

# The Holiday Education in disarray

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The entire system of higher education in the country is in a bad shape. Shortage of well-managed educational institutions, teaching staff and low standard of education are among the reasons.

Moreover the educational institutions are very susceptible to political bickerings which sometimes lead to bloody clashes among the students.

Out of 8960 secondary schools 173 are managed by the government while many of the rest are government aided.

The current enrolment in secondary schools is estimated at 22 percent of the age group though the proposal to make junior secondary level education compulsory has remained a goal for a long time.

There is a gap in the quantity and quality of secondary education in urban and rural areas. For about 13 percent of the urban population there are about 17 percent of secondary schools and 30 percent of total enrollment in such schools come from urban areas.

Professor Muzaffar Ahmed in a study showed that there was a disparity in educational facilities against girls. Primary education is mostly co educational. Junior secondary education at times is co-educational. Nine percent of secondary schools are exclusively for girls.

It is estimated that 28 percent of girls of the 10 to 14 age group attended schools. The sex disparity is lowest in Dhaka (only 2 percent in favor of girls) and highest in Chittagong (15 percent).

There is also a geographical disparity in the distribution of schools. Dhaka has 23 government and 394 non-government secondary schools, followed by Rajshahi with 14 government and 151 non-government schools and Comilla with 5 government and 175 non-government schools.

Chittagong has 6 government schools, and Pabna has 3 government and 164 non-government schools.

The Chittagong Hill Tracts, including Bandarban, has 16 and is at the bottom of the list.

There are nearly 230 government recognized intermediate colleges. There are 3 government intermediate colleges and 110 degree colleges most of which offer intermediate courses.

There are nearly 220 private but government-aided degree colleges. Under the universities, there are about 450 colleges from intermediate to degree level and five colleges have been converted into university colleges.

The enrollment at the intermediate level is estimated at 2.5 lakhs of which 40 percent is in humanities, 36 percent in science, 20 percent in commerce and 4 percent others.

As per corresponding records of secondary school leaving examination, the proportion should have been 42, 30, 18, and 10 respectively.

Even then the proportion of students in science, commerce, agriculture or technical sections seem to be still below the desired level, part of this is ex-

plained by nonavailability of facilities for teaching science properly.

It may be noted that at the SSC level students from rural areas account for nearly 70 percent of those who pass, while in HSC because of the location of colleges 78 percent of students appear from urban institutions. The viability of locating colleges in non-urban areas is in question.

Enrollment in the universities have expanded faster than planned; and it has increased from 1700 in 1947 to 39,699 in 1982 and has been almost static.

During this period the number of teachers increased from 216 to 2484; the number of women students increased from 19 to 7348 and the number of universities has also increased from 1 to 6.

At present in Dhaka University the teacher and student ratio is 1:12 while in the colleges which are affiliated to the different universities the teacher-student ratio is 1:172, which is quite below the requirement. The teacher-student ratio should be at least 1:20 in the colleges. Due to this the quality of higher education is deteriorating.

Besides non-availability of qualified teachers has also become a major problem for imparting good education. There are 48 primary teachers' training institutes which have an enrollment capacity of about 7200, which can roughly serve 10,000 primary schools.

There are already over 44 thousand primary schools and 150 thousand primary school teachers of whom 40 percent are untrained.

The ratio of trained to non-trained teachers in the secondary level is 1:9 while the ten teachers' training colleges of the country can only provide training to 25,00 teachers a year.

The Institute of Education and Research is not integrated well with educational development in the schools.

Higher education for science students is also suffering due to lack of a proper education system. The introduction of Bangali medium for science education also called for developed terminology which is yet to be done.

According to the teachers there is no proper institution which can develop the terminology for science education.

Due to random nationalization of colleges private initiative has been retarded.

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On the other hand, private initiative is also facing manifold problems due to bureaucratic attitudes.

Most of the non-government colleges suffer from paucity of funds, poor quality of teachers, inappropriate educational environment, and absence of library or laboratory.

The colleges, because of the curriculum, stand in isolation from the community. Further, the colleges seem to be producing unemployable dropouts or graduates.

Besides there are 2500 posts in government colleges lying vacant for a long time. The Public Service Commission, which is responsible for recruiting teachers in the government colleges, is playing a silent role for a quite long period.

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