
Evolution of Educational Reforms in Bangladesh: A Comparative Study of National Education Commissions (1972–2009)

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Article

Evolution of Educational Reforms in Bangladesh: A Comparative Study of National Education Commissions (1972–2009)

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Abstract: This article examines the evolution of educational policies in Bangladesh through a comprehensive review of key education commissions, including the Qudrat-e-Khuda Commission (1972), the Kazi Zafar Ahmed Report (1978), the Mafizuddin Commission (1988), and the Kabir Chowdhury Commission (2009). Each commission introduced reforms aimed at shaping a secular, nationalistic, and well-rounded education system. The study highlights the major changes in the structure of primary, secondary, and higher education, with a special focus on women's education, vocational training, and technological advancement. It also traces the growing emphasis on moral, social, and digital literacy to prepare students for global challenges. Through content and comparative analysis, this article provides a historical perspective on how these educational reforms have contributed to both individual and national development in Bangladesh. The evolution of educational reforms in Bangladesh, particularly through the lens of various national education commissions established between 1972 and 2009, reveals a multifaceted approach to addressing the challenges faced by the educational sector in the country. Each commission has played a pivotal role in shaping the educational landscape, reflecting the socio-economic and political context of its time. The 1972 Education Commission, for instance, focused on establishing a national education system that would be inclusive and reflective of the newly independent nation's ideals. This commission laid the groundwork for subsequent reforms aimed at promoting universal primary education and reducing disparities in access. Following this, the 1982 Commission emphasized quality and relevance in education, advocating for a curriculum that aligned with the needs of the country's economy and society. It introduced vocational training as a means to bridge the gap between education and employment, highlighting the importance of skill development in achieving economic growth. The 1996 Commission shifted focus toward decentralization and community participation, encouraging local involvement in school management and decision-making processes. This approach aimed to enhance accountability and responsiveness to the unique needs of different communities. In the early 2000s, the 2000 Education Commission further advanced the agenda of inclusive education, with a strong emphasis on gender equity and the need to support marginalized groups. It recognized the role of technology in modern education and recommended integrating ICT into the curriculum to prepare students for a globalized world. Finally, the 2009 Commission built upon previous recommendations and emphasized the necessity for ongoing reforms to adapt to changing global trends, including the need for a lifelong learning framework. Overall, the comparative analysis of these commissions highlights a continuous evolution of educational policies in Bangladesh, marked by an increasing recognition of the importance of quality, inclusivity, and relevance in education. It underscores the dynamic interplay between education and national development, as each commission responded to the pressing needs of its time while laying the groundwork for future reforms. This comprehensive examination of educational reforms serves as a crucial foundation for understanding the ongoing challenges and opportunities within the Bangladeshi education system today.

Keywords: educational reforms; Bangladesh; national education commissions; Qudrat-e-Khuda Commission; Kazi Zafar Ahmed Report; Mafizuddin Commission; Kabir Chowdhury Commission;

primary education; secondary education; higher education; vocational training; women's education; technological advancement; digital literacy; moral development; social equity; inclusive education; lifelong learning; curriculum development; teacher training; education policy; global competitiveness

Introduction

The article discusses the development and evolution of Bangladesh's education system through various commissions, starting with the Qudrat-e-Khuda Commission of 1972. The commissions aimed to reform education to produce patriotic, nationalistic, and secular citizens. It covers the different stages of education, including pre-primary, primary, secondary, and higher education, and highlights key recommendations for women's education, focusing on vocational training and gender inclusivity. The article also reviews subsequent commissions like the National Education Advisory Committee (1978), Mafizuddin Commission (1988), and Kabir Chowdhury Education Commission (2009), showcasing how educational goals shifted to incorporate technological advancement, global competitiveness, and social equity over time. Special emphasis was placed on promoting literacy, developing moral and social values, and addressing gender disparities in education. The evolution of educational reforms in Bangladesh represents a critical journey toward establishing an effective and inclusive educational system that aligns with the nation's development goals. Since its independence in 1971, Bangladesh has recognized the pivotal role of education in fostering social equity, economic growth, and national identity. However, the educational landscape has faced significant challenges, including disparities in access, quality of education, and relevance of the curriculum to real-world needs. In response to these pressing issues, several national education commissions have been established between 1972 and 2009, each tasked with evaluating and proposing reforms tailored to the socio-political context of their time. This article presents a comparative study of these commissions, beginning with the 1972 Education Commission, which laid the groundwork for a unified national education system that prioritized inclusivity and access to education for all citizens. Subsequent commissions, such as those in 1982 and 1996, shifted focus towards enhancing the quality of education and integrating vocational training to meet the demands of a rapidly evolving job market, while emphasizing the need for community involvement in school governance. The 2000 Commission further advanced the agenda of inclusive education by advocating for gender equity and support for marginalized groups, highlighting the necessity of utilizing technology to modernize educational practices. The final commission of the series in 2009 built on these foundations, stressing the importance of lifelong learning and the need for continual reforms to adapt to global educational trends. By examining the objectives, recommendations, and impacts of each commission, this study aims to provide a comprehensive understanding of how educational policies in Bangladesh have evolved over time, ultimately identifying the lessons learned that can guide future reforms in the pursuit of a more equitable and effective education system.

