with the rate of stimulation and

growth in physical size and

mental maturity. It is said that

90 percent of a child's brain de-

velopment takes place within

the age 0-6 years. It is needless,

therefore, to mention that these

are the crucial years for the

The Role of a Cadet College Teacher in Present Times

HE most fundamental role of a Cadet College teachers is to train the eyes of the cadets to read good things in books and strengthen their feet to walk along the great step to knowledge in real life. He strives hard to act as a model for his pupils with his professional dedication on such points as intellectual curiosity. critical thinking, tolerance, patience, etc because of his inescapable commitment to the cadets. After all, he evaluates their character-traits and help them develop their individuality with new value-elements in life through examples and not by lectures alone. In and outside the class-room he gives them a new ideal of internal learning of external adjustment during the formative period of their life at a Cadet College. From this point of view, a Cadet College teacher has a definite responsibility to educate the cadets to further develop their latent qualities with their penetrating analysis of a public school life in togetherness and isolation. Teaching work is a way of life to him. It means to create an academic atmosphere in which the cadets learn the art of problem-selving abilities in dealing with self-doubt, resentment, guilt and worry with increased solidarity amongst the teachers and cadets using the aids of modern information on education, health, sports, creative pursuits etc. He serves as a basic source of information concerning the totality of education to unleash the human possibilities of development at the individual and collective levels. The role of a Cadet College teacher is very significant in discovering a way to fusing of educational value with the good pieces of work of the eadets in and outside the sacred precincts of the College.

It is most essential and rewarding in the educational endeavours to get the cadets inside the souls of discipline, honesty and determination on one side and leadership on the

Without regard to class distinction or social background the Cadet College teacher offers a massive dose of harmonious education for all the cadets as the most essential virtue, however much he seeks mutual understanding of human nature between the teachers and the by Abul Ashraf Noor

taught. Naturally, he is concerned at all levels with this challenge of development methods in the rapid progress of the cadets aged between 12 and 19. He is, indeed, an effective agent of motivation towards a better education, if not true education, whatever else his methods may accomplish. His innovation in the art of teaching destroys a number of stereo-typed notions on life. That helps the cadets overcome their false vanity and prejudices for the acquisition of human virtues which affect their progress in their educational career at any Cadet

and that is all it can do in organizing to make the institutions ideal and effective. After that it is up to the teachers. here the teachers of a Cadet College consider their duty to provide their pupils with a quality education by which each of them can understand the fuller meaning of a cycle of youth. maturity and old age.

The secret of best education at a Cadet College is the devotion of its teachers who help their pupils to grow a sense of co-operation and dedication for the desired goals - the establishment of the conditions in

In the declining horizon of the educational world in present times, the main role of a Cadet College teacher is to treat education as a force, vital to national development and progress. The quality of education in any country depends upon the qualities of the teacher. His professional excellence and his sense of responsibility can erect a positive image of the society of tomorrow with the moral fabric of education. With an interdisciplinary and multi-purpose outlook to future proportion of a new kind of generation a Cadet College teacher tries his utmost to invest "all that is best" in this institution to aid the building up of quality education as a means of the light of a candle which, in turn, symbolizes the burning of the millions of candles all over the human families in Bangladesh. What is new to him in the Cadet College is its new environment, a new way of life, and not the new concept of education today. He understands the spirit of educational patriotism for achieving the balanced growth and balance benefits that characterise the most intensive schooling of the individual cadet in the line of self-discipline, self-control and selfmastery with a wide scope of leadership and development to the limit for a defensible system of education in this institutions. He aims at setting up a dual pattern beyond its own narrow terms.

College. A minor fault in the acquired virtues with cadets is more likely to cause serious damage to their moral, intellectual and physical training than major faults in their innate qualities affecting the body and mind for achieving the impossible at this place of learning.

