



National Education Policy 2010

Ministry of Education
Government of the People's Republic of Bangladesh



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Preface

Education is the key to a nation's development. Education is the principal means to achieve the goal of poverty alleviation. A properly educated nation, which is modern in genius and intellect and forward-looking in thinking, can only put the country at the zenith of its development. That's why education is the backbone of a nation.

Earlier, Bangladesh Awami League took an initiative to prepare an Education Policy in tune with the need of the modern times, with a view to building the future generation as a human resource, efficient in knowledge and technology and inspired with moral values, national tradition and the spirit of liberation war.

I am very sorry & heavy-hearted to think of the misfortunes of the people of our country. Thirty-nine years have passed since our emergence as a free nation, but no Education Policy has been put to implementation. Immediately after our independence, at the initiative of Bangabandhu Sheikh Mujibur Rahman, the Father of the Nation, the first Education Commission was constituted to prepare an Education Policy under the leadership of Dr. Qudrat-e-Khuda, a renowned scientist and educationist. That Commission prepared a pro-people, modern and science-oriented education policy on the basis of exhaustive inquiry and contemplation. But, the sequence of the usurpation of power through illicit corridors began with the diabolical murder of Bangabandhu and his family members on August 15, 1975. As a result, the education policy prepared by Qudrat-e-Khuda was not implemented. Rather, the nation experienced the toying with the destiny of people; no step was taken to fulfill their basic needs.

In 1996, as Awami League came to power after 21 years, it again took steps to prepare an Education Policy. The Report was ready by 1997. "Education Policy-2000" was prepared on the basis of that Report. But with the change of power, that Education Policy was shelved again. In 2008, as we formed the government through the victory in national election, the responsibility of updating the education policy prepared earlier with some fixed objectives was entrusted on some eminent educationists and subsequently views of people belonging to diverse classes and professions were received. Since it recognized the importance of public views and reactions to it, this Education Policy has earned a nationwide receptivity.

In this process, we now have the long-awaited Education Policy. I heartily thank the Ministry of Education for formulating this education policy. We all know that a right set of principles is essential to achieve some targeted goals. In our Election Manifesto 2008, we set the goal of building up Bangladesh as a poverty-free, non-communal, liberal and democratic state. Without the right kind of directives and guidance, no right programs can be undertaken. Anyway a point will be mentioned here to avoid the risks of incompleteness. Bangladesh Awami League formed a number of sub-committees including one on educational affairs. The objectives behind forming these were to underline the principles of the party regarding the basic demands of people and to find out our party's role to meet them. These basic demands include-education, health, environment, agriculture etc.

These sub-committees organized discussion meetings and seminars at regular intervals and produced clearly defined concept papers to determine the principles of our party as reflected in our declaration. This had been a homework to prepare the party for running the state when it assumes power in future. Mr. Nurul Islam Nahid, the present Minister for Education was the

Education Secretary of Bangladesh Awami League and Prof. Dr. A. K. Azad Chowdhury, former Vice-Chancellor of Dhaka University was the chairman of the sub-committee. They organized a good number of seminars and symposiums. So, this Education Policy is the product of the preparation that Awami League (as a political party) had for public service. My sincere thanks are to all members of the committees of both 1996 and 2009. Most of the members of Dr. Qudrat-e-Khuda Commission of 1972 are no more. My gratitude goes to all- living and demised.

The important aspect of this Education Policy is that it emphasizes religion, science and technical education. This Policy attaches importance to the natural sensitivity of people and also to the delivery of education that helps find employment in the material world. The country will move ahead, with the acquisition of the knowledge of modern science and technology. We will be able to build up a golden Bangladesh, free of poverty as was envisioned by our Father of the Nation. We will pay our sacred homage to the sacrifice of lives of our 3 million martyrs, when we celebrate the golden jubilee of our independence in 2021, with our heads high in the committee of nations.

I expect cooperation from all in materializing the principles of this Education Policy successively.

Joy Bangla Joy Bangabandhu

Long live Bangladesh

Sheikh Hasina
Prime Minister
Government of People's Republic of Bangladesh

Foreword

Since the Independence of Bangladesh, it has not been possible for us to implement any Education Policy in the last four decades. Although the first Education Policy was formulated under the initiative of the founder of independent Bangladesh and Father of the Nation Bangabandhu Sheikh Mujibur Rahman based on the needs of an independent country, the gruesome murder of Bangabandhu and his family members, on 15 August 1975 by the conspiratorial forces of anti-liberation faction to take revenge of their defeat, followed by actions to destroy the values, goals and spirit of the Liberation War including the Education Policy, initiated the process of ruination of all our achievements. During the subsequent years, six more education policy/reports were prepared but they also remained unimplemented.

Another Education Policy (Education Policy 2000) was undertaken by Sheikh Hasina, daughter of Bangabandhu, when she came to power in 1996 but that too was shelved and nullified with the change of government in 2001.

Following the overwhelming victory of the Awami League-led Grand Alliance under the leadership of Sheikh Hasina and the formation of a new democratic government in January 2009, new possibilities appeared before the people. The Awami League manifesto to bring about change in the quality of life, Vision 2021 and the promise of establishing a digital Bangladesh drew immense support from the people and that created positive grounds for the realization of these huge possibilities. Within the shortest possible time, after taking over power, the government once again reinitiated and moved ahead with the process of formulating a National Education Policy and its implementation. An 18-member Education Policy formulation committee started working with National Professor Kabir Chowdhury and Dr. Qazi Kholiquzzaman Ahmad as the chair and co-chair respectively. Within four months, a draft National Education Policy was developed, but before its finalization, it was put to website and other media for sharing widely with the people of all walks of life for their feedback. There had been a large response to it. It became a subject of wide discussion and review in the media. Different seminars and meetings were held on the draft policy and comments were recorded. The draft policy has now been finalized with further additions and amendments with the incorporation of relevant views, recommendations and suggestions received from educationists, teachers, students, parents, politicians, *alems* (Muslim theological experts), businessmen, investors, professionals and people from all strata of life. I take this opportunity to convey my thanks and gratitude to the committee for formulating Education Policy and to those who have contributed to this final shape of the Policy by offering their views and suggestions.

Two things need to be stated clearly regarding the policy- 1) this is not an education policy of any particular political party - it reflects the aspiration and expectations of the entire nation; 2) this policy is not an absolute entity and the scope for changes and amendment will always be there and errors can always be rectified. Education is a dynamic concept. Keeping pace with the development of knowledge and science, the process of adaptation and modernization will continue. Practical experiences acquired during its implementation stage and application of modern knowledge, science and technology will continue to enrich the policy.

The National Education Policy embodies the nation's verdict and aspirations, the spirit of liberation war and independence; it reflects people's goals and values and thereby follows the

basic Constitutional guideline. The object to ensure the rights and the opportunities for education for all eradicating all differences has been selected as the rationale for this education policy.

Ensuring education for all children is a fundamental issue. It is crucial for our future generation to acquire quality, modern and updated knowledge of science and technology and evolve as a skilled human resource so that they may contribute to eradicate poverty, illiteracy, corruption, communalism and backwardness and build up a developed and prosperous Bangladesh. The education system of Bangladesh needs to be structured towards addressing these issues. Through the expansion of technical and vocational education, the large youth population of Bangladesh will have to be turned into a professional and skilled human resource.

Ensuring quality education for all is a great challenge for us. The main important force behind quality education and development of skilled human resource is a team of properly qualified, skilled and committed teachers. Technology has emerged as the most important factor in the modern world. Computer and Information Technology has become the inseparable and most important part of education all over the world. We need to give it a priority in our education system as well.

Just as we need to eradicate illiteracy through ensuring education for all, on the other hand, we need to upgrade the quality of our higher education to match the international standard. It is very important for the young people to acquire professional skills and we will have to take all necessary steps to ensure this.

On the whole, to achieve quality, modern and updated education, it is important to acquire and apply knowledge based on information technology. Language, mathematics, history, science, information technology - technical knowledge and education, and a society with learning at its base are all matters of priority. There is no scope for leaving any thing to be done in the future. No matter how huge the challenges are, we have to face them and must come out successful. Education is the most useful tool to help us achieve the goals we have set for the country. Diverse issues right from eradicating illiteracy to ensuring technology-based education must find place in our education system.

Unified effort of the entire nation, irrespective of political and ideological differences is absolutely essential to make the implementation process of this policy or objectives to achieve the goals. A nation-wide awakening and united initiatives can only make that success happen.

Qualitative change in our education system is the most important priority of the day. We hope that people from all strata of society will be actively involved in this noble initiative of building the future society. The process of implementing the policy will start with this hope. Education is the most important factor of our present and future. There has to be qualitative increase in both government and non-government investment and cooperation for education. There is need for a huge investment in order to expand and implement ICT. Investment in education means investment for a brighter future.

It is important to instill moral values, honesty, patriotism, accountability and social responsibility into the youths as they acquire quality modern education and knowledge of contemporary science and technology. Knowledge of our national heritage, values and glorious history will make our future generation proud and courageous, efficient in the acquisition of knowledge and help them grow up into a true patriotic force. They will have to be enterprising, creative and able to provide leadership in their respective fields.

We cannot push the life of a learner into a path without a destination. We cannot allow any learner to drop out or get lost in the middle of her/his learning process unless s/he acquires the minimum level of skills or quality education. In order to make the life of the learner meaningful, s/he must acquire at least one recognized academic qualification. Every educational institution must note that it has to properly convince the learner about the utility and value of the time s/he spends during her/his academic association with the institution. We do never want any learner to get lost from her/his academic life with the experience of failure.

Basic changes need to be implemented in the examination methods or evaluation of the standard of learning. This requires successful classroom teaching. The learners will be enabled so that they can do without the unwanted problems of so-called notebooks and private tuitions. Examination has to be held in a peaceful, secure and congenial environment; it will never become scaring for them, rather they will accept it as a joyful festivity. The examinees will welcome the examinations as an opportunity of evaluation and recognition of the success of their academic life. Comprehensive education will contribute to make life attractive, secure and joyful. Creation of such an environment is what we wish to achieve.

Education for children must be imparted in a friendly learning environment, with joyful teaching methods and attractive contents and not by any kind of force. To realize our national dream, our young generation has to be developed as a human resource, efficient in education, knowledge and technology.

Our major aim is to ensure that our next generation is provided with real education and knowledge of science and technology and thereby they will develop into an efficient and skilled human resource, respectful and committed to people and inspired by patriotic spirit.

We seek sincere cooperation and support of all in order to achieve the noble goals set in the National Education Policy.

Joy Bangla, Joy Bangabandhu

Long live Bangladesh

Nurul Islam Nahid, MP
Minister, Ministry of Education
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1. Education: Aims and Objectives

The directives as noted in the Constitution of the People's Republic of Bangladesh (Annex1) have been taken into consideration in the formulation of National Education Policy 2009. The UN Child Rights Convention that emphasizes the ensuring of rights of children in every member state has been a further area of consideration. The primary objectives of this policy are directed toward the cultivation of human values. It seeks to prescribe ways through which citizens can be groomed to become leaders in pro-people development programs and progress of the society. They will become rational and intellectually accomplished human beings with ethical perceptions, who have respect for their own religion as well as for others' faiths. Education will help them to grow up as non-communal, patriotic and efficient persons free from superstitions. And simultaneously, it is only education that can equip the nation to acquire the qualities and skills that will strengthen Bangladesh to work with equal capacity and pace of the global community. This education policy will work as a basis for an education system suitable for the delivery of education which will be pro-people, easily available, uniform, universal, well planned, science oriented and of high standard according to the constitutional directives and it will also work as a strategy to counter all problems. With this idea in view, the aims, objectives, goals and principles of the Education Policy will be as follows.

1. to reflect the Constitutional guarantee at all levels of education and make learners aware of the freedom, sovereignty and integrity of Bangladesh;
2. to stimulate the intellectual and practical qualities of the learners so that moral, human, cultural, scientific and social values are established at personal and national levels;
3. to inspire the students with the spirit of our war of liberation and develop patriotism, nationalism and qualities of good citizens (i.e, sense of justice, non-communalism, dutifulness, awareness of human rights, cultivation of free thinking and discipline, love for honest living, the tolerance of corporate life, friendliness and perseverance);
4. to promote the continuity of national history, tradition and culture through an inter-generational process;
5. to foster creative and thinking faculties among the learners through a system of education that contains indigenous spirit and elements and which will lead to a life-oriented development of knowledge of the learners;
6. to evolve an education process that is oriented to creativity, practicability and productivity to achieve advancement in the economic and social fields of the country; to create a scientific mindset of the students and to develop in them the qualities of leadership;
7. to remove socio-economic discrimination irrespective of race, religion and creed and to eradicate gender disparity; to develop non-communalism, friendliness, global fraternity, fellow-feeling and respect for human rights;
8. to create unhindered and equal opportunities of education for all as per learners' talents and aptitudes, irrespective of geographical, social and economical situations to establish a

- society that is free from discrimination; to resist use of education as a commodity to reap profits;
9. to show tolerance for different ideologies for the development of a democratic culture and to help develop a life-oriented, realistic and positive outlook;
 10. to ensure the marginal competencies of learners at each level so that they are discouraged from rote learning, rather use their own thoughtfulness, imagination and urge for curiosity;
 11. to ensure skills of high standard at different areas and levels of education so that learners can successfully compete at the global context;
 12. to attach substantial importance to information and communication technology (ICT) along with maths, science and English in order to build up a digital Bangladesh based on knowledge-orientation and cultivation of ICT;
 13. to put special emphasis on the extension of education; to give priority to primary and secondary education; to motivate the students to show dignity of labour; to enable students to acquire skills in vocational education to facilitate self-employment, irrespective of levels of education;
 14. to develop some uniform and basic ideas amongst all learners; to establish a sense of equal status amongst all citizens of the country to implement a uniform curriculum of certain basic subjects at the primary level schools of diverse delivery systems; to prescribe and ascertain the learning of some uniform textbooks to attain that; to initiate some method of teaching in some basic subjects at the secondary level to achieve similar objectives;
 15. to ensure a creative, favorable and joyful environment for the students at the primary and secondary levels for their proper protection and congenial development;
 16. to help students grow up with sound moral character through lessons from their respective religious teachings and moral sciences;
 17. to ensure proper quality of education at each level and to correlate the competencies learnt at the earlier level (as per the aims and objectives of education) with the next one to consolidate the formations of knowledge and skills; to promote extension of such knowledge and skills; to enable the learners to acquire these skills; to motivate the people to participate in the educational process, at the primary, secondary and vocational levels, in particular to realize the objectives of education;
 18. to build students as skilled human resources to fight the challenges of the world threatened by climate change and other natural disasters and to create in them a social awareness about environment;
 19. to ensure quality of the higher education in all disciplines and motivate students in research and to create a congenial and necessary environment of research within the country through the cultivation of knowledge and sciences;
 20. to ensure the proper context and situations in the education system at the higher level that facilitates ideal cultivation of learning;
 21. to extend the use of information and communication technology (ICT) instrumental in educational process at every level

22. to take special measures for the development of education of the backward classes of the country including the street-children;
23. to promote and develop the languages and cultures of the indigenous and small ethnic groups;
24. to ensure the education of the physically and mentally challenged learners;
25. to create a society free from the curse of illiteracy ;
26. to initiate special measures to promote education in the areas identified as backward in education;
27. to ensure efficient and correct teaching of Bangla language;
28. to take necessary steps to create facilities of playground, sports, games and physical exercises in all educational institutions for the healthy growth of the physical and mental qualities of the learners;
29. to take various steps to foster hygienic awareness of the students;
30. to caution the students and make them aware of the dangers of taking drugs or similar items.

2.

Pre-Primary and Primary Education

A. Pre-Primary Education

Aims and Objectives

Before the children begin their formal education, we need to create an environment conducive to the growth of the universal human dispositions like the senses of endless wonder, infinite curiosity, joy and inexhaustible fervour that reside in the deep recesses of the infantile psyche. And this environment will prepare the children mentally and physically. So, it is important to introduce pre-primary schooling to prepare them for school education. This preparatory education conducted together with other fellow-mates will create an enthusiasm for learning in the children. With this objective, a one-year pre-primary schooling must be introduced for 5+ children. Later, this will be extended up to 4+ children. The curriculum at this phase will be:

- Activities aimed at inspiring children to learn and to go to the school and cultivating their finer senses;
- Grooming them to be tolerant to others and to infuse in them the ideas about discipline necessary for their subsequent formal education.

Strategies

1. Teaching at pre-primary level will be delivered through pictures, colours, attractive and simple education materials, models, rhymes, songs, games and handiwork.
2. Teaching will be conducted in a pleasant environment characterized by love and care in appreciation of children's spontaneous vigour, spirit and their natural inquisitive faculties and curiosity. The safety of the children will have to be ensured to resist any possible physical or mental tortures on them.
3. Posts for teachers and number of classrooms will be increased in every school to facilitate pre-primary schooling. But since this is an expensive endeavor and requires a long time-span, so the initiative will be implemented in phases.
4. This schooling will include the instructional programs of the mosques, temples, churches and pagodas presently being conducted by the Ministry of Religious Affairs, which seek to impart religious teachings with alphabetical knowledge and modern education with moral lessons.

