

Compulsory Primary Education

Sir,

From January '93 compulsory primary education is going to be introduced in all primary schools of our country. Last year in 68 thanas of 64 districts compulsory primary education was started. To start compulsory education in all primary schools is reasonable, because without compulsory education, our illiteracy rate cannot be reduced.

But to introduce compulsory primary education in all schools at a time is a different task.

In 1973, all primary schools were nationalised at a time without considering its pros and cons. As such, the condition of the schools has not changed and it has remained as before even after 20 years.

The reason is that in rural areas, 95% of the schools are still being managed by 1/2 of the required teachers. As such, the boys and girls can not read and write and remain illiterate throughout their whole life.

Moreover most of the teachers of the schools are also found to be indifferent and irresponsible. Had they been dutiful and punctual the pupils attending schools would read and write to some extent. On the otherhand education officers seldom perform their duties well. Had they visited the schools regularly, the teachers would become more responsible. A section of education officers are alleged to pass the bills of teachers in exchange for 'Salami' from them.

Ours is a poor country. So, if all the schools are converted into compulsory schools at a time it will be a difficult problem for the government to manage these properly. Had these schools been converted in phases it would be easier for the government and the plan would be successful.

We are of the opinion that for 5 classes 5 teachers are necessary, that is one teacher for each class is the minimum requirement.

Last year, though a compulsory scheme was started in 68 thanas, yet no additional teacher was appointed for the increased enrolment. As such, the number of drop-outs from class I has swelled over the years.

So, if teachers are not appointed to cope with the increased enrolment, this plan is bound to suffer in the long run.

As regards the appointment of teachers, there is dearth of highly educated but unemployed youngman and women in the country.

If the unemployed educated are appointed, it will be easy for the government to appoint teachers in big numbers even on a reasonably small salary. To make the plan a success, in Maktabas and in Ibtadaee madrassas, class I and II may be started. These newly appointed teachers of these institution may be given a monthly allowance for taking classes in the Maktabas.

We hope that the government will ponder the matter and do the needful.

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