

Governance and Management of Higher Education Sector: A Case Study of Private Technical and Ayurvedic College

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Abstract

*The concept is built on two major educational sectors; **Technical education**, the academic and vocational preparation of students for jobs involving applied science and modern technology. It emphasizes the understanding and practical application of basic principles of science and mathematics, rather than the attainment of proficiency in manual skills that are properly the concern of technical and vocational education, whereas **Ayurvedic and Unani medical Education** rely on a “natural” and holistic approach to physical and mental health. The objective of the paper indicates an overview of technical education and Ayurvedic and Unani medical education, governance and management strategies followed in the higher secondary and above the level of private educational institute, socio-economic background of the different personnel, and problems and prospects of selected institutions. Both quantitative and qualitative methodological techniques have been used to collect the primary data. This article is based on survey findings conducted on institutional executives and administrative personnel, facilitators, and teachers to assess the management strategy of different stakeholders of these institutes. The respondents (n=04X30=120) have been selected for KIIs (key informant interviews).*

Findings revealed good governance and management system of the studied institutes is necessary for quality higher education and services and scope for employment opportunities. Health care services provided by the ayurvedic and Unani medical institutes enhance the healthy life of rural people. Though it has lots of potentials of course there are some limitations of not accepted widely by the peoples, unavailability of pure medicines and lack of technology and knowledge regarding this microscopic level of science which needs lots of understanding to practice it.

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Introduction

“Education is the backbone of a nation”- is the foundation for creating moral and other human-related social values among people. Quality education is not an easy concept to qualify. Scholars argue that countries need a well-diversified education system to gain sustainable development through education as Social Education, Spiritual Education, Vocational/technical education, health education, etc.

Social inclusion is a much wider concept, which incorporates the inclusion of all children in the education process, regardless of their origin, place of living, socio-economic characteristics of the family, and their physical and mental abilities. It generally encompasses the following indicators: - Enabling all children to enroll in the formal education institutions - Enabling all children to regularly attend and complete the formal education - Enabling all children to attain to the maximum of their abilities based on these indicators, the following section analyses the most vulnerable groups, however, a variety of reasons have not been fully integrated in the education system. It is important to emphasize that the variables are usually intertwined which makes it more difficult to tackle each one separately.

Educational governance and Management helps in the achievement of institutions objectives and practice concerned with the operation of educational organizations that has to be centrally concerned with the purpose or aims of education. It ensures school and college effectiveness by improving interpersonal communication among members of the school and college. It helps in creating, maintaining, and enhancing a good public image of the institution (Bush, 1986; 1999; 2003).

The concept of management overlaps with two similar terms, leadership and administration. Increasingly the role of management and governance is recognized as important for providing and delivering effective services at all levels of education. Given the growing demand for more and better services at on two major educational sectors; **Technical education** covers the academic as well as vocational preparation of students for jobs involving applied science and modern technology and **Ayurvedic and Unani medical Education** that rely on a “natural” and holistic approach to physical and mental enhance healthy life of rural people. In Bangladesh, such kind of current demandable education and training systems must become more efficient and more effective to prevent the massive expansion of quality education. This demands a holistic approach to governance and management issues under continuous quality

improvement efforts and perceptions by using importance-performance analysis (IPA). In parallel, there is a demand from civil society and governments for better governance, quality management to a variety of stakeholders at the private level Colleges, and greater accountability and efficiency in the delivery of **Technical education** and **Ayurvedic and Unani medical education** with supports and services.

