Full Length Research Paper

Education system in electronic government

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e-Governance involves a change in the viewpoint of governing the people of the country. It is not the mere idea of using ICT to provide services to the door steps of the citizens, but how the service will be provided and how the citizens can contribute in the system. Education System is a momentous segment because it provides education to the citizens of a country. Application of e-Governance in management of education system is necessary for the overall development of education system prevailed over the country. To make the service providing system efficient, faster and easier, e-Governance may be regarded as a problem remedying practice in education sector. The study found that synchronized management system (traditional and modern) is followed in this area where some challenges make the system ineffective e.g. psychological inferiority, limitation of training facilities, inadequacy of ICT infrastructure, financial problem, technological maintenance and so on. The inductive nature of the study may assist the entire management of Education System to acquire knowledge on the prospects and readiness of e-Touch in this sector.

Key Words: e-Governance, Management, Education System of Bangladesh, e-Service, Education Board.

INTRODUCTION

e-Governance, around the world, is the latest addition that seeks for providing the services to the door of the people with least time and better efficiency. The new mode of governance is defined to using modern Information and Communication Technology (ICT) (Islam, 2006). It is designed to ensure citizen quicker access to the services delivery and establish better efficiency, transparency, accountability and participation in the governance process (Chowdhury, 2008). e-Governance helps to reduce the time and provide quality services is all sectors like- government system, political system, education system etc. The education system of Bangladesh is now seeking to increase and reorganized itself and achievement of the global challenges of the latest technological and scientific innovation. It makes sure this step by initiating efficiency and effectiveness in this sector. Bangladesh education system is characterized by co-existence of three separate streams. The mainstream happens to be a dialect based secular education carried over from the colonial period. Religious

system of education and education based on use of English are the other two streams. The education system in Bangladesh is modeled followed the British education system. So, the system is backdated and not effectively works with the e- Governance challenges. The teachers teaching style, curriculum, examination system as well as whole education system is not fully effective and efficient with the modern technology system. For ensuring proper implementation e-Governance challenges in Bangladesh , the education board and other educational institutions must reorganized their activities and they must be ensuring a productive 21st ready work force and improving curriculum, pedagogy and teacher's capacity building to ensure quality education for all. Bangladesh is not fully ready for walking with the concept but e-Governance is now become a talked topic in Bangladesh. Education is very crucial for any countries development. So it is necessary to adopt e-Governance in education sector. The education sector management of Bangladesh building internal capacity to manage IT

related projects and co-ordinate the transition to e-governance is still a serious challenge. Some educational offices have successfully been able to form a process of management of the IT systems within the office but most are still facing with the problems. The concept of e-Governance is not clear to the all officers and staffs. There have not sufficient funds for transition to e-governance. The government of Bangladesh wants to adopt e-Governance but it despite negative pressure from stakeholders. The people who are working in the education sector are working in the education sector are not fully known about e-governance. Most of the education related government offices with IT system suffer from lack of maintenance due to shortage of skilled manpower. Government takes projects for giving IT training but after finishing these training it is rear to find out technical staff. But these problems can be reduced through the proper knowledge of e-governance and implementation of this system. Then the education boards as well as education sector must more skillful, qualify, transparent, accountable etc.

In the education sector this concept being use for creating better services and resources. e-Governance make the work easier and done it in a short time. Bangladesh involves Global policy initiatives adopted and management approaches developed in order to shift from traditional to ICT system. Education, therefore, has been recognized as a priority sector by all governments since Bangladesh independence in 1971. Distance education is an important alternative for educating mass people in Bangladesh for many socio-economic reasons. The education management system and process of learning are traditional. Technology, computer, internet are used but in a very few number. Though the world is moving through the concept of e-Governance in all area it is necessary that Bangladesh education sector management must be modernized with the help of adapting ICT concept. Then the students are educated and introduced with modern technologies and in future they become a powerful human resource. This study is essential for the Policy maker, civil society, NGO's etc for making further research and study about this issue. It is reliable to the concerned ministry and other organization related to education and also beneficial for the people and general students. The objective of the study is seeking out how far the management of education system efficiently and effectively copes with the challenges of e-Governance. In order to fulfill the requirement of the study, the objectives will find out as following-

1.   To know about the structure and management of existing education system.

2.   To generate a compound idea about the current status of ICT implementation stage in Sylhet education board.

3   To diagnose the challenges and suggests strategies to overcome from the problems prevailing over in this area.

RESEARCH METHODOLOGY

The study has conducted through exploratory research. The methodological triangulation (qualitative quantitative and mixed method) has used in the study due to prior requirements of the research work. This study is covered the area of "Board of Intermediate and Secondary Education, Sylhet". This board is situated in Block-C, Shahjalal Uposhahar, Sylhet. Sixty one (61) employees are working in education board office. There is only one e-Governance officer who maintains all the work related to this concern. The sample survey method was employed to collect primary data from 20 respondents using a self-administrated questionnaire having both open and close ended questions. In this regard, purposive sampling method was followed to acquire data. To enrich the study, secondary sources of data are collected from the published book, articles, journals, e-Books etc which are relevant to this study.

