

## **Qudrat-E-Khuda Education Commission and Its Uses in Bangladesh**

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**[Abstract:** *The study explore the uses of Qudrat-e-Khuda education commission in Bangladesh. Prime Minister Bangabandhu Sheikh Mujibur Rahman made the Commission to give their independent and considered opinions as to how a reconstructed education system can help achieve the people. According to the directive of Government Qudrat-e-Khuda submitted their interim report on June 8, 1973. While accepting this report, the Prime Minister Bangabandhu was gracious enough to express his satisfaction at its timely submission. In the present education system of Bangladesh accepted only those proposals of Qudrat-e-Khuda education commission are most acceptable. The present educational system in our country faces many complex widespread and serious problems. It is necessary that Govt. will take effective steps to urgently consider the commission recommendations and quickly implement them. A new curriculum and new syllabuses are vitally necessary for the implementation of Qudrat-e-Khuda commission's proposal.]*

**Keywords:** *Qudrat-E-Khuda, Education, Commission, Uses*

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Date of Submission: 16-08-2020

Date of Acceptance: 02-09-2020

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### **I. Introduction**

Prime Minister Bangabandhu Sheikh Mujibur Rahman inaugurated the National Education Commission on September 24, 1972. In his inspiring inaugural address the Prime Minister made a stirring appeal to the members of the Commission to give the independent and considered opinions as to how a reconstructed education system can help achieve the people's desire for a socialistic society. Bangabandhu further hoped that, the Commission would make all possible efforts to evolve a long-term education system capable of meeting all the legitimate educational requirements on a semi-permanent basis. On July 26, 1972 the National Education Commission was formed in accordance with a proposal accepted by the Government of the People's Republic of Bangladesh. The aim was to remove the various defects and deficiencies of our present education system, to indicate a way as to how a wholesome nationhood can be achieved through the medium of education and to strengthen the country in modern knowledge and creative endeavor. At the invitation of the Government of India and under the leadership of the Chairman, the members of the Commission visited India in January, 1973. They gained valuable direct experience about the education system in India during this tour. For the competent arrangement of this tour and for their kind hospitality, Bangabandhu extend his grateful thanks to the Government of India, to the relevant states and to the educationists and leaders concerned. According to the directive of Government Qudrat-e Khuda submitted their interim report on June 8, 1973. While accepting this report, the Prime Minister was gracious enough to express his satisfaction at its timely submission. To ascertain public opinion about the education system and its manifold problems, a questionnaire was sent to educational institutions of various levels, to related organizations, to educationists and teachers and public leaders. The present educational system in the country faces many complex widespread and serious problems. We have laid special stress on those problems which we consider to be most pressing and have endeavored to indicate the way as to how the particular defects and deficiencies in our education system can be removed. Every thoughtful person has naturally his or her own opinion about education. We have observed that almost all are in agreement about the defects and deficiencies of our education system but there is considerable difference of opinion as to how these can be removed. In the perspective of present conditions and environment, there have accepted only those proposals which are found most acceptable. It is necessary to tackle the present critical position in the field of education in the country. We earnestly believe that it would be possible to resolve to a large extent many of our pressing educational problems and to begin a new educational era if the recommendations are implemented. It is therefore hope that Govt. will take effective steps to urgently consider the recommendations and quickly implement them. The setting up of an implementation unit in this connection is an urgent necessity. We have drawn the attention of Government to the equally urgent necessity of formulating without delay a new curriculum and new syllabuses are vitally necessary for the implementation of the proposals.

### Objectives

- i) To find out the background of Qudrat-E-Khuda education commission report
- ii) To find out the uses of Qudrat-E-Khuda education commission in present education system of Bangladesh

### Research Methods

The study was conducted using qualitative descriptive research. This research aims to describe the different education commission report and their uses in Bangladesh. This research focuses on Present education system in Bangladesh and their problems. The findings of the study are described in language and words in a specific context by utilizing methods. The study was conducted at the commission report of Bangladesh from up to date. Research data were collected observations of education commission report and present education system in Bangladesh.

## II. The Aims of Education

The main responsibility and aim of education is to arouse an awareness among all people including agriculturists, laborers, and the middle class about the urgent requirements of life and to enable them to evolve a socialistic society. This aim is in consonance with the fundamental principles embodied in our constitution. The aims of education, maintaining a balance between the main principles of education and those of the constitution, as follows:

**Patriotism and good citizenship:** Patriotism is an appropriate realization of the ideals of Bangladesh. Its aim is to feel a pride in the national traditions to be hopeful about the present role of Bangladesh and to hold an unshakable faith in its future. The main function of patriotism is national cohesion and aspirations of the people (Ali, 2019). Every citizen must feel that he belongs as much as to his family. He must further feel that his own future is inextricably bound up with the future of his country. Education has a crucial role in creating the elements of good citizenship and in generating Progress in the society as a whole. It must be ensured that every citizen of Bangladesh is properly reverential towards our national ideals and ideology. With this aim in view we must ' be able through education to instil into the minds of our people a genuine attachment for nationalism, socialism, democracy and secularism and to ensure that this is truly reflected, in their every-day existence.

