SONARGAON UNIVERSITY (SU)

An Internship Report

on

Human Resource Management Practices at Bawany School & College

Submitted to

Department of Business Administration
Sonargaon University (SU)
Dhaka-1215.

Submitted by

Md. Abu Sayed
ID: BBA1903018098
Program: BBA (Major in HRM)
Semester: Summer 2023

Date of Submission: 05 September, 2023

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Submitted to

Ashik Das
Lecturer
Department of Business Administration
Sonargaon University (SU)

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Letter of Transmittal

05 September, 2023

Ashik Das
Lecturer
Department of Business Administration
Sonargaon University

Subject: Submission of Internship report on **Human Resource Management Practices at Bawany School & College.**

Dear Sir,

I would like to take the opportunity to thank you for your guidance and support you have provided me during the course of this report. Without your help the report would have been impossible to complete. With deep gratitude, I would like to acknowledge the help provided by officials at Bawany School & College for providing utmost teaching during my period of internship in the organization.

To prepare this report I have collected what I believe to be the most relevant information to make my report as reliable as possible. I have concentrated my best effort to achieve the objectives of the report and hope that my endeavor will serve the purpose. The knowledge and practical expertise I have acquired during my internship period will help me in my future professional career.

Thank you again for your support and patience.

Sincerely yours,

Md. Abu Sayed
ID: BBA1903018098
Department of Business Administration
Sonargaon University (SU)

Preface

Today we are very much involved in the business era. Only book-based knowledge is not enough to cope with real business environment. Effective combination of theoretical knowledge with practical experience is the key to success. Considering this, internship program is included in the degree Bachelor of Business Administration (BBA) from the Department of Business Administration, Sonargaon University.

I have selected the Education sector for my field to conduct my internship program which runs for three months only. I am an articled student of **Md. Ismail Hossain** (Principal, Bawany School & College) also. I tried my best to collect relevant and significant data as much as possible and prepare the report with my best effort. I regret for any undue mistakes in this report. If the report do little support to any student, teacher, researcher or analyst, I may consider my effort does not go in vain.

Declaration

I, **Md. Abu Sayed,** a student of BBA, Department of Business Administration, Sonargaon University, do hereby declare that the internship report titled **"Human Resource Management Practices at Bawany School & College"** is the outcome of three months practical work on the topic mentioned above under the supervision of **Ashik Das,** Lecturer, Department of Business Administration Sonargaon University, Bangladesh.

I also declare that this report is an original work and no part of this report has been copied from elsewhere. In addition I would also like to mention that this report has not been published or submitted for being published or submitted for awarding any degree, diploma or recognition.

Sincerely Yours

Md. Abu Sayed
BBA1903018098
Department of Business Administration
Sonargaon University

Letter of Acceptance

This is to certify that **Md. Abu Sayed**, ID No: BBA1903018098 , Department of Business Administration, has completed his internship report titled on **"Human Resource Management Practices at Bawany School & College"** under my supervision as a part of partial requirement for obtaining Bachelor of Business Administration (BBA) degree in Human Resource Management (HRM) Major. This report can be accepted for evaluation.

Ashik Das
Lecturer
Department of Business Administration
Sonargaon University

Acknowledgement

In every scene of one's life there are some persons who make other's life precious. They provide inspiration support, and maximum effort to help in different way to make other's smile at the end of an event. In same manner to completion of this internship report, I cannot deserve all the praise. There were lot of people who helped me by providing valuable information, guidance and their valuable time.

At first, I would like to express my gratitude to almighty Allah for enabling me the strength and opportunity to complete the report within the schedule time successfully. It was a great pleasure to prepare internship report titled **"Human Resource Management Practices at Bawany School & College"**

I have benefited from the cooperation of many people during the preparation of the report. First of all, I would like to tender my gratitude to my esteemed **Ashik Das,** Lecturer**, Department of Business Administration** for his sincere guidance about how to prepare the report. Without his guidance, it would very difficult for me to complete the report.

I express my deep gratefulness to **Md. Ismail Hossain**, Principal, **Md. Arman Ali**, Asst. Headmaster, **& Mohammad Saifur Rahman**, Asst. Teacher (Computer) for selecting me to the ICT Teacher & IT sector named Bawany School & College, granting me the access of different correspondence file related to IT work & others Educational work.

But there are also so many people who helped me during this period by their valuable speech, time, hospitality & co-operation. I like to mention their name also. I like to thank **Mohammad Abul Hossain** (Senior Asst. Teacher) and **Mohammad Shaidul Islam Sumon** (Senior Asst. Teacher), **Sumaiya Azad** (Asst. Teacher). The Internship program cannot be successful without their proper guidance and kind co-operation.

Abstract

Md. Ismail Hossain, Principal is one of leading Bawany School & College. Md. Ismail Hossain holds the First Position among all the Derma Thana in Education sector as per recent evaluation done by Education Board. All the knowledgeable persons work together efficiently for catching the top position in market. That acts as a standard model for other school & college.

The internship report has been prepared by internship experience and activities which were gathered during internship period. This report is all about cash incentive activities in Bawany High School. This report is sub-divided into six parts: part one is following both introductory, Part-two A brief Overview of Educational System, Part-3 is Organizational Overview, Part-4 Literature Review, Part-5, Learning from Internship, Part-6, Recommendations and Conclusion. Appendices & References have been attached after the body of the report. In the appendix, all the necessary documents have been affixed. Finally, working papers of Cash Incentive in IT Sector, the necessary documents have been given for providing practical exposure to the readers of the repot.

This report writing started with a strong background, objectives of the study and also the limitations faced in conducting the study. Moreover, there is also discussion about the process of export-related documents. It will be strongly helpful for those who are not familiar about the export related documentations.

In addition, there is also an integration of procedures of cash incentive and related documents to be checked by the audit school which will be beneficial for auditors who are going to start cash incentive and who are out of profession but interested in this issue.

On the basis of the observations in conducting the research study, some recommendations have been drawn at the end of the report. It plays a vital role for protecting the misuse of Government's invaluable resource.

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List of Abbreviation

HRM	Human Resource Management
BAC	Bawany School & College
HRP	Human Resource Planning
HM	Headmaster
AHM	Assistant Headmaster
TC	Transfer Certificate
ICT	Information & Communication Technology
HR	Human Resource
JSC	Junior Secondary Certificate
SSC	Secondary School Certificate
HSC	Higher Secondary Certificate
PEC	Primary Education Certificate
MPO	Monthly Pay Order
CV	Curriculum Vitae
TSEO	Thana Secondary Education Officer
DEO	District Education Officer

Chapter One

Introduction

1.1 Introduction

Higher educational institutions' most valuable human resource are lecturers and researchers, who primarily realize the strategic and operational objectives, the holders of human assets and applied knowledge. Without staff possessing proper qualifications, educational and research experience and the right attitude, institutions in higher education cannot operate: in the absence of the fore-mentioned properties they cannot comply with the requirements of accreditation, and they are unable to provide educational and research services to customers effectively. To ensure suitable working conditions, guidance, co-ordination, incentives, evaluation of performance is the responsibility of their supervisors, thereby it is in these supervisors' interest to establish and manage a human resource management system (HRM), taking into consideration the characteristics of the institution.

The main purpose of my research was to attempt to analyze the connections between the educational and research activities and HRM of higher educational institutions via surveys of lecturers and researchers at Bangladeshi universities and colleges. I found important to assess the current situation primarily through the viewpoint of the lecturers and researchers. With the help of these surveys I tried to form a comprehensive view of actual practices of HRM (for example educational and research activity ratio, utilization of work hours, staff development, incentives, performance measurement and evaluation, performance-related pay).

Based on experiences and results of my research, I believe the practice of HRM in higher education presents a worthy example for developing the HRM systems in Bangladeshi higher education. With my research data I try to promote the propagation of efficient HRM practices in higher educational institutions, which are suitable for synchronizing the realization of the institution's strategic objectives with the career prospects of the lecturers and researchers.

1.2 Origin of the Report

As a student of BBA, it is mandatory to engage in a School & College as intern to know more about the Education world in order to increase Business knowledge. In this internship program, I got the opportunity to do my internship at Human Resource Division, Bawany School & College, Demra, Dhaka. During this internship program, I have to prepare a report on a specific topic related to the School & College, which is assigned by my supervisor. My honorable supervisor has assigned me the topic **Human Resource Management Practices at Bawany School & College.** These report and internship programs have familiarized me with the practical implementation of the knowledge which I have learnt during my BBA program. In this report I have written the HRM practices which are followed by Bawany School & College and on the basis of my theoretical knowledge and practical observation I have written the findings.

1.3 Objective of the Report

The objective of the study can be broadly be classified into two branches as General objectives and specific objectives. Achievement of the specific objectives will automatically lead to the achievement of general objectives.

- **General Objective**

The main objective is to compare the theoretical knowledge with the practical aspects of HRM practices.

- **Specific Objectives**

- To know the HRM practices at **Education System**.
- To know about education system of Bawany School & College.
- To get idea about the education scenario of Bangladesh.
- Find out the acceptability of School & College to the employees.
- Find out the existing problem of Bawany School & College related to human resource management. To gain the experience of corporate life.

1.4 Scope of the Report

The scope for this report basically surrounded with Bawany School & College. This report has been prepared through extensive discussion with school & college employees and practical observation. HR policy and annual report of the school also helps to prepare this report. As I was doing my internship at Human Resources Division, Bawany School & College, Demra, Dhaka, so at the time of preparing this report I had a great opportunity toknow in depth knowledge of all the HRM activities practiced by Bawany School & College. This report has emphasized with all the information and activities that I assigned by my supervisor. I have tried to collect all the HR related information from the employees of that particular division. When I started doing this report, I have focused on areas which are as follows:

- HR planning
- Recruitment and Selection Teacher's & Staff
- Performance Appraisal
- Rewards and Recognition Process
- Teacher's training and development program
- Teacher's benefit on school & College
- Teacher's & Staff separation process

1.5 Methodology

The methodology of this report is different from the conventional reports. I have emphasized on the practical observation, though I need some primary and secondary data. Nevertheless, eventually almost the entire report consists of my practical observation.

Source of Data Collection

Most of the necessary information has been collected from the personal observation and one to one discussion with relevant officials. Throughout the tenure of my internship, I have to work in different areas of IT sector & ICT division and that gives me a great opportunity to collect information and learn more.

