The Politics of Public Policy Making: Higher Education Policy in Bangladesh and Korea 1991-2004

By

Md. Abdul Maleque

Thesis

submitted to
KDI School of Public Policy and Management
in partial fulfillment of the requirements
for the degree of

Master of Public Policy

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Professor, Hun-Joo Park

Abstract

This study intends to focus the politics of public policy making in higher education sector.

Teacher's indifference towards higher research coupled with promotion of teachers in degree colleges based on the length of service by the government has asserted the issue to be a basic problem. Because invariable evaluation of teachers in higher education might prevent faculties of the college/universities from pursuing higher study and research competition with each other. This trend does not only lead teachers in higher education to make little efforts to develop teaching profession by themselves but also make them discourage towards better performance. The study on the politics of public policy making related to higher education policy between Bangladesh and the Republic of Korea will make a significant contribution towards better understanding the problem.

The more qualified and reputed teachers the college & universities have, the more students get benefited. The highly qualified teachers could obviously and confidently guide students than less qualified teachers did. The prime concern of every government's education policy is to provide time bound quality education to all learners by qualified teachers. The advanced countries, worldwide are showing an unprecedented interest on "teacher policy". The study comparatively highlights the role of qualified teachers who are willing to take the professional accountability of providing high quality instruction.

The challenging tasks of formulating teacher policy are being adopted by every government to attract and retain qualified teachers. It is a continuous process that will

enable us to deliberate upon directions for future improvement. Over the past half century, the quantitative expansion of education in two countries-Bangladesh and South Korea, is remarkable. Now it is time to think about the nature and quality of education system in which teachers must play a crucial role.

Dedicated to my family

Acknowledgements

I express my deep sense of gratitude and debt to professor Hun Joo Park, who does not only teach me the tools of analysis but also guides me in writing this paper with deep insight and providing related books and articles. He always let students discuss and raise question in the class where I really used to participate in the discussion. I will never forget his technique of teaching. He read this paper and approved it with appropriate suggestions.

I am grateful to professors, KDI School of Public Policy and Management, who teach me here different subjects in last three terms with their excellent and impressive expertise in different fields in academic area.

I take the opportunity to extend my heartfelt thanks to my class friends who were very enthusiastic in the teamwork, group negotiation and discussion on the area of my interest. I specially want to thank for extending needful cooperation, constructive interaction and understanding each personally.

I express my heartiest thanks to Mr. Eunho Gang for extending me KICAC Annual reports what helps me a lot. I appreciate his heartiest cooperation. Besides, I am grateful to renowned authors whose articles, books, seminar papers and articles in the website help me a lot in writing this paper. KDI school library staffs also deserve thanks for their technical cooperation in finding needful information and data in the proper journals and books.

At last but not at least, I am grateful to my family members my wife and daughters who sacrificed a lot during my study in South Korea.

Table of Contents:

Abbreviations:

BANBEIS	Bangladesh Bureau of Educational Information Service
BCS	Bangladesh Civil Service
BCS (Gen.Edn)	Bangladesh Civil Service(General Education) Cadre
BGCTA	Bangladesh government College Teachers Association
BISE	Board of Intermediate and Secondary Education
BPSC	Bangladesh Public Service Commission
IT	Information Technology
ICT	Information Communication Technology
DM	Decision Making
KEDI	Korea Education Development Institute
KICAC	Korea Independent Commission Against Corruption
KDI	Korea Development Institute
MOE,B	Ministry of Education, Bangladesh
MOE&HR	Ministry of Education and Human Resource Development, Korea
MPP	Master of Public Policy
NCTB	National Curriculum and Text Bookboard
TIB	Transparency International Bangladesh
UNDP	United Nations Development Program
WB	World Bank

The Politics of Public Policy Making: Higher Education Policy in Bangladesh and South Korea 1991-2001.

Chapter 1:   Introduction:

The politics is a continuous process of reconciling conflicts and maintaining order in the society. In doing so, government pursues policies that can be defined as "whatever the governments choose to do or not to do."[1] It means policy involves both the action and inaction of the government. In education, why do some developing countries face problems with the quality of higher education? How could the higher education policy guide the performance of teachers to ensure quality of education? What is the gap between the existing higher education system and what they intend to achieve? Facing the globalization and intensive competition in higher education, how to bring change and ensure the befit of higher education policy has become one of the burning problems for Bangladesh. Various problems can be traced as barrier of the quality of higher education in Bangladesh. These are- poor teaching environment, teaching by the most of teachers without advance research degree, meager incentives for research in higher education, little facilities of information technology (IT) in higher research and training institutions, invariable evaluation of teachers, increased tendency of party-politics in the campus, and en-mass promotion of teachers by the government.

Among them, teacher's indifference towards higher research coupled with promotion of teachers in degree colleges based on the length of service by the government have asserted the issue to be a basic problem. Because invariable evaluation of teachers in higher education might prevent faculties of the college/universities from pursuing higher study and research competition with each other. This trend does not

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[1] Thomas R.Dye, Understanding Public Policy, (New York: Prentice Hall, 2001),p.3.

only lead teachers in higher education to make little efforts to develop teaching profession by themselves but also make them discourage towards better performance. The study on the politics of public policy making related to higher education policy between Bangladesh and the Republic of Korea will make a significant contribution towards better understanding the problem.

Objectives:

1. To review the literature on the politics and public policy making models.

2. To examine how teachers with advance research could ensure the standard of higher education in facing intensive competition.

3. To analyze the significance of IT and need of research in higher education.

4. To make comparative view of higher education policy followed by Bangladesh and South Korea.

5. To focus the issues of teacher-student qualifications' gap in higher education instruction process.

Literature Review:

Politics is a continuous process of reconciling conflicts among different groups and maintaining order in the society. Public Policy Making is one the top agenda in the study of politics. Policies are normally traced in the course of actions taken or not taken by the government. This research work is concerned not only with what policies governments pursue but why governments pursue the policies they do and what are the consequences of these policies are. The higher education policy and its implementation are more affected by domestic socio-economic factors rather than

external factors.[2] The questions cited above may be elaborated further with specific examples of public policies adopted by the government of Bangladesh and South Korea during the period from 1991 to 2001.

I hope this work will clear up some of the mystery about how the public policies are made and carried out in a "political system"[3]. Institutional descriptions and flow charts of the political system show diagrams and networks that are official but yet fail to connect the polity's problem. This occurs because the system is much more than a group of elected and appointed officials. Rather, it is a loosely structured environment of conflict of interest. The amount of conflict of interest reflected in policy making process can be used to predict certain aspects of the behavior of the actors in political arena[4]. We focus that public policy is whatever government choose to do or not to do.

Lasswell observes politics, "who gets, what, when and how". David Easton defines public policy as "the authoritative allocation of values for the members of the society". It reflects that only the government can "authoritatively" act on the "members" of the society. The government chooses everything in politics in the form of "doing" or "not doing" in the "allocation of values". The public policy is one of the means to legitimately distribute available values and resources among the beneficiaries. Lasswell and Kaplan further define policy as "a projected program of goals, values, and practices". Carl Fredrick also says, "It is essential for the policy concept that there

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[2] Lester F. Goodchild eds., Public Policy and Higher Education, (Wisconsin: Simon & Schuster Custom Publishing, 1997).
[3] David Easton, A Framework for Political Analysis, (Englewood Cliffs, N.J: Prentice-Hall, Inc., 1965), pp.110-112; Arthur F. Bentley, The Process of Government: A study of Social Pressures, (Chicago: University of Chicago Press, 1908).pp. 360-381.
[4] Larry N. Gerston, Public Policy Making: Process and Principles, (New York: M.E.Sharpe, Inc.1997), p.ix. Robert Axelrod, Conflict if Interest: A Theory of Divergent Goals with Applications to Politics, (Chicago:Markham Publishing Company, 1970), p.5.

is a goal, objective and purpose. Heinz Eulau and Kenneth Prewitt address, "policy is defined as a standing decision characterized by behavioral consistency and repetitiveness on the part of both those who make it those who abide by it". But it is found sometimes that much of what government does is inconsistent and no repetitive.

So public policy comprehensively embraces whatever governments choose to do or not to do. We are focusing not only on government action but also on government inaction, that is, what government chooses not to do. We contend that government *inaction* can have just as great an impact on the members of society as government *action.* But the policy makers, politicians and appointed officials in both the form (action and inaction) face the increasing challenges of different interests in the field of policy making and implementation respectively.

Working Definition:

Public policy is the course of action and inaction taken or not taken by the government in the form of authoritative allocation of values for the members of the society. Public policies related to higher education policy are reflected in the new acts, amendment of constitution and acts, rules and regulations as well as different policy papers approved by the government.

Aims & Purpose of the study:

This research work is concerned not only with what policies governments pursue but why governments pursue the policies they do and what are the consequences of these policies are. The study will also examine some public policies how much they have been embodied with the commitments made by the elected representatives to the people. I hope this work will clear up some of the mystery about how the public

policies are made and carried out in a political system.

Key Questions:

1. What models of public policy making in politics will induce better teaching environment?

2. How could teachers with advance research degree ensure quality education?

3. How could IT facilities accelerate the higher research in education?

4. Why do some groups restrict the implementation of competitive higher education policy?

5. Why does government remain sometimes inactive in promoting the higher education policy measures?

Significance & Justification of study:

In politics, Public representatives duly make promises to the people of some welfare through the political party manifesto before national elections. But the political party, which wins the election and form the government, is normally expected to take the course of actions in alignment with the commitments made earlier to the people. But what we see government pursuing the policy is not consistent with the honor of pledges. On the other hand, consequences of policies followed by government frustrate the people. So the present study justifies its necessity to examine why government could not go ahead with the policies consistent with the commitments.

2. Methodology:

Existing policies of Government supported by Acts, rules and regulations in higher education in Bangladesh and South Korea have been followed. In addition, some

interviews have been conducted with related academicians. Related published materials like books, articles, journals and papers including browsing website have also been searched as per guidance of supervisor.

Outputs:

There is hardly any study on Public Policy Making in Politics focusing Bangladesh and Korea. This will be a fundamental research work in this area and will make a significant contribution to the body of literature in political science when it is completed. I would like to break a new ground through initiating this study.

Outcomes:

The public policy making in politics and its conceptual framework with emerging issues and their impacts will be more effective not only to the policy makers of the day but also to policy analysts and researchers in the years ahead. I think the present study will remove the confusions of all concerned and work as a significant guide and source towards making the sustainable public policy in future.

National benefit:

Public policy makers in national and international level will find some insightful study and analysis of policy in politics related group interests. It will also let them know the different techniques how the group applied and influenced the public policies during the said period. The thesis will make a significant contribution to the body of national literature when it is completed.

This study on the politics of public policy making: higher education policy in Bangladesh and South Korea 1991-2001 has been presented into six chapters. The first chapter initiates introduction of the work including identification of problems, objectives, definition and methodology. The second chapter deals with the models

and approaches related to the study of public policy making in politics. The education policies emphasizing the higher education issues have been delineated in chapter three. The Role information technology promoting the standard of higher education has been addressed in chapter four. While the chapter five and six explain the teacher policy and concluding remarks respectively. Chapter seven consists of selected bibliography.

Chapter 2

Public Policy Making: An Analysis

1.   Introduction

This paper serves to examine the conceptual framework and the process of public policy making. The term "policy" normally refers to an intellectual exercise in principle to address a matter of concern. Public policy may be reflected in a written statement and understanding on "whatever the government chooses to do or not to do"[5] in dealing with a problem. Policy also represents equilibrium among different interests and approved by a group of persons of legitimate organization. It involves the goals and guidelines for the certain course of action. Public policy making in every independent society is essential for distribution of values and securing the life and resources of the members of society. The political system for this purpose moves toward the authoritative allocation of values. The rising competition for enjoying governmental facilities has caused the necessity of public policy making. It does not only facilitate the better allocation of values for the people but also indispensable for maintaining order in the society.

Queries may be focused on what is the significance of public policy making? How public policy is made? Why does government initiate new policy? What are the stages of public policy making? What factors influence the process of public policy making? Public policy gives us new direction on particular action of government. It is the outcome of group interaction on what government intends to do or not to do. Public

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[5] Thomas R.Dye, <u>Understanding Public Policy</u>, (New York: Prentice Hall, 2001), p.11.

policies may be explained in terms of acts, amendments to the constitution, ordinances, regulations, office orders and even ruling in the Parliament. In this study, public policies become the dependent variables and their involving determinants i.e., individuals and groups with interest become the independent variables.

Here the policy making issues have been analyzed on the basis of some interviews and published materials. The analysis has been divided into three sections_ (1) Conceptual framework (2) Stages and factors of Public Policy Making, and (3) Issues of Public Policies in Bangladesh.

1.1   Conceptual Framework

Public policy is the decision of group interaction frequently recorded in governmental structure to solve a problem. A set of governmental decisions taken in different stages creates the ground of policy making. In this context, different writers have defined public policy issues in different ways. Arthur F. Bentley says, "Government itself represents a group of people"" [6] and public policy is made to satisfy them. Government takes different measures to promote public welfare and regulates conflict within society. They can impose and collect taxes from the people enforcing policies and legal forces. Thus, the government can control the behavior of citizens, bureaucracies, distribution of resources through the implementation of public policies.

Harold D. Lasswell defines the policy making process as the study of "Politics Who Gets What, When, How"[7]. He points out that the process of policy making involves

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[6] Arthur F. Bentley, <u>The Process of Government</u>: A Study of Social Pressures, (New York: Princia Press, 1949)

[7] Harold D. Lasswell, <u>Politics-Who Gets What, When, How</u>, (.1936 by McGraw-Hill Book Co.

with policy decisions adopted among the contending faction of groups. Earl Latham observes, "Public policy is actually the equilibrium reached in the group struggle at any given moment, and it represents a balance which the contending factions or groups constantly strive to tip in their favor. The legislature referees the group struggle, ratifies the victories of the successful coalition, and records the terms of the surrenders, compromises, and conquests in the form of statutes"[8]. The Legislature plays the role of umpire in the policy making game. Policy is an important means and instrument of government for the "authoritative allocation of values for the members of the society"[9]. Policies are normally formulated within institutional set-up of government through interaction of different groups. When policies are approved by the legitimate authority, they are recognized as "public policy"[10].

Thomas R. Dye defines, "public policy is whatever government chooses to do or not to do".[11] It is important to note that government does not only initiate policies but also allow something more in existing provisions without taking any policy label. Lasswell and Kaplan explain policy as "a projected program of goals, values, and practices".[12] Carl Friedrich views, "It is essential for the policy concept that there is a goal, objective, or purpose."[13] These definitions imply that government actions must have goals and approved by a legitimate organization in order to be considered as "policy". Accordingly, all the actions of the government ideally have "goal oriented" and policies

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[8] Earl Latham, "The Group Basis of Politics" in Heinz Eulau, Samuel J.Eldersveld, and Morris Janowitz eds. Political Behavior, (New York: Free Press, 1956), p.239

[9] David Easton, The Political System: An Inquiry into the state of Political Science, (New York: The University of Chicago press, 1953). p.130.

[10] Anderson, James, Public Policy Making, (London: Thomas Nelson and Sons Limited, 1975).

