Chapter VII

CONTENT OF PRIMARY EDUCATION
Present efforts towards universalization of Primary Education in Bangladesh can not be accomplished without considering the particular circumstances of disadvantaged groups and the content of the primary education. Legal compulsion to enforce attendance at schools would only add to the misery of parents who in their present situation find it difficult to send their children to formal educational institution. While steps are taken to improve the quantity of enrolment, enough of efforts should be there to make the course and content of UPE relevant and useful in this modern age.

Participation in education is determined not only by the educational opportunities that are provided but also by the degree to which such opportunities are used. Provision of a wide network of schools is no guarantee that educational opportunities are within the reach of the intended target groups. It has been observed that socio-economic factors keep a certain proportion of children of school-going age away from school. Several measures have been adopted by the state to reduce the cost of education to parents and to induce them to send their children to school. Besides this the curriculum of the primary education should be relevant enough to accommodate the existing cultural values of a society so that there would not be much of resistance from the society while imparting such education to the masses. The objective of this chapter will be to analyze all these factors in the context of Bangladesh by taking its socio-cultural-politico-economic conditions of the society into considerations.
7.1 Assessing Quality and Efficiency

The concept of efficiency, which must combine quantitative and qualitative evaluation, relates "inputs" to "outputs". So the financial inputs must be added to the manpower of administrators and teachers, buildings and educational materials, and of course, pupils. The output of the system is mainly concerned with the cognitive achievements and attitudes of the same pupils several years later.

It must be recognized, however, that measurement of both inputs and outputs faces several obstacles. One indication of internal efficiency is given by promotion rates through the system and though statistical deficiencies hamper the process, there are relatively easy methods to determine and evaluate. A second indication is provided by success rates in the final examination. There are also fairly easy to determine, though more difficult to evaluate. The ability of terminal examinations to assess even cognitive achievement has long been challenged. It may be suggested that three hours examination provide very poor assessment of pupil's entire school concerns, especially in view of the linguistic difficulties many of them face. Nor do examination results, even if they can provide assessments of knowledge, necessarily reflect the efficiency of the school in promoting it, for a considerable body of knowledge is acquired outside the classroom rather than within it. Different results may therefore reflect a large number of other factors, and it is dangerous to reach conclusions on the efficiency of the school system in promoting cognitive achievements solely on the basis of examination results.

Non-cognitive developments are then more difficult to assess. Despite the
importance that the planners of UPE attach to its social objectives. No formal testing mechanism exists to evaluate such characteristics as honesty, obedience and respect. However, the objective of primary education in Bangladesh is to teach and make the students learn the 3Rs. This means reading, writing and arithmetics. The basics are taught at the primary level and any one who can read or write in Bengali is considered to have completed primary education.

7.2.1 The Curriculum

Curriculum development is a continuous process which reflects the purpose and content of education in relation to the needs of the country. In the past, curricula at all levels have been subject to review and modification with political and administrative changes.

After the emergence of Bangladesh as an independent country, a "National Curriculum and Syllabus Committee" was set up in November 1975 with the following terms of reference:

1. Attainment of a high standard in the system of education and educational institutions based on national ideals and goals;

2. Integration of science and technology in the curricula and syllabi in order to keep pace with the present day world;

3. Drawing up guidelines for preparation of syllabi in the light of the recommendations of the Education Commission (1972-74) for primary, secondary, higher secondary, technical and vocational education and teacher training, and
4. Coordination of work by different committees set up for the above purposes.¹

It must be realized at the outset that for many years to come, a large proportion of children who do succeed in completing the primary course will continue their studies no further. Even if and when free junior secondary education is introduced, the number of children who will attend, in view of pressing economic needs and possible disillusion with the fruits of schooling, will be limited. Absorption rates of primary leavers of post-primary institutions in the first half of the 1970s ranged around 34 percent and the massive secondary expansion is unlikely to permit much more than maintenance of these rates.

The following objectives guided the National Curriculum and Syllabus Committee in framing the primary curricula.

1. To develop inherent powers and qualities of the individual,

2. To develop a sense of patriotism, justice, dutifulness and discipline in the minds of the pupils,

3. To create an attitude of respect for mutual understanding and friendship with all,

4. To create a sense of dignity of labour in the minds of the children and inspire them to take an active part in national development, and

5. To develop a system of vocational guidance and self-reliance through education.²

In 1981, the government established a National Curriculum Development Centre in place of adhoc committees for the purpose of continuous evaluation and development of curricula and for monitoring the effectiveness of teaching methods and materials.