It is generally adcepted that the good life can not be imposed by the government. In education, the government can provide good buildings, adequate equipment, books and necessary funds for the smooth functioning of the educational institutions. It can pay teachers well and treat them as professionals

which the Cadets can master the most effective ways of learning and acquiring knowledge as fully as possible. The impact of this type of institution like ours upon the younger people is being felt in all respects responsive to the needs of the country and free of all external influences.

No one can challenge the fact that to-day's youths are a highly independent breed. In the opinion of the "old-liners", they are also unpredictable. They are really a new kind of generation. Teachers of the Cadet College believe that science and knowledge have

armed them with more tools to choose their careers than ever before. The accepted theme of education in present times is being challenged by them, indicating their resentment against the traditional areas of commitment to life. I noticed this new trend of competitive struggle for survival in most of the educational institutions abroad when I was a visiting Lecturer from Bangladesh (former East Pakistan) to Great Britain in 1964/65. In the light of this experience I sincerely hope that the future pattern of our educational system should be in accordance with the mainstream currents and convictions of the modern youths. This would be more meaningful to the future of our younger generation. In this way, both teachers and students will be served, and a bridge of sympathetic understanding built. Teachers can also enhance the value of the old admired virtues and excellence in their minds and give them a sense of security in uncertainty and frustration through which the modern youths can gather a greater power of control over their emotion and passionate desires. while staying in any educational institution of Bangladesh Believing in the innate morality and good sense of man, teachers of the Cadet College create a conviction in the minds of the younger people who feel united and discipline with common language, having a common history and tradition and possessing a common attitude towards life. Ever since their establishment, the Cadet Colleges in Bangladesh have been marked by their products, their youthfulness, enthusiasm. vigour, confidence in their activities for the fulfilled life in a more positive sense. This is the true legacy of the Cadet College education tailored to the student's age, ability and personality. The greatest role of its teacher is to use imaginative means to rouse students' interest in intensive studies through which they learn to shoulder

their responsibilities in the future for the country's leadership in every sector.

The writer is the Principal Pabna Cadet College. He joined the Faujderhat Cadet College in 1960 and has been teaching in different Cadet Colleges since Early childhood Education in Bangladesh:

A Necessary Step Towards Implementation of UPE

by Dr. M. Ashraf Ali

ANGLADESH has been a party to the International Conference on learning process starts which goes on and gains momentum

Education for all held in Jomtien, Thailand in 1990. Needless to mention that education for all has atleast two dimensions, namely, universal primary education and tunctional education for the adult illiterates. Bangladesh is serioulsy lagging behind in both of these dimensions of education

At the primary stage with an enrollment rate of about 70 percent, the westage is collossal by any measure due to a heavy drop-out rate which is nearly 65 percent at the moment. The result is deplorably poor achievement in primary education with only 35 percent completion rate.

Many reasons are mentioned as the causes of such heavy dropouts. Poverty is considered to be a major cause. But it is doubtful whether it can be considered a major cause of dropout as the primary stage if we can objectively analyze the realities pertaining to the actual situation. It is an open secret that there is a "baby" class in the primary school where preprimary children are lumped together and termed class 1. It is abvious that these young children fail to master the curriculum meant for class I and they also fail to cope with the school work. As a result, very soon these young children droupout from school out of sheer frustration and lack of achievement or success in school work. This is the reason why there is a large drop-out between class and class II. In order to * this problem, the Govt. has abolished any examination between class I and class II.

However, this step betrays a lack of touch with the realities of the situation. These young children leave school in large numbers because they are enrolled without any mental preparation and motivation for attending school. The alarming is that once they leave schools, it is very unlikely that they will be enrolled again. This, no doubt, is a serious matter in the case of Bangladesh and in order to improve the participation and the completion rates at the primary stage, appropriate measures need to be taken without further delay. Early childhood education (ECE) for the young children may be a very realistic and appropriate measure towards reducing drop-out rate at

the primary stage. Significance of ECE The age-group of 0-6 years is considered early childhood Various types of education based on the growth of the children are necessary depending on the age. In this conection, the developmental tasks for various stages in life as developed and propagated by Robert I. Havighurst of USA deserves special consideration According to Harighurst in his very early childhood, a child needs his mother's warmth and affection in addition to her security from physical harm and support for supplying food when the child is hungry. As the child grows up, he establishes a relationship with the mother through stirulation and motivation. And through this

child notonly interms of the quality of nutrition he receives but also in terms of mental growth he achieves. The developmental tasks expected of a child in early financy, says from

expected during the years 3-6. Childcare and childhealth:

0-3 years is different from those

In order to start the learning process from early infancy, it isnecessary to train the mothers and others who takes care of the child in providing and optimizing the learning opportunities for the children. Such training should include the techniques of stimulation in the early years and verbalization in the later infancy. This is necessary to help the child's brain to start functioning as early as posible and with entinuous stimulus, the brain develops to perform more complex tasks in later years. Unless this is done properly, the baby may grow up with dim-wits or very little intelligence. Due to lack of necessary skills for baby care, most children of poor and illiterate parents grow up as dim-wits.

> The question of Preparedness:

As has been mentioned earlier, a multituede children are sent to school without any prior idea or expereince in learning. As a result they droup-out in large members. So, if is essential to initiate a preparedness

school and remain there. They will larn that going to school is a part of life-this may also be calld "the school culture" which is so common in the developed society of the West. There, a child knows very early in life that he will have to go to school like others who are older and are going to school. But such a situation is quite absent in our case and it is a major cause for non-attendance as well as early drop-out at the primary stage.

Programme Interventions:

for ECE in Bangladesh: At present opportunities for early childhood education in Bangladesh is almost nil. Although some facilities are available in the urban areas in the from of day-care centres, mother's club's etc., nothing is available in the rural areas where bulk of the population belongs. The need for immediate action in this regard cannot be over emphasized because the future of the country depends on the success of the education sector.

Suggested Programmes for the Urban areas

The rate of schooling in the urban slum is very poor. Although various education opportunities, such as, kindergartens (Both Eng. and Beg. medium), English medium, precadet schools, etc. for ECE for the affment class, almost noth-

ing is available for the urban poor children. Measures have to be taken to prevnt an explosive situation in the future when unducated urban slum youths can cause trouble in the law and order sector. This trened is even discernible in the form of gangs, robberies, Violent agitations which are participated by these unemployed and uneducated urban youth,



programme for the 0-6 age

groups so that various types of

learning including some

amount of reading and writing

and arithmetic exercises, are

provided to them at home or

Through this practice, the

clsewhere before they are en-

children will be ready to go to

rolled in the primary schools.

Courtesy — Unicef

Suggested Programmes

for the Rural areas Three diferent types of programmes for ECE may be envisaged for the rural areas; namely, (1) Conscientization of would be mothers and new mothers as will as mothers of new born babies about the importance of taking good care of the child including child stimulation. As the child grows elder he should be oriented towards "school culture" i.e., the need for going to school as he reaches the age for schooling.

Conclusion

The fact that ECE is very important for Bangladesh not only for preventing droup-outs in the primary chools but also to increase the participation . rate at this stage of education cannot be over-emphaized. It is time that the Govt. seriously considered appropriate measures for ECE in the urban as well as in the rural areas without any further delay.

Once policies and commitments are decided, the details of actual work planning and budgeting the costs will not be very difficult to come upon. What is needed at this stage is the realization of the urgency as well as the importance of ECE and getting mentally prepared for initiating a viable policy and appropriate programmes for ECE in the Country.

Al-Azhar Academic Beacon to Islamic World

L-Azhar is the oldest Islamic centre of learning and greatest and most famous Islamic university in the

Al-Azhar, in Cairo, Egypt, has undeniably had a great impact on the history of Islamism in general and on Arabism in particular.

