



System of administration in elementary education of BCIM countries

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Abstract

The BCIM is an international forum for regional cooperation, comprising of four countries namely Bangladesh, China, India and Myanmar. It is a sub-regional organisation that aims to increase trade and investment between the four countries. The main impetus behind this sub-regional organisation is the proposed corridor that connects India and China through Bangladesh and Myanmar. The objectives of this paper are to analyse the system of administration in elementary education of BCIM-EC Countries and to make a comparative analysis of the system of administration prevalent in these countries. This study follows the method of document-based logical analysis. Conclusion is drawn through comparative analytical method. It has been found that different countries have different systems of administrative control regarding the system of education.

Keywords: BCIM Countries, Administration, Elementary Education.

Introduction

The BCIM is an international forum for regional cooperation, comprising of four countries namely Bangladesh, China, India and Myanmar. It is a sub-regional organisation that aims to increase trade and investment between the four countries. The main impetus behind this sub-regional organisation is the proposed corridor that connects India and China through Bangladesh and Myanmar. The Belt and Road Initiative, China's flagship project for international connectivity was to include the corridor, according to China's 2015 proposal. By combining road, rail, water, and aviation connections throughout the region, the projected corridor will span 1.65 million square kilometres and serve an estimated 440 million people in West Bengal, Bangladesh, Myanmar, and China's Yunnan province in Eastern India. Better trade facilitation, the removal of non-tariff trade barriers, increased market access for commodities, services, and energy, infrastructure development investments, and cooperative exploration and development of mineral, water, and other natural resource resources are all goals of the BCIM. The four nations also decided to promote collaboration and exchanges in the fields of science, technology, sports, and education within the BCIM region.

Wasi and Ahmad (2023) have conducted a research on BCIM countries and have found that this sub-regional cooperation offers its member nations the best chance to address their socioeconomic issues by establishing a range of infrastructure projects with China's financial assistance. Saqib (2021) has examined the cooperation between BCIM countries critically in. The purpose of the paper is to investigate the opportunities and difficulties of the BCIM cooperation, a major and infrastructure-focused pilot project of the BRI. Karim and Islam (2018) made an effort to assess the BCIM-EC project's advantages and disadvantages in light of the countries of South and Southeast Asia. The goal of the effort was to improve connectivity between people, capital, trade, infrastructure, and investment. In order to improve economic and cultural connectedness, the BCIM-EC, which is a component of the BRI, suggests connecting eastern China with South Asia, which will ultimately connect Southeast Asia through various ways. It can be

deducted that most of the researchers done on this BCIM countries deal with the economic cooperation between these countries. But the platform of BCIM cooperation also gives importance to education. Among different stages of education, elementary education is of utmost importance as it is concerned with the fundamental development of a child. The area of the administrative structure that is in charge of the growth and development of various educational systems is known as educational administration. The aim of this study is to inquire about the system of administration of elementary education in these four countries.

Objectives

The objectives of the present study are

- To analyze the system of administration in Elementary Education of BCIM Countries
- To make a comparative analysis of the system of administration in Elementary Education of BCIM Countries

Methodology

The methodology of the study is analytical and interpretative in nature. This is essentially a qualitative research. Historical and sociological approaches have been adopted for analysing comparatively the collected data. This study follows the method of document-based logical analysis. Conclusion is drawn through comparative analytical method.

Analysis and interpretation

1. Bangladesh

The Ministry of Education (MOE) is the apex body of educational administration in Bangladesh. There is another central body, which is an important decision-making authority regarding elementary education, Primary and Mass Education division (PMED). The Ministry of Education is entrusted with the responsibility of policy-making, directing, planning, and supervising the system of education in Bangladesh. Under MOE there are directorates, autonomous bodies and semi-autonomous bodies.

The Ministry of Education (MOE) is headed by the honourable Minister-in-charge. Under the minister, there are several important officials who take important charges in

the central level. There are Principal Secretary, Secretary for Primary Education, Deputy Secretary for Primary Education. Under Deputy Secretary, there is the Director of Primary Education. There are two Deputy Directors who take charge of two different sectors - one is establishment and the other is training. Under Deputy Directors, there are district level education officers, who look after different sub- sectors. Under Deputy Director of establishment there are District Primary Education Officer, Legal officer, Statistical Officer, Accounts Officer, Senior Superintendent, Administrative Officer. District Primary Education Officer looks after the Primary Schools with the help of Education Inspectors. Similarly, under the Deputy Director of Training, there are District Education Officer who takes care of PTC Colleges. There are Junior Superintendent, Deputy District Education Officer and Education Officer of Planning. Education Officer of Planning looks after the planning section with the help of Assistant Education Officer of Planning. Planning sector is a vital wing under the MOE. It receives the proposals by different organizations and take necessary actions for the approval of the government.

