

70

Compulsory Primary Education Programme - II

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2. The office of the Thana Education Officer (TEO) should be properly equipped or strengthened. TEO should be more mobile for more effective supervision to ensure regularity and punctuality of teachers and attendance of students. Surprise visits rather than informed ones should be practised; informed inspection will be a wasteful exercise. The culture of lavish hospitality to the inspecting officers by the target institutions should be discontinued.

3. Ward Committees should be reorganised to make them functionally more strong and contributory. Coordination among the members of the committee, teachers and guardians has to be further reinforced. Committee members need to be given development orientation so

that they can perceive the importance of primary education and the significance of their role. A distinct set of rules will help in regulating properly the activities of the committees. Committee which can demonstrate better performance may be ceremonially rewarded.

4. Heads of the primary education institutions need to be trained in the areas of organisational management and leadership. BRAC schools are demonstrating better performance because each teacher in a school is a leader; a teacher with leadership qualities/skills can inspire the learners, behave with them in a friendly way and teach in an unobtrusive way.

5. Most of the primary education institutions practise traditional mode of teaching. As a result, the learning

experience of the students is rather painful. Schools should be equipped with modern facilities to create a soothing learning environment; mere training on teaching methodology will not help. Recreational facilities or opportunities for extra-curricular activities may work as a source of motivation for the little learners.

Text-books which contain hard learning materials/exercises create a sense of fear in the simple and innocent boys and girls. This implies that the books for the primary level learners should be scientifically designed; their contents need to be need-based, simple, attractive and educative.

6. Simply penal measures to compel parents or teachers to bring children to schools will not yield

positive results. Side by side with the 'push factors,' 'pull factors' may be allowed to operate. Teachers and students may hold rallies to attract children to schools. Committed teachers should be ceremonially rewarded; they may be encouraged to utilise the survey-report prepared by the school managing committee.

With the emergence of the present democratic government, CEPE has received its due attention and emphasis. The government seems committed to implementing the programme, although several impeding factors are hindering the process.

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