

GWKKkb I qvP 2007

gva`vgK vk¶¶v  
gvb I mgZvmsµvŠ-P`vtj Ämgn

gj cüzte` tbi ersj v mvi ms¶¶c

mgxi i Äb bv\_  
gnvµ§` bvRgj nK  
D¶µ§ mv¶j gv teMg  
G Gg Gg Avnmvb Dj vn&  
tgv. Ave` ¶n mvEvi  
Avng` tgvkZvK i vRv tPŠaj x

At±vei 2008



MYmv¶¶i Zv Awfhvb



BtZvgta" Avgvt` i Dt` VM t\_K AbcWYZ ntqtQ Ges wBR wBR t` tk mdj fvtE GKB ai#bi Dt` VM MbY Kti#tQ| `tLRbK ntj I mZ` th, Avgvt` i I qvP GLb chS- Avgvt` i me Avkv-Avkv-qlv cYKti#Z cvti w| RivZxq wkvqlv cwi Ki bv cvqb I wkvqlvi Dbqtb GLb chS-GW#Kkb I qvP-Gi djvdj ctjvcji e`euZ nt`Q bv| GKBfvtE, gubm#Z wkvqlvi Rb` Awacvgtk`ev bwiZcvqtbl cvfve me`vi Kiti#Z cvtiQ bv| Avgvi wektm, GW#Kkb I qvP-Gi djvdj mg#ni dj cny e`envti Avgiv AwptiB beavi mPbv Kiti#Z cvtE|

GwU GW#Kkb I qvP-Gi Aog cOZte`b| G cOZte`bi GKwU Abb` `enkO` ntjv, GtZ maviY we`vj tqi mvt\_ gv`tmv Dce`e`vi wkvqlv-wkLb cUqvivi gvbI gj`vqb Kiv ntqtQ| fvlv I MvYtZi gZ tgSuj K wclqMjtj vtZ GKB ai#bi Afvqlv `Zwi Kti` wU Dce`e`vi gta` Zj bvgj K wektY Kiv ntqtQ| GB MtelYv esjvt`tki wkvqlve`vi tek wKQzRivi wcltq Avgvt` i tPvL Ltj w`tqtQ| GMjtj vi GKwU ntjv gva`wgK wkvqlvq AmgZvPtji Dcw`wZ| wkvqlvcOZovtbi aib, wj 1/2 I GjvKvft` AmgZvi cikvcwK AmgZvi we`wZ cvlqv tMtQ tfSZ AeKwWtgvZ, wkvqlvmspvS` mthvM-mjev mvtZ I gubm#Z wkvqlv mvtZ| me ai#bi AmgZv GKwU Z ntq wkvqlv` i wklb thvM Zvq cvfve me`vi Kiti#Z| tenki fvm wkvqlv` Rb` gva`wgK wkvqlv Ggb nlqv DvPZ Zviv thb Kg#tj i Rb` ht`vchj# fvtE cOZ ntq wektqtbl cvfve tgvKwejv Kiti#Z cvti| Ab`w`tk Avevi Kgc#tj GKwU wbe#PZ Astki Rb` GwU thb D`Pwkvqlvi Dchj# k<sup>3</sup> wFZ `Zwi Kti` w`tZ mg`nq| GRb` ev`em#Z cwi Ki bv I AwakZi wcltqvM wlvOZ Kiv GKvS-Riji|

G eQtii cOZte`bi AvtiKwU `i ZcY`djvdj nt`Q, wkvqlv` i AR#bi t#tj maviY I gv`tmv Dce`e`vi gta` e`vcK `elg`- thLvtb cUtg<sup>3</sup> Dce`e`vi wkvqlv` i Zj bvg tktlv<sup>3</sup> Dce`e`vi wkvqlv` Avtk wclvtq AvtQ| gva`wgK wkvqlv` i cUq GK-cAqusk gv`tmv Dce`e`vq covtj Lv Kti, dtj Gt#tj Avgvt` i Avtiv bRi t` I qv cUqvRb| ag#ekymwvEK wkvqlve`v Avtk t`tkB cUvj Z itqtQ, GgbwK cUvtgl| D`vniY wntmte ejv hvq, wclvtbi GK-ZZxqusk cO\_wgK wkvqlvq ag#ekymwvEK| wKs`tmLvbKvi mi Kvi GUV wlvOZ Kiti#Z, thb GB wkvqlvcOZovt\_ tjv we`Avb I gubwK wcltq b-bZg gvb ARB Kiti#Z cvti| Avgvt` i I Ggb GKUv c\_ LtjR tei Kiti#Z nte thb Avgvt` i me wkvqlv` t#tj K wKQy wcltq GKB ai#bi D`Pgvi jvf Kiti#Z cvti|

cwi tktl, `kg el`wZP GB kfj tM# Awig me e`w<sup>3</sup>, cOZovb I mSMVtK cpivq Avrfb` b RivvB GW#Kkb I qvP-Gi ev`evqtb Zvt` i mvt\_ P Rb`| Avgvi `p wektm, mKtj i m#Suj Z Dt` VM bv`vKtj GB KivwU tKvbfvtE ev`evq Kiv me`e ntZv bv|

XvKv  
AvM ÷ 2008

dRtj nwmv Avte`  
tPqvi cwi mb  
MYmvqlvi Zv Awfhw

### K. fvgKv I Dt`i`

RivZxq I AvSRwZK ch#q Pwm`v mvo I AwakZi Avw`R cOZkOZi et` Sj tZ m#cOZKKvtj AtbK Dbqbkxj t`tk cO\_wgK wkvqlv meRbxb ntqtQ ev cUq meRbxbZvq ifc wbtqtQ| cO\_wgK wkvqlvi e`vcK m#c#nvi#yi dtj gva`wgK wkvqlvi cOZ wkvqlv` I Zvt` i cwi evi` tji vi Avkv-qlv mtg ew# cvt`Q| Ab`w`tk eva`Zvgj K cO\_wgK wkvqlvi `N`e`ovt#vi Rb` I Rbmaviti#yi cql t`tk mi Kiv mg#ni I ci Pvc mvo Kiv nt`Q| wktkvi-wktkvi I Zi`Y mgvRtK D`Pwkvqlvi Rb` cOZ Kiv Ges GKB mt# cOZthvMvZvgj K evRvi A`BwZtZ Zvt` i wktk \_vKvi j`ql` wbtq RivZxq mi Kiv mgn D`Pgvm#ubegva`wgK wkvqlvi I ci tRvi w`t`Q| gva`wgK wkvqlvi th Pwm`v I we`wZ AvR Avgiv j`ql` KivQ Zv gj`Z `wU Kiv tY NtutQn wkvqlvi MYZSjY I wektq| Zv mtEj gva`wgK wkvqlv AvR wZbwU P`vtj tAi m#q`xN ewa`B AvfMg`Zv, wkvqlvi gvb Dbqtb Ges wkvqlvmtgK cUw#ZK Kti` tZvjv| G P`vtj AMjtjv esjvt`tki t#tj I cO`hR`| GLvtbi cO\_wgK wkvqlvi e`vcK c#vtii ci (87% wU AvfMg`Zvi nvi) gva`wgK wkvqlvq wkvqlv` i mSL`v tetotQ| tgtqivi AvtMi tPtq Awak nvti gva`wgK wkvqlvqL ntqtQ| Dchj# ev`eZvq GW#Kkb I qvP Zvi Aog ewl`R wkvqlv cOZte`tb Dc`vctbi wbtgtE gva`wgK wkvqlvi wKQy wbe#PZ wcltqK AbjmUvtbi Avl Zvq GtbtQ|

esjvt`tk cO\_wgK I D`Pwkvqlvi ga`eZPmgqKvj mvZ eQi hv gva`wgK wkvqlv bvtg cwi wPZ| GB mvZ eQi wZbwU `#i wef<sup>3</sup>: wbgvegva`wgK `# (I o t`tk Aog tkYx), gva`wgK `# (beg I `kg tkYx) Ges D`P gva`wgK `# (GKv`k I Ov`k tkYx)| wba gva`wgK `# t`tkB `wU Dce`e`v Pvjy itqtQn GKwU maviY Dce`e`v Ges Ab`wU gv`tmv Dce`e`v| gva`wgK `#i ZZxq Avi GKwU aviv ntjv Kwimwi Dce`e`v| 2005 mvtj i Z`vbjvqx, esjvt`tki gva`wgK wkvqlvq maviY we`vj tqi mSL`v 19,148wU, gv`tmvi mSL`v 9,215wU Avi Kwimwi we`vj tqi mSL`v 1,265wU| gva`wgK `#i wkvqlv` i gta` 79.4 kZvsk cotQ maviY Dce`e`vq, 17.9 kZvsk gv`tmv Dce`e`vq Avi gv` 2.7