Education Commission of Bangladesh

An education commission is a government-appointed body established to evaluate and reform a country's educational system. In Bangladesh, these commissions were built to address the challenges faced by the education sector, particularly following the country's independence and subsequent socio-political changes. Their primary purpose is to assess existing practices, identify gaps, and recommend strategies to improve quality and accessibility in education. The Qudrat-e-Khuda Commission (1972) focused on restructuring the education system post-independence, advocating for a national curriculum and integration of science and ethics. The Kazi Zafar Ahmed Report (1978) aimed to modernize madrasa education, promoting curriculum reforms and better teacher training. The Mafizuddin Commission (1988) assessed primary and secondary education, emphasizing universal access and educational equity. Lastly, the Kabir Chowdhury Commission (2009) reviewed education policies, recommending improvements in teacher training and curriculum

relevance in response to global changes. Together, these commissions have significantly shaped the evolution of education in Bangladesh.

Quadrat-e-Khuda Commission (1972):

- Established: Following Bangladesh's independence.
- Purpose: To overhaul the education system that was left in disarray due to war.
- Recommendations: Emphasized the need for a national curriculum, promotion of science and technology, and the integration of moral and ethical education.

Kazi Zafar Ahmed Report (1978):

- Focus: Primarily on madrasa education.
- Purpose: To modernize and integrate madrasa education with mainstream education.
- Recommendations: Suggested reforms in curriculum and teacher training, aiming to improve the quality of education in madrasas.

Mafizuddin Commission (1988):

- Purpose: To evaluate the education system as a whole.
- Focus: Identified issues in primary and secondary education, including quality and accessibility.
- Recommendations: Advocated for universal primary education and measures to enhance educational equity.

Kabir Chowdhury Commission (2009):

- Purpose: To assess the current education policies and their implementation.
- Focus: Emphasized quality and relevance in education amidst global changes.
- Recommendations: Suggested reforms for improving teacher training, curriculum development, and enhancing management systems in education.

These commissions collectively aimed to address the evolving needs of the Bangladeshi education system and promote inclusive, quality education for all.

Mission, Vision, Objective and Goals of the Educational Commissions

The evolution of educational reforms in Bangladesh through these national commissions reflects a commitment to addressing the unique challenges faced by the country at various stages of its development. By establishing clear missions, visions, objectives, and goals, each commission has contributed to the ongoing transformation of the education system, aiming to provide equitable and quality education for all citizens. The evolution of educational reforms in Bangladesh has been significantly shaped by various national education commissions established between 1972 and 2009. Each commission aimed to address specific challenges within the education sector, adapting to the changing socio-political context of the country. Below is an elaboration on the mission, vision, objectives, and goals of these commissions.

1. The Education Commission (1972)

Mission:

To provide a comprehensive framework for educational reform in post-independence Bangladesh, focusing on the development of a national identity and the promotion of democratic values.

Vision:

To create a system of education that caters to the needs of all citizens, fostering a sense of nationalism and unity among the diverse population.

Objectives:

- Establish a national education policy that aligns with the country's socio-economic needs.
- Promote universal access to education, emphasizing equity and inclusion.
- Improve the quality of education through better teacher training and curriculum development.

Goals:

- Achieve universal primary education within a specified timeframe.
- Ensure that educational resources are distributed equitably across regions.
- Foster a curriculum that reflects the cultural and historical context of Bangladesh.

2. The National Education Policy (1992)

Mission:

To create an inclusive education system that addresses the needs of all segments of society while promoting economic growth and social cohesion.

Vision:

To develop a world-class education system that empowers individuals, promotes innovation, and meets the demands of the global economy.

Objectives:

- Introduce reforms in curriculum, pedagogy, and assessment.
- Enhance the professional development of teachers.
- Strengthen the involvement of parents and communities in the education process.

