

GLOBAL JOURNAL OF ADVANCED ENGINEERING TECHNOLOGIES AND SCIENCES**SCHOOL BANKING IN BANGLADESH: A COMPARATIVE STUDY IN TERMS OF CATEGORIES OF BANKS**

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ABSTRACT

The financial inclusion is the processed of including all classes of people in the financial system of a country, so that school banking activities is a most effective tool for including all school going children in urban and rural area under financial system or banking system. The main objective of this paper is an attempt to evaluate the comparative position of four banking groups on the performance of school banking activities in Bangladesh alongside the main objective to know the current status of school banking activities in the banking sector in Bangladesh. This study will based on secondary data, which has been collected from the annual reports of the Bangladesh Bank during the 2011-2017 for 7 years and the total number of school bank accounts and total amount of balance in school banking accounts are taken as variables of the study. The data are analyzed using descriptive Statistics, ANOVA Test and the Test of Homogeneity of Variances using SPSS. It is observe that there is significant difference among the performances of four categories of banks on the total number of school bank accounts and total amount of balance in school banking accounts and also there is no Homogeneity of Variances of the total number of school bank accounts and total amount of balance in school banking accounts among all the banking categories. The PCB's and SCB's has maintain high growth rate and DFI's and FCB's main low growth rate in the total number of school bank accounts and total amount of balance in school banking accounts, the FCB's maintain very low growth rate. How does the banking categories perform and their differences among the performance of school banking activities and put the suggestions and recommendation based on the finding is the implication of the study.

Keywords: School Banking, School Banking Accounts, Balance, Banks Categories and Comparative performance etc.

INTRODUCTION

Financial inclusion is an emerging issue which used as a most effective tool among the policy makers around the world to be included all the class of people in the financial system and sustainable development, so that by considering the importance of financial inclusion Bangladesh Bank are trying to be extended the banking services among the less prevailing peoples in rural and urban area among the identifying targeted group of people, The school going children is one of the most important identified targeted group in urban and rural area, Bangladesh Bank advised to the banks to introduce the school banking activities for the students under age of 18 year from 2010. The purposes of school banking are To broaden and strong the base of financial inclusion in Bangladesh, To promote the saving behavior among the school going children, for making saving oriented future generation that will make strong base of saving and investment, To introduce banking literacy, modern banking technology and formal banking activities with school going children, Encouraging all the financial activities of school authorities and students are conducted through the banking channel. The banking activities engage in providing banking services and access to the banking system for school going children under age of 18 this is known as school banking. The performances of four categories of banks needed to be justified and as well as compare among the banking groups on the school banking activities. The comparisons are quantitative in nature based on the numbers of school banking accounts and balance of school banking accounts. School banking is an important banking activity in the banking sectors for including school going children in financial systems. The central bank set the objectives of school banking is to promote the saving behavior, to introduce with modern banking technology and banking literacy among the school going children, alongside this by school banking the school going children learn all the skill about money management and valuable financial literacy.

STATEMENT OF THE PROBLEMS

School banking is an important banking activity in the banking sectors for including school going children in financial systems. The central bank set the objectives of school banking is to promote the saving behavior, to introduce with modern banking technology and banking literacy among the school going children, alongside this by school banking the school going children learn all the skill about money management and valuable financial

literacy. In Bangladesh four banking groups doing banking business and all the categories are involve with school banking so that how does the four banking categories performance, activities, problems, suggestions and comparisons among banking groups about school banking, a limited number of study has been conducted on the concern, in this regard the study is planned.

Objectives of the Study

- To know about the school banking and its current status in banking sector of Bangladesh;
- To make a comparison of the performance on school banking activities among all four categories of banks in Bangladesh Banking sector during the study period;
- To identify the rules, regulation and policy guidelines for school banking in Bangladesh;
- To identify the problems and prospect of school banking ;
- To recommendation and suggestions for the Improvement of present situation.

REVIEW OF RELATED LITERATURE

Mainly the selected authors are identified the different issues in the different areas by providing the various articles in the renowned journals in Bangladesh and abroad as a important issue of the country i.e. school banking, major opinions & observations are to be considered for the study.

Khan, M. A., JAIBB, M. N., & Begum, K. (2017, July-August) prepared an important articles on “**An Evaluation of School Banking Practices in Bangladesh- A Scope to make financial inclusion**”.The authors mainly focused in this study on the present scenerio of school banking policies and its practiced by the schedule banks in Bangladesh. This study mainly based on secondary data which is collected from annual report of Bangladesh Bank and the authors used the descriptive statistical techniques for the analysis of the data. The result of the study express that the school banking practiced passing through the introductory stage also banks are trying to boost-up the school banking practiced and PCBs performed well , SCBs and SDBs are trying to create more account and increase tme amount of deposit an that time the FCBs have played an insignificant role on school Banking.