[11] Thomas R.Dye, Understanding Public Policy, (New York: Prentice Hall, 2001)

[12] Harold D.Lasswell and Abraham Kaplan, Power and Society (New Haven, CT: Yale University press, 1970), p.71.

[13] Carl J.friedrich, Man and His Government, (New York: McGraw-Hill, 1963), p.70.

have to draw in a dialectical situation. However, in reality, it may be observed that some governmental actions do not have manifested goals.

Heinz Eulau and Kenneth Prewitt observe the policy making issues in democratic process. According to them, "Policy is defined as a standing decision characterized by behavioral consistency and repetitiveness on the part of both those who make it and those who abide by it."[14] In practice, some activities of government are observed "consistent and repetitive" and some of them are "inconsistent and non-repetitive. Inconsistency in public policies implies little consensus so far achieved on national issues in developing countries.

1.2   Working definition: In light of the foregoing observations made by different writers on public policy, a working definition may be formulated as *public policy is the statute for making equilibrium among the contending interest groups on whatever governments choose to do or not to do in the way of authoritative allocation of resources for the members of society.* Here, we see government does not only take action of labeling as policy but also play the role of inaction, that is, government chooses not to do on certain issues. We contend that government's inaction can have as great impact on society as government's action.

Political scientist Aaron Wildavsky says, 'Policy analysis is one activity for which there can be no fixed program. It can be expressed as synonymous with creativity that may be stimulated by theory and sharpened by practice, which can be learned but not

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[14] Heinz Eulau and Kenneth Prewitt, Labyrinths of Democracy, (Indianapolis: Bobbs-Merril, 1973), p.465.

taught.'[15] Policy analysis provides us information with the scope of improving the existing state of public policies. Different models may be followed in the process of policy-making. Here a few models have been examined. These are institutional model, process model, group model, elite model, rational model, incremental model, and public choice model and systems model. Each of these models sensitizes us about various determinants involved in the policy making process.

1.3   Public Policy Making Models

A model is a simplified representation of some aspect of the real world. A model can be thought of a diagram or a road map. For example, some stages that policy makers use to show how a bill is prepared and transformed into law. Models are mainly conceptual framework and exercise that applied for understanding the causes and consequences of public policies. Models used in policy analysis can be characterized as follows[16]:

1.4   The objectives of different Models are to

- identify important aspects of policy making issues

- justify the rationale how to solve the existing problems.

- help us to share with each other stakeholders

- direct our efforts to realize public policy in context of reality

- suggest explanations for public policy making and predict its consequences

- make an equilibrium accommodating the demands of different interest groups.

[15] Aaron Wildavsky, Speaking truth to Power (New York: John Wiley, 1979),p.3.
[16] Thomas R.Dye, Understanding Public Policy (New York: prentice Hall, 2001),p.14.

1.5 Institutional Model

A policy, whatever it is good or bad, cannot be treated as public policy until it is adopted by the governmental institutions- bureaucracies, cabinet, parliament, the presidency and courts. Public Policy is authoritatively determined and implemented maintaining the functional relationship among the different institutions. These institutions add three distinctive features to public policies. **First**, Government provides **legitimacy of policies,** which are generally regarded as legal obligations that command the loyalty of citizens. **Second**, government policies involve **universality**, which extends to all walks of people in the society. **Third**, government monopolizes **coercion** in society.

Besides, institutional arrangements are well structured to facilitate certain policy outcomes and to obstruct other policy outcomes as per provisions of the existing law of the land. In Institutional model, constitutional checks and balances that have been maintained in Bangladesh may be shown as follows:

Institutional Model: Constitutional Checks and Balances
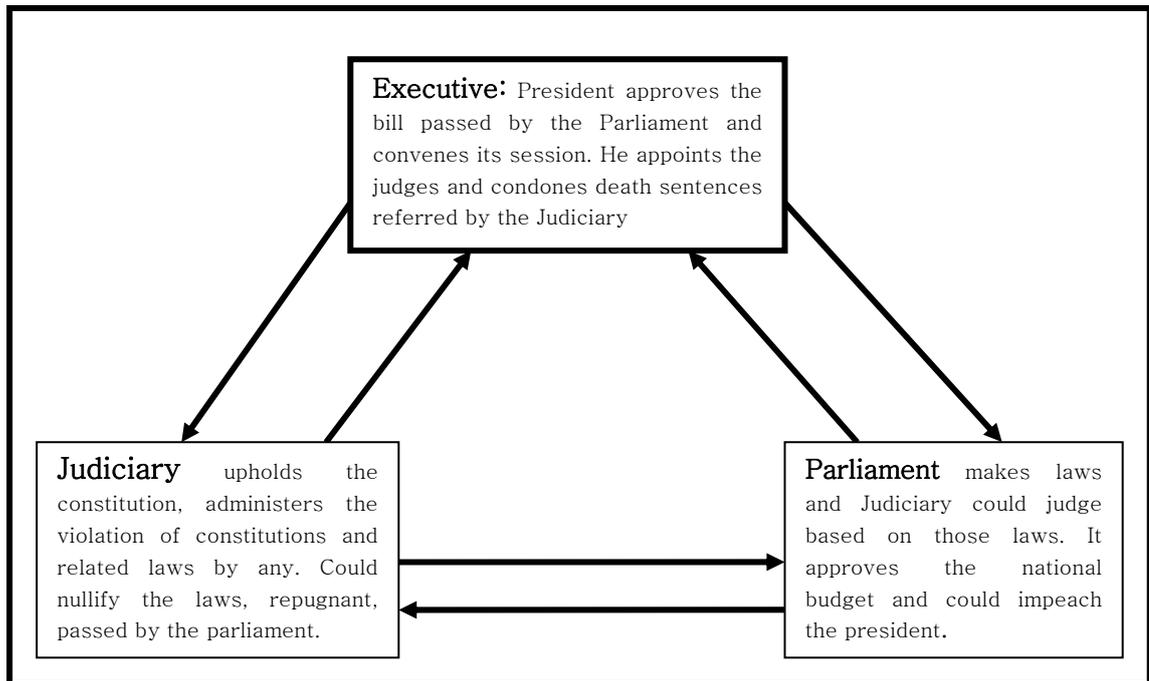
Source: The diagram is drawn in context of Bangladesh in light with the framework of Thomas R.Dye, <u>Understanding Public Policy</u> (New York: prentice Hall, 2001), p.14.

An institutional framework has been designed here for Constitutional checks and balances in Bangladesh politics. The political institutions are deliberately set up to maintain mutual dependence and foster equilibrium among them so that one organ could not dominate over others.

1.6   Process: Policy as Political Activity

Political process can be explained as a series of political activities that involve the interest of stakeholders, voters, interest groups, bureaucrats, legislators, cabinet, courts and other political actors. The process is the pattern of activities of how the

different interests interact each other and decisions are made in the given procedure.[17]

The process model is useful in helping us to understand the various activities of stakeholders in the form of lobbying, persuading and pressurizing in the different stages of policy making. In every political institution, any proposed policy has to pass in the way of shaping and reshaping the contents of policies with various interests. The institutions arrange needful discussion; debate and interactions are open and accessible to all. In democratic political system, political choices are made democratically and implementations of them are reasonable and fair. Let us look at the model of the policy process as follows:

General Model of Policy Process
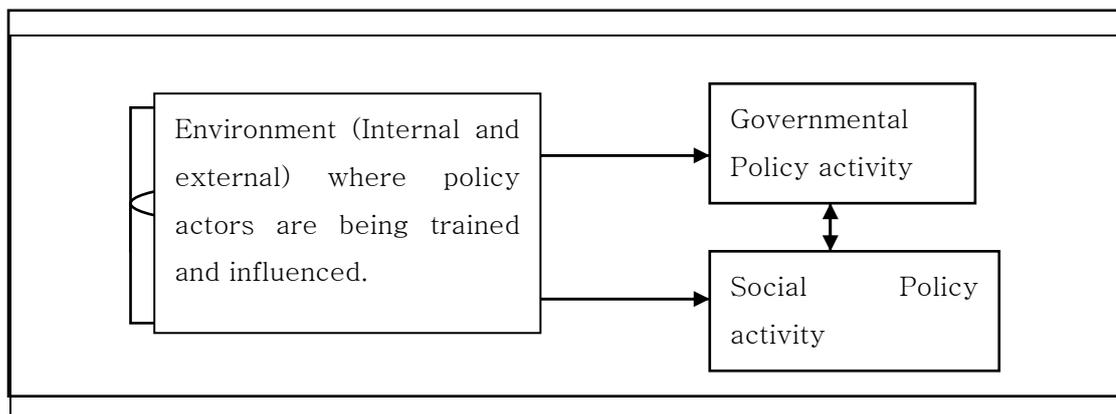
Source: Charles O. Jones, An Introduction to the Study of Public Policy, Harcourt Barce & company, 1977

The arrows in figure indicate influence and run in both directions. The environment and the perception of problem on the part of policy factors are partially independent and partially intersecting. The 'environment' includes some components of inside and outside government, specific policies, programs and perceptions of policy actors. The 'government policy activity' interacts between the group interests and social values.

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[17] Charles O. Jones, An Introduction to the Study of Public Policy, Harcourt Barce & company, 1977.

The environmental policy actors move as per their own perceptions that are independent variables. On the other hand, policy activity happens both in the government and in society level involving interest groups. Bureaucrats, cabinet, members of the parliament, Parliamentary committee and finally President put their consent in the process of public policy making. The "activity in society is important that helps shape the general nature of any policy activity both inside and outside the government.[18] For example, the government may build a public university. However, it could not be happened without the social activity of regional individuals choosing to utilize the benefit of the university. Society and government mutually interact within the context of environment in determining the benefits of policy activity.

1.7   Group Model: Policy makes group equilibrium:

Group model begins with Bentley's proposition that "interaction among different interest groups is the central fact of politics"[19]. Individuals with identical interests associate together formally or informally to press their demands on government. David Truman says, an interest group is "a shared-attitude group that makes certain claims upon other groups in the society"[20] He also pints out that such a group becomes political when it makes a claim through or upon any of the institutions of government. Individuals are important in politics only when they act as part of group interests. The group becomes the essential bridge between the individual and the government. Politics lies in the process of mobilization of support and interaction

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[18] Randall B. Ripley, "The Nature of Policy Process" in Lester F. Goodchild eds. Public Policy In Higher Education, (New York: University of Wisconsin, 1977), pp.5-7.
[19] Arthur F. Bentley, The Process of Government: A Study of Social Pressures, (New York: The Principia Press, 1949), first published in 1908.
[20] David Truman, The governmental Process (New York: Knopf, 1951), p.37.

among groups to influence the issue of public policy in different phases. The task of the political system is to manage group conflict by

- establishing rules of the game in the group struggle,

- arranging compromises and balancing interests,

- enacting compromises in the form of public policy and

- enforcing these compromises.

Earl Latham observes, Public policy is actually the equilibrium reached in the group struggle. It represents a balance, which the contending factions constantly strive to uphold their interest. The legislature referees the group struggle, and records the terms of the surrenders, compromises, and conquests in the form of legal documents. But when does the equilibrium reach? This equilibrium in the group struggle is determined by the relative influence of different interest groups. Changes in the relative influence of any interest groups shape and reshape in the contents of public policy.

1.8   Elite Model: Policy as elite preference

Public policy may also be viewed as the preferences and values of governing elite rather than the demands of people.   Thomas R. Dye says, "As the people remain ill informed, elites actually shape mass opinion on policy questions"[21]. Public officials and administrators merely carry out the policies decided by the group of elite. Policies flow downward from elite to masses not reverse. The characteristics of Elite may be cited from the observation of Lasswell. He says, 'the study of politics is the study of influence and influential. The influential are those who get the most of what there is to get. Available values may be classified as deference, income, and safety. Those who get the most are

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[21] Thomas R.Dye and Harmon Zeigler, <u>The Irony of Democracy</u> 10th ed. (Belmont, CA: Wordsworth, 1996)

elite; the rest are mass[22]. In addition, the political elite have been addressed by different scholars in different terms. For instance, Mosca's "The Political Class", Pareto's "The governing Elite", Michel's "The iron law of oligarchy"[23]   are very influential persons in decision making everywhere in every system. Elite model can be summarized as follows:

- Society is mainly divided into persons with power and the many that do not. Only a small number of persons allocate values for the members of society. The masses do not decide public policy.

- Elites are selected in competition giving priority of competent and values belong to upper socioeconomic strata of society.

- Elites influence masses more than masses do.

The Elite model can be explained as in the form of pyramid as follows:

The Elite Model

Policy direction

Elite

↓

Policy Execution

Officials and Administrators

↓

Masses
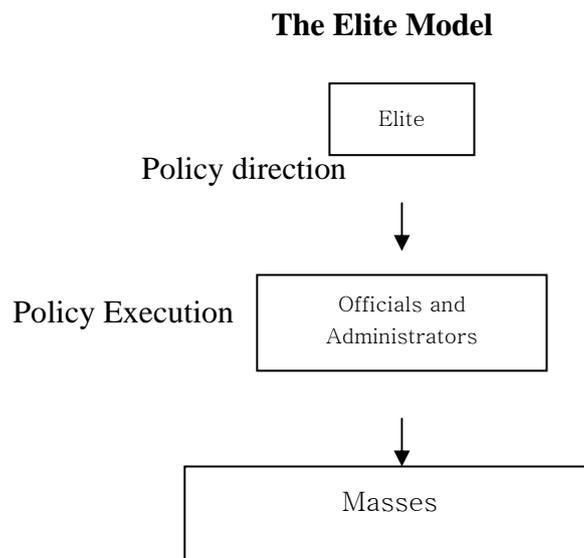
What are the basic implications of elite model for policy analysis? Elitism implies that public policy does not reflect the demands of the people so much as it does the interests and values of elites. Therefore, change and innovations in public policy come

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[22] Harold Lasswell, Politics: Who Gets What, When, How, (New York: Meridian Book, the World Publishing Company, 1958),p.13.
[23] Gaetano Mosca, The Ruling Class (New York: Mc-Graw Hill, 1939); Vilfredo Pareto, The Mind and Society (New York: Harcourt Brace, 1935); Robert Michels, Political Parties (Glencoe : Free Press, 1949).

about because of redefinitions by elites of their own values. Public policies are frequently modified but seldom replaced.

1.9   Rational model: Policy as maximum social gain

A rational policy is one that achieves "maximum social gain". It means governments should choose policies resulting in gains to society that exceed costs by the greatest amount. On the other hand, governments sometimes refrain from initiating policies if costs exceed gains in the long run. There are two important guidelines. First, no policy should be adopted if it costs exceed its benefit. Second, among policy alternatives, policy makers should choose "the policy that produces the greatest benefit over cost"[24]. In other words, a policy is rational when the difference between the values it achieves and the values it sacrifices is positive and greater than any other policy alternative.

1.10   Incrementalism: Policy as variations on the past

Incrementalism views public policy as a continuation of past government activities with only incremental modifications. According to Lindblom, decision makers do not annually review the whole range of existing and proposed policies. Incrementalism is politically expedient. Agreement comes easier in policymaking when the items in dispute are only increases or decreases in budgets or modifications to existing programs. In the absence of any agreed on societal goals or values, it is easier for the government of a pluralist society to continue with adding benefits to the existing values.

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[24] Thomas R.Dye, <u>Understanding public Policy</u> (New York: Prentice Hall, 2001),pp.24-25.