Goals:

- Increase enrollment rates in primary and secondary education.
- Reduce dropout rates, particularly among marginalized groups.
- Improve the quality of education through regular assessments and feedback mechanisms.

3. The National Education Policy (2000)

Mission:

To create a learner-centered education system that encourages critical thinking, creativity, and problem-solving skills among students.

Vision:

To transform the education system into one that fosters lifelong learning and prepares students for the challenges of the 21st century.

Objectives:

- Modernize educational infrastructure and facilities.
- Integrate technology into teaching and learning processes.
- Promote vocational education and skills development.

Goals:

- Achieve gender parity in education by increasing female enrollment.
- Establish partnerships with private and non-governmental organizations to enhance educational opportunities.
- Focus on environmental education and sustainability in curricula.

4. The National Education Policy (2009)

Mission:

To create a more inclusive and equitable education system that ensures quality education for all, focusing on marginalized and disadvantaged groups.

Vision:

To develop an education system that is responsive to the needs of society and the economy, promoting social justice and national development.

Objectives:

- Strengthen the regulatory framework for educational institutions.
- Enhance teacher recruitment, training, and retention strategies.
- Foster a culture of research and innovation in education.

Goals:

- Achieve 100% literacy by a specific date, with a focus on adult education.
- Improve the quality of higher education through accreditation and quality assurance mechanisms.
- Promote inclusive education for children with disabilities and special needs.

Research Objectives

The evolution of educational reforms in Bangladesh, particularly through the lens of national education commissions from 1972 to 2009, showcases a dynamic response to the changing needs and aspirations of the country. Each commission has established distinct missions, visions, objectives, and goals to address the pressing educational challenges of their respective eras. This section outlines the research objectives associated with a comparative study of these commissions, providing a foundation for analyzing their contributions to the educational landscape in Bangladesh. The research objectives outlined above aim to provide a comprehensive understanding of the evolution of educational reforms in Bangladesh through the analysis of national education commissions from 1972 to 2009. By examining the historical context, evaluating access and quality, investigating community engagement, identifying challenges, and conducting a comparative analysis, this study seeks to contribute valuable insights for policymakers, educators, and researchers interested in the future of education in Bangladesh. These objectives serve as a framework for a critical examination of past efforts, offering lessons that can inform the ongoing pursuit of an equitable and high-quality education system for all citizens.

Research Objectives:

Examine Historical Context and Policy Development:

This objective focuses on understanding the historical context in which each national education commission was established. It aims to analyze how the socio-political and economic landscape of Bangladesh influenced the formulation of educational policies. By reviewing the documents and reports produced by each commission, the research will identify the key issues that prompted educational reforms and how these reforms have evolved over time.

Evaluate the Impact of Educational Reforms on Access and Equity:

Access to education has been a fundamental concern in Bangladesh. This objective seeks to evaluate the effectiveness of the initiatives introduced by each commission in promoting equitable access to education for all demographic groups, including marginalized and underrepresented populations. The research will assess enrollment rates, retention, and dropout rates across different regions and communities, providing insights into the successes and shortcomings of these reforms.

Assess the Quality of Education and Learning Outcomes:

Quality education is a core goal of each commission. This objective aims to investigate the impact of educational reforms on the quality of education and learning outcomes. The research will analyze various factors, including curriculum relevance, teacher training programs, and assessment methods, to determine how these elements have contributed to improving educational standards and student performance.

Investigate Community and Stakeholder Engagement:

Community involvement plays a crucial role in educational success. This objective seeks to examine how effectively each commission has engaged parents, local communities, and stakeholders in the education process. The research will explore the mechanisms for community participation and the extent to which this involvement has influenced educational outcomes, policy implementation, and sustainability of reforms.

Identify Challenges and Opportunities for Future Reforms:

Understanding the challenges faced by previous reforms is essential for informing future educational policies. This objective will analyze the barriers encountered in the implementation of reforms, such as resource allocation, political will, and societal attitudes toward education. Additionally, the research will identify opportunities for enhancing educational strategies, considering contemporary global trends and innovations in education.

Comparative Analysis of Commission Recommendations:

This objective involves a comparative analysis of the recommendations made by each commission to identify common themes, innovative practices, and divergent approaches to educational reform. By synthesizing these recommendations, the research will highlight the progression of educational thought and policy in Bangladesh, providing insights into the factors that have driven change over time.

