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Thoughts On Secondary Curriculum

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IT is true that the most important tool to bring desired behavioural change is in education. A nation's identity lies with its development activities and the development activities owes to its educational pattern. Educational system or pattern must be chalked out in the light of its culture, assets along with the current development of science and technology of the world. Educational system varies from nation to nation, but whatever is framed, must have universal acceptance. Universal acceptance means to accept the good side of educational system of any nation that benefits us. It means education of any country is no more of its own, rather it has a coating of internationalism.

Culture is dynamic, it is changing due to the cultural diffusion from other nations. The positive aspects of alien culture is to be taken into account to frame curriculum of any level of education. In fact education is the most valuable tool for training men to become human-beings to lead and let others lead a prosperous and happy life in a peaceful environment. In Bangladesh education system should be changed as to benefit all sections of the citizens. Education that benefits only the "have group" can not bring real prosperity to a nation. Education system of any level should be as such that "have not" group does not remain at the mercy of the 'have group'. This indiscipline between the two must be eliminated by introducing a pragmatic education system for the nation.

Before making curriculum of any stage, situation analysis is to be conducted in the context of entire

Bangladesh. Only Dhaka and other cities can not serve the purpose. Curriculum makers must consider those remote places where peoples live on hand to mouth. Even from the current curriculum primary to higher education, one can find it easily is that there are meant for the urban children and suit the 'have' groups, resulting, the majority of the citizens remain is away from the light of education. This is not at all a good sign for the nation.

Recently a commission has been constituted to suggest curricula at different levels in the light of Dr. Kudrat-E-Khuda education commission. It is very pragmatic step taken by the present government. It is expected that this commission will do its best to realise the hope of the nation in a realistic way. The nation expects a lot from them to have a system that will do good to all sections of citizens, so that youths after crossing any level of education can impart something concrete to himself, this family and the society and not turn oneself a burden of the society or lead an immoral life.

Among the various stages, primary and secondary stage are the most vital. If children suffer in these two stages. They can not do well in the higher stages. Primary Curricula must be strong enough to render a good and pupil-oriented education as to follow secondary education without any difficulty. In most of the developed countries primary education is known as the basic education. It is true if the base or foundation of a building is not strong enough the building may collapse. Similarly if

the primary education is not strong, pragmatic and children oriented, the higher level of education is supposed to collapse.

Our primary education has reached to the 'have nots' being free and compulsory. But the standard of teaching must be raised by recruiting teachers who come to stay willingly. Over-qualified persons must not be taken as primary teachers, since they take the job as a passenger waiting in a station, and leave the station when the train comes. These over qualified teachers cannot serve the purpose as they are frustrated. Besides total number of teachers are very poor, it should be increased to raise the standard of education.

It is a good recommendation of the Dr. Md. Qudrat-e-Khuda Commission that primary level is to be extended up to class VIII, but in the present context of primary schools it should not be extended up to class VIII as few primary schools have the accommodation facilities up to class VIII and very few schools have qualified teachers to teach up to class VIII. On the contrary at this moment primary education can be added with class VI, it is practised in UK, France and some other developed countries. Similarly secondary schools are not equipped to conduct class XI and XII at this moment. It will be logical to keep this higher secondary level with the collage till secondary schools are well equipped.

It is said that secondary education is the preparatory stage for higher education. In practice it should not only be the preparatory stage for higher education but also a stage to

choose a vocation to go for self-employment. Secondary curricula should be such that students are trained in both the fields. There should be no compartmentalisation in this stage of secondary education. Integrated education means a combination of general and vocational education and should be prescribed for all the students of the secondary stage, ensuring uniform education. A class VIII passed child is not mature enough to realize between higher education and vocational education. In fact compartmentalization of education may lead the children towards frustration. But if this choice comes after secondary examination, when one is matured enough to choose between the higher education and the vocational education and his or her future career with confidence he may make good use of it.

The present secondary curriculum is developed to build children for higher studies. In fact it is not possible for any nation to create opportunity to higher studies for all. The percentage of successful candidates in secondary examination was 30 in an average among all the boards in Bangladesh. And with the present curriculum the pass percentage will not be any better rather it may further collapse. Under the present secondary curriculum children are being prepared only to go for higher studies, but what will be the fate of those large majority who are supposed to be unsuccessful in the secondary examination. They will not even be able to go for self-employment. Agricultural education could help a lot those poor boys and girls.