1.11 Game theory: Policy as rational choice in competitive situations

Game theory is a mathematical method for the study of some aspects[25]. It relates to the conscious decision-making in situations involving the possibilities of conflicts or cooperation. It does not describe how people actually make decisions but rather how they would go about making decisions in competitive situations if they are completely rational. It is generally applied in competitive situations in which the outcome depends on what two or more participants do. Game theory deals with processes in which the individual decision-unit has only partial control over the strategic factors affecting its environment. The decision-unit may be an individual, a group, a government or any formal or informal institution. He or she has rational entities with well-defined objectives. Let us assume that each player has some set of resources at his disposal. The rules of the game describe how the resources may be utilized and the game to be played. The country like India and Pakistan which have both nuclear powers can be taken as players in the power game. Let us examine the use of game theory matrix in context of two 'Political Powers' as given below:

Atomic Race: India and Pakistan

	Stay on course	Veer
Stay on course	India:- 10 Pakistan; -10	India: -5 Pakistan: +5
Veer	India: + 5 Pakistan:- 5	India: -1 Pakistan: - 1

Source: Matrix has been drawn in light of Martin Shubik's "The Uses of Game Theory" in James C. Charlesworth (ed.) <u>Contemporary Political Analysis</u> (New York: The Free press, 1967), pp. 239-272.

A game theory matrix can be explained when it happens in competitive situation. The

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[25] Martin Shubik, "The Uses of Game Theory" in James C. Charlesworth (ed.) <u>Contemporary Political Analysis</u> (New York: The Free press, 1967),pp. 239-272.

above figure shows the competitive situation on the use of atomic power game between the government of India and Pakistan. For example, if India chooses to stay on course in the race of atomic power and Pakistan also chooses to stay on course in the race, the result might be scored as -10 for both players who could destroy their countries including the life of people. But if India chooses to stay on course and Pakistan veers, India then might get +5 ("courage") and Pakistan -5 ("dishonor"). If India changes direction but Pakistan stays on course, the results would be reversed. Whoever veers is "chicken". If both of them veers, each is dishonored slightly with minus (-1).Game theorist refers to the rational strategy that either minimizes the maximum loss or maximizes the minimum gain. Game theory provides an interesting way of thinking clearly about policy choices in conflict situation.

1.12 Public Choice Model: Policy as collective decision making by self-interested Individuals

Public   Choice Model assumes that all political actors like voters, taxpayers, candidates, legislators, bureaucrats, interest groups, parties and governments seek to maximize their personal benefits in politics as well as in market place. Lames Buchanan, a Nobel Laureate, argues that individuals come together in politics for their own mutual benefit. Similarly, they come together in the marketplace and by agreement or contract among themselves; they can enhance their own well being in the same way as by trading in the marketplace. However, how can government determine the public choice? Public choice model recognizes that government must perform certain functions that the choice and negotiation could happen in the secured environment.

1.13 Systems Model: Policy as System Output

Systems Model shows public policy as an output of the political system. The concept of system implies an identifiable set of institutions, which functions as a whole by virtue of the inter-dependence of its parts. It transforms demands into

authoritative decisions or output which requires the support of the society. Easton explains that the environment provides inputs to the political system in the form of demands and supports. The environment is the condition and circumstances that exist as external to the boundaries of the political system. These environmental inputs are converted through the process of existing political system into outputs in the form of decisions and policies. Outputs of the political system are the means of "authoritative allocation of values for the society".
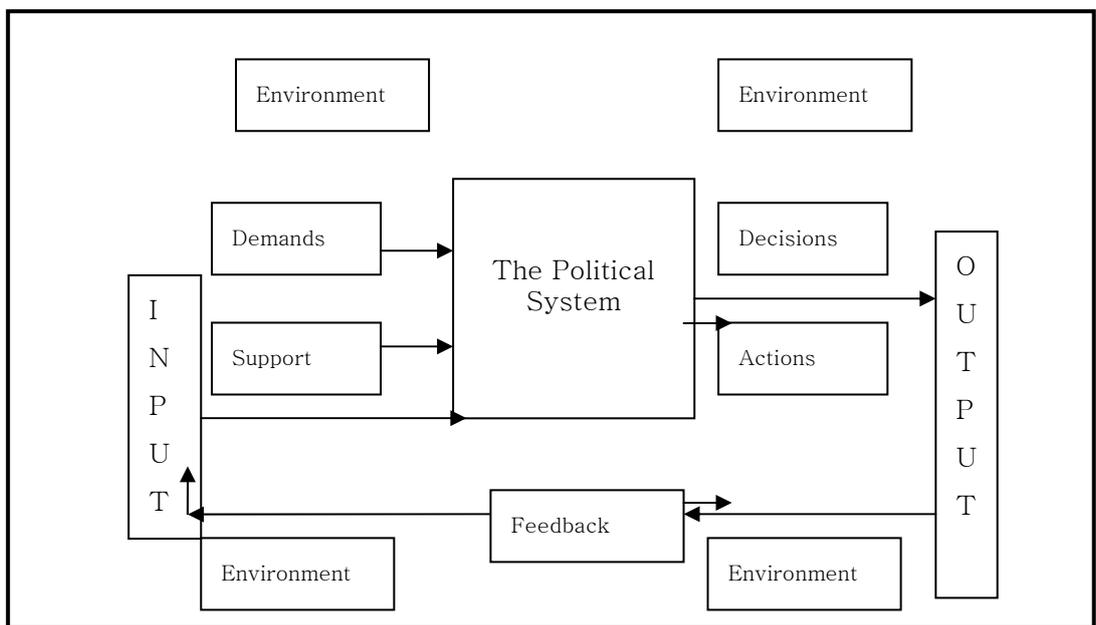
Source: David Easton, A Framework for Political Analysis, (Englewood Cliffs, (NJ: Prentice hall, 1965)

### 1.14   Comparative Analysis of Models:

The foregoing Models of public policy making and analysis which have been discussed earlier are not applied them all at a time. Every model has some merits and demerits. The particular model or framework of policymaking becomes sometimes helpful to analyze the situation and address the problem in a certain time. However, some models of public policy analysis

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are comparatively more important. These are- Elite Model, Group Model and Systems Model. In Elite model, on the basis of the possession of the maximum amount of deference, income and safety, the elite in public policy making consists of the influential Cabinet Ministers, the higher Civil Servants and some associational leaders of different interest groups. They are highly functional and professional groups with high status in the society. They play vital roles in both decision making and policy making process everywhere in every system.

In Group Model, every member of professional group generally tends to move toward the associational strength for their greater security of economic life and resources. They become united with identical interests and place demands to government for authoritative allocation of values. In doing so, they maintain lobby to the policy makers and exert pressure in a certain stage in favor of their demands in different forms. Members of different interest groups always try their demands to be increasingly incorporated more clearly in the new policy. These trends are always made visible in the public policy making process.

In the political system, the use of legitimate physical coercion is very important not only in favor of some groups but also against the counter groups in order to make a balance for the time being. David Easton in the process of systems model advocates of '**authoritative allocation of values'**; Lasswell and Kaplan speaks of '**severe deprivations'**; and Robert Dhal denotes of

power, rule and authority[26]. All these notes involve legitimate, heavy sanctions and rightful power to punish, to enforce and to compel. Max Weber points out that legitimate force is the thread that runs through the action of the political system[27]. It provides the system as special quality and importance along with its coherence as a complex organization. The interactions what have been happened in the process of **Political System** between input and output can be easily explained and understood. It will be more comprehensive and effective to identify the ongoing relations and contacts that take place between the contending interest groups in the policy making process of Bangladesh politics.

2. Stages of Policy Making Process and Outputs:

A. Agenda Setting
- Perception of Problem
- Definition of Problem
- Mobilization of Supports

→ Agenda of Government

B. Formulating the goals and programs:
- Information collection, analysis & dissemination
- Alternative development
- Advocacy & coalition building
- Compromise, negotiation & decision

→ Policy statements include goals for achievement and design programs for achieving them often in the form of statute

C: Program Implementation
- Resource acquisition
- Interpretation
- Planning
- Organizing
- Providing benefits
- service coercion

→ Policy Actions

D: Evaluation of performance and impacts

→ Policy & program performance with impacts

E. Decisions about the future of policy and program

Source: Lester F. Goodchild ed. Public Policy and Higher Education, (New York: University of Wisconsin: Pearson custom Publishing, 1977)

2.A   Agenda setting: Policy makers of government are in nature of elected and appointed. They first decide, as per commitment to people, on what they will pay concentration. The stage at which the decision is made on any policy statement to solve a problem is called agenda setting. Thousands of issues are constantly competing for inclusion on the governmental agenda. Only some of the burning issues are selected in any given time. The functional activities on the agenda setting stage are -

- to perceive the existing problem

- to define and redefine the problem and make the policy statement

- to decide the governmental course of action.

- to mobilize support for including the problem on the governmental agenda.

In addition, policy statement developed in different stages encounter the counter proposal in several ways. First, different people strive to attract the attention of governmental actors for being included in the specific agenda. However, the capacity of the government to include items on its action agenda is limited. Even within the individuals and concerned groups, a lot of agreement and disagreements are noticed over the rationale and justification towards solution of the same problem. It is interesting to see how to mobilize support in favor of one of the alternatives and make policy decision.

2.B   Formulating Goals and Programs:

Not all agenda items receive specific treatment in the form of decisions and policies. However, if an item on the agenda is treated in any concrete way, the next step is the subject of formulating policy statement. This stage is a set of complex activities that involve four major groups of functional activities. Part of formulating alternatives and then choose one alternative for possible ratification. Negotiations with different interest groups are held in the form of advocacy, coalition building and decision-making.

2.C   Program Implementation: When policy is approved by concern institution of the government, the administrative agency makes relevant provisions for its successful implementation. They adopt policy actions including resource acquisition, interpretation, planning, organizing and providing benefits to the stakeholders.

2.D   Evaluation: Evaluation of performance and impacts for concerned public policy is made after a certain period of implementation in order to get feedback. If any problem is found in the implementation process of the policy, necessary steps are also taken for amendment as per provision.

2.E   Decisions about the future of policy and program:

The review and adjustment of every public policy after execution, if anything happens against the assigned objectives, deserve reconsideration and amendment as per need of the society. So therefore, the future of policies is being frequently shaped as per decision of the government.

2.1   Factors in the Policy Making Process:

Activities of the Opponents: The contending forces also play vital role in the process of public policy making. In any stage of the policy making process, opponents follow

a series of steps that parallel those of the policy advocates. These steps may be identified as follows:

- Emergence of opposition

- Formulation of a counter proposal

- Identification of authorities

- Presentation of counter proposals

- Expansion of the opposition, and

- Presentation of the proposal- directly or indirectly.

The final stages in policy making process are (a) authoritative decision, (b) implementation, and (c) evaluation.

Authoritative decision: Once the public issue (problem) reaches the formal agenda, the relevant government authorities deliberate and then make a final decision. In this stage, the authorities can adopt the advocates' proposal, the opponents' counterproposal, or a compromise. They can even refuse to take any action and thereby preserve the status quo.

Implementation: After the formal decision has been made, the government functionaries implement the decision. In this stage, a new routine work may result from the decision. New regulations may be mandated and enforcement procedures may be developed.

Evaluation: After a new public policy is implemented, advocates, opponents, or other interest groups begin to consider the consequences of the policy decision and its implementation. At this point, the final stage of the policy making process begins either through formal means such as data analysis or informal means such as citizen reaction. The evaluation of policy reveals its success, failure, or the need for

modification. If a problem is observed in a particular policy, the stages begin again.

Jerri Cockrel shows the stages of public policy making a little bit different way[28].

Policy statement as advocates:

1. Identification of problems

2. Convergence of interests

3. Formulation of proposal

4. Identification of authorities

5. Presentation of proposal with extension of support for authoritative consideration

On the other hand, the opponents may emerge with counterproposal and pursue the authorities in favor of their interest against the advocates' proposal. At this point, the authority must take final decision that will be followed by implementation, evaluation if there is any problem. The factors, which influence the process of public policy making, can be grouped and addressed as "Iron triangle". The following are the components of triangle:

1. The Executive: The secretary of the concern Ministry and the cabinet

2. The Parliament: The chairman of the parliamentary committee and concern Minister with political commitment.

3. The Lobby: The associational interest group and their continuous communication with the policy makers.

The factors, which influence the policy making process are:

- Administrative agencies

- Legislative committees

- Associational interest group

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[28] Jerri Cockrel, Public Policy Making in America, The University of Kentucky Cooperative Extension service, 1997

- Professionals

- Attentive public, and

- Latent public

Besides, there are five patterns of group behavior that characterize the relationship within each power cluster and help shape the policy making process. These are

- Close personal and institutional ties: – key people communicate frequently with the policy makers and maintain a strong lobby.

- Active communication among group members:- intense communication characterizes the key actors in the group at different stages of policy making process.

- Internal conflicts among competing interests:- although relationships within clusters are generally friendly, the various members may hold opposing views and frequently be in conflict with one another.

- Internal cluster decision-making: - most policy decisions are made within the various clusters.

- Well-developed internal power structure:-within a cluster key leaders are well known and consulted on all major activities that affect their interests.

3. **Issues of Public Policies in Bangladesh**

The constitution of the People's Republic of Bangladesh has clearly identified fundamental principles of state policies in the articles ranging from 8 to 25. State will take necessary steps in formulating public policies following the principles as stated below:

- The state will strictly observe the principles of absolute trust and faith in the Almighty Allah, nationalism, democracy and socialism meaning economic and social justice and uphold the values of them when formulate public policies.

- The state shall encourage local government institutions comprising representatives and to ensure the participation of women in all sphere of national life

- Fundamental human rights and freedoms of citizens shall be guaranteed in all measures of government.

- The state shall take effective measures to emancipate the toiling masses-the peasants and workers and backward sections of the people from all forms of exploitation.

- The state shall adopt effective measures to bring transformation in the rural areas through the promotion of agricultural revolution. The government will establish a uniform, mass-oriented and universal system of education to all children.

- The state shall adopt effective measures to improve the public health and ensure equal opportunity to all citizens. The state shall ensure the separation of the judiciary from the executive and maintain promotion of international peaceful cooperation, security and solidarity.

3.1 Public Policy Analysis

The analysis of public policy provides us scientific understanding on the policy statement and explanation of the causes and consequences of governmental activity. It analyses the impact of social, economic and political forces on the contents of public policy. Contents are obviously internal and external. We can assume what government

is doing and not doing in terms of promoting public welfare, defense, education, civil rights, health, environment, taxation and so on. For this reason, public policies are the manifestation of governmental activities and indispensable part of public administration. For example, Bangladesh government is striving her best to ensure quality education. The country needs more competent candidates to face the emerging global situation. The appointment of quality teacher for this purpose is one of the pre-conditions for standard education. But Problem is that about 98 percent educational institutions belong to private sector, where less qualified teachers are being recruited by nepotism and malpractices. As a result, the standard of education gradually deteriorates as a whole, where public sector could not contribute much as they pertain only two percent. However, the government has recently taken an initiative of making a panel of qualified teachers through competitive examinations. The government has already approved an Act[29] that is now under implementation. The School Managing Committee (SMC) or Governing Body (GB) of educational institutions in private sector will gradually recruit their required number of teachers from that panel.