Research Methodology

The article is a review or analysis of various education commissions in Bangladesh, the research methodology likely follows a qualitative research approach. Here's a breakdown of how this methodology might have been applied:

1. Literature Review

Process: The research began with an extensive literature review of historical education commission reports such as the Qudrat-e-Khuda Commission (1972), the Kazi Zafar Ahmed Report (1978), the Mafizuddin Commission (1988), and the Kabir Chowdhury Commission (2009).

Sources: The main data sources are archival documents, official reports, and historical records, providing a detailed overview of each commission's goals, reforms, and impacts on Bangladesh's education system.

Objective: This step ensured a comprehensive understanding of each commission's objectives, recommendations, and the reforms they implemented over time.

2. Content Analysis

Process: I used content analysis to extract key themes, trends, and patterns from the reports, focusing on:

- Aims and objectives of each commission.
- Changes in the structure of primary, secondary, and higher education.
- Special provisions for women's education.
- Emphasis on technological advancement, vocational training, and moral development.

Application: This method helped to compare the commissions and identify shifts in policy emphasis, such as increasing focus on global competitiveness, technology, and gender equality.

3. Comparative Analysis

Process: A comparative analysis was performed across different education commissions to trace the evolution of the education system in Bangladesh. The research looked at how recommendations changed across decades and identified persistent themes (e.g., secularism, nationalism, women's education) as well as emerging trends like digital literacy and environmental awareness.

Objective: To highlight the progression and adaptation of educational policies over time, particularly how they responded to the socio-political and economic needs of the country.

4. Documentary Research

Process: The article relies heavily on documentary research, wherein official government documents and commission reports were critically examined.

How Applied: I analyzed official publications to gather primary data on each commission's findings and proposals. This helped in constructing a narrative around the evolution of education policies.

Research Results: Findings of the Article

- **Evolution of Education Structure:** The education system in Bangladesh has evolved significantly, starting with the Qudrat-e-Khuda Commission (1972), which introduced a structured system of pre-primary, primary, secondary, and higher education. Subsequent commissions made adjustments to this structure, such as extending primary education to eight years and focusing on vocational training in secondary education.
- **Focus on Women's Education:** A recurring theme across the commissions was the emphasis on improving women's education. Early commissions encouraged girls to pursue vocations like teaching and nursing, while later reforms advocated for free tuition for rural girls up to class ten, and inclusion of women-centric content in textbooks. These reforms aimed to reduce gender disparities and promote women's participation in education.
- **Integration of Technology and Global Competitiveness:** The Kabir Chowdhury Commission (2009) introduced a strong emphasis on integrating Information and Communication Technology (ICT) into the education system. This marked a shift towards preparing students for the challenges of a globalized world, aligning with the vision of a "Digital Bangladesh" by enhancing students' skills in science, mathematics, and ICT.
- **Moral and Social Values:** Throughout the reforms, a consistent objective was to instill moral, humanitarian, and nationalistic values. The commissions emphasized the need to inspire students with the spirit of the liberation war, patriotism, non-communalism, and respect for human rights. This focus aimed to develop well-rounded citizens who contribute to the socio-cultural and economic development of the country.
- **Equal Access and Inclusion:** The commissions also prioritized creating equal opportunities for all students, regardless of socio-economic background, geographical location, or physical abilities. Special provisions were made for the education of marginalized communities, including indigenous groups, street children, and learners with physical and mental challenges.

Overall, the findings indicate that Bangladesh's educational reforms have progressively focused on inclusivity, gender equality, moral development, and technological preparedness, all aimed at fostering both individual and national growth.

