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Views

Towards Democratising Our System Of Education

K.A. Matin

1. Kindergarten and English medium schools should be abolished from the length and breadth of the country and no school shall be allowed to introduce any curriculum—foreign or indigenous, save and except the national curriculum; Rich and poor, privileged and unprivileged learners shall carry on learning in the same and seamless government free primary schools.

2. Two categories—government and non-government secondary schools should operate no longer. All the non-government schools cannot be converted into government schools overnight, yet, there should be a plan extending over a short span of time, for making non-government schools government ones; and that

time also needs not glide over more than 10 years.

Since the government now bears 70% of the total pay of the teachers of the non-government schools and extends other development grants also, it will not be unbearable to take to paying the remaining 30% if the tuition and other fees collected from the students are credited to the government exchequer. It is heartening to note that neither any urban nor any rural high school runs short of capacity-students; rather, any urban school has to refuse hundreds of new admissions every year. Most of the mofassil schools also have to repeat unaccommodable admissions now. Before sharing 70% of the teachers' pay by the government all schools

used to bear their expenditures, albeit, not so easily; and so, it will not be difficult on the part of the government to cover the remaining 30% of the total expenditure of any school with the existing income of it.

3. Likewise, the non-government colleges also need to be made government ones to put an end to the discrimination in the aspired dissemination of education among our learners.

If we can do so, it will act aptly in democratising our educational system i.e. providing equal facilities and same learning situation to the wards of the rich and the poor, the fortunate and the unfortunate parents.

Consequently, our students learning in such a craved situation of

educational democracy, will grow truly democratic in disposition, to materialise democracy in their practical lives when they will yoke the responsibilities of running the country and conducting the nation. More precisely they will be inclined to usher in a democratic system of economy ensuring equitable distribution of national wealth among the people, practise desired behaviour with the high and the low and administer equity and justice in all walks of life. And thus, democracy in education will bring in democracy in every arena of our national life. Moreover, of 'institutionalising democracy' will find room in this noble attempt of democratising the educational system.