Conceptual Framework

e-Governance is the process of electronic transformation of data from government to grassroots level people by using internet, web-networks, digital communication, telecommunication infrastructure etc. It ensures an electronic transaction relationship between top to bottom. To execute all activities of the government internet, digital and modern technology used in this system. Education sector is a biggest part of the government. It is surrounded and managed by many traditional processes in Bangladesh. The study has conducted how e-Governance brings effective and efficient management of education system, especially focus on Sylhet Education Board. The variables of the study are as follows-

The efficiency and effectiveness of management system of Sylhet Education Board as well as the whole education system is dependent on various factors. It is a long term process to apply e-Governance and brings efficiency and effectiveness. e- Governance deals with using modern technology like-internet, CC-camera, digital telecommunication etc for their daily work. By using effective and proper technologies, the education sector can adopt e-Governance. Data about the students, teachers, and personnel are preserved in the computer in a database. Data disk may form for this purpose. Through the computer and internet result, examination and admission can be done. The personnel of education sector are fully trained up with ICT training
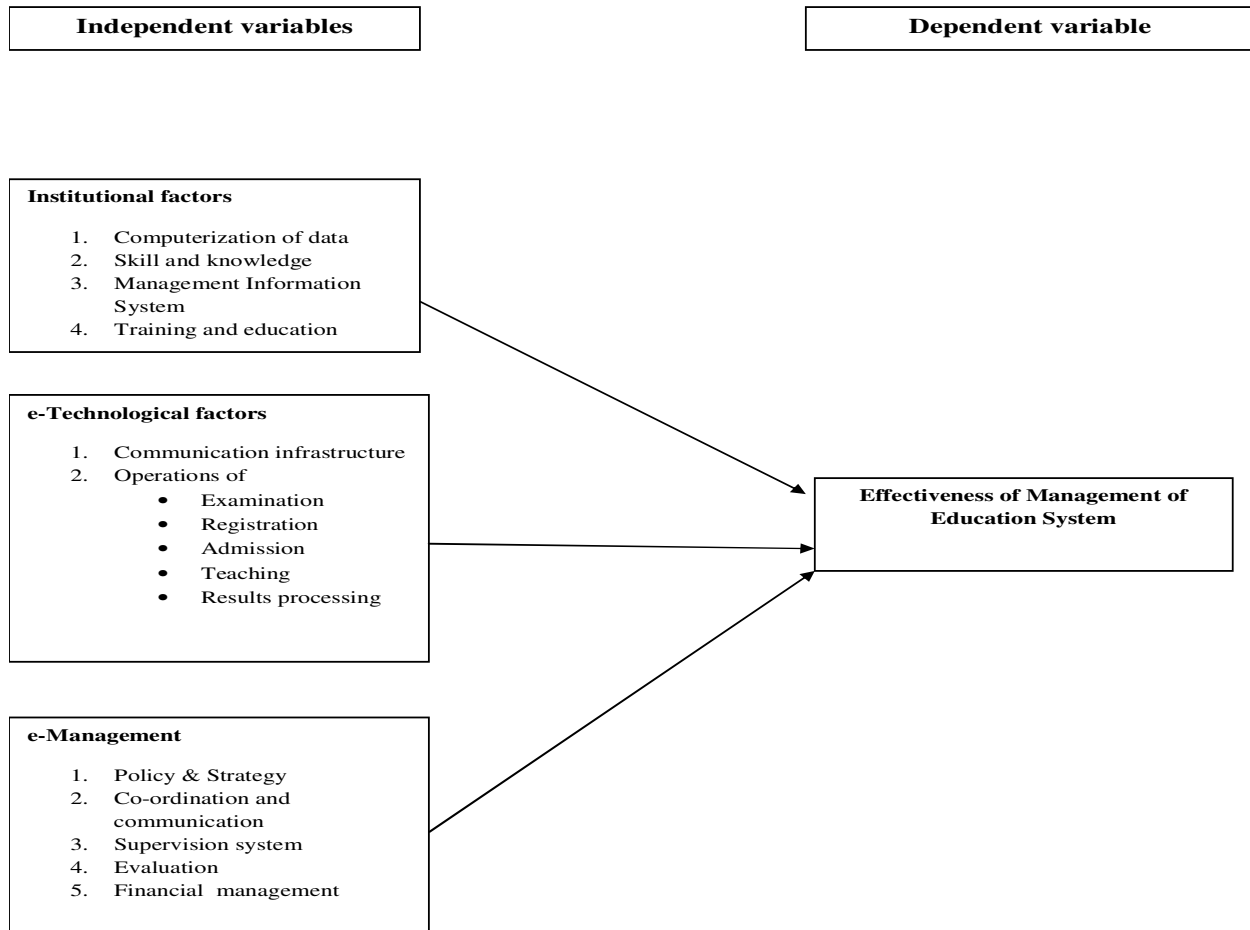
Independent variables		Dependent variable