Here some factors of policy making may be pointed out. **First**, people's demand of improving the standard of education system has been taken the issue as government's agenda. **Second,** the SMC & GB's existing legal right to employ teachers for their institutions has also been considered. **Third**, the criteria of teachers' educational qualifications have to be remarkably improved. **Fourth**, government has to move ahead with the new policy through maintaining the equilibrium of the curiosity of two interest groups. The SMC & GB has to sacrifice the absolute authority of teachers' recruitment as they choose. Teachers have also agreed to face the competitive

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[29] Bangladesh government has already introduced the National Teachers' Registration and Certification Act 2005 for accelerating the process of ensuring quality education.

examination for being appointed as registered teachers. Thus the new public policy upholds the national interest maintaining equilibrium of two interactive interest groups.

Analysis of public policy is an art and craft in politics. It is an art because it requires insight, creativity and imagination in identifying societal problems. It is a craft because it usually requires some professional knowledge and expertise on legal studies. Policy analysis is virtually an applied subfield of all these legal academic disciplines. There is no fixed "model of choice" applicable for designing such a public policy.

Conclusion: We can summarize that public policy making is not a simple written statement rather a complex dynamic and continuous process of creativity in solving the problem and its analysis. It takes place in different stages of formulating policy statements, approval of government, implementation and evaluation. It involves series of actions and inactions of varieties of groups with different interests at different stages. Public policy making is an attempt to reach an equilibrium reached in the process of group struggle. So therefore, policy is finally considered as an important means and instrument recorded as legal document on what government wants to do or not to do for the authoritative allocation of values for members of the society.

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Chapter 3

Higher Education Policies: Bangladesh and South Korea

M.A.Maleque

Education is recognized in this rapidly changing society where competition has no limit, as the key to improving individual lives and ensuring the future progress of nation-states. The prime concern of every government's education policy is to provide time bound quality education to all learners. The advanced countries, worldwide are showing an unprecedented interest on "teacher policy"[30]. No nation in the world can speak of having quality education or, a future without dedicated teachers who are willing to take the professional accountability of providing high quality instruction.

The challenging tasks of formulating teacher policy are being adopted by every government to disseminate the activity of attracting, developing and retaining effective teachers. This process will enable us to deliberate upon directions for future improvement. Over the past half century, the quantitative expansion of education in two countries is remarkable. Now it is time to think about the nature and quality of education system in which teachers must play a crucial role. It is the need of time to focus the challenges how to overcome the tasks of "teacher policy". Here we analyze the existing situations of education and how to come up with the solutions in a mutual cooperation of interested persons

Bangladesh Education Policy:

Bangladesh, one of the developing countries of South Asia, achieved her

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[30] Korea Education Development Institute, Teacher Policy and Teacher Ttraining

independence through a liberation war in 1971. The country has an area of 147,570 Sq.K.M. with 140 million people in 2004. The per capita income of the people is about $400 US dollar with 5.5% growth rate of GDP. Education is a continuous process of enlightening human being with a view to making them human resources in relevant to the need of the society. To this end, education has been recognized as a priority sector almost by all governments since her independence. The constitution of Bangladesh enjoins, "the state shall adopt effective measures for the purpose of establishing a uniform, mass-oriented and universal system of education and extending free and compulsory education system to all children to such stage as may be determined by law"[31] Based on this provision of the constitution the Government adopted the education policy 2001 following the continuous exercises done by different Commissions and Committees.[32]

The education system in Bangladesh is characterized by co-existence of three separate streams. **First**, the mainstream happens to be a vernacular based secular education carried over from the colonial past. **Second**, there exists Muslim religious system of education and **third,** there also emerges English medium schools following the British education system.

Structure:

There are three stages of institutional education in Bangladesh. These are primary, secondary and tertiary or higher education. **The primary education** consists of five years from grade I to grade V where students with the age of 6+are enrolled in grade I. The duration of each grade is one year from January to December. The five-year

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[31] Article 17, The Constitution of the People's Republic of Bangladesh.

[32] Education Commission headed by Dr, Qudrat-E-Khuda in 1974; Education Advisory Council headed by Kazi Zafar Ahmed in 1978; Education Commission headed by Mazed Khan in 1982; Education Commission headed by Mofizuddin in 1988; National Education Committee headed by Professor Shamsul Haque in 1997; Expert Committee headed by Dr.M.A.Bari in 2001; National Education Commission headed by Prof. Maniruzzaman Miah in 2002.

primary education is compulsory for the 6- 10 year age group, imparted both government and non-government primary schools. The present educational structure is given below:

Education Structure of Bangladesh.

Grade

Age

Age										
XXI	Ph.D.		Ph.D. medical	Ph.D. Engr.	Ph.D. Engr.					
XX							Ph.D. Edn.			
XIX			M..Phil. medical							
XVIII	M..Phil.			M.Sc. Engr.	M.Sc. Engr.	M B A		M.Sc Agri		
XVII	Master	Master	M B B S	B.Sc. Engr.	B.Sc. Engr.	B B A	M.Ed.			MA In Lib.Sc.
XVI	Bachelor (Hon's)						B.Ed Dip.	B.Sc. Agri		Dip L.Sc.
XV		Bachelor Pass								Dip In N. Sc.
XIV										
XIII				.	Diploma Engr.				Dip In Com	
XII	Secon dary	Higher Secondary HSC				.	C.in Edu	C in agri .		
XI										
X		Secondary (SSC)		Trade Certifi.	Artisan Course ceramics					
IX										
VIII		Junior Secondary Education								
VII										
VI										
V		Primary Education								
IV										
III										
II										
I										
		Pre Primary Education								

Source: Bangladesh   Bureau of Educational Information And Statistics (BANBEIS), 2001.

The secondary education consists of seven years from grade VI to XII. The secondary stage of education again can be divided into three sections. The Junior High School runs with grade VI -VII, Secondary School happens with grade IX &X and Higher Secondary promotes with XI & XII. It can be mentioned here that students in Secondary School (IX & X) are divided into three groups like "Science",

"Commerce" and "Humanities" as per competencies of learners since the beginning of grade IX. The preliminary grouping in specialization of higher studies to be pursued by learners in higher level is basically done in this stage.

The Higher Secondary Education comprises with grade XI & XII maintaining the earlier grouping for specialization in higher education. The Board of Intermediate and Secondary Education (BISE) mainly supervises the curriculum, inspection and examinations of Secondary and Higher Secondary education in Bangladesh. The BISE annually conducts two public examinations at the end of grade X and grade XII and issues certificates to the learners who successfully qualify those examinations. The learners who qualify the requisite competencies in the public examinations at the end of grade X and grade XII obtain the Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC) respectively. It may be noted down that the higher secondary education is traditionally linked with Intermediate and degree colleges.

Tertiary or Higher Education at Degree Colleges:

The two-year graduation system after Higher Secondary Certificate (HSC) at degree colleges carried over from the colonial past. The learners at the degree colleges for the two-year graduation normally concentrate the syllabi prescribed by the National University in Bangladesh. There also three sections of students – "Science", "Commerce" and "Humanities" following the earlier groupings. Of course, a student could change the line of groupings on special interest. There are two types of degree colleges- Government and Non-Government where students with HSC having comparatively lower gradation are enrolled for two- year degree (pass) course. After completion of the pass course instruction as per curriculum of the national university,

the students are conferred graduation named Bachelor of Social Sciences (BSS), Bachelor of Arts (BA), Bachelor of Science (B.Sc) and Bachelor of Commerce (B.Com) degrees by the University. Candidates with graduation degree can normally enroll themselves in the two-year Master Degree courses in the colleges or general universities. This is the main stream of education system in Bangladesh.

Students at Degree Colleges:

In 2001, there operated 868 colleges (726 in the private sector) offering degree (pass) courses. About 75 colleges (20 in the private sector) offer honors courses[33] and 83 colleges (40 in the private sector) offer Master courses. Thus majority of colleges offering degree (pass) course belonged to the private sector whereas majority of colleges offering honors and master's courses belonged to the public sector. Student enrollment at degree pass, honors and masters levels in 2001 were 843121 (303678 females), 94747 (33260 females) and 266279 (93633 females) respectively.

Infra-structure of Colleges:

College suffer from inadequate infra-structure facilities specially libraries and laboratories and lack of qualified teachers. Even at government colleges offering honors and Masters Courses there exist acute shortage of teachers. There are 4000 posts of teachers at government colleges found vacant in 2001.

Teachers' at Degree Colleges

Nationalization of private colleges resulted in absorption of many teachers with poor academic qualification in the education service. Obviously quality teaching is not

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[33] The graduation course, in the College or University, deals with the any particular discipline (Political Science, Economics, Physics etc.) designed for four-year graduation degree after Intermediate or XII grade.

expected from such teachers even they teach in government colleges. But teachers who have been recruited in the government colleges through competitive examination conducted by the Bangladesh Public Service Commission are no doubt competent. On the other hand, with the exception of a few reputed private colleges, most private colleges, particularly those operating in rural areas are poorly staffed. As a result, the vast majority of students passing HSC examination every year, who have no other opportunity but to study in these colleges, receive in most cases poor quality education. About 88% of higher education in Bangladesh is being imparted in public and private degree colleges and rest 12% higher education is being conducted by both public and private universities. The low pass percentage in degree (pass) courses, 35 percent in 2000 is a reflection of the poor teaching performance in degree colleges.

Teachers' promotion at Government Degree Colleges:

In 252 Government Colleges in Bangladesh, teachers are recruited through a nationwide competitive examination. So the competent of those teachers are certainly better and are capable enough to efficiently deal with their own discipline. As teachers of government colleges belong to Bangladesh Civil Service (General Education) cadre, they had to qualify all training, departmental tests and senior service promotion tests parallel with other cadre services. But in case of promotion, all teachers are invariably treated in terms of seniority. As a result, the meritorious teachers are in fact frustrated with the lengthy process of promotion that touch the enthusiastic teaching of teachers and affect the quality of education.

Education at University

In 2001, in Bangladesh 13 public and 23 private universities were observed to be operating with a total enrolment of 92562 in public universities and 27245 in private

universities. Teacher-student ratios in public and private universities were 1:34 and 1:12 respectively. The access to university education is very competitive and limited because of limited number of seats in public universities and high tuition fees charged by the private universities. On average, 45 percent students passed in Higher Secondary Certificate (HSC) Examinations in 2002. Of them, 60 percent higher secondary graduates advanced to higher education in college and universities.

Private universities have limited number full time faculty members. They depend heavily on part-time teachers drawn primarily from public universities. It adversely affects quality of education in those universities. Public universities are primarily dependent on limited and fixed government funding. They could not generate additional resources by raising tuition fees due to political constraints. They are hardly in a position to improve their quality of education through greater investment in libraries and laboratories. Moreover both teachers and students are directly and indirectly involved in national politics that caused the campus violence and adversely vitiate the academic environment in the campus.

There hardly exists any linkage between public universities on the one hand, and employers and job market on the other hand. Many university graduates have to remain unemployed for a considerable period of time before they find employment often in the areas outside of their study. Private universities on the other hand, remain confined only to a few disciplines that have high market demand.

Management:

As per Constitution, "the state shall adopt effective measures for the purpose of

establishing a uniform, mass-oriented and universal system of education and extending free and compulsory education system to all children to such stage as may be determined by law"[34]   In pursuance of this, the government has enactment of compulsory primary education act 1990. The overall responsibility of management of primary education lies with the Primary and Mass Education Division (PMED) set up as a separate Division with the status of a Ministry in 1992. While the PMED is involved in formulation of policies, the responsibility of implementation of the same rests with the Directorate of Primary Education (DPE) headed by a Director General. The National Curriculum and Text Book Board (NCTB) is responsible for the development of curriculum and production of textbooks for primary and secondary level.

The Ministry of Education (MOE) is responsible for the formulation of policies, the Directorate of Secondary and Higher Education (DSHE) under the Ministry of Education is responsible for implementing the same at secondary and higher education level. Board of Intermediate and Secondary Education (BISE) are responsible for conducting two public examinations- SSC and HSC. In higher education level, the degree (pass) course, Honours and Masters Courses are imparted by the public and private colleges which are affiliated by the National University since 1992. On the other hand, the Public and private universities are autonomous body in their own field. The University Grants Commission (UGC) is the supervisory authority of all public and private universities.

Budgeting:

Education in Bangladesh is basically state financed. Government allocations to the education sector out of its revenue and development budgets primarily finance

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[34] Article 17, The Constitution of the People's Republic of Bangladesh.

educational expenditures. Given the low revenue and GDP ratio, the government is however heavily dependent on external sources for financing its development budget. The full costs of government primary, secondary and public universities are borne by the government. The government also pays 90 percent of teacher salaries on private primary and secondary school and private colleges. The Table 1 shows the trends of government's expenditure on education in revenue and development sector.

Table 1

Trends of Bangladesh Governments' Expenditure on Education (Percentage of GDP)

Fiscal year	Revenue Expenditure	Development Expenditure	Total Expenditure
1973-1980 average	0.63	0.27	0.9
1981-1985 average	0.73	0.23	1.0
1986-1990 average	1.03	0.30	1.3
1991	1.06	0.16	1.2
1992	1.14	0.21	1.4
1993	1.34	0.47	1.8
1994	1.36	.0.66	2.0
1995	1.30	1.06	2.4
1996	1.30	0.83	2.1
1997	1.30	0.90	2.2
1998	1.39	0.77	2.2

Source: Bangladesh Bureau of Statistics (BBS) and World Bank Report (1999)

Table 2:

Distribution of Governments' Revenue and Development Expenditure on Education by Sub-Sectors

Fiscal Years	Primary	Secondary	Technical	University	NFE	Others	Total
Revenue Expenditures							
91/92	48.2	36.8	2.4	8.5	-	4.1	100
92/93	44.6	40.6	2.3	7.9	-	4.6	100
93/94	45.4	42.3	2.3	8.2	-	1.8	100
94/95	43.8	42.6	2.1	8.0	-	3.6	100
95/96	43.7	42.9	2.1	7.9	-	1.6	100
96/97	53.5	46.5	1.5	7.4	-	1.5	100
97/98	43.0	48.4	1.4	7.1	-	1.5	100
98/99	41.6	48.3	1.4	7.4	-		100
Development Expenditures							
91/92	40.1	23.5	7.3	22.3	-	6.8	100
92/93	66.0	20.5	2.1	7.1	1.2	3.1	100
93/94	68.2	18.9	1.9	9.3	0.9	0.8	100
94/95	52.6	41.0	0.4	0.8	2.7	2.5	100
95/96	45.6	43.6	0.6	3.7	2.9	3.6	100
96/97	24.2	57.4	1.7	10.9	4.7	1.1	100
97/98	26.8	45.2	2.2	13.3	9.2	3.3	100
98/99	47.3	32.4	3.3	5.3	8.6	3.1	100

Source: Revised Budget Estimates from demands fro grants and Appropriations (1991-99 and ADP 1991-99 as quoted in the World Bank. (1999)

In 2000, Bangladesh Bureau of Educational Information and Statistics (BANBEIS) reveals per student recurring costs (in Taka) in different type of educational institutions as follows[35]: ($1 US= 58 Taka)

Government Primary School	1090
Government Secondary School	4196
Non-Government secondary School	1057
Government Madrasah	5060
Non-Government Madrasah	1329
Government College	4348
Non-government College	2998
Technical and vocational	16390
University (Public)	36368

In addition, government primary school teachers enjoy about taka 3000- 4000 salary per month and secondary school teachers enjoy taka 4000- 6500. Government college and public university professors are paid taka 11000 to 14000 per month.