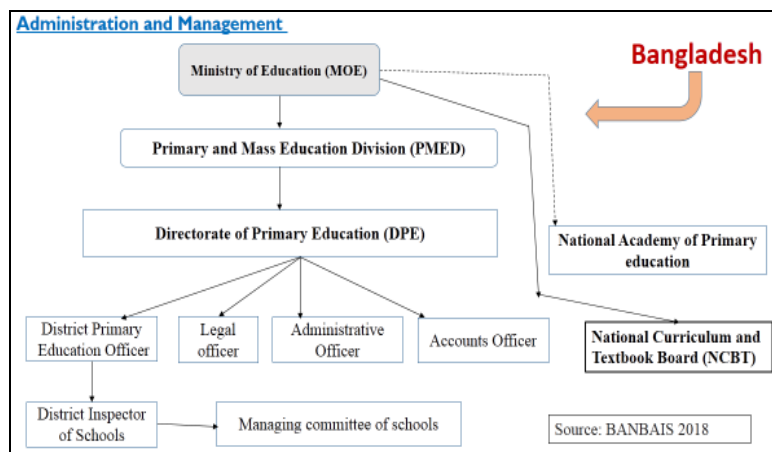
The next important central body is Primary and Mass Education division (PMED). PMED is composed of two directorates – Directorate of Primary Education (DPE) and the Directorate of Non-formal Education (DNFE). Three professional organizations operate under PMED. The National Academy of Primary Education works at

national level. It is the apex body for teacher training and academic and professional research. The major responsibility of the institution is to initiate National Academy of Primary Education, Bangladesh Bureau of Educational Information and Statistics, National Academy for Education Management qualitative improvement in primary education. It also gives training to in-service teachers, conducts refresher courses, and trains PTI instructors and other functionaries of primary education. It carries another major responsibility regarding primary teachers’ training. The curriculum for the course called “Certificate in Education” is developed by The National Academy of Primary Education.

Moreover, there are other semi-autonomous organizations that work under the PMED. National Curriculum and Textbook Board (NCBT) is an important semi-autonomous organization under PMED. National Curriculum and Textbook Board (NCBT) looks after curriculum development for different stages of education. NCBT also produces textbooks to implement the curriculum, prescribed for different grades. Others are Boards of Intermediate and Secondary Education (BISE), Madrasah Education Board, Technical Education Board.

Above mentioned bodies are all central-level organizations. In the institutional levels, schools are governed by the managing committee. Head of the institution plays an important part at the school-level administration.

This hierarchical structure is shown by the diagram below:



China

In China the State Council is the highest administrative authority. Under the State Council, Ministry of Education is the apex level organization that is responsible for education in China. Ministry of Education is responsible for making strategies, drafting policy, doing plans for elementary education. The rules and regulations are decided by the ministry. The ministry coordinates and collaborates with different departments. It lays down criteria for evaluation and assessment. It is responsible for developing infrastructure and facilities for students. The collection and compilation of educational data are done by the ministry. It initiates necessary reform according to the needs and objectives. (Organisation for Economic Cooperation and Development - OECD, 2016, p. 59)

Under the ministry of education there are departments of education and different commissionerates at the provincial level that control education in their respective jurisdiction. Among them two departments need particular mention, one

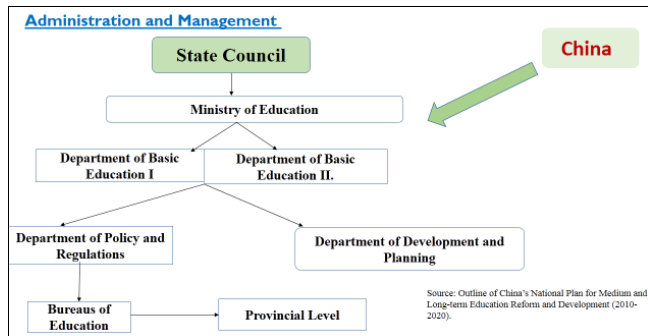
is Department of Basic Education I, Department of Basic Education II. Department of Basic Education I is responsible for elementary education. The functions of this department are - management of elementary education on behalf of the ministry, development of elementary education in rural areas, formulation of policy regarding this stage of education, ensure equal access to elementary education, formulation of rules, maintain standard of schools, decision making about different aspects of education.

