Education Systems of Bangladesh, India and Thailand: A Comparative Study

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Abstract: *An effective education system helps a country to build its good nation and that results a sustainable development in the long run. Because, education is well known to all as a back bone of a nation and to make it effective a good education system is very much essential. The objective of the study is to learn about the education systems of Bangladesh, India and Thailand, and compare those in terms of their characteristics. The study finds the similarities and dissimilarities in education systems in different stages of the countries concerned. Despite of all these the effectiveness of education system in Thailand and India is somehow found better compared to the same of Bangladesh. The study suggests for sustainable development in education through communicating and maintaining by-lateral and multi-lateral relationships between or among these countries in keeping with the international standards.*

Key Words: Education Structure; Enrolment; Gross Domestic Product; Sustainable Development; Literacy Rate

Introduction

Education system is considered to be a gateway of building an enlightened country. Bangladesh, India and Thailand have also their separate education systems. Bangladesh got independent in 1971 while India got the same in 1947 and Thailand started its reigning effectively in 1946 during the regime of king Bhumibal. These three countries are situated in the South East Asia. Each country has been conducting education through their education policies while education system is one of the parts of education policy. The education system that contributes more towards the development of a country is considered effective. But the effective education system may vary from place to place, country to country due to the geographical, social, climatic changes and overall political changes. These changes among the three countries are different in nature. Some changes can create constructive atmosphere in the context of a country while the same may be failed to bring positive change in the perspective of other countries. Of course, one country can share the positive change(s) with other country(s). But the effectiveness cannot be justified until and unless the analyses of education systems of the said countries are done. Thus, how the education system of the countries concerned is playing role to what extent can be explained through the systems prevailing there in particular and how the findings could help the countries to get developed in education sector removing the anomalies as well as deficiencies could be considered in general. Because, these countries have been working for the attainment of Millennium Development Goals (MDGs) by 2015 established in a largest gathering by the world leaders in 2000 where the first goal is to eradicate extreme hunger and poverty and to achieve this goal people of these countries have to be well educated, while the second goal, `Achieve Universal Primary Education' has taken place.

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Review of the Literature

M N Khan, E A Rana and M R Haque [1] in their study titled "Reforming the Education System in Bangladesh: Reckoning a Knowledge based Society" compared the strength of education to human capital. The objective of the study was to explore the effectiveness of education system of Bangladesh prevailing in developing quality education. The study found that despite the satisfactory enrolment rate in primary education, the overall effectiveness of education in Bangladesh was not up to the mark to create a strong human capital. The study suggested taking a number of measures in order to ensure quality education for building knowledge based nation.

P Dutta [2] in her research paper "India's Education System, Its Policies and the World Paradigm" presented the brief historical preview of the Indian education system and gauged the impact of the policy on current education system. The purpose of the study was to understand and discern the reasons for change in Indian education system. The study looked that national and international trends in policy and the guiding forces behind the education policy decisions had a great impact on making and changing the India's current education system. Finally, study questioned on the role of policy and suggested for systemic change efforts.

YiQi Xin [3] wrote in a review paper titled "Education System in Thailand" where the writer introduced the history of Thai education system and the basic structure of school level in Thailand. The status quo of Thai education system had also been discussed with focuses of English education in Thailand, standard tests in Thailand, school uniforms, and government school holidays. The study revealed that Education in Thailand began in 13th century, when Ramkamhaeng the Great created Thai Alphabet. In the early period of Thai education, members of the royal family and nobilities received education from Royal Institution of Instruction (*Rajabundit*), while commoners received education from Buddhist monks in the temples. Scriptural texts were used as textbooks for educating commoners in traditional Thai education system. The traditional education system prevailed until the 18th century (Ministry of Education [MOE], 1998). After that modern education system started its journey while English learning and Standard Tests of each class had been in action for the development of education system in Thailand. There are around 27% of Thai populations are English speakers. The study empathized on the reforms in education system in keeping with the global trend.

However, the study concluded highlighting that the glimpse of school level in Thailand will be enabled to gain a basic understanding of Thai students' life, while the history of Thai education system give the nation for more understanding of nowadays Thai education system and Thai culture.

Objectives of the Study

The main purpose of the study is to learn about the education systems of the countries concerned, while other specific objectives are:

1. To understand the nature and characteristics of the education system of each country;

2. To compare the education systems along with their effectiveness prevailing between or among the countries ;
3. To provide suggestions for the development of education systems of the three countries.