Rabbany, G., Islam, D. -i., & Sadia, F. T. (2015) expressed an important idea entitled “**An Overview of School Banking Program: Its Problems, Prospects and Acceptability**”. The writter of the paper emphasis on this paper about the problem ,prospects and accountability in school banking in Janata Bank Ltd. This study conducted based on the primary and sacondary data, primary data are collected through questionerries and the secondary data are collected through the annual reports of the bank. The researcher use descriptive stastical technique for analysis of the data and the result of the analysis expressed that the bank start school banking progreams at the very beginning but at the initial stage the performance wasn’t satisfactory but now a days it’s a promising sectors for the bank as well as day by day bank improve their performance on school banking practict.

Mondal, U., Hossain, M. S., & Khan, M. M. (2015, November) focused an idea entitled “**School Banking: A New Idea of Banking Operation in Bangladesh.**” The researcher mainly emphasis in this paper on the present scenerio of school banking policy practiced in the banking sectors in Bangladesh. The study is mainly based on secondary data along side this the author highlight the different activities of school banking as well as the policy and governance. The researcher used the descriptive statistical techniques for the analysis of the data. The result of the study express that the school banking practiced passing through the introductory stage also banks are trying to boost-up the school banking practiced and PCBs performed well , SCBs and SDBs are trying to create more account and increase tme amount of deposit an that time the FCBs have not played an significant role on school Banking.

Sarker, D. A., & Foysal, T. (2018, March-April) opined an idea entitle “**Case Study on School Banking**”. This paper mainly focus on the current trend , effectiveness and performance of school banking. The study is based on primary and secondary data, primary data are collect through likert scale questioneries and secondary data are from the annual report of Bangladesh Bank. the result of the study recommended that it is evident the data effectiveness and performance of school banking is satisfactory since the concept of school banking is new in Bangladesh banking sectors so that there is some drawback which hindering the prospect of school banking , if the poper steps are taken than not only remove the obstacle but also attracting the students more and more to open account.

DEPARTMENT, C. D. (2017, March) wrote an article on “School-Based Bank Savings Programs: Bringing Financial Education to Students”. This paper mainly help to students understanding the importance of saving by using school based bank savings programs as a financial literacy and educational initiatives. This paper also discuss how the school based bank savings programs operates, explain their establishment in nonbank setting and describe the benefits and the potential risks to participating in school based bank savings programs. This types of programs helps to banks expend their community services and broden their customer base and enhanching the communications with the community.

Concept and background of school Banking

School banking is a banking practice which helps to build a good foundation for spending and saving habits that establish foundation of children in the early stage that’s create lifetime connection with money and Banking.

According to the Sarker & T.M Yousuf the school banking service has been introduced for the school going children. The Parents and legal guardians of the school goers open an account in the name of the school goers, usually; this account is operated by the guardians of the school goers. After being adult, a student account holder can transmute his/her account into conventional banking account (Sarker & T. M Yousuf, 2018).

From the view point of Mondal etl. The School banking is one type of banking wing towards school going students and their parents to facilitate lower depository obligation, free from operating charges, higher rate of interest on deposit with advanced form of banking transactions (Mondal, Hossain, & Khan, 2013).

According to the Rabbany etl. The School Banking runs all the way through primary school and sometimes through secondary schooling as well. For the students the concept includes banking education through regular school banking days, their own *passbook*, a reward system for taking part and ‘saving up ‘for their chosen reward. School Banking programs are also important fundraisers for schools who usually receive a commission from the bank for the number of accounts opened and another for each deposit made by students (Rabbany, Islam, & Sadia, 2015).

HYPOTHESIS OF THE STUDY

Hypothesis: a) **H₀**=There is no significant difference regarding total number of school banking account among the all four banking categories during the study period.

H₁= There is significant difference regarding total number of school banking account among the all four banking categories during the study period.

Hypothesis for Test of Homogeneity of Variances:

H₀=There is Homogeneity of Variances regarding total number of school banking account among the all four banking categories during the study period.

H₁= There is **no** Homogeneity of Variances regarding total number of school banking account among the all four banking categories during the study period.

b) **H₀**= There is no significant difference regarding total amount of school banking outstanding or balance among the all four banking categories during the study period.

H₁= There is significant difference regarding total amount of school banking outstanding or balance among the all four banking categories during the study period.

Hypothesis for Test of Homogeneity of Variances:

H₀= There is Homogeneity of Variances regarding total amount of school banking outstanding or balance among the all four banking categories during the study period.

H₁= There is **no** Homogeneity of Variances regarding total amount of school banking outstanding or balance among the all four banking categories during the study period.

RESEARCH METHODOLOGY

The Sample of the Study

There are four categories of banks in the banking sectors of Bangladesh. These four groups of banks taken as the population of the research, the four groups of Banks are as follows.