South Korean Higher Education Policies:

Korea, an East Asian country, achieved her independence from Japanese colonial power on 15 August 1945. After World War II, a republic was set up in the southern half of the Korean Peninsula while a communist-style government was installed in the north. Following the Korean War (1950-53), an armistice was signed in 1953 in line with the 38th parallel. Thereafter, South Korea (Korea hereafter) increased her per-

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[35] Bangladesh Bureau of Educational Information and Statistics (BANBEIS), Publication No.350, 2001.

capita income from $67 US dollar in 1953 to $10,000 US dollar in 2001. The area of the country is 99,329 sq km with 47 million people by now[36].

The Korean Education system:

The Korean public education structure is divided into three stages. First, **six-year Primary School** consists of six grades from grade one to grade six. Second, three-year **Middle School** comprises with grade seven, eight and nine. Completing the courses of middle school, students advance to three-**High School**, which comprises grade ten, through twelve. Third, tertiary or higher education is imparted at college and universities. In 1996 only about five percent of Korea's high schools were coeducational. The proportion of coeducational schools has almost increased by almost ten percent. The curriculum is standardized so now both boys and girls study technology and domestic science.

High schools are divided into academic and vocational schools. In 1995, some 62 percent of students were enrolled in academic high schools and 38 percent in vocational high schools. There are some number of specialized high schools concentrating in science, arts, foreign language, and other specialized fields. The aims of education at the high school level are stated as "to foster each student's personality

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[36] . South Korea has also maintained its commitment to democratize its political processes. In June 2000, a historic first south-north summit took place between the south's President KIM Dae-jung and the north's leader KIM Chong-il. In December 2000, President KIM Dae-jung won the Noble Peace Prize for his lifeling commitment to democracy and human rights in Asia. He is the first Korean to win a Nobel Prize.

and ability needed to preserve and strengthen the backbone of the nation"[37] the emphasis has been given on personality development of high school graduates with a view to strengthening the national development process. The Korean Education Structure is given below:

Korean Education Structure at a glance.

School Age

Age

Age											Age
23	Higher Education										29
22											28
21		Graduate School									27
20											26
19									Open Graduate School		25
18											24
17											23
16		College			College Of Education		Air & Correspond University	Open University			22
15			University	Teachers college		Junior College					21
14											20
13											19
12	Secondary Education	High School	Air & Correspond High school	High School & indust. Firm	Special class	Trade High school		Special School	Misc e. HiSchool	18
11										17
10										16
9		Middle School	Air & Correspond Middle school	Middle School & indust. Firm	Special class	Trade school	Civic High School		Misc e. School	15
8										14
7										13
6	Elementary education	Elementary School					Civic School	Special School		12
5										11
4										10
3										9
2										8
1										7
	Pre-school									6
										5
	Kindergarten									4

Source: "Facts About Korea" Korean Government Information

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[37] Richard Diem, Tedd Levy, and Ronald VanSickle, South Korean Education Focusing on the Future: An Update. 2002.

Agency:Korean Information Service, 2001.

In response to the changing society, the Korean government established a new vision for education. In 1995, the Presidential Commission on Educational Reform projected this vision as lifelong education that would provide individuals with equal and easy access at any time and place. The Commission further unveiled that education suitable for the 21st century would be achieved through study and use information technology. The long range goal is to raise the quality of education to world standard level of excellence.

Education at Colleges and Universities

Colleges and universities for higher education in Korea are divided into seven categories. These are (1.), colleges and universities, (2)industrial universities, (3), universities of education, (4) junior colleges, (5), Air and correspondence university, (6), technical colleges, and (7) other miscellaneous institutions. Important matters of the administration of higher education institutions, such as criteria for founding university, the establishment of academic departments, student quota, hiring of professors, curriculum, credit points and degree conferment follow the laws and ordinances related to education. Other matters follow the policies individual institutions.

Direction for Korea's University Education is aimed at raising the excellence of higher education through diversification and specialization in university education. To this end, Korea's universities attain the competitiveness that meets the requirements of the knowledge-based society. Teacher-students structure in university education can be shown in the following table.

Classification	Number of Schools	Number of Students	Number of Professors

	Total	Public	Private	Total	Public	Pvt.	Total	public	Pvt.
University	169	26	143	1158102	262530	895572	44531	11678	32853
Univ. of Edn.	11	11	-	19852	19852	-	698	698	-
Industrial University	19	8	11	113990	55418	58572	2539	1297	1242
Others	4	-	4	2679	-	2679	47	-	47
Total	203	45	158	1294623	337800	956823	47815	13673	34142

Source: Number of students and professors in university level are based on the data as of April 1, 2002

Higher Education Policy Issues:

The number of students enrolled in higher educational institutions has been increased from 100,000 in 1960 to 3.5 million in 2002. In addition, more than 95 percent of students of age 18 graduate from high school and more than 70 percent of the high school graduates advance to higher education at college and university level. At present, Korea's enrollment rate in higher education is one of the highest in the world.[38] Korea has recently experienced the rapid expansion and well-functioning of higher education. The government has also shifted the roles from direct regulations over the management of higher education institutions to the funding for and governance of these institutions. These are the major events in the higher education policy issues.

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[38] Sunwoong Kim and Ju-Ho Lee, Changing Facets of Korean Higher Education: Market Competition and the Role of the State, An article, October 2002.

Poor Quality of Education:

Lee Ju-Ho pointed out that the quality of teaching and the amount of research product of Korean universities are not often equal standard with other top universities in the world. He identified the causes as the result of both lack of resources and poor incentive system to the competent teachers within the college and universities. Korean higher education, of course, relies heavily on private sector. Many private universities suffer from financial difficulties. During the last several decades, more than 90 percent of funding for most universities came from student tuition. In a certain stage, the government has set low tuition fees for the private universities. As a result, without any other source of revenue, they had to finance its growth and staff by sacrificing the quality of instruction. Student-faculty ratio is also high and many cheap ad-hoc instructors have been used for instruction instead of hiring more regular full-time faculty members. All these factors contributed to the lower quality of instruction.

Inadequate resource has been a serious problem in the public universities as well. As the level of tuition and payments of teachers are controlled by the government, they have to substantially depend on the government decision. Moreover, as the public university has usually cheaper tuition than the comparable private university, the former does not feel any urge to improve its instruction quality in order to attract better students. For example, Korea Advanced Institute for Science and Technology (KAIST) and Korea Institute of Science and Technology (KIST) are the two burning examples for universities how to become the world's best research universities. If we look inside KAIST, we can see first, financial resources available to the institution so

that it can attract high caliber faculty and provide them with good research environment.

Specialization in Higher Education competition:

Students who obtain two-year degree from colleges are considered of fewer calibers than 4-year graduates from universities. The value of university graduates is much better in the job market. University graduates usually advance to the process of specialization in higher education with Ph,D's at home and abroad. They are ultimately recruited for teaching and research in the colleges and universities. But, how could we divide and complement quality of instruction and research functions performed by teachers in the college and universities? Over the years, instruction and publications have been the more important function of Korean Universities. It is observed that KIST and KAIST, whose mission is to become world-class research institutions, have been successful in fulfilling their objectives around twenty years. But top universities in Korea, Seoul National University (SNU), Yonsei and Korea could not earn so reputation in instruction and research even over last 30 years. A trend is found that top universities have much more extensive undergraduate programs in parallel with graduate programs. Bright graduates of those universities, completing Ph.D. courses from abroad, occupy professional position of their alma mater. Korean academic environment requires more teaching with administrative responsibilities, and more lucrative outside consulting opportunities. Because of academic research has not been awarded well in both salary and scholarly reputation.

Given the current inadequate infrastructure, incentive system and resources of these universities compared to top research universities in the world, it is inappropriate to ask these institutions to transform them into research institutions over night. The

setback is that undergraduate teaching and research function sometimes are odds to each other. The university, dealing with graduate courses, requires dedicated teachers who are willing to spend more time with students in classroom and writing research papers. Research responsibility requires professors to spend time alone or with a handful of colleagues and assistants. Unless the colleges and universities can introduce some devices of lucrative incentive system for research work and promotion of permanent teachers based on higher degrees, the effort to increase research capability may be futile.

A comparative view of two country's education system may be juxtaposed in the table given below:

Bangladesh education system	Korean Education System
Primary School: 5-year Primary school (grade I to V) for age 6-11 children	**Primary School:** 6-year primary/elementary school (grade I to VI) for age 6-12 children.
Junior Secondary School: 3-year (Grade VI to VIII) for age 11-14	**Middle School** (grade VII to IX) for age 12 to 15.
Secondary School (grade IX to X)	**High School** (grade X to XII)
Higher Secondary/Intermediate college (grade XI to XII)	
College level- 3-year **Bachelor Degree** (pass)	Junior colleges- 2-year **Associate degree**
University level - **4-year Bachelor Degree**	University Level– **4-year Bachelor Degree**
1-year **Master Degree** linked with 4-yr	2-yr **Master Degree** after 4-yr Bachelor

Bachelor Degree	Degree.
2-year **Master of Philosophy** (M.Phil.) Degree	
3-year Ph.D. Degree followed by Seminar, Dissertation and Oral test.	**3-year PH.D. Degree** followed by Seminar, Dissertation and Oral test.

Teacher Education:

In Korea, elementary school teachers are, after recruitment, trained at eleven Universities of Education including Korean University of Education. Secondary school teachers are also trained at the University Colleges of Education that confers teaching certificates as well as graduation on education. Most higher education teachers are also trained at the graduate schools of local and foreign universities. A master's degree is the minimum qualification for a higher education teacher. But now a Doctor's (Ph.D.) degree has begun to be recognized as the minimum qualification for a faculty member of a university or four-year degree colleges.

In Bangldesh, primary school teachers are also trained like Korean Elementary school teachers at the National Academy for Primary Education (NAPE). Following the same model and syllabus, the Primary Training Institutions (PTI), located in every district town, impart primary teachers' requisite training regular basis. Secondary school teachers are also trained at Teachers' Training Colleges (TTC) that confer Bachelor of Education (B.Ed.) and Master on Education (M.Ed.) degrees which are professional degrees on education. Government College teachers, who deal with four year Bachelor degree and Master degree, also follow professional degree of M.Phil/ Ph.Ds

at local and foreign universities. National University and National Academy for Education Management (NAEM) also impart college teachers' subject training to improve the excellence on their own discipline.

The size of the central government's 2002 education budget was 22.28 trillion Won, which was 19.5 percent of the central government's total budget of 115.73 trillion Won. The education budget is larger than any other ministry. The Korean government has continued to increase the education budget for the improvement of the quality education in an attempt to match the outstanding qualitative growth thus for accomplished. To this end, the Korean government increasingly invests more amount of money in education sector as follows:

Government Budget VS MOE Budget by years (1980-2003)

(Unit in thousand Won)

Year	Govt.Budget A	MOE Budget B	B/A %
1980	5,804,061,441	1099, 159,170	18.9
1985	12,532,361,835	2,492,308,215	19.9
1990	22,689,432,968	5,062,431,258	22.3
1995	54,845,022,310	12,495,810,267	22.8
2000	93,937,057,000	19,172,027,920	20.4
2001	102,528,518,000	20,034,364,710	19.5
2002	113,898,884,000	22,278,357,817	19.6
2003	120,477,623,000	24,404,401,310	20.3

Source: Education Korea 2003-2004, Ministry of Education & Human Resources Development, Republic of Korea, p.54

Comparative Analysis:

The foregoing trends of higher education in Bangladesh and Korea have been traditionally going on in the process of instruction in colleges and universities for last three decades. The public universities are still dominant in providing quality instruction in Bangladesh compared to private universities that started their journey since 1992. The graduates of 21 public universities sit for the nationwide competitive examinations to be selected for elite services every year. Almost all the successful candidates are derived from the talents of public universities. There is still no such record of recruitment from the candidates passing out from private universities. Most of the candidates graduated from private universities in Bangladesh join the private banks, private companies at home and abroad. Many professors of public universities engage in teaching in the private universities on hiring in the form of part time and full time teachers.

In Korea, as professor Lee Jo-Ho observed that, graduates from private universities are gradually increased in the competition of job market. It has become possible here as the private companies and huge foreign direct investments reputedly established their infra-structure and their functioning is going in full swing. The companies like Samsong, Huandai, Keya and others now could demand the expected competencies of the graduates to be recruited in future. Accordingly, they can develop joint-partnership with any private university to produce graduates following their syllabus. In this case, private universities could hire professors for quality instruction and research with high incentives.

But in case of general colleges and universities, it seems to be difficult to enhance the teaching incentives of teachers for quality instruction and research function. The

whole national education system is involved at this. But in order to earn excellence in education and to ensure quality education, there is no alternative of making the higher education service attractive. The meritorious and reputed teachers can be attracted to teaching profession in colleges and university level, when the government would initiate the higher education policy providing teachers better incentive for instruction and research function. It mainly depends on the principles and "policies whatever the government chooses to do or not to do".[39]

Payment: In Korea, elementary, middle and high school teachers enjoy 1.8 million Won to 2.2 million Won per month salary (About $US 1600 to $ 2000) while same level teachers in Bangladesh are meagerly paid by $US 100 to $140 only. This may be a great cause of anxiety of how teachers will carry out research and teaching profession honestly in Bangladesh.

Conclusion:

Education, in principle is recognized in both Bangladesh and Korean competitive society as the key to improving the future progress of nation-states. The prime concern of every government's education policy is to provide time bound quality education to all learners. The advanced countries, worldwide are showing an unprecedented interest on "teacher policy". No nation in the world can speak of having quality education or, a future without dedicated teachers who are willing to take the professional accountability of providing high quality instruction. So the policy makers along with education stakeholders should come forward with providing more attractive incentive provisions for teachers in higher education sector. This will contribute to make the quality education and effective instruction and research

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[39] Thomas R.Dye, Understanding Public Policy, (New York: Prentice Hall, 2001)

function.

The challenging tasks of formulating teacher policy are the demand of time for every government to incorporate the policy measures so that meritorious and dedicated teachers can be of attracted for quality instruction and research work. Over the past half century, the quantitative expansion of education in Korea increased rapidly than Bangladesh did. In terms of quality education, both the countries are in competitive position. Now it is time to think about the nature and quality of education system in which teachers must play a crucial role. It is the need of time to focus the challenges how to overcome the tasks of "teacher policy". A moderate higher education policy measures, drawing the attention of dedicated teachers towards better instruction and research, can only ensure the quality education in the rapidly changing society.

Chapter 4

The Role of IT in Higher Education: Bangladesh & Korea

M.A.Maleque

We live in the age of information technology (IT) and enjoy more facilities than ever before. The addition of IT in the process of education has immensely benefited the people and gave a lift the research and dissemination of knowledge for both teachers and learners in higher education. But problem lies, this benefit could not be equally earned by all countries in the world. For example, Bangladesh, like other developing countries, is not as advanced as Korea achieved over the last two decades in the IT sector. Korea is going to be the "best IT nation" in the 21st century. As the world rapidly changing into digital society of information, the role of Information and Communication Technology (ICT) in education is becoming more and more important. This importance will obviously continue to grow and develop in the years ahead. This chapter will highlight how the use of IT in higher education sector will dominate education policy issues in Bangladesh and Korea.

