# NU: An Upgraded Board of Education

by Ahmed Ahsanuzzaman

the National University (NU) came . into existence in the early '90s, the degree level students and their guardians heaved a sigh of relief. They hoped that there would now be a positive change; the standard of education would significantly improve and the unforgivable chronic delay in publishing different examinations results would cease to exist. Nearly half a decade has elapsed, but, there is no noticeable change as yet. The NU has failed miserably in fulfilling the hopes of the concerned.

When the University was established, renowned educationist and essayist Dr. MA Jalil in an article published in the Bangla daily Ajker Kagaj on April 30, 1992 expressed the concerned citizen's fear in the following way: "It would be like another board of secondary and higher secondary education, controlling the degree colleges of the country." And the fear surprisingly has come

A university which operates through its affiliated colleges should be more than an organisation with the charge of conducting various examinations. But, sadly enough, that is exactly the case with the NU Even in its petty role of examconductor, it has pathetically failed to discharge its duties as the results of the 1994 Degree examinations took about half a year to see light.

However, the objectives behind setting up of a university like the one in question were certainly different. It was expected that the NU would take the initiative to improve the administrative and academic standards of 612 degree colleges of the country in a fruitful manner. It was also designed that the intermediate branch of the degree colleges would be separated. But what is the actual picture? The University has little or no control over its affiliated colleges and consequently the administrative and academic developments of the colleges are still a far cry. For instance, just take any government college. It is being controlled by the directorate of education under the Ministry of Education as far as its administrative and financial matters are concerned whereas the NU is expected to look after its academic aspects. There exists a clear lack of coordination among these organisations which create obstacles that at times become unpassable. Suppose a post of lecturer of a particular department is vacant (the writer has first-hand knowledge of many such instances), the principal of the college can only write to the directorate for filling in the vacancy. The matter is to be decided by the directorate or the Ministry of Education which is indeed a time-consuming process. It so happens that the post remains vacant for a long time, even for a year or so. As a result, the students get admitted in a college, but de not get proper academic care and support because of the non-availability or scarcity of teachers which causes the students to adopt unfair means in the examinations. What measures have been taken by the NU to erase the students' sufferings? In fact, it is not empowered to do anything in this connection.

Again, in the case of transfer of government college teachers, there is hardly any transparency. Who will be posted where and for how long? Ask this question to arty education department officer. he will simply mum over the issue. Therefore, as noted by Professor Kazi Abdul Latif in his write-up published in the Daily Sangbad on December 28,1985 "Competent teachers find themselves in places where there knowledge comes to nothing" and teachers allegedly with high connections are posted in the best colleges of the country. These less incompetent teachers can hardly satisfy the ever-new demands of the advanced level students which is causing unrepairable damage to the academic standard of the colleges. And here too, the NU is playing the role of a silent spectator with perfection. The natural question is: how can it aspire to improve the academic standard, let alone the administrative standard, of the government colleges when it can exercise little authority over them?

Then, of course, in case of only a handful degree colleges, the intermediate branch has been withdrawn. Most of the degree colleges, even Honours and Masters colleges, still possess the intermediate branch. Just have a look at the Eden University College in the capital. It offers Honours and Masters courses on a good many subjects, yet admission in the HSC level continues. You cannot expect even a good teacher taking four/five classes a day in different classes to maintain quality all the time. It is simply impossible. What can be said by