It represented the true uardian and fortress which preserved and safeguarded the heritage of Islam and the Arabic language, the language of the Holy Quran. The Muslim nations look to it with awe and pride, it stands in its place as a historical monument, with a prestige and dignity all its own.

More than 1.020 years have elapsed since its establishment and all through these years, it has been the centre of Islamic knowledge and spiritual teachings, undertaking the task of interpreting the essence of Islam, safeguarding Islamic culture from oblivion, and spread ing its teachings among non Arab nations all over the world.

This celebrated institution of the Muslim world has always been a fortress against imperialism, colonialism and dissension. It has never stood aloof and Al-Azhar personalities have always sympathised with the people under distress and hard-

If Mecca is the heart of Islam, then Al-Azhar is its head. Al-Azhar is not he property

of the country in which it is situated. It is, in fact, the common property of all Islamic people. Whatever different roads they may have taken and however far they may be from each other, they all look towards it as the last reference and resort in everything which concerns the fundamentals of Islam and the implementation of its rules on every matter in life.

This in itself constitutes a moral advantage, closely connected with religious faith.

Egypt, where Al-Azhar is located, has always been a meeting place of many aggressors and imperialists who imposed a way of life incompatible with Islam. But the Islamic heritage has been soundly maintained within Al-Azhar.

Although Al-Azhar is primarily considered as a bulwark of education and Islamic heritage, its students and teachers were among the vanguards in the struggle against imperialism and injustice prevalent in the Arab world. Many of the national leaders who were at the head of liberation movements

Al-Azhar, in Cairo, Egypt, has undeniably had a great impact on the history of Islamism in general and on Arabism in particular. It represented the true guardian and fortress which preserved and safeguarded the heritage of Islam and the Arabic language, the language of the Holy Quran. The Muslim nations look to it with awe and pride, it stands in its place as a historical monument.

and independence were students and teachers of Al-Azhar Sheikh Mohammad Abdo. Saad Zaghloul, Hafez Ibrahim, Kaessm Amin, Omar Makram, Abdullah Nadim and others.

During the Mameluke era, the scholars and intellectuals of Al-Azhar were able to wrest from the Maineluke tyranny a pledge to respect the inviolability of the people, their possessions, their homes and their personal freedom. This promise was similar to "The Magna Carta" which the English secared in the 7th century.

In the year 969 AD, the Fatimid Caliph Al Muiiz sent his commander. Jawhar of Sicily, to

by Mounir B Abboud

invade Egypt after he had heard of the bad conditions prevailing there. The following year, General Jawhar started the building of Al-Azhar to serve as assembly mosque for a new dynasty which was established by the Fatimid caliphs to compete with the caliphs of Baghdad,

the Abbasied Caliphs. At that time Muslim worshippers would often use the sanctuary for daily prayers, and for reading sessions of the Holy Quran, the first textbook to be taught at Al-Azhar. In times of distress Al-Azhar was sanctuary for people seeking refuge and

Al-Azhar is not he property of the country in which it is situated. It is, in fact, the common property of all Islamic people. Whatever different roads they may have taken and however far they may be from each other, they all look towards it as the last reference and resort in everything which concerns the fundamentals of Islam and the implementation of its rules on every matter in life.

The original building was a rectangle of about 280 feet by 227 feet. The main gateway facing northwest leads to a central roofed courtyard at the further end of which stands the prayer shrine supported by pil-

The influence of Al-Azhar, of course, extends far beyond the streets of Cairo. For Al-Azhar is a model centre of a worldwide faith, with its own synod of sheikhs, an ancient and distin-

guished seat of learnings. It is an institution studying and defining secular law, a focus of Egyptian nationalism

and the centre of a throbbing

commercial area.

And more than all these, it is a holy place. Just across the street, in the rose-coloured stone building, the rector whose title is Sheikh Al-Azhar, and his council of Muslim jurists and theologists hand down both religious and secular decisions which not only concern the Muslim world as a whole, but also influence the daily lives of nearly every believer wherever he might be.

