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# **A Study on the Tutoring in Coaching Centers at Higher Secondary Level Education in Bangladesh**

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## **Abstract**

This study on coaching centers at higher secondary level education in Bangladesh in order to identify its impact on student's academic results, mainstream education system, quality of education, attitudes of students and guardians and on educational equality. A concept has developed among the students and guardians that teaching-learning in coaching centers is essential for better results. Brilliant students go to the coaching centers for doing better results. Weak students go there for passing in the examination. In response to the questions: Is coaching centers become major part of students' life and do coaching is necessary for weak student? In response to the question about the necessity of coaching centers in the age of globalization, all the respondent guardians gave their consent affirmatively. Guardians have lost believe in mainstream education system and they think that this trend would not be changed. According to the respondent guardians students are encouraged to involve in coaching due the following reasons; majority (62%) of the respondent guardians mentioned that scholar students are seriously feel to do better results because the mainstream schools failed to complete syllabus within the timeframe; 34% stated that social cultures supports the students to enroll to their coaching centers for removing the phobia of students practical exam (24%). It was revealed that students in higher secondary level education preferred to teachers coaching centers with a view to have better understanding in Mathematics, English and other subjects specially on science subjects from the perspective view of students and guardians. English coaching is beneficial for the students for improving opportunities of admission in the reputed institutions. Many poor students could not bear coaching costs. The results suggested that coaching at higher secondary level institutions exacerbates educational inequality between poor and rich students and teachers who involved and those teachers are not involved in coaching. It also explores educational inequality between high and low results gainers, girls and boys, rural students and urban students. This study also revealed discrimination among the student's by the teachers in the classroom for not attending teacher conducting coaching centers. Negligence of educational institute established concept to them that coaching is important. In Bangladesh where all classes of students have to go to coaching centers. When a student makes bad results then guardians argued that lack of coaching nursing is responsible for bad results. Then they change coaching centers and private tutors. It was found that maximum participation in coaching whose family income is high and economically solvent. Poor students are deprived from education care due to economic problems where rich students could fulfill their academic gaps. As a consequence, poor students could not compete with rich students and lastly they dropped out from mainstream education. By this way there are created educational inequality. Teaching system in higher secondary level should be changed. Large number of students in a class is the core of all the

problems. Teachers cannot give emphasis to the students equally in a big class so it is better to make more sections consisting of maximum 25 to 30 students. Effective monitoring system to be adopted for ensuring congenial relationship among the stakeholders like students, teachers, guardians and respective administration by a private monitoring agencies. Teachers must be accountable to the learner's choice of teaching-learning methodology and harness their knowledge, skills and attitude through continuous training. It is essential to reform of the existing examination system doing away with the prevailing public examination phase wise and in a planned manner. Innovation of attractive methods of teaching should be prioritized. Difficult subjects needs to be practiced more. In this case, students can take help from peer group learners directed by class teachers. Weak students can be brought under special coaching within the jurisdiction of the mainstream institutions and find out their problem area and try to solve it.

# **A Study on Higher Education through Colleges : Problems and Prospects in Management Perspective**

Dr. Md. Harun-or-Rashid, Dr. Md. Atiqul Islam Pathan, Dr. Mohammed Moazzom Hossain and Dr. Abdul Munim Khan