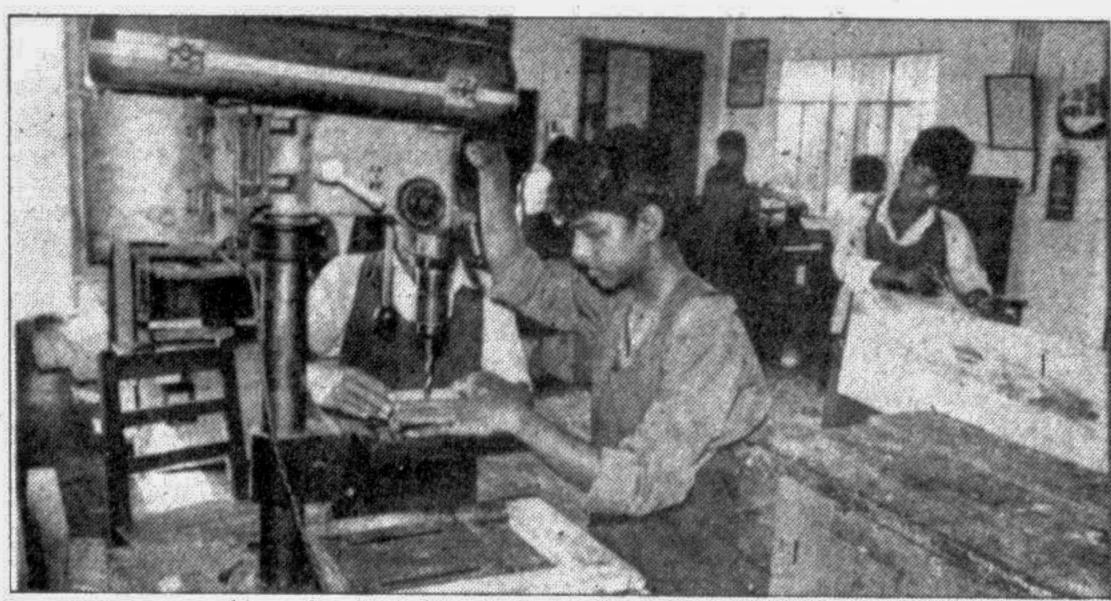
the University authority? A painful news item regarding corruption in admission in the Honours courses in the city colleges was published by the Daily Ittefag on April 18 this year. The author of the story Rezanur Rahman writes, In exchange of money one can get admission in the subject of his choice ... Many have got admission through 'backdoor' in return of money as there existed an artificial crises of seats." The writer, however, added that it could not be proved. And it is quite understandable, we are quite aware of the limitations of the NU and we know the allegation will perhaps never be proved and "teacher-officials involved in the evil work" will go unpunished and the event as such will be repeated next year, and the years to come.

However, we should not disturb the tranguil slumber of the National University. Let's allow it to remain pleased with its role of a silent spectator. Let it remain an elevated board on the mould of secondary and higher secondary education.

The author, a former journalist, is a teacher of English and a translator of foreign



Neo-literate women attending evaluatory examination at Lalmonirhat



A vocational training centre organised by UCEP-Bangladesh

# Continuing Education: A Broader Aspect

by Tapon Kumar Das

N relation to the national commitment, "Education for All by the Year 2000". mass education programme has been taken up all over the country, and many non-government organisations along with the government organisations have taken initiatives to set up literacy centres. Every year, thousands of neo-literates come out after completion of their literacy courses. But this basic literacy courses is not guaranteed retention of skill. Like any other skill, this 'literacy' could be diffused and faded out in course of time unless it is systematically

In the context of literacy situation in Bangladesh, continuing education programme is very important. Continuing education is a new concept and the main objective of it is to create a 'learning society'.

strengthened.

The idea of learning society was first advanced by UNESCO about 20 years ago. According to UNESCO, learning society is one in which all agencies of a society are educational providers, not just those whose main responsibility is education. Industrial units in this regard could be good examples. Though industrial sector's primary responsibility is to produce goods but it can and should - play an educational role as well. It can provide training for its employees and also can intimate mass people with othe skill and knowledge of its process and products. Moreover, it should have some social contribution in favour of literacy. Another aspect of a learning society is that every citizen should be engaged in learning

In the genuine learning society, every citizen engages himself or herself in education from birth to death. In other words, 'education is a life-long process'. Learning society concentrates specially on the selfplanned and self-initiated learning environment provided by various development agencies instead of the programme provided by any particular or ganisation.

To quote UNESCO's Learning to Be: "Every citizen should have the means of learning, training and cultivat ing himself or herself freely available to him or her, under all circumstances, so that he or she will be in a fundamentally different position in rela-tion to his or her own education." Responsibility will replace obligation.

