With the passage of time, education in Bangladesh has evolved in terms of language of instructions and methods. Now, this new era demands something more dynamic. The government should increase the financial allocations for primary schools though poverty is a great threat to primary education. 'Education for all', a prime theme of primary education has to be implemented. Thereupon, a large number of well-trained teachers need to be recruited to provide the best possible education to children. A massive, qualitative change at the secondary level is now a strong demand of the people.

The government is not tactfully maintaining the colleges under the National University. National University, the biggest public university in Bangladesh, can be further modernized and equipped to deliver but corruption comes in the way. At the tertiary level, we notice a disparity between public and private universities in the perspective of syllabus, curriculum and teachers. Most of the private universities are allegedly dishing out certificates in exchange of money. These universities impart a low standard of education expect for a few. However, these universities have a greater opportunity to uplift their curriculum to an international standard because they take a large amount of money from the students. Some says that there is no need for the existence of English medium alongside the mainstream in Bangladesh. My words for them is that those who have extraordinary talents must approach to take this internationally recognized education but the expenditure of this type of education can be reduced.



A multi-democratic country like Bangladesh is comprised of many political parties and most of the parties have their student wings. As a result student leaders get involved in the national politics. Therefore, nepotism goes on while recruiting students in various jobs. Consequently, a large number of intelligent students are being deprived of having jobs. Therefore, recruitment must be merit based.

The education system is badly in need of reform. The centralized approach that persists stifles innovation. As a developing nation, we have immense possibilities to develop our education sector. But the steps have to be pragmatic, secular and tailored for the twenty-first century.

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Photo: Tariq Mohammad