

# Recasting our secondary level education

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**T**HE objective of education is to develop the human life comprehensively. It can be said elaborately that the objective of education is to form a constructive and virtuous society showing respect to law and judiciary system, being devoted to the society, being inclined to religion and increasing social morality and eradicating crime from the society.

A constructive society needs knowledgeable and skilled citizens. They are expected to ensure the development and prospect of the society through standard management and diligence. They are also expected to earn foreign currencies by increasing export. In addition, they will lead the country to become a prosperous one.

The education system has to be rearranged to make such type of citizens. The children will acquire good command of Bangla, English and of respective subjects following the reformed curriculum and syllabus. So, they will be able to prepare themselves to face the challenge of ongoing reality. The reformation of the principle of education i.e. curriculum is the foremost necessity to fulfill this objective.

Different media of instructions are used in secondary and higher secondary education in our country. For instance; firstly, teaching using only Bangla language as a medium, secondly, English language as a medium following foreign national curriculum, thirdly English language as a medium in English medium institutions following foreign curriculum, and fourthly, teaching Dakhil as well as Aleem giving stress on Arabic language.

But, considering real perspective, to form productive citizens, we need their command of Bangla and English language. At the same time, subject based knowledge specially thorough conception on Mathematics, Science, Business Administration and Computer Science is also necessary while obtaining degrees in secondary and higher secondary levels. But, because of using different languages as media of teaching in our secondary and higher secondary levels, we cannot cope with the reality and our sec-

ondary and higher secondary education cannot reach even near the international standard.

Bangla is our mother-tongue. So we have to acquire good command in it. Since English is an international language, we have to master in English language too. If we do not know English language, we will remain ignorant of the results of research activities of the developed world. Besides, if the proper foundation of learners on English language is not formed at the secondary and

Considering the importance of studying in English medium, the guardians in our country naturally get inclined to educate their children through English medium. There are however, lots of weaknesses in the syllabus of English medium schools. In the syllabus, importance is given only on English language. As a result, the learners remain weak about the contents of the subjects.

Being weak in the contents of the subjects, the learners, though have studied in English medium, cannot

of those learners. Undesirably, it is noticed that some of the English medium learners are being addicted to narcotic drugs and destroying themselves. Another problem arises in case of studying in English medium following national curriculum.

Though, those learners can be skilled in their respective subjects and in English language, they remain weak in their mother-tongue Bangla. Bangla is the mother-tongue of about 15 crores people of Bangladesh. There are only two languages in



higher secondary levels they will have to face an adverse situation during studying higher education.

Because, the greater portion of the knowledge achieved so far has been contributed through English. So, learning English is inevitable. In this globalisation era, it has to be learnt to know the development activities of the world. In most of the countries of the world, excluding America, Canada, England, Australia and New Zealand, English language has occupied the second place there immediately after the mother-tongues.

get them admission in medical and engineering colleges. Even, it becomes difficult for them to get the chance of admitting in any good subject in public university. So, not getting the opportunity of studying higher education, many of such learners have been dropping out.

— Studying in English medium is very much expensive. Only the solvent families can afford it. English medium students cannot acquire good conception on our social culture and religions. As a consequence, some negative culture creeps into the mind

Bangladesh, one is the mother-tongue Bangla and the other is the international language English. In Bangladesh there is only one prominent mother-tongue.

In brief, it may be said that, there is no alternative to knowing Bangla language here. So, the problem which is highlighted here is that, achieving many things by teaching in English medium, it seems as if we are not achieving anything. Considering the importance of Bangla language, it should be a must to restructure the education system.

In Bangladesh, the degrees on S.S.C and H.S.C are conferred after teaching these levels mainly in Bangla medium. The students who learn through this system of education, can acquire thorough knowledge on the contents based on the subjects. It may be said that in respect of subject based knowledge, our students are much near the international standard. The students, who study in Bangla medium schools, remain very weak in English language.

This is the most negative side of Bangla medium schools. But in Bangladesh, though English is used as a second language, the use of English language is so common in Bangladesh that the different offices, both local and foreign including the offices of multinational organisations situated in Bangladesh, use English language extensively for carrying on their official jobs. Besides, so far as the real necessity is concerned, only exporting commodities are not enough for Bangladesh. In addition, we have to export manpower to keep hold of the facilities for earning foreign currencies. The weakness in English however, hinders the export of manpower. Besides, such manpower is not fit for carrying on jobs properly even inside the country. Bangladesh is an import oriented country.

We need to import many essential commodities including medicine. So, before importing, the price of items belonging to different countries has to be assessed. Therefore, it is a must to know language in order to gain success in respect of importing quality commodities in affordable prices.

Likewise, there is no alternative to learning English language with a view to exporting our products to the international markets. Moreover, the knowledge of English language helps increase our exports and keep hold of international markets. It means that, the English syllabus of secondary and higher secondary levels of Bangla medium has to be restructured to eliminate the learners' weakness to English language and make them skilled.

The learners who obtain the Aleem and Dakhil degrees which are equivalent to secondary and higher second-

ary levels, remain weak in Bangla, English, Mathematics and in subject based knowledge, though emphasis is given in Arabic language. These educated fellows can neither arrange any good jobs, nor can conduct any profitable standard business in-and-out of the country. Most of them have become our social burden. To get rid of this burden, the Madrasa education syllabus has to be restructured radically.

The subjects namely Bangla, English, Mathematics, Science etc. have to be incorporated properly in the syllabus. Finally, much a curriculum has to be structured which is fit for fulfilling the demand of job markets home and abroad. Flaws may be more or less found in each and every curriculum being followed in secondary and higher secondary levels of different media in Bangladesh. Eliminating these short-comings, a curriculum has to be restructured in such a way that learners may master in mother-tongue Bangla, international language English and acquire different subjects based knowledge. As the first step of restructuring the curriculum, an individual research programme has to be undertaken under the proper guidance of IER (Institute of Education and Research) of Dhaka University.

Through the activities of this research project the curriculum of secondary and higher secondary levels has to be restructured in such a way that it fits the ongoing demand of the society and receives the social acceptance as well. As a result, the learners of secondary and higher secondary level will be able to follow an acceptable general and common curriculum for their studies. Only then, the aims and objectives of the new curriculum will be fulfilled and an overall development of human life will be ascertained. As a result, the learners will acquire the quality characters and become productive in the society. So, they will not be considered as our social burden. Instead, they will be converted into manpower.

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