Institutional factors

1. Computerization of data
2. Skill and knowledge
3. Management Information System
4. Training and education

e-Technological factors

1. Communication infrastructure
2. Operations of
   - Examination
   - Registration
   - Admission
   - Teaching
   - Results processing

e-Management

1. Policy & Strategy
2. Co-ordination and communication
3. Supervision system
4. Evaluation
5. Financial management

Effectiveness of Management of Education System

Figure 1. Conceptual framework of the study

and learned about e-Governance concept properly. Management Information System can be approved for the application of e-Governance here. The management policy, planning, decisions, activities, supervision, monitoring, evaluation must be done through digital and modern way like- cc-camera, web-networking etc. Financial resources can be managed properly through accounting software for ensuring efficiency and effectiveness of management. Political parties, leaders, influential class, elite, civil society influenced the policy making and work scheduling of the education board for achieving their own benefits. This must be reducing by changing the thinking pattern and awareness building. The government of Bangladesh depends on the foreign donors for aid. They always influence our policy making process and give direction to use the aid an infrastructure of e-Governance. But these resources are

not used properly here which create slow movement in infrastructural development.

Operational Definitions

e-Governance

The term E-Governance or Digital Governance refers to governance processes in which information and communication technology (ICT) play an essential role for providing and delivering governance services to the people. ICT uses by E-governance provoke change in service providing, managing and standard maintaining and participating people in various activities and action of E-governance. The application of E-governance can be understood as the performances of this governance via

Table 1. Structure of the Education System in Bangladesh

ISCED level	Name	Ministry responsible
Pre-school (0)	Pre-school(3-5year)	MOPME
Primary(1)	Primary education(group1-5)(6-10years)	MOPME and MOE
Secondary First cycle (2)	Junior secondary education(group 6-8)(11-13)	MOE
Secondary second cycle (3)(14-17year)	Secondary education(grades(9-16)(14-15years)higher secondary education (groupes11-12)(16-17years)	MOE
Higher education(5and 6)	Higher education (18years on	UGC and national university
No formal		MOPME

(EFA Global Monitoring Report, 2006)
Here,
MOPME= Ministry of Primary and Mass Education.
MOE= Ministry of Education
UGC=University Grant Commission

the electronic medium in order to facilities an efficient, speedy and transparent process of disseminating information to the public and other agencies (ICT Policy of Bangladesh, 2005). e-Governance application in education sector means here introduce e-Management, e-Learning, and using e-Technology in various sector .That ensure online and computerized system of learning, education, teaching etc. e-Governance in education catch all term that covers a wide range of institutional material that can be delivered on a CD-ROM, or DVD. Over a local area network (LAN) or on the internet, also included computer based training, web-based training, electronic performance support system, (EPSS), online tutorials, results, certificates delivering in online. The e-governance system can be illustrated as the interaction and interrelation between G to G (Government to Government), G to C (Services of the Government to Citizen), C to G (Interaction of the Citizens with the Government), G to B (services of the Government to Business), G to E (Government to Employees) (Akther, 2007).

Education System

Education is any act or experience that has a formative effect on the mind, character or physical ability of an individual. Education is also an essential tool by which society deliberately transfer its accumulated knowledge, skills and values from one generation to another. Education system of Bangladesh discussed in this study.

Management

Management is the act of getting people together to accomplish desired goals and objectives by using available resources efficiently and effectively. Management is a process of planning, organizing, staffing, leading or directing and controlling an organization or effort for the purpose of achieving a goal in education sector management means a process of achieving the goals of education sector by planning, organizing, staffing, leading or directing and controlling (Saxena, 2005). It is also defines as human action. The management system of education sector is applied e-governance policy and technology or not this find out in this study. The policy and strategy, co-ordination and communication, supervision, evaluation etc. are fall under the management system.

Organization and Management of Primary Education System of Bangladesh

In Bangladesh, education has three major stages-Primary, Secondary, Higher education. Primary Education is a 5-year cycle while secondary education is a 7-year one with three sub-stages: 3years of junior secondary, 2years of secondary and 2years of higher secondary. Higher secondary is followed by baccalaureate level education in general, technical, technology and medical streams requiring 5-6 years to obtain a Master's degree (MOE, 2004). In the general education stream, higher secondary is followed by collage/ university level education through the bachelor

degree course which duration is 3\4 years. The master's degree is of one year duration for holders of Bachelor Degree (honors) and two years 10. Duration for holders of (pass) Bachelor Degree in the technical area also stars after higher secondary level. Engineering, agriculture, business, medical and information and communication are the major technical and technological education areas. In medical education 5year course of study is required for first degree.