<sup>1</sup> Avmtj cO\_wgK `# t`tkB gv`tmv Dce`e`v Pvjy itqtQ|



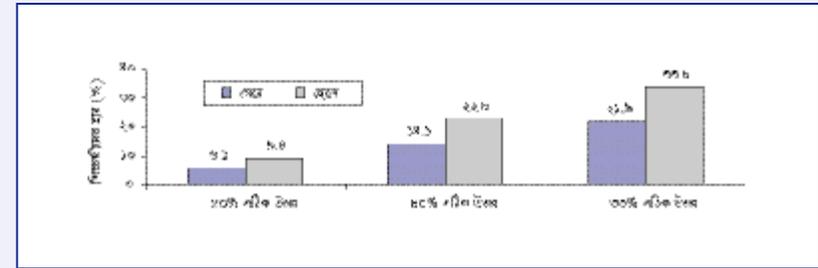
1. mvavi Y Dce'e-vi m½ Zj bv Kti t` Lv hvq, gv`tmv Dce'e-vi wk¶¶vµg I cv`cy`K c¶¶qb Ges wk¶¶vqZtb tmM¶¶j vi ev`evqb c¶¶µqv Lp GKUv m¶¶msMwZ bq| Dfq Dce'e-vi m½ msukó` i GKvstki gta` Dce'e-v `¶¶Uvi gta` GK aitbi `¶¶Zi`Zwi Kti ivLvi c¶¶YZv itqtQ|
2. hw` I RvZxq wk¶¶vµg mgšq KugwU gva`wgK wk¶¶vi mKj Dce'e-vi Rb` c¶¶hvR` KZM¶¶j v wkLb D¶¶i k` wba¶¶Y Kti tQ, mvavi Y Dce'e-v tm¶¶j v c¶¶q c¶¶ivc¶¶i fvtē Ab¶¶ni Y Kti tj I gv`tmv Dce'e-v Zv Kti w| RvZxq wk¶¶vµg mgšq KugwU wba¶¶¶ Z wkLb D¶¶i k`m¶¶a Ab¶¶ni Y Kti cv`cy`K c¶¶¶qtē gv`tmv wk¶¶v tev¶¶W¶¶ `¶¶Zv I AvM¶¶ evov¶¶bv c¶¶qvRb|
3. Dfq Dce'e-vq e`eüZ cv`cy`¶¶Ki mwe¶¶ cix¶¶v-wbix¶¶v t\_¶¶K Dce'e-v `¶¶Uvi gta` m¶¶úó cv`\_¶¶` cvl qv tM¶¶Q| M¶¶el Kti i Av¶¶fgZ GB th, evsj v, BstiwR, mvavi Y MwYZ I weÁv¶¶bi gZ tgš¶¶j K mel qmg¶¶n gv`tmvi wk¶¶v\_¶¶i v c¶¶qvRbxq `¶¶Zv jvf Kivi m¶¶hvM cv¶¶Q bv|
4. cix¶¶v c¶¶wZ, mel qv¶¶wEK b¶¶t eEb I `be¶¶wK mel qmg¶¶n b¶¶t web`vm, c¶¶kē¶¶ c¶¶¶qb I Dēic¶¶ gj`vqtē Dfq Dce'e-vi gta` e`vcK cv`\_¶¶` we`gvb| Dfq Dce'e-vi gta` mgZv m¶¶otZ GB cv`\_¶¶`m¶¶a GKc¶¶Kvi evav`¶¶fc|

**`kg tk¶¶xi wk¶¶v\_¶¶i i wkLb AR¶¶**

2007 m¶¶j i `kg tk¶¶xi wk¶¶v\_¶¶i i Afx¶¶v tbl qv nq H eQti i Gw¶¶j -tg gvt¶¶m| Afx¶¶v¶¶c¶¶i `Zwi Kiv nq RvZxq wk¶¶vµg mgšq KugwU wba¶¶¶ Z wkLb D¶¶i k`M¶¶j vi I ci w¶¶wē Kti | evsj v, BstiwR, mvavi Y MwYZ I `b¶¶`b weÁv¶¶ GB PviwU mel¶¶qi c¶¶Zw¶¶tZ 20wU Kti tgvU 80wU c¶¶kē mgš¶¶q c¶¶kē¶¶i `Zwi Kiv nq| cix¶¶v¶¶q AskM¶¶hYKvi x wk¶¶v\_¶¶i i G e`vcv¶¶i Av¶¶M t\_¶¶K wKQz Rvbv¶¶bv nq w, wKš` cix¶¶v M¶¶h¶¶Yi ce¶¶¶¶Z`Zv¶¶i t\_¶¶K c¶¶iv c¶¶wZ m¶¶ú¶¶tK`m¶¶g`K avi Yv t` I qv nq|

1. cix¶¶v¶¶q Ask tbl qv wk¶¶v\_¶¶i i 7.5 kZvsk c¶¶ZwU mel¶¶qB A¶¶aR msL`K c¶¶kē wK Dēi w`¶¶Z tctiwQ¶¶j v, 17.9 kZvsk wk¶¶v\_¶¶wK Dēi w`¶¶q¶¶Q¶¶j v c¶¶ZwU mel¶¶qi 40 kZvsk c¶¶kē Avi GK-ZZxqusk c¶¶kē wK Dēi w`¶¶Z tctiwQ¶¶j v 27.1 kZvsk wk¶¶v\_¶¶i | gva`wgK cix¶¶v¶¶q (GmGmum I `wLj) e`eüZ wba¶¶q Ab¶¶hvqx GW#Kkb I qvP M¶¶xZ Afx¶¶v¶¶q cvk Kti tQ 27.1 kZvsk wk¶¶v\_¶¶i

**gj`vqtēi w¶¶wba¶¶q I tRÜvi t¶¶t` b`bZg gvb AR¶¶Kvi x wk¶¶v\_¶¶i i kZKiv nvi**



Drm: GW#Kkb I qvP wkLb AR¶¶ Afx¶¶v, 2007

2. PviwU mel¶¶qi gta` wk¶¶v\_¶¶i v `b¶¶`b weÁv¶¶b met¶¶tq fvtj v dj Kti tQ| Zvic¶¶iB h\_v¶¶tq evsj v, BstiwR I mvavi Y MwYZi `vb| mwe¶¶ fvtē tQ¶¶j iv tqt¶¶t` i Zj bvq fvtj v dj Kti tQ| Dcti D¶¶wLZ ¶¶civk¶¶ Kivi wba¶¶qmg¶¶ni m½ tRÜvi ¶¶el¶¶tq`i GKUv m¶¶úK`cvl qv tM¶¶Q| wba¶¶q hZ KwWb ntqtQ tQ¶¶j I tqt¶¶t` i cv`\_¶¶` ZZ KtqtQ| mvavi Y fvtē, tQ¶¶j -tqt¶¶qi cv`\_¶¶` met¶¶tq Kg cvl qv tM¶¶Q evsj vq|
3. cv¶¶ aitbi wk¶¶vc¶¶Zov¶¶bi gta` met¶¶tq fvtj v dj Kti tQ mi Kwvi we`vj tqi wk¶¶v\_¶¶i v| Zvic¶¶iB itqtQ h\_v¶¶tq kni I M¶¶gvÁ¶¶j i temi Kwvi we`vj tqi wk¶¶v\_¶¶i v| Dfq AÁ¶¶j i gv`tmvi wk¶¶v\_¶¶i v evKx¶¶t` i Zj bvq Lvivc dj Kti tQ| mi Kwvi we`vj tqi wk¶¶v\_¶¶i i cv¶¶ki nvi 68 kZvsk, knivÁ¶¶j i temi Kwvi we`vj tqi 50 kZvsk, M¶¶gvÁ¶¶j i temi Kwvi we`vj tqi 24.5 kZvsk, knivÁ¶¶j i gv`tmvi 18.8 kZvsk Avi M¶¶gvÁ¶¶j i gv`tmvi 7.8 kZvsk|
4. me aitbi we`vj tqB tQ¶¶j iv tqt¶¶t` i Zj bvq fvtj v dj Kti tQ| Aek` mi Kwvi we`vj tqi tQ¶¶j -tqt¶¶qi cv`\_¶¶` Ab` wk¶¶vc¶¶Zov¶¶b t¶¶j vi Zj bvq Kg cvl qv tM¶¶Q| met¶¶tq tevk cv`\_¶¶` cvl qv tM¶¶Q gv`tmv Dce'e-vq|
5. tgvU 80wU c¶¶kē gta` wk¶¶v\_¶¶i v Mto 31.4wU c¶¶kē wK Dēi w`¶¶Z tcti¶¶tQ| c\_¶¶K fvtē tqt¶¶qv 30wU Avi tQ¶¶j iv 33wU c¶¶kē wK Dēi w`¶¶tqtQ| c¶¶kē wK Dēi w`¶¶Z cvivi wbi¶¶tL wk¶¶v\_¶¶i i gta` met¶¶tq tevk cv`\_¶¶` cvl qv tM¶¶Q MwYZ (44.8 kZvsk) Avi met¶¶tq Kg cv`\_¶¶` cvl qv tM¶¶Q `b¶¶`b weÁv¶¶b (36.7 kZvsk)| GKB gvcKwvi wbi¶¶tL evj hvq, tQ¶¶j t` i ga`Kvi cv`\_¶¶` tqt¶¶t` i ga`Kvi cv`\_¶¶` i Zj bvq Kg|











