



School Education Curricula

—Firdous Mahbub-ul-Haque

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It has been explained earlier that the school education in Bangladesh is practically divided into two broad stages depending on the type of courses that are offered viz. (a) Basic level (I—VIII) (b) Semi-specialization level (IX—XII). In my opinion the basic level should be called primary stage while the semi-specialization level the secondary stage. The primary stage shall be framed uniting the existing primary level (I—V) and junior secondary level (VI—VIII) and bringing both under the framework of one institution. Similarly the secondary stage may be framed uniting existing secondary level (IX—X) and higher secondary level (XI—XII) and bringing both under the framework of a single institution. The curriculum of the proposed two stages should be drawn accordingly in such a fashion so that the students become competent for employment in any productive field on completion of any of the proposed stages. The following proposals to that respect may be considered;

i) In the basic level (I—VIII) there may be subjects like Bengali, English, Mathematics, Religious Studies, Paribesh Parichiti (Samaj) Paribesh Parichiti and two vocational courses. The vocational courses may be selected from among the courses suggested by the Curriculum Committee relating to the curricula of

junior secondary and secondary stage (VI—VIII) as work experience. These may be, for example, welding, sheet metal work electrification, airconditioning, poultry etc.

ii) Introduction of vocational courses should be from class—III instead of class—VI, as proposed by the Curriculum Committee and should continue upto class—XII.

iii) English should be introduced from class—I so that the students are well equipped to handle the same at later stages.

iv) The courses on music and fine arts should merge with Bengali literature as the latter's practical side. Students those who want to specialise in music or fine arts may take these courses as elective subjects during the proposed secondary stage (IX—XII).

v) Physical education should be compulsory for all and should be offered in the classes upto class—XII. But there should be no formal examination on physical education. Grading on this subject should be on the basis of students' performance in the class.

vi) There should be no optional subject during schooling (I—XII). The burden of subjects on the students can thus be eliminated.

vii) Paribesh Parichiti (Biggan) and Paribesh Parichiti (Samaj) should be introduced separately from class—I and should continue upto class—XII. The subjects may be re-named as

Paribesh Parichiti (Prakriti) and Paribesh Parichiti (Samaj) respectively.

viii) Diversion for semi-specialization should be from class—IX, as it is at present.

ix) In the semi-specialization level (IX—XII) there may be nine compulsory subjects. These may be Bengali, English, Mathematics, Paribesh Parichiti, Paribesh Parichiti (Samaj), Religious Education, Physical Education and two vocational subjects. The vocational courses shall be from among those proposed by the Curriculum Committee relating to the curricula of junior secondary stage as work experience. These may be for example, land harvesting, Irrigation, paddy plantation, cottage industries etc. In addition, students are to select three/four elective subjects depending on their future course of action.

x) In the semi-specialization level there may be two broad groups e.g. (a) one group for students who wish to prosecute higher studies in the society related disciplines (humanities, social science, home economics, arts etc.) and (b) another group for the students who wish to prosecute higher studies in the nature related disciplines (physical science, biological science, medical science, engineering science, agriculture science etc.) There may again be sub-groups within these broad groups.

xi) Students will appear for final evaluation twice during

schooling. Once at the end of class—VIII and again at the end of class—XII.

xii) The successful candidates of primary stage may be called certificate holders while those of the secondary stage may be called diploma holders.

xiii) The proposed curricula for both Basic level (I—VIII) and semi-specialization level (IX—XII) have been shown in Table—I and Table—II (Annexure—I and Annexure—II).

CONCLUSION: The importance of curricula has already been detailed in the previous paragraphs. It is a means to improve the quality and quantity of educated manpower. If the curricula is irrelevant to the context of the need in the employment market the quality of students in relation to job market shall be bad. If the same is hard and many in relation to the students' age and ability, the number of unsuccessful pupils will increase day by day. So in designing a pragmatic curricula we should go for a compromise between the two. This may be accepted by all concerned. What remains to do is to implement the idea. A few suggestions to that respect have been proposed. It is understood that these may be found useful by the concerned authority.

(Concluded)

(The author is a senior member of BCS (Engg. Telecom) cadre and General Secretary of the Bangladesh Unnayan Parishad).