Management of Education Sector

Two separate ministries functions for the education system of Bangladesh: Ministry of Primary and Mass Education (MOPME) is responsible for primary and mass education and Ministry of Education (MOE) is Responsible for post primary and post secondary levels education. In addition, there are three main types of primary level education institution in Bangladesh. There are- Government primary schools. (Owned, funded and management by the Government); partially publicly funded non- government primary schools; and wholly privately funded primary schools (Non govt. non registered schools, Madrasha, satellite schools, community schools etc.) The MOPME is the apex body for formulating overall policies and programs for primary and mass education and the ministry also implemented these head prime minister. Administrative head is a secretary. MOPME has a Directorate of Primary Education (DPE) headed by a Director General (DG). Its functional sections headed by four directors at the headquarters. The DPE's functions are decentralized at the different tiers of administration (division, district, and upazilla). The key officers of field level are deputy directors (Divisional and regional level): District Primary Education Officers; Upazilla Primary Education Officers; Assistant Upazilla Education Officers; National Academy for Primary Education (NAPE) which provide training to the primary teachers; Primary Training Institution (PTI); Upazilla Resource Centers; National Curriculum and Textbook Board (NCTB). The structure of the existing authority in primary education system is following (MOE, 2004):

Management of Secondary and Higher Secondary Education

The MOE is the apex body for policies planning and program formulation relevant to the secondary higher secondary and post secondary higher education and implementing body of these policies, programs and strategies (MOE, 2004).

- Head- Minister.
- Head (secretariat) - Education Secretary (executes its functions).

Without this there are-
1. A Director of Secondary and Higher Education (DSHE)
2. Director of Technical Education (DTE)
3. Director of Inspection and Audit.

These directorates are headed by director generals without these directorates there also have 10 Autonomous Education Boards in Bangladesh. There are eight Boards of Intermediate and Secondary Education (BISE), one Madrasha Education Board (MEB) and one Technical Education Board (TEB). The eight Education Boards are- Bangladesh Education Board Dhaka; Bangladesh Education Board Rajshahi; Bangladesh Education Board Chitagong; Bangladesh Education Board Comilla; Bangladesh Education Board Sylhet; Bangladesh Education Board Borisal; Bangladesh Education Board Jessore; Bangladesh Education Board Dinajpur(EFA Global Monitoring Report, 2006) . These ten Boards are responsible for- Accreditation of non-government Secondary education institutions; Supervision for quality assurance; Administration of public examination; and at the secondary and higher secondary levels. NCTB is responsible for the text books, curriculums and progressively developing the textbook publications. National Academy for Education Management(NAEM) responsible for secondary and higher education subsector) Responsible extending training and research to the teachers and functionaries of school managing Committees(SMS) are responsible for all management issues of schools excepts the academic matters (Development of Education, 2004). The Director of Technical Education (DTE) is responsible for planning development and implementation of technical and vocational education in his country.

Findings and Discussion

Education is always a precious demand of society where Education Board is one of the parts of total education system. Bangladesh is suffering from inefficiency and lack of dynamism in its organizational structures. The public sectors are mostly corrupted and working procedures are not transparent and accountable. Not time comes up to change the existing scenario and go for next generation level where service providing system will be dynamic and enthusiastic.   Only e-Governance can ensure this through computerization of data, building skill and knowledge regarding ICT and modern information technology, e-Management Information System (e-MIS), and Training and Education on e-Governance. These are
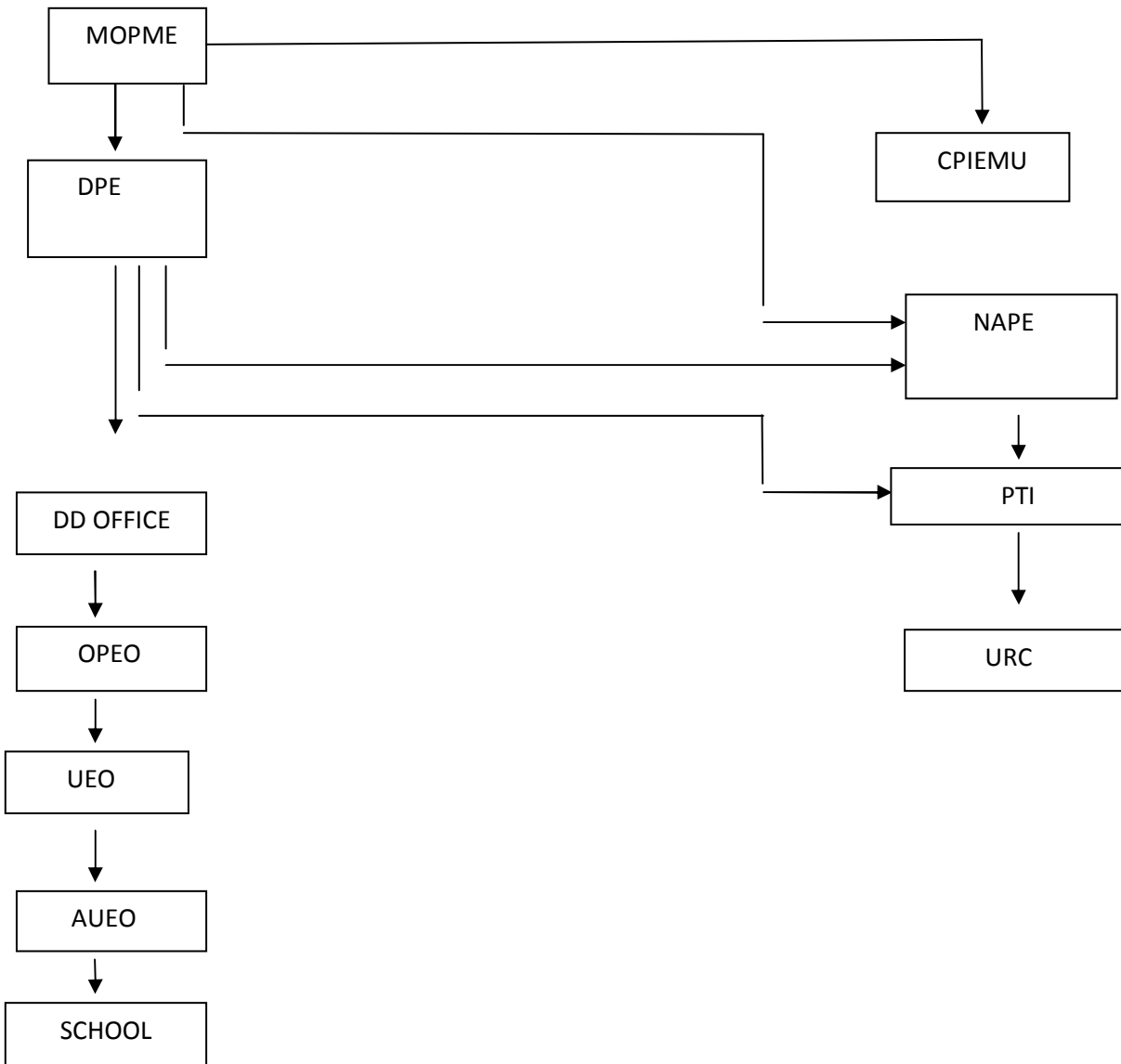
Figure 2. Management Structure of Primary Education

