

**A DISCOURSE ANALYSIS OF THE 2009 BANGLADESH EDUCATION
POLICY IN THE LOCAL MEDIA**

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ABSTRACT

The National Education Policy 2009 is one of the most important issues in the advancement of the education system in Bangladesh. This policy is also the latest in a series of education policies since the independence in 1971. The policy was initiated in April 9, 2009 and work on this education policy was completed on September 2, 2009. During finalizing the policy a lot of opinions were published in the newspapers in the form of editorials. The editors turned to the newspapers to give their opinions about the policy. The study analyses the editorial discourses on the Bangladesh education policy 2009 to look at the processes in the texts to understand the predominant events and judgements towards the policy. The study uses Halliday's ideational and interpersonal metafunctions to analyse the editorials. The ideational metafunction is used to uncover the processes of texts of editorials to understand the predominant events. The interpersonal metafunction of the editorials has been done to explore the attitudes and judgments of the editorial writers. The resources of appraisal have been used to express the attitude and engagement of the editorial writers about the education policy. The analysis is centered on twenty editorials from selected newspapers (The Daily Star, The Independent, New Age, e-Bangladesh, and The Financial Express). The methods of analysis used to analyse the selected opinion editorials are the Systemic Functional Grammar (SFG) including the resources of Appraisal based on Halliday's discourse properties (Halliday and Matthiessen, 2004). Halliday's Systemic Functional Grammar (SFG) has been used to disclose how the grammar functions to generate an experience of the world and present the writer's point of view. In addition, contextual analysis has been carried out together with the linguistic features to show the process in a text and to realize the principal events or relationships. Finally, a systematic

analysis of editorials has been performed to show the ideational and interpersonal meaning using the resources of appraisal available in editorials.

ABSTRAK

Dasar Pendidikan Kebangsaan 2009 adalah salah satu isu yang paling penting dalam kemajuan sistem pendidikan di Bangladesh. Dasar ini juga yang terbaru dalam siri dasar pendidikan sejak kemerdekaan pada tahun 1971. Usaha membangunkan Dasar ini telah dimulakan pada April 9, 2009 dan pengemaskinian terhadap dasar pendidikan ini selesai pada September 2, 2009. Semasa memuktamadkan dasar terdapat banyak pendapat yang diterbitkan dalam akhbar dalam bentuk editorial. Para editor beralih kepada akhbar-akhbar untuk memberikan pendapat mereka tentang polisi ini. Kajian ini menganalisis wacana editorial mengenai Dasar Pendidikan Bangladesh 2009 untuk melihat proses dalam teks-teks wacana untuk memahami peristiwa-peristiwa utama. Kajian ini menggunakan metafungsi ideational dan interpersonal yang diketengahkan oleh Halliday untuk menganalisis editorial. Metafungsi ideational digunakan untuk mendedahkan proses teks editorial untuk memahami peristiwa-peristiwa utama. Metafunction interpersonal editorial telah dilakukan untuk meneroka sikap dan pertimbangan daripada penulis-penulis editorial. Sumber-sumber Penilaian (*Appraisal*) telah digunakan untuk menyatakan sikap penulis-penulis editorial tentang dasar pendidikan. Analisis ini tertumpu kepada dua puluh editorial dari akhbar-akhbar terpilih (*The Daily Star*, *The Independent*, *New Age*, *e-Bangladesh*, dan *The Financial Express*). Kaedah analisis yang digunakan untuk menganalisis editorial pendapat dipilih ialah Tatabahasa Fungsian Sistemik (SFG) termasuk sumber-sumber Penilaian berdasarkan ciri wacana Halliday ini (Halliday dan Matthiessen, 2004). Tatabahasa Fungsian Sistemik Halliday (SFG) telah digunakan untuk mendedahkan bagaimana fungsi tatabahasa untuk menjana pengalaman dunia dan mengupas pandangan penulis. Di samping itu, analisis konteks telah dijalankan bersama-sama dengan ciri-ciri linguistik untuk menunjukkan proses dalam teks dan menghubungkan peristiwa kepada

wacana. Akhir sekali, analisis editorial secara sistematik telah dijalankan untuk menunjukkan erti yang ideational dan interpersonal menggunakan sumber-sumber daripada penilaian yang terdapat di editorial.

To my beloved family,

My dear husband

And my beloved son

Without whom none of my success would be possible

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LIST OF SYMBOLS AND ABBREVIATIONS

ICT	Information & Communication Technology
SFG	Systemic Functional Grammar
DA	Discourse analysis
BNP	Bangladesh Nationalist Party
MDG	Millennium Development Goal
UK	United Kingdom
NGO	National government Organization
BASOVDiL	Bangladesh Society for Open, Distance and Virtual Learning
AIUB	American International University of Bangladesh

CHAPTER 1

INTRODUCTION

1.0 Background of the Study

The National Education Policy 2009 is one of the most important issues in the advancement of the education system in Bangladesh. In addition, this policy is the latest in a series of education policies dating back to the very inception of the country in 1971. The review process for the National Education Policy 2000-2009 was initiated in April 9, 2009 and work on this education policy was completed on September 2, 2009. This education policy is divided into 29 (twenty nine) chapters. Various media reported that since the independence of Bangladesh in 1971, successive governments have formed several education commissions earlier. They are: Qudrat-e-Khuda Education Commission 1972, Mofiz Uddin Education Commission 1988, Shamsul Haque Education Committee 1997, Dr. MA Bari Commission 2002, Mohammad Moniruzzaman Mia Commission 2003, and the National Education Policy Formulation Committee 2009.

Qudrat-e-Khuda Education Commission was formed in 1972, headed by the leading educationist and scientist Dr. Qudrat-e-Khuda. The commission submitted its report to the Government in May 1974. The report was formulated and was based on the socio-economic and political state and cultural heritage of the country. The perspectives and this scenario of the education system of the contemporary world were also taken into consideration. In fact, Qudrat-e-Khuda Commission report reflected the fundamentals of the newly framed constitution of Bangladesh. The concerned authority examined the report carefully and the

preparatory steps were taken to implement the report. But due to some unavoidable circumstances, the implementations of the recommendations of the report were delayed. In the light of the recommendations of this commission a committee for developing National Curricula & Syllabi was formed in 1976. The National Committee consisted of 47 eminent educationists of the country headed by Prof. Shamsul Haque. The National committee developed a detailed procedure and mechanism for developing national curricula & syllabi. In order to achieve its target, this NCSC (National Curriculum Syllabus Committee) constituted 10 sub-committees and 27 subject committees. The NCSC submitted its report to the Government in 07 volumes in 1976, 1977 and 1978.

After the publication of the Qudrat-e-Khuda Education commission report, some of the recommendations were implemented. In 1979 the Government felt the necessity of reviewing the report. Advisory Council for National Education styled Interim Education Policy Recommendations were published and the reports of the Mofizuddin Commission were brought to light in February, 1988.

Qudrat-e-Khuda Education commission submitted their report in 1974. Due to some unavoidable circumstances the recommendations of the Committee were not implemented properly. It was felt that for meeting the national needs and for keeping pace with the unprecedented advancement in the field of knowledge in the contemporary world, original and qualitative change in our education system were needed. With this end view, the Government of Bangladesh constituted a 56- member committee headed by Prof. Shamsul Haque. The committee had made all out efforts for developing an education policy in order to introduce a pragmatic education system suitable for the country. The report of this

commission was placed in the cabinet and to review this report a cabinet committee was formed. The report of this committee was sent to National Assembly.

An Expert Committee headed by Dr. M.A. Bari was formed in 2002 to identify immediate implementable reforms of education sector. The Committee suggested several interventions in the sector which were considered later by the Education Commission 2003.

In order to improve the quality of Education and initiate a set of reforms to develop the sector government undertook several actions of which the formation of Education Commission in January 2003 headed by Prof. Dr. Mohammad Moniruzzaman Mia was one of the major initiatives. The Commission submitted its report to the Government in March 2004. The Commission Report consisted of three parts and suggested 880 recommendations on all the education sub-sectors. However, an editorial in *The Daily Star* (April 12, 2009) makes a critical observation; that there have been numerous education policies proposed in the past and that most of them have gathered more dust than the attention of those who "could" and "should" have made a difference. The editorial also appropriately directs the government to look into the earlier documents and translate the recommendations into action.

It is observed that there are some good reports, like those of the Qudrat-e-Khuda Education Commission of 1974 and Shamsul Haque Education Committee of 1997. A great deal of discourse on the efficacy of these two reports has taken place over the decades but no government of the past came forward to implement them. Of late, the present government formed a new committee headed by National Professor Kabir Chowdhury

including sixteen members to investigate and modify the National Education Policy 2009 (*The Daily Star*, 2009). Although most of the time, the trend for education policy formulation is found as a manifestation of the ruling political party's interest rather than coverage of national interest, even though education is one of the basic rights confirmed by the constitution. The new education policy has been made in the light of the "Quadrat-e-Khuda Commission" report of 1974 and "Shamsul Haque Education Commission" report of 1997 (Rahman et al. 2010). It is asserted by the policy makers that the current policy aims at developing the human index in the country, especially, by eradicating illiteracy and creating more job opportunities, eventually diminishing poverty and social discrimination caused by inaccessibility to education. Education in Bangladesh has three major stages- primary, secondary and higher educations. Primary education is a 5-year cycle while secondary education is a 7- year one with three sub-stages: 3 years of junior secondary, 2 years of secondary and 2 years of higher secondary. The entry age for primary is 6 years. The junior, secondary and higher stages are designed for age groups 11-13, 14-15 and 16-17 years. Higher secondary is followed by graduate level education in general, technical, engineering, agriculture, business studies, and medical streams requiring 5-6 years to obtain a Masters degree.

In the general education stream, higher secondary is followed by college/university level education through the Pass/Honors Graduate Courses (4 years). The masters Degree is of one year's duration for holders of Bachelor Degree (Honors) and two years duration for holders of (Pass) Bachelor Degree. Higher education in the technical area also starts after higher secondary level. Engineering, agriculture, business, medical and information & communication technology (ICT) are the major technical and technological education

areas. In each of the courses of study, except for medical education, a 5- year course of study is required for the first degree. The education structure of Bangladesh is shown in Figure 1.1 (Ministry of Education, 2014).

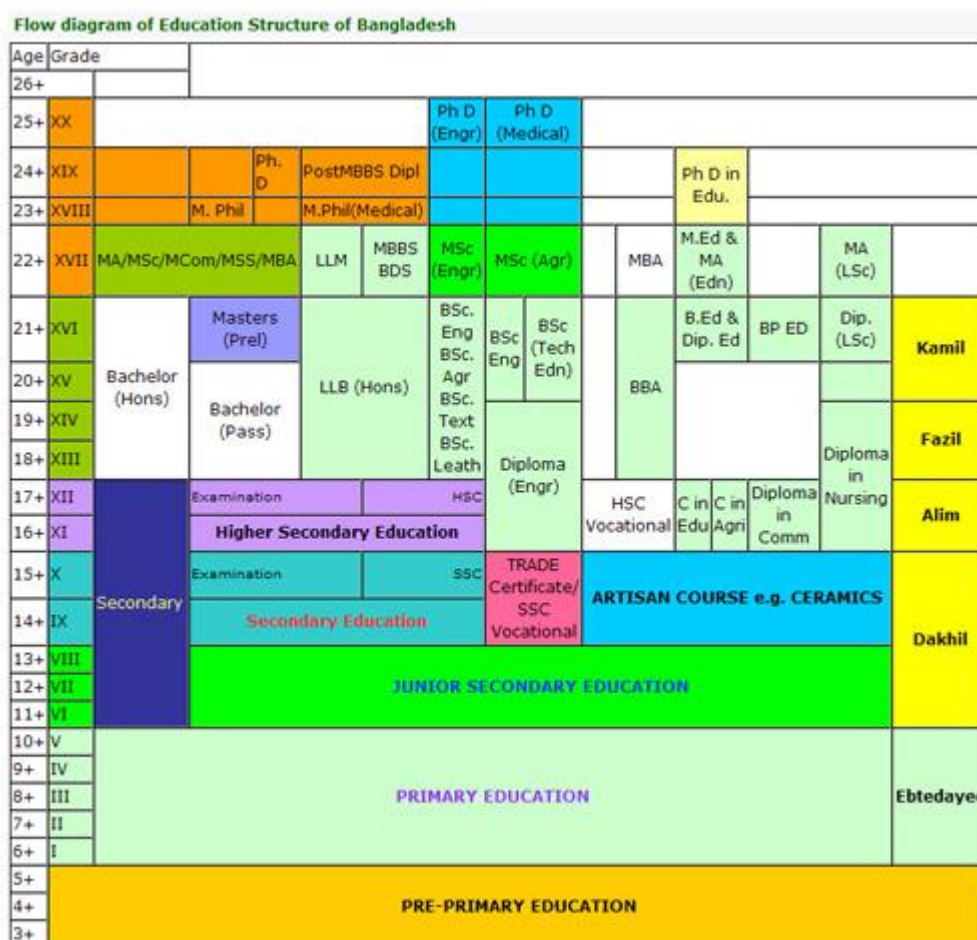


Fig.1.1 The education structure of Bangladesh

Source: @2005-2006 Ministry of Education, Government of the People’s Republic of Bangladesh. http://www.moedu.gov.bd/old/edu_structure_diagram.htm

Primary level education is provided under two major institutional arrangements- general and madrasha and secondary education has three major divisions: general, technical-vocational and madrasha. Higher education also has three divisions: general (including science, arts, business and social science), madrasha and technology education.

Technology education in higher education includes agriculture, engineering, medical, textile, leather technology and information and communication technology (ICT). Madrashes (Arabic for educational institution) function parallel to the three major stages (primary, secondary and post-secondary) and have similar core courses as in the general education but have the additional emphasis on religious studies.

This education policy aims to provide primary education, eight years in total, for all. The new policy recommends to extend the compulsory primary schooling system from five years to eight years. Furthermore, it is recommended that secondary level studies need to be extended over four academic years which have been classified as classes 9 to 12 to meet the global challenges. The new policy also recommends to include some fundamental subjects as compulsory in different sections of primary and secondary level curriculum. These fundamental subjects which will be made compulsory are identified as Bengali, moral education, Bangladesh studies, mathematics, natural environment, social studies, information technology and science. In addition the policy recommends adding technical and vocational education at all secondary level institutions. Madrasha education will be reformulated by adding some technological subjects such as information technology, vocational training, etc. among compulsory subjects. Besides providing free and compulsory education, the Bangladesh Constitution (Act 17) promised:

- to establish a uniform, mass-oriented and universal system of education and extend free and compulsory education to all children to such stage as may be determined by law,
- to relate education to the needs of society and produce properly trained and motivated citizens to serve those needs, and
- to remove illiteracy within such time as may be determined by law.

Bangladesh appeared as a nation state through an independence drive upon coming across nine months of bloodbath brutal combat, which split East Pakistan from West Pakistan in 1971 (Sarker, 2003; Karim, 2013). Since Bangladesh achieved independence, socio-economic and political structures have faced various challenges through a long political journey with democracy, military or quasi-military forces (Rahman et al. 2010; Karim, 2013). They have reported that since independence to 1990 Bangladesh enjoyed the democracy only for two years from 1973's general election to 1975's one party governance system. From 1991 to 2014 Bangladesh is enjoying parliamentary democracy, whereby the Prime Minister of Bangladesh the head of government. Bangladesh's first government took oath of office on April 10, 1971, after a brutal crackdown on the local people of Bangladesh and declaration of independence on March 26, 1971 (Sarker, 2003; Islam, 2011; Karim, 2013). Since then the three major parties: Bangladesh Nationalist Party (BNP), Bangladesh Awami League and Jatiya Party are in power. BNP finds its allies among some Islamist parties while the Awami League aligns itself traditionally with leftist and secularist parties. Another important participant is the Jatiya Party, headed by former military leader Hossain Mohammad Ershad. Bangladesh has gained some advancement in education sector under the all government since 1971, still it is not enough to meet the MDGs (Millennium Development Goal). Having a decisive victory in the national elections, the present government proposed to make new education policy in the light of the "Qudrat-e-Khuda Commission" report of 1974 and "Shamsul Haque Education Commission Report" of 1997 (Rahman et al. 2010).

The editorials in newspapers are public and mass communicated types of opinion discourses (Okoro et al., 2013; Greenberg, 2000). Gonzalez (2008) has categorized press

news into two, that is, as stories (hard news and soft news) and comments. He has also pointed that news societies express their opinions on different subjects in a number of formats such as editorials, columns, reviews and commentaries. Van Dijk (1996) has stated that opinions also have important social, political and cultural functions as opinions are expressed in the social and cultural page of newspaper editorials. Editorials form opinion, construct reality and transmit information. Le (2002) describes that the editorial has so far been principally mistreated by scholars and is only now slowly being considered in need of analysis. The editorials need to be analysed in terms of its discourse properties. This study analyses the newspaper editorials (*The Daily Star*, *The Independent*, *New Age*, *e-Bangladesh*, and *The Financial Express*) published about Bangladesh education policy 2009. This study has used Halliday's Systematic Functional Grammar (SFG) including ideational and interpersonal metafunctions and resources of Appraisal.

1.1 Statement of the Problem

The issue of Education Policy has been considered in Bangladesh as an important matter in education and politics. The education policy has significant relation with politics. The discourse of Bangladesh education policy is an important discourse since politics influences the education policy and information on the policy is mediated through the press. This policy has been made by the political party in order to legitimize education. Both positive and negative opinions on the new education policy are commented by various editors and educationists through media. Various newspapers (*The Daily Star*, *The Independent*, *New Age*, *e-Bangladesh*, *The Financial Express*, etc.) have expressed their opinions and views in editorials about this education policy.

As this issue 2009 Bangladesh education policy is largely discussed by the media, it would be interesting to study the discourse used in the editorials related to the topic. This study analyses the discourse of national education policy 2009 published in newspaper editorials from a discourse analytical approach using Systematic Functional Grammar (Halliday and Matthiessen, 2004; 2014).

1.2 Research Objectives

The objectives of this research are

- i. To study how the editors express their opinions on the 2009 Bangladesh Education Policy through their choice of grammatical resources.
- ii. To uncover the attitudes and judgments of editorial writers towards the policy.

1.3 Research Questions

In attaining the research objectives, this study seeks to answer the following research questions with regards to the study of newspaper editorials published in Bangladesh:

- i. What are the transitivity processes found in the editorials that represent the predominant events in relation to the 2009 Bangladesh Education Policy?*

This research question will uncover the processes in the texts of editorials using Halliday's ideational metafunction to realize the predominant events with regard to the education policy.

- ii. How are the appraisal resources used to indicate the attitudes and judgements of the editorial writers towards the 2009 Bangladesh Education Policy?*

This research question is based on Halliday's interpersonal metafunction to explore the attitudes and judgements of editorial writers using the resources of appraisal.

1.4 Significance of the Study

The study of editorials has received a special attention in discourse analysis (Thetela, 2001; Lee & Lin, 2006 and Edwards, 2012) which is an issue based on analytical framework. However, there is a deficiency in studying editorials in countries like Bangladesh. Very often the local media may create a debate on various national issues, while issues on matters of discourse have been ignored. This study uses Systemic Functional Grammar (SFG) including the resources of Appraisal to show the discourse analytical framework (Halliday and Matthiessen, 2004; 2014) in analyzing the discourse on the 2009 Bangladesh education policy.

The research is on the editorials published in various newspapers on Bangladesh national education policy 2009. Editorials are public discourses and that has to reflect and represent the public interest, expectations and views on a specific societal circumstances. However, there is a gap in studies scrutinizing the editorial discourse on the issue. This study is of great significance as it tries to capture how strongly these public discourses can represent public voices in order to influence the policy making process. In response to government's invitation to participate in the policy making, how far these editorials engage public interest to reflect people's expectations, rejection of the policy has been scrutinized. The discourse about the policy 2009 has been brought under the study of Halliday's Systemic Functional Grammar. Since newspaper editorial discourses are the constructions of media professionals, this study necessitates the study of how the editorial writers

construct social reality and shape public opinion. So far the editorials have not been considered at the educational level by linguists in Bangladesh. Hence, this research is significant as it contributes to uncover the processes of texts of editorials to understand the predominant events about the 2009 Bangladesh education policy and to explore the attitudes, judgements and engagement of the editorial writers.

1.5 Limitation of the Study

The data used for this discourse study, is the editorials published in *The Daily Star*, *The Independent*, *New Age*, *e-Bangladesh*, and *The Financial Express* newspapers. This study focuses on the issue which is Bangladesh national education policy 2009 published in the print media of the country.

1.6 Data

The data chosen for this study is the editorials published by *The Daily Star*, *The Independent*, *New Age*, *e-Bangladesh*, and *The Financial Express* of which *The Daily Star* is the largest circulating English daily newspaper in Bangladesh. There are twenty editorials used for the study. The total words counted in the editorials are 20,786. The data of the editorials are given in Appendix A. The editorials discussing the issue on National Education Policy 2009 are selected from the newspapers, from April 2009 to July 2010 as it is discussed highly during this time, which led editors to post a number of editorials on education policy.

1.7 Organization of the Dissertation

This study focuses on the discourse analysis of the editorials discussing the issue of Bangladesh education policy 2009 in the selected newspapers. The information of the organization of the dissertation are noted below.

In Chapter 1, an introduction and background is given. The background leading up to the structure of the education system in Bangladesh, is supplied, and the previous workings and the initiatives in making the policy 2009 are explained. The purpose, significance of study and limitation are also discussed.

In Chapter 2, a brief discussion of the applicable literature is presented. The literature survey includes features of discourse, systematic functional grammar, with specific reference to the application of this methodology in language analysis.

Chapter 3 describes the development of the theoretical model of language analysis. The structural model, as well as sub-models, is discussed in detail, with reference to the applicable literature. The data used to analyse the editorials is described.

In Chapter 4, the findings from the analysis of five opinion editorials on “Policy 2009” are presented. The research questions of this study are also responded in this chapter. The results are discussed in texts, as well as in tabular forms.

In Chapter 5, conclusions are reached, recommendations are made for future research.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This section provides an overview of the literature that informs the research and that has implications for the findings. It is divided into six main sections where the literature surrounding discourse analysis (DA) is based on Halliday's discourse properties (Halliday and Matthiessen, 2004 and 2014).

First of all, literature on discourse analysis (DA) in general (c.f. 2.1) is discussed. This is to provide information on the DA approach in analysing discourse fields which is significant in this study. In order to answer the research questions, i.e., *What are the transitivity processes found in the editorials that represent the predominant events in relation to the 2009 Bangladesh Education Policy?* and *How are the appraisal resources used to indicate the attitudes and judgements of the editorial writers towards the 2009 Bangladesh Education Policy?*, the literature on the tools of Systemic Functional Grammar (SFG) and appraisal would be relevant and useful.

Since the centre of attention of this study is the editorial, a genre found in the newspaper, an outline of the newspaper (cf. 2.4.2) is presented to expose how and why the newspaper was built up and what its function in society. This, then, allows for a comprehensible perceptive of the editorial, discussed in section 2.4.3, and how and why it became incorporated in the newspaper and how its function diverges from other news

articles printed in the newspaper. In section 2.4.4 of this chapter the important role of editorials in shaping public opinions through their writings and how the contributions and image of his or her personal appearance impact among readers are explained. Following this, in section 2.4.5 of this chapter the concepts of opinion and ideology in discourse are explained briefly and how they are marked in discourse, particularly media discourse. Once the discourse of the editorials is made clear, it is appropriate to discuss the literature on language of editorials for a better understanding on how language is used in this discourse field (c.f. 2.4.6). Furthermore, ownership of newspaper is an important part in discourse and hence, a brief explanation has been provided in section 2.5. In conclusion, the literature on discourse analysis would be most useful to guide the researcher on how to carry out the analysis for this research.

The editorials from the selected newspapers are analyzed using Systemic Functional Grammar (SFG) from Halliday and Matthiessen (2004; 2014). The need to have a systematic analysis of editorials is to show the ideational and interpersonal metafunctions of text, including the resources of appraisal available in the editorials to uncover the processes which are evident in the texts to understand the predominant events and to explore the opinions, attitudes and judgements of editorials about the policy 2009.

2.1 Discourse Analysis (DA) in General

Discourse refers language which is formed as the consequence of an act of communication. Discourse is known for a stretch of language which is unified, meaningful and purposive, for example, conversations, interviews, composition, etc (Salkie, 1995; Maniruzzaman, 2006). However, discourse can be used for both spoken and written and the study on this

field is known as discourse analysis (Coulthard, 1985; Widdowson, 2007). Hence, discourse analysis investigates how utterances in spoken language and sentences in written language constitute larger units of language that is meaningful, unified and purposeful. More, specifically, discourse analysis is concerned with (a) the impact of the selection of grammatical items, such as verbs, tenses, determiners, etc on the structure of the discourse, (b) the relationship between utterance/ sentences in the discourse, and (c) the moves made by the speaker to introduce a new topic, change the topic, or assert a higher role relationship to other participants.

Discourse analysis (DA) is observed as a research endeavor which analyses language, shared meanings and society by a cluster of socially and politically devoted academics (Xiong, 2012; Gnanaseelan, 2012). Here, analysis is usually thought of as a theme of identifying and labeling formal features of a text in terms of the categories of a descriptive framework which implies a particular discursive event. Each discursive event is constituted with three scopes that they represent spoken or written language text, a discourse practice that involves production, distribution and consumption of a text, and a piece of social practice. For this particular study, the nature of discourse investigated, is the discourse of the editorials published in various newspapers. At this point, editorials are considered as an explicit genre inside the discourse environment. The discursive event under this study is the education policy of Bangladesh in the year 2009. This event is observed to be shaped by the editors of the editorials published in newspaper they are representating. Therefore, the descriptive framework would be related to the topic argued and the editors who write about it.

Discourse analysis (DA) aims to provide production and overall organization of texts. Language is analysed by using DA. Many scholars and experts from different fields including media are using DA to analyse language. In case of DA characteristic, language used in discourse is a social practice because it produces texts related with speakers and writers (Kress, 1990; Widdowson, 2007).

2.2 Features of Discourse Analysis

The discourse analyst describes as what the speaker and the hearer do rather than the relationship existing between sentences. In this regard, four discursual features are to be considered (Widdowson, 2007; Maniruzzaman, 2006).

2.2.1 Reference

The speaker refers by using some appropriate expression in which the expression is invested with reference by the act of referring. Therefore, reference is an act on the part of the speaker/writer, for example (Maniruzzaman, 2006):

A: my uncle's coming home from Canada on Sunday, he's due in

B: how long has he been away for or has he just been away?

A: oh no they lived in Canada eh he was married to my mother's sister, well, she's been dead for a number of years now

Here, 'he' is used to refer to 'my uncle' and 'she' to 'my mother's sister'.

2.2.2 Presupposition

Presupposition is defined in terms of assumptions the speaker makes about what the hearer is likely to accept without challenge. This feature is also to be the common ground of the

participants in the conversation. Therefore, presuppositions used in discourse analysis are pragmatic ones, for example (Maniruzzaman, 2006):

- a) My uncle's coming home from Canada.
- b) My uncle's not coming home from Canada.
- c) I have an uncle.

Here, sentence (c) is a presupposition of the speaker in uttering sentence (a) and sentence (b) as well.

2.2.3 Implicature

It stands for what a speaker can imply, suggest, or mean, as distinct from what the speaker literally says. There are two types of implicature (Maniruzzaman, 2006):

- (i) Conventional: It is derived from the conventional meaning of the words used, for example:
He is an Englishman; he is, therefore, brave.
- (ii) Conversational: It is determined by applying a general principle plus a number of Grice's maxims which speakers will usually follow. It consists of conventional implicatures. Grice (1975) called this general principle as the 'co-operative principle'.

Generally, implicatures can be summarized as pragmatic aspects of meaning that have certain particular characteristics: (a) they are partially derived from conventional of literal meaning of an utterance, (b) they are produced in a specific context shared by the speaker and the hearer, and (c) they depend upon recognition by the speaker and the hearer of the cooperative principle and its maxims (Widdowson, 2007; Maniruzzaman, 2006). Widdowson (2007) has also given opinions on implicatures that it "can also be created by saying less, not more, than convention requires".

2.2.4 Inference

This process is used to arrive at an interpretation for utterances or for the connections between utterances, for example (Maniruzzaman, 2006):

“in the kitchen there was a huge dresser and when anyone went in you see + the hats and coats were all dumped on this dresser”.

Inferences:

- a) the hats and coats belong to the visitor to the house;
- b) the house has the dresser; and
- c) the dresser is in the kitchen.

Here, sentence (c) is explicitly said in the utterance. It is noted that references, persuppositions, implicatures and inferences are the features of discourse analysis (Maniruzzaman, 2006).

2.3 Systemic Functional Grammar

Systemic functional grammar (SFG) is based basically on the work of Halliday and others like Matthiessen and Martin. SFG is concerned with how language choices enable one to express meanings of different kinds (Bloor and Bloor, 1995). This study follows the account on Halliday’s “*Introduction to Functional Grammar*” (Halliday and Matthiessen, 2004, 2014) and is supported by other theorists such as: Bloor and Bloor (1995); Butt et al. (1995); Thompson (1996) and others.

Halliday and Matthiessen (2004, 2014: 43) have identified language as a semantic where grammar is observed as a resource for making meaning. Language is utilized to

articulate meaning and hence, language is always theorized, described and analysed within an environment of meanings that can be interpreted appropriately (Bloor and Bloor, 1995; Teo, 2000; Halliday and Matthiessen, 2014: 32). Furthermore, Halliday has mentioned that the analysis of language is functional since it is with regard to context (Halliday and Matthiessen, 2014: 32). However, language provides the functional requirements of people in diverse contexts. Any form in a language can be described according to its position within the language and therefore every word, clause, phrase and so on has its function that provides the intention of the language as a whole (Lagonikos, 2005). Therefore, SFG has been explored by Halliday in which language has three main uses, i.e. to express texts into three metafunctions concurrently such as the *ideational*, the *interpersonal* and the *textual* (Halliday and Matthiessen, 2014: 30). The *ideational* metafunctions are concerned with how language is used to stand for the world. In other words, it engages looking at the process in a text to realize the principal events or relationships between participants involved in the processes, and how this representation contributes to the reader's experience of the world (Martin, 2003: 45). The *interpersonal* metafunctions are concerned with how language reveals the manner and opinion of the writer. Therefore, it engages communication between people and the job they imagine as they convey themselves. Lastly, the *textual* metafunctions are concerned with how words and sentences are structured to make the text and to push reader's understanding of events and people (Bloor and Bloor, 1995; Butt et al., 1995; Halliday, 1994; Halliday and Matthiessen, 2004; Thetela, 2001, Martin, 2003; Halliday and Matthiessen, 2014).

Halliday specifies that in any language there is a diversity of alternatives open to a language user, hence the use of the term *systemic* (Lagonikos, 2005). Systemicists,

therefore, put stress on choice and connection to context. The relation between choices and context is known as *context of situation* (Butt et al., 1995; Martin, 1995; Halliday and Matthiessen, 2004, 2014: 33). The context of situation, also referred to as the *register* of a text, consists of three classes: *Field*, *Tenor* and *Mode* (Martin, 2003: 45; Halliday and Matthiessen, 2004, 2014: 33). These three classes match with Halliday’s three metafunctions whereby *Field* refers to “what is happening, to the nature of the social action that is taking place”, that is the *Ideational* metafunction (or the Transitivity system) related to the construction of institutional activity (naturalized reality); *Tenor* refers to “(who is taking part, to the nature of the participants, their statuses and roles”, in other words the *Interpersonal* metafunction related to the enactment of social relations (social reality); *Mode* refers to “what part the language is playing, what is that the participants are expecting the language to do for them in that situation” or the *Textual* metafunction related to information flow across media (semiotic reality). A summary of these correlations is outlined in Table 2.1.

Table 2.1 Types of meaning in relation to social context (Martin, 2003: 45)

	Reality construal	Contextual variable
Ideational	Natural reality	Field
Interpersonal	Social reality	Tenor
Textual	Semiotic reality	Mode

Martin (2003) describes further that context of situation is not adequate when investigating a text. The relationship between language and culture is also significant to realize because if one is not socialised into a particular culture or sub-culture understanding meaning is difficult and incomplete. Therefore, Halliday’s approach to analyse language

involves a micro analysis of the alternatives prepared in the grammar of language to understand the implication of a text and what functions these alternatives provide for the language user. The sub-sections to follow look at how meaning is realised in texts through Halliday's metafunctions. It seems to be essential to point out at this stage that, in addition to the discussion of Halliday's three metafunctions, it will be providing information on: *Appraisal* in the explanation of *Tenor*.

2.3.1 Transitivity Processes

The literature shows that field is concerned with coordination of activity, including descriptions of participants, process, and circumstances the activities engage that reflect the *Ideational* metafunction, which is known as the *Transitivity* system (Martin, 2003: 45). Halliday notes that the *Ideational* function of the clause indicates "representation" (Thompson, 1996: 108; Halliday and Matthiessen, 2004: 29, 2014: 30). In this respect the clause functions to symbolize our practice of the world as language users. Halliday notes that clause which acts to make sense of experience, and communicate social relationships (Halliday and Matthiessen, 2004: 29, 2014: 30). This is relevant in the case of Bangladesh education policy 2009 where language, found in newspapers, helped people to comprehend the policy discussing around them and to put themselves and their sensations within that reality.

This system breaks the clause into three components: the *process*, the *participant* and the *circumstance* (Bloor & Bloor, 1995; Butt et al., 1995; Thompson, 1996; Teo, 2000; Martin, 2003; Halliday and Matthiessen, 2004: 175, 2014: 220). The *participant* constituent can be further elaborated in terms of various participant roles such as actor, goal, etc. The

three functional constituents are illustrated in Table 2.2 where context of situation refers to *Field* and *Field* coincides with Halliday’s ideational metafunction (Halliday and Matthiessen, 2004: 177, 2014: 222). An example is given in Table 2.3 in order to describe the experiential function of language (Halliday and Matthiessen, 2004: 177, 2014: 223).

Table 2.2 Typical experiential functions of group and phrase classes

Type of element	Typically realized by
(i) process	verbal group
(ii) participant	nominal group
(iii) circumstance	adverbial group or prepositional phrase

Table 2.3 Clause as process, participants and circumstances

Can	you	tell	us	about the political and cultural makeup of Nigeria
pro-	participant	-cess	participant	circumstance
verbal ...	nominal group	... group	nominal group	prepositional phrase

Here the process is comprehended by a discontinuous verbal group, *can ... tell*. However, the source of the discontinuity is interpersonal. Halliday refers that the units that comprehend the process, participant, and circumstance elements of the clause formulate diverse contributions to the modelling of a quantum of alteration (Halliday and Matthiessen, 2004: 177, 2014: 222). The elements that construct the hub of the clause- the process and participants involved in it- interpret complementary features of the alteration. Furthermore, it is essential to realize that the way we express ourselves is not rigidly

determined by an external reality or by universal rules of logic rather they are fuzzy categories sometimes (Butt et al., 1995; Halliday and Matthiessen, 2004: 174, 2014: 218). For example, that somebody would like to draw someone's concentration to the fact that a certain shop closes at six o'clock (Butt et al., 1995: 48). They might say:

The shop	closes	at six
Participant	Process	Circumstance

But they don't have to present closing as a Process; they could say:

The shop's closing time	is	six
Participant	Process	Participant

According to Butt et al. (1995) and Thomson (1996), as language users we choose from a number of different processes, participants and circumstances to obtain the message across in demonstrating our understanding of the world. The process is presented in the grammar by means of a verbal group, which is either by one word, belonging to the class verb, or a group of words with a class verb word as the head of nucleus of the group. For example, the words in the box below are all verbal groups with the class verb word *jump* as head (Butt et al., 1995: 50).

Verbal groups with *jump* as head

jump
will jump
can jump

It is noted that the class of an item specifies in a common manner its prospective range of grammatical functions (Halliday and Matthiessen, 2004: 52, 2014: 76). Hence, words can be allocated to classes in a dictionary, as part of their decontextualized definition. However, the class label does not demonstrate what part the item is playing in any authentic structure. For this, it is essential to specify its function. The functional categories give an interpretation of grammatical structure in terms of the general implication potential of the language as shown in Table. 2.4 (Halliday and Matthiessen, 2004: 52, 2014: 76).

Table 2.4 Function structure of clause with syntagm of classes realizing functions

	Our daily deeds as ordinary South Africans	must produce	an actual South African reality ... for a glorious life for all
[Function]	Actor	Process	Goal
[Class]	Nominal group	Verbal group	Nominal group

The three components, the *participants*, the *process*, and the *circumstances* are, however, very general and, as a result, Halliday has summarized six specific processes and their participants, used by analysts nowadays, to emphasize the roles of wording in language (Halliday, 1994; Halliday and Matthiessen, 2004: 173, 2014: 219). These were formulated by Halliday and are drawn upon by other theorists such as Butt et al. (1995); Thompson (1996), and others. The system of Process Types (i.e., Transitivity) represented as system network from the systemic analysis are shown in Fig. 2.1 (Halliday and Matthiessen, 2004: 173, 2014: 219) and are explained with examples in the following:

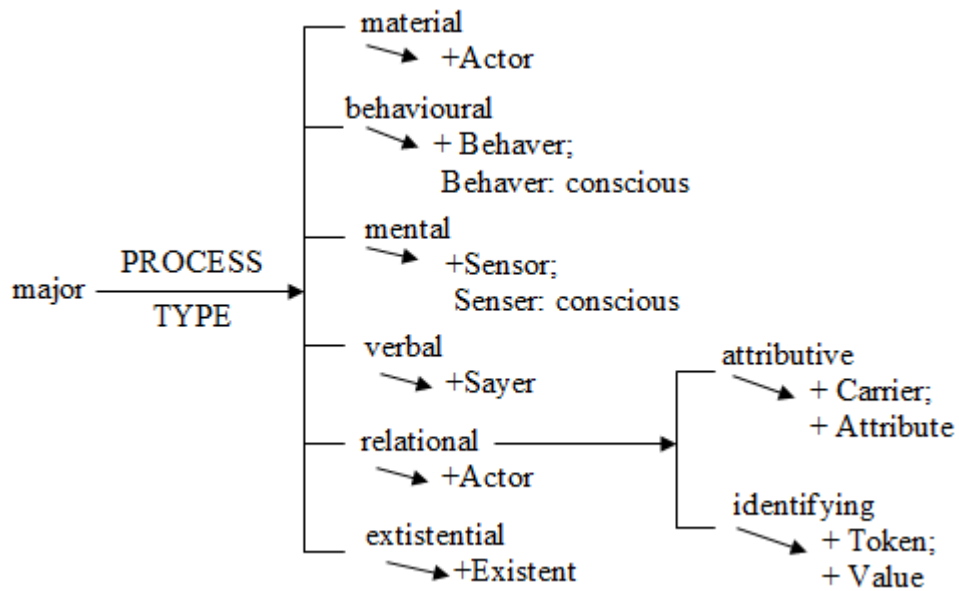


Fig. 2.1 Transitivity represented as system network (Halliday and Matthiessen, 2004: 173, 2014: 219).

