

78th SENIOR STAFF COURSE

BANGLADESH PUBLIC ADMINISTRATION TRAINING CENTRE

Individual Assignment: Module 02, Policy Analysis and National Policy Review

NATIONAL EDUCATION POLICY- 2010

**CHELLANGES OF QUALITY TEACHER RECRUITMENT FOR GOVERNMENT
PRIMARY SCHOOL**

Mentor

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EXECUTIVE SUMMARY

Primary education possesses utmost importance in our nation life. Primary education is the basis of building up a skilled citizenry and the path to include the whole population within the education system.

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.

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.

In our **National Education Policy 2010**, we can understand the importance of equitable quality education; promote lifelong learning opportunity for all and development of skill human resource. In this context, our primary education has been extended from class 5 to class 8. For this restructuring of primary education, the physical facilities and the number of teachers will have to be increased. More over near about 7000 teachers posts are vacant in every year in government primary school. So rightly addressing this issue, I tried to analyse the challenges of quality- teacher recruitment for government primary school. In my study, I assessed the challenges and the realities, the authority faced, analyzing the secondary data collected from directorate of primary education, DPEO office of Noakhali and primary data collected from five primary schools of Noakhali district through interview, consultation and group discussion and other sources like journals, periodicals, economic surveys, news papers and web site information.

I have shown the graphical trends of present scenario of teacher recruitment in government primary school in Bangladesh. Education is the most useful tool to help us achieve the goals we have set for the country. With this analysis, I could say that the subsequent mentioned in this paper may be the probable way forward for achieving properly qualified, skilled and committed teachers.

Finally, we can say that, unified effort of the entire nation, irrespective of political and ideological differences is absolutely essential to make the implementation process of this policy or objective to achieve the goals a nation-wide awakening and united initiative can only make that success happen.

Chapter-1

1.1 Introduction

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.

It is important to instil 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.

In National Education Policy 2010 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

Bangladesh has a total of 122,176 primary schools in the country with an estimated 13.26 million primary school aged children (6 to 10 years) (APSCR-2015). The People's Republic of Bangladesh-with about 160.6 million people living in an area of 145,570 sq.km (APSC-2014)-is one of the most density populated country of the world and slow economic progress, the people of this country are trapped in the vicious cycle of poverty.

Bangladesh runs one of the biggest primary education administrations in the world. Development of primary education poses a daunting challenge because of inaccessibility and resource constraint. Despite these constraints Bangladesh has achieved remarkable success in the field of primary education. The adult literacy rate (15 years and above) is now estimated **67%**. The rate was 35% in 1991. It has taken decades to arrive at this level of literacy. The nation, with its inspired freedom-movement, was pledged to discharge the responsibility.

1.2 Constitutional force for Education and World's Goals

According to Article 17 of the Constitution Bangladesh, all the children of Bangladesh are supposed to receive full free education up to secondary level. Bangladesh has a strong commitment to education according to its Constitution. Development plans with education being given the highest priority in the public sector investments. Bangladesh conforms fully to the Education for All (EFA) objectives, the MGDS and international declarations. In Bangladesh, significant strides have been made towards these goals. Net primary school enrolment rate is 97.3 percent for 2013 and the Literacy rate among the adult population was 67% in 2010 compared to 35.3% in 1991 (DPE-2014).

So Bangladesh has set her new target in 7th Five Year plan and Sustainable Development Goals (SDG). Education is the vital to meeting SDG. Among 17 SDG “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” is the 4th goal of Bangladesh.

1.3 Problem Statement

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.**

1.4 Rationale and Background of the review

From our **National Education Policy 2010**, we can understand the importance of equitable quality education; promote lifelong learning opportunity for all and development of skill human resource. In this context our primary education has been extended from class 5 to class 8. For this restructuring of primary education, the physical facilities and the number of teachers will have to be increased. More over near about 7000 teachers posts are vacant in every year in primary level. So rightly addressing this issue, I tried to analyse the challenges of quality - teacher recruitment for government primary schools.

Due to time constraint this report is confined specifically with the recruitment of adequate number of qualified teachers.