- ❖ State-Owned Commercial Banks (SCB’s)
- ❖ Development Financial Institutions (DFI’s)
- ❖ Private Commercial Banks (PCB’s)

❖ Foreign Commercial Banks (FCB's)

Variables: The total number of school bank accounts and total amount of outstanding or balance in school banking accounts are taken as variables of the study.

Period of the study: The period of the study will cover 7 years from 2011-2017.

Sources of Data & Data Analysis: This study will cover based on secondary data, which has been collected from the annual reports of the Bangladesh Bank, journals, magazines, reports, statistical year book, the ministry of finance, government of Bangladesh, economic trend, resume the activities of banks and financial institutions, Bangladesh economic review, and websites of the respective banks and other related websites.

For the comparison among four banking groups, numbers of statistical test are used according to the nature, scope and objective of the study, some test are descriptive and some test analytical. The data are analyzed by ANOVAs test and the **Test of Homogeneity of Variances** by using SPSS software on the basis of 5% level of significance.

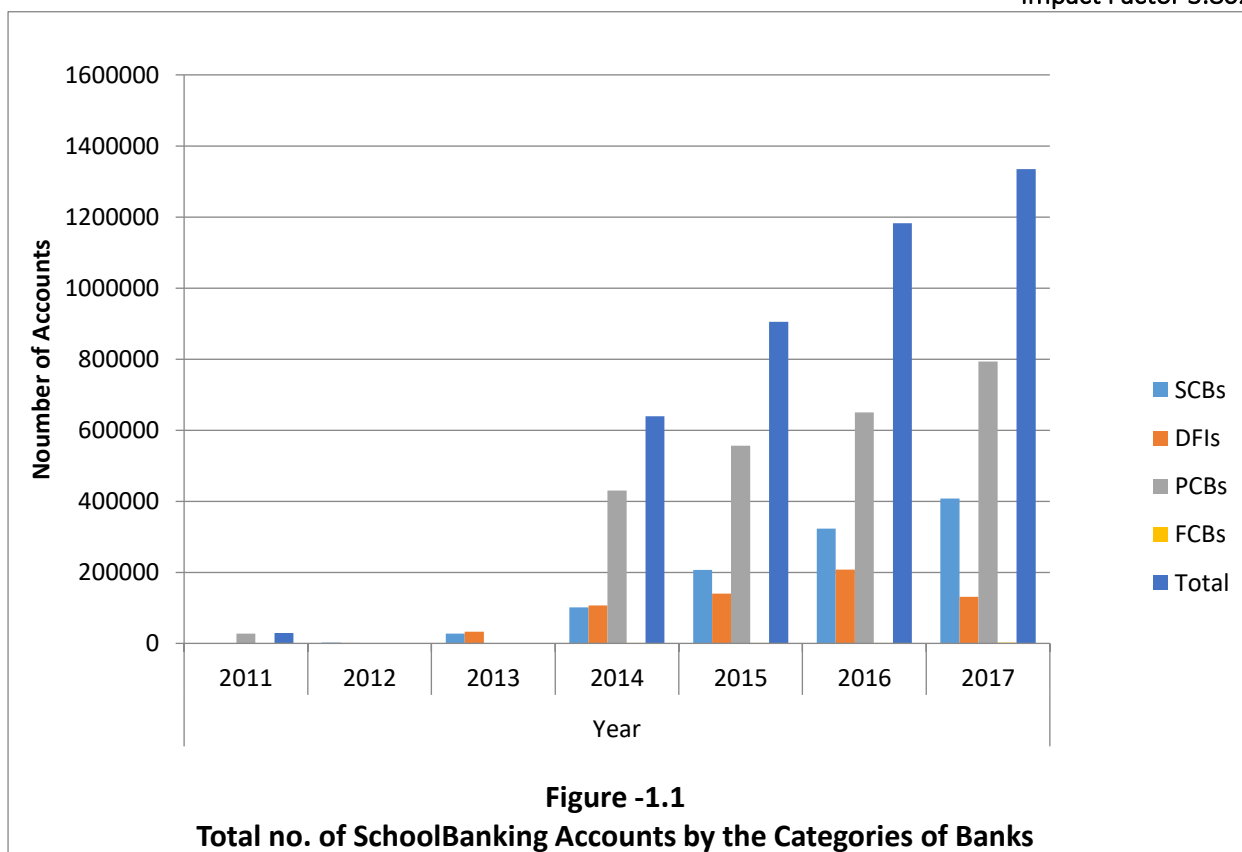
RESULTS AND ANALYSIS

In below Table 1.1 and Figure 1.1 present the tabular and graphical representation of Trends of the total number of school banking accounts by the categories of banks. The PCBs has the highest increasing trends in total number of school banking accounts and second highest increasing trends for SCBs then DFIs and FCBs are respectively since all the banking categories Trends of the total number of school banking accounts is increasing but increase total number of school banking accounts by banking categories are not same and in case of FCBs it is insignificant, so that the total number of school banking accounts are increasing in banking sectors of Bangladesh during the study period 2011-2017. SCBs total number of school banking accounts was 354 and total number of school banking accounts of DFIs, FCBs, PCBs were 637, 27,830 and 259 at the end of year 2011 which shown at the table 1.1. The total number of school banking accounts of SCBs, DFIs, PCBs and FCBs were 4,08,100 , 1,30,768 , 7,93,599 and 1,871 are respectively at the end of December 2017.

Table No.-1.1 Total no. of school banking accounts by the categories of banks

Categories of Banks	Year						
	2011	2012	2013	2014	2015	2016	2017
SCBs	354	1,961	27,156	1,01,468	2,06,856	3,22,761	4,08,100
DFIs	637	1,781	32,983	1,06,503	1,39,780	2,07,578	1,30,768
PCBs	27,830	1,28,421	2,35,186	43,0284	5,56,233	6,50,378	7,93,599
FCBs	259	374	495	1,210	1,224	1,462	1,871
Total	29,080	1,32,537	2,95,802	6,39,465	9,04,652	11,82,179	13,34,338

Source: Financial Inclusion Department of Bangladesh Bank.