1. Material processes: Material processes interpret doing and happening; i.e., a material process construes a quantum of alteration in the flow of events that people do through some input of energy (Halliday and Matthiessen, 2004: 179, 2014: 224). Thompson (1996: 90) says that this process generally indicates physical manners like “running, throwing, scratching, cooking, sitting down, and so on”. The theorists have identified the roles of potential participants as: the participant(s) coupled with material process as the *actor* (or Doer of the process), the *goal* (or Thing affected by the process), the *range* (or Thing unaffected by the process), and the *beneficiary* of the process (Butt et al., 1995; Halliday and Matthiessen, 2004, 2014). In some cases this *actor* is not only doing something to or for themselves, but is broadening this action towards someone or something else. This other participant is referred to as the *goal*. For example, *material processes* with an *actor*, a *goal*, a *beneficiary* and a *range* are shown in the boxes below in line with Butt et al. (1995) and

Halliday and Matthiessen (2004, 2014). *Material processes* with an *actor*, and a *goal* (Butt et al., 1995: 53):

Mother	made	a fruit cake
Actor	Process: material	Goal

In English, material processes with a *goal* can either be active, as shown in above, or passive as shown below (Butt et al., 1995: 53):

The fruit cake	was made	by mother
Goal	Process: material	Actor

The theorists add that the goal is occasionally also referred to as the *beneficiary* if, as a participant, it is the one receiving something (recipient) or done something for (client) by the actor (Butt et al., 1995; Halliday and Matthiessen, 2004, 2014). For example, *material processes* with a *beneficiary* (Butt et al., 1995: 54):

I	posted	a letter	to a friend
Actor	Process: material	Goal	Beneficiary: Recipient

Material processes with a *range* (Butt et al., 1995: 54):

She	did	some research
Actor	Process: material	Range

2. Mental Processes: Mental processes involve psychological rather than physical actions. Bloor & Bloor (1995: 116) say that this process is usually “realised through the use of verbs like *think, know, feel, smell, hear, see, want, like, hate, please, repel, admire, enjoy, fear, frighten*”. In this case the participant of the clause who is involved in “conscious

processing” is called the *senser* (or Doer of the process) (Butt et al. 1995: 55). This participant is typically always human, because of its ability to sense but can be “human-like” when “nominal groups serving as senser which denote non-conscious entities have to be construed metaphorically as ‘personified’” (Martin et al. 1997: 105). This means that in some cases non-human entities, for example animals, and even non-animate entities, are given a consciousness by personifying them, for example *the British public* in *I think the British public doesn’t dislike force provided that it’s short, sharp and rewarding* (Halliday and Matthiessen (2004: 202, 2014: 250). Some of these possibilities are identified below in line with Butt et al. (1995) and Halliday and Matthiessen (2004, 2014): *Mental processes* with a *senser*, and a *phenomenon* (Butt et al., 1995: 55):

Annie	knows	the answer
Senser	Process: mental: cognition	Phenomenon

Jessica	likes	ice-cream
Senser	Process: mental: affect	Phenomenon

The clause may also engage another participant, the *phenomenon*, “that which is felt, thought, wanted or perceived, the position is in a sense reversed” (Halliday and Matthiessen, 2004: 203, 2014: 251) or a so-called ‘*embedded clause*’ (Butt et al. 1995: 56). For example:

Mohid	knows	what he wants
Senser	Process: mental: cognition	Phenomenon

3. Relational Processes: Relational processes engage recognising the existence of an entity (Thompson 1996: 96) or “something is” (Halliday and Matthiessen, 2004: 213, 2014: 261). This process is typically realised by the verb ‘*be*’ or some verb of the same class (known as

copular verbs); for example, ‘*seem*’, ‘*become*’, ‘*appear*’ or sometimes by verbs as ‘*have*’, ‘*own*’, and ‘*possess*’ (Bloor & Bloor 1995: 120). The theorists say that there are two different clause types involved in this process: *attributive* and *identifying* (Bloor & Bloor 1995: 120; Butt et al. 1995: 58; Halliday and Matthiessen, 2004: 215, 2014: 263). These two systems intersect to define six categories of ‘relational’ clause, as shown in Table 2.5 in which the ‘*identifying*’ ones are reversible; however, the ‘*attributive*’ ones are not reversible.

Table 2.5 The principal categories of ‘relational’ clause (Halliday and Matthiessen, 2004: 216, 2014: 265).

	(i) attributive ‘<i>a</i> is an attribute of <i>x</i>’	(ii) identifying ‘<i>a</i> is the identity of <i>x</i>’
(1) intensive ‘ <i>x</i> is <i>a</i> ’	Sarah is wise	Sarah is the leader; the leader is Sarah
(2) possessive ‘ <i>x</i> has <i>a</i> ’	Peter has a piano	The piano is Peter’s; Peter’s is the piano
(3) circumstantial ‘ <i>x</i> is at <i>a</i> ’	The fair is on a Tuesday	Tomorrow is the 10th; The 10th is tomorrow

Substantially, the participants carrying the characteristics or attributes is become the *carrier* and the characteristic is known as the *attribute* (Butt et al. 1995: 58; Halliday and Matthiessen, 2004: 219, 2014: 267). For example:

The minister	didn’t seem	sure of himself
Carrier	Process: relational: intensive	Attribute

Subsequently, in contrast to attributive processes, an additional function for relational processes is *identifying* which have two key roles: *Identified* and *Identifier* Butt et al. 1995: 59; Halliday and Matthiessen, 2004: 227, 2014: 277). For example:

Today’s meeting **represents** **the last chance for a compromise**

Identified	Process: intensive	Identifier
------------	--------------------	------------

4. Verbal Processes: Verbal Processes construe saying, i.e. processes of speaking. There is usually only one participant in this process who has verbalised something, that is the *sayer* (Bloor & Bloor 1995: 122; Butt et al. 1995: 56; Halliday and Matthiessen, 2004: 252, 2014: 303). Such clauses are an important resource in various kinds of discourse, particularly, in case of utterance. The representation of the words in fact spoken are known as *quoted*, in the case of direct speech, or *reported*, in the case of indirect speech (Bloor & Bloor, 1995: 122; Halliday and Matthiessen, 2004: 253, 2014: 303). For example:

John **said** **‘I am hungry’**

Sayer	Process: verbal	Quoted
-------	-----------------	--------

John **said** **he was hungry**

Sayer	Process: verbal	Reported
-------	-----------------	----------

Sometimes, however, in addition to the Sayer, three more participant functions are further elaborated: (1) Receiver, (2) Verbiage, (3) Target (Butt et al. 1995: 56; Thompson 1996: 101; Halliday and Matthiessen, 2004: 255, 2014: 306). The *Receiver* is the one to whom the saying is directed or addressed; for example, *me*, *your parents*, *the court* in *Tell me whole truth, did you repeat that to your parents?, describe to the court the scene of the accident* (Halliday and Matthiessen, 2004: 255, 2014: 306). Consequently, the *Verbiage* is the function that corresponds to what is said, representing it as a class of thing rather than

as a report or quote, for example, *the latest decision of Bihar to ban English in schools* in *How else would you explain the latest decision of Bihar to ban English in schools?* (Halliday and Matthiessen, 2004: 255, 2014: 306). In certain cases, if the verbal process is not directly addressing the receiver, i.e. may be directed at another participant, then this participant is called the *Target*, for example, *The report sharply criticizes Lilly's quality-control procedures* (Thompson 1996: 101). In this example, '*Lilly's quality-control procedures*' is the *Receiver*. Alternatively, related to this is the fact that the person to whom is the message is addressed (the *Receiver*) may be different from the entity at which it is directed (the *Target*). For example, *She keeps rubbishing me to the other people in the office* (Thompson 1996: 101). In this example, '*me*' is the *Target* and '*the other people in the office*' is the *Receiver*. In summary, the name for the actual content of the verbalisation, i.e. the *Verbiage*, may attribute alongside the verbal process, for example (Lagonikos, 2005; Butt et al. 1995: 57):

Mohid	told	the secret	to his mother
Sayer	Process: verbal	Verbiage	Receiver

It is noted that the verbal process relations with a category of *Appraisal* called *Engagement* where the attitudes of persons other than the writer are established into a text in the form of quotations or reported speech (Lagonikos, 2005). This validates, confronts or simply presents varying views and attitudes on an issue the writer is presenting. It looks logical to anticipate that editorials written during Bangladesh education policy 2009 formulation will include a larger range of different opinions and comments from persons other than the writer as newspaper editorials.

5. Existential Processes: Existential Processes engage representing something that exists (Halliday and Matthiessen, 2004: 256, 2014: 307). This process is similar to the relational process, as the copular verb ‘to be’ predominates in the clause but it can be distinguished from the relational process because there is only one participant known as the *existent* as it is involved in the process of existing (Butt et al. 1995: 58; Halliday and Matthiessen, 2004: 258, 2014: 309). Halliday says that the existent may be any kind of event or phenomenon. The theorists explain that this process is typically preceded by *there* and take place at the beginning of a text or where the text is moving into a new phase (Butt et al. 1995: 58; Bloor & Bloor, 1995: 125; Halliday and Matthiessen, 2004: 259, 2014: 309). For example,

There	is	a man	at the door
	Process	Existent: entity	Circumstance

6. Behavioural Processes: Behavioural Processes engage the grey area between the material and mental processes (Bloor & Bloor, 1995: 126; Halliday and Matthiessen, 2004: 250, 2014: 301). Similar to the existential process, there is usually only one participant, who is ‘behaving’, labeled *Behaver*, is typically a conscious being, and sometimes if it is not, the clause is considered to be personification (Butt et al. 1995: 54). For example:

The cat	sleeps	on the back veranda
Behaver	Process: behavioural	Circumstance

The first three of Halliday’s Ideational processes (i.e. material, mental and relational) are considered to be the major clausal processes (Bloor & Bloor, 1995: 125; Halliday and Matthiessen, 2004: 248, 2014: 300). The last three (i.e. verbal, existential and

behavioural) are the minor processes that do not feature as often (Bloor & Bloor, 1995: 125; Halliday and Matthiessen, 2004: 248, 2014: 300). These processes give the analyst evidence as to the major processes occurring in any text. The third component of the clause as representation that needs mentioning, that is in addition to the process and participant, is the *Circumstance* (Bloor & Bloor, 1995: 131; Halliday and Matthiessen, 2004: 251, 2014: 302). This component usually appears in the form of an adverb or prepositional phrase and “in some respects, circumstances, as the name suggests, are more peripheral than participants, being concerned with matters such as the settings, temporal and physical, the manner in which the process is implemented, the people or other entities accompanying the process rather than directly engaged in it” (Bloor & Bloor 1995: 131). They have further mentioned that *Circumstances* fall into nine types: *Extent, Location, Manner, Cause, Contingency, Accompaniment, Role, Matter* and *Angle*. An example of location of place is: *in Bangladesh* (Appendix: A7). Circumstances of *time* and *place* play a significant role in channeling the interpretation of the events, as the reader is given other events in history to compare and contrast with education policy 2009.

2.3.2 Appraisal

Appraisal, a semantic system originated with work done by Martin (2004) is basically the expansion of *interpersonal* metafunction by representing in greater depth the ways in which writers seek to consult attitudes and judgements with their readers (Bloor & Bloor 1995: 102, Macken-Horarik, 2003: 296; Halliday and Matthiessen, 2004: 29, 2014: 30). It is noted that the resources of appraisal are employed for consulting social relationships by telling the listeners or readers to feel about things and people (i.e., what the attitudes are).

Through the consultation of attitudes and judgements the writer actually seeks to align the reader with a particular perspective.

Understanding how reality is practised is articulated, as described in section 2.3.1, through the processes of the *Ideational* metafunction. Understanding more about the exchange of information and the attitudes and judgements of those concerned in this communication is expressed through Halliday's *Interpersonal* metafunction. This metafunction is directly related to the enactment of social relations, i.e. the contextual variables of *Tenor*, which are usually explained in terms of status, formality and politeness (Martin, 2003: 45; Halliday and Matthiessen, 2004: 631, 2014: 705). However, these aspects are principally referred to as *Mood* and *Modality* (Halliday and Matthiessen, 2004: 113, 2014: 142). It has been chosen to focus, particularly, on *Modality* because of its strong contacts to the third dimension of *Appraisal*, i.e. *Engagement*. This aspect involves investigating writer's attitudes.

It is noted that the attitudes and opinions of the writer are realised through *Modality* which is principally defined "as the speaker's judgment, or request of the judgment of the listener, on status of what is being said" (Halliday and Matthiessen, 2004: 143, 2014: 172). Thus, modality is likely or unlikely, desirable or undesirable, and the region of uncertainty that lies between 'yes' and 'no' (Halliday and Matthiessen, 2004: 116, 147, 2014: 144, 176). Generally, modality is realised through few modal auxiliaries such as "can", "could", "should", "must", "may", "ought", and so on. Hence, modality represents the writer's angle, either on the validity of the assertion or on the rights and wrongs of the proposal and therefore, it would be no point in simply exchanging opinions on the subject (Halliday and

Matthiessen, 2004: 624, 2014: 698). In order to understand more fully how modality works, different types of modality and sub-categories are shown in Fig. 2.2 and an example of each categories are given below (Halliday and Matthiessen, 2004: 618, 2014: 691). Out of the two basic types of modality, the first one is called *modalization* (information) which can be sub-categorized as *probability* and *usuality*, whereas the second is referred to as *modulation* (goods and services) which can be sub-categorized as *obligation* and *inclination*.

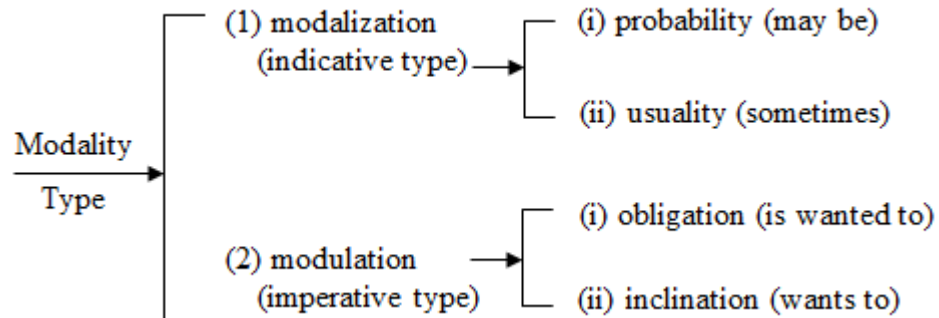


Fig. 2.2 System of types of modality

Here are examples of each of the four types (Halliday and Matthiessen, 2004: 618, 2014: 692):

1. i [probability] There can't be many candlestick-makers left.
ii [usuality] It'll change right there in front of your eyes.
2. i [obligation] The roads should pay for themselves, like the railways.
ii [inclination] Voters won't pay taxes any more.

The degree of strength of the opinions is evident from the modals used and the system that has been looked at so far result in 144 categories of modality (Halliday and Matthiessen, 2004: 621, 2014: 695). For example *must* and *should* are considered as high modality while *may* and *could* are considered as low modality. Modals, therefore, permit

the writer to grade his/her opinion and to acknowledge the possibility of other voices and opinions. Particularly, writers may resort to various methods of masking their responsibility and presenting their view point in an apparently objective way (Thompson, 1996: 72). He further refers “In newspaper leaders- articles expressing the newspaper’s view on a current event-you often find modalization occurring as the writer ponders various aspects of the event and the possible implications, followed by a move to modulation as the writer explains what should be done” (Thompson, 1996: 73). In this regard, the analysis of selection of editorials in Chapter 4 discloses that they include a mix of both strong and weak modals. The ambiguity as to who is accountable and what kind of education policy may hold is evident in the use of weak modals. The strong recommendations by the writers either to go to implement or to act with moderation are evident in the use of strong modals. A more in-depth analysis of the attitudes and opinions of the writer of a text is prospective through an analysis of how *Appraisal* resources are organized. *Appraisal* is examined thoroughly in the following.

The resource of appraisal is one of the ways writers position their audience, i.e. the indication of whether the writer thinks that something (a person, thing, action, event, situation, idea, etc.) is good or bad (Thompson, 1996: 75). In other words, writer’s choice of lexicogrammatical patterns influences the audience’s personal reaction to the meanings in a text (Butt et al. 1995: 120). Therefore, the audience may interpret the text as being emotional, judgemental or critical based on the strength of the text, hence, lexicogrammatical resources for creating and interpreting appraisal and attitude are considered as important tools in exploration of text in editorials. The editorial is concerned with opinion and evaluation and the *Interpersonal* metafunction (as discussed in earlier

section) is concerned with understanding the relationships between and attitudes of the writer and audience. Hence, it is essential to enlarge on a *Tenor* analysis, by considering *Appraisal* in order to analyse the attitudes articulated in a text in larger depth.

It is reported that *Appraisal* engages three features of analysis, which are “concerned with evaluating: the kinds of attitudes that are negotiated in a text, the strength of the feelings involved and the ways in which values are sourced and readers aligned” (Martin & Rose 2003: 22). Three patterns are found to an *Appraisal* analysis (Butt et al. 1995: 120; Macken-Horarik, 2003: 296; Painter, 2003: 184; Martin, 2004: 324). They are *Attitude*, *Graduation* and *Engagement*, including their own sub-systems and are shown in Fig. 2.3 (Butt et al. 1995: 120).

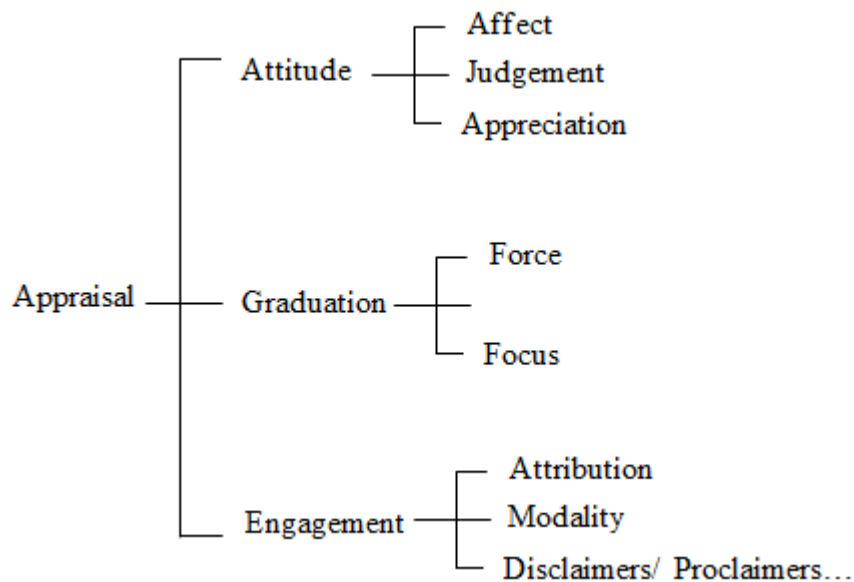


Fig. 2.3 The main sub-systems of Appraisal.

The first category of *Appraisal* is *Attitude* shown in Fig. 2.3, consists of three sub-systems: *affect*, *judgement*, and *appreciation*, each of which can be positive or negative. It can be noticed that all these linguistic resources reveal the types of attitudes that exist in a

text and the writer's philosophy. Hence, the writer can promote the reader to experience diverse emotions by selecting discourse with definite affective qualities. With this the writer can manage the emotional attitudes of the reader, which conduits the reader's philosophical perception. For instance, in the case of Bangladesh education policy 2009 a writer is competent to articulate the reader's affective attitudes regarding identity, where in-group members, ruling party supporters, for example, are viewed positively and out-group members, the opponent party supporters, for example, are viewed negatively.

Appraisal is extremely pertinent for this dissertation as attitudes and opinions are the central features of the editorials field. The resources of *Appraisal* are furthermore an essential device for the features of analysis to examine the emotions, attitudes and attribution the writer uses in order to generate harmony with the readers.

2.4 Newspaper and Editorials

2.4.1 Editorials: Type of Discourse

It is found from the literature on newspaper editorials that the editorials published by editors in newspaper are illustrated as a "journalistic essay" (Stonecipher, 1979). However, it helps the readers to find an important topic of opinions and attitudes published in newspaper in the day (Oktar, 2001). The editorial is a type of discourse which is seen as very much a conceptual and identical matter of statements. It makes the readers accept, argue or beliefs- rather than feelings, and qualities of social and interpersonal relationships, etc. (Fairclough, 1995, Fairclough and Fairclough, 2011). The editors of discourse formulate a considerable degree of background to discourse so that the ideologies are taken as a matter of rational. Although the editorial is seen as the personal opinion of the writer,

these opinions published in the newspaper, are often, however, not personal since it is generally institutional (Van Dijk, 1995). The main reason may be the sharing of opinions among other editors or with management, social peoples and so on. However, Van Dijk (1999) has pointed out about opinion discourse in terms of a series of arguments. It is also stated that several opinions of editorials are not articulated clearly, and that the level of explicitness depends not only on the character of the opinions themselves, but on the circumstance.

It is noted from literature survey that editorials are public and mass communicated types of discourses that generally inquire about to manipulate action, influence and aspire to forward policy decisions (Okoro et al., 2013; Greenberg, 2000). It is also stated that it permits the newspaper to deal with its readers openly by commenting on the news. Van Dijk (1996) has found the importance of opinions related with social, political and cultural functions in which opinions are articulated in the socially and culturally pertinent field of newspaper editorials. Furthermore, it is obvious that newspaper editorials are being considered as largest circulating forms of discourse probably after primetime television converse.

2.4.2 The Newspaper

In this section of this review of the literature what news is and its social and individual roles are defined initially. Then an outline of the historical momentum for the increase of the newspaper is presented. A historical indication of this class is essential if one is to comprehend how the newspaper has, since its appearance, participated an influential function in conveying social, economic and political alteration to societies because of its

capability to transmit the same message to many people at one time. This explanation leads into the discussion on the writers and readers on editorials through newspaper and owner of the newspaper. The role of the owner has always potentially had, and still has today, vast influence over the reader. The personality of the reader has changed and distorted the style of writing since the first emergence of the newspaper. Readers today are observed as more energetic and decisive than those of the past. The reader acknowledges the assumptions in texts similar to the editorial (Lagonikos, 2005).

According to Reah (2002: 4), news is defined as “information about recent events that are of interest to a sufficiently large group, or that may affect the lives of a sufficiently large group”. Before the emergence of any kind of media, news was conveyed by word of mouth as people took a trip and traded and his this way people observed this movement of people and goods as the same process as the movement of information. Accessing latest news has always been significant even before the arrival of the mass media because, according to Smith (1979: 18), it has an “important bearing on the possibilities of trade, on the rise and fall of dynasties, on the recruiting and demobilisation of armies”. In order to give a definition of news, it needs a look at its social and individual roles as well as what features are believed essential when choosing if news is remarkable.

It is noted that newspaper is considered to be the first form of mass media competent to circulate news to countless people at one time. However, at present news can reach beneficiaries via many kinds of medium, such as the TV, Internet, Telephone, etc. Despite this, all news distributed by the mass media has social and individual functions in their presentation. However, producer of the news are also accountable for deciding on

what news they think is newsworthy and creating it from their perception. Fowler (1991: 4) indicates that this means that the news is not a value-free depiction of the facts because it “imposes a structure of values, social and economic in origin, on whatever is represented” by means of the language used to symbolize the world. Therefore, in this study, newspaper editorials on the education policy 2009 represent the country view of the editorial writer and the associations they support. Discourse is an influential tool used by those in leading positions to distribute their principles. Hence, to comprehend the function of the newspaper nowadays, it is essential to know how and why the newspaper appeared into existence and how its function has altered over time.

At this point in review of the literature it is obvious that the newspaper carries out diverse social and individual roles and has a dominant hand in circulating the principles of leading groups and individuals. The historical enlargement of the newspaper in many countries such as America, Britain, Africa, etc. discloses that those in dominant positions (politicians, the government and newspaper owners) were primarily competent to utilize the newspaper to print only what was in their welfares and repress any conflict. This has been changed when the newspaper became a tool to bring about alteration during the Civil War in America, independence in Africa and the rise of democracy in Britain. The newspaper functions not only to carry information to the citizens but also to activate its readers to convey alteration. The reader is, thus, placed to allow (or refuse) a particular vision of the humanity.

2.4.3 The Editorial

In this section of this review of the literature, the history of the editorial, its discourse properties and its function are explained though research literature on editorial is terrifically inadequate. According to Rystrom's (1983), "*The Why, Who and How of the Editorial Page*" is an important centre of attention in this section. The explanation about the newspaper and its function in society (cf. 2.4.2), the level of the editorial is described with their essential purpose being to distribute the leading principles to the community. The historical enlargement of the editorial of the past and the editorial today are explained in order to emphasize the alteration in technique and function that it has undergone since its early stages.

(Rystrom, 1983) has mentioned that "Editorial writing is not what it used to be". Therefore, the functions of the editorial, the editorial writer and the reader of the editorial have altered over the duration. Nevertheless the editorial column has been in continuation for more than a century now, it has only been since the commencement of the 20th century. However, it can be observed that from the very beginning, the function of the editorial in newspapers has undergone severe alteration in various phases such as colonial era, American independence, the era of the populist press (c.f. 2.4.2), corporate phase that came about after the Civil War in America, etc. This alteration started out being identical from news itself and then stirred on to flattering an instrument for numerous individuals to influence extremely subjective opinions of the news to the mass population. In addition, it was used as a tone for political parties, until eventually individual reporting acquired a backseat to supplementary severe editors who were subjected to more conservatively, corporately hold newspapers.

It is noted that compared to the editorial of the earlier period, the editorial at present is not as extraordinary because of the growing personalisation of the press sensing that editorials are repeatedly signed. Therefore, this has twisted several authors into public figures. However, today's audience is very "active" and seems to the editorial to create intelligence of the huge amount of news it collects (Stonecipher 1979). Hence, editorial writers must be aware that some readers are highly educated, some may not be and some may have great awareness in the messages dispatched. For example, on Bangladesh education policy 2009, some readers will give little concentration to the editorials and some readers will give proper concentration.

In a conclusion, the extensive review of the literature shows that the editorial as a genre has a particular position in the newspaper, often noticeably detached from other news. The editorial of the earlier period was a dominant tool for analysis of the management but at the same time was an instrument for the influential to convey their opinions. The editorial today has a same role but has weaker ties with management.

2.4.4 Editorials: Writers and Readers

Discourse analysis contributes to social or political analysis of language, language use, discourse or communicative events, speech acts, discourse genres, participants, etc. (Van Dijk, 1993; Aman, 2009). In particular, the genre editorials are exemplified as the various selected discourse by Van Dijk (1993) such as the media, academics, educators, politicians, corporate, etc. They play an important role in text and talk in specific contexts, and more indirectly through the respective discourse genres on the minds of others. Moreover, they have a very important role in shaping public opinion through their writings, speeches,

motivation capacity, and more indirectly through the intellectual opinions (Van Dijk, 1996; Bhatia, 2006; Chilwa, 2012). In this case editors write editorials with the contribution and image of his or her personal appearance among the readers. However, these editorial writers can be occasional, regular named or nameless writers who are responsible about the importance of events and topics to be presented and interpreted (Rosenfeld, 2000). It is noted that readers in these days are more cultured, learned and classy than readers of the earlier period and they are competent to access information about news proceedings from a diversity of basis and do not have to dependent only on the newspaper. Hence, editorial writers are also becoming more responsive to the diversity of opinions and philosophies that readers might convey with them and as a result they cannot accept the policies of the era of individual reporting in case they insult their readers (Le, 2002; Rystrom, 1983; Van Dijk, 1996). It is mentioned that there is a possibility of editorial writers to be the leaders of a country and also the power figures through their writings on relevant topics. Hence, it is imperative to know the background of the editorial writers as well as their public image, since a specific relation with readers is formed through their writings. The intention of the editorial is furthermore often to motivate readers into action, but it is completely articulated, unlike the clear writing for the period of individual reporting (Stonecipher 1979). Thus, in general, readers of newspapers expect editorials to create opinions about latest news events.

While it is essential for editorial writers to comprehend the reaction of readers on opinions presented in newspaper, it is also essential to take into thought all the probable causes that might pressure the ideological stance of the writer. Although, this stance is eventually revealed in the editorial, the writings may evidently persuade the views of the

reader (Fairclough, 1995; 2001). Even, the readers can be incredibly active and they can study the editorial to create logic about the editorials, and hence, the writers must be conscious that they may have to deal with all kinds of readers. For example, in view to this research work, on Bangladesh education policy 2009, several readers will pay attention to the editorials while the others may not. Research on the editorials of Bangladesh education policy 2009 has brought some editors who have well intention or who may have less or who may not have interest to argue of this issue.

2.4.5 Editorials: Opinion and Ideology

This section focuses on editorials upon their articulation of opinion and ideology presented in the newspaper. Furthermore, it discusses about how the newspapers articulate the combination of opinion and ideological positions reported by the editors. The extensive study of Lee and Lin (2006) has revealed that editorials are influential which are confined within the ideological framework of news production and reception. While a number of studies have focused on patterns of editorials with examining the discursive strategies used in their editorials, others have concentrated on the issues of critique from the interdisciplinary approach, predominantly the ideological structure (Thetela, 2001; Van Dijk, 1995). It is noted that discourse is one of the most important resources of expressing opinions and ideologies on a considerable degree at present. The editorial as a field is considered a category of opinion discourse (Van Dijk, 1996). An understanding of opinion and what function it serves is essential, because it is “by way of” opinions that the relation between ideology and discourse can be identified (Oskamp 1977; Van Dijk, 1996, 1998, 2002).

The fine line between opinions and knowledge is that “the meaning of an opinion is dependent upon the opinions which it is countering” (Billig, 1991: 17). Thus, opinion discourse is considered as argumentative as recipients expect opinions to be defended and made plausible (Van Dijk, 1996). He describes that opinions are generally observed as subjective evaluations by which someone thinks something to be true yet might be regarded as false by someone else. However, the perception of opinions that are considered as a type of belief is actually an attribute of ideology. The concept of ideology is initiated based on the social cognition which is shared by members of social groups (Van Dijk, 1996).

2.4.6 Language of Editorials

To realize the editorials as a discourse, it is essential to know how the editorials are written because the analysis of the selected editorials in Chapter 4 needs to take into consideration all the possible lexicogrammatical manifestations of the editorials.

Van Dijk (1996) believes that the writers of editorials as language users not only build models of events they speak about, but also of the communicative events in which they involve themselves. Hence, when the writers speak, they represent knowledge and opinions they have about themselves, in different communicative and social roles, as well as about the setting, circumstances, intentions, goals, purposes, and other properties of the context (Van Dijk, 1996; Tracy, 1999). It is however obvious that knowledge is the reasonable information that is taken to be true and is not contested. Therefore, systemic functional grammar (SFG) proposes a set of methodological tools by which the language of the editorials can be analysed. Van Dijk (1996) mentions that opinions can be documented by the specific grammatical, lexical and stylistic options, for example opinion markers such

as “my opinion is”, or “according to me”. These options for expressing opinion are viewed as attitudes used for “for negotiating our social relationships, by telling our listeners or readers how we feel about things and people (in a word, what our attitudes are)” (Martin & Rose, 2003: 22). However, both Sornig (1989) and Van Dijk (1996) agree that opinions are allied strongly with emotions and expressing one’s opinion may well be accompanied by strong emotional language. Therefore, an appraisal analysis is essential to analyze and evaluate these opinions and attitudes.

2.5 Ownership of Newspaper

Newspapers are popular due to their significance in the media panorama. Hence, editorials published in the newspapers have special role for the readers and their reaction. Despite public demands and for the press freedom, nearly all newspapers are under corporate ownerships which have been more away from individual (Lee and Lin, 2006). It is also mentioned that control over the media and self-censorship are being thought as the major threat to the content of the newspaper. The ownership of the media is usually confined to a single entity, either a newspaper or television station, leading to a fragmented sector typical of a developing country. Furthermore, ownership is often linked to the political background of an owner or editor. With regards to this research, the data used for this discourse study, is the 20 editorials published (April 2009- July 2010) in *The Daily Star*, *The Independent*, *New Age*, *e-Bangladesh*, and *The Financial Express* newspapers. *The Daily Star* is the largest circulating broadsheet format English daily newspaper in Bangladesh. Established by Syed Mohammed Ali on 14 January 1991, the newspaper is owned by Mediaworld, a subsidiary of Latifur Rahman's Transcom Group. Mahfuz Anam, editor and publisher of *The Daily Star*, is also on its six-member board of directors, of which Rokia Afzal Rahman

is chairman. The board deals with financial matters. However, *The Daily Star* is a strongly civil society and NGO leaning publication and supporter of the interim government. The *New Age* is a leading broadsheet format Bangladeshi English daily newspaper. It is one of the country's most outspoken newspapers, regarded for its anti-establishment editorial policy. Nurul Kabir, is the editor and publisher of *The New Age*. It is owned by New Age Publications Limited with its founder editor Enayetullah Khan. *The Financial Express* is a broadsheet format English daily newspaper published from Dhaka, Bangladesh, established in 1993. Moazzem Hossain is the editor and publisher of *The Financial Express*. It is owned by International Publications Limited, also a subsidiary of Latifur Rahman. *The Independent* is a broadsheet format English language Daily newspaper published in Dhaka, Bangladesh. Mahbulul Alam is the editor and publisher of *The Independent*. It is owned by Independent Publications Limited at Media Printers. It is the only 32-page all-color daily newspaper in Bangladesh. *e-Bangladesh* is a News/Headlines service and a group blog aimed at bringing the news and analysis from Bangladesh to its readers. Based in London, *e-Bangladesh* (N5635) is registered under the “Newspaper Libel and Registration Act 1881,” UK.

2.6 Policy Media Discourse and Situation in Bangladesh

Bangladesh appeared as a nation state through independence movement, which split East Pakistan from West Pakistan during the War of Liberation in 1971 (Sarker, 2003; Khan & Govindasamy, 2011). She was succeeded in presenting a Constitution within only ten months to her nation which finally came into force on 16 December 1972 (Islam, 2011). Although she succeeded in presenting a Constitution within the shortest period of time, its ability for democracy governance as nation-state has been under constant political pressure

since her emergence in 1971. In fact, the political improvement and stability in post-independence age did not entirely support the nation's democratic evolution (Karim, 2013). However, Bangladesh started the journey of democracy and creation of political uniqueness exclusively under elected parliamentary form of government since 1991. It is also stated that the creation of political uniqueness became a very difficult act involving other domains such as economic, politics, civil society, and media house who reflect, formulate, and articulate identities for the public (Khan & Govindasamy, 2011). Nowadays in Bangladesh, freedom of press media is considered as the most essential tool which guides the government by evaluating its public policies (Karim, 2013). He also has mentioned about many scholars who regarded that it shows the role of opposite parties of the parliament and also people become responsive and alert. He also has noted that Bangladesh has some bad experienced to freedom of expression and especially to the print media since independence. Hence, it may not be wise to claim that Bangladesh has completely ensured the freedom of press media on certain issue or event. However, journalists (46.2%) are reported as the dominant speakers, followed by politicians (28.8%) and scientists (11.5%) in the national media (Sadath et al., 2013). Therefore, it is obvious that the national media discourse is commonly formed by the politicians and media professionals; thus, the discourse is motivated by the actors, who want to legitimize their policy decisions or want to build a public opinion in favor of their importance. In this regard, public opinion plays an important role in shaping the policy decision-making because the government needs public support and recognition to legitimize its policy decisions (Sadath & Krott, 2013). In fact, the media reveal public opinion and so they play an important role in offering the general observation on any definite issue or event, particularly new policy events. Therefore, the media discourse on the issue of Bangladesh education policy 2009 that is supported by the

print media has a chance to influence policy decisions. The draft national education policy 2009 was prepared by an 18-member Education Policy formulation committee headed by the national Professor Kabir Choudhury and was placed to website and other media for sharing extensively with the people of all walks of life for their opinions. Overall, it became a topic of extensive conversation and review in the media through different seminars and meetings with educationists, teachers, students, parents, politicians, businessmen, investors, professionals and people from media. Therefore, the education policy issue was the prominent within the policies and media discourse in Bangladesh during that time. Media professionals were one of the strongest influences in the print media and they shaped the new education policy formulation media discourse around the wider scope of public's role in policy making decision process.

2.7 Previous Studies

Research has revealed that newspaper editorials have been used to present an evaluation of the situation-especially of actions and actors as a response to important issues of public significance (Izadi & Biria, 2007). It is further noted that editorials may impact public opinion especially in policy making decisions (Okoro et al., 2013). They have also mentioned that editors may expect to educate public through the newspaper editorial pages about the issues of the time. Hence, intellectuals are concerned in inspecting how the editorials discuss in favor of or against issues of national importance. However, the study found that theory of Systematic Functional Grammar on Bangladesh education policy was not reinforced by available data but rather, fall closely to the media discourse analysis by Izadi & Biria (2007), Khan & Govindasamy (2011), Gnanaseelan (2012), Okoro et al. (2013), Sadath & Krott (2013), Sadath et al (2013) and Schindel et al (2013). It is stated

that there is a severe deficiency of studies on editorials published in newspaper in developing countries like Bangladesh from a discourse analysis perspective (Khan & Govindasamy, 2011). However, the discursive field is examined in their study through Bangladeshi news (print) media by analysing 21 texts of editorials published in six Bangladeshi newspapers (in Bengali and English). Hence, the present study has shared the idea that the editorials published in newspapers are able to interpret the linguistic structure of the texts and context of situation. It also borrows concept of communicativeness of languages on textual, ideational, and interpersonal aspects from the previous studies of Gnanaseelan (2012). The present study links with the previous studies of Okoro et al. (2013) in where the discursive strategies used by the editorials on the issue of policy decisions have been examined widely. Sadath & Krott (2013) state that media play an important role in the construction of the social, environmental and economic context where different policy actors participate in the media discussion to express their opinions. Hence, the present research work has been carried out to explain the formation of discourse analytical approach using Systematic Functional Grammar.

2.7 Summary of Literature Review

Conclusions from the studies of literature have shown that methods for improving discourse analysis are continually being investigated and editorial discourse is a great challenge. Basically, many phenomena of daily life such as news reports in the media tend to be ignored by scholars. However today, it has become one of the best means for studying the discourse of newspaper editorials from a discourse analytical approach as explained in literature review.

CHAPTER 3

METHODOLOGY

3.0 Introduction

This study is aimed at investigating the discourse of newspaper editorials discussing the issue of the 2009 Bangladesh Education Policy in the selected newspapers. In doing so the tools that have been used for revealing the features of these editorials are Systemic Functional Grammar (SFG) including the resources of Appraisal based on Halliday's ideational and interpersonal metafunctions (Halliday and Matthiessen, 2004, 2014). Ideational metafunction is used to uncover the processes to understand predominant events in the text and interpersonal metafunction is done to analyse attitudes and opinions of the writers.

3.1 Data Collection

During formulating the 2009 Bangladesh Education Policy, many opinions have come through the discourse of newspaper editorials about the policy. Therefore, the editorials have been brought under the study of discourse using SFG and resources of appraisal.

Hodge and Kress (1993) have mentioned language as a medium for communication and a social phenomenon as cited in Lagonikos (2005), by which reality is socially formed. The linguistic choices of the text of the editorials have been analysed systematically. The analysis includes examining the process of production of the text by the writer. The resources of appraisal are used to tell the readers how the writer feels about things and

people. Hence, the focus of the analysis is the editorials during the formulation of the policy published mainly in *The Daily Star* and, as support, in four other publications.

The data chosen for this study is the editorials published by *The Daily Star*, *The Independent*, *New Age*, *e-Bangladesh*, and *The Financial Express*. *The Daily Star* is chosen as the primary source of data because it is the largest circulating English daily newspaper in Bangladesh. The editorials discussing the issue on National Education Policy 2009 are selected from the newspapers, from April 2009 to July 2010 as it is discussed highly during this time. The ideational metafunction is used to look at the processes in the texts to understand the predominant events of the editorials. The interpersonal metafunction is used to explore the attitudes and judgements of the editorials writers about the policy 2009 expressed in their editorials. Twenty editorials published in various newspapers in Bangladesh have been used in this study (Table 3.1). Among these editorials, sixteen editorials have been selected from *The Daily Star*. These sixteen editorials of *The Daily Star* are the primary sources of data of the study. The study has also includes four editorials from other newspapers as shown in Table 3.1 as a measure of triangulation. The total words counted in the editorials are 20,786. The number of words used in each of the editorials is shown in Appendix A.

Table 3.1 Number of editorials and newspapers used in the study

Name of newspapers	Number of editorials analysed	Number of words
<i>The Daily Star</i>	16	16,170
<i>The Financial Express</i>	1	549
<i>e-Bangladesh</i>	1	1,234
<i>New Age</i>	1	1,735
<i>The Independent</i>	1	1,098

The Daily Star is the largest circulating broadsheet format English daily newspaper in Bangladesh. Established by Syed Mohammed Ali on 14 January 1991, the newspaper is owned by Mediaworld, a subsidiary of Latifur Rahman's Transcom Group. Mahfuz Anam, editor and publisher of *The Daily Star*, is also on its six-member board of directors. The board deals with financial matters. However, *The Daily Star* is influenced by civil society and NGO leaning publication and supporter of the interim government. *The Daily Star* publishes a number of supplements along with its 24-page main publication (*The Daily Star*, 2014).