Rationale of the Study

The reviewed studies focused on education system of the country individually, but did not compare those between or among the countries concerned. Hence deficiencies or potentialities of the education systems remained absent to compare, while the present study would do the same, because modern age demands the comparative productivity. Besides, the findings of the study will be helpful for the policy makers in making and implementing as well as improving their policies of the countries. Considering the importance of and following the vacuum in research in this area, the present study titled "Education Systems of Bangladesh, India and Thailand: A Comparative Stady."

Methodology

The purposive sampling has been selected in conducting the study and it is an empirical and qualitative study in nature to a great extent, while it is done through mainly on the secondary data collected from the journals, periodicals, economic surveys, newspapers and web site information. Analyses have been done through tabular forms and graphic designs showing statistical identifications covering the period during 2009-2013 so far.

Terms and Concepts

Education System is a comprehensive term, while the study has explained the same on some fundamental or elementary aspects like structure, streams, categories, status, impacts etc.

Limitation of the Study

The present study has data limitation and time constraints. Inclusion of some other countries would have facilitated more to the generalization of effectiveness of the education systems but the present study could not do so because of data and time limitations.

Analyses and interpretations

- **Education System in Bangladesh**

Bangladesh has a strong commitment to education according to its Constitution and development plans with education being given the highest priority in the public sector investments. Education sector allocations are about 2.3 percent of GDP and 14 percent of total government expenditure during the financial year 2013-14. Maintaining this commitment to the education sector is imperative in order to achieve Education for All (EFA) and the Millennium Development Goals (MDGs).

Education System in Bangladesh is being managed and administered by two Ministries, Ministry of Education (MoE) and Ministry of Primary and Mass Education Division (MOPME) in association with the attached Departments and Directorates as well as a number of autonomous bodies. Ministry of education is concerned with policy formulation, planning, monitoring, evaluation and execution of plans and programs related to post primary, secondary and higher education including technical & madrasha education. The line directorates, viz. Directorate of Secondary and Higher Education and Directorate of Technical Education are responsible for management and supervision of institutions under their respective control, while the MOPME is concerned with the primary and much education activities. [4]

- **Structure of the Education System**

Education in Bangladesh has three major stages-primary, secondary and higher educations. Primary education is a 5-year cycle (classes 1-5) while secondary education is a 7- year one with three sub-stages: 3 years of junior secondary (classes 6-8), 2 years of secondary (classes 9-10) and 2 years of higher secondary (classes 11-12). The entry age for primary is 6 years. The junior, secondary and higher stages are designed for age groups 11-13, 14-15 and 16-17 years. Higher secondary is followed by graduate level education in general, technical, engineering, agriculture, business studies, and medical streams requiring 5-6 years to obtain a Masters Degree. In the general education stream, higher secondary is followed by college/university level education through the Pass (3 years)/Honors Graduate Courses (4 years). The Masters Degree is of one year's duration for holders of Bachelor Degree (Honors) and two years duration for holders of (Pass) Bachelor Degree. Higher education in the technical area also starts after higher secondary level. Engineering, agriculture, business, medical and information & communication technology are the major technical and technological education areas. In each of the courses of study, except for medical education, a 5- year course of study is required for the first degree. [5]

- **Different Streams in Education**

Primary level education is provided under two major institutional arrangements (stream)-general and madrasha, while secondary education has three major streams: general, technical-vocational and madrasha. Higher education, likewise, has 3 streams: general (inclusive of pure and applied science, arts, business and social science), madrasha and technology education. Technology education in its turn includes agriculture, engineering, medical, textile, leather technology and ICT. Madrashas (Arabic for educational institution), functional parallel to the three major stages, have similar core courses as in the general stream (primary, secondary and post-secondary) but have additional emphasis on religious studies.[6]