**Nationalism:** One of the aims must be to promote the all-round welfare of the mother tongue. Bengali which is the symbol of the national unity and of our common aspirations as well as the pride of the nation. We have to introduce such an education system that will broaden the national awareness and unity. To ensure national unity above group-consciousness, common syllabuses up to a certain level of education must be introduced.

**Socialism:** It should then fore aim at achieving a revolutionary change in the collective awareness. This must be determined to be one of themin aims of education. The primary condition in achieving a satisfactory transition to a socialistic society is the awakening of a sense of responsibility together with a consciousness of citizenship. From the view Point of both society and state, to acquire the skill and knowledge necessary for individual as well as social welfare and to build a cooperative attitude in furtherance of the nation.

**Democracy:** Every pupil must have a clear awareness of basic human rights of the real meaning of freedom and of how human dignity is determined in a democratic society. They must also be conversant with the concept of mutual respect on the part of individuals. It is consider that necessary of pupil's should be taught the attributes of democracy through the education system. The principle of secularism embodied in our constitution has ensured that all citizens irrespective of their religious persuasion will enjoy the same rights and privileges. The necessary attributes required for the promotion of common human welfare should be developed in consonance with this fundamental principle.

**Humanism and World-Citizenship:** An attitude of respect for friendship and amity among nations and for human rights and dignity must be evolved. It is essential that all students identify themselves, and others, as noble human beings, endowed with dignity, and that they see themselves as actors in the participatory citizenship for humankind (Tuomi, 2004). The pupils must acquire not only knowledge and skills but also an abiding sense of moral values. We must see that they grow up to be virtuous citizens free from greed and dedicated to the welfare of their fellow human beings, and determined actively to resist any injustice. Our educational institutions must assume a meaningful role in building the character of their pupils and in generating a sense of values.

**Moral Character:** The teachers must also show honesty, impartiality, diligence and genuine sympathy for their pupils together with scholarship and competent teaching to set high standards of morality. A sense of unity must prevail in all educational institutions on the basis of mutual cooperation and respect between the students on the one hand and teachers and educational administrators on the other.

**Applied learning favorable to economic development:** This country is among the poorest in the world and the standard of lift considerably lower than that of the developed countries. The greatest interest as a nation is to strive ceaselessly to- raise the standard of living. In the field of economic development education is a social

investment, as economic development is connected with a skilled and dedicated manpower. The utilization of national resources becomes possible when all sections of the populace have been educated. It is necessary to make education a matter of applied learning to accelerate this development. The national resources will doubtless be enriched if the large manpower is enabled to acquire the, manifold skills required for our modern society. But, this has to be ensured through overall educational planning. Agricultural, scientific, technical, vocational and commercial training must be made meaningful and deep-based in order to introduce a modern scientific system in the field of agriculture making necessary modifications in the present system, to establish a close relationship between agriculture and industry and to make possible a new enterprise in the, field of industry. In short, it must produce specialists having the necessary proficiency and competence to assume leadership and determined to make maximum possible use of local resources.

**Leadership and organizational powers, creativity and research:** A proper emphasis has to be laid on free thought, creativity, leadership, and organizational powers in our new socialistic society. Understanding, analysis, curiosity, research and independent pursuit of truth and not merely unthinking collection of data must receive proper recognition in all our education system. For this purpose we need the democratization of our overall education system and the methods of teaching together with a full awareness of the importance of the creativity and energy of youth.

