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primary schools which have already been developed will be consolidated to permit optimum enrolment (250).

• Of the 35,000 primary schools at the end of the plan period, 71 per cent will be fully developed.

• All primary schools will receive necessary teaching materials to improve the quality of instruction.

• One transistor set would be made available to each primary school for receiving the instructional programmes of Bangladesh Radio.

• Elementary courses on sanitation, health, nursing, population education and ethics will be introduced in primary schools.

In view of the above objectives and programmes of primary education of the First Five-Year Plan, let us review the progress of primary education during the period.

The number of primary schools increased from 30,446 in 1973 to 36,165 in 1978. There are still 3,749 privately managed primary schools awaiting nationalisation. During the plan period incomplete works of 4,597 primary school were completed and 500 privately managed primary schools were taken up for development. Out of 240 primary schools taken up for development as school-cum-cyclone shelters under IDA Credit 63 were completed and another 63 were completed by CARE. The total enrolment at the primary level had gone up from 60.0 lakh in 1973 to 85.31 lakh in 1978 including 5.19 lakh enrolled in the privately managed schools. The enrolment position of girls also has shown definite improvement, as the percentage had risen from 20 per cent in 1973 to 34 per cent in 1978. The number of prim-

ary school teachers increased from 1,24,146 in 1973 to 1,64,717 in 1978. Of the total teaching force, only 87,900 teachers (53 per cent) are trained. A sum of Tk 23.24 crore has been invested for primary education during the First Five-Year Plan.

Reviewed progress of the plan period presents the gap between the proposed programmes and the needed achievement. But in some aspects of primary education the progress, specially in enrolment, number of trained primary school teachers, number of primary schools and number of primary schools taken up for development are noticeable. The progress in all other sectors fell below the expectation due to the following reasons:

• Funds earmarked against the unapproved schemes in the successive Annual Development Programmes could not be utilised in most of the cases. So delay in preparation of schemes is one of the principal reasons for shortfall in the expenditure during the plan under review.

• Besides, the schemes which were inherited from pre-liberation period could not be implemented as the approved cost estimates had ceased to be realistic. As a result, these schemes required revision which was also inordinately delayed.

• Lastly, the Planning and Evaluation system of implementing agencies was very weak and the inspection system disjointed.

Now, turning our attention to the prospects for Universal Primary Education and Literacy under the Two-Year Plan (1978-80) the above points should be considered deeply, because our experience for the period 1947-1978 reminds us of the failure of almost all plans and programmes for education in achieving the needed success.

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