Background Information

Over the past 15 years, governance has become a key concept in the debates related to development. Governance assessments vary according to the interests, needs, and culture of the researchers. Some focus mostly on public sector corruption; others take a broader approach, which can include elements of human rights and democracy examined across civil society, the private sector, and government institutions which refer broadly to how power is exercised through a country's economic, social, and political institutions to use the country's resources for socio-economic development. Experience shows that emphasis on governance and management is crucial for education and health systems to fulfill their essential public education /public health functions. Both health and education governance encompasses institutions, management bodies, and linkages among citizens, government officials, and education/ health service providers. Ideally, good governance in education and health should have the traits of responsiveness and accountability, transparency, encompass the engagement of citizens, and the capacity of state actors (central and local government decision-makers) to design and implement policies in these sectors. "The process of governance encompasses the political, institutional, social and economic aspects of life, which have an impact on each individual, household, village, region or the nation. Governance involves (1) the State, which is responsible for creating a political, legal, and economic environment conducive for building individual capabilities and encouraging private initiative; (2) the civil society, which facilitates the mobilization of public opinion and people's participation in economic, social and political activities, and (3) the market, which is expected to create opportunities for people. Governance includes, therefore, the sum of procedures, actions, and entities available to citizens by applying their rights, satisfying their duties, and arbitrating their disputes". This paper analyzes the present condition of Bangladesh technical education and Ayurvedic and Unani medical education system, concentrating on the management system coherence with good governance standards. For this study, we will use as a point of reference the UNDP Five Principles of Good Governance, which are as follows: **1. Legitimacy and Voice Participation** – all men and women should have a voice in decision-making, either directly or through legitimate intermediate institutions that represent their intention. Such broad

participation is built on freedom of association and speech, as well as capacities to participate constructively. **2. Direction Strategic vision** – leaders and the public have a broad and long-term perspective on good governance and human development, along with a sense of what is needed for such development. There is also an understanding of the historical, cultural, and social complexities in which that perspective is grounded. **3. Performance Responsiveness** – institutions and processes try to serve all stakeholders. Effectiveness and efficiency – processes and institutions produce results that meet needs while making the best use of resources. **4. Accountability** – decision-makers in government, the private sector, and civil society organizations are accountable to the public, as well as to institutional stakeholders. This accountability differs depending on the organization and whether the decision is internal or external. **5. Transparency** – transparency is built on the free flow of information. Processes, institutions, and information are directly accessible to those concerned with them, and enough information is provided to understand and monitor them. **6. Fairness Equity** – all men and women have opportunities to improve or maintain their well-being. Rule of Law – legal frameworks should be fair and enforced impartially, particularly, the laws on human rights.

The research problem, research objectives, research questions

At this stage, it stated that a comprehensive analysis of government policies and their implication on social inclusion in technical education and Ayurvedic and Unani medical education is missing. Exclusion from services in education can result not only in exclusion from other social services such as health, housing, transportation, information, and communication technology, but it can also trigger economic exclusion (labor market status and insecurity), political exclusion (not **education** sufficient access to political participation, access to justice), and, last but not least, it can lead to cultural exclusion (lack of tolerance, language, and identity, cultural discrimination). Therefore, the present research study focused on the task of producing the governance and management system of **Technical education and Ayurvedic and Unani medical education** sector that will provide answers to the following research questions: a) what are the current governance structures and practices in **Technical education and Ayurvedic and Unani medical education** sector related private level College (institutional wise) b) is such education system coherent with the good governance standards c) how is governance affecting social inclusion in this education sector d) how can the changes in governance improve social inclusion in this education sector.

A working hypothesis was set – governance impacts social inclusion in the technical education and Ayurvedic and Unani medical education

sector. Facing a shortage of secondary source data pertinent to this research, the research team decided to gather primary data following a list of research questions included in the assessment methodology on governance issues and their impact on social inclusion in the relevant education sector. The invitees were representatives of the colleges' management and governing body (directors, representatives of the education board, the parents' council, students association, and teachers); municipal education officials (education advisors, municipal education inspectors, finance officers); and, representatives of disadvantaged groups (people with disability, single parents, female students, etc. Focus groups participants by gender of the participants in the focus groups were 60.18% Men and 39.82% Women.

Overview of Technical / Vocational Education

The recent approval by the Government of Bangladesh of the National Skills Development Policy is a major milestone in the country's history. The term Technical / Vocational Education and Training (TVET), as used in this systematic review, follows the definition used by UNESCO as "those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding, and knowledge relating to occupation in various sectors of economic life". It incorporates technical education, vocational education, vocational training, on-the-job training, and apprenticeship training (or any combination thereof). Training and development encompass three main activities: training, education, and development (UNDP 2004, PP-34).