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## **Abstract**

In the education system of Bangladesh, Higher Education (HE) has a special significance as the producer of leaders of various social activities including politics and administration. The HE was previously considered a privilege for the fortunate few but now it came to be regarded as a basic imperative need for the prosperity, development and stability of the country. The NU is an affiliating as well as on campus teaching university. On campus teaching comprises M.Phil, Ph.D as well as Teachers' Training Programmes (TTP) for the teachers of the affiliated colleges/institutes. The off campus activities provide courses leading to Bachelor of Pass and Honours degrees as well as Master's degrees in different disciplines through 2218 affiliated colleges/ institutes. As an eminent organ of HE, the NU controls and coordinates more than eighty per cent (80%) of the total of HE sector in Bangladesh. The general objective of this research study is to find out the problems and prospects of NU in terms of academic management in providing higher education through its affiliated general colleges. First questionnaire was developed for honors affiliated college principals and teachers (96 respondents) of the selected 24 (twenty four) colleges, second questionnaire was designed for students (72 respondents) of honors affiliated colleges and secondary data were also collected from different sources of printed and non-printed materials available in the libraries, documentation and information centres in Bangladesh. Knowledge and information resources available on the internet were also used for this study. Researchers made a number of recommendations for solving the existing problems of NU. The major recommendations include: a national standard for affiliation of colleges under NU should be prepared; academic supervision of affiliated colleges under NU should be on regular basis as per national academic standard determined by the UGC; Curriculum of courses of study should be prepared considering the standard curriculum of universities; a modern assessment system must be introduced in NU like thesis/term paper for 100 marks or 3.00 credits should be introduced in the 4<sup>th</sup> year of Honors course; Class test, assignment writing should be introduced; Semester system (Double/Tri) should be introduced like the other universities of developed and developing countries;. On-line services through ICT should be introduced in admission, registration, subject change, college change and in other works in NU for providing prompt services to the students. Required number of teaching post should be created in non-government colleges like government colleges; Service rules, service development opportunity, teacher training, higher education facilities like M.S., M. Phil, Ph. D with scholarship should be facilitated by NU for the non-government honors college teachers. Finally, researchers recommended for further study on different aspects of NU established for providing HE through affiliated colleges in Bangladesh.

# **Case Studies on Underprivileged Children Education: Challenges of Access and Continuation**

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Begum

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## **Abstract**

Underprivileged or not, every citizen of Bangladesh has the right of education. For improving the lives of underprivileged people, education can play an important role. The present qualitative study aimed to explore the challenges of access and continuation to education of underprivileged children of Bangladesh. The secondary data were collected through document survey, previous reports, articles and news, while the primary data were collected through semi-structured questionnaire with underprivileged children and semi-structured interview with parents and experts including Educational Administrator, School Coordinator and Teachers. The area of the study covered Dhaka and Chittagong division of Bangladesh. Major findings of the study showed that, Underprivileged children did not face any problem getting admission in the JAAGO Foundation School. Only 7% students were dropped from JAAGO Foundation School in last three years. But literature revealed that, there is a very high dropout rate in formal secondary schools in Bangladesh, particularly amongst marginalized children. From the data it is found that, the main reasons for drop out were house or slum shifting or migration, early marriage, financial problem, drug addiction and involvement to drug business, communication problem, socio-cultural aspects, lack of necessary mental support from family, natural disaster, lack of interest, school location and lack of support from community. This study identifies some possible interventions that reduces dropout rate at JAAGO Foundation School like, cost free education, sufficient support for study like pencil, pen, books, bag, uniform, shoe etc. including other equipment, sponsorship for students, suitable environment, joyful learning, entrepreneurship and empowerment, teacher-student friendly relationship, student centered teaching-learning approach, family support, skill based training and co-curricular activities.

# **Teacher Training For Inclusive Primary Education in Bangladesh**

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## **Abstract**

This study set out to identify the inclusive education related trainings and their content for primary education. The study is explorative in nature and both qualitative and quantitative approaches of data collection are considered according to the objectives of the study. Another aim of this project is to assess the effects of inclusive education training to implement inclusive education in the primary education sector of Bangladesh. For this study Seven (7) Government PTIs are selected purposively from the 54 PTIs of Bangladesh. Then Two (2) Instructors from each PTIs are selected purposively. Another type of respondents was URC Instructors; Nine (9) URC Instructors are selected purposively. Primary school teachers are another types of informant, 14 teachers were selected purposively. Besides, two (2) Inclusive education experts are purposively selected from national level. The study has shown that the number, volume and scope of inclusive education trainings in Bangladesh are limited. The research has also shown that the capacity of the training centers (specially URC) are not satisfactory, even questions raised about the capability of the trainers. From the findings it is found that there was no teacher who never receives training on IE. More than half of the respondents (61.1%) got 2 trainings. But still they have not any clear concept about inclusive education. This project has provided a deeper insight into the content of Dip-in-Ed book chapter on IE. Almost all PTI trainers said the training content is enough but it is tough to implement in the field level. 50% respondents believe it is possible to teach special needed students in a general class. Inclusive Education experts are not satisfied with the content and length of the training. According to them topics on Inclusive Education discussed in the trainings are not enough to understand the real philosophy of Inclusive Education, moreover they are not given sufficient scope to learn the techniques to manage diversity in the classrooms. The most obvious finding emerge from this study is that separate, full and more continuous trainings are mandatory for the successful implementation of Inclusive Education.

