



THE NECESSITY OF A UNIFIED PRIMARY EDUCATION CURRICULUM IN BUILDING AN INEQUALITY-FREE SOCIETY IN BANGLADESH

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ABSTRACT

Building an inequality-free, humane, and inclusive society in Bangladesh is one of the most important national goals of the present time. A nation stands upon its education system, and the education system stands upon primary education. However, the existing multi-stream primary education system such as government, private, English medium, madrasah, and other alternative education systems is considered a major challenge in achieving this goal. Due to these different streams operating based on different curricula, teaching methods, and values, significant variations are created among students in terms of mindset, perspectives, and social consciousness. As a result, the development of a unified national identity is hindered, and in the long term, social inequality and division may deepen further. This paper analyzes the necessity of a unified primary education curriculum, which can create a common educational foundation for all students. An integrated curriculum can ensure equal opportunities for students while also helping to develop shared values, tolerance, and a sense of responsibility. Through this, students will be inspired by a common national consciousness, which will play an important role in increasing social cohesion and unity. The study further shows that a unified curriculum can contribute to improving the quality of education, as it helps integrate standardized educational materials, teacher training, and assessment systems. Additionally, it can play an effective role in reducing the educational gap between urban and rural areas and ensuring equal quality education for all students. However, there are also some challenges in implementing this curriculum. These include preserving the uniqueness of different education streams, coordinating among stakeholders, infrastructural limitations, and the lack of alignment between policymaking and implementation. To address these challenges, it is necessary to adopt a step-by-step plan, provide appropriate teacher training, and ensure the opinions and participation of all relevant parties. Finally, the paper concludes that an integrated and unified primary education curriculum can be considered an effective and timely strategy for building an inequality-free, inclusive, and cohesive society in Bangladesh.

KEYWORDS

Primary education, unified curriculum, inequality-free society, national unity, social inequality, education policy

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INTRODUCTION

As Bangladesh continues to progress on its path of development, it is becoming increasingly clear that not only economic growth but also the establishment of a just and inequality-free society is a fundamental condition for sustainable development. Inequality, whether economic, social, or educational, creates an invisible division within society, which in the long run becomes a barrier to national unity and development (World Bank, 2022). Recent domestic statistics further underline how such economic and structural disparities hinder equitable societal progress across different demographics (BBS, 2022).

In this context, education, particularly primary education, is considered a fundamental transformative force. This is because a child's early educational experiences shape the foundation of their thinking, values, and social behavior (UNESCO, 2021).

However, the reality is that primary education in Bangladesh is still not conducted under a unified structure. Instead, it is delivered through multiple streams such as government schools, kindergartens, English medium institutions, madrasas, and various private and NGO-run institutions. These different streams operate with noticeable differences in curriculum, teaching methods, and values (BANBEIS, 2023).

While this multi-stream education system offers various options for students, it also creates a kind of mental and cultural diversity in society that does not always produce positive outcomes. Children growing up in different education systems within the same country often develop different social perspectives, different senses of national identity, and sometimes even a sense of distance from one another. As a result, instead of fostering a unified national identity, a divided mindset develops within society (Ahmed, 2018).

In this reality, the concept of a unified primary education curriculum is gaining renewed importance. Historically, the necessity of such an integrated educational framework was strongly recommended right after independence to build a cohesive nation (Bangladesh Education Commission, 1974). A unified curriculum refers to a common education system that ensures a shared foundational education for all children, helping to build equal opportunities, shared values, and a strong sense of national identity among them (UNICEF, 2020). Furthermore, this aligns with the vision of the National Education Policy 2010, which emphasized introducing core uniform curricula at the primary level across all learning streams to bridge these gaps (Ministry of Education, 2010).

This is not only a matter of improving the quality of education but can also be seen as a strategy for building an inclusive and inequality-free society. Therefore, the main objective of this paper is to analyze the impact of the existing multi-stream primary education structure in Bangladesh and to highlight the necessity of a unified primary education curriculum for building an inequality-free society.

