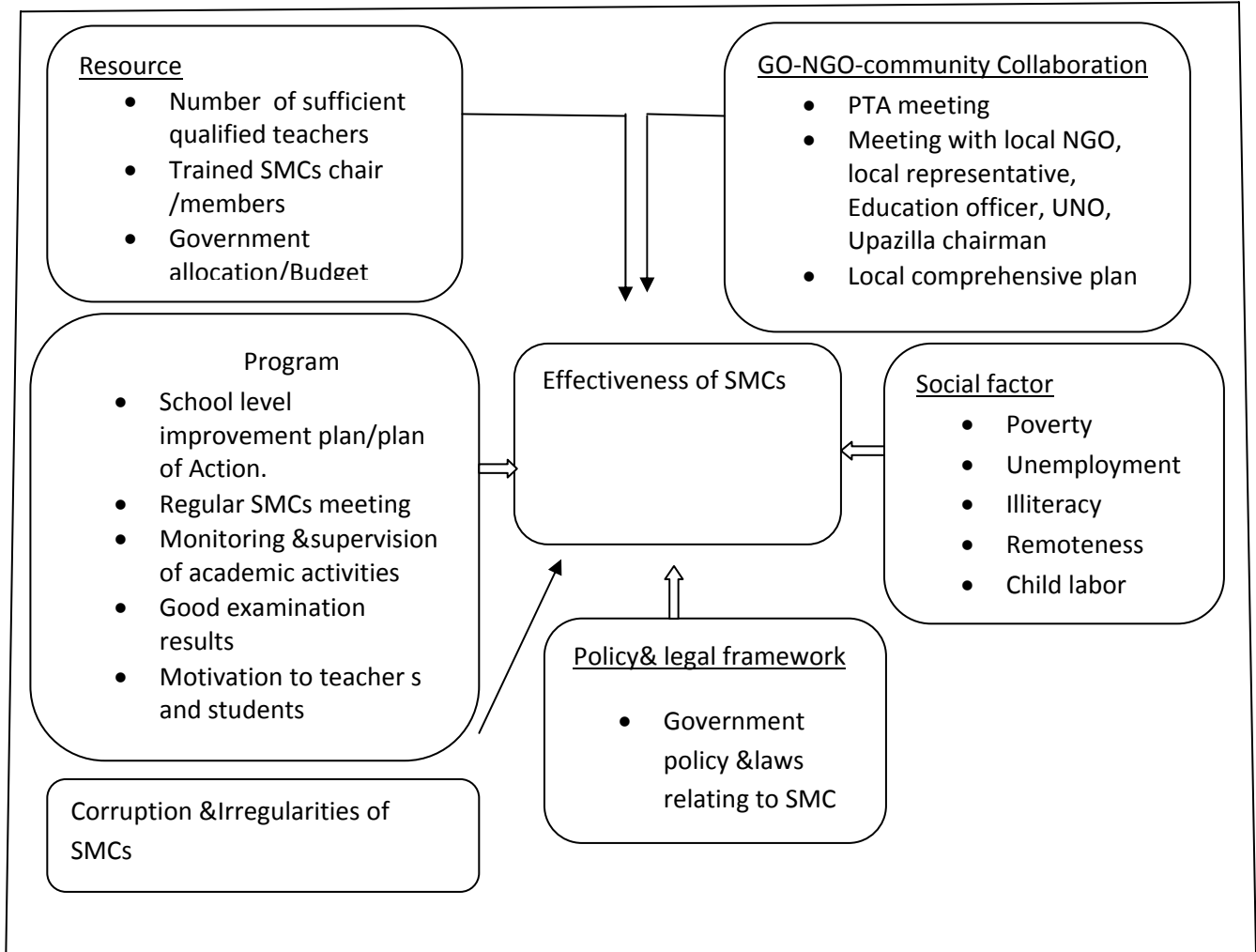
**Figure 2: SMCs activity in System theory**

Government agencies, policies and legislations, Resource (both financial and human), program (SMCs activities), social factors may have effects on effectiveness of SMCs in improving governance of primary schools. The effect may be negative or positive or mixed.

## 4.2 Analytical Framework

The factors which are influencing the effectiveness of SMCs in primary schools of Bangladesh have been discussed in the below figure:

### Analytical frame work:



**Figure 3:** Relationship between the factors influencing the effectiveness of SMCs in primary schools of Bangladesh.

### **4.3 Operational definition of the factors**

The factors which are influencing the effectiveness of SMCs in primary schools of Bangladesh have been described in the below:

#### **4.3.1. SMCs effectiveness in improving governance of primary schools.**

In this study, effectiveness of SMCs in improving governance of primary schools is measured by indicators- such as increasing enrollment rate, decreasing dropout rate, good performance in Primary school completion (PSC) examination, and increasing local community participation. It is assumed that effectiveness is affected or benefited by Resource, Development Programs, GO-NGO Collaboration, Policy and Legal framework and Social factors.

#### **4.3.2. Resource**

Resource means financial as well as human resource of SMCs here. Resource is an important variable upon which a program's sustainability depends. SMCs depend on government for financial back. Sometimes they generate their own and local resource. Similarly adequacy of staffs, sufficient qualified teachers, trained SMCs chair and members is a factor that may have affect on effectiveness of SMCs.

#### **4.3.3 Program in improving effectiveness of SMCs & Quality education**

Here program means activities taken by SMCs in improving governance of primary schools. What types of activities are chosen for effectiveness of SMCs in improving governance of primary schools is an important factor. The activities includes regular meeting of SMCs, proper supervision & monitoring of academic activities, arranging co-curricular activities, steps for improved educational outcome, school level improvement plan, community participation for educational development in primary schools etc.

#### **4.3.4 Social Factor**

Poverty, illiteracy, unemployment, Child labor, remoteness and other socio-economic and cultural factors of a community play very important role in effective SMCs. SMCs can't bring the children of poor family in poverty stricken areas into their schools. Usually the children of poor family assist their parents in agricultural works and other occupations. Remoteness impedes the academic activities of primary school because teachers show unwillingness to go remote areas such as hilly and haor areas.

#### **4.3.5 GO-NGO Collaboration /Community participation**

Collaboration means working together to achieve a common goal. Here, the goal is effectiveness of SMCs in improving governance of primary schools. To achieve such a goal is not possible by any individual institution. It needs cooperation and coordination. NGO and local community can come forward to help the SMCs with financial support in terms of structural repairing, earth filling of school field, extend co-operation during annual sports, and provide the poor children with the stipend money. Local representatives can provide VGD cards to poor parents on condition of school presence. If NGOs and local community have no collaboration with SMCs, it is not possible only by SMCs/Government to solve the problem and improve governance of primary schools in a congenial atmosphere.

#### **4.3.6 Policy and Legal Framework**

Policy is nothing but a plan of action to do something. Here policy means government plan to increase effectiveness of SMCs in improving governance of primary schools. Policy directions have implications for government and non-government organizations. In case of improving governance of primary schools, SMCs are guided by policies. On the other hand, Legal framework is acts, rules and regulations. It is controlled by government but it has impact on other working areas. SMCs' work to improving governance of primary schools are also facilitated or hampered by laws relating to it. SMC should be properly empowered, since it has no proper authority for smooth functioning.

### 4.3.7 Corruption & Irregularities

Corruption and Irregularities are contributing a lot in affecting the quality of education at school level. Corruption and Irregularities are analyzed at three levels-at the community level by SMC, school level by the teachers, and at the level of AUEO (Assistant Upazila Education Officer) and Upazila Education Officer (UEO). The SMC chairman in most cases is involved in irregularities with head teacher in the process of selecting and distributing of stipend in almost all rural areas (RTM International Dhaka, UNICEF, 2009).

Table -1: List of indicators:

Factors		Indicators
Resource	Human	No of staff/ Sufficient and qualified teacher. Trained SMCs chair & members
	Financial	Budget /Allocation of money
Routine work Regular meeting Development Program		School Level Improvement plan (SLIP) and Action plan for school development. Proper supervision and monitoring
GO-NGO collaboration		PTA meeting Meeting with NGO, Local community & representatives Comprehensive local work plan
Policy and Legal Framework		Updated Rules and Regulation on SMC
Social Factor		Poverty. Unemployment, Illiteracy, Remoteness
Corruption ,Irregularities of SMCs		Extorting money in the process of selection and distribution of stipend money and text book.

## Chapter-5

### Findings from the Field Study

The School Management Committee plays an important role in the school governance. The School Management Committee of primary school consists of 12 members. Of the 12 members, one chairman, one vice chairman, four guardians members, one head teacher, one land downer member, one education patron, one primary school teacher representative and one high school teacher representative and one local government member. The researcher visited the six primary schools at Gouripur upazilla under Mymensingh District and also met and interviewed 60 respondents including District Primary education officers, Upazila Chairman, Upazila Nirbahi officer, Upazila education officer, Assistant upazila education officers and members of SMCs/PTCs, and directly reviewed their meeting register, student and teacher attendance records, and other documents. The study found the following characteristics of the SMC members of the primary school.

#### 5. 1. Educational status of SMC members of six primary schools

Table 2: Educational status of SMC members

Indicators	SMC chairman	%	Head teacher	%	Vice chairman	%	Education patron	%	Local Govt. members	%
Class I-V	0	0	0	0	0	0	1	16.66	1	16.66
Class VI-X	0	0	0	0	1	16.66	3	50	1	16.6
SSC	0	0	0	0	3	50	0	0	2	33.33
HSC	1	16.66	1	16.66	1	16.66	1	16.66	2	33.33
Graduation	4	66.66	3	50	1	16.66	0	0	0	0
Masters	1	16.66	2	33.33	0	0	0	0	0	0
Total	6		6		6		6		6	

Table 3: Educational status of SMC members

Indicators	Guardian members (Male& female)	%	Land downer	%	Primary school members	%	High school Members	%
Class I-V	9	37.5	0		0	0	0	
Class VI-X	9	37.5	3	50	0	0	0	
SSC	3	12.5	2	33.33	1	16.66	0	
HSC	1	4.16	1	16.66	2	33.33	0	
Graduation	2	8.33	0		3	50	6	100
Masters	0	0	0		0	0	0	
Total	24		6		6		6	

Source: Upazila education office and local surveyed school.

In case of education qualification none has been found to be illiterate. In case of the of the six SMC chairman, 16.66 % percent completed HSC, 66.66% completed graduation and 16.66 percent completed Masters Degree. In case of Vice Chairman, 50% completed SSC and 16.66% obtained SSC, 16.66% completed HSC and 16.66% did not complete SSC .In case of the Guardian member Male& female SMC members 37.5% did not complete SSC, 37.5% are only five pass, 12.5% completed SSC and 4.16% completed HSC. Only 8.33% are graduates. In case of the High school SMC members, all are graduates. In case of the Primary school SMC members, 50% are graduates, 33.33% completed HSC and 16.66% obtained SSC. In case of education patron member, 16.66% completed five class and 16.66% obtained HSC and 50% did not complete SSC. In case of Land downer member, 33.33% completed SSC and 16.66% obtained SSC and 50% did not complete SSC.



## 5.2 Respondents view about Education Qualification of SMCs members

50 respondents were interviewed who are Upazila education officer, SMCs chair, head teacher, guardians, and other members of SMC. Of the 60 respondents, 41 respondents have stated that SMC member's education qualification should be minimum SSC for smooth functioning.