In this regard, several questions are of worth examining in more detail. What kind of facilities can ICT provide to accelerate the research and development in higher education? How does the use of ICT pave the way of disseminating knowledge of researchers? Do the ICT facilities make teacher-student relationship closer than ever before? Are they sustainable in the long run? How can the use of ICT ensure to improve the quality of education? These questions are of direct relevance for examining the increasing role of ICT in higher education.

Education undoubtedly plays a vital role in changing the society in general and higher education provides guidance how to ensure the quality of transformation in particular. The ICT in higher education, as a changing agent, has widen the dimension of knowledge and made possible to rapidly and correctly reach the information to every corner of the world.

In this chapter, I try to analyze how ICT plays a pioneer role in transforming teaching and learning activities to students easily and effectively in higher education. ICT is a force that has changed many aspects of the way we acquire knowledge. It may be looked as means of computer, e-mail, internet, messenger, searching a lot of information and literature through website, mobile phone, laptop and others which were not easily available even two decades ago. These instrumental facilities now we could use to analyze the huge amount of volume of literature on the concerned subject and find the most important information that I search. At the same time, a teacher could show his students that information and analyze it through power point in different forms for their understanding and clear conception. It is not only that, a teacher can also inspire his students to search more information to meet their thirst of knowledge.   As a result, students get more interest to acquire knowledge in their own field. They could argue in favor of their own points and gather related information and support through searching internet.

There have been a number of factors impeding the progress of ICT in education

across all sectors. These have included such factors[40] as (1) inadequate funding to support the purchase of the technology, (2) backdated training procedures among the established teaching practitioners, (3) inappropriate motivation among teachers to adopt ICT as teaching tools. In spite of these handicaps, the use of Internet is rapidly increasing all over the world and WWW as tools for information access and communication. These factors and many others are bringing strong forces to bear on the adoption of ICT in higher education.

The contemporary trends suggest we all soon see large scale of changes in the way education is planned and delivered. The emerging information and communication technologies will be likely to contribute more towards the dissemination of information and knowledge in the years ahead. The more the country uses ICT in education and other sectors, the country gets more developed. This seems to me the recognized fact by all countries of the world. The following table 1 gives us the same pen-picture.

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[40] Collis, B. "Information technologies for education and training", in Adelsberger, H., Collis, B, & Pawlowski, J. (Eds.) Handbook on Technologies for Information and Training. (Berlin: Springer Verlag, 2002).

Table-1

10 COUNTRIES WITH THE HIGHEST INTERNET PENETRATION RATE				
#	Country or Region	Penetration (% Population)	Internet Users Latest Data	Population (2004 Est.)	Source of Latest Data
1	Sweden	74.6 %	6,722,576	9,010,700	Nielsen//NR Aug./04
2	Hong Kong	72.5 %	4,878,713	6,727,900	Nielsen//NR Aug./04
3	United States	68.8 %	201,661,159	293,271,500	Nielsen//NR Aug./04
4	Iceland	66.6 %	195,000	292,800	ITU - Dec/03
5	Netherlands	66.5 %	10,806,328	16,254,900	Nielsen//NR Aug./04
6	Australia	65.9 %	13,359,821	20,275,700	Nielsen//NR Aug./04
7	Canada	64.2 %	20,450,000	31,846,900	C+I+A - Dec/03
8	Switzerland	63.5 %	4,717,024	7,433,000	Nielsen//NR Aug./04
9	Denmark	62.5 %	3,375,850	5,397,600	Nielsen//NR June/02
10	Korea, South	62.4 %	30,670,000	49,131,700	KRNIC June/04
	TOP TEN Countries	66.4 %	333,845,940	502,738,100	IWS - Sept.30/04
	Rest of the World	8.1 %	479,085,652	5,887,409,387	IWS - Sept.30/04
	Total World Penetration	12.7 %	812,931,592	6,390,147,487	IWS - Sept.30/04

Table 1 shows that about 74.6 percent people in Sweden uses internet in their daily life as well in higher education. Thus about 72.5 percent in Hong Kong, 68.8 percent in United States of America and 62.4 percent people in South Korea increasingly use internet in education and other sectors. This table also delineates that top ten countries including South Korea enjoy 66.4 percent of total ICT facilities of the world. The rest of the world uses only 8.1 percent of ICT while the rate of Internet users on average is 12.7 percent only. It clearly indicates the penetration rate of the use of ICT of ten top countries accelerates the speed of development in the respective areas. It may be mentioned that only two Asian countries like Hong Kong and South Korea have been included in the list of Top ten countries with the highest rate of Internet penetration. It means Asian people comparatively are far behind in the field of Internet exercise and practices than the people of North America, Europe and Australia use. In fact, they started the use of ICT facilities in business, education and research since the two and three decades ago. Now they reach the maturity stage of Economic growth.

Table 2 shows the internet penetration rate in 20 Asian countries. This is the different pen-picture with low moves in the area of information technologies.

Table-2. Internet Usage and Population in Asia

INTERNET USAGE AND POPULATION IN ASIA					
ASIA	Population (2004 Est.)	Internet Users, (Year 2000)	Internet Users, Latest Data	Use Growth (2000-2004)	% Population (Penetration)	(%) Users in Asia
Afganistan	25,791,400	-	1,000	n/a	0.0 %	0.0 %
Armenia	2,935,400	30,000	200,000	566.7 %	6.8 %	0.1 %
Azerbaijan	8,265,700	12,000	300,000	2,400.0 %	3.6 %	0.1 %
Bangladesh	133,581,700	100,000	243,000	143.0 %	0.2 %	0.1 %
Bhutan	1,769,800	500	15,000	2,900.0 %	0.8 %	0.0 %
Brunei Darussalem	371,100	30,000	35,000	16.7 %	9.4 %	0.0 %
Cambodia	14,131,000	6,000	35,000	483.3 %	0.2 %	0.0 %
China	1,288,307,100	22,500,000	87,000,000	286.7 %	6.8 %	33.7 %
East Timor	981,800	-	1,000	n/a	0.1 %	0.0 %
Georgia	4,535,200	20,000	150,500	652.5 %	3.3 %	0.1 %
Hong Kong *	6,727,900	2,283,000	4,878,713	113.7 %	72.5 %	1.9 %
India	1,088,056,200	5,000,000	18,481,000	269.6 %	1.7 %	7.2 %
Indonesia	221,777,700	2,000,000	8,080,000	304.0 %	3.6 %	3.1 %
Japan	127,853,600	47,080,000	66,763,838	41.8 %	52.2 %	25.9 %
Kazakhstan	14,859,700	70,000	250,000	257.1 %	1.7 %	0.1 %
Korea, North	25,598,300	-	-	-	-	n/a

Korea, South	**49,131,700**	**19,040,000**	**30,670,000**	**61.1 %**	**62.4 %**	**11.9 %**
Kyrgystan	5,297,100	51,600	**152,000**	194.6 %	2.9 %	0.1 %
Laos	5,692,800	6,000	**15,000**	150.0 %	0.3 %	0.0 %
Macao*	445,400	60,000	**120,000**	100.0 %	26.9 %	0.0 %
Malaysia	25,581,000	3,700,000	**8,692,100**	134.9 %	34.0 %	3.4 %
Maldives	289,500	6,000	**15,000**	150.0 %	5.2 %	0.0 %
Mongolia	2,558,700	30,000	**142,800**	376.0 %	5.6 %	0.1 %
Myanmar	52,804,800	1,000	**28,000**	2,700.0 %	0.1 %	0.0 %
Nepal	24,695,900	50,000	**80,000**	60.0 %	0.3 %	0.0 %
Pakistan	157,056,000	133,900	**1,500,000**	1,020.2 %	1.0 %	0.6 %
Philippines	83,407,700	2,000,000	**3,500,000**	75.0 %	4.2 %	1.4 %
Singapore	3,499,500	1,200,000	**2,135,000**	77.9 %	61.0 %	0.8 %
Sri Lanka	20,482,000	121,500	**225,000**	85.2 %	1.1 %	0.1 %
Taiwan	22,689,300	6,260,000	**11,602,523**	85.3 %	51.1 %	4.5 %
Tajikistan	6,540,200	2,000	**4,100**	105.0 %	0.1 %	0.0 %
Thailand	65,065,800	2,300,000	**6,971,500**	203.1 %	10.7 %	2.7 %
Turkmenistan	5,737,300	2,000	**8,000**	300.0 %	0.1 %	0.0 %
Uzbekistan	27,951,100	7,500	**492,000**	6,460.0 %	1.8 %	0.2 %
Vietnam	83,030,400	200,000	**5,111,240**	2,455.6 %	6.2 %	2.0 %
TOTAL for ASIA	**3,607,499,800**	**114,303,000**	**257,898,314**	**125.6 %**	**7.1 %**	**100.0 %**

The table-2 finds out the critical and comparative position of 20 Asian countries. The usage of Internet by the people of Bangladesh is very negligible with 0.2 percent while in South Korea, the rate of Internet penetration is more than 62 percent. But one thing may be highlighted that the number of Internet users in Bangladesh is rapidly increasing from 100,000 in 2002 to 243,000 in 2004. The rate of growing the number of ICT users in Bangladesh has become more than double within a couple of year. While the number of Internet users in South Korea has increased from 19,040,000 in 2002 to 30,670,000 in 2004. The rate of growing of internet users at the same time is about 1.5 in Korea.

The ICT, in the process of globalization, has become the engine of every aspect of development specially for the preparation of students and teachers in education sectors. In order to face the intensifying competition in higher education, it is in badly needed of constructive efforts with strong commitment of the government to build up the future leaders - students of the country through the proper utilization of information technologies. The more use of ICT, in the days ahead,` is not only the demand of time but also indispensable and main key to development and ensure the improvement of quality in higher education.

Bangladesh Information Technology Policy 2001.

Bangladesh government, in response to the demand of large scale introduction of ICT, initiated the Information Technology Policy 2001[41]. The government, initiating this policy, has mainly emphasized on the human resource development process through the application of Information Technology in education. For example, the Institute of

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[41] See Appendix 1 at the end of the paper.

Information Technology will be expanded and its capacity to be increased to produce at least 5,000 IT Graduates per year. The policy deliberately pointed out the provision of increasing the capacity of IT related Departments in all Public Colleges, Universities and Institutes. The IT Departments will get admission of 4,000 and 6,000 students in education year 2003-2004 and 3004-2005 respectively.

In addition, foreign faculty members will be given appointment phase-wise in the year 2004-2005. Also, some teachers will be trained in this way for teaching and imparting knowledge in the fields of new and emerging technologies. Computer literacy course will be made a compulsory subject for secondary and higher secondary level. In new recruitment process, candidates for government, semi-government, autonomous bodies, sector corporations and higher educational institutions will be given priority with computer literacy only.

Bangladesh government has already introduced computer literacy in the curriculum in grade IX of secondary schools since 2001. In addition, Government has planned to bring all government offices, Banks, NGOs, corporations, college & universities and training institutions under the network of IT by 2006. Infra-structure facilities related to the use of IT and personnel training on computer literacy have already been completed. Now about 70 percent personnel, teachers and students use IT facilities in with confident. In 2004, the on-line banking facilities has also introduced by Dutch-Bangla Bank Limited in Bangladesh.

Korea Enhancing IT capabilities:

Korea is making a concerted effort to develop their human resources in order to take a lead in the age of information and technology. They are offering educational opportunities to all citizens, including students, farmers, fishermen, men and women in uniform and prison inmates, to enhance their information capabilities. They have already completed the construction of nationwide information superhighway network. In the late nineties, they provided high-speed Internet access to most elementary, middle and high schools as free. Also, they are combining conventional industries, such as automobile manufacturing, shipbuilding, textiles and even the agricultural industry, with ICT capabilities.

The number of Internet users in Korea topped 30 million, and some 62 percent of the population. Korea government also plans to produce some 200,000 IT specialists by 2005. All efforts have been made to prepare the nation with advanced knowledge and IT capabilities towards the process of globalization. This heavy preparation towards adaptability of information capabilities, recently taken by Korea and Bangladesh, reveal that the developing nations that lagged behind in their industrialization during the 20 th century can overcome poverty and achieve economic growth by successfully developing their human resources.

Enhancement of information capabilities can bring opulence to the people by increasing efficiency. But it is also widening the digital gap between the IT haves and have-nots. The whole world must cooperate to close the existing gap and seek co-prosperity in the days ahead. To that end, the Asian countries must take the opportunities of globalization of IT and its optimum benefit. In this regard, joint effort

both regionally and globally can be taken in the form of framing public policies so that the all people of concerned countries can share the banalities of ICT as a whole.

Korea's IT Progress:

Korea government plans to create 3,000 jobs every year through the active promotion of the power IT industry. To that end, 500 billion Won would be invested in the development of core technologies to create this opportunity next five years. In addition, government plans to induce the gradual expansion of the proportion of R&D investment against sales at Korea Electric Power Corporation increasing from 1 percent to 3 percent.

The Ministry of Commerce, Industry and Energy has already adopted these and other measures as part of the "Electric IT promotion package"[42]. IT Promotion Committee has also been strengthened at the end of 2004. In order to cultivate quality manpower in the power IT industry, it will designate and operate specialized research centers for each area. The package will also expand the industry-academia cooperation and manpower cultivation programs and increase scholarships for students at colleges and graduate schools.

If these efforts to develop power IT industry technology make smooth progress, the ministry expects to save about 300 billion won, or 1.5 percent of total power consumption. It has also predicted that the policy package would immensely help facilitate the development of IT technology.

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[42] Seo Heon, Deputy Director, Semiconductor Electricity Division, Korea government press note 30 December 2004.

Conclusion:

The foregoing analysis on the information capabilities prevailing in Bangladesh and Korea reveals that both the country prepares themselves in terms of IT policies and enhancing benefits of technologies well. IT policies specially emphasized how to increase the number IT personnel and experts. In this regard, Education sector has been chosen as the best for investment to build IT oriented graduates. Teachers and researchers in higher education can play the important role through the process of teaching and dissemination of knowledge. Teachers for higher education could take this IT benefits for improving the quality of teaching. The quality of education ultimately depends on the preparation and high qualifications of teachers. By virtue of ICT facilities, the resources of knowledge in terms of books, journals, articles and documents are now more available to website than ever before. Only teachers and researchers in colleges and universities can earn the maximum benefit of these modern technological facilities. So higher education led by teachers in colleges and universities can guide their students more effectively in they way of exercising the ICT facilities. The proper utilization of ICT capabilities both by teachers and students can improve the quality of higher education in developing countries in the years to come.

<div align="center">**Chapter 5**</div>

<div align="center">**Teacher Policy in Higher Education:**</div>

<div align="right">M.A.Maleque</div>

Quality of education can be primarily ensured through the teaching of qualified teachers.

The more qualified and reputed teachers the college & universities have, the more students get benefited. The highly qualified teachers could obviously and confidently guide students than less qualified teachers did. The prime concern of every government's education policy is to provide time bound quality education to all learners by qualified teachers. The advanced countries, worldwide are showing an unprecedented interest on "teacher policy"[43]. No nation in the world can speak of having quality education or, a future without dedicated teachers who are willing to take the professional accountability of providing high quality instruction.