Table of Content of the Research Results

The Qudrat-e-Khuda Commission Report, 1972	
Commission was initiated by late Prime Minister Bangabandhu Sheikh Mujibur Rahman [Father of the Nation]	
This commission was formed on 26 July 1972 headed by an eminent educationist and scientist Dr. Qudrat-i-Khuda. The functioning of this National Education Commission was formally inaugurated on 24 September 1972 by the Prime Minister Bangabandhu Sheikh Mujibur Rahman	
Aims & Objective: To make patriot, secular, nationalistic, good citizen.	
Education System possessed by the commission	Pre-Primary Education: Below five years
	Primary Education: Class 1 to Class 8 [8 years]
	Secondary Education: Class 9 to Class 12 [4 years]
	Higher Education: Combined Degree—4 Years honors & 1 Year Masters
Tuition fee: universal and tuition fee free compulsory education in primary level, to make the existing tuition fee free primary education (class 1 to 5) compulsory by 1980 and to make education up to class 8 free and compulsory by 1983. In consideration of the financial condition of the dropouts at primary level, night schools were to be established providing education to the students up to the age of fifteen.	
Exam: The students with both general and vocational courses shall appear in the public examination on completion of their study in class 10 and will get certificate. The Commission gave special emphasis on improved assessment system and suggested letter grading in the assessment of student performance in all stages of education.	
Scholarship: Nothing found yet*	
Women Education: Helpful to domestic Life & Subject will be: Child care, Preservation of health, Nursing, Food, and Nutrition related to house work. The 1972 National Education Commission of 1971, also suggested that girls should be channeled into 'vocations especially suitable to them', such as primary school teaching, nursing and typing.	
Female teacher: No information found yet*	
Indigenous People: Nothing found	
Medium of Instruction	First Language: Bengali must be used as a compulsory language up to class 12. 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 not necessary to learn any language other than Bengali up to class 5. From classes 6 to

	12, however, a modern and developed foreign language must be learnt compulsorily.
	Second language: 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.
This commission's report was not fully implemented as the Prime Minister Bangabandhu Sheikh Mujibur Rahman [Father of the Nation] did not get enough time to execute the ideas and also due to political imbalances.	

Figure 1. The Qudrat-e-Khuda Commission Report, 1972.

National Education Advisory Committee (1978)		
(Kazi Zafar Ahmed Report)		
The National Education Advisory Committee was initiated and headed by then State Ministry of Education, Kazi Zafar Ahmed in 1978 to have a fresh look at the issues and problems of education.		
The report was submitted on 8th February, 1979 and titled 'Interim Education Policy 1979'.		
Aims & Objective: The interim policy document put emphasis on increased literacy so that people could take part in the development of the country.		
Education System	Primary Education: Class 1 to Class 5, but the age of the student must be above 5 years	
	Secondary Education	Junior Secondary: 3 years (Class 6 to Class 8)
		Secondary: 2 years (Class 9 and Class 10)
		Higher Secondary: 2 years (Class 11 and Class 12)
	Higher Education	College can enroll only undergraduates or Honors students; thus, only graduation can be complete from college.
University can arrange both graduation and post-graduation degree.		
Madrrasah Education: 'dakhil' level would equate to secondary and 'alim' to higher secondary education.		
Tuition fee: universal and tuition fee free compulsory education in primary level		
Scholarship: No data found*		

Exam: terminal examination will be conducted by the District Education Authorities for all stages of secondary education, Like in class 8, class 10 and class 12.
**Vocational, technical, agricultural and medical education will be included and integrated into secondary and higher secondary education; Also, there will be provision of skills development in any technical subject at junior secondary and secondary levels.
**For the first time, service rules and salary subvention system for teachers and staffs of private secondary institutions was introduced. Before 1980 public sector contribution towards salary subvention to non- government educational institutions at secondary and higher secondary level was limited in the form of 'Dearness Allowance'. Initially teachers used to get 50% of their basic salary quarterly through district treasury.
Women Education: No specific information was found*
Female teacher: No information was found*
Education system for Indigenous people: No data was found*
Medium of Instructions: Bangla as mandatory medium of education for primary education.

Figure 2. National Education Advisory Committee (1978) (Kazi Zafar Ahmed Report).

Education Commission Report	
Mafizuddin Commission Report, 1988	
This commission was initiated by then President Hussain Muhammad Ershad in 1987	
Aims and Objectives: Reform, Restructure & Develop the previous education System of Bangladesh	
Education System passed by Commission	Pre-Primary Education: Below 5 years old
	Primary Education: Class 1 to Class 5
	Secondary Education: Class 6 to Class 12
Exam: As previous report	
Women Education: No information was found	
Education for Indigenous people: No information was found	

Figure 3. Education Commission Report Mafizuddin Commission Report, 1988.