LIST OF ABBREVIATIONS

ADPEO	Assistant District Primary Education Officer
APSC	Annual Primary School Census
ASGPS	Adrsha Shisu Government Primary School
BANBAIS	Bangladesh Bureau of Educational Information and Statistics
BBS	Bangladesh Bureau of Statistics
BPATC	Bangladesh Public Administration Training Centre
DC	Deputy Commissioner
DPE	Directorate of Primary Education
DPEO	District Primary Education Officer
EEA	Education For All
GER	Gross Enrolment Rate
GDP	Gross Domestic Product
MOPME	Ministry of Primary and Mass Education
MDG	Millennium Development Goals
MDS	Member Directing Staff
NEP	National Education Policy
NER	Net Enrolment Rate
SDG	Sustainable Development Goals
UNICEF	United Nations International Children's Emergence Fund
UPE	Universal Primary Education
WCEFA	World Child Education For All

1.5 Objective of the review

The objective of this policy analysis is to assess the **National Educational Policy, 2010 focusing on challenges of quality teacher recruitment for Government primary schools.**

1.6 Methodology of the review

The purposive sampling has been selected in conducting the study and it is an empirical and qualitative study in nature to a great extent. In my study, I tried to assess the challenges and the realities, the authority are facing, analyzing the secondary data collected from directorate of primary education, BENBEIS, DPEO office of Noakhali and primary data collected from five primary schools of Noakhali district through interview, consultation and group discussion and other sources like journals, periodicals, economic surveys, news papers and web site information.

Analyses have been done through tabular forms and graphic designs showing statistical identifications covering the period of 2008-2015 so far.

1.7 Limitations of the review

The present study has data limitation and time constraints. In this present study inclusion of all spheres of challenges could not be discussed because of time limitations for collecting relevant data. Moreover, consultation, interview and group discussion is held with following stakeholders:

- Key informants interview or discussion is conducted with three organizations follow up with nine categories of stakeholders.
- Interview, consultation and group discussion is carried out with DG- DPE, DC, DPEO, AEO, Head teacher (15) and Assistant teacher (29) of Noakhali district.

Chapter-2

2.1. Key Features of National Education Policy, 2010 about Primary education

1. To develop a curricula and textbooks imbued with the national spirit with a view to cultivate the humanistic values.
2. To initiate a uniform and mandatory syllabus for some basic subjects to be taught in diverse types of schools delivering primary education.
3. To help the students inculcate moral and spiritual values.
4. To ignite in them the spirit of our national liberation movement and encourage them with patriotism to dedicate themselves to nation-building.
5. To make them motivated and capable of pursuing higher education through ensuring the qualitatively adequate marginal skills at respective levels of studies.
6. To achieve this, adequate number of quality teachers will be appointed.
7. The development of physical infrastructure,
8. To take effective steps to ensure the acquisition of essential knowledge, subject-based knowledge, life skills, attitudes, values and the sense of social awareness.
9. Pre-vocational education will be in place from classes VI to VIII to develop respect for manual labor and to give them some idea of vocational education.
10. To facilitate learning in the mother languages of the indigenous peoples and small ethnic groups at the primary level of education.

2.2. The responsibility 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.

2.3. Duration and implementation of primary education

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 curricula, 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.

2.4. Teachers' recruitment & promotion

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.

Qualitative change in our education system is the most important priority of the day. Our major aim is to ensure that next generation is provided with real education and knowledge of science and technology and they will develop into an efficient and skilled human resource. So the recruitment of quality teacher is the best intervention of the day.

Chapter-3

3.1. Analysis of Education Policy 2010

The Policy and Operation Division is one of the important Divisions in Directorate of Primary Education (DPE). The Division is responsible to execute its mandates. One of the most important mandates is to recruit teacher, which is an enormous tasks to do. This issue is very sensitive and can easily create controversy. Since the beginning Directorate of Primary Education has taken important steps to improve the recruitment procedures. To go further ahead, it has mobilised to considering bit-by-bit step dynamism in service delivery system. Eliminating corruption and establishing sincerity, combating financial irregularities through replacing value for money, smoothing the delivery system and providing access to information.

3.1.1 Primary Education and its teacher recruitment in Bangladesh

With the highest density of population in the world and slow economic progress, the people of this country are trapped in the vicious cycle of poverty. Over 12.99 % of the people who live below the poverty line are not able to provide for their basic needs and amenities.