Table-4 Respondents view about Education Qualification of SMCs members

No of Respondents	SMC qualification should have minimum SSC	%	SMC qualification should not be a bar	%
60	41	68.33	19	31.66

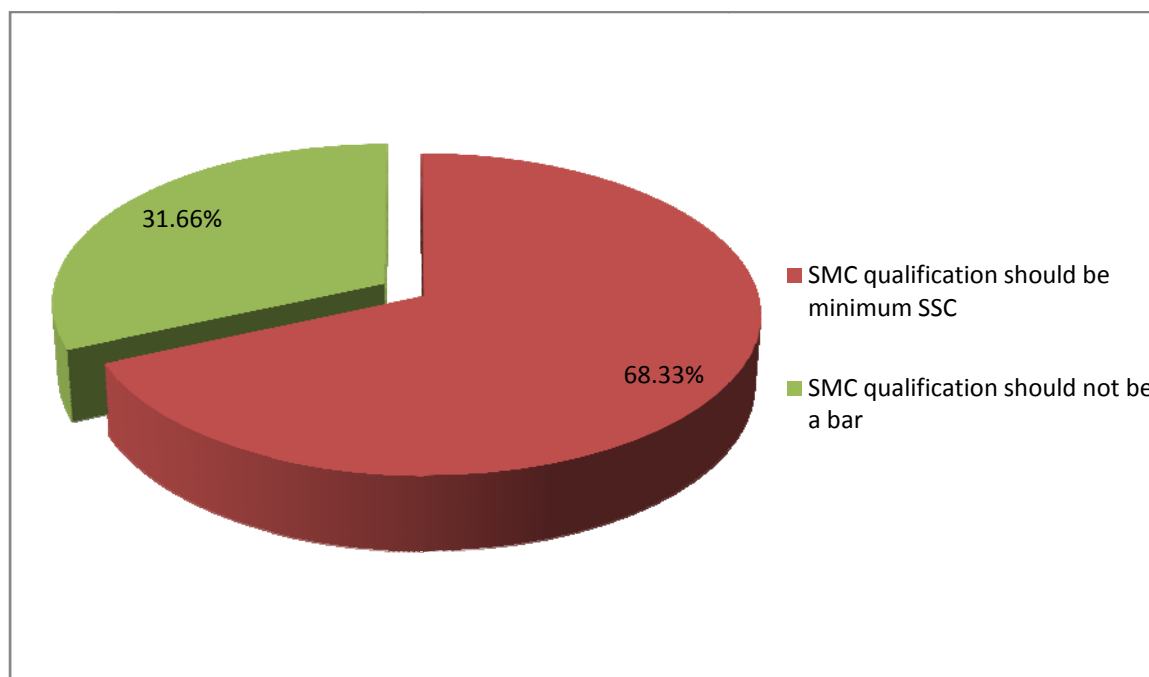


Figure 4 Respondents view about Education Qualification of SMCs members

### 5.3 Occupational status of six primary school SMC members

Table: 5 Occupational status of six primary school SMC members.

Indicators	SMC chairman	%	Head teacher	%	Vice chairman	%	Education patron	%	Local govt members	%
Agriculture	0	0	0	0	1	16.66	0	0	0	
Business	1	16.66	0	0	2	33.33	1	16.66	5	83.33
Service	3	50	6	100	0	0	0	0	0	0
NGO	0	0	0	0	0	0	0	0	0	0
House wife	0	0	0	0	1	16.66	3	50	0	0
Others	2	33.33	0	0	2	33.33	2	33.33	1	16.66
Total	6		6		6		6		6	

Table 6: Occupational status of six primary school SMC members

Indicators	Guardian member (Male& female)	%	Land downer	%	Primary school members	%	High school members	%
Agriculture	8	33.33	3	50	0	0	0	0
Business	3	12.5	2	33.33	0	0	0	0
Service	1	4.16	0	0	6	100	6	100
NGO	2	8.33	0	0	0	0	0	0
House wife	10	41.66	0	0	0	0	0	0
Others	0	0	1	16.66	0	0	0	0
Total	24		6		6		6	

Source: Upazila education office and local surveyed school.

Table 6 reveals that almost all of the female guardian's (41.66%) occupation is household work. On the contrary 33.33% male guardian is engaged in agriculture and 12.5% male guardians are engaged in a business 8.33% guardian is involved in NGO and 4.16% guardian is involved in Government service. In case of the six SMC chairman occupation, 50% are involved in service, 16.66% are engaged in Business and 33.33% are involved other jobs. In case of the of the six vice chairman occupation, 33.33% are involved in Business, 16.66% are engaged in Agriculture, 33.33% are involved other jobs and 16.66% are housewife. In case of the Local government members occupation, 83.33% are involved in Business, 16.66% are engaged in other jobs. In case of education patron members occupation, 16.66% are engaged in Business, 33.33% are involved other jobs and 50% are housewife. Head teacher, Primary and High schools SMC members all are Government service holder. In case of land downer members occupation, 33.33% are engaged in Business, 16.66% are involved other jobs and 50% are agriculture.

#### 5.4 Attendance in SMC meetings:

Table: 7. Attendance of SMC members in the meeting

Name of the schools	Years	Year Attendance	Average attendance (2011-2013)
Sheikh Lebo Smriti pouro Govt primary School	2011	94%	79%
	2012	73%	
	2013	70%	
Satisha Pouro Govt Primary School	2011	95%	91.60%
	2012	91%	
	2013	88.81%	
Chakpara Helaluddin Pouro Govt(registered) primary school	2011	83%	77.11%
	2012	83%	
	2013	65.33%	
Govindopur Govt primary school	2011	66.33%	66.19%
	2012	64.25%	
	2013	68%	
Gouripur govt pouro model primary school.	2011	89%	81.66%
	2012	80%	
	2013	76%	
Koltapara Govt primary school	2011	66%	63.26%
	2012	69%	
	2013	54.80%	

Source: Upazila education office and local surveyed school.

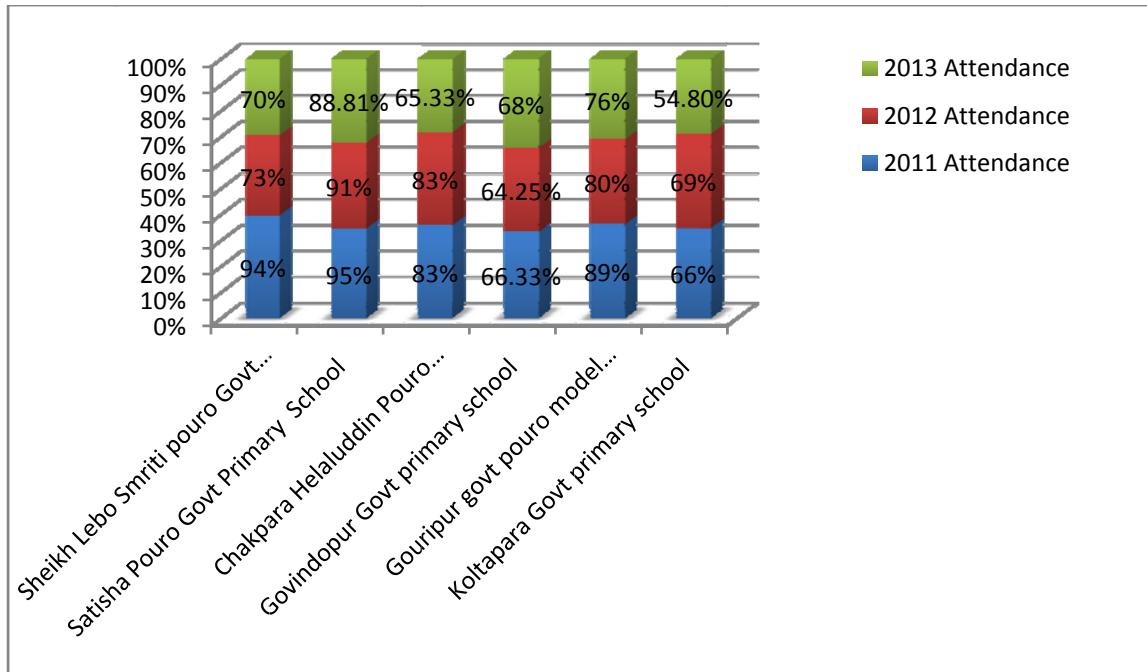


Fig: 5.Attendance of SMC members in the meeting during (2011-2013)

Table 7 reveals that Gouripur Pouro model Govt primary school, Sheikh Lebo Smriti pouro Govt primary School and Satisha Pouro Govt Primary School, Chakpara Helaluddin Pouro non-govt(registered) primary school comparatively conducted meeting monthly almost per year during 2011-2013. SMC member’s average attendances in the meetings of those four schools are 81.66%, 79%, 91.60% and 77.11% respectively during 2011-2013 which are satisfactory. Other two schools out of municipality areas such as Govindopur Govt primary school and Koltapara Govt primary school SMC member’s attendances are below 70% such as 66.19% and 63.26% which is not satisfactory. The two schools didn’t conducted meeting monthly regularly during 2011-2013.

### 5.5 Problems of attending in meeting

The 50 respondents when asked about the problems of attending in meeting, they were asked to reveal their views in terms of distance, not willingness, own business, no benefit and others which are indicated in the table below:

Table-8: Problems of attending in meeting:

Indicators	No of respondents	%
Distance	9	18
Not receiving notice	2	4
Not willingness	5	10
Own business	20	40
No benefit	12	24
Illness	2	4

The 50 respondents belong to SMC chairman, vice chairman, guardian members and other members. Majority of them (40%) explained that due to own business/family burden did not attend the meeting. The other problems are distance (18%), no-benefit (24%), non-willingness (10%), illness (4%) and not receiving notice (4%).

## 5.6 SMC meetings in selected primary schools (2011-2013)

Table-9 SMC meetings per year in 6 primary schools (2011-2013)

Name of the Schools	Year	Meetings per year
Sheikh Lebu Smriti pouro Govt primary School	2011	06
	2012	06
	2013	05
Satisha Pouro Govt Primary School	2011	12
	2012	11
	2013	11
Chakpara Helaluddin Pouro Govt(registered) primary school	2011	7
	2012	8
	2013	9
Gouripur Pouro model Govt primary school	2011	10
	2012	10
	2013	07
Govindopur Govt primary school	2011	3
	2012	4
	2013	5
Koltapara Govt primary school	2011	3
	2012	3
	2013	5

Source: Upazila education office and local surveyed school.