weŧePbvq Gi cŧiB iŧqtQ knivĀtj i temi Kwii we`vj qmgn | ZZxq Ae`vtb iŧqtQ knivĀtj i gv`ŧmvmgn, PZL<sup>©</sup> cĀg Ae`vtb h\_vvvtg Mŧgy Gj vKvi temi Kwii we`vj q l gv`ŧmv | we`vj ŧqi aiŧbi Dch<sup>®</sup> μg GUVB wbuōZ Kŧi th, Avgvŧ` i gva`wgK wKŧv\_ŧ` i Lp Kg msL`K fvŧj v wKŧvōZōvŧb covŧj Lv Kivi mŧhvM cvŧ`Q |

wōZxq evZ<sup>®</sup>, h\_vh\_fvŧe wKŧvμg ev`evqb Kivi gZ cŧqvRbxq cwiŧek wKŧvōZōvŧbMŧj vŧZ bv \_vKvi KviŧY Ges Av`ŧZB wKŧvμg ev`emqZ bv n l qvq wKŧv\_ŧ` v Dch<sup>®</sup> gvbμūbē covŧj Lv wKŧZ cvitQ bv | gva`wgK wKŧvōZōvŧb fvZ<sup>®</sup> tŧŧĀ cōZthvMZv iŧqtQ | Gi dŧj Ae`vmūbē Nŧi i tōtj ŧgtqiv fvŧj v wKŧvōZōvŧbmgŧn fvZ<sup>®</sup>ŧZ cvŧi Av i Ab`iv fvZ<sup>®</sup>ŧq Lp GKUv fvŧj v bq Ggb wKŧvōZōvŧbmgŧn | Gaiŧbi Ae`v chŧμŧg mvgnRK AmgZvŧK emotqB tZvŧj |

ZZxq evZ<sup>®</sup>, wKŧv\_ŧ` i wKŧbi tŧŧĀ mvavi Y l gv`ŧmv Dce`e`vi gŧa` weivU cv\_ŧ` iŧqtQ | eZōvb mgŧqi cwiŧcōŧŧZ wKŧkvi l Zi`Yŧ` i teto l Vi Rb` th`ŧŧZv l thvM`Zv cōqvRb Zvi wbuŧL wePvi Kiŧj t` Lv hvq, `pŧfvŧe`Zvi wKŧvμg Abjvi Y Kŧi gv`ŧmvmgn wKŧv Kvhŧg cwiPvj Z nq | gv`ŧmv Dce`e`vi GKUv `bwZKvŧwE tmB weUk Avgj t\_ŧK Pŧj AvmŧQ wKŠ` Dce`e`wU i Dbŧŧb tRvivŧj vfvŧe KLŧbv tPōv Kiv nq w | cv\_ŧ` exi AŧbK t`ŧkB | wekŧvŧwE K wKŧv`e`vi cPj b iŧqtQ, wKŠ` tmLvbKvi mi Kvi mgn Gaiŧbi wKŧvōZōvŧb l mvavi Y wKŧvμgMŧhY l Zvi ev`evqb wbuōZ Kŧi tQ | evsŧv` k gv`ŧmv wKŧv teW<sup>©</sup>Ges RvZxq wKŧvμg l cv`cŧ`K tevtW<sup>®</sup> gŧa` Zŧ` i Av`vb cōvb l AvfĀZvi weibgq bv NUvq cv\_ŧ` tKej tetoB Pj tQ |

PZL<sup>©</sup>evZ<sup>®</sup>, gva`wgK chŧqi kjŧZ wKŧvōZōvŧb fvZ<sup>®</sup> tŧŧĀ msL`vMZ w`K t\_ŧK tōtj l ŧgtqŧ` i gŧa` tKvb cv\_ŧ` \_vŧK bv | AvZ`Z ŧgtqiv AvMŧh nviŧZ` i` Kŧi Ges Aōg tkYx t\_ŧK Zvŧ` i msL`v tōtj ŧ` i Zj bvq KgtZ kjy Kŧi | hv` l ŧgtqŧ` iŧK wKŧvŧj ŧq aŧi ivLvi Rb` weŧkl eyE KgŧmP iŧqtQ, Zv mēZ D`PZi tkYxZ Zvŧ` i AvfMg`Zv wbuōZ Kiv Ges tōtj ŧ` i mgcwi gvY wKŧb thvM`Zv ARŧb hŧ\_ō bq | weŧq l `wi`Zvi gZ Av`ŧvgnRK we l qmgn ŧgtqŧ` iŧK AwakZi wKŧvMŧhY l KgŧŧĀ Ae`vb ivLvi tŧŧĀ evav wntmŧe KvR KiŧQ |

cĀg evZ<sup>®</sup>, wKŧv i gvŧbi wbuŧL wKŧvōZōvŧb i aib Abjvŧi th cōvaKvi e`e`v BŧZvgŧa` `Zvi nŧqtQ Zvi dŧj Lp Kg msL`K wKŧv\_ŧ` KB gvbμūbēgva`wgK

wKŧv t` l qv hvŧ`Q, hv Zvŧ` iŧK D`PwKŧv wKsev KgŧŧĀ i Rb` thvM` Kŧi Mŧo Zj ŧZ cvŧi | Aciv`ŧK e`vcK msL`K tōtj ŧgtq gva`wgK `ŧi i Dch<sup>®</sup> ŧgŧj K `ŧŧZv l thvM`Zv ARŧb KiŧZ bv cvivi KviŧY KgŧŧĀ wKsev gva`wgKDEi covŧj Lvi Rb` h\_vhM` nŧq Mŧo DŧvŧQ bv | Gaiŧbi GKUv e`e`v Avgvŧ` i Zi`b cRŧbŧi fvŧl`r RxebŧK `y RvMŧ` Kŧi Zj tQ |

lō evZ<sup>®</sup>, `B cRŧbŧi e`eavŧb Avgvŧ` i wKŧv AvfMg`Zv tek tetoŧQ- Giv nŧj v eZōvb cRŧbŧi l Zvŧ` i gv`eveŧiv | gv`evevi wKŧv i mŧ½ eZōvb cRŧbŧi tōtj ŧgtqŧ` i wKŧv thvMŧevaK mgnūK<sup>©</sup>GUVB wbuōZ Kŧi th AvŧMi cRŧbŧi wKŧv l Av`ŧvgnRK mŧhvM-mŧeavi cŧve eZōvb cRŧbŧi wKŧv l ci ctoŧQ |

**bwZmsμvš-mŧcwi kgj v**

GWyKkb I qvP 2007-Gi Mŧel Yv dj vdj mgn Ges dj vdj Mŧj vi chŧj vPbvi th Dcmsnvi Zvi l ci wfvE Kŧi wŧæj wLZ bwZmsμvš-mŧcwi kgj v Zŧj aiv nŧj v |