The challenging tasks of formulating teacher policy are being adopted by every government to attract and retain qualified teachers. It is a continuous process that will enable us to deliberate upon directions for future improvement. Over the past half century, the quantitative expansion of education in two countries-Bangladesh and Korea, is remarkable. Now it is time to think about the nature and quality of education system in which teachers must play a crucial role. It is the need of time to focus the challenges how to overcome the tasks of "teacher policy".

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[43] Korea Education Development Institute, Teacher Policy and Teacher Training

Here we will analyze the teachers-student relationship and recognized qualifications of teachers for recruitment in different stages of institutional education. This chapter will try to focus and explore the gap of teachers' qualifications which might address the issue of quality education. Teachers' qualifications may be independent variables and quality of education dependent variable. The subject of quality education can be expressed through the measurement of intellectual ability that students belong to. The competency of students is always tested as per need of the stakeholders.

I will examine some specific questions in this chapter. Why does the teacher recruitment policy specify the qualifications of candidates to be recruited as teachers in different stages of education differently? Are the teachers highly paid in colleges and universities for quality teaching? How much grants does the authority annually sanction for teachers in higher education? Why do some colleges and universities seriously consider the research degrees and publications of their teachers during promotion to higher position?

Let me explain the minimum qualifications of teachers for different stages of institutional education in Bangladesh and Korea. A chart may be designed showing the different qualifications of teachers recommended for different stages in the structure of education. (See, chart 1) A teacher with high academic research degree is ideally enough to guide and teach students on the areas of his/her interest well.

Chart 1: Teachers' qualifications in Bangladesh-Korea Education Structure.

Structure of Education	Country	Teacher-student qualifications' gap by age	Teachers' qualification
Grade I –V (Primary School)	Bangladesh	10 years and 7years	3-year Bachelor degree / HSC for female
Grade I- VI (Elementary School)	S.Korea	10 years	4-year Bachelor degree
Grade VI- X (Secondary School)	Bangladesh	5 years/3-years	3-year Bachelor degree /Diploma
Grade VII-IX (Middle School)	S.Korea	7 years	4-year Bachelor degree
Grade XI-XII (Higher Secondary College)	Bangladesh	5 years	Master degree
Grade IX-XII (High School)	S.Korea	4 years	4-year Bachelor degree
3-year Bachelor Degree (in Colleges)	Bangladesh	2 years	Master degree
2/3-year Bachelor Degree (in Colleges)	S.Korea	7 years	Master degree/Ph.D
4 year Bachelor Degree (in colleges and Universities)	Bangladesh	1 year	Master degree
4-year Bachelor Degree (in Universities)	S.Korea	5 years	Ph.D
Master Degree (In College and Universities)	Bangladesh	0 year	Master degree
Master Degree (in Universities)	S.Korea	3-years	Ph.D

Source: Chart has been designed in line of the existing structure in education followed in Bangladesh and Korea.

Academic Degree in Higher Education:

In Bangladesh, Bachelor degree after grade XII consists of 3-year course in colleges and 4-year course in Universities. A student with 3-year Bachelor degree, for Master degree, attends 2-year course in colleges/Universities. While a student with 4-year

Bachelor degree has to attend 1-year course for the same Master degree in college/universities. There are three kinds of research degree in higher education in Bangladesh. These are 2-year course for the degree on **Master of Philosophy (M.Phil**.) and 3-year degree on **Doctor of Philosophy (Ph.D.)** administered in universities. Two-year **Post-doctoral** course is also conducted by only senior professors in specialized universities.

In Korea, Associate Bachelor degree after high school consists of 2/3-year courses in colleges. 4-year Bachelor degree course has been designed only in the university. For Master degree, a student with 4-year Bachelor degree can attend the 2-year course in the university. There are two kinds of research degree in higher education in universities. These are 3-year degree on **Doctor of Philosophy (Ph.D.)** enrolled in universities. Two-year **Post-doctoral** course is also guided by only senior professors in specialized universities.

Recruitment in Teaching Profession:

In Bangladesh, candidates with requisites academic degrees have to sit for the competitive examination for being recruited as teachers in different stages. A male candidate with 3-year Bachelor degree or a female candidate with Higher Secondary Certificate (HSC) can apply for the post of teachers to be recruited for teaching in Primary schools from grade I to V. The teacher-student qualifications' gap in primary school is considered 10 years for male and 7 years for female. It is widely believed that a teacher with Bachelor degree or HSC could appropriately explain the contents of text books assigned for primary students and impress them well. Of course, if other

pre-requisites for quality education remain the same. The gap between teacher and student does not only mean the distance of age but the question of superiority of teachers over students by educational qualifications that make a positive impact   in the learning process in the school. A teacher with higher academic degree plays a significant role not only in teaching and guiding but also in creating respect and values among learners.

In Korea, a candidate with 4-year Bachelor degree can apply for the post of teachers in elementary schools from I to V. The teacher-student qualifications' gap in elementary stage is 10 years –equivalent to that of Bangladesh. The aims and objectives of elementary school teachers are more or less same in both countries.

In this way, the educational qualifications' gap between teachers and students in secondary and tertiary sectors normally refers to the superiority and quality of teachers. The teacher-student qualifications' gap has been varied in different stages of education in both Bangladesh and Korea. But candidates with Master degree first class and Master degree second class can apply for the post of Lecturer in the university and college respectively. They are very provisionally appointed, by competitive performance, for practicing teaching on related discipline in graduation and post-graduation courses. The table clearly points out that the educational qualifications' gap between teachers and students in Master degree courses is about zero in Bangladesh and three years Korea. The rate of improving the quality of education depends on how many qualified teachers with research degree are teaching in the degree courses in higher education.

Teachers with M.Phil/Ph.D

It is highly expected, after appointment as teachers in colleges and universities, the newly recruited lecturers with simple Master degree will improve their educational qualifications with M.Phil/Ph.D degree within the probation period. A teacher with Master degree is very provisionally allowed to practice teaching in graduation courses. A teacher with M.Phil degree is ideally empowered him/her temporary license for teaching in graduation courses in colleges and universities. The temporary license of a teacher with M.Phil may be confirmed for continuous teaching when he will obtain the Ph.D. degree on his subject. This trend of teachers towards research degree in parallel with teaching profession is very significant in the process of improving the quality of education in tertiary sector. The more qualified teachers the college and university have, the more students get benefited. The more benefits of students in higher degree courses ensure the improvement of quality education.

Chart 1 shows the priority of teachers with academic research degree (Ph.D. and Postdoctoral) is given more emphasis for teaching in graduation courses in Korea than that of Bangladesh. In the higher education sector in Korea, Ph.D. degree has been recommended as minimum academic qualifications for the post of Lecturers who want to teach in college and universities teaching profession. As a result, teacher-student qualifications' gap remains 3 to 5 years academic superiority. In Bangladesh, Master degree with first class (Grade A) and second class (Grade B) has been primarily recommended as minimum qualifications for the post of Lecturers for

teaching in university and colleges respectively. Consequently, the academic superiority gap between teachers and students in graduation courses is hardly maintained in recruitment rules. It may be mentioned that university authorities generally recruit their Lecturers for teaching in university and Bangladesh Public Service Commission (BPSC) formally employ Lecturers for teaching in Colleges[44] where 4-year Bachelor and 1-year Master degree are conferred. Colleges are formally affiliated by the National University in Bangladesh.

Politics of Interest groups in Policy-making:

There are mainly two streams, public and private sector, prevailing in higher education in Bangladesh. Public universities and Government colleges mainly represent the first stream and private universities and private colleges stand for the second stream in higher education level. There are many teachers associations in both universities and colleges uphold the interest of their members. The traditional system of conducting graduation and post-graduation courses in both colleges and universities has been going on for a long time. Nowadays, the issue of the quality of education particularly in college education has been critically focused the need for improvement the existing standard of education.

Let us focus the number of stakeholders directly related to the public level higher education sector. These are University (Public) Teachers Association, Bangladesh Civil Service College Teachers Association, Students Association both universities and colleges, National University, Bangladesh Public Service Commission and Ministry of Education headed by Minister of Education. These organizations

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[44] Lecturers with Master Degree are being appointed in colleges through the nationwide open competition conducted by Bangladesh Public service Commission.

unanimously want to improve the quality of higher education. There is no apparent objection at this. Besides, other civil service associations, professional associations along with stakeholders also play a vital role in the process of policy making, changing and protecting the existing ones.

For example, Ministry of Education takes some initiatives of promoting teachers with advance research degree. The initiative aims to recognize devoted teachers so that other researchers could also come forward to pursue research work in improving the quality of instruction. Teachers with M.Phil/Ph.D. degree will be encouraged, no doubt, at this. On the other hand, other young teachers will also be inspired with this provision. In this point, Bangladesh College Teachers Association claims that promotion should be processed as per seniority of teachers not with the provision of teachers with higher degree. An agreement was however signed, after negotiation between two sides, providing 10 percent of total vacant posts will be reserved for incentive promotion of teachers with Ph.D degree. The rest 90 percent senior posts, Assistant Professor, Associate Professor, Professor and Principal, are being considered to be filled up as per seniority of teachers in   government colleges where 4-year Bachelor degree and 2-year master degrees to be conferred under the affiliation of National University. The promotion policy of teachers without Ph.D degree to senior posts, in fact, discourages the teachers with Ph.D. degree. The impact of teaching by 90 percent teachers without any research degree ultimately scarcely contributes to improve the quality of education.

In fine, It is of course implied that Lecturers in college/university should pursue research for the greater interest of improving the quality of higher education. The rate of pursuing academic research in practice by teachers in university is generally

satisfactory. But the trend of pursuing research by teachers in colleges is comparatively far lagged behind. The incentive for research degree in college level does not inspire teachers at all to carry out further research. Whereas, about 88 percent of higher education- Bachelor and Master Degree is being imparted in college level and only rest twelve percent is administered in university level. So the quantity of candidates with 4-year Bachelor degree, output of colleges, generally dominates the job market. But quality of candidates with the same degree from university virtually plays trump card in the job-market.

In this situation, all 4-year Bachelor Degree courses and 2-year Master Degree courses should be brought under the umbrella of university. The Colleges then will be allowed to deal with only 2/3 years Bachelor degree courses. On the other hand, teachers with Master Degree in colleges, appointed by BPSC, should be given adequate research grants to pursue advance research degree to improve the standard of instruction. In addition, teachers' promotion in colleges must be based on the performance of advance research degree, articles and publications.

Chapter 6

Concluding Remarks:

.M.A.Maleque

From the foregoing analysis made all in the previous chapters reveal that government actions and inactions are always done in the pattern of some policies. These policies are normally being considered as course of actions and inactions taken or not taken by the government in the form of authoritative allocation of values for the members of the society. Public policies related to higher education policy are reflected in the new acts, rules and regulations as well as different policy papers approved by the government.

Governments mainly represent the people of the country through the performance of respective political party. Many people from different walks of life including professional interest groups, associational and non-associational groups involve as the part of political parties. These trends are applicable for both political parties in power and opposition. The trend of associational interest group is gradually growing in the increasing exercises of democracy. Government actions or policies taken in higher education may be divided into three forms. These are Traditional, Progressive and Conservative.

Traditional: If government do not want to change the existing policies and tend to continue the previous policies without any changes, this form of governmental attitude, in particular areas may be called traditional. Every policy has some definite merits and demerits. When a policy runs in a country for a long time, some groups of

people strives to accustom with the merits of the particular policy. In this way, a phenomena of interest has been fomented in along with the benefits given by the policy and related affairs. The number of supports also eventually grows with the course of time. As a result, governments also find some positive support following the actions among the people. These are traditional attitudes of the government. But the opposition strives to convince the people about anti-development attitudes of the government.

Progressive: When government adopts new measures, for example, introducing information technology in higher education and want to upgrade the existing standard of education, these policies of the government are called progressive. The aims of the new initiatives are to change present situation adopting the latest technologies for more advance and development. In doing so, the beneficiaries of the traditional measures generally oppose the advance measures of the government. The opposition tries to influence the people as the previous policies were running good. Thus the professionals are divided into, institutional, associational and non-associational interest groups and try to influence the government on policy measures.

Conservative: When a government adopts some measures considering the balance between traditional and progressive wings, the form of governmental measures and policies are being addressed as conservative. In this situation, government has to face tremendous pressure from both traditional and progressive fronts. Traditionalists think they are gradually loosing their benefits provided by the policies earlier. On the other hand, the progressive groups consider the government measures, in context of modern technological development, are inadequate and insufficient as per demand of the people. So both the groups become more competitive to exert pressure upon the

government to formulate policies incorporating their own interests more. Thus the governments some times are found to be tilted in favor of some particular interest groups. These trends of government are apparently reflected in the policy measures time to time.

In the higher education area, it is the issue of improvement of quality education. The uses of information technologies in education sector and promotion of qualified teachers will not only benefit the particular group but also give raise the interest of the nation as a whole. In this situation, all 4-year Bachelor Degree courses and 2-year Master Degree courses should be brought under the umbrella of university. Bangladesh, in this case, could follow the policy measures that Korea adopts. The Colleges then will be allowed to deal with only 2/3 years Bachelor degree courses. On the other hand, teachers with Master Degree in colleges, appointed by BPSC, should be given adequate research grants to pursue advance research degree to improve the standard of instruction. In addition, teachers' promotion in colleges must be based on the performance of advance research degree, articles and publications.

Chapter 7

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Appendix 1 (B.desh IT policy)

Bangladesh Information Technology Policy 2001.

Organization Structure:

A. Ministry of Information Technology (MOIT) will be created with the prime responsibility of assisting socio-cultural-economic development of Bangladesh through the use of Information Technology.

B. The Ministry, headed by a full Cabinet Minister, will have the following IT related functional responsibilities:

> Human Resource Development
>
> Telecommunication
>
> Legislation
>
> IT Industry

C. The Minister of Information Technology shall be appointed from amongst private sector professionals having proven track record of positive contributions in the field of Information Technology, as well as high standard of managerial capabilities and ethical standard.

D. National Council of Information Technology (NCIT) will be created as the field organization of MOIT to implement the decisions of the MOIT, as well as to act as the

liaison between the IT Industry and the Government.

E. Export Promotion Bureau (EPB) will create an IT Cell, similar to the Textile Cell, to coordinate the activities of exports of IT products and services.

F. The compensation package of the technical staff appointed on Government payroll for all

IT jobs will be in line with the local market.

2. HUMAN RESOURCE DEVELOPMENT

A. An Institute of Information Technology, in line with Institute of Business Administration, with collaboration from one of the renowned Universities of the United States of America (say, Stanford, Berkley, Carnegie-Mellon, Yale, MIT etc.) will be set up. This Institute will have the capacity to produce 1,000 IT Professionals in the first year of operation.

B. Capacity of IT related Departments of all existing Public Universities and Institutes will be increased so as to admit at least 1,000 Students from the 2002-2003 academic sessions.

C. Shortages of IT teachers in the interim period will be made up by hiring appropriate faculty members from overseas. NRBs shall be preferred.

D. IT Related Distance Education Scheme of the Bangladesh Open University will be expanded through the use of TV and Internet. Private TV Channels should be encouraged to start IT Education Program.