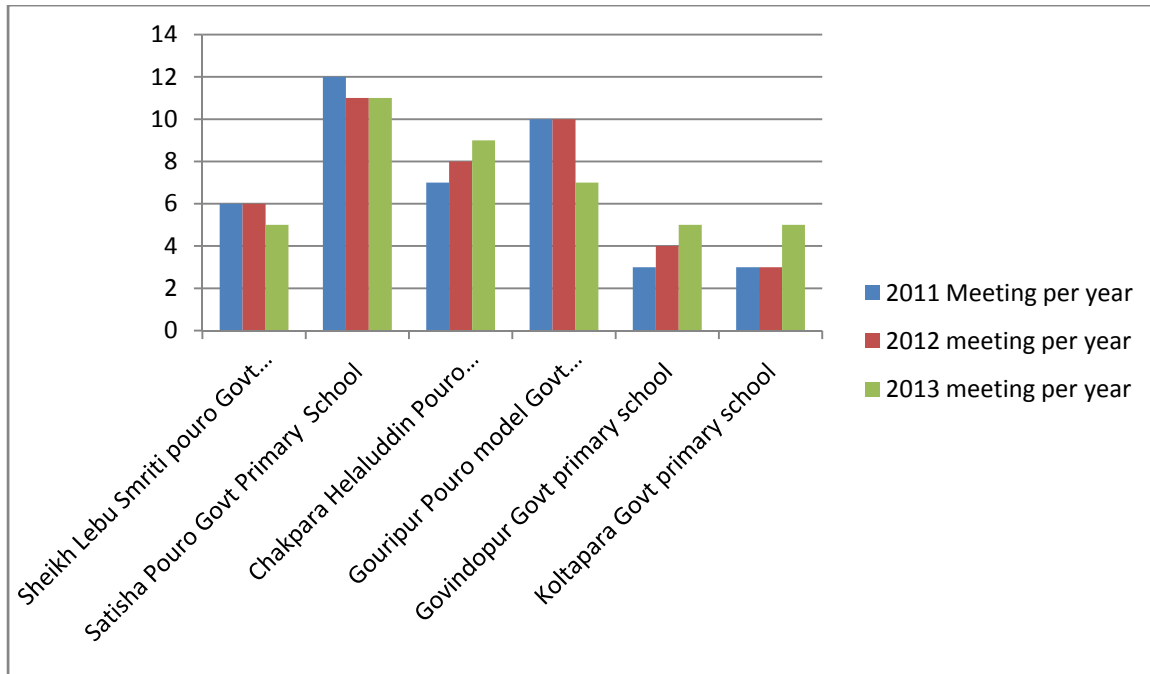


Fig:6 Meeting per year during (2011-2013)

Of the surveyed six schools Satisha Pouro Govt Primary School and Gouripur Pouro model Govt primary school only conducted meeting almost every month per year. Other schools didn't hold meeting regularly. The attendance rate of SMC members in municipality areas schools is higher than the SMC members of schools out of municipality areas.

### 5.7 Monthly meetings resolution

The field study reveals that all surveyed schools headmaster write and preserve monthly meetings resolution but those schools do not submit resolutions of their monthly meetings to Upazila education office.



### 5.8. Training of SMC members

Table 10: Training received and not received SMC members in selected schools

Name of the Schools	Training received	Not training received	Total number SMC members
Sheikh Lebu Smriti pouro Govt primary School	4	8	12
Satisha Pouro Govt Primary School	4	8	12
Chakpara Helaluddin Pouro Govt(registered) primary school	4	8	12
Gouripur Pouro model Govt primary school	4	8	12
Govindopur Govt primary school	4	8	12
Koltapara Govt primary school	3	9	12
	23	49	72

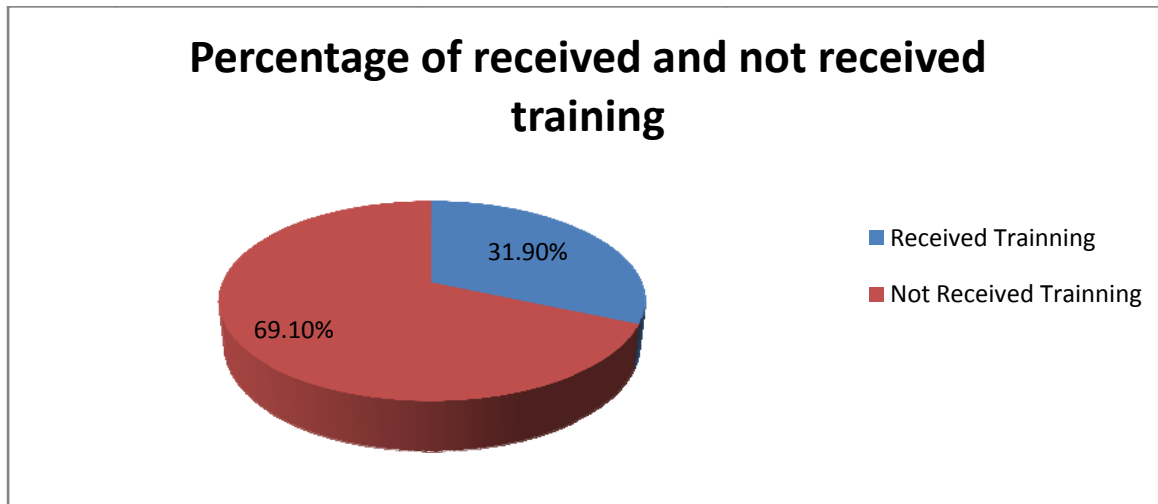


Fig 7 Percentage of received and not received training SMC members.

The field study reveals that Of the surveyed six schools 72 SMC members, only 23 members(31.9%) has got training on roles and responsibilities. Head master, SMC chairman and education patron members have received training on their roles and responsibilities. Two thirds of the SMC members has not got training on roles and responsibilities.

## 5.9. Student Attendance

**Table: 11 Student Attendance of six primary schools during 2011-2013 (Pre-primary to Class V)**

Name of the Schools	Average Attendance Pre-primary to Class V	Average Attendance Pre-primary to Class V in 2012	Average Attendance Pre-primary to Class V in 2013	Average Attendance Pre-primary to Class V (2011-2013)
Sheikh Lebu Smriti pouro Govt primary School	87.33%	87.33%	89.83%	88%
Satisha Pouro Govt Primary School	83.25%	84.50%	86.66%	85%
Chakpara Helaluddin Pouro Non-Govt(registered) primary school	81.90%	81.75%	78.83%	81%
Gouripur Pouro model Govt primary school	85.33%	81.41%	81.83%	83%
Govindopur Govt primary school	89.1%	83.16%	90.91%	87.77%
Koltapara Govt primary school	76.5%	75.33%	75.75%	76%

Source: Upazila education office and local surveyed school.

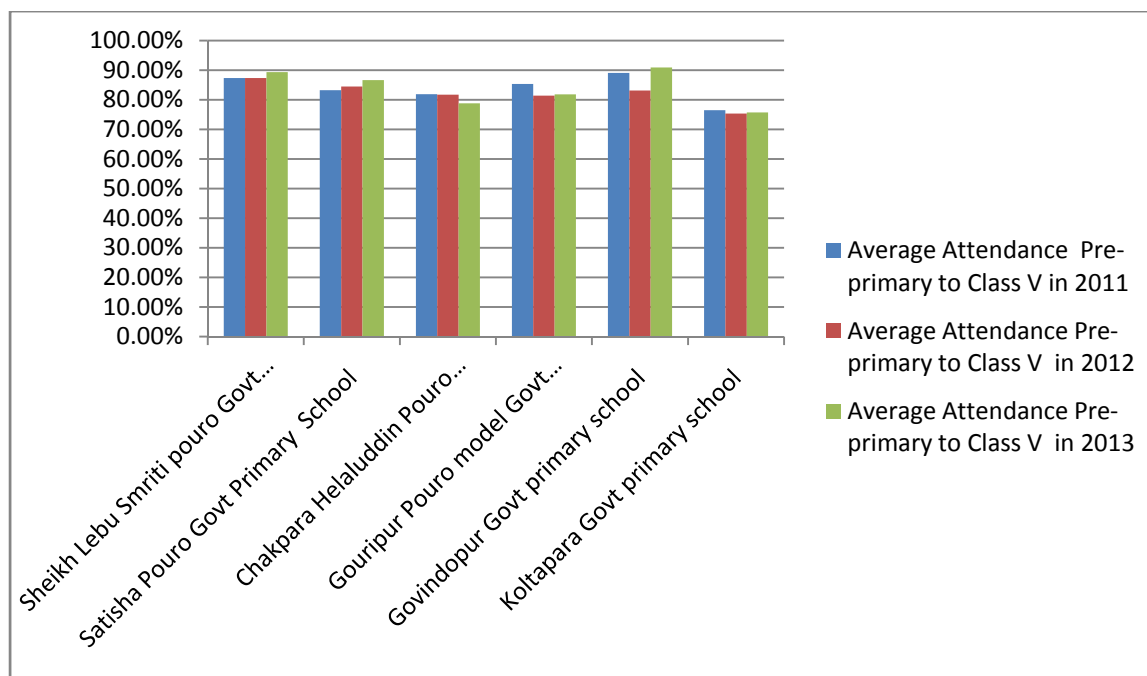


Figure -8: Average student attendance (pre-primary to class V) during 2011-2013

The survey shows that there is a link between student attendance and School management. Generally student attendance in schools where SMCs conduct meeting regularly is better than other schools where meetings are not regular. Of the 6 surveyed schools, average student attendance (pre-primary –class V) during 2011-2013 in Sheikh Lebu Smriti Pouro Govt Primary School and Gouripur pouro model govt school, Satisha Pouro Govt Primary School are respectively 88%,83% and 85% which is comparatively satisfactory..Sheikh Lebu Smriti pouro Govt primary School and Satisha Pouro Govt Primary School are headed by Female teachers as member secretary of SMC. Female head teachers play vital role in ensuring regular meeting and student attendance. Those above mentioned three schools also conducted SMC meeting almost every month per year. Most of the SMC members and SMC chairmans are better educated, well aware of their role and responsibilities and locally influential. Average Student attendance (pre-primary –class V) during 2011-2013 in Koltapara Govt primary school is 76% which is not satisfactory. The SMCs didn't conduct meeting regularly during 2011-2013. Student attendance in Chakpara Helaluddin Pouro Govt(registered) primary school during 2011-2013 is 81% which is not also satisfactory. SMCs members of those two schools are not well educated, well aware of their role and responsibilities. The SMCs members of recently nationalized Non-Government (registered) primary schools are not well educated, well aware of their role and responsibilities.

## 5.10 Teacher Attendance

Table 12. Teacher Attendance of Six primary schools

Name of the schools	Average Teacher Attendance per year (%)		
	2011	2012	2013
Sheikh Lebu Smriti pouro Govt primary School	93%	94%	93%
Satisha Pouro Govt Primary School	80%	97%	90%
Chakpara Helaluddin Pouro Govt(registered) primary school	98%	99%	99%
Gouripur Pouro model Govt primary school	93%	93%	94%
Govindopur Govt primary school	96%	95%	94%
Koltapara Govt primary school	95%	94%	93%

Source: Upazila education office and local surveyed school.