B. Primary Education

Aims and Objectives

Primary education possesses utmost importance in our national life. Primary education is the basis of building up a skilled citizenry and the path to include the whole population within the education system. So, equal opportunities will be created to ensure access of all sections of

children to primary education irrespective of ethnicity, socio-economic conditions, physical or mental challenges and geographical differences. This is the Constitutional responsibility of the state. Since this stage forms the foundation of subsequent levels of education, so delivery of quality primary education is a must. And since many of the students seek employment after this stage, a strong base in primary education will equip them better in the job market. To strengthen the general foundation of primary education at the national level, the existing discriminations among schools in regard to facilities, infrastructure constraints, lack of adequate number of teachers and the weaknesses in training will be adequately addressed. Primary education will be universal, compulsory, free and of uniform quality for all. At present 100% children cannot be given access to primary schools for economic, regional and geographical factors. By 2010-11, 100% enrollment of primary education will be ensured. At least one primary school will be established in the villages that have none.

Aims and Objectives

- to develop a curricula and textbooks imbued with the national spirit with a view to cultivate the humanistic values. A congenial and joyful environment need to be created in the schools to promote healthy physical and mental development of the children;
- to initiate a uniform and mandatory syllabus for some basic subjects to be taught in diverse types of schools delivering primary education;
- to help the students inculcate moral and spiritual values like idea of justice, sense of duty, discipline and etiquettes, non-communalism, human rights, accommodative attitudes toward corporate living, curiosity, friendliness and perseverance, and to encourage them to acquire scientific, cultural and human values and to shun superstitions;
- to ignite in them the spirit of our national liberation movement and encourage them with patriotism to dedicate themselves to nation-building;
- to make them motivated and capable of pursuing higher education through ensuring the qualitatively adequate marginal skills at respective levels of studies; To achieve this, adequate number of quality teachers will be appointed. Besides, the development of physical infrastructure, favorable social ambience, competent pedagogy, warm teachers-students relationship and the respectable status of women have to be ensured.
- to take effective steps to ensure the acquisition of essential knowledge, subject-based knowledge, life skills, attitudes, values and the sense of social awareness to meet their basic learning needs that will enable them to move ahead to the next level of education;
- Pre-vocational education will be in place from Classes VI to VIII to develop respect for manual labour and to give them some idea of vocational education.
- to facilitate learning in the mother languages of the indigenous peoples and small ethnic groups at the primary level of education;
- to initiate special monitoring for primary education especially in the backward areas;
- Equal opportunities have to be ensured for all kinds of disabled and underprivileged children.

Strategies

The responsibilities of the State

The Constitution makes it mandatory for the State to ensure basic education for all. So, the State is solely responsible for the management of primary education and the State has to discharge its duty.

The process of nationalization of primary education will continue. The responsibility of primary education cannot be delegated to private or NGO sectors. Any individual or any NGO willing to run primary education institutions must seek permission of the respective authority in compliance with rules and regulations of the State.

Duration and implementation of primary education

1. The duration of primary education will be extended from Class V [now in practice] to Class VIII. There are two significant concerns to realize it: a) the need for infrastructural development and b) recruitment of adequate number of qualified teachers.

The following steps will be taken immediately to include Classes VI, VII and VIII into the primary education structure from FY 2011-12:

- to prepare new curriculum, textbooks and the teachers' guidelines for Classes I to VIII;
- to organize effective training for the teachers for pedagogical practices in view of the extension of the curricula;
- to bring in required reorganization in the educational administration and management.

For this restructuring of primary education, the physical facilities and the number of teachers will have to be increased. This 8-year long primary education will be ensured for all children of the country, regardless of gender, socio-economic conditions and ethnicity by 2018 through the implementation of appropriate methods.

Integration of different streams

2. According to the Constitution of Bangladesh, the State is committed to ensure uniform basic education for all. As per this Constitutional directive and with a view to introducing non-discriminating education system, a uniform curricula and syllabus will be followed in some specific subjects at the primary level in all schools across the country. This will be done to integrate all the streams of primary education such as government and non-government primary schools, kindergartens (both Bangla & English media) and *ibtedaye* madrassas. The schools can teach some extra subjects, in addition to those specific subjects, with permission from the relevant department or directorate of education.
3. To develop the skills of the learners and for quality education, the *ibtedaye* and *all kinds of* madrashas will introduce and follow 8-year primary education program and they have to implement the newly integrated primary education system.
4. Steps will be taken to eradicate the existing discrimination in terms of facilities in different types of primary education institutions (community schools, non-registered and registered schools, government schools, kindergartens and urban/rural schools). All such institutions including the kindergartens, English medium schools and all types of madrashas will have to register themselves with concerned authorities in compliance with set rules.

Curricula and Syllabi

5. Specific subjects such as Bangla, English, Moral Science, Bangladesh Studies, Mathematics, Social Environment, Natural Environment with emphasis on topics like climate change, Science and Information Technology are to be there in the syllabus as compulsory subjects for all students of diverse streams of primary education. A committee of experts will be formed to develop the curricula and course contents of all subjects. This committee will act with critical examination and appropriate attention. The instruction related to information technology will be delivered through books as long as infrastructure is not adequately developed and adequate number of computers and teachers cannot be provided. Appropriate steps will be taken from the very beginning to ensure English Writing and Speaking skills and that will be continued and emphasized in the forthcoming classes as per needs. Subjects suitable for co-curricular programs can be introduced from the Class I. Teaching of respective religious studies and moral sciences will be introduced as a compulsory subject right from the primary level. In the last three Classes, i.e, from Classes VI to VIII, students will be exposed to pre-vocational and information technology lessons so that they can avail themselves of job opportunities if they discontinue their studies after the primary level.

The age of admission/enrollment

6. The existing rule for the age of admission at 6+ will be made compulsory.
7. The ratio of teacher and students in primary education will be 1:30. This goal will be achieved in phases by 2018.

The environment of the school

8. Attention will be paid to see that the responsive behavior of the teachers at primary level does attract the learners to schools. Teaching methods will be joyful, attractive and learner-friendly.
9. A safe, caring and favorable environment will be ensured for teaching and learning in the school.

Education materials

10. The National Curriculum and Textbook Board (NCTB), in the light of the set objectives of the primary education, will prepare subject-based textbooks, supplementary text materials, exercise books and teaching aids (books with analyses, exercises and examples) with a view to meeting the marginal requirements of every subject and class. All textbooks must be flawless and written in easy and lucid language, directed towards creating an interest in the students. The textbooks for the blind children will be prepared following the Braille method.

Solution to drop-out

11. The volume of stipend for poor students will be extended.
12. The school environment will be made attractive and joyful. Some important steps that will be taken in this regard include adequate facilities for games, sports, cultural activities, warm interaction between teachers and students, caring and sympathetic attitudes of the teachers

and a clean physical environment of the school. Separate modernized lavatories will be made for boys and girls. Physical punishment will have no place.

13. The provision for lunch in schools is an urgent issue. This provision has to be implemented phase-wise in all schools located in the rural and backward areas.
14. Special attention will be given to create residential facilities in the schools of hilly and remote areas.
15. In the schools located in the wetlands and areas prone to frequent natural calamities, provisions will be there to change the timing of the school hours and to reschedule the holidays according to their needs. In this regard, decisions can be taken at the local level on the basis of community-based recommendations.
16. The trend of drop-out among girl students is quite high. So, special attention will be given to improve this situation. Teasing of girl students at schools will be dealt with stringent measures.
17. At present, the drop-out rate till or before the completion of Class V is about 50% and of the rest, about 40% leave the school before completing Class X. It is extremely urgent to bring down this rate of drop-out. So, necessary measures will be implemented so that all students are enabled to complete Class VIII and it will be ensured by 2018.

Children of ethnic groups

18. Measures will be taken to ensure the availability of teachers from ethnic groups and to prepare texts in their own languages so that ethnic children can learn their own indigenous languages. In these initiatives, especially in preparing textbooks the inclusion of respective indigenous communities will be ensured.
19. Special assistance will be provided to the marginalized indigenous children.
20. There are areas where no primary school exists. Primary schools will be set up in these areas inhabited by ethnic people, both in hilly or plain lands. In some areas, there is a thin ethnic population. So the schools may suffer from dearth of children. So, in order to create opportunities of enrollment of sufficient number of children, residential facilities for teachers and learners have to be created. This also claims necessary attention.

Physically challenged students

21. The facilities of the lavatories and the scope of smooth movement will be adequately designed and created with special attention in order to fulfill the special needs of the physically challenged learners.
22. Special and preferential attention will be given to their needs.
23. At least one trainer will be recruited in each of the PTIs to facilitate the special teaching methods and needs of various types of challenged learners.

Street children and other ultra-deprived children

24. Special provisions like free admission, free education materials, free lunch at schools and stipends will be arranged to attract and retain these children in the schools. Effective measures will be taken for their safe protection within the schools.

Acute discrimination of primary schools of different types & locations

25. Such existing discriminations will be minimized by phases. To meet this end, special programs will be undertaken to extend special assistance to the schools in the rural and backward areas so that the situation gets improved within some years.

Teaching methods

26. An interactive teaching method will be pursued to develop the creative faculties and skills of the children and help them do the exercises through individual or group-work. Research initiatives to find out the appropriate methods for innovation of effective teaching, evaluation and implementation will be encouraged and supported.

Student assessment

27. In Classes I & II, there will be continuous assessments, while from Class III onwards, quarterly, half-yearly & yearly examination systems will be in place. On the completion of Class V, a terminal examination with identical set of questions will take place at Upazilla/ Pourashava/ Thana levels (of big cities). On the completion of Class VIII, a public examination will take place to be initially known as Junior School Certificate Examination. The Education Boards concerned with examination will conduct this public examination.

Improvement of schools, monitoring for quality education & community participation

28. To ensure community participation in the development activities of school, the management committees will be further empowered, where necessary, to become more active. The management committees will be constituted of some ex-officio members and others elected through thoughtful consideration. Simultaneously, the accountability of the committee must be ensured.
29. Measures will be taken to raise eagerness of the guardians regarding schools and their children's education through the establishment of pro-active guardians-teachers committees.

Teachers' recruitment & promotion

30. Minimum qualification for recruitment of teachers for Classes I to V will be HSC with 2nd division or its equivalent degree. And for Classes VI to VIII, they will be men or women with 2nd class Bachelor degrees. For lower classes, female teachers will get priority. The recruited teachers have to receive training and earn C-in-Ed/B.Ed degree within 3-years from their joining. For direct appointment in the post of a Head Teacher, the minimum qualification will be graduation with 2nd class and he or she has to earn C-in-Ed or B.Ed (primary) within 3 years. Teachers will be offered incentive through substantive packages and salary scale for different levels (i.e., assistant teacher, assistant Head Teacher, Head Teacher), with opportunities of promotion. Their pay and allowances will be fixed keeping in mind their dignity and their important role in nation-building. Simultaneously, their accountability must be ensured.

31. Initiatives will be taken for teachers' training and scope of their in-service training will be broadened. Overseas training will be arranged depending on necessity and availability. The skill and capacity of the national training institutions will be improved.
32. It is necessary to connect promotion with the training received by teachers. Vacancy for higher posts will be filled in through direct appointment or accelerated promotion of higher degree holders and qualified and trained teachers. If necessary, up gradation of posts will be done through appropriate rules and regulations.

Teachers' selection

33. A separate Private Teachers Selection Commission will be established similar to Public Service Commission for teachers' selection for the non-government primary schools (government approved & supported) and ibtedaye Madrasas. This Commission will be comprised of persons associated with education and administration. It will conduct the selection process through written and oral tests. The selection will be at Upazila or district level. The appropriate recruitment authority will recruit teachers for various schools out of the candidates selected by the Commission. Coordinated efforts taken at Upazilla/Thana level will annually decide on the number of teachers needed and the Commission will be reported accordingly. On the basis of that, the target for recruitment of subject-wise teachers will be fixed. The responsibility of teachers' selection for secondary and private (government supported) degree colleges will be delegated to this Commission.

The supervision and monitoring of education within the school

34. The main responsibility of supervising within the school rests with the Head Teachers. So, special training has to be arranged for them so that they can discharge their duties skillfully. The external monitoring and the supervision of the school will be decentralized as much as possible. The officials responsible for (for example, ATPO) this task have to be assigned with some fixed number of schools so that they can supervise and monitor skillfully.

Others

35. Various facilities will be increased by setting up required number of schools for the extension of universal primary education. Surveys have to be conducted to find out the villages where there is no school or where more schools will be built.
36. The status of National Academy for Primary Education (NAPE) has to be elevated to a top national institution of very high quality so that it can innovate new methods of activities for the development of primary education. Some necessary measures are to be undertaken to achieve that, such as, training of the academic staff of PTIs and the other field officials engaged in different projects; preparation and approval of syllabus for basic teachers' teaching, supervision of training, conducting of the exams of the trainees and conferral of diploma and initiation of appropriate research activities for the development of primary education, conducting of seminars and workshops.
37. The whole nation has to invest all its energies to ensure quality primary education for all.
38. Steps will be taken to build up elementary hygienic awareness among the learners (such as, trimming the nails, washing the hands, cleaning the teeth etc.).

3.

Adult and Non-formal Education

Aims and Objectives

The objective of adult and non-formal education will be to make all the adult citizens of the country literate by the year 2014. Bangladesh is one of the largest illiterate populated countries of the world. At present, only 49% population above the age of 15 is literate, which means 51% population of this age is still illiterate. The illiteracy rate is rife in the country due to limited scope and rigidity of formal education on the one hand, and population explosion and poverty on the other. For various reasons, a large number of students do not get enrolled in the schools or cannot continue their studies. So, it is a pressing need to implement an effective mass education program through adult and non-formal education formulated on the basis of the age of the learners and their areas of learning.

Adult education

The aim of adult education is to make people literate, to offer them minimum skills in reading, writing and numeracy, to instill in them some humane values, to make them aware of health and environment and to increase their professional skills. Efforts will persistently continue till the enrollment rate reaches 100% and all the adult people become literate.

Non-formal education

Non-formal education is a complementary stream to the formal primary education system. Those children who cannot be in the schools till 100% enrollment is ensured at the primary level or drop out of primary education are supposed to receive some basic education or vocational training to use their skills in real life situations through the non-formal schooling system.

The children and adolescents completing their non-formal education will be eligible for admission in the appropriate class of primary education.

Strategies

Adult education

1. Adult education will include literacy, development of human qualities, social awareness and professional skills development.
2. This education will be provided to all illiterate male and female population of the country. However, those who are between 15 to 45 years of age will enjoy priority.
3. Special training will be provided to the teachers for the delivery of adult education. Other than those specified for literacy, the course contents will vary depending on the timeline of the courses, pedagogy, qualifications of the teachers, learning methods, the demand of local and non-resident population, the availability of the resources and the nature of professions of the people. The national committee for curricula development of mass education program will appropriately integrate other areas of studies like vocational and technical education, health, nutrition and family welfare, agriculture, forestry and environment, fisheries and livestock and it will design the contents of the courses keeping in mind the opportunities of export of skilled manpower to the foreign countries.

4. Opportunities of continued education will be created for continuous use of acquired knowledge and skills. Study circles and community learning centers will be established in each village.
5. Initiatives will be taken for collaborative efforts with all the government and non-government organizations, civil societies through the coordinated means of diverse methods, materials, processes supplemented by joint efforts of the target groups to wipe out illiteracy from the country. Pragmatic initiatives will be encouraged and the most effective ones, found out by evaluation, will be pursued and supported. An evaluation committee will be formed consisting of the dignitaries of the society interested in education.
6. The educated individuals of the locality and students of colleges or universities enjoying their vacations will be asked engage themselves for short-term adult education programs. In that case, some realistic and practical models, presently in use, can be replicated for speedy implementation.
7. The distance learning method through radio or television can be used for literacy program.

Non-formal education

8. The age limit for enrollment in the non-formal education will be from 8 to 14 years.
9. The course materials of non-formal education program will be prepared in the light of the national curriculum of primary education and the materials will reflect the need felt by the nation. The materials will be prepared to ensure the quality of education. A technical committee for the curricula of mass education will evaluate the materials prior to approval.
10. The non-government voluntary organizations will be encouraged to conduct non-formal education programs following the curriculum of national primary education. Efforts will be made to make it accessible to the children from the backward, remote areas of the country and belonging to the most deprived groups.
11. Training of teachers for non-formal education is an important issue. The teachers will be trained in the learner-centered pedagogical approach.

The coordination of initiatives in the mass education sector

12. All necessary measures will be undertaken to coordinate all activities in the mass education sector.
13. The role of the national media and of different ministries and departments will be coordinated in the expansion of mass education.

The law related to mass education

14. Appropriate legal structure will be in place to fulfill the Constitutional obligations relating to adult and non-formal education.

National awakening and volunteers

15. A nation-wide awakening will be created to achieve the goals of literacy. Measures will be taken so that every educated person can contribute to this as per his/her possible ability.
16. A team of volunteers will be formed to make literacy movement a success.
17. The students of colleges and universities will be part of this movement.

Aims and Objectives

In the new academic structure, the secondary level of education will include Classes IX to XII. At the end of this level, students will choose different streams of higher studies according to their capabilities, or they will earn their livelihood by their acquired vocational education or they can seek further vocational skills.

