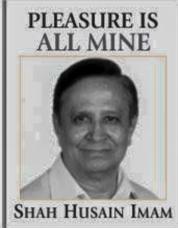


# Team Bangladesh can still bounce back



SHAH HUSAIN IMAM

**PLEASURE IS ALL MINE**

**E**VEN after three straight ODI defeats against New Zealand, our world ranking on this format remains unchanged at 7th by virtue of the points we had accumulated during the last few years. Yet the ODI losses have cut down our 95 points on the table to 91, just two points above Pakistan. It will be important for us to maintain the lead over Pakistan for the next seven months because the team ranking will determine the automatic qualifiers for the 2019 World Cup.

Our handmaiden defeat in the first T-20 leaves us with two more to redeem ourselves. In the shortest version of the game, it can go either way given whose day it is! Besides, there are two test matches to prove ourselves.

So, rather than being finicky and disheartened about the omissions and commissions we have made, and these are not repeatable at this level of the game, we can take heart from the positives we have achieved. There were flashes of brilliant individual performances but collective gelling as a team has been sorely missed.

The differences between the two teams lay in the New Zealand side watching even a slight tipping of balance intently and seizing it with both hands. They played session by session with ruthless clinical performances that gave nothing away to the opponent.

Yes, we offered them competitive and entertaining cricket on the whole which they showered their praise on as the wins gave them professional and national satisfaction. We need to be temperamentally trained to push the bar further up.

Not so long ago, when Bangladesh would be defeated by a visiting national cricket side, our cricket-crazy nation, disappointed and even angry as they might have been, liked to keep cool waiting for another day! Lowering our original expectations, we would have urged our national side to come good in the



rest of the series. In the very least avoid series debacle!

Yet 2016 saw the best of Bangladesh cricket on the home ground, preceded by the white wash of the New Zealand team a year before. On the back of an impressive 2015, Tigers went to the final of the Asia Cup Twenty-20 2016 by defeating Sri Lanka and Pakistan. In the final they lost to India. Four years earlier, we had made it to the Asia Cup final but conceded a two-run victory to Pakistan.

Before leaving for New Zealand, we won a historic Test against England. Miraz's dream

debut as a spinner put him in the same bracket with Australia's Clarrie Grimmet, England's Nick Cook and India's Narendra Hirwani. All of them picked up a five-wicket haul in two consecutive Test matches on debut. Perhaps more importantly, Mustafiz coming back from injuries has been firing on all cylinders. Having been just ranked by the ICC as the best emerging cricketer of the year, though laid off for a long stretch of time, the tribute from New Zealand captain Williamson is worth a million smiles: "Mustafizur is a world class operator."

Our cricketing achievements have been mostly on the home ground which also holds true about most world class teams. Yet cricket buffs would challenge us to win in overseas matches to redeem ourselves conclusively.

So that much higher has been Bangladesh's stake in New Zealand. With the pains outweighing the gains, we are calling upon the Tigers to save us from any further humiliation in New Zealand.

The New Zealand skipper, while recognising the growing combativeness of Bangladesh cricket, admitted to having

struggled to win at least two of the ODIs. Frankly, in the T-20 encounter at McLean Park, Bangladesh should have won comfortably. In a wicket called a batting paradise, we crumbled to four down for 30. Had it not been for the brilliant knock by Mahmudullah aided by Mosaddek, we would have virtually nothing to bowl at! The tragedy was more pronounced and heart-rending for a slice of the diaspora watching the spectacular anticlimax when after having taken two quick wickets at key moments, we let the rush of blood thin out. As we added another two wickets to the tally, the opposition meanwhile would take the game away from us through a long partnership cherry-picking from the catches missed by Imrul Kayes and Soumya Sarkar. The two men had positioned themselves quite a few yards inside the boundary as the ball skied down on the fence. They apparently aimed to save twos or ones instead of fours with one bounce or going aerial which a properly placed fielder could intercept. By contrast, you could only marvel at the stunning catch taken and retaken by Shakib in an amazing mix of acrobatics in and out of the boundary line.