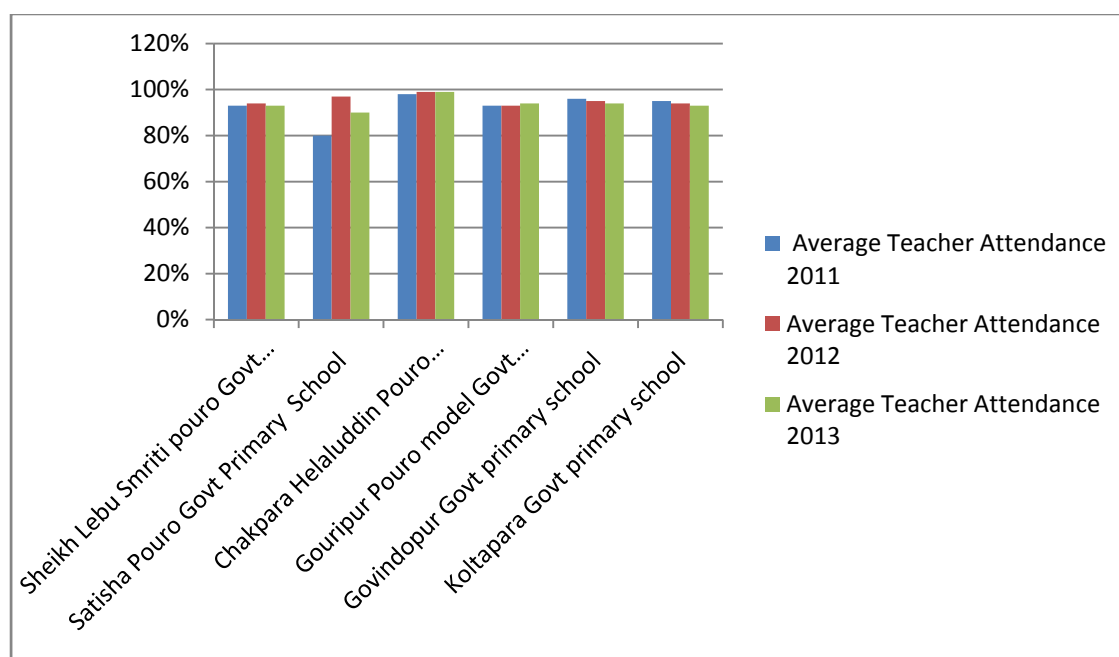


Figure-9: Average Teachers attendance during 2011-2013 in surveyed primary schools

Average teacher attendance in all surveyed six schools is above 90% which is satisfactory. Although those six surveyed schools have variation in student attendance, they have not shown any difference relating to teacher attendance. But when interviewed, SMC members of rural surveyed schools disclosed occasional delayed presence of teachers in the schools.

### 5.11 Visit & Inspection by ATEO/TEO

Table 13 Visit & inspection (times per year) by ATEO/TEO during 2011-2013

Name of the Schools	Year	ATEO	TEO	TOTAL Visit/Inspection
Sheikh Lebu Smriti pouro Govt primary School	2011	2	1	13
	2012	3	1	
	2013	5	1	
Satisha Pouro Govt Primary School	2011	3	-	8
	2012	3	-	
	2013	2	-	
Chakpara Helaluddin Pouro Govt(registered) primary school	2011	02	-	07
	2012	04	-	
	2013	01	-	
Gouripur pouro model govt primary school	2011	8	1	16
	2012	-	-	
	2013	1	6	
Govindopur Govt primary school	2011	1	-	2
	2012	1	-	
	2013	-	-	
Koltapara Govt primary school	2011	4	-	11
	2012	2	1	
	2013	3	1	

Source: Upazila education office and local surveyed school.

Table 13 observes that there is a relation between education official's school visits/inspection and school management effectiveness. The schools whose are frequently visited by education officers are doing good results in PSC examination. Frequent visits and inspection create accountability and transparency among teachers and SMC members. Teachers and SMC members remain cautious to rectify their irregularities. Adjacent schools of Upazilla Education office such as Sheikh Lebu Smriti pouro Govt primary School and Gouripur pouro model govt primary school are largely visited and inspected by education officials. Easily communicated road connected schools are also frequently visited and inspected by education officials. Registered non-government schools and distant schools are less visited and inspected by education officials.

## 5.12 Child Survey

Table-14 Child Survey (5+ to 10+) during 2011-2013

Name of the schools	year	Surveyed children (5+ to 10+) in Catchment area	Admitted into own school	Admitted into another school	Rate of enrolled students in Catchment area		Average enrollment rate in Catchment area (%)
					Boys (%)	Girls (%)	
Gouripur Pouro model Govt primary school	2011	139	50	89	100	100	100
	2012	145	39	106	100	100	100
	2013	121	40	81	100	100	100
Sheikh Lebu Smriti pouro Govt primary School	2011	527	334	193	100	100	100
	2012	546	339	207	100	100	100
	2013	568	353	215	100	100	100
Satisha Pouro Govt Primary School	2011	240	150	89	100	99	99.5
	2012	245	144	109	100	100	100
	2013	267	153	108	96	99	98
Chakpara Helaluddin Pouro Govt(registered) primary school	2011	213	69	138	94	100	97
	2012	236	87	136	91	99	95
	2013	222	83	124	88	99	93
Govindopur Govt primary school	2011	932	470	420	95	96	96
	2012	783	394	339	97	91	94
	2013	789	452	337	100	100	100
Koltapara Govt primary school	2011	1292	535	687	94	96	95
	2012	1443	521	922	100	100	100
	2013	1388	459	929	100	100	100

Source: Upazila education office and local surveyed school.

Table 14 reveals that enrollment rate of municipality catchment areas primary schools are comparatively higher than the schools out of Municipality areas. The enrollment rate of municipality catchment areas primary schools such as Gouripur Pouro model Govt primary school and Sheikh Lebu Smriti pouro Govt primary School are 99.5%. Recently nationalized registered non-government primary schools enrollment rate comparatively lower than the government primary schools. Female headed teacher primary schools enrollment rate are comparatively higher than the Government primary schools. The SMCs of municipality areas are comparatively effective than the SMCs out of municipality areas. So there is a link between increasing enrollment and the effectiveness of SMC.



### 5.13 PTA (parent's teachers association) & mother assembly:

Table-15. PTA (parent's teachers association) & mother assembly

Name of the schools	Year	Number of PTA meeting per year	Number of mother assembly per year
Sheikh Lebu Smriti pouro Govt primary School	2010	3	3
	2011	4	4
	2012	5	4
	2013	3	5
Satisha Pouro Govt Primary School	2010	3	3
	2011	2	3
	2012	3	4
	2013	1	3
Chakpara Helaluddin Pouro Govt(registered) primary school	2010	3	2
	2011	-	1
	2012	2	1
	2013	3	-
Gouripur Pouro model Govt primary school	2010	2	4
	2011	3	4
	2012	5	4
	2013	3	4
Govindopur Govt primary school	2010	-	-
	2011	2	3
	2012	2	3
	2013	2	3
Koltapara Govt primary school	2010	-	-
	2011	-	2
	2012	-	1
	2013	-	3

Source: Upazila education office and local surveyed school.

No of PTA meeting & mother assembly =5 & above Excellent, No of PTA meeting & mother assembly=3-4(satisfactory), No of PTA meeting & mother assembly=1-2(moderate satisfactory)

Table 15 reveals shows that recently nationalized registered non government primary schools did not arrange PTA & mother assembly regularly. Even Government primary schools did not arrange regularly PTA & mother assembly. Koltapara Govt primary school did not arrange PTA meeting during 2010-2013. Chakpara Helaluddin Pouro Govt(registered) primary school arranged mother assembly maximum 2 times during 2010-2013 which was moderate satisfactory and arranged PTA meeting during 2010-2013 which were satisfactory. Koltapara Govt primary school did not arrange SMC meeting regularly during 2010-2013. The survey reveals that there is a co-relation for arranging PTA meeting and mother assembly with the effectiveness of SMC. The SMCs which are effectively functioning arrange PTA and mother assembly regularly. Sheikh Lebu Smriti pouro Govt primary School, Satisha Pouro Govt Primary School and Gouripur Pouro model Govt primary school arranged PTA and mother assembly regularly.

## 5.14 PSC (primary school completion) Examination Results

Table-16 PSC (primary school completion) Examination Results

Name of the schools	Year	Number of candidates	Number of candidate passed	PSC Pass rate	Average
Sheikh Lebu Smriti pouro Govt primary School	2010	30	30	100%	100%
	2011	27	27	100%	
	2012	23	23	100%	
	2013	30	30	100%	
Satisha Pouro Govt Primary School	2010	23	22	100%	99.72%
	2011	30	30	100%	
	2012	26	25	98.88%	
	2013	33	33	100%	
Chakpara Helaluddin Pouro Govt(registered) primary school	2010	15	12	80%	87.22%
	2011	17	17	100%	
	2012	17	12	70%	
	2013	19	18	98.88%	
Gouripur Pouro model Govt primary school	2010	58	58	100%	99.25%
	2011	80	80	100%	
	2012	90	89	98.88%	
	2013	107	105	98.13%	
Govindopur Govt primary school	2010	63	62	98.88%	96.69%
	2011	72	71	98.88%	
	2012	70	68	89%	
	2013	77	77	100%	
Koltapara Govt primary school	2010	50	47	94%	96%
	2011	78	78	100%	
	2012	71	69	97%	
	2013	63	59	93%	

Source: Upazila education office and local surveyed school.

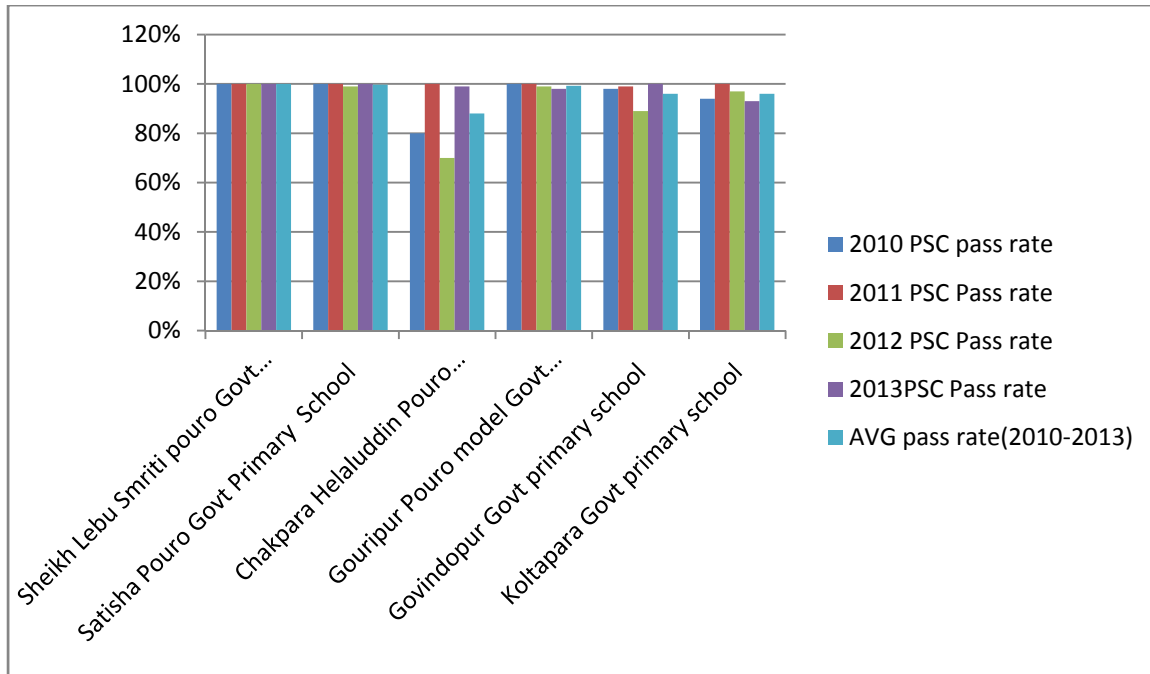


Figure 10: PSC (primary school completion) examination results during 2010-2013

There is a link between PSC examination result and School management. The survey observes that generally the SMCs which are conducting meeting regularly are doing well in PSC Examination. Of the surveyed schools, Sheikh Lebu Smriti pouro Govt primary School and Satisha Pouro Govt Primary School, Gouripur Pouro model Govt primary school comparatively are doing well in PSC (primary school completion) Examination. The three schools average PSC result during 2010-2013 respectively are 100% , 99.72 % and 99.25% .Those three schools also conducted SMC meeting almost every month per year, and Govindopur Govt primary school and Koltapara Govt primary school are also doing good results in PSC Examination, their average PSC results respectively are 96.69% and 96% during 2010-2013. Chakpara Helaluddin Pouro Govt(registered) primary school didn't achieve good result than other surveyed five schools in PSC examination. The registered primary school average PSC result is 87.22 % during 2010-2013. The survey shows that the school SMC is not effective, SMC members are not well educated and didn't conduct meeting regularly per year. Generally the primary schools of municipality areas except registered primary schools are doing well in PSC examination than the schools out of municipality areas.