1.5.1 Primary Sources

- Practical desk for work in my specific area posted given by the school.
- Face to face conversation with the teachers and students of the school.
- Direct observations are another important way to aid myself in learning moreabout the topic.
- Also monitored Sheikh Rassel Digital Lab online class.

1.5.2 Secondary Sources

- Annual report of Bawany School & College.
- HR policy of Bawany School & College.
- Related articles about Bawany School & College.
- Some hard copy of report.
- Publications obtained from the internet and from the website Bawany School & College.
- Office circulars and other published paper, documents and reports.
- Online accounts system
- Students admission system
- Teacher's online classes.

1.6 Limitation of the Study

The report is written mainly on the basis of face to face conversation with the officialsand little practical experience in the school & college. So, no perfect study is conducted to measure the viability of the report. Though I try my level best to make this report based on facts and complete information available, there are some limitations that are unavoidable. The following are some limitations-

- The main obstacle while preparing this report was time. As the tenure of the internship program was only three months, it was not possible to highlight everything deeply.

- As, I had more dependence on the primary sources, so there might be some level of inaccuracy with those collected information.

- Confidentiality of information was another important barrier that was faced during the conduct of this study. Every organization has their own secrecy thatcannot be revealed in publics.

- Preparing this report required lots of work. After doing fulltime office, it was tough to do the report. That was another limitation of the report.

Chapter Two

Overview of Educational System in Bangladesh

2.1 Meaning of Education

Education is the transmission of knowledge, skills, and character traits. There are many debates about its precise definition, for example, about which aims it tries to achieve. A further issue is whether part of the meaning of education is that the change in the student is an improvement. Some researchers stress the role of critical thinking to distinguish education from indoctrination. These disagreements affect how to identify, measure, and improve forms of education. The term can also refer to the mental states and qualities of educated people. Additionally, it can mean the academic field studying education.

There are many types of education. Formal education happens in a complex institutional framework, like public schools. Non-formal education is also structured but happens outside the formal schooling system. Informal education is unstructured learning through daily experiences. Formal and non-formal educations are divided into levels. They include early childhood education, primary education, secondary education, and tertiary education. Other classifications focus on the teaching method, like teacher-centered and student-centered education. Forms of education can also be distinguished by subject, like science education, language education, and physical education.

Some theorists provide precise definitions by identifying the specific features that are exclusive to all forms of education. **R. S. Peters**, for instance, outlines three essential features for education.

- It is concerned with the transmission of knowledge and understanding.
- This transmission is worthwhile.
- It is done in a morally appropriate manner in tune with the student's interests.

Education is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, cultured and educated. For a civilized and socialized society, education is the only means. Its goal is to make an individual perfect. Every society gives importance to Education because it is a panacea for all evils. It is the key to solve the various problems of life.

Etymologically, the word 'Education' has been derived from different Latin words.

a) **'Educare'** which means **'to bring out'** or **'to nourish'** .

b) **'Educere'** which means **'to lead out'** or **'to draw out'** .

c) **'Educatum'** which means **'act of teaching' or 'training'.**

d) **'Educatus'** which means **'to bring up, rear, educate'.**

e) ' **Educatio** ' which means **"a breeding, a bringing up, a rearing."**

The Greek word **'pedagogy'** is sometimes used for Education.

The most common Indian word **'shiksha'** is derived from the Sanskrit verbal root **'shas'** which means ' **to discipline', 'to control', 'to instruct'** and **'to teach'** .

· Similarly the word **'vidya'** is derived from Sanskrit verbal root **'vid'** which means **'to know'** . Vidya is thus the subject matter of knowledge. This shows that disciplining the mind and imparting knowledge where the foremost considerations in India.

Back in the 1500s, the word Education meant "the raising of children," but it also meant "the training of animals." While there are probably a few teachers who feel like animal trainers, education these days has come to mean either "teaching" or "the process of acquiring knowledge."

Mahatma Gandhi : "By Education I mean an all-round drawing out of the best in man – body, mind and spirit."

2.2 History of Education in Bangladesh

The census figures from 1981 and 1991 indicate that the low level of literacy was even lower among females than males in Bangladesh's basically patriarchal society. With a strong Moslem influence, women have been traditionally passive and largely excluded from the schools and colleges in Bangladesh. The gender gap in education was even wider in the villages in the vastly rural population; these gaps have been shrinking gradually due to the influx of urban-industrial areas and the impact of mass media (newspaper, radio, television, and, recently, computers).

Since the liberation war in 1971, Bangladesh, as an independent and secular state, has been allowing many forms of educational institutions, various modes of instruction, and different languages as mediums of instruction to co-exist. Students are free to choose from three types of schools: English medium, Bangla medium, and religious schools. English medium schools and universities tend to be privately governed, tend to serve the needs of the wealthy and political elite, and tend to have a shortage of textbooks and adequately trained teachers in these schools; their exams in English were sent to England or to the British Council in Dhaka. Bangla medium schools are government-sponsored and are free, or less expensive, than their English-medium counterparts and are divided into 4 levels—primary from grades 1 to 5; secondary from grades 6 to 10; higher secondary for grades 11 to 12; and colleges, universities, and vocational institutes. Religious schools or Madrashas have millions of children, including many who come from lower socioeconomic backgrounds (including the homeless), who have been sheltered, fed, and taught the ways of Islam by the Moslem priests meeting inside the mosques and studying the religious text, the Koran, in Arabic script and the Urdu language. The Madrasha graduates have been assuming the role of future teachers in the mosque-affiliated schools. Since 1985 these schools, which are traditional hallmarks of Bangladesh, have been going through innovations and modernizations. Some have been introducing secular, non-religious subjects in scientific and technological fields, and some have been attracting female students. These institutions, financed by public donations and serving the needs of vast populations, are likely to thrive through non-sectarian and nonsexist reforms.

During 1997-1998, a generous amount of 2 billion takas (50 takas equals US$1.00) was sanctioned by the government in order to educate more female students, to improve educational facilities, and to incorporate modern scientific curriculum within these traditionally defined schools.

Education Planning & Policies: During the last 20 years, education in Bangladesh has been gradually changing from its previous class-based system to the current mass-based system. Since 1971, the Ministry of Education and Culture has been responsible for planning, financing, and managing education at all levels. In 1972 a special Education Commission was appointed to investigate and report on all major aspects of education in Bangladesh. In 1987, another high-level Education Commission was instituted; it recommended a national policy for compulsory free education for all children, reforms in Madrashas, and the growth of scientific, medical, and technical education.

The Commission's recommendations were incorporated in the fourth and fifth five-year plans covering the period up to the year 2002.

The 2001 female-headed government of Bangladesh has been emphasizing education for women who have traditionally kept away from schools. This objective is to be achieved by training additional female teachers, establishing women's colleges, and offering special scholarships. A recent government report in 1999 mentions that 7000 female teachers were being appointed. Between 1997 and 2002, 18 non-government women's colleges, as well as three polytechnic institutes, were established.

Bangladesh has been actively participating in various international organizations such as UNESCO and has declared a target of "Education for All." The government hopes to remove illiteracy from the country by the year 2005. The latest available figures indicate overall literacy went from 47 percent to 56 percent from 1997 to 2001.

Various governmental and nongovernmental plans are being developed to spread formal, no formal, general, and specialized education, with the help of international agencies and increases in the present budget plan.

2.2.1 Before Independence

The foundation of the educational system in Bangladesh was laid down during the period of British rule. The system has three levels—primary, secondary, and higher education. Primary and secondary education are both compulsory, though universal participation has remained more an ideal than a fact. Primary education consists of eight years, while secondary education lasts four years. Secondary education is divided into a lower level and a higher level, and public examinations are held at the conclusion of each level of schooling. Schools in cities and towns are generally better-staffed and better-financed than those in rural areas.

2.2.2 After Independence

After Bangladesh's independence in 1971, Bangabandhu Sheikh Mujibor Rahman ordered to form a national commission in 1972 to formulate an effective and progressive education policy for the newborn nation. Led by renowned scholar Dr Kudrat-e-Khuda, the commission published the first education policy of Bangladesh in 1974, which was finely tuned to the country's purely secular constitution. However, after the assassination of Sheikh Mujib the education policy was shelved forever and the country's education system continued to run with centuries old ideals and infrastructure.

Later, with the change of the government, new education commissions and committees have been formed to introduce new education policies. From 1988 to 2010, the country got five fresh education policies, however, very few of those policies managed to bring any significant change and improvement in its education sector.

As declared in the election manifesto in 2008, Awami League led government formed an education commission to formulate a fresh education policy in 2009. Unlike the previous policies, this commission chaired by National Professor Kabir Chowdhury, was tasked with the challenging job of formulating a policy in accordance with the first education policy prepared by Dr Kudrat-e-Khuda. After several modifications, the commission published the national education policy in 2010 which is still in effect.

2.3 Regional Boards in Bangladesh

1. Barisal Education Board.
2. Chittagong Education Board.
3. Comilla Education Board.
4. Dhaka Education Board.
5. Jessore Education Board.
6. Mymensingh Education Board.
7. Rajshahi Education Board.
8. Sylhet Education Board.
9. Dinajpur Education Board.

Alternative Education Boards in Bangladesh

1. Technical Education Board.
2. Madrasah Education Board

2.4 Education system

The main education system is divided into three levels:

- Primary level (class 1–5)
- Secondary level (class 6–12)
- Tertiary level

At all levels of schooling, students can choose to receive their education either in English or Bangla.

There is no middle school in Bangladesh.

2.4.1 Education System in Bangladesh

Education	School/Level	Grades	Age	Years	Notes
Primary	Primary Education	1–5	6–10	5	
Secondary	Junior Secondary Education	6–8	11–13	3	
	Secondary Education	9–10	14–15	2	Includes Trace Certificate/SSC Vocational
	Higher Secondary	11–12	16–17	2	Includes 2 years of 4 year Diploma in Engineering & Nursing, HSC Vocational
Vocational	Diploma in Engineering			4	Not a Bachelors, similar to Associates
Tertiary	Fazil	13–14		2	Similar to Associates Degree
	Bachelor's			3–5	
	Kamil	15–16		2	Similar to Bachelor's degree
	Bachelor (Engineering & Technology)	15–16		3	Engineering & Technology
	Master's			1–2	
	Master of Philosophy			2	
	Doctorate			3–5	

2.5 National curriculum

The **National Curriculum and Textbook Board** (**NCTB**) (Bengali: জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড) provides textbooks, takes standardized tests via one of two languages: English and Bengali. Bengali and English are mandatory subjects for all students following the national curriculum despite their chosen languages or versions. The Bengali version of the national curriculum is called "Bangla version"

and the English version of the national curriculum is called "English version". Those who follow these individual curriculums are called "Bangla version students" and "English version students" respectively. Bangla version of alternate curriculums is called "Bangla Medium" and English version of alternate curriculums are called "English medium". Those who follow these individual alternate curriculums are called "Bangla medium students" and "English medium students" respectively.

