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Today human civilization has made a giant leap forward. Scientific development and technological breakthrough are taking mankind to a new horizon. But all this development has sprung from spread of education. The development of science and technology during the present century is the most important single factor that has revolutionized the living style of mankind. The impact of scientific development has been pervasive and total. It has affected the developed and developing countries alike. The difference is only in degree and not in kind. Almost all scientific inventions have influenced certain life-styles and social values in some way or the other, resulting into a kind of dislocation of ethos of people. This change in a sense has proved to be one of the greatest challenges to educators in two ways: one, the formalized school system with all its institutionalized mechanism has proved unequal to the sweeping changes in the socio-economic life of the people brought about by rapid advances in the fields of

science and technology. Two, despite the realization on the part of educationists to maintain education as a shaping force, the knowledge explosion and overwhelming change in the structure of society and values have of life rendered the educationists almost helpless in maintaining the relevance of education to the system which it professes to serve.

PRACTICAL APPLICATION

In many countries, despite repeated modifications, the educational system continues to provide contents, structures and methods which are not relevant to the needs of the times. After leaving their schools, colleges and universities, a large number of students in the Third World countries find that the knowledge and skills they have acquired are not the ones they need to participate fully in the economic and social development of the community, nor in its cultural life. They find that they are ill-equipped to cope with the problems of modern life. Furthermore, educational structures, contents and

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methods of work in the classrooms are too often cut off from life. Excessive stress on the theoretical aspects of education and the failure of schools to take part in the daily life and work of the community tend to isolate students from their immediate environment and bring them up in an unrealistic world of fantasy with neglect to practical aspects of life. The school systems that the newly-born nations have inherited from the colonial period, rarely meet the national needs and developmental priorities. As a result, the number of educated unemployed has increased in these developing countries. For, the economy in these countries could not grow at the anticipated rates. In many of these countries,

education, in its general orientation, continues to prepare young people for occupations which have less productive function and a mode of life formerly reserved for a small social group.

CHANGING APPROACH

Education must no longer be thought of as a preparation for life but as a dimension of life, distinguished by continual acquisition of knowledge and ceaseless re-examination and search for new ideas. It is life itself that is demanding change in the aims, structures, contents and methods of education in the ever changing situation. Ershard (1961) points out rightly that "the efficiency of the economy of industrially advanced countries as also of the countries in the pro-

institutes to an industry or an enterprise. The apprentices do not experience difficulties in finding suitable jobs for which they are trained. The government labour offices play a very important role in making this placement smooth and convenient.

IMPORTANCE OF THIS EDUCATION

The complexity of modern business methods and practices due to fast developing modern technology demands not only the technocrats but also the trained and skilled personnel in accounting and secretarial practices for smooth functioning of the office of government and business organizations as well. In Bangladesh, business and commercial education has not

yet been given due place in the total education system which is still academic and bookish. Commercial education is still considered an alternative for educationally (and even financially) backward pupils. Besides the placement of a trained worker to a suitable job is still a problem. The commercial institutes in Bangladesh have no separate agencies for this important task. The organizations like the Directorate of Employment Exchange, Bureau of Manpower Development and the Youth Ministry do some useful work in this direction but their services are inadequate compared to the magnitude of the problem. A good number of trained or skilled workers experience difficulties in getting suitable jobs in time. Pre-surveys are hardly made for the trade or industrial requirements. The present government of Bangladesh has given priority to education. Never before in recent years so much money was put in the nation's education sector. The government has given much importance

to technical and vocational education to produce trained manpower for the development of the country as well as exporting manpower to the Middle Eastern and African countries. Specially in a developing country like Bangladesh, the need for trained manpower is being felt in ever increasing measure in various fields of developmental activities. The commercial education program in Bangladesh as a vital part of vocational education is playing a significant role in producing skilled office aides like typists, steno-typists, stenographers, bookkeepers, accountants, file clerks, record-keepers receptionists, telephone operators, private secretaries and office assistants, etc. so that these categories of skilled personnel can find jobs in different government organizations and business enterprises and thereby help the country to overcome the alarming unemployment problem.

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cess of industrial development depends to a large extent upon the availability of trained personnel in sufficient numbers. On the other hand, it is the right of every person that his aptitudes and abilities shall be given opportunities of development and perfection." In both these aspects business and commercial education plays a significant role at all levels. Business and commercial education has become, now-a-days an integral part of the educational system in the developed countries and the expenditure on this stage of education is an investment in manpower, yielding 'human capital.' An important aspect of business and commercial education in those countries is an organized transfer from commercial