During formulating the education policy the government discussed with various institutions and organizations related to education. Besides that the formulation committee had taken the written opinions from many persons. In formulating the policy all the opinions had been considered along with the opinion and experience of the committee members of the education policy 2009. The data of the study is the twenty newspaper editorials. The editorial writers have expressed their opinions about the education policy through the discourse of newspaper editorials. The figures recognized as actively writing on the issue of education policy 2009 are, Mahfuz Anam, Syed Saad Andaleeb, A. B. M. S. Zahur, Moazzem Hossain, A. N. M. Nurul Haque, Nirmal Gomes, Abdus Sattar Molla, Mohammed Abdul Baten and Md Musfikur Rahman, and S. M. Mizanur Rahman, Halimur R. Khan, Mawdudur Rahman, S.M. Anwar Uddin, Manzurul Islam, Manzoor Ahmed, Quazi Kholiquzzaman and Md. Anwarul Kabir. They all are highly educated persons.

Dr. Syed Saad Andaleeb is a Professor at Pennsylvania State University, columnist of *The Daily Star* and Editor, Journal of Bangladesh Studies, USA. A.B.M.S. Zahur is a

former Joint Secretary under Government of the People's Republic of Bangladesh and A.N.M. Nurul Haque is an educationist and both are columnist of *The Daily Star*. Dr. Halimur R. Khan is a Harvard School of Education graduate in USA. He is an Assistant Professor of Russian at the US Air Force Academy and a columnist of *The Daily Star*. Mawdudur Rahman, PhD, is a Professor at Suffolk University, Boston, Massachusetts and a columnist of *The Daily Star* newspaper. S.M. Anwar Uddin teaches English at BRAC University, Dhaka, Bangladesh and a columnist of *The Daily Star* newspaper. Prof. Dr. Manzurul Islam is President, Bangladesh Society for Open, Distance and Virtual Learning (BASOVDiL) and a columnist of *The Daily Star* newspaper. Manzoor Ahmed is a Senior Adviser, Institute of Educational Development, BRAC University, Dhaka, Bangladesh and a columnist of *The Daily Star* newspaper. Dr. Kholiquzzaman is a noted economist and Co-chairman of the national education policy 2009 formulation committee. He is a columnist of *The Daily Star* newspaper. Md. Anwarul Kabir is a university academic at American International University of Bangladesh (AIUB) and a columnist of *The Daily Star* newspaper.

The Financial Express is a broadsheet format English daily newspaper published from Dhaka, Bangladesh, established in 1993. Moazzem Hossain is the editor and publisher of *The Financial Express*. The newspaper is owned by International Publications Limited, also a subsidiary of Latifur Rahman's Transcom Group.

e-Bangladesh is a News/Headlines service and a group blog aimed at bringing the news and analysis from Bangladesh to its readers. Based in London, *e-Bangladesh* (N5635) is registered under the "Newspaper Libel and Registration Act 1881," UK. Nirmal Gomes

is a specialist in Educational Administration & Policy Studies; International Scholar Winner- recognized by the Center for Global Education, the Catholic University of America, Washington, DC, and Freelance Journalist. He is a columnist of *e-Bangladesh* on line newspaper.

The *New Age* is a leading broadsheet format Bangladeshi English daily newspaper. It is one of the country's most outspoken newspapers, regarded for its anti-establishment editorial policy. Nurul Kabir is the editor and publisher of The *New Age*. It is owned by New Age Publications Limited with its founder editor Enayetullah Khan. Mohammed Abdul Baten and Md Musfikur Rahman are researchers at Unnayan Onneshan, an independent policy think-tank based in Dhaka, Bangladesh and columnist of *New Age* newspaper.

The Independent is a broadsheet format English language Daily newspaper published in Dhaka, Bangladesh. Mahbubul Alam is the editor and publisher of *The Independent*. It is owned by Independent Publications Limited at Media Printers. It is the only 32-page all-color daily newspaper in Bangladesh.

3.2 Justification of Data and Theory of Systematic Functional Grammar

Most of the editorials in the daily newspapers wrote about the new policy formulation on Bangladesh education system in the country during the time of discussion and drafting the policy making process. The rationales behind selecting these newspapers are: (1) all are the English newspapers and have high circulation (2) all have distinct editorial policies. In addition, all the selected editorials were found to be evaluating the new policy. The

“Theory of Systemic Functional Grammar”, which is based on the Halliday’s ideational and interpersonal metafunctions, is used to demonstrate how the processes of texts of editorials are exposed to understand the predominant events and how the attitudes and judgments of the editorial writers are explored about the education policy. The justification of the processes of texts of editorials has the intention of justifying the argumentations and evidences set in the policy in the name of the two objectives. It includes the transitivity processes and resources of appraisal. The reason for this is to look at how they are addressed and discussed in the selected data. Another reason to choose the data is that in the year 2009 the “new education policy formulation committee” carried out a number of roundtable meeting, discussions and seminars in the country involving people from the education sector, media professionals and ordinary people, which led editors to post a number of editorials on the national education policy 2009.

3.3 Theoretical Framework

Discourse analysis is useful in analyzing the systemic structure of the newspaper editorials and expression of opinions (first research question; cf. 1.3) within the discourse formation of the selected editorials (second research question). In doing so, the Systemic Functional Grammar (SFG) including the resources of appraisal (Halliday and Matthiessen, 2004, 2014) has been selected for the method of analysis. The researcher identifies the ideational metafunction to uncover the processes to understand the predominant events in the text and interpersonal metafunction to analyse the attitudes and opinions of the editorial writers. The context of situation, field and tenor coincide with Halliday’s metafunctions. *Field* refers to “what is going on”, i.e. the ideational metafunction (or the Transitivity system). *Tenor* refers to the way of relating to other people when doing what the writer does. Meaning is

realised in the texts through the interpersonal metafunction. Figure 3.1 illustrates the various components and methodological part of the present study for the methods of analysis.

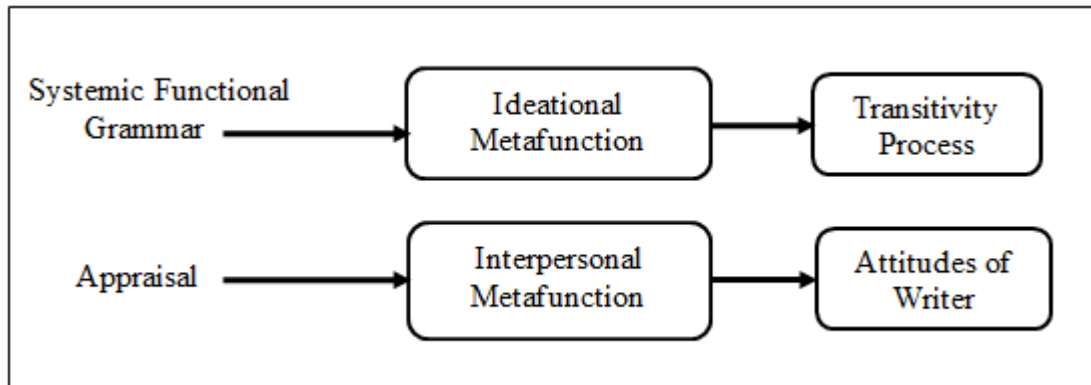


Fig. 3.1 The components of the research methodology

3.4 Systemic Functional Grammar

In the representation of Systemic Functional Grammar (SFG) including the resources of appraisal, the methods of the analysis draws connection with *field* and *tenor* of discourse. *Field* that reflects the *Ideational (Transitivity system)* metafunction actually depicts the subject matter and purpose of their situational context while *tenor* that reflects *Interpersonal (Appraisal)* metafunction expresses the writer, the attitude he/she takes, and the planned reader to which the texts are projected. In the present study, explanation has been illustrated with examples of opinion editorials from the data collected; all of them are recorded in the appendix (Appendix A) of this dissertation.

3.4.1 Transitivity Processes

In this study, the field is editorials published in *The Daily Star*, *The Independent*, *New Age*, *e-Bangladesh*, and *The Financial Express* which represent reflections of the editor's or the

It has been considered here important to create the role of process types in the editorials under the present study. Material processes interpret doing and happening; i.e., it construes a quantum of alteration in the flow of events that people do through some input of energy. The roles of potential participants are identified as: the participant(s) coupled with material process as the *actor*, the *goal*, the *range*, and the *beneficiary* of the process. For example, *material processes* with an *actor*, and a *goal* (Appendix: A8.59):

Our government	made	primary education....
Actor	Process: material	Goal

On the other hand, in English, material processes with a *goal* can either be active, as shown in above, or passive as shown below (Appendix: A7.8):

This agenda	is always politicized	by the politicians....
Goal	Process: material	Actor

Furthermore, the goal is occasionally also referred to as the *beneficiary* if, as a participant, it is the one receiving something (recipient) or done something for (client) by the actor. For example, *material processes* with a *beneficiary* (Appendix: A4.6):

The committee	handed	the report	to the education....
Actor	Process: material	Goal	Beneficiary: Recipient

Material processes with a *range* (Appendix: A9.9):

.... government	has started	the process....
Actor	Process: material	Range

Mental processes involve psychological rather than physical actions. In this case the participant of the clause who is involved in “conscious processing” is called the *senser*. For example, *mental processes* with a *senser*, and a *phenomenon* (Appendix: A1.13):

We	know	there.....
Senser	Process: mental: cognition	Phenomenon

The clause may also engage another participant, the *phenomenon*, “that which is felt, thought, wanted or perceived, the position is in a sense reversed” or a so-called ‘*embedded clause*’. For example (Appendix: A7.78):

... children	must know	what they should.....
Senser	Process: mental	Phenomenon

Relational processes engage recognising the existence of an entity or “something is”. This process is typically realised by the verb ‘be’ or some verb of the same class (known as *copular verbs*). However, there are two different clause types involved in this process: *attributive* and *identifying*. The participants carrying the characteristics or attributes is become the *carrier* and the characteristic is known as the *attribute*. For example (Appendix: A1.6):

THE education ministry	seems	all geared up....
Carrier	Process: relational	Attribute

In contrast to attributive processes, an additional function for relational processes is *identifying* which have two key roles: *Identified* and *Identifier*. For example (Appendix: A6.52):

Education is the backbone of a nation

Identified	Process: relational identifying	Identifier
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Verbal Processes construe saying, i.e. processes of speaking. It is mentioned that there is usually only one participant in this process who has verbalised something, that is the *sayer*. The representation of the words in fact spoken are known as *quoted*, in the case of direct speech, or *reported*, in the case of indirect speech. For example (A9.15):

... education sector.. has translated into ‘low quality public education’

Sayer	Process: verbal	Quoted
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Existential processes engage representing something that exists. This process is similar to the relational process, as the copular verb ‘to be’ predominates in the clause but it can be distinguished from the relational process because there is only one participant known as the *existent*. The theorists explain that this process is typically preceded by *there* and take place at the beginning of a text or where the text is moving into a new phase. For example (Appendix: A6.26):

As there is no public examination on completion..

	Process	Existent: entity	Circumstance
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The current analysis, in chapter 4, discloses a majority of material processes in all the editorials, particularly *The Daily Star* editorial, explaining the doings and workings which have been done to formulate the policy by the government.

3.4.2 Appraisal

The editorials are concerned with judgement and appraisal and the *Interpersonal* metafunction (as discussed in earlier section) is concerned with understanding the attitudes

of the writers about the education policy 2009. It is essential to enlarge on a *Tenor* analysis, by considering *Appraisal* in order to analyse the attitudes expressed in a text in larger depth. Appraisal is a semantic system that expands Halliday’s interpersonal metafunction in which the writers seek to give attitudes and opinions to their readers. The tools of appraisal that is used in this research are based on the work of Martin (2004). There are three dimensions to an appraisal analysis: attitude, graduation and engagement (Fig. 3.2).

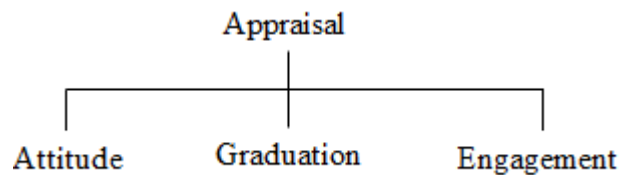


Fig. 3.2 The basic system of Appraisal (Martin, 2004: 324)

The first category of *Appraisal* is *Attitude* which consists of three sub-systems: *affect*, *judgement*, and *appreciation*, each of which can be positive or negative. *Affect* expresses emotions and feelings and can be directly or indirectly implied (Butt et al. 1995: 120). *Affect* is a sense the most ‘natural’ way of talking about how we feel about things: it covers the expression of our emotional responses (Butt et al. 1995: 120; Thompson, 1996: 76). For example, *I was **apprehensive** at the prospect of doing this* (Thompson, 1996: 76). The second sub-section of attitude known as *Judgement* is used to assess “what people do, say or believe according to institutional values” (Droga & Humphrey, 2002: 79). Appraising a person known as judgement can be positive or negative. In case of Bangladesh education policy 2009, the editorial writers judge the education policy and the related matters about it. The third sub-section of attitude known as appreciation exposes feelings towards “objects, processes and state of affairs” (Droga & Humphrey, 2002: 82).

The second and third sub-systems of *Attitude* are used to focus on “the qualities of the appraised” (Thompson, 1996: 76). These two sub-systems are therefore less direct in that the source of the appraisal in our emotions is not made explicit. However, the distinction between these two sub-systems depends on whether appraising a person known as *Judgement* or something else- a thing, an action, an event, etc. known as *Appreciation* (Thompson, 1996: 76). Here are two examples of *Judgement* and *Appreciation* given by Thompson:

Judgement: Mary could be relied upon to make me feel better.

Appreciation: Winter has every bit as much charm as the other seasons.

The second category of *Appraisal* is *Graduation* (amplification), where the volume of a lexical item is turned up or down in positive or negative appraisal (Butt et al. 1995: 121). They have categorized this pattern into two sub-systems: *force*, and *focus* – force adjusts the volume of gradable meanings while focus grades ungradable experiential meanings. For example, if we were to take the adjective *beautiful*, already an enriched word, we could amplify its intensity by repeating it, as in (Butt et al. 1995: 121):

The painting was beautiful, beautiful, and beautiful.

or we could expand it with synonyms as in:

The painting was beautiful, inspired, and magnificent.

or we could premodify the adjective in some way as in:

The painting was very beautiful.

Butt et al. (1995: 121) has defined focus with blurring or sharpening. They have given few examples such as expressions like kind of woozy, a true friend, effectively

signed his death warrant and pure folly. In general, *Graduation* permits the writer, as in the case of policy 2009, to intensify attitudes on a gradable scale. The last category of *Appraisal* is *Engagement* that allows writers to disclaim or distance themselves from the views expressed in the experiential meanings (Butt et al. 1995: 122). They have further mentioned about one resource for appraisal particular to the interpersonal metafunction: *Comment Adjunct*, which allows speakers or writers to comment on experiential meanings. For example, “*The committee is apparently working all weekend*”, where ‘*apparently*’, the comment adjunct expresses *Engagement* (Butt et al. 1995: 122). Appraisal is very essential for this dissertation. The editors have presented their attitudes, judgements, graduation and engagement about the education policy 2009 through their discourses published in the newspapers. These discourses have been brought under the study using the resources of appraisal. The analyses of the editorials have been presented using the resources of appraisal in Chapter 4.

3.5 Conclusion

The texts selected for this study comprised twenty newspaper editorials from *The Daily Star*, *The Independent*, *New Age*, *e-Bangladesh*, and *The Financial Express* newspapers representing the Bangladesh Education Policy 2009. Halliday’s Systemic Functional Grammar (SFG) allows analysts to discover the processes in the texts of the editorials to understand the predominant events. Discourse analysts depend on the tools of SFG to “systematically uncover and interpret the underlying motivations, intents and purposes of text-producers as well as the attitudes, perceptions and prejudices that drive them” (Teo, 2000). In a conclusion, the next chapter will exhibit how this theoretical framework is utilized in the analysis of the selected editorials.

CHAPTER 4

FINDINGS AND DISCUSSION

4.0 Introduction

The findings of the analysis of the twenty editorials are presented in this chapter. The results of the analysis have been presented according to Halliday's Systemic Functional Grammar (SFG) including the resources of Appraisal (Halliday and Matthiessen, 2004 & 2014). As the main task of this research work is to carry out the transitivity processes, firstly, the ideational metafunction is done by analysing the dominant processes available in the texts to understand the predominant events. Secondly, the interpersonal metafunction of the editorials is presented to explore the attitudes and judgements of the editorial writers using the resources of appraisal. In the following sections, the results of the analysis from the twenty editorials are presented; all of them are recorded in the appendix (Appendix A) of this dissertation. Finally a summary of analysis of all twenty editorials is provided.

4.1 Background of Editorials

The texts written in the twenty editorials of English newspapers published in Bangladesh have been analysed. Sixteen editorials have been taken from *The Daily Star* newspaper and were published from the 13th April 2009 to the 6th July 2010. The total words counted in these sixteen editorials are 16,170. *The Daily Star* has a reputation as a daily English newspaper. Another four editorials have been taken from *The Financial Express*, *e-Bangladesh*, *New Age*, and *The Independent* newspapers as supporting texts to triangulate the findings. *The Financial Express* editorial was published on the 5th September 2009

consisting 549 words. *The e-Bangladesh* editorial page was published on the 18th September 2009 with 1234 words. *The New Age* editorial column was published on the 24th October 2009 with 1735 words. *The Independent* editorial was published on the 23th July 2010 with 1098 words.

4.2 Analysis of Editorials

4.2.1 The Editorial Writers and Context of Situation

To formulate the 2009 education policy the government has performed a discussion with various institutions related to education. Moreover, the formulation committee has taken the written opinion from many persons. During formulating the policy all the opinions have been considered as it was stated in the draft policy report. The writers chosen for this study have given their valuable suggestions about the policy 2009 through their editorials. Their valuable thinking, proposal, and advice about the policy 2009 have made them prominent. Anyone may get an idea about the policy 2009 reading from their editorials which help them to understand the policy. Besides this, all the editorial writers are highly educated persons. They have played an important role by giving their opinions through their editorials to the government in formulating the 2009 education policy. Through their editorials, the government has got valuable suggestions about various matter of the policy as well as people have got some idea to understand the policy 2009. The summary of all twenty editorials have been provided below to present the sense of each editorials as expressed by the editors. The purpose of presenting the summary is to help the readers to get an idea about the editorials which are dealt with in this study. These descriptions are relevant to provide the summary of the editorials.

At the time the editorial “Towards a new education policy” (ED. A1) was written in April 2009, the education ministry was geared up to make a new education policy for the nation within three months. No name of the editor has been mentioned in this editorial. Hence, it can be assumed that it was written by one of the editors of the newspaper. The editor addresses the new education policy. The education ministry wants to make a new education policy within three months. The editor believes that opinions of various stakeholders should be taken. Some suggestions may be taken from them. One stream education system may ensure high standards. The editor gives opinions about the new education policy to the government to bring up the features from the “Qudrat-e-Khuda Commission” report of 1974 and “Shamsul Haque Education Commission” report of 1997 and to add them in the new policy. The Education minister extolled on vocational training and the initiatives to prevent the dropout rates. An 18-member education policy formulation committee has been formed in April 19, 2009. National Professor Kabir Chowdhury was the chairman of the committee. He was set up by the government to prepare the draft of the policy in line with the Qudrat-e-Khuda education commission. The education minister gave 3 months' time to the committee to take the recommendations. In September 2009 the national education policy formulation committee handed the report to the education minister. At that moment, the education minister informed about the full-fledged implementation of the proposed education policy from the following year. It was in September 2009 when the national education policy formulation committee submitted the report to the government. The editorial was written in response to the national education policy report 2009 which suggests education for all, free primary education, etc.

The editorial “7-Cs: Prerogatives for a new education policy” published in “The Daily Star” newspaper was written by Syed Saad Andaleeb (ED. A2). The writer gives opinions about seven prerogatives for the education policy. They offered for the education policy are commitment, comparability, clientele, capacity, coordination, cash, and communication. In education sector commitment of various stakeholders is important. It may be created through a program of rewarding and involving stakeholders. By learning the experiences of South Asian countries an education system should be introduced that may get rich dividends. The education field should be framed considering its students. Education should be made capable of delivering educational products. Session jams and incapacity of accommodating students give failure of coordination. More financial resources need to be allocated in the education sector. Communication is very much important in education. Good performers should be rewarded and bad ones should be punished.

The editorial “Formulating an education policy” (ED. A3) published in “The Daily Star” newspaper was written by A.B.M.S Zahur about the formulation of an education policy. The writer gives opinions to formulate a realistic and good education policy. To build a strong nation an education policy is needed. The new government wants to make a good and acceptable education policy. Education policy formulation committee has been formed. The quality of education needs improvement. The new government wants to increase facilities of teachers and one channel education system.

The editorial entitled “Final draft report on a new education policy” (Ed. A4) was published in “The Financial Express” newspaper about the final draft on a new education policy. The education policy formulation committee has finished the final draft of the

policy report and handed the report to the education minister. The committee has recommended to revise the stages of under-graduate education from three to two, including some compulsory subjects in all level of education, forming non-government teacher's commission. The education minister indicates that implementation of the policy would start from the following year. The editor notes that the final draft report is not elaborated enough. There is a lack of expert teachers and teachers training. The editorial writer has discussed about the features of the report. The writer has given opinions to set up supportive infrastructures in rural areas to make education useful for the economy.

The editorial entitled "National education policy" (Ed. A5) published in "The Daily Star" newspaper was written by A. N. M. Nurul Haque about the national education policy which aims to achieve education for all. The writer discusses about the features of the policy report and gives opinions about the possible obstacles to implement the policy. The education policy formulation committee has submitted the report to the government on September 2, 2009. The committee recommends to extend primary education up to class VIII and secondary education up to class XII. The education minister informs that the policy will be implemented from January next year. The editor hopes that the policy 2009 will fulfill the national aspirations and will be implemented to make education capable of matching with times.

The editorial entitled "Education policy: Improvement envisaged" (Ed. A6) published in "The Daily Star" newspaper was written by A.B.M.S Zahur about the improvement of the education policy. The education minister submitted the draft report of the policy 2009 to the Prime Minister on 7 September 2009 written in response to the

recommendations on the draft report. The main features of the report are to make education free, universal, compulsory primary education up to class VIII, including information technology and science in curriculum. The editor wishes to make the nation strong. To gain digital Bangladesh improvement in education system is essential. The writer discusses the recommendations of the policy report and gives suggestions to implement the policy quickly as the nation has already lost 35 years to get the policy. The writer also expects about the implementation of the policy with the recommendations.

The editorial “Is Bangladesh Education Policy 2009 a mirror to build a holistic individual?” (Ed. A7) published in “e-Bangladesh” newspaper was written by Nirmal Gomes about questioning Bangladesh education policy whether it will be able to make holistic individuals. The writer proposes to make a holistic education policy where the students can develop their emotional, physical, social, and intellectual growth. During early age children can learn many things from schools. Education should emphasize to express the human mind. If quality education can be implemented in primary and high school level, then students can be developed with knowledge, skills and values. According to the editor, the government should emphasize knowledge-based, skill-based and character-based education for all children. After submission of the draft report to the Ministry of Education (MOE) by the Policy Formulation Committee, a response of editorial has been published to give suggestion about the education policy. During the moment when the government started the process of finalizing the education policy 2009, some questions raised during that moment in the minds of the writers about the policy to implement successfully. July 23, 2010 was the last date for the government to get opinions from public, academics, etc. about the policy. It was the deadline of giving comments on

the education policy by email from the experts, guardians, stakeholders, students and others.

The editorial “An analysis of the education policy” (ED. A8) published in “The Daily Star” newspaper was written by Abdus Sattar Molla about analysing the features of the policy 2009. The writer prefers the print media to express his thinking about the policy. He analyses the structural problems of the education and gives his proposal about education. The editor has identified some problems. These are the short period of primary schooling, small scope of vocational/technical education, less scope of doing research, and lack of moral education. The writer gives some proposals to overcome the problems. Such as making the structure of primary and secondary education are 6 + (3 + 3). Secondary education needs to be divided into two levels: lower and upper with public examinations at Grade-9 and Grade-12. Information and communication technology (ICT) can be made a core subject of the curriculum.

The editorial “Some questions about draft education policy” (ED. A9) published in “New Age” newspaper was written by Mohammed Abdul Baten and Md Musfikur Rahman. The writers address few flaws and gaps of the proposed education policy draft. The writers have identified some matters about the policy. They are reducing illiteracy, drop-out challenges, clarification in the extension of primary education up to class VIII, etc. They have indicated that if primary education extends there will be crisis of competent teachers. At the end the writers note that the present education policy is a positive step for modernization of education system.

The editorial “Email views deserve study: Academics, Last date for opinions on education policy today” (ED. A10) published in “The Independent” newspaper was written by S.M. Mizanur Rrahman about the opinions on education policy. The writer points out the opinions of the academics which have come in response of the policy. Many observers have given their opinions through e-mail about the policy. According to many educationists, implementation of the education policy is a difficult task. The education minister notes that his ministry will start work to implement the policy and may extend the deadline of taking opinions through e-mail.

The editorial entitled “Education: Keeping up with population growth” (ED. A11) published in “The Daily Star” newspaper was written by Halimur R. Khan about the education policy. At that moment of April 21, 2009, the education minister Nurul Islam Nahid desires to make a new education policy within 3 months. The writer gives opinions about the issue of population growth of the country and its impact on the education policy. The writer suggests about the policy which needs to keep association with the population growth of the country. The writer has reported that the population of Bangladesh will become 192.9 million in twenty years. The rapid growth of population will affect the education system. As a result, the current education system will face difficulty to absorb students of college, graduate and post-graduate levels because of its small capacity. According to the growth rate of 2005, another 24 universities will be needed for the demand of higher education. The nation and its leaders should do a lot of work to enter into the 21st century and closer of the neighboring countries like Malaysia and Thailand.

The editorial entitled “Quality of education” (ED. A12) published in “The Daily Star” newspaper on November 4, 2009 was written by Mawdudur Rahman about the aspects which can contribute in making the policy more active to meet global education paradigms, and achieve long-term national education goals. The editor has outlined six sections to achieve long-term education goals. They are committee tasks, structural issues, corruption issues, technological imperatives, research goals, and incentives system for evaluation, facilities and competition. Research from developing countries can give a guideline to make a responsible education system for Bangladesh.

The editorial entitled “Uni-track education” (ED. A13) published in “The Daily Star” newspaper on December 3, 2009 was written by S.M. Anwar Uddin. The editorial has been written to propose the government to introduce a uni-track education for twelve years of basic schooling. The writer notes that there are five basic type of education in Bangladesh. They are general education, madrasa education, English medium education, vocational education and open education. This division in education creates classes among the people of the nation. For this reason, the writer proposes to take a uni-track education system of twelve years schooling. In uni-track education all students will take exactly same courses and it can help to make democracy stable.

The editorial entitled “Open and distance learning” (ED. A14) published in “The Daily Star” newspaper on December 14, 2009 was written by Manzurul Islam. The writer praises the education policy as a means to cope up with fast progressing world. The editorial has been written to give opinions to introduce open and distance learning which will give facility to make Digital Bangladesh. He proposes to establish some open

universities where working people and disadvantaged people can study. He also points out that distance education through private universities may help to build up skilled population along with higher educated people. Open, distance and virtual learning should be introduced. The present government wants to make digital Bangladesh. It may be facilitated by open and distance learning (ODL). In this mode less privileged people may be benefited. In this mode teachers may teach learners through audio-video conferencing, using internet, audio-video lecture CDs.

The editorial entitled “Education Policy 2009 - where do we stand?” (ED. A15) published in “The Daily Star” newspaper was written by Manzoor Ahmed. The writer discusses about the policy report elaborately and four principles that should be considered. He explains the proposed aspects stated in the policy. The editorial discusses about various aspects of the education policy draft that was put on the Ministry website to take public opinions. The writer notes various perspectives of the policy and expresses his opinions about that. They are enhancing education resources, fulfilling public expectations, taking professional and stakeholder’s discourse, universalization up to grade-8, equity with quality in primary and secondary education, teacher’s matters, common core subjects, literacy and non-formal education, quality in higher education and financing strategy.

The editorial entitled “Draft National Education Policy By July 10: Primary edn up to class VIII on the cards” (ED. A16) published in “The Daily Star” newspaper on June 28, 2009 was written about the statement of Dr. Kholiquzzaman, the Co-chairman of the education policy committee 2009. At the moment, the Education Policy Formulation Committee was expected to complete the primary draft within July 10, 2010. This

information has been delivered by the Co-chairman of the committee, Dr. Kholiquzzaman Ahmad in a seminar. The editorial describes the statements of the co-chairman about the policy. The Co-chairman discusses about the mandatory subjects for the students of all curriculum, recommendations for the salary of the teachers, forming permanent education commission, etc. He has informed that the policy will recommend to extend primary education schooling up to class VIII with a public examination at the end. He notes that they want to put all types of education system together. They want to make some subjects as compulsory. These subjects are Bangla, Mathematics, Basic Information and Communication (ICT), Environment and Bangladesh Studies. He also gives assurance to recommend for teachers.

The editorial entitled “Jamaat slates edn policy, earns blushes” (ED. A17) published in “The Daily Star” newspaper on November 3, 2009 was written about the criticism of the national education policy by Jamaat-e-Islami in a press conference. They expressed their opinions about the policy through a written statement and the media. The editor describes the statements and opinions of the Jamaat-e-Islami party leaders about the policy. Jamaat wants to form an education commission comprising of eminent educationists whom everyone will accept. They have blamed that new education policy will destroy madrasha education stated by Party leader Motiur Rahman Nizami. The editor notes the statement of the chief of Jamaat-e-Islami to prevent the policy if irreligious education system is forced

The editorial entitled “Religion, moral edn not ignored: Roundtable backs draft education policy” (ED. A18) was published in “The Daily Star” newspaper on November 4, 2009. The editor states about the roundtable discussion organized by Shushashoner Janney

Nagorik (Shujan) before the day of publishing the report. The editor has noted their statements and opinions about the policy 2009 in the editorial. According to them, religion and moral education are not neglected in the policy. According to former education minister, extension of primary level up to class VIII is ‘irrational’. The editor notes that the education policy may be acceptable if the policy is followed according to its directions.

The editorial entitled “Include different mediums in mainstream education: Speakers tell roundtable” (ED. A19) was published in “The Daily Star” newspaper on December 19, 2009. The editor has noted the suggestions of the roundtable speakers to include different mediums in mainstream education. Eminent citizens are the speakers of the roundtable entitled “Education and Education Policy”. The speakers of the roundtable have expressed the need to introduce a unified education system. They suggest that English medium and madrasa education should be included in the mainstream education to remove discrimination from the education sector. They also suggest that nation needs a ‘unified’, ‘scientific’, and ‘realistic’ education policy. It will produce ‘competent citizens’ and ‘complete human beings’.

The editorial entitled “Heading in the right direction” (ED. A20) published in “The Daily Star” newspaper on July 6, 2010 was written by Md. Anwarul Kabir. The writer has given initially the background of the colonial education policy and further indicates that the education policy 2009 is moving to the right direction. The writer has given some opinions about the education policy 2009. He has praised the education policy 2009 as scientific and people-oriented. He points out the major objectives of education which are to make people creative, free thinking, patriotic, skilled, etc.

4.2.2 Representation of Processes

4.2.2.1 Material Processes

In an analysis of the *Transitivity* process of the editorial “Towards a new education policy” (ED. A1), there are many material processes found overall in the text. Material processes indicate the workings about the new education policy which the education ministry tries to put in place for the nation and measures taken in the policy and some suggestions to formulate the policy. The majority of material processes show ‘doings’ and ‘happenings’ about the policy (Halliday and Matthiessen, 2004: 179, 2014: 224). For example:

THE education ministry seems all geared up to place before the nation a new education policy... (ED.A1.6)

A 16-member committee is working at it (ED.A1.7)

A great deal of discourse on the efficacy of these two reports has taken place over the decades ... (ED.A1.16)

Then there are suggestions to make primary education scientific, unitrack and compulsory up to class eight (ED.A1.24)

Like the Editorial 1 (ED. A1) the majority of the processes are material found in Editorial 2 (ED. A2), which gives the description of the seven prerogatives offered here. The seven prerogatives offered for the education policy are commitment, comparability, clientele, capacity, coordination, cash, and communication. The details of these seven prerogatives have been discussed in earlier Section 4.2.1. Material processes indicate that the present government is designing a new education policy. To frame the policy seven prerogatives need to be followed. For example:

THE present government is designing yet another "new" national education policy (ED.A2.7)

Perhaps the earlier documents had excellent content but failed to gain the commitment of those responsible for its operationalisation (ED.A2.22)

A question is whether to build the education system from scratch or emulate (ED.A2.33)

Finding such a country to emulate should also serve as an effective benchmark (ED.A2.39)

It should develop appropriate and responsive programs, processes, and organisation structures that would best be able to deliver (ED.A2.44)

Capacity problems are ... what output it expects to generate, abysmal management systems at all levels, etc (ED.A2.53)

The most important aspect of coordination is that the sub-systems must work like parts of a machine to keep it functioning (ED.A2.74)

The overall processes available in the text of Editorial 3 (ED. A3) are material processes, which express the views for formulation of the policy. For example:

THE need for a suitable education policy to build a strong nation is immense (ED.A3.7)

The new government is pledge-bound to introduce a good and acceptable education policy in the country (ED.A3.12)

This is why huge investment was made in the education sector by advanced countries like USA, Japan and former USSR (ED.A3.47)

It may be pointed out that there will be remarkable increase remittances from our workers abroad if we are able to export more skilled personnel instead of unskilled hands (ED.A3.48)

Analysing the transitivity processes used in the text of Editorial 4 (ED. A4), it is observed that the dominant processes types are material processes which indicate the final draft policy report and its recommendations. The editor states that the national education policy formulation committee has prepared the draft report of the policy. The committee has submitted the report to the education minister. He notes the recommendations of the committee to revise under-graduate education. The new policy also recommends to include some compulsory subjects for all streams of education. They want to make education more

need-based and to form a permanent education commission. The editor has used some material processes in the editorial. He states:

The National Educational Policy Formulation Committee has come out with its final draft report. The committee handed the report to the education minister last Wednesday (ED.A4.5)

The salient features of the recommendations of the committee include revising the stages of under-graduate education from three to two, the mandatory inclusion of certain compulsory subjects under all streams of education, making education more need-based and formation of a permanent education commission (ED.A4.6)

From the discussion about the national education policy (ED. A5), it is observed that most of the verbs reflect the material processes to indicate the constitution of education policy formulation committee and their suggestions and government's desire to reorganize the education system of the country. Prof. Kabir Chowdhury is the chief of the committee. The committee wants to make a modern national education policy. They suggest the extension of primary education up to class 8 and secondary education up to class 12. There are some more suggestions to make primary education free, universal and compulsory for all including six compulsory subjects. The editor expects that the policy 2009 will fulfill national aspirations because it has some necessary and beneficial provisions. For example:

The government constituted a 16-member committee headed by Prof. Kabir Chowdhury on April 8 to formulate a modern national education policy in line with the 1974 Qudrat-e-Khuda Education Commission (ED.A5.11)

The salient features of the recommendations of the committee are the suggestion to make primary education free, universal and compulsory, and the mandatory inclusion of six compulsory subjects under all streams of education (ED.A5.15)

As the government seeks to reorganise and reshape the country's education system to turn Bangladesh into a prosperous country, it is expected that it will also take steps to keep the educational institutions free from the machinations of the politicians (ED.A5.50)

The National Education Policy-2009 is expected to fulfill national aspirations as it has some very essential and beneficial provisions (ED.A5.54)

Looking at the process types found in the Editorial 6 (ED. A6), most common process type was the material process which specifies doings and happenings about the implementation of the policy. The editor notes that the government expects the policy implementation will begin from the year 2010. The new government promises to introduce a new education policy and to moderate the education system of the country. For example: *It is expected that implementation of the report will start from the next academic year (ED.A6.8). The new government is committed to introduce a new education policy to modernize the education system (ED.A6.33).* Like as Editorial 6, the most common process types were the material processes in the Editorial 7 (ED. A7) that indicate the initiatives of increasing the budget for education by the government which have been taken in the policy. The government increases the budget of the year 2009-2010 to implement the policy 2009. The editor notes: *Besides, the Sheikh Hasina government also increased the education budget 2009-2010 than any other years (ED.A7.19).* The material processes found in the Editorial 8 (ED. A8) have been used to express the editor's preference to use print media to express his thoughts to the government and for people. He also wants to make public opinion through sending his thoughts. He praises the education policy formulation committee to formulate the policy 2009 within a short time. The editor notes:

As an educational researcher, I do have something to say on the matter; and instead of sending my thoughts to the ministry, I prefer to use the print media so that public opinion can be built (ED.A8.7)

The committee has done a good job in formulating policies on almost every aspect of education in Bangladesh in only 3-4 months (ED.A8.10)

In analysing process types found in the editorial 9 (ED. A9), the most common process type is the material process. The material processes have been used to indicate the starting process of finalizing the national education policy 2009. The editor notes that the

government “has started” the processing to finalize the education policy 2009. The policy “has made” an opportunity to combine local government and civil society. The editor states in the editorial: *OF LATE, the present government has started the process of finalising the national education policy 2009 (ED.A9.9). The policy has made a provision of incorporating local government authorities and local civil society committees for making necessary arrangements for public examinations (ED.A9.86).* In editorial 10 (ED. A10), the most common process type is the material process. Here, the material processes have been used to indicate the implementation of the policy. For example:

According to education ministry sources, some Taka 68,000 crore will be needed to implement the draft National Education Policy 2009 (ED.A10.29)

On the other hand, the government will have to spend Taka 30,909 crore to develop the infrastructure of at least 80,000 primary schools as these schools will have to be upgraded to Class VIII from current Class V (ED.A10.30)

Looking at the process types found in the editorial 11 (ED. A11), most common process types are the material processes. The material process indicates the need of being considered the issue of population growth. For example: *One issue, that needs to be considered before recommendations can be made, is the growth of the population and its implications on the policy to be formulated (ED.A11.6).* To express the need of building more schools, material processes have been used. For example: *If 10-year schooling becomes mandatory, and 100% age-appropriate children attend primary and secondary school, Bangladesh will have to invest major resources for developing capacity to provide the educational needs of this group; an additional 697 primary schools and 22,250 secondary schools will have to be built and 282,814 new teachers added for these schools (ED.A11.65).*

Many material processes found in the editorial 12 (ED. A12) indicate the prepared policy and the writer's focus on the policy. For example: *The government of Bangladesh needs to be congratulated for taking education reform as a priority. Within a short time, a draft education policy has been prepared. Instead of exploring in detail, I have focused on the aspects which may contribute towards making the policy more proactive to align it with global education paradigms, and may help in realising long-term national education goals* (ED.A12.7). In the editorial 13 (ED. A13), the writer uses some material processes to propose to introduce a uni-track education. For example: *Therefore, I propose that Bangladesh adopt a uni-track education system for twelve years of basic schooling. All students in Bangladesh will take exactly same courses of study. All schools across the country will follow a uniform curriculum* (ED.A13.768). It is noticed that the writer uses some material processes in the editorial 14 (ED. A14) to indicate the set-up of Open University. For example: *It may be mentioned that a fast-developing country like Malaysia in our neighbourhood had set up one private open university, some eight years ago, in consortium with 11 public universities* (ED.A14.59). However, the range of the editorial is very vast in the editorial 15 (ED. A15). It has about 3502 words. Material processes have been used mostly. The writer uses some material processes to indicate presentation of the report. For example:

The 18-member National Education Policy Formulation Committee chaired by National Professor Kabir Chowdhury and co-chaired by Q.K. Ahmed, Chairman of Bangladesh Economic Association, presented their report to the Minister of Education on 2nd September, 2009. (ED.A15.4)

The 97-page report divided into 29 chapters was put on the Ministry website, with a deadline for public comments by 30th September (ED.A15.7)

In the editorial 16 (ED. A16), the editorial uses material processes to indicate the policy which is going to be completed. For example: *With the recommendations of extending the primary education level up to class VIII and a public examination at its end, the Education Policy Formulation Committee is going to complete its primary draft within July 10* (ED.A16.5). Similarly, the editorial 17 (ED. A17) has some material processes which indicate the critiques of Jamaat-e-Islami party about the policy. The Jamaat party has a lot of questions which has “put” them into difficulties. For example: *Jamaat-e-Islami, which criticised the draft national education policy 2009 at a press conference yesterday, came under a volley of questions from reporters that apparently put the party leaders into difficulties* (ED.A17.4). Furthermore, they want to suspend the policy without giving their opinion stated as: *The party demanded cancellation or suspension of the education policy though it did not give any opinion on its final report posted at the ministry's website for opinions* (ED.A17.7). Looking the transitivity processes used in the editorial 20 (ED. A20), it is observed that the dominant processes types are material processes which indicate the fulfillment of the objectives of the policy and the implementation of the policy. “To fulfill” the objectives of the policy, implementation needs to be successful. Hence, permanent education commission is essential “to implement” the policy. There are some examples:

To fulfil the objectives stated in the policy, successful implementation is a must. However, that largely depends on different stakeholders and the government's initiatives. Introduction of a permanent Education Commission, as suggested by this policy, is a must to implement this policy in line with the people's aspiration (ED.A20.75-78)

The committee gave more emphasis on defining the objectives of education, so it successfully captured the real essence of education (ED.A20.56)

It is noted that the majority of the processes are the material processes which reflect the actions and measures of the government to formulate the education policy 2009. The editors use the material processes to indicate the government’s workings about the new

education policy, government's design to formulate that one, doings and happenings related with the policy, provide some suggestions, fulfillment of the objectives of the policy and implementation of the policy.

