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Education—At Its Best

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Most parents try to buy the best education their money can buy, which is why many of them seek education in the English medium schools in the country. Many more try to provide an education a little above the education they themselves had but, in many of the English medium schools there is not even a proper curriculum set for the year for the teachers to follow. When a new teacher is appointed, she or he is expected to prepare their own syllabus for the whole of the year without even a reference guide on the subject he or she is supposed to teach as guide. As most of the teachers are housewives either passing their time or augmenting family income and not teachers in the true sense, they have hardly the knowledge of what a lesson plan may be, or yet still what preparation of an annual syllabus entails, not to speak of knowledge of any teaching practice, modern or not. In fact usually it can be found that in these schools there is only a handful of teachers who are true professionals— yet these schools

are considered to be the best in the country.

But parents continue to spend thousands of Takas behind these schools in their quest for the education of their children in the belief they are getting the best education their money can buy. But apart from the doubtful quality of most of the teaching staff in these schools, many of these teachers do not even go through the motions or attempt to teach the subject that has been assigned to them and pass on this task in the form of homework to the parents who, if they are unable to cope, in turn pass it on to private tutors. Parents of most of the school-going children are working parents, professionals who are themselves busy with their official duties or who may be so busy socially they are unable to devote much attention to their children. Moreover that group of parents who are trying to give their children a better standard of education then they themselves got cannot always keep up with the demands made on them and it is mainly this group of parents who do not

comprehend the damage done to their wards by the system of education in these schools.

People all over the world have been studying the different methods of teaching in many different countries. Having themselves faced a generation of drop-outs from their school systems and having dealt with children suffering from mental blocks due to the unnecessary pressure created by teachers and the curriculum followed in their own schools, these countries are now changing their methods so that children are able to learn the basics in education without being taxed in a way that will create mental problems. But while the world is changing, Bangladesh is not and instead is going steadily backwards and instead of developing the existing system to a level acceptable it is still following all the wrong methods—methods which have been proven wrong by the developed countries. It is not time for Bangladesh to change its methods and learn from the mistakes of others or will she remain backward in

the field of education also producing misfits in society?

In the interest of the future of Bangladeshi children, the school authorities should immediately change their text book lists and chose those books that turn learning into at least an interesting experience. Books so chosen must be within the capacity of the child to absorb—which means suited to his or her age group—instead of as now, burdening them with all kinds of information which will ultimately leave them confused. Most of the knowledge that is now being gathered from the existing books is not even relevant to the socio-economic background of the children therefore is more than time some thought was given to this—and the future of Bangladesh—by rectifying these educational institutions. In other words, the time for changing the methods of education as imparted in these schools is now so that the best possible system for our children can be defined and developed before it is too late. Only a little united effort is needed to make this possible.