- **Education System in India**

- **In the Beginning**

In ancient times, India had the Gurukula system of education in which anyone who wished to study went to a teacher's (Guru) house and requested to be taught. If accepted

as a student by the guru, he would then stay at the guru's place and help in all activities at home. This not only created a strong tie between the teacher and the student, but also taught the student everything about running a house. The guru taught everything the child wanted to learn, from Sanskrit to the Holy Scriptures and from Mathematics to Metaphysics. The student stayed as long as he/she wished or until the guru felt that he/she had taught everything he could teach. All learning was closely linked to nature and to life, and not confined to memorizing some information. The modern school system was brought to India, including the English language, originally by Lord Thomas Babington Macaulay in the 1830s. The curriculum was confined to "modern" subjects such as science and mathematics, and subjects like metaphysics and philosophy were considered unnecessary. Teaching was confined to classrooms and the link with nature was broken, as also the close relationship between the teacher and the student. Universal and compulsory education for all children in the age group of 6-14 was a cherished dream of the government of the Republic of India. This is evident from the fact that it is incorporated as a directive policy in article 45 of the constitution. But this objective remains far away even more than half a century later. However, in the recent past, the government appears to have taken a serious note of this lapse and has made primary education a Fundamental Right of every Indian citizen. The pressures of economic growth and the acute scarcity of skilled and trained manpower must certainly have played a role to make the government take such a step. The expenditure by the Government of India on school education in recent years comes to around 3% of the GDP, which is recognized to be very low. [7]

- **The School System**

India is divided into 28 states and 7 so-called "Union Territories". The states have their own elected governments while the Union Territories are ruled directly by the Government of India, with the President of India appointing an administrator for each Union Territory. As per the constitution of India, school education was originally a state subject —that is, the states had complete authority on deciding policies and implementing them. The role of the Government of India (GoI) was limited to coordination and deciding on the standards of higher education. This was changed with a constitutional amendment in 1976, so that education now comes in the so-called *concurrent list*. That is, school education policies and programs are suggested at the national level by the Government of India (GOI) though the state governments have a lot of freedom in implementing programs. Policies are announced at the national level periodically. The Central Advisory Board of Education (CABE), set up in 1935, continues to play a lead role in the evolution and monitoring of educational policies and programs. There is a national organization that plays a key role in developing policies and programs, called the National Council for Educational Research and Training (NCERT) that prepares a National Curriculum Framework. Each state has its counterpart called the State Council for Educational Research and Training (SCERT).The SCERT (s) generally follow guidelines established by the NCERT. But the states have considerable freedom in implementing the education system. The National Policy on Education, 1986 and the Program of Action (POA) 1992 envisaged free and compulsory education of satisfactory quality for all children below 14 years before the 21st Century. [8]

- **Levels in School System**

The school system in India has four levels: lower primary (age 6 to 10), upper primary (11 and 12), high school (13 to 15) and higher secondary (16 and 17). The lower primary school is divided into five "standards", upper primary school into two which is in action under the secondary education level, high school into three and higher secondary into two. Students have to learn a common curriculum largely (except for regional changes in mother tongue) till the end of high school. There is some amount of specialization possible at the higher secondary level. Students throughout the country have to learn three languages (namely, English, Hindi and their mother tongue) except in regions where Hindi is the mother tongue. [9]

- **Main Streams in School**

There are mainly three streams in school education in India. Two of these are coordinated at the national level, of which one is under the Central Board of Secondary Education (CBSE) and was originally meant for children of central government employees who are periodically transferred and may have to move to any place in the country. These schools follow textbooks written and published by the NCERT. In addition to these government-run schools, a number of private schools in the country follow the CBSE curriculum though they may use different text books and follow different teaching schedules. They have a certain amount of freedom in what they teach in lower classes.

The second central scheme is the Indian Certificate of Secondary Education (ICSE). It seems that this was started as a replacement for the Cambridge School Certificate. All these are private schools and generally cater to children from wealthy families. Both the CBSE and the ICSE council conduct their own examinations in schools across the country that are affiliated to them at the end of 10 years of schooling (after high school) and again at the end of 12 years (after higher secondary).[10]

- **Exclusive Schools**

In addition to the above, there is a relatively small number of school that follows foreign curricula such as the Senior Cambridge, though this was largely superseded by the ICSE stream elsewhere. Some of these schools also offer the students the opportunity to sit for the ICSE examinations. These are usually very expensive residential schools where some of the Indians working abroad send their children. They normally have fabulous infrastructure, low student-teacher ratio and very few students. Many of them have teachers from abroad. Apart from all of these, there are handful of schools around the country, such as the Rishi Valley school in Andhra Pradesh, that try to break away from the normal education system that promotes rote learning and implement innovative systems such as the Montessori method. [11]

- **State Schools**

Each state in the country has its own Department of Education that runs its own school system with its own textbooks and evaluation system. As mentioned earlier, the curriculum, pedagogy and evaluation method are largely decided by the SCERT in the

state, following the national guidelines prescribed by the NCERT. Each state has three kinds of schools that follow the state curriculum. These are government schools, private owned schools and grant-in-aid by the government schools. [12]

After the higher secondary study there is also a higher education provision following the three streams like General, Medical and Engineering belonging to the undergraduate program (3 years), masters (2 years) and doctoral (3 years) for general education, undergraduate program (5 years), post graduate program (3 years) for medical education, and undergraduate program (4-5 years), masters (2 years) and doctoral (3 years) for engineering education.