A student is expected to complete 12 years of education up to class 12. The curriculum does not include pre-school.

There is no choice of subjects offered to students under this curriculum until class 9 and again at class 11 when a student is expected to choose between 3 streams of education. They are,

- **Arts**
- **Commerce**
- **Science (Total 11 subjects must be studied for science students).**

In class 9–10 and 11–12, each has its own pre-selected set of subjects with one optional subject which can be changed. For instance, a student studying in science group can't replace Chemistry, Bangla or Religion for Accounting or History. But he can replace Higher Math or Biology for Arts & Crafts. In other words, a student of this curriculum has to study a pre-set group of subjects with having only one choice of replacing an elective subject to another elective subject. Science is the most sought-after stream of education in urban areas.

A standardized exam is held in class 8 called Junior School Certificate examination; schools often restrict students getting less than their set Grade Point Average (GPA) from pursuing Science stream of education.

100% of the mark obtained in certificates of PSC (class 5), JSC (class 8), SSC (class 10), and HSC (class 12) examinations is obtained from standardized written tests, Multiple choice questions, Practical part, and viva-voice involved with practical part. Classroom performance, homework and assignments play no part in a student's certificate. Standardized written tests (Creative part) and Multiple-Choice Questions

(MCQ) are taken in a single sitting without breaks. A student is given a blank answer script separate from the question paper to answer the creative part, and a separate Optical Mark Reader (OMR) sheet to mark answers to Multiple Choice Questions. Time allocation for MCQ and CQ (Creative Questions) parts are separate and strictly enforced, OMR sheet is taken away after the allocated time, and CQ question is provided. Practical Part is taken in another sitting on a separate day; viva-voice is taken during practical exam simultaneously.

Concerning lesser than expected outcome of this curriculum, the ministry of education along with NCTB is about to implement a completely reformed curriculum starting from 2023 and completely implemented in 2027. The new curriculum is approved by Ministry of Education and is currently under use for classes 6-7.

2.6 Primary Education

The overall responsibility of management of primary education lies with the Ministry of Primary and Mass Education (MOPME), set up as a Ministry in 1992. While MOPME is involved in formulation of policies, the responsibility of implementation rests with the Directorate of Primary Education (DPE) headed by a Director General. The Directorate of Primary Education (DPE) and its subordinate offices in the district and Upazila are solely responsible for management and supervision of primary education. Their responsibilities include recruitment, posting, and transfer of teachers and other staff; arranging in-service training of teachers; distribution of free textbooks; and supervision of schools. The responsibility of school construction, repair and supply of school furniture lies with the DPE executed through the Local Government Engineering Department (LGED). The National Curriculum and Textbook Board (NCTB) is responsible for the development of curriculum and production of textbooks. According to the National Curriculum and Textbook Board, this year (2022), 34,70,16,277 textbooks have been distributed among 4,17,26,856 pre-primary, primary, secondary, Ebtedayee, Dakhil, vocational, SSC vocational, ethnic minority groups and visually challenged students across the country. Of the total textbooks, 24, 71, 63, 256 are for secondary and 9, 98, 53,021 for primary level students.

While the Ministry of Education (MOE) is responsible for 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 levels. The NCTB is responsible for developing curriculum and publishing standard textbooks.

The Directorate of Primary Education (DPE) is responsible for conducting the two public examinations:

- Primary Education Certificate (PEC) (5 grade)
- Junior School Certificate (JSC) (8th grade)

The recent update on the PEC and JSC examinations are that "There will be no Primary Education Completion (PEC) and Junior School Certificate (JSC) examinations from 2023", disclosed Education Minister Dipu Moni at a Secretariat Press Conference in September 2021.

St Joseph Higher Secondary School, Dhaka, one of the most prestigious Educational Institutions in Bangladesh providing both secondary and higher secondary education.

2.7 Secondary Education

The secondary level of education is controlled by the ten general education boards:

- Bangladesh Madrasah Education Board for Alia Madrasah
- Barisal Education Board for Barisal Division
- Chittagong Education Board for Chittagong Division
- Comilla Education Board for Comilla Division
- Dhaka Education Board for Dhaka Division
- Dinajpur Education Board for Rangpur Division
- Jessore Education Board for Khulna Division
- Mymensingh Education Board for Mymensingh Division
- Rajshahi Education Board for Rajshahi Division
- Sylhet Education Board for Sylhet Division

The boards' headquarters are located in Dhaka, Barisal, Comilla, Chittagong, Dhaka, Dinajpur, Jessore, Mymensingh, Rajshahi and Sylhet.

Nine region-based Boards of Intermediate and Secondary Education (BISE) are responsible for conducting the two public examinations:

- Secondary School Certificate (SSC) (10th grade)
- Higher Secondary School Certificate (HSC) (12th grade)

At the school level, in the case of non-government secondary schools, School Management Committees (SMC), and at the intermediate college level, in the case of non-government colleges, Governing Bodies (GB), formed as per government directives, are responsible for mobilizing resources, approving budgets, controlling expenditures, and appointing and disciplining staff. While teachers at non-government secondary schools are recruited by concerned SMCs observing relevant government rules, teachers at government secondary schools are recruited centrally by the DSHE through a competitive examination.

In government secondary schools, there is not an SMC. The headmaster is solely responsible for running the school and is supervised by the deputy director of the respective zone. Parent Teachers Associations (PTAs), however, exist to ensure a better teaching and learning environment.

2.8 Tertiary Education

At the tertiary level, universities are regulated by the University Grants Commission. There are three types of Universities in Bangladesh; Public, Private, and International.[45] Some colleges providing tertiary education are affiliated under the National University. Each of the private medical colleges is affiliated with a public university. Universities in Bangladesh are autonomous bodies administered by statutory bodies such as Syndicate, Senate, Academic Council, etc. in accordance with provisions laid down in their respective acts.

Universities in Bangladesh represent about 150 academic bodies of the conventional higher education institution (HEI) in Bangladesh. Segmented by management and financial structure, these include 43 public universities, 103 private universities, 2 international universities, 31 specialized colleges, and 2 special universities. There are specialized universities in all categories offering courses principally in technological studies, medical studies, business studies and Islamic studies. There are two private universities dedicated solely to female students. The number of universities is growing mostly in and around the capital city of Dhaka.

2.9 Public University

Public universities are heavily subsidized by Government of Bangladesh to let students from most financial conditions study in these institutes. They admit students via competitive written standardized tests after meeting eligible High School grade criteria with little to no regards for extracurricular activities. Number of foreign teachers and students in these universities are very limited although many of them accept students passing from alternative curriculums.

2.10 Private University

Most of the Universities of Bangladesh are private. Unlike public universities they're not given financial support by Government. They're regulated by University Grants Commission along with public universities. By law, all private universities must get a permanent campus within 12 years of starting operations.[49] Foreign students and teachers are more often found in private universities due to more flexible requirements than their public counterparts. Private medical colleges must be under a public university, currently no private medical college in Bangladesh is providing post graduate degrees, and other private universities are allowed to provide master's degree but not MPhil or PhD.

2.11 Technical and Vocational Education

The Technical and Vocational Education System provides courses related to various applied and practical areas of science, technology and engineering, or focuses on a specific specialized area. Course duration ranges from one month to four years. The Technical Education Board controls technical and vocational training in the secondary level and also two years HSC BM/Vocational in higher secondary level.

The Directorate of Technical Education (DTE) is responsible for the planning, development, and implementation of technical and vocational education in the country. Curriculum is implemented by BTEB. In the Technical Education System, after obtaining a Diploma-in-Engineering degree (four-year curriculum) from the institutes listed below, students can further pursue their educational career by obtaining a bachelor's degree from Engineering & Technology Universities. It normally it takes an additional two and a half to three years of coursework to obtain a bachelor's degree, although some students take more than three years to do so. They can then enroll in post-graduate studies. Students can also study CA (Chartered Accounting) after passing HSC or bachelor's degree and subject to fulfilling the entry criteria of the Institute of Chartered Accountants of Bangladesh (ICAB)

Chapter Three

Organizational Overview

3.1 Organizational Orientation

In 1946, a primary school was established in the area named “Demara Balram Shyamlal Institute”. Later in 1948, the school was renamed as “Lalita Sundari Balaram English School”. The school was run with the financial support of local dignitaries. The headmaster of the school then was Mr. Safiul Haque Pradhan (North Bengal). In 1957 Bawani High School was established as a secondary school with the cooperation of Ehia Bawani, a prominent businessman of the Bawani family, and prominent individuals of the area. From the beginning of its establishment as a secondary school, the head teacher was Mr. Mohammad Taiyab and the assistant head teacher was Mr. Abdul Malek Bhaiya Sahib. The chairman of the management committee was Mr. Ehia Bawany. The structure of the school then was a tin shed. In 1969 it was destroyed in a catastrophic cyclone. In that year, the foundation stone of the old building that stands today was laid. Gradually, in 1980, with the sincere cooperation of Dhaka Divisional Commissioner Khan Alam Khan, it was upgraded to a three-storey building. With the tireless work, wisdom, foresight and thoughtfulness of the then headmaster and assistant headmaster, the institution became a reliable institution for building enlightened people in the eastern part of Dhaka. The institution was approved by the Board of Education for Humanities Department on 01/01/1959 Science Department on 1966 and Business Education Department on 1972. In 1984 it was included in MPO. A total of three trades General Mechanics, Building Maintenance and General Electronics were opened by the SSC Vocational Technical Education Board in 1996. Later Computer and Information Technology and General Electrical Works trades were opened.

Bengali medium is taught in the school from nursery to class 10. Each class has multiple branches. The school has departments of science, humanities and business education and five trades in vocational.. Then all the students read the oath together and show respect to the national flag by singing the national anthem. Later, the physical education teacher did some exercises. It is compulsory for all students to attend the assembly. The teachers are present and take care of discipline. In the interest of discipline, the teachers take turns on duty from Demra Jamadani Patti to Demra Ghat.