Current Structure of Primary Education in Bangladesh

The primary education system in Bangladesh operates through a multi-structured framework. As government and private organizations, religious institutions, and international agencies all provide different forms of primary education, there is significant variation in the quality of education, curriculum, and learning environment. Furthermore, the disparity in resource allocation and the overall share of the national budget directed towards primary education continuously influence these structural differences (CPD, 2023). Historically, since the colonial period, the education system in Bangladesh has been fundamentally divided into two main streams: religious education (madrasa education) and general education. This historical division has been further complicated by state policies and the socio-cultural contestation of values over the decades (Bano, 2014). Within these two broad streams, multiple sub-streams also exist.

At present, there are 11 types of primary education institutions in Bangladesh. These include: government primary schools, registered private primary schools, community schools, unregistered private primary schools, primary schools attached to high schools, independent ibtedayi madrasas, PTI-affiliated experimental schools, satellite schools, kindergarten schools, and full-fledged NGO-run primary schools (Malek et al., 2012). While NGO-run schools have played a crucial role in bringing marginalized and dropout children under the umbrella of education, a noticeable gap in standardized educational quality and mainstream integration still persists (CAMPE, 2021)

From the very beginning of life, at the stage of primary education, different environments and different curricula are dividing the nation into multiple segments rather than fostering a unified national identity, which poses a major obstacle to national progress. There is also a visible disparity within the curriculum structure of Bangladesh's primary education system. In government primary schools, students in Grades 1 and 2 study Bangla, English, and Mathematics, with a total of 300 marks. In contrast, ibtedayi madrasas include subjects such as Qur'an Mazid and Tajweed, Aqaid and Fiqh, Arabic, Bangla, English, and Mathematics, totaling 600 marks.

Similarly, from Grades 3 to 5, government primary schools follow a curriculum of 600 marks, whereas ibtedayi madrasas increase this to 800–900 marks, where multiple religious and moral education subjects are compulsorily included. As a result of this structural disparity, students in general primary schools receive comparatively less time and emphasis on religious and moral education.

Table 1: Comparison Between Government Primary Schools and Ibtedayi Madrasas

Level	Government Primary Schools	Ibtedayi Madrasas
Grades 1–2 Subjects	Bangla, English, Mathematics	Qur'an Mazid & Tajweed, Aqaid & Fiqh, Arabic, Bangla, English, Mathematics
Grades 1–2 Total Marks	300	600
Grades 3–5 Subjects	General education subjects	General + religious education subjects
Grades 3–5 Total Marks	600	800–900
Religious Education Emphasis	Limited	Extensive
Language Focus	Bangla and English	Bangla, Arabic, and English
Educational Orientation	General academic development	Religious and moral orientation

Note. Information synthesized from Rahman (2019) and Bangladesh primary education curriculum structure.

Currently, different streams in Bangladesh follow different textbooks. Most English-medium schools operate according to curricula and textbooks from various foreign countries. This over-reliance on foreign curricula and the structural prioritization of English often create a subtle disconnect from local socio-cultural realities and national language policies (Hamid & Erling, 2016). As a result, not only does the quality of education vary among students, but

there are also significant differences in their values and perspectives. This is not only harmful to an independent nation but also poses a threat to national unity (Rahman, 2012).

Table 2: Existing Education Streams Comparison in Bangladesh Primary Education System

Education Stream	Curriculum Authority	Medium of Instruction	Key Characteristics	Major Strengths	Major Limitations
Government Primary Schools	NCTB	Bangla	National curriculum-based education	Wider accessibility and low cost	Infrastructure and quality gaps
Private/Kindergarten Schools	Private Authorities	Bangla/English	Semi-modern teaching approaches	Better monitoring and facilities	Unequal access due to higher cost
English Medium Schools	Foreign Curriculum Authorities	English	International curriculum and global orientation	Strong English proficiency and global exposure	Weak connection with local culture and national identity
Ibteedayi Madrasas	Bangladesh Madrasa Education Board	Bangla/Arabic	Religious and moral education focused	Strong moral and religious foundation	Curriculum imbalance with mainstream education
NGO-run Schools	NGOs and Alternative Education Providers	Bangla	Non-formal and flexible education	Access for disadvantaged children	Variation in quality and continuity

Note. Adapted from BANBEIS (2023), Malek et al. (2012), and Rahman (2012).