MOPME=Ministry of Primary and Mass Education.
DPE=Director of Primary Education
CPEIMU=Compulsory Primary Education Implementation Monitoring Unit.
NAPE=National Academy for Primary Education.
DO Office= Office of the Deputy Director
DPEO=District Primary Education Office
UEO= Upazilla Education Office
AUEO=Assistant Upazilla Education Officer.
URC=Upazilla Resource Center

the Institutional factors for applying e-Governance in the office management for ensuring its efficiency and effectiveness. Information and Communication Technology (ICT) has been increasingly used to develop the services and management system of the Government services to the Citizens. It is required

simple, moral, accountable, responsive and transparent e-Governance application to coup up with the present globalization of the world. Data and Information processing is very easy through computerization of data which makes the information viable and transparent. In doing so, all citizen of the country may be facilitated by getting information as they required. Results' showing that most of the respondents (90.0 %) agreed it is easy to maintain all data through e-Application (e.g. software, CD, DVD, External drives etc) (see Table-10) though traditional filing system is still prevailing over there. Beside this, data procurement and preservation will be very easy for further using. They also believe that management of education system will be more effective, efficient and service oriented when data transformation and dissemination follows the management information system from top to bottom by using e-MIS, e-SMS, MMS, Multimedia etc . At present context, the officials and employees are not concerned about e-application system and more or less psychologically demoralized due to their traditional feelings and working capacity. The Ministry of Education arranged several training programmes for officials but not on regular basis which makes them more inefficient. In addition, these programmes are not sufficient because programmes are conducted through inefficient and inexperienced trainer. In this circumstance, a significant portion of the respondents (65.0%) agreed that regular training on ICT may change the present scenario and provide skilled and efficient employees (see Table-12). IT training can also help to increase technical skill and vocational knowledge of the officials or personnel. Moreover, maximum respondents (65.0%) said that the institution is not capable to provide e-Services to teachers and students which are main stakeholders of the education system (see Table- 26). There is only one official engaged in providing e-services to people which not really pathetic situation for expansion of e-governance. Apart from this, e-Technologies are very important for communicative infrastructure among the personnel and the people of education sector. Communication between people and officials can facilitate the organization to bringing about efficiency and effectiveness at the management level. The study found that most of the respondents prefer e-mail, SMS, MMS, MIS, LAN (Local Area Network) and Tele conference etc to interact and integrate themselves. The officials liked to introduce a dynamic Webpage through which they can easily reach to the teachers and students. In addition, teachers and students feel that the Education Board should have several service points to serve them in different problems (e.g. registration, certificate draw, mark sheet draw, admission, on line book access etc.). In this context, major portion (95.0%) of the respondents believes that it is easy to communicate with people through e-