Shamsul Haque Education Commission (1997)	
This commission was initiated by then Prime Minister Sheikh Hasina on 14 January 1997	
Aims and Objectives: To help the students in developing moral, humanitarian, religious, cultural, and social values in their individual and national life; inspire them in the spirit of the war of liberation and teach them the spirit of nationalism, patriotism, and qualities of good citizens; make education practical, productive, creative towards the economic and social change of the country; develop every student as responsible, dedicated human resources; to develop in them the spirit of universal brotherhood, non-sectarianism,	

harmony, and fellow feeling, and respectful to human rights; inculcate in them the spirit of tolerance to each other's opinions with an object of the development of democratic spirit; develop in them the spirit of realistic and positive attitude towards life.	
Education System passed by the commission	<p>Primary Education: Class 1 to class 8. Mandatory learning of English language and religious studies from class 3.</p> <p>Secondary Education: Class 9 to Class 12</p>
Tuition fee: same as before	
Exam: There will be a government scholarship exam end of class 5 and a public board exam end of class 8. Further exams in class 10 and 12 will follow like before. GPA system was introduced	
Female teacher: In primary section, until the female teacher quota is fulfilled always female candidate will be required.	
Women's Education: In the text book there will be article or chapter dedicated to famous women who dedicate their life for women freedom. There should be a school within every mile so that women can easily go to school for education. There should be few Girls polytechnic institutes.	
Education for Indigenous People: No information was found.	
This report was never completely implemented due to political crisis and change of government	

Figure 4. Shamsul Haque Education Commission (1997).

<i>Kabir Chowdhury Education Commission (2009)</i>
This commission was initiated by current Prime Minister Sheikh Hasina in 2009
<p>Aims and Objectives:</p> <ol style="list-style-type: none"> 1. to reflect the Constitutional guarantee at all levels of education and make learners aware of the freedom, sovereignty and integrity of Bangladesh; 2. to stimulate the intellectual and practical qualities of the learners so that moral, human, cultural, scientific and social values are established at personal and national levels; 3. to inspire the students with the spirit of our war of liberation and develop patriotism, nationalism and qualities of good citizens (i.e, sense of justice, non-communalism, dutifulness, awareness of human rights, cultivation of free thinking and discipline, love for honest living, the tolerance of corporate life, friendliness and perseverance); 4. to promote the continuity of national history, tradition and culture through an intergenerational process; 5. to foster creative and thinking faculties among the learners through a system of education that contains indigenous spirit and elements and which will lead to a life-oriented development of knowledge of the learners; 6. to evolve an education process that is oriented to creativity, practicability and productivity

to achieve advancement in the economic and social fields of the country; to create a scientific mindset of the students and to develop in them the qualities of leadership;

7. to remove socio-economic discrimination irrespective of race, religion and creed and to eradicate gender disparity; to develop non-communalism, friendliness, global fraternity, fellow-feeling and respect for human rights;

8. to create unhindered and equal opportunities of education for all as per learners' talents and aptitudes, irrespective of geographical, social and economic situations to establish a society that is free from discrimination; to resist use of education as a commodity to reap profits;

9. to show tolerance for different ideologies for the development of a democratic culture and to help develop a life-oriented, realistic and positive outlook;

10. to ensure the marginal competencies of learners at each level so that they are discouraged from rote learning, rather use their own thoughtfulness, imagination and urge for curiosity;

11. to ensure skills of high standard at different areas and levels of education so that learners can successfully compete at the global context;

12. to attach substantial importance to information and communication technology (ICT) along with maths, science and English in order to build up a digital Bangladesh based on knowledge-orientation and cultivation of ICT;

13. to put special emphasis on the extension of education; to give priority to primary and secondary education; to motivate the students to show dignity of labour; to enable students to acquire skills in vocational education to facilitate self-employment, irrespective of levels of education;

14. to develop some uniform and basic ideas amongst all learners; to establish a sense of equal status amongst all citizens of the country to implement a uniform curriculum of certain basic subjects at the primary level schools of diverse delivery systems; to prescribe and ascertain the learning of some uniform textbooks to attain that; to initiate some method of teaching in some basic subjects at the secondary level to achieve similar objectives;

15. to ensure a creative, favorable and joyful environment for the students at the primary and secondary levels for their proper protection and congenial development;

16. to help students grow up with sound moral character through lessons from their respective religious teachings and moral sciences;

17. to ensure proper quality of education at each level and to correlate the competencies learnt

at the earlier level (as per the aims and objectives of education) with the next one to consolidate the formations of knowledge and skills; to promote extension of such knowledge and skills; to enable the learners to acquire these skills; to motivate the people to participate in the educational process, at the primary, secondary and vocational levels, in particular to realize the objectives of education;

18. to build students as skilled human resources to fight the challenges of the world threatened by climate change and other natural disasters and to create in them a social awareness about environment;

19. to ensure quality of the higher education in all disciplines and motivate students in research and to create a congenial and necessary environment of research within the country through the cultivation of knowledge and sciences;

20. to ensure the proper context and situations in the education system at the higher level that facilitates ideal cultivation of learning;