4.2.2.2 Mental Processes

There are some mental processes found in Editorial 1 (ED. A1) which are used to tell the writer's experience about the other reports of education policy and the belief and expectation of the writer about the policy. For example:

We know there are some good reports, likeand we also know that these have been collecting dust in some closets, never getting to see the light of the day (ED.A1.13)

We believe any policy that does not get implemented is not worth the paper it is written on (ED.A1.29)

Like the Editorial 1 (ED. A1), the mental processes found in Editorial 2 (ED. A2) have also been used to express the writer's thinking about the policy to take more time to formulate the policy. For example: *Perhaps a little more time should be budgeted to think through the substantive issues (ED.A2.96)*. Some mental processes found in Editorial 3 (ED. A3) have also been used to tell about the previous experiences to formulate the policy.

For example:

We have seen that, except for the AL, governments failed to show any education policy though we had 10 years democratic rule under BNP and BNP-led alliance government and 14 years of military rule under presidents Zia and Ershad (ED.A3.22)

During these 24 years we saw stoppage of the implementation of the Kudrat-e-Khuda Commission recommendations, and production of reports for announcement but not for implementation (ED.A3.25)

Many mental processes in Editorial 5 (ED. A5) have been used to indicate the involvement of MPs in the educational institution affairs. For example: *One really fails to*

understand why the involvement of MPs in the affairs of educational institutions is so essential, while they have a party affiliation (ED.A5.46). The writer uses mental processes in Editorial 7 (ED. A7) to express his experience about the chronic problems of Bangladesh education sector and his expectation about the students to make them to be thoughtful effectively. For example: *As we can see that Bangladesh education sector has been going through its chronic problems...* (ED.A7.21).

The writer uses mental processes in Editorial 8 (ED. A8) to express his thought and experience about some problems of education. For example: *Apart from a few (like the need for extending unified education and of Masters course), the committee, I think, understood most of the problems, and the report bears testimony to that* (ED.A8.23). *Now we know that the world pattern of primary education is up to Grade-6* (ED.A8.43). Mental process in Editorial 11 (ED. A11) expresses the realisation of the impact of population. For example: *Unless we realise the enormity of the impact of this population growth and adopt appropriate measures for the education sector, it will result in worsening of the quality and capacity of the nation's education system* (ED.A11.14). There are some mental processes found in the editorial 13 (ED. A13) which indicate the ideology of madrasa students. For example: *They also see themselves ideologically aloof, especially from the English medium students who, in the opinion of the former, are highly influenced by the western cultures* (ED.A13.49).

To sum up, there are some mental processes used in the editorials by the writers. Mental processes express the writer's experience, belief, thinking, expectations and realisation of the editorial writers about the education policy 2009.

4.2.2.3 Verbal Processes

Verbal process in Editorial 5 (ED. A5) has been used to indicate the education minister's utterance. For example: *The education minister said that the draft education policy would be finalised soon, and its full-fledged implementation would start from January next year* (ED.A5.28). Verbal process in Editorial 6 (ED. A6) speaks about the implementation of the initial stage of the policy which is difficult. For example: *Needless to say that at initial stage implementation will be difficult and therefore progress may be slow* (ED.A6.47). Few verbal processes found in Editorial 8 (ED. A8) are used to indicate the writer's speaking about the policy. For example: *As an educational researcher, I do have something to say on the matter...* (ED.A8.7). Verbal processes found in Editorial 9 (ED. A9) have been used for some initiatives which have been kept to reduce illiteracy. For example: *Good news is that some specific initiatives have already called for reducing illiteracy* (ED.A9.51). In Editorial 10 (ED. A10), there are few verbal processes which have been used to express the speech of the responded or related person. For example:

Former Dhaka University vice-chancellor professor Moniruzzaman Mia said it would not be a wise decision to extend the primary education level to Class Eight from Class Five as getting the budget for implementation would a big challenge (ED.A10.18)

If it is needed, the ministry will consider the issue," the minister said (ED.A10.49)

Some verbal processes have also been found in the editorial 16 (ED. A16) to describe the speaking of the co-chairman of the policy committee. For example: *Dr. Kholiquzzaman, also a noted economist, said there were many commissions formed to frame education policies since the independence and the commissions prepared their reports but policy was not formulated until 2000* (ED.A16.29). Similarly, some verbal in the editorial 17 (ED. A17) processes have been used to describe the speaking of party leader of Jamaat-e-Islami. For example: *The Jamaat chief said the policy says that the*

education system would be secular and pro-people which is contradictory (ED.A17.47).

Verbal processes are more evident in the editorial 18 (ED. A18). The editor uses the verbal processes to indicate the statement of the roundtable speakers. For example:

Prof Syed Anwar Husain of Dhaka University said the policy is not considered as a policy as it cannot be done in only four months (ED.A18.39)

Dr Manzoor Ahmed of BRAC University said the new education policy is entirely acceptable if we consider it from the perspective of directions as the policy gives directions. A policy never gives solution to all problems, he added (ED.A18.44-46)

Since the editor has noted the statements of the roundtable speakers about the education policy in the editorial 19 (ED. A19), he has used some verbal processes to note their statement. For example: *Noted academic Prof Serajul Islam Chowdhury said the nation wants a unified education system that will be free of discrimination, communalism and commercialisation (ED.A19.16). Prof Anu Muhammad of Jahangirnagar University said the education system has been commercialised which needs to be addressed immediately (ED.A19.32).* Similarly, there are some verbal processes have been used in the editorial 20 (ED. A20) to state the speech of Sir Trevelyan. The editor notes the points: *In 1857, Trevelyan told the British Parliament: "After such an education, a political revolution in this country will be unlikely and we will be able to rule over our Empire for long (ED.A20.17).*

In summary, some verbal processes have been used in the editorials. The verbal processes give the message of the education minister's utterance, the writer's speaking about the policy, speech of the Co-chairman of the education policy formulation committee, statements of the roundtable speakers and Sir Trevelyan.

4.2.2.4 Relational Processes

Another process is the attributive relational processes found in Editorial 1 (ED. A1) which the writer uses the word “seems” to express the desire of the education ministry. The ministry of education has woken up to bring a new education policy in front of the nation. The editor notes: *THE education ministry seems all geared up to place before the nation a new education policy...* (ED.A1.6).

Relational process found in Editorial 6 (ED. A6) “becoming” is used in the editorial to describe not to be optimistic about the scope. The editor states that there should be a determination of time to implement the policy. he suggests not to be too optimistic because there are some limitations to complete an education policy in a developing country like Bangladesh. Funding is also a matter no to be too optimistic. The editor writes: *There is no scope for becoming too optimistic* (ED.A6.48). Few relational processes found in Editorial 7 (ED. A7) are used to increase young volunteerism. For example: *This would also increase the young volunteerism and help them become socially responsible and care giver citizens* (ED.A7.70). The editor proposes to add 100 hours volunteer service in the education policy. Every student should complete the 100 hours volunteer service to the society. This service makes them involvement in social activities and enriches their knowledge to solve social problems.

Relational process “appears” in Editorial 11 (ED. A11) is used to indicate the appearance of the data to get close with Malaysia and Thailand in education sector. The editor states: *Looking at the data, it appears that the nation and its leadership have a lot of work to do to get anywhere close to even our neighbours, let alone the developing nations*

(ED.A11.89). The editor gives his opinion that Bangladesh should decide to become equal with Malaysia and Thailand in higher education level. But it is a mammoth task to build 1704 and 2194 universities to serve people's demand of higher education. The editor suggests that the leaders of the nation should do many works to get close with Malaysia and Thailand. Relational process "appears" in Editorial 12 (ED. A12) is used to comment on the committee task of the policy. The editor writes: *It appears that the committee, along with developing policy statements, spent much time on the implementation plans* (ED.A12.22). It seems to the editor that the policy is a "formal set of statements".

In summary, relational processes are linked to the message of the education ministry's desire to make a new education policy. The committee should spend much time to implement the policy. It also indicates that the nation and its leadership should do many works to get close with our neighboring countries in education sector.

4.2.3 Roles of Actor/ Participant

In the editorial "Towards a new education policy" (ED. A1), the main actors are:

- (i) The education ministry
- (ii) A 16-member committee
- (iii) the education minister

The education ministry has geared up to make a new education policy within three months. The actor "The education ministry" functions to place a new education policy for the nation. "A 16-member committee" is working to make the policy draft. According to the "education minister", the new policy aims to improve the present state of education. The education policy will give emphasis to set up institutions to provide vocational

education at all Upazilas inside the country. The actors found in the editorial 2 (ED. A2) are presented below:

- (i) The present government
- (ii) the education minister
- (iii) leader or “driver”
- (iv) Pakistan, India, Thailand, Malaysia, UK and USA
- (v) The government

The editorial (ED. A2) has been written after the education minister’s utterances about the emphasis on the vocational training. The present government is designing a new national education policy. Forming the new education policy is very timely in this globalizing world. Because other countries have been entered into the 21st century and engaged in “knowledge revolution”. They are developing their human resources keeping association with ‘global knowledge architecture’. The education minister's utterances express that the emphasis will be on vocational training and that initiatives to prevent the dropout rates. To develop commitment of its various stakeholders, a leader or driver is essential who can keep the team energised and focused. Commitment should be a shared matter between internal and external stakeholders, policy planners and implements, teachers, parents, students. The investment in education sector in Bangladesh is roughly 2.7% of GDP whereas comparative numbers are roughly; Pakistan 2.6%, India 3.2%, Thailand 4.2%, Malaysia 6.2%, UK 5.6% and USA 5.3%. There is a link between educational expenditures and development of a country. More functional resources are needed to develop human resources. The government should allocate more ‘cash’ in education sector. The actors found in the editorial 3 (ED. A3) are presented below:

- (i) the nation
- (ii) The new government

- (iii) Mr. Nurul Islam Nahid
- (iv) An 18-member education policy formulation committee
- (v) BNP and NP-led alliance government
- (vi) presidents Zia and Ershad

To build a strong nation an education policy is very essential. Though nine education commissions and policies were formulated since 1971, a full-fledged education policy was not introduced. That's why the nation (ED. A3) is deprived of a realistic education policy. The new government is trying to formulate a good and acceptable education policy. To achieve digital Bangladesh by 2011, we should give concentration to formulate and implement an education policy. An 18-member education policy formulation committee was formed on April, 2009. National Professor Kabir Chowdhury was the chairman of the committee. The actor "the education minister", Mr. Nurul Islam Nahid, has given 3 months' time for the formulation committee to complete the policy. During this period the recommendations may be analysed which will enable government to build digital Bangladesh. The writer notes that BNP and BNP-led alliance government and presidents Zia and Ershad have failed to show any education policy. The actors found in the editorial 4 (ED. A4) are presented as follows:

- (i) The National Educational Policy Formulation Committee
- (ii) The education minister
- (iii) The government

The actor "The National Educational Policy Formulation Committee" (ED. A4) has completed the final draft report of the policy and handed the report to the education minister. The features of the recommendations of the committee are to revise the stages of undergraduate education from three to two, to include some compulsory subjects at all levels. It also recommends to form a non-government teacher's commission and make

education need-based. The education minister has informed about the full-fledged implementation of the proposed education policy from the following year. The government should be prepared enough to implement the policy. The actors found in the editorial 5 (ED. A5) are presented as follows:

- (i) The government
- (ii) The nation
- (iii) The committee
- (iv) MPs

The government (ED. A5) functions as the actor to form a 16-member committee on April 8, 2009 to formulate a national education policy according to the 1974 Quadrat-e-Khuda Education Commission report. The nation will get a new education policy. It aims to educate all. The policy will respect their religion, social, economic and geography. On September 2, 2009, the education policy formulation committee handed the government the report of the policy. The committee recommends to extend primary education up to class VIII and secondary education up to class XII. The committee wants to make primary education free, universal and compulsory. They want to include six mandatory subjects at all stages of education. Moreover, the students need to study their own religion and develop morality and patriotism. MPs can be chairmen of the governing bodies of four educational institutions in their constituencies. The other people need MPs recommendations to be selected for governing body chairman and members. The writer did not understand the matter of involvement of the MP's in educational institutions because they have a party support.

The actors found in the editorial 6 (ED. A6) are presented as follows:

- (i) The education minister

- (ii) The new government
- (iii) whole nation

The actor “The education minister” (ED. A6) has submitted the draft report of national education policy 2009 to the Prime Minister on 7 September 2009. The new government (ED. A6) has promised to make a new education policy to upgrade the education system. The 18 member of committee has been formed by the government to prepare the draft report. National Professor Kabir Chowdhury has been set as the chairman of the committee by the government to prepare the draft report according to Quadrat-e-Khuda Education Commission report. The government should make efforts to implement recommendations. The government is supposed to improve the education system and to give service to the nation. The whole nation wants a good education policy from the government. The actors found in the editorial 7 (ED. A7) are presented as follows:

- (i) Prof. Kabir Chowdhury
- (ii) Sheikh Hasina government
- (iii) The students
- (iv) The children
- (v) The nation and the world

The actor “Prof. Kabir Chowdhury” (ED. A7) functions to submit the report of the policy 2009 to the Education Ministry. Prof. Kabir Chowdhury is the chairman of the education policy 2009 formulation committee. The Sheikh Hasina government has increased the education budget 2009-2010 than any other years. Establishing an education committee is a good measure for the government and nation. Students should develop their emotional, physical, social and intellectual growth. They should build in themselves social and cultural values, integrity, tolerance, respect and love for others. The children can learn

in their early age and practice it in their latter age. The writer notes that if quality education can be ensured in primary and high school levels, the students will develop knowledge, skills, attitudes and values. The nation and the world need more moral developed workforce. The actors from the editorial 8 (ED. A8) are presented as follows:

- (i) The committee
- (ii) The Ministry of Education (MOE)
- (iii) I (the editor)

The actor “The committee” functions to do a good job in forming the policy within 3-4 months. The committee has submitted the report of policy to the Ministry of Education (MOE). The Ministry of Education (MOE) wants suggestions from people about the policy. The writer uses “I” to mean himself. He prefers print media to give his opinions to send the ministry. He thinks that when the first education commission was implemented in 1972-74, the members did not know the world pattern because of the lack of internet communication. The actor “I” is the writer himself who proposes a 6+ (3+3) structure of primary and secondary education. The actors from the editorial 9 (ED. A9) are presented as follows:

- (i) The present government
- (ii) People

The actor “The present government” has started to finalise the national education policy 2009. It is observed that education policy formulation is the expression of ideology of the ruling political party. From independence of the country, six education commissions have been made. If the new policy has been implemented, then the government needs to force the existing teachers to go to retirement and appoint new teachers to teach up to class VIII. If the government forces the retirement of the existing teachers, then many teachers will get unemployed. People are receiving non-quality private education because of

incapacity to bear the cost of quality private education. The actors from the editorial 10 (ED. A10) are presented as follows:

- (i) Dr. Ainun Nishat
- (ii) Many educationists
- (iii) Nurul Islam Nahid
- (iv) Dr. Quazi Kholiquzzaman

The actor “Dr. Ainun Nishat” speaks that the draft education policy does not give specification of any strategy. Many educationists feel that the implementation of the education policy is a difficult matter. Nurul Islam Nahid expresses that his ministry has received comments over email about the policy 2009. Dr. Quazi Kholiquzzaman functions as the actor to give the opinions in implementing the policy and said “*money wouldn't be a matter for implementing the education policy if the country's Gross Domestic Product (GDP) rate remains at 6 per cent*”. He thinks that the government will not get the fund crisis if the government grants 4.5 percent of the budget. He also states the government to extend the time to receive comments through e-mail on the policy 2009. The actors found in the editorial 11 (ED. A11) are presented as follows:

- (i) Education minister
- (ii) Children
- (iii) Students
- (iv) Population
- (v) Nation and its leadership

The writer has got happy knowing that Education Minister Nurul Islam Nahid decides to make a new education policy within three months. The writer notes that before making the policy, population growth needs to be considered. Population growth needs

appropriate measures for the education sector. In 2005, 18.2 million children were found as age-appropriate for primary school. About 300,000 more students will appear at college in 2025. If 1.6% of population wants to achieve higher education, it is a major challenge for the government to fulfill their demands. The nation and its leaders will have to do many works to get closer with Malaysia and Thailand in making more additional universities. The actors found in the editorial 12 (ED. A12) are presented as follows:

- (i) The government of Bangladesh
- (ii) I (writer of the editorial)
- (iii) The people
- (iv) Hanushek and Woessmann
- (v) The committee

The actor “The government of Bangladesh” should get congratulation to make the education policy within short time. The draft education policy has been prepared within a short time. The writer uses “I” which functions to give attention on some aspects of the policy. He has pointed out the aspects which contribute to make the policy active and match global education. He gives comments on six sections. They are committee tasks, structural issues, corruption, technology, research areas, and incentives. The people related with budget preparation can do the suggestion on financial plans better. The actor “Hanushek and Woessmann” detects that the poor quality of education is due to the institutional structure. Any plan will fail in the ineffective structure. The writer notes that ‘committee did not consider the system and structural issues in the report’. The committee describes the accreditation of universities. The actors found in the editorial 13 (ED. 13) are presented as follows:

- (i) John Dewey
- (ii) A teacher (I) (writer of the editorial)

The actor “John Dewey” is a famous American philosopher and educator. He shows a relation between democracy and education in his book “Democracy and Education” written in 1916. A teacher of Brac University is the writer himself. He notes the five types of education of Bangladesh. They are (1) general education, (2) madrasa education, (3) English medium education, (4) vocational education, and (5) open education. He shows a division between English medium and Bangla medium students. The writer proposes to introduce a uni-track education system of twelve years. He gives his opinions to take the some courses of study for all students. According to him, uni-track education may help to make democracy stable. The actors of the editorial 14 (ED. A14) are presented below:

- (i) stakeholders and experts
- (ii) higher educated people
- (iii) less privileged people
- (iv) teachers

The actor “stakeholders and experts” need to give a review meeting about the policy. The stakeholders should be the persons beyond the national committee. And the review meeting should be arranged before the action is taken. The reviews may be taken using modern technology like ‘video-conferencing, audio-conferencing, e-conferencing and newspaper writings’. To achieve progress and development of the country, higher educated people are needed. Open and distance learning can help the less privileged people to acquire education. Teachers of open and distance learning mode can teach students through technology such as web supports, audio-video Lecture CDs, internet, etc.

The actors of the editorial 15 (ED. A15) are presented here with their activity:

- (i) The committee
- (ii) Teaching personnel

- (iii) Government policy makers
- (iv) Young people

The national education formulation committee has been led by Professor Kabir Chowdhury. Dr. Quazi Kholiquzzaman Ahmad is the co-chairman of the committee. He is also the chairman of Bangladesh Economic Association. They have submitted the report of the policy to the education minister on 2 September 2009. The report is divided into 29 chapters. The writer notes that the government policy members have fallen in a hesitation about the next steps of the draft policy. To make the policy alive, the writer has given four principles. These are making policy development as on-going process, establishing credibility of the government, open consideration of the policy and going back five-year development planning. Teaching personnel of primary and secondary education are derived from the colleges of National University. They make students unfit for higher education as stated by the writer. ‘Young people’ of post-secondary level take higher education only at 5% rate. The draft policy is optimistic to enhance resources for development. The writer states that 6% GDP may create enough resources to develop education. If economy has got consistent, it may be 7% also. The actors of the editorial 16 (ED. A16) are presented below:

- (i) Dr. Kholiquzzaman
- (ii) Dr. Kasama Varavarn

Dr. Kholiquzzaman Ahmad, co-chairman of the education policy committee, a noted economist, has informed some information at a symposium on “Learning from neighbors: The trajectory of Educational Progress”. He informs that primary level education will be extended up to class VIII. The students of all mediums (general,

madrasha and English) will study some common subjects. These subjects are Bangla, Mathematics, Basic Information and Communication Technology (ICT), Environment and Bangladesh studies. He also notes that the policy has some special speeches for the places where education remains ehind. He also recommends for teachers about salary and other matters. He indicates that the committee of the education policy may give some recommendations for private universities discussing with University Grants Commission (UGC). Dr. Kasama Varavarn, secretary general, ministry of education of Thailand, discussed about the pre-university development in education in her country. The actors of the editorial 17 (ED. A17) are presented below:

- (i) Jamaat-e-Islami
- (ii) Motiur Rahman Nizami
- (iii) Ali Ahsan Mohammad Mojaheed

Jamaat-e-Islami criticises the draft education policy 2009 in a press conference. For this, this party has got a lot of questions from the reporters. The party demands to cancel the education policy. They did not give any opinion on its final report to the ministry website. They also demand that education commission should be formed with eminent educationists who will be acceptable by all. They want that the time of giving opinion about the policy should be extended. Motiur Rahman Nizami is the Jamaat Ameer. He states that many people are not aware of the policy because of short time which was given to take opinions. He includes that the policy will destroy madrasha education and religions and moral education have been removed from class I and II. According to him, people should resist irreligious education. Jamaat-e-Islami party Secretary General, Ali Ahsan Mohammad Mojaheed states that many people wants to give opinion to the government.

The actors of the editorial 18 (ED. A18) are presented below:

- (i) Speakers
- (ii) Sheikh Shahidul Islam
- (iii) Dr. Kazi Saleh Ahmed

“Sushashoner Jannoy Nagorik (Shujan)” has organized a roundtable entitled “Considering the education policy of Bangladesh”. The speakers of the roundtable discussion state that the policy does not ignore the religious and moral education. They note that some incompleteness about the policy should be reviewed. The government should implement the policy quickly. There should be more guidelines about primary education in draft policy. Sheikh Shahidul Islam is the former education minister. He has stated that compulsory subjects are an extra burden for the madrasa students because less meritorious students study there. Dr. Kazi Saleh Ahmed is the former Vice-Chancellor of Jahangirnagar University. He states that there are some difficulties to extend primary education. Because the teachers of the rural areas are not efficient to teach English and Mathematics. The actors of the editorial 19 (ED. A19) are presented below:

- (i) Speakers
- (ii) People
- (iii) Prof. Serajul Islam Chowdhury

Eminent citizens of the country have arranged a roundtable entitled “Education and Education Policy”. Speakers of the roundtable are the eminent citizens of the country. They express the need to introduce a unified education system. They want to join English medium and madrasa education into the mainstream education to remove discrimination in education sector. They suggest that nation needs a ‘unified, scientific, and realistic

policy'. It will deliver 'competent citizens' and 'complete human beings'. Prof. Serajul Islam Chowdhury is a noted academic. He is one of the speakers of the roundtable discussion. He suggests that nation needs a unified education system which is free from discrimination and commercialization. He also states that people from the ethnic minorities and remote areas should get quota facilities to receive their education. The actors of the editorial 20 (ED. A20) are presented below:

- (i) The British Raj
- (ii) Lord Macaulay
- (iii) Sir Trevelyan
- (iv) Bangabandhu
- (v) Dr. Kudrat-e-Khuda

The education system which prevails in Bangladesh has been come from the British Colonial system. The British Raj introduced the education system in India for their interest. Lord Macaulay is the founder of the British Colonial education system. He wanted to make "a class of persons, Indian in blood, but English in taste, in opinions, words and intellects". Sir Trevelyan is a major British policy maker. According to him, the way to divert the thoughts of the Indians is 'to create western thoughts among them'. In 1857, he states in the British Parliament that the education will make them able to establish a long lasting Empire in India. Bangabandhu is the founder of Bangladesh. He realized the emptiness of the prevalent education system which is originated from British colony. He emphasized the people oriented education. He formed an education commission in 1974. Dr. Kudrat-e-Khuda, scholar, scientist and educationist was the head of that commission. He picked out the 'scientific and pro-people' education policy. But that policy was not implemented after the tragic assassination of Bangabandhu. Contemporary government showed little interest about that policy.

4.2.4 Appraisal

The resources of appraisal in the editorial “Towards a new education policy” (ED. A1) express the evaluation of the writer about the policy whose work is going on. The writer grades his feelings and judges the working about the policy positively as saying good as well as the writer engages himself using ‘but’ which shows negative attitude about the education minister for initiating another policy. For example: *Theoretically, all this sounds good, but we wonder ... yet another policy* (ED.1.13). Some modal verbs have been used to show ‘Engagement’ of the writer. For example:

We believe before formulating any policy, opinions of various stakeholders should be taken into account and reflected on the final documents that are adopted (ED.1.21)

The underlying principle is that there should be a one-stream education system in schools that would ensure very high standards (ED.1.27)

In the analysis of editorial 2 (ED. A2), the writer grades his feelings about the policy positively as saying good as well as the writer engages himself using ‘but’ which shows negative attitude. For example:

This is indeed timely, especially in a globalising world in which other countries have catapulted themselves into the 21st Century by vigorously engaging in "knowledge revolution" and by developing their human resources that are aligned with the global knowledge architecture (ED.2.7)

The editorial also appropriately directs the government to look into the earlier documents and translate the recommendations into action (ED.2.13)

What was gleaned from the education minister's utterances is that the emphasis will be on vocational training and that initiatives will be taken to stem the dropout rates that currently plague the system (ED.2.16)

Importantly, there must be a leader or "driver" at each level who keeps the team energised and focused (ED.2.31)

The writer shows engagement expressing his views about the capacity of education system. For example: *What is the capacity of the education system to adapt itself quickly to produce human resources ... or information technology that the labour market needs?* (ED.2.62). The writer judges session jams and bad performances negatively as well as good metrics positively. For example: *Session jams and lack of capacity to accommodate students ... as do the shifting of examinations, failure to provide textbooks, poor supervision, etc* (ED.2.72). *Good metrics should also lead to a system that rewards good performers and punishes bad ones* (ED.2.94).

In the analysis of editorial 3 (ED. A3) using the resources of appraisal, the writer evaluates negatively for not being able to introduce a full education policy. For example: *It is unfortunate that we haven't yet been able to introduce a full-fledged education policy since our independence in 1971, though nine education commissions were formed and nine education policies formulated during the period. Till now, the nation has been deprived of a realistic education policy* (ED.A3.7).

After that judgement about a good education policy has been formed. For example: *The new government is pledge-bound to introduce a good and acceptable education policy in the country* (ED.A3.12). The writer appreciates to be united to make a policy. For example: *If we are to be united to achieve digital Bangladesh by 2011 we shall have to concentrate hard on formulating and implementing a suitable education policy* (ED.A3.14). Furthermore, the writer grades his feelings about the teachers to indicate their quality. For example: *The quality of our education needs vast improvement. Our teachers, particularly*

primary school teachers, are of poor quality. The standard of english and mathematics is particularly very poor, mainly due to inadequate number of qualified teachers (ED.3.34).

The writer also shows appreciation, judgement and engagement which are combined to tell about unity. In addition, engagement has been shown in the texts by using some modality. For example:

If we are to be united to achieve digital Bangladesh by 2011 we shall have to concentrate hard on formulating and implementing a suitable education policy (ED.3.14)

Thus, the education curriculum should be based on secular principles (ED.3.42)

The quality of education imparted should also be good (ED.3.44)

In the editorial entitled “Final draft report on a new education policy” (Ed. A4), the resources of appraisal reveal how the writer judges, grades and engages about the draft policy report. The feelings about the policy have been graded. For example:

Such broad proposals are to be welcomed, specially the one requiring all students to be taught certain compulsory subjects such as science and mathematics at the primary and secondary levels (ED.A4.11)

There is much to be improved upon, and strengthened particularly in areas of capacity building and availability of competent and skilled teachers to operationalise the new policy as effectively as possible (ED.A4.21)

Therefore, such a vital policy that would influence education-related activities for a long time, certainly deserves a more serious consideration by all stakeholders so that all-out efforts can be made to translate its goals and objectives into a reality (ED.A4.24)

Such changes are largely consistent with the demands of a much more competitive world situation where education is looked upon as the main facilitator of economic growth (ED.A4.38)

Graduation and judgement have been combined to indicate the ability of the education policy to change its traditional education system. For example: *Whether the new education policy in Bangladesh will finally be able to provide amply for such a major*

*overhaul in its archaic and too traditional education systems, would require a closer and careful examination (ED.A4.40). Finally, engagement is shown to take suggestions from all before implementation of the policy. For example: *In no way, the scope for incorporation of meritorious suggestions by all concerned quarters should be foreclosed before the policy gets the final approval for implementation (ED.4.31). The analysis of the editorial “National education policy” (ED. A5) follows the writer’s engagement about the policy which the government is making to educate all. For example:**

All such recommendations are to be welcomed, but the harsh reality is that we have so far failed in implementing such recommendations (ED.A5.26)

The education minister said that the draft education policy would be finalised soon, and its full-fledged implementation would start from January next year (ED.A5.28)

The editor grades his feelings comparing with the previous policies. For example: *Let us hope that this new policy will not collect dust in some closet like the previous ones, and will be implemented in full to make our education capable of coping with the changing times and the development in the field of science and technology (ED.5.64). In the editorial “Education policy: Improvement envisaged” (ED. A6), the writer uses some resources of appraisal to express judgement, graduation, and attitude about the policy. Such as, the writer uses an adverbial to grade his feelings: *THE education minister has formally submitted the draft report of national education policy 2009 to the PM on 7 September (ED.A6.7). He expresses his attitude about the policy: *Our experience about implementation of recommendations of the past reports has not been happy (ED.A6.40). He judges positively the success of the government: *We must wish success of the government in its effort to introduce a good education policy (ED.A6.56).****

In the editorial “Is Bangladesh Education Policy 2009 a mirror to build a holistic individual?” (Ed. A7), the writer uses judgement and graduation to express his feelings about the policy. The writer judges negatively the people’s negative attitudes in justifying the outcomes of the education. For example: *People’s negative, destructive, unproductive, unprofessional, unskilled, and unethical behavior and attitudes, and actions could be the most important elements in order to justify the outcomes of the education* (ED.A7.40). The writer grades his feelings about the social problems. For example: *They could see deeply the social problems, social needs, their responsibility to the community* (ED.A7.67).

In the editorial “An analysis of the education policy” (ED. A8), the writer uses the resource of appraisal to express his judgement, attitude and engagement with the policy. The writer judges positively to make the policy. For example: *The committee has done a good job in formulating policies on almost every aspect of education in Bangladesh in only 3-4 months* (ED.A8.10). The writer shows his attitude about the policy by using affect. For example: *If the present government ..., I am afraid it will exaggerate some points and keep the space open for the rivals to carry out manipulation again (when they are voted to power)* (ED.A8.67). The writer engages himself within the policy using a proclaimer. For example: *Although the committee didn't elaborate on its content, I guess the aim is to deal with the history of Bangladesh* (ED.A8.66). In the editorial “Some questions about draft education policy” (ED. A9), the writer grades their feelings about the education policy 2000 and 2009. For example:

Unfortunately, the proposed education policy 2000 was not implemented (ED.A9.15)

Considering the aforementioned facts, the currently proposed education policy 2009 is considered a guideline to the journey of ‘education for all’ (ED.A9.34)

The writers show engagement with the policy giving their opinions about policy using disclaimers. For example: *Obviously, the inclusion of local government and participation of local people have significant relevance in this regard, but we should not forget that local government is assigned to perform a number of tasks as its own official duty* (ED.A9.88). In the editorial “Email views deserve study: Academics, Last date for opinions on education policy today” (ED. A10), the writer’s engagement with the opinion of the policy has been expressed through verbal and mental processes. For example:

The students of class five will end their five-year primary education through participating in a public examination from this current year," Nurul Islam Nahid said (ED.A10.57)

"I think we would not have to face fund crisis if the government sanctions 4.50 per cent of the budget for the education sector. And the government should do it in order implement the education policy (ED.A10.72)

In the editorial entitled “Education: Keeping up with population growth” (ED. A11), the writer expresses his happiness using positive affective category. For example: *WE'RE happy to learn that Education Minister Nurul Islam Nahid wants to place a new education policy within 3 months* (ED.A11.5). “Knowledge economy” has been graded and judged positively in this editorial. For example: *However, more significantly, since today's "knowledge economy" and "information society" will become more competitive by 2025, the completion of high-school, and even a university degree will become a "requirement" to get good jobs; this will drive the demand for higher education exponentially* (ED.A11.58).

In the editorial “Quality of education” (ED. A12), the policy is graded by the writer. He writes about the policy: *The policy should clearly state that adequate resources should made available for research at PhD and post-doctoral level to create the opportunity for access to a world-class research community* (ED.A12.74). The editorial contains the

instance of attitude using negative affective category and provides the reason of it. For example: *I am afraid that it will be hard to succeed in developing a sustainable, responsive, and responsible education system within the constraints of traditional values and structures* (ED.A12.90). There are some examples of graduation found in the editorial entitled “Uni-track education” (ED. A13). The writer uses adverbials to grade his feelings. For example: *One can reasonably argue that ... to take exactly the same courses of study ...* (ED.A13.11) *Apparently, there are five types of basic education in Bangladesh* (ED.A13.25) *Hence, it realistically deserves such a reshuffle* (ED.A13.98)

In the editorial entitled “Open and distance learning” (ED. A14), the resources of appraisal grades negatively the feelings of the writer about open and distance learning. For example: *Unfortunately in the very useful and appropriate sector of open and distance learning, when the growth of other universities in both public and private sectors has rightly taken place in the last 17 years, not a single more public open university was established* (ED.A14.32). The writer uses adverbials to indicate distance education made. For example: *Till recently, there were four or five private universities in Bangladesh that used to offer programs in distance education mode* (ED.A14.43). Some resources of appraisal have been used in the editorial “Education Policy 2009 - where do we stand?” (ED. A15). Education financing and improvement of educational systems are graded by the writer. For example: *Inadequately addressed in the policy draft are criteria and strategy for education financing to support the key policy objective of ensuring educational development based on quality with equity* (ED.A15.272) *Unfortunately, there are no magic bullets for improving educational systems* (ED.A15.283)

In the editorial “Draft National Education Policy By July 10: Primary edn up to class VIII on the cards” (ED. A16), the editor expresses his engagement with the policy through the use of verbal processes. For example:

He said students of all mediums -- general, madrasa and English, regardless of types of education system and education institutes -- will have to study several subjects in the primary level to have better understanding about certain things of the country (ED.A16.14)

He further said inclusive education, emphasis on values and capability building will be the fundamental things that they have gone through in the policy (ED.A16.35)

He said the committee would suggest formation of a permanent education commission which would supervise whether the policies are being implemented properly and will suggest the government (ED.A16.59)

In the editorial entitled “Jamaat slates edn policy, earns blushes” (ED. A17), engagement has been expressed as the resource of appraisal. The editor uses verbal processes to make engagement. The editor has noted the party leader’s statement. For example:

Nizami said a proposal was included in the policy to destroy madrasha education because of the anti-Islamic mentality of the committee members (ED.A17.32)

When informed about the report prepared by the Moniruzzaman Mia Commission, Nizami said a report was prepared but that did not go to the cabinet (ED.A17.57)

There are many verbal processes stated by the editor in “Religion, moral edn not ignored: Roundtable backs draft education policy” (ED. A18) which shows the resource of appraisal “engagement”. For example:

Dr Kazi Saleh Ahmed, former vice-chancellor of Jahangirnagar University, said there would be difficulties in extending primary level as most of the teachers of this level in the rural areas are not capable of teaching subjects like English and mathematics (ED.A18.34)

Prof Syed Anwar Husain of Dhaka University said the policy is not considered as a policy as it cannot be done in only four months (ED.A18.39)

The editor expresses appreciation through the aspiration of unified education system in the editorial entitled “Include different mediums in mainstream education: Speakers tell roundtable” (ED. A19). The editor has noted the statement of Prof Serajul Islam Chowdhury. For example: *Noted academic Prof Serajul Islam Chowdhury said the nation wants a unified education system that will be free of discrimination, communalism and commercialisation* (ED.A19.16). The editor grades the education system by stating as: *Prof Anu Muhammad of Jahangirnagar University said the education system has been commercialised which needs to be addressed immediately* (ED.A19.32).

The editorial entitled “Heading in the right direction” (ED. A20) has some resources of appraisal. The education policy 2009 and students are graded by the writer. For example:

Hopefully, the Education Policy 2009, if properly implemented, will instill the aforesaid values in the psyches of the young students and will effectively change the present state of the education sector in the country (ED.A20.72)

Every student needs to be developed emotionally, physically, socially, and intellectually (ED.A20.66)

The writer expresses the resources of engagement using modality to indicate the education policy of the country. For example: *As the education policy of any country should not be static, amendment of the policy is a must* (ED.A20.79).

Table 4.1 lists the evaluative terms of judgement and appreciation, with examples adopted from the selected editorials published in the daily newspapers:

Perhaps the earlier documents had excellent content but failed to gain the commitment of those responsible for its operationalisation (ED. A2.22).

Our teachers, particularly primary school teachers, are of poor quality (ED. A3.34).

Table 4.1 The evaluative terms of Judgement and Appreciation

Positive	Negative
excellent	poor quality

The second category of *Appraisal* is *Graduation* which elaborates the analysis of attitudinal expressions by grading feelings, judgements and assessments made (Droga & Humphrey, 2002). It permits the editorial writers of education policy 2009 to express attitudes on gradable scale. Table 4.2 below lists the evaluative terms for analysing the graduation resource with few examples adopted from Appendix A.

The last category of *Appraisal* is *Engagement*. It is related with recognising the basis of the attitudes or who is responsible for making the evaluations (Lagonikos, 2005). Attribution, modality and disclaimers and proclaimers are the resources for understanding this group (Martin & Rose, 2003; Droga & Humphrey, 2002). Attribution indicates that the writers use the words to validate attitudes. In discourse, attribution is recognised through verbal and mental processes, e.g., say and think (Droga & Humphrey, 2002). For example, “*What is the capacity of the education system to adapt itself quickly to produce human resources in, say, healthcare or information technology that the labour market needs?*” (ED.A2.62).

Modality is another way of sources which permits the beginning of other voices. Because it “functions to indicate that speakers or writers are aware that what they are proposing could be seen as contentious or likely to be challenged by a potential reader or listener” (Droga & Humphrey, 2002: 95). For example, “*We believe before formulating any policy, opinions of various stakeholders should be taken into account and reflected on the*

final documents that are adopted” (ED. A1. 21), where ‘should be’, the modality expresses Engagement.

