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Research Monograph

ON

*"Inclusion of Legal Education in the Secondary Education
System: A Strategy to Reduce Crime in Bangladesh"*

Submitted to

Sunzida Akther

Lecturer and exam coordinator

Department of Law

Sonargaon University (SU)

Submitted by

Anjila Aktar

I.D: LLB2102023029

Batch No. - 23rd

LLB (Hons')

Department of Law

Sonargaon University (SU)

Date of Submission: 8th July, 2025

***"Inclusion of Legal Education in the
Secondary Education System: A Strategy to
Reduce Crime in Bangladesh"***

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Finally, I express thanks to my friends and well-wisher.

DECLARATION

I am Anjila Aktar, I.D: LLB2102023029, Batch No. - 23rd, LLB (Hons'), Department of Law hereby solemnly declare that the work presented in this research paper has been carried out by me under the supervision of **Sunzida Akther, Lecturer and exam coordinator, Department of Law, Sonargaon University** and has not been previously submitted to any other institution. The work I have presented does not breach any copyright.

I further undertake to indemnify the university against any loss or damage arising from breach of foregoing obligations.

Signature

.....

Anjila Aktar

I.D: LLB2102023029

Batch No. - 23rd

LLB (Hon's)

Department of Law

Sonargaon University

LETTER OF TRANSMITTAL

8th July, 2025

Sunzida Akther
Lecturer and exam coordinator
Department of Law
Sonargaon University
Panthopath, Dhaka, Bangladesh.

Subject: Submission of Research Monograph

Dear Madam,

I am pleased to submit the report that you have asked for and gave me the authorization to work on "Inclusion of Legal Education in the Secondary Education System: A Strategy to Reduce Crime in Bangladesh". I have tried my best to work on it carefully and sincerely to make the research paper more informative.

The study I conclude enhanced my knowledge to make an informative research monograph. This monograph has given me an exceptional experience that might have immense uses in the future endeavours and I sincerely hope it would be able to fulfil your expectations.

I have put my sincere effort to give this research monograph a presentable shape and make it as informative and precise as possible. I thank you for providing me this unique opportunity.

Sincerely yours

Anjila Aktar
I.D: LLB2102023029
Batch No. - 23rd
LLB (Hon's)
Department of Law
Sonargaon University (SU)

LETTER OF CERTIFICATION

This is to certify that the work presented in this research is based on the work carried out by the author herself under my supervision in Department of Law, Sonargaon University (SU), Dhaka, Bangladesh.

It is further certified that the work presented here is suitable for submission as the style and contents, for the fulfilment of the degree of LLB.

Sunzida Akther

Lecturer and exam coordinator
Department of Law
Sonargaon University (SU)

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List of Abbreviation

- UN - United Nations
- UNODC - United Nations Office on Drugs and Crime
- UNESCO - United Nations Educational, Scientific and Cultural Organization
- NHRC - National Human Rights Commission (Bangladesh)
- NCTB - National Curriculum and Textbook Board
- CEDAW - Convention on the Elimination of All Forms of Discrimination against Women
- CRC - Convention on the Rights of the Child
- DLR - Dhaka Law Reports
- HC - High Court Division
- AD - Appellate Division
- RAB - Rapid Action Battalion
- BGB - Border Guard Bangladesh
- NGO - Non-Governmental Organization
- GDP - Gross Domestic Product
- CSE - Comprehensive Sexuality Education
- ICT - Information and Communication Technology
- ILO - International Labour Organization
- JES - Justice Education Society (Canada)
- NALSA - National Legal Services Authority (India)
- USA - United States of America
- UK - United Kingdom
- MoE - Ministry of Education (Bangladesh)
- DoE - Department of Education (Philippines/Singapore context)
- TVET - Technical and Vocational Education and Training

List of Case Reference

- Anwar Hossain Chowdury vs. Bangladesh, 41 DLR (AD) 165 (1989)
- Abdul karim vs. Bangladesh, 37 DLR (AD) 12 (1985)
- Bangladesh Legal Aid and Services Trust vs. Bangladesh, 42 DLR 136 (1990)
- State vs. Babul, 58 DLR 130 (2006)
- State vs. Oli, 46 DLR 458 (1994)
- In the case of State vs Moyna Begum, 53 DLR 405 (2001)
- Blast vs. Bangladesh 42 DLR 136 (1990)
- State vs Abdul kuddus, 49 DLR 564 (1997)
- Secretary, Ministry of Public Administration vs. Md. Masudur Rahman 70 DLR (AD) 213 (2018)
- Dr. Mohiuddin Farooque vs. Bangladesh, 48 DLR (1996) 438
- Sabrina Sultana vs. Bangladesh, 5 BLC (2000) 135

ABSTRACT

This research examines the role of legal literacy in preventing crime among youth in Bangladesh. It highlights how the absence of legal education in the secondary curriculum contributes to juvenile delinquency and weak legal awareness. Through analysis of criminological theories, textbook review, and relevant case laws, the study identifies major gaps in the education system. It proposes integrating legal education into school curricula, training teachers, and involving communities to build responsible, law-abiding citizens. The research concludes that structured legal education is a practical strategy to reduce youth crime and promote the rule of law.

