



Primary Edn shows better performance in Bangla

Quality of primary education in Bangladesh shows a better performance in Bangla, mediocre in Environmental studies but very poor in Mathematics and English, reports BSS.

It was observed in a study report titled "Education Watch Report-2000", which was compiled by Campaign for Popular Education (CAMPE), a national NGO based in Dhaka.

The study was conducted among 2,509 randomly selected students from Class I to V in 186 primary schools during the October-November period in 2000 to assess their learning achievements.

The main focus was, however, given on the assessment of achievement of the students in terms of terminal competencies at the end of primary cycle and the state of teachers' education for primary level, the report available here today said.

On an average, 36.5 per cent of the students achieved all the competencies in Bangla followed by 9.4 per cent in English.

In both the subjects, they performed the best in listening, medium in reading and the least in writing.

Performance in Mathematics was found to be much worse than that in Bangla, but slightly better than English language. Only 11.6 percent of the students assessed achieved all the

competencies in Mathematics while 13.3 percent of them achieved none. Less than a fifth of the students achieved all the competencies in Environmental Studies.

According to the report, the girls did significantly better in writing English while the boys proved their worth in reading Bangla. In Mathematics, the boys were found better than the girls were.

The students of non-formal schools did well in writing

Bangla and also in writing and reading English but those from the government schools were competent enough in listening English. The students of private schools could not show such competency in any language.

The non-formal schools scored the top position with 18.9 per cent of its students achieving all the competencies. Students of the government schools got the second position with 10 per cent. In Environmental Studies incorporating Social Studies and General Science, students from the non-formal schools secured the top position.

However, students did better in those competencies, which did not require use of the thinking process or mastering of skills. Socio-economic background and educational facilities have significant relationship with the students' learning process, the report commented.

The study revealed that poor physical facilities, inadequate learning materials, memory-based teaching style and lack of remedial measures in the classroom are the reasons for poor performance in the primary schools. Such inadequacies are more prevalent in private schools and the least in non-formal schools.