Table 4.2 The evaluative terms of Graduation resource

Graders	Adverbials	<ul style="list-style-type: none"> • Theoretically, all this sounds good, but we wonder whether he is living up to his own criticism of the culture of frequent shifts in policies by himself initiating yet another policy (ED. A1.10). • This is indeed timely, especially in a globalising world in which other countries have catapulted themselves into the 21st Century by vigorously engaging in "knowledge revolution" and by developing their human resources that are aligned with the global knowledge architecture (ED.A2.7). • The editorial also appropriately directs the government to look into the earlier documents and translate the recommendations into action (ED.A2.13). • It is also imperative to set up effective, supportive infrastructures, particularly in thrust areas, in order to make education truly useful for the economy (ED.A4.47).
	Measures of time	<ul style="list-style-type: none"> • Any change to the education policy needs close scrutiny, as it will influence the entire education system for a long time (ED.A5.29). • Printing of books according to the new syllabi is impossible within such a short period (ED.A5.38).
	Measures of quantity	<ul style="list-style-type: none"> • The government formed as many as eight education commissions and committees since independence but not a single recommendation by them has been implemented, which has left education in a mess (ED.A5.61).
	Measures of modality	<ul style="list-style-type: none"> • Besides, all students must study their own religions and receive education that develops moral values and patriotism (ED.A5.17).

Engagement can also be understood through disclaimers and proclaimers (Martin & Rose, 2003: 51). Droga & Humphrey (2002) have mentioned disclaimers as those outside sources included in a text with the intention of rejecting them whereas proclaimers are

those sources included, which are difficult to challenge and are considered the given in a text. For example:

Theoretically, all this sounds good, but we wonder whether he is living up to his own criticism of the culture of frequent shifts in policies by himself initiating yet another policy (ED. A1.10).

Although the committee didn't elaborate on its content, I guess the aim is to deal with the history of Bangladesh (ED. A8.66).

But there is still uncertainty as the data indicates that over two-thirds of the children from the poorest category were not selected as recipients of stipend (ED. A9.55).

Otherwise, the policy will remain just that, a policy (ED. A9.141).

The expressions of evaluation which are known as *Appraisals* denote to the words the writers or editors use to specify whether something is good or bad. As mentioned earlier there are considerably few mental processes in the editorials. There are many material processes available in the texts of the editorials. There are very few examples of affect in the editorials selected for this study. Some words have a value of judgement and they indicate the editor's belief. The evaluation of the education policy 2009 reveals that there are many positive and negative appraisals in the editorials.

4.3 Summary

In an analysis of the predominant *Transitivity* process types found in the selected editorials listed in this dissertation, by far the common process type found is the material process. It is observed that there are significantly more material processes in editorial 4 (Appendix A: ED.4) in the texts. It is further noticed that the majority of the processes overall are material. The other group of processes is mental processes followed by verbal process. There are some relational processes which emphasize the writer's assertive argument for

action and/or qualities of participant. The majority of material processes are linked to the formation of the policy by the government and suggestions to form it. However, the other processes do not feature notably. It can be concluded that, the features of education policy 2009 in Bangladesh is described by the editorial writers, concentrating on the curriculum review and education policy are represented through the processes to understand the dominant events about the policy. Therefore, research question 1 of “*What are the transitivity processes found in the editorials that represent the predominant events in relation to the 2009 Bangladesh Education Policy?*” is responded.

The Daily Star's position in the new education policy in Bangladesh is revealed through publishing the editorials. The issue of policy of education is commented through the editorials. Some of the editorial writers favored the policy by emphasizing their comments. The opinions are revealed through the language used in discussion of editorials. The representations of the opinions by the writers for the new education policy of Bangladesh reveal that all editorials include evaluations or appraisals. This denotes to the words the writer or editors use to specify whether something is good or bad which is dissimilar than modals. As mentioned earlier that there are considerably few mental processes in the editorials by which to underline the emotions of the actors. As a result, there are very few examples of affect in the editorials selected for this study. Some words have a value of judgement and they indicate the editor's position. The evaluation of the education policy by the editors reveals that there are many positive and negative evaluations in the editorials. In addition, there is a collection of engagement resources in all the editorials.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

In this chapter, firstly, a summary of the main findings of the analysis is presented. To do so, returning to the research questions and objectives to indicate the findings are shown to answer them. It also comprises the recommendation for future studies.

5.1 Summary of The Findings

The goals of this research are to report the summary of the findings and to answer the research question from the discussion with regards to the study of newspaper editorials published in Bangladesh.

Research Question 1: *What are the transitivity processes found in the editorials that represent the predominant events in relation to the 2009 Bangladesh Education Policy?*

The editorials of the study possess the transitivity processes. Transitivity processes have been analysed according to Halliday's Systematic functional Grammar (SFG). From the analysis and discussion carried out, it is observed that the editorials published in newspapers about Bangladesh education policy 2009 has been analysed using Halliday's ideational metafunction. The findings of the editorials selected from the newspapers expose the processes in the texts to look at the predominant events and the representation gives the readers an idea or experience about the policy. In the context of the study, the editors behind the newspapers have used the processes to express their opinions to the government so public opinions can be built. These writers play role by giving their opinions. They have

used various transitivity processes to express their thoughts. By analyzing the transitivity processes of the editorials, the predominant events have been expressed to the people to make an idea about the policy. The government has got a valuable suggestion through their use of transitivity processes. Thus the research question is answered.

Research Question 2: *How are the appraisal resources used to indicate the attitudes and judgements of the editorial writers towards the 2009 Bangladesh Education Policy?*

This analysis reveals that all the selected editorials show an interpersonal metafunction and construct the discourse. It can be said that the research findings are achieved by evaluating the editorials published about the education policy and its features using the resources of appraisal. Both positive and negative evaluations of appraisal are formed.

In general, the analysis of the twenty editorials reveals that there are many more positive terms than negative terms indicating the positive appraisal. Attitudes, graduation and engagement have been presented in all the editorials. The ideational metafunction is recognized through the patterns of processes (verbs). These types of patterns can be collectively explained as the transitivity pattern in language. It has been considered here the functional role of process types in the editorials under the present study. It can be concluded that there are more material processes in all the editorials in the texts. The other group of processes is mental processes followed by verbal process are also available in the texts. Another process type is relational processes which emphasize the writer's assertive argument for action and/or qualities of participant. The majority of material processes are linked to the representation of formation of the policy 2009. Therefore, the research

questions are reasonably answered analyzing the editorials using the tools of Halliday's Systemic Functional Grammar (SFG), including the resources of Appraisal.

5.2 Contribution of Research

The study exemplifies Halliday's Systemic Functional Grammar to analyse the language of the newspaper editorials on Bangladesh education policy 2009 published in various newspapers. It contributes to the print media linguistic researches of the impacts of applying the transitivity processes as the tool to present the dominant events of the policy 2009. The study endorses Halliday's ideational and interpersonal metafunctions to uncover the processes of texts of editorials to understand the predominant events to explore the attitudes and judgments of the editorial writers, respectively. Thus, it contributes to the body of media professionals and literature that investigates media political discourse through their choice of grammatical resources. In a conclusion, the present study is a small analytic contribution to the discourse studies in terms of Halliday's Systemic Functional Grammar, which may help the researcher and policy maker who wishes to pursue research work and engage in the policy making process.

5.3 Recommendation for Future Studies

The study on education policy 2009 in the local media and the results obtained in this study demand for further work to be done over other sets of editorial parameters. The following recommendation is made in order to make further research: This study has used the data on the education policy 2009 issue as discussed in twenty editorials selected mostly from *The Daily Star* newspaper in Bangladesh. Further studies can be done using some other newspapers to respect the education policy in the same or other contexts.

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Total number of words		20,786

Monday, April 13, 2009

Editorial

Editorial

Towards a new education policy

Let it be attuned to the time

THE education ministry seems all geared up to place before the nation a new education policy within the next three months. A 16-member committee is working at it. As stated by the education minister, the new policy would aim at improving the present state of education at all levels, giving special emphasis on setting up institutions for providing vocational education at all upazilas across the country. Theoretically, all this sounds good, but we wonder whether he is living up to his own criticism of the culture of frequent shifts in policies by himself initiating yet another policy.

We know there are some good reports, like those of the Qudrat-e-Khuda Education Commission of 1974 and Shamsul Haque Education Committee of 1997, and we also know that these have been collecting dust in some closets, never getting to see the light of the day. A great deal of discourse on the efficacy of these two reports has taken place over the decades but no government of the past came forward to implement them. There is a common perception among the education experts of the country that had these recommendations been implemented, most of the malaise existing in the system would have been nonexistent by now.

We believe before formulating any policy, opinions of various stakeholders should be taken into account and reflected on the final documents that are adopted. For example, there are opinions in favour of integrated primary education under a unified core curriculum to ensure solid foundation for quality higher education. Then there are suggestions to make primary education

scientific, unitrack and compulsory up to class eight. In a broader sense, there is demand for an education policy that is need-based and would help students acquire modern knowledge and become creative in thinking. The underlying principle is that there should be a one-stream education system in schools that would ensure very high standards.

We believe any policy that does not get implemented is not worth the paper it is written on. We have seen in the past that by the time a policy gets formulated, the tenure of the government will have come to an end and the next government would throw it into the bin. Therefore, we hope, this time around the government will be able to glean the salient elements from the Qudrat-e-Khuda and Shamsul Haque reports and incorporate them in the new policy with need assessment and forward looking vision.

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Enrolment in primary school has increased in all regions of the developing world; however, more than 100 Million children of primary school age are still not in school, two-thirds of them girls. As many as 150 million drop out before completing Grade 5. In addition, some 860 Million adults, two-thirds of them women, still cannot read or write.

In April 2000, over a thousand participants met at the World Education Forum in Dakar, Senegal and set an ambitious goal: universal primary education by the year 2015. Universal primary education is recognised as important because it leads to many substantial positive effects: better family health, lower birth rate, higher productivity, higher earnings, and improved economics

Monday, April 20, 2009

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7-Cs: Prerogatives for a new education policy



She needs help to go further. Photo: Amdadul Huq/ Drik News

Syed Saad Andaleeb

THE present government is designing yet another "new" national education policy. This is indeed timely, especially in a globalising world in which other countries have catapulted themselves into the 21st Century by vigorously engaging in "knowledge revolution" and by developing their human resources that are aligned with the global knowledge architecture.

However, an editorial in the Daily Star (April 12) makes a critical observation; that there have been numerous education policies proposed in the past and that most of them have gathered more dust than the attention of those who "could" and "should" have made a difference. The editorial also appropriately directs the government to look into the earlier documents and translate the recommendations into action.

What was gleaned from the education minister's utterances is that the emphasis will be on vocational training and that initiatives will be taken to stem the dropout rates that currently plague the system. While both issues are important, it would be useful to contextualise them under a broad framework.

Under this framework, seven prerogatives are offered. They are as follows:

Commitment: A very important determinant of any accomplishment in the education sector is the commitment of its various stakeholders. Perhaps the earlier documents had excellent content but failed to gain the commitment of those responsible for its operationalisation. Commitment is not automatic; it must be generated through a program that is exciting, achievable, rewarding, demonstrates clear benefits, involves the stakeholders, and is measurable.

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Thursday, May 21, 2009

Editorial

Formulating an education policy

A.B.M.S Zahur

THE need for a suitable education policy to build a strong nation is immense. It is unfortunate that we haven't yet been able to introduce a full-fledged education policy since our independence in 1971, though nine education commissions were formed and nine education policies formulated during the period. Till now, the nation has been deprived of a realistic education policy.

The new government is pledge-bound to introduce a good and acceptable education policy in the country. Our indifference towards adopting a modern science-based, non-discriminatory, secular and people-oriented policy has created divisions in our society. If we are to be united to achieve digital Bangladesh by 2011 we shall have to concentrate hard on formulating and implementing a suitable education policy.

An 18-member education policy formulation committee was formed on April 8 under the chairmanship of National Professor Kabir Chowdhury. Very rightly, the education minister, Mr. Nurul Islam Nahid, has allowed only 3 months' time to the committee to complete the recommendations so that they can be analysed properly in time to enable the government to build digital Bangladesh.

We have seen that, except for the AL, governments failed to show any education policy though we had 10 years democratic rule under BNP and BNP-led alliance government and 14 years of military rule under presidents Zia and Ershad.

During these 24 years we saw stoppage of the implementation of the Kudrat-e-Khuda Commission recommendations, and production of reports for announcement but not for implementation. This brings up the suspicion whether these governments believed in keeping the common people uneducated because knowledge and education could prove to be a spark for the people to raise their heads against all injustices.

We hope that the new government will present us a realistic education policy. However, it has to be careful about fulfilling the needs of our society. We are lagging behind even India and Sri Lanka in this regard. We do not as yet have adequate facilities for imparting scientific and technical education.

The quality of our education needs vast improvement. Our teachers, particularly primary school teachers, are of poor quality. The standard of english and mathematics is particularly very poor, mainly due to inadequate number of qualified teachers. For a sound education both these subjects are essential. To solve this problem the concerned teachers should be imparted intensive training for a reasonable time (say 6 months).

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We can't deny the fact that Bangladesh has achieved nothing regarding to follow any education policy. For example, compulsory primary education for all, increasing literacy rate among the illiterate and free education for girls and many more similar steps are being implemented in Bangladesh. These are clearly the parts of education policy. These are rather scattered not well organised and incomplete and unable to meet the needs of ongoing home and world wide requirements. It is necessary to identify the weakness and strength of the ongoing education policy, sort out what are being done that is practically

Final draft report on a new education policy

The National Educational Policy Formulation Committee has come out with its final draft report. The committee handed the report to the education minister last Wednesday.

The salient features of the recommendations of the committee include revising the stages of under-graduate education from three to two, the mandatory inclusion of certain compulsory subjects under all streams of education, making education more need-based and formation of a permanent education commission. It has also recommended formation of a non-government teachers' commission. Such broad proposals are to be welcomed, specially the one requiring all students to be taught certain compulsory subjects such as science and mathematics at the primary and secondary levels. The prevailing system of education with compartmentalization into humanities, science, vocational and madrasa systems has proved to be counter-productive from the standpoint of putting the pupils through a holistic as well as dynamic education process.

The education minister indicated, while accepting the final draft report, that the proposed education policy would soon be finalised soon and its full-fledged implementation would begin from early in the next year. It is important to consider here whether the government would institutionally be prepared enough to do the same. There is much to be improved upon, and strengthened particularly in areas of capacity building and availability of competent and skilled teachers to operationalise the new policy as effectively as possible. Education has been proving to be the centre point of realizing national aspirations in all fields. Therefore, such a vital policy that would influence education-related activities for a long time, certainly deserves a more serious consideration by all stakeholders so that all-out efforts can be made to translate its goals and objectives into a reality. Before that, all stakeholders should be given a reasonable period of time to give their opinion on the recommendations of the National Educational Policy Formulation Committee and have the same reflected in the final policy itself. The proposed policy should go through the usual phases of some scrutiny at the expert level and there should be debate on it in the parliament before its final adoption. In no way, the scope for incorporation of meritorious suggestions by all concerned quarters should be foreclosed before the policy gets the final approval for implementation.

Education has become the focal point of national attention in all countries that made the most progress in all fields in the last century and the present one. In countries such as India and China, sea-changes have been brought about in syllabuses, curricula, educational infrastructures, approaches to teaching, etc. Such changes are largely consistent with the demands of a much more competitive world situation where education is looked upon as the main facilitator of economic growth. Whether the new education policy in Bangladesh will finally be able to provide amply for such a major overhaul in its archaic and too traditional education systems, would require a closer and careful examination.

The final draft report on the proposed education policy has not amply elaborated on how efforts would be made to strengthen the institutional capacity. There is a severe dearth of competent teachers, useful teachers' training and also opportunities for need-based education in the country. It is also imperative to set up effective, supportive infrastructures, particularly in thrust areas, in order to make education truly useful for the economy.

.....

National education policy

A.N.M. Nurul Haque

IT is good news that the nation is going to have a new education policy aiming to educate all, irrespective of their religion, gender, socio-economic condition and geographical location. On September 2, the National Education Policy Formulation Committee submitted to the government the eighth such report since the independence of the country.

The government constituted a 16-member committee headed by Prof. Kabir Chowdhury on April 8 to formulate a modern national education policy in line with the 1974 Quadrat-e-Khuda Education Commission. The committee has suggested extension of primary education up to class VIII and secondary education up to class XII.

The salient features of the recommendations of the committee are the suggestion to make primary education free, universal and compulsory, and the mandatory inclusion of six compulsory subjects under all streams of education. Besides, all students must study their own religions and receive education that develops moral values and patriotism.

The new education policy has suggested that the secondary level of education should be from class IX to XII, and that uniform curriculum and syllabus in several subjects should be followed in all mediums including madrasa. Madrasa education should be modernised, including science and information technology in the curriculum that should focus on developing the skill and capacity to respond to the need in the employment market.

It also recommended formation of a permanent education commission to implement the education policy, and decentralisation of the National University by setting up centres in all divisions. All such recommendations are to be welcomed, but the harsh reality is that we have so far failed in implementing such recommendations.

The education minister said that the draft education policy would be finalised soon, and its full-fledged implementation would start from January next year. Any change to the education policy needs close scrutiny, as it will influence the entire education system for a long time. Therefore, the new education policy deserves more serious consideration by all stakeholders.

The policy aims to improve the present state of education at all levels. But what remains a major cause of concern is that the government is not institutionally prepared enough for implementation of such a vital policy.

The integration of the existing level of primary education with the next three classes of the old secondary level and severe dearth of competent teachers for operation of new education policy in the rural areas and madrasas pose the greatest challenge towards its implementation. Printing of books according to the new syllabi is impossible within such a short period.

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“ No education policy will ever bail this country out unless english is made the medium of instruction in higher education. ”

: Manzoor

[more comments \(1\)](#)

Saturday, September 12, 2009

Editorial

Education policy: Improvement envisaged

A.B.M.S. Zahur

THE education minister has formally submitted the draft report of national education policy 2009 to the PM on 7 September. It is expected that implementation of the report will start from the next academic year.

The major recommendations of the report are: free, universal and compulsory primary education up to class VIII; inclusion of information technology and science in the curriculum; mandatory vocational education and scholarships to all students from class VI to class VIII on the basis of examination; uniform syllabus in secondary education (class X XII); three -year degree course to be extended to four-year honors course; establishing technical institutions in every upazila; modernization of madrassa education through inclusion of information technology; and arrangement of text books and teachers for the indigenous children to enable them to learn in their own language.

After the liberation of Bangladesh we have seen seven commission and committee reports. All these reports contained some valuable suggestions for improving education system. Due to resource constraint and lack of political will only a few of these suggestions could be implemented.

The Kudrat-e-Khuda Commission Report (1974) recommended extension of universal schooling up to 8th grade in line with UNESCO requirement of 14 years universal school. It is indeed regrettable that even after elapse of 35 years (1974-2009) we have not been able to even implement partly the recommendations.

As there is no public examination on completion of primary education the accountability of primary school teachers for the quality of education imparted during the stage cannot be ensured. As such teaching standards in primary schools are immeasurably bad. The onus of developing a solid foundation is, therefore, sifted to secondary school teachers who often have to start from scratch. In regard to secondary education the present standard is much better than that of the primary stage. However, much scope remains for improvement in case of secondary education system as well.

The new government is committed to introduce a new education policy to modernize the education system. An 18-member committee under the chairmanship of national professor Kabir Chowdhury was set up to prepare a draft education policy in line with the Kudrat-e-Khuda commission report. The report is awaiting final approval.

Before the final approval of the draft pace of work should be quickened because already we have lost 35 valuable years in presenting education policy and it brooks no further delay. The whole nation is eagerly waiting for a good education policy from this government.

RATE THE STORY

readers rating **1 / 5**

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Is Bangladesh Education Policy 2009 a mirror to build a holistic individual?

September 18, 2009
By Nirmal Gomes

Education agenda is one of the main schemas for every political party in Bangladesh as well as many countries across the world. This agenda is always politicized by the politicians and the party. It is good news for Bangladesh that recently the Chairman of the National Education Policy- 2009 Formulation Committee Prof. Kabir Chowdhury handed over the final draft of a new education policy to the Education Ministry Nurul Islam Nahid.

Various media reported that since the independence of Bangladesh, successive governments have formed at least eight education commissions including Dr. Quadrat-e-Khuda Education Commission 1972. The new education policy is one of the important agendas for the ruling government that included in the election manifesto. Awami League affirmed before the election that enrollment at the primary level of education would be raised to 100% by 2010, and education up to the level of bachelor's degree would be made free in phase, while health care for all would be ensured by 2013. Of course, the forming of the education committee was a noble initiative for the government as

well for the nation. Besides, the Sheikh Hasina government also increased the education budget 2009-2010 than any other years.

As we can see that Bangladesh education sector has been going through its chronic problems, such as quality education policy, quality of education-contents, relevance of curriculum, quality of teachers, lack of quality teacher's training and teaching methods, school buildings and safety, accountability, effective local and national assessment tools, inadequate research funds and institutions, lack of quality educational leaders, and lack of partnership with stakeholders (student-teachers-parents-other stakeholders partnership).

It is affirmative indication that the proposed education policy 2009 incorporated the general education and Madrasa education, which will enable to solve a long-time multi-dimension educational practice in Bangladesh. The Sheikh Hasina administration also has emphasized educating Madrasa students on general and vocational curricula alongside religious education to bring up a skilled population for the nation.

The committee widely proposed and modified the curricula and years of studies in primary and high school levels. Besides, the committee has emphasized vocational education in the proposed policy according to the needs of the nation. However, the committee has excluded some of the vital elements, such as promoting volunteerism, environmental studies, health and nutrition, character education, and conflict resolution. If we research on the last 37 years of Bangladesh education, then we can ask questions on the quality of education that the primary and higher educational institutions have been providing to the nation! What kind of education the elderly people have received? What kind of education the children have been getting from the schools and colleges/universities in the present day? People's negative, destructive, unproductive, unprofessional, unskilled, and unethical behavior and attitudes, and actions could be the most important elements in order to justify the outcomes of the education.

A holistic education policy implementation is most essential in the reality of Bangladesh. Every students need to be developed their emotional, physical, social, and intellectual growth. The education policy must acknowledge and emphasize the spiritual, intellectual, social, physical, and psychological needs of young children from the beginning of its establishment and this will continue to foster growth in each child. Besides promoting skill-based education, the policy must encourage children to learn and nurture the social and cultural values, integrity, tolerate, respect and love others, service to others, and to be a responsible person. The students can learn all these good values from schools.

It is no doubt that the new education policy 2009 has proposed wisely excluding some of the rudiment guts that could promote a holistic person. Without promoting solid early age foundation of a child, it is impossible to build a child to absorb the digital Bangladesh and to live in the digital world. Early development of a child in a school promotes children a good-moral and productive habit, self-control, skilled, discipline life, and responsible citizen. The government should emphasis knowledge-based, skill-based and character-based education for all children equally to make the nation and the world a better place for all of us.

(Nirmal Gomes is a specialist in Educational Administration & Policy Studies; Int'l Scholar Winner- recognized by the Center for Global Education, the Catholic University of America, Washington, DC, and Freelance Journalist)

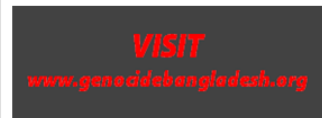
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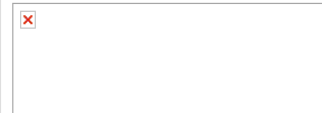


Nirmal L. Gomes is a graduate student the Catholic University of America. He is also a Human Rights Activist in Washington DC, USA.
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Tuesday, September 29, 2009

OP-ED

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An analysis of the education policy



The desire to learn must not be dampened. Photo: Adnan/ Drik News

Abdus Sattar Molla

THE committee on formulating education policy submitted the draft report to the Ministry of Education (MOE), and is now available in MOE website. The MOE asked people for constructive suggestions. As an educational researcher, I do have something to say on the matter; and instead of sending my thoughts to the ministry, I prefer to use the print media so that public opinion can be built.

The committee has done a good job in formulating policies on almost every aspect of education in Bangladesh in only 3-4 months. Naturally, dwelling on so many issues might have compromised delving in depth into the problems of education in the country.

Any change in any working system must aim at reaching some well-defined higher goals through resolving the prevailing problems. Let me reiterate briefly the structural or systemic problems in our education arena.

The identified problems are shorter (by 1 year than the world average) duration of our primary education, divisiveness (into general, madrasa, English medium etc.) in structure defying constitutional obligation (Article 17), premature ending of unified education (at Grade-8), lack of systemic accountability of primary and lower secondary education (since the first public examination is held at Grade-10), very narrow scope of vocational/technical education, lack of proper moral education, and less scope of doing research even at the Masters level since the course is of only 1-year duration.

Apart from a few (like the need for extending unified education and of Masters course), the committee, I think, understood most of the problems, and the report bears testimony to that. The salient positive features of the report are:

-Gradual elevation of universal, free (primary? compulsory?) education upto Grade-8.

readers rating **3 / 5**

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<p>THE DAILY NEWSPAPER</p>	<p>NEW AGE Editorial</p>
<p>Dhaka, Saturday October 24, 2009</p>	
<p>Pages Main Page <</p>	<p>Editorial Some questions about draft education policy</p>
	<p><i>The proposed education policy draft, despite its apparently noble intentions, has quite a few flaws and gaps that must be addressed before finalising the document, write Mohammed Abdul Baten and Md Musfikur Rahman</i></p>
	<p>OF LATE, the present government has started the process of finalising the national education policy 2009. However, most of the time, the trend for education policy formulation is found as a manifestation of the ruling political party's ideological expression rather than coverage of national interest, even though education is one of the basic rights confirmed by the constitution. Since independence, six education commissions have been formed and few reports prepared; however, except for the education policy 2000 none was proposed. Unfortunately, the proposed education policy 2000 was not implemented. Such a messy condition has affected the education sector, which has translated into a 'low quality public education'. Citizen's faith in public education is decreasing day by day and many well-heeled people in urban areas have already aligned themselves to costly private education instead of public education. People who do not have the capacity to bear the cost of quality private education are taking non-quality private education in some kindergartens, English-medium schools and qomi madrassahs. Currently, seven different types of education systems (general education under national curriculum board, kindergarten, English medium, madrassahs, qomi, vocational, non-formal education) are prevailing in Bangladesh.</p>
	<p>To face the challenges of 21st century a comprehensive and updated education policy is must. Recently proposed education policy is a positive attempt towards modernisation of the system despite shortcomings that should be clarified. The major challenges would be ensuring sound management of primary education up to class VIII. One of the fundamental requirements that might be considered is creating of additional education boards for managing newly proposed extended primary education. The target of making all adults literate by 2014 should be redefined in line with reality. The aim of reform initiatives should target reducing illiteracy in a pragmatic way. Otherwise, the policy will remain just that, a policy.</p>
	<p><i>Mohammed Abdul Baten and Md Musfikur Rahman are researchers at Unnayan Onneshan, an independent policy think-tank based in Dhaka</i></p>
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Email views deserve study: Academics

Last date for opinions on education policy today

S.M. MIZANUR RAHMAN

With the last date for the government invitation urging opinions from the general public -- academics, guardians and students in particular, on the proposed Education Policy posted on website ending today, interested observers have come up with their views.

As a number of the academics told this correspondent yesterday, an impediment to the implementation of the Education Policy would be created unless the suggestions given through email were not taken into consideration.

According to some others, controversy looms large over the feasibility of the proposed education policy as they fear that at the end of the day this might not be implemented due to "lack of physical and human resources".

Many educationists felt that the implementation of the proposed education policy would be a difficult task.

Former Dhaka University vice-chancellor professor Moniruzzaman Mia said it would not be a wise decision to extend the primary education level to Class Eight from Class Five as getting the budget for implementation would be a big challenge.

"A huge amount of money is needed to implement the proposed education policy. On the other hand, the government will also have to spend of money for requirement of fresh teachers and providing training to the existing teachers," he told reporters.

Dr Ainun Nishat said the draft education policy doesn't specify any strategy to that end.

Talking to The Independent, Education Minister Nurul Islam Nahid said to implement the education policy in a proper way, the ministry will start working in phases.

"The primary level would be extended to Class-6 by 2012, Class-7 by 2015 and up to Class-8 by 2018," he added.

According to education ministry sources, some Taka 68,000 crore will be needed to implement the draft National Education Policy 2009. On the other hand, the government will have to spend Taka 30,909 crore to develop the infrastructure of at least 80,000 primary schools as these schools will have to be upgraded to Class VIII from current Class V.

Asked how the acute scarcity of teachers would be filled up at the primary-level schools to ensure quality teaching up to Class Eight, the minister said on the basis of merit the graduate people would be recruited.

The deadline to give comments by educationists, experts, guardians, students and all stakeholders on the long-cherished final draft of the National Education Policy 2009 over email to the Education Ministry, will expire today (Wednesday).

Earlier on September 2, the 18-member national education policy formulation committee headed by National Professor Kabir Chowdhury, handed the final draft of the National Education Policy 2009 to education minister Nurul Islam Nahid at the ministry. Later the draft has been posted on website (minister@moedu.gov.bd/info@moedu.gov.bd) in order to receive comments from the educationists, guardians, students and all stakeholders on the education policy.

Nurul Islam Nahid said his ministry has been receiving comments over email and fax on 'the National Education Policy 2009 and the deadline will expire Wednesday, September 30.

Replying to a query whether the date of sending comments over email will be extended, Nurul Islam Nahid said the issue about 'extension of the deadline' is yet to be discussed.

He said requests are being made from various quarters to extend the deadline.

"If it is needed, the ministry will consider the issue," the minister said.

"These comments and recommendations will be widely discussed at the cabinet meeting. It will take time to examine, check and cross-check the views to complete the whole process. Later, the highest authorities of the government will approve the National Education Policy 2009," the education minister said.

He said as part of modernising the primary education, the primary and mass education ministry is preparing to arrange public examination this year.

"The process of implementation of the National Education Policy 2009 will start within this year and implementation activities will start from next year. The students of class five will end their five-year primary education through participating in a public examination from this current year," Nurul Islam Nahid said.

He said the new primary school-ending public examination will replace the annual and primary scholarship examinations of Class Five.

"The results of the examinees of Class Five will be published simultaneously throughout the country," he said adding the objectives of the committee would be to keep in view the success in the overhaul education from primary to higher levels.

He further said since independence till date some eight education policies had been formulated, but none was implemented due to change of governments and shift in their policies.

He said the ruling Awami League will be able to come out of this culture and it is expected that the policy would be implemented during its tenure.

Talking to this reporter Dr Quazi Kholiquzzaman Ahmad, Co-chairman of the committee, said money wouldn't be a matter for implementing the education policy if the country's Gross Domestic Product (GDP) rate remains at 6 per cent.

"I think we would not have to face fund crisis if the government sanctions 4.50 per cent of the budget for the education sector. And the government should do it in order implement the education policy. He also suggested the government to extend the time for receiving comments on email on the education policy.

"As both the Muslim and Hindu communities were busy for Eid and Puja festivals, many of them failed to make comments on the national education policy. So we hope that government would extend the deadline for sending comments," he said.

The policy document is furnished with separate chapters on primary, secondary and higher education, technical education as well as madrasa education.

"We have recommended phase-by-phase extension of primary level education, which is compulsory up to Class 8," Kholiquzzaman said.

He said primary level would be extended up to Class 6 by 2012, Class 7 by 2015 and up to Class 8 by 2018.

"Identical curriculum and syllabus have been recommended for all existing primary education systems," he added.

While talking to The Independent education secretary Syed Aatur Rahman said many recommendations, suggestions and opinions have already been made by the educationists, guardians and experts over email.

"On the basis of the people's request, if it is needed, the ministry will consider to extend the deadline which expires tomorrow (Wednesday)," he said.

The policy prescribes granting promotion to non-government teachers based on seniority and efficiency, by cancelling the existing proportional system.

Since the independence of Bangladesh, successive governments have formed the following panels: Qudrat-e-Khuda Education Commission 1972, Mofiz Uddin Education Commission 1988, Shamsul Haque Education Commission 1997, Dr MA Bari Commission 2002, Mohammad Moniruzzaman Mia Commission 2003, and the National Education Policy Formulation Committee 2009.

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The Daily Star

Tuesday, April 21, 2009

OP-ED

Education: Keeping up with population growth

Age	2000: Tot Pop	1	2	3	4	2025: Tot Pop	5	6	7	8	9
All ages	148	90%	16.2 m	80,397	390,708	192.9	14.7 m	70,950	-7445	312,234	-30,555
5-9	18.2	44%	7.4 m	18,500	132,318	6.3	7.2 m	18,000	-960	226,800	-5,200
10-14	17	30%	3.3	3,150	50,401	6.3	1.6 m	3,283	733	111,437	21,036
15-19	13	1.6%	207,577	74	10,339	6.8	275,200	98	24	13,692	3,353
20-24	13	6.3	6.9	12.7	5.5	7.2	8.2	8.9	3.9	29.3%	
Total	61.2					66.6					

Table 1: Population Projection: Growth of Population and Need in Capacity Development in Bangladesh from 2005-2025.

Halimur R. Khan

WE'RE happy to learn that Education Minister Nurul Islam Nahid wants to place a new education policy within 3 months. One issue, that needs to be considered before recommendations can be made, is the growth of the population and its implications on the policy to be formulated. Below, we offer some of our observations.

From 148 million people in 2005, the population of Bangladesh will grow to 192.9 million in just 20 years! This population explosion will impact almost all aspects of life, and most importantly on the education system. Especially affected will be the capacity of the current education system to absorb students at the college, graduate and post-graduate levels, and the need for new teachers.

Unless we realise the enormity of the impact of this population growth and adopt appropriate measures for the education sector, it will result in worsening of the quality and capacity of the nation's education system.

The table shows the population of various school-going ages in 2005 and 2025 with total population. The numbers (1-9) in the top row represent the following categories of data:

- (1) Percentage of children actually attended school
 - (2) Number of children attended school
 - (3) Number of institutions/physical buildings that existed
 - (4) Number of teachers served
 - (5) Number of students expected to attend
 - (6) Number of institutions needed to accommodate
 - (7) Number of additional buildings/ institutions needed
 - (8) Number of teachers needed
- and (9) Number of additional teachers needed.

RATE THE STORY



readers rating **4 / 5**

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[Comment Policy](#)

Wednesday, November 4, 2009

OP-ED

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readers rating **4 / 5**

Quality of education

Mawdudur Rahman

THE education level of a country is the primary determinant of its economic welfare (UNDP, 2007). The lack of high quality education perpetuates poverty (Perry et al, 2006; Hanushek and Woessmann, 2007).

The government of Bangladesh needs to be congratulated for taking education reform as a priority. Within a short time, a draft education policy has been prepared.

Instead of exploring in detail, I have focused on the aspects which may contribute towards making the policy more proactive to align it with global education paradigms, and may help in realising long-term national education goals.

I have outlined my brief comments in six sections:

- Committee tasks,
- Structural issues,
- Corruption issues,
- Technological imperatives,
- Research goals, and
- Incentives system focusing on evaluation, opportunities, and competition.

The above factors have been included in the model below to show the relationships.

Committee tasks

A policy is a "formal set of statements," a statement of principles and values which signifies long-term commitments. It appears that the committee, along with developing policy statements, spent much time on the implementation plans. Developing curricula or suggesting financial plans is not usually the task of a policy formulating committee. The people who deal with curriculum development or budget preparation will do this job better, based on the policy statements adopted by the Committee. Moreover, a financial plan should not be a part of the policy statement. Financial constraints are separate issues.

I now focus on other issues needing attention. In spite of its robustness in contents and considerations the draft education policy has missed some major areas, which need to be addressed before the report is ready for implementation.

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Uni-track education



Increase general knowledge. Photo: Tanvir Ahmed/ Drik News

S.M. Anwar Uddin

ALMOST a century ago, the famous American philosopher and educator John Dewey tied democracy and education together in his groundbreaking book *Democracy and Education*, written in 1916. The central message of the book, which revolutionised the educational discourse was that "a democratic society must provide equal educational opportunity not only by giving to all its children the same quantity of public education -- the same number of years in school -- but also by making sure to give to all of them, all with no exceptions, the same quality of education."

One can reasonably argue that the "equality of quality" in education cannot be achieved by forcing all students to take exactly the same courses of study because such factors as students' socio-economic background, teachers' capacity to impart quality education, and the school administration's attitudes and ability are crucial. Granted the anticipated challenges, I will argue that an educational change is necessary, not an option, to strengthen democracy and its associated institutions.

Educational policy change is not as straight-cut as it seems to be. It involves social, political, economic, theoretical, intellectual, ideological, and pedagogic factors. It is also very difficult to achieve the desired change in quantity and quality at the same time in any policy implementation. In a country like Bangladesh, where possibilities are often outnumbered by challenges, achieving both quantity and quality in education can be compared with fighting a battle. However, we can win half of the battle -- the quantitative half -- by introducing a uni-track education system for twelve years of basic schooling. Then, we can focus on the qualitative half.

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Thank u very much.reading this article, im feeling good. i strongly agree with your opinion. as a university student, i will say this article is the great achievement to all...

i think every university teacher and student should read this article.

: shirin aktar

[more comments \(1\)](#)

Monday, December 14, 2009

OP-ED

RATE THE STORY



Awaiting reader response.

Open and distance learning



Distance is no barrier to learning. Photo: Hola Images

Manzurul Islam

THE new National Education Policy 2009 (NEP '09) includes many good features. The earlier these are implemented, and not just passed, the better. The vision of the new education policy is great and will be a means to cope up with today's fast progressing world.

However, a few issues are addressed here:

-It is logical that the education policy emphasises ICT education in every field of study to achieve a Digital Bangladesh.

-In addition, the inclusion of distance education by private universities under strict conditions is also a timely step in the Private University Act 2009 (draft). It will help build up skilled manpower with higher educated people from outside the conventional universities within a short time and in a larger scale to meet the immediate need of the country.

What is needed now is a full review meeting with participation of maximum number of stakeholders and experts beyond the National Committee, which should be organised before action is taken.

Such reviews could be held with the aid of modern technology, like video conferencing, audio-conferencing, e-conferencing, and newspaper writings including opinions from all concerned.

Open and distance mode of delivery

Among other steps, one effective supplement could be the introduction of open, distance and virtual learning. This will not be considered as an alternative or a substitute mode. Bangladesh Open University (BOU), established in 1992, has achieved much but could not yet fulfill the expectations, especially in the application of technology-enabled learning support.

LEAVE COMMENT

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Comment Policy

I express deep gratitude and thankfulness to the author for writing and creating awareness on the most important mode of higher education adopted all over the developed and developing world, except in BD, as we are the last to take anything good always. Our politicians and their servant, most unscrupulous bureaucrats are busy not for nation building but for other obvious reasons for which BD is so backward poor nation.

Why couldn't even IBA start this distance learning is not understood. Haven't we lost edge in everything including the management education offered by IBA of which we were once so proud.

: Qamruddin Chowdhury

[more comments \(1\)](#)



Education Policy 2009 - where do we stand?

Manzoor Ahmed

The 18-member National Education Policy Formulation Committee chaired by National Professor Kabir Chowdhury and co-chaired by Q.K. Ahmed, Chairman of Bangladesh Economic Association, presented their report to the Minister of Education on 2nd September, 2009. The 97-page report divided into 29 chapters was put on the Ministry website, with a deadline for public comments by 30th September. It is not known where it stands at the moment.



How have the comments on the draft, which must have been voluminous, given high public interest on the subject, reviewed, analysed, and if appropriate, incorporated into the draft? And who were charged with this responsibility? This would be a fairly tricky task which would call for technical expertise, political insight, and an acumen in exercising judgment. Will the revised draft be placed before the public before it is adopted? Will it be presented to the parliament for discussion and approval? Will the two parliamentary standing committees on education, jointly or separately, have public hearing on the draft policy? Again it is not known what the plans are and what approach the government intends to take.

The highlights of the education policy recommendations, (regarded as draft, until the government decides what it wants to do with it) - on the whole well-received by academics, researchers and stakeholders - are indicated below.

Universal education up to grade 8 One-year pre-primary education and primary education extended to grade 8 should become universal within the next decade. The historically evolved reality of the diversity of provisions in primary and secondary education government, government-assisted, NGO and private sector schools, and the madrasa is recognized. It is agreed that this diversity will continue, subject to following a common core curriculum and adopting minimum common standards regarding learning provisions. The English medium private schools following external curricula should add "Bangladesh studies" in their curricula.