- **Training:** This activity is both focused upon, and evaluated against, the job that an individual currently holds.
- **Education:** This activity focuses upon the jobs that an individual may potentially hold in the future, and is evaluated against those jobs.
- **Development:** This activity focuses upon the activities that the organization employing the individual, or that the individual is part of, may partake in the future and is almost impossible to evaluate.

The conceptual definition of TVET used in this review cuts across education level, type of learning arrangement, mode of delivery, setting, and type of provider/regulator [9]. It includes the provision of (i) initial training for young people from the age of 15/16 years after compulsory school, but before entering work; (ii) continuing education and training for adults in the labor market leading to personal, flexible, and/or vocational competencies; and (iii) training for unemployed persons currently available for and seeking work (including retraining for those made redundant). Single- and multi-service TVET interventions were

eligible for inclusion in the review, as were interventions delivered for any length of time or frequency.

This paper explores the situation for Bangladesh for its development by providing technical vocational education and Ayurvedic and Unani medical education. The World Bank (2002) described Bangladesh as lagging behind the economic growth of technical and technological modernization but went on to note that “Bangladesh’s greatest strength is its people (World Bank, 2002, p.6). The World Bank also noted that Bangladesh has no more alternatives to gain development, except properly utilizing its population. To improve the quality of employees, Bangladesh’s people need to be trained in modern professional-based and job-oriented technical, technological, and vocational programs. To address the employability and promote self-employment, the Government of Bangladesh launched some technical Education and vocational training program for the vulnerable youth and rural people with opportunities for skill acquisition and employment. Working with the government, researchers conducted a randomized evaluation of the program’s effect on skill development, economic outcomes, and measures of well-being. While the results indicate that the training generally led to increased skills development and improved well-being. Human development is about much more than the raising of national incomes. It is about creating an environment in which people can develop their full potential and lead productive, creative lives in accordance with their needs and interests. People are the real wealth of nations. Development is thus about expanding the choices people have to lead lives that they value. And it is thus about more than economic growth, which is only a means—if a very important one— of enlarging people’s choices UNDP (2002, p. 2). Investment in education and training produces benefits both to the individual and to society as a whole. The return on investment for society will be a skilled workforce that will enable global competitiveness and economic growth, while the return of the individual will be a better career path, increased earning and a better quality of life (Alam, 2007). The number of polytechnic institutions is also low in comparison with most other countries, and the Bangladesh population. One government vocational teachers training institute offers in-service training for the teachers, but its effectiveness is questionable (World Bank, 1990). This brings question how effectively TVE teachers are performing in teaching. Additionally, the present TVET system does not provide any in-service training for workers. So secondary school leaver workers have little chance to undertake professional training in their lifetime, and instead gain experience from work. It seems that Bangladesh has not made desired progress to moderate and to innovate and provide up-to-date TVET programs (Rafique, 1996; World Bank, 1990).

Ayurvedic and Unani System of Education

Ayurvedic and Unani system of medical education is a system of alternative medicine that originated in ancient Greece but is now practiced Primarily in India, Involving the use of herbal remedies. Dietary practices and alternative therapies, UNANI medicine addresses the prevention and treatment of disease. Unani medicine system is one of the ancient medication systems adopted by the South-Asia and Middle-East Countries of the world. The Unani system of medicine originated in Greece (Una or Yunan in the Arabic Language). Aesculapius is credited as the originator of this system, Buqrat (better known as Hippocrates, 460-377 Be) is said to be a descendent of Aesculapius and recognized as ``Father of Unani Medicine”.

Is Unani and Ayurveda Same?

Unani like Ayurveda is based on the theory of the presence of the elements in the human body. The theory Postulates the presence of blood, phlegm Yellow bile, and black bile in the human body.

Aims and objectives of UnaniHave been divided into two aspects namely:

- i. Preventive and social medicine
- ii. Therapeutics

In Bangladesh BUMS (Bachelor of UNANI Medicine and Surgery) is an Undergraduate Degree Programme in the field of Unani Medicine and Surgery. Other courses are the Diploma of Ayurvedic Medicine and Surgery (DAMS)and the Diploma of UNANI Medicine and Surgery (DUMS). This degree covers the medical knowledge of the Unani System.