Bangladesh runs one of the biggest primary education administrations in the world. Development of primary education poses a daunting challenge because of inaccessibility and resource constraint. Despite these constraints Bangladesh has achieved remarkable success in the field and primary education. The adult literacy rate (15 years and above) is now estimated 67%. The rate was 35% in 1991. It has taken decades to arrive at this level of literacy. In 1971, independent Bangladesh inherited an outdated education system developed by our previous rulers to suit their own socio-economic and political needs. The leaders of our newly independent country were burdened with the enormous and difficult responsibility of educating the people of the war-torn, devastated, and poor nation. But the nation, with its inspired freedom-movement, was pledged to discharge the responsibility.

3.1.2 Committee for recruitment processes

There are four established committees at different level to run, administer and supervise the whole recruitment processes:

- **Primary Teacher Recruitment Central Committee**
 1. DG, DPE Chairperson
 2. Chairman, NCTB Member
 3. Chairman, BISE Member
 4. DG, CPEIMU Member
 5. Representative, MOPME Member
 6. Director (P & O) DPE Member Secretary

- **District Written Test Management Committee**
 1. DC of respected district DPE Chairperson
 2. SP Member
 3. Principal of Govt. Collage Member
 4. Head Teacher of Govt. School (Boys) Member
 5. Head Teacher of Govt. School (Girls) Member
 6. DPEO Member Secretary

- **District Application Scrutiny Committee (not working)**
 1. ADC (nominated by DC) Chairperson
 2. Representative of Govt. Collage Member
 3. Head Teacher of Govt. High School Member
 4. PTI Super Member
 5. DPEO Member Secretary

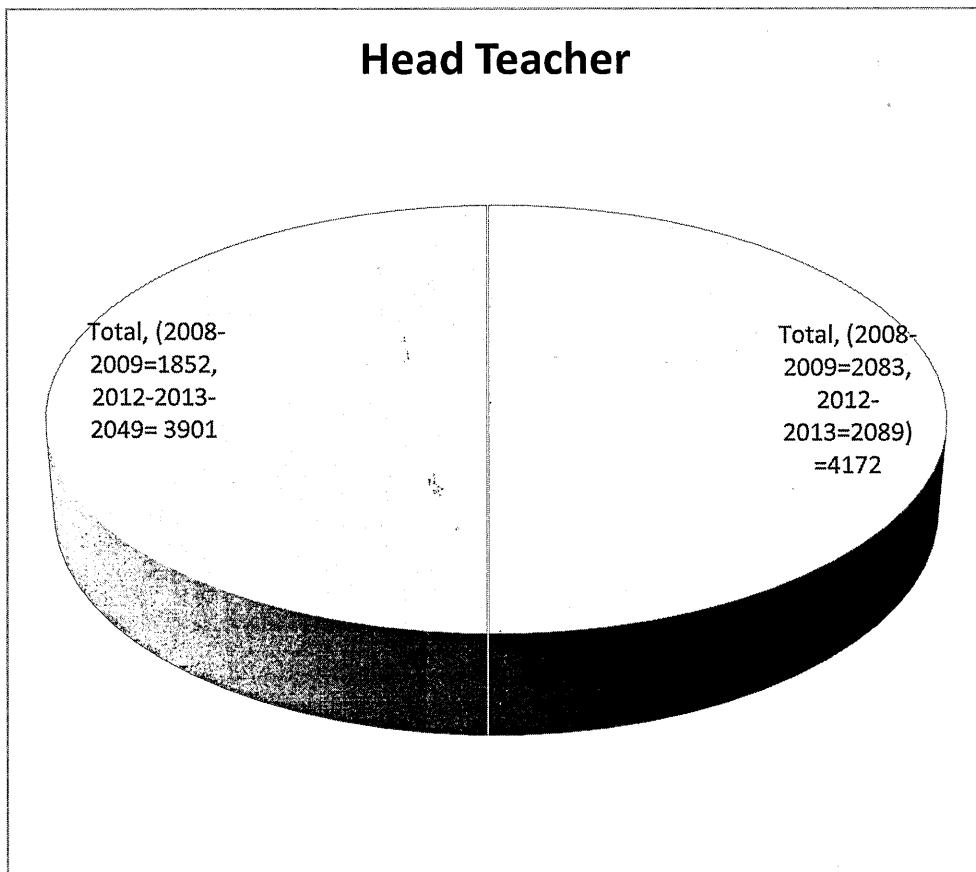
- **District Interview Board Committee (Viva test)**
 1. DC Chairperson
 2. Representative from local MP Member
 3. Representative of Govt. school/college Member
 4. DPEO Member Secretary

