

Notes from the Editor

The present issue offers a diverse fare - two articles are about curriculum at the secondary level; an article on lifelong learning and community learning centres; and the last one is on handling English pronunciation in primary school.

In the first article about the curriculum revision introduced in 2012 in general secondary education, Mohammed Zakir Hossain presents an upbeat account of what is attempted and intended by the authorities. The first curriculum revision since 1995 is described as a much needed task with no less an ambition than to prepare young people of Bangladesh for the 21st century. Only a brief mention in the concluding section hints at the challenges of designing an ideal curriculum and actually implementing it in the classroom which determines to what extent the ambitions can be realised. We hope this article will prompt others to write more critically about the ends and means of curriculum development and implementation.

Md. Shah Alam Majumder and Md. Zahidul Islam take a critical look at the problems of designing and implementing the curriculum for trades courses for would-be workers in the emerging electronics industry in Bangladesh. Problems are identified and recommendations are made about making the trades courses market responsive for the benefit of both the industry and the workers. The article has relevance for vocational and technical education development in general.

Wolfgang Vollmann, based on a study of community learning centers run by three principal NGOs in Bangladesh -- BRAC, Dhaka Ahsania Mission and Friends in Village Development Bangladesh (FIVDB) – makes the case for policy support and resource mobilization for a nationwide network of Community Learning Centre as the institutional vehicle for promoting and expanding lifelong learning opportunities. This is a topical issue in the context of current discussion about Education 2030 and Sustainable Development Goals (SDG 2030) that will replace EFA 2015 and MDG 2015.

The last article by Hasan Toufiq Imam, S. M. Kamruddin Ropum, and Md. Iftexhar Arif reports on an empirical study about the problems of teaching English pronunciation to primary school children when both teachers and students struggle with long and short vowels and certain aspirated and un-aspirated consonants, because the distinctions are not made in colloquial Bangla.