## 5.15. Dropout Rate

Table-17 Dropout Rate of six primary schools:

Name of Schools	Admitted student in class I in 2009		Dropout rate from admitted student during (2009-2013)		Average dropout during (2009-2013)
	Boy	Girl	Boy	Girl	
Gouripur Pouro model Govt primary school	21	25	0%	0%	0%
Sheikh Lebu Smriti pouro Govt primary School	22	21	18%	5%	12%
Satisha Pouro Govt Primary School	20	26	-	8%	4%
Chakpara Helaluddin Pouro Govt(registered) primary school	18	22	4%	4%	4%
Govindopur Govt primary school	56	54	4%	4%	4%
Koltapara Govt primary school	62	61	10%	13%	12%

Source: Upazila education office and local surveyed school.

The survey observe that of the surveyed six school only Gouripur Pouro model Govt primary school has no dropout students who were admitted in class I during 2009. The remaining schools has drop out students who were admitted in class I in 2009. The survey observes that except Gouripur Pouro model Govt primary school, other Schools SMCs are not playing proper role in reducing dropout in their respective schools.

## 5.16 SLIP (School level Improvement Plan) of the six primary schools

. The researcher surveyed the six school SLIP (School level Improvement Plan) activities and found the following characteristics of the SLIP activities of the primary school.

Table 18; SLIP (School level Improvement Plan) of the six primary schools

Name of the schools	Allocation of Government			Local donation		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Gouripur Pouro model Govt primary school	20000/-	-	30000/-	-	-	-
Sheikh Lebu Smriti pouro Govt primary School	20000/-	10000/-	30000/-	6000/-	4000/-	2000/-
Satisha Pouro Govt Primary School	20000/-	40000/-	30000/-	50000/-	10000/-	5000/-
Chakpara Helaluddin Pouro Govt(registered) primary school	20000/-	-	30000/-	10220/-	-	20000/-
Govindopur Govt primary school	20000/-	30000/-	-	-	2000/-	-
Koltapara Govt primary school	20000/-	-	30000/-	-	-	-

Source: Upazila education office and local surveyed school.

Table 18 reveals that Satisha Pouro Govt Primary School Sheikh Lebu Smriti pouro Govt primary School and Chakpara Helaluddin Pouro Govt(registered) primary school have made School improvement plan with Government allocation and local donation. Those three schools member secretary are female head teacher. Gouripur Pouro model Govt primary school, Govindopur Govt primary school and Koltapara Govt primary school SLIP activities with local donation are almost zero. Of the surveyed 6 schools, 50% school didn't take local donation or ensure community participation for school development.

### **5.17. Annual Action plan**

The researcher surveyed the documents of action plan of the six primary schools during (2011-2013). All surveyed schools have made annual action plan which are approved by SMC and Education officer. Action plan includes student admission, textbooks distribution, child survey, annual study plan, preparation of Catchment area map, arrangement of annual picnic, observance of Independence and Victory day, observance of birthday of father of the nation Shikh Mujibur Rahman and National Mourning day, observance of birthday of world poet Rabindronath Tagore and National Poet Kazi Nazrul Islam, observance of International Mother Language day, Mother assembly and PTA (parents teachers association) etc. This is a good sign for primary schools to make action plan because it implements the school activities timely and smoothly. The action plans specified the names of the members who were assigned to different tasks. All respondents have admitted that the surveyed schools has observed those days with due respect and maintaining proper harmony.

### **5.18 Student council, Student Brigade and Child Physician Team**

All surveyed schools have formed Student Councils but their activities are not satisfactory. The purpose of the Student Councils are to assist teachers in maintaining law and order and ensuring neat and clean environment in the schools. Except Gouripur Pouro model Govt primary school, other schools Student Councils are not properly functioning. All schools Student Council teams need to receive training relating to their duties for their proper functioning.

Of the Surveyed schools, only four schools such as Gouripur Pouro model Govt primary school Sheikh Lebu Smriti pouro Govt primary School Satisha Pouro Govt Primary School Chakpara Helaluddin Pouro Govt (registered) primary school, Koltapara Govt primary school have formed Student Brigade teams. The schools which have formed Student Brigade Teams, their activities are not satisfactory. Student Brigade Teams seldom visit home of the drop out students or irregular students. The aim of the Student Brigade Team is to visit home of the drop out students or irregular students and help to reduce drop out students from the schools. All schools Student Brigade teams need to receive training relating to their duties for their proper functioning.

Child Physician Teams have been formed in the surveyed schools but yet to receive training. Due to lack of training, the Child Physician Team can't play proper role. The aim of the Child

physician team is to build health awareness among the students, assist government implementing Vitamin A capsule campaign, hand washing and other health program in the schools. All schools Child physician team need to receive training relating to health program for their proper functioning.

#### **5.19. Cub Scouting:**

Cub Scouting is part of the worldwide Scouting movement and aims to promote character development, citizenship training, and personal fitness. Of the Surveyed schools, only four schools such as Gouripur Pouro model Govt primary school, Satisha Pouro Govt Primary School, Chakpara Helaluddin Pouro Govt(registered) primary school, Govindopur Govt primary school have cub team. Other two schools Koltapara Govt primary school and Sheikh Lebu Smriti pouro Govt primary School have not formed Cub Scouting Teams yet. Except Gouripur Pouro model Govt primary school, other schools Cub Scouting activities are not satisfactory. Even those schools have no trained teacher on Cub Scouting.



## 5.20. Performance of School management committees (SMCs):

The respondents when asked about the performance of the SMC, they were asked to reveal their views in terms of satisfactory, moderate satisfactory and unsatisfactory which are indicated in the table below:

Table: 19. Performance of SMC according to Education Officers, Upazila Nirbahi Officer and Upazilla chairman

Category	Satisfactory	%	Moderate satisfactory	%	Unsatisfactory	%	Total
Upazila chairman	0	0	1	10%	0	0	1
Upazila Nirbahi Officer	0	0	1	10%	0	0	1
District Primary Education Officer	0	0	1	10%	0	0	1
Assistant District Primary Education Officer	0	0	1	10%	0	0	1
Upazilla Education Officer	0	0	1	10%	0	0	1
Assistant Upazilla Education Officer	0	0	0	0	5	50	5

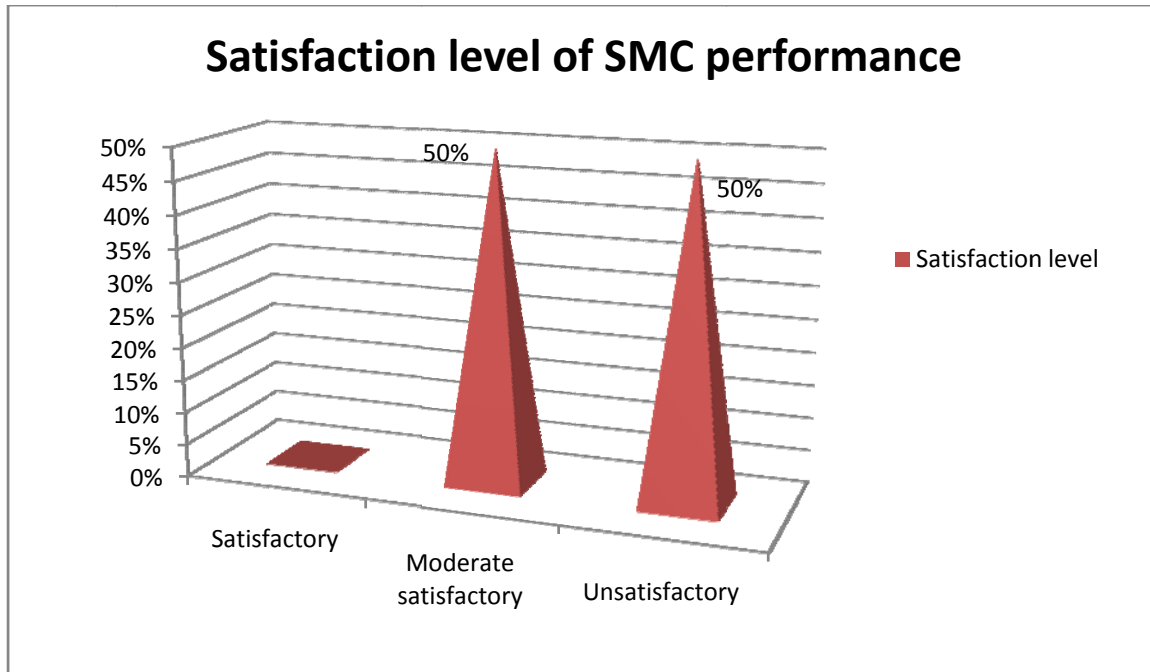


Figure 11 : Satisfaction level of SMC performance

The 10 respondents belong to Government employees such as District Primary Education Officers, Upazilla Nirbahi Officer and Upazilla chairman Upazilla Education officers, Assistant Upazilla Education Officers. Interestingly, none of them replied that the performance of SMCs is satisfactory. Out of the 10 respondents, 50% respondents consider the performance as moderate satisfactory and 50% respondents consider the performance as unsatisfactory. Field survey observes that municipality areas primary schools and female headed primary schools SMCs performance are better than other male headed primary schools.

### 5.21 Support from SMC chairman

The respondents when asked about the support of the SMC chairman received in performing SMCs duties, they were asked to reveal their views in terms of maximum help, moderate help, and no help which are indicated in the table below:

Table 20 Support from SMC Chairman

Maximum help received from SMC chair	percentage	Moderate help received from SMC chair	percentage	No help received from SMC chair	percentage	Total no of respondents
0	0	40	67%	20	33%	60

The 60 respondents belong to Government employees such as SMC chair, SMC members, District Primary Education Officers, Upazila Nirbahi Officer and Upazila chairman Upazilla Education officers, and Assistant Upazila Education Officers. Out of the 60 respondents, 67% respondents consider the moderate help received from SMC chair and 33% respondents consider 'No help' received from SMC chair. Interestingly, none of them replied that Maximum help received from SMC chair.

### 5.22 Support from Local Government (Union parishad /Pouro Council) members as SMC members

The researcher surveyed the documents of development activities of the six primary schools during (2011-2013). They survey showed that no donation/development project has been managed for the schools by Local Union Parishad such as Union parishad and Pouro council member

## Chapter 6

### Analysis of the Findings

#### 6.1 Education Qualification of the SMC members

The researcher surveyed the six schools. In case of education qualification, none has been found to be illiterate. Of the surveyed the six schools, above 1/3 guardians members (37.5%) just five pass and above 1/3 guardians members (37.5%) did not complete SSC, 12.5 percent completed SSC and 4.16% completed HSC. Only 8.33% are graduates.