3.1.3 Number of teachers recruited during 2008-2015:

Financial Year-wise Information regarding teacher recruitment in Government Primary School under the Directorate of Primary Education (except three hilly districts) (DPE-2015).

3.1.3.1 Head Teacher

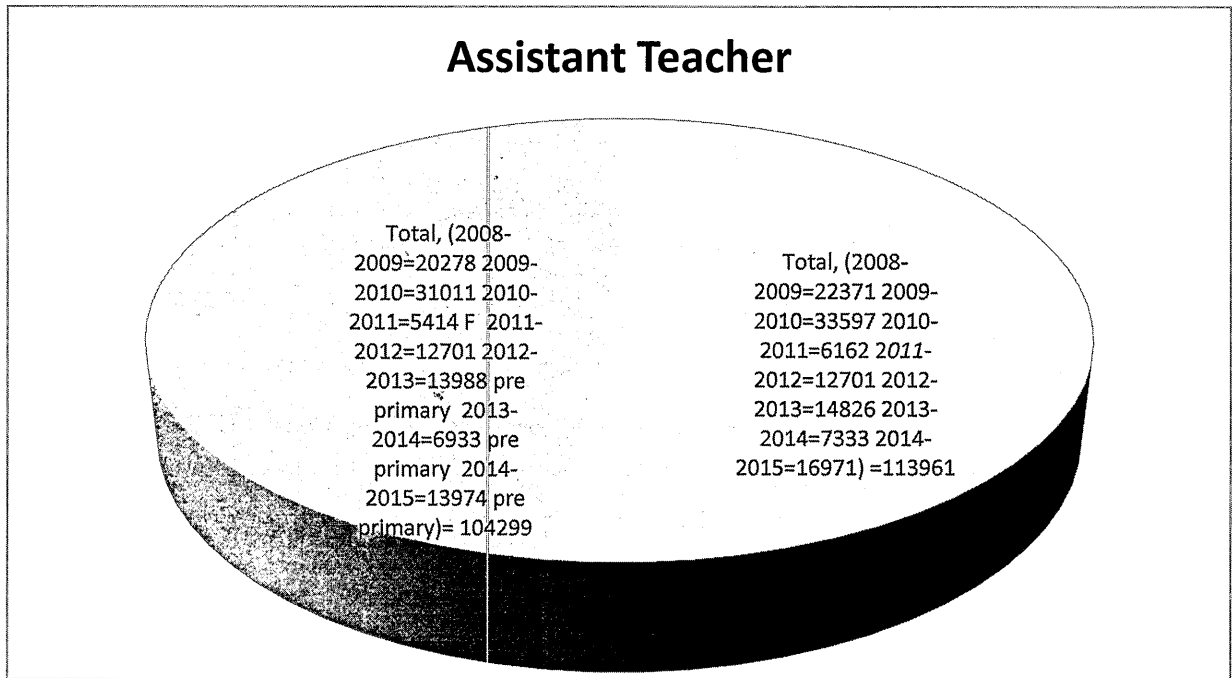
SL. No.	Financial Year	Vacant Posts	No. Of Recruited persons		
			Female	Mail	Total
1	2008-2009	2083	1160	692	1852
2	2012-2013	2089	1304	745	2049
		4172	2464	1437	3901



From this graphic presentation, we can easily understand that 3901 Head teacher has been recruited against 4173 vacant posts where 1437 mail and 2464 is female teacher in 2008-2015.