### **III. The Formation of Character and Personality**

Any educational reform which fails to generate a sense of values relating to individual and national welfare among the common people as well as the teachers and students of Bangladesh must be reckoned to have failed in its main purpose. Any teacher in His truthfulness, his honesty, his sense of fairness, his impartiality, his sense of responsibility, his orderly behavior and his readiness to give greater value to common rather than individual welfare, all these qualities constitute his personality. The teacher must endeavor to implant these qualities among his pupils so that these are absorbed in their consciousness and automatically reflected in their thoughts and activities. Lifeless and drab surroundings are hardly conducive to a feeling of individual or national pride. To ensure that this pride is achieved, we must make the building, the furniture, the equipment and the other accessories of education clean and attractive though for economic reasons they may well be functional. For the realization of this aim, students' clubs and organizations must be formed and encouraged to operate independently but under the general supervision of teachers to foster qualities of leadership and a willingness to assume responsibility. The teacher or teachers in charge should encourage the pupils under them to assume responsibility and explain the significance of their activities while tactfully supervising their work. Small funds should be allowed to be operated by the students under the guidance of teachers. Those who show special ability in operating such funds must be given special encouragement. Special stress should be laid on the pupil's sense of responsibility, self-confidence and self-respect. Moreover, where possible a situation has to be devised to test the pupil's honesty and his sense of responsibility. It is necessary to bring the pupils in direct touch with different social organizations so that their social-consciousness may be strengthened and they may be encouraged to participate in social welfare. Without proper supervision, no educational institution can play this role effectively. An educational institution where the teacher-student ratio is unsatisfactory, where accommodation for students and equipment and accessories are inadequate, where supervision is weak and discipline lax must be satisfied with producing students of low caliber. We visualize an educational institution to be such a place where teachers and students not only work and study together but also set examples through their work of attention to details, of disciplined behavior and of a disinterested concern for the welfare of others. The extent of success of an educational institution in regard to this will depend mainly on how much co-operation of the students, the head of the institution and his colleagues are able to gain. For the attainment of this goal, the teachers must be men of personality and devoted to their work. We have therefore to create an awareness about the dignity of labor as well as a pride in it among all sections of people. For this purpose all pupils must be made to participate in some type of manual work. To encourage, in addition to character, diligence and the ability to perform arduous work, a programmed for field-work must be incorporated in our entire education system. The home, the family and the society each plays a more crucial role in this task. But the effect of an educational institution and its environment can certainly be particularly fruitful in the formation and development of a pupil's character. In fact, this is a task which must be shared equally by the educational institution, the family and the larger society. Generally speaking, a child spends at least five whole years entirely with his family before going to school and so the moral atmosphere at home counts a great deal in these formative years. His basic habits and attitude are gradually formed in the particular atmosphere of his home. In our country, where more than eighty per cent of the populace is illiterate, it is indeed very difficult to realize the aim of making the majority of them educated or even literate. For quick results, the main aim of adult education must be to make the parents fully realize their responsibility and duties towards their children. If we are able to properly educate the parents and the guardians, their influence on children and wards is bound to be wholesome. In basic education, special emphasis should be laid on cleanliness, the importance of regular eating and sleeping

hours, the desirability of avoiding falsehood and making false promises discipline, truthfulness and civilized conduct. The parents should try to persuade their children to do minor household chores. They must also endeavor to explain why evil is harmful and thus encourage their children to desist from it and follow the path of righteousness. For his full development as a citizen he must be conscious not only of his rights but also Practice honesty and impartiality as well as show a high sense of responsibility and duty. We must arrange for an education system suitable for the creation of relevant moral and spiritual values in the pupil's mind. Old moral rules and regulations taught in the traditional way will not serve the purpose; what is required is a set of attractive stories related to the actual experiences of the pupil and the particular circumstances of his life. The teacher is at the heart of every effort to form and develop a pupil's character and personality. It is therefore necessary that the teacher must be fully aware of his crucial role. The teacher should direct his special attention to this task as the formation of national character eventually depends on this. The teacher must therefore strive to be a model in conduct and behavior, in knowledge and learning and in training and competence as well as show a continued concern for the development of his pupils as good citizens.

#### **IV. Work Experience**

By work experience we usually mean participation in some productive work whether at school or at home or at farm or at factory or at any place connected with such work. The aim of work experience at an educational institution is to achieve a synthesis between work and learning. Work experience is not only a great weapon of education but it is also effective in removing the huge social gap that exists at the moment between mental activity and manual work. Unfortunately, a distorted sense of values and an attitude of scorn towards manual work can still be found among our educated community as a result of the long-prevalent colonial and bookish education system which was bereft of all work experience. We must therefore see that our children learn to value manual work properly right from the beginning. For the realization of this aim, the educational institution, the family and related social organizations must work in a concerted manner. We must so reconstruct our education system that from the primary to the university level an appropriate respect for manual work is formed in the pupils' mind through provision for work experience in the syllabuses as well as an urge to play an adequate role in social services and in increasing national production. The pupils at primary and secondary levels must participate in some type of manual work through a regular work-programmed. In each case, the teachers must work with their pupils and supervise their activities. At the primary level, provision must be made for light manual work so that the pupil's mental and emotional attitude to it is appropriately changed. The pupils must be taught to work in the school garden and to keep the school building in proper hygienic conditions. Provision should also exist for college and university students to acquire work experience. During the long vacation they should be associated with various schemes of public utility. The majority of these students can acquire work experience especially during the summer vacation. There should be a provision for each of them to acquire work experience of at least three months during their college or university life. This work can be of different kinds; for example prevention of malaria, economic development, the removal of illiteracy, promotion of public health, etc. The girl students can participate in nursing, adult literacy and other activities or social development. The individual effort of an educational institution will not suffice for creation of a constructive attitude to manual work. Efforts have to be made simultaneously in other fields so that the wrong conception about manual work is removed. Those who work in offices and courts, in industrial concerns and other related organizations and those who have no scope for participation in manual work must also be enthused to take part in some development work outside their office-hours.