Overall, this multi-structured system is creating differences among students in terms of educational quality, social values, and national consciousness. Even though they are citizens of the same country, different education systems shape different perspectives and mindsets among them. Consequently, this becomes a barrier to national unity and coordinated development in the long term (World Bank, 2022).

Therefore, the necessity of a unified primary education curriculum has become extremely important for building an inequality-free and unified society.

Analysis of the Impact of a Multi-Stream Curriculum

The primary education system in Bangladesh is built on a multi-structured framework, where government, private, English medium, madrasa, and NGO-run schools operate in parallel. Each type of institution follows its own curriculum, teaching methods, language, values, and assessment system. While this diversity creates alternative educational opportunities, it also leads to long-term moral, social, psychological, and economic inequalities among students. Ahmed (2018) said that due to differences in curriculum, teaching quality, and learning environments, students of the same age often fail to achieve a common level of knowledge,

skills, or national consciousness. As a result, the process of developing a unified national identity is hindered.

Table 3: Major Impacts of the Multi-Stream Primary Education System

Dimension	Observed Impact	Long-Term Consequence
Social	Social class division among students	Reduced social cohesion
Psychological	Communication gaps and identity differences	Weak mutual understanding
Cultural	Diverse cultural orientations	Fragmented national identity
Educational	Unequal educational quality	Unequal academic competitiveness
Economic	Unequal access to quality education	Income and employment inequality
Civic Awareness	Different understanding of citizenship and responsibility	Weak national unity
Urban–Rural Equity	Educational disparity between regions	Persistent development gap

Note. Based on Ahmed (2018), Haque (2021), UNICEF (2020), and World Bank (2022).

Social and Psychological Division

One of the most significant impacts of a multi-stream curriculum is the creation of social and psychological division among students. Learners from different education streams are exposed to different social realities, values, and lifestyles. For example, students from English medium and international schools are generally more familiar with global culture, the English language, and Western values. On the other hand, students from government or rural schools remain more connected to local culture, the Bangla language, and traditional forms of education.

This difference creates communication gaps, a lack of mutual understanding, and social distance among students. Haque (2021) has shown that private and English medium students often develop as a distinct social class, which creates an invisible line of division within society. In the long run, this division weakens social cohesion and reduces cooperation among different groups of people. Such early segregation in learning environments essentially distributes unequal cultural capital among students, silently embedding social hierarchies that are difficult to dismantle later in life (Bourdieu, 1986).

Weakening of National Unity and Identity

For an independent and sovereign nation, a shared national identity and consciousness are extremely important. However, due to the multi-stream curriculum, students grow up with different perspectives on national history, culture, moral values, and civic responsibilities. Rahman (2019) stated that from the primary level, differences emerge between madrasa and general education students in terms of subjects, religious education, and social values. As a result, their understanding of national identity and state responsibility does not remain uniform.

Similarly, English medium students often give more importance to global topics than to national history or local culture, which may weaken their sense of national identity. The language of instruction plays a critical role here; an overemphasis on foreign languages and curricula at the expense of the mother tongue can alienate students from their indigenous roots

and collective national identity (Amin, 2016). Over time, this diversity creates obstacles to building a unified nation, as citizens lack shared goals, values, and a common sense of responsibility.

Lack of Educational Quality and Equity

In Bangladesh's multi-stream education system, there is a clear disparity in the quality of education. Government primary schools follow the national curriculum set by NCTB, but in many cases they face infrastructural limitations, teacher shortages, and gaps in quality. In contrast, private and international schools provide comparatively better education through modern technology, advanced curricula, and skilled teachers.

According to a report by UNICEF (2020), such disparities directly affect students' learning outcomes, skill development, and future competitiveness. As a result, one group of students advances in higher education and employment opportunities, while disadvantaged students fall behind. This situation contradicts the fundamental principle of education, which emphasizes equal opportunities for all learners.