1. Mŧel Yvq cōB Z`cōjY cwi<sup>®</sup>vi fvŧe ej tQ th, gva`wgK wKŧv i wevfbe Dce`e`vq e`vcK cv\_ŧ` iŧqtQ | cv\_ŧ` iŧqtQ Mŧg l kni Gj vKvi wKŧvōZōvŧbmgŧni gŧa` | wKŧv AvŧqvRŧbi gvb l mvg\_`<sup>®</sup> tŧŧZ AeKwŧgv, Rbej mKj ŧŧŧĀB Dce`e`vmgŧni gŧa` mŧūō cv\_ŧ` weivRgv | gva`wgK wKŧv i mŧhvŧMi AmgZv, Gi Kvi Ymgn Ges Gi dŧj wKŧbdŧj th AmgZv `Zvi nŧ`Q Zv `ŧKvi Kŧi wŧq tK`ŧq bwZcōŧŧb KvŧR j vMvŧbv `i Kvi | gva`wgK chŧqi wKŧv Dbŧŧb, tKŠkj , cwi Kí bv Ges weŧŧqvŧMi tK`ŧe`yn l qv DvPZ Dch<sup>®</sup> AmgZv `i Kiv |
2. GKUv mgwšZ l GKB gvbμūbēwKŧbe`e`v, wKŧKe<sup>®</sup> Ges ŧgŧj K wKŧvμg, cv`mŧP l wKŧb DŧĀ k` nŧj v gva`wgK wKŧv i Dbŧŧb `xNŧŧbi GK `we | Avbŧ wŧKfvŧe hv Gŧm hvq Zv nŧj v, GKUv Kvhŧi ev`evqb cŧμq l GKUv ŧgq` cwi Kí bv thLvŧb mi Kwii l temi Kwii we`vj qmgn Ges gv`ŧmvi lō t\_ŧK `kg tkYx chŧ-me wKŧv\_ŧ` Rb` cŧqvRbxq mKj mŧhvM-mŧeav wbuōZ Kiv nŧe | gva`wgK `ŧi mgwšZ wKŧvμg Pvj y Kivi RvZxq j ŧ` ARŧb Kivi GUVB nŧj v cŧqvRbxq kZ<sup>®</sup> hv GKB mŧ½ wKŧvMZ l `bwZK w`K t\_ŧK mg\_ŧthvM` tKŠkj |

3. `kg tkYx tkfI gva`wgK cix`qvq me Dce`e`vi wk`qvcbZövbmgfni t`qfI c`hvR` GKwU gj`vqb c`muqv Pvjy Kiv `iKvi | GKB ai`bi gj`vqbe`e`v Pvjy c`muqv I cwi Kí bvi ev`evqb msukóf`i `qvZv Dbqeb, cix`qv qvb c`gZKiY, c`vb melqmgfni Rb` tkYx Abjvqx thvM`Zv wbi`cb Ges GZ`mspvs- bvbwea cix`qv-wbix`qv I MtelYvi Rb` c`qvRbxq A\_`eivI ivLv `iKvi | weifbæ ai`bi Dce`e`v I wk`qvcbZövbmgfni gta` mgZv mwi j`fI` GUV ntjv GK Acwi nvh`kZ`
4. weifbæMtelYvq t`Lv tMfQ, c`wgK `f` t`fK mgm`wU Pj`fZ `vKvq gva`wgK wk`qv qmx tOj`tgqiv h`vch` eqtm wk`qvcbZövb fivZ`nq bv, hv gva`wgK `f`i wba AwfMg`Zvi nvfi i KviY | Zvi I ci i`qfQ Sfi cov I fivZ`nq qvi ci I we`vj`q Dcw`Z bv ni qvi mgm`v | gva`wgK wk`qv Dbqeb cwi Kí bqv Dch` melqvejxl wefepbvq tbi qv `iKvi, wefkl Kfi hLb Avgiv GKB gvb, GwKfZ wk`qvµg I gj`vqb c`muqv K\_v c`ve KiwQ |
5. `ju mgvš`vj Dce`e`v wntmte mavi Y I gv`tmv wk`qv HwZnvwmK weeZ` Am`úY`vLv tKvb gvtb nq bv, hw` I mvgAm`cY`Dbqfbi melqwu bxwZ`ckæ wntmte t`fKB hv`Q | weifbæDce`e`vq miKvfi i A\_`eivfI i melqwu wefkl fite c`wAvKvfi D` wcz ni qv DwPZ | RvZxqfite w`i KZ wk`qvµg I wkLb Df`k` ev`evqb Ki`Q bv Ggb wk`qvcbZövb i miKwi A\_`eivI cvl qv DwPr bq |
6. mgvšZ wk`qvcbxwZ c`Z` Ki`Z ntj c`qvRb nte RvZxq wk`qvµg I cvW`cj`K tevW`Ges evsj`k gv`tmv wk`qv tevW`wk`qvµg wefkl A`Zwi Kivi Rb` GKB ai`bi wembtqvMi e`e`v Kiv | hv `vfwek Af`B e`qeuj, mgqmvfc` Ges m`eZ Aev`el e`U | gv`tmv tevW`vqE`kwmZ c`Zövb cwiYZ ni qvi ci t`fK MZ 30 eQti tKvb wk`qvµg wefkl A`Zwi Ki`Z cvfi w | GKwU m`e` mgvavb ntjv, RvZxq wk`qvµg I cvW`cj`K tevW`agf` wk`qv wk`qvµg wefkl A`Zwi Kiv | G ai`bi e`e`v c`wgKfite Dfq Dce`e`vi gta` cv`R` KgvfZ mnvqZv Ki`te Ges GKUv A\_`eY`GKwI Ki`Yi w`fK AM`ni ni qvi c\_`mnR Ki`te | ga`g c`kwiZi GKwU mgvavtbi c\_`ntZ cvfi Pvi -wefvM c`xwZ | Gi Aaxfb, me mavi Y we`vj`q I gv`tmvq gvbweK, we`Avb, e`emvq wk`qv I agf` wk`qv- GB Pviw wefvm tLjvi Abf`v`b `vKte | Dce`e`v Abjvfi wefvmmgfni Avek`K melqmgfni wk`qvµg tKvb Zdv nte bv |

7. tRÜvi mgZv msukó melqwu wk`qvK c`k`qvY I wk`qvcbZövb e`e`vcbvi gta` Mjz`c`vb Kiv `iKvi | tRÜvi I Dbqeb m`úfK`msukóf`i cwi`vi avi Yv `vKvi, KviY GwU bvi x I cj`I Df`q m`úfK`Z GKwU melq hv wk`qvK I wk`qv`mKfj i t`qfI B c`hvR` | wk`kvi I Zi`Yf`i mgm`v m`úfK`Z wv`` melqvejxl h`ó Mjz`mnKvfi wk`qvK c`k`qvY I wk`qvcbZövb e`e`vcbvi gta` Avb`i Kiv |
8. gva`wgK cvk Kiv wk`qv`f`i eo GKwU Ask gva`wgKDEi wk`qvq AskM`Y Kfi | GKB m`f` gva`wgK wk`qvK t`Lv nt`Q D`Pwk`qv i Rb` Dch` wk`qv`Zwi i t`qfI wntmte | c`kent`Q, hviv gva`wgK cix`qv ch`- Avm`Q bv ev G`ml cvk Ki`Z cvitQ bv Zv`i Rb` Avgv`i KiYxq Kx? GB wk`qv`j`fK Dch`fite mtev c`v`bi j`fI` gva`wgK wk`qv i ms`vi c`qvRb, thb Giv Kg`vRvfi RvqMv Kfi w`fZ cvfi | gva`wgK `f`i Okwi Mwi wk`qv` melqwu LpB `i`ZcY`GB KviY th, Atb`KB wef`k Kvr Ki`Z th`Z AvM`x Ges tmLv`b GL`bv G ai`bi Kv`Ri Pwm`v i`qfQ |

### Mtel Yvq hvi v wewfbvte m=ú<sup>3</sup>

dRtj nvmvb Avte<sup>1</sup>  
 W. gbRj Avng<sup>1</sup>  
 cldmi KvRx mtj n&Avntg<sup>1, 5</sup>  
 W. KvRx Lj xKß4vvgv Avng<sup>1</sup>  
 AvdZve Dwi b Avng<sup>1</sup>  
 thnx Avng<sup>1</sup>  
 Aa'vcK Kwdj Dwi b Avntg<sup>1</sup>  
 RimgDwi b Avntg<sup>1</sup>  
 k'vgj x AvKei<sup>3</sup>  
 ^mq' v Zvntgbr AvKZvi<sup>3</sup>  
 W. gntgj j Avj g<sup>2</sup>  
 Aa'vcK tgv: kwdDj Avj g<sup>3</sup>  
 tgv: Avtbrqvi Avj x<sup>3</sup>  
 Aa'vcK gnv=§ Avj x<sup>3</sup>  
 tgvnv=§ Bwj qvm Avj x<sup>3</sup>  
 i"uj Avgxb<sup>3</sup>  
 gndR Avbig<sup>1</sup>  
 Aa'vcK Avj x AvRg<sup>3</sup>  
 W. Avtbrqvi v teMg<sup>3</sup>  
 W. Dt=§ mtj gv teMg<sup>3, 4</sup>  
 W. AveYm fBqv<sup>2</sup>  
 W. Avng` tgvkZvK i vRv tPšaj x<sup>1, 4</sup>  
 W. brRgv tPšaj x<sup>1</sup>  
 bte>` a`nvj<sup>1</sup>  
 nvmbr nwee<sup>3</sup>  
 gnv=§ brRgj nK<sup>2, 4</sup>  
 AvRRj nK<sup>1</sup>  
 tK. Gg. Gbvqj nK<sup>2</sup>  
 W. Gg Avtbrqvi "j nK<sup>1</sup>  
 W. Gg. mgQj nK<sup>3</sup>  
 tgv tgvdv<sup>3/4</sup> j trvmb<sup>2</sup>  
 W. gnv=§ BeInxg<sup>1</sup>