The experiential value addition to the Tigers' analytical framework in terms of the strategy for remaining matches must see an unfailing application in the field.

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*The experiential value addition to the Tigers' analytical framework in terms of the strategy for remaining matches must see an unfailing application in the field.*

## How can we build a knowledge-based economy?

M. M. SHAHIDUL HASSAN

**B**ANGLADESH is on its way to becoming a middle income country by 2021. To achieve this status, rebuilding a knowledge-based economy is essential. By transforming our vast human resources into skilled workforce equipped with innovative and creative abilities, we can create our knowledge capital replacing physical capital required for a knowledge-based economy. The strong desire and thirst of our youth for higher education along with our rich cultural heritage, ancient technologies, combined with new knowledge could steer our country towards becoming the "Knowledge Hub" of South Asia. Recently, the University Grants Commission (UGC) has taken initiatives in preparing 2016-2026 strategic planning for higher education. It is our expectation that the plan should be aimed for preparing graduates who will be qualified as skilled workforce.

The successful transition to knowledge-based economy and developing the country as a knowledge-hub depends on the key contribution from higher education institutions. For this, special emphasis needs to be placed on the development of educational infrastructure, curriculum, research, innovation, as well as on the improvement of generic skills (e.g. communication, teamwork, leadership, planning and organising, self and stress management, analytical thinking and enterprise skills) and enhancement of the use of technology in teaching and learning process, including online and distant learning.

At the time of Bangladesh's independence, there were only six public universities. Today there are a total of 38 public universities and 91 private universities in the country. Though a good number of universities have been established in twenty five years, the education system has changed little. The universities in Bangladesh still follow a traditional education system, which has been shown to be an ineffective system for producing graduates who are adequately prepared for handling the real world. There are many signs that the current

paradigms are no longer adequate for meeting growing and changing societal needs. We need an ability driven education system with a focus on innovation, creativity, and entrepreneurship which can produce smart graduates. Like universities abroad, Higher Education Institutions in Bangladesh should have adopted ability driven education — 'Outcome Based Education'. These institutions should enrich each curriculum with Bangladesh's history and social responsibility. Each programme must have

a way that student's understanding of the subject can be assessed. Students are required to expose themselves to the economic and societal problems in the world. They will be assigned a task in which they can demonstrate their mastery and assessment should be based on their performance.

Strategic plan should address the issues discussed above. The committees for strategic plan will hopefully review the plans of both developing and developed countries before

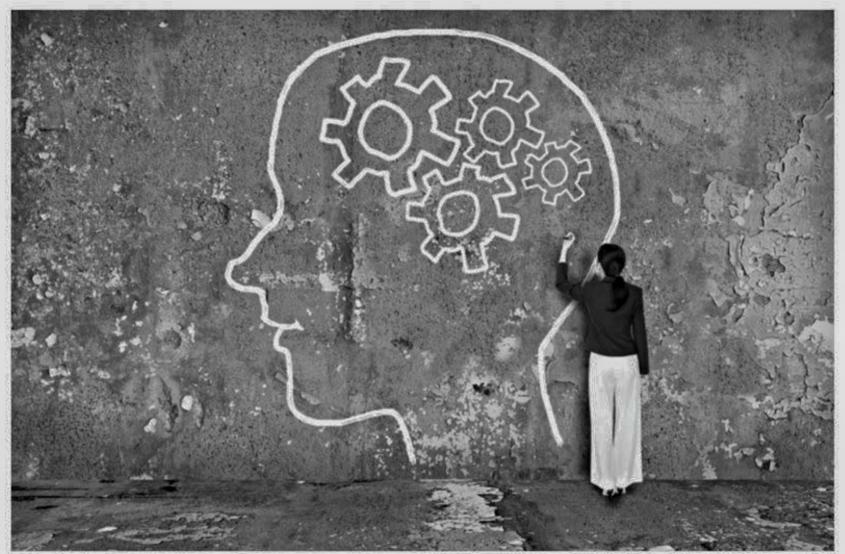
cooperation and competitiveness, (vi) facilitate the establishment of at least three elite (research) higher education institutions in each of the disciplines of science and engineering, business and management, social sciences, and medicine, (vii) increase intake to postgraduate programmes of universities by 5 percent annually, (viii) introduction of new degree programmes of relevance to the job market and of high quality, (ix) modernisation of the development of Open and Distance Learning (ODL) systems. ODL and life-long learning will be expanded to admit off campus undergraduates and postgraduates with access to good teaching support systems, (x) develop specialised education programme, etc.