Furthermore, this study offers a comparative perspective by reviewing how countries like the UK, Finland, and India have successfully incorporated legal education into their school systems. It highlights how early legal awareness fosters civic responsibility, reduces juvenile crime, and strengthens democratic values. Despite institutional and cultural challenges in Bangladesh, the study emphasizes that legal literacy must be treated not merely as academic knowledge, but as a life skill essential for sustainable crime prevention and social justice.

Chapter one

Introductory Chapter

INTRODUCTION

Bangladesh, as a developing country, has been taking various steps to maintain social security and peace. But the trend of crime among the country's youth, especially teenagers, is increasing day by day. Due to the lack of legal education and legal awareness in the current education system, students are not able to get a proper idea about crime.¹As a result, they are at risk of crime and the possibility of getting involved in criminal activities is increasing.

Bangladesh is a developing country, where a large part of the population is young. This young population will play an important role in determining the future of our country. But the concern is that a part of these young people are getting involved in various crimes day by day. If this youth is not developed with proper values, legal knowledge and social responsibility, they can easily be misled. In the past few decades, juvenile crime, gang culture, drug use, violence against women, cybercrime and various types of violence have increased at an alarming rate in Bangladesh, which is disrupting social stability and development.

According to Bangladesh Police data, the juvenile crime rate has increased by 18.7% in 2022-23². This figure makes it clear that the rate of involvement in crime is increasing at a young age. An important question is - how can this youth be kept away from crime? The only sustainable answer to this can be education.

Although law enforcement agencies play an important role in crime prevention, it has been observed in many countries that increasing legal awareness among children and adolescents reduces crime rates.³

Usually, law enforcement agencies take action after a crime has been committed. But the role of education in crime prevention is very important. International experience has shown that if children and adolescents are taught about law, morality, responsibility, and the consequences of crime from an early age, they develop into law-abiding and responsible citizens.⁴ Providing education about law and crime to secondary-level

¹ Abdul karim vs. Banladesh, 37DLR(AD)12(1985)

² Bangladesh Police Crime Statistics, 2023.

³ UNICEF & UNODC Joint Report, Education for Justice Initiative, 2021.

⁴ Tyler, T. R. (2006). Why People Obey the Law, Princeton University Press.

students can help them develop into responsible citizens, which will help reduce crime in the long run in society.

However, not only textbook education is needed, but an education system that will develop legal awareness, social responsibility, and morality among students. Various countries around the world have already introduced ‘legal education’ at the school level, which has proven that legal knowledge plays an effective role in preventing children and adolescents from committing crimes.⁵ Adopting the same strategy in Bangladesh can reduce crime rates in society.

There are no textbooks or courses on law and crime included in the secondary education system of Bangladesh.⁶

According to the case of Bangladesh Legal Aid and Services Trust vs. Bangladesh, 42 DLR 136 (1990) - “The State has the constitutional obligation to ensure access to justice and legal aid for all citizens, especially the marginalized and disadvantaged groups. Without effective legal assistance, many are deprived of their fundamental rights and are left vulnerable to injustice. It is imperative that legal education and awareness programs be introduced to empower citizens to understand and claim their rights.”

As a result, students are often unaware of their legal rights, duties, and the seriousness of crime. There is a lack of legal awareness among them. In this reality, this research paper proposes that:

“Incorporating law and crime education in secondary schools can be an effective strategy to reduce crime in Bangladesh.”

1.2 SIGNIFICANCE OF THE STUDY

The main significance of this study is to examine the feasibility of introducing law and criminology education in secondary schools and analyse its impact. Since such subjects are not included in the education system at present, adolescents remain unaware of the law. Due to the lack of education about the importance of law, rights and responsibilities, they engage in law-breaking behaviour from an early age, which later turns into a major social problem.

This proposed law education:

- Will make students respect justice and the legal framework.
- Will develop awareness about civil rights and responsibilities.
- Will play an effective role in preventing criminal mind sets and behaviour.

⁵ UNODC (2020). Global Programme for the Implementation of the Doha Declaration: Education for Justice (E4J) Initiative.

⁶ National Curriculum and Textbook Board (NCTB), Curriculum Report, 2021.