The present curricula at the primary level in terms of subjects taught and number of hours per week devoted to each subject, are set out in tables 16 and 17.

By far the most important reform needed in primary education is the introduction of programmes of occupational orientation and training, to handle simple tools, perform elementary operations and hence be rendered generally productive through the use of school workshops and farms. Currently education imparted in rural schools gives too much emphasis on traditional academic education which promote migration of talented and ambitious young people to cities. The content and method of education in primary schools in rural as well as urban areas, are academically oriented, with emphasis on preparations for higher level of formal education. Parents and children are always given the impression that the purpose of primary education is to provide them with the basis to escape from traditional society. For this the emphasis should be to meet the needs of the minority who succeed in moving on to higher levels of education. Along with this the primary education system must provide programmes for children who will remain in these under developed areas, and in particular in the rural areas so that there will be less of migration to the urban areas. Despite the dependence of community life on a wide range of manual occupations, no serious attempt was made to teach them in the primary school.
Table 16
Curricula for Classes I and II in Bangladesh

<table>
<thead>
<tr>
<th>Subjects</th>
<th>No. of periods (30 min. each)</th>
<th>Length of time per week hrs</th>
<th>Percentage of time available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother Tongue</td>
<td>10</td>
<td>5.00</td>
<td>33.33</td>
</tr>
<tr>
<td>Mathematics</td>
<td>06</td>
<td>3.00</td>
<td>20.00</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>05</td>
<td>2.50</td>
<td>16.67</td>
</tr>
<tr>
<td>Religious Education</td>
<td>03</td>
<td>1.50</td>
<td>10.00</td>
</tr>
<tr>
<td>Physical Education</td>
<td>03</td>
<td>1.50</td>
<td>10.00</td>
</tr>
<tr>
<td>Art and Craft</td>
<td>03</td>
<td>1.50</td>
<td>10.00</td>
</tr>
<tr>
<td>Music</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>15.00</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Note: There is a prescribed text book for Mother Tongue as well as Mathematics. For other subjects, there is no textbook.


Table 17

Curricula for Classes III and IV and V in Bangladesh

<table>
<thead>
<tr>
<th>Subjects</th>
<th>No. of periods (35 min. each)</th>
<th>Length of time per week hrs</th>
<th>Percentage of time available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother Tongue</td>
<td>7</td>
<td>4.08</td>
<td>20.64</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
<td>3.50</td>
<td>17.71</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>6</td>
<td>3.50</td>
<td>17.71</td>
</tr>
<tr>
<td>Religious Education</td>
<td>3</td>
<td>1.75</td>
<td>08.86</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
<td>1.75</td>
<td>08.86</td>
</tr>
<tr>
<td>Art and Craft</td>
<td>2</td>
<td>1.17</td>
<td>05.90</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>1.17</td>
<td>05.90</td>
</tr>
<tr>
<td>English</td>
<td>5</td>
<td>2.92</td>
<td>14.42</td>
</tr>
</tbody>
</table>

Total 34 19.84 100

Note: There is a prescribed text book for each of Mother Tongue, Mathematics, Environmental Studies, Religious Education and English. For the remaining three subjects, there is no textbook.


It can be readily agreed that the age of eleven and twelve are too young for paid employment. But to ignore the fact that for the majority of children the so-called primary stage is not primary but terminal, is shortsighted. The solution should be to raise the age of entry rather than to refuse curriculum adaptation. We can not emphasise too strongly that Universal Primary Education will end in failure and disillusion if it results only in a vast expansion of the existing system which is irrelevant to the needs of a large majority of those whom it is intended to serve. Educationists are of the opinion that education is too school-oriented and not sufficiently life oriented.

The debate on the academic/vocational mix is by no means new. There are, however, several good reasons why little has been done about it. The first is that training is difficult to give to young children. Second, for many years supply of academically trained personnel in Bangladesh has been insufficient even for government service; and in other parts of the country, people deliberately rejected vocational training since they were aware that the only path to real jobs lay through an academic career. In some cases vocational training was seen not only as irrelevant but also as a deliberate attempt to give the rural and the common man, a second class education and thus maintain the elite dominance. Even today the "best" employment is obtainable only through academic learning, when the elite advocate vocational expansion, it is often for other people's children rather than for their own.