The aims and objectives of secondary education are:

- to help develop learners' latent intellect and comprehensive inner faculties;
- to develop a learner with competencies so that s/he can compete in the job market, especially in the economic sector of the country;
- to impart quality education at this primary level to extend and consolidate the knowledge acquired during primary education to help the students acquire a strong foundation of quality higher education;
- to make efforts to mitigate discriminations among various secondary educational institutions and among various socio-economic, ethnic and socially backward groups; special steps will be taken to support advancement of education in the backward regions as long as necessary;
- to design, continue and implement a uniform curriculum and syllabus for the selected subjects, irrespective of streams.

Strategies**Media of instruction**

1. At this level, the media of instruction will be Bangla, but as per the competence of any educational institution, it may also be English. For foreigners, there will be provision for teaching of easy Bangla lessons.

Curriculum, Syllabus and Textbooks

2. There will be three streams at the secondary level, general, madrasa and technical and each stream will have several branches. However, for all streams, uniformity will be maintained through some stipulated compulsory subjects, such as Bangla, English, Bangladesh Studies, General Mathematics and Information Technology. Examinations of each of these subjects of all the streams will be held with identical question papers. Of course, there will be some compulsory and optional subjects in each of the streams.
3. To achieve excellence in the stream-related subjects, the syllabus will be designed as per needs and specific syllabus will be developed accordingly.

4. An experts' team will be constituted to prepare curricula and syllabi for all streams.
5. National Curriculum and Textbook Board will be responsible to design the uniform curriculum and prepare necessary textbooks for every stream at secondary level, excepting the special subjects of Madrasa and Vocational Education. Bangladesh Madrasa Education Board and Bangladesh Technical Education Board will be responsible for designing and preparing the textbooks and curriculum of special subjects of Madrasa and Vocational Education.

Infrastructure, teachers and staff

6. High schools need to be added with Classes XI & XII, while higher secondary colleges will have to add Classes IX & X. For this, the number of classrooms, furniture and educational instruments will be increased. In high schools, subject-related teachers including English will be appointed to teach at higher secondary level. For the implementation of these steps, special care will be taken for supply of funds.
7. Infrastructure development of the educational institutions and availability of educational materials will be ensured to deliver proper education and there will be facilities of enriched library and instruments of sports. For better management of the library, the post of a librarian will be created.
8. Every school offering science subjects must have a laboratory with necessary tools and apparatus and its proper use and maintenance will be ensured.

Unprivileged students and under-developed regions

9. Appropriate facilities similar to the steps noted in the primary education section will be provided to ensure equal opportunities for the students who suffer from some limitations. Regional discriminations will be dealt with accordingly.

Economic activities and development of technology

10. Measures will be taken to expedite government support on a priority basis (such as salary and benefits of teachers, the instruments and materials for teaching sciences etc.) to the schools offering various subjects of science or subjects related to social sciences and business studies, such as economics, accounting and other subjects like information technology, computer sciences connected with technical education. All these subjects are closely related to economic activities and development of technology.

Teacher-student ratio

11. Teacher-student ratio will have to be progressively raised in phases to 1:30 by 2018.

Recruitment of teachers

12. Adequate number of subject-wise teachers for different streams will be selected every year by the proposed Non-Government Teachers' Selection Commission following appropriate process of written and oral examination. This Commission will function like the Public

Service Commission. Appropriate authority will appoint teachers in different institutions from the selected persons (details in Chap. 27).

Teachers' training

13. Training will be arranged for all the teachers of all subjects. Teachers yet untrained need to undergo training immediately. Newly-appointed teachers will undergo primary training before they join their work. Priority will be given to the trained teachers while filling in vacancies.

Student assessment

14. On completion of Class X, a public examination will be held on a national basis. This will be known as Secondary Examination and stipends will be awarded till Class XII based on the score of this examination. On completion of Class XII, another public exam will be held, which will be called Higher Secondary Examination. Creative methodology will be applied to both the examinations and evaluation will be made in the grading system. Stipends for higher studies will be offered on the basis of the results in Higher Secondary Examination. (details in Chap. 21)

Invigilation and monitoring

15. Administration will conduct regular and effective invigilation and monitoring of the educational institutions.

Others

16. All cadet colleges will follow the uniform curricula in matters of basic subjects and take part in the general public examination system.
17. Since the course contents, curriculum, examination and assessment of the 'O' level and 'A' level education are held on overseas policy, so these will be treated as a special system. This system will be run according to government approval. But both the levels will have to include Bangla and Bangladesh Studies as in practice in the general stream of secondary education. With the fulfillment of this condition, 'O' level will be treated as equivalent to SSC while 'A' level to HSC.
18. The courses called *adya*, *madhya* and *upadhi* of Sanskrit and Pali will continue after necessary revisions. A modern course will be designed and put to practice by integrating the subjects of uniform curricula, such as Bangla, English, Bangladesh Studies, General Mathematics and Information Technology with the compulsory courses of Sanskrit and Pali.
19. The equivalence of the certificate/*Upadhi* of traditional Sanskrit and Pali education will be enacted as per the recommendations of University Grants Commission.

5. Vocational and Technical Education

Aims and Objectives

Skilled workforce is an essential concomitant of national development. Methods and strategies of development have changed worldwide on the wake of new innovations and inventions of science. Each and everyday, developing countries are facing unequal and aggressive competition in the world of business, transport, marketing of products, export of skilled manpower and communication in the international market. For a developing country like Bangladesh, opportunities of economic development will be created in this state of unequal competition and the value of physical labor will be enhanced. So highest importance will be given to turn our students into competent manpower through vocational and technical education with emphasis on science, technology and specially on information technology. It is noteworthy that at present, in the rural areas of Bangladesh, expansion of science and technology is reaching out very fast from agriculture and farming to sugarcane threshing machines, rice-mills, communication sector, supply of electricity, power looms, etc. The country needs to develop in these sectors including Information and Communication Technology (ICT). It needs competent manpower to meet up internal needs. Moreover, there is a high demand of skilled manpower abroad and this will gradually increase over the coming years. And export of skilled manpower can increase our foreign currency earning. Development programs will be undertaken to build up competent manpower in view of national and international demands.

The aims and objectives of vocational and technical education are:

- to increase competent manpower in diverse sectors including Information and Communication Technology at a fast pace keeping in mind the national and international demands;
- to build up skilled manpower at a fast pace to create opportunities of economic development and to increase dignity of labour;
- to create wide-ranging employment opportunities through export of skilled manpower and to enhance foreign currency earnings.

Strategies

1. Pre-vocational and Information Communication Technology education will be introduced in every stream of primary education to create skilled manpower. All students of primary level must complete 8-year cycle with pre-vocational and ICT courses as included in the curricula of Classes VI to VIII.
2. On completion of Class VIII, a student can enroll in vocational/technical education. Facilities will be created for the students of this stream so that they can gradually go up for higher education in their desired technical subjects.

3. On completion of Class VIII, some students may opt out of mainstream education. But they can take up a 6 months' vocational training program. Then they will be considered to have acquired National Standard of Skills-1. By completing Classes IX, X and XII in vocational and technical education, one can attain respectively National Standard of Skills 2, 3 and 4.
4. On completion of Class VIII, one can undergo vocational training of 1, 2 and 4 years to be coordinated by mills, factories, and government technical institutes or non-government vocational training institutes situated in the upazillas and districts and thereby earn National Standard of Skills 2, 3 and 4.
5. SSC graduates and students having certificates of National Standard of Skills 4 are eligible for admission in various diploma programs by coordinating credits. These programs include Diploma in Engineering/ Business Management (XI-XII)/Diploma in Commerce (XI-XII) and courses of similar standard. But priority will be given to the students who have degrees in vocational education.
6. Students having technical diplomas will be eligible for admission in Bachelor program of different and relevant courses (such as Engineering, Textiles and Agriculture etc.) through some tests and coordination of credits.
7. In the vocational and technical educational institutions, teacher-student ratio will be 1: 12.
8. In every curriculum of vocational and technical education, highest importance will be given to achieving proper competencies. Computer and ICT will be included as compulsory subjects in vocational and technical education curricula.
9. Apprenticeship program will be introduced nation-wide. The Apprenticeship Act 1962 will be updated and revised.
10. Special attention will be given to the students with disabilities to ensure their participation in the vocational and technical education.
11. Hands-on training within mills and factories on the subjects studied will be compulsory for teachers of all levels. To ensure training for every teacher of vocational and technical education, posts/seats in VTTI and TTTC will be increased and if necessary, the number of such institutes will also be increased.
12. Adequate number of relevant books in Bangla will be authored, translated and published to facilitate vocational and technical education.
13. In every upazilla, one technical education institute will be established for the expansion of technical education. Besides, the number of polytechnic institutes, textile institutes, and leather institutes will be increased.
14. The vocational and technical institutes offering secondary level vocational education will provide courses on technical, agricultural and business studies.
15. All technical and vocational education institutes of the country will be put under the control of the Technical Education Directorate to consolidate this education stream. Technical Education Directorate will be further empowered and funds and manpower will be made available as per necessity.
16. Government budget will be allocated on priority basis in the sector of vocational and technical education.

17. Appropriate steps will be taken to fill in the vacant posts in vocational and technical institutes.
18. Public-private partnership collaboration will be encouraged to establish new technical and vocational institutes and to develop their management. But boys and girls belonging to insolvent families will have opportunities to study in these institutions.
19. Technical and vocational institutions can run two shifts for Diploma in Engineering and other diploma courses in order to ensure the highest use of their infrastructure and other facilities. But attention will be given to maintain quality and to ensure standard contact hours.
20. School leavers and elderly people can be turned into competent manpower by designing evening and short courses of vocational or diploma curricula with the use of the facilities of vocational education institutes.
21. Students unable to study beyond Class VIII or those who discontinue after any level of secondary education for sundry reasons (economic or familial) will be motivated to undertake vocational or technical courses and to complete the courses. Necessary stipends will be given to them as financial help. Such students will be brought under vocational curriculum within a reasonably acceptable time-frame.
22. Private sector will be encouraged to establish quality vocational and technical institutions. Priority will be given to them for inclusion of MPO for the teachers of these institutes. Necessary resources, materials and instruments and financial support will also be provided.
23. A survey will be conducted about the needs of the countries that import manpower from Bangladesh. Course materials in vocational and technical education will be included accordingly. Provision will be there to train the students to have some primary skills of the languages of those countries.
24. The curricula of vocational and technical education will be constantly under review and revision in view of job markets of home and abroad.
25. In future, steps will be taken to establish a technical university.

Aims and Objectives

In Madrasa Education, all possible opportunities to learn Islam and to develop this stream will be ensured. Steps will be taken so that the students can understand the ideals and spirit of Islam and learn about its doctrines and ways of life. At the same time, the students will get competencies in different branches of knowledge and sciences. They will be able to add qualitatively in those areas. They will be enabled to equally compete with the students of general and English medium. With this end in view-

The aims and objectives of madrasa education are:

- to establish firm belief in Almighty Allah in the minds of the learners and his Prophet (Pbuh) and to enable them to understand the true meaning of Islam;
- to build them up as students motivated to preach and propagate the tradition of Islamic virtues; to build up their character in a way so that they can make the communities aware of different aspects of Islam, its religious customs and rituals and to inspire the learners to the codes of life as prescribed in Islam;
- to build them up in a way that they can know and understand the true ideal and spirit of Islam and accordingly become persons of sound moral characters and are able to reflect those ideals and principles in all aspects of life;
- to instruct and follow the general and compulsory subjects as recommended for different levels of others streams.

Strategies

1. At present, Madrasa education is an inseparable part of the national education process. Therefore, necessary steps will be taken to keep the originality of this stream but it will be updated according to the demands of present times so that it imbibes new vigor.
2. Currently, in Bangladesh 5-year Ibtedaye, 5-year Dhakil, 2-year Alim, 2-year Fazil and 2-year Kamil courses are in practice. To maintain equivalence to other streams, Madrasa courses will be redesigned where Ibtedaye courses will be of 8-year and Dakhil and Alim 2-year each. 4-year Fazil honours and 1-year Kamil course will be introduced to coordinate these with the higher education of general stream, subject to recruitment of necessary and qualified teachers and availability of necessary materials. But till these facilities can be ensured, the existing duration of Fazil and Kamil courses will continue.
3. At the Ibtedaye level, curriculum of different classes will be coordinated in tune with other streams including the compulsory subjects such as, Bangla, English, Moral Science, Bangladesh Studies, General Mathematics, Social Environment, Environmental Science with the inclusion of the concepts of 'climate change', and Information Technology. These subjects will be compulsory for all. From Classes VI to VIII, pre-vocational and

communication technology education will be offered. At Dakhil level, Bangla, English, General Mathematics (upto Class X), Information Technology and Bangladesh Studies will be compulsory subjects.

4. The salary structure and benefits of madrasa teachers will be revised in similarity with general education and accordingly, the opportunities of higher training and research will be made available to them. To attain this, teachers' training will be organized at Madrasa Teachers Training Institute at Gazipur for teachers of different levels. Necessary steps will be taken to extend the scope of training.
5. A Kowmi Madrasa Education Commission will be formed with representatives from the persons involved with the learning process and management of this stream. This commission will prepare necessary recommendations for education in this stream and submit them for the consideration of the government.
6. Like other streams, importance will be given to the subjects such as, English, Science, Mathematics, Bangladesh Studies, Information Technology and Vocational Education in the syllabus and curriculum of Ibtedaye and Dakhil levels so that the students get equal opportunities and find them competent for the demand and needs of the national and international job market. To attain this goal, the Madrasa teachers will be properly trained; laboratories with adequate supply of tools and apparatus will be established and infrastructure will be developed like other vocational and technical education institutions.
7. As in the general stream, in Madrasa education too, necessary reforms will be enacted. Necessary education materials, scholarships, supply of free textbooks and instruments for sports etc. will be ensured and a rich library will be established in every madrasa.
8. Bangladesh Madrasa Education Board will be reorganized to function more effectively for the approval and re-approval of madrasas, designing curriculum, textbooks, conducting examinations and giving certificates at the Ibtedaye, Dakhil and Alim levels.
9. The evaluation process as practiced in the education of general stream will be followed in madrasas too.
10. Proper management and supervision will be effectively in place to improve the quality of teaching at every level of madrasa education. The process will be in consistent with the one proposed for general education system.
11. Comparative theology will be offered as an optional subject at Fazil and Kamil levels.
12. At present, for the higher levels of Madrasa education, namely Fazil and Kamil, the overall responsibility of management including recommendation of curriculum and textbooks, supervision and monitoring of the institutions and the conduct of the examinations lies with Islamic University at Kushtia. It is difficult for a regular university to accomplish all these responsibilities. An affiliating Islamic University will be established to perform all these functions.

7.

Religious and Moral Education

Aims and Objectives

The objective of religious and moral education is imparting knowledge about the respective religions of the learners, improvement of the students' behavioral pattern, and establishment of moral virtues in life and society and building of moral character of the learners.

The objectives of this education are:

- to impart proper and quality religious and moral education by radicalizing the existing system;
- to put further emphasis on moral aspect; along with fundamental teachings of every religion; Religious education will not limit itself only to religious customs and rituals, rather it will seek to build up the moral character of the students.

Strategy

a. Religious Education

Islam

1. Developing firm belief in Allah, his Prophet (Pbuh) and the Judgment Day; Islam will be taught in such a way that the learners realize the essence of Islam and not just the religious rituals.
2. Appropriate and quality books need to be authored so that the students become aware of different aspects of Islam including the religious rituals and customs.
3. Proper measures will be taken for the teaching of the significance of *Kalima, Namaz, Roza, Hajj and Zakat*.
4. Students will be encouraged to acquire noble virtues, honesty and courage. They will be infused with patriotic spirit. Students will build up their characters with moral and human values that will be reflected in their social and national consciousness.

Hinduism

1. Concepts will be given to the students so that they can realize that the Almighty is at the root of all creations, and the Almighty is the root of religion. Students will know about the theory of creation and Hindu theology.
2. Appropriate and quality books need to be authored so that the students become aware of different aspects of Hinduism including the religious rituals and customs.
3. Tales and stories contained in various religious books of Hinduism will be part of the curriculum to inculcate moral values.

4. Students will be encouraged to acquire noble virtues, honesty and courage. They will be infused with patriotic spirit. Students will build up their characters with moral and human values that will be reflected in their social and national consciousness.

Buddhism

1. Students will be taught about Shiddhartha's skills in diverse areas of learning, four philosophical stands of Buddha, control over the senses and his last advices.
2. Appropriate and quality books need to be authored so that the students become aware of different aspects of Buddhism including the religious rituals and customs.
3. Students will be inspired with moral values through the teaching of the tales and stories related to Gautam Buddha and they will know that material luxury of earthly life and wealth has no value after death and that only the good deeds are the reward of life.
4. Students will be encouraged to acquire noble virtues, honesty and courage. They will be infused with patriotic spirit. Students will build up their characters with moral and human values that will be reflected in their social and national consciousness.

Christianity

1. Students will find the path, directives and lessons necessary for the fulfillment of life through the knowledge of life, work and teachings of Jesus Christ.
2. Appropriate and quality books need to be authored so that the students become aware of different aspects of Christianity including the religious rituals and customs.
3. Students will be appropriately taught to lead a sound physical, psychological and spiritual life and they will be mentally prepared to help others to lead a healthy spiritual and moral life.
4. Students will be encouraged to acquire noble virtues, honesty and courage. They will be infused with patriotic spirit. Students will build up their characters with moral and human values that will be reflected in their social and national consciousness.