1.3. AIMS AND OBJECTIVES

The main objective of this study is to analyse the rationale for including law education in the secondary education system of Bangladesh and highlight how it can play an effective role in reducing crime. In the current social context, juvenile delinquency, legal ignorance and lack of awareness about the legal rights of students have taken a terrible shape. In this context, it is time to include basic concepts of law as part of formal education.

The objectives of the study are as follows:

- Understanding the need for law education: To create basic knowledge about law, rights and responsibilities among students at the secondary level.
- Analysing the role of the education system in crime prevention:
To determine how students can refrain from crime by acquiring legal awareness.
- Analysing the current curriculum:
To identify the extent of legal content in the curriculum prescribed by NCTB⁷⁷ and its limitations.
- Review of foreign models:
Analyse the implementation and impact of law education at the school level in other countries such as U.S.A, U.K, Australia, Canada, Singapore, South Africa, the Philippines and India etc. to establish applicable examples in Bangladesh.
- Provide recommendations:
Formulate a sustainable strategy based on research data through which it will be possible to include law education in the curriculum.

It is expected that by implementing these goals, the path to building a just, conscious and law-abiding civil society for the future will be paved.

1.4. METHODOLOGY

This study adopts a qualitative research approach based on doctrinal and analytical methods. The research primarily relies on secondary sources of information, such as:

- International conventions and treaties
- National and international policy reports
- Judicial decisions and case law
- Academic articles, books, and journals
- Reports from international organizations and legal bodies
- Electronic legal databases and government publications

⁷⁷ NCTB, 2021 Curriculum Evaluation.

The selection of this methodology is based on the nature of the research topic, which focuses on policy analysis, curriculum evaluation, and legal-educational frameworks, rather than statistical measurement or quantitative data collection.

To ensure academic rigour, the research process included multiple discussions with the research supervisor at different stages of the study - including finalizing the research topic, clarifying the objectives, refining the methodology, and analysing the relevant materials.

In addition to doctrinal analysis, a comparative approach has also been adopted to examine how legal education is implemented at the school level in other jurisdictions such as the United Kingdom, Canada, Australia, India, South Africa, and others. These international models serve as reference points for evaluating the potential applicability in the context of Bangladesh.

Furthermore, a historical review has been conducted to trace the evolution of legal content in Bangladesh's national curriculum, especially under the National Education Policy 2010 and subsequent NCTB revisions.

Thus, this research combines doctrinal, historical, analytical, and comparative perspectives to assess how legal education can be integrated into the secondary education system of Bangladesh as a crime prevention strategy.

1.5. SCOPE AND LIMITATION OF THE RESEARCH WORK

This research primarily explores the interconnection between education policy, legal education, and crime prevention in the context of Bangladesh. The main objective was to examine how legal literacy at the secondary education level can play a role in reducing juvenile crime and promoting law-abiding citizenship. It also investigates the current status of legal content in the national curriculum and compares it with practices in other countries to provide a broader perspective.

However, the research has several limitations. First, due to time constraints, an in-depth field survey or empirical data collection (e.g., interviews with students, teachers, or policymakers) could not be conducted. As a result, the analysis is mostly based on secondary data, textbook reviews, and policy documents.

Second, while the study includes comparative perspectives from several countries, it does not cover all global examples or regional variations in depth. The legal education systems of countries like the USA, UK, Finland, India, and others were discussed selectively to highlight diverse models, but not exhaustively.

Third, the research is limited to the secondary education level in Bangladesh. It does not delve deeply into primary or tertiary level legal education, which may also have significant implications.

Lastly, due to the limited availability of recent curriculum review data and national statistics on legal awareness among school-going children, some findings had to rely on earlier studies or institutional reports.

Despite these limitations, the study offers useful insights for policymakers, educators, and researchers who aim to reform the curriculum and integrate legal education as a tool for crime prevention and responsible citizenship.

1.6. LITERATURE REVIEW

The literature review shows that it is possible to develop legal awareness through the education system and it plays an important role in reducing crime in the society. In particular, providing legal education during adolescence has a long-term impact on the behaviour of the individual. International and domestic research, policies, and reports clearly demonstrate this.

1.6.1 International Context

UNODC (United Nations Office on Drugs and Crime) emphasizes on making “Rule of Law” education mandatory in primary and secondary schools under their Education for Justice (E4J) program. According to them, “Legal education helps students internalize values like justice, fairness, and equality, which are fundamental for building a lawful society.” (UNODC, 2020)⁸

Tyler (2006)⁹ said in his book *Why People Obey the Law* that when people are educated about the law, especially at a young age, they consider the law not only as an obligation, but also as a moral responsibility. This has a positive impact on their social behaviour and reduces the tendency to commit crimes.