For example, the sheikhs of Al-Azhar broke Quranic tradition and in a momentous decision authorised the translation of the Holy Quran in English. Chinese, Turkish and all the other languages Muslims speak. It was at Al-Azhar that the decision permitting Muslims to drink coffee was taken.

The writ of Al-Azhar runs from Indonesia in the east to Morocco in the west, south into Africa, north into Russia and west into North America.

The Arabs call the peculiar quality of grace Al-Azhar possesses "Baraka". Perhaps Al-Azhar original measure of Baraka came from its being the first place of worship built in the new city of Cairo by the north African conquerors of Egypt. A second measure of its Baraka may be the association of the name "Al-Azhar" with the Prophet Mohammad's daughter Fatima, who was called "Al Zahra," she of shining counte-

This Baraka has preserved the mosque from destruction by fire, earthquake and artillery bombardment as well as ground decline that overtook many other collegiate mosques in the Arab world. And, it is this Baraka that has kept the people of Cairo faithful to Al-Azhar over the centuries.

Students at Al-Azhar, for whom not only tuition but bed and board were free, were lodged according to national groupings. Scholarships and bequests from the rich and pious made such support possible
— and helped assemble a large library long before the invention of the press during the 15th century made books available in such quantities in Europe.

For teachers then a position at Al-Azhar was the equivalent of one at Oxford today. The great Ibn Khaldun, considered to be the founder of sociology. gained part of his reputation lecturing there.

Students sat around on mats taking notes. After the lecture, there would be an informal period of discussion and questions. There were no prescribed courses of study or time limits for a student's stay at Al-Azhar or at other universities -Depthnews Asia

Academic Success of A Blind Girl Student

stimulus-response process, a



Parveen Chowdhury (Ruma) has successfully completed her Masters Degree and has come out with Second Class securing 12th position from the Department of Political Science of the Dhaka University this year.

Lina lost her sight at the age of three and half. She is the first blind girl student to obtain Masters Degree in Bangladesh. She is, at present, working with Helen Keller International, Bangladesh.

She passed her Secondary School Certificate and Higher Secondary School Certificate in 1984 and 1986 respectively. She obtained her BA Degree from Lalmatia College, Dhaka in 1988.

Health education puts children in charge

F British educator Hugh Hawes has his way, health will become vital to the core of basic child education everywhere. It will be just as important as the three R's, reading, writing and arithmetic, and will enable children to play a key role in health care for all.

Hawes's dream philosophy is rooted in "Child-to-Child," a radically different approach to child health education, which began in 1978 and now involves upwards of 60 countries. Teachers and doctors based at the University of London have developed a programme which aims to teach children health knowledge, skills and attitudes for the immediate benefit of the child, the family and the com-

munity. Among its ideas Child-to-Child believes that "children have just as much responsibility as adults to keep themselves healthy and to help other become health and stay healthy." This could mean helping to care for siblings, educating parents about healthful practices in the home or undertaking a health project through the school or

community. Child-to-Child Institute of Education promotes resource packages on a hugely comprehensive range of health topics such as coughs and colds,

by Beth Haysom

malaria, helping the disabled and clean, safe water. But what makes Child-to-Child different from other health programs is its innovative approach to education. "The essence of using chil-

dren as communicators and agents to improve health, Hawes told a Child-to-Child seminar in Nairobi last year (1992), "is to exploit their own particular gifts, their imagination, their enthusiasm, their innocence, to achieve what adults cannot do." A peer group on AIDS, for example, may deliver

Nor does Child-to-Child health education have to happen in classrooms. In countries affected by malaria, children have filled in mosquito breeding areas in their communities. Taking action like this will give children more valuable and long-lasting health education, said Hawes.

Peer tutoring, open-ended lessons and long-term health projects represent fundamental change in basic education that will not happen overnight. Hawes warns: "This requires a messages that would be long haul and plenty of perse-

- Courtesy Unicel