The Primary Education Improvement Project (PEIP) started on a UNICEF scheme in the mid 1960s to supply science and other materials. Early progress was unsatisfactory
and in mid-1970s a new plan was jointly initiated by UNESCO and UNICEF. It aimed to improve the quality of teaching, to ensure actively learning and to promote locally produced teaching aids.

In this context the report of Prof. A. Khan on the curriculum reforms carried out and presented in 1987 bears a good deal of relevance which must be taken into account while setting the courses for the primary level.

1) The contribution of curricular improvements and modifications in the context of the goals of the programme of UPE needs to be clearly visualized and spelled out.

2) The objectives of primary education need to be clearly defined in the context of UPE.

3) The minimum learning continuum for the primary cycle education based on the terminal competency expected of a child at the end of primary education will provide the framework for the subsequent detailed exercises relating to curriculum review and modification as well as development of materials.

4) Vital linkages should be established between the two major programmes of the NCTB i.e. "Curriculum Improvement and Renewal" and "Design and Development of Curriculum and Instructional Materials" so that they are guided by the same basic curriculum messages and support and complement each other in the realization of the objectives of the UPE.

5) In order that the Curriculum Improvement on Renewal exercise may be effective in bringing about the desired change, the supporting programmes of pre-service
and in-service teacher training also need to be improved and renewed in line with the overall framework of the renewal of primary education curriculum.

6) To enhance the capacity of the primary education system of Bangladesh, to make its optimum contribution towards the attainment of the goals of the UPE programme for 1985-90 and the longer term objectives of UPE by the UPE 2000, a two pronged strategy of curriculum improvement and implementation is suggested at macro and micro levels.

7) Government of Bangladesh, with the assistance of donor agencies, may like to experiment and try alternative approaches for enhancing the rate of enrolment and retention of children in the school. One of the potential ways can be to use the existing non-formal facilities already available for the pre-school/out of school in the form of Mosque based maktabs, Grameen Bank learning centres, baby class and feeder schools. Neither linkage in the form of curricular bridges may help the children from these non-formal or formal institutions to move into the primary schools. The government of Bangladesh may also like to provide opportunities to the children to earn and at the same time learn in the school.

8) NCTB should be further strengthened and supported in terms of men and materials so that it functions effectively as the national agency for Curriculum Development and Renewal on a continuing basis.

9) NCTB should have very vital two-way linkages with other national and field level agencies connected with curriculum development and its implementation.
10) The staff of the NCTB should be provided with opportunities to grow on the job and at the same time may be provided opportunities to visit other institutions in the region.

11) The proposed UNICEF assistance would need to be further detailed and negotiated through the usual formal channels between the Government and the UNICEF in the context of assisted programmes.

12) The donor agencies may like to plan and adjust their inputs into the programme of curriculum renewal or modification, in the overall framework of the plans of action developed by the NCTB.³

7.2.2 Curriculum of Non-formal Education

The curriculum for the schools was initially developed with the part time assistance of educational specialists from Dhaka University. BRAC developed a small core staff of its own education specialists who worked with the university specialists. The team spent more than two years on planning, developing and testing the curriculum and materials.

The initial steps in curriculum development was to gather information about the targeted learners, their families, economic conditions, perception, level of cognitive development, psychological and physiological growth. The formal schools in the rural

areas, their curriculum, their relation to the community and the reasons they were succeeding or were not, was carefully studied.

After this basic research, the learning objectives for the BRAC non-formal schools were formulated, in terms of both concepts and skills. The Curriculum subjects and activities acquired to achieve the objectives were then decided. Instructional materials were developed and tested extensively in the first 22 experimental village schools. Finally, when books and other materials were deemed satisfactory, mass production by BRAC's printing press could begin to meet the rapid expansion of the schools.

The overarching objectives of the curriculum are to help the children to achieve basic literacy, numeracy and social awareness. The curriculum is divided into three subject areas: Bangali (the Official language of Bangladesh), mathematics and social studies. The latter emphasizes health, including nutrition, hygiene, sanitation, safety and first aid, eco-system, community, country, the world and very basic science.