The general objective of the Unani and Ayurvedic system of education is to help the healthy person to maintain good health and the diseased person to regain good health. The practice of Unani is designed to promote human happiness at the physical mental and spiritual levels. By the proper balance of all vital energies in the body, the process of physical deterioration and disease can be reduced this is accomplished through proper eating thinking and living habits as well as the use of herbal remedies to treat illness. Unani and Ayurvedic system of education is in good health when our inner and internal environment is in balance:

- i. The blood, Phlegm, bilev black bite (Vital hormones)
- ii. Immunity power is strong are in balance,
- iii. As babe sittae-Jaruriah all are Functioning normally and is balanced

How do the Unani and Ayurvedic systems of medicine Works?

The Unani and Ayurvedic system of medicine gets its name from Unan (Greece), Where it originated. The system is research-based and

incorporates a large number of drugs from Ayurveda and Siddha /Siddha The Medicine helps in collecting the disease-causing factor in the body and then it is removed from the body.

There are principles of the treatment of Unani and Ayurvedic system of medicine as given below:

- i. Pharmacotherapy
- ii. Diet Therapy
- iii. Regimental Therapy an (Elaz bid tadveer)
- iv. Surgery. (Elazbil-Yad)

Findings and Result Discussion

The profile of the Study Institutes is given below

Table 1: Location, catchments area, and establishment of the study institutes, 2019

Issues	Name of the institutes			
	CCN Polytechnic Institute	Landmark Polytechnic Institute	Unani Tibbia College	Chadpur Unani Tibbia College
Upazilla	Sadar Dhakkin	Sadar Dhakkin	Feni Sadar	Chadpur Sadar
District	Comilla	Comilla	Comilla	Chadpur
Year of Establishment	2001	2008	2001	1978
Catchment Area	30 acre	2.5 acre	1.2 acre	1.5 acre

Source: Primary data from field survey, 2019

Table 2: Management and governance issues of the study Institutes, 2019

Issues	Name of the Institutes			
	CCN Polytechnic Institute	Landmark Polytechnic Institute	Unani Tibbia College	Chadpur Unani Tibbia College
Physical structure	pucca& tin	pucca& tin	pucca	pucca& tin
Strength of teacher and trainer	14	8	6	4
Total class Rooms & Teachers Rooms	58	34	12	14
No. & Teacher student	1:16	1:20	1:12	1:10
Electricity in Institutes	Yes	Yes	Yes	Yes

Safe Drinking water supply	Inadequate	Adequate	Adequate	Inadequate
Toileting facility	Inadequate	Adequate	Adequate	Inadequate
Teachers Quarter/ Hostel	Yes	Yes	Yes	Yes
Own Transport/Auditorium and library use	Satisfactory	Not Satisfactory	Not Satisfactory	Not Satisfactory
Proper laboratory use	Satisfactory	Not Satisfactory	Satisfactory	satisfactory
Management Committee	7	7	5	5

Note: pucca means a permanent structure

Source: Primary data from field survey, 2019.

A significant reform related to education governance in study colleges was introduced in 2001 when the education function was devolved to the SEIP project of the country focusing on decentralization trend in technical education-related institutions are still trying to adjust to the new conditions and responsibilities. In a decentralized environment, the Education Ministry and BTEB set the policy at a central level, but the service delivery is managed locally in cooperation with the local communities of parents/teachers/students.

Data revealed that in the Technical education sector, Most of these measures that are being implemented are policy-related, whereas some measures are financial: cash transfers for poor families with different ethnic backgrounds, including students with special needs (children with disabilities) into the education system. merit-based semester wise stipend, free books for 10% poor/orphan students and lowering the student's tuition fees at the study colleges.

Data revealed that in the studied colleges, Technical education sector, which provides four years diploma degree, for gross enrolled students were almost 1200- 1600. Female students are a specific category since on one hand, they are less included in this education, while on the other, once enrolled they tend to drop out less than boys and have better achievement as economically active, of which 43% is employed, and the rest is unemployed but searching employment.

The completion rate in this polytechnic education is 90.7 and **Ayurvedic and Unani medical education** sector of private Colleges enrolled students were almost 200-400 and the completion rate is 96.9%, percent respectively, while the annual dropout rate in the study colleges is 1.87percent and 3.1 percent respectively. The system of vocational with

practical teaching is also free of charge most developed in the study polytechnic education sector: Concerning students learning achievements of mechanical and textile division, has participated more and become successful :

Table 3: Types of education provided for respondents understudied colleges, 2019.