3.1.3.2 Assistant Teacher

SL. No.	Financial Year	Vacant Posts	No. Of Recruited persons		
			Female	Male	Total
1	2008-2009	22371	14493	5785	20278
2	2009-2010	33597	23035	7976	31011
3	2010-2011	6162	4516	898	5414
4	2011-2012	12701	8903	3798	12701
5	2012-2013	14826	10093	3895	13988
6	2013-2014	7333	4998	1935	6933
7	2014-15	16971	9859	4115	13974
8	Total	113961	75897	28402	104299



Total 104299 Assistant teachers have been recruited in 2008 to 2015 against 113961 vacant Posts where 28402 male and 75897 is female teacher.

One can easily understand how enormous tasks to recruiting teacher in Bangladesh. Required number of qualified applicants against vacant positions is available in the locality, so mobilisation of teachers from local level is not complicated.

3.3 Present scenario of teacher recruitment

Teacher Recruitment Flow Chart

Process Flow Diagram: Teacher Recruitment		
Step 1: Advertisement	DPE centrally advertise the recruitment process and supervise the whole course of action of recruitment (introduce online application)	Advertisement Teacher Recruitment Central Committee comprises of the DG DPE, Chairman NCTB, Chairman BISE, DB CPEIMU, representative MOPME and Director (P&O) of DPE
Step 2: Security	Reputed National organization is hired to generate code against each candidate while District Codes are generated by a separate institute to restrict any kind of manipulation. This system is no more in the process.	Security Coding District Application Scrutiny Committee Comprises of the ADC, Representative of Govt. College HT of Govt. High school, PTI Super & DPEO. This committee is not working now.
Step 3: Written Test	The MCQ-80 written test papers while elective part is scored through OMR under close supervision of DPE (MCQ-80 written test has incorporated)	Written Test District written test Committee comprises of DC, SP Principal of Govt. College, HT of Govt. School both boys and girls and DPEO.
Step 4: Viva Voce	Total score for MCQ written test is revised 80 while total for viva voce is changed to only 20 to restrict nepotism. Candidate scoring below 30 marks of above in written test are eligible for viva voce. (viva voce is 20& 5 for academic attainment,+per-05+GK05 and other -05)	Viva Voce District interview board Committee (viva voce test) comprises of DC, One member is nominated by local MP and DPEO. (one member is nominated by local MP)
Step 5: Selection	(Total score for written MCQ is sometime below 30)	Teacher's Selection Written test result and final selection information is widely circulated through national dailies and DPE website.

The bold indicators are incorporated in present the teacher recruitment process. In the new process, there is no written test, only MCQ is test-80 and 20 for viva voce and others, online application and one member nominated by local MP in interview board are introduced in the process.

Chapter-4

4.1 The challenges and the realities, the authority faced

We try to analyse the challenges through the secondary data collected from Directorate of primary education, DPEO office of Noakhali and primary data collected from five primary schools of Noakhali district through interview, consultation and group discussion and other sources like journals, periodicals, economic surveys, news papers and web site information.

The challenges are identified as follows:

- 1) A good number of vacant posts are available, in every year.
- 2) Local level participation/applicants are very high, it may be above 1million
- 3) DPE has not enough manpower and capacity to conduct the recruitment at time
- 4) Every step of recruitment, transparency and accountability cannot be ensured.
- 5) Corruption and manipulation cannot be uprooted, because of engagement of syndicate from DPE to UEO.
- 6) Lack of suitable candidate, because of under qualification and low paid salary.
- 7) Power influence like one member of district interview committee is nominated by local MP.
- 8) Faulty recruitment process, introduce only 80 MCQ, no other written test in this process.
- 9) The present quota system is ignoring of merit and experience

On the basis of the foregoing discussion, review the nation education policy and consultation with stakeholders that quality teacher recruitment and retention of teachers in government primary school is an enormous task for the authority to proceed with free and fair manner.

Chapter-5

5.1 Sustainability & Probable way forward

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. At all levels, teachers should also be appointed based on merit and experience and not on other unusual considerations.

With this analysis, I could say that the following measures could be solution for achieving sustainability in quality teacher recruitment for government primary schools in Bangladesh.

Teacher recruitment is a litigious issue with power influence in different forms like influence by the high officials, high political persons and local power game. Directorate of Primary Education will have to take a daring step to bring out the process from the grips of the power pressure.