An important part of each day (40 minutes) is spent on co-curricular activities designed to develop the child fully. These activities include physical exercise, singing, dancing, drawing, crafts and games, as well as storybook reading. The students love these activities, a factor which helps to assume high attendance.

Each teacher prepares a daily lesson plan, which must be based on the guidelines provided by the programme. The books for each class provide the framework for the lesson plan and become the principal learning guides for the students.
Every year students are provided with vernacular and mathematics books and in the second and third years, English, Social Studies books are added. In the first year the students are not given social studies books. Social Studies are taught through discussion, based on a special teacher’s manual. In the first two years of the programme no English was taught but in 1986 English was introduced in the latter part of the second year so that the children who wish to go on to the government schools in the fourth grade are not behind in this subject.

In addition to books, each child receives one slate and slate pencil plus pencils, erasers, a lap board and 12 to 18 notebooks apiece. The students make their own rulers from bamboo, based on a sample provided by the teacher. Each School receives a supply of materials every two months, these are kept in the School trunk until they are required by the students.

The BRAC schools have no formal annual examinations such as those which are a major feature in the government schools. The progress of the students is measured through carefully recorded continuous assessments by the teacher, utilizing weekly and monthly tests. Students with learning difficulties and cases of individual problems are discussed in the monthly teacher training meetings and solutions are sought.4

The BRAC teaching method is intended to be learner-centred and participatory, although not all teachers achieve this goal. The Brac Schools want the children to be active participants in learning rather than passive recipients of information. The emphasis

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is on the functional one of learning, not success in examinations, and the children's inquisitiveness is encouraged. In Bangla instruction, comprehension of words is stressed, rather than correct pronunciation.⁵

The curriculum in BRAC school differs from that of the government schools in several significant ways, although the major differences between the two systems are not so much in content as in teaching methods and teacher commitment. Basic reading, writing and mathematics are similar in the first two years. In the third year, the mathematics taught in BRAC schools are quite different from that in the formal schools. BRAC schools emphasize the uses of mathematics for simple accounting, measurement and handling of money, BRAC's social studies programme is almost totally different from that in the government schools. It's focus is on health concerns and values related to cooperation, relationship with neighbours, population problems, problems of early marriages, dowry and so on. During the social studies, the topics are discussed, not taught.⁶

The teachers are taught to utilize positive reinforcement when a child completes an assignment properly or participates actively in classroom discussion. The teachers are expected to set an example for attendance and punctuality and to be self-disciplined, thereby becoming role models for the students. The teachers involve the children in

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maintaining classroom discipline. The teachers see their main job as one of keeping the students motivated, interested and busy with varied and non-monotonous activities. They do not define themselves on disciplinarians.

After analyzing the role of teacher in non-governmental organizations like BRAC, it sounds more effective and practical to keep the students in the class. This has to be implemented in the government schools, so that there will be no drop-outs from the classes. In order to motivate and attract the students to the classes, the role of the teacher has to be redefined and reformulated. By this only we can ensure sensible and active participation of the children in the classroom studies.

7.3 Integration of Islamic and Western Type Education

Islamic education in Bangladesh has a much older tradition than its western counterpart. The two systems are structurally different, and the former places much more emphasis on learning as a sacred duty, and in its intrinsic value, than to obtain or improve employment. "Seek knowledge from the day of your birth upto the day of your death", enjoins the Hadith. "Seeking knowledge is an obligation on every Muslim." As we have noted, the widespread existence and deep roots of Islamic systems have influenced the development of the Western system. The feeling that Western-type education is irrelevant to the fundamental requirements of life still exists in many parts of the country, and has

important implications for UPE. An ideal form of education in modern Bangladesh might combine the western and Eastern systems to provide a constructive education grounded in the culture of the people, and avoid the wastage of two systems operating side by side.

The Islamic system of learning, like its secular counterpart, is arranged in distinct stages with recognized end points. At the elementary level learning is confined to memorisation of the Koran. A higher level encompasses more detailed understanding of the Koran together with, among other subjects, Philosophy, jurisprudence and often some science. The amount of time devoted to each unit varies widely, depending on the inclinations and abilities of both students and teachers. The highest level of learning usually involves travel to seek a particularly learned teacher of each subject.