#### **V. The Place of Foreign Languages in Our Education System**

Books written in the national language help spread knowledge among the common people outside the class room. Second language learning has been conceptualized over the last decade as a participatory process, in which a learner is not only a learner of new ways of expressing ideas but rather the learner becomes a learner of new ways of thinking (Kuang, 2007). The importance of the national language in every education system is very great and the main aim of education is to spread knowledge, to broaden cultural awareness and to create national cohesion. We must, therefore, use Bengali as the medium of instruction at all levels of education to make our educational schemes successful. Bengali must be used as a compulsory language up to class XII. Text books at the higher stages of education, especially in the fields of science and technical, professional and vocational education must be written in Bengali and translated from foreign languages at Government expenditure. It is also necessary to improve the method of teaching Bengali. Even after the introduction of Bengali as the medium of instruction at all levels of Education, the necessity will remain for English to be learnt as a compulsory second language. It is not necessary to learn any language other than Bengali up to class V. From classes VI to XII, however, a modern and developed foreign language must be learnt compulsorily. For historical reasons and for the sake of reality, English will continue as a second compulsory language. In honors and higher studies, at the college and university levels, different departments may make provision according to need for the teaching

of different languages. For the teaching of different languages required for the training of our diplomats and for higher research, a modern institute of languages must be set up immediately in Bangladesh

### **VI. Teacher-Student Ratio**

The effectiveness of an educational institution is to a large extent dependent on its teacher-student ratio. Apart from class-room teaching the teacher has to devote some personal attention to each of his pupils. Through his overall supervision, the pupil has to be directed towards self-development and encouraged to achieve greater success, measures must be taken for the correction of his defects and deficiencies and records of his progress in studies maintained. Teacher-Student Ratio, expresses the relationship between the numbers of students enrolled and the number of teachers in that particular school (Riley, 2009). A careful watch has to be kept even on his conduct and behavior. It becomes impossible on the part of the teacher to satisfactorily discharge his onerous responsibilities if the number of students is excessive. All efforts to accelerate our educational development will be frustrated if the teacher-student ratio is not reasonably fixed at our educational institutions. Of course, the 'desirable ratio' cannot be achieved within a short time in the context of our present circumstances. The necessary number of qualified teachers will not be available at once and moreover our limited resources will not permit any such ambitious undertaking. For this reason we recommend that the teacher-student ratio be improved as much as possible in all educational institutions under the first five-year plan. This will be a practical step towards the realization of the 'desirable ratio'.

Below is given the existing teacher-student ratio, the 'desirable ratio and the proposed ratio under the First Five-year Plan at all levels of education:

Level of Education	The existing teacher-student ratio	The desirable teacher-student ratio	proposed ratio under 1st 5-year plan
Primary	1.45-1.50	1.35	1.40
Govt. Secondary Schools Non-Govt. Schools Vocational Courses	1.20-1.30 1.20-1.50	1.20 1.20 1.20	1.25
Technical Diploma Course	1.15	1.15	1.20
Colleges: Government Non-Government	1.25-1.35 1.50-1.100	Intermediate Courses 1.30 Pass subsidiary Course 1.25 Honours course 1.15 Post graduate Course 1.10	1.35 1.30 1.20 1.15
Universities: General: Approx.	1.15	Approx. 1.15 Subsidiary 1.25 Honours 1.15 Post graduate 1.10 Post-graduate Research 1.50	Approx. 1.20 1.30 1.30 1.10 2.00
Engineering and Technological Agriculture Medical	1.10 1.10 --	1.10 1.10 1.10	1.10 1.00 1.10

### **VII. Pre-Primary Education**

Pre- primary education has become popular strategy to protection drop-out from formal education of children all over the world. It has a strong and positive impact on further learning during the primary level and beyond (Haque, 2013). Psychologists have termed first five years of a child's life period as the formative years of a man's life. In their opinion the physical habits and the mental and social behavior of the child begin to assume a particular pattern during these years. The future-of the child is later determined in relation to his environment at this stage. It is for this reason that the environment and the supervision with which the child gets familiar at the first stage of his life, have an enduring and crucial effect on. The growth' of his personality and the development of his intelligence. The aims of the first stage of pre-primary education are: (a) to lay the foundation for the formation of the child personality and ideals in later life, (b) to create the necessary habits for the child through sports and games and other pleasurable activities, (c) to foster the child's physical, mental and