Aa'vcK tgv: vi qvRj Bmj vg<sup>3</sup>  
 G. tK. wgrPkw` j Bmj vg<sup>3</sup>  
 i l kb Rvnb<sup>1, 5</sup>  
 b"j Bmj vg Lvb<sup>2</sup>  
 nvmvb G. tKbvb<sup>3</sup>  
 W. Aveynwg` j wZd<sup>1</sup>  
 W. Bgivb gwZb<sup>2</sup>  
 Rvgj Dwi b gving<sup>1</sup>  
 wmgv gving<sup>2</sup>  
 W. Avng` j "vn wgv<sup>2</sup>  
 tgvnv=§ tgvnmx<sup>2</sup>  
 mgxi i Ab bv<sup>2, 4</sup>  
 KvRx dRj j ingvb<sup>1</sup>  
 Rl kb Aviv i ingvb<sup>1, 5</sup>  
 W. wQil Ki ingvb<sup>2</sup>  
 g. nweej i ingvb<sup>2</sup>  
 Av. b. m. nvexej i ingvb<sup>3</sup>  
 Ave`j i wdk<sup>2</sup>  
 W. Gg. gwZDi i ingvb<sup>3</sup>  
 tgv: dRj j i ingvb<sup>3</sup>  
 G. Gb. ivtk`v<sup>1</sup>  
 Zvtj qv ti ingvb<sup>1</sup>  
 tMSZg i vq<sup>3</sup>  
 W. Gg. Avajn mvEvi<sup>3, 4</sup>  
 W. KvRx kvnieDwi b<sup>1</sup>  
 Aa'vcK ti ingvb tmvenvb<sup>1</sup>  
 nweYi web mvgm<sup>2</sup>  
 tgv: gndwi b Avntg` Zvj K`vi<sup>2</sup>  
 tgvnv=§ gpbZvimg Zvbfxi<sup>2</sup>  
 G. Gg. Gg. Avnmbv Dj vn<sup>3, 4</sup>  
 W. Gg. G. I nve<sup>3</sup>

<sup>1</sup> Dct' ov tewWm m'  
<sup>2</sup> Kg°j m' m'  
<sup>3</sup> tUKibK'vj wlg m' m'  
<sup>4</sup> clZte` b cl'qbkvi x  
<sup>5</sup> wifD wlg m' m'

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Education Watch 2007

**The State of Secondary Education**  
**Quality and Equity Challenges**

Overview of the Main Report

Samir Ranjan Nath  
Muhammad Nazmul Haq  
Umme Salema Begum  
A. M. M. Ahsan Ullah  
Md. Abdus Sattar  
A. Mushtaque R. Chowdhury

October 2008



**Campaign for Popular Education (CAMPE)**  
**Bangladesh**

## Foreword

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This is the tenth year of the founding of the *Education Watch*. On this occasion I would like to share my pleasure and excitement with all those involved and concerned in this endeavour. In 1996, we organized a national conference, 'Quality Primary Education for All' to take stock of primary education situation in the country and to chart responsibilities for different stakeholders in developing an education system that can help lead Bangladesh to universal primary education within a shortest possible time. One of the many recommendations of the conference was to establish an independent system that monitors and help understand the educational progress of the nation. The civil society responded to this and the *Education Watch* was founded. As the Chairperson of CAMPE, a unique network of over 1,000 NGOs working in education, it came in my mind that this could be the best institution to host the *Watch*. Over these ten years many researchers, programme implementers, policy analysts, NGO leaders, educationists, journalists and eminent personalities in the country worked together to continue the initiative and to make it a success. I congratulate all of them for their continued commitment to this.

At the beginning we concentrated our efforts only on primary and basic education. But over the period the issues that the *Watch* covered for investigation went beyond this. I am glad that it investigated the secondary education as well. It covered issues as diverse as internal efficiency of primary and secondary education, quality of primary education, literacy assessment, financing in education, curriculum and learning achievement at secondary level, and employment opportunities of secondary graduates. Some of these issues were investigated for the first time in Bangladesh. The strength of *Education Watch* is its uniqueness in field based primary data collection, their analysis, policy recommendations and advocacy. Through the process it has now become an institution in itself for basic research in the field of education. This has filled an important gap of information in our primary, basic and secondary education. I am sure that the *Education Watch* will continue with increased success.

Knowing facts is primary for development. The second level task, for an initiative such as the *Watch*, is to do advocacy and lobbying. I am aware that the findings of *Education Watch* are often referred to and quoted by development agencies, NGOs and the government documents; reports are used as text materials in the education faculty of many universities in Bangladesh and abroad. The *Watch* has also been assessed by external researchers such as those from the Teachers College at Columbia University who found it to conform and meet 'international standard'. Many countries in Asia-Pacific region and Africa have also been inspired

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by this experience and have successfully initiated their own initiatives. However, unfortunately though, our *Watch* has not yet fulfilled all our expectations. The findings have not been adequately used in the national educational planning and development or advocacy and lobbying for quality education. I believe we have to identify new and innovative ways of how this can be done more effectively.

This is the eighth report of the *Education Watch*. A unique feature of this year's report is the inclusion of madrasas in quality assessment of teaching learning. This compared the general and madrasa students with a common instrument in some basic subjects like language and mathematics. This study opened our eyes with respect to many parameters of our education system. One of these is the existence of a cycle of inequity in secondary education. In addition to type of educational institution, gender or geography, inequity also exists in infrastructure, educational facilities and quality of teachers. All these are reflected in learning performance of the pupils. Secondary education should be capable of creating strong foundation for majority of the students so that they can be prepared for world of work and face the challenges of globalization. For at least a selective section of the students it should provide strong foundation for tertiary education. Well planned and increased investment in secondary education is very much required.

An important finding of this year's report is the difference in learning achievement between the general stream and madrasas, with the latter trailing behind the former. Nearly a fifth of students in secondary education attend madrasas and we need to give more attention to it. Faith-based system is an accepted norm in many countries, even in the North. For example, about a third of basic educational institutions in the UK are said to be faith-based. But the government there made it sure that they followed the basic minimum standard in science and humanities education. We too need to find a way how such a common standard can be ensured in Bangladesh.

Finally, on its tenth anniversary, I congratulate all individuals, institutions and organizations who made their effort in making *Education Watch* a reality. I believe that such a work would have not been materialized without a collective effort of all.

Dhaka  
August 2008

**Fazle Hasan Abed**  
Chairperson  
Campaign for Popular Education

## Overview

### A. Introduction and Objectives

As a result of domestic and international demand and increased financial commitments, primary education has become universal or near universal in many developing countries. Expansion of primary education has created pressure on the national governments to extend the length of basic compulsory education. The growing aspiration of families' and the national governments' emphasis on preparing the adolescents and youths for tertiary education and competitive market economy as well have put a premium on high quality secondary education. The demand for and expansion of secondary education that we are witnessing today are the result of namely two things, democratization of education and globalization. Three challenges facing secondary education are those of increasing access; improving quality of education and enhancing relevance of curriculum. These challenges are equally applicable to Bangladesh. Due to mass expansion of primary enrolment (87% net rate), the number of students at secondary level has increased. Girls are also admitting in schools with greater number. The *Education Watch* thus chose to explore selected aspects of secondary education for its eighth annual state of education report.

In Bangladesh, seven years of schooling bridges primary with tertiary education. Secondary education is divided into three stages: junior secondary (grades VI-VIII), secondary (grades IX-X) and higher secondary (grades XI-XII). At junior secondary level, there are two streams, viz., general education and madrasa education<sup>1</sup>. Vocational education is the third stream at the secondary level. In 2005, there were 19,148 general schools, 9,215 madrasas and 1,265 vocational schools in the country. Of the total students enrolled at secondary level, 79.4% are in general stream, 17.9% in the madrasas and 2.7% in vocational schools. The first public examination is held at the end

<sup>1</sup> Actually such division starts of primary level.

of grade X, which is called Secondary School Certificate (SSC) for general and vocational streams and Dakhil for madrasa stream.