Most pupils take five or six years to learn the whole Koran. Exceptional children can finish in less than three years though others take eight or nine. The pupils learn by chanting after their teacher and then practising to themselves. At this stage they are only taught to recite the Koran, not understand its meaning. The writing lessons beings when a child has learnt the first ten chapters. The teacher in a Koranic school receives a small payment in cash or, in kind from each child according to the wealth of his or her parents.

The advantages of using the pre-existing koranic school structure as a base for development of a modern system were noted from the beginning of colonial rule. It was argued that under such a policy, employing the teachers' maxim of "moving from familiar to unfamiliar", the new subjects and methods would be more easily accepted and assimilated. The policy would also be economical, avoiding the wastage from two
systems operating side by side. Actual integration of the two systems however, has been very limited. The administration, upto the present, has been much more concerned with establishing its own formal systems and then making half-hearted efforts to integrate the orthodox communities in joining, than in evolving a single system.

Effective integration of the two systems would face difficulties arising from their different aims and structures. Reform would encounter problems in arrangement of timetables, the grouping of pupils into classes, and methods of teaching. However, the real question is not whether integration is possible so much as the extent to which the relevant parties actually want it to happen. They would also be important from a political viewpoint, to preserve the Islamic culture, currently being undermined by neo-colonialism. Integration does, however, face two serious obstacles. The first is that the forces of religious conservatism remain strong, and some argue that Islamiyya schools represent a dilution of true Islamic standards. The second is that an extension of the Islamiyya systems would increases differences between the two major communities of the country and raise problems of acceptability and compatibility.  

In the long run, if the authorities can apply sufficient pressure and make the Western-type system sufficiently widespread, the Koranic system may be relegated to a position comparable to the supplementary Sunday schools of many Christian communities.

However, the forceful implementation of Western-type education might create problem in the society. Therefore, the effort should be more suggestive in nature to make

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8 Ibid, p.56.
the people understand the relevance of the modern system of education. By this method only, we can ensure effective participation of the people in this movement to make universalization of primary education in Bangladesh, a successful programme.

7.4 The Quality of Teachers

The poor quality of the teaching force has been one of the main obstacle in bringing universalization of primary education in the South Asian countries in general and in Bangladesh in particular. Efficiency of education, particularly primary education, depends to a large extent on the temperament of the teachers and his attitude. Next to students, teachers are most crucial inputs in every education system. In Bangladesh the need for an adequate number of female teachers at the primary level was recognized during the early years of the nation because of the widespread belief about the affectionable and efficient role of women in handling children of the primary age group. During the later plan periods, the importance of female teachers for the primary stage was doubly emphasized because of their assumed role and ability in attracting and retaining more girls in the primary schools. However, despite the professed intentions of the government, the country could not make much headway in the recruitment and supply of female teachers for the primary level.

However, the number of female teachers working in the primary schools increased in absolute numbers from 5,889 in 1974 to 16,500 in 1982 but in terms of percentage of the total number of teachers, women still constituted only a marginal segment, with 8.22
per cent of total number of teachers, 9.3 percent in government schools and 7.14 in non-government schools. According to the statistics provided by BANBEIS, 1992 there are only 36,797 female primary teachers out of total of 189,218 in 1991 and the percentage is only 19.5.

According to the "Survey of Primary Education in Bangladesh" (a survey conducted by IER in 1975), only about 15 per cent of rural schools have female teachers at an approximate rate of about 1.5 teachers per school; 32 percent of female teachers are trained as against 57 percent male teachers. The study observed that while 38 percent of female teachers in urban schools were trained, only 29 percent of female teachers in rural schools were found to be trained.

It is evident from the rate of increase of female teachers at the primary level that despite the good intention of the government stated in all official documents, the number of female teachers still constitutes a very small percentage of the total number of primary teachers. Although the number of female teachers increased in absolute terms, the figures given above show clearly that efforts in increasing the number of female teachers in the primary schools made very slow progress over the last decade. This slow progress becomes all the more acute when one considers the projection made in the First Five Year Plan of Bangladesh (1973-78). According to that projection, each primary school in the country would have at least one female teacher but until now the actual number of female teachers lags far behind the goal set forth in the First Five Year Plan.
The inadequacy of female teachers is most prominent in rural primary schools. In 1975-76 out of 33,931 rural government primary schools, only 3,417 schools (10.06 percent) had female teachers. In other words, there was only one female teacher for seven government schools.9

In the course of this investigation two policy measures to improve the situation were identified. Since 1980-81, it has been the national policy to recruit 50 per cent female teachers at the time of appointment of new primary school teachers if female applicants with the minimum qualification were available. To encourage the potential women candidates, the minimum educational requirement for the female teachers was relaxed for some years. However, this relaxation of qualification had to be withdrawn due to pressure from the male candidates for appointment as primary teachers.