Application (seeTable-14). Examination, Registration, Admission etc. can be more uncomplicated by applying e-Technologies. e-Technologies (e.g. result processing software, OMR machine etc.) make easy and time saving in result processing at different levels of education tier. It makes the education sector more time and cost effective. In this regard, most of the respondents (70.0%) opined that result processing and publication system should be operated through e-touch (seeTable-21). Teaching through e-Technologies (e.g. multimedia, video conference, distance education etc.) can be prepared students for the competitive market at the present world and next generation level. e-Governance related policies and strategies can make the management strong, effective and efficient. In the education sector there is only a policy to give a basic idea about e-Governance which is required to change because the fast movement of the world demanding much. A significant portion (70.0%) has idea about e-Governance but they are stated that they have no proper knowledge about e-Governance (seeTable-8). Government provides training about e-Governance but ICT department of the institution is not able to continue training programmes for employees in using e-Governance or other modern technology. Using CC-camera and other management tools for monitoring and supervision in the exam hall and the office decorum can be made accountable and transparent management. In this context, maximum officials (both top and mid-level employee) (50.0%) said that they have a plan for using CC-camera in future to monitor and supervise officials (seeTable-18). Furthermore, major portion (70.0%) of respondents believe that e-Management can remove corruption and made the management accountable and transparent (seeTable-24). e-Management is essential for ensuring accountability and transparency at the education sector. The financial management of education system should be handled by the accounting software which believes by 25% respondents in the study (seeTable-25). Moreover, results showing that there are several challenges to ensure e-governance at education system such as human resources, electricity supply, ICT development budget, training, motivate the employee etc.

Challenges Ahead to Apply e-Governance in Education System

Implementing e-Governance in educational system will enable effective monitoring of academic standards (Taifur, 2003). The application of e-Governance is fairly widespread now in Bangladesh for many reasons- like it is a democratic country. This is most considering that education is the cornerstone of our efforts to build up the future generation. For improving the quality and quantity

of output of the education system, then there have no alternative to introducing e-Governance in this sphere. But the traditional system and norms does not allow introducing and applying e-Governance in education system. The study deals with the following issue by summarizing the present states of the education board management system. And by this the study is indicates the following challenges.

In Sylhet education board here mainly used filling system for management like-planning, controlling, communicating etc. which is a traditional management tool. The officials use traditional way for managing their work and activities. The Government of Bangladesh take e-Governance challenges but it is a matter of great sorrow that this system does not applied properly in education sector. The management of this sector is still now maintaining a colonial or traditional hierarchical rank and communication system. Thus the work make lengthy and unsuccessful.

The government took a policy to give e-Governance related training to the officials of education board, Sylhet. But the training is given to some special persons. It is fact that, only training is not enough for properly understand a matter and implementing this in anyone's work. Low level workers are not given any training. The ICT department of education board could not arrange any training for the worker anytime. So, the education board as well as the education sector worker has no proper idea of e-governance application.

Bangladesh is one of the least developed countries of the world. Inadequacy of ICT infrastructure is a common problem in all the sector of Government in Bangladesh (Karmakar, 2005). This situation compounded by the marked absence of technical infrastructure planning and sub-optimal utilizing of the infrastructure is ignored in the long term projects of education sector.

Like other developing countries, Bangladesh faces difficulties in investing large amount of money for e-Governance application. So the technological knowledge of e-Governance is not applied properly in any sector. Education sector is also counted in these sectors. Government of Bangladesh has not sufficient financial arrangement for introducing technology in education sector like-provide computer and internet services to all (Karmakar, 2005). So financial problem is one of the challenges for the application of e-Governance in management of the education sector

e-Technologies are very limited in the education board as well as other education sector institutions. On the other hand people have not sufficient knowledge about using these technologies. They also have technologies. So the technological tools are ruined day by day. Also the Government did not give any legal or financial support to the rural area's educational institution regularly for use of e-Technologies. Thus the

management system turned ineffective and inefficient.

The number of trained personnel in IT sector is very low among the huge population of Bangladesh. The whole e-governance system need more skilled and trained personnel and workers. IT knowledge is very important for applying e-Governance properly. But in Bangladesh there have no plan to recruit IT specialist in the education system for managing the sector properly.

ICT act are taken by Bangladesh but not maintaining properly. This can facilitate the education sector organizations and institutions management system. But the workers and personnel are not enough modernize to coup up with the e-Governance challenges. In Sylhet Education Board, e-mail, digital filling, multimedia etc. have no official or legal value.

Our country is a poor country. In many areas of the country there is no electrical connection. So it is impossible to provide e-Services to these areas, because e-Governance services are electronic based. So power supply is essential for this. Thus our education sector is not fully applied e-Governance in the management system of these areas educational institutions.