The specialised education programme is a technical education stream. After completing junior secondary, students may choose a technical education stream and go to technical school and study two years there to obtain a certificate equivalent to SSC. The students may then continue to follow the technical path and study at technical institutes/colleges and obtain certificates after studying another two years at institutes/colleges. The certificate is equivalent to HSC. These students may be allowed to enrol at tertiary programme. Students after studying two years at a technical school may come back to a normal programme and study higher secondary. After completing two years study at the technical school (or at technical college) they can go directly into factories and be productive in a very short time with minimal on-the-job training.

Bangladesh needs to put knowledge and innovation policies, as well as higher education, at the core of its development strategies and build indigenous knowledge capacity through huge investments in education and research. We expect that 2016-2026 strategic planning for higher education will provide a guideline in overcoming weaknesses in the present education system and revitalisation of universities and for linking higher education to development.

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certain educational objectives and programme outcomes.

Method of teaching needs a relook. Teachers need to encourage logical thinking and creativity in students. Our universities can consider problem-based learning, student-centred instruction, and competency-based (outcome-based) instruction. Nowadays, performance based assessment is preferred over traditional assessment. Questions in examinations are set in

setting goals and vision of the strategic plan. The goals should (i) bring higher education in line with the social, cultural and economic needs of the country, (ii) ensure high quality curriculum is in place so that students are best prepared for the knowledge economy, (iii) strengthen research, innovation and entrepreneurship, (iv) increase role of higher education institutions as strategic partners in socio-economic development, (v) increase international

### QUOTABLE Quote

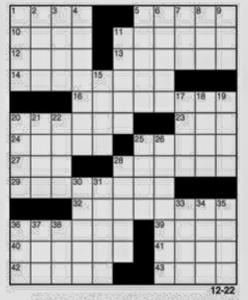


OSCAR WILDE  
IRISH PLAYWRIGHT, NOVELIST, ESSAYIST, AND POET

*A cynic is a man who knows the price of everything but the value of nothing.*

### CROSSWORD BY THOMAS JOSEPH

- ACROSS**
- Clarinet part
  - Annual visitor
  - "Beetle Bailey" dog
  - Mast rope
  - Jazz legend Getz
  - Sullies
  - Christmas season
  - Warm spot
  - Seasonal songs
  - Used a spade
  - Previously
  - Carrying out
  - Napkin spot
  - Mountain chains
  - Deadbeat's hope
  - Genuine
  - Peruse anew
  - Stench
  - Distresses
  - Bread spread
  - Breath fresheners
  - Hardy heroine
- DOWN**
- Optimistic
  - Words from Caesar
  - List-ending abbr.
  - Doomed
  - Window cover
  - Zodiac animal
  - Sine qua --
  - Chiding sound
  - Spots on TV
  - Mixes up
  - Mosaic piece
  - Hepcat's phrase of understanding
  - Sahara sight
  - Quiche base
  - Leg part
  - Miles off
  - Tug-of-war need
  - Arp's art
  - Ruler measure
  - Orange layers
  - Reviewer Roger
  - Wanders
  - Not active
  - Some reindeer
  - Amorous archer
  - Zodiac animal
  - Yale supporter
  - Sought a seat



YESTERDAY'S ANSWER

SCAM LOCAL PREP  
 UHURA LIMES  
 MOT PRESENT  
 PRESSED REO  
 TREES MOD  
 ASTOR  
 MAT OXIDE  
 SAD PRESLEY LIV  
 ENSUE ELATE  
 CITED SATON  
 SEED PERT

### BEETLE BAILEY by Mort Walker



### BABY BLUES by Kirkman & Scott

