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THE BANGLADESH OBSERVER

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Reorganising The Education System

Results of the H.S.C. examination held under the 4 Education Board announced on Saturday repeat the same story of upwards of one lakh students getting through and about the same number going under. The pass percentage of 56.44% recorded in the past few years has been around the same average. While, to individual students and guardians, the results would bring either joy or sorrow, the fact is that even within the frame of a literacy rate of 22% this creates a problem of surfeit involving both those who have passed and those who have not. Hence the urgency with which to try and see what has gone wrong with the education system itself and why the most creative national manpower should be let go waste in a manner that can hardly be justified.

The total expenditure on education involves 1.74% of the GDP. The obvious question that it raises is how far education, under the present system, from the primary to the university level, has contributed to growth and development in the economic sectors, the improvement of the quality of life and the standard of living. That it does not provide the wherewithal is explained by the deficiency of the system and the relative irrelevance of the content to the fundamental needs of development:

The system is based on a colonial legacy that educational planners have done little to revise, and harness to the pragmatic demands made on it in almost all development sectors. Countries like Japan, China, Soviet Russia and the two Germanys, for example, went for radical changes in their education systems during the period following the second world war. It was the time when both historical forces and pressing socio-economic needs called for new initiatives among nations towards intense reconstruction activity.

Its thrust was on the redirection of their education policy and system to economic growth as the foundation of national viability. Japan, for instance, reorganised her entire education system basing it on that of the United States with the result that her literacy rate is now among the highest in the world, (98%). Similar attention given to the content of education enabled Japan not only to raise the standard of work-efficiency but also to make giant strides in science and technology, eventually to catch up with the most industrialised west. Both system-and-content-wise the story of China's educational renewal is as

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