Social Inequality and Unequal Opportunities

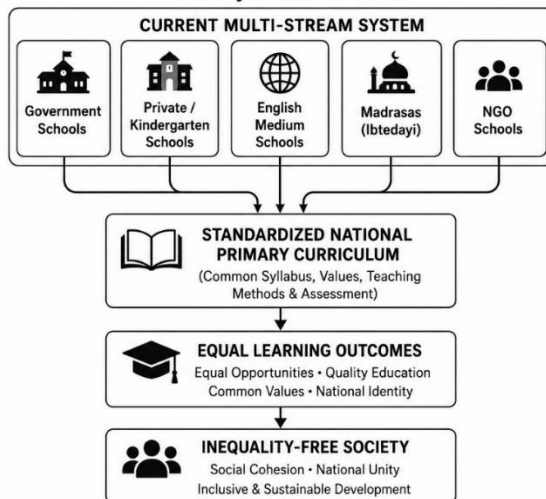
The multi-stream primary education system further reinforces existing economic and social inequalities in society. Children from wealthy families usually have access to English medium or international schools, where they receive advanced education, technological advantages, and a global perspective. In contrast, children from poor and rural families receive education in government or NGO-run schools with limited resources.

A report by the World Bank (2022) states that such disparities create unequal competition in the labor market over time and make economic inequality more permanent. Furthermore, this fragmented educational background contributes to a significant skill mismatch in the labor market, where graduates from different streams face vastly different employment prospects and earning potentials (BIDS, 2021). Although BRAC and other NGO-run schools play an important role for disadvantaged students, overall differences in educational quality and opportunities still remain. This inequality is not limited to education alone but also affects future income, employment, social status, and quality of life.

Overall, while the multi-stream primary education system in Bangladesh provides alternative opportunities, it also increases moral, social, psychological, cultural, and economic inequalities among students. Due to differences in curriculum and teaching methods, students do not develop shared values, national consciousness, or equal competencies. This reality clearly highlights the necessity of a unified primary education curriculum. A common curriculum can ensure equal opportunities for students, foster a shared national identity, and play a vital role in building an inequality-free, inclusive, and cohesive society.

Concept and Characteristics of a Unified Primary Education Curriculum

Building an inequality-free, humane, inclusive, and unified society is a long-term national goal of Bangladesh. One of the most important foundations for achieving this goal is primary education, because it is at this stage that the seeds of a child's mindset, values, social awareness, and national identity are planted. In the context of the current multi-stream education system, a unified primary education curriculum can be considered an effective and timely strategy.



Source: Author's compilation based on Ahmed (2018), UNESCO (2021), UNICEF (2020) and World Bank (2022).

Figure 1: Unified Education Model

A unified curriculum refers to an integrated and common educational structure where all children in the country follow a specific and standardized curriculum, teaching method, set of values, and assessment system. It is not limited to the delivery of knowledge alone. Rather, it serves as a structured approach to developing shared national consciousness, morality, a sense of responsibility, and social cohesion among students (UNESCO, 2021).

Key Features of a Unified Curriculum

Standardized Curriculum

The foundation of a unified curriculum is a common syllabus that applies equally to all students across the country. This curriculum includes core subjects such as religious education, mathematics, science, languages including Bangla, Arabic, and English, social science, history, and geography. In addition, importance is given to civic responsibility, moral education, environmental awareness, and cultural values.

This shared curriculum creates a common knowledge base among students, which helps ensure equality in higher education and future employment. According to Ahmed (2018), a single curriculum plays an important role in developing shared thinking, a common understanding of national history, and a sense of social responsibility among students.

Quality and Equity in Education

A unified curriculum is an effective means of ensuring the quality of education. When all institutions follow the same standards, it becomes easier to measure, evaluate, and improve the quality of education. The existing disparities in quality among different education streams can be reduced through a single curriculum.

Haque (2021) stated that when uniform standards are maintained, students can develop equal competitive abilities and gain equal opportunities in higher education and employment. This is especially helpful in reducing the gap between rural and urban students.