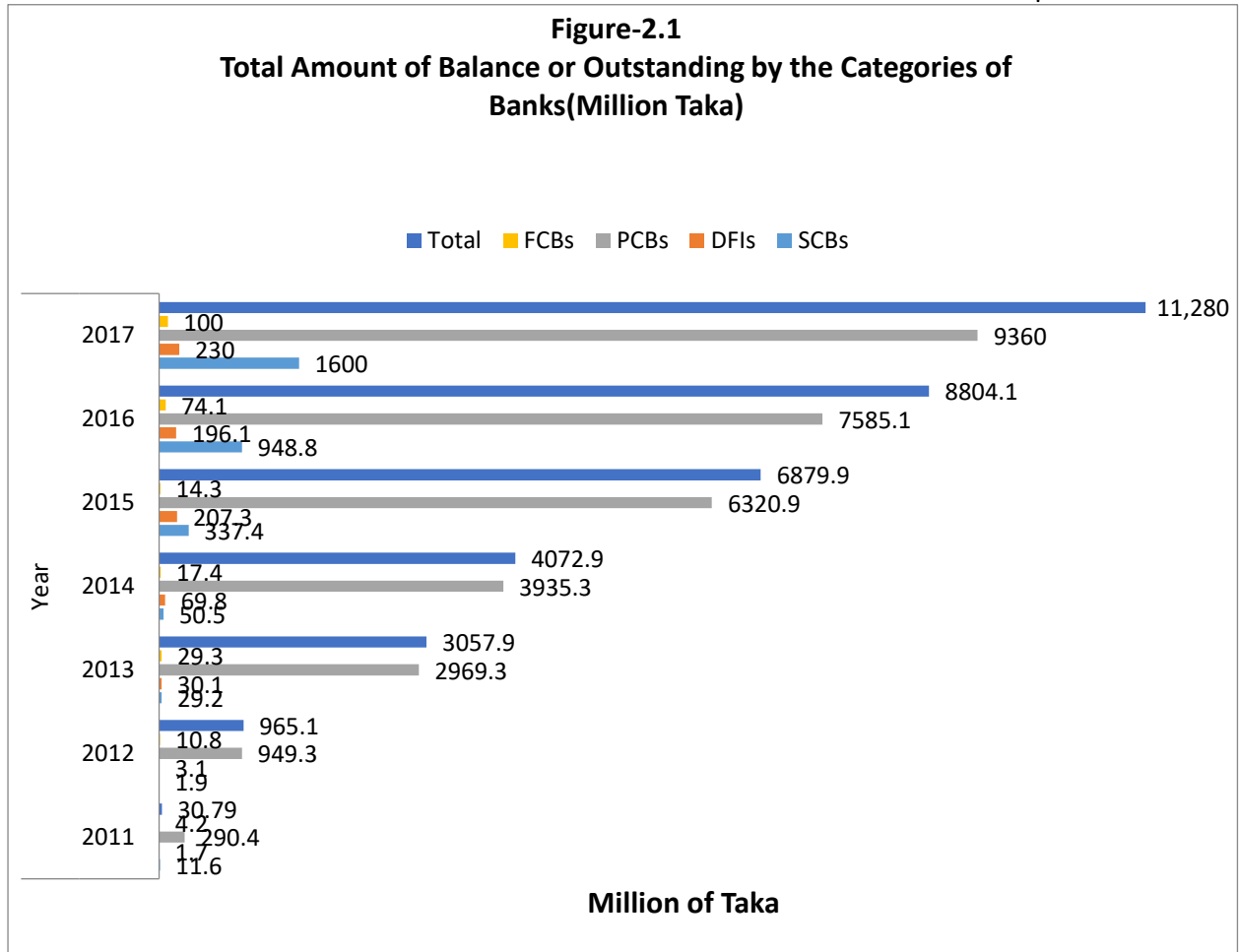


From the Table 2.1 and Figure 2.1 it is identified that total amount of school banking outstanding or balance of the PCBs has the highest increasing trends and second highest increasing trends for SCBs then DFIs and FCBs are respectively since all the banking categories Trends of the Total amount of school banking outstanding or balance is increasing but increase Total amount of school banking outstanding or balance by banking categories are not same and in case of FCBs it is insignificant, so that total amount of school banking outstanding or balance are increasing in banking sectors of Bangladesh during the study period 2011-2017. SCBs total number of school banking accounts was 11.6 million and total amount of school banking outstanding or balance of DFIs, FCBs, PCBs were 1.7 , 290.4 and 4.2 million at the end of year 2011 which shown at the table 2.1. The total amount of school banking outstanding or balance of SCBs, DFIs, PCBS and FCBs were 1,600 , 230 , 9,360 and 100 million are respectively at the end of December 2017.

Table No.-2.1 Total amount of school banking outstanding or balance by the categories of banks (Million Taka)

Category of Banks	Year						
	2011	2012	2013	2014	2015	2016	2017
SCBs	11.6	1.9	29.2	50.5	337.4	948.8	1600
DFIs	1.7	3.1	30.1	69.8	207.3	196.1	230
PCBs	290.4	949.3	2969.3	3935.3	6320.9	7585.1	9360
FCBs	4.2	10.8	29.3	17.4	14.3	74.1	100
Total	30.79	965.1	3057.9	4072.9	6879.9	8804.1	11,280

Source: Financial Inclusion Department of Bangladesh Bank



Hypothesis Testing:

Trends of total number of school banking accounts by the categories of banks