- **Education System in Thailand**

- **Primary Education**

Education in Thailand is largely a government responsibility provided through the Ministry of Education as per the directions of the constitution. Two to three years of kindergarten begins this process, followed by 6 years of primary school. The Thai school year is from May to March for primary and middle school, while secondary schools begin one month later. Uniforms are also compulsory during tertiary education. [13] Allocation to the education sector is 4% of GDP in Thailand. [14]

- **Middle Education**

Three years of middle school follow, where students continue with core subjects including Thai language, arts and music, math, physical and social science, technology and foreign languages. From here though, vocational students follow a different path. [15]

- **Secondary Education**

At high school, students who wish to continue academic education move on to elective courses. Of these, the science and math / English programs are most popular – other choices include foreign languages and social science. In this way, they are already preparing for tertiary education that may follow, [16]

- **Vocational Education**

Thai vocational education system is grounded in high school where students may choose to adopt this more practical form of education. Here they may aspire to two levels of qualification too. These are a certificate in vocational education, and a higher diploma that opens to the door to a university degree. After reaching school-leaving age, a Thai may also enroll for a technical diploma. [17]

- **Tertiary Education**

Both private and public colleges of higher education and universities are regulated by the Ministry of Education. They offer excellent study programs in arts, medicine, humanities

and information technology. However many young Thai citizens still prefer to study subjects like law and business abroad. The oldest and most prestigious university in Thailand is Chulalongkorn founded in 1917. It attracts many of the nation's best students and enjoys a fine international reputation. [18]

However, the total education system in Thailand is divided into 5 stages like primary is of 2 steps i.e. primary (prothom-elementary) from 6 to 8 years, primary (prothom-elementary) from 9 to 11 years belonging to the same structure with different age groups; vocational from (dual vocational training-DVT) from 12 to 14 years; secondary (modhom-secondary) from 15 to 17 years followed by Tertiary education belonging to the Bachelor degree for 4 years, Bachelor's pharmacy and agriculture for 5 years, Bachelor's doctor of dental surgery, medicine and veterinary medicine for 6 years while masters degree and doctoral degree for 2 years.

- **Structure of Education**

The Structures of the Education System of three Countries can be depicted through the following Charts and Table:

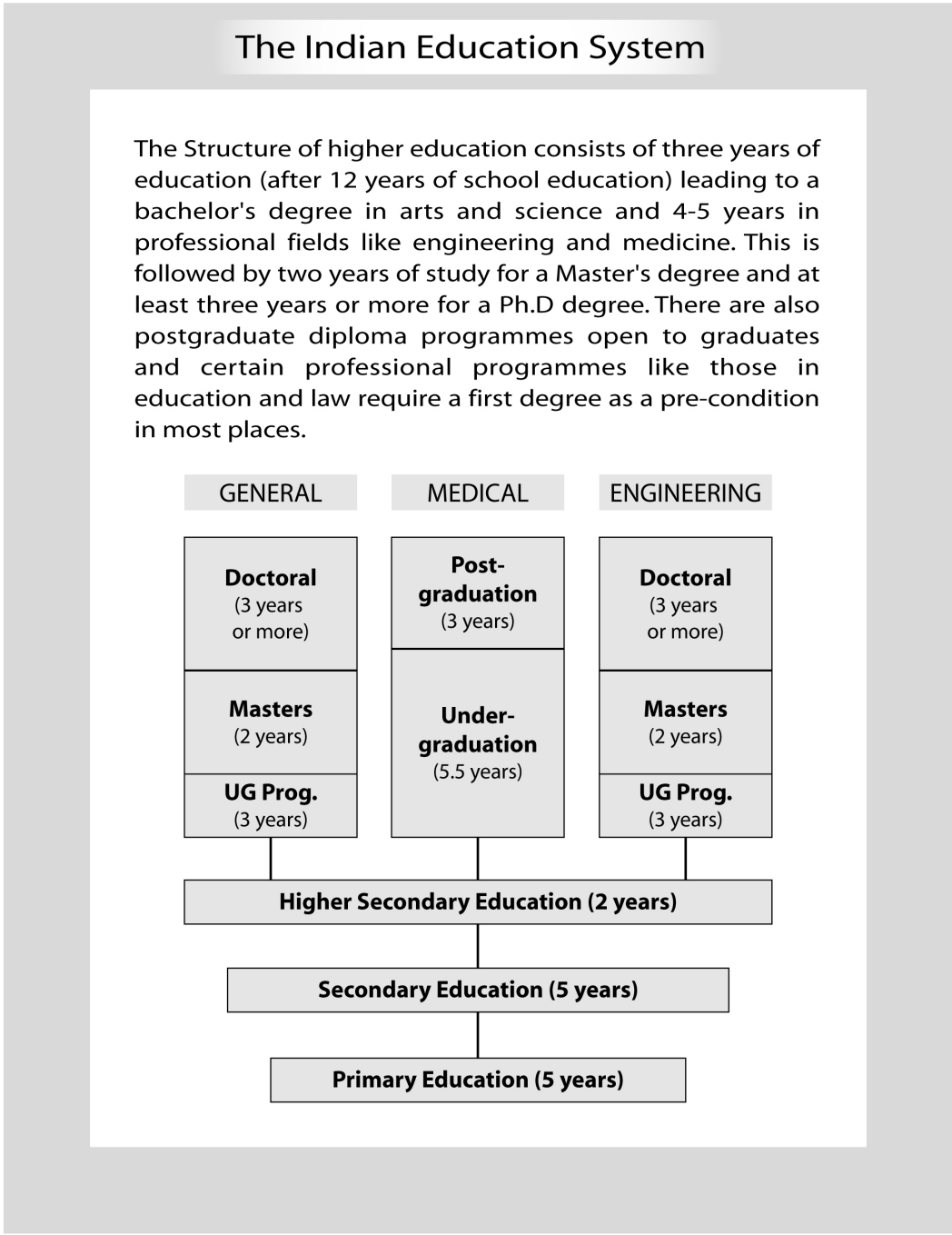
Chart 1: Education Structure in Bangladesh

<table>
<tr><td>25+</td><td>XX</td><td colspan="5"></td><td>Ph. D (Engr)</td><td>Ph. D (Medical)</td><td colspan="5"></td></tr>
<tr><td>24+</td><td>XIX</td><td colspan="2"></td><td></td><td>Ph. D</td><td colspan="2">Post MBBS Diplo</td><td></td><td></td><td colspan="2"></td><td rowspan="2">Ph. D in Edu.</td><td colspan="2" rowspan="2"></td></tr>
<tr><td>23+</td><td>XVIII</td><td colspan="2"></td><td>M. Phil</td><td></td><td colspan="2">M.Phil (Medical)</td><td></td><td></td><td colspan="2"></td></tr>
<tr><td>22+</td><td>XVII</td><td colspan="4">MA/MSc/MCom/MSS/MBA</td><td></td><td>MBBS BDS</td><td>MSc (Engr)</td><td>MSc (Agr)</td><td></td><td>MBA</td><td>M. Ed & MA (Edn)</td><td></td><td>MA (LSc)</td><td></td></tr>
<tr><td>21+</td><td>XVI</td><td rowspan="4">Bachelor (Hons)</td><td colspan="2">Masters (Prel)</td><td colspan="2" rowspan="4">LLB (Hons)</td><td rowspan="4">BSc. Eng
BSc. Agri
BSc. Text
BSc. Leath</td><td>BSc. Eng</td><td>BSc. (Tech Edn)</td><td rowspan="4"></td><td rowspan="4">BBA</td><td>B. Ed & Dip. Ed</td><td>BP ED</td><td>Dip. (LSc)</td><td rowspan="2">Kamil</td></tr>
<tr><td>20+</td><td>XV</td><td colspan="2" rowspan="3">Bachelor (Pass)</td><td rowspan="3">Diploma (Engr)</td><td colspan="2" rowspan="3"></td><td rowspan="3"></td></tr>
<tr><td>19+</td><td>XIV</td><td rowspan="2">Diploma in Nursing</td><td rowspan="2">Fazil</td></tr>
<tr><td>18+</td><td>XIII</td></tr>
<tr><td>17+</td><td>XII</td><td rowspan="6">Secondary</td><td colspan="3">Examination</td><td colspan="2">HSC</td><td colspan="2">HSC Vocational</td><td>C in Edu</td><td>C in Agri</td><td>Diploma in Comm</td><td rowspan="2">Alim</td></tr>
<tr><td>16+</td><td>XI</td><td colspan="5">Higher Secondary Deucation</td><td colspan="5"></td></tr>
<tr><td>15+</td><td>X</td><td colspan="3">Examination</td><td colspan="2">SSC</td><td colspan="2">TRADE Certificate/ SSC Vocational</td><td colspan="5">ARTISAN COURSE e.g. CERAMICS</td><td rowspan="4">Dakhil</td></tr>
<tr><td>14+</td><td>IX</td><td colspan="5">Secondary Education</td><td colspan="5"></td></tr>
<tr><td>13+</td><td>VIII</td><td colspan="9" rowspan="3">JUNIOR SECONDARY EDUCATION</td></tr>
<tr><td>12+</td><td>VII</td></tr>
<tr><td>11+</td><td>VI</td></tr>
<tr><td>10+</td><td>V</td><td colspan="9" rowspan="5">PRIMARY EDUCATION</td><td rowspan="5">Ebtedayee</td></tr>
<tr><td>9+</td><td>IV</td></tr>
<tr><td>8+</td><td>III</td></tr>
<tr><td>7+</td><td>II</td></tr>
<tr><td>6+</td><td>I</td></tr>
<tr><td>5+</td><td colspan="11" rowspan="3">PRE-PRIMARY EDUCATION</td></tr>
<tr><td>4+</td></tr>
<tr><td>3+</td></tr>
</table>