Multiple delivery modes in basic education with common core curriculum and standards. The common core curriculum for all types of secondary level institutions (including madrasa) will include Bangla, English, mathematics, science, Bangladesh studies, and IT which will be complemented by additional subjects pertinent for each major stream general, vocational, and madrasa. In addition to the vocational stream in schools, there will be various forms of skill training activities according to graded national skill standards designed to meet skill needs in domestic and overseas employment markets. Instruction in science and IT should be given special attention.

Literacy and non-formal education. A literacy program to eliminate adult illiteracy by 2014 is proposed. Non-formal education is seen as a means of providing a second chance to those who drop out of formal schools and appears to be separated from the "literacy campaign."

Sunday, June 28, 2009

Metropolitan

Draft National Education Policy By July 10

Primary edn up to class VIII on the cards

Says Dr Kholiuzzaman

Staff Correspondent

With the recommendations of extending the primary education level up to class VIII and a public examination at its end, the Education Policy Formulation Committee is going to complete its primary draft within July 10.

The committee will hold discussions with 42 concerned organisations for necessary opinions and suggestions on the draft after the deadline and the draft policy will be placed before the government on completion of the discussions.

Co-chairman of the committee Dr Quazi Kholiuzzaman Ahmad disclosed the information at a symposium on 'Learning from neighbours: The trajectory of educational progress' at a city hotel yesterday.

He said students of all mediums – general, madrasa and English, regardless of types of education system and education institutes – will have to study several subjects in the primary level to have better understanding about certain things of the country.

"We are trying to integrate all types of education," he said, adding that the students of all mediums will have to study these subjects apart from other subjects of their respective mediums.

"There are various types of education system and education institutions in the country and we are trying to bring them together at least up to a level so that everybody knows certain things similarly," he added.

The subjects are Bangla, Mathematics, Basic Information and Communication Technology (ICT), Environment and Bangladesh Studies, he informed.

Campaign for Popular Education (CAMPE) in association with Bangladesh Institute of Development Studies (BIDS) and Institute of Educational Development, Brac University organised the symposium.

The two-day symposium will be focused on pre-university education in Thailand.

Dr Kholiuzzaman, also a noted economist, said there were many commissions formed to frame education policies since the independence and the commissions prepared their reports but policy was not formulated until 2000.

"We have taken our basic documents from the policy paper of 2000 and have reviewed all the reports of previous commissions," he said, adding that they took experiences from other countries.

RATE THE STORY



readers rating **5 / 5**

LEAVE COMMENT

Name:

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Comment Policy

A very pragmatic and prudence timely decision and that must be implemented for the progress of nation and national interest. Besides, the educational curriculums to be revised and reviewed thoroughly, including, social norms, values, religious values, agricultural development, roles of local public representatives, emphasis of Bengali literature, basic English, mathematics to be given.

Teachers to be recruited in competitive process with view to keeping minimum standard of education, if necessary, better pay scale or incentives to be made to allure.

School structure are to be developed including logistics support, building, benches, educational materials.

School feeding programme can be expanded with support of various

Jamaat slates edn policy, earns blushes

Staff Correspondent

Jamaat-e-Islami, which criticised the draft national education policy 2009 at a press conference yesterday, came under a volley of questions from reporters that apparently put the party leaders into difficulties.

The party demanded cancellation or suspension of the education policy though it did not give any opinion on its final report posted at the ministry's website for opinions.

Jamaat also demanded forming an education commission with eminent educationists acceptable to all quarters or extend the time for giving opinion by two months to formulate an education policy in conformity with the constitution.

The press conference was held at its central party office to give its official statement about the education policy.

The party leaders raised questions about the policy formulation committee and its members, saying the committee did not consult with any representative organisation.

Jamaat Ameer Motiur Rahman Nizami, Secretary General Ali Ahsan Mohammad Mojaheed, Assistant Secretary General Muhammad Kamaruzzaman and other central leaders were present.

In a written statement, Nizami said a small number of people are aware of the policy as a short time was given to give opinions on it.

"Adequate time was not given for this and no measure was taken to publicise the matter through the media," he said.

Asked whether the party gave its opinion on the policy at the website, Nizami said they did not post any opinion on the website directly.

"Different organisations gave their views and we are informing [the matter] through you [media] who will give the guarantee that our views will be published through the website," he said.

Taking the floor, Mojaheed said thousands of people gave their opinions and they will give it if the government wants.

Both the leaders, however, remained silent when asked why they did not give any opinion when the government wanted it through the website.

Nizami said a proposal was included in the policy to destroy madrasha education because of the anti-Islamic mentality of the committee members.

He labelled committee chairman Kabir Chowdhury as a cultural activist saying, "Is he [Kabir Chowdhury] an educationist? We used to know him as a cultural activist."

RATE THE STORY



readers rating **3 / 5**

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Comment Policy

Well, these people are out of touch of the 21st century world . Their definition of secular teaching is the most absurd thing I ever heard of . Why don't they clearly say that they want to introduce Sharia Law & Talibanisation in Bangladesh Society .

: Manzoor Husain Sarkar

Jammat has got no right to say anything about our upcoming education policy or anything regarding our beloved country.

: S. K. Hossain

[more comments \(3\)](#)

Religion, moral edn not ignored

Roundtable backs draft education policy

Staff Correspondent

The draft education policy does not ignore religious and moral education as claimed by different sections since it makes strong recommendations on the subjects, said speakers at a roundtable yesterday.

They however said there is some incompleteness regarding some issues which needs to be reviewed, adding the government should focus on quick implementation of the policy.

The speakers also said there should have been more guidelines about primary education as the draft policy did not make everything clear about it.

Shushashoner Janney Nagorik (Shujan) organised the roundtable styled "Considering the education policy of Bangladesh" at the Jatiya Press Club in the capital.

In the keynote paper, Shujan president Prof Muzaffer Ahmad said it is not rational to say that religion and moral education are neglected in the policy as the subjects are made mandatory in the general education from class III to class VIII.

The subjects like the Quran, Tajbid, Akayid and Fiqah were included in the proposed curriculum for madrasa apart from the religion and moral education from class III to class VIII there, he said.

"Those who are saying that the policy ignored religion and moral education have not read it properly as it emphasised religious education," he added.

Prof Muzaffer said, "Why is there so much talking about the matter? There might be a political motive behind it.

"I do not think the report has any insufficiency regarding teaching of religion and morality from educational point of view. The committee fully approved religious and moral education," he added.

However, the policy does not have direction about infrastructure and measures while extending the primary level, he said, suggesting its quick implementation.

Former education minister Sheikh Shahidul Islam said the subjects which were made mandatory for all would be an extra burden for the madrasa students as usually "less" meritorious students study there.

He also said the proposal to extend primary level up to class VIII is "irrational" and "quite impossible" to implement as it needs huge infrastructure and resources.

RATE THE STORY



Awaiting reader response.

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Comment Policy

Most of the people of Bangladesh do believe that the education policy ignored and neglected religious education.

: Shajid

How do you expect an uneducated to read the policy? Anybody with a little knowledge understands the motive of Jamati. Jamati Islam should be banned in Bangladesh forever being a collaborator of Pakistan in 1971 war.

: Sawgat Chowdhury

Include different mediums in mainstream education

Speakers tell roundtable

Staff Correspondent

Speakers at a roundtable yesterday underscored the need for a unified education system, incorporating English medium and madrasa education into the mainstream with a view to putting an end to discrimination in the sector.

The education policy reflects the character of the state and the society, they said, adding that the nation wants a unified, scientific and realistic policy, which will produce competent citizens as well as complete human beings.

Eminent citizens organised the roundtable titled 'Education and Education Policy' at the Institute of Engineers, Bangladesh in the city.

Presiding over the roundtable, Justice Ghulam Rabbani said it is the education system, not religion, that can make a man rational, courageous, benevolent and selfless.

He urged all to work together to build a non-communal and democratic nation.

Noted academic Prof Serajul Islam Chowdhury said the nation wants a unified education system that will be free of discrimination, communalism and commercialisation.

People from the ethnic minorities and remotest areas should be entitled to the quota system, he added.

He also suggested providing subsidy to the poor students, minimising the financial gap between civil and military-run educational institutes, developing the curriculum and textbooks and increase the social status of the teachers.

Speaking as the chief guest, Rashed Khan Menon, chairman of the parliamentary standing committee on education ministry, said the absence of an education policy since the independence gave birth to different education systems.

There was an attempt to incorporate different mediums into the mainstream in the proposed education policy, he said, adding that, "Implementation of the policy can be started from January 1 next year as we had said that the policy would be implemented in phases."

"We could not yet implement the universal, people-oriented, democratic and non-communal education system as stated in the constitution, but the new policy is indeed a good start," he said.

Prof Anu Muhammad of Jahangirnagar University said the education system has been commercialised which needs to be addressed immediately.

RATE THE STORY



Awaiting reader response.

LEAVE COMMENT

Name:

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“ Good, appropriate & timely decision of the Govt & education ministry. Wards of the general mass people shall be benefitted by this policy. Govt should not pay attention to 1-2% people but towards 98% population. : Hasan A Rouf ”

“ At least, I'm grateful to my high school and intermediate college English teachers / professors. Because of them, I'm here! English is a universal language. Mandarin will soon become a dominant regional language. Hindi I guess all of us kind of familiar with through India's well invested media. ”

Tuesday, July 6, 2010

OP-ED

Heading in the right direction

Md. Anwarul Kabir

THE education system we follow is a legacy of the British colonial system. The British Raj introduced its education system in the subcontinent for its own interest -- not for the interest of the native Indians. For the British regime, the major driving force for introducing a newly formulated education system in India was to establish its hegemony and extend its rule.

Lord Macaulay, the founder of the British colonial education system, while framing the colonial education policy, proposed: "In India, English is the language spoken by the ruling class. Those Indians of the high class, who are in the government, also speak it. We must do our best to form a class who may be interpreters between us and the millions whom we govern, a class of persons Indian in blood, but English in taste, in opinions, words and intellects."

A similar view was expressed by Sir Trevelyan, a major policymaker: "There is only one way to turn the thoughts of the Indian nation in other direction. And that is to create Western thoughts among them [by introducing our education system]."

In 1857, Trevelyan told the British Parliament: "After such an education, a political revolution in this country will be unlikely and we will be able to rule over our Empire for long. By increasing education and by giving jobs to more and more Indians, the British rule can be made permanent." So, the major objective of the colonial education system was to create a privileged class who would collaborate with the British regime.

The dangerous implication of the British colonial education system is, perhaps, the orientation of education towards jobs. The concept of "lekha pora kore jey, gari ghora chore shey" (those who study, ride carts and horses.) had been instilled into the psyche of the common people after the introduction of the colonial education policy in undivided India.

The colonial education policy encourages us just to mimic the Western education system without assessing our own context. For this reason, we just import education/technology from the developed world but fail to assimilate these in our socioeconomic needs. For the same reason, we neglect much of our indigenous knowledge, which could have been used for our development in different fields.

After the collapse of British Raj, as we became a colony of Pakistan, we had little opportunity to march towards a pro-people education system. However, after independence, Bangabandhu rightly realised the emptiness of the prevailing derailed education system originating from the British colonial one.

Emphasising the importance of people-oriented education, he formed an education commission in 1974, which was headed by Dr. Kudrat-e-Khuda, eminent scholar, scientist and educationist. Eventually, Dr. Kudrat-e-Khuda chalked out a scientific and pro-people education policy. Unfortunately, it never got implemented after the tragic demise of Bangabandhu. Subsequent governments took little interest in it.

RATE THE STORY



readers rating **2 / 5**

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Don't get me wrong here. I am as upset as you are about colonization and its negative impacts in the sub-continent. Today, English is a global language. If we are to compete with the rest of the world, then it is best that we know the language and speak it well. From a personal point of view-- when I came abroad to study as an undergraduate I had no difficulty to assimilate with the main student body, because I spoke the language well. Often my peers said that I speak it better than them. On the other hand, other foreign students who came with me without any knowledge of English-- a lot of them had to waste a year and take ESL classes and even after they struggled through. So knowing English has its advantages.

The British era is done with. We need to move forward. Ask govt to

1 **EDITORIAL NO. A1: *The Daily Star*, Monday, April13, 2009**

2

3 **Towards a new education policy**

4 **Let it be attuned to the time**

5

6 THE education ministry seems all geared up to place before the nation a new education policy
7 within the next three months. A 16-member committee is working at it. As stated by the
8 education minister, the new policy would aim at improving the present state of education at
9 all levels, giving special emphasis on setting up institutions for providing vocational
10 education at all upazilas across the country. Theoretically, all this sounds good, but we
11 wonder whether he is living up to his own criticism of the culture of frequent shifts in policies
12 by himself initiating yet another policy.

13 We know there are some good reports, like those of the Quadrat-e-Khuda Education
14 Commission of 1974 and Shamsul Haque Education Committee of 1997, and we also know
15 that these have been collecting dust in some closets, never getting to see the light of the day.
16 A great deal of discourse on the efficacy of these two reports has taken place over the decades
17 but no government of the past came forward to implement them. There is a common
18 perception among the education experts of the country that had these recommendations been
19 implemented, most of the malaise existing in the system would have been nonexistent by
20 now.

21 We believe before formulating any policy, opinions of various stakeholders should be taken
22 into account and reflected on the final documents that are adopted. For example, there are
23 opinions in favour of integrated primary education under a unified core curriculum to ensure
24 solid foundation for quality higher education. Then there are suggestions to make primary
25 education scientific, unitrack and compulsory up to class eight. In a broader sense, there is
26 demand for an education policy that is need-based and would help students acquire modern
27 knowledge and become creative in thinking. The underlying principle is that there should be a
28 one-stream education system in schools that would ensure very high standards.

29 We believe any policy that does not get implemented is not worth the paper it is written on.
30 We have seen in the past that by the time a policy gets formulated, the tenure of the
31 government will have come to an end and the next government would throw it into the bin.
32 Therefore, we hope, this time around the government will be able to glean the salient elements
33 from the Quadrat-e-Khuda and Shamsul Haque reports and incorporate them in the new policy
34 with need assessment and forward looking vision.

1 **EDITORIAL NO. A2: *The Daily Star*, Monday, April 20, 2009**

2
3 **7-Cs: Prerogatives for a new education policy**

4
5 **By Syed Saad Andaleeb**

6
7 THE present government is designing yet another "new" national education policy. This is
8 indeed timely, especially in a globalising world in which other countries have catapulted
9 themselves into the 21st Century by vigorously engaging in "knowledge revolution" and by
10 developing their human resources that are aligned with the global knowledge architecture.
11 However, an editorial in the Daily Star (April 12) makes a critical observation; that there have
12 been numerous education policies proposed in the past and that most of them have gathered
13 more dust than the attention of those who "could" and "should" have made a difference. The
14 editorial also appropriately directs the government to look into the earlier documents and
15 translate the recommendations into action.

16 What was gleaned from the education minister's utterances is that the emphasis will be on
17 vocational training and that initiatives will be taken to stem the dropout rates that currently
18 plague the system. While both issues are important, it would be useful to contextualise them
19 under a broad framework.

20 Under this framework, seven prerogatives are offered. They are as follows:

21 **Commitment:** A very important determinant of any accomplishment in the education sector is
22 the commitment of its various stakeholders. Perhaps the earlier documents had excellent
23 content but failed to gain the commitment of those responsible for its operationalisation.

24 Commitment is not automatic; it must be generated through a program that is exciting,
25 achievable, rewarding, demonstrates clear benefits, involves the stakeholders, and is
26 measurable.

27 Beginning at the very top, commitment must be palpable as it is energised, transmitted, and
28 sustained at all levels. It must be built on a shared platform between internal and external
29 stakeholders, including the international parties, policy planners and implementers, local
30 bodies, school management committees, teachers, parents, students and even the ultimate
31 beneficiaries -- the employers. Importantly, there must be a leader or "driver" at each level
32 who keeps the team energised and focused.

33 **Comparability:** A question is whether to build the education system from scratch or emulate.
34 The rapid expansion of education systems in the past 30 years in Asia, particularly East Asia,
35 and the ascendance of this region in social and economic status testify to the role of education
36 in shaping the future of a country. Some of these countries lead the world in cross-national
37 comparisons of student achievement.

38 By learning from the experiences of these countries, it may be possible to leapfrog into an
39 education system that will pay the richest dividends. Finding such a country to emulate should
40 also serve as an effective benchmark. Here emulation means replicating what is possible and
41 adapting what is needed. If a system is emulated, it is important to compare achievements
42 with the emulated system.

43 **Clientele:** The education sector must be designed with its main clientele (students) in mind,
44 whom it wants to serve and empower. It should develop appropriate and responsive programs,
45 processes, and organisation structures that would best be able to deliver. Educational needs
46 and circumstances may vary for different groups, that may require a balancing act between
47 standardisation and customisation of the entire program. Any attempt at a one-size-fits-all
48 education policy that amounts to force-feeding will surely be counter-productive. The

49 program must be designed for optimal benefits; access, equity, and costs are other major
50 components that must be considered in designing the program.

51 Capacity: One of the biggest stumbling blocks today for the entire education system is its
52 incapacity to conceptualise, create, package, price and deliver educational products and
53 resources to its clientele. Capacity problems are reflected in the poor condition and
54 functionality of the buildings, inadequate ability of the teachers to teach, a decrepit curriculum
55 that cannot even articulate what output it expects to generate, abysmal management systems
56 at all levels, etc. These deficiencies stymie one's imagination as to how the education system
57 has continued to exist under the guidance of various governments and their development
58 partners that have pushed various programs.

59 Given the remorseless pace of evolution of knowledge products from a global perspective,
60 proactive capacity must be built among educational planners who are able to sense the rapidly
61 changing needs in the context of a networked global order to make the education system
62 relevant, innovative, and responsive. What is the capacity of the education system to adapt
63 itself quickly to produce human resources in, say, healthcare or information technology that
64 the labour market needs? Clearly, it is vital to build capacity in the following areas --
65 managerial skills, curriculum design, quality teaching, evaluation systems, and research
66 capabilities -- to sustain a first-rate education system.

67 Coordination: To eke out efficiencies, the education system must be integrated in a linked
68 structure in which one sub-system feeds into the next in a smooth and integrated operation to
69 achieve clear and measurable goals. For example, moving a cohort of students through the
70 different levels of schooling is a complex supply chain operation whose effective functioning
71 will determine whether the final products (graduating students) will be able to blend
72 seamlessly into the labour market. Session jams and lack of capacity to accommodate students
73 from one level to the next represent failures of coordination, as do the shifting of
74 examinations, failure to provide textbooks, poor supervision, etc. The most important aspect
75 of coordination is that the sub-systems must work like parts of a machine to keep it
76 functioning. With poor coordination, the machine is rendered dysfunctional.

77 Cash: The education sector is financially challenged; in fact deprived! As things stand,
78 investment in education in Bangladesh is roughly 2.7% of GDP. Comparative numbers are
79 roughly; Pakistan 2.6%, India 3.2%, Thailand 4.2%, Malaysia 6.2%, UK 5.6% and USA
80 5.3%. These numbers suggest a link between educational expenditures and the stage of
81 development of a country. Clearly, unless greater financial resources are mobilised and
82 allocated to this sector, the goal of developing needed human resources to fulfill the country's
83 needs will not be achievable. If the government is serious, it must increase the allocation of
84 "cash" to this sector substantially.

85 Communication: The final piece that ties everything together is communication. How is the
86 system performing? What are the metrics? Who gets to know what so that system
87 coordination is insured? It is imperative that the education system incorporates a system of
88 metrics that arrays the system against defined standards. Such metrics are needed for resource
89 inputs, process indicators, and output goals. Each sub-system (primary education, NFE,
90 secondary education, vocational and technical education, tertiary education, Textbook Board,
91 NAPE, BANBEIS, UGC, etc.) must have its own metrics that should be aligned with super-
92 ordinate metrics to communicate with each other about system performance. To the extent
93 possible, public metrics are also needed as a sort of report card to communicate to the public
94 about the system's achievements. Good metrics should also lead to a system that rewards good
95 performers and punishes bad ones.

96 Designing an education policy is an arduous task. The desire of the government to come up
97 with an education policy in the next three months is a tall order. Perhaps a little more time
98 should be budgeted to think through the substantive issues.

1 **EDITORIAL NO. A3: *The Daily Star*, Monday, May 21, 2009**

2
3 **Formulating an education policy**

4
5 **By A.B.M.S Zahur**

6
7 THE need for a suitable education policy to build a strong nation is immense. It is unfortunate
8 that we haven't yet been able to introduce a full-fledged education policy since our
9 independence in 1971, though nine education commissions were formed and nine education
10 policies formulated during the period. Till now, the nation has been deprived of a realistic
11 education policy.

12 The new government is pledge-bound to introduce a good and acceptable education policy in
13 the country. Our indifference towards adopting a modern science-based, non-discriminatory,
14 secular and people-oriented policy has created divisions in our society. If we are to be united
15 to achieve digital Bangladesh by 2011 we shall have to concentrate hard on formulating and
16 implementing a suitable education policy.

17 An 18-member education policy formulation committee was formed on April 8 under the
18 chairmanship of National Professor Kabir Chowdhury. Very rightly, the education minister,
19 Mr. Nurul Islam Nahid, has allowed only 3 months' time to the committee to complete the
20 recommendations so that they can be analysed properly in time to enable the government to
21 build digital Bangladesh.

22 We have seen that, except for the AL, governments failed to show any education policy
23 though we had 10 years democratic rule under BNP and BNP-led alliance government and 14
24 years of military rule under presidents Zia and Ershad.

25 During these 24 years we saw stoppage of the implementation of the Kudrat-e-Khuda
26 Commission recommendations, and production of reports for announcement but not for
27 implementation. This brings up the suspicion whether these governments believed in keeping
28 the common people uneducated because knowledge and education could prove to be a spark
29 for the people to raise their heads against all injustices.

30 We hope that the new government will present us a realistic education policy. However, it has
31 to be careful about fulfilling the needs of our society. We are lagging behind even India and
32 Sri Lanka in this regard. We do not as yet have adequate facilities for imparting scientific and
33 technical education.

34 The quality of our education needs vast improvement. Our teachers, particularly primary
35 school teachers, are of poor quality. The standard of english and mathematics is particularly
36 very poor, mainly due to inadequate number of qualified teachers. For a sound education both
37 these subjects are essential. To solve this problem the concerned teachers should be imparted
38 intensive training for a reasonable time (say 6 months).

39 Modern education means secular education, which means education not related to religion. If
40 education is not based on logic it cannot create unity of conscience and creative work. Unity
41 based on blind faith, at best, can create a religious community but not social cohesiveness.

42 Thus, the education curriculum should be based on secular principles.

43 Bangladesh aspires for establishing a true democracy. Setting up democracy without a high
44 level of education is virtually not possible. The quality of education imparted should also be
45 good.

46 For good governance, or efficient democratic administration or balanced social and economic
47 progress, education is essential. This is why huge investment was made in the education
48 sector by advanced countries like USA, Japan and former USSR. It may be pointed out that

49 there will be remarkable increase remittances from our workers abroad if we are able to
50 export more skilled personnel instead of unskilled hands.
51 Our democracy would have been more effective if the level of education of our voters could
52 be improved. With the spread of secular education the covert activities of Islamic militants
53 may diminish.
54 The new government appears to be concentrating on increasing the facilities of teachers to
55 attract brighter students to accept teaching as their career. It is also striving to introduce a
56 "one channel education system" for the unity of the nation.
57 We are hopeful about adoption of a good education policy because it is learned that the new
58 education policy is going to be based mainly on the well-thought-out recommendations of the
59 Kudrat-e-Khuda Commission.

1 **EDITORIAL NO. A4: *The Financial Express*, Saturday, September 5, 2009**

2
3 **Editorial: Final draft report on a new education policy**

4
5 The National Educational Policy Formulation Committee has come out with its final draft
6 report. The committee handed the report to the education minister last Wednesday. The salient
7 features of the recommendations of the committee include revising the stages of under-
8 graduate education from three to two, the mandatory inclusion of certain compulsory subjects
9 under all streams of education, making education more need-based and formation of a
10 permanent education commission. It has also recommended formation of a non-government
11 teachers' commission. Such broad proposals are to be welcomed, specially the one requiring
12 all students to be taught certain compulsory subjects such as science and mathematics at the
13 primary and secondary levels. The prevailing system of education with compartmentalization
14 into humanities, science, vocational and madrasa systems has proved to be counter-
15 productive from the standpoint of putting the pupils through a holistic as well as dynamic
16 education process.

17
18 The education minister indicated, while accepting the final draft report, that the proposed
19 education policy would soon be finalised soon and its full-fledged implementation would
20 begin from early in the next year. It is important to consider here whether the government
21 would institutionally be prepared enough to do the same. There is much to be improved upon,
22 and strengthened particularly in areas of capacity building and availability of competent and
23 skilled teachers to operationalise the new policy as effectively as possible. Education has been
24 proving to be the centre point of realizing national aspirations in all fields. Therefore, such a
25 vital policy that would influence education-related activities for a long time, certainly
26 deserves a more serious consideration by all stakeholders so that all-out efforts can be made to
27 translate its goals and objectives into a reality. Before that, all stakeholders should be given a
28 reasonable period of time to give their opinion on the recommendations of the National
29 Educational Policy Formulation Committee and have the same reflected in the final policy
30 itself. The proposed policy should go through the usual phases of some scrutiny at the expert
31 level and there should be debate on it in the parliament before its final adoption. In no way,
32 the scope for incorporation of meritorious suggestions by all concerned quarters should be
33 foreclosed before the policy gets the final approval for implementation.

34
35 Education has become the focal point of national attention in all countries that made the most
36 progress in all fields in the last century and the present one. In countries such as India and
37 China, sea-changes have been brought about in syllabuses, curricula, educational
38 infrastructures, approaches to teaching, etc. Such changes are largely consistent with the
39 demands of a much more competitive world situation where education is looked upon as the
40 main facilitator of economic growth. Whether the new education policy in Bangladesh will
41 finally be able to provide amply for such a major overhaul in its archaic and too traditional
42 education systems, would require a closer and careful examination.

43
44 The final draft report on the proposed education policy has not amply elaborated on how
45 efforts would be made to strengthen the institutional capacity. There is a severe dearth of
46 competent teachers, useful teachers' training and also opportunities for need-based education
47 in the country. It is also imperative to set up effective, supportive infrastructures, particularly
48 in thrust areas, in order to make education truly useful for the economy.

1 **EDITORIAL NO. A5: *The Daily Star*, Tuesday, September 10, 2009**

2
3 **National education policy**

4
5 **By A.N.M. Nurul Haque**

6
7 IT is good news that the nation is going to have a new education policy aiming to educate all,
8 irrespective of their religion, gender, socio-economic condition and geographical location. On
9 September 2, the National Education Policy Formulation Committee submitted to the
10 government the eighth such report since the independence of the country.

11 The government constituted a 16-member committee headed by Prof. Kabir Chowdhury on
12 April 8 to formulate a modern national education policy in line with the 1974 Qudrat-e-Khuda
13 Education Commission. The committee has suggested extension of primary education up to
14 class VIII and secondary education up to class XII.

15 The salient features of the recommendations of the committee are the suggestion to make
16 primary education free, universal and compulsory, and the mandatory inclusion of six
17 compulsory subjects under all streams of education. Besides, all students must study their
18 own religions and receive education that develops moral values and patriotism.

19 The new education policy has suggested that the secondary level of education should be from
20 class IX to XII, and that uniform curriculum and syllabus in several subjects should be
21 followed in all mediums including madrasa. Madrasa education should be modernised,
22 including science and information technology in the curriculum that should focus on
23 developing the skill and capacity to respond to the need in the employment market.

24 It also recommended formation of a permanent education commission to implement the
25 education policy, and decentralisation of the National University by setting up centres in all
26 divisions. All such recommendations are to be welcomed, but the harsh reality is that we have
27 so far failed in implementing such recommendations.

28 The education minister said that the draft education policy would be finalised soon, and its
29 full-fledged implementation would start from January next year. Any change to the education
30 policy needs close scrutiny, as it will influence the entire education system for a long time.

31 Therefore, the new education policy deserves more serious consideration by all stakeholders.
32 The policy aims to improve the present state of education at all levels. But what remains a
33 major cause of concern is that the government is not institutionally prepared enough for
34 implementation of such a vital policy.

35 The integration of the existing level of primary education with the next three classes of the old
36 secondary level and severe dearth of competent teachers for operation of new education
37 policy in the rural areas and madrasas pose the greatest challenge towards its implementation.
38 Printing of books according to the new syllabi is impossible within such a short period.

39 The new education policy envisages basic changes to set the country's outmoded education
40 system in the tune with the fast moving world. But it will not be possible to translate the goals
41 and objectives into reality if politicisation of the education sector is not stopped. It is
42 imperative to have a guideline in the policy as to how to rid the educational institutions from
43 dirty politics.

44 Under the new policy, MPs can be chairmen of the governing bodies of four educational
45 institutions in their constituencies, and the remaining ones will need the MP's
46 recommendation for selection of the governing body chairman and members. One really fails
47 to understand why the involvement of MPs in the affairs of educational institutions is so
48 essential, while they have a party affiliation.

49 It cannot altogether be denied that the chaos in the governing bodies of educational
50 institutions also contributes to the declining standard of education. As the government seeks
51 to reorganise and reshape the country's education system to turn Bangladesh into a prosperous
52 country, it is expected that it will also take steps to keep the educational institutions free from
53 the machinations of the politicians.

54 The National Education Policy-2009 is expected to fulfill national aspirations as it has some
55 very essential and beneficial provisions. But it will be like putting the cart before the horse if
56 the government moves to implement the policy without strengthening its efforts in the area of
57 capacity building and recruiting an adequate number of competent teachers.

58 Many countries in Asia, including India and China, have made remarkable progress in all
59 fields after changing their education system and taking it as the main facilitator of economic
60 growth. But Bangladesh is lagging far behind because of the lack of political vision.

61 The government formed as many as eight education commissions and committees since
62 independence but not a single recommendation by them has been implemented, which has left
63 education in a mess.

64 Let us hope that this new policy will not collect dust in some closet like the previous ones,
65 and will be implemented in full to make our education capable of coping with the changing
66 times and the development in the field of science and technology.

1 **EDITORIAL NO. A6: *The Daily Star*, Tuesday, September 12, 2009**

2
3 **Education policy: Improvement envisaged**

4
5 **By A.B.M.S Zahur**

6
7 THE education minister has formally submitted the draft report of national education policy
8 2009 to the PM on 7 September. It is expected that implementation of the report will start
9 from the next academic year.

10 The major recommendations of the report are: free, universal and compulsory primary
11 education up to class VIII; inclusion of information technology and science in the curriculum;
12 mandatory vocational education and scholarships to all students from class VI to class VIII on
13 the basis of examination; uniform syllabus in secondary education (class X XII); three -year
14 degree course to be extended to four-year honors course; establishing technical institutions in
15 every upazila; modernization of madrassa education through inclusion of information
16 technology; and arrangement of text books and teachers for the indigenous children to enable
17 them to learn in their own language.

18 After the liberation of Bangladesh we have seen seven commission and committee reports.
19 All these reports contained some valuable suggestions for improving education system. Due
20 to resource constraint and lack of political will only a few of these suggestions could be
21 implemented.

22 The Kudrat-e-Khuda Commission Report (1974) recommended extension of universal
23 schooling up to 8th grade in line with UNESCO requirement of 14 years universal school. It
24 is indeed regrettable that even after elapse of 35 years (1974-2009) we have not been able to
25 even implement partly the recommendations.

26 As there is no public examination on completion of primary education the accountability of
27 primary school teachers for the quality of education imparted during the stage cannot be
28 ensured. As such teaching standards in primary schools are immeasurably bad. The onus of
29 developing a solid foundation is, therefore, sifted to secondary school teachers who often
30 have to start from scratch. In regard to secondary education the present standard is much
31 better than that of the primary stage. However, much scope remains for improvement in case
32 of secondary education system as well.

33 The new government is committed to introduce a new education policy to modernize the
34 education system. An 18-member committee under the chairmanship of national professor
35 Kabir Chowdhury was set up to prepare a draft education policy in line with the Kudrat-e-
36 Khuda commission report. The report is awaiting final approval.

37 Before the final approval of the draft pace of work should be quickened because already we
38 have lost 35 valuable years in presenting education policy and it brooks no further delay. The
39 whole nation is eagerly waiting for a good education policy from this government.

40 Our experience about implementation of recommendations of the past reports has not been
41 happy. We expect that the government will make an all out effort to implement the final
42 recommendations because the government is supposed to be pro-people and by improving the
43 education system it will perform a great service to the nation to which it is pledge bound.
44 However completion of implementation within its tenure is a tough job. Before starting the
45 process of implementation capacity of our concerned personnel, availability of fund and
46 strength of our educational infrastructure should be carefully assessed.

47 We have to determine time span for implementation. Needless to say that at initial stage
48 implementation will be difficult and therefore progress may be slow. There is no scope for

49 becoming too optimistic. We should be guided by the fact that a least developed country like
50 Bangladesh has great limitation in undertaking and completing a huge development plan such
51 as education policy. Mobilization of fund may also take time.
52 Education is the backbone of a nation. We wish to make our nation strong and prosperous.
53 Days of depending on remittance of earnings of the unskilled may be over soon. We have to
54 increase the number and upgrade the quality of our skilled personnel. This needs rapid
55 improvement of our education system. We shall never attain digital Bangladesh without an
56 appreciable improvement in our educational system. We must wish success of the government
57 in its effort to introduce a good education policy.

1 **EDITORIAL NO. A7: *e-Bangladesh*, Tuesday, September 18, 2009**

2
3 **Is Bangladesh Education Policy 2009 a mirror to build a holistic individual?**

4
5 **By Nirmal Gomes**

6
7 Education agenda is one of the main schemas for every political party in Bangladesh as well as
8 many countries across the world. This agenda is always politicized by the politicians and the
9 party. It is good news for Bangladesh that recently the Chairman of the National Education
10 Policy- 2009 Formulation Committee Prof. Kabir Chowdhury handed over the final draft of a
11 new education policy to the Education Ministry Nurul Islam Nahid.

12 Various media reported that since the independence of Bangladesh, successive governments
13 have formed at least eight education commissions including Dr. Qudrat-e-Khuda Education
14 Commission 1972. The new education policy is one of the important agendas for the ruling
15 government that included in the election manifesto. Awami League affirmed before the election
16 that enrollment at the primary level of education would be raised to 100% by 2010, and
17 education up to the level of bachelor's degree would be made free in phase, while health care for
18 all would be ensured by 2013. Of course, the forming of the education committee was a noble
19 initiative for the government as well for the nation. Besides, the Sheikh Hasina government also
20 increased the education budget 2009-2010 than any other years.

21 As we can see that Bangladesh education sector has been going through its chronic problems,
22 such as quality education policy, quality of education-contents, relevance of curriculum, quality
23 of teachers, lack of quality teacher's training and teaching methods, school buildings and safety,
24 accountability, effective local and national assessment tools, inadequate research funds and
25 institutions, lack of quality educational leaders, and lack of partnership with stakeholders
26 (student-teachers-parents-other stakeholders partnership).
27 It is affirmative indication that the proposed education policy 2009 incorporated the general
28 education and Madras education, which will enable to solve a long-time multi-dimension
29 educational practice in Bangladesh. The Sheikh Hasina administration also has emphasized
30 educating Madrassa students on general and vocational curricula alongside religious education to
31 bring up a skilled population for the nation.

32 The committee widely proposed and modified the curricula and years of studies in primary and
33 high school levels. Besides, the committee has emphasized vocational education in the proposed
34 policy according to the needs of the nation. However, the committee has excluded some of the
35 vital elements, such as promoting volunteerism, environmental studies, health and nutrition,
36 character education, and conflict resolution. If we research on the last 37 years of Bangladesh
37 education, then we can ask questions on the quality of education that the primary and higher
38 educational institutions have been providing to the nation! What kind of education the elderly
39 people have received? What kind of education the children have been getting from the schools
40 and colleges/universities in the present day? People's negative, destructive, unproductive,
41 unprofessional, unskilled, and unethical behavior and attitudes, and actions could be the most
42 important elements in order to justify the outcomes of the education.

43 A holistic education policy implementation is most essential in the reality of Bangladesh. Every
44 students need to be developed their emotional, physical, social, and intellectual growth. The
45 education policy must acknowledge and emphasize the spiritual, intellectual, social, physical,
46 and psychological needs of young children from the beginning of its establishment and this will
47 continue to foster growth in each child. Besides promoting skill-based education, the policy must
48 encourage children to learn and nurture the social and cultural values, integrity, tolerate, respect

49 and love others, service to others, and to be a responsible person. The students can learn all these
50 good values from schools.

51 Early age is the best learning stage of every child. What the children learn at the early age they
52 remember and practice them at a later age. The modern educational institution's main goal is to
53 nourish and develop each child's spiritual, physical, emotional, social, academic growth and
54 knowledge, and skill. The school focuses on the growth of the whole person. Education should
55 emphasize the great products and discoveries the human mind. Curriculum should help students
56 clarify their beliefs and values and thus achieve commitment and dedication to guide their lives.
57 To achieve the goals the school works closely with every student and develops a strong
58 relationship and partnership with all parents and stakeholders to make the school effectiveness
59 and productive. If there are quality education policy for the primary and high school levels and
60 thus implement effectively, then the students can develop knowledge, skills, attitudes, and values
61 necessary for a productive life to go to higher education or to serve the community, nation, and
62 world.

63 For example, in addition to the final exam in the end of the 12th grade (high school), the
64 government can adopt 100 hours volunteer service in the education policy. Every student must
65 complete his/her 100 hours volunteer service to the community through various
66 organizations/social clubs in order to achieve the high school certificate. This service will enable
67 every student to be involved in social activities. They could see deeply the social problems,
68 social needs, their responsibility to the community. This exposure can enrich their knowledge to
69 analyze the problem, learning to think effectively, and promote ability to critical thinking in
70 solving the community problems. This would also increase the young volunteerism and help
71 them become socially responsible and care giver citizens.

72 Of course, the specific contents such as, environmental studies, health and nutrition, character
73 education, and conflict resolution are very important to include in the primary and high
74 curriculum. Numerous researches have shown that Bangladesh is one of the countries that by
75 next 20 years Bangladesh will be highly affected by the climate change. As the school is the
76 social institution and it is the right place to teach children about environmental issues and teach
77 them how to take care the earth. Indeed, children can learn about their health and nutrition in
78 school. In order to be a healthy person, children must know what they should eat, how to eat
79 healthy food, what kind of nutrition in the food, and what food is important for their body. It has
80 impression that healthy student, healthy think, and healthy student become good student. The
81 same way, children also can get lessons to develop skills in conflict resolution and to promote
82 character/moral life education in the early age. This learning is for life-long that would help
83 student's daily life and to the later workplace as well. These subjects could apply to teach
84 according to the grade levels. It might be raised the question that who would teach these
85 subjects? Therefore, it is very important for school's effectiveness that the teachers must be
86 knowledgeable, upgraded on the contents, and skilled to teach the classes. In addition, the
87 government can create job opportunity for primary & high schools to teach health & nutrition,
88 conflict resolution, environment, and so on. Today, the nation and the world do not need only
89 high skilled workforce, but also need more moral developed workforce as well.

90 It is no doubt that the new education policy 2009 has proposed wisely excluding some of the
91 rudiment guts that could promote a holistic person. Without promoting solid early age
92 foundation of a child, it is impossible to build a child to absorb the digital Bangladesh and to live
93 in the digital world. Early development of a child in a school promotes children a good/moral
94 and productive habit, self-control, skilled, discipline life, and responsible citizen. The
95 government should emphasis knowledge-based, skill-based and character-based education for all
96 children equally to make the nation and the world a better place for all of us.

1 **EDITORIAL NO. A8: *The Daily Star*, Tuesday, Tuesday, September 29, 2009**

2
3 **An analysis of the education policy By Abdus Sattar Molla**

4
5 THE committee on formulating education policy submitted the draft report to the Ministry of
6 Education (MOE), and is now available in MOE website. The MOE asked people for
7 constructive suggestions. As an educational researcher, I do have something to say on the
8 matter; and instead of sending my thoughts to the ministry, I prefer to use the print media so
9 that public opinion can be built.