E. Syllabus and Course Curricula of IT related program of all the Universities and Institutes shall be reviewed and revised every two years in consultation with the IT Industry and NCIT, to keep up with the latest development.

F. All private IT Education and Training Institutions will have to be accredited with NCIT which will devise standard testing and certification methods for these Institutes. Such methodologies shall be reviewed and revised every two year.

G. All employees in Government Payroll shall undergo Computer Literacy Program, the result of which shall form part of the employees' Annual Confidential Report, and impact the career progression.

H. Nationalized Commercial Banks (NCB) will be required to sanction loans to students, teachers and educational institutions for purchase of Computers and Peripherals, at 5 % simple rate of interest repayable in 36 equal installments.

I. NCBs will extend financial assistance to any individual undertaking appropriate IT education & training, at 5% simple rate of interest payable in 36 installments with a moratorium of one year after the completion of the course.

J. Local IT Education and Training Institutes will enjoy Tax Holiday for 5 years.

K. English Language shall be enriched for IT Education Program.

3. INFRASTRUCTURE DEVELOPMENT

A. Private Sector will be allowed to create Broadband Telecommunication Backbone within the country, as well as High Speed International Gateway.

B. BTTB will develop national access platform for more efficient Internet use.

C. Internet Exchange will be set up for national inter-connectivity amongst ISPs.

D. All Analog Telephone Exchange will be converted to Digital.

E. Internet Access cost will be brought down to Taka 0.20 per minute.

F. A Software Technology Center (STC) will be created immediately within Dhaka city in a rented building which will be fully equipped with internal Fiber Optic Cabling, High Speed Internet Gateway & all other necessary facilities. Local and NRB entrepreneurs may be able to rent the office space at a concessional rate, for development of Software and IT Services.

4. IT INDUSTRY

A. 1 % of the Gross Domestic Product will be spent every year on migration of manual work to computerization in Government, Semi-Government, Autonomous Bodies and Sector Corporations.

B. Each Ministry will have a Budgetary Allocation for computerization of its activities each year.

C. Import of Foreign Applications Software, in areas where local expertise exist or can be developed, shall be discouraged.

D. Local Application Software will get a 15 % price preference over equivalent foreign products. The experience requirement will be relaxed for local Application Software and Developer.

E. Export Promotion Bureau (EPB) will set up Marketing Offices for helping the domestic IT Industry in entering into export market. Such Marketing Offices will be operated by IT Marketing Professionals from the private Sector, and be accountable for achieving quantifiable targets. Initially two such Offices will be set up; one in the U.S.A. and the other in the U.K.

F. EPB will support local IT industry for participation in regional and international Trade fairs.

G. Every Government Ministry will have its own interactive Web site before the end of June 2002.

H. Pilot projects in at least two Government procurements, including tender documents, tender submission, technical evaluation, financial offer, contract award etc. will be processed through the Web Sites. This will ensure transparency and accountability.

I. To encourage use of IT in the private sector 100% depreciation should be allowed (Hardware, Software etc.).

J. A financial evaluation of IT projects by the financial Institutions should be done considering the unique nature of the Industry. Human Resources, product & marketing development expenditures for at least two years will be considered.

K. Employee stock option plan (ESOP) will be incorporated in the relevant taxation and company Laws with a view to retaining IT professionals in the country.

5. LEGAL

A. Relevant Rules and Regulations of Banking Acts will be amended to accommodate payment through Credit/Debit Cards, for both domestic and international E-Commerce.

B. Appropriate Cyber Laws will be enacted for all aspects of IT activities including protection of Data Security & Interoperability through Encryption and standards, as well as regulating undesirable text, data and image traffic.

C. Existing Labor and Manpower Laws and Regulations will not be applicable for IT professionals for overseas assignments.

6. INDEPENDENT CONSULTANTS

A. All individuals, firms and companies interested to offer consulting services for computerization, shall be encouraged to register with NCIT.

B. Independent Consultants must not have any financial relationship with any IT Vendor.

C. Appointment of foreign Consultants for GOB funded projects will be discouraged in cases where local expertise are available.

7. NON-RESIDENT BANGLADESHIS (NRB)

A. Non-Resident Bangladeshis (NRBs) will be encouraged to start IT related activities in Bangladesh.

8. NON-GOVERNMENT ORGANIZATIONS (NGO)

A. If any NGO intends to do business in IT field, that organization must register itself under Company Act, and comply with Taxation & other relevant Rules and Regulations as applicable to other business organizations.

MID-TERM (FY 2002-2005)

1. ORGANIZATIONAL STRUCTURE

A. As the volume of work increases, additional manpower and physical facilities will be provided to MOIT and NCIT.

B. MOIT, though a Government Ministry, will act as a World class professional IT organization.

2. HUMAN RESOURCE DEVELOPMENT

A. The Institute of Information Technology will be expanded and its capacity increased to produce 5,000 Graduates per year.

B. The capacity of IT related Departments of all Public Universities and Institutes will be increased, as shown below:

<blockquote>
2003-2004   -   4,000 students per session

2004-2005   -   6,000 students per session
</blockquote>

C. Foreign Faculty Members will be phased out by the year 2004-2005. However, some teachers will be retained for imparting knowledge only in the fields of new and emerging technologies.

D. Computer Literacy' Course will be made a compulsory subject for Higher Secondary Certificate Examination.

E. New recruitment in any Government, Semi-Government, Autonomous Bodies and Sector Corporations will be restricted to Computer Literate candidates only.

3. INFRASTRUCTURE DEVELOPMENT

A. Tele-density will be increased from the existing 5/1000 to 50/1000, in phases, with investment from both Public and Private Sectors.

B. All Schools, Colleges, Universities and other Educational Institutions will be connected to the Internet, free of charge, and students will have free access to the same.

C. Two Software Technology Villages (STV) will be created, one around Dhaka City and another in other suitable area of the country, with facilities such as Fiber Optic Communication Cabling, High Speed Internet Gateway, with all other modern facilities. Office space will be leased to the IT entrepreneurs at a concessional rent, for development of Software and IT Services.

D. Cyber Kiosks will be established in every villages to allow access to information by the citizens and to facilitate citizen-government interaction.

E. E-mail facilities will be introduced in all post offices throughout the country in order to provide e-post services to the people including the remote villagers.

4. IT INDUSTRY

A. All Government, Semi Government, Autonomous Bodies, Sector Corporations, Commercial Banks, Insurance Companies, Leasing Companies must switch over to computerized operation in replacement of manual system by 2005.

B. Use of Electronic Cash Register for sale of all items under VAT, will be made compulsory from July 2003.

C. Domestic IT Industry will have an Export Target of US $ 2 (Two) Billions by June 2005.

D. EPB will open additional Marketing Offices in Germany, Japan and Australia.

E. Manufacturing facilities for Computer Hardware such as Key Board, Mother Board, Hard Disk Drive, Modem, I/O Cards etc. will be created within the country, preferably in collaboration with internationally renowned manufacturers.

5. LEGAL

A. Bangladesh will be represented in Unicode Consortium.

B. Unicode Standard 3.0, released in September 1999, classifies Bangla as an Indian Script. This will be corrected to show 'Bangla' as a Bangladesh Script.

C. National Standards for Unicode compliant Bangla Key Board and Font will be developed.

6. INDEPENDENT CONSULTANTS

A. Computerization of Government, Semi-Government, Autonomous Bodies and Sector Corporations will be arranged under the supervision of a number of Consultants, one each from another Government Department, NCIT and Independent Consultants.

B. Independent Consultants will form into a forum to exchange information and knowledge on a continuous basis.

source: BASIS

Appendix 2:

BPSC: Lecturers' Recruitment Policy and Rules

The Bangladesh Public Service Commission

The Bangladesh Public Service Commission (PSC) is a quasi judicial body established under the Constitution of the People's Republic of Bangladesh. It works under the provisions of the Articles 137 to 140 of the Constitution and certain other rules and regulations made by the Govt. from time to time under the Constitution.

1. Formation	:	The Chairman and eleven members constitute the commission. The Chief Justice of the country administers the oath for both members and Chairman of the commission. The status of the Chairman and the Members are same as that of the Judges of the Bangladesh Supreme Court.
2. Tenure	:	The tenure of the Chairman and members of the commission is 5 years or 62 years of age whichever comes earlier. If the age permits the tenure can be renewed for one more term.
3. Functions	:	The constitution of the People's Republic of Bangladesh has entrusted the PSC mainly with the following responsibilities :-

a) To recruit the civil servants for the Republic ;

b) To recommend for promotion at the level of Class-I and Class-II Gazetted positions;

c) To give opinion in the disciplinary cases drawn against the Govt. Servants in which major punishment is proposed;

d) To give opinion in the matters affecting the terms and conditions of the Govt. Servants if referred to PSC;

e) To regularize the service of the Govt. Servants which is required under certain rules;

f) To contribute is framing the recruitment rules for various Govt. Departments;

g) To conduct Senior Scale Promotion Exam for BCS cadre officials;

h) To conduct Department Exam for both cadre and non-cadre officials.

4. PSC Secretariat : There is a Secretariat to assist the Commission which is called the Bangladesh Public Service Commission Secretariat. It is a separate division of the government headed by a Secretary from the Government. PSC Secretariat consists of Controller of Exam., Chief Psychologist, Deputy Secretaries, Directors, Deputy Directors, Psychologists and related other supporting staff.

The secretariat also has a big library and a research wing. Its computer wing is supported by the System Analyst along with Programmer, Asstt. Programmer and other related staff. The PSC secretariat has regional offices at the Divisional head quarters.

5. Facts about BCS : Exam.

a) Total No. of Cadres :
BCS Exams are held for 29 different cadres.

b) Eligibility :

i) At least 2nd Class Graduation

or

Third Class Graduation with one First Division at S.S.C./H.S.C. level

or

2nd Class Post Graduation with Third Class/ Division at S.S.C./H.S.C./Graduation level

ii) 21 to 30 years (for General candidate)

iii) 21 to 32 years (for Tribal and Freedom Fighter).

IV) **At least 2nd class Master Degree with 2nd Class (Honours/4-years Bachelor Degree) for Bangladesh Civil Service (General Education) Cadre**

c) Subjects for Exam. :

i) For General Cadres : Five Compulsory subjects & three optional subjects.

ii) For technical cadres : Five compulsory subjects only.

d) Place of Preliminary & Written Exams. are held in Dhaka, Exam. : Chittagong, Rajshahi, Khulna & London. But the Viva-Voce is held only in Dhaka & London.

6. Quota Distribution (for both cadre and non-cadre posts)
: i) Merit - 45%
ii) District : - 55%
    a) Freedom Fighter/Freedom
      fighter's daughters/sons - 30%
    b) Female - 10%
    c) Tribal - 5%
    d) General Quota - 10%

7. Constitutional obligations
: The annual Report of the PSC is submitted to the Hon'ble President every year. The report contains elaborate responsibilities performed by the PSC during one Calendar year. The reports are also placed before the parliament for evaluating the functions of the commission, as because, the commission is only responsible to the parliament for its actions.

8. The President and the PSC
: The recommendations and the decisions of the commission can only be reviewed or replaced by the Hon'ble President.

9. Address of the : The Bangladesh Public Service Commission

   Commission   Old Airport Building, Tejgaon, Dhaka-1215.

                      Phone : 811143-7, 9120880-4

                      Fax   : (880-2) 813520

Appendix -III

<u>Survey on How Higher Education Policies Shape the Quality Education</u>

M.A.Maleque

.Name:…………………………………Status:………………………………

Please accept my thanks in advance for giving time to fill up this questionnaire.

This questionnaire is designed just to fulfill the curiosity of academic research on higher education policy issues. I hereby request your honor to express honest and sincere opinion**. Please encircle the answer, which is the closest to your opinion/deliberations.**

Question 1. Would you please state what kind of problem you observe in providing high quality of teaching to all learners in higher education?

Ans:

> (a) Some of the faculties are not dedicated in teaching with professional responsibility.
>
> (b) A few faculty members only remain busy with research and teaching.
>
> (c) There is no sufficient journals and text books in the library.
>
> (d) Head of the institution does pay little attention to ensure quality of teaching.
>
> (e)Others:

………………………………………………………………………

Question 2. Would you please state what issues mainly remain in the agenda of

faculty meeting?

Ans:

(a) Administrative issues
(b) Learner's performance in the last exams
(c) Seminar papers given by faculty members.
(d) Improvement of course materials
(e) Others: …………………………………………………………………………

Question 3: What strategy would you like to follow for improving the professional excellence of faculties?

Ans:

(a) Monthly seminar where each professor will present their research paper
(b) Faculty will always pursue the new research project along with teaching.
(c) Faculty will definitely contribute by writing articles in the Journals home/abroad.
(d) All higher educational institutions will publish a regular journal
(e) Others:
    …………………………………………………………………………………

Question 4: What should be the main qualification of a professor in providing quality teaching in higher education?

Ans:
(a) Professor with Ph.D. degree   (b) Professor with Ph.D. degree & publications (c) Professor with Ph.D degree and involvement in research, (d) Professor with Ph.D & Post-doctoral with little publication.
(f) Others:……………………………………………………………………………
    …

Question 5: Do you think higher education policy containing the qualification of teachers with research degrees for teaching can ensure the quality of higher education?

Ans: (a) Yes   (b) No.

Question 6: What will be impact of teaching in graduation classes by a teacher without any research degree?

Ans:

(a) Discussion on the assigned topic will be of repetition only.

(b) Learners will not be benefited as expectation

(c) A teacher could not morally advise the learners to study more.

(d) Teacher could not be able to inspire his learners.

(e) Others:……………………………………………………………………

…

Question 7: Which group will be more benefited if higher education policy recognizes attractive payment for teachers with Ph.D. & postdoctoral degree?

Ans:

(a) Teachers with Ph.D. degree   (b) Learners in higher education   (c) Guardians (d) whole nation   (e) All of them.

Question 8: Which group will be looser if the question number 7 is incorporated**?**

Ans:

(a) Teachers who will not pursue the higher research degree.

(b) Learners who do not want to go through text books.

(c) Guardians will not agree to pay more for this cause

(d) Teacher's association will loose more

(e) Others:……………………………………………………………………

…

Question 9: Appointment of quality teachers and promote existing teachers with research degrees can ensure the quality of higher education. Do you agree?

Ans: (a) Yes.   (b) No.

Question 10. If it is right, why do then governments of some developing countries not pursue such higher education policy focusing the importance of teachers with research degree for the learners in higher education?

Ans: (a) Government is afraid of more taxation

(b) Government is afraid of Teachers' association movement

(c) Government is afraid of instability of regime

(d) Government do not want to ensure quality education in reality

(e) Others:………………………………………………………………….

Question 11. Remaining all other existing conditions in higher education unaltered, if the "teacher policy" is adopted that teachers involve them in higher study and research side by side teaching the crying for ensuring quality in higher education can only be fulfilled at this.

Ans: (a) Yes.   (b) No.

Question 12.Guardians, in the rapidly changing society where competition has no limit, want to pay a lot for ensuring the time bound and standard education for their borders in university level. But what kinds of interest groups do prevent the government from formulating a realistic higher education policy?

Ans: (a) Student Association. (b) So-called teachers' association (c) a group of politician.(d) A group of poor guardian.
(e) Others:…………………………………………………….

Thank you very much for attention.
M.A.Maleque