Some attempts made in the sixties by the government agencies culminated in publication of around 60 materials (booklets, charts, etc). Then in independent Bangladesh some NGOs concentrated their efforts to produce a few followup literacy materials. At that time, FIVDB (Sylhet), BRAC PROSHIKA, DAM, some other NGOs and INFEP (Govt) established rural libraries in villages. This type of initiative may be called "post-literacy" which is a component of continuing education.

considered as the mechanism for human resource development by which all aspects of human development can be systematically upgraded, in turn strengthening the basis for meaningful sustainable socio-economic development. Continuing education is an institution of many people that offers the opportunity to face and solve their social, economic. political and environmental problems. It also helps develop the society according to a meaningful and effective plan. Continuing education has

Continuing education is

some interlinked components It is important to recommend all the components in an inte grated way to ensure the process of continuing education Because a single component alone cannot stand for a long

Although Asia Pacific Programme of Education for All (Appeal) — a project component of Unesco, Bangkok prescribed six components for continuing education, we can imply the essence of four components in the context of

our country. "Post Literacy" can be considered a very important component within the framework of continuing education. This component is designed to strengthen the literacy skills so that the learner can be able to utilise the opportunities offered by other programmes under human development process. Literates and semiliterates are the clients of this component. A "learning centre" is needed to implement the activities of "Post Literacy". The "learning centre" may be institution-based, communitybased or family-based.

Continuing education has another component which can certify its members as students like other educational institutions do, and this certificate should be recognised by the state. This component is designed as an alternate education programme equivalent to existing formal, general or vocational education. Experience and many re-

search studies show that the neo-literate adults are reluctant to educational activities. On the other hand, if the literacy activities are related to their day-to-day income and fulfil their immediate needs. they will be interested to continue literacy practices. So the literacy and continuing education activities need to be com-

bined with income-generating programmes. Certainly, this type of activity would be selfinitiated with the learning objectives set by the participants. However, it is needed to support the programme by a good counselling and advisory service. Facilitator of continuing education should remain alert in identifying potential providers and to encourage participation by individuals

seeking to generate income.

Finally, "Future-oriented Programme" should be taken into consideration as a component of continuing education programme. "Future-oriented Programme" provides the workers, professionals, community leaders, villagers, micro-entrepreneurs with newer skills, knowledge and techniques to adapt themselves and their organisations to growing social and technological changes. In administering such programmes, the main focus is to see the continuing education in line with overall plans for national socio-economic development. It can be mentioned here that, futureoriented programme would establish a common base line of individual interest programme within continuing education that ultimately would cater to special concerns and objectives of the groups or individuals. The overall plan of future oriented programme will be concentration of individual interest towards adjust-

ing with the modern society

Learning Centre is the

as well as the changing world

the continuing education programme to the clients. In narrow sense, "Learning Centre" means simply an organised place where a person may learn. But in broader terms, it is a centre managed by the local people providing resources for local development and lifeoriented training about what, how, where and when individuals can engage in various types of support locally. "Learning Centre" may be

main tool for the delivering

the focal point of total development process of the learning society. Everybody would be allowed to use this place also for community purposes such as shalish (arbitration). marriage ceremony and other social activities. In a word, it can be said that this will be a place for social gathering. People will come here for learning, training, amusement; problem-solving and planning for their future development. Continuing education has been ensured in many coun-

tries of the world on the assessment of particular need and education scenerio of those countries. Although there are similarity in some aspects of continuing education among the countries, but the situation is actually quite varied and it is related to the stage of development of each country and to the pattern of general educational system of the respective country.

In Australia, continuing education is nationally coordinated and it has been conducted by higher education institutions and lurther education colleges and also by local community centres. In Indonesia, formal education system is integrated closely with continuing education which provides equivalent courses by alternative means for both primary and secondary education. In Thailand, continuing education is being carried out by the department of Nonformal Education under the ministry of education and there are well development infrastructure and network of village training centres and life-long education centres. In UK, it is essentially a learning society and both government and non-government agencies are responsible to ensure continuing education through 'Further Education Centre" and community centres. Many other countries such as Japan, Mali Vietnam, the Philippines, India, Tanzania, Malaysia, Brazil and China have ensured continuing education for their

citizens by various ways.

We also need to ensure

continuing education in our

country now. There are a number of problems constraining the spread and promotion of continuing education. Firstly, basic literacy course is not qualitative enough and neo-literates are incapable to practice 3-Rs (Reading, Writing and Arithmetic) independently. That is why, they hesitate to apply their skill in their lifestyle. Secondly, because of scarcity of literacy materials neo-literates cannot go through with literacy practices. Although there are a number of continuing education materials being produced in the country, but these are not enough and self-motivational to fulfil the mental and practical demands of the neoliterates. As a result they do not feel interested to read. Thirdly, NGOs are very reluctant to take up continuing education programmes and this is caused by the lack of understanding the importance of continuing education. Moreover, many donors still do not feel any critical need for funding these programmes.