10 The committee has done a good job in formulating policies on almost every aspect of
11 education in Bangladesh in only 3-4 months. Naturally, dwelling on so many issues might
12 have compromised delving in depth into the problems of education in the country.

13 Any change in any working system must aim at reaching some well-defined higher goals
14 through resolving the prevailing problems. Let me reiterate briefly the structural or systemic
15 problems in our education arena.

16 The identified problems are shorter (by 1 year than the world average) duration of our primary
17 education, divisiveness (into general, madrasa, English medium etc.) in structure defying
18 constitutional obligation (Article 17), premature ending of unified education (at Grade-8),
19 lack of systemic accountability of primary and lower secondary education (since the first
20 public examination is held at Grade-10), very narrow scope of vocational/technical education,
21 lack of proper moral education, and less scope of doing research even at the Masters level
22 since the course is of only 1-year duration.

23 Apart from a few (like the need for extending unified education and of Masters course), the
24 committee, I think, understood most of the problems, and the report bears testimony to that.

25 The salient positive features of the report are:

26 -Gradual elevation of universal, free (primary? compulsory?) education upto Grade-8.

27 -Provision for compulsory core subjects for all students in all subsystems, inclusive of
28 madrasa and technical education streams (why not in English medium?).

29 -Introduction of earlier public examination (at Grade-8; in place of Grade-10) and deferring of
30 the second one to Grade-12.

31 -Emphasis on technical and vocational education with establishment of a technical institute
32 (mono- or polytechnic?) in each upazila.

33 -Emphasis on information and communication technology (ICT) in line with the vision of
34 establishing "Digital Bangladesh."

35 -Equalisation of Bachelor degree course through making it 4-year honours, abolishing the
36 pass degree course.

37 -Establishment of a permanent Education Commission to deal with this major state activity.

38 Now let us analyse some points. The first point is the longing (that I like to term "illusion" set
39 by the Qudrat-e-Khuda Commission) for establishing 8-year long primary education. I think
40 that when our first education commission was working during 1972-74, the members did not
41 have enough scope (in absence of internet) to know about the world pattern. They just tried to
42 elevate the level of universal education in line with Unesco requirement of 14 years of
43 schooling and named that "primary." Now we know that the world pattern of primary
44 education is up to Grade-6.

45 All developed countries have 6-year primary schooling. Most countries provide "basic" or
46 universal education up to Grade-9, keeping Grades 7-9 in secondary schools (naming that
47 "lower"/"junior" secondary). If we try to have an 8-year long primary education and 4-year
48 (Grades 9-12) secondary at a stretch, our infrastructures in high schools would remain

49 underused while our resources will fall short in the unnecessary establishment of massive
50 infrastructures (the cost estimated to be TK. 680 billion!) in lengthy primary schools.
51 Instead of being beneficial, it will be a losing concern because the young learners would lose
52 heart and suffer monotony in studying for 8/9 (introduction of "baby" class would make it 9
53 years!) long years in a single school; they would certainly be longing to enter bigger/higher
54 seats of learning as they get promoted. To overcome this, I have been proposing a 6+(3+3)
55 structure of primary and secondary education since 2002 (see The Bangladesh Observer
56 Magazine cover story, September 13, 2002). My proposed system provides for 6-year
57 primary, 3-year lower secondary and 3-year higher secondary schooling; with public
58 examinations to be held at Grade-6, Grade-9 and Grade-12.

59 In addition, the term "compulsory" is a misnomer. Our government made primary education
60 up to Grade-5 "compulsory" in 1992. What has been the result? 5-10% (of different ages) of
61 the kids still don't go to any school, let alone finish school! Can we hold their parents
62 responsible for that? Does the state have enough resources to bring up all the families from
63 below the poverty line? If not, the way is through increasing opportunity, providing incentives
64 through making education free, and providing free books; declaring education as
65 "compulsory" bears no meaning!

66 The committee proposed a "core" subject -- "Bangladesh studies." Although the committee
67 didn't elaborate on its content, I guess the aim is to deal with the history of Bangladesh. If the
68 present government writes a voluminous "History of Bangladesh" for such young learners, I
69 am afraid it will exaggerate some points and keep the space open for the rivals to carry out
70 manipulation again (when they are voted to power). Therefore, for primary and lower
71 secondary students, history can be a part of Social Science containing the basics of our
72 undistorted history.

73 Besides, there's no mention of integrated science education; instead ICT was cited. To the best
74 of our knowledge, ICT can be a part of science and be counted as a "core" subject. Finally, the
75 committee suggested that "core" subjects need not be applied to English medium education;
76 it's a gross mistake and will encourage madrasas to defy the government rule of "core"
77 subjects.

78 The proposal of holding public examinations at Grade-8 and Grade-12 is in line with the
79 "illusion" of 8-year long primary schooling, which will be difficult to establish and may result
80 in chaos and inefficiency rather than improvement. Now secondary teachers are accountable
81 for students' results in SSC examination; in absence of this, the accountability will shift to the
82 teachers of Grades 11-12.

83 Besides, having a primary (Grade-8) pass certificate, and being unable to reach Grade-12,
84 many students would drop out; while in the present structure they would finish Grade-10.
85 Therefore, we must keep secondary education subdivided into two levels, lower and upper,
86 having two public examinations that may logically be at Grade-9 and Grade-12. This is
87 mentioned in my proposal detailed in the monthly Forum (Sept.) article.

88 The Committee suggested diversified general education at Grades 9-12 as it is now; i.e., the
89 committee could not contain the largely held view that duration of unified education needs to
90 be extended. My proposal is making education unified up to Grade-9, to be diversified during
91 Grades 10-12 (higher secondary). The Committee also didn't provide opportunity for doing
92 research by lengthening the Masters course (I propose to make this a 2-year one for the
93 purpose).

94 The committee proposed to establish technical institutes at upazila level, but didn't elaborate
95 on the type/status of those institutes. I propose mono-technical/vocational institutes to be
96 established at union level (first in upazilas) and polytechnics in each upazila (first in districts).

97 Vocational studies should be opened to Primary-6 certificate holders (as in China) and
98 polytechnics for Grade-9 certificate holders.

1 **EDITORIAL NO. A9: *New Age*, Saturday, October 24, 2009**

2
3 **Some questions about draft education policy**

4
5 *The proposed education policy draft, despite its apparently noble intentions, has quite a few*
6 *flaws and gaps that must be addressed before finalising the document, write **Mohammed***
7 ***Abdul Baten and Md Musfikur Rahman***

8
9 OF LATE, the present government has started the process of finalising the national education
10 policy 2009. However, most of the time, the trend for education policy formulation is found
11 as a manifestation of the ruling political party's ideological expression rather than coverage of
12 national interest, even though education is one of the basic rights confirmed by the
13 constitution. Since independence, six education commissions have been formed and few
14 reports prepared; however, except for the education policy 2000 none was proposed.
15 Unfortunately, the proposed education policy 2000 was not implemented. Such a messy
16 condition has affected the education sector, which has translated into a 'low quality public
17 education'. Citizen's faith in public education is decreasing day by day and many well-heeled
18 people in urban areas have already aligned themselves to costly private education instead of
19 public education. People who do not have the capacity to bear the cost of quality private
20 education are taking non-quality private education in some kindergartens, English-medium
21 schools and qoumi madrassahs. Currently, seven different types of education systems (general
22 education under national curriculum board, kindergarten, English medium, madrassahs,
23 qoumi, vocational, non-formal education) are prevailing in Bangladesh.

24 Some English-medium schools and kindergartens are following so-called improved western
25 cultures. On the other hand, qoumi madrassahs are still anchoring on century-old systems that
26 neither enlighten students appropriately nor prepare them with the required instruction of
27 mathematics and English, needed to secure gainful employment. The students pursuing
28 education in these systems are not exposed to national culture, heritage, and language.
29 Ironically, they are growing up as an 'unknown' Bangladeshi. Lack of exposure to country's
30 culture, heritage and language make them less committed to the national cause. If this
31 continues, the country will face a serious crisis in near future with its cultural identity. Under
32 the circumstances, it is of utmost importance to formulate a national education policy which
33 integrates all the prevailing education systems under one umbrella in line with national
34 culture, heritage and interest without compromising the quality. Considering the
35 aforementioned facts, the currently proposed education policy 2009 is considered a guideline
36 to the journey of 'education for all'. Nevertheless, while shedding light on the policy draft
37 some questions arise in our minds that need further clarification in case of successful
38 implementation.

39 Reducing illiteracy is one of the big challenges for Bangladesh in this era of globalisation.
40 However, EFA (Education for All) Global Monitoring Report 2009 has encountered large-
41 scale shortfall in achieving key EFA goals by 2015 for many countries including Bangladesh.
42 At present, the illiteracy rate for 15-year-olds and above is 51 per cent (Page-18, National
43 Education Policy 2009). Yet, the current policy has set a target of 100 per cent adult literacy
44 by 2014. However, analysing the data of Literacy Assessment Survey 2008, it is revealed that
45 current adult literacy growth rate is 0.68 percentage point average. Taking into account the
46 current literacy growth, rate it is projected that another 70 years will be needed to attain 100
47 per cent adult literacy, which is far away from the policy proposed year-mark. Therefore,
48 substantive initiatives and target year have to be set for conversion of 'Education for All'

49 slogan into action; otherwise achieving 100 per cent adult literacy will remain dream.

50 Undoubtedly, drop-out is one of the main challenges along with other factors that contribute
51 to higher rate of illiteracy. Good news is that some specific initiatives have already called for
52 reducing illiteracy. The initiatives like school lunch in rural areas, extension of scholarship for
53 poor students are important besides those to ensure standard toilets, playground on school
54 promises, new syllabus and so on.

55 But there is still uncertainty as the data indicates that over two-thirds of the children from
56 the poorest category were not selected as recipients of stipend. TIB (2001) presented a
57 worrying picture where they showed that 27 per cent of children from affluent households
58 received the stipend and 46 per cent of the stipend holders did not receive the full amount of
59 stipend. Such irregularity of disbursing stipend is a common phenomenon in Bangladesh. A
60 clear commitment to address and solve these problems is needed in policy; otherwise our
61 waiting period may extend beyond projected years or more to be a 100 per cent literate
62 country.

63 Another important challenge that needs further clarification is the extension of primary
64 education up to class VIII, incorporating a final examination at the end of class V and public
65 examination at the end of class VIII guided by an indifferent question covering the whole
66 country. At present, nine education boards are working for carrying public examinations at
67 secondary (class VI-X) and higher secondary (class XI-XII) levels, among other
68 responsibilities including the effort to reorganise and monitor educational institutes
69 established by private initiatives. The number of all students, who participate yearly at two
70 public examinations of secondary and higher secondary level are approximately 950,000 and
71 750,000 respectively.

72 On the other hand, 2,000,000 students, at 78,363 primary schools of different kinds, are
73 expected to participate at the final examination of class V. Of them, 1,200,000 students are
74 expected to participate at the public examination of class VIII if we consider 40 per cent drop-
75 out rate at secondary level education as pointed in the Page-14, National Education Policy,
76 2009 (If primary education extended up to class VIII then drop-out rate will lessen as the
77 same student will study continuously without changing institution. Therefore, number of
78 participants in the Class VIII public exam will be more than the statistics presented here). The
79 findings, therefore, raise questions on existing capacity of the education boards. The
80 legitimate question is how to accommodate 1,200,000 students under current facility.
81 Unfortunately, no clear guideline has been provided in the proposed policy to accommodate
82 these additional students; even no instruction has been provided whether they will be placed
83 under the current primary education supervising authority – Primary and Mass Education
84 Division of the Ministry of Primary and Mass Education – or another new board will be
85 launched to supervise them.

86 The policy has made a provision of incorporating local government authorities and local
87 civil society committees for making necessary arrangements for public examinations.
88 Obviously, the inclusion of local government and participation of local people have
89 significant relevance in this regard, but we should not forget that local government is assigned
90 to perform a number of tasks as its own official duty. Therefore, there is a potential risk of
91 mismatch between other government authorities and education department in case of
92 performing such tasks.

93 Problem may also arise from allocating teachers for newly proposed primary education
94 extension. The teachers who are currently teaching in primary schools are mostly trained and
95 educated to teach up to class V. If the primary education extends to class VIII then there is a
96 need for extra teachers. Integration of next three classes (Class VI, VII, VIII) with existing

97 level of primary education and associated severe dearth of competent teachers for operation of
98 new education policy in rural areas and madrassah pose big challenges. Factually, existing
99 teachers are not academically qualified enough to teach up to class VIII. Therefore, the
100 government may force the existing teachers to go for retirement and recruit new qualified
101 teachers those who are academically and professionally competent to teach up to class VIII or
102 recruit additional teachers added to the existing teachers.

103 However, both the options may bring about new problems. If government goes for forced
104 retirement of existing teachers then 350,000 (currently approximate 350,000 teachers are
105 working in government primary schools) teachers will be unemployed and it will create lots
106 of social and economic tensions, no doubt. Alternatively, new recruitment of teachers along
107 with existing teachers will create problem in organisational hierarchy. New teachers, who will
108 be recruited to teach students above class V may perceive themselves superior than existing
109 teachers; whereas existing teachers will perceive themselves senior to the new teachers.
110 Therefore, a superiority complexity may arise, which will create anarchy in the whole systems
111 and will obstruct government's agenda of developing quality of education.

112 If we try to implement newly proposed eight-year primary education from the beginning of
113 the year 2011 (as stated in the policy), the situation may come up with many difficulties. The
114 whole arrangement including infrastructures for reforming the existing system would take
115 time; that might take two years or more. Indeed, if primary education is extended up to class
116 VIII by a public examination and secondary public examination at class XII then another
117 complexity may evolve. The students who are now in class IX and X are expected to be
118 qualified on public exam at class X; thus it requires another two years. It is also worthy of
119 mention that significant portion of the students failed the examination. Thus, next three years
120 may be required for rearrangement of public examination for disqualified students. As a
121 result, seven years might be required in order to run the new system of primary education up
122 to VIII class completely.

123 Bangladesh is a signatory to the Dakar framework (World leaders and a number of
124 organisations signed a declaration in 2000 in Dakar, Senegal with a commitment to fulfil 6
125 goals for implementing education for all) along with universal declaration of human rights,
126 Jomtien conference on education for all, convention on the rights of children. These
127 international conventions and covenants have significant influence to formulate a time-
128 befitting education policy. In case of financing for implementation of the national education
129 policy-2009, the commitment to Dakar framework has been considered as momentous. Even
130 though, the proposed assumption for increasing education budget to 6.0 per cent or 4.5 per
131 cent of GDP in the financial year 2017-18 is very time demanding, but other sectors such as
132 health, agriculture, infrastructure development etc. vitally sought for increasing funds as the
133 demand is increasing day after day with the pace of increasing population.

134 To face the challenges of 21st century a comprehensive and updated education policy is
135 must. Recently proposed education policy is a positive attempt towards modernisation of the
136 system despite shortcomings that should be clarified. The major challenges would be ensuring
137 sound management of primary education up to class VIII. One of the fundamental
138 requirements that might be considered is creating of additional education boards for managing
139 newly proposed extended primary education. The target of making all adults literate by 2014
140 should be redefined in line with reality. The aim of reform initiatives should target reducing
141 illiteracy in a pragmatic way. Otherwise, the policy will remain just that, a policy.

1 **EDITORIAL NO. A10: *The Independent*, Friday, July 23, 2010**

2
3 **Email views deserve study: Academics**

4
5 **Last date for opinions on education policy today** By S.M. MIZANUR RAHMAN

6
7 With the last date for the government invitation urging opinions from the general public --
8 academics, guardians and students in particular, on the proposed Education Policy posted on
9 website ending today, interested observers have come up with their views.

10 As a number of the academics told this correspondent yesterday, an impediment to the
11 implementation of the Education Policy would be created unless the suggestions given through
12 email were not taken into consideration.

13 According to some others, controversy looms large over the feasibility of the proposed education
14 policy as they fear that at the end of the day this might not be implemented due to "lack of
15 physical and human resources".

16 Many educationists felt that the implementation of the proposed education policy would be a
17 difficult task.

18 Former Dhaka University vice-chancellor professor Moniruzzaman Mia said it would not be a
19 wise decision to extend the primary education level to Class Eight from Class Five as getting the
20 budget for implementation would be a big challenge.

21 "A huge amount of money is needed to implement the proposed education policy. On the other
22 hand, the government will also have to spend of money for requirement of fresh teachers and
23 providing training to the existing teachers," he told reporters.

24 Dr Ainun Nishat said the draft education policy doesn't specify any strategy to that end.

25 Talking to *The Independent*, Education Minister Nurul Islam Nahid said to implement the
26 education policy in a proper way, the ministry will start working in phases.

27 "The primary level would be extended to Class-6 by 2012, Class-7 by 2015 and up to Class-8 by
28 2018," he added.

29 According to education ministry sources, some Taka 68,000 crore will be needed to implement
30 the draft National Education Policy 2009. On the other hand, the government will have to spend
31 Taka 30,909 crore to develop the infrastructure of at least 80,000 primary schools as these
32 schools will have to be upgraded to Class VIII from current Class V.

33 Asked how the acute scarcity of teachers would be filled up at the primary-level schools to
34 ensure quality teaching up to Class Eight, the minister said on the basis of merit the graduate
35 people would be recruited.

36 The deadline to give comments by educationists, experts, guardians, students and all
37 stakeholders on the long-cherished final draft of the National Education Policy 2009 over email
38 to the Education Ministry, will expire today (Wednesday).

39 Earlier on September 2, the 18-member national education policy formulation committee headed
40 by National Professor Kabir Chowdhury, handed the final draft of the National Education Policy
41 2009 to education minister Nurul Islam Nahid at the ministry. Later the draft has been posted on
42 website (minister@moedu.gov.bd/info@moedu.gov.bd) in order to receive comments from the
43 educationists, guardians, students and all stakeholders on the education policy.

44 Nurul Islam Nahid said his ministry has been receiving comments over email and fax on 'the
45 National Education Policy 2009 and the deadline will expire Wednesday, September 30.

46 Replying to a query whether the date of sending comments over email will be extended, Nurul
47 Islam Nahid said the issue about 'extension of the deadline' is yet to be discussed.

48 He said requests are being made from various quarters to extend the deadline.

49 "If it is needed, the ministry will consider the issue," the minister said.
50 "These comments and recommendations will be widely discussed at the cabinet meeting. It will
51 take time to examine, check and cross-check the views to complete the whole process. Later, the
52 highest authorities of the government will approve the National Education Policy 2009," the
53 education minister said.
54 He said as part of modernising the primary education, the primary and mass education ministry
55 is preparing to arrange public examination this year.
56 "The process of implementation of the National Education Policy 200 will start within this year
57 and implementation activities will start from next year. The students of class five will end their
58 five-year primary education through participating in a public examination from this current
59 year," Nurul Islam Nahid said.
60 He said the new primary school-ending public examination will replace the annual and primary
61 scholarship examinations of Class Five.
62 "The results of the examinees of Class Five will be published simultaneously throughout the
63 country," he said adding the objectives of the committee would be to keep in view the success in
64 the overhaul education from primary to higher levels.
65 He further said since independence till date some eight education policies had been formulated,
66 but none was implemented due to change of governments and shift in their policies.
67 He said the ruling Awami League will be able to come out of this culture and it is expected that
68 the policy would be implemented during its tenure.
69 Talking to this reporter Dr Quazi Kholiquzzaman Ahmad, Co-chairman of the committee, said
70 money wouldn't be a matter for implementing the education policy if the country's Gross
71 Domestic Product (GDP) rate remains at 6 per cent.
72 "I think we would not have to face fund crisis if the government sanctions 4.50 per cent of the
73 budget for the education sector. And the government should do it in order implement the
74 education policy.
75 He also suggested the government to extend the time for receiving comments on email on the
76 education policy.
77 "As both the Muslim and Hindu communities were busy for Eid and Puja festivals, many of
78 them failed to make comments on the national education policy. So we hope that government
79 would extend the deadline for sending comments," he said.
80 The policy document is furnished with separate chapters on primary, secondary and higher
81 education, technical education as well as madrasa education.
82 "We have recommended phase-by-phase extension of primary level education, which is
83 compulsory up to Class 8," Kholiquzzaman said.
84 He said primary level would be extended up to Class 6 by 2012, Class 7 by 2015 and up to Class
85 8 by 2018.
86 "Identical curriculum and syllabus have been recommended for all existing primary education
87 systems," he added
88 While talking to The Independent education secretary Syed Aaur Rahman said many
89 recommendations, suggestions and opinions have already been made by the educationists,
90 guardians and experts over email.
91 "On the basis of the people's request, if it is needed, the ministry will consider to extend the
92 deadline which expires tomorrow (Wednesday)," he said
93 The policy prescribes granting promotion to non-government teachers based on seniority and
94 efficiency, by cancelling the existing proportional system.
95 Since the independence of Bangladesh, successive governments have formed the following
96 panels: Qudrat-e-Khuda Education Commission 1972, Mofiz Uddin Education Commission

97 1988, ShamsulHaque Education Committee 1997, Dr MA Bari Commission 2002, Mohammad
98 Moniruzzaman Mia Commission 2003, and the National Education Policy Formulation
99 Committee 2009.

1 **Editorial 11: The Daily Star, Tuesday, April 21, 2009**

2

3 **Education: Keeping up with population growth** By Halimur R. Khan

4

5 WE'RE happy to learn that Education Minister Nurul Islam Nahid wants to place a new
6 education policy within 3 months. One issue, that needs to be considered before
7 recommendations can be made, is the growth of the population and its implications on the
8 policy to be formulated. Below, we offer some of our observations.

9 From 148 million people in 2005, the population of Bangladesh will grow to 192.9 million in
10 just 20 years! This population explosion will impact almost all aspects of life, and most
11 importantly on the education system. Especially affected will be the capacity of the current
12 education system to absorb students at the college, graduate and post-graduate levels, and the
13 need for new teachers.

14 Unless we realise the enormity of the impact of this population growth and adopt appropriate
15 measures for the education sector, it will result in worsening of the quality and capacity of the
16 nation's education system.

17 The table shows the population of various school-going ages in 2005 and 2025 with total
18 population. The numbers (1-9) in the top row represent the following categories of data:

- 19 (1) Percentage of children actually attended school
20 (2) Number of children attended school
21 (3) Number of institutions/physical buildings that existed
22 (4) Number of teachers served
23 (5) Number of students expected to attend
24 (6) Number of institutions needed to accommodate
25 (7) Number of additional buildings/ institutions needed
26 (8) Number of teachers needed
27 and (9) Number of additional teachers needed.

28 Based on the table, the first major change that is projected between the years 2005-2025,
29 taking the current rate of attendance as constant, is the growth of school and college going
30 population by 5.4 million (8.8%). These numbers suggest that a major capacity building effort
31 in the education system will have to be undertaken if the nation wants to keep educating its
32 children even at the current rate of attendance.

33 This assessment does not take into account issues such as improving quality of education,
34 developing relevant curriculum, etc.; instead, it takes into account only:

- 35 -Physical infrastructure, and
36 -Teachers.

37 In 2005, 18.2 million children were age-appropriate for primary school, 90% (16.2 m)
38 attended; 80,397 schools and 344,789 teachers served the educational needs of this
39 population. 17 million students between ages 10-14; 44% (7.4 m) attended; there were 18,500
40 schools and 232,929 teachers.

41 Approximately 1.3 million students (10% of 13 m) attended college at 3,150 colleges where
42 90,401 teachers taught. And a very small percentage, (1.6% of 13 million) university going-
43 age students attended 74 higher educational institutions/ universities served by 10,339
44 professors and instructors.

45 Because of the falling birth rate, almost 7,445 primary and 500 secondary schools will not be
46 needed in 2025. Most of the population growth, however, will take place in the college and
47 university levels, with the largest capacity-building needs projected in the area of higher
48 education.

49 Almost 300,000 more students will attend college in 2025, requiring an additional 733
50 colleges and 21,353 teachers. And, nearly 68,000 more students will want to attend university
51 in 2025. This will require building of 24 universities at the current rate of students per
52 university, and another 3,353 university professors and instructors at the current student-
53 teacher ratio.

54 Given the growth of the university going population in the past decade, it is conceivable that
55 predictions made based on the current rate of attendance (of school, college and university)
56 will fall short of actual needs in 2025. If the growth of this population is any predictor, then
57 capacity increase to accommodate this population has to be significantly large.

58 However, more significantly, since today's "knowledge economy" and "information society"
59 will become more competitive by 2025, the completion of high-school, and even a university
60 degree will become a "requirement" to get good jobs; this will drive the demand for higher
61 education exponentially.

62 Aside from this, there is also an increasing awareness among the population that education is
63 directly related to income. Let us, then, look at some hypothetical situations, taking into
64 account this demand for education in the next two decades or so.

65 If 10-year schooling becomes mandatory, and 100% age-appropriate children attend primary
66 and secondary school, Bangladesh will have to invest major resources for developing capacity
67 to provide the educational needs of this group; an additional 697 primary schools and 22,250
68 secondary schools will have to be built and 282,814 new teachers added for these schools!

69 A massive capacity development drive will have to be undertaken if 100%, 50% or even 25%
70 of the higher-secondary school population decide that they will go to college. At 25% increase
71 of attendance, 9,450 two-year colleges will have to be built and an additional 271, 203
72 teachers trained; at 50%, the nation will require an additional 22,050 colleges and 632,807
73 new teachers; and, at 100%, an incredible 47,250 colleges and almost 1.3 million teachers will
74 be needed.

75 Incredible as it may sound, the possibility of opening such a floodgate is not impossible. If the
76 recent hike in demand for university education is any indicator, the government may as well
77 take heed.

78 At the growth rate (1.6%) seen in 2005, an additional 24 universities (or, the development of
79 similar capacity) will be necessary to serve the demand. And if this population decides to go
80 in large numbers for higher education, it will become a major challenge for the government to
81 accommodate their demands.

82 If 5% of Bangladesh's university-going population decide by 2025 that they need higher
83 education, the country will need an additional 232 universities and 22,111 professors; if the
84 nation decides to catch-up with India's level of higher education (at least, in numbers of
85 students attending university), it will have to build 674 universities and find 84,113
86 professors.

87 And should Bangladesh decide to catch up with Malaysia and Thailand, it will have take on
88 the daunting task of building an additional 1,704 and 2,194 universities respectively. Is
89 Bangladesh prepared to move onto the 21st century? Looking at the data, it appears that the
90 nation and its leadership have a lot of work to do to get anywhere close to even our
91 neighbours, let alone the developing nations.

1 **Editorial 12: The Daily Star, Wednesday, November 4, 2009**

2
3 **Quality of education By Mawdudur Rahman**

4
5 THE education level of a country is the primary determinant of its economic welfare (UNDP,
6 2007). The lack of high quality education perpetuates poverty (Perry et al, 2006; Hanushek and
7 Woessmann, 2007).

8 The government of Bangladesh needs to be congratulated for taking education reform as a
9 priority. Within a short time, a draft education policy has been prepared.

10 Instead of exploring in detail, I have focused on the aspects which may contribute towards
11 making the policy more proactive to align it with global education paradigms, and may help in
12 realising long-term national education goals.

13 I have outlined my brief comments in six sections:

14 -Committee tasks,

15 -Structural issues,

16 -Corruption issues,

17 -Technological imperatives,

18 -Research goals, and

19 -Incentives system focusing on evaluation, opportunities, and competition.

20 The above factors have been included in the model below to show the relationships.

21 Committee tasks

22 A policy is a "formal set of statements," a statement of principles and values which signifies
23 long-term commitments. It appears that the committee, along with developing policy
24 statements, spent much time on the implementation plans. Developing curricula or suggesting
25 financial plans is not usually the task of a policy formulating committee. The people who deal
26 with curriculum development or budget preparation will do this job better, based on the policy
27 statements adopted by the Committee. Moreover, a financial plan should not be a part of the
28 policy statement. Financial constraints are separate issues.

29 I now focus on other issues needing attention. In spite of its robustness in contents and
30 considerations the draft education policy has missed some major areas, which need to be
31 addressed before the report is ready for implementation.

32 Structural issues

33 The system and structure are the vehicles through which the mission, goals and policies are
34 implemented. Hanushek and Woessmann (2007) found that institutional structure was the main
35 reason for the poor quality of education in developing countries. The best plan will surely fail
36 in an inefficient and ineffective structure. The committee did not consider the system and
37 structural issues in its report.

38 Everyone will agree that the education system and structure in Bangladesh is inefficient and
39 archaic. We inherited a bureaucratic culture in our education. It has been proved time and again
40 that trained Bangladeshi people can deliver. Our failure is not because of our people; it is the
41 system, which is the biggest drawback.

42 The structure of the University Grants Commission (UGC), school and college boards,
43 government departments and university trustees, are layers of fossils in their composition and
44 character. We need a major reshuffle in the structure of each of these. What does the
45 Committee expect to get out of these fossils? These systems and structures need to be
46 completely recast and reorganised before a serious national policy is implemented.

47 Corruption issues

48 The education system in Bangladesh is plagued with corruption. Except a small and silent

49 minority, most people who develop, manage, and deliver education are intellectually
50 incompetent and financially insatiable. The education system has been turned into a money-
51 making machine. The Committee remained silent on this issue except for its comments on
52 notebook publishing. The Committee needs help from Bangladeshi experts (not non-
53 Bangladeshis who have no idea of the history or culture of Bangladesh) with long and active
54 experience with quality education in the developed countries.

55 Technology

56 The committee did not put enough emphasis on the importance and application of technology
57 in the development and delivery of education. This is where we need another major structural
58 change. We need a comprehensive policy statement stressing that all education initiatives
59 should be technology based to harmonise with the global education system and deliver a
60 forward-looking education. Digital education is the future.

61 A major investment of the education sector should be in educational technology. Technology
62 areas should include:

63 -Class-room technology,

64 -Digital textbook,

65 -Ancillary educational materials,

66 -Research technology,

67 -Online education tools and programs;

68 -Web enabled education, and

69 -Digital knowledge banks.

70 Research goals

71 Emphasis should be placed on academic research at all levels. The future of higher education in
72 Bangladesh is uncertain due to the vested interests that are driven by goals other than quality of
73 education. The importance of basic research and publication has been relegated to the back
74 seat.

75 The policy should clearly state that adequate resources should be made available for research at
76 PhD and post-doctoral level to create the opportunity for access to a world-class research
77 community. Developing high quality research universities should be one of the priorities of the
78 nation. Private philanthropists and the government should join together to promote such
79 universities.

80 Incentives: evaluation, opportunities, and competition

81 What is needed is a culture change in the education system. A proactive education system is
82 built on incentives, evaluations, opportunities, and competition as a part of the paradigm
83 guiding the education system and policies. The Committee was silent about all of these,
84 including evaluation at the institutional and individual levels. The Committee discussed the
85 examination of the students, which is the tradition of the archaic system.

86 The Committee also briefly mentioned the accreditation of universities. The quality issues are
87 much broader than these. Many research studies, especially from developing countries, are
88 available, which can provide guidelines for creating a responsive and responsible education
89 system for Bangladesh.

90 The draft policy has addressed many important issues but its merits are bound by the traditional
91 virtues. I am afraid that it will be hard to succeed in developing a sustainable, responsive, and
92 responsible education system within the constraints of traditional values and structures.

1 **Editorial 13: The Daily Star, Thursday, December 3, 2009**

2 **Uni-track education By S.M. Anwar Uddin**

3
4 ALMOST a century ago, the famous American philosopher and educator John Dewey tied
5 democracy and education together in his groundbreaking book Democracy and Education,
6 written in 1916. The central message of the book, which revolutionised the educational
7 discourse was that "a democratic society must provide equal educational opportunity not only
8 by giving to all its children the same quantity of public education -- the same number of years
9 in school -- but also by making sure to give to all of them, all with no exceptions, the same
10 quality of education."

11 One can reasonably argue that the "equality of quality" in education cannot be achieved by
12 forcing all students to take exactly the same courses of study because such factors as students'
13 socio-economic background, teachers' capacity to impart quality education, and the school
14 administration's attitudes and ability are crucial. Granted the anticipated challenges, I will
15 argue that an educational change is necessary, not an option, to strengthen democracy and its
16 associated institutions.

17 Educational policy change is not as straight-cut as it seems to be. It involves social, political,
18 economic, theoretical, intellectual, ideological, and pedagogic factors. It is also very difficult
19 to achieve the desired change in quantity and quality at the same time in any policy
20 implementation. In a country like Bangladesh, where possibilities are often outnumbered by
21 challenges, achieving both quantity and quality in education can be compared with fighting a
22 battle. However, we can win half of the battle -- the quantitative half -- by introducing a uni-
23 track education system for twelve years of basic schooling. Then, we can focus on the
24 qualitative half.

25 Apparently, there are five types of basic education in Bangladesh. For this classification I use
26 the popular names. They are (1) general education (some people call it Bangla medium
27 education), (2) madrasa education (or Islamic education, administered by Bangladesh
28 Madrasa Education Board), (3) English medium education (under a number of British
29 educational and testing organisations and facilitated mostly by the British Council), (4)
30 vocational education (under Bangladesh Technical Education Board), and (5) open education
31 (offered by Bangladesh Open University).

32 The result of these five types of education in a small nation with a nearly homogeneous
33 population is the creation of classes and division of skills, which have further implications in
34 destabilising democracy and hindering the overall socio-economic development of the
35 country. One of the problems occurring at the intersection of mainstream Bangla medium
36 education and English medium education is the question of language skills, which also
37 implies social class stratification because students from affluent families generally get English
38 medium education.

39 As a teacher at Brac University, I noticed a clear division between the students who came
40 from English medium and those who came from Bangla medium. Both parties had a hard time
41 getting along with each other in activities such as group work. As the medium of instruction at
42 Brac is English, students less skilled in English are not willing to participate in classroom
43 discussions. Even though they have brilliant and original ideas, they prefer not to share them
44 with the class. Fluency in English is often regarded an indicator of brilliance.

45 Another problem is the difference in school curriculum. Students from English medium
46 schools generally have less knowledge of Bangla language and history than those coming
47 from Bangla medium. Let's add madrasa education to this spectrum. Students from madrasas
48 are by and large far behind the English and Bangla medium students in terms of university

49 admission and career opportunities. They also see themselves ideologically aloof, especially
50 from the English medium students who, in the opinion of the former, are highly influenced by
51 the western cultures. This creates ideological divisions.

52 Moreover, due to less emphasis on the English language and technical skills, madrasa students
53 lag behind in the fiercely competitive job market. When madrasa students are alienated from
54 the mainstream job market, some of them can easily be manipulated and used for acts of
55 political segregation and even for terrorism.

56 Two other groups, vocational and open education, are also getting isolated from the
57 mainstream higher education and job market. Vocation education, although it has great
58 potential for development, is not getting proper recognition in Bangladesh. It has been
59 observed that most students choose vocational education after they have failed the mainstream
60 SSC exam. This sends a message to those who are less confident about their academic success
61 to prefer vocational education for an easy pass. Open education also suffers from similar
62 problems. Students take up open education with a preconceived notion that it will not do them
63 much good, except for the honour of having a certificate or diploma.

64 It is not impossible to strengthen these five types of education and help the students. But it
65 requires re-making of the curricula, training of teachers, and re-organisation of the
66 educational administration. At present, our country seems to lack the financial capacity and
67 skilled educators required for attaining.

68 Therefore, I propose that Bangladesh adopt a uni-track education system for twelve years of
69 basic schooling. All students in Bangladesh will take exactly same courses of study. All
70 schools across the country will follow a uniform curriculum. There should be two types of
71 school for basic education: primary school (K-8th grade) and high school (9th- 12th grade).
72 There should not be any divisions such as humanities, science, or commerce. All students will
73 learn all basic knowledge and skills for the first 12 years of education. They will have
74 opportunity to specialise in a particular discipline at the tertiary level (college/university).
75 In the 12 years of basic schooling, there will be no electives except for the case of a third
76 language. All students will study Bangla as the national language and English as a second
77 language. Only the choice of a third language can be optional. The foreign language courses
78 will be based on national interests regarding international business and diplomacy.

79 An important change must be made in religious studies. At the present time, students take
80 courses on the religion they follow. When they finish their 12 years of education, they have
81 very limited or no understanding of religions other than their own. The consequence is a
82 narrow outlook and, sometimes, hatred for other religions. Therefore, the proposed new
83 course should be called "Religious Studies," which will address all major religions of the
84 world.

85 In the ninth and tenth grades, there should be courses in developmental health education
86 (otherwise known as physical education). It should also be noted that the 12 years of basic
87 education should be government-funded. Students will pay minimal tuition fee, and deserving
88 students should receive stipend based on academic performance and their parents' income.

89 Some people may say that we need to entertain a variety of talents and the legitimate interests
90 of our students. My response to this is that students will have absolute freedom to choose their
91 course of study and specialisation when they enter college or university. Their choice can
92 range from Islamic studies to molecular biology; from classics to gender studies. The main
93 rationale for my proposal is that when thousands of students graduate from high schools
94 across the country, they will graduate as a class with similar knowledge, skills, tolerance, and
95 democratic zeal. They will also be better able to contribute to the social and political
96 development of the country because the line between "we" and the "other" will be removed.

97 The basic education of the first twelve years is crucial for students to construct ideologies and
98 individual worldviews. Hence, it realistically deserves such a reshuffle. Another criticism I
99 anticipate is that all schools across the nation won't be able to maintain the same quality of
100 education, even though they follow the exactly same curriculum. The reason is that the skills
101 and capacity of teachers and attitudes of schools administrators differ.
102 Well, I began my proposal with this issue and labeled it the "qualitative half" of the battle.
103 The solution to this problem is continuous teachers' training and regular monitoring.
104 However, the question of this qualitative half will concern us after we have achieved the
105 "quantitative half" of the battle. In sum, I propose that the government introduce a uni-track
106 education for 12 years of basic schooling, which can serve as both the means and ends of a
107 stable democracy. And after winning the first half of the battle, i.e., quantity of education, we
108 can focus on the second half, which is ensuring the quality.

1 **Editorial 14: The Daily Star, Monday, December 14, 2009**

2 **Open and distance learning** By Manzurul Islam

3

4 THE new National Education Policy 2009 (NEP '09) includes many good features. The earlier
5 these are implemented, and not just passed, the better. The vision of the new education policy
6 is great and will be a means to cope up with today's fast progressing world.

7 However, a few issues are addressed here:

8 -It is logical that the education policy emphasises ICT education in every field of study to
9 achieve a Digital Bangladesh.

10 -In addition, the inclusion of distance education by private universities under strict conditions
11 is also a timely step in the Private University Act 2009 (draft). It will help build up skilled
12 manpower with higher educated people from outside the conventional universities within a
13 short time and in a larger scale to meet the immediate need of the country.

14 What is needed now is a full review meeting with participation of maximum number of
15 stakeholders and experts beyond the National Committee, which should be organised before
16 action is taken.

17 Such reviews could be held with the aid of modern technology, like video conferencing,
18 audio-conferencing, e-conferencing, and newspaper writings including opinions from all
19 concerned.

20 Open and distance mode of delivery

21 Among other steps, one effective supplement could be the introduction of open, distance and
22 virtual learning. This will not be considered as an alternative or a substitute mode. Bangladesh
23 Open University (BOU), established in 1992, has achieved much but could not yet fulfill the
24 expectations, especially in the application of technology-enabled learning support.

25 Many could not take advantage of the limited facilities. Especially at graduate and
26 undergraduate levels, BOU could not attain its goal; enrolment has been anything but
27 satisfactory.

28 The number of universities has grown to over 30 in the public sector and over 50 in the
29 private sector (although not all of them really fulfill what they should). But the fact is,
30 because of the need for acceptably good institutions of higher education, increase of public
31 sector universities did not prevent the growth of private universities.

32 Unfortunately in the very useful and appropriate sector of open and distance learning, when
33 the growth of other universities in both public and private sectors has rightly taken place in
34 the last 17 years, not a single more public open university was established.