Other Religions

Indigenous people and other communities who observe different religious faiths, other than the four major religions, will have opportunities to learn about their own religions and concerned values.

b. Moral education

Morality is rooted in religion. However, social and cultural values and regional realities also significantly contribute to it. The methods of teaching moral education will be determined by attaching importance to these factors and through the preparation of appropriate textbooks.

Aims and Objectives

The purpose of higher education is to generate and innovate knowledge, at the same time to build up a skilled manpower. Autonomy is a must for the centres of higher studies including the universities. But it will be implemented under some set rules. A government monitoring system will be in place to monitor whether the allocated fund is being utilized in a proper way. At present, many specialists of specific areas devote their knowledge and research intensively to their specialized areas. That creates divisism in the area of knowledge. On the other hand, a counteraction also takes place leading to increasing interdependency of different branches of knowledge. As a result, science and technology, sociology, literature, arts, economics and other subjects are becoming interdependent. This is added by inventions of new technologies. Especially, with the unprecedented development of information technology and newer scientific inventions, the perception about the world is getting renewed. In this context, no one can deny the importance of the co-ordination of knowledge that counteracts the divisism in the area. The traditional higher education system is not enough to fulfill present-day the needs of an independent country like Bangladesh. In this respect, re-structuring of the whole system is an imperative need. The non-government higher education institutions must run according to set rules so that they can deliver quality education, in particular, in the areas of science, technology and business studies.

The aims and objectives of higher education are:

- to help the students in the acquisition of world class education; to generate inquisitiveness among them and to help them grow up with human qualities;
- to help in the unhindered practice of intellectual exercises and growth of free thinking;
- to relate the realities of the country with higher education in all conceivable areas; to identify the problems of the society and state and to find out solutions to them;
- to expand the horizon of knowledge through ceaseless cultivation of knowledge and through multidimensional, original and practical research;
- to effectively introduce students to the knowledge of the modern and fast advancing world;
- to build up citizens who will possess scientific, secular, liberal, humane, progressive and forward-looking mindset;
- to innovate new areas of knowledge through cultivation, research and creativity;
- to build up a citizenry inspired by wisdom, creativity, human values and patriotism.

Strategies

1. After successful completion of secondary education from different streams, students will be allowed to take up higher study according to their merit, interests and aptitudes.

2. Measures will be taken to provide residential facilities, special help and scholarships for the children of freedom fighters, of small ethnic communities and socially backward groups for sundry reasons.
3. Academic institutions, which can ensure quality education, (such as colleges and universities) will provide higher education. Minimum qualification will not be relaxed for quota system or any other reasons.
4. All necessary steps and care will be taken to improve the standard of higher education.
5. 4-year Honours degree will be considered as the terminal degree and acceptable/required qualification for jobs in all sectors excepting teaching positions at higher education institutions.
6. 4-year Honours course will be introduced in the colleges gradually in stead of the existing 3-year degree courses..
7. Masters, M.Phil or Ph.D will be considered as specialized education. Only those interested in research and teaching positions at tertiary level will seek admission for post-graduate degrees. To ensure pursuance of research, graduate programs will be introduced in all departments of all universities. They will offer regular programs for Masters, M.Phil or Ph.D degrees. General duration of Masters course will be one year, for M.Phil 2 years and for Ph.D, it will be 6 years from the date of registration.
8. Colleges now offering Masters degrees under National University will continue to do so. But the libraries, laboratories and infrastructural facilities of these colleges have to be improved. Teachers of these colleges must have the opportunities of wide-ranging teachers' training. The colleges that will introduce 4-year Honours degree courses will ascertain similar improvement in the areas noted above.
9. English will be taught as a compulsory subject at the degree level of all colleges and universities. It will carry 100 marks/3 credits.
10. Teachers and students together have to take part in research work. At the universities, special emphasis will be given on original research. Sufficient and attractive funds will be made available to the brilliant students to carry on innovative research. There will be larger number of fellowships beside the recently introduced Bangabandhu fellowship. At the same time, steps will be taken to create necessary facilities of research in the degree colleges.
11. Curricula and syllabi of higher education will be updated to meet international standards. In order to expand tertiary level education, it is essential to translate standard books of modern knowledge and science into Bangla. Recognizing the national importance of such a program, urgent steps will be taken. English will remain as a medium of instruction in higher education along with Bangla.
12. The scope of higher education will include subjects like defense studies, comparative theology, peace and conflict, climate change etc.
13. Necessary investment in education sector will be ensured to maintain international standard of higher education. Beside the government funds, institutions of higher studies will have to make use of students' fees and collect funds at personal levels to meet expenditures. At present, the amount of admission and tuition fees at public colleges and universities is nominal. Tution and other fees will be determined as per the financial solvency of the

parents. Poor parents and students will benefit from such a system. The guardians will have to produce proofs of their financial insolvency. Appropriate rules and regulations in this regard will be formulated.

14. Scholarships will be awarded to the students according to their merit and financial solvency of their parents. Moreover, provisions will be made for meritorious students for academic bank loans at soft terms.
15. Steps will be taken to update and strengthen Jute Research Institute, Textile College and University and College of Leather Technology since jute, garments and leather are the most prospective sectors in view of the developing economy of Bangladesh.
16. Refreshers teachers' training is an urgent issue. With this in view, seminar or subject-based training will be organized in the universities during the long vacations. The teachers of colleges and universities can work together in such programs.
17. Every university and college will follow a planned and fixed academic calendar. Academic calendar, containing the date of beginning of new classes, examinations and all annual activities, will be published in printed form before the commencement of the academic year.
18. To uphold the quality of higher education, the private universities, proposed or approved, must maintain the standard of education, curriculum, syllabus and recruitment of teachers of high academic qualifications at par with the public universities. These universities cannot discriminate students in respect of race, religion, caste, socio-economic conditions and physical disabilities. Such institutions will not be established and conducted for profiteering. They cannot advocate anything against our freedom, spirit of war of liberation and Bengali culture and must refrain from doing anything of that kind.
19. At the tertiary level, teachers will be persuaded to carry on their research in their own institutions. To strengthen research activities, measures will be taken to initiate institution-based consultancy. Teachers involved with such projects will be entitled to standard honorarium. Such activities are in place in many universities. On evaluation and assessment of these activities, a policy guideline can be formulated.
20. Measures will be taken for the introduction of radio transmission, multi-information system and allocation of longer time on T.V. channels like opening a second channel of BTB, for better functioning of the Open University.

Aims and Objectives

Modern age is the age of science and technology. Now, not just in the developed countries, the use of science and technology in every sphere of life has become very common in our society too. As a result, the scenario of social life and social activities has kept on changing dynamically. Accordingly, the academic curricula of Engineering will have to undergo substantial changes in the 21st century.

The aims and objectives of engineering education are:

- to produce competent engineers with practical and scientific minds and to build up technically trained manpower who can work for the development of country, for the procurement of resources, for poverty eradication and who can contribute to the improvement of the society and its economic conditions;
- to put special emphasis on information technology in all spheres of life to build up an information technology-based Bangladesh; to create engineers who are likely to work to fulfill this goal.

Strategies

1. At present, there is a special demand for skilled engineers at national and international levels. There is a need for modern technology to cope with the changing socio-economic environment, development, production and management system. In order to fulfill this demand, the institutions of engineering have to operate in more than 1 shift. If necessary, steps will be taken to increase the number of engineering and technology universities.
2. More attention will be given to the research and post-graduate courses at the university level to develop the resources of the country and solve different technical problems and to produce highly skilled engineers. Engineering problems of local industries will be the major areas of research.
3. Curricula will be developed in keeping pace with the unprecedented and rapid growth of modern technology. Care will be taken to connect it with education.
4. New faculties of studies will be introduced in science and technology universities to build up competent engineers and technologists required in the field of large industries like information technology, engineering, chemical industry, textiles, jute, leather, ceramic and gas sectors. In this regard, decision has to be taken as per the rules of University Grants Commission. Decisions that involve further financial aid will only be taken on the assurance of supply of such funds from appropriate organizations.
5. Courses in engineering, information technology and technologies will be made more effective in view of national and international demands. Curriculum and course contents

need to be updated. Provision will be made in the factories and industries for supplementary studies of the students.

6. Industrial organizations and service providers will be connected with the institutions offering engineering education. Research work on issues related to apprenticeship will be conducted. At the same time, proper initiatives will be taken for mutual collaboration among engineering institutions and Chambers of Commerce and Industry.
7. Emphasis will be given on economics, sociology, development, poverty eradication and management while preparing the curriculum and syllabus of engineering education.
8. Continuous training, education and professional development programs for the professional engineers will be in place on a larger scale in the context of shortened life-cycle of science and technology and the continuous thrust of information and technology.
9. The diploma engineers may seek admission for higher studies in the engineering and technology universities. They will be eligible for regular admission tests according to their merit and quality and by appropriate coordination of their credits.
10. To ensure proper evaluation and standardization of prevailing engineering and technical education at various levels, there will be a system of evaluation and recognition as in practice in other countries of the world. The task will be undertaken by high professionals and specialized organizations.
11. The textile engineering college and university, technical teachers' colleges and leather Technology College will be developed and strengthened.
12. The government will provide guidance to encourage higher studies and research in the area of engineering. University Grants Commission will take the responsibility of coordination, monitoring and financial assistance.
13. Academic Calendar will be published and followed at the very outset of every academic session.

Aims and Objectives

A healthy and able population is a must for a country to move forward. For this, it needs health awareness, preventive measures to combat diseases, proper treatment and medical facilities. So proper education is essential to produce sufficient doctors, nurses, male nurses, health workers and specialists. Learners have to gain professional competency and at the same time, they have to grow up as sensitive and conscientious persons.

The aims and objectives of health education and medical services are:

- to produce competent doctors, nurses, specialists, consultants of high standard, dentists, health assistants and workers, health technicians and health manpower to ensure necessary medical facilities to the entire population of the country to keep them healthy and to build them up as an active population;
- to build up capable manpower to ensure the primary healthcare for all to be provided by the government;
- Since medical profession is characteristically more sensitive and is related to the physical, mental sufferings/sickness that concern the issues of life and death, the specialists and general doctors, dentists, nurses, health assistants and workers and health technicians are to be motivated and trained as to work as sensitive and conscientious human beings devoted to the service of mankind.
- The benefits of the advancement of medical sciences will be carried to the people, particularly to the rural population. To do this, extension of medical education in the forms of training and research for the specialists, general doctors, dentists, health assistants and technicians, nurses and health workers is simply essential. They will be motivated to devote themselves to social and human services.
- to ensure higher training and use of modern technology to build up qualified medical educationists and specialists to cope with the problems of ailment of the country's population;
- to conduct medical research to invent or discover new indigenous methods for healing diseases.

Strategies

1. Admission test will be held to admit new students in medical colleges after the completion of HSC degree. No candidate will be allowed to sit for the admission test more than twice/two years.
2. Medical colleges will follow 5-year curricula and syllabuses and 1-year of internship.

3. Larger number of medical academics and specialists are required for the extension and development of post-graduate medical studies. Steps will be taken in this regard. The existing post-graduate medical courses conducted by different medical colleges will continue.
4. Standard of education must be ensured in all medical colleges. Provision for sufficient equipments and instruments in the laboratories will also be ensured. Measures will be taken for other provisions required.
5. The demand for nursing profession has been increasing day by day at home and abroad. So opportunities for quality nursing education and nursing training have to be extended.
6. Measures will be taken to introduce B.Sc. and M.Sc. courses in nursing.
7. Nursing training centers will be attached to hospital management.
8. Measures will be taken for the expansion of education and skilled training for the health assistants.
9. Facilities for standard paramedical education will be expanded. Minimum requirement for admission in this course will be SSC or its equivalent. With the objective of building up larger manpower, all medical college hospitals will offer courses in nursing and paramedics.
10. Beside developing modern medical education, steps will be taken to improve the traditional Homeopathy, Unani and Ayurvedic medical practices.
11. To ensure quality education and training in private medical colleges, there must be a proper evaluation and monitoring system. Meticulous care will be taken to evaluate the project while approving new private medical colleges. A powerful medical accreditation council will be formed with efficient and appropriately powerful personnel to evaluate and certify these institutions.
12. Besides, academic institutions for physio-therapy, clinical psychology, physical medicine and psychiatry will be established.
13. Steps will be taken for necessary training in electro-medical and bio-medical engineering, biophysics, medical information science and physio-therapy in view of the increasing demand of health services.
14. Provision will be created for higher education for the paramedics holding diploma in medical technology.

Aims and Objectives

The chief objective of science is to understand nature. Science has been unraveling the mystery of nature by experiment, observation and mathematical logic. On one hand, it fulfills the inquisitiveness of human being and on the other, it helps human civilization to continuously move forward through the utilization of different technologies originated out of scientific knowledge. Proper study of science can only help the nation reach its destination quickly.

The aims and objectives of science education are:

- to prepare the learners in a way that helps them develop their talent, practice of knowledge and creativity equal to an international standard;
- to provide science education to the learners in a way so that the learners understand that there exists a close relationship between technology and humanities and each of them is complementary to the other; Science will be taught as a coordinated discipline.

Strategies**Primary education**

1. Science education will be introduced at the initial stage. Learners will not be loaded with information but they will learn science with the proper introduction to nature, environment and facts around them. From the very beginning, they will be trained up to develop a scientific mindset.
2. In addition to classroom teaching, there must be some facilities to show them pictures, videos and to use their observation skills. There will be scope for some experiments that can be carried out with easily accessible materials.
3. Teachers will always encourage the learners' curiosity and their quality to think independently. Teachers will also help them to use facts and information from practical life rather than asking them to memorize a lot of information.
4. There will be an integrated science course that includes its different branches for the students of Classes VI to VIII at the primary level. Textbooks must be attractive, easily comprehensible and full of illustration. The learners will receive education on health care.

Secondary Education

5. Since the study of science is closely related to maths, special emphasis will be given to the learning of maths. Graduates in maths will be appointed as math teachers.

6. Textbooks and teaching methods will be prepared in a way that these will help learners gain basic knowledge about different branches of science and make them feel comfortable in problem-solving and enable them to use this knowledge in real life.
7. Without practical classes, science education becomes useless. So, practical classes on a regular basis will be arranged for science and maths. Proper evaluation of practical tests will be ensured so that arbitrary assessment does not take place.
8. In order to popularize science and mathematics to the students, science fair or Math Olympiad will be organized in every school in tune with annual sports or cultural week. Science fair and Maths Olympiad will also be organized at national level.

Higher Education

9. 4-year Honours course will be considered as the terminal degree. So this qualification will be accepted as satisfactory qualification for jobs in all sectors excepting teaching at higher level or for research positions. Syllabus will be designed in that way.
10. Proper research work can only be undertaken in Graduate schools (Post-graduate level) through regular Master's and Ph.D programs. So these programs will be introduced with the opening of graduate schools in all universities. Decision for research will be undertaken by finding out the problems of the country to suggest necessary solutions. Fund for research will be made available.
11. Investment will be increased for research in sciences. Efforts will be made to establish collaborative relationship among universities and industrial organizations.
12. Research journals will be published to share the result of research with others. Simultaneously, measures will be taken to make all research journals accessible to the local researchers. Communication will be established among all libraries of the country through information technology and networking.
13. National and international conferences will be organized regularly to create an environment of research.
14. Employment opportunities will be created to attract meritorious students in the study of sciences. High quality central research centre and institutions will be established.

Others

15. There must be some in-service training programs to train up teachers from primary to the university levels so that they can acquire the techniques and skills of teaching by using modern science and technology.
16. To ensure the practical learning of science, it is essential to establish science laboratories in all Upazilas under the supervision and financial aid of the Government. Students of schools, colleges and madrasas will have opportunities to work there by turns.

Aims and Objectives

About two centuries ago, civilization took a radical turn on the wake of industrial revolution. Change is again taking place in the 21st century because of ICT revolution. By becoming a part of this revolution, Bangladesh, as a developing country, has found remarkable opportunities to alleviate poverty. Proper use of information technology can lead to the achievement of expected skills. Technology can play a vital role in the eradication of corruption by bringing in transparency in the state machinery. More attention will be given to prospective areas of export such as software, data processing or call centre services industry including supply of skilled manpower in information technology.

The aims and objectives of information technology education are:

- to produce competent manpower of international standard, trained and educated in information technology to perform efficiently in relevant fields;
- Information technology will not be limited to computer science only, rather mobile phones, radio, television data collection and processing of information are also to be included and emphasis will be given on its multi-angular necessity.

Strategies**Primary, Secondary, Vocational and Technical education**

1. Right from the Primary level of education, computer will be used as a tool of teaching.
2. All students will be computer-literate before they reach the secondary level.
3. Secondary education level students are supposed to study computer science along with mathematics and science.
4. In vocational and technical education, there must be the scope of learning graphic design, multimedia, animation, CAD/CSM etc.
5. In order to increase interest in information technology, IT Olympiad can be organized at national and international levels.

