

Ethnographic
Weiden, Bengal
her silk. Silk
was used to be
in in the east
the West. The
'banarsi' was
ogal silk until
trade died out
part of India.
alloy Kansha
in Bengal by mi-
proportions of
(which is itself
upper and zink)
mixture takes
ness of copper
ains rich golden
goldsmith work
too has been
es not produce-
galee jewellers
or their highly
manship in pro-
e designs using
ility of the pre-
Bangalee crafts
ned very high
manufacture of
ries, once the
ear among Hin-
engal was also
o-building as sea
of the most im-
anic activity of
in ancient Ben-
lar wood used
vessels of the
was known as
plying extreme
with the flight
(and the wind).
ow about this
l aoy more.
Medieval period
fewer institu-
ng and most of
heological type.
e, learned and
rect engagement
l students in the
rom father to
caste or in a
storical "golden
unded on innova-
very high skills
e had attained
traditional learn-
dustrial revolu-
ed, the British
India strongly
such local in-

industries or craft
compete with fab-
from England.
cotton fields but
seeds of the par-
of cotton for mu-
On the other side
ple began to rec-
education (most
subjects of hum-
were also acultu-
tern ways, par-
material style of
use of foreign in-
ducts.

Modern edu-
past two centuries
to bring about a
volution in Eu-
context of the
it has helped G-
strengthen her c-
nation and the c-
economy. In tu-
indicated, we
initial training or
cipline and fe-
facts. It has hel-
the caste differen-
ciety by creating
of 'Bhadralok', w-
only as white co-
must spite on an-
ing specific skill
given us the four
new society, and
vant, mercantile
lastly, also a m-
crazy—succession
community which
British Raj for a
half in occupa-
country.

However, wi-
alization and the
of skills and em-
number of educa-
at a faster pace
the economy has
absorb. Therefor-
ence of two deca-

Challenge

our education has new unemployed discontent and polarizing and, into defining more rights and duties. From the turn of which interplay, there have political movements, provided more white movement. Also, the plus had engaged, in new schools as popularize the movement. Leaders Huq following the famous Ali brothers Shawkat Ali and Ali, Mohammad, to establish schools to promote educational consciousness. Muslim youths. In Bangladesh, over 95 schools and colleges established and by private initiative until the liberation, and now once more worst among the ed.

It move was taken over a hundred teachers and their under government maintenance after 's independence. initiated without policy on education the national on education (boda Commission) ed its recommend the decision was nationalization salary and their above the level of nation occurred as local pressure and ent's disposition to

Education • Neglect • Ajeed Khan

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By education in the light of our own failings our policy, has made education a further victim of all process and drifts of the For instance, as a result to employment, education itself has become the end of students who had the and oligarchs now act as the force against all autocracy, henceforth and have given them a new name 'VN'. (K.M. Sobhan in *BN*, February 1989.) Between these two major constitutional education there has been a critical decline in both quality and curriculum formation. Most attempts of have been reduced to abuse like the course in the universities or the decentralization of education (the appointment of primary school depends more on giving bribery than on merit).

the education has grown in number of persons, teachers and students, the majority it has become dysfunctional. Only to one estimate 45 percent of young with 12 years' education employed. One reads of villagers attacking villages and occasionally bribing them for spending for pleasure.

Many urban parents have sponsored or supported private coaching/tutorial of overseas curriculum to prepare their children to study abroad. Of course, only the very rich or families with very high motivation on education and initiation to do it. But in there were 28,106 schools recorded as government and another 8431 shown as private. All of the latter were nationalized in 1974, bringing the number to over 36 thousand primary schools under the government. The number of teachers under government

tive can afford it. But in another sense they are the trend setters in the society. One has to be most cautious about the trend and liberalization. First, because the government, so far, has failed to offer a need-based education or even to contain its rapid degeneration. Second, should the elites find their needs

pay-roll increased from under one hundred thousand to one hundred and forty seven thousand. Neither of these figures in anyway reflected in the percentage growth of literacy or school enrolment between 1973 and 1981. Moreover, the successive governments have since learned about the

entirely met from private source, that would cause further deterioration of the national system and the prospect of a literate society in Bangladesh. It is one thing to have plural system of education and it is another to have an education to be serving the elites and another that is just self-serving. After the liberalisation of the education system, the political value of primary school teachers as the rural literates. On the other hand, most of the middle-class and educated urbanite know little about this extensive network of official (i.e. free) primary education in the country. Normally they do not send their children to those schools. They are not aware of the curriculum unless someone

tion, there was great optimism about a future against a devastating economic background. There was great pressure to reach out and promote state's concern on key issues like the primary education. It was an elected political government which hurriedly nationalized primary education without requiring it of the curricula unless someone attempt to raise some dust through columns of printed media. Only a small percentage of rural primary graduates ever make it into secondary and higher education unless they are children of urban middle class parents who had been sent out to covet the post-primary scholarships which are

education without requiring it to be a public responsibility, obligatory enrolment, and before decisions were taken on educational policy and the curricula. Everything about primary education was made official and national on 'as is' basis. As a result thousands of 'schools' and four/five times the number as teacher were brought under government primary schools, a price which was awarded regionally. This spells an apprehension which I have mentioned earlier.

The country is facing serious socio-economic and political problems. The problem of education is a part of this over-all perspective. At the same time, it is also a determinate of the others. If the

brought under government responsibility which had not existed before. Hundreds of 'teachers' came into official pay-roll who were not even literate.

According to official statistics in 1971 there were 27,731 primary schools in the country of which 26558 were government and barely over a thousand private. In 1972

government is not firm about education in the national context and initiate major changes to make it need-based, diversified to provide skills for employment as well as, develop new skills through education to employment, we could risk the growth of invidious two nations from once a homogeneous society.

thousand, private. In 1973 society.

challenge to need-based
passage

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