The researcher tries to find out there is significant difference regarding total number of school banking accounts among the all four banking categories during the study period (2011-2017) or no significant difference regarding total number of school banking accounts among the all four banking categories during the study period (2011-2017). The Hypothesis Test is as follows under.

Descriptive Statistics

Banks Categories

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
SCBs	7	152665.14	164012.363	61990.846	979.01	304351.28	354	408100
DFIs	7	88575.71	78784.611	29777.784	15712.10	161439.33	637	207578
PCBs	7	403133.00	283518.310	107159.849	140922.30	665343.70	27830	793599
FCBs	7	985.00	613.836	232.008	417.30	1552.70	259	1871
Total	28	161339.71	220081.870	41591.564	76000.87	246678.55	259	793599

Test of Homogeneity of Variances

Banks Categories

Levene Statistic	df1	df2	Sig.	5% F Limits (Table value of F)
12.269	3	24	.000	F(3, 24) 2.99

The researcher in this paper by using Levene Statistic testing the hypothesis whether the group variances are equal or not. From the above test of homogeneity of variances table, it is found that the value of Levene Test statistic is =12.269 that is more than the critical value of $F=2.99$, that is why it is sufficient to reject the null hypothesis (H_0 =There is Homogeneity of Variances regarding total number of school banking accounts among the all four banking categories during the study period) and the value of significance $F=.00$ which is lower than the .05 is also express the null hypothesis rejected. So that there is **no** homogeneity of Variances regarding total number of school banking accounts among the all four banking categories during the study period.