# **Assessment of Disaster Awareness among the Secondary School Level Students at the Rangpur City Corporation Area, Bangladesh**

**Prof. Md. Abu Bakar Siddique; Dr. Md. Babul Hossain; Md. Abdur Rakib and Dr. Nuruzzaman**

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## **Abstract**

Lives and livelihood of modern era has closely associated with natural disasters. The occurrence of natural disasters depends on its geographical location. For an example, devastating cyclones hit the coastal areas of Bangladesh almost every year usually accompanied by high-speed winds. Anthropogenic disturbances have recently accelerated the occurrence of natural disasters. In Rangpur district, hydrological disasters have been mostly occurred due to geographical location. Natural disasters bring about economic loses each year. Major and minor floods along with river bank erosion, drought and earthquake, cyclone are common natural events those the causes of economic loses. So, awareness on natural disasters is very essential for people in order to reduce economic loses and safety life. To build up the awareness of disasters among the people, the secondary school students would be great target for future generation. Therefore, the study was undertaken to examine the level of awareness of disasters among the secondary school students. The six (6) both government and non-government school in Rangpur City Corporation (RCC) were selected for this study. A set of questionnaire was prepared for survey within selected schools for student, teacher and guardian. The role of existing course curricula for building the disaster awareness among the secondary school students, especially class VIII, IX and X was also evaluated. The result of the study indicates that about 60% of total students are conscious about natural disasters. Majority of students (66%) are aware of disaster from school as well they are requested to change teaching strategy. Our study find out the scenario of disaster awareness as well it will helpful to build up the awareness of secondary students.

# **Effectiveness Analysis of e-Governance Implementation for Training: A Case Study of National Academy for Educational Management**

**Prof. Dr. Mohammad Shorif Uddin; Md. Abdur Rashid; Md. Iqbal Hossain and Md. Atiqur Rahman**

**Chairman, Department of CSE, Jahangirnagar University, Savar, Dhaka; Director (Admin & Finance), NAPD, Dhaka; Training Specialist, NAEM and Chief Technical Officer, Doel e-Services**

## **Abstract**

Information and Communication Technology (ICT) is chronologically playing important role in our personal lives and also private and government organizations including the educational sector to reshape their activities. Govt. of Peoples Republic of Bangladesh is going to establish Digital Bangladesh. But it is concerned that there are some absence of implementation of e-Governance at every institute especially at all educational and training institute like NAEM who provides training to all types of secondary and higher secondary level institutes. It is suggested that the teachers must be equipped themselves with the modern ICT based tools and techniques of teaching. The aim of this research study was to review the present ICT based facilities in NAEM campus and training classes, to study the online training management system for effective training and to study e-service delivery system facilities. This research study also tried to find the existing laps and gaps of e-Governance issues in NAEM for the formulation of an effective training strategy. Descriptive case study and questioner method were adopted to conduct the research study. Majorly this was a case study hence data have been collected visiting NAEM campus from observation, primary and secondary sources. Findings majorly shown, 61% trainees were not happy with internet download speed in lab. In campus, 94% trainees were not happy with Wi-Fi speed. This research study recommended 24 suggestions to improve e-governance in NAEM campus on the basis of findings. By proper implementation of these findings and respected recommendations NAEM can be benefited to improve the training activities of NAEM campus and can be champion at e-Governance implementation.