3.2 Profile of Bawany School & College

Features	Particulars
Name	**Bawany School & College**
Registered Address	27, Kamargop, Demra Bazar, Demra- 1360, 69 Ward, DSCC, Dhaka.
Legal Status	Primary schools affiliated to MPO, secondary and vocational institute.
Category	School & College
EIIN	107867
Founder	Ehia Bawany, Pakistan (1957)
Principal	Md. Ismail Hossain
Chairman of Governing Body	Hazi Salahuddin Ahamed, Councilor, 69 Ward, Dhaka South City Corporation
Establish Date	01 January, 1957
Number of Teacher	58
Number of Staff	21
Total Student's	2100 (Co-education)
Income source of institute	Students monthly fees
Institute Bank Balances	5,00,00,000 (BDT)
Governing Body member	09
Number of Building	03
Number of Class room	51
Number of Office room	12
Mobile Number	+880 1309-107867
Phone	+880 2223301015
Website	http://www.bawanysac.edu.bd
E-mail	bawanysac@gmail.com

3.3 Divisions of Bawany School College.

- Principal room
- Asst. Headmaster room
- Governing body room
- Accounts section
- Teacher’s common room
- IT section
- Computer lab
- Vocational workshop
- Engineering workshop
- store room
- Admission section
- Register room
- Library
- scout office room
- sports room
- Cash counter
- Meeting room
- Guardians meeting room
- Computer club
- English club
- Sheikh Rassel Digital Lab
- Science lab
- Science laboratory
- Classrooms

3.4 Philosophy of Bawany School & College

For Student's

- To provide the most students and efficient in learning in every aspect of its school.
- To be innovative in the development of new education systems.

For Teacher's

- By promoting their well-being through attractive remuneration and fringe benefits.
- By promoting good staff morale through proper staff training and development, and provision of opportunities for career development.
- By promoting students to learn new thinks.

For Parents

- By for going ahead and for meeting to teacher's for you children to improve in class performances.
- Daily works from school competed their home work.

For Community

- By assuming their role as a socially responsible corporate citizen in a tangible manner.
- By adhering closely to national policies and objectives thereby contributing towards the progress of the nation.
- By upholding ethical values and best practices constantly seeking to improve performance by aligning their goals with stake holders' expectations because they value them.

3.5 Achievements of Bawany School & College

Since its inception, the results of the school have been very satisfactory, with a significant number of A+ score in SSC examinations with 100% performance in various years. JSC and PSC exams also have a significant number of A+ with scholarships. Since 2012 AD in Vocational Branch Technical Board has been achieving 6th, 5^{th} and 4^{th} place respectively in Bangladesh. 146 A+ in SSC examination 2016 is the school's best achievement.

3.6 Vision, Mission & Core Values of Bawany School & College

The basic principle of this institution is to develop the student as an ideal person through moral education as well as multifaceted moral education, religious education and discipline education. We are not the best in teaching or building real people but we claim to excel. We can say it out loud.

1. We want your child to succeed in science and technology based education so that he can find his rightful place in the competitive world of tomorrow. We believe our unconventional fundamental teaching will guide him in the right direction inshallah.

2. We want your child to be well-educated and contribute to the development of the country and nation and we believe that proper and quality education can take them forward to that goal.

3. We want to develop all human qualities in your child so that in future life he can dedicate his life to human welfare. We believe our moral teaching method will help him to become a fully enlightened person inshallah.

3.7 Organogram of Bawany School & College

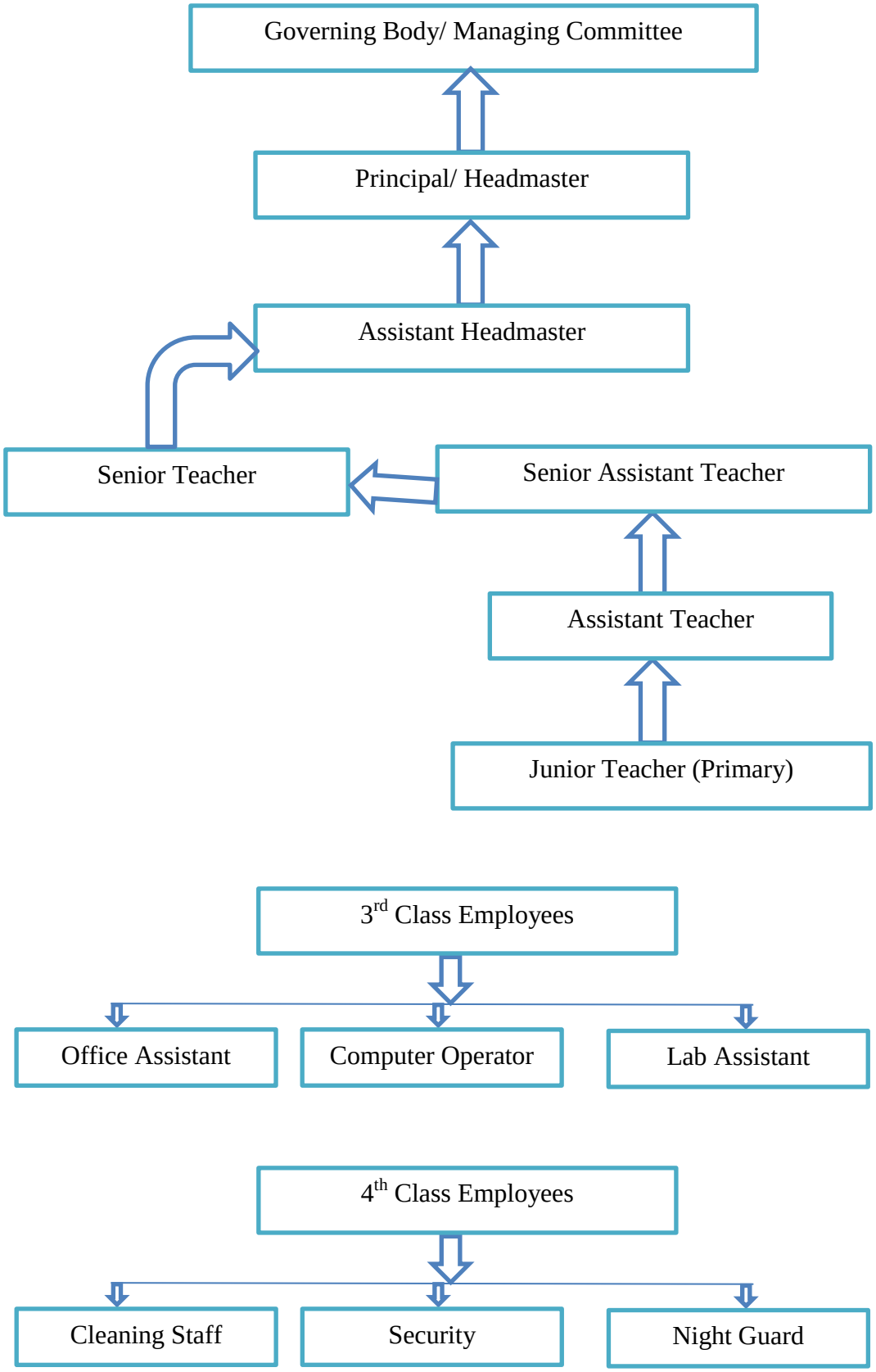


Figure 1: Organogram of Bawany School & College

Chapter Four

Literature Review

4.1 Human Resource Management

"HRM is a distinctive approach to employment management which seeks to achieve competitive advantage through the strategic deployment of a highly committed and capable workforce, using an array of cultural, structural and personnel techniques." (Stirey, 2007). "HRM is a managerial perspective which argues the need to establish an integrated series of personnel policies to support organizational strategy." (Buchanan & Huczynski, 2004). "HRM is a strategic approach to managing employment relations which emphasizes that leveraging people's capabilities is critical to achieving competitive advantage, this being achieved through a distinctive set of integrated employment policies, program and practices." (Bratton & Gold, 2012).

Parameswari & Yugandhar (2015) defined, "Human Resource Management can be defined as a strategic approach to acquiring, developing, managing, motivating and gaining the commitment of the organization's key resource – the people who work in and for it." DeCenzo & Robbins (2004) defined, "Human Resource Management is concerned with the people dimension." Flippo (1980) defined, (planning, organizing, directing, controlling of procurement, development, compensation, integration, maintenance and separation of human resources to the end that individual, organizational and social objectives are achieved." Graham (1978) defined, "The purpose of HRM is to ensure that the employees of an organization are used in such a way that the employer obtains the greatest possible benefit from their abilities and the employees obtain both material and psychological rewards from their work." Mathis & Jackson (2011) defined, "Human Resource Management as the design of formal system in an organization to ensure the effective and efficient use of human talent to accomplish organizational goal." Dessler (2005) defined, "Human resource Management is the process of acquiring, training, appraising, and compensating employees, and of attending to their labor relations, health and safety, and fairness concerns." Jucious (1959) stated that, "The field of HRM involves planning, organization, directing and controlling functions of procuring, developing, maintaining and utilizing a labor force."

Griffin & Fleet (2013) defined, “Human Resource Management is the set of organizational activities directed at attracting, developing and maintaining an effective workforce.” Milkovich & Boudreau (1994) defined, “Human Resource Management is a series of decision that affect the relationship between employee and employer: it affects many constituencies and is intended to influences the effectiveness of employee and employer.”

4.2 Major Functions of Human Resource Management

DeCenzo & Robbins (2004) pointed out that, Human Resource Management is made of four activities. These are- (1) staffing, (2) Training and Development, (3) Motivation, and (4) Maintainance. Flippo (1980) defined that, the function of Human Resource Management is divided into two part. These are- (1) Managerial functions, and (2) operative functions. The managerial functions are: (a) Planning, (b) Organizing, (c) staffing, (d) Directin, and (e) Controlling.

The operative functions are:
(a) Procurement, (b) Development, (c) Compensation, (d) Maintenance, (e) Motivation, and (f) Integration. Dessler (2005) pointed out the major functions of Human Resource Management are- (1) Job analysis (2) Personal planning and Recruiting, (3) Employee testing and Selection, (4) Training and Development, (5) Performance management, and (6) Compensation.

4.3 Importance of Human Resource Management

Employees are the foundation of every successful business. This is why human resource (HR) management is so important.

