

## POST-PRY EDN INSTTS

# 5 barriers to nationalisation

Siddiqueur Rahman Khan

A GOVERNMENT committee has identified five major barriers, including fund constraints, to the nationalisation of post-primary educational institutions, committee member Sadhan Kumar Biswas told New Age.

On an education ministry order, the secondary and higher education directorate on March 11 set up the five-member committee

to draft a comprehensive draft policy on the nationalisation of non-government educational institutions offering education from Class VI to master's degree against the backdrop of continuous agitation various teachers' groups carried out.

The prime minister, Sheikh Hasina, on January 9 announced the nationalisation of all the 26,192 non-government primary schools employing 104,000 teachers, in the face of movement of

non-government school-teachers.

Leaders of the teachers' associations of post-primary schools, madrassahs and colleges took to the streets immediately after the prime minister's announcement to push for their job nationalisation.

The committee, headed by a DSHE deputy director, has identified the five major barriers and observed that they were tough for the government to overcome overnight.

Sadhan Kumar said that nationalisation has a huge monetary involvement and if the institutions were nationalised, it would be tough to retain the teachers and employees having no required educational qualifications in the institutions.

'A large number of less qualified teachers and employees are employed in non-government educational institutions,' he said. 'After the nationalisation of the

*Continued on page 4 Col. 5*

# 5 barriers to nationalisation

*Continued from page 1*

institutions, the government will need to relax the qualification criteria if it wants to save the jobs of such people. This will also bring in a chaos in the education administration.'

Citing an example, he said, 'The government has nationalised an educational institution recently in Gopalganj and then we found that all the 14 people on the teaching staff are not qualified up to the criteria.'

The committee also found that there was no example of improvement in the education quality even

years after nationalisation of such institutions and they observed that the quality rather deteriorated.

Committee member Kamal Uddin Haider told New Age on Sunday that although the education ministry deadline for the report submission had expired in the past week, 'We will take one more week to complete the job.'

The government will also face fund constraints for the implementation of the Education Policy 2010 if a blanket nationalisation of educational institutions take place, according to the com-

mittee report. The committee, having four members of the education cadre and a district education officer, said that they had found it tough to assess the exact monetary involvement required for nationalization of all institutions.

The committee, however, recommended the nationalisation of a few institutions on an experimental basis and public-private partnership for financial supports.

In Bangladesh, most educational institutions are set up on private initiatives and later the government start paying salary to teach-

ers and employees from the state exchequer in the form of the monthly pay order, if any institutions apply for it, on meeting certain conditions.

There are about 4.70 lakh teachers and employees in 27,647 secondary schools, madrassahs and colleges enjoying the monthly pay order. The government needs to spend more than Tk 5,000 crore a year on the payment.

Besides, there are more than one lakh teachers and employees in nearly 8,000 educational institutions who do not get any financial support from the government.