In recent times there have been a few studies on the situation of secondary education. The ones by *Education Watch* have covered both junior secondary and secondary levels and addressed a number of issues such as access, efficiency, equity and financing which included institutions under both general and madrasa streams. However, there has been a dearth of some vital information necessary for policy making, especially from a comparative perspective. Questions often asked about the two major streams are related to *equivalence in curriculum* and the *quality of graduates* produced. Continuation of educational pursuits beyond secondary and opportunities awaiting graduates in the employment market are two other issues that needed further investigation. Lack of information on such vital areas result in poor and/or inadequate planning for future human resource development. The *Education Watch 2007* thus addressed the following issues.

1. Comparative analysis of the origin, development and curriculum of general and madrasa streams.
2. Testing the extent of attainment of the learning objectives by the students of the two streams and identifying factors affecting their attainment.
3. Exploring the upward movement of students to post-secondary and availability of employment opportunities for secondary graduates and its relationship.

## B. Methods

Review of curriculum, textbooks and related secondary documents, workshop with teachers of the two streams and consultation with the experts in the field generated the necessary data to meet the first objective of the study. Development of a uniform test on four subject areas, viz., Bangla, English, Mathematics and Everyday Science through a rigorous process and its administration on the students of grade X in 2007 created the necessary data for the second objective.

This test instrument was based on the learning objectives for secondary education set by the National Curriculum Coordination Committee (NCCC) in 1995. The instrument has 80 items equally distributed among the four subjects. In order to achieve the third objective, students who graduated from both the streams in 1997 were traced after 10 years of graduation and a questionnaire was administered to acquire information relating to their background profile and current occupation.

Five strata were considered for the study, which included

- Government schools,
- Urban private schools,
- Rural private schools,
- Urban madrasas, and
- Rural madrasas.

The Bangladesh Bureau of Educational Information and Statistics (BANBEIS) database of 2005 was used for the sampling of schools and madrasas. Over three thousand students of grade X from 192 schools and madrasas were randomly selected for administering the test. For the tracer study, 2,887 graduates from 246 schools and madrasas were selected randomly. In addition, 148 heads of the institutions and 1,478 teachers were interviewed to supplement the findings from curriculum review and test of the students. Fifty-three field investigators collected the field data during April-May 2007. Of the three stages of secondary education, this *Education Watch* concentrated only on the middle one, i.e., grades IX and X.

## C. Major Findings

### Curriculum of Secondary Education

Review of goals and objectives, curriculum, textbooks, and examination systems of two broad streams under secondary education, viz., general and madrasa generated the following findings.

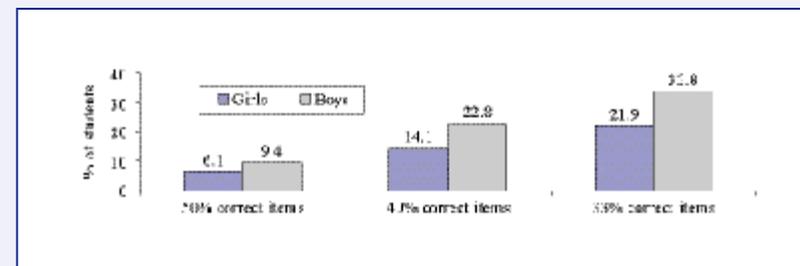
1. The madrasa stream of secondary education is less organized in terms of curriculum, textbook preparation and their implementation when compared to the general stream. There is a general tendency among some stakeholders of madrasa stream to keep a distance from the general stream or vice versa.
2. Although the National Curriculum Coordination Committee (NCCC) adopted a common set of learning objectives for secondary education, these are mostly followed only in the general stream. The Madrasa Education Board needs further capacity and intention to prepare curriculum and textbooks in line with the learning objectives set by NCCC.
3. Close examination of textbooks used clearly shows a difference between the two streams. It is the opinion of the researchers that the content is not adequate for the madrasa students to acquire required skills and competencies in basic subjects like Language, Mathematics and General Science.
4. Sharp distinctions exist between the streams in relation to the examination system, mark distribution among core and elective subjects, question paper preparation and assessment procedures, which is a serious obstacle to establishing equivalency among the streams.

### Learning Achievement of Grade X Students

Learning achievement of the students of grade X in 2007 was assessed with an instrument based on learning objectives set by NCCC, which are common to both general and madrasa streams. Bangla, English, Mathematics and Everyday Science were covered in the test. Each subject contained 20 items totalling 80 in the whole test. The students were not previously alerted about the test. The following were the salient findings.

1. Of all the students tested, 7.5% correctly answered 50% of the items in each subject, 17.9% correctly answered 40% of items in each subject and 27.1% correctly answered 33% of the items. According to the 'pass' criteria used in SSC/Dakhil examinations, 27.1% of the students passed our test.

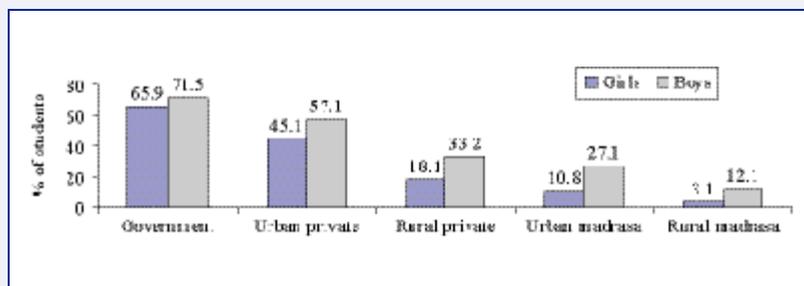
### Percentage of students satisfying minimum criteria by different rules of assessment and gender



Source: Education Watch learning achievement test, 2007

2. Of the four subject areas, the students showed best performance in Everyday Science followed respectively by Bangla, English, and Mathematics. The boys demonstrated significantly better performance than the girls. The gender gap narrowed as the 'pass' criteria became more stringent. In general, the gap was less in Bangla than in other subjects.
3. The students of the government schools representing the general stream were far ahead of all other types in performance. They were followed by urban and rural private schools. The madrasa students lagged behind. The 'pass' rate was 68% for government, 50% for urban private, 24.5% for rural private, 18.8% for urban madrasa, and 7.8% for rural madrasa students.
4. Gender difference with a bias against girls persisted in all types of schools. However, it was lesser in government schools than others. The worst gap was observed in rural madrasas.
5. Out of a total of 80 items, the students correctly answered, on average, 31.4 items in the test; 30.1 for girls and 33.1 for boys. Highest variation among the students in terms of number of correct items (measured through Pearson's coefficient of variation) was found in Mathematics (44.8%) and lowest in Everyday Science (36.7%). The boys were found to be more homogeneous than the girls.

### 'Pass' rate by school type and gender



Source: Education Watch learning achievement test, 2007

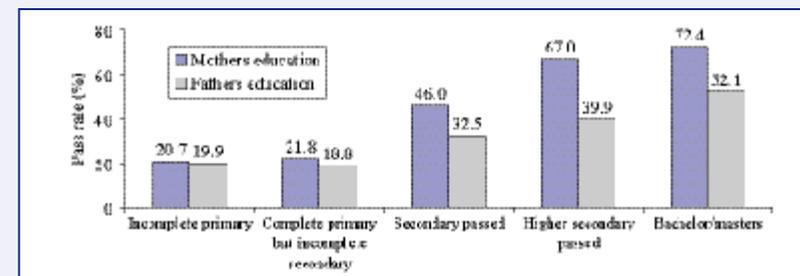
### Correlates of Learning Achievement

Students' background characteristics and its relationship with their learning achievement were explored. Instead of various performance indicators presented above, only the 'pass' rate was used in exploring the relationships. Salient findings are presented below.

1. Age of the students enrolled in grade X ranged from 13 to 26 years with a mean of 15.2 years. Twenty-three percent of the students were under-aged, a third over aged and rest were of the appropriate age (15 years) for grade X. On average, the madrasa students were older than their counterparts in general stream, and rural students were older than those of urban areas. The 'pass' rate significantly declined with the increase in age - 34% for 13-14 years old, 29% for 15 years old and 19.7% for 16 years and above.
2. A significant positive correlation existed between years of schooling completed by their parents, with the fathers often more educated than mothers. The parents of the students of government and urban private schools were more educated than others. The madrasa students were the most disadvantaged in this respect. A significantly positive relationship was found between parental education and students' learning achievement. However, the relationship was much stronger with mothers' education than that of fathers. Only about a fifth of the students

passed if their parents did not attend any school or had an incomplete primary education. However, the pass rate went up to 52% if the father had a bachelor's/masters degree and to 72.4% if the mother had a bachelor's/masters degree.