Inclusive and Equitable Structure

An important feature of a unified curriculum is its inclusiveness. It is designed in such a way that students from all social classes, genders, religions, and economic backgrounds can benefit

equally. According to UNICEF (2020), inclusive education fosters tolerance, mutual respect, and a spirit of cooperation among children.

A unified curriculum can institutionalize these values, which supports the development of a cohesive society in the long run. It also allows for the inclusion of appropriate learning materials and supportive environments for children with special needs.

Teacher Development and Training

Skilled and well-trained teachers are essential for the successful implementation of any curriculum. With the introduction of a unified curriculum, it becomes possible to develop a common training framework for teachers. This makes it easier to ensure effective teaching methods, proper assessment strategies, and child-centered learning.

Rahman (2019) emphasized that without improving the quality of teacher training and skills, no curriculum can be implemented effectively. Therefore, an integrated teacher training program is crucial alongside a unified curriculum.

Unified Assessment System

Another important aspect of a unified curriculum is a common assessment system. This helps evaluate students' learning progress in a fair and consistent manner. When a uniform evaluation framework is in place, it becomes easier to compare student performance and take effective steps to improve educational quality.

Table 4: Key Features of a Unified Primary Education Curriculum

Feature	Description	Expected Outcome
Standardized Curriculum	Common syllabus for all students	Equal learning opportunities
Inclusive Structure	Equal participation regardless of background	Social inclusion and equity
Moral and Civic Education	Focus on values, citizenship, and tolerance	Responsible citizenship
Unified Assessment System	Common evaluation framework	Fair assessment and accountability
Teacher Development	Standardized teacher training	Improved teaching quality
Equal Quality Standards	Uniform educational standards nationwide	Reduction of educational disparity
Child-Centered Learning	Interactive and learner-focused methods	Better learning outcomes

Note. Adapted from UNESCO (2021), UNICEF (2020), and Rahman (2019).

International Examples

Primary Education Models in Developing Asian Nations

Beyond developed nations, developing countries in Asia also offer valuable lessons. For instance, Vietnam has made remarkable progress in primary education by ensuring a standardized curriculum and equitable resource distribution, which significantly improved student learning outcomes across different socioeconomic groups (Dang & Glewwe, 2018). Similarly, Singapore's education system maintains a highly standardized national curriculum at the primary level that acts as a strong equalizer and fosters national cohesion (Tan, 2013).

These Asian models demonstrate that a unified and equitable primary education system is achievable and highly effective even in developing contexts.

Primary Education System in Finland

Finland is considered one of the most successful education systems in the world, where a unified national curriculum is followed. All students receive equal opportunities, and the quality of education remains consistently high across the country. Sahlberg (2015) noted that Finland emphasizes creativity, problem-solving skills, and shared social values among students. As a result, social inequality has been significantly reduced through education.

Primary Education System in Japan

Japan also follows a single national curriculum in primary education, which helps develop discipline, cooperation, and national consciousness among students. According to MEXT (2019), alongside academic learning, strong emphasis is placed on moral education and social responsibility. This uniformity has strengthened social cohesion and national unity in Japan.

Table 5: International Comparison of Primary Education Systems (Finland, Japan, and Bangladesh)

Country	Curriculum Structure	Key Features of Primary Education	Educational Philosophy	Major Outcomes
Finland	Fully unified national curriculum	Equal school standards, flexible learning, teacher autonomy	Child-centered, equity-focused education	Very low educational inequality, high learning quality
Japan	National standardized curriculum	Strong moral education, discipline, uniform textbooks	Collective responsibility and social harmony	High social cohesion and strong civic values
Bangladesh (Current System)	Multi-stream curriculum (Government, Madrasa, English medium, NGO, etc.)	Different syllabi, assessment systems, and mediums	Mixed philosophy across streams	Educational inequality, fragmented national identity
Bangladesh (Proposed Model)	Proposed unified primary curriculum	Common syllabus, standardized assessment, inclusive structure	Equity, unity, and national identity building	Expected reduction in inequality and stronger social cohesion

Note. Based on Sahlberg (2015), MEXT (2019), UNESCO (2021), UNICEF (2020), and World Bank (2022).