Source: Ministry of Education, Government of Bangladesh (GOB)

Chart 2

Education Structure in India



Source: Ministry of Education, Government of India (GOI)

Table 1

Education Structure in Thailand

Education	School/Level	Grade From	Grade To	Age From	Age To	Years	Notes
Primary	Prathom 1 - 3 - Elementary School	1	3	6	8	3	
Primary	Prathom 4 through 6 - Elementary School	4	6	9	11	3	
Secondary	Matthayom 1 - 3 – Secondary School	4	6	15	17	3	
Vocational	Dual Vocational Training (DVT)			14		3	2 year diploma technician level, 3 year certificate for skilled workers i.e age from 12 to 14 years
Tertiary	Tertiary						
Tertiary	Bachelor's degree					4	
Tertiary	Bachelor's Pharmacy & Architecture					5	
Tertiary	Bachelor's -Doctor of dental surgery, medicine, and veterinary medicine					6	
Tertiary	Master's Degree					2	
Tertiary	Doctorate Degree						

Source: Ministry of Education, Government of Thailand (GOT)

- **Other Points of View**

Again, as far as the enrolment is concerned the scenarios in this regard can be viewed. According to the UNESCO Institute of Statistics report Gross Enrolment Rates in Primary Education of the three countries are shown below:

Table 2

Gross Enrolment Rates of Primary Education during 2009-2011 (%)

Country	2009	2010	2011
Bangladesh	92	92	114
India	94	94	93
Thailand	96	94	95

Source: The UNESCO-Institute of Statistics: World Development Indicators-Participation in Education

Table 2 highlights that the trend of gross enrolment rate of primary education in Bangladesh is increasing and India had the same is fluctuating while the same rate is found in Thailand.

From a World Bank survey Gross Enrolment Rates of the countries in 2012 are found different in natures which are mentioned below:

Table 3

Gross Enrolment Rates during 2012 (%)

Country	Pre-Primary	Primary	Secondary	Tertiary
Bangladesh	26	114	54	13
India	58	113	69	25
Thailand	112	95	87	51

Source: The World Bank-Working for a World Free of Poverty (wdi.worldbank.org)

From the Table 3 it is seen that the gross enrolment rates decrease from primary through tertiary in all the three countries. The scenario of Bangladesh is lamentably low at tertiary level.