Education qualification of the SMC chairman is satisfactory. In case of the of the six SMC chairman, 16.66 % percent completed HSC, 66.66% completed graduation and 16.66 percent completed Masters Degree. 68.33% respondents opined that SMC member qualification should be minimum SSC for proper functioning and their effective participation in SMC meeting. Most of the SMC members of municipality /urban areas are better educated, well aware of their role and responsible and locally influential. The Registered primary school SMC member's education qualification are comparatively less than the government primary schools SMC members.

General educational qualifications of the surveyed school teachers vary from secondary school completion to Masters Degree. However, all of them have completed a Certificate-in-Education (C-in-Ed) course – the minimum requirement for primary teaching. Education qualifications of recently nationalized registered non-government primary schools teachers are comparatively less than the government primary schools.

#### 6.2 Training of SMC members

The need of training could bring SMC members in better position not only in the participation level but also at the decision making level. The field study reveals that only 39.10% SMC members have received training on their roles and responsibilities. A large number of the School management committee members had not received any training on their roles and responsibilities.

### **6.3 Holding regular meeting and attendance of SMC members in meeting:**

Attendance in meeting is not only an important factor for smooth and active participation but also a forum to discuss school development activities and improved school educational outcome and decision making process. SMC member's average participation in municipality /urban areas school comparatively higher (above 70%) than schools out of municipality /urban areas (below 70%). Holding meeting regularly and regular attendance in meeting is also an indicator of effectiveness of school management committee. Regular meeting allows the schools to discuss and solve the problems. Of the surveyed six schools, none of the schools held meeting regularly every month per year. Only Municipality /Urban areas school comparatively conducted meeting almost per month during the survey period (2011-2013). Interestingly, the research shows that the schools with female head teacher arranged meeting almost more regularly than other male head teacher headed schools. The Field study also reveals that SMCs do not submit resolutions of their monthly meetings to Upazila education office. Submitting resolutions of monthly meetings to Upazilla Education Office should be made compulsory so that the education office can be informed of the SMC activities.

### **6.4 Student- teacher discipline and attendance**

Teacher student discipline is the key for improving quality teaching and learning. Self disciplined teachers will be regular and punctual in school. They assist to instill discipline among the students. Disciplined students will cooperate with their teachers and learn. Of the 6 surveyed schools, Paura/urban Primary School students' average attendance per year (pre-primary –class V) are above 80% during 2011-2013. Schools out of municipality areas students' average attendance are below 80%. Data reveals that SMCs in the municipal areas have been very effective in ensuring pupil and teacher discipline. Interestingly, it is also found that teachers and students' attendance, student-teacher discipline of female headed schools are satisfactory than other male headed schools. The study shows Female head teacher as a Member Secretary of SMC plays vital role in ensuring regular SMC meeting and SMC member's attendance. Schools out of municipality areas or not easy communicated schools, teachers arrive at school late and depart from the schools early.

## **6.5 Support of SMC members**

The study shows that the surveyed schools SMC members only provide minimum support for arranging annual sports competition in the school. SMC members of local government representatives have played little role to reduce dropout and increase enrollment of poor students. No donation/development project has been managed for the schools by Local Union Parishad members. They can provide support in terms of repairing the school, earth filling of school field, extend financial support during annual sports, and ensure the poor children the stipend money and providing VGD cards to poor parents. The field study also reveals that only SMC chairman provides moderate support for Schools. SMC members do not visit home of drop out students.

## **6.6 PTA (parent's teachers association) & Mother Assembly**

Parent-Teacher Association (PTA) and Mother Assembly are indispensable for increasing school enrollment, decreasing drop out and building up good relation among parents and teachers and lastly creating a congenial model environment for quality teaching and learning. In field study, it was found that registered primary schools which were nationalized recently did not arrange PTA & mother assembly regularly. Even Government primary schools which are beyond municipality/urban areas did not arrange regular PTA and Mother Assembly during 2010-2013. During the survey it was found that there is a co-relation for arranging PTA meeting and Mother Assembly with the effectiveness of SMC. Most of the SMC members of municipality /urban areas are better educated, well aware of their role and responsible and locally influential. It was also found that the schools which run by the female head teachers arranged the SMC meetings and Mother Assembly frequently and successfully as well.

## **6.7 PSC (primary school completion) Examination Results:**

There is a link between PSC examination result and School management. It is found in the field survey that generally the SMCs which are conducting meeting regularly and run by the female head teachers are doing well in PSC Examination. Primary schools in municipality/urban areas are comparatively doing well in PSC (primary school completion) Examination than the primary schools out of municipality/urban areas. Registered non government primary schools also which were nationalized didn't achieve good results in PSC examination. The Registered primary

school SMC members are not well educated and didn't conduct meeting regularly per year. The Registered primary school teachers are also less educated than the Government primary schools teachers.

### **6.8 SLIP (School level Improvement Plan) and Community participation**

Government of Bangladesh along with 11 development partners including UNICEF is working to achieve quality education for all Bangladeshi children through the Second Primary Education Development Programme (PEDP II), which began in 2004. An important activity within PEDPII is decentralization of school management. Through SLIPs, parents, teachers, school management committees and local communities are working together to improve the quality of learning for children. SLIP activities are empowering head teachers and teachers, strengthening their professional motivation thereby enhancing their sense of ownership of the school. In addition, like many decentralization reforms, the SLIP activities are strengthening participation of teachers, SMC, parents and community involvement in the schools

It is also found during the field survey that primary schools of Municipality/urban areas have made School Improvement Plan with government allocation and local donation. The local donation received by primary schools of municipality/urban areas is moderate satisfactory. Community participation or local donation in schools out of municipality areas are zero or negligible. Interestingly, it is also found that the schools which run by the female head teachers have implemented School Improvement Plan with government allocation and local donation successfully than the male headed schools.

### **6.9 Dropout rate**

The survey observes that of the surveyed six schools only one school has no drop out students who were admitted in class I during 2009. The remaining schools has drop out students who were admitted in class I in 2009. The survey report shows that primary Schools SMCs are not playing proper role in reducing drop out in their respective areas. SMC members do not visit home of drop out or irregular students.

### **6.10 Child survey and Enrollment:**

The survey reveals that enrollment rate of municipality catchment areas primary schools are comparatively higher than schools out of municipality areas. Registered non-government primary schools enrollment rate are comparatively lower than the government primary schools. Female headed government primary schools enrollment rate are comparatively higher than the male headed government primary schools. The SMCs of municipality areas are comparatively effective than the SMCs out of municipality areas. So there is a link between increasing enrollment and the effectiveness of SMC. The survey shows that SMC members help the school teachers in implementing Child Survey.

### **6.11 Annual Action plan**

The researcher surveyed the documents of action plan of the six primary schools during (2011-2013). All surveyed schools have made annual action plan which are approved by SMC and Upazila Education officer. The action plans specified the names of the members who were assigned to different tasks. This is an achievement of preparing action plan at the primary school levels which help in implementing school activities timely and smoothly as well.

### **6.12 Student Council, Student Brigade and Child Physician Team**

The purpose of the student council is to assist teachers in maintaining discipline and keeping the school premises neat and clean. All surveyed schools have formed Student Council but their activities are not fully satisfactory as yet. All school Student Council Teams have to be imparted with training programs for proper functioning.

The aim of the Student Brigade Team is to conduct door to door visit of the drop out students home and trace irregular students to reduce drop out. Of the six Surveyed schools, only four schools have formed student brigade team. The schools which have formed student brigade team are not able to show satisfactory outcomes. Members of the Student Brigade teams seldom visit home of the drop out or irregular students. Student Brigade Teams of different school require proper training so that it can be well aware of its charter of duties.

The aim of the Child Physician Team is to build health awareness among the students, assist government health programs like implementing Vitamin A campaign, hand washing and other



health related programs. Child Physician Teams have been formed in the surveyed schools but the authority concerned has not arranged any training for them so far. Due to lack of training, the Child Physician team can't play proper role. All schools Child Physician teams need to impart training so that it can respond at the time of implementing any health programs and also at the time of natural calamities as a whole.

### **6.13 Cub scouting**

Cub Scouting is part of the worldwide Scouting movement and aims to promote character development, citizenship training, and personal fitness. Of the Surveyed schools, only four schools have formed Cub teams. Except one, the other schools Cub Scouting activities are not satisfactory. Even those schools have no trained teacher on Cub Scouting.

### **6.14 Visit & inspection by AUEO/UEO**

Frequent visit and inspection by the government officials especially by AUEO/UEO create awareness, accountability and transparency among teachers and SMC members. Teachers and SMC members remain alert always to rectify their irregularities. The survey observes that there is a relation between Education official's school visits/inspection and effectiveness of the School Management Committee. The schools which are frequently visited by competent authorities are conducting meeting regularly and also doing good in PSC examination. It is notable that adjacent schools to Upazila Education office are frequently visited and inspected by Education officials. Easily communicated schools are also frequently visited and inspected by Education officials. Registered Non- Government schools and distant primary schools are rarely visited and inspected by them.

### **6.15 Irregularities and Corruption:**

No Corruption link was found among the SMC members in the admission and textbook distribution process. The field study reveals that the SMC members of most schools do not or rarely visit the schools. Education officers and Head teacher when interviewed informed that the SMC chairs of some schools try to interfere with implementation of SLIP and recruitment of fourth class employees. SMC chair is the chairmen of School level Improvement Plan (SLIP) committee and recruitment committee. They opined to remove SMC chairman from that committee.

### **6.16 Female Head teacher:**

It is found in field study that the schools which are run by the female head teachers have also made School Improvement Plan with government allocation and local donation. Even student attendance and pupil's teacher discipline of the female headed schools are better than other male headed schools. The study also shows Female head teacher as a Member Secretary of SMC plays vital role in ensuring regular SMC meeting and SMC member's attendance. Female headed teachers schools comparatively have made well in PSC (primary school completion) examination

### **6.17 Punishments and incentives for performance of SMC:**

The field survey shows that Upazila Education Officers did not take any measures for strengthening SMCs. They didn't adopt any punishment measure against poor performance and incentives for good performance of the SMCs.

### **6.18 District Primary Education Officer, Assistant District Primary Education Officer, Upazila Nirbahi Officer and Upazila Chairman and Upazila Education Officers Views on Strengthening SMC**

The respondents belong to Education Officers, Upazilla Nirbahi Officer and Upazilla Chairman when interviewed about Strengthening SMC, they were asked to reveal their views which are indicated in the below:

- ✓ Education qualification of SMC members should be minimum SSC for proper functioning of SMC
- ✓ Patron members of SMC should not be nominated by Local Member of parliament. Nomination of Patron members of SMC can be replaced by Upazila chairman or Upazila Nirbahi Officer.
- ✓ Tenure of SMC can be extended from three to five years.
- ✓ Adequate training and orientation arrangement on role& responsibilities of SMC should be taken for capacity building of SMC
- ✓ Punishment measure should be adopted on poor performance of SMC
- ✓ Community participation in school development should be improved
- ✓ Monthly meeting should be regularized and meeting resolutions must send to Upazila Education Office.
- ✓ Registered non government primary schools which are recently nationalized frequently should be visited and inspected by Education officers.
- ✓ The SMC chairman of some schools tries to interfere during implementation of SLIP and recruitment of fourth class employee of the schools. They opined to remove SMC chairman from that committee.