Applicability in Bangladesh

Due to the multi-stream education system in Bangladesh, divisions are emerging among students in terms of mindset, perspectives, and social awareness. In this context, a unified primary education curriculum can play an important role in the following areas:

- a) Enhancing national unity and civic awareness: A common education system will help develop a shared national identity and sense of responsibility among students.
- b) Reducing social inequality: Educational differences between rich and poor, and between urban and rural areas, will decrease.

- c) Improving quality of education: Equal standards of education will be ensured across all institutions. As a result, unhealthy competition for admission into a few reputed institutions will be reduced.
- d) Promoting cooperation and tolerance: Students will develop mutual respect and stronger social cohesion.

Challenges and Necessary Steps

- a) There are several important challenges in implementing a unified curriculum, such as:
 - b) Diversity in the existing education system and conflicts of interest
 - c) Lack of coordination between policy formulation and implementation
 - d) Insufficient infrastructure and shortage of trained teachers
 - e) Social and political resistance. Implementing such structural reforms inevitably encounters resistance from entrenched interest groups, making it crucial to navigate the complex political economy of education in Bangladesh (Hossain & Anwar, 2019)

However, these challenges can be addressed through a gradual and well-planned approach, such as:

- a) Step-by-step curriculum integration
- b) Teacher training and capacity development
- c) Providing modern and high-quality learning materials
- d) Ensuring active participation of all stakeholders including government, teachers, parents, and educational institutions

The World Bank (2022) stated that with long-term planning and effective policies, education reform can be successfully implemented.

Table 6: Challenges and Possible Solutions for Implementing a Unified Curriculum

Major Challenges	Possible Solutions
Diversity of existing education streams	Gradual curriculum integration
Conflict of stakeholder interests	Inclusive policy dialogue and participation
Lack of trained teachers	Nationwide teacher training programs
Weak infrastructure	Increased government investment
Policy–implementation gap	Strong monitoring and accountability
Social and political resistance	Awareness campaigns and consensus building
Inequality in learning resources	Standardized educational materials and technology support

Note. Synthesized from UNESCO (2021), UNICEF (2020), and World Bank (2022).

Overall, a unified primary education curriculum can be a highly effective strategy for building an equitable, inclusive, and unified society in Bangladesh. By fostering shared knowledge, values, and national consciousness among students, it can help reduce social inequality and contribute to sustainable development.

The Role of a Unified Primary Education Curriculum in Building an Inequality-Free Society

Building an inequality-free society is not only a matter of ensuring justice. It is also the foundation of a country’s sustainable development, social stability, and long-term economic

progress. In Bangladesh, one of the major sources of inequality is the multi-stream primary education system, where students grow up through different curricula, teaching methods, and value systems. Ahmed (2018) stated that this division creates inequality among students in terms of knowledge, skills, and social awareness, which later translates into broader societal inequality.

In this context, a unified primary education curriculum can be considered an important and effective solution. A common and inclusive curriculum not only ensures equal opportunities for students but also helps develop shared values, social cohesion, and national consciousness among them. According to UNICEF (2020), if equality can be ensured at the primary level of education, it can play the most effective role in reducing future social inequality.

Development of National Consciousness and Responsible Citizenship

One of the most important roles of a unified primary education curriculum is to develop strong national consciousness and responsible citizenship among students. When a common curriculum includes national history, religious values, cultural heritage, and civic responsibilities, children become more responsible toward their country from an early age. Rahman (2019) stated that the values and awareness developed at the primary level influence a person's behavior and perspectives throughout life. Therefore, ensuring uniform education at this stage can enhance unity, responsibility, and mutual cooperation in society.

Establishing Psychological and Social Equality

A unified curriculum can reduce the psychological and social divisions created by a multi-stream education system. Through the same learning environment, curriculum, and value system, students can better understand each other and improve communication. Haque (2021) showed that differences in education systems often reinforce social class divisions.

A single curriculum can help eliminate this division and promote an equal mindset where students learn to see themselves as part of the same society.

