



Am I safe?

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## Survey on Current Education Scenario

**I**N March 2002, ActionAid Bangladesh conducted a survey on 100 primary schools of Dhaka city, both Government and Non-Government. The objective of the study was to determine the quality of education provided by the primary level institutions that are based in the capital. Another important objective was to study the comparison between Government Primary Schools (GPSs) and Non-Government Primary Schools (NGPSs).

Quality of education was analysed in the light of the information about infrastructures, human resources, teacher-student relationship, classroom teaching, finance and management, monitoring and other aspects of the schools. The major findings of the survey are stated in the following sub-heads.

### General Overview

The number of GPSs and NGPSs selected for the study were respectively 54 and 46. On an average, there are 1003 students in a GPS with 51.7% female students and only 298 students per NGPS with 53.88% female students. So inevitably, the radius of the coverage of the GPSs (1.47 km.) is more than the NGPSs (1.23 km.). Average number of teachers per GPS is 12.15 whereas it is 11.43 in case of the NGPSs, but in terms of the teacher/student ratio, the GPSs (1:83) are way behind the

NGPSs where there is 1 teacher for only 26 students. Though the average school area and building area of GPS (31.83 decimal, and 725.6 m<sup>2</sup> respectively) is nearly twice as much as the NGPS (13.05 decimal and 377.7 m<sup>2</sup>), but the average area per student provided by a GPS (0.72 m<sup>2</sup>) is nearly half of that of a NGPS (1.27 m<sup>2</sup>). Regular School Management Committee (SMC) meeting is held in 92.59% GPSs compared to 73.91% NGPSs.

### Infrastructure

In terms of infrastructure the GPSs are in better condition as 96% operate in multi-storied buildings with proper ventilation system compared to 73% NGPS. 100% of the GPS have more than three classrooms with ceiling fan and light in all rooms, but only 87% of the NGPS have more than or equal to three classrooms with the same facility. Proper toilet and drinking water facilities are provided respectively by 55% and 92% GPS compared to 43% and 87% NGPS. The NGPSs provide more first aid, transport and library facilities than the GPSs but, in both case these are inadequate. 52% GPS have playground, which is twice as many as compared to NGPS (26%). Overall 20% of the primary schools in the capital are not well fenced.

### Human Resources

Both type of schools possess

impressive number of graduate teachers. 92.6% GPS and 82.6% NGPS have graduate teachers. As far as formal training is concerned, the teachers of GPS are more competent. This is because 88.72% GPS teachers are PTI trained, whereas only 16.35% NGPS teachers received the training. 85.2% GPS and 67% NGPS of the city have recruited supporting-staffs. Average turnover rates of students as well as teachers of NGPSs are higher than that of the GPSs. The major reason behind turnover of students of GPS is 'migration'. On the contrary, most of the students of NGPS leave for 'better school'. Very few cases were reported regarding turnover of teachers. 'Better position' has been identified as the basic reason behind this. Sincerity is the common attribute of the primary school teachers followed by their communication skill, punctuality, ability to clarify lessons and dedication.

### Teacher-Student Relationship

Students of all the primary school reported that they like their teachers. 52% GPS and 56% NGPS reported that their teachers are not inclined to punishing the students. The most usual form of punishment in primary schools is 'physi (kneel down) followed by sitting. High level of discipline among the students is mostly in the GPSs.