In terms of Expenditure per student in Primary, Secondary and Tertiary Education as percentage of GDP the scenario can be shown here:

Table 4

Expenditure Per Student in Primary Education (% of GDP per capita)

Country	2009	2010	2011	2012
Bangladesh	8.9	10.	10.5	11.
India	7.3	7.	7.1	7.2
Thailand	23.5	19.4	26.4	38.3

Source: The UNESCO-Institute of Statistics: World Development Indicators-Participation in Education (www.world Bank.org)

Table 4 reveals the fact of better expenditure rate in Thailand.

What scenario is prevailing in secondary education can be reviewed here through the following Table 5:

Table 5

Expenditure Per Student in Secondary Education (% of GDP per capita)

Country	**2009**	**2010**	**2011**
Bangladesh	12.2	14.8	13.9
India	13.00	13.6	13.5
Thailand	8.9	14.8	25.9

Source: The UNESCO-Institute of Statistics: World Development Indicators-Participation in Education (www.world Bank.org)

From the Table 5 it is seen that the better expenditure rates of secondary education belong to Thailand compared to the other two countries:

In terms of the Tertiary education the rates could be shown through the Table 6:

Table 6

Expenditure per Student in Tertiary Education (% of GDP per capita)

Country	2009	2010	2011	2012
Bangladesh	28.2	26.5	20.0	22.0
India	74.3	68.7	58.3	53.9
Thailand	21.9	17.00	21.3	19.5

Source: The UNESCO-Institute of Statistics: World Development Indicators-Participation in Education (www.world Bank.org)

India has got the better position in tertiary expenditure that Table 6 shows despite considering the decreasing trend.

Again, the same source traces out that out of school children of primary school age (female) the number of the same was 137350 during 2009 in Thailand and the number of male ones was 106553 at the same time. 125134 of female children were in Bangladesh during 2010, while it was 496029 in case of male children during the same period indicating frustrating female drop out rate in Thailand and the same rate belongs to the males in Bangladesh during 2009 and 10 respectively .[19]

In terms of literacy rates the concerned countries can be compared through the following Chart 3:

Chart 3

Comparative Literacy Rates (%) during 2012

World Rank	Country	L. Rate	Graphics
184	Bangladesh	56.8	
177	India	61	
102	Thailand	92.6	

Source: CIA World Factbook

From the above chart it is very clear that Thailand's position on literacy rate stands much better as well as highest followed by India. Actually Low levels of literacy, and education in general, can impede the economic development of a country in the current rapidly changing, technology-driven world.[20] Unemployment Rates can also be measured among the three countries and that could certify the effectiveness of education systems. Here the comparative rates are shown in Chart 4:

Chart 4

Comparative Unemployment Rates (%) during 2012

World Rank	Country	Rate	Graphics
151	Bangladesh	5	
93	India	9.8	
197	Thailand	0.7	

Source: CIA World Factbook

The Chart 4 highlights the better position of Thailand in terms of unemployment rates followed by Bangladesh, while India is not in suitable position.

Findings of the Study

Having analyzed and interpreted the education systems of Bangladesh, India and Thailand the following findings have taken place:

1. Adoption of Education System is inserted in the constitution of the countries concerned ;

2. Allocations in Education Sector of GDP are 2.3%, 3% and 4% in Bangladesh, India and Thailand respectively ;
3. The entry age of primary education is 6 years for all the three countries while the completion of Higher Secondary education belongs to 16-17 years and Higher Education journey is started onward ;
4. As per constitution school education is originally a state subject in India while this one is central government subject in Bangladesh and Thailand ;
5. College Class is considered at the 11^{th} class in Bangladesh and it is considered in India and Thailand at 13^{th} class i.e. Tertiary stage starts from this class, more clearly, in Bangladesh a student is termed as the college student after passing the secondary level, while passing over the higher secondary level a student becomes considered to be a college student in other two countries ;
6. Primary education stage is divided into two parts in India and Thailand while it is a single part in Bangladesh ;
7. Education system is based on three major stages (primary-secondary-higher education) in Bangladesh, Four stages (lower primary-upper primary-secondary-higher education) in India and Five stages (primary elementary 1-primary elementary 2-vocational-secondary-tertiary) in Thailand.