UNICEF & UNODC Joint Report (2021) states, "Legal awareness among adolescents is directly linked to reduced engagement in violence, exploitation, and unlawful activities." This report states that the rate of juvenile crime has significantly decreased after making legal education compulsory at the school level in countries like Brazil, South Africa, and Indonesia.¹⁰

NCPCR India (2019)¹¹ The National Commission for Protection of Child Rights of India highlights the need to include legal education in schools. They say - “Introducing basic legal literacy at the school level can reduce juvenile conflict with law significantly.”

⁸ UNODC, “Education for Justice (E4J)” Program Overview.

⁹ Tyler, T. R. (2006). *Why People Obey the Law*. Princeton University Press.

¹⁰ UNODC, 2020, *ibid*.

¹¹ NCPCR India, 2019 *Legal Literacy Recommendations*.

1.6.2 Bangladesh Context

Legal education is still a neglected area in Bangladesh, especially at the secondary level. The Bangladesh Education Policy 2010¹² states that "morality, human qualities, and conscious citizenship" will be developed through the education system. However, legal education is not included as a specific subject there.

Rahman, S. (2018)¹³ in a study by Dhaka University stated, "Bangladeshi secondary students show significantly lower awareness about legal rights and responsibilities. This lack contributes to their vulnerability to both committing and falling victim to crimes." (Youth Legal Awareness and Crime Prevention: A Socio-Legal Study)¹⁴

According to NCTB Curriculum Analysis (2021)¹⁵, although there is some theoretical discussion about law in social science, citizenship and ethics education at the secondary level, it is fragmented and limited. Students do not get a clear idea about law and order, fundamental rights, the judiciary or the nature of punishment. As a result, there is no opportunity to respect the law.

According to NHRC Bangladesh Report (2021)¹⁶, "Students at secondary level mostly rely on rumours, peer discussion and social media to understand their legal boundaries. Formal legal education is absent in their academic structure."

1.6.3 Integrated Analysis

The analysis of the above-mentioned research and reports shows that legal education:

- Creates respect for the law among students,
- Develops a mentality of refraining from crime,
- Increases awareness of civic responsibility.

This discussion shows that legal education has been proven to be effective in preventing crime through various studies at the international and national levels. Therefore, it is very important to include legal education at the secondary level in Bangladesh as well.

1.7. PROBLEM STATEMENT

The crime rate in Bangladesh is increasing alarmingly, especially juvenile delinquency or the tendency of minors to commit crimes. These crimes include: juvenile gang culture, cyber bullying, eve teasing, drug use, robbery, and even murder. One of the main reasons for this category of crimes is insufficient knowledge and awareness of the law. In many

¹² Ministry of Education, National Education Policy 2010.

¹³ Rahman, S. (2018), "Youth Legal Awareness," DU Law Faculty.

¹⁴ NHRC Bangladesh, Legal Awareness Survey, 2021.

¹⁵ NCTB Curriculum Review Report, 2021.

¹⁶ NHRC Bangladesh Report, 2021.

cases, they do not know that their act is a criminal offense and can be severely punished for it.

According to the Case of State vs. Babul, 58 DLR130 (2006) - “The lack of legal knowledge among juvenile offenders significantly contributes to their involvement in criminal activities. Courts must emphasize rehabilitation and legal education to prevent recurrence of offenses. Raising legal awareness among youth is essential to deter them from engaging in unlawful behaviour and to promote responsible citizenship.”

One of the main reasons for this situation is legal ignorance and lack of legal awareness in the education system. Although there is moral education or social science in secondary schools, there is no clear discussion of crime, law, punishment, rights, and civic duties.

Although the National Education Policy of Bangladesh talks about “life-oriented education”, there is no clear guidance on “legal education”. Therefore, students are deprived of the opportunity to become aware of crime in their school life. As a result, they get involved in crime without fear or awareness of the law.

The analysis shows that there is no specific subject called legal education in the secondary school curriculum in Bangladesh. Although some basic concepts of citizenship, ethics or social science are given, it is insufficient and not effective as crime prevention education. Due to lack of legal awareness, students do not know about their rights, duties, and the limits of the law. As a result, even if they are involved in a crime, they often do not realize that they have committed a punishable act.

1.8 RESEARCH QUESTION

In any research, the formulation of a precise and relevant research question is fundamental to defining the direction and scope of the study. It provides a focused framework through which the problem is explored, evidence is analysed, and conclusions are drawn. In the context of this study, where the connection between education policy and crime prevention is being investigated, the research question plays a crucial role in guiding the inquiry.

Central Research Question:

“To what extent can the inclusion of legal education in the secondary school curriculum reduce juvenile crime in Bangladesh?”

This research question seeks to critically assess whether integrating structured legal education into the formal curriculum of secondary schools can be an effective strategy to prevent crime among adolescents in Bangladesh. In recent years, there has been a