Subjects	CCN Polytechnic Institute (N=30)	Landmark Polytechnic Institute (N=30)	Unani Tibbia College (N=30)	Chadpur Unani Tibbia College (N=30)
Electrical	5 (16.67%)	10 (33.34%)	-	-
Civil	12 (40%)	13 (43.34%)	-	-
Electronics	7 (23.34%)	9 (30%)	-	-
Garments Design	8 (26.67%)	12 (40%)	-	-
Computer Technology	11 (36.67%)	13 (43.34%)	-	-
Medical Technology	6 (20%)	-	-	-
Mechanical Technology	15 (50%)	17 (56.67%)	-	-
DUMS	-	-	17 (56.67%)	21 (70%)
DAMS	-	-	14 (46.67%)	18 (60%)

Source: Primary data from field survey, 2019 (multiple answers are given)

From the above table, it has been found that electrical, solar, civil, electronics, and computer technology are the common subjects for two polytechnic institutes. On the other hand, only CCN polytechnic Institute deals with medical technology which leads to access the quality of life. It has been found that all of the respondents utilized their learning skills under the Polytechnic Institute. TVE has two roles - preparing skilled manpower for the world of work, and opening the door for TVE students to pursue higher education with a solid foundation. The majority of respondents informed that they utilized their acquired knowledge and skills in their respective areas. Again some of them couldn't utilize their learning because of not using their acquired skill and knowledge which they received through different training programs. Unfortunately, higher education is very limited for TVE school graduates in Bangladesh. In addition, once a student has a gap of two years of academic study, he/she cannot enroll in further higher education. In these circumstances, if a TVET graduate joins his/her job after completion of secondary and higher secondary education, he/she cannot come back into further education.

Table 4: Respondent's opinion regarding Technical education, 2019

Issues	CCN Polytechnic Institute	Landmark Polytechnic Institute	UnaniTibbia College	ChadpurUnaniTibbia College
Competency achieved	23(76%)	20(66%)	17(58%)	20(68%)
Improved skills and creativity	22(75%)	20(68%)	21 (70%)	21 (69.5%)
Raising rural income	23 (77%)	19 (63%)	20 (65%)	22 (72%)
Qualification divert to industry	21 (69%)	20 (67%)	19 (63%)	21 (71.3%)
Employability	22 (75%)	21 (69%)	20 (66%)	21 (69%)
Quality training and teaching	23 (78%)	21 (71%)	21 (69%)	22 (72%)
Focus on gender equality	21 (71%)	20 (68%)	19 (64%)	21 (69%)
Flexible and responsive education	21 (69%)	19 (62%)	19 (63.2%)	20 (68%)

Source: Primary data from field survey, 2019

In the respondent's opinion, it has been observed that as a poor country, achieving a high budget for education is a real challenge for Bangladesh. It is also added that the budget for Technical and Vocational Education(TVE) is very low in comparison with other sectors of education. Providing good TVE needs more money for practical workshop facilities, and also demands industrial attachments for internships vocational and practical subjects 'pedagogic systems have unusually multifarious expensive requirements (such as equipment's materials, resources, curriculum, support system, personnel, managements requirements, etc.), which are not easily met. Trainer opines that training increased participants' ability to calculate profit and increased the likelihood that a respondent knew how to start a business, to examine whether study, participant, and intervention characteristics to improve upon prior work by systematically examining the evidence base to provide a clearer picture of the types of TVET interventions being used to improve employment prospects for youth, to identify the overall effectiveness of TVET, to examine whether study, participant and intervention characteristics.

Table 5: Problems faced by the respondent's in the studied Technical colleges, 2019

Issues	Landmark Polytechnic Institute		CCN Polytechnic Institute (N=30)	
	Opinion	No.	Opinion	No.
i) Problems faces for overall course curriculum system	rarely	28	frequently	24
ii) Location and communication	Suitable	28	Less suitable	26
iii) Systematic and lesson preparation	Yes	27	Yes	26
iv) Uses of equipments for training	Not much	25	Yes	23
v) Fear of getting a future job	Not much	28	more	25

Source: Primary data from field survey, 2019.

