

Supta 'brilliant' in Rajshahi debut

SPORTS REPORTER

Bangladesh survived a dramatic late collapse to register a three-wicket win against Sri Lanka in the first of three Women's One-Day Internationals at the Rajshahi Divisional Stadium yesterday, registering their first-ever victory over the islanders in the format.

Sharmin Akhter Supta's 86 runs off 127 deliveries, featuring 13 boundaries, anchored the chase of 206 runs, supported by 50-plus partnerships with Sobhana Mostary (41) and Shorna Akter (35).

At 199 for three in the 45th over, victory seemed assured



before a sudden collapse, starting with Supta's dismissal, saw four wickets fall for one run in just 10 deliveries. Nahida Akter and Sultana Khatun eventually steadied the nerves, guiding the side home in 48.3 overs.

Prior to this match, Bangladesh had faced Sri Lanka five times in WODIs, losing three while the remaining two matches produced no result. This win also offered a measure of redemption following their narrow seven-run defeat to the same opponents in the ICC Women's World Cup 2025 in Navi Mumbai.

Speaking after the match, Shorna admitted, "It would have been better if me, Supta apu, had finished the game," noting that their dismissals "put the chase under pressure".

"We always want our middle order to finish the job, but these things are part of the game," Shorna added.

She praised Supta, who scored her 11th WODI fifty, as having "played brilliantly," and also expressed satisfaction with the Rajshahi venue, which hosted its first international match.

"This was Rajshahi's debut as an international venue. The wicket and ground are really good. If a few more facilities are improved, it will become even better," she said. The series continues at the same venue on Wednesday.



PHOTO: FIROZ AHMED

RANA times it right to rattle NZ

ABDULLAH AL MEHIDI

"There are no warm-up balls -- he's always on the money from ball one." That was how New Zealand's standout batter on the day, Nick Kelly, summed up Nahid Rana's performance in Mirpur yesterday.

Kelly's words captured the essence of what the visitors were up against, as Rana repeatedly struck almost immediately after being introduced, powering Bangladesh to a series-levelling six-wicket victory.

"He probably just didn't get the reward. He was able to attack the stumps or bash the wicket with his extra pace and bounce," Kelly added, highlighting the constant pressure and intimidation the young pacer created.

Apparently, more than his pace, which comes naturally to him, it was his ability to adjust to the wicket and find the means to surprise batters that helped Bangladesh ease to the win after having the Black Caps bundled out for 198.

Rana finished with five for 32 from his 10 overs -- his second five-wicket haul in ODIs. His first came against Pakistan last month, and the 23-year-old became just the third Bangladesh pacer to claim multiple ODI fivers after Mustafizur Rahman (5) and Taskin Ahmed (2).

In a do-or-die game, first-ball breakthroughs are priceless -- and Rana delivered exactly that, three times across his spells.

His first victim was Henry Nicholls, undone by a fuller delivery that nipped back in late and trapped him leg-before as he played across the line.

"Two slips," called skipper Mehidy Hasan Miraz, sensing early dominance. Rana followed it up with an outswinger in the channel, maintaining relentless pace -- touching 147 kmph twice in that over -- and giving batters barely

any time to react.

The pattern continued in his next over. This time, a sharp 146.8 km/h bouncer on the very first ball surprised Will Young, who could only glove it to Najmul Hossain Shanto at point. Two overs, two wickets -- both off the first delivery.

Rana's opening burst set the tone: two wickets for just 10 runs in five overs, using fuller deliveries sparingly to keep batters guessing.

Although Kelly, who top-scored for his side with a 102-ball 83, showed authority at the crease, stitching together a 56-run stand with Muhammad Abbas and another 37-run partnership with Dean Foxcroft, Rana returned to break both.

SCORES IN BRIEF

New Zealand:

198 all out in 48.4 overs (Kelly 83, Abbas 19; Nahid 5-32, Shorifull 2-32)

Bangladesh:

199 for 4 in 35.3 overs (Tanjid 76, Shanto 50 retired hurt, Hridoy 30 not out; Lennox 2-36)

Result:

Bangladesh won by six wickets

Player of the match:

Nahid Rana

In the first over of his second spell, a short delivery accounted for Abbas. Then, in his third spell, Foxcroft fell to another short ball -- again on the very first delivery.

Rana capped off his performance with a yorker to dismiss Jayden Lennox in a single-over spell, leaving New Zealand 30 to 40 runs short of a competitive total.

That shortfall ultimately proved decisive. But beyond the numbers, it was Rana's ability to read situations and strike at the perfect moment -- whether with pace, bounce, or precision -- that defined the contest.

Asked if Rana had a knack for picking his moments, Kelly's response summed it up best: "Exactly right."

On a day when timing meant everything, Rana's was simply impeccable.

51 DAYS TO GO



Three giants share a stat

At the FIFA World Cup, Argentina, Italy and France each have a goal difference of 51. Defending champions Argentina have scored 152 goals and conceded 101, four-time champions Italy have 128 goals for and 77 against, while two-time winners France have scored 136 and conceded 85.