The overall education structures of the countries concerned can be depicted by the following Table

Table 7

Comparative Education Structure Scenarios

Levels of Education	**Class & Age**	**Countries**		
		Bangladesh	**India**	**Thailand**
Primary	Class	1-5	1-5 Lower Primary	1-3 Prothom Elementary
	Age	6-10 Yrs	6-10 Yrs	6-8 Yrs
	Class		6-7 Upper Primary	4-6 Prothom Elementary
	Age		11-12 Yrs	9-11 Yrs
Secondary	Class	6-8 Lower Secondary	8-10 High School	7-9 Vocational
	Age	11-13 Yrs	13-15 Yrs	12-14 Yrs
	Class	9-10 Secondary	11-12 Higher Secondary	10-12 Motthayom Secondary
	Age	14-15 Yrs	16-17 Yrs	15-17 Yrs
	Class	11-12 Higher Secondary		
	Age	16-17 Yrs		

Levels of Education	Class & Age	Countries		
		Bangladesh	**India**	**Thailand**
Tertiary (Bachelor-Pass,Hons,Eng.,Medi)	Class	13-15/16/17	13-15/16/17	13-16/17/18
	Age	18-20/21/22 Yrs	18-20/21/22 Yrs	18-21/22/23 Yrs
Tertiary (Masters-Preli,Masters,Post MBBS/Eng.)	Class	16/17/18-17/19	16/17/18-17/18/19/20	17/18/19-18/19/20
	Age	21/22/23-22/23/24 Yrs	21/22/23-22/23/24/25 Yrs	22/23/24-23/24/25 Yrs
Tertiary (Doctorate)	Class	18-20	18-20	19/20/21-20/21/22

Source: Chart 1,2 and Table 1

Conclusions and Suggestions

From the overall analyses, interpretations and results, it is observed that each country has structured their education system according to their own policies based on facilities in connection with the international standards. Because, no country can reach their targeted education without maintaining international standards. As a result, it is seen that education systems are more or less same among the countries with a little bit exception and the findings of the study corroborate the same idea. Of course internationally accepted O level and A level education are in action in all these countries. It is in fact; in some of the stages of education one country gets benefited while other ones get the same in other stages. Despite of that in terms of the effectiveness of the analyzed points of view the stand of Thailand and India is somehow better compared to the same of Bangladesh in terms of literacy rate, gross enrolment rate, allocation to education sector of GDP so far. Of course, Bangladesh is better off in terms of unemployment rate, primary enrolment rate, expenditure per student in secondary education of GDP compared to India, while female children of primary school dropping rate of Bangladesh is less than that of the Thailand. However, to develop the effectiveness of the education system each country has a lot of role to play. Thus, the following recommendations can be outlined here to enrich the education system of the countries concerned for their sustainable developments:

1. The policy makers of these countries should be more inquisitive in formulating the education policies considering the practical scenarios prevailing ;
2. Allocations towards the education sector of GDP should get enhanced compared to the past so that new planning could take place ;
3. Enrolment rate especially in primary and secondary stages needs to be increased through taking the effective measures especially giving incentives to the students to reach the target of MDGs by 2015;

4. In analyses it is seen that the enrolment rate in tertiary level of the countries are not propitiatory, hence to improve the situation financial facilities towards the students could be enhanced as well as upgraded ;
5. Political unrests have to be minimized so that pre-planning could be implemented in time, because these unrests are seen so far in these countries ;
6. Positive steps to be taken by the Governments to build awareness of the people towards the education as a result they could contribute more to the economy of the country ;
7. Public-Private-Partnership (PPP) should be ensured to implement the policies concerned. In this regard Foreign Direct Investment in terms of education could be imported to enrich the education along with creating the opportunity for employments ;
8. By-lateral and Multi-lateral relationships need to be developed to incorporate and accumulate the better plans and policies between or among these countries, while Thailand could be a standard in this regard ;
9. No one should not be denied of education due to economic backwardness and poverty ;
10. Proper attention should be given by the Governments towards the quality of education in comparison with the quantity ;
11. Pragmatic steps are required to be taken in implementing the policies concerned along with ensuring transparency and accountability ;
12. Opinion of the educationists/scholars should be given importance to enrich an education system for the reduction of poverty, because once poverty is reduced, country will get developed ;
13. E-education system could be introduced in the digitized age of globalization to expedite the good governance ;
14. To make right to education as a fundamental right for all an adjustable Education Policy like National Education Policy 2010 of Bangladesh can be followed ;
15. Time to time seminars and symposiums could to be arranged communicating with the authorities concerned so that outcome of the research could take place for the development of the countries on the whole.

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Note: Opcit (Definition: The entry contains the percent of the labor force that is without jobs. Substantial underemployment might be noted).