It has been found that most elite parents think that their children should not become a laborer. Even if their children are less academically able, parents try to push their children into higher education disobeying the law. Social elites and political leaders in Bangladesh do not bother much about the law. They also send their children to study abroad. In such circumstances, poor parents become disappointed about their children's education. Again most TVET schools are also located far from rural areas; meaning village students cannot have access to them easily.

Finally, tables depict that, those who graduate with distinctions and with a high number of credits have good chances of finding employment in prestigious companies or of going on to further studies. Feedback from the industry where the graduates find employment suggests that all is well in the institute, which has striven to improve and maintain the high performance of trainees. Although instructors were highly qualified and dedicated to their work and had high morale, which has tended to counteract this burden. The administration ensures that the competencies of faculty and all workers in the institution have been improved continuously. Graduates from the institution also share information about the institution and their experiences with prospective students. The data analyzed revealed that the performance standards of the students are high. Additionally, career guidance and counseling personnel regularly advise students on their academic and social life. The rural setting seems to provide a suitable ambient learning environment. Some graduates even went on to further studies. Enterprising graduates entered self-employment. The institute emphasizes quality and seeks to improve and maintain the high performance of its trainees. The feedback mechanism from the industry helps the institute evaluate its standards and to improve its programs. Facilities are adequate and trainees gain hands-on

experience, as well as being exposed to working practices during a three-month industrial attachment. In our country situation, it is observed that in almost all the lower classes the numbers of students both male and female are more, but in the upper classes, students' participation is lower. Because some of the students discontinue the education cycle before completing their studies at the school level of education.

Table 6: Problems faced by the respondent's in the studied Unani and Ayurvedic colleges, 2019

Issues	UnaniTibbia College		ChadpurUnaniTibbia College	
	Opinion	No.	Opinion	No.
i)Physical infrastructure and environment	average	30	satisfactory	24
i) Location and communication	Suitable	28	Less suitable	26
iii) Modern technology and equipment	Less satisfactory	27	Less satisfactory	26
iv) Salary structure and allowances	low	24	low	21
v) Medicine and materials quality	questionable	27	questionable	26
vi) Publicity and prestige	not good	28	moderate	25
vii) Uses of Laboratory and Hub	Less Availability	25	Less availability	23
viii) Fear of getting a future job	yes	28	more	25
ix) Professional designation and social recognition	Less acceptance	26	Less acceptance	25

Source: Primary data from field survey, 2019.

It has been found that 90% of the respondents of the studied Unani and Ayurvedic colleges mentioned they do not have satisfactory Physical infrastructure and environment facilities. Eighty Threerespondents think that their Salary structure and allowances are low amounting to monthly 15000-20000 taka which was mainly provided as 30%-50% allocation (lump sum) from BAUSM ,DHAKA .

Table 7: Prospects and opportunities observed by the respondent's in the studied Unani and Ayurvedic colleges, 2019

Issues	UnaniTibbia College		ChadpurUnaniTibbia College	
	Opinion	No.	Opinion	No.
i)BBUASM supports and 30% allocation	Medium Satisfactory	21	below satisfactory	24

ii) Supply of equipment and books	good	28	good	26
iii) special training arrangement	satisfactory	27	satisfactory	26
iv) Value addition in income	medium	24	medium	21
v) Herbal tree plantation	satisfactory	27	satisfactory	26
vi) physical and internal capacity balance	good	28	good	25
vii) Disciplinary life styles and food habits	Available	25	available	23
viii) health care and disease prevention	yes	28	more	25
ix) Focused on sustainable environment and hygiene maintenance	High	26	High	25

Source: Primary data from field survey, 2019.