The HR department performs a wide variety of duties and is responsible for helping employees feel safe, valued and properly supported. Exceptional human resource management ensures that the HR department runs smoothly and continues to evolve over time.

If this sounds interesting to you and you're curious about a career inhuman resource management, read on to learn why it's so valuable in the professional world.

An HR professional holding a management position is often in charge of recruiting, hiring, and training new employees. This means the HR team is responsible for finding candidates who meet the necessary qualifications for specified positions and fully vetting a company's hires.

Human resource managers are also expected to embrace and promote diversity among staff, orient team members to their new work environment, and ensure healthy interactions between employees and organizational leadership.

But what does a human resource manager do exactly when it comes to hiring and training? Some of the most common tasks for this type of HR manager may include:

- Conducting interviews and reading resumes
- Performing background checks on applicants
- Overseeing or leading training procedures
- Implementing new training techniques
- Writing job descriptions, posting job listings, and recruiting potential candidates
- Making a good impression on behalf of the company (HR is usually the first department candidates will meet)

The bottom line –An HR professional is often the face of the company for potential new employees. Recruitment, hiring, and training policies are supervised and improved upon with the help of HR managers.

A human resource department is also in charge of keeping employees safe, healthy, and satisfied. With proper HR management, workplace policies keep up with necessary protective measures and implementation and provide solutions to issues between team members, avoiding risk for the company and its employees.

4.4 Human Resource Planning

Human resource planning (HRP) is the continuous process of systematic planning to achieve optimum use of an organization's most valuable asset—quality employees. Human resources planning ensures the best fit between employees and jobs while avoiding manpower shortages or surpluses.

There are four key steps to the HRP process. They include analyzing present labor supply, forecasting labor demand, balancing projected labor demand with supply, and supporting organizational goals. HRP is an important investment for any business as it allows companies to remain both productive and profitable.

Human resource planning allows companies to plan ahead so they can maintain a steady supply of skilled employees. The process is used to help companies evaluate their needs and to plan ahead to meet those needs.

Human resource planning needs to be flexible enough to meet short-term staffing challenges while adapting to changing conditions in the business environment over the longer term. HRP starts by assessing and auditing the current capacity of human resources.

Here, identifying a company's skill set and targeting the skills a company needs enables it to strategically reach business goals and be equipped for future challenges. To remain competitive, businesses may need advanced skills or to upskill their employees as the market environment evolves and changes.

To retain employees and remain competitive, HRP often looks at organizational design, employee motivation, succession planning, and increasing return on investment overall.

The challenges to HRP include forces that are always changing. These include employees getting sick, getting promoted, going on vacation, or leaving for another job. HRP ensures there is the best fit between workers and jobs, avoiding shortages and surpluses in the employee pool.

4.5 Recruitment

DeCenzo, Robbins, & Verhulst (2013) defined that, “Recruitment is the process of discovering potential candidates for actual or anticipated organizational vacancies. Or from another perspective, it is a linking activity—bringing together those with jobs to fill and those seeking jobs.” Denerley & Plumbley (1968) defined, “Recruitment is a matching process and the capacities and inclinations of the candidates have to be matched against the demand and rewards inherent in a given job or career pattern.” Flippo (1980) defined, “Recruitment is the process of searching for prospective employees and stimulating them to apply for jobs in the organization.” Yoder (1944) defined, “Recruitment is a process to discover the sources of manpower to meet the requirement of the staffing schedule and to employ effective measures for attracting that the manpower in adequate numbers to facilitate effective selection of an efficient workforce.”

4.6 Selection

Yoder (1944) defined, “Selection is the process by which candidates for employment are divided into two classes those who will be offered employment and those who will not.” Jucious (1959) has defined**,** “The selection procedure is the system of functions and devices adopted in a given company for the purpose of ascertaining whether or not candidate possess the qualifications called for by, a specific job.” Koontz, Donnell, & Weihrich (1980) have defined, “Selection is the process of choosing form the candidates, from within the organization or from outside, the most suitable person for the current position or for the future positions.” Decenzo & Robbins (2004) have defined “Selection activities follow a standard pattern, beginning with an initial screening interview and concluding with final employment decision.” Flippo (1980) said, ‘The selection is the process of choosing the most suitable candidate for the vacant position in the organization. In other words, selection means weeding out unsuitable applicants and selecting those individuals with prerequisite qualifications and capabilities to fill the jobs in the organization.’

4.7 Training & Development

Jucius (1959) defined training as, “A process by which the aptitudes, skills and abilities of employees to perform specific jobs, are increased.” Flippo (1980) said, “Training is the act of increasing the knowledge and skills of an employee for doing a particular job.” Beach (1980) referred that, “Training is the organized procedure by which people learn knowledge and/or skills for a definite purpose.” Saiyadain (2009) defined, “Training is an activity aimed to improve the performance of the existing staff to meet the future needs of the organization.” Decenzo & Robbins (2004) stated training as, “A learning experience in that it seeks a relatively permanent change in anindividual that will improve his or her ability to perform on the job.”

Graham (1978) has described three elements of training such as purpose, place and time. Mathis & Jackson (2011) stated that, ‘Training is related to improving upon the present job experience.’ Chris (2011) stated that, “Training is a process through whichthe skills, talent and knowledge of an employee is enhanced and increased. He argues that training should take place only when the need and objectives for such training have been identified.” Asha (2007) defined that, “The need for training and development can be emphasized in various work situations, such as in harnessing skills for existing jobs, planning out one’s future job profile, elevating employee’s performance and so on. The training and development function in an organization has gained a lot of importance due to advancement in technology and changes in market force.” Bates & Davis (2010) stated that, ‘Usefulness of training program is possible only when the trainee is able to practice the theoretical aspects learned in training program in actual work environment. They highlighted the use of role playing, cases, simulation, mediated exercises and computer-based learning to provide exposure to a current and relevant body of knowledge and real-world situations.’ Graham (1978) described training by graphical representation, training cost and business benefits are drawn on X and Y axis respectively. Four quadrants were identified to highlight (i) strategic (Lower training cost and higher business benefits), (ii)Payback (Higher training cost and higher business benefits) (iii) Think (Lower training cost and lower business benefits) (iv)Drop (Higher training cost and higher business benefits).

4.8 Performance Appraisal

Dessler (2005) defined “Performance appraisal as means of evaluating an employee’s current and or past performance relative to his or he performance standards.” Weather & Davis (1989) defined “Performance appraisal is the process by which organization evaluate individual job performance.” Beach (1980) defined, “Performance appraisal is systematic evaluation of the individual with respect to his or her performance on thejob and his or her potential for development.” Huber & Schuler (1993) stated that, “Performance appraisal is a formal, structured system of measuring and evaluating an employee job, related behavior and outcomes to discover how and why the employee is presently performing on the job and how the employee can perform more effectively in the future so that the employee, organization, and society all benefit.” Heyel (2012) defined that, “It is the process of evaluating the performance and qualifications of the employees in terms of the requirements of the job for which he is employed, for purposes of administration including placement, selection for promotions, providing financial rewards and other actions which require differential treatment among the members of a group as distinguished from actions affecting all members equally.”

Yoder (1944) defined, “Performance appraisal includes all formal procedures used to evaluated personalities and contributions and potentials of group members in a working organization. It is a continuous process to secure information necessary for making correct and objective decisions on employees.” Dessler & Varkkey (2009) pointed out several method of performance appraisals. These are: (a) Graphic rating scale method, (b) Alternation rating method, (c) Paired comparison method, (d) Forced distribution method, (e) Critical incident method, (f) Narrative forms, (g) Behaviorally anchored rating scale, (h) Mixed standard scale, (i) Management by objectives, (j) Computerized and web-based performance appraisal, and (k) Electronic performance monitoring. Megginson (1985) defined, “Performance appraisal is the process an employer uses to determine whether an employee is performing the job as intended.” Cascio (2003) defined, “Performance appraisal as the systematic description of an employee’s job-relevant strengths and weaknesses.”

4.9 Compensation

Flippo (1980) defines “The function of compensation is defined as the adequate and equitable remuneration of personnel for their contributions to the organizational objectives.” Yoder (1944) defines “Compensation is paying people for work.” Dessler (2005) defined employee compensation as “All forms of pay or rewards going to employees and arising from their employment.” Decenzo & Robbins (2004) stated, ‘Employee benefits as a whole have no direct effect on employee performance,however, inadequate benefits do contribute to low satisfaction level and increase absenteeism and turnover in employees.’ Cascio (2003) stated that, ‘Compensation provides competitive base salary levels necessary to attract and retain talent and compensates for day-to-day responsibilities performed at fully acceptable level and above.’ Milkovich & Boudreau (1994) stated that, “Compensation” is based on the symbols for logs and water; compensation provides the necessities in life.”

Chapter Five

Learning from Internship

5.1 My Job at HR Division in Bawany School & College

I have started my internship at HR and IT Sector in Bawany School & College, dated on April 30, 2023 and it will continue up to August 24, 2023. I glad to work with HR and IT Sector of Bawany School & College, which helps me to get familiar with corporate culture and the HRM Practices. This practical experience helps me to develop and prepare myself for the Education sector. During my internship I have learned following things:

- Meaning of responsibility
- Necessity of commitment
- Punctuality and regularity
- Communication with people
- How to face critical situation
- How to handle pressure
- How to follow the chain of command
- How to adopt with education sector

5.2 Responsibility as an Intern

Being assigned for the separation team of Bawany School & College, my core job was to complete the separation process of an employee. I have worked under my supervisor and assisted him to complete the separation process of resigned employee, terminate employee, retired employee and so on. I have tried my level best to assist my supervisor as well as to gather some practical knowledge about the task. Moreover, whenever I have enough time, I am assigned some task from the recruitment team. During this three month I have performed some other clerical work from several teams like promotion and up-gradation, disciplinary action, and leave management etc. some time I have to communicate with several branches for collecting information regarding particular employees. Moreover, they are cordial to support me at any inquiry. I have tried to accomplish all the tasks with full of responsibility and accountability.

5.3 Task with Separation Team

Basically, I am assigned as an intern for separation team. During this time, I have performed lots of tasks regarding separation process. These are:

- Receiving Admission system from the students.
- Receiving approval from HM, AHM, and Head of concern IT Sector orAdmission manager.
- Mailing all divisions for audit and liability clearance regarding that particularemployee.
- Receiving clearance and input data.
- Issuance of settlement notes
- Preparing release TC
- Preparing experience certificate
- Preparing service benefit
- Taking exit interview
- Documentation all the papers
- Preserving photocopy or scan copy of needed document
- Other clerical task
- Proving cash counter to the students.