Finally, there is serious lack of commitment among the policy makers regarding conlinuing education. If is really frustrating for the nation that most of the decision makers are still very traditional in thought and actions.



A Continuing Education centre in West Bengal, India

The Daily Star Entertainment Guide

Fun Kadha 9:10 Dhanak & Health

Tips 10:05 Hartaan He Deepak

10:30 English Filip Home Im-

provement 18:55 Milli Naghma

11:00 Khabrain 11:10 Anita

(Senal) 12:00noon Sports Hour

Bismillah 1:15 The Science Show

2:00 Yeh Jahan 2:25 Animated

Classics 3:15 Geography &

Sammar School 4:20 Mitti Sona

5:00 Allah Huma Labback 5:25

Qabhi Mein Soochta Hoen 6:25

Alou Courses 7:00 Dhanak 7:45

English News 8:15 UN Quiz 8:45

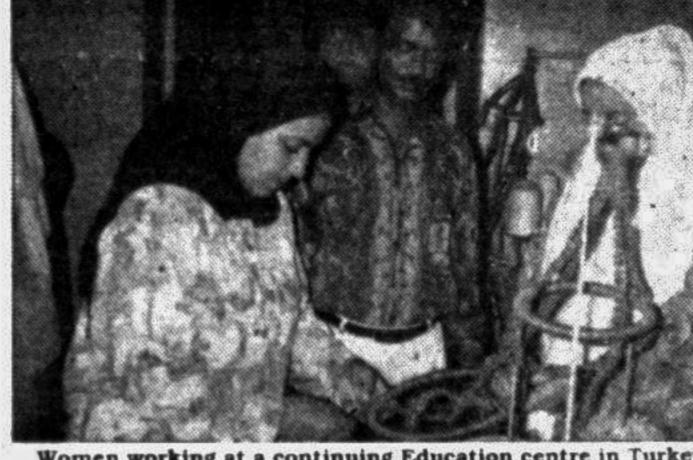
News 10:00 Khabarnama &

Pakistan 17:20 VCD Top Ten

12:30 Dr Quin 1:35 Khas Khas

Khabrini Close down

Ouran e-Hakeem 1-82



Women working at a continuing Education centre in Turkey

### Tuesday 23rd April (All programmes are in total time: We recommend progra-

mmes printed in bold)

3:00 Opening Announcement Al-**Guran Programme Summary 3:10** Recitation From the Geets 3:15 Documentary Film: Cinema Europe 4:00 News in Bangla 4:15 Esho Para Shikhi : Mass Education 4:45 Cartoon Seires: The animals of Parthingwood 5:00 News in Bangla 5:20 Sangeeta : Modern Songs 6:00pm News in Bangle 6:05 National Television De bate Competition 7:00 The News 7:05 Open University 7:25 Comedy Series : Seinfeld 8:00 News in Bangla 8:40 Drama Serial 10:00 News in English 10:30 Boipatra : 10:55 Mini Series:: Return To Eden 11:30 News in Bangla 11:35 Wednesday's programme 11:40 Close

6:00 BBC Newsroom inc. World Business Report/ Asia Today/24 Hours 9:00 BBC World Headlines 9:05 Panorama 10:00 BBC Newsday 1:00pm BBC World News 1:15 Panorama 2:00 BBC World News 2:30 Time Out: One

Foot In The Past 3:00 88C World News 3:30 Time Out : Tomor row's World 4:00 BBC News-Wesk 6:00pm BBC World News 6:15 The Money Programme 7:00 BBC World News 7:15 World Business Report 8:00 BBC Newshour Asia & Pacific 8:30 The India Debate: Debate 2 9:00 BBC World News 9:15 Panorama 10:00 BBC World News include. World Business Report 10:30 Time Out : Film '96 11:00 The World Today 1:00 BBC World Headlines 1:05 Panorama 2:00 BBC World News 2:30 Time Out. The Clothes Show 3:00 BBC World Report inc. World Business Report/24 Hours 5:00 BBC World News 5:10 Newsnight

