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Primary teachers

Keeping with the administrative reorganisation programme going ahead phase by phase with thana as the basic unit, government has decentralised the primary education administration too. Accordingly, the subdivision-based primary education authority has been abolished and replaced by one at thana level—which reportedly gave rise to a misunderstanding that primary instruction and teachers would no more be government responsibilities. It is in this context that the Chief Martial Law Administrator, Lt. Gen. H. M. Ershad, has stated that “primary school teachers have been and are government servants. Let there be no confusion about it.” This unequivocal declaration, made by the CMLA during his talks on Wednesday with the representatives of Primary Teachers’ Association, should dispel any doubts or confusion about the matter. The teachers, on their part too, assured him that they would extend their all possible co-operation to government’s developmental efforts in the country.

The development of primary education, it goes without saying, is the principal task of the teachers. It is hoped that the devolution of administration at the thana level would ensure their larger responsibility and greater attendance of children in the schools—which the CMLA too has earnestly pointed out. It can hardly be exaggerated that primary instruction being the foundation of the whole education structure, it is to provide basic strength to the entire edifice of learning. Any weakness there cannot but affect educational development programmes at all levels. But the level of our primary education has not been sound or good enough to generate strength from the base for different lines and phases of instruction and learning. There are factors for that coming down from the days of colonial rule and exploitation. But these cannot be allowed to bedevil the path of our education any more. This basic shortcoming can best be overcome with the conscious and enthusiastic participation and help of the teachers and the local people directly in the process of growth of our primary education. It is this what the thana-level authority holds for us. We believe all would make proper use of it.

Meanwhile, we would emphasise that steps should be taken to equip the primary schools with appropriate accommodation, books, benches and other educational implements and materials. Proper care and handling must also be there to ensure that the primary network be so as to feed adequately various branches of education—general, technical, scientific and vocational.