5.4 Task with Recruitment Team

Although I am assigned for separation team whenever I have enough time, I have been assigned some task from the recruitment team. These are-

- Checking CV for recruitment
- Call for interview
- Call for internship
- Find out needed information from CV
- Preparing short list for interview
- Documentation of needed information

5.5 Observation

I am very glad to work at HR and IT Sector in Bawany School & College. The working environment is so friendly and the employees are also cordial. They are always at my sight whenever I face any problem. They always assist me whenever I ask any question regarding my report or other issues. Though all the information is confidential, they support from their level best to fulfill my queries. During the internship program I have observed some practices that are given below:

- Accomplished the job on time.
- All the tasks are done with central operating system and without the school & college confirmation nobody can get entered into operating system.
- All the employees are connected with HR connection system.
- Information is communicated over e-mail.
- Every employee is accountable to supervisor for their responsibility.
- A good performance is always appreciated by other colleagues.

Chapter Six

Human Resource Management Practices at Bawany School & College

6.1 Human Resource Division at Bawany School & College.

Human Resource Division of Bawany School & College exists to help student andorganization to reach their goals. Along the way, they face many challenges arising from the demands of the students, the organization, the society. The domestic and international environments are the particularly turbulent because of the growing challenges also result from ever changing laws, especially laws that address the need for equal employment opportunity. Within these constraints, the Human Resource Division of Bawany School & College. must contribute to the organization in ways that are both ethical and socially responsible.

6.1.1 Functions Performed by HR & IT sector at Bawany School & College.

Bawany School & College has a fully functional Human Resource Division (HRD) supported by manpower. The HR of the Bawany School & College. Performs the following functions-

- HR Planning
- Recruitment
- Selection
- Training and Development of Employees
- Performance appraisal of employees
- Compensation and Benefits Planning
- Promotion & Up gradation Planning
- Reward and Recognition
- Leave management
- Transfer & Posting
- Separation & Resignation

6.2 HR Planning at Bawany School & College.

Bawany School & College performs the HR Planning in order to identify current and future human resource need to achieve its goals. Human resource planning should serve as a link between human resources management and the overall strategic plan of an organization. In order to evaluate the requisition from divisions with their job load they maintain a proper human resource planning. The HR division must have to give report about the current manpower to the top management in every month. It is a continuous process of systematic planning ahead to achieve optimum use of an organization's most valuable asset—quality students.

6.2.1 HR Planning Process Followed by Bawany School & College.

Bawany School & College performs their HR Planning task by the following way-

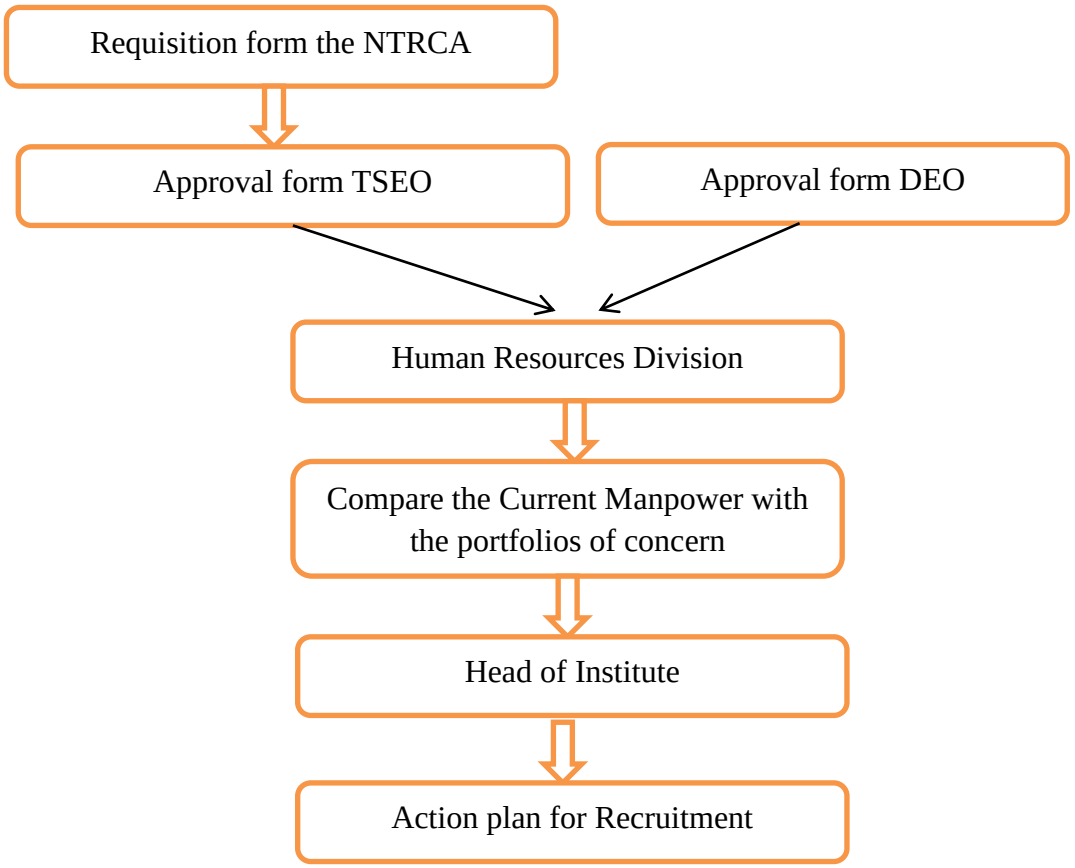


Figure 2: HR Planning Process

6.2.2 Job Analysis of Bawany School & College.

Bawany School & College performs the job analysis in order to identify and determine in detail about the particular job duties and requirements and the relative importance of these duties for a given job. This is done by three functions-

- Job Description
- Job Specification
- Job Evaluation

Job Description:

Bawany School & College clearly states the essential job requirements, job duties, job responsibilities of a particular job. Job description provides the clear idea about the portfolio of an employee and his/her specific responsibility. Bawany School & College has used a written and specific job description for their each and every circular. In circular they try to clarify the following things like what would be-

- Job Title
- Job location
- Job Summary
- Reporting to
- Working Conditions
- Job Duties

Job Specification: Bawany School & College defines the job specification to hire the right employee for the right position. In order to accomplish this task Bawany School & College. basically focus on educational qualifications, specific qualities, level of experience, physical, technical and communication skills required to perform a job. It also includes general health, mental health, intelligence, aptitude, memory, judgment, leadership skills, emotional ability, adaptability, flexibility, values and ethics, manners and creativity etc. The experience required for the employee may vary from position to position.

Job Evaluation : Bawany School & College practices the job evaluation for determining the value/worth of a job in relation to other jobs in an organization. It tries to make a systematic comparison between jobs to assess their relative worth for the purpose of establishing a rational pay structure.

6.3 Recruitment Practice at Bawany School & College.

The recruitment goals of Bawany School & College are to attract and retain highly qualified human resources who will perform best in their respective areas. The school not only tries to attract well-qualified candidates but also tries to identify and recruit people who are really interested to work in the school for an acceptable period of time.

- Bawany School & College usually promotes from within the organizations, but when the need arises, the school also hires from outsides for vacancies at all levels.
- Bawany School & College always emphasizes on hiring for a long period of time. The school tries to attract and select those candidates who will move through the organizational hierarchy to the senior level positions in the future.
- Bawany School & College has developed a corporate culture where employees are not treated as mere employees. They are treated as associates of the school.

6.3.1 Types of Recruitment

Bawany School & College Practices two types of recruitment. These are-

- Yearly recruitment: This is done each year, according to the HR planning.
- Need-based recruitment: This is done when there is a sudden vacancy.

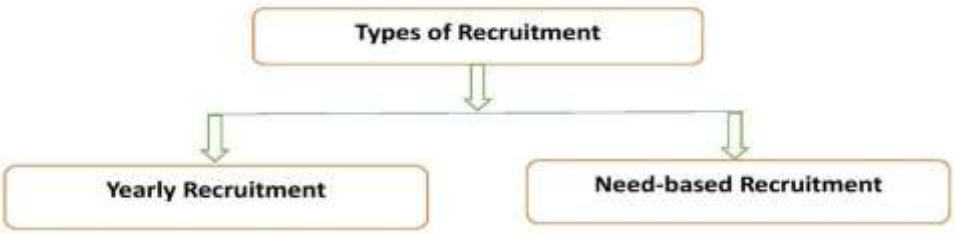


Figure 3: Types of Recruitment

6.3.2 Points of Recruitment

1. **Hiring for Creation Post (Entry level/ Fresh)**

   - ❖ Asst. Teacher (Subject wise)

2. **Hiring of Non-MPO Post (Entry level/ Fresh)**

   - ❖ Asst. Teacher (Secondary)
   - ❖ Asst. Teacher (Primary)

3. **Hiring Regular Permanent Positions (Experienced)**

   - ❖ Experienced Teaching Professionals
   - ❖ Experienced candidates with Technical Background
   - ❖ Cash collection
   - ❖ Miscellaneous positions specialists

4. **Hiring Fixed Term Employees**

   - ❖ Experienced schools Professionals
   - ❖ Experienced Candidates with Technical Background
   - ❖ Miscellaneous positions specialists

6.3.3 Sources of Recruitment

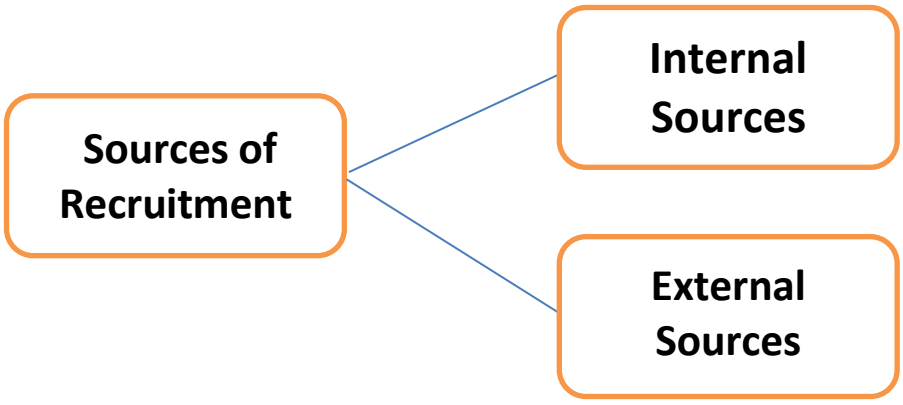


Figure 4: Sources of Recruitment

6.3.3.1 Internal Sources

Where appropriate, at the request of the hiring division, the school will advertise vacancies internally as per criteria and other terms and conditions set by Management including but not limited to the following:

- As per the location requirement of the position, transfer and posting will be executed considering the recommendation of the respective division/department.
- Employees cannot use the internal job vacancy to change their current stream and location. Job stream change must follow board approved policy.
- Up gradation, promotion and compensation would be as per broad banding Pay Structure policy.