### **6.19 Performance of School Management committees (SMCs):**

The 10 respondents belong to Government employees such as District Primary Education Officer, Assistant District Primary Education Officer, Upazila Nirbahi Officer and Upazila Chairman, Upazila Education officer, Assistant Upazila Education Officers. Interestingly, none of them replied that the performance of SMCs is satisfactory. Out of the 10 respondents, 50% respondents consider the performance as moderate satisfactory and 50% respondents consider the performance as unsatisfactory.

## Chapter 7: Conclusion and Recommendations

In theory, SMC is the key driving force of school governance. It has the legal management control over primary schools in Bangladesh. In reality, the field study observes that most of the SMC are not functioning well.

During survey, tenure of SMC was over .It was formed in 2010. The survey observes that only 1/3 SMC members got training one times in their period. Most of the SMC members (2/3) did not receive any training on their roles and responsibilities. Virtually one times training in their tenure is not enough for the members to get acquainted about SMC activities. Rather training can be arranged for SMC members in every alternate year so that they can enhance their knowledge and build up capacity to run the activities of school smoothly.

At the same time, the one way training process which is basically only lecture based should be replaced with more participatory training method. It would help to instill the functions of SMCs into the mind of SMC members.

Education qualification of SMC members should be compulsory to run the school efficiently. Most of the SMC members have stated that Education qualification of SMC members should have minimum SSC. For better understanding the activities of SMC and interpreting the various laws and regulations relating to SMC, education qualification can work as an extra advantage. Therefore, setting a minimum education qualification standard is a policy issue, but considering its far reaching effects the concerned authorities can think about taking such a step. Even education is also indispensable for personal development of SMC members and their effective participation in school decision making. Most of the SMC members basically guardians members and education patron members in the rural areas SMC didn't complete SSC.

General educational qualifications of the surveyed school teachers vary from secondary school completion to Masters Degree. However, all of them have completed a Certificate-in-Education (C-in-Ed) course – the minimum requirement for primary teaching. Education qualifications of recently nationalized registered non-government primary school teachers are comparatively less than that of the government primary schools. Qualified teacher can be transferred to the registered government primary schools to improve the standard of education. Again, training can be imparted to government primary school teachers for increasing their knowledge and

efficiency. The study observes that education officers do not visit remote areas schools frequently which are hampering the effectiveness of SMC. Education officers visit and inspection in the remote areas schools should be increased. Proper supervision, monitoring and consultation with SMC members by education officers can increase the effectiveness of SMC.

Education patron members of SMC should not be nominated by local MP (Member of Parliament). Head teacher has to face difficulties to get nomination of Education patron members from MP because it's very difficult for Head teacher to get appointment of Member of Parliament timely. Authority for nominating Education patron members can be given to Upazila Chairman instead of local MP.

Community participation in the surveyed primary schools is not satisfactory. In municipality areas local donation received by schools are satisfactory but in the rural areas it is insignificant. SMC should come forward in ensuring community participation in the schools. Education officers can take initiatives to increase awareness of local community for wider participation in this regard.

SMC meeting should be held regularly. Attendance of SMC members in the meetings should be monitored by Education Officers. The schools that hold meeting regularly with the regular attendance of SMC members in meetings can be incentivized and similarly irregular holding meeting schools and irregular attending SMC members can be penalized as per the guidelines of the government. During Field survey it reveals that SMCs do not submit resolutions of their monthly meetings to Upazila education office. Submitting resolutions of monthly meetings to Upazila Education Office should be made compulsory so that the education office can be informed of the SMC activities.

During Field survey it reveals that student attendance and pupil's teacher discipline of those schools which are run by female head teachers are satisfactory than male head teacher headed schools. The study also shows that as member secretary female head teachers play vital role in arranging regular SMC meetings and ensuring attendance of SMC members, holding regular PTA (Parents Teachers Association) and mother assembly. Female headed teacher schools comparatively have done well in PSC (Primary School Completion). The number of Female head teacher in primary schools is comparatively less than that of male teachers. So adequate number

of female head teachers should be posted in primary schools for effective functioning of the SMC.

Field study reveals that the schools out of municipality areas do not arrange PTA (parent's teachers association) and mother assembly regularly. Parent's teachers association and mother assembly are crucial for increasing school enrollment, decreasing drop out and building up good relation among parents and teachers and lastly creating a congenial model environment for quality teaching and learning. The concerned education officers should pay more attention on the schools out of municipality areas for arranging PTA (parent's teachers association) and mother assembly adequately.

Co-curricular activities such as formation of Student Councils, Student Brigade and Child Physician Teams are inevitable for the physical and mental development of students. The activities of Student Councils, Student Brigade and Child Physician teams are not satisfactory in the surveyed areas schools. The field survey observes that the teams are not well aware of their activities. The teams of different school require proper training so that it can be well aware of its charter of duties.

Cub Scouting is part of the worldwide Scouting movement and its aim is to build character with high morality, and make worthy citizen through different training programs. It is also required for physical fitness. Except one, the schools Cub Scouting activities are not satisfactory. Even the schools have no trained teachers on cub scouting. Education Officers should give emphasis on Cub Scouting activities in primary schools for promoting morality development, citizenship training and physical and mental fitness of students.

During the survey the drop out situation was observed in 6 schools. Except one, all schools have drop out students. As the record says students admitted in class I in 2009 passed the PSC in 2013. The survey report shows that most of the primary school SMCs are not playing proper role in reducing drop out. SMC members do not visit homes of dropout or irregular students. Education officers should give emphasis on the activities of SMC members so that they visit home of dropout or irregular students.

School feeding programs are smoothly running in Gouripur Upazilla as a remote and poverty stricken area of Mymensingh district. The study shows that SMC is helping for running School

feeding programs properly. It is playing vital roles in rising student attendance and reducing dropout rates. School feeding programs also reduce the malnutrition problems of students. It may be continued in the future to reduce the malnutrition problems of students and in increasing student attendance and reducing drop out and irregular attendance in the schools.

At present, there is no separate evaluation method to assess the performance of SMC. In order to activate the performance of SMC, provision for separate evaluation method should be made or in case of school evaluation; more marks may be allocated for the SMC performance.

SMC is an important tool for local people to get involved with the activities of school and to express their opinions about the performance of the school. SMC provide a bridge between the school and community to become an effective part of school management. To strengthen primary school governance, there is no alternative but to substantially improve the performance of SMC or to increase of the effectiveness of SMC.

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Annexure 1

**Questionnaire for SMCs chair, members, community and content**

**analysis:**

1. Please mention your brief bio-data

Name:

Present Address:

Permanent Address:

Profession:

Age:

Education Qualification: Illiterate  Primary  SSC

HSC  Graduation  Others

**Meeting:**

2. Are the SMCs holding meeting regularly?

Yes  No

If yes, how many times has meeting been held in your school? Please show the register

1	2	3	4	5	6	7	8	9	10	11	12
---	---	---	---	---	---	---	---	---	----	----	----

3. Do the Headmaster writes or maintain meeting minutes regularly?

Regular  irregular  not at all

4 Do the Headmaster presents school problems during SMCs meeting?

Yes  No

5 Are the SMCs members participating/ attending in meeting regularly?

reguler  irregular  not at all

If no/Not at all,What is the reason?

a) Wiilingly  b) no benefit  c) Business  d) Illness

e) Distance

**Rules &regulation”**

6 Are the guidelines on empowering them well adequate?

Yes  No

If no,

**Roles and responsibilities:**

7. Do the SMC members frequently visit the schools?

Yes  No

8 Are the SMC/PTC members individually well aware of their roles and responsibilities?

a)Sufficient  b) Negligible  c)Not at all

7 Are the SMC members doing anything to prevent drop out and increase enrollment?

Yes  No

If yes, what types of program?

A) Parent’s teacher’s assembly  b) VGD/VGF allowance

c) Others

8. Do the UP members of SMC play better role for school development?

Yes  No

**Training:**

9. Have you (SMCs member) received any training on their role and responsibilities?

Yes  No

10. Does the SMCs chair dominate in school decision making relating to school matters?

Yes  No

**Co-curricular activities**

11. Do the SMCs promote cultural program. Sports, debates, others co-curricular activities?

(a) Sports  (b) debates  (c) cultural program

d) None

**Supervision & monitoring:**

12. Do SMC regularly oversees pupil and teacher discipline in the schools? (content analysis)

Yes  NO

13.. Do SMC regularly oversees School infrastructure works ?

Yes  No

**PTA meeting and mother assembly:**

14. Do SMC arrange parent's teacher's assembly (PTA) regularly in your school?

Yes  No

If Yes, How many times SMC arrange PTA in your school per year?

A) 5 times & above (Excellent)  B) B) 3-4 times (satisfactory)

C) 1-2 times (Moderate satisfactory)  D) unsatisfactory

15. Do SMC arrange mother assembly in your school?

Yes  NO

If yes. How many times SMC arrange mother assembly in your school per year?

- A) 4 times & above (Excellent)  B) 2-3 times (satisfactory)   
C) 1 times (Moderate satisfactory)  D) Unsatisfactory

16. Do SMC arrange any ovation/recognition for good performance/good result of students and teachers? Yes  No

**Improved (PSC) Examination outcome**

17. Do SMCs motivate teachers and parents to organize local school test on the need to contribute towards effective examination result? Please show the documents

Yes  No

17. What was the no of your primary school enrollment (PSC) exam candidate and Result?

A+  A  A-  B-  F

**School level development plan/community participation:**

18. Do SMCs take school level development plan?

Yes  No

19. Do SMCs involve/engage local community (participation, contribution, and gift Cash etc) in comprehensive development of school?

Yes  No

If yes, what is the performance?

- a) Excellent  b) satisfactory  C) moderate satisfactory   
D) Unsatisfactory

20. Do you think SLIP allocation should not adequate?

Yes  No

21. Do you think SLIP allocation should be increased?

Yes  No

22. Are SMCs adopting steps for inclusive education ensuring admission of all children inclusive of special basic needs children in their school catchment area?

Yes  No

**Government Budget**

23. Whether the Government allocations for school repair adequate?

Yes  no

**Corruption & irregularities**

24 Are SMCs/head teacher taking money from parents in providing scholarship, admission and school maintenance works?

Yes  No

If yes, money is taken for

a)Scholarship  b) admission  c)others

**Student council & student Brigade**

25. Has your school formed Student council & Student Brigade?

Yes  No

26 What support gets your school from SMC chairman for school development?

A) Maximum help  B) Moderate help  C) not at all

**Performance of SMC:**

27...Do you think The SMC has played better role for school development?

Yes  No

If yes, how you consider the SMC role?

A) Satisfactory  B) Moderate satisfactory

C) Unsatisfactory

**Annexure-2**

**Checklist for Interview (District primary Education Officer ,Upazilla Chairman/UNO/ TEO/Local elite**

General Information:

Name:

Designation

Age:

Education Qualification:

Permanent Address:

Address of office

Duration in current office

1. Do you frequently visit/inspect the schools? Yes  No
2. Do you think SMCs are regularly conducting meeting? Yes  No

If no, why the SMCs don't regularly hold meeting?