Higher education

6. Computer Science and Information Technology departments of international standard curriculum will be opened in all universities.
7. Teaching of computer science and information technology of high standard will be regularly updated at the university level and students will be offered necessary training to build them up as skilled IT manpower.

8. Opportunities will be created for the students of science and other subjects to appear at national level examination system so that they can become IT manpower. If necessary, training courses will be arranged for them.
9. Close relationships will be built up between universities and industrial institutions.
10. Open University will be built up as a true digital university enriched by facilities of IT.
11. A system will be developed so that all graduates can learn basic skills in computer by 2013.
12. An Information Technology University (ITU) will be established for the purpose of training of teachers engaged in teaching of IT in higher education and to facilitate research in this field.

Others

13. Coordinated steps will be taken in order to expand IT education and computer science at the grassroots level and to establish IT training centers and tele centers at district and upazila/thana levels.
14. Training will be arranged to develop computer skills for government/non-government officials and policy-makers.
15. Computer skills will be treated as an additional qualification for recruitment in third class or higher position in government/non-government institutions.

Aims and Objectives

Contribution of industry, trade and service organizations is very important in the economic development of the country. In this education policy, business studies has been treated as an integrated formation of necessary branches of knowledge that are required to conduct the activities of industries, trade and services organizations. Proper learning of business studies can help find a job or take business as a career as a means of living. In the present world, which is characterized by market economy, widespread global commodity market and strong competitiveness, efficient management and activities related to it constitute the pre-condition of institutional success. This is why the importance and demand of business studies have been increasing in the present world including Bangladesh.

The aims and objectives of business studies education at various levels are:

- to ensure acquisition of fundamental knowledge about trade and commerce;
- to build up ethical values in the area of trade and commerce;
- to impart necessary knowledge to become a successful entrepreneur;
- to help acquire necessary knowledge on financial, commercial and human management and thereby getting the most from the workers and further to create efficient managers;
- to prepare learners to find self-employment in case of drop out at any level of student life;
- to create skilled human resources as lower, middle and higher rank officers, executives, managers, accountants in accordance to the needs of variable size of organizations;
- to select and train the workers and help the workers to acquire knowledge with the objective of increasing their productivity;
- to facilitate in earning the professional degrees in management, accounting, financial management, bank and insurance management.

Strategies

1. Measures will be taken for extension, revision and coordination of business studies on the basis of demands at home and abroad. To do this, it is necessary to bridge the educational institutions with the private sector. This will be a continuous activity.
2. Business Studies will be initiated from the secondary level i.e. from Class IX.
3. Use of computer will be compulsory for all students of business studies and all kinds of information technologies will be made easily available to them. For this, establishment of a computer lab is a must in the Business Studies Departments of all colleges and universities.

4. Facilities will be created to improve teachers' training at all levels of Business Studies education and to encourage the establishment of a Business Studies Training Institute.
5. Formal steps will be taken to help conduct research by the teachers of Business Studies in relating to the actual problems in industries, banks, insurance and trade organizations.
6. Course curriculum and textbooks will be prepared for all levels of Business Studies education on the basis of the demand of industries, trade and service-oriented organizations and their prospective development. Curricula for different levels will depend on the respective demands and objectives of each level.
7. Curricula and textbooks of secondary level will be prepared under the supervision of National Curriculum and Textbook Board in view of existing realities and demand.
8. It is necessary to have exchange of views between universities and industries or business houses in designing syllabus and course curriculum at university and college levels. A joint committee can be formed with university teachers, industrialists and representatives of managerial cadre to prepare the curricula and course contents to be practiced at the university level. An institutional sharing meeting can be arranged, where different universities will take part.
9. Short-term internship in the industry, trade and service sectors will be made compulsory for the graduate and post-graduate students so that they can gain practical knowledge and experience.
10. In order to utilize the infrastructure of 16 commercial institutes of the country more effectively, updated trade courses will be offered and necessary manpower will be recruited.
11. It is necessary to identify the prospective sectors like tourism, hotel management and in order to expand them, sufficient and efficient manpower will be created. So, provision of education and training will be there for the sectors thus earmarked.

Aims and Objectives

Bangladesh is an agricultural country. It represents an agro-based economy. So, the development and improvement of socio-economic conditions of life are related to the development of agriculture. National development of agro-based Bangladesh is connected with agricultural studies, research and extension of the system. Agriculture is an applied science. Agricultural development can be defined as the planned development and management of crops, livestock, fisheries and forestry of the country. Higher agricultural studies will mean the study and research at graduate, post-graduate and doctoral level in the planned development and management of agriculture, veterinary science, animal husbandry, agricultural engineering, agricultural economy and fisheries.

The aims and objectives of agricultural studies are:

- Raising awareness about the soil, water, natural resources, development of environmental energy and possibilities of the country.
- Improvement of agro-based socio-economic conditions for national development.
- Appropriate development of agricultural economy directed toward proper use of natural resources through scientific and mechanical devices.
- Establishment and extension of the importance of agriculture in national life as a profession as well as an area of science.
- Increasing land-based and water-based productivity with attention to protect natural environment.
- Motivating self-employment through agricultural studies.
- Undertaking extensive research on agricultural development in the context of the threats of climate change.
- Changing the social mindset and raising awareness to treat agriculture as the key to socio-economic development.
- Motivation and awareness-raising for the usage of modern technology in agriculture.
- Achieving self-sufficiency in food, fighting malnutrition and alleviation of poverty.
- Creation of rural employment opportunities.

Strategies

1. Larger number of training will be organized in the Agricultural Training Institutes, Veterinary Training Institutes, Livestock Training Institutes and similar training institutes in order to strengthen the expertise of teachers of agricultural science at the primary and

secondary levels through practical and realistic approaches with a view to strengthening the teaching process and to make it attractive in nature.

2. Inclusion of compulsory subjects, optional subjects, experience of field and rural activities, sociology, language and fundamental sciences will be made in a logical way in the curricula at graduate level. Adequate importance will be given to practical learning.
3. Since the course system is time-bound, so its comprehensive success depends on the teacher in terms of his knowledge of the subject, efficiency, sincerity and dedication. So, in order to attract the efficient and meritorious persons in the profession of teaching, congenial environment and incentives will be created. Provision of higher education, training and opportunities of updating knowledge will be ensured.
4. Evaluation of teaching, research and other responsibilities of teachers will in place.
5. 3-Semester long M.S course will continue at Bangladesh Agricultural University, other agricultural universities and universities offering agricultural studies. Doctoral program will be basically research-oriented. But, if necessary course-work will be included.
6. Initiative will be taken for research on high yielding seeds, climate change, agriculture and bio-technology.
7. New courses will be introduced along with the traditional courses to upgrade agricultural studies in view of scientific progress and demands of national development (such as, environmental science, organic technology, genetic engineering, resources economics, management of bio-diversification, land-holdings and management, nutritional science and social science etc).
8. Diploma level education in agricultural studies, fisheries, livestock and poultry and forestry will be extended. With this end in view, new institutions will be established at government and non-government levels and the existing ones will be strengthened.
9. New action research will be undertaken by Bangladesh Agricultural University on the effective use of its existing land and other resources.
10. Computer science will be compulsory at the graduate level while optional and specialized computer courses will be offered at the post-graduate level.
11. A technical committee to work on coordination, evaluation and monitoring need to be formed to ensure the standard and equivalence in higher studies of agriculture. The University Grants Commission will take initiative in this regard.
12. Teaching of English course of 100 marks/ 3 credits will be compulsory for all students at degree level of all agricultural universities and colleges.

Aims and Objectives

It is the Constitutional right of all citizens of the country and all the people who reside in Bangladesh to enjoy the protection and privileges of law. Study of law is very important in order to establish the rule of law according to the Constitution and to create responsible citizens. Study of law as a modern and advanced discipline is extremely important for the establishment of justice and to ensure social as well as economic parity. It has two aspects: professional and practical. Proper reflection of none of these two aspects is noticeable in the traditional form of law studies in our country. On the one hand, the quality of law studies is deteriorating for different reasons and on the other, practice of law studies does not always bring good for the people. Therefore, it is necessary to enact holistic reorganization and modern approaches to the study of law. Law studies will be analytical and pragmatic for the future generation students, so that they can play an active role to establish the rule of law, human rights and justice and also to protect national interests in the international arena.

The main aims and objectives of law studies are:

- to help protect the lawful rights of the people and to create skilled teachers, lawyers, law experts and justices in order to ensure the rule of law;
- to create such highly qualified, morally strong, prudent and knowledgeable persons who-
 - will be able to uphold the rule of law and ideals of justice;
 - can enrich the arena of domestic and international knowledge of law;
 - will establish professional skills and ethical standards;
 - will be able to reform and improve the system of law and judgment;
 - will be able to strike balance between the study of law and its practice in view of the new demands of the changing society.

Strategies

1. At present, 4-year honours degree course is offered only in the universities. But in the colleges, the duration of general LL.B course is of two years. The duration of law studies in colleges will be of three years and emphasis will be given on practical courses in the terminal year. Gradually, 4-year Honours degree course in law will be implemented in all educational institutions instead of 3-year LL.B course. The syllabus and curriculum will be similar and identical in all universities and colleges.
2. Incentive will be given for higher studies and research in law. So at least one Centre of Excellence for Law will be established within the next few years.

3. The duration of Masters' degree course in law will be of two years. Masters Degree course will be divided into two parts. M.Phil degree will be awarded to those who will opt for course program in 1st part and thesis program in 2nd. Traditional rules will be applicable for a Ph.D degree.
4. The infrastructure facilities, proper management and educational qualification and efficiency of teachers of law colleges will be ensured to improve the standard of Law Studies.
5. Affiliation of law colleges will be strictly bound by pre-requisitions like college building, library, teacher recruitment, college administration and formation of the governing body.
6. Part-time teachers and part-time students and evening courses of the present law colleges have created an environment of part-time delivery of education, which need to be improved. In such colleges, regular and total education program will be ensured.
7. Minimum two-thirds of teachers of a law college must be on regular and full-time basis. Not more than one-third teachers can be appointed as part-time teachers.
8. Curricula of law studies must reflect an inter-disciplinary approach, so that students can be exposed to social problems to conceive them adequately. The curricula will include national history, economics, political science, social science, logic etc.
9. Law studies must include a logical combination of academic and technical/practical aspects so that the law graduates can acquire knowledge and competencies that may help them in legal as well as in other professions. More practical methods are necessary to be used in the teaching of law such as-Socrates methods, problem method, case studies, moot court, mock trial, clinical legal education etc.
10. Admission tests will be put in practice in colleges to effect improvement of law studies.
11. Colleges will be brought under effective supervision. A special supervisory committee comprised of representatives of Bar Council and educationists will be formed to ensure quality education in the law colleges.

Aims and Objectives

Education is the founding stone for the development of the country and society. A large number of women of the country is deprived of education for various social, economic and cultural reasons. Women constitute half of the country's population. Women's scope of work is usually limited to family welfare, child care and domestic chores. Women are generally allotted a passive role in national development. This existing trend must be changed. Emphasis will be given on women's education to ensure women's comprehensive development and empowerment and women's participation in a balanced social advancement.

The main aims and objectives of women's education are:

- to foster awareness and confidence among women and to strengthen women's outlook in favour of demanding equal rights;
- to motivate women at all levels to acquire skills in order to participate in the affairs of running the country;
- to ensure women's participation in poverty alleviation and socio-economic development programs;
- to strengthen them in a way that they can play their roles in the socio-economic development of the country through self-employment or being employed in various positions;
- to change their existing subordinate position and to empower them to take strong steps to ensure equal rights and to resist dowry as well as violence against women.

Strategies

1. There will be special allocation for women's education in the budget. A special fund will be mobilized to promote women's education at all levels. Steps will be taken to encourage private initiative and financing in this regard.
2. Steps will be taken to minimize the dropout rate of girl students and to find ways to get them back in mainstream education. Those who cannot be put back within the system will be accommodated within the vocational programs.
3. Attention will be given to create opportunities for women for education of part-time, vocational, non-formal and technical nature.
4. More girls will be included in institutional education. They will be motivated to go for higher/professional education. In view of this, positive opportunities for women's education will be created in various educational institutions. Proper steps will be taken to raise awareness among people irrespective of sex.

5. The curriculum of the primary level will reflect a positive and progressive image of women. It will include the issue of equal rights. This may help bring up a change in the social behaviour and mindset of all students.
6. The course contents at primary and second levels will include in larger volume the biographies of great women and pieces written by women.
7. The secondary level curriculum of last two years will include gender studies and issues of reproductive health.
8. All students, irrespective of their sex, must have equal liberty to choose their courses of studies at the secondary level and equal importance will be attached to all subjects. Girls will not be persuaded to take up some specific courses like home economics.
9. Commuting to schools will be made safe for the girls so that they do not encounter any difficulty. Necessary transport will be arranged and where necessary, safe girls' hostel will be established.
10. Girls will be encouraged to study science and professional subjects (i.e engineering, medical, law and business studies).
11. There are four women's polytechnics in the country. In order to include more girls within the technical or vocational education net, if necessary, more polytechnics for women will be established. Women's enrollment in the proposed upazila level technical schools will be encouraged. Adequate opportunities will be created for them.
12. Special stipends will be provided for the poor and meritorious girl students to pursue higher education and undertake research. Provision will be made for interest free/ low-interest bank loans at soft terms for women's education.
13. Women's participation must be ensured at all levels of policy and decision-making, namely, in matters of primary, secondary and higher education.
14. The regulations for punishment relating to sexual harassment and repression on women must be strictly followed in the educational institutions.

Aims and Objectives

Fine Arts and Crafts education is an important factor to build up a culturally rich, aesthetic and tradition-conscious and disciplined nation. This education includes music, painting, arts and crafts, recitation, acting, dancing, body language etc. These help develop the quality of learners' minds and contribute to intellectual enhancement. This education provides the students with knowledge of the painting, sculpture, music, plays, folk performances and theatrical arts of the country. Students can also learn about the history of arts and cultures of other nations. Fine Arts and Crafts education contributes to aesthetic enrichment of the students and moreover, it can help the students find out self-employment.

The primary aims and objectives of Fine Arts and Crafts education are:

- to enrich learners' minds and intellect to nourish their attitudes and persuade them to exercise discipline in their mental world and work;
- to inspire students to nurture an aesthetic life; motivate them in the pursuit of arts and help them become professional as they acquire necessary skills;
- The present-day world represents serious marks of decay with the dangerous volume of increasing drug addiction among the youths. This education may play an effective role to resist this danger through the cultivation of disciplined intellectual exercises.

Strategies

1. Necessary steps will be taken to develop Fine Arts and Crafts education to achieve professional ends.
2. Special opportunities will be created for the students belonging to backward classes and small ethnic groups.
3. Fine Arts and crafts will be introduced at the primary and secondary levels as an optional subject. Measures will be taken for phase-wise teaching of different forms of Fine Arts and Crafts education at both levels in all the educational institutions.
4. Measures will be taken to recruit qualified teachers to provide necessary teaching environment with textbooks, properly equipped rooms, teaching aids and other materials.
5. Steps will be taken for higher education in different fields of Fine Arts and Crafts. Opportunities for training of teachers will be created.
6. National art galleries, music and dance academies and theatres will be established under public initiative.
7. Mobile exhibitions of arts, paintings and crafts will be held at urban and rural locations and opportunities of music, dance and theatrical performances will be created through public and private initiatives.

18. Special Education, Health & Physical Education, Scout, Girls' Guide and Bratachari

A. Education for challenged learners: Special education

Aims and Objectives

Challenged children are those who are blind, deaf and dumb and physically and mentally handicapped. These children are categorized as mild, semi and acutely handicapped according to the degree of their disabilities. The education for the handicapped depends on their types and degrees of challenges. With the adoption of some necessary measures, many of them can be inducted into mainstream education. But special education will be provided for those acutely handicapped children who cannot be enrolled in the general school system. Policy will be specially designed for them. The aims and objectives of special education include the following :

- Steps will be taken to include the handicapped in the mainstream education.
- Special education will be provided to the acutely handicapped children who cannot fulfill the demands of daily life due to their physical or mental disabilities. These children are incapable of studying in the usual schooling system. Other than special education, they will be brought under efficient remedial system, special care and nursing.

Strategies

1. Survey will be conducted to find out the exact number, type of challenges and to categorize the handicapped population as per the degree of their disabilities.
2. As per necessity, a coordinated education system will be initiated in some selected schools for the education of the challenged children so that they can quickly receive it in company with the normal children.
3. Under the integrated education program, at least one teacher of each school will be trained properly to instruct the challenged children.
4. A properly trained teacher will be recruited to look after physical education and sports for these children.
5. 64 Secondary schools are now under Social Welfare Directorate where integrated education program is in place for the visually handicapped children. Delivery system of these schools has to be improved. Similar measures will be taken for the deaf and dumb and physically and mentally handicapped children.
6. Integrated education program at the primary level will be started at the district and upazila levels for the blind, deaf and dumb and mentally and physically handicapped children.
7. Separate schools will be established according to special needs and in view of the differential nature of disabilities of the challenged children.
8. Challenged children, unable to cope up with one or more than one subject, will be allowed to follow a flexible curriculum

9. Steps will be taken to distribute education materials free or at a low cost for the challenged children.
10. PTIs will arrange training for teachers of the school for disabled children about the integrated education program and for the teachers delivering special education. Steps will be taken to establish training colleges/institutes.
11. In order to initiate the proposed integrated education program in the general schools, the teachers training colleges will include lessons relevant to special education for the challenged children. This will encourage teachers to admit such children in the general class.
12. Issues related to handicapped children can be incorporated in the syllabus from primary level in order to increase knowledge and create awareness among the people.
13. Eligible handicapped candidates will enjoy equal opportunity in the job market.

