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d. Primary Education and Employment : One remarkable aspect of whatever amount is being spent on the different components of Universal Primary Education is that it is a step stone towards solving the alarming unemployment problem of our country. At present even after receiving education for twelve years or more roughly 40% of the educated youths are still unemployed.

Arrangements have already been completed to spend an approximate amount of Taka 27 crore (2.7 million) for construction and repair of schools and supply of furniture alone under the control of the Thana and Sub-divisional administration. The total expenditure for distribution of textbooks to all the children of Classes One and Two and 50% of Class Three as well as distribution of school uniform to all children of Class Two, two sets each, will cost about Taka 10 crore (100 million). The Primary Education Directorate has taken sufficient (optional) measures for ensuring the management and consolidation of financial material.

ment : for the implementation of Universal Primary Education the total allocation in the Development Budget of the Second Five Year Plan (1961-65) amounts to about Taka 400 crore (40 million). This money will be expended mainly for construction and repair of school buildings, supply of furniture to schools, sinking of tube-wells and construction of latrines and supply of text books, learning materials and uniform to children at Government expenses. In the current year, in the above mentioned development work of Primary Education approximately an amount of Taka 50 crore (5 million) will

ensure the minimum physical facilities by strengthening the relations between the school and the community, in order to attain universalisation of primary education, (d) To introduce a proper supervision management and training system in order to create an efficient teaching teaching community so as to create the right atmosphere for teaching and learning

Present Programme: Keeping the above-mentioned general information on primary education development in the forefront, the present Universal Primary Education Programme is being prepared and implemented. The main specific objectives of the Programme have been identified as follows:

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- (a) Creation of facilities in primary schools for an increasing rate of admission of primary school age children,
- (b) Increase in the rate of children's attendance, decrease in the rate of dropouts and stopping wastage,
- (c) Improving the quality of education, and
- (d) Making the expenses on primary education meaningful.

In order to achieve the above objectives the following arrangements have been made in the Project :— (a) Collection of correct statistics about primary education by means of conducting a proper survey. (b) Increasing the ability and efficiency of the primary school teachers through proper supervision as well as training. (c) Construction of new school buildings and repair of old and dilapidated schools. (d) Employment of more female teachers. (e) Supply of furniture, equipment and learning material to schools. (f) Sinking of tubewells and construction of latrines in schools. (g) Supply of text books and school uniform at Government expenses. (h) Appointment of Assistant Thana Education Officers for regular and frequent supervision of a cluster of 20—25 schools. (i) Arrangement of regular and recurrent professional training of teachers, administrators and supervisors. (j) Decentralisation of primary school administration by means of formation and strengthening of the Local Education Authority and the school Managing Committee. (k) Creation of intimate relationship between the school and the community by establishing a Community

Learning Centre at every primary school. (1) And reorganisation of Primary Education Curriculum.

The different specific programmes that have been undertaken in order to ensure the proper implementation of the Universal Primary Education Project are as follows :

A. Community Learning Centre: The main objective of this programme is to use the primary school as a public learning centre for the parents and their children, for all classes of people of the respective areas so that the schools can play an active role in the socio-economic, educational and cultural fields of the society. Under this programme regular exhibitions, trainings and discussions on various social development and vocational activities (such as, agriculture, cottage industry, health, nutrition, population education, co-operatives, and so on) by forming strong Parent-Teacher Associations in which the local Development and Extension workers will also be included. As a result of this, pupils, teachers, parents and guardians as well as the interested people of the different strata of the society will get acquainted with the local development projects and will thereby develop the right attitude for taking active participation in all such activities. In this connection, the children in particular will feel encouraged to undergo different vocational trainings according to their interests and aptitudes by gaining the elementary knowledge of different vocational courses alongside the conventional educational activities.

B. Administration and Management : It is essential to develop a strong administrative set-up for the implementation of the Universal Primary Education Programme. With this end in view, a separate Primary Education Directorate has already been set up and Primary Education is working by identifying each sub-division as Primary Education District. This office under the over-all supervision of Local Education Authority is conducting all administrative and development work related to Primary Education. In the developed Thanas the Thana Education Officers under the direct control of the Thana administra-

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