Have you taken any punishment measure against SMCs which are not regularly conducting meeting and irregular attending in meeting? Yes  No

3. Do you think, the SMC/PTC members are well aware of their roles and responsibilities?

Yes  No

4. Do you think, the SMC members require adequate training relating to their roles and responsibilities? Yes  No

5. Do you (UNO/TEO) have taken steps for training of SMCS members?

6. Do you think, the SMC chairs are politically biased? Yes  NO

If yes, do you think, SMCs are not properly functioning for biasness of SMCs chair

Yes  No

7. Do SMCs take school level improvement plan? Yes  No

8. Do SMCs involve/engage local community (participation, contribution, and gift Cash etc) in comprehensive development of school? Yes  No

9. Does the SMC promote co-curricular activities? Yes  No

11 Do SMC members do anything to prevent drop out and increase enrollment?

Yes  No

12.Do you think, the SMC members play better role in monitoring and supervision of head teachers, teachers and checking of pupil's attendance and school activities? Yes  No

13Do SMCs motivate teachers and parents to organize local school test on the need to contribute towards effective examination result Yes  No

14.Do you have any suggestion relating to strengthening SMCs ?

15. Do the UP members of SMC play proper role for school development? Yes  No

**Performance of SMC:**

16 how you consider the SMC role for school development?

A) Satisfactory  B) Moderate satisfactory  C) Unsatisfactory

17. What support gets your school from SMC chairman for school development?

A) Maximum help  B) Moderate help  C) not at all

18. Have you taken any incentives measure for good performance of SMC? Yes  No



Annexure-3

Conducting meeting and SMC members meeting Attendance in selected surveyed schools

Name of the Schools	Year	Date of conducting meeting	SMC members attendance	% of attendance	Average of %
Sheikh Lebo Smriti pouro Govt primary School	2011	08/01/2011	8	66%	94%
		07/02/2011	12	100%	
		07/04/11	12	100%	
		06/05/2011	12	100%	
		04/08/2011	12	100%	
		01/10/2011	12	100%	
	2012	4/01/2012	12	100%	73%
		6/02/2012	8	66%	
		27/02/12	9	75%	
		03/05/12	8	66%	
		09/7/2012	7	58%	
		08/11/2012	9	75%	
	2013	3/02/2013	8	66%	70%
		10/03/2013	8	66%	
		2/05/2013	8	66%	
15/09/2013		8	66%		
12/11/2013		10	83%		

Name of the Schools	Year	Date of conducting meeting	SMC members attendance	% of attendance	Avg.att endance
Satisha Pouro Govt Primary School	2011	05/01/2011	11	91%	95%
		17/02/2011	12	100%	
		15/03/2011	12	100%	
		23/04/2011	12	100%	
		26/05/2011	12	100%	
		20/06/2011	12	100%	
		21/07/2011	12	100%	
		15/08/2011	11	91%	
		29/09/11	11	91%	
		27/10/11	11	91%	
		17/11/2011	11	91%	
		31/12/2011	11	91%	
	2012	10/01/2012	11	91%	91%
		4/02/2012	11	91%	
		26/02/12	11	91%	
		24/04/12	11	91%	
		24/5/2012	11	91%	
		28/06/2012	11	91%	
		19/07	11	91%	
		29/08	11	91%	
		27/09	11	91%	
		18/10	11	91%	
		13/12	11	91%	
		2013	6/01/2013	11	
	19/02/2013		11	91%	
	25/4/2013		11	91%	
	16/05/2013		11	91%	
	6/6/2013		11	91%	
	18/07		11	91%	
	14/8/13		10	83%	
	19/9/13		10	83%	
	08/10/13		11	91%	
	19/11/13		10	83%	
29/12/2013	11		91%		

Name of the Schools	Year	Date of conducting meeting	SMC members attendance	% of attendance	Average attendance (%)
Chakpara Helaluddin Pouro Govt(registered) primary school	2011	06/01/2011	10	83%	83%
		10/02/2011	10	83%	
		13/03/11	10	83%	
		7/04/11	10	83%	
		28/05/2011	10	83%	
		09/06/2011	10	83%	
		17/9/2011	10	83%	
	2012	26/01/2012	10	83%	83%
		23/02/2012	10	83%	
		26/07/12	10	83%	
		30/08/12	10	83%	
		03/9/2012	10	83%	
		19/09/2012	10	83%	
		23/09	10	83%	
		18/10	10	83%	
	2013	3/01/2013	10	83%	65.33%
		7/03/2013	9	75%	
		28/04/2013	8	66%	
		2/05/2013	7	58%	
		20/6/2013	7	58%	
		22/08	7	58%	
21/09		7	58%		
28/10		8	66%		
18/12	8	66%			

Name of the Schools	Year	Date conducting meeting	SMC members attendance	% of attendance	Average attendance
Govindopur Govt primary school	2011	27/02/2011	8	66%	66.33%
		27/03/2011	9	75%	
		25/06/11	7	58%	
	2012	26/02/2012	8	66%	64.25%
		15/03/2012	9	75%	
		25/05/12	7	58%	
		15/11/12	7	58%	
	2013	10/01/2013	8	66%	68%
		23/03/2013	7	58%	
		05/05/2013	8	66%	
		16/09/2013	9	75%	
		25/12/2013	9	75%	

Name of the Schools	Year	Date of conducting meeting	SMC members attendance	% of attendance	Average Attendance
Gouripur govt pouro model primary school.	2011	06/02/2011	11	91%	89%
		10/03/2011	12	100%	
		10/04/11	10	83%	
		25/04/2011	9	75%	
		27/06/2011	9	75%	
		17/07/11	11	91	
		16/08/11	10	83	
		15/9/11	9	75%	
		15/10/2011	10	83%	
		19/11/11	10	83%	
	2012	25/01/2012	10	83%	80%
		27/02/2012	9	75%	
		15/03/12	9	75%	
		12/04/12	9	75%	
		26/5/2012	9	75%	
		9/06/2012	9	75%	
		28/07/12	9	75%	
		26/08/12	10	83%	
		01/10/2012	11	91%	
		20/11/12	11	91%	
	2013	12/02/2013	9	75%	76%
		2/03/2013	8	66	
		29/04/2013	10	83%	
		29/05/2013	10	83%	
		22/8/2013	9	75%	
		27/12/13	9	75%	
		29/12/2013	9	75%	

Name of the Schools	Year	Date of conducting meeting	SMC members attendance	% of attendance	Average attendance
Koltapara Govt primary school	2011	26/02/2011	8	66%	66%
		22/06/2011	8	66%	
		08/12/11	8	66%	
	2012	25/02/2012	10	83%	69%
		15/03/2012	7	58%	
		16/09/12	8	66%	
	2013	14/01/2013	7	58%	54.8%
		3/03/2013	6	50%	
		09/05/2013	6	50%	
10/09/2013		7	58%		
	18/12/2013	7	58%		

#### Annexure 4

Student average attendances per year (2011-2013) (Source: local surveyed school)

Shikh lebu smriti govt primaty school	Year	Total Students	Pre primary		Class-I (%)		Class II (%)		Class III (%)		Class IV (%)		Class V (%)	
			Boy	Girl	boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
	2011	1048	82	83	84	85	84	85	88	89	88	91	94	95
	2012	1054	84	85	84	84	84	86	88	90	89	91	94	95
	2013	1078	83	85	84	86	86	88	91	93	94	96	96	96

Satisha Pouro Govt Primary School	Year	Total Students	Pre primary (%)		Class-I (%)		Class - II (%)		Class III (%)		Class IV (%)		Class V (%)	
			Boy	Girl	boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
	2011	999	84	83	85	81	83	84	86	86	81	84	80	82
2012	1014	87	88	87	83	81	89	86	80	82	83	83	85	
2013	1040	85	88	81	84	86	89	86	88	87	87	86	93	

Koltapara Govt primary School	Year	Total Students	Pre primary (%)		Class-I (%)		Class - II (%)		Class III (%)		Class IV (%)		Class V (%)	
			Boy	Girl	boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
	2011	918	62	64	72	79	76	78	79	81	76	82	81	88
2012	904	59	63	69	80	72	78	76	81	78	81	80	87	
2013	909	58	63	72	79	79	79	76	78	74	83	79	89	

Govindopur Govt primary school	Year	Total Students	Pre primary (%)		Class-I (%)		Class - II (%)		Class III (%)		Class IV (%)		Class V (%)	
			Boy	Girl	boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
	2011	891	-	-	90	89	90	90	89	90	87	87	89	90
2012	1087	94	94	88	89	87	89	89	89	91	88	94	95	
2013	1091	90	91	91	90	89	90	90	90	91	92	93	94	

Chakpara Helaluddin Pouro Govt(registered) primary school	Year	Total Students	Pre primary (%)		Class-I (%)		Class II (%)		Class III (%)		Class IV (%)		Class V (%)	
			Boy	Girl	boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
2011	819	-	-	81	82	78	84	82	84	76	89	81	82	
2012	981	85	92	61	79	75	83	75	81	76	93	90	91	
2013	946	86	75	67	83	62	76	85	86	83	79	81	83	

Source: Upazila education office and local surveyed school

Gouripur pouro model govt primary school	Year	Total Students	Pre primary (%)		Class-I (%)		Class II (%)		Class III (%)		Class IV (%)		Class V (%)	
			Boy	Girl	boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
2011	1024	86	88	85	86	81	83	83	85	85	83	88	91	
2012	977	80	81	80	88	82	82	80	81	81	80	82	80	
2013	982	82	80	80	82	83	83	82	82	83	81	82	82	

Annexure-5 Teacher Attendance of Six primary schools (Source local surveyed school)

De	Nov	Oct	Sep	Aug	Jul	June	May	April	March	Feb	Jan	year	Attendan ce (%)	Schools
90	95	93	90	98	91	96	98	92	90	94	99	2012	ce (%)	Sheikh Smriti pouro Govt primary School
89	91	86	91	91	93	95	96	96	99	99	85	2013		
10	83	83	83	83	83	68	68	67	67	84	84	2011	Attendan ce (%)	Satisha Pouro Govt Primary School
10	100	100	100	100	100	100	100	84	83	100	100	2012		
83	83	83	83	67	83	100	100	100	100	100	100	2013		
89	91	92	94	96	99	92	94	95	89	93	92	2011	Attendan ce (%)	Gouripur pouro model govt primary school
90	89	88	93	97	96	92	90	92	96	93	98	2012		
92	89	93	91	97	96	99	94	89	95	90	97	2013		
10	99	100	99	98	99	99	100	100	99	100	100	2011	Attendan ce (%)	Chakpara Helaluddin registered primary school
99	99	98	99	99	98	99	99	99	99	98	100	2012		
99	99	99	99	99	98	99	99	99	99	99	100	2013		
96	98	96	96	97	92	97	97	96	95	97	100	2011	Attendan ce (%)	Govindopur Govt primary school
96	96	95	92	96	93	95	96	95	95	98	99	2012		
93	96	95	98	93	94	95	94	92	95	96	97	2013		
91	95	94	92	94	96	95	99	95	97	97	96	2011	Attendan ce (%)	Koltapara Govt primary school
88	94	94	91	96	98	97	97	93	94	94	97	2012		
86	92	97	85	94	93	91	98	92	98	94	97	2013		