Two examples of large scale recruitment of female teachers were found. In 1984 there were about 12,000 vacant posts for primary teachers and a large number of female candidates were appointed to fill these posts. In addition to these, 500 female teachers were appointed in the primary schools covered by the IDA sponsored project for universalization of primary education (UPE/IDA Project) in the country.

Secondly, in order to improve the quality of female primary teachers measures were taken to admit an increased number of women to the Primary Training Institutes (PTICs). During the years 1982-84 approximately 75 percent of the outside candidates

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(those who were not already teachers in primary schools) admitted to the PTIs were women. Under a scheme of improvement and development of primary teacher training in the country (1976-83) a total of 21,447 females were brought under training raising their annual intake from 18 percent in 1975-76 to 73 percent of the total intake in 1982-83.\(^\text{10}\)

There was an assumption in the First Five Year Plan (1973-78) that there was a direct correlation between the employment of women teachers and the enrolment and attendance of girls in Schools. The plan also envisaged introduction of female teachers in rural primary schools as one of the measures to reduce drop-out rates between Class I and Class II where the problem is most acute.

However, no research study could be located about the effectiveness of female teachers in encouraging greater female enrolment and attendance in the rural schools. It was discovered that since the direct correlation had been found in other countries of the world, it was assumed by the official planners that it would be effective in Bangladesh also. But this assumption is open to question. Realistically viewed, under the present socio-economic circumstances the effectiveness of female teachers will have to cross the biggest hurdle of poverty which seems to account for the majority of non-participatory rural children and those who drop out.

In spite of the policy measures taken and the national desire shown in the official documents, the absolute number and the percentage of trained female teachers are highly inadequate and in the rural areas these inadequacies are much more acute. The reason for the slow progress in improving the quantitative and qualitative situation of female primary teachers is often linked to a vicious circle that cuts across the boundaries of conservation and social segregation on the part of rural women. There are not enough women teachers: there are not enough girls in the schools: and there are not enough schools which can cater to the needs of girls in this society. Steps taken in the past to increase the number of trained teachers were both inadequate and half-hearted. There should be a massive, determined and direct effort on the part of the government to improve the situation of teaching staff in the primary education.

Obviously, in the context of universalization primary education, teachers will have a direct and critical role to play. They should be able to clearly understand their role and responsibility and their training should strengthen their abilities to perform their role satisfactorily so that they can attract and retain children especially girls in schools. Various activities in relation to the community and parents are to be adequately managed by them; adequate orientation to such activities and skills for management should be some important aspects of the training of these teachers. The existing 49 government Primary Training Institutes (PTIs) need to be strengthened and utilized for this purpose to their full intake capacity. New schemes for the training of teachers and a new curriculum for the training of teachers is necessary for the improvement of the quality of training.
At the moment, opportunities for in service training for the large majority of primary teachers are limited. On the other hand, the introduction of new curricula, teaching methods and text books necessitates continuous in-service growth on the part of teachers, administrators, teacher trainers and supervisors. The main objectives of in-service training are to:

(a) Develop a leadership core to manage and further develop primary education.

(b) Train different categories of people connected with UPE in the new operational skill so as to stimulate a new pattern of behavior; and

(c) Institutionalize a new system of training for staff development as a regular component.

After bringing necessary changes in the existing curriculum and making it more relevant and pragmatic, it will be possible to show the parents about the benefits that they are going to get, once they send their children to the primary school. In this respect, in order to ensure effective participation of the students in the school, there has to be friendly atmosphere in the existing school system. This can be achieved, especially for the girl child, by appointing more and more female teachers in the primary school. It will be possible to provide meaningful education to the children at the primary level only by making the classes more interesting and participatory. In this respect more research studies should be carried out to provide proper feedback to enunciate effective
modifications in the existing systems. There is no doubt that there are institutional weaknesses in providing either the feedback or to follow up the decisions, in the field of primary education. In order to overcome these institutional weaknesses, there should be more government institutions to accelerate the programmes related to primary education.