## CHANNEL V

7:00am Rewind VJ Sophiys 8:00 Jump Star VJ Trey 10:00 Frame By Frame 12:00noon The Vibe Down Under 1:00 By Demand VJ Trey 2:00 Rewind VJ Sophiya 3:00 Big Bang VJ Alessandra 4:30 By Demand VJ Trey 5:30 The Vibe VJ Luke 6:30 Rewind VJ Sophyia 7:30 First Day First Show 8:00 Big Bang VJ Alessandra 8:30 VJ Alessandra 9:00 The Best Of Ek Ka Teen 9:30 Top Of The Pops 10:00 Music Master Bos Shoof 18:38 First Day First Show 11:00 Rewind VJ Sophyia



Stranded on Star Movies, Tonight at 9:30

12:00mn Sony Yalla Haysah 2:00 By Demand VJ Trey 3:80 Frame By Frame

# STAR PLUS

6:30am Transformers 7:00 Teenage Mutant Ninja Turtles 7:30 Gl Joe 8:00 Jem 8:30 The Wind In The Willows 9:00 Aerobics Oz Style 9:30 Nanny and the Professor 10:00 The Beverly 11:00 E! TV 11:30 Gabriella 12:30 Santa Barbara 1:30 The Bold & The Beautiful 2:00 The Oprah Winfrey Show 3:00 Remington Steel 4:00 Yan Can Cook 4:30 E! TV 5:00 Teenage Mutant Ninja Turtles 5:38 The New Lassie 6:00pm The Adventures Of The Black Stallion 6:30 Batman 7:00 Home and Away 7:30 Entertainment Tonight 8:00 MASH 8:30 The Flying Doctors 9:30 The Extraordinary 10:30 The Bold & The Beautiful 11:00 Santa Barbara 12:00mn Hard Copy 12:38 Baywatch 1:38 Andros Targets 2:30 Entértainment Torught 3:00 The Opråh Winfrey Show 4:00 Hard Copy 4:30 Home And Away 5:00 The Sullivans 5:30 Gabrielle

6:30am World Wrestling Federa tion Wresting Mania 7:30 The Asian Football Show 8:30 AFB WLAF H/L 9:00 Asia Sports Show 9:36 Pepsi Cup The Final Highights 10:30 Inside PGA Tour 11:00 95/96 Valvo World Cup Show Jumping Hertogenbosch 12:00 Gold Flake Grand Slam Billiards 3rd Leg 1:00 Talking Baseball 1:30 Chinese National Football League Guangdong v GZ Songri @ GZ 3:30 AFB : WLAF 4 H/L 4:00 Pepsi Cup The Final Highlights 5:80 The European Tour Cannes Open Hits 6:00 1996 World Metercycle Champiopship Japan Grand Prix Highlights From Suzuka, Japan 8:30 Futbol Mundial 9:00 Live New Zealand v West Indies 1st Test Match 11:00 Lunch 12:00 Live New Zealand v West Indies 1st Test Match 5:00 US PGA Tour MCI Classic Final Day

## The Vibe: Down Under on Channel V, Today at 12 noon. STAR MOVIES

7:30am Future Shock : Carnosaur 18 (Arabic Subtitles) 9:38 Family The Mommy Market (Arabic Subtitles) 11:30 Special Event BAFTA Awards (Hindi Subtitles) 1:30 Documentary Faded Dreams (Hindi Subtitles) 3:30pm Comedy: Killer Tomatoes Strike (Hindi Subtitles) 5:30 Family All Dogs Go To Heaven (Hindi Subtitles) 7:30 Comedy Used People 15 (Hindi Subtitles) 9:00 Hollywood 1 on 1 9:30 Action: Stranded 18 (Hindi Subtitles) 11:15 The Bulletin 11:30 Comedy . The Super 18 (Arabic Subtitles) 1:30 After Dark Enigma 18 (Arabic Subtitles) 3:30 Action Cody A Family Affair 18 (Arabic Subtitles) 5:30 After Dark: White Mischief 18 (Arabic Subtitles)