****Visit The Daily Star's website to also read: Beyond the beautiful game: The bizarre beliefs that rule the World Cup**



Accompanied by his son, former Bangladesh pacer Rubel Hossain received a special commemorative memento from Bangladesh Cricket Board members, including ad hoc committee president Tamim Iqbal, at the Sher-e-Bangla National Cricket Stadium yesterday. The ceremony, held just before the second ODI between Bangladesh and New Zealand, honoured Rubel, who announced his retirement from international cricket last week. A visibly emotional Rubel shared a few parting words with the Mirpur crowd before heading to the pitch with his son. In a poignant final gesture of respect, he crouched down to touch the surface of the home of cricket, marking the end of a career on the soil where he made his name.

PHOTO: STAR

Premier League title race wide open

Manchester City reignited the Premier League title race as Erling Haaland ended his scoring drought with the decisive goal in a breathless 2-1 victory over leaders Arsenal on Sunday, cutting the gap at the top to three points with a game in hand. The victory moved chasers City to 67 points from 32 matches, three behind Arsenal, who remain top on 70 from 33 games, but Pep Guardiola's side can climb above them with a win over relegation-threatened Burnley on Wednesday with five games of the season remaining.



Team	P	W	D	L	G/F	G/A	G/D	Pts
Arsenal	33	21	7	5	63	26	+37	70
Man City	32	20	7	5	65	29	+36	67
Man United	33	16	10	7	58	45	+13	58
Aston Villa	33	17	7	9	47	41	+6	58
Liverpool	33	16	7	10	54	43	+11	55

Arsenal's remaining fixtures

Vs Newcastle (H): April 25
Vs Fulham (H): May 2
Vs West Ham (A): May 10
Vs Burnley (H): May 17
Vs Crystal Palace (A): May 24

Man City's remaining fixtures

Vs Burnley (A): April 23
Vs Everton (A): May 5
Vs Brentford (H): May 9
Vs Bournemouth (A): May 17
Vs Crystal Palace (H): May 22
Vs Aston Villa (H): May 24

Teaching students how to think in an age of endless information

Inside the International Baccalaureate Middle Years Programme, where inquiry, concepts and reflection turn information into understanding.

By Dr Fernando Ramirez

A student pauses over a graph on a laptop screen and asks, "Where did this information come from?" In another classroom, a group of students debate whether change always leads to progress. The teacher does not rush to provide the answer. Instead, the question is held in the room and taken seriously. This scene captures something important about the International Baccalaureate (IB) Middle Years Programme (MYP): learning does not begin with certainty, but with disciplined curiosity. Designed for students aged 11 to 16, the MYP offers a different experience from the one many parents remember from their own school years. The programme is not built around memorising large amounts of information and repeating it in tests. Its aim is to help young people understand ideas, test claims, make connections and apply what they know in meaningful situations. In a world saturated with information, this shift matters.

A fundamental element of the MYP is inquiry. Inquiry is sometimes misunderstood as simply asking questions in class or sending students away to do research. In fact, it is a structured process of learning in which questions drive thinking, evidence is examined carefully, and assumptions are tested and understood is built over time.

Students are not rewarded for producing quick answers; they are taught to investigate, interpret and refine their thinking. That is what makes learning both personal and meaningful. Students begin to see that their questions matter and they come to



understand that knowledge is something they can actively construct rather than passively receive.

Inquiry, however, does not stand alone. Students also need structure, so that learning remains coherent and intellectually rigorous. This is where concept-based learning becomes essential. In the MYP, teaching is organised not only around content, but also around powerful concepts such as systems, change, relationships, identity and perspective. Facts still matter, but they are used as a means to develop students' thinking skills and to build their ability to analyse, synthesise and evaluate, rather than as the final destination. Concepts can help students see patterns, ask better questions and transfer understanding from familiar to unfamiliar situations.

This transfer is one of the clearest signs of real learning. A student who has explored the concept of systems in science may later use the same conceptual lens to analyse the economy in integrated humanities or to interpret how parts of a text work together in English language and literature. This is far more powerful than recalling isolated facts because it prepares students to recognise meaning across contexts instead of treating each subject as a separate box.



The MYP also places deliberate emphasis on approaches to learning, or ATL, skills. These include research, communication, collaboration, critical thinking and self-management. They are not an optional extra. They are the habits that allow students to manage complexity, organise their learning, evaluate information and work productively with others.

For students, these capacities are especially important. The middle years of schooling is another phase of schooling and life when they are developing their identities, independence and responsibility. Learning how to plan, reflect, communicate clearly and respond to feedback is therefore not just academically useful; it is part of becoming capable and self-aware.

Teachers play a crucial role in helping students develop these skills. Independence is not created by withdrawing support. It is developed through careful scaffolding: structured guidance, clear expectations, checkpoints, feedback and opportunities for reflection. Over time, students learn to take greater ownership of their learning, but they do so with support that is thoughtful rather than controlling. The goal is not to leave young people alone with difficult tasks. It is to help them become increasingly confident in managing challenges for themselves.

Ultimately, the value of the MYP lies in the kind of learner it tries to shape. It is not only preparing students to complete assignments or succeed in examinations. It is helping them become thoughtful, articulate and purposeful young people who can navigate complexity with confidence and integrity. In an age of limitless information and increasing misinformation, education must do more than transmit content. It must equip students to question critically, interpret wisely and act with discernment. That may be one of the most valuable educational gifts any school can offer.

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