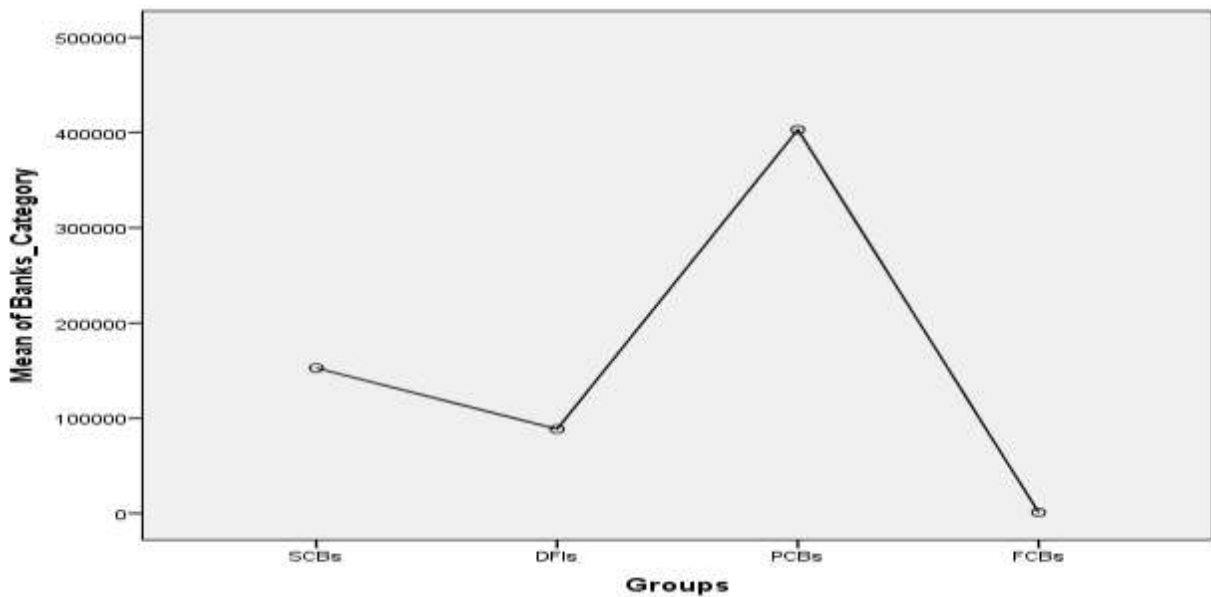
ANOVA

Banks Categories

	Sum of Squares	df	Mean Square	F	Sig.	5% F Limits (Table value of F)
Between Groups	626832327069.429	3	208944109023.143	7.364	.001	F (3, 24) 2.99
Within Groups	680940474668.286	24	28372519777.845			
Total	1307772801737.714	27				

From the above ANOVA table, it is found that the Calculated value of $F=7.364$, which is more than the table value of $F=2.77$ at the 5% level of significance, so that it is sufficient to reject the null hypothesis (H_0 = There is no significant difference regarding total number of school banking accounts among the all four banking categories during the study period).The value of significance $F=.00$ that is lower than .05 express that the null hypothesis is rejected. That is why there is significant difference regarding total number of school banking accounts among the all four banking categories during the study period (2011-2017).

Means Plots



Descriptive Statistics

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					Banks category			
SCBs	7	425.63	620.414	234.495	-148.16	999.42	2	1600
DFIs	7	105.44	101.892	38.511	11.21	199.68	2	230
PCBs	7	4487.19	3402.012	1285.840	1340.85	7633.52	290	9360
FCBs	7	5012.96	4144.216	1566.366	1180.20	8845.72	31	11280
Total	28	2507.80	3426.286	647.507	1179.23	3836.38	2	11280

Test of Homogeneity of Variances

Banks categories

Levene Statistic	df1	df2	Sig.	5% F Limits (Table value of F)
12.413	3	24	.000	F (3, 24) 2.99

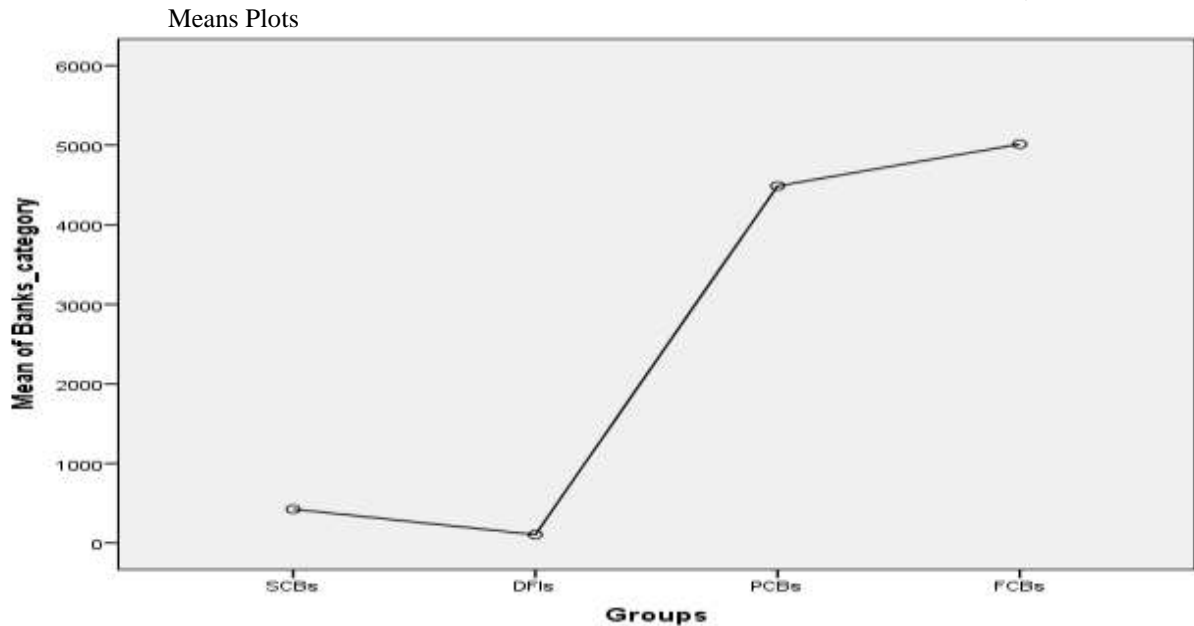
By using Levene Statistic testing is found that whether the group variances are equal or not. From the above test of homogeneity of variances table, it is found that the value of Levene Test statistic is =12.413 that is more than the critical value of $F=2.99$, that is why it is sufficient to reject the null hypothesis (H_0 = There is Homogeneity of Variances regarding total amount of school banking outstanding or balance among the all four banking categories during the study period) and the value of significance $F=.00$ which is lower than the .05 is also express the null hypothesis rejected. So that there is **no** homogeneity of Variances regarding total amount of school banking outstanding or balance among the all four banking categories during the study period.