### Pass rate by parental education

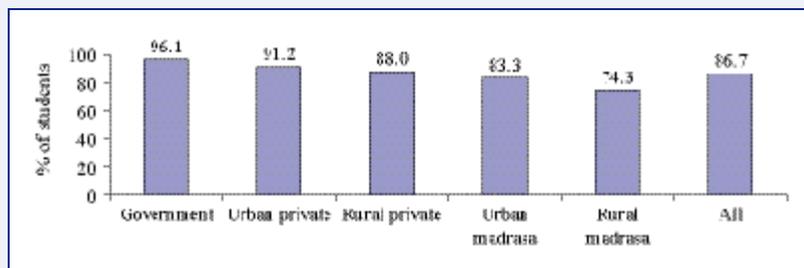


Source: Education Watch students' profile and learning achievement test, 2007

3. In terms of food deficit status, a fifth of the students came from 'deficit' households (poor), 26.4% from 'breakeven' households and 56% from 'surplus' households (well-to-do). It seemed that the government schools attracted students of better-off families more. The proportion of 'surplus' households was 68% in government, 58% in urban private, 56% in rural private, 46% in urban madrasas, and 53% in rural madrasas. The 'pass' rate significantly increased with the improvement in household food security status- 21% in 'deficit', 27.3% in 'breakeven', and 29% in 'surplus' households. Gender gap in 'pass' rate narrowed with improvement in food security status.
4. Of the sampled students, 86% were Muslims and about 2% were from ethnic minorities. Seventy percent had electricity available at home. Non-Muslim students did better than the Muslims in the test (31.3% vs. 26.5%;  $p < 0.05$ ), ethnic minorities than the Bangalis (50% vs. 26.7%;  $p < 0.001$ ), and those having electricity at home than those who didn't (32% vs. 15.3%;  $p < 0.001$ ).
5. Over 86% of the students had private tutors in the previous grade (i.e., IX). It was almost universal among the students of government schools (96%). More of the urban students (both

private schools and madrasas) had private tutors than their rural counterparts. The students, on average, received 5.7 months of support from private tutors and spent Tk. 2,775 for this. The average length of using a private tutor and average cost for the same varied according to school type. Use of tutors impacted on the 'pass' rate, it was 29% amongst those who had it and 15.6% amongst those had not ( $p < 0.001$ ). As expected, the duration of private tutoring was positively correlated with the amount of expenditure for it ( $p < 0.001$ ).

### Percentage of students who had private tutor in grade IX by school type



Source: Education Watch students' profile, 2007

- Nearly two-thirds of the students read some non-academic books, indicating access to this, during the month prior to interview. Majority of them read literary books (48.3%) followed by religious books (16%). In terms of access to media, a third of the students listened to radio programmes, 80% watched TV and 52% read newspapers. Students' access to non-academic books and media had a positive effect on their learning achievements. Learning achievement was significantly effected by student's access to non-academic books, newspapers and television but not radio.

### Curriculum Implementation at Institution Level

Interviewing the heads of educational institutions, the teachers and the students an attempt was made to understand various aspects related to curriculum implementation at institution level. The following provides a summary of findings.

- Two thirds of the government and urban private schools, half of the urban madrasas, 43.3% of rural private and 38% of rural madrasas had annual academic plans.
- About 60% of the heads of the institutions had a copy of the curriculum and 43% of them received training on curriculum. Three-quarters of the heads of the institutions claimed to have discussed curriculum-related issues with their colleagues. A larger proportion of madrasa superintendents than school heads claimed to have read the curriculum.
- Seventy-eight percent of the heads of the institutions reported that they were aware of neither the strengths nor the weaknesses of the curriculum, although they were leading its implementation.
- The head teachers/superintendents rated half of their teachers (who teaches Bangla, English or Mathematics) as 'strong' and 32-38% as 'very strong' in terms of ability to teach. Proportionately more Mathematics teachers were rated in these categories than those of other two subjects. Students of the government and urban private schools recognized that two-thirds of their teachers were knowledgeable in their subjects; this figure was higher (75%) in case of other educational institutions.
- The students reported that majority of their teachers attended their classes regularly and taught appropriately. However, only 16% of the teachers arranged group work in the classrooms and 42.6% encouraged the students to read books other than textbooks. As the students reported, both verbal and physical punishments were applied on them. A third of the teachers verbally abused the students and 22.7% punished them physically.
- Thirty-five percent of the teachers reported that they had no training for improving the quality of teaching; over 50% in the madrasas and about 30% in schools. Over 40% of the teachers were involved in private tutoring with urban teachers being ahead their rural counterparts. A fifth of the teachers had no interaction with the students outside classroom.

7. About 10% of the teachers confessed to have no 'study habit'. The school teachers were more likely to read literary books and the madrasa teachers religious books.
8. The students find Mathematics most difficult subject followed by English. Science students in the government schools were more likely to have practical classes followed respectively by those in urban private schools, rural private schools, urban madrasas, and rural madrasas. In majority of the madrasas and rural schools, only the teachers demonstrated scientific experiments without the students having any opportunity to do those themselves.
9. Majority of the schools assessed student performance through three formal examinations, viz., first term, second term and annual examinations. *Test examination* to select candidates for SSC or Dakhil examinations was also common. However, some schools and madrasas also introduced monthly, fortnightly or weekly examinations.
10. In co-curricular activities such as annual sports and games schools gave more emphasis. There were, however, very limited provisions for cultural activities like singing, dancing, drama, recitation, etc. or physical exercises.

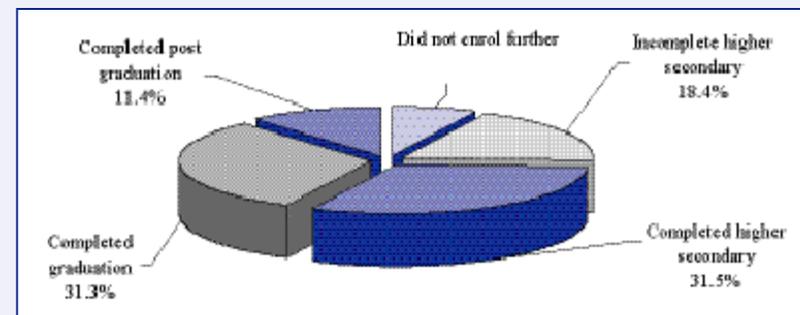
### Further Education and Employment Opportunities

This section presents information on further education and employment opportunities of secondary graduates. It may be recalled that graduates of 1997, 10 years after their graduation, were interviewed to know their current status. Salient findings are presented below.

1. Of the secondary graduates, 7.3% did not enrol in any educational institution for further study and 18.4% did enrol but could not complete higher secondary education. This means that over a quarter of the graduates did not go beyond the secondary level. Nearly a third (31.5%) completed higher secondary, 31.3% bachelors and 11.4% completed masters level education. The females were ahead of the males in attaining further

education. Proportion of graduates entering into further education was 90% among government school graduates, 87% among urban private, 71.5% among rural private, 80.8% among urban madrasa, and 62.5% among rural madrasa.

### Percentage distribution of secondary graduates by current level of education



Source: Education Watch tracer study of secondary graduates, 2007

2. Participation in further education of the graduates was found to be positively associated with performance in SSC or Dakhil examination. Ten percent of the graduates received first division in SSC/Dakhil, 43.3% received second division and 57% of those with third division did not enrol in further education. On the other hand, the proportion of graduates joining postgraduate education was respectively 21.8%, 5.6% and 1.9% of these three groups of graduates.
3. Graduates who studied Science at secondary level were more likely to go for further education compared to those who studied Humanities. About a third of the Humanities graduates and 16.4% of the Science graduates did not go for further education. Over 35% of the Humanities graduates and 52.5% of the Science graduates obtained a bachelor's/masters degree.
4. A statistically significant positive correlation was found between parental education and further education of the secondary graduates. However, the effect was less prominent for female graduates except at a high level of parental

education- fathers with tertiary education and mothers with secondary level and above.

5. How much have we progressed over a generation? All our sampled graduates had at least 10 years of education by definition; such level of education was attained by 45% of their fathers and only 13% of their mothers. The sampled graduates, on average, had 12.7 years of schooling compared to 5.3 years among their mothers and 8.3 years among their fathers. Years of education received by the female graduates were twice of the years of their mothers' education and about one-and-a-half time of their fathers' education.
6. Regarding inter-stream movement, none from general stream went to the madrasas for further education. On the contrary, over a quarter of the madrasa graduates enrolled in educational institutions under general stream for higher secondary education. Of the madrasa graduates who enrolled in higher secondary education, 17% from rural and 29.3% from urban went to the next level of higher education but a small proportion (2%) shifted back to the madrasa stream.
7. Marriage (22%), lack of money to continue education (14.6%), failure in examination (14.2%), engagement in income earning (29.6%), and lack of interest to study (12.7%) were the major reasons behind secondary graduates' not continuing up to masters level education. Over half of the females reported that they had to stop their study due to marriage in comparison to only 2% of the males. On the other hand, 44% of the males and only 8% of the females reported 'income earning' as the reason for dropout. Marriage was the top reason for dropout among the graduates of government and urban private schools and 'income earning' for those in the other three types of schools. At the time of survey, 48.2% of the graduates were found married; 76.6% females and 31.4% males.