6.3.3.2 External Sources

External sources are used both for fresher and lateral employees. The channels that may be used to source external candidates depends upon the time, job designation and cost of sourcing. Bawany School & College provides circular to many sources. These are given below-

- Online job advertisement
- Job portal
- Bawany School & College website
- Social Media/Network
- Print Media
- Executive search or recruitment agency
- Referrals (both internal & external)
- Campus recruitment
- BD jobs

6.4 Published in the Bangladesh Gazette, Part VI, dated the 6th' December 1979.

Dhaka, the 26th November 1979

No. 2229 (200O) -In exercise of the powers conferred by section 39 of the Intermediate and Secondary Education Ordinance, 1961 (E.P. Ord. XXXIII of 1961), and in supersession made in this behalf, the Board of Intermediate and Secondary Education, Dhaka, with the previous approval of the Government is pleased to make the following regulations, namely:-

THE RECOGNIZED NON-GOVERNMENT SECONDARY SCHOOL TEACHERS (BOARD OF INTERMEDIATE AND SECONDARY EDUCATION, DHAKA) TERMS AND CONDITIONS OF SERVICE REGULATIONS 1979.

6.4.1 Short Title - These regulations may be called the Recognized Non-Government Secondary School Teachers (Board of Intermediate and Secondary Education, Dhaka) Terms and Conditions of Service Regulations, 1979.

6.4.2 Definitions - In these regulations, unless there is anything repugnant in the subject or context, -

(a) 'appointing authority" means Managing Committee of the concerned

(b) "Appeal and Arbitration Committee" means the Appeal and Arbitration Committee appointed under section 19 of the Ordinance.

(c) "Board" means the Board of Intermediate and Secondary Education, Dhaka.

(d) "Managing Committee" means a Managing Committee constituted in accordance with the Board of Intermediate and Secondary Education Dhaka (Managing Committee of the Recognized Non-Government Secondary School) Regulations, 1977.

(e) "Ordinance" means the Intermediate - and Secondary Education Ordinance, 1961 (E. P. Ord. XXXIII of 1961)

(f) "Pay" means the total amount drawn by a teacher monthly in his time scale of pay and includes the Government contribution towards his pay;

(g) recognized" means recognized in accordance with sub-regulation (4) of regulation 12 of the First Regulations of the Board appended to the Schedule of the Ordinance;

(h) "recognized University" means a University established by or under any law for the time being in force and includes any other University declared by the Government to be a recognized University for the purposes of these regulations;

(i) "recognized Madrasah" means a Madrasah established by or under any law for the time being in force and includes any other Madrasah declared by the Government to be a recognized Madrasah for the purposes of these regulations;

(j) "recognized Board" means a Board established by or under any law for the time being in force and includes any other Board or authority declared by the Government to be a recognized Board for the purposes . of these regulations;

(k) "school" means a recognized non- Government School;

(l) "time scale of pay" means pay which rises by periodical increment from a minimum to a maximum and

(m)"Teacher" means a teacher, whether permanent or temporary, of a school under the Board.

6.5 Classification of teacher

(1) There may be appointed in a school a Headmaster, an Assistant Headmaster, and such number of teachers to be designated as Senior Teacher, Assistant Teacher and Junior Teacher as the appointing authority may fix in this behalf in consultation with the Board or such authority as the Board may authorize.

(2) The Managing Committee may, in exceptional circumstances, and with the approval of the Board or such officer as it may authorize in this behalf, appoint part-time teachers but not Headmasters and Assistant Headmasters, on contract.

(3) A person serving in a School and selected for appointment as a teacher in another school shall, before joining his new appointment, produce a clearance certificate from the school he leaves.

6.6 Qualification of teachers - The minimum qualification and experience for appointment in different categories of teachers shall be as specified in the Schedule below:

Provided that the requirement of experience may be relaxed by two years in case of a candidate who is considered exceptionally brilliant in educational career.

Name of the Post	Qualification and experience
Headmaster	Second class Master's degree with B. Ed. or its equivalent degree from a recognized University and 10 years' experience in teaching or educational administration. Or Second class Bachelor degree with Second class B. Ed. or its equivalent degree from a recognized University and 12 years' experience in teaching or educational administration. Or Bachelor degree with B. Ed. or its equivalent degree from a recognized University and 15 years' experience in teaching or educational administration.
Assistant Headmaster	Second class bachelor degree with B. Ed. or its equivalent degree from a recognized University and 8 years' experience in teaching or educational administration. Or Bachelor degree with B. Ed. or its equivalent degree from a recognized University and 12 years' experience in teaching or educational administration. Bachelor degree with B. Ed. or its equivalent degree from a recognized University and 12 years' experience in teaching or educational administration.
Senior Teacher	Bachelor degree with B. Ed. or its equivalent degree from a recognized University or Kamil degree from a recognized Madrasah.
Assistant Teacher	Bachelor’s degree from a recognized University or Fazil degree from a recognized Madrasah.
Junior teacher	H.S.C. or S.S.C. from a recognized Board with training from an institute recognized by the Board or Alim certificate from a recognized Madrasah.

6.7 Scale of Pay

(1) Every school shall, subject to the approval of the Board or such officer as may be authorized by it in this behalf, rescribe a time scale of pay for all categories of teachers specified in regulation 3.

(2) The time scale of pay prescribed under sub- regulation (1) shall be subject to revision in accordance with the decision of the Board from time to time.

6.8 Higher initial pay to a teacher - The appointing authority may, in very exceptional circumstances to be noted in writing, allow higher initial pay to a teacher who joins the school after resigning his post in another school.

6.9 Duties and functions of teachers- A teacher shall be responsible to-

a) Teach the students in accordance with the curriculum, syllabus and- class routine by means of lesson notes, group discussions, demonstrations, etc.
b) Make personal contacts with the students for their individual guidance;
c) Assist the school authorities in conducting examination, organizing laboratories and other curricular and co-curricular activities;
d) Supervise extra-curricular activities of the students of the school; and
e) Perform such other functions as may be assigned to him from time to time by the Managing committee, or the/ Headmaster, as the case may be, in the interest of the school.

6.10 Prohibition of private tuition, etc - No whole time teacher shall, except with the previous permission of the appointing authority, accept any private tuition or any other employment or engagement with or without remuneration involving his services in addition to his normal work in the school.

6.11 Resignation-

1) Unless otherwise decided by the Managing Committee in special circumstances-

a) A teacher on confirmed appointment shall not resign without giving-

i) one month's previous notice in writing of his intention to do so if the resignation is to be effected during the first half of the academic year; and

ii) three months' previous notice in case the resignation is to be effected during last half of the academic year; and

(b) A teacher on probation shall not resign without giving one month's notice in writing of his intention to do so.

(2) Any contravention of the provisions of sub- regulation (1) shall entail forfeiture of pay for the period by which the notice falls short of the requirement or such disciplinary action as may be taken for the said contravention.

6.11.1 Punishment

A teacher who commits a breach of the provisions of these regulations or who is guilty of negligence of duty, inefficiency or corruption or who knowingly does anything detrimental to the interest of the school or is guilty of professional misconduct shall be liable to all or any of following penalties, namely-

(a) Censure;

(b) Withholding of increment for a specified period;

(c) Recovery from pay of the whole or part of any pecuniary loss caused to the school by negligence of duty;

(d) Removal from service; and

(e) Dismissal from service.

6.12 Explanation- Without prejudice to the generality of the term, "professional misconduct" includes, for the purpose of these regulations, the following acts or omission or commission, namely-

a) Unpunctuality in attending classes or any other duty assigned;
b) Absence from duty without permission;
c) Unauthorized extension of leave;
d) any activity which may directly or indirectly influence in exciting one group of teachers or students against another group of teachers or students for political or personal gains:
e) Any activity which creates indiscipline or moral repercussion among the teachers and students;
f) Insubordination, alone or in combination on with other, to any lawful or reasonable order of the Headmaster or, as the case may be, the Managing Committee;
g) Unauthorized use of school property; and
h) Any other activity which is considered and specified by the Board to be prejudicial to the interest of the school.

6.12.1 Power to impose penalty - The power to impose penalty upon a teacher under Regulation 11 shall vest in the authority competent to make appointment:

Provided that the penalties of dismissal or removal from service shall not be imposed unless the proposal for such penalty is examined by the Appeal and Arbitration Committee and approved by the Board.

6.12.2 Suspension-

1) A teacher may be placed under suspension pending enquiry. The power of suspending a teacher pending enquiry shall vest in the appointing authority.
2) During suspension, a teacher shall be entitled to a subsistence allowance at the rate of one half of his pay. While under suspension the employee shall not leave the place where he ordinarily resides to perform his duties as teacher without prior permission of the authority competent to suspend him.

6.13 Procedure for drawing proceedings-

1) When 'a teacher is to be proceeded against for offences specified in regulation 11 he shall be called upon by a notice to submit a written explanation within seven days as to why the penalty or penalties specified in the notice should not be imposed on him for the alleged offences and asking him if he desires to be heard in person.
2) On receipt of the explanation from the teacher and his desire to be heard in person, the authority competent to impose penalty shall constitute a three member enquiry committee wUh a Chairman. Provided that at least one of the members of the Committee shall be from the teaching profession.

6.14 Termination of service -

The service of a teacher may be terminated if he is considered unsuitable for the teaching profession due to his health or if the Managing Committee decides for financial reason to abolish the post of a teacher.

Provided that the service of a teacher shall not be terminated for ill health without obtaining the report of Medical Board constituted by the Managing Committee for this purpose.

Leave -No teacher shall be entitled to any leave other than casual leave unless he has served the school for two years.