ANOVA

Banks categories

	Sum of Squares	df	Mean Square	F	Sig.	5% F Limits (Table value of F)
Between Groups	142103714.609	3	47367904.870	6.501	.002	F (3, 24) 2.99
Within Groups	174861034.500	24	7285876.438			
Total	316964749.110	27				

From the above ANOVA table, it is found that the Calculated value of $F=6.501$, which is more than the table value of $F=2.99$ at the 5% level of significance, so that it is sufficient to reject the null hypothesis (H_0 = There is no significant difference regarding total amount of school banking outstanding or balance among the all four banking categories during the study period).The value of significance $F=.00$ that is lower than .05 express that the null hypothesis is rejected. That is why there is significant difference regarding total amount of school banking outstanding or balance among the all four banking categories during the study period (2011-2017).



WHY SCHOOL BANKING

- To broaden and strong the base of financial inclusion in Bangladesh;
- To promote the saving behavior among the school going children, for making saving oriented future generation that will make strong base of saving and investment;
- To introduce banking literacy, modern banking technology and formal banking activities with school going children;
- Encouraging all the financial activities of school authorities and students are conducted through the banking channel.

Rules, Regulations and Policy Guideline and of School Banking

School banking activities creates small saving of students by this ways the students engage in banking and economic activities of countries that is why for creating awareness, accountability, transparency and increasing the speed of school banking activities Bangladesh Bank disclose the following rules and regulations for all the schedule banks:

1. Opening Account: if age of a student more than 6 year and below 18 year he/she is eligible to open a school bank account;
2. Account Management: The school banking account would be managing by the parents or legal guardians on behalf of students;
3. Account Opening Form: For opening school bank account collect the uniform accounting opening form and KYC both the students and their legal guardians and fill up the form with the personal information and signed by legal guardians;
4. Nature of account: The nature of school banking account is saving account, but this saving can be transfer into new saving scheme in the bank;
5. Minimum Opening Deposit: Incase of school banking minimum initial deposits is Tk.100;
6. Nationality; The students, Parents and legal guardians must be citizen of Bangladesh;
7. Essential Documents for accounting opening: Attested copy of birth certificate, academic certificate, school identity card and voucher of last payment to school and bank must preserve those entire document;
8. Earning Sources of account Holder: The money which is deposited into school banks that should be raises from legal sources and sources should be logical.
9. ATM: Under school bank account debit card issuing is possible but maximum withdrawal amount will be Tk. 2,000 and amount would be Tk. 5,000 with the permission of guardians. SMS transaction alert be active to their guardian number;
10. Fee and Service charge: Their will not charge any service fees for school banking except government fee and charge, In case of renovate of ATM there should not be charge any fees;
11. Collection from students: Educations institution collect their fee and other charges through banks, Banks have to be motivated institutions authority to collect fee and charge through school banking account;

12. Establish school Banking Desk: For performing school banking activities branch of bank should operate in separate desk. School banking desk provide account opening , deposit, withdrawal and other services related to school banking, alongside this the branch of bank with cooperation of school authority banks open a booth in school for providing services to students one time or mo9re than one time in a month;

13. Deposit of Scholarship and stipends money: Students scholarship and stipends money can be deposited into account of students, so that the institutions who provide money for scholarship and stipends such as government, semi-government, independent etc have to agreement with banks;

14. Educations Insurance: By school banking accounts students will get educations insurance facilities, so that students will get the financial support if their education hampered by any financial crisis by any family and natural issues;

15. Submission of Report and Discloser of Activities: Banks are submitted their report and activities discloser on the progress of school banking activities quarterly to the green banking and CRS department of Bangladesh Banks, report must submitted within 15 days after a quarter. Based on the last quarter of 2013 the banks was submitted report on 15 January 2014 for the first time and banks will disclose all reports and activities of school banking in their annual report.