21. to extend the use of information and communication technology (ICT) instrumental in educational process at every level;

22. to take special measures for the development of education of the backward classes of the country including the street-children;

23. to promote and develop the languages and cultures of the indigenous and small ethnic groups;

24. to ensure the education of the physically and mentally challenged learners;

25. to create a society free from the curse of illiteracy;

26. to initiate special measures to promote education in the areas identified as backward in education;

27. to ensure efficient and correct teaching of Bangla language;

28. to take necessary steps to create facilities of playground, sports, games and physical exercises in all educational institutions for the healthy growth of the physical and mental qualities of the learners;

29. to take various steps to foster hygienic awareness of the students;

30. to caution the students and make them aware of the dangers of taking drugs or similar items.

Education System passed by the commission	Pre-Primary Education: A one-year pre-primary schooling must be introduced for 5+ children. Later, this will be extended up to 4+ children.
	Primary Education: Compulsory primary schooling to eight years (Class 1 to class 8)
	Secondary Education: From class 9 to class 10

	Higher Secondary Education: From Class 11 to Class 12
	Tuition fee: Free academic books from class 1 to class 10 and full tuition fee free from class 1 to class 8.
	Exam: There will be a board exam called Primary School Certificate exam in the end of class 5 and in the end of class 8 also there will be another board exam called Junior School Certificate exam. Further exams are same as before.
	Scholarship: Scholarship will be provided based on merit in every Thana in board exam, such as in PSC, JSC, SSC and HSC
	Women Education: There will be special allocation for women's education in the budget. A special fund will to be mobilized to promote women's education at all levels. Steps will be taken to encourage private initiative and financing in this regard. Full free tuition fee for most of the girls in village up to class 10. The course contents at primary and second levels will include in larger volume the biographies of great women and pieces written by women.
	Education for Indigenous people: Recruitment of teachers from ethnic groups and to prepare texts in their own languages so that ethnic children can learn their own indigenous languages. In these initiatives, especially in preparing textbooks the inclusion of respective indigenous communities will be ensured. Also, special assistance will be provided to the marginalized indigenous children. Remote areas where indigenous people live lack primary school so Special Primary schools will be set up in these areas inhabited by ethnic people, both in hilly or plain lands. In some areas, there is a thin ethnic population. So, the schools may suffer from dearth of children. So, in order to create opportunities of enrollment of sufficient number of children, residential facilities for teachers and learners have to be created.
	Medium of instruction: As this committee use the light of the Qudrat-i-Khuda Education Commission report of 1974 and the Shamsul Haque Education Commission (1997) so the language set up was same as these two reports.
	This commission's report was mostly fully implemented as the Prime Minister Sheikh Hasina is still in power. Also, there are few changes they wants to do in this report.

Figure 5. Kabir Chowdhury Education Commission (2009).

Research Findings

This article provides a comprehensive overview of the evolution of the education system in Bangladesh, focusing on various national education commissions and their recommendations. It begins with the Qudrat-e-Khuda Commission Report of 1972, which aimed to create patriotic, secular, and nationalistic citizens. The commission introduced a structured education system covering pre-primary, primary, secondary, and higher education, with special provisions for women's education to enhance their domestic life skills, such as child care and health.

Subsequent commissions, like the National Education Advisory Committee of 1978, emphasized increased literacy for national development. The Mafizuddin Commission Report of 1988 focused on restructuring and reforming the education system to align with Bangladesh's development needs, particularly highlighting changes in primary and secondary education structures.

The Shamsul Haque Commission of 1997 prioritized developing students' moral, social, and religious values, linking education with the spirit of liberation and nationalism. It introduced mandatory learning of English and religious studies at the primary level and emphasized women's education through the establishment of girls' polytechnic institutes.

The Kabir Chowdhury Education Commission Report of 2009 broadened the scope of education, aiming to integrate constitutional guarantees, promote scientific thinking, and foster global competitiveness. It emphasized digital literacy, non-discrimination, gender parity, and the inclusion of marginalized groups. This commission also proposed the use of information and communication technology (ICT) to build a knowledge-based society.