Provided that a teacher may be allowed leave not exceeding fifteen days during these two years on medical ground.

Casual leave -A teacher shall be entitled to such casual leave as applicable to a teacher of a Government school.

Earned leave -Subject to the Provisions of these rules, the Earned Leave Rules applicable to teachers serving in Government school shall apply to teachers serving in recognized non-Government schools

6.14.1 Medical leave-

(1) Subject to the provisions of regulation 16, a teacher shall be entitled to ten days medical leave for each complete year of service.
(2) Medical leave may be granted for a period not exceeding seven days at a time on production of medical certificate from a registered medical officer.
(3) Medical leave may be granted to a teacher for not more than one month with full average pay and not more than three months with half average pay subject to production of medical certificate and availability of such leave at the credit of the teacher. In exceptional circumstances, medical leave without pay may be granted by the Managing Committee for such period as it considers necessary for the recovery of the teacher.

6.14.2 Maternity leave - A woman teacher may be granted maternity leave on full pay for a period not exceeding two months at time and not exceeding four months during the total period of her service in the school.

6.14.3 Extraordinary leave - Extraordinary leave for a period not exceeding two years may be granted to a teacher without pay. The period of extraordinary leave shall not be counted towards service or seniority.

6.15 Duty leave - Duty leave may be granted to a teacher if he is required to:

(a) Conduct such examinations or attend such meeting as may be approved by the Managing Committee or Board or any other lawful authority:
(b) Attend as juror or appear as State witness in a court of law where the summons are served through the school;
(c) Attend as member of any Committee or Body appointed by the Government or by Government Organization or any academic body, without remuneration;
(d) Represent the school or the Board or the Government in any organization, association, conference, etc;
d) Deliver lectures at the invitation of any Department of Education or any school or any learned association of established reputation.

6.15.1 Study leave-(1) Study leave may be granted to a teacher who has put in at least 5 years' continuous service in the school, if such studies are considered necessary by the Managing Committee for the improvement of the professional qualification of the teacher:

Provided that-

(a) Study leave shall not exceed a period of three years during his entire period of service;

(b) The teacher shall be paid full average pay for the first year, half average pay for the second year if the financial resources so permit and no salary shall be paid for the third year; and

(c) The teacher shall give an undertaking in writing to the effect that he will serve the school for at least five years after the completion of his study or in the case of failure to do so shall refund the money drawn.

Notwithstanding anything contained in regulations 16 to 23 no leave may be claimed as matter of right.

6.16 Contributory provident Fund - Every confirmed teacher in a school shall be given the benefit of Contributory Provident Fund. The teacher shall contribute towards the Contributory Provident Fund every month at the rate to 10 paisa per taka of his pay and the school shall contribute an equivalent amount.

6.16.1 Age of Retirement - The age of superannuation of a teacher shall be sixty years and a teacher may be permitted by the appointing authority to continue in the service of the school till the end of the year in which he attains sixty years.

6.17 Extension

(1) A teacher may, in exceptional circumstances, be allowed extension in service of the school on receipt of prayer from the teacher concerned.

(2) In the case of Headmaster, the Board on the recommendation of the Managing Committee by two-thirds majority, and in the case of other teacher, the Deputy Director of Public Instruction, on the recommendation of the Managing Committee may grant the extension of service to a teacher under sub-regulation (1).

The grant of extension under this regulation shall be subject to the following conditions, namely-

(a) No extension shall be granted beyond the age of 65 years;
(b) No extension shall be granted for a period of more than two years at a time; and
(c) No extension shall be granted unless a certificate of physical and mental fitness is produced by the teacher from a registered medical practitioner approved by the Managing Committee.

6.18 Gratuity-

1) There shall be provision for gratuity in every school for the benefit of teachers.
2) Unless discharged or removed or dismissed from service the teachers of a school shall in case of untimely death, disablement by accident or prolonged illness, or when his service is terminated as a result of abolition of the post due to financial reason, get gratuity in accordance with the following principles, namely :
3) If his total service is 5 years or more but less than 10 years, 3 months' pay for first complete 5 years of service plus one month’s pay for each two additional complete years to service.
4) If his total service is 10 years or more but less than 20 years, 5 months' pay for first 10 complete years of service plus one month's pay for each 3 additional complete years of service;
5) If his total service is more than 20 years, 8 months' pay for first 20 complete years plus one months' pay for each 3 complete years of service.
6) In case of retirement on attaining the age of superannuation, a teacher shall be paid one month's pay for each 3 complete years of service.

6.19 Group Insurance

Every school shall introduce Group Insurance for the benefit of the teachers in accordance with such instructions as the Board may issue in this behalf from time to time.

6.20 Types of Training

In-house: Institute may initiate, Manage and provide training to the employees by using knowledge and skills of the employees of the school or external resource personnel at HR Training and Development premises or any other venue of Dhaka city.

Outreach: Outreach training indicates that the school**76** | Page may arrange training for the employees outside Dhaka region at any TSEO office venue.

Other Institute: Any learning initiatives conducted by other organization/ other training institute inside Bangladesh will be known as "Other Institute Training". Employees may be sent for different learning initiatives conducted by other organizations or other institutes based on the need of the Stakeholders. Bawany School & College teachers are training in Teacher Training College (TTC), Dhaka City.

Foreign: Any learning initiatives conducted by the other organization / other training institute outside Bangladesh will be known as "Foreign Training". Foreign Training shall be entirely need based. Foreign Training will be under the delegation of Head of Institute.

E- Learning: E-Learning is utilizing electronic technologies to access learning curriculum outside of a traditional classroom. It refers to a course, program or degree delivered completely online. It includes the delivery of content via internet, intranet /extranet, audio visual or more.

E- Learning can be arranged in two ways-

In- House: For any in- house E- Learning course, ICT training and development team will design, manage and provide training to employees. However, concerned departments shall provide contents of those courses for development purpose.

External: Employees can apply for E- Learning Courses from listed vendors through proper channel.

Chapter Seven

Findings, Recommendation and Conclusion

7.1 Findings

HR Planning: Bawany School & College performs HR planning in order to identify their current manpower number and the need of future manpower. The decision is taken against any requisition by comparing the portfolio and the current manpower of that particular division. The result of analysis is discussed with the head of network division for the head of division for the division.

Recruitment: Bawany School & College practices two types of recruitment. One is yearly based recruitment and another is need based recruitment. They use both internal sources and external sources for their recruitment. They basically prefer lateral employees for recruitment.

Selection: In the case of lateral employees Bawany School & College does not take any writtentest. Employees are selected on the basis of interview / viva. Bawany School & College puts much importance on experience of an employee regarding education sector. On the other hand, in the case of fresher they take written test as well as viva for selecting the candidates

Training & Development: Bawany School & College follows training need identification process in order to identify employees for training. Employees are provided in- house, outreach, other institute, foreign and e-learning training. In the case of foreigntraining, PBL keeps training bond from the employees. Bawany School & College has its own HR training & development center at Demra. But the numbers of trainers are not sufficient enough to train up employees. For that reason, they hire trainer from Education Board, Education Board and other institution. Moreover, they followdevelopment approach for the development of employees.

Performance Appraisal: Bawany School & College conducts performance appraisal annually. They follow the 360-degree performance appraisal method which is based on rating system. They evaluate employees on the basis of 300 marks which are divided into three segments. They use the outcome of performance appraisal in payment of bonus, promotion & merit incentives and punishment.

Rewards & Recognition: All employees except HM and AHM are eligible for award at Bawany School & College. The HM and AHM are also awarded with the discretion of board of directors. school provides both financial and non-financial rewards and recognition to the employees on the basis of their performance.

Promotion & Up-gradation: Bawany School & College follows two types of promotion and up-gradation. These are – regular promotion and accelerated promotion. For regular promotion the employees must have a job experience with not less than 2.5 years and not less than 3 years (for upper grade).

Compensation & Benefit: Bawany School & College provides highly attractive compensation package to the employees. They also provide provident fund, gratuity benefit, death benefit, disability benefit and retirement benefit. Bawany School & College does not provide any provident fund benefit to employees unless his/her tenure of service is 3 years and does not provide any gratuity benefit unless his/her tenure of service is 5 years.

Transfer & Posting: In Bawany School & College transfer is the condition of employment. Regional managers, branch managers, and divisional heads shall be transferred once in every 4 years. Executive and Officers shall be transferred once in every 5 years. The desk of all officers shall be rotated in every 2 years.

Separation & Resignation: Every employee should resign with the notice of 01 month. A probationer employee should resign with the notice of two weeks. Otherwise, he/she has to compensate for his/her discontinuation of service.

7.2 Recommendation

Firstly, Bawany School & College should provide more opportunity for the fresher. Because every year a large number of students complete their graduation and post-graduation. They have no job experience to get entered as a lateral employee.

Secondly, Bawany School & College should extend the scope of on the job training so that employee can develop skills from their day to day task. The school should make an arrangement of training session about up-to-date technology and methods in order to make sure the customer satisfaction with high efficacy.

Thirdly, Members of training team should be increased so that the employee may take support whenever they required. There should start supervision span under the trainer in order to monitor the progress of employees.

Fourthly, Training bond options in the case foreign training should make flexible and employee friendly so that employee can easily avail the training opportunity. Because, school must have to ensure employee betterment.

Fifthly, In the case of promotion of HR Officer, Bawany School & College should take written exam/interview to justify employee's knowledge regarding their job. Because, without proper knowledge employee cannot give better service to the customers.

Finally, In the case of gratuity benefit and provident fund Bawany School & College should comply with the "Bangladesh Labour Law, 2006". Because, it ensures a better labour practice.

7.3 Conclusion

Now-a-days, Education sector has become more competitive. The success of a school highly depends upon the customer's satisfaction as well as employee's satisfaction. HR division plays a vital role from the very beginning of operation of Bawany School & College Human resource division of Bawany School & College ensures their best services to all the employees. In order to keep pace with the global competitive environment, HR division of Bawany School & College. takes proper initiatives to make the employees a competitive work force. They believe by making the employees satisfied, it is possible to take the best output from the employee. That's why they are always trying to take initiatives which are beneficial for the employee's career as well as Teaching. As the teaching in our country is highly competitive so it is a great challenging for Bawany School & College. to retain expert employees. HR division of Bawany School & College Ltd. is much conscious about that. So, from my opinion HR division of Bawany School & College. plays the vital role in the success of Bawany School & College.

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