B. Health and Physical Education

Aims and Objectives

Health and physical education are the neglected areas in the field of education of Bangladesh. Like general education the importance of health and physical education to build up an educated nation can never be underestimated. Without this general education remains incomplete.

If all learners, irrespective of boys and girls, cultivate physical education right from their childhood, they will take more care of their health through physical exercises. They will start to learn about discipline and regulations. Punctuality is one of the lessons of physical education. The children can display their faculties in sports through physical education. In future, a successful sportsperson may come out of them. If there are enough opportunities of physical education in the educational institutions for the students, the possibility of their going astray at the stage of adolescence is lessened. The evil curse of drug addiction cannot allure students if they get befitting environment for sports.

The aims and objectives of Health and Physical Education are:

- to encourage the students to take physical exercise for keeping fit and help create a sense of discipline and punctuality
- to introduce physical education as a compulsory subject at primary and secondary levels;
- to keep the children away from the dreadful curse of drug by providing appropriate environment for sports.
- to encourage courses of physical education at college and university levels.

Strategies

1. This will not be a part of public examination at any stage of education. However, for the eligibility in the public examination at primary and secondary levels, students must achieve a set standard in this subject that will be assessed through successive evaluation. Syllabus of physical education will be made flexible, standardized, modern and scientific depending on the age and ability of every student of each and every class.
2. Trained teachers will be employed for physical education.
3. A playground will be regarded as an indispensable condition for the registration of a new school.

4. Materials will be distributed in schools and colleges for physical education at a low expense.
5. Indigenous games will be introduced especially in the primary and secondary schools.
6. Budget allocation for physical education will be increased.

C. Scout, Girls' Guide and BNCC

Aims and Objectives

- to help grow up the children, adolescents and youths as self-respectful, independent, honest, morally sound, enterprising, caring, health-conscious and above all, good citizens of country;
- to help the youths acquire the qualities to become responsible (at national and international levels), self-conscious and philanthropic persons by developing their personality through the cultivation of the programs of scout and girls' guide;
- to help the students of college and universities to acquire efficiency, sound moral attitudes and discipline through the exercises under BNCC.

Strategies

1. Scout is quite widespread (in the schools, colleges and madrasas) throughout the country. It will be expanded and made more organized. For this purpose –
 - Cub scouting and scouting (if already in place) must be strengthened in every level of educational institution. Institutions not having these programs will introduce them.
2. Throughout the country, girls' guide movement is already in practice. It will be further expanded and organized. For this purpose-
 - Girls' guide (if already in place) must be strengthened in every level of educational institutions
3. The Teachers' Training Institutes will have provision of training in cub scouting, scout and girls' guide..
4. Branches of BNCC will be opened in all colleges and universities of the country.
5. One class a week will be allocated in this regard.

D. Bratachari

Viewed from the inherent context of the objectives, Bratachari program has some similarities to Scout and Girls' Guide. But this has grown out of our indigenous roots. This is a well-disciplined form based on songs and dance. This can also be regarded as entertainment to the students. Bratachari presents dance performances through rhymes and lyrics to infuse the objectives of this movement. The presentation can easily attract the audience with social and moral values. Bratachari is in practice in a number of primary and secondary schools of Sylhet, Dhaka, Khulna, Tangail, Mymensingh and Joypurhat. The objectives are:

- to help students to become good citizens; to show dignity of manual labour; to cultivate secularism; to become diligent; to make collective efforts to build up the country and to serve the common people;
- to help grow up the young people to become dedicated to physical exercises, hard-work, philanthropy and liberal thinking.

Strategies

1. The introduction of Bratachari will be accepted in principle.
2. An evaluation of the program can be made by reviewing the practices in the schools already existed and a standard will be set.
3. Primary and secondary schools across the country will be encouraged to introduce this.
4. Half an hour Bratachari program can be initiated into the primary and secondary schools at some convenient time slot twice a week.
5. Children and adolescent programs of other organizations identical to Bratachari can be promoted in the Primary and Secondary schools.

Aims and Objectives

The importance of physical fitness and sports is an imperative factor for the holistic development of the youths and students. Education, training, creativity, productivity and other relevant qualities in combination with good health and healthy mind help develop human resources. The combination of mind, body and intelligence brings fulfillment in life. Though sports and physical education have been occupying a special place in our country for a long time, the achievement in this field is questionable. It may be mentioned that, at present, sports education and achievement in this area have earned institutional recognition in many countries. Throughout the world, youths educated in games & sports have earned enviable professional recognition. But our sportspersons have not achieved any worthy and honourable recognition in the world. So the continuity of our glorious achievements is not maintained. At present Bangladesh Krira Shikhsa Pratisthan (BKSP), located at Savar, Dhaka, the lone institution of sports education is conducting SSC and HSC program according to the current syllabus of Dhaka Board, and degree course under National University. Such programs are not enough to give a complete shape to sports education and to elevate it to a global standard. In this context, sports education must be given an important place in our national education system and it is necessary to take practical steps.

The aims and objectives of sports education are:

- to encourage the students to take part in sports;
- to provide facilities so that boys and girls throughout the country can get equal opportunities to contribute to the field of sports;
- to inspire the students to take sports as a profession;
- to help make trained sportspersons who can update sports education in order to create sportspersons of international standard;
- to create opportunities for our sportspersons through institutional education so that they can become renowned as professionals at home and abroad;
- to help them build up a good image for the country through achievement in sports.

Strategies

The following strategies will be undertaken to expand quality sports education:

1. In order to extend sports education at primary and secondary levels, one school for sports will be established in each administrative division of the country.
2. Education at the schools of sports will not create any complication to undergo higher education in the general stream. So the subjects included in the uniform curricula at primary and secondary levels will be taught as compulsory subjects in the schools of sports too.

3. The secondary level examination of all schools of sports will be conducted by one of the Education Boards.
4. Approval will be given to separate schools and colleges of sports established under either government or non-government initiatives.
5. Sports education will be updated in tune with the demands of the modern world. So BKSP must be developed into a full-fledged sports university so that it can produce sportspersons of international standard. Sports education programs will be conducted under the supervision of BKSP with the establishment of schools and colleges of sports at district levels.
6. Till BKSP becomes a full-fledged university of sports, certificates of bachelor degree in sports will be awarded by National University.
7. To expand sports education and to popularize it, annual sports completion will be organized at inter-school/college and national levels.
8. Sports education will be a thoroughly residential program. So, residential provisions will be made in every institution of sports education.

Aims and Objectives

A library is considered to be the mirror of civilization. A library is one of the major indexes to measure the level of general state of culture. On the other hand, it is considered to be the soul of an educational institution. The environment and quality of education of an educational institution is reflected through the lively use of its library. The importance of library and information centre is undeniable in formal or life-long education and training, research, policymaking, planning and acquisition of learning. The role of library and information centre is to make knowledge and information easily accessible through intercommunication at local, national and international levels. With this vision, the country will build up libraries and information centers. So it is essential to bring our national library, which is run by the Ministry of Cultural Affairs and libraries of public universities and different colleges under a digital ICT system. And steps must be taken from the very beginning to implement this process.

The main aims and objectives of library education are:

- to foster reading habits among students by creating opportunities of reading books and to create a congenial environment of education for all;
- to facilitate the cultivation of knowledge by students with the establishment of rich and organized libraries at all levels;
- to operationalize the libraries through ICT by phases and thus open up ways to access global knowledge;
- to enrich the libraries with books, journals and periodicals necessary for the students;
- to collect and conserve basic documents and papers of national history and properly organize them for use in research.

Strategies

1. Every school will have a library enriched by necessary books for the students.
2. Each upazila headquarters will be equipped with a public library. One of its responsibilities will be to supply books to primary/secondary schools. By phases, these libraries will be run through ICT system.
3. One or more than one selected school in each union will be built up as a centre for mobile library. Proper use of this library will be ensured. Later, initiative will be taken to establish a library at the union level similar to the one at the upazila. To do this, private initiative will be welcomed.
4. Appropriate programs will be taken to create reading habits amongst the students.

5. Steps will be taken to modernize the libraries of PTIs, NAPE and central libraries of various directorates.
6. It is essential to establish developed and modern libraries in secondary schools and colleges, and also to create posts for librarians and to fix up the salary scale of the library staff in a rational way. The government will allocate annual funds to the libraries.
7. Enriched libraries will be set up in every college and university. All research journals will be collected through electronic subscription. All libraries of the country will be connected through networking so that any student can have access to the resources of other libraries. By phases, digital edition of books and journals will be made available.
8. Recognizing the importance of the institutions, the structural format of the national library and archives will be reorganized and they will be brought under the digital system. There will be a research and training section in the national library and this section will be enriched with information technology.
9. Phasewise steps will be taken to establish national libraries in all divisional cities and district headquarters. Local government authorities will establish city and municipal libraries.
10. It is essential to establish a statutory, dignified and effective library council constituted with the representatives of the ministries of education, culture and local government to find solutions to the problems relating to policy making, planning and coordination and to undertake development programs.
11. Ministry/departments and directorate offices will follow the advice of the council for the development of the libraries and resource centers within their agencies and to prepare policies and planning in the case of establishing any new library.
12. The posts of librarian, assistant librarian and other posts will be created in every educational institution and their proper status will be determined.
13. Opportunities of promotion of the officials and staff working in the libraries will be increased.

Aims and Objectives

Examination and evaluation is a regulatory system through which the success of a student in achieving the comprehensive goals of education is measured. The qualities that are considered to be the most important factors for a student to build up his/her personality are related to acquisition of knowledge, emotional attitudes responsiveness and intellectual faculties. Among these three areas, only the first one is evaluated in the existing or traditional system of our schools, colleges and universities. Steps can be taken to evaluate it in a more effective way. Besides, two other qualities will also be evaluated and necessary regulations will be formulated for that.

The aims and objectives of examination and evaluation are:

- to initiate a creative method that seeks to evaluate the students' acquisition of the course contents and not rote learning;
- to formulate regulation to prepare some uniform strategies to determine the methods and levels of examination and evaluation;
- to prepare rules and principles of developing textbooks and paper-setting to facilitate proper evaluation and suggest ways of easy comprehension that are applicable both to the paper-setters and examinees and to make them aware of those.

Strategies

1. Proper attention will be paid to the true evaluation of knowledge acquired at all stages of education. The examination systems will be made more effective.
2. Initiatives can be taken to fix up and realize the methods of evaluation that reflects the continual growth of the emotions and intellect of the students.
3. In the existing system, primarily, rote learning is evaluated. This cannot be a proper evaluation. In fact, proper evaluation can be made when the internalized knowledge of the student is assessed and not rote learning. The proposed creative system of evaluation is oriented to that end. The proper implementation of this system will depend on the preparation of right kind of textbooks, set of rules to prepare question papers and an effective understanding of the process by the paper-setters and students. So, effective steps will be taken to prepare the right kind of textbooks, to set proper rules and to create appropriate awareness and knowledge of all concerned.

Primary and Secondary Education

4. The existing system of continual evaluation conducted by the schools for Classes I & II and the quarterly, half-yearly and annual evaluation system for the students of Class III and

onward will continue. Effective continual evaluation system will be in practice for every class. Sports and drills will be included in the continual evaluation system.

5. The final examination on completion of Class V will be conducted at the Upazila/ Municipality/ Thana (big cities) with identical questions.
6. Public examination will be held on the completion of Class VIII. Initially, this examination will be known as Junior School Certificate (JSC) and be conducted by the Education Board concerned. Rote learning will be discouraged in all exams and the creative system will be in place. On the basis of the results of this public examination, division-wise scholarships will be awarded.
7. Students not taking part in this public examination will be eligible to have a certificate from the school attesting the completion of studies till Class VIII including the report of evaluation of internal examination and continual assessment with their date of birth recorded in the certificate.
8. On completion of Class X, a public examination will be held at the national level, which will be known as Secondary School Certificate (SSC) Examination. Scholarships for Classes XI to XII will be awarded on the basis of the result of this examination. On completion of Class XII, another public examination will be held, to be known as Higher Secondary Certificate (HSC) Examination. For both the examinations, questions will be set in the creative method and evaluation will be done by gradation. Scholarships for higher education will be awarded on the basis of the results of HSC examination.
9. In the madrasa system, uniform question papers will be set, for the compulsory subjects (included for all streams) for Junior Dakhil, Dakhil and Alim Examinations.
10. Steps will be taken so that the practical examinations of the secondary level are evaluated properly.
11. In case of failure in one or two subjects at the secondary level, a student will be allowed to take part in the examinations of those subjects for two times. If the curriculum and syllabus gets changed, the student will be allowed to sit for those subjects in which he/she failed earlier, according to the previous curriculum or syllabus. But there will be no provision for interim examination.
12. The officers and other employees of Education Boards will be transferred from one Board to another in order to increase their efficiency and dynamism.

Technical and Vocational Education

13. As continual evaluation plays an important role in technical and vocational education, the present testing and evaluation system will continue in this stream.

Graduation and Post-Graduation Examinations

14. Where necessary, internal and external evaluation systems will be in practice at Graduation and Post-Graduation levels. The evaluation system of different universities will be revised to encourage the internalization of knowledge instead of rote learning.
15. There will be a uniform evaluation system for public and private universities.

16. Greater importance will be attached to continual evaluation, homework and mid-term examinations.
17. Departmental committees and the Deans of Faculties will conduct intensive supervision of the evaluation system.
18. There will be a uniform grading system for secondary, graduation and post-graduation levels.

Rules applicable to all levels

19. Examination dates of terminal and public examinations will be fixed at the very beginning of the academic year and that will be followed strictly.
20. Training will be provided for the head examiners, other examiners and moderators.
21. It will be ensured that the examiners do return the scripts within fixed time. They will be penalized in case of failure. The honorarium for checking scripts will be positively reviewed.
22. Guide books, note-books, private tuitions, coaching centers etc. are some of the hindrances to quality education system. Steps will be taken to stop all these. Steps will be taken against those persons involved in preparing and distributing guide and note-books. Necessary steps will be taken against the teachers neglecting their duties. Besides, the students will be cautioned against the negative effects of guide books, note books and coaching centers.
23. The teachers and the administrators of the institutions should take initiatives to prevent unfair means in the examinations. All concerned will be made aware of this at frequent intervals. Special meetings may be organized underlining the bad effects of copying in the examinations in the educational institutions to caution the students. Some publications can be made available in this regard. Strict steps will be taken against those who will adopt unfair means in the examination and those who might help them.
24. There will be no merit list after the initiation of grading system. But those who score the highest grade in the Graduation (general or honours) level, they will be specially recognized. Special recognition systems can also be there at the primary and secondary levels. The teachers will be trained to properly evaluate the examination scripts in the grading system.

Aims and Objectives

Very often many students become spoiled, tortured, confused and misled for multiple problems that they face. To counter this, effective students' counselling programs will be in place. This can lead to a better and secure educational environment for the students in the schools. The quality of education will also be enhanced.

The aims and objectives of students' welfare and counselling are:

- to determine and implement effective systems directed toward the development of academic environment in the primary and secondary schools and also to create an improved environment for higher education;
- All human beings, irrespective of sex, race, ethnic roots, socio-economic situations and physical or mental conditions are eligible for equal human rights. This very sense will be infused into the students right from the primary level.
- to provide primary health services for students of all levels, extensive development in health services will be strengthened in higher educational institutions particularly in the universities;
- to make students' assistance available at all levels of education as per necessity;
- to encourage the students to study in achieving the objectives of education through reduction of educational expenses; to provide hostel facilities; to create opportunities of extra-curricular activities for the students.

Strategies

1. Student welfare and counselling will be initiated and strengthened at all educational levels.
2. Teachers delivering counselling will be properly trained.
3. Students will be encouraged and helped out to take part in extra-curricular activities (such as, sports, debate, reading, essay competition, publication of magazines etc.).
4. Free textbooks are being provided to primary and secondary schools. This system will continue.
5. Stipends for poor and meritorious students of primary and secondary levels will be increased in number and the banks and similar organizations will be persuaded to arrange loans for higher education at soft terms.
6. Nutritious lunch and primary health services will be provided for the primary and secondary students. There will be a standard medical centre at every college and university with the provision for primary health services.

7. A working committee will be formed with teachers, guardians, students and community representatives to improve the environment of the schools at primary and secondary levels. Effective measures will be taken for higher education on the basis of an action plan.
8. Initiative will be taken to provide scholarships to poor and meritorious students from a fund created through the contribution of the authority, donations of citizens and former students.
9. Steps will be taken to build separate gymnasiums for boys and girls in each of the primary and secondary schools. The size and form of all these gymnasiums will be determined through a proper evaluation process.
10. The existing counselling and instructive services of the universities will be strengthened. Training programs will be arranged for the teacher-counsellors. Effective counselling and instructional programs will be made available in other educational institutions.
11. Primary health services will be initiated in every educational institution and the medical facilities now existing in some of the institutions will be strengthened. Standard medical centers will be established by phases in all colleges and universities of higher education. Such existing centers will continue to function and steps will be taken for their improvement.
12. Importance will be attached to establish a national student welfare counselling and advisory centre to guide the teacher-counsellors and facilitate training programs for them so that they can provide better help for the students.