There are other departments under the Ministry of Education that take charge of specific areas of the education system. Among them, two important departments are described below with their functions:

- Department of Policy and Regulations - draft regulations, make laws, develop strategies for reform
- Department of Development and Planning - formulation of plan, development of school infrastructure, strategies for development in rural areas.

Under the departments of education there are bureaus of education. It takes the responsibility of elementary education at the provincial level. The rules, regulations, developmental strategies designed by the ministry in consultation with the departments are to be implemented at the provincial level. Educational authorities at the grassroots level formulate policy as per the recommendation of the higher level authorities. It may include few adjustments due to regional needs. Implementation of policies and procedures are the chief responsibility of the local stakeholders. (Organisation for Economic Cooperation and Development - OECD, 2016)

This hierarchical structure is shown by the diagram below:



India

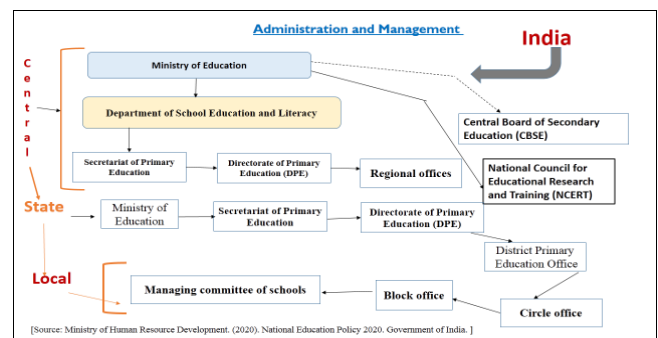
Education fell under the Concurrent List after the Constitutional Amendments in 1976. In India education is the joint responsibility of the Central Government and the State Governments. At the centre the Ministry of Education under the Government of India is the apex body of educational administration and management in India. Previously it was called the Ministry of Human Resource Development (MHRD). Ministry of Education (MoE) was formed on 26 September in 1985. Under the ministry they are two departments - Department of School Education and Literacy, and Department of Higher Education. Department of School Education and Literacy holds the responsibility of the entire development of School Education throughout the country. As a controlling authority the roles performed by the Ministry are formulation of educational policy at the national level, making plans for successful implementation of the policy, taking initiative to improve the quality of educational infrastructure in the schools especially in backward areas, provide all kinds of financial resources for school education.

There are significant autonomous bodies that play significant role in the educational administration in India. Central Advisory Board of Education (CABE) is the main advisory body at the Central level. CABE gives educational advice to the centre as well as the states regarding school education. Another autonomous body National Council of Educational Research and Training (NCERT) was established in the year 1961. NCERT drafts curriculum frameworks, prepare and published text books, provide teacher guidelines for the level of elementary education.

Under the central government there are state governments who control the school education under their jurisdiction. Under the State Ministry there are Ministry of Education with their subordinate departments of education. Like NCERT there is SCERT, State Council of Educational Research and Training which performs at the state level for giving advice and leadership for the matters in school

education, curriculum developments, reforms in the examination system, teacher education. SCERT is headed by the Director of school education. Under the State government, there is the Boards of primary education and secondary education which give direction to the lower level authorities.

In the state level under the Directorate of Primary Education (DPE) there are district level offices. Under the district level there are circle office followed by the block office. Schools are directly under the circle and block office. At every school there is managing committee to look after the schools. In this way the structure of educational administration in India is proportionally divided among the central government the state government and the local authorities. This structure is represented in brief through the following diagram.