DEP will have to take massive steps to systemize the teacher recruitment process by establishing clear criteria and a fair process of selection and recruitment. Despite that it will have to take numbers of initiatives for mobility and retention of the teachers. The following procedure will have to be established to formalize recruitment in a manner of accountability, transparency and impartiality with the objective to widening the scope of recruiting capable, intelligent and committed people in teaching profession by eliminating nepotism and partiality.

- Directorate of Primary Education will centrally advertise the recruitment process through online application and will supervise the whole course of action but receiving applications and scrutinizing, issuance of interview letter and the duplicate those if necessary, conducting written and viva tests and issuing appointment letter will done by the district offices simultaneously throughout the country. Teacher recruitment is one of the most well announced recruitment in the country since it will have taken seriously. Information of recruitment even goes orally at the grass root level. No way of hiding advertisement from the deserving candidates. All the renowned print media will cover the advertisement.

- College teachers, who are outsiders, will be recruited as chief examiner and examiner to assess the essay part of the written test which has a code number on each candidate which is unknown to any examiner. The examiners will sit in place together and will assess the scripts under the close supervision of the DPE. No one will have any scope to manipulate the assessment.
- Reputed National organization will be hired for written test and MCQ while elective part will be scored through OMR under close supervision of DPE.
- District code will have given secretly by a separate institute out-side of the system (responsible for district code) to keep the neutrality of the recruitment. These district codes will have provided to the result-compiling institute just before publishing final result.
- Candidate scoring 50% marks of above written test and MCQ will be selected for Viva Voce. It eliminates manipulation of scoring
- Viva voce will be 10 & 5 will be academic attainment just to restrict nepotism.
- Final recruitment will have given on the basis of merit and experience. The scoring system will have been changed and candidates scored a total of 50% or above marks will be considered for employment.
- Recruitment result will be processed by reputed, dedicated and trust worthy institutes.\
- Results of written and final tests will have to be announced through National Dailies and DPE's website as well.
- Final recruitment result will have to be sent immediately by special messengers to all districts with an instruction to issue appointment letter within 3days and sent those to addresses of successful candidates.
- Best government officials from different entities will have to be selected for conducting Viva Voce test to make the interview free and fair.
- There will have to be four established committees at different level to run, administer and supervise the whole recruitment processes.

Considering the whole process of teacher's recruitment, Good Governance issue will have been addressed in each steps of the process.

5.2 Proposed Teacher Recruitment Flow Chart

Process Flow Diagram: Teacher Recruitment		
Step 1: Advertisement	Determined the Vacant post and DPE centrally advertise the recruitment process and supervise the whole course of action of recruitment. Minimum qualification should be revised. Online application will be introduced	Advertisement Teacher Recruitment Central Committee comprises of the DG DPE, Chairman NCTB, Chairman BISE, DB CPEIMU, representative MOPME and Director (P&O) of DPE
Step 2: Security	Reputed National organization is hired to generate code against each candidate while District Codes are generated by a separate institute to restrict any kind of manipulation	Security Coding District Application Scrutiny Committee Comprises of the ADC, Representative of Govt. College HT of Govt. High school, PTI Super & DPEO
Step 3: Written Test	Reputed National organization is hired for Written test and MCQ while elective part is scored through OMR under close supervision of DPE. Written test will be 100 and MCQ will be 85.	Written Test District written test Committee comprises of DC, SP Principal of Govt. College, HT of Govt. School both boys and girls and DPEO.
Step 4: Viva Voce	Total MCQ 85 and written test is 100 while total for viva voce is 10 & 5 is academic attainment just to restrict nepotism. Candidate scoring 50% marks of above written test and MCQ is selected for Viva Voce.	Viva Voce District interview board Committee (viva voce test) comprises of DC, ADC (education), PTI Super and DPEO.
Step 5: Selection	Final selection prepared by the hired reputed National Organization on the basis of merit. Total quota system will have to be revised.	Teacher's Selection Written test result and final selection information is widely circulated through national dailies and DPE website.

5.3 Teachers Retention:

Recruiting numbers of teachers without manipulation is not the objective of recruiting teacher in free and fair manner in education system, rather it is important to select quality teacher and provide them opportunity so that they can stay and can discharge their duties for quality schooling.