5:30am Infotainment (TMM) 6:39 Jagran 7:00 ZED Management 7:30 Networking 8:00 ZED-Nava A To Z 8:30 Dream Merchants 9:00 Insight 9:30 Singer Tumhare Live 10:30 Ligat Khana Khazana 11:00 Namaste India 11:38 Nirma Aahaa 12:00 No Problem 12:30 Ek Duje Ke Live 1:00 ZED-Chota Byte 1:30 Asian Sky Shop 2:30 Tara 3:00 Manası 3:30 Films Chakkar 4:00 Ashiana 4:30 De Se Bhale Teen 5:00 ZED Management 5:30 Aur Ek Minute 6:80 Amar Kathayen 6:30 It's My Show 7:00 Baap Re Baap 7:30 Gaane Anjaane 8:00 Film Deewane 8:30 Hum Paanch 9:00 Sailasb 9:30 Tara 10:00 Hasratein 10:30 The News 10:50 Business Roundup 11:00 Gharounda 11:30 Tanaav 12:00 Daraar 12:30 TVS Sa Re Ga Ma 1:30 Leylak (Arabic) 2:30 Halabat Al Quitaal (Arabic) 3:00 Infotainment (TMM)

8-00am Tilawat Aur Targumal Hamd/Nast 8:20 Cartoon 8:39 Khahrain 8:45 Beauty Care 8:50

## SONY ET

8:30am Gaane Jaane Maane 9:00 The Three Stooges 9:30 Dennis The Menace 19:00 I Dream Of Jeannie 10:30 Pablic Keya Bola 11:00 Penchan 11:30 Cine Matwee Hindi Feature Film 2:30pm Hospital 3:00 Aahat 3:30 Mere Message Meri Geet 4:00 Surf Wheel Of Fourtune 4:30 Jai Bir Hanuman 5:00 10 Civil Lines 5:30 The Three Stooges 6:00 Dennis The Menace 6:30 Dream Of Jeannie 7:80 Mera Message Meri Geet 7:30 Gaane Jaane Maane 8:00 Surf Wheel Of Fourtune 8:30 Cine Prime Hindi Feature Film 11:30 Jagir 12:00mn Apne Jaise Types 12:30

Siddhi 1:00 Sunday Ki Sunday 1:30 Mere Message Meri Geet

### 2:00 Khoya Khoya Chand DD 7

8.20 Binodon 8:30 Ogo Nilanjana 9:00 Janani 9:30 Naari 10:00 Adhunik Gaan 10:15 Instrumental Music 12:30 Prachir 1:00 Janani (Serial) 1:30 Bengali Movie Club Film Show Godhuli Belay 5:05 Science prog 5:30 News 5:35 Tale Play Durbuddhi 6:00 Palli Katha 6:30 Chitranjali 6:55 Amake Dekhun 7:30 Bangla Sambad 7:55 Dinindan 8:30 Naari 9:00 Policer Dairy Theke (Drama Serial) 9:30 Nabi Ganjer Dartya (Serial) 10:00 Bengali Movie Club Film Show Udayer Pathe (Radha Mohan, Debi Mukhi,

### (Dharmendra, Rekha) 12 15 Bollywood Business 12:45 Pati Parmeshwar (Shekhar Sumon, Dimpol) 3:30 Najrana 4:00 Shatrni Ki Khiladi (Sanjib Kumar, Amiad Khan) 7:00 Hit Hai Fit Hai 7:30 Tarana 8:00 Tailors 8:30 Film Chakkar 9:00 Talent Show Musical 9:30 Premiere : Jaydaad (Sashi Kapoor, Raj Babbar, Mad havil 12:15 lkke Pe lkka 12:45 Jahanara (Mala Sinha, Bharat Bhushan)

### 80:30am Mohammed Rafi Special 01:00 Tarane Aur Fasane 02:00

ZEE CINEMA

8:30am Songs 9:30 Keemat

Special 05:00 Jazbaat 06:00 Jeetendra Special 07:00 Ched Chad 08:00 Lata Mangeshkar Special 09:00 Ajeeb Dastaan 10:00 Rekha Special 11:00 Aaya Sawan 12:00mm R D Burman Special 1:00 Devotional 2:00 Amitabh Bachchan Special 3:00 Karz 3:30 Sorry Meri Lorry 4:00 Navras 4:30 Namaskar 5:00 Zandu Balm Dance Mania 5:30 Asha Bhonsle Special 6:30 Love Love Love 7:30 To Be Announced 8:00 Godrej Storewel Filmi Cha'a't 8:30 Teen Do Paanch 9:00 Shatrani 9:30 Purush Kshetra 10:30 Newsline 11:00 Kuch Pal Aap Ke Spath 12:00 Mehammed Rafi Special

Rajesh Khanna Special 03:00

Music Time 04:00 Kishore Kumar

# Garfield®

News & Khushai \*





by Jim Davis