# **State of Gender Responsive Environment in the Training Institutions under the Ministry of Education of Bangladesh**

**Professor Dr. Ekram Ali Sheikh; Dr. Md. Arizul Islam Khan; Dr. Md. Abud Darda and Prof. Dr. Md. Amzad Hossain**

**Ex-Chairman, BSHE, Jessore; Assistant Director, NAEM; Associate professor of Statistics, National University, Gazipur and Vice Principal, Kushtia Govt. College, Kushtia**

## **Abstract**

A gender responsive environment enables education structures, systems and methodologies to be sensitive to gender. Educational training institutes can play a vital role for practicing a gender responsive environment. This is important for both the trainees and trainers to become aware of gender parity, equity and equality. This study is an initiative to focus the gender responsive environment in the training institutions under the Ministry of Education of Bangladesh. Four (04) educational training institutions out of nine (09) institutions under the ministry of education have purposively chosen for this study. Selected training institutions are NAEM, NACTAR, HSTTI and BMTTI. National Academy for Educational Management (NAEM) is responsible for secondary and tertiary teachers and administrators training (in-service), Bangladesh Madrasah Teachers Training Institute (BMTTI) is responsible for Madrasah teachers and administrators training (in-service); Higher Secondary Teachers Training Institutes (HSTTI) are responsible for higher secondary teachers training (in-service); National Academy for Computer Training and Research (NACTAR) is responsible for IT training (in-service & pre-service). The study is based on a sample survey of 284 respondents that includes institution chief, trainers and trainees at selected institutions. Results from survey data give an impression of good gender responsive environments in training institutions under ministry of education. NAEM and NACTAR are in a good position and HSTTI and BMTTI are staying in an average position regarding gender responsive environment. Unfortunately, the physical facilities of training institutions do not match with the respondents view. The FGD output further confirms that getting a gender responsive training institution requires more attention and further development of gender parity opportunities are essential. There might be a large gap between the understandings of gender related terms, their aspects and their application in practice. Results of the study prove that still there are proportion of teachers who don't have any training on gender related issue. Although the respondents didn't report, the researchers observe a huge scarcity of physical environment for creating a gender responsive campus. For example, no sufficient washroom stances with marks of use, no separate arrangement of prayer rooms other than Muslims and insufficient sports facility both for males and females. Also, no day care center or breastfeeding corner observed in the training institution premises. Training program regarding gender related issue should be strengthened and possibly be a part of other training program even for a short schedule so that misunderstanding and misconceptions can be eliminated. Concerned authority should take sufficient initiatives to set up physical opportunities both for males and females so that gender parity, equity and equality as well as gender responsive environment can properly be maintained in the training institutions under the Ministry of Education, Bangladesh.

# **Evaluation of Educational Research Methodology Training Course of National Academy for Educational Management**

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## **Abstract**

The main objective of this research is to examine the status of Educational Research Methodology Training course of National Academy for Educational Management (NAEM) to meet the requirements of newly entrant BCS Education (General and Technical) cadre officers to be a researcher in the field of education. In order to empirically measure the relevancy at what extent the objectives of the Educational Research Methodology Training course of NAEM has been met, the result is about 80.56% trained trainees are not involved in any research activities. Mixed methods have been applied to conduct the study. Output of Educational Research Methodology training course of NAEM focused on relevancy of the course objectives, training curriculum, training methods and appropriateness of the selection of the participants' i.e. training design have been revealed. About 36.11% trained trainees opined that existing contents fulfill the need of the participants to be an educational research. On the other hand 63.89% expressed their opinion existing contents do not fulfill the need to be an educational researcher. Steps of writing research proposal, writing style of literature review, literature review (Ex), Language and typing rules of research report, American Psychological Association (APA) Style Guide sessions should be incorporated in the training course. It is advisable to conduct Training Need Assessment before planning a course. To ensure higher level impact; Educational Research Methodology training course of NAEM needs to be redesigned.