DPE will have to consider various measures to keeping them in teaching profession without any disturbance. Teachers are recruited within their own upazila and generally they can live at their home and can serve. So, one can look after their family and profession in the same time. It will also give an impression that the teachers are serving to their own community. Teachers will be treated as honoured professional in society acknowledged by the policy makers to common mass. Besides, teachers will have to equip with various professional entities free of cost. A newly recruited teacher will have to go for a one year in-house course in primary Teacher's Training Institute where they will have to take part both theory and practical sessions. Later throughout the carrier in several interventions, one will have to go for several in-service trainings, like Subject based Training on Language, Science and Math each for five days, sub-cluster training for one day, conducted bi-monthly, School Management and Supervision training for head teachers for five days, training on producing teaching-learning materials for two days, school level planning training for three days and others.

Upzila Resource Centre, a decentralize training institute has been established in each upzila to provide regular in-service training for the teacher, head teacher, School Management Committee, Parents Teacher's Association and others on the basis of their needs. Besides, it is also carrying out centrally designed trainings.

Teacher's transfer is also treated as an incentive for the teachers. Although, teachers are posted in their same upazila but some teachers may posted at the end part of the upzila and his/her residence may be on the other end of the upazila. In such cases posting can be reviewed and can be transferred in a nearby school subject to application of the said teacher and availability of vacancies. Local level primary education administration will look after teacher's transfer and posting following a set of transfer guideline. The recruited teachers will have a carrier path. One will have to get promotion under certain terms and conditions which will be same for the whole country

Chapter-6

6.1 Conclusion:

Recruitment and retention of teachers in primary education is an enormous task for the authority to proceed with free and fair manner. But, once the system is established with cross-balance mechanism and honoured by those who initiated the system it can run smoothly. At the beginning, it might cost much to make the people understand but, once it is established and functioning well and people find positive benefit of the system it last longer and can sustain.

Chapter-7

7.1. Recommendations

On the basis of the foregoing discussion and conclusion of the policy review, the following recommendations are made:

- Written test -100 marks and MCQ-85, viva voce-10 and 05 for academic attainment may be incorporated in teacher recruitment process.
- Candidate scoring 50% marks of above written test and MCQ is selected for viva-voce.
- Final selection prepared by the hired reputed National Organization on the basis of merit and present quota system should be revised.
- Minimum educational qualification should be revised in teacher recruitment process. Minimum educational qualification for Assistant teacher should be 2nd class Bachelor degree and for Head master should be Master degree.
- An attractive Package of salary should be offered and recruitment should be division wise.
- DPE should be empowered with skill manpower and other logistic supports for teacher recruitment.

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Evaluation of National Education Policy, 2010 with focused on Challenges of Quality Teacher recruitment for Government Primary School.

Questionnaire for

Field Survey about the challenges of quality teacher recruitment for Government Primary Schools.

(Please read and complete the following questions as you think. Your participation is very helpful for this study to identify the challenges of quality teacher recruitment for Government Primary School and it is highly appreciated)

1. Name :
2. Designation :
3. Name of the school/office :
4. Overall satisfaction about the recruitment policy mentioned below:

Sl	Issues	Very Satisfied	Satisfied	Satisfied nor dissatisfied	Dissatisfied	Very dissatisfied
1.	Online Application					
2.	Present Selection Procedure					
3.	MCQ Test					
4.	Viva-Voce					
5.	Present quota system					

5. What are the main challenges of quality teacher recruitment for government primary school?
(a) Ignorance of online application (b) Present MCQ test (c) Faulty recruitment process (d) others.

If other, please mention

6. What are the causes of Gender disparity in primary teacher recruitment?
(a) Social influence (b) Selection of Male (c) Present quota system (d) Others

If other, please mention

7. What are the other causes of incompetent teacher recruitment?
(a) Education Qualification (b) political influence (c) corruption (d) others

If other, please mention

Signature (optional)

Key informants:

- 1) Secretary , Ministry of Primary and Mass Education
- 2) DG, Directorate of Primary Education
- 3) Director , Policy and Operation, DPE
- 4) Assistant Director , Recruitment, DPE
- 5) DC Noakhali
- 6) DPEO Noakhali
- 7) Assistant Education officer, Noakhali
- 8) Head Teacher -15 Govt. Primary Schools, Noakhali
- 9) Assistant Teacher-29 , Noakhali, Sadar upazila.