Aims and Objectives

For their proper education, it is essential to facilitate the students to get admission in such institutions where their talents and aptitudes will be promoted properly. It will be ensured that, for admission, the students' merit and qualities are to be taken into account and not the regional, social or economic factors. The trend to evaluate students on the basis of subject-based examination demanding information of multiple areas as early as at Class I will be discouraged. Policies will be made for admission tests at post-primary levels and those will be followed properly.

In this connection, the names of both father and mother or legal guardian will be mentioned in case of getting admission at any level of educational institution. The aforesaid names will also be mentioned at primary school examination certificate as well as in other necessary fields.

Strategies

1. All public universities will formulate appropriate rules and conduct a centralized selection test. This will include language-based (Bengali & English) and subject-based questions. The result of the previous public examinations will be properly considered and there will be principles for evaluation in this regard. Admission test process will be completed within one month after the publication of the result of HSC examination.
2. For the admission in different colleges under National University, the results of the previous public examinations will be taken into account according to rules. Besides, admission test will be conducted under the rules and supervision of National University. The test will be on language (Bengali & English) and on the subjects chosen by the students.
3. In principle, there will be no admission test for Class I. But the schools where the number of admission-seekers far surpass the seats available, they may be allowed to conduct an admission test. Steps will be taken to introduce code numbers while taking the test and further in the publication of results at the post-primary and post-secondary levels so that neutrality can be maintained in the admission of the learners in the necessary classes.
4. Teachers-students ratio will be considered in relating to the admission of students. Students cannot be admitted in violation of the standard ratio.

Aims and Objectives

Qualified teachers are essential for proper and quality education. To ensure the quality of teachers, it is essential to recruit qualified teachers through scientific and transparent recruitment process on one hand, and on the other, quality teachers' education and repetitive demand-driven training is imperative to develop the professional excellence of the teachers.

The existing teachers' training system of our country is very traditional, insufficient, certificate-based, loaded with theoretical knowledge, incomplete in practical learning, based on rote learning and conventional testing system. That is why the expected results cannot be achieved. At present, there are 14 government training colleges, National Academy for Educational Management (NAEM) for the secondary level teachers, 1 Training Institute for the Madrasa teachers, 5 HSTTIs for the subject-based training of higher secondary college teachers, and 1 educational and research institute for higher training and research under Dhaka University. 14 government training colleges offer B.Ed courses and some of them also award M.Ed degree to the teachers. The Open University also award B.Ed degree through distance learning. Besides, there are 106 private secondary teachers' training centres. The infrastructure, quality of training system, contents taught in all these institutions are, to a large extent, of low standard.

For the training of the teachers of primary schools, there are 53 government and 2 private Primary Training Institutes. 1-year training is provided in all these institutions. The existing teachers' training system is inadequate, far short of demand and poorly traditional. So the number of trainers will be increased and the quality of training will be enriched. Besides, there will be a system to evaluate the efficiency of the trainers too.

The aims and objectives of teachers' training are:

- to help teachers acquire knowledge and skills in the strategies of teaching-learning through teachers' education and training;
- to help teachers develop and update their professional knowledge;
- to develop the personality, innovative knowledge and qualities of leadership of the teachers;
- to introduce the teachers with the socio-economic conditions and immediate problems of the country and to help them to get involved in the issues concerned;
- to identify the behavioural strengths and weaknesses of the teachers and to find remedies;
- to encourage them to acquire efficiency to use the modern materials for teaching;
- to increase their efficiency in the strategies for new educational methods;
- to help grow professionalism in them to prepare research papers and report writing;
- to encourage them to teach students by creating equal opportunities for all, irrespective of religion, race and socio-economic conditions;

- to help them acquire efficiency in delivering education to the students of disadvantaged community and small ethnic groups and the disabled learners by sincerely responding to their special needs;
- to enrich their quality to analyze problems and to take decisions;
- to train teachers of all levels in information technology and to ensure wider use of IT to build up a modern and developed Bangladesh;
- to inspire them to be conscious of their duties and responsibilities;
- to encourage and make them confident to take part in research work.

Strategies

1. Immediately after their recruitment, primary and secondary teachers will undergo 2-months' foundation training and for the college teachers it will be of 4-months. The primary and secondary level teachers must take part in courses of C-in-Ed and B.Ed within 3-years of joining their posts.
2. The curriculum and syllabus for the training program will be modernized.
3. The trainers will be accordingly trained in their own subjects before the change in curriculum and syllabus takes place. They should have adequate knowledge and idea regarding their own subjects.
4. The existing primary teachers training program known as C- in- Ed will be revised and the duration of the new programs will be one year and a half instead of one. Modern strategies of teaching-learning and evaluation will be incorporated. Practical classes will continue for at least nine months in two phases through the introduction of internship.
5. The government college teachers are usually trained at National Academy of Educational Management (NAEM) and this training will continue. Phasewise, every teacher will have to undergo freshers' courses in every 3 years. Steps will be taken to establish one Regional Academy of Educational Management in each division to accelerate the course-based training programs.
6. Comprehensive training will be introduced for employees at middle and senior levels to create qualified and confident officials in educational administration.
7. A basic training will be organized for the teachers of non-government schools and colleges. These teachers will also be trained at HSTTI. The existing subject-based training conducted at HSTTI will be strengthened.
8. In order to standardize the quality of all training institutions and with a view to creating a standard environment in them, the officials of equal status of different institutions will be transferred from one to the other.
9. Training facilities of the trainers will be created both at home and abroad to upgrade their standard. Existing special training for Head teachers and Principals will continue.
10. Extensive co-curricular programs will be included in the training and the role of the trainees will be properly evaluated.

11. Internet connection will be provided to all educational and training institutions to help all academic staff/personnel update themselves with the latest information.
12. Continuous assessment will be conducted to evaluate the proficiency of the trained teachers. Any weakness found will be remedied through special measures.
13. The training programs, designed for creating efficient teachers appointed for performing different duties at different types of educational institutions (primary, secondary, higher education, technical, vocational and for the disabled) will include various courses of diverse contexts.
14. Teachers' organizations should be encouraged to play their roles in upgrading the standard of teachers and not just in realizing their professional demands.
15. Universities will be encouraged to initiate training programs for the young/fresh faculty members.
16. Increment of financial grants/remunerations and other facilities for the trainees will be ensured.
17. Training programs should be made more realistic and effective. To do so and to ensure full-time training, the establishment of non-government training institutions of inferior standard will be discouraged. Rather, the number of government institutions will be increased to a rational number and full residential facilities will be provided to the trainees to make the training programs meaningful and effective.

25. Status, Rights and Responsibilities of Teachers

Reality and Guidelines

The proper dignity of teachers everywhere from the primary to the highest level is a very important factor. The status of teachers of all levels requires to be re-evaluated through in-depth examination since they are supposed to inspire the meritorious students to be interested in the teaching profession by discharging their proper duties. This is important because the teachers claim proper dignity and facilities for their jobs. At the same time, their rights are closely connected with their duties. Teachers must responsibly carry out their professional and other duties. All concerned should contribute to the development of educational standard and environment.

Strategies

1. Steps will be taken to reorganize the status, dignity, facilities and responsibilities of teachers of all levels and streams through an in-depth examination in the perspective of social reality. Two points are to be considered in this regard.

- *The status of teachers and facilities available to them:*

If the issue of the status of teachers is limited to rhetoric and the teachers do not enjoy a respectable social status in real terms, the quality of education cannot be improved. The teachers are to be trained up as self-confident, efficient and important persons in the cause of education. This is an urgent task. So, opportunities of training for them at home and abroad will be created and stipends and training courses in the overseas countries will be made available to them. These steps can strengthen the education sector. A separate pay scale will be introduced for teachers of all levels to enhance their financial benefits.

- *Responsibilities of teachers:*

It is essential to ensure the proper training skills, status and accountability of all teachers from the primary to university levels. There will be a system of continual evaluation in this regard.

A high-powered committee having representatives from all institutions concerned will be formed to make recommendations for all levels of education regarding the two points stated above.

2. Female teachers will not be discriminated for any reason whatsoever particularly in matters of recruitment. Equally qualified female teachers will enjoy priority particularly in primary and secondary education.
3. Promotion of teachers at all levels of education will depend on seniority and their teaching qualities. Methods to measure the teaching proficiency will be introduced. Training courses received by them will also be considered in case of their promotion at all levels of

education. Publications of high standard and researches and trainings received for consideration of promotion at the universities will continue.

4. Teachers will be honoured and encouraged for any special contribution to the field of education, society, creative writing and publications.
5. Teachers selected on the basis of merit, efficiency and experience will be posted at different levels of educational administration and there will be opportunities of promotion for them.
6. Teachers' organizations should introduce some ethical/moral codes and rules and regulations and ensure that these are being followed. The government may also play an active role in this regard.
7. Proper security measures will be taken to protect the teachers from the attacks of terrorists and criminals as they try to prevent copying and unfair means while they are on invigilation duty in the examinations.
8. Punitive actions for teachers accused of violating professional rules and regulations will be clearly spelt out and these will be applied accordingly.
9. Primary school teachers will not be engaged in activities beyond their professional duties excepting during the vacations.
10. Teachers of government and non-government educational institutions will enjoy earned leave (EL) like others.
11. The major duties of the teachers include : to inspire and encourage the students to cultivate fine habits; to build them up with the habits of diligence, tolerance, perseverance, patience, respect for religion of his/her own and of others; to build them up as patriotic, efficient citizens free from superstitions. Their responsibilities will include delivery of lessons within the classroom with sincerity and involvement in activities related to education. They will feel responsible to build up the future of the learners. The teachers will be present in their respective institutions for some fixed hours. They will deliver their work within the schools as per the following timetable:

Level of Education	Class	Timetable				
		Weekly Working Hours	Teaching	Counselling and Welfare Duties	Preparation of exercises	others
Pre-primary	Pre-primary	24	12	6	3	3
Primary	I to V	36	18	6	8	4
	VI to VIII	40	24	6	6	4
Secondary	IX to XII	40	24	6	6	4

Aims and Objectives

Curriculum is the heart of education. So it should represent on the one hand, national ideals and values, aims and objectives and contemporary needs, on the other it needs to be prepared by taking into account the age, merit, and receptive ability of the learners. Since it is desirable that the education system of a country is built on the socio-economic and political conditions, age-old cultural traditions, religious beliefs, moral and human values, all these must be reflected in the curriculum. Education primarily aims at building up a skilled, patriotic, self-dependent, morally strong, diligent and a good community of citizens based on the learners' knowledge, outlook/attitudes, and efficiency and desired behavioural changes. So the importance of the curriculum and syllabus design and textbooks is immense. The textbooks will be written in accordance with the guidelines of curriculum and syllabus. While preparing the textbooks, it will be kept in mind that real education must be related to real life and inspire the students with patriotism and the spirit of our liberation war and further facilitate the development of thinking ability, imaginative capability, inquisitiveness and creativity of the learners.

Strategies**A. Curriculum and Syllabus**

1. Curriculum, syllabus and textbooks of the compulsory courses at primary and secondary levels will be uniform and identical and will be followed and taught in all types of primary and secondary schools.
2. Curriculum and syllabus of all levels will reflect the social, human and moral values.
3. The curriculum and syllabus of all stages of educational levels including primary and secondary will reflect the spirit of liberation war, the context of liberation war, its spirit and factual narrative, language movement, the existing realities of the country, mother language, literature, culture and history.
4. The curriculum of primary level will be designed on the basis of essential learning continuum and will reflect the indigenous realities of life.
5. The educational system will aim at effecting a positive change of learners' attitudes through the acquisition of knowledge, skills and human values. It will be directed toward forming interest in the learners' mind for manual labour and dignity of labour.
6. The curriculum and syllabus at graduate and post-graduate levels will be redesigned/restructured to inspire the creativity and liberal thinking of the learners and they will feel initiated to newer researches so that they can move ahead with a strong foundation.

B. Textbooks

1. Textbooks of all levels will include in appropriate sections the context and spirit of language movement and liberation war, the factual history related to them and the narratives of heroism of the freedom fighters.
2. The departments of printing and publishing textbooks and co-curricular materials of primary level will be decentralized in phases.
3. The existing policies of preparing, printing, publication and free distribution of subject-based textbooks at primary and secondary levels will continue.
4. The textbooks at primary and secondary levels must be attractive and printed carefully and free distribution of those on schedule will be ensured.
5. The honorarium of the authors of textbooks published by National Curriculum and Textbooks Board will be paid by a single cheque. Expert authors on different subjects will be given special honorarium and recognition in order to encourage them to write more books.
6. For higher education, publishers will be encouraged to publish the specific books as well as creative and research books of high standard.
7. Results of primary and pragmatic researches and action plans will be taken into account and the guidelines of National Curriculum Coordination Committee will be followed to effect the development, revision, and re-organization of the textbooks.
8. The continual process of up gradation and revision of textbooks will continue.
9. For the graduate and post-graduate levels, text and reference books will be recommended with a careful view to include current advancement and continuous development of knowledge. In this regard, attention will be given to the growth of knowledge in various subjects for students of different levels.
10. Steps will be taken to facilitate the easy availability of required text and reference books for the students. The use of information technology in libraries and their upgradation will be ensured to facilitate that.

C. Policies for authoring textbooks

1. The instructions of existing curriculum and syllabus regarding the preparation of course-based textbooks will be changed through realistic review.
2. The principles and directives for preparing textbooks will continue as per the guidelines specified in the amended curriculum and syllabus.

D. National Curriculum and Textbook Board (NTCB)

1. The efficiency of NTCB must be improved with professionally skilled and trained personnel.
2. For upgrading the curriculum and textbooks, highly experienced, efficient and retired specialists will be appointed as advisors.

Aims and Objectives

Ensuring quality education through successful implementation of the National Education Policy and qualitative excellence of the education system depends largely on educational administration responsible for its management. For the overall development of education and expansion of educational facilities for the citizens, and strengthening of implementation of appropriate programs and projects, it is essential to update educational administration. To ensure competent governance in the educational administration and make all tiers of educational administration and management free of corruption, efficient, dynamic, accountable, transparent and effective, all necessary steps will be taken and implemented in the light of realities and demands.

The aims and objectives of the educational administration are:

- to strengthen the education system to facilitate in building up a knowledge-based society that can produce necessary innovative ideas directed towards national progress;
- to ensure accountability, dynamism and transparency at all levels of educational administration to make it more effective and free of corruption;
- to improve quality education with the realization of transparency, accountability and dynamism in the educational institutions by ensuring the effective role of educational administration;
- to ensure equitable expansion and qualitative improvement of education for all people of all regions;
- to develop knowledgeable and skilled human resource for the progressive development of the country.

Strategies

The following strategies will be adapted to help achieve the aims and objectives of educational administration:

1. Formulation of Consolidated Education Law

Steps will be undertaken in the light of this Education Policy and taking into account all laws regulations and policies, directives related to education to formulate a newly coordinated Education law and to ensure its proper implementation.

2. Formation of Permanent National Education Commission

Considering the fast changing global and the national contexts, the process of revision and amendment of the National Education Policy will be in place to address the periodical needs.

Necessary steps will be taken to conserve and use all kinds of information data and Information Technology related to education.

An autonomous statutory and permanent National Education Commission will be formed taking into account the above mentioned points. This Commission will be an advisory organization to the education ministry, ministries related to education and University Grants Commission, to help them implement the National Education Policy. One of the responsibilities of this Commission will be to observe the proper and effective implementation of the Education Policy at various levels and streams. Another will be to present the annual report along with recommendations to the government and National Parliament. The Commission will also be responsible to prepare recommendations for revision and amendments in the Education Policy as and when necessary.

3. Teacher recruitment, training, transfer and promotion of teachers serving in educational institutions covered by the National Education Policy and beneficiaries of MPOs

Some measures are to be ascertained in matters of recruitment of quality teachers, improvement of the teachers, capacity development of the teachers already recruited and in order to guarantee optimal utilization of limited national resources. The following measures will be taken:

- A non-government teachers' selection commission will be formed similar to Public Service Commission for recruitment of teachers based on their capability and merit for the non-government primary schools, approved and financially aided by government, ibtedaye madrasa, secondary schools and colleges.
- Teachers will be selected by the non-government teachers' selection commission and thereupon be recruited as per local and institutional needs.
- Teachers of the non-government educational institutions will be promoted to higher positions, for example, lecturer to assistant professor, assistant professor to associate professor, associate professor to professor through a competitive process that reviews their qualifications (higher degree, original research works, improvement of teaching methods etc.). This process will be carried out according to the non-government teacher recruitment regulations. Increment of salary will be subject to successful completion of training and achievement of higher degree. On a broader context, the basic benefits will be met first, while other facilities will be connected with the acquisition of higher qualification and skills.
- At present, a statutory organization, NTRCA is responsible for registration of teachers of non-government schools and colleges. With the establishment of the non-government teachers' selection commission, NTRCA will be abolished.
- The positions of teachers of all streams and levels within the MPO system will be made transferable under specified policies. Teachers enjoying MPOs may be transferred to equivalent position in similar institutions of identical streams, if the government feels it necessary.
- Regular subject-based training for teachers of all streams and levels will be made compulsory. With this end in view, the existing training system will be reorganized.