35 This has deprived the multitude of disadvantaged or less privileged working people from
36 receiving higher education and obtaining degrees at their own pace. A few more universities
37 in the private sector as well as one or two more in the public sector, offering courses in dual
38 mode, are needed.

39 More research in open and distance learning (ODL) is required for further development in this
40 mode, for greater benefit to more citizens. This will pave the way for another university for
41 all, for education for all, and for higher education for the maximum number of interested
42 people.

43 Countries like India, Thailand, Malaysia and China have more than one open university. Till
44 recently, there were four or five private universities in Bangladesh that used to offer programs
45 in distance education mode. But the main problem in general was their failure to maintain
46 quality.

47 That has resulted in the closure of this system by the government. Instead of closing down all
48 such institutions at a time, affecting over 10,000 learners in the system, the government

49 should have allowed the universities which followed maximum possible standard with all
50 needed ICT-based or technology-based support and quality.
51 Reaching the thousands of intending learners, particularly in the remote areas where
52 university education is missing, would be needed to implement and attain the various targets
53 of the education policy. The Private University Act 2009, which has a provision to allow
54 private universities also to run open and distance learning under strict conditions, should be
55 passed by the Parliament without further delay.

56 Practice of ODL in other countries

57 In UK, US, Canada, Australia and many other developed and developing countries, a large
58 number of universities are practising open and distance learning.
59 It may be mentioned that a fast-developing country like Malaysia in our neighbourhood had
60 set up one private open university, some eight years ago, in consortium with 11 public
61 universities. The sponsors are running it very successfully, catering to over 80,000 students
62 (most of whom are mature and working people) in a much less populated country.

63 Recommendations

64 -Along with expansion of education in the fastest and most effective way, improvement of
65 standard or quality of education at all levels and in all areas, including the far-flung locations,
66 should be one of the focal points in the policy.

67 -To achieve the above goal, regular courses and programs by universities and other
68 institutions should continue as usual in the conventional mode. But experience has it that not
69 even a third of the intending citizens could opt for regular full-time education, specially in the
70 higher education sector, for various reasons like funds, age, location, time, and the like.

71 -On the other hand, more and more higher educated people and better-trained manpower are
72 needed for development of the country at a greater speed to attain self-sufficiency and
73 progress in real terms.

74 -A quick expansion of higher education or training in the country, along with other measures,
75 is possible through a carefully drawn out plan for qualitative open, distance and virtual
76 learning.

77 -This has to be technology-based, ICT-based, digital etc. in the most modern way. Very
78 rightly, the present government has made a commitment for a Digital Bangladesh. This will
79 be further facilitated by the introduction of ODL in ICT or technology-enabled mode in both
80 the private and the public sectors.

81 -This mode is mainly for working people and for disadvantaged or less privileged people who
82 cannot compete with regular, fresh young university graduates, particularly because of age.
83 Hence, the mode of delivery may be different here, but the curriculum and the courses should
84 remain more or less the same as in the conventional system.

85 -Here the teachers reach out to the learners, through technology-driven methods (like web
86 support, audio-video Lecture CDs, audio-video conferencing, interactive communications via
87 internet, etc) instead of confining themselves only within the classrooms with face-to-face
88 lectures.

89 -To help the government create more and more qualified and trained teachers for the ever
90 expanding number of secondary schools, colleges and universities, within a short time, say, by
91 2021, some selected private universities should be allowed to run well-monitored higher
92 education and professional courses like B Ed through distance mode or ICT-based or virtual
93 learning mode also.

94 -This could be done either through a new public-private partnership university exclusively
95 designed for open, distance and virtual learning as in Malaysia, or by establishing a second,
96 new public university, in addition to Bangladesh Open University, or by encouraging some

97 selected private universities to run dual mode education. Any of the above three steps, or all
98 together simultaneously, will cater to the new needs nationwide, particularly beyond the
99 metropolitan or big cities.

1 **Editorial 15: The Daily Star, Friday, March 26, 2010**
2 **Education Policy 2009 - where do we stand? By Manzoor Ahmed**

3
4 The 18-member National Education Policy Formulation Committee chaired by National
5 Professor Kabir Chowdhury and co-chaired by Q.K. Ahmed, Chairman of Bangladesh
6 Economic Association, presented their report to the Minister of Education on 2nd September,
7 2009. The 97-page report divided into 29 chapters was put on the Ministry website, with a
8 deadline for public comments by 30th September. It is not known where it stands at the
9 moment.

10 How have the comments on the draft, which must have been voluminous, given high public
11 interest on the subject, reviewed, analysed, and if appropriate, incorporated into the draft?
12 And who were charged with this responsibility? This would be a fairly tricky task which
13 would call for technical expertise, political insight, and an acumen in exercising judgment.
14 Will the revised draft be placed before the public before it is adopted? Will it be presented to
15 the parliament for discussion and approval? Will the two parliamentary standing committees
16 on education, jointly or separately, have public hearing on the draft policy? Again it is not
17 known what the plans are and what approach the government intends to take.

18 The highlights of the education policy recommendations, (regarded as draft, until the
19 government decides what it wants to do with it) - on the whole well-received by academics,
20 researchers and stakeholders - are indicated below.

21 Universal education up to grade 8 One-year pre-primary education and primary education
22 extended to grade 8 should become universal within the next decade. The historically evolved
23 reality of the diversity of provisions in primary and secondary education government,
24 government-assisted, NGO and private sector schools, and the madrasa is recognized. It is
25 agreed that this diversity will continue, subject to following a common core curriculum and
26 adopting minimum common standards regarding learning provisions. The English medium
27 private schools following external curricula should add “Bangladesh studies” in their
28 curricula.

29 Multiple delivery modes in basic education with common core curriculum and standards. The
30 common core curriculum for all types of secondary level institutions (including madrasa) will
31 include Bangla, English, mathematics, science, Bangladesh studies, and IT which will be
32 complemented by additional subjects pertinent for each major stream general, vocational, and
33 madrasa. In addition to the vocational stream in schools, there will be various forms of skill
34 training activities according to graded national skill standards designed to meet skill needs in
35 domestic and overseas employment markets. Instruction in science and IT should be given
36 special attention.

37 Literacy and non-formal education. A literacy program to eliminate adult illiteracy by 2014 is
38 proposed. Non-formal education is seen as a means of providing a second chance to those
39 who drop out of formal schools and appears to be separated from the “literacy campaign.”

40 Quality improvement in tertiary education. Tertiary education institutions, both public and
41 private, should be encouraged to take responsibility to establish and maintain quality
42 standards within agreed framework and to ensure effective use of resources. A four-year
43 degree program should be acceptable higher education qualification for most occupations
44 except for those aiming for teaching, research and other jobs that call for specialized
45 expertise. A three credit English course should be compulsory for all degree students. Various
46 quality enhancing investments in facilities and teacher upgrading are proposed. Pedagogic
47 technology such as internet and education television channels should be supported.

48 Student assessment to discourage rote learning. Assessment of learners' achievement should
49 be based on public examinations and continuous evaluation by teachers, which should aim at
50 assessing cognitive, affective and reasoning domains. Major public examinations will be at
51 the end of 8th and 12th grades. Other examinations will be organized at the district/upazila
52 levels at the end of 5th , 8th and 10th grades to award scholarships and (possibly) evaluate
53 system performance. All exams should be aimed at discouraging rote learning.

54 Teachers' status, incentives and training. Teachers' recruitment, training, professional support
55 and remuneration should be important elements of the strategy for improving quality in
56 education. A Teacher Recruitment and Development Commission should be established to
57 recruit teachers and support their professional development.

58 Governance and management measures. A consolidated education law should be enacted
59 covering major separate laws, regulations and circulars. A statutory and permanent education
60 commission should be formed to guide implementation of policy objectives and consider
61 adjustments in education policy over time. Primary, secondary and non-formal education
62 should come under one Ministry; and a separate Ministry of Higher Education should look
63 after tertiary education. Management of primary education should be decentralized with
64 greater involvement of community and parents and greater authority for schools. Secondary
65 education should be decentralised to upazila, district and division levels. The UGC should
66 have greater authority and be renamed as Higher Education Council. Accreditation Councils
67 should be formed to encourage improvement and self-regulation in quality of tertiary
68 institutions. Incentives should be given for faculty research. The National University's
69 affiliating function should be decentralized to divisional levels by establishing branches.

70 **Enhanced education resources**

71 The Committee recommended that public expenditure for education should be increased from
72 the present 2.27 percent of GDP preferably to 6 percent, but at least to 4.5 percent in 10 years.
73 In the Committee's view, if an economic growth rate of 6 to 7 percent can be maintained, it
74 should be possible to raise the additional funds (a total of Tk 361,000 crore or Tk 276,000
75 crores over 9 years, at 6 or 4.5 percent GDP share, respectively.)

76 It can be seen that the policy recommendations are essentially in the form of normative goals
77 or preferences in general terms, on which it is easier to have a broad agreement, but more
78 difficult to agree on details. Indeed, as the saying goes, the devil is in the details.

79 **Fulfilling public expectations**

80 There are important omissions and lapses in the draft policy. It has shied away from the
81 conundrum about two or three million children and young people trapped in a dead-end
82 system of the Quomi Madrasa.

83 It has treated gender as a separate issue for girls and women, presented in a separate chapter,
84 rather than as a system-wide problem of educational content, objectives, pedagogy, values and
85 attitudes.

86 Decentralization of education governance and management has been left as platitudes with
87 some inconsistent signals about what should happen at local and institution levels.

88 Most university graduates today with a Master's degree, as well as doctors, engineers and
89 lawyers, are likely to be without a clue about Plato, the French Revolution, Ibn Khaldun,
90 Moen-jo-daro, or Gautam Buddha- elements of the common heritage and achievements of
91 human civilization. The education policy does not seem to take cognizance of the problem or
92 offer any hints for remedy.

93 Indeed the details regarding implementation of major policy objectives or definitive
94 resolutions of some of the critical issues which arise in part from an ideological divide, which
95 is a reality of our polity, cannot be offered in a national education policy statement.

96 The public expectation, and for that matter, the expectation of public opinion leaders and even
97 professionals in the education field, is to look upon the education system to provide solutions
98 to major problems of our society and nation. No matter these problems are rooted in history,
99 culture, political norms and ecological and geo-political circumstances, which also shape and
100 constrain the development of the education system. The education system is certainly not
101 immune from the ills of society it is expected to remedy.

102 Similar expectations are held regarding a national education policy statement. It is expected
103 that a policy statement will provide the direction, instruction and guideline; even set the
104 objectives and targets; and offer operational plans to overcome major deficiencies of the
105 education system, which have arisen and accumulated over decades, if not centuries.

106 The attempt to do too much and solve many intractable problems by proclaiming a policy may
107 have been a major reason for none of the over half a dozen past education policies being
108 implemented.

109 The stakes have to be lowered. It needs to be accepted that a policy statement cannot provide
110 solutions to all major problems of the education system all at once. It cannot even articulate a
111 unanimous view of the nature of the problem and the main goal on some of the issues, let
112 alone offering a solution.

113 It is understandable if the government policy makers find themselves in a hesitant mood and
114 are circumspect about what the next steps regarding the draft policy should be and how they
115 should proceed on these. In order to forego the fate of past policy statements and ensure that
116 the policy remains alive and operational, four pragmatic principles, outlined below, need to be
117 considered.

118 1. Make it known and emphasize that education policy development is an on-going process
119 which will continue to be modified. Issues on which there are well-justified differences of
120 views need not be resolved all at once. Experience and implementation of steps on which
121 there is common ground often can show the way towards optimal solutions for more complex
122 problems and mitigate the high-stake psychology of “now or never.”

123 2. To establish credibility and bona fides of the government regarding the first item above,
124 support should be announced, perhaps after a cabinet deliberation of the draft policy, for the
125 institutional mechanisms of on-going education policy review and development anticipated
126 and proposed in the draft education policy.

127 These mechanisms include a) establishment of a permanent, statutory and high power
128 permanent education commission, b) establishment of a Higher Education Council with
129 enhanced authority and responsibility compared to present UGC, c) one ministry of education
130 for basic and pre-university education that will facilitate implementation of many reforms
131 proposed regarding school education, and d) adopting a basic framework law regarding
132 organization, management and state obligations regarding basic and school education.

133 3. The process of consideration and adoption of the education policy should be kept as open
134 and transparent as possible. Comments that have been received and how and if the draft
135 policy has been modified for submission to the cabinet, should be made public and available
136 on the website.

137 The government recommendations including deferral of some issues for further consideration
138 should be presented to the parliament and joint public hearing should be organized by the two
139 parliamentary standing committees. This will take some time, but the deliberate pace would
140 be worthwhile to increase public understanding and the chances of effective implementation
141 of the policy.

142 4. The decision of the government to abandon the ad hoc approach of PRSP and to go back to
143 the five-year development planning mode provides an institutional mechanism for resource

144 provisions, coordination, monitoring and placing all reform and development efforts in
145 education within the agreed policy framework- always a challenge in a complex and multi-
146 faceted endeavor which the national education system is The formulation of the sixth plan
147 should be regarded, and so announced, as the vehicle for making a major stride towards the
148 early implementation steps for new education policy. The plan to be designed within the
149 perspective of Vision 2021, creates the opportunity to look at the medium term and longer
150 tem goals of the education policy.

151 **Sixth Plan-Opportunity for Realistic Action**

152 Key recommendations in the draft education policy, which are in consonance with recent
153 professional and stakeholders' discourse in Bangladesh, are taken as the take-off point for
154 suggesting major priorities in the education sector for the sixth plan.

155 **Universalization up to grade 8**

156 This idea has been under discussion at least since Kudrat-e-Khuda Commission report of
157 1974. Implementation of this goal will require an area-based planning for each Union and
158 Upazila, taking stock of current and projected population and student numbers in the eligible
159 age-groups, different types of institutions and facilities (primary, junior, secondary, madrasa,
160 private, NGO etc), and teaching personnel; and working out, on the basis of this stock-taking,
161 an area-based coordinated 10-year plan.

162 There is a misunderstanding that extending primary or elementary stage up to grade 8 means
163 that all the students at this level have to be served only in primary school and every primary
164 school must have classrooms and teachers for eight grades plus preschool. It should be
165 remembered that at least one-third of the eligible children are already enrolled in secondary
166 level schools.

167 The majority of primary schools can remain and perhaps should remain only up to class 5 in
168 the foreseeable future and serve as feeder to eight-year primary school or 5 to 7 year
169 secondary school. The extended primary education stage can be offered in different types of
170 institutions as long as the required curriculum is followed and necessary standards are
171 maintained through appropriate coordination. The main concern should be that the present
172 poor quality of primary education is not extended up to grade 8 under the new arrangement.

173 **Equity with quality in primary and secondary education**

174 A major challenge and a key plank of the education policy is to ensure a common core
175 curriculum, facilities and teaching personnel standards in the various types of primary and
176 secondary institutions - recognizing that multiple provisioning is a reality that cannot be and
177 need not be wished away. Each type serves a constituency and has both its strengths and
178 weaknesses. The sixth plan has to identify and promote the strengths and help overcome the
179 deficiencies in each type within an agreed framework of common standards.

180 Area- based coordinated planning and financing criteria and process will be critical in
181 overcoming inequities that are related to geography, socio-economic category, and type of
182 institutions.

183 **Teachers as key to quality**

184 Various proposals have been made regarding training, recruitment, remuneration, and
185 management of teaching personnel in the education policy. Missing in the policy is any bold
186 and creative move to persuade academically capable and talented young people to take up
187 teaching as a profession.

188 The fact is that teachers for primary and secondary education are drawn mainly from colleges
189 under the National University. Quality of instruction in these colleges and the products from
190 them becoming the source of teaching personnel, who then prepare students unfit for tertiary
191 education or the world of work, have created a vicious cycle.

192 An approach, followed in some countries, is to offer education as a subject in the four-year
193 general college degree program as pre-service preparation and attract bright students with a
194 promise of stipend, subject to condition that they would serve at least five years in primary or
195 secondary school. They can be promised a higher level of remuneration in recognition of their
196 superior capability. One condition for success of this initiative would be to ensure that the
197 selected colleges for this project are supported to maintain acceptable quality in facilities and
198 instruction. A hundred colleges under such a project producing at least 10,000 teacher
199 candidates each year (after the initial four years) over a decade would create a nucleus of high
200 quality and enthusiastic teachers in primary and secondary schools in the country. Eventually,
201 the existing primary and secondary teacher training institutions can concentrate on much
202 needed continuous in-service training of teachers.

203 The success of other quality initiatives such as transforming pedagogy, making continuous
204 and summative learning assessment and examinations more meaningful, and turning teachers
205 into role models for young people will depend on attracting talented and motivated people
206 into teaching.

207 **Common core contents in primary and secondary education**

208 It is not enough to prescribe a core content of Bangla and English, math and science,
209 “Bangladesh studies” and IT for the diverse providers in primary and secondary education.
210 This is only the first step towards promoting a common learning experience for all children,
211 equipping them with essential skills and competencies for a fair start in life, and helping
212 overcome the inequalities and divisions in society. Capable and motivated teachers,
213 appropriate learning materials, and necessary learning environment and learning activities in
214 schools are the indispensable ingredients for turning the core content into learning experience
215 and outcomes. Two of the designated content areas, which constitute the foundational skill of
216 “learning to teach,” -language and mathematics, deserve special attention. Computer literacy
217 now has to be a part of the foundation skills.

218 **Two aspects of decentralization**

219 Two key aspects of management in education are: a) authority and responsibility with
220 accountability including budget and resource management at the level of institutions and b)
221 devolution of planning, management, and monitoring at district and upazila levels. In both
222 respects, educational governance and management remain extremely centralized, which
223 impedes efficiency, responsiveness of programs to specific circumstances, and promotes a
224 culture of “passing the buck.”

225 The contribution of the sixth plan can be to support R&D in this respect by designing and
226 trying out the formation of education authorities with substantial autonomy and control of
227 resources at the district level for secondary education and upazila level for primary education
228 (up to grade 8) including literacy and non-formal education respectively-possibly in six
229 districts in six divisions, and a selected number of upazilas. Similarly, selected institutions at
230 tertiary and lower levels can be given special dispensation to exercise autonomy in their own
231 affairs, based on a contract with them for educational outcomes. The assessment of and
232 lessons from these experiences can be the basis for eventual nationwide reform in education
233 governance and management.

234 **Literacy and non-formal education (NFE) in a life-long learning perspective**

235 The policy draft appears to have not given attention to accumulated international wisdom
236 regarding literacy, non-formal education and life-long learning. The proposal to “eliminate
237 adult illiteracy” by 2014 is reminiscent of the failed TLM program supported in the past by
238 both political camps. There is an absence of the concept of and provisions for lifelong
239 learning according to needs and motivation of citizens and skill and knowledge requirements

240 of society. The sixth plan's focus should be to promote a network of community learning
241 centers across the country with the active involvement of community organizations, NGOs
242 and the private sector under the auspices of the local government bodies. The target for 2014
243 could be to bring all youth and young adults of age 11 to 45 into a learning process. The
244 capacity of the Bureau of Non-Formal Education (BNFE) and its district level branches
245 should be developed to provide technical support to this effort.

246 **Consolidating quality in tertiary education**

247 Only five percent of young people at the post secondary stage participate now in tertiary
248 education a low ratio by any measure. Some general propositions have been presented
249 regarding improving quality and making tertiary education more responsive to development
250 requirements of the country, most of which are unexceptionable. What is needed in the sixth
251 plan is a firm stand that there will be no expansion of tertiary institutions (universities,
252 colleges and professional institutions) until and unless physical facilities and teaching-
253 learning provisions and personnel in existing institutions reach established minimum
254 acceptable standards. There should be a moratorium in principle regarding establishment of
255 new institutions until acceptable standards are achieved in existing institutions.

256 National University colleges, some 2,000 in total, serve 80 percent of the tertiary education
257 students and supply almost all teachers to primary and secondary institutions. The sixth plan's
258 focus should be to apply rigorously to them the existing quality standards and consolidate and
259 rationalize existing institutions where they cannot be justified in terms of effective demand.
260 The same principle should apply to madrasas at the tertiary level.

261 **Financing strategy to support quality with equity**

262 The draft policy appears to be optimistic about mobilizing resources for the proposed reforms
263 and development. The target of a six percent share of GDP as public expenditure in education
264 in a decade is by no means ambitious by international standards. To reach this target in 10
265 years, a 4.0 to 4.5 percent target needs to be attained by the end of the sixth plan. This would
266 call for increasing the very low revenue base at present by international comparison. Whether
267 even six percent share of GDP will generate sufficient resources for quality enhancement and
268 expansion of education will depend on whether the growth of the economy can be kept
269 consistently at a high pitch of seven percent or more. The macro-economic prospects and
270 resource envelope issues will no doubt be a key concern in the plan document and will
271 provide a framework for educational reform planning.

272 Inadequately addressed in the policy draft are criteria and strategy for education financing to
273 support the key policy objective of ensuring educational development based on quality with
274 equity.

275 The strategic considerations for this purpose would include: possibilities of area-based
276 capitation grants for population and number of eligible children as practiced in many
277 countries; criteria and determination of per student amount for supporting different types of
278 institutions at the primary and secondary levels; the desired ratios, say, between madrasas and
279 general schools, and vocational and general schools; the relative priorities in public financing
280 among stages of education; and how public funds can complement or compensate for private
281 expenditure to promote equity criteria. The resource planning allocation in the sixth plan need
282 to take a stab at these thorny issues, even if adequate answers may not be provided readily.
283 Unfortunately, there are no magic bullets for improving educational systems. There is no
284 alternative to patient and system-based work simultaneously on several fronts. The critical
285 concern is that these efforts should result in cumulative progress rather than periodic
286 regression.

1 **Editorial 16: The Daily Star, Sunday, June 28, 2009**
2 **Draft National Education Policy By July 10: Primary edn up to class VIII on the cards**
3 *Says Dr Kholiquzzaman*
4

5 With the recommendations of extending the primary education level up to class VIII and a
6 public examination at its end, the Education Policy Formulation Committee is going to
7 complete its primary draft within July 10.

8 The committee will hold discussions with 42 concerned organisations for necessary opinions
9 and suggestions on the draft after the deadline and the draft policy will be placed before the
10 government on completion of the discussions.

11 Co-chairman of the committee Dr Quazi Kholiquzzaman Ahmad disclosed the information at
12 a symposium on 'Learning from neighbours: The trajectory of educational progress' at a city
13 hotel yesterday.

14 He said students of all mediums -- general, madrasa and English, regardless of types of
15 education system and education institutes -- will have to study several subjects in the primary
16 level to have better understanding about certain things of the country.

17 "We are trying to integrate all types of education," he said, adding that the students of all
18 mediums will have to study these subjects apart from other subjects of their respective
19 mediums.

20 "There are various types of education system and education institutions in the country and we
21 are trying to bring them together at least up to a level so that everybody knows certain things
22 similarly," he added.

23 The subjects are Bangla, Mathematics, Basic Information and Communication Technology
24 (ICT), Environment and Bangladesh Studies, he informed.

25 Campaign for Popular Education (CAMPE) in association with Bangladesh Institute of
26 Development Studies (BIDS) and Institute of Educational Development, Brac University
27 organised the symposium.

28 The two-day symposium will be focused on pre-university education in Thailand.

29 Dr Kholiquzzaman, also a noted economist, said there were many commissions formed to
30 frame education policies since the independence and the commissions prepared their reports
31 but policy was not formulated until 2000.

32 "We have taken our basic documents from the policy paper of 2000 and have reviewed all the
33 reports of previous commissions," he said, adding that they took experiences from other
34 countries.

35 He further said inclusive education, emphasis on values and capability building will be the
36 fundamental things that they have gone through in the policy.

37 On the primary education, the co-chairman said there are about 11 types of primary education
38 in the country that perpetuates disparity in society.

39 "The policy will have some clauses suggesting how to change that and the goal is to bring
40 them all at the same level," he said, adding that there will be some strong content on reducing
41 social disparity and integrating the disabled and disadvantages.

42 Emphasising the need for vocational education, Dr Kholiquzzaman mentioned that basic ICT
43 and pre-vocational training will be introduced in class VI. English would be made mandatory
44 from class III, he added.

45 The co-chairman also said the policy will have some special clauses for those areas where
46 education is lagging behind.

47 Regarding the problems of the teachers, he said salary is one of the aspects of teachers'
48 problems, but it is not the only aspect. "Apart from salary, we will make other
49 recommendations for them."
50 He said there will be some clauses for teachers' training and managing committees of
51 education institutions.
52 Regarding the university education, he said universities are supposed to not only impart
53 education but also create knowledge, but in our country the latter one is missing. Therefore,
54 there will be a lot of recommendations to encourage research at the university level, he added.
55 Mentioning that there is no mechanism of quality assessment of education at tertiary levels, he
56 said they would include some suggestions in the education policy in this regard.
57 Dr Kholiquzzaman also said they might put some recommendations about the private
58 universities after discussing with University Grants Commission (UGC).
59 He said the committee would suggest formation of a permanent education commission which
60 would supervise whether the policies are being implemented properly and will suggest the
61 government.
62 He said education policy is not one and fixed, it's a continuous process and it can be changed
63 with the demand of time, adding that it might take a month or two more to prepare the draft
64 that would be placed before the government.
65 Dr Kasama Varavarn, secretary general, ministry of education of Thailand, gave an overview
66 of the pre-university educational development of her country.
67 Rasheda K Chowdhury, executive director of CAMPE, chaired the inaugural session, while
68 Malama Meleisea, director and representative of Unesco, Mustafa K Mujeri, director general
69 of BIDS, and Dr Manzoor Ahmed, senior advisor, IED, Brac University also spoke.

1 **Editorial 17: The Daily Star, Tuesday, November 3, 2009**

2 **Jamaat slates edn policy, earns blushes**

3

4 Jamaat-e-Islami, which criticised the draft national education policy 2009 at a press
5 conference yesterday, came under a volley of questions from reporters that apparently put
6 the party leaders into difficulties.

7 The party demanded cancellation or suspension of the education policy though it did not
8 give any opinion on its final report posted at the ministry's website for opinions.

9 Jamaat also demanded forming an education commission with eminent educationists
10 acceptable to all quarters or extend the time for giving opinion by two months to formulate
11 an education policy in conformity with the constitution.

12 The press conference was held at its central party office to give its official statement about
13 the education policy.

14 The party leaders raised questions about the policy formulation committee and its members,
15 saying the committee did not consult with any representative organisation.

16 Jamaat Ameer Motiur Rahman Nizami, Secretary General Ali Ahsan Mohammad Mojaheed,
17 Assistant Secretary General Muhammad Kamaruzzaman and other central leaders were
18 present.

19 In a written statement, Nizami said a small number of people are aware of the policy as a
20 short time was given to give opinions on it.

21 "Adequate time was not given for this and no measure was taken to publicise the matter
22 through the media," he said.

23 Asked whether the party gave its opinion on the policy at the website, Nizami said they did
24 not post any opinion on the website directly.

25 "Different organisations gave their views and we are informing [the matter] through you
26 [media] who will give the guarantee that our views will be published through the website,"
27 he said.

28 Taking the floor, Mojaheed said thousands of people gave their opinions and they will give
29 it if the government wants.

30 Both the leaders, however, remained silent when asked why they did not give any opinion
31 when the government wanted it through the website.

32 Nizami said a proposal was included in the policy to destroy madrasha education because of
33 the anti-Islamic mentality of the committee members.

34 He labelled committee chairman Kabir Chowdhury as a cultural activist saying, "Is he
35 [Kabir Chowdhury] an educationist? We used to know him as a cultural activist."

36 When he was told that Kabir Chowdhury is a national professor and was a university
37 teacher, he said no body could be an educationist by teaching only.

38 Asked whether Jamaat is going to give a definition for an educationist, both the leaders
39 could not give proper answer.

40 Asked why they did not discuss with the committee, Nizami said the committee did not
41 invite them while Mojaheed alleged that the government is doing everything secretly.

42 Replying to another question whether Jamaat had sought time to discuss with the committee
43 to share their views as around 56 organisations did so, they said they were not aware of it.

44 When the newsmen asked whether the party was doing politics on the policy, he said:

45 "Where do you [journalists] get politics here? We are just giving our opinion and we will
46 respond if they call us."

47 The Jamaat chief said the policy says that the education system would be secular and pro-
48 people which is contradictory.

49 "The meaning of pro-people education in Bangladesh is an education based on Islamic
50 principles and the meaning of secular education is irreligious and anti-people education," he
51 said, adding that the committee does not have the authority to force irreligious education on
52 the people.

53 As the reporters asked why had the party not demanded for introducing an education policy
54 based on Iman (faith) and Aqidah (Islamic creed) during their regime as the key ally of the
55 government, Mojaheed said it is a wrong information as no report was published during the
56 then four-party regime.

57 When informed about the report prepared by the Moniruzzaman Mia Commission, Nizami
58 said a report was prepared but that did not go to the cabinet.

59 Asked whether they had demanded for an education system based on religion during their
60 regime, he said, "We did not have time."

61 The Jamaat chief said it is the duty of the people to resist if an irreligious education system
62 is forced on the people unilaterally.

63 Asked whether the party would announce any programme, he said, "Time will say."

64 Nizami alleged that religious and moral education have been removed from class I and II to teach
65 anti-religious education.

1 **Editorial 18: The Daily Star, Wednesday, November 4, 2009**

2 **Religion, moral edn not ignored: Roundtable backs draft education policy**

3

4 The draft education policy does not ignore religious and moral education as claimed by
5 different sections since it makes strong recommendations on the subjects, said speakers at a
6 roundtable yesterday.

7 They however said there is some incompleteness regarding some issues which needs to be
8 reviewed, adding the government should focus on quick implementation of the policy.

9 The speakers also said there should have been more guidelines about primary education as the
10 draft policy did not make everything clear about it.

11 Shushashoner JanneyNagorik (Shujan) organised the roundtable styled "Considering the
12 education policy of Bangladesh" at the Jatiya Press Club in the capital.

13 In the keynote paper, Shujan president Prof Muzaffer Ahmad said it is not rational to say that
14 religion and moral education are neglected in the policy as the subjects are made mandatory in
15 the general education from class III to class VIII.

16 The subjects like the Quran, Tajbid, Akayid and Fiqah were included in the proposed
17 curriculum for madrasa apart from the religion and moral education from class III to class
18 VIII there, he said.

19 "Those who are saying that the policy ignored religion and moral education have not read it
20 properly as it emphasised religious education," he added.

21 Prof Muzaffer said, "Why is there so much talking about the matter? There might be a
22 political motive behind it.

23 "I do not think the report has any insufficiency regarding teaching of religion and morality
24 from educational point of view. The committee fully approved religious and moral
25 education," he added. However, the policy does not have direction about infrastructure and
26 measures while extending the primary level, he said, suggesting its quick implementation.

27 Former education minister Sheikh Shahidul Islam said the subjects which were made
28 mandatory for all would be an extra burden for the madrasa students as usually "less"
29 meritorious students study there.

30 He also said the proposal to extend primary level up to class VIII is "irrational" and "quite
31 impossible" to implement as it needs huge infrastructure and resources.

32 He suggested that the education policy be reviewed and the government take more time
33 before going for its implementation.

34 Dr Kazi Saleh Ahmed, former vice-chancellor of Jahangirnagar University, said there would
35 be difficulties in extending primary level as most of the teachers of this level in the rural areas
36 are not capable of teaching subjects like English and mathematics.

37 He suggested implementation of the policy on a pilot basis before going for its full
38 implementation.

39 Prof Syed Anwar Husain of Dhaka University said the policy is not considered as a policy as
40 it cannot be done in only four months.

41 The people who never think, speak or write about education were involved in the process of
42 formulating the policy, he said, adding though it was a start, the government should take more
43 time before its implementation.

44 Dr Manzoor Ahmed of BRAC University said the new education policy is entirely acceptable
45 if we consider it from the perspective of directions as the policy gives directions. A policy
46 never gives solution to all problems, he added.

47 Columnist Syed Abul Maksud moderated the roundtable, while Badiul Alam Majumder,
48 secretary of Shujan, Dr Anwarul Haque, former director general of National Academy for

49 Educational Management (NAEM), Mahmudur Rahman Manna and Biren Shikder, MP also
50 spoke.

1 **Editorial 19: The Daily Star, Saturday, December 19, 2009**

2

3 **Include different mediums in mainstream education: *Speakers tell roundtable***

4

5 Speakers at a roundtable yesterday underscored the need for a unified education system,
6 incorporating English medium and madrasa education into the mainstream with a view to
7 putting an end to discrimination in the sector.

8 The education policy reflects the character of the state and the society, they said, adding that
9 the nation wants a unified, scientific and realistic policy, which will produce competent
10 citizens as well as complete human beings.

11 Eminent citizens organised the roundtable titled 'Education and Education Policy' at the
12 Institute of Engineers, Bangladesh in the city.

13 Presiding over the roundtable, Justice Ghulam Rabbani said it is the education system, not
14 religion, that can make a man rational, courageous, benevolent and selfless.

15 He urged all to work together to build a non-communal and democratic nation.

16 Noted academic Prof Serajul Islam Chowdhury said the nation wants a unified education
17 system that will be free of discrimination, communalism and commercialisation.

18 People from the ethnic minorities and remotest areas should be entitled to the quota system,
19 he added.

20 He also suggested providing subsidy to the poor students, minimising the financial gap
21 between civil and military-run educational institutes, developing the curriculum and
22 textbooks and increase the social status of the teachers.

23 Speaking as the chief guest, Rashed Khan Menon, chairman of the parliamentary standing
24 committee on education ministry, said the absence of an education policy since the
25 independence gave birth to different education systems.

26 There was an attempt to incorporate different mediums into the mainstream in the proposed
27 education policy, he said, adding that, "Implementation of the policy can be started from
28 January 1 next year as we had said that the policy would be implemented in phases."

29 "We could not yet implement the universal, people-oriented, democratic and non-communal
30 education system as stated in the constitution, but the new policy is indeed a good start," he
31 said.

32 Prof Anu Muhammad of Jahangirnagar University said the education system has been
33 commercialised which needs to be addressed immediately.

34 Many of the speakers, however, raised questions about the educational expenses and
35 methods of the cadet colleges arguing that the draft education policy does not say anything
36 about cadet colleges.

37 Prof Yasmin Haque of Shahjalal University of Science and Technology (SUST) said the
38 expenditure being spent on the students of cadet colleges is 40 times higher than the students
39 of public universities.

40 Prof M Shamsul Alam of Chittagong University of Engineering and Technology (Cuet)
41 presented a keynote paper while Kabery Gayen and Prof Abul Kashem Fazlul Haque of
42 Dhaka University (DU), Prof Shamsuddin Illyas of Rajshahi University, Prof Sushanta
43 Kumar Das, Prof Rezai Karim Khandaker and Prof Tulsi Kumar Das of SUST, Dr Nazrul
44 Islam, president of technical education sub-committee of National Education Policy-2000,
45 Shyamol Kanti Ghosh, director general of Directorate of Primary Education, and Khandaker
46 Asaduzzaman of Anti-Corruption Commission also spoke.

1 **Editorial 20: The Daily Star, Tuesday, July 6, 2010**

2 **Heading in the right direction** By Md. Anwarul Kabir

3
4 THE education system we follow is a legacy of the British colonial system. The British Raj
5 introduced its education system in the subcontinent for its own interest -- not for the interest
6 of the native Indians. For the British regime, the major driving force for introducing a newly
7 formulated education system in India was to establish its hegemony and extend its rule.
8 Lord Macaulay, the founder of the British colonial education system, while framing the
9 colonial education policy, proposed: "In India, English is the language spoken by the ruling
10 class. Those Indians of the high class, who are in the government, also speak it. We must do
11 our best to form a class who may be interpreters between us and the millions whom we
12 govern, a class of persons Indian in blood, but English in taste, in opinions, words and
13 intellects."

14 A similar view was expressed by Sir Trevelyan, a major policymaker: "There is only one way
15 to turn the thoughts of the Indian nation in other direction. And that is to create Western
16 thoughts among them [by introducing our education system]."

17 In 1857, Trevelyan told the British Parliament: "After such an education, a political revolution
18 in this country will be unlikely and we will be able to rule over our Empire for long. By
19 increasing education and by giving jobs to more and more Indians, the British rule can be
20 made permanent." So, the major objective of the colonial education system was to create a
21 privileged class who would collaborate with the British regime.

22 The dangerous implication of the British colonial education system is, perhaps, the orientation
23 of education towards jobs. The concept of "lekhaporakorejey, garighora chore shey" (those
24 who study, ride carts and horses.) had been instilled into the psyche of the common people
25 after the introduction of the colonial education policy in undivided India.

26 The colonial education policy encourages us just to mimic the Western education system
27 without assessing our own context. For this reason, we just import education/technology from
28 the developed world but fail to assimilate these in our socioeconomic needs. For the same
29 reason, we neglect much of our indigenous knowledge, which could have been used for our
30 development in different fields.

31 After the collapse of British Raj, as we became a colony of Pakistan, we had little opportunity
32 to march towards a pro-people education system. However, after independence, Bangabandhu
33 rightly realised the emptiness of the prevailing derailed education system originating from the
34 British colonial one.

35 Emphasising the importance of people-oriented education, he formed an education
36 commission in 1974, which was headed by Dr. Kudrat-e-Khuda, eminent scholar, scientist
37 and educationist. Eventually, Dr. Kudrat-e-Khuda chalked out a scientific and pro-people
38 education policy. Unfortunately, it never got implemented after the tragic demise of
39 Bangabandhu. Subsequent governments took little interest in it.

40 Afterwards, though at least five education commissions/committees were formed and policies
41 were produced, apart from National Education Policy 2000, albeit partially, no other policy
42 was enforced. However, after the change in government in 2001, National Education Policy
43 2000 was abandoned too. It may be noted here that National Education Policy 2000 was
44 formulated during the last tenure of Sheikh Hasina by a committee headed by Professor
45 Shamsul Hoque.

46 Education Policy 2009 was framed by a committee headed by National Professor Kabir
47 Chowdhury. This committee assessed both Kudrat-e-Khuda's and Shamsul Hoque's reports

48 and, considering the present complex socio-economic and global set-up, it has attempted to
49 produce a report that is more people-oriented and scientific.
50 The methodology followed for framing this policy was, no doubt, scientific and transparent.
51 To formulate this policy, the committee met with representatives of around 56 relevant
52 organisations. It also considered the opinions of many individuals who came forward.
53 Moreover, people from different tiers of the six divisions participated in view- exchange
54 meetings and their positive opinions are incorporated in the policy. This, in turn, has shaped
55 the policy into a pro-people one.
56 The committee gave more emphasis on defining the objectives of education, so it successfully
57 captured the real essence of education. The policy points out that the major objective of
58 education is to make people creative, free thinking, ethical, respectful of all religions, free
59 from all dogmas, tolerant of others' views, non-communal, patriotic and skilled.
60 Most of the 24 objectives drawn in the policy are pragmatic. In one of the objectives it has
61 emphasised the instilling of moral values in the psyche of the students. Besides, it has also
62 stressed minimising of the gulf between different streams (e.g. general education, madrasa
63 education, English medium education) of education. This is really a paradigm shift from the
64 colonial perception of the objectivity of education.
65 To improve the education sector in Bangladesh, implementation of a holistic education policy
66 is a must. Every student needs to be developed emotionally, physically, socially, and
67 intellectually. The education policy must acknowledge and emphasise the spiritual,
68 intellectual, social, physical and psychological needs of young children, which will foster the
69 balanced growth of each child.
70 Besides promoting skill-based education, the policy must encourage children to learn and
71 nurture social and cultural values, integrity, tolerance and respect and love for others, and to
72 be responsible persons. Hopefully, the Education Policy 2009, if properly implemented, will
73 instill the aforesaid values in the psyches of the young students and will effectively change the
74 present state of the education sector in the country.
75 To fulfil the objectives stated in the policy, successful implementation is a must. However,
76 that largely depends on different stakeholders and the government's initiatives. Introduction of
77 a permanent Education Commission, as suggested by this policy, is a must to implement this
78 policy in line with the people's aspiration.
79 As the education policy of any country should not be static, amendment of the policy is a
80 must. The proposed commission will do that to meet the demand of the time.