moral • well-being and (d) to train him for his future orderly and well-coordinated social activities. The object of the second stage of pre-primary education is to prepare the child for reading, to make 'he familiar with figures and to help him judge what is right and wrong before he enters primary school. Regular eating-hours, periods of rest, sports and games, etc., will produce the necessary habits and behavior in conformity with the requirements of society. It is further necessary to make the child self-reliant through teaching music, nursery rhyme, Bengali alphabet and counting, drawing of pictures, proper wearing of clothes and telling him how to eat in addition to the normal work-load for the full implementation of the aims of nursery schools. The female teachers at the pre-primary stage must be properly trained in accordance with the importance of this formative period in a child's life. Those who will take up this work must have passed at least the secondary school certificate examination and obtained one year's training. Nursery schools and kindergartens must be established in our country in required numbers for pre-primary education. In cities and industrial areas both parents in many families have to work for a living. As a result, the children in such families stand the risk of being left uncared for and living a miserable life. Later the undesirable effects of this unfavorable environment are seen in the life of many such children. The responsibility of the child's mental, social and physical welfare rests in many developed countries of the world jointly with the education, public health and social welfare departments. In our country the special responsibility for pre-primary education can be entrusted to the local self-government department or jointly to public health, social welfare and family planning departments. In industrial areas the full responsibility for pre-primary education including the establishment' of nursery schools and kindergartens and their administrative and financial management must rest with the industrial organization concerned. In urban, and rural areas, according to necessities, the primary responsibility for the establishment and management of such institutions will developed on the local population.

### **VIII. Primary Education**

Primary education also called an elementary education is typically the first stage of formal education, coming after preschool and before secondary education (Sharma, 2012). A well-structured and dynamic system of primary education is one of the ways in which the all-round development of our people and the consequential progress and prosperity of our country can be achieved. This system will lay the necessary foundation for all later stages of education. It is not possible to strengthen the higher stage of education on a weak base. The main aims of primary education are: (a) the development of the child's whole personality moral, mental, physical and social, (b) to awaken patriotism and a feeling for good citizenship and to develop such qualities as perseverance, diligence, good conduct and devotion to justice, (c) to help the child to read and write in his vernacular and maintain basic accounts and, in addition, to make him familiar with the fundamentals of knowledge and with skills which he will require as a future citizen and (d) to prepare him for acquiring higher education. The compulsory primary education must be of such a nature as to enable the pupil to make proper use later of the opportunities and facilities available to a free citizen as well as to discharge satisfactorily his responsibilities as a citizen. Compulsory education of 8 to 12 years' duration is current in the developed countries of the world. The present system of primary education, of five years' duration, is not fitted to make a responsible citizen or to develop his personality, for five years is too short a period to awaken the necessary awareness in the pupil's mind about basic knowledge and to make him familiar with the fundamental requirements of an effective education. We are of the opinion that this aim cannot be realized if primary education is of less than 8 years duration; nor will it be possible to lay the foundation for the vocational course after class eight which we have recommended. The duration of 8 years is essential for attaining the attributes of a good citizen. Any duration less than this and any scheme of primary education not related to our life and special conditions will not enable us to use out education as a weapon for our country's social transformation end economic progress, in view of the rapid spread of knowledge and learning in the modern world. We therefore recommend that primary education be made universal and the duration raised to eight years from the present five years. The universality of primary education cannot be maintained unless it is made both free and compulsory.

### **IX. Secondary Education**

Secondary education is the second stage in our educational structure. The stage of education after primary education and immediately preceding college education is known as secondary education. The stage from class I to class VIII falls under primary education. In order to maintain close links between the instruction levels of class IX to class XI/XII, and to ensure the evenness in secondary education as a whole, it is desirable to have provision for instruction in these three/four classes in the educational institutions which already teach up to class VIII. If we intend to make secondary education self-contained and a terminal stage in our education system, it is essential that co-ordination be achieved in the instruction programmed of all classes at this level (Hanif, 2013). To create opportunities for the instruction of pupils, belonging more or less to the same age-group, in the same educational environment is in accord with educational psychology. Unfortunately no such environment exists at present in the Intermediate Colleges having only classes XI and XII. The pupils at