# **Motivational Strategies for Mainstreaming the Slow Paced Bangladeshi EFL Learners: A Study for Secondary English Language Classroom**

**Dr. Syed Shahrier Rahman; Mourin Barua; Swapan Kumar Nath and Subrata Kumar**

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## **Abstract**

The aim of the study is to explore the context of motivational strategies which can be a logical discussion for the environment of Bangladeshi slow paced learners. Here the context is mainly the English classroom of secondary level where a majority of slow paced learners hold very poor competency in English. In order to explore such challenges qualitative data have been collected through semi-structured interview questionnaire among eight teachers on mentioned issues, focus group discussions have also conducted comprised forty slow paced learners among four selected schools and using observation schedule after providing some oral discussions or training to the selected school teachers about motivational strategies. The findings of the study reveal that slow paced learners are academically poor and they consistently fail to obtain good grade in the particular subject of English. On the other hand some motivational strategies may reflect the slow paced learners' active contribution to enhancing the effectiveness of learning. Moreover, the results of the study have implications for teachers, learners, educators, parents as well as the government level. Besides the mentioned issue needs to be addressed from psycholinguistic, social view-points, cognitive aspect and has been viewed from a pedagogic context.

# **Practicability of the Module ‘Ethics in Public Administration’ of Foundation Training Course Conducted by NAEM**

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## **Abstract**

Training on integrity, ethics and anti-corruption is provided in many countries around the globe for government officials, including countries with relatively high levels of integrity in public administration as well as countries where corruption is widespread. In Bangladesh, Foundation Training Course (FTC) is compulsory for all new entrants to the Bangladesh Civil Service (BCS). The institutions like National Academy for Educational Management (NAEM), BPATC, NAPD, BARD, NILG are engaged in providing Foundation Training to the different Cadre Officers of Bangladesh Civil Service. NAEM is imparting Foundation Training to the BCS (Education) Cadre officers for four months. In the course, there are 22 modules among which the 20<sup>th</sup> module is ‘Ethics in Public Administration’. The module has 10 topics for 15 hours. Five different methods are used by the speakers to conduct the sessions. The team has been inspired to accomplish a study on Practicability of the Module ‘Ethics in Public Administration’ of Foundation Training Course Conducted by National Academy for Educational Management (NAEM). It was found that the objective of the module is suitable. The training methods employed for nine topics out of ten are found ‘Suitable’. Time allocation for five topics out of ten is found practical. Rest four topics needs more time whereas one topic needs to reduce the existing duration. Group exercise being used as the only method of evaluation is ‘Not Suitable’. More other methods namely individual exercise, observation and workshop are needed to evaluate the trainees of the module. 61-80% trainers are competent considering capability to conduct session effectively following the training methods and using proper training aids. Significant difference has been found between the expectation and experience of application of the ethics learnt. 84.37 percent on-going trainees expected to be able to apply the learnt ethics in their personal and professional life. But 62.50 percent ex-trainees have the experience of application in their personal and professional life. It was found that, in spite of all its merits, the module on ‘Ethics in Public Administration’ of the Foundation Training Course conducted by NAEM cannot be termed as “practical”. The issues need to be addressed at the earliest possible time. The findings of this study can be considered a pathway for the policy makers to take necessary steps for reviewing the module to make it practical for all related trainees, trainers, coordinators, NAEM and other stakeholders.

# **An Empirical Study on the Training Needs Assessment of Advance Course on Education Management**

**Dr. Niaz Ahmed Khan; Dr. Tahmina Begum; Md. Jahidul Islam and Md. Kamrul Hasan**

**Professor and Former Chairman, Department of Development Studies, University of Dhaka; Training Specialist, NAEM; Deputy Director (Senior Assistant Secretary), BPATC, Savar, Dhaka and Senior Assistant Secretary, Cabinet Division, Bangladesh Secretariat**