4. Formation of Accreditation Council

At present, there is a good number of non-government universities and institutions offering graduate and post-graduate degrees in the country. It is essential that these universities and higher

educational institutions (graduate and higher level) are accredited and certified by relevant authority and to examine whether they have the capacity to deliver quality education, conduct research and whether the charging fees for the students are justified, or whether they have necessary facilities to offer education in science and technology. This is equally applicable for non-government institutions offering health, engineering and agricultural education.

On the other hand, the public universities and other government institutions offering graduate and post graduate education will be brought under examination to evaluate their performances and these will be accordingly ranked and means of their improvement will be recommended.

An Accreditation Council with necessary authority and expertise will be formed to carry out the above mentioned responsibilities.

The University Grants Commission, Education Ministry and appropriate authorities will take necessary measures (as providing incentives to highly performing institutions, to provide support for improvement to institutions not performing very well and closing down the under-performing institutions) on the basis of the information collected and the annual review (done on the institutions or branches under the institutions) by the Accreditation Council and its [report of] evaluation.

5. Establishment of the Office of Chief Education Inspector

The existing institutions for monitoring quality of education as provided by the secondary schools are unable to perform the task of monitoring effectively due to multifaceted responsibilities imposed on them.

It is essential to find out whether all secondary schools or institutions are capable of delivering quality education and whether the fees charged for the students are justified. This is equally applicable to government and non-government institutions providing health, agriculture and technical education. Appropriate authority will attest the situations of the institutions.

After annual inspection of secondary schools and assessment of academic performance, schools will be ranked and recommendations will be made for their improvement.

A high-powered and efficient office of Chief Education Inspector will be established to carry out the above-mentioned responsibilities and duties.

The Education Ministry or appropriate authority will take administrative measures (as providing incentives to highly performing institutions, to provide support for improvement to institutions not performing very well and closing down the under-performing institutions) on the basis of the information collected by the Chief Education Inspector and annual review (done on the institutions or branches under the institutions) and its evaluation report.

The report prepared by the Chief Education Inspector will be presented in the National Parliament, Education Ministry/relevant ministries and will be made public. This report will be taken into consideration while making institution-wise budgetary allocation.

The establishment of Chief Education Inspector's Office will lead to the reorganization of the existing DIA office. The restructured DIA office will only be responsible for carrying financial audit and the office will be run by professionals on deputation or contractual basis.

6. The existing Directorate of Secondary and Higher Secondary Education will be restructured into two separate directorates: Directorate of Secondary Education and Directorate of Higher Education and Research.

Human and financial resource will be made available to facilitate efficient functioning of all concerned agencies associated with educational administration. Measures will be taken to ensure accountability.

7. A separate Directorate for Madrasa education will be established for the management of Madrasa education.

8. Steps for Development of Education Cadres

In most of the government colleges, the number of teaching position is less than what is required. Adequate number of teachers will be recruited in colleges to ensure quality education. With this end in view, uniform human resource structure will be developed according to the needs of the subjects and levels.

Under the current system, there is not much scope for incentive packages for the professionals in the education cadre to improve their professional quality. The pay scale for education professionals having M.Phil and Ph.D degrees is not adequate. Teachers having special professional performance in their subjects and with M.Phil and Ph.D degrees will be appointed in colleges offering honors and masters degree with special financial benefits.

Professors from education cadre showing very distinguished performance or earning recognition in the global context for some innovative activities will be rewarded by special financial benefits and position.

Modern management system will be in practice for the education cadre. The existing ACR system for teacher appraisal will be replaced by performance-based appraisal/evaluation. New reporting format for performance-based evaluation will be developed. To encourage teamwork, the ranking of the institution in which he/she is working will be taken into consideration while evaluating the individual. Every teacher and his supervisor will jointly prepare their annual, bi-annual and quarterly work plans. In the case of promotion, not just seniority but the performance of a teacher will be taken in to account. For promotion, the seniority of the teacher will be primarily considered, but it must match properly with her/his performance. The later is a must. A separate guideline will be developed for performance-based promotion.

Level-based Strategies for education

Primary Education

The primary educational administration and management will be reorganized as per current reality and needs. Local community will be involved in this process.

Strategies

1. The existing primary education system will be decentralized thoroughly. School Managing Committees will be further empowered if necessary and made more effective. Increasing the engagement of female guardians the teacher-parent committees will be formed and the committees will be more actively functional. The parents will be closely involved in the various activities of the school. Besides, local community will also be involved in efficient management and school development activities.

2. Quality teacher is essential for ensuring quality education. Quality teachers will therefore be recruited through the teachers' selection commission.
3. The Head teacher will prepare the annual evaluation report of the teachers. Evaluation of the Head teacher will be strengthened and carried out by the Managing Committee.
4. School monitoring will be strengthened and made more effective. With this end in view, the system of school inspection and evaluation will be further improved.

Secondary and College Education

Successful expansion and improvement of quality is simply dependent on modern, updated and realistic educational administration. To achieve this goal, secondary and college educational administration will be reformed as per necessity. Steps will be taken so that the local communities can play an effective role in this process.

Strategies

1. The power, responsibilities and authority of secondary educational administration will be devolved at division, district and upazila levels. The position of District Education Offices will be graded at par with other District officials.
2. If necessary, the school/college management committees will be strengthened with larger authority. Measures for supervision will be taken with joint participation of guardians, local persons interested in education and representatives of local government.
3. The post of school inspectors will be created in proportion to the number of schools to strengthen academic supervision and monitoring so that at least one school is brought under close supervision once a month.
4. The EMIS computer cell in the Directorate will be expanded and modernized. To build up an IT-based Ministry of Education, the computer cell of the Ministry will be expanded and updated and necessary manpower will be recruited.
5. Educational institutions will be identified through the school-mapping program and these institutions will be selected for academic approval and coverage of MPO.
6. The existing discrimination of the teachers/officers/staff of government and non-government educational institutions will be removed. In order to increase the benefits of the teachers of non-government institutions to the level of the government institutions, the government will gradually increase the salary and other benefits on the basis of availability of funds and the academic and training skills of the incumbent.
7. The benefit trust for the teachers of non-government institutions will be strengthened. Medical expenses of teachers, one-time [financial] assistance on the occasion of pre-mature death of the teachers/employees, pension and financial benefits on their retirement will be increased.
8. There must be specific policies to nationalize the non-government educational institutions. These policies will include the service rules of the teachers/ officials/staff of the nationalized institutions. The policies will protect the interests of the teachers recruited through the selection commission. Similar protection will cover the interests of the officials and staff.
9. Measures will be taken to establish government secondary schools and government colleges in the upazilas where these do not exist now.

10. The number of officials will be increased as per necessity, on the basis of the teachers-students ratio in the government schools, colleges, TT colleges, madrasas, technical education institutions as well as in the District Education Office, regional offices and in the Directorate.
11. Education institutions run by individuals or under the ownership of any non-government organization will be brought under a structured management. Their accountability must be ensured and these institution will be run on uniform basis under specific policies.
12. Special public assistance will be offered to develop the infrastructure of non-government institutions that set high standards of success at the national level.

Higher Educational administration including the universities

1. University Grants Commission will coordinate and lead in matters of higher education in the country. Steps will be taken to standardize the quality of higher education and research at a commendable level. One of the responsibilities of this Commission will be to prepare planning, development and implementation of higher education and research programs of the universities. All universities will resolve matters about their development programs related to education, opening of new departments and expansion of the existing ones with approval from UGC. However, decisions regarding creation of new posts and departments or establishing new centers or institutes or admitting more students in addition to the seats fixed, can be taken only as and when supply of funds is ensured. In the interest of better management of higher education, the inconsistencies of the rules between the universities and UGC will be identified and accordingly removed. Since the UGC is run by public funds, it will reflect transparency and accountability in all its activities. The UGC Act will be revised with this end in view.
2. The University Grants Commission will be in charge monitoring the activities of all public and private universities including examination and reviewing the scope of their activities and matters related to quality of education.
3. The UGC, the Education Ministry or in special cases, some appropriate authorities can reorganize the administrative structure of the universities and higher education institutions under them to look after that some extra burden of administrative responsibility does not affect the academic activities of teachers.

National University

1. As an affiliating university and as an institution of training, the National University has huge and enormous responsibilities that often affect its activities. The decentralization of this university with the establishment of centers in each divisional headquarters is a must and this process will start soon. The divisional centers will have power and responsibilities as per statutory provisions. The government and UGC will jointly take steps immediately.
2. The divisional centers will run under the supervision and guidance of the central campus of National University situated at Gazipur. The central campus will run as the Dhaka divisional center too. Later, these centers will be elevated to individual affiliating universities for the geographical areas concerned.

28. Some Special Initiatives to be taken regardless of Educational Levels

1. It is necessary to take immediate steps to make adjustments between the educational qualification or technical expertise, acquired during student life with the demand of the job market so that employment facilities can be ensured for the students after completing education at any level. To accomplish this, surveys on demand and supply of technical expertise and educational qualification in the job market have to be undertaken as early as possible and these are to be continued on a regular basis after a certain period.
2. According to the output obtained through these surveys, short and mid-term extensive training facilities have to be ensured through the allocation of adequate funds and logistic support along with employing expert teaching staff, in order to cater to the demands of the sectors.
3. Expert manpower has to be developed in accordance with the national demand for manpower on mid and long-term basis. Implementation of all these programs can be realized through public-private-partnership (PPP). However, opportunities and scopes must be open for those students belonging to socio-economically backward classes of the society.
4. Gradually, programs have to be implemented at all levels through coordination of demands of different socio-economic manpower and educational qualification as well as expertise acquired through education.
5. All educational institutions, regardless of their levels and types, must be registered with appropriate authority. They will fulfill the pre-requisites (such as administrative and infrastructural structure, number of students and teachers, students' tuition fees and teachers' salaries, financing, curriculum, extra-curricular activities, education materials etc). The annual balance sheet of income and expenditures of the registered educational an external auditor must audit institutions; and a copy of that audited balance sheet has to be submitted to the authority with which they are registered. Necessary laws will be enacted in this regard.
6. The government education fund will finance, on the basis of needs and under special consideration, those non-government educational institutions, which have their own sources of income and are conducted by missionaries, trust and local or foreign organizations. However, these educational organizations must be registered with appropriate authority and will strictly follow identical curriculum, syllabus and other guidelines recommended for every level of education. Besides, a guideline has to be prepared for the institutions charging higher tuition fees from the students. The issue of receiving donation has to be regulated under specific guidelines.
7. At present, private tuition and coaching centers have become rampant in the country due to various malpractices and incongruities in the traditional education system and the erosion of moral values of a section of teaching community. Appropriate remedial measures have to

be taken to control and discourage as well as to bring an end to these practices that are detrimental to intellectual growth of the students.

8. Various surveys reveal that some people have been illegally enjoying government financial aid and other benefits allocated for the teachers of the institutions. They (ab)use the names of some counterfeit or non-existent institutions at primary, secondary, technical, madrasa and other levels. Measures are being taken against these counterfeit institutions and corrupt people by identifying them through investigation. This process will also continue in future and will be further intensified, if necessary.
9. It is urgently required to free the educational institutions from the influence of party politics. To realize this objective, guidelines have to be prepared and strictly implemented.
10. It is necessary to prepare some code of conduct for the teachers and the learners at all levels of education, and they will be made aware of it accordingly. To do this, steps are to be taken to prepare code of conduct for different levels of education through the formation of different and appropriate committees. It has to be ensured that students, at any level of education, do not face any physical or mental tortures.
11. Banks, private enterprises and philanthropist individuals will be encouraged for sponsoring education scholarships.
12. The number of employees (third and fourth class) in the primary, secondary and college-level educational institutions has to be determined on the basis of the number of teachers and students as well as the work-load of respective institutions. A guideline needs to be prepared for this.
13. Service rules of the employees have to be integrated into statutory regulations. The employees will be made aware of that accordingly. Newly appointed persons will be informed about these rules and regulations in a written format along with their appointment letters. The pay-scale of the employees has to be justifiably updated.
14. Initiatives have to be taken to set up an IT-based rich data-base by compiling all information regarding education of all levels, so that everyone can use it easily. All these information have to be updated. To fulfill this target, Bangladesh Bureau of Education Information and Statistics (BANBEIS) will be further strengthened with support on IT, networking, finance and manpower. However, it has to be ensured through effective supervision that the activities of the organization are being conducted with efficiency and transparency. Setting up of an education-related database under private initiative will also be encouraged.
15. It is urgently necessary to encourage Bangla Academy to play a more effective role in developing Bangla language and translating modern books of different foreign languages into Bangla on a large scale, especially necessary textbooks of various subjects for higher levels. Necessary assistance of funds and manpower will be made available for this.
16. Necessary steps will be taken to strengthen and make the International Mother Language Institute more effective in order to facilitate learning in various languages and research work in these areas.
17. Effective coordination of the levels of education and differential responsibilities for management of those levels will be in place. There will be an effective inter-ministerial coordination of work.

Annexure-1

Some Directives of Bangladesh Constitution relating to Education

17. The State shall adopt effective measures for the purpose of-

- (a) Establishing a uniform, mass-oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law;
- (b) Relating education to the needs of society and producing properly trained and motivated citizens to serve those needs;
- (c) Removing illiteracy within such time as may be determined by law;

28. Discrimination on grounds of religion, etc.

- (1) The **State** shall not discriminate against any citizen on grounds only of religion, race caste, sex or place of birth.
- (2) Women shall have equal rights with men in all spheres of the State and of public life.
- (3) No citizen shall, on grounds only of religion, race, caste, sex or place of birth be subjected to any disability, liability, restriction or condition with regard to access to any place of public entertainment or resort, or admission to any educational institution.

41. Freedom of religion

No person attending any educational institution shall be required to receive religious instruction, or to take part in or to attend any religious ceremony or worship, if that instruction, ceremony or worship relates to a religion other than his own.

Annexure-2

The Government of People's Republic of Bangladesh constituted a committee to formulate a National Education Policy on 06.04.2009 (23-12-1415 Bengali year) Vide: Education Ministry memo no. Edu.Ministry/Sh:4/Implementation cell for Education Policy: 2/2004/121

Committee	
Chairman	Kabir Chowdhury National Professor
Co-Chairman	Dr. Qazi Kholiquzzaman Ahmad Chairman, Bangladesh Unnayan Parishad (BUP) President, Bangladesh Economic Association (BEA)
Member Secretary	Professor Shaikh Ekramul Kabir Director (Training & Implementation) National Academy for Educational Management (NAEM)
Members	<p>Professor Dr. Kazi Shahidullah Vice-Chancellor, National University, Gazipur</p> <p>Professor R I M Aminur Rashid Vice-Chancellor, Open University, Gazipur</p> <p>Professor Dr. Sadeka Halim Department of Sociology, Dhaka University, Dhaka</p> <p>Dr. Muhammed Zafar Iqbal Dean & Professor, Computer Science, Shahjalal University of Science and Technology, Sylhet</p> <p>Professor Dr. Fokrul Alam Department of English, Dhaka University, Dhaka</p> <p>Professor Siddikur Rahman Institute of Education & Research (IER) Dhaka University, Dhaka</p> <p>Professor Dr. Zarina Rahman Khan Department of Public Administration, Dhaka University, Dhaka</p> <p>Professor Nitai Chandra Sutradhar Director General, Directorate of Technical Education (DTE), Dhaka</p> <p>Professor Quazi Faruque Ahmed President, Bangladesh College Teachers Association, Dhaka</p> <p>Siraj Uddin Ahmed Additional Secretary (retired)</p> <p>Md. Abu Hafiz Additional Secretary (retired)</p> <p>Maulana ABM Siddikur Rahman Former Principal, Government Alia Madrasa, Dhaka & Sylhet</p> <p>Barrister Begum Nihad Kabir Senior Partner, Syed Istiaq Ahmed and Associates</p> <p>Principal M A Awal Siddiqui President, Bangladesh Teachers Association</p> <p>Professor Shaheen Mahbuba Kabir Department of English, Jahangirnagar University, Savar, Dhaka</p>

Annexure-3

The Government of the People's Republic of Bangladesh constituted a committee to review & scrutinize carefully the English version of National Education Policy -2010 & submit the accurate English version to the Ministry of Education vide: Education Ministry Memo No. Edn Ministry/Sh: 4/Natioinal Education policy/2010/04 dated 03-01-2011.

	Committee
Convenor	Md. Rafiqzaman Joint Secretary Audit & Law Ministry of Education
Member Secretary	Prof. Shaikh Ekramul Kabir Director (Training & Implementation) National Academy for Educational Management (NAEM), Dhaka
Member	Prof. Md. Akbar Hossain Chairman, Dept. of English Eden Mohila College, Dhaka
Member	Farzana Islam Associate Prof. of English Dhaka College, Dhaka
Member	Mst. Hasina Akhter Associate Prof. of English Begum Badrunessa College, Dhaka
Member	Dipak Kumar Karmaker Associate Prof. of English Dhaka College, Dhaka



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