### Percentage distribution of secondary graduates by their occupation and type of educational institution

Occupation	Type of educational institutions				
	Government (604)	Urban private (523)	Rural private (608)	Urban madrasa (551)	Rural madrasa (583)
Paid jobs in country	27.4	26.1	36.0	45.4	37.6
Housekeeping	25.9	27.6	21.3	8.6	18.0
Student	23.8	20.7	15.6	7.6	8.3
Runs own business	8.2	12.3	7.3	16.7	9.6
Paid jobs abroad	2.1	2.7	7.3	7.0	10.9
Agricultural activities	0.0	0.0	2.3	1.2	4.1
Private tutoring	1.4	1.7	2.1	3.1	1.6
Others	0.5	0.6	0.8	1.1	1.6
Unemployed	10.6	8.3	7.3	9.3	8.3
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

Figures in the parentheses indicate the number of graduates under tracer study  
Source: Education Watch tracer study of secondary graduates, 2007

8. In tracing the students of secondary education ten years after they graduated, it was found that over a third of the secondary graduates were in paid jobs in the country, a quarter in housekeeping, 15.6% students, 9.1% running own business, 6.7% in paid jobs abroad, 2% in agricultural activities, 1.9% in private tutoring and 8% were unemployed. Over 57% of the females were in housekeeping and 23.3% in paid job in country. On the other hand, 40.4% of the males were in paid jobs in country, 14.4% ran own businesses, 10.4% in paid jobs abroad and so on. Over a quarter of the graduates of the government and urban private schools, 37% of those of rural schools and madrasas and 45.4% of those of urban madrasas were involved in paid jobs in country. The madrasa graduates were the least likely to be involved in housekeeping or study. Engagement in paid jobs abroad was more likely among the madrasa graduates. Urban graduates were involved more in running their own businesses. Two-thirds of the in country jobholders got jobs in private sector, 19% in public sector and 15% in NGO sector.

9. The paid jobholders earned, on average, Tk. 6,756 per month, males Tk. 7,490 and females Tk. 3,760. The average income was about equal for the graduates of the government and the urban private schools (Tk. 8,764 and Tk. 8,742 respectively). They were at the top of the ranking, followed respectively by the graduates of urban madrasas (Tk. 7,760), rural private schools (Tk. 6,227), and finally the rural madrasas (Tk. 5,853). Statistically significant gender variation with a bias against the females in earnings was observed for all types of educational institutions. Needless to mention, graduates who went abroad for jobs earned more than those who stayed back.

#### D. Conclusions and Recommendations

A high degree of inequity exists in the secondary education sub-sector in Bangladesh. Inequity starts with unequal distribution of basic school facilities. All types of secondary educational institutions lack basic minimum requirements for quality education. The government and the urban private schools have better facilities (both infrastructure and educational) than the rural private schools and the madrasas in general. Facilities in the urban madrasas are better than their rural counterparts. Inequity in secondary provisions is reinforced by students' socioeconomic background, since students from poorer families attend schools with poor facilities. The other area of inequity is the curriculum. Students attending madrasas get lesser basic language and Mathematics skills than those under general stream. The above inequalities are clearly reflected in the learning achievements of students of various types of schools. The other dimensions of inequality are the urban-rural gap and the gender gap. As learning performance in secondary education has direct implications for future life, the above inequities persist throughout the life of the secondary graduates, affecting adversely their further education and employment opportunities.

#### Major messages from the study

There are a few major messages which emanate from the findings of the present study.

The first message is that there is inequality between the educational institutions depending on their management responsibility and location. Schools run by government are mostly in urban areas and are better endowed in respect of facilities, personnel and learning provisions. They are followed by urban private schools. The urban madrasas stand in the third position followed by rural private schools and rural madrasas. The hierarchy of quality among different types of institutions indicate that a small proportion of mostly urban institutions meet acceptable standards for educational provisions and facilities.

The second message is that a poorly implemented curriculum and other factors such as poor facilities and inadequate teacher training has led to poor learning outcomes as evidenced from the test conducted by *Education Watch*. Owing to the competition for entry into secondary education, the children of better-off families choose and manage to enter better schools, which lead to widening social inequity.

The third message is that there is a huge difference between general and madrasa streams in terms of what is taught. There is ample evidence to suggest that secondary level madrasa education is conducted on the basis of a poorly-constructed curriculum in the context of the current competency needs for the young generation. This has a legacy dating back to the days of British occupation but has never been seriously addressed. Faith based educational institutions are present in many countries but it is the responsibility of the state to ensure uniform curricula and their implementation for all educational institutions. Lack of flow of information and expertise between BMEB and NCTB exacerbate the gap between the two streams.

The fourth message is that the girls who enrol in secondary education equally with the boys, quickly find it un-enabling to move with similar enthusiasm after grade VII. Although there is a special stipend programme to encourage girls, this might not be enough to learn equally well as the boys. Socioeconomic barriers like marriage and poverty pull them away from further education and job market.

The fifth message is that due to the prevailing hierarchy of quality among institutions, a very small portion of the secondary graduates receives the education that prepares them for the workplace or further education. The failure to equip the large majority of secondary students with basic knowledge and competencies for the world of work and further education, damage a better future to our younger generation.

The sixth message is that education in Bangladesh has expanded greatly during the life of two subsequent generations- the present generation and their parents. Significantly positive correlation between the levels of education attained by the two generations indicates influence of the advantages enjoyed by parents carried over to their children.

### **Policy recommendations**

The findings and conclusion of the *Education Watch 2007* study on the state of secondary education raise the following policy issues:

1. Evidence in this study has demonstrated major differences between different streams of secondary education, such as between rural and urban provision. This difference is also evident in the standards of educational provision, facilities and staffing amongst the different streams of secondary education. The resulting inequality of opportunities and its causes and consequences should, therefore, be recognized as a central policy concern. Educational inequity at the secondary level should become the focus of educational development strategies, plans and investments at the secondary level.

2. The development of a unified and common set of standards for learning provisions, teaching personnel and core curriculum content and objectives is a pressing issue for secondary education development. Concomitantly, enforcement mechanisms and a time-bound plan for facilities and provisions need to be set for all types of secondary institutions including government and private schools and madrasas from grades six to ten. This is an essential condition for, and the educationally and ethically defensible approach to, fulfilling the stated national goal of a unified curriculum for secondary education.
3. An appropriate common system of assessment, especially public examination at the end of the secondary stage, should be designed for all institutions. The design and planning should also include plans and investments for technical capacity building, standardization of tests, development of expected grade-wise competency levels for key subjects, and research and trial in learning assessment. This is a necessary condition for establishing meaningful equivalency among different streams and types of institutions.
4. Various studies have highlighted inequality and low level of access to secondary education in the appropriate age group, high drop-out and high levels of 'virtual exclusion' from learning of those nominally enrolled as key areas of concern in secondary educational development. Hence, these should be key considerations when designing and applying common standards, a unified curriculum and the assessment system.
5. The historical development of the parallel streams of madrasas and the general institutions need not be undone; however, policy questions critical to the rational development of secondary education remain. These questions particularly concern public funding of the different streams of education. No institution whatsoever should receive public funding if it does not conform to nationally decided curriculum and learning objectives.

6. A unified system would require equal investment for building curriculum experts in both NCTB and BMEB. It is costly, time consuming and may be undoable as well. BMEB could not build any curriculum expertise during last 30 years since its autonomous entity. A plausible solution is to develop expert in religious curriculum in NCTB. This will primarily be helpful in reducing gap between the streams and as well a meaningful arrangement for unification. A solution on a medium term could be a four groups approach, Under this, Humanities, Science, Business Studies, and Religious Studies would be taught in all educational institutions, whether it is school or madrasa.
7. Address gender related issues in teacher training and school management as well including conceptual clarity about gender and development, e.g., considering it as an issue related to both male and female students and teachers. Specific issues related to the adolescents and youths also need to be addressed with much emphasis.
8. A large proportion of the secondary graduates do go on to further education. Consequently secondary education is seen to be assuming the role of preparing students for higher education. However, what should be the strategy for the majority of students who do not graduate? In order to serve this group effectively, secondary education should change by placing more emphasis on preparation for the employment market. The issue of 'vocational preparation' is particularly relevant as we find that interest in and opportunities for overseas employment of secondary graduates are growing.

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