CONCLUDING REMARKS AND PROPOSED STRATEGIES

Bangladesh Education sectors management is facing significant challenges in its effort to catch up with the rest of the world in term of applying e-Governance. The concept of e-Governance, as a method of good governance, can help to provide transparent and accountable management system and cut out the evidence of corruption from the management. e-Governance make available transformation of information among the government to the people (Kanungo, 2003). The education system of Bangladesh adopts e-governance challenges but still face most challenges or problems for the application of this. The application of e-Governance can change the present trend of the management of education sector by changing their working, recruiting, coordinating, maintaining, communicating, and decision making etc. procedures. e-Governance application make easy work and time saving. If the e-Governance applied fully in education system then the future generation develops their skill and knowledge thus the whole country is developed in the field of social, economic, political etc. If the Government and other concern authority fail to take policies and frameworks on ICT sector, the management system of education sector cannot adopt the e-Governance properly. Thus the education sector is not made efficient and effective body. So the Government must take immediate step to apply e-Governance fully in education sector for the development of the country.

After the above discussion, the study proposed the following strategies to strengthen the education board in service providing

Short term

1. Short term training about IT can be provided to the personnel of education sector.
2. Computer should be used for data processing and preserving.
3. Make use of internet available in the management system for communication, interrelation, interdiction etc.
4. Here may be a software or book of e-Governance for upgrading the skill and knowledge of the personnel of education sector management
5. One Stop Crisis Centre must work properly.
6. Computers in rural school have a secondary impact on making rural people familiar with e-Governance.

Mid term

1. Recruit an IT specialist for every institutions of the education sector.
2. Giving sufficient financial resources for e-Governance application by Government.
3. Making proper use of these resources.
4. Educational and long term training program by the Government.
5. Produce more power and supply proper or appropriate electrical power in all over the country.
6. Introducing and approving software for registration and admission in the online.
7. Using multimedia, CC-camera in the examination hall and office room for supervision and evaluation of the supervision and evaluation of the students and employees.

Long term

1. Approve a plan for the e-Governance related technology use and maintenance by the Government.

2. Government makes a legal framework for applying e-management, e-technologies in the education sector.
3. Awareness building of the personnel for applying e-Governance in the education system.
4. Strengthening the ICT sector of education system in Bangladesh.
5. E-Governance in Bangladesh has must be rolled out a set vision and objectives.

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APPENDIX

Table-2: Gender

Type	Respondents	Percentage (%)
Male	15	75.00
Female	5	25.00
Total	20	100.00

[Source: Field Survey] (Duration: From March 03, 2011 to April 28, 2011)

Table-3: Age of Respondents

Age Limit	Respondents	Percentage (%)
20-29	10	50.00
30-39	6	30.00
40-above	4	20.00
Total	20	100.00

[Source: Field Survey] (Duration: From March 03, 2011 to April 28, 2011)

Table-4: Marital Status

Marital Status	Respondents	Percentage (%)
Unmarried	11	55.00
Married	9	45.00
Total	20	100.00

[Source: Field Survey] (Duration: From March 03, 2011 to April 28, 2011)

Table-5: Occupation Level of the Respondents

Occupation	No. of Respondents	Percentage (%)
Student	10	50.00
Officer	6	30.00
Worker	4	20.00
Total	20	100.00

[Source: Field Survey] (Duration: From March 03, 2011 to April 28, 2011)

Table-6: Religion

Type of Religion	No. of Respondents	Percentage (%)
Muslim	15	75.00
Hindu	5	25.00
Other	0	0.00
Total	20	100.00

[Source: Field Survey] (Duration: From March 03, 2011 to April 28, 2011)

Table-7: Received Level of Education

Level of Education	Respondents	Percentage (%)
H.S.C. (continuing Honors)	10	50.00
B.S.C./ B.A.	4	20.00
M.S.C./ M.A.	6	30.00
Total	20	100.00

[Source: Field Survey] (Duration: From March 03, 2011 to April 28, 2011)

Table-8: Idea about e-Governance

Answer	Respondents	Percentage (%)
Yes	14	70.00
Partially	4	20.00
No	2	10.00
No comment	0	0.00
Total	20	100.00

[Source: Field survey] (Duration: From March 03, 2011 to April 28, 2011)

Table-9: Managing Office Information

Managing systems	Respondents	Percentage (%)
Filling System	11	55.00
Computer Based	8	40.00
Brainstorming	0	0.00
Traditional Customs	1	5.00
Total	20	100.00

[Source: Field survey] (Duration: From March 03, 2011 to April 28, 2011)

Table-10: Data or information processing through e-Application system

Answer	Respondents	Percentage (%)
Yes	18	90.00
Partial	1	5.00
No	1	5.00
No comment	0	0.00
Total	20	100.00

[Source: Field survey] (Duration: From March 03, 2011 to April 28, 2011)

Table-11: Training for handling ICT Department

Answer	Respondents	Percentage (%)
Yes	9	45.00
Self-oriented	0	0.00
No	11	55.00
No comment	0	0.00
Total	20	100.00

[Source: Field survey] (Duration: From March 03, 2011 to April 28, 2011)

Table-12: Regularity of the ICT Training

Answer	Respondents	Percentage (%)
Yes	6	30.00
No	13	65.00
No comment	1	5.00
Total	20	100.00