Intermediate Colleges look upon their education there as something temporary and therefore their menial commitment to such colleges is never very strange. To counter this, it is necessary for classes IX and X to be opened in present Intermediate Colleges instead of their being indiscriminately raised to the degree level. The terminal stage of vocational education should be generally class XI and only general education should be extended up to class XII. For this purpose, education should be divided into two main categories after class IX: (a) vocational education and (b) general education. In conformity with the first two aims of secondary education stated in para two of this chapter, some subjects must be compulsorily included in the syllabus of both these categories (vocational and general education) in classes IX and X. In addition to the compulsory subjects, the pupils will have a free choice of optional subjects. At the end of class X pupils in both the categories will take a public examination and get certificates as due. The pupils choosing general education can opt for any of the varied general courses meant for classes XI and XII and will qualify for higher education after having completed the courses at class XII. The pupils following the general type of education will take a public examination at the end of class XII and get certificates as due. On the other hand the pupils following the vocational type of education can take a special training in class XI in a course connected with their courses in classes IX and X and thus complete their vocational education. After this training, they will take a public examination and get certificates as due. Provision should be made for an apprentice course in industries for those pupils who would like to enter factories and industrial concerns as skilled workers at the end of the vocational course in class X. At the end of the terminal stage of education, these pupils will be able to enter the world of employment ~ as skilled, efficient and conscientious workers and at the same time achieve success in their personal lives as well as play an effective role in the economic advancement of their country. But if any pupil is keen on receiving higher education in any particular vocational course or courses after having completed the vocational course at class X or at class XI, he will get facilities for such education in select educational institutions. Higher general education will also remain open for such pupils. If they want to continue their general education after that, their training in class XI will be regarded as additional training. Our aim in the first five-year plan should be to attract 20 percent of our pupils at the end of class VIII to the vocational type of education. In the subsequent five-year plans this ratio must be raised to at least 50 per cent. Many Education Committees or Commissions in the past, such as the 1934 Sapru Committee, the Sergeant Committee, the East Bengal Education Committee and the East Pakistan (formerly) Education Commission had recommended the abolition of the intermediate or higher secondary stage and the introduction of a new educational structure. According to this recommendation, the duration of the school stage will be eleven years and the duration of the first general degree course will be three years. In favor of this recommendation it has been said that: (a) the intermediate or higher secondary stage cannot be regarded as a separate stage as it is hemmed in by the secondary stage on one side and the University stage on the other and it is related to neither, (b) the intermediate stage can easily be abolished and one year of this stage can be transferred to the secondary stage and one year to the university stage. Greater proficiency will ensue from this, as it will facilitate the introduction of varied and balanced courses at the secondary stage and strengthen the degree pass stage by adding one useful year to it (the duration of the degree pass stage should never be less than three years). The argument advanced against the reasons is: the 1966 Kothari Commission recommended the re-introduction of the higher secondary stage after observing the effects of an eleven year school system as recommended by the 1952 Mudaliar Commission. Many distinguished Indian educationists are of the opinion, in the light of their experience, that many avoidable difficulties and much confusion had arisen when the eleven-year old school system was introduced on a very wide scale without much preparatory work. This educational structure is more or less similar to that recommended by the 1959 Sharif Commission during the Pakistani regime. This structure was accepted by the then Government, but it was eventually abandoned because of the country wide agitation against it. It is true that in our existing education system, the pupils have to wait for quite a few months for their S. S. C. Semi-nation results at the end of class X and are required to repeat in classes XI and XII parts of the syllabus already followed in classes IX and X. For this reason many believe that the course of studies between classes IX and XII can in fact be completed in three years in classes IX, X and XI. That is why they are in favor of abolishing the higher secondary stage and starting eleven-class schools. According to them if the secondary stage is made to be of three years' duration it will prevent unnecessary waste of time and repeating of subjects already learnt. As a result, secondary education will be more fruitful and balanced. This proposal may in principle be accepted but in our present condition its implementation will cause many difficulties, and require major improvements, such as non-availability of teachers with M.A. or M.Sc. degree in sufficient numbers for our High Schools, the proper development of libraries and laboratories, the building of new class rooms, the removal of financial string faced by our schools and colleges, etc. education system is prevalent in Russia. But it would not be possible for a developing country like ours to accept this system, because the standard of education at the primary and secondary levels in our country is very discouraging and there is considerable want of competent teachers, necessary educational appliances and other facilities in our educational institutions. Moreover, our Universities are not in favor, for the reasons stated above, of introducing a four-year honors course with pupils passing out of the ten year school system. If our proposed reforms are properly implemented there will be, we believe, a revolutionary change in

our education in the next few years and the educational environment as well as educational standards will be considerably improved. In that case, we can make a full survey and assessment of the improved standards after five years.