## **Abstract**

To cope with the changing environment in the education system throughout the world training of the mid level and senior management related to the education is crucial. To carry out their assigned duties with quality teaching, professional knowledge and skill, required training of teachers is crucial for teaching profession up gradation. It can be done through an effective training with the specific objectives, appropriate modules and contents, training methodology and ensuring the overall training environment and better management. From this perspectives the present study emphasizes on the examination of the appropriateness of the objectives stated in the Advanced Course on Education and Management, examination of the modules and contents of the ACEM whether they meet the requirement of the participants and to explore the expectations of the participants of the ACEM with view to recommend steps for better performance in delivering quality education and better educational management. Both primary and secondary data has been analyzed. Primary data has been collected from the participants of the ACEM and the faculties involved in ACEM. Regarding objectives 77% have mentioned that the objectives of the ACEM are appropriate and the rest 23% think that the objectives are not appropriate. On the other hand, 66.67% faculties think that the set objectives are appropriate while 33.33% faculties think negatively. 66.67% faculties think that contents are relevant and 33.33% think that content are not relevant. Inclusion of recent development in education sector, teaching skill development and teacher-student relationship, and computer based training and assignment to develop the ICT skills of the participants, issues on anti-terrorism and their management, curriculum and syllabus comparing with developed countries are being suggested by the participants as new content. Role play, case study, book review, reading assignment, seminar paper presentation and quiz test can be incorporate as evaluation method with the existing evaluation methods. Study shows that participants expects from the training course are ICT skills, administrative skills, language skills, financial management skills, skills on public procurement and office management skills, analytical skills and assessment skills.

# **The Causes and Consequences of Absenteeism and Truancy in Government Colleges at HSC Level: An Opinion Survey of the Parents of the Students**

**Dr. Md. Nurul Islam; Ahmed Ehsan Ul Hannan and Md. Mashiur Rahman**

**Professor, IER. Dhaka University, Dhaka; Associate Professor, Accounting, Govt. Sapahar College, Noagoan and Lecturer, Social Work, Bhawal Badre Alam College, Gazipur**

## **Abstract**

Education is the key to development of any nation. It is proved that by dint of education the developed countries are leading the world. For better education, there have to be a nexus among the educational institutions, teachers, student as well as guardians/parents and family. And student life is the best time for acquiring knowledge. The study employed both qualitative and quantitative methodologies (mixed methodology). A quantitative approach was adopted in order to allow the researcher to gather more precise and quantifiable information on the causes and effects of absenteeism and truancy. The qualitative methodology was also appropriate to this study because it allowed the researchers to get the data directly from the subjects themselves by sitting with the respondents and hear their views, voices, perceptions and expectations in detail. Researchers found from this study that the major cause of absenteeism 23% is poor financial status of the family. 2. Student cannot present at college because of too much distance between colleges and residence that is occupied 14% absenteeism. 3. Indifferent about the college or class occupied 18% of absenteeism. 4. 13% students are absent Indifferent about class Low quality teaching. 18% because of “Being awake at night so the sleep in the Sleeping in the morning Amusement on College on day Eve teasing against girl student morning results not attend in the class” 5. ‘Amusement with family members or friends on day of college’ by this way 9% student missed the class. In this case, guardians are responsible 47% for this type of absenteeism. 6. Lack of quality of teaching cannot hold student at college or class the percentage is 15%. Now and then, there is complain that the teaching quality is not good enough which can attract the students in the class. Sometimes teachers are involved themselves in private tuition. 7. Eve teasing against girl student: for this cause 8% student absent from college. And they have to come to or go home with relatives or reliable company and it’s a burden for the girl students. Cause of Truancy 1. Gossip, lollygag, roaming with friends outside of the college campus is 28%; sometimes inside the college campus 22%. They also using internet-especially social media website like facebook, youtube, twitter so on by mobile phone. 2. Teaching quality is not satisfactory with students’ expectation for this 25% of the students are truant from some of the classes. 3. 19% of truancy occurred because of having tour with friend-long tour 24% and short tour 58% like cinema, friend’s house. 4. Having cigarette, some of them are involving dangerous drug addiction. There are some cases, some students are addicted to cigarette and for this 16% students go out of the class at class time; few of them are involved with other dangerous drug There are some cases, some students are addicted to cigarette and for this 16% students go out of the class at class time; few of them are involved with other dangerous drugs. The researchers tried to explore data from entire aspects of absenteeism and truancy. The data has analyzed by cross connection of the various factors. Many factors contribute to poor attendance but interventions are constantly trying to help students attend college regularly.