Finally, tables depict that, those who graduate from the Unani and Ayurvedic colleges with distinctions and with a high number of credits have good chances of finding self-employment with prestige. Feedback from the respondent where the graduates find employment suggests that all is well in the institute, which has striven to improve and maintain the high performance of trainees. Although teachers/ instructors were highly qualified and trained from BARD two times dedicated to their work and had high morale, which has tended to satisfaction. The administration ensures that the competencies of teachers, faculty and all workers in the institution have been improved continuously. Graduates from the institution also share information about the institution and their experiences with prospective students. The data analyzed revealed that the performance standards of the students are high. Additionally, career guidance and counseling personnel regularly advise students on their academic and social life. The rural setting seems to provide a suitable ambient learning environment. Some graduates even went on to further studies. Enterprising graduates entered self-employment. The institute emphasizes quality and seeks to improve and maintain the high performance of its trainees. The feedback mechanism from the governance and management team helps the institute through conducting 05to07 meetings and evaluate its standards and improving its course programs. In our country situation, it is observed that in almost all the lower classes the numbers of students both male and female are more, but in the upper classes, students' participation is lower. Because some of the students discontinue the education cycle before completing their studies at the school level of education. Finally, tables depict that, those who enrolled and studying from the polytechnics and Unani and Ayurvedic college dropout rate is only 03 to 05percent only.

Concluding Remarks

Within the scope of this paper, it is not possible to present a full picture of TVET and Unani and Ayurvedic college education for Bangladesh. But it was possible to make an argument on the proposed topic. In the present circumstances, it seems that drop out rate at the secondary level is quite high.

Furthermore, it is clear that inadvertently and haphazardly offering TVET and Unani and Ayurvedic college education programs not only increase the use of scarce educational resources, but also raises questions about the achievements of education, and may well make the barrier to achieving national and individual educational aims. To progress well in the face of increasing global competition, it is essential to provide modern up to date technological knowledge to students; – On the other hand, it is notable that not all students have the academic ability or interest to gain technological knowledge; and In addition to the above issues, other professions such as agriculture, health service provider and the garment industry and so on, can play a vital role in country's developmental progress. After all, a balanced, skilled workforce can play a separate more holistic role in national development. It also should be noted that Bangladesh needs to provide in-service training programs at different levels, and for different subjects. This may help employees to cope with changes in their jobs. In conclusion, the following overall recommendation is made. A well-timed TVE and Unani and Ayurvedic college education programs may help Bangladesh to improve its economic growth, which may then aid social equity and freedom; the country urgently needs to take substantial steps (such as, increasing budgets, preparing modern course curriculum, etc.).

Recommendations

The following recommendations are put forward

1. Higher authority and staffs of TVET and Unani and Ayurvedic college education institutions should be highly qualified individuals in the relevant areas and should also have some administrative and total quality management skills.
2. Goal-setting or some kind of (theoretical) framework that ties in with the vision and mission of the institutions and its strategic plan is an asset in helping the institution to carry out its functions.
3. In the respect of good governance and leadership initiative that will set an example of how information should flow from the institutions to the service users (citizens and/or students) then active engagement of citizens is needed in the monitoring of the delivery of education services.

4. Higher authority and staff should carry out their responsibilities in such a manner that their staff perceives that management is working in their favor and is responsive to their needs; one such example is to undertake corporate social responsibility.
5. Tangible targeted results should be recorded every time they occur to encourage persons to work harder and achieve more. This, in itself, is an incentive scheme. Payments should be related to production; for every result, there must be a reason or an explanation.
6. Higher authority and staff should apply modern approaches in human-resource management since these are critical in changing the perceptions of moribund institutions.
7. Monetary allocation and other supports should be increased. Bureaucracy should be flexible and not the only agency responsible for the running of a TVET and Unani and Ayurvedic college education institutions. People outside the administration must be allowed to give suggestions about what can be done to overcome a particular problem and should be permitted actually to perform some activities themselves.
8. The system should have a real-time online service that accepts forecast data from industry and the Government for both skill demand and supply.
9. The support of academic staff, workers, trainees, the community, and other stakeholders, has become a Centre of excellence able to prepare trainees to meet the challenges of the job market. This requires dynamic leadership of the caliber demonstrated by the principal.
10. The Ministry of Education should involve in monitoring the implementation of educational policy and review the comprehensive progress of education in the country to identify priorities and strategies; developing plans of actions to overcome obstacles and speed up progress; designing the future development of education, allocating the necessary resources and evaluating the outcomes.

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