Problems and Prospects

The problems related to the school banking activities in the banking sectors of Bangladesh are huge but the important problems related issues are as follows:

- Bangladesh Bank is not formulate enough policy guideline for separate school banking division for all categories of Banks;
- School banking activities are not to be treated as mandatory CRS activities in all categories of Banks.
- Bangladesh Bank has not separate unit to be monitor, supervise and guiding regularly about school banking activities toward all categories of banks.
- Banks are not motivated to practicing in innovate and create new convenient product and services for school Banking by all fours banking categories.
- Bangladesh Bank has not any policy guideline about the percentage of loan able fund for school banking activities by all fours banking categories;
- The banks are just concentrated on profit and not highlighted the social well bring when they think about the school banking;
- The banks would not be taken various steps to encourage school authorities to collect schooling fees ,other charges and paid various types of scholarship and reword money through the respective account of students;
- The rules , regulation and policy guideline of Bangladesh Bank are not enough after then According to the guideline of Bangladesh Bank the banks are not arrange various types of campaign, road show etc. to learn about the important of school banking and saving, alongside this the banks should attract the student for opening accounts by providing some offer and advantages;
- Bangladesh Bank is not directly encouraged the school authorities and guardians of the students about the fruitfulness of school banking and saving for the nation;
- There is lack of research work on school banking by the renowned researcher.

The prospects of school banking are huge but the significant prospects are as follows

- It wills helps to expanding the financial inclusion or disseminates financial inclusion across the country;
- Its help to saving mobilization and formation of capital and /Enhance investment and productivity;
- School banking activities helps school authority to operate easily and efficiently their financial activities and encourage the students to improve of habit of saving money;
- Prospect of entering new school going children through their small saving of the students its help to growing of banking industry and economic growth of country;
- School banking helps school going children to improve their lives or improve quality of life;
- Its help to school going children to empowering of under privileged school going children in rural and urban area and demand/ask to state and socially responsible institution;
- It will Protect school going children against vulnerability and poverty by opening new opportunities;
- School banking helps students to learn about money management skill and easily get the banking experience in easy ways;
- It helps to introduce and accustom with modern technology and financial literacy for our future generation;

- Its provides financial security and safety to school going children;
- School banking helps parents and students make a sizeable saving after a certain period;
- Based on school banking there will be generating new products and services in banking arena;
- It will build the students as an economic citizenship;
- School banking activities create more and more employment opportunity in school banking arena.

RECOMMENDATION AND SUGGESTIONS

- Bangladesh Bank ought to formulate policy guideline for separate school banking division in all categories of Banks;
- School banking activities should be treated as mandatory CRS activities in all categories of Banks;
- Bangladesh Bank ought to be monitor, supervise and guiding regularly about school banking activities toward all schedule banks of all categories of banks;
- Banks should be innovate and create new convenient product and services for school Banking by all fours banking categories;
- Bangladesh Bank should fixing certain percentage of loan able fund for school banking activities by all fours banking categories;
- The banks should be highlighted the social well bring rather than profitability when they think about the school banking;
- The banks would be taken various steps to encourage school authorities to collect schooling fees ,other charges and paid various types of scholarship and reward money through the respective account of students;
- According to the guideline of Bangladesh Bank the banks should arrange various types of campaign, road show etc. to learn about the important of school banking and saving, alongside this the banks should attract the student for opening accounts by providing some offer and advantages;
- Bangladesh Bank ought to be encouraged the school authorities and guardians of the students about the fruitfulness of school banking and saving for the nation;
- There is needed more and more research work on school banking by the renowned researcher.

CONCLUSION

It is clear from the analysis and interpretation that there is no homogeneity of Variances regarding total number of school banking accounts and balance or outstanding of school banking accounts among the all four banking categories during the study period, and also there is significant difference regarding total number of school banking accounts and among the all four banking categories during the study period balance or outstanding of school banking accounts, so that it is to be said that the performance of the four categories of banks on school banking activities are differ from one another. It is found the school banking activities are improving day by day by increasing in number of school banking account and balance or outstanding in school banking accounts alongside this if identified problems are solve followed by recommendations and suggestions then all the prospects will be effectives. The policy, rules, regulation and guideline should be regularly monitor and revise for the school banking activities by Bangladesh Bank.

LIMITATION OF THE STUDY

This study generally based on limited number of years from 2011 to 2017 and the source of data is only one source the annual Reports of Bangladesh Bank. Another important limitation is this study based on current status of total number of school bank accounts and total amount of outstanding or balance in school banking accounts in the banking sectors of Bangladesh but school banking accounts and balance are changing over time so that there is no forecasting future development.

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