[Source: Field survey] (Duration: From March 03, 2011 to April 28, 2011)

Table-13: Ways of Communication among the Officials

Ways	Respondents	Percentage (%)
E-mail	1	5.00
SMS	0	0.00
Local Area Network (LAN)	0	0.00
Video Conference	1	5.00
Voice-chatting	2	10.00
Using Multimedia	2	10.00
Tele conference	14	70.00
Total	20	100.00

[Source: Field survey] (Duration: From March 03, 2011 to April 28, 2011)

Table- 14: Publicize Information by e-Application

Answer	Respondents	Percentage (%)
Yes	19	95.00
Partially	0	0.00
No	0	0.00
No comment	1	5.00
Total	20	100.00

[Source: Field survey] (Duration: From March 03, 2011 to April 28, 2011)

Table-15: e-System may Change Education System

Assumption	Respondents	Percentage (%)
Yes	16	80.00
Partially	2	10.00
No	2	10.00
No comment	0	0.00
Total	20	100.00

[Source: Field survey] (Duration: From March 03, 2011 to April 28, 2011)

Table- 16: Policy for Online Registration or Admission for the students

Response	Respondents	Percentage (%)
Yes	8	40.00
No	10	50.00
No comment	2	10.00
Total	20	100.00

[Source: Field survey] (Duration: From March 03, 2011 to April 28, 2011)

Table-17: Use of CC-camera for Monitoring in the office.

Response	Respondents	Percentage (%)
Yes	0	0.00
No	20	100.00
No comment	0	0.00
Total	20	100.00

[Source: Field survey] (Duration: From March 03, 2011 to April 28, 2011)

Table-18: Plan for Using CC-camera in the examination hall.

Answer	Respondents	Percentage (%)
Yes	10	50.00
No	7	35.00
No comment	3	15.00
Total	20	100.00

[Source: Field survey] (Duration: From March 03, 2011 to April 28, 2011)

Table-19: Ways of Updating Information of the Server

Ways	Respondents	Percentage (%)
Software	7	35.00
Filling system	0	0.00
Website updating system	11	55.00
Others	2	10.00
Do not update	0	0.00
Total	20	100.00

[Source: Field survey] (Duration: From March 03, 2011 to April 28, 2011)

Table-20: Published Result in Board Server

Answer	Respondents	Percentage (%)
Once	2	10.00
More than once	8	40.00
Never	10	50.00
No comment	0	0.00
Total	20	100.00

[Source: Field survey] (Duration: From March 03, 2011 to April 28, 2011)

Table-21: e-Application in Result Processing

Response	Respondents	Percentage (%)
Yes	14	70.00
No	4	20.00
No comment	2	10.00
Total	20	100.00

[Source: Field survey] (Duration: From March 03, 2011 to April 28, 2011)

Table-22: Website Providing Government Education Policies and Strategies

Response	Respondents	Percentage (%)
Yes	13	65.00
Partially	4	20.00
No	3	15.00
No comment	0	0.00
Total	20	100.00

[Source: Field survey] (Duration: From March 03, 2011 to April 28, 2011)

Table-23: Way of Monitoring and Evaluation of Office Works

Ways	Respondents	Percentage (%)
CC TV	0	0.00
Satellite System	0	0.00
MMS	0	0.00
Networking System	6	30.00
Others (filling, traditional, letters etc)	14	70.00
Total	20	100.00

[Source: Field survey] (Duration: From March 03, 2011 to April 28, 2011)

Table-24: e-Governance and Corruption, Accountability and Transparency

Response	Respondents	Percentage (%)
Yes	14	70.00
Partially	3	15.00
No	1	5.00
No comment	2	10.00
Total	20	100.00

[Source: Field survey] (Duration: From March 03, 2011 to April 28, 2011)

Table-25: Maintaining Financial Matters in the office through software

Ways	Respondents	Percentage (%)
Accounting Software	5	25.00
Traditional Book System	7	35.00
Mixed (Software and filling)	7	35.00
Others	1	5.00
Total	20	100.00

[Source: Field survey] (Duration: From March 03, 2011 to April 28, 2011)

Table-26: Providing e-Services to the Officials

Answer	Respondents	Percentage (%)
Yes	4	20.00
No	13	65.00
No comment	3	15.00
Total	20	100.00

[Source: Field survey] (Duration: From March 03, 2011 to April 28, 2011)

Table-27: One Stop Education Service for teachers and students.

Answer	Respondents	Percentage (%)
Yes	11	55.00
No	6	30.00
No comment	3	15.00
Total	20	100.00

[Source: Field survey] (Duration: From March 03, 2011 to April 28, 2011)

Table-28: Utilizing Budget for ICT development.

Response	Respondents	Percentage (%)
Yes	2	10.00
Partially	5	25.00
No	7	35.00
No comment	6	30.00
Total	20	100.00

[Source: Field survey] (Duration: From March 03, 2011 to April 28, 2011)