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Teachers' Role In Social Uplift

Chief Martial Law Administrator Lt. General H.M. Ershad emphasised on Monday the importance of the role of teachers in rebuilding society while addressing the members of the Executive Committee of Bangladesh Teachers Association. The CMLA on an earlier occasion on June 6 speaking as the chief guest at a special conference of the Bangladesh Shikshak Samity Federation (a body of the government and non-government college, school and madrasa teachers) in Dhaka termed the teachers 'gems in society's crown' and called upon them to help maintain a peaceful academic atmosphere.

In fact, education is the backbone of a nation and none can be allowed to desecrate the sanctity of the seats of learning. It is the teachers who develop human beings into complete men and women by infusing knowledge, patriotism and discipline into them. The teachers are the symbol of the hopes and aspirations of a nation. The CMLA has rightly said that the teachers are held in high esteem and they should be able to maintain this image by discharging their great responsibilities with dedication and honesty. And this duty to the nation the teachers can perform best if they, as advised by the CMLA, fully devote their time and energy to the noble pursuit of imparting knowledge and contribute to the development of real education.

The Chief Martial Law Administrator has made an important point when he said: 'you can also greatly help in reviving the sense of values among students and save the society from moral degeneration.' The teaching and preaching of socio-moral values essential to socio-economic growth and progress has been traditionally the responsibility of the teachers because of the nobleness of their profession. The teachers constitute one of those social forces whose influence in rehabilitating moral values, social reform and reconstruction and in establishing peace and order in society can hardly be overemphasised. Their role indeed acts as a catalyst in enforcing and spread-

ing moral and humanitarian ideas and ideals that set up the base of social stability on which to construct the economic, cultural and intellectual structure of society with no discordance between its component parts.

The CMLA in his address has correctly underscored the need for a change in the colonial system of education. Educational development in the country in the past has been more or less an expansion of the traditional system to meet the exigencies. It has created a paradoxical shortage—surplus problem. There is a shortage of labour with skill but a surplus of persons with general education for whom adequate opportunities for employment do not exist.

Superior input of human effort is by far the most important determinant of all development. Improvement of capabilities of man through education and training is crucial to any development effort. Education today is weighed on the utilitarian scale. It has recently figured prominently in the 'basic needs basket' as well. Time has come to identify specific structural weaknesses of the educational system that we should attempt to remedy. In this connection it may be particularly mentioned that the lack of relevance of the country's education system to the demands of the economy is undoubtedly a serious constraint and the deficiencies of the existing system have left the country ill-prepared for the tasks demanded of it by the economy and society.

The CMLA has emphasised the need for making a constructive approach to the whole problem. He has above all laid great emphasis on the creation and maintenance of a peaceful academic environment in the educational institutions. This is a very significant point. Unless this is done, academic pursuits will suffer and lofty plans for educational development will be an exercise in futility. We hope the teachers will actively respond to the call of the CMLA in upholding the rich traditions of their noble profession by helping the government in maintaining proper academic atmosphere.

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