Myanmar

The government organization in charge of education in Myanmar is the Ministry of Education (MOE). The Ministry of Education seeks to assist national economic development, foster research, and educate future-focused advanced scientific and technology experts. [3] In 1996, the Ministry of Education grew to become the new Ministry of Science and Technology in an effort to reinforce and correct its goals. This ministry was primarily concerned with nuclear safety, fundamental infrastructure development, intellectual property protection, standardization, quality assurance, and research and development. In order to create impetus for national development, the Ministry of Education and the five departments from the Ministry of Science and Technology amalgamated in 2016. With four categories, the Ministry of Education is currently in charge of national growth.

The Ministry of Education is the apex body which controls the entire system of education. The administrative chief is the honourable Minister of Education. Under the minister there is Secretary of education. The Federal Ministry of Myanmar in association with the other departments perform the pivotal role in the educational administration of elementary Education of Myanmar. The major functions of the Ministry of Education are making educational policies, making framework for development, development of curriculum, supervision and innovation. There are several departments under the Ministry of Education like – Department of Basic Education, Department of Higher Education, Department of Administration, Department of Myanmar Language Commission. All these departments are headed by efficient educational dignitaries who look after the successful implementation of the policies and practices. The Deputy Ministers are in charge of the Ministry of Education's office staff. They oversee the execution of

educational initiatives, establish educational guidelines, manage ministry finances, oversee department heads, and oversee ministry administration. The Department of Basic Education under the MOE is in charge of most of these schools. Department of Myanmar Board of Examinations, Myanmar Educational Research Bureau (MERB) are two important administrative bodies. They have significant roles in the elementary education of Myanmar. Under the central level the educational administration of Myanmar is controlled by State Education Office and Division Education Office. Under this level the Township Education Office is in charge. They are directly linked to the schools. The regular decision-making responsibility lies on them. The Township Education Officer is the head of the office. The decision making regarding the teaching-learning, Appointment and training of teachers are the responsibility of this office. They use to make regular inspection to the schools.

Findings

In each of the BCIM countries, the public system of elementary education is controlled by the Government of the country. In all these countries the Ministry of Education is the apex body of educational administration and management. Under the Ministry there are separate divisions for elementary education. For instance, in Bangladesh the wing for elementary education is named Primary and Mass Education Division or PMED. Under this division of elementary education, there are several directorates to look after different areas of elementary education.

Under the directorates, the secretariats look after various aspects of the system. In Myanmar Department of Basic Education plays the pivotal role for education in elementary level. The structure of the ministry of education is almost similar in the countries with few exceptions.

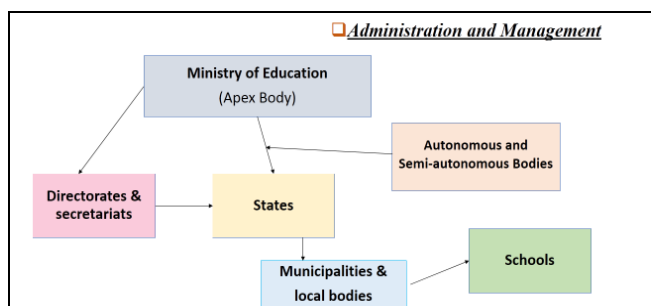
There are several autonomous and semi-autonomous bodies at the Central level that work in close connection with the Ministry of Education. National Curriculum and Textbook Board (NCBT) is such an organization in Bangladesh to look after curriculum development of elementary education. There are different Boards of Education both in central and state level.

Under the Ministry, there are States and Municipalities or Township Education Office as in the case of Myanmar. They are also decision-making authorities regarding primary education and lower secondary education. At the grass root level, there are schools. The schools also enjoy a certain level of institutional autonomy.

elementary education system is fully controlled by the central ministry in China as well as in Bangladesh. There are subordinate authorities but these lower level authorities only manage the implementation part; all the strategies and decisions are made at the Central level. Other countries have decentralized system of educational administration. In these countries, the department of education exists in each state. Their primary roles are directive, operational, and regulatory. The primary functional area that we cover in-depth in this section is the regulatory function. There are three key components to it. Standards, norms, and regulations are developed; competency is assessed by examination and inspection; investigations are conducted as necessary to ensure compliance. The role of educational administration is to enable people to maximize the benefits of educational systems by making them capable and helpful in accordance with their needs. But in India, the responsibility of elementary education is shared between the three levels of authorities. Sometimes it creates lack of coordination between them that hinders the proper implementation of policies at the grass-root level.

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Conclusion and Recommendations

Different countries have different systems of administrative control regarding the system of education. For instance the