Strengthening Social Cohesion and Mutual Respect

A unified primary education curriculum plays an important role in fostering tolerance, cooperation, and mutual respect among students. When all students learn about the same values, human rights, and social responsibilities, their mutual understanding increases. UNICEF (2020) mentioned that inclusive education is one of the main ways to build social cohesion. A unified curriculum strengthens this inclusive perspective, which helps create a peaceful and tolerant society.

Improving Educational Quality and Long-Term Human Resource Development

A common curriculum plays a significant role in improving the quality of education. It integrates teacher training, teaching methods, and assessment systems, which enhances the overall standard of education. According to the World Bank (2022), quality primary education forms the foundation of human resource development in a country.

A unified curriculum helps develop the necessary knowledge, skills, and competencies among students, which positively impacts their future employment and economic productivity.

Reducing Economic Inequality and Ensuring Equal Opportunities

Education is one of the key drivers of economic development. However, when there is inequality in quality and access to education, it directly leads to economic inequality. A unified curriculum can effectively address this issue. When all students receive the same standard of education, they can equally access higher education and employment opportunities, which helps reduce income inequality over time. UNESCO (2021) stated that equitable education is essential for sustainable development.

Building an Inclusive Society

A unified primary education curriculum lays the foundation for an inclusive society where all individuals have equal opportunities regardless of religion, language, gender, or economic background. Through this curriculum, children learn respect for diversity, human rights, and social justice. As a result, they become capable of playing an active role in building a tolerant and inclusive society.

RECOMMENDATIONS

To implement a unified primary education curriculum, the following policy measures can be taken:

- a) Gradual curriculum integration: A step-by-step plan is needed to integrate the current multi-stream education system. Initially, uniformity can be ensured in core subjects, followed by full integration.
- b) Teacher training and professional development: Regular training programs should be introduced so that teachers can adopt modern and child-centered teaching methods. Improving teacher capability is paramount, as the ultimate success of any curriculum heavily relies on the quality and motivation of the educators delivering it (Asadullah, 2019).
- c) Use of quality educational materials and technology: All schools at the primary level should be provided with standardized textbooks, digital content, and technology-based learning.
- d) Inclusion of civic and moral education: The curriculum should include religious values, human rights, civic responsibilities, tolerance, and social justice.
- e) Stakeholder engagement: Active participation from government, teachers, parents, educational institutions, and civil society must be ensured.
- f) Strong policy framework and adequate funding: It is essential to strengthen national education policies and ensure sufficient budget allocation for effective implementation.
- g) Ensuring Inclusive Education: The unified curriculum must be strictly guided by the principle of inclusion, accommodating children with special needs and those from marginalized communities to truly uphold the global 'All Means All' policy (UNESCO, 2020).

Overall, a unified primary education curriculum can serve as a powerful and effective tool for building an inequality-free, humane, inclusive, and unified society in Bangladesh. It not only improves the quality of education but also develops shared values, social cohesion, and national consciousness among students. In the long run, this curriculum can make a significant contribution to establishing a just, equitable, and sustainable society (Sahlberg, 2015; UNESCO, 2021).

CONCLUSION

Primary education is considered a key transformative force in building an inequality-free and unified society in Bangladesh. The current multi-stream primary education structure creates divisions among students in terms of mindset, social values, and national consciousness, which becomes a barrier to national unity and coordinated development in the long term (Ahmed, 2018; UNICEF, 2020).

This paper has shown that a unified primary education curriculum can ensure equal opportunities, shared values, and a strong national identity among students. It plays an important role in reducing social inequality, improving the quality of education, and building an inclusive society. International examples such as Finland and Japan demonstrate that a

unified curriculum is effective in supporting children's mental and social development, fostering civic responsibility, and promoting equality in society.

Therefore, implementing a unified curriculum in Bangladesh's primary education policy and structure is highly necessary. Through gradual curriculum integration, teacher training, quality educational materials, and strong policy support, it is possible to build an inequality-free and unified society through primary education. In short, a unified primary education curriculum will not only improve the quality of education but also serve as a key instrument in building a strong, inclusive, humane, and inequality-free Bangladesh.

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