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should also serve as trainers in their respective field of activity. The public servant who fails to play the role of a trainer in his sphere cannot contribute much to national uplift. With the mass education centres begin functioning the demand on the educated may be great at the beginning. But this pressure would lessen gradually as some of the learners of these centres who may prove meritorious may also assume the responsibility of assisting teachers and trainers at the end of their education and training. Besides, the student of colleges and universities who want to specialise in the subjects indicated above may also be useful.

To make higher education pragmatic and to utilise it fruitfully for the cause of the country, it should have some direct relevance to mass education. In our country, higher education today is divorced from reality. It is mostly an artificiality lacking intrinsic value. It has no connection with the core of the nation. If a relationship could be established between mass education and higher education the latter would turn to be realistic and also research oriented as the students of higher education could then get the opportunity to make themselves familiar with the country and to collect research material through participation in mass education. The more research on the problems of the country is conducted in the college and university the more we would be educated in the real sense. And this would be beneficial to us as well as to our country. Present learning it seems, is mostly as good as the learning of a parrot. Through a methodical participation during vacation and leisure time the students of college and university avoid the pangs of unemployment at the end of their education to a great extent as they would then get an opportunity for self-employment in rural sectors.

For scientific mass education there is need for its sound planning and administrative management. All the same, in the context of the condition obtaining in our country the less is the control the better for us. This is why utmost emphasis needs to be laid on the rise of local leadership to shoulder this great national responsibility of mass education. The duty to plan and manage mass education in its totality should be entrusted with the President's Secretariat. The President's Secretariat would perhaps be better able to mobilise the local public men and local leaders.

It is good that the national leadership has taken in hand the work of revolutionising mass education in the second phase of national revolution. If this revolution succeeds there is no doubt that the people of Bangladesh would achieve a prosperous life in the not-too-distant future.