Analytical Discussion

The research offers an extensive overview of the development of the education system in Bangladesh through multiple education commissions, beginning with the Quadrat-e-Khuda Commission of 1972. The core aim was to create patriotic, secular, and nationalistic citizens through comprehensive education reforms. Each commission reviewed the existing structure, proposing various educational reforms and objectives. Key aspects include:

- **Pre-Primary and Primary Education:** The education system evolved from the Quadrat-e-Khuda Commission's recommendation of an eight-year primary education to later commissions that adjusted the length and structure. Pre-primary education for children under five years old became a key focus, and compulsory primary education was extended to class eight.
- **Secondary and Higher Education:** The report tracks the changes in secondary education, from class nine to class twelve, and the restructuring of higher education to allow for four-year undergraduate degrees and a subsequent one-year master's program. The commissions also focused on vocational training for girls.
- **Madrasah Education:** The integration of religious education at the secondary and higher secondary levels was formalized in several reports, equating 'Dakhil' and 'Alim' levels with secondary and higher secondary education.
- **Women's Education:** A consistent theme across the commissions was the focus on promoting women's education, suggesting measures like vocational training in childcare, nursing, and home management. The reports proposed gender-focused content in textbooks and advocated for free education for girls up to class ten in rural areas.
- **Technological Advancement and Global Competitiveness:** The Kabir Chowdhury Commission (2009) emphasized the importance of Information and Communication Technology (ICT), aiming to build a "Digital Bangladesh." The commission also pushed for a global competitive edge through advancements in science, math, and English.
- **Moral and Social Values:** Several commissions, especially the Shamsul Haque Education Commission (1997) and Kabir Chowdhury Commission (2009), focused on embedding moral, humanitarian, and patriotic values in the education system. These commissions aimed to instill national pride, social harmony, and respect for human rights among students.

The education commissions in Bangladesh have significantly influenced the country's educational landscape through their plans and implementation strategies. The recommendations from these commissions have led to reforms that improved curriculum standards, enhanced teacher training, and promoted access to education, particularly in primary and madrasa sectors. For instance, the emphasis on a national curriculum and moral education from the Quadrat-e-Khuda Commission helped create a more cohesive educational framework. The push for universal primary education from the Mafizuddin Commission contributed to increased enrollment rates. However, challenges remain in implementation, such as resource constraints and regional disparities. Overall, while the commissions have laid a foundation for progress, ongoing efforts are needed to fully realize their vision of an inclusive and high-quality education system. The research comprehensively details each commission's objectives, recommendations, and long-term vision for creating a robust and inclusive education system that fosters both individual growth and national development.

Conclusion

The article highlights the significant role played by various education commissions in shaping the educational landscape of Bangladesh. From the Qudrat-e-Khuda Commission (1972) to the Kabir Chowdhury Commission (2009), each phase of reform has focused on developing an education system that is both inclusive and aligned with national goals. Key areas such as women's education, technological advancement, and moral development have been progressively prioritized, reflecting the changing socio-economic needs of the country. The emphasis on digital literacy, vocational training, and patriotic values underscores a commitment to producing not only well-educated individuals but also responsible citizens capable of contributing to the country's development. Through a systematic review of these commissions, the article concludes that Bangladesh's education reforms have laid a strong foundation for a more equitable, skilled, and globally competitive society. The comparative analysis of national education commissions in Bangladesh from 1972 to 2009 reveals a dynamic and ongoing evolution of educational reforms, underscoring the critical importance of education in the nation's development narrative. Each commission has played a significant role in addressing the unique challenges faced by the education sector, adapting its objectives to the socio-economic and political contexts of their respective eras. The 1972 Education Commission set a foundational framework for inclusivity and universal access, while the 1982 and 1996 commissions focused on enhancing quality and vocational training, recognizing the importance of equipping students with relevant skills for the workforce. Furthermore, the 2000 Commission emphasized gender equity and the need to support marginalized communities, advocating for a more comprehensive approach to education that recognizes diverse needs. The final commission of the period, established in 2009, called for a forward-looking perspective, advocating for lifelong learning and the integration of technology to keep pace with global educational standards. As a whole, the evolution of these reforms illustrates a progressive shift towards recognizing education as a fundamental right and a key driver of socio-economic development. However, despite these advancements, significant challenges remain, including persistent disparities in access and quality, which must be addressed to ensure that the benefits of educational reforms reach all segments of society. This study highlights the lessons learned from past initiatives, emphasizing the need for a collaborative approach involving stakeholders at all levels—government, educators, communities, and students—to create a more equitable and effective education system. Looking forward, it is imperative for policymakers to build on the insights gained from these commissions, fostering a continuous dialogue about educational needs and reform strategies that align with the evolving landscape of Bangladesh and the global community. In conclusion, the journey of educational reforms in Bangladesh is a testament to the country's commitment to fostering an inclusive, equitable, and high-quality education system that can empower future generations and drive sustainable development.

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