### **X. Vocational Education**

No nation can achieve any mentionable progress in the fields of agriculture and industry and other productive and technical fields without the expansion and improvement of vocational education. The necessity of vocational education in every field of human life is today unquestionable. Vocational education is completed in a relatively short period and its effects are therefore seen more quickly. It is possible to improve fast the economic condition of the common people through the spread of vocational education (Jones, 2014). Previous Education Commissions, specialists in technical education and economists have all laid a special stress on the need for expansion of qualitative vocational education in our country. But we have failed to give vocational education its proper place in our education system up to now. As a result we are faced with a paucity of skilled workers on one side and a large number of educated unemployed on the other. Our country faces many complex problems because of the rapidly increasing population and insufficiency of agricultural land. The foundation of vocational education is laid at the secondary level. After completing the courses at class X in the vocational. Type of education and after acquiring proficiency according to need in higher vocational skills, the pupils can enter the work-a-day world as skilled workers. For this purpose, arrangement should be made for an apprentice course in the industrial agencies concerned and for additional vocational training in class XI. The Syllabus and Curriculum Committee will determine the course for vocational education. The duration of such courses will be usually three years (classes IX, X and XI). If the Curriculum Committee so wish they can recommend the completion of certain vocational courses in two years without hampering the main aim. The Curriculum and Syllabus Committee can also propose additional courses according to need in addition to those mentioned above. The pupils passing out of the secondary vocational education system should be admitted on a priority basis to our polytechnic institutes as well as to other technical institutes. Those who will complete the special vocational training at class IX should get an opportunity to be admitted to the diploma course it would be desirable for such pupils to be admitted to the evening shift at the polytechnic institutes. We believe that larger numbers of vocational teaching if the door to higher education is kept open for them. The equivalence committee will determine the course's and their duration for those opting for higher education at technical institutes after completing the vocational course at class XI or the apprentice-course in industry. It is apprehended that all efforts to expand vocational education will be negative if a sufficient number of Bengali text-books in different vocational subjects are not immediately prepared and published. A virtual stalemate will obtain in the field of vocational education if in addition to the paucity of competent teachers, the non-availability of the required textbooks in Bengali continues. The English text-books available in the market should be translated into Bengali on the priority basis. If necessary, the assistance of UNESCO and other related organizations can be sought in the matter. Our own people having the necessary training must be encouraged to write text-books in those vocational subjects in which suitable textbooks are not available in foreign languages. They must of course be offered inducement of appropriate remuneration. It must be mentioned in this connection that one can learn many vocational subjects at home if one can find suitable text-books in those subjects. The situation created by the paucity of text-books has to be tackled on an emergency basis. For economic and other reasons a large number of pupils leave school without completing secondary education. This unfinished education is of no particular use later in their economic lives and they remain as a burden on their families and on society. There is a special need for provision for training for the drop-outs and the adult's in particular vocational raises of varying duration. We specially recommend that a night-shift be opened and Part-time instruction provided for the purpose in our polytechnic and technical institutes, technical training centers vocational training institutes and educational institutions where there is provision for vocational education. Such a training scheme is being managed successfully in some of the vocational training institutes and institutes of technical education. We have said before that type of education is very expensive. Our resources are very limited in relation to our needs. The unemployment problem is very acute in our country at present. Pupils with vocational training be encouraged to form co-operatives and small factories and farms through them in different parts of the country. This will provide them with a means of livelihood as well as increase the country's production. The small industries corporation can give necessary data and advice in this connection and banks provide loans. To make such a scheme successful government help will be needed in certain fields for supply of raw materials.

### **XI. Technological and Technical Education at the Diploma Level**

The technical education at the diploma level is to produce such a section of trained man-power as will be able to perform with competence their work in the technical field with their own hands, will be fully aware about basic technical rules and industrial methods and will have the necessary capacity to direct industrial labor



effectively. Their curriculum will be such as enable them to comprehend the thinking of the technological and technical degree-holders and to communicate it to the skilled workers and help raise production and produce commodities of high quality in industrial concerns by their efficient direction and supervision of the workers and by using their actual technical competence (UNESCO, 2017). Technicians and technical supervisors constitute such man-power of the middle level. They can work as assistants to fully qualified engineers in developmental work, in planning, in building, in supervision and in protection work. They can also serve as engineers after having acquired the necessary experience and knowledge. The quality of technical education has been lowered, along with general education, in the past few years. It is felt that special reasons for the deterioration in the field of technical education. Quite a few polytechnic institutes have been set up in Bangladesh in the past seven or eight years. These institutes had to be started without necessary equipment and without providing suitable means for the appointment of competent teachers. In the meantime several groups of pupils have completed their courses at polytechnics deficient in instruments, workshops and in competent technical teachers. Again, many more pupils had to be admitted than there was due provision for in the matters indicated above. The number of polytechnics has considerably increased in the immediate past but suitable technical teachers have not been appointed in the required numbers. No suitable provision has been made so far for teacher-training in this field. According to the curriculum, of technical education about 60 percent of the pupils are required to have firsthand experience in workshops and laboratories, but the time allotted for this is not fully utilized because of the lack of suitable instruments and accessories and of competent teachers. To get the maximum benefit out of technical education, a pupil must have a good knowledge of mathematics, chemistry and physics at the secondary level. But it has been seen in practice that pupils following the humanities course and such other courses-whose knowledge of mathematics and science is very limited-enter the technical institutes as sufficient number of pupils is not available in the science course. Meritorious pupils are not attracted to technical education in sufficient numbers as there is no proper provision for technical education at the higher level and for employment or promotion at the end of the course. As a result, less competent pupils get admitted. There is a great paucity of suitable books in the field of technical education. The few such books available in the market are almost all written in English and are so highly priced that they are beyond the purchasing power of the majority of the pupils. And moreover the pupils are unable to comprehend full textbooks written in English. It can be easily imagined what great impediments the pupils face in the matter of acquiring technical knowledge and competence for want of suitable books and competent technical teachers. Admission to polytechnics and such other institutes must be restricted to those passing out of the secondary education system in the science or vocational group. If such pupils are not available in sufficient numbers those in other group may be admitted as an interim measure but special provision has to be made for coaching them in mathematics and is scene. In the syllabus for the first year more hours and mathematics have to be allotted for pupils with a vocational background in drawing and in workshop for those with a science or similar background. The syllabus in the second and third years will be the same for all pupils. The number of degree engineers and of teachers with the B. Ed. (Technology) degree at polytechnics should be raised to at least 50 percent. For this, some low grade posts have to be upgraded if necessary. A candidate with a diploma will be eligible for teaching only if he gets a first division. The range of technical knowledge of teachers with diplomas should be extended for successful teaching. For this purpose, the technical teaches training college at Dacca should be extended and improved and thus made more effective. Every teacher must have appropriate work-experience in industrial concerns or technical organizations. No person should be appointed a teacher who has not at least 1 one year's actual technical experience. Provision must be made for higher initial salaries to attract experienced persons to teaching. The want of text books has to be removed as an emergency measure by prepare and printing enough text books in Bengali in different technical subjects. It will take many years to solve this problem if we follow the traditional method. Technical teachers at different levels should be encouraged to write by giving them attractive remuneration and necessary leave on full pay, and measures have to be taken for- the quick publication of those books. It may be mentioned in this connection that the demand for books in different technical fields will increase greatly in the near future. Provision has to be made for actual technical experience in industrial and technical concerns either during the course or at the end of it. This may be done through a course or through the apprentice course as described in the chapter on vocational education. The course may be introduced at a few polytechnics situated in the industrial areas.

## **XII. Madrasah Education**

There is no inter-relationship between the primary and secondary levels of madrasah education and the general education system in our country. In consequence, madrasah education has evolved as a separate system of education. The present levels of madrasah education are, Ibtidaee or primary four years, Dakhil six years, Alim two years, Fazil two years and Kamil two years. Those passing the Fazil examination can be admitted straightaway to the higher secondary class. The curriculum of madrasah education includes, in addition to religious instruction, Arabic language and literature, mathematics, history geography, elements of science, English and Bengali, but the main stress is laid on Islamic learning and the other subjects are considered of

secondary importance. Madrasha education is largely one-sided as its main aim is to give all Pupils special instruction in Islam. In the perspective of its present condition, madrasah education requires radical reform and necessary reconstruction in accordance with the needs of the age. Our recommendation is that the primary system of education as described in the seventh chapter of this Report must be introduced universally and Bengali should be the medium of instruction at every level. , It may be mentioned here that in the proposed curriculum for secondary education there is provision for a second language from class VI. The second language can be either English or Arabic or Sanskrit or Pali. But those who will not read English as a second language will be required to read it as an optional subject from class VII. Moreover, religious instruction has been included in the syllabuses for classes VI to VIII. It may also be mentioned in this connection that in both the proposed vocational and general course at the secondary level religious instruction has been included as an optional Subject. The main principle enunciated in the memorandum submitted by the Madrasah Education Reform Board in Bangladesh is that the primary level of madrasah education must be coalesced with the national education system and the subsequent levels should also be regulated accordingly as far as possible and in all cases Bengali must be used as the medium of instruction.

### **XIII. Conclusion**

Education system of Bangladesh at present faces many complex problems. It is not possible to solve all these problems at once and no effort in that direction will be realistic. So the main problems have to be solved on a priority basis. Bengali has to be used as the medium of instruction at all levels of education. Primary education must be extended up to class VIII and made universal. Education up to class V has to be made free and compulsory and education up to class VIII has to be made free and compulsory. Science education and agricultural education must be given due weight right from the primary stage and their standards at all levels must be raised as far as possible. The necessary expansion must be made at the higher levels of technical and technological education for creating wide opportunities for vocational education beginning from class IX at the secondary level. A close relationship should be established between the vocational and technical institutes and the concerned employing agencies for making technical and vocational education realistic. A work-based curriculum should be introduced at all levels. The existing disparities between government and non-government educational institutions must be removed as soon as possible. A ten-year scheme for the gradual notification of non-government educational institutions must be put into effect.

Education must be treated an investment in human resources and not as an expensive social-service activity. The proportion of government expenditure on education must be raised to at least twenty-five per cent from the present seven. This expenditure must be immediately raised to five per cent and increased to seven per cent as soon as possible. We have also considered the question of structural changes in our education system. We have recommended that experiments should be made regarding the introduction of the eleven-year education system and the three-year degree course. We are hopeful that the outcome of these experiments will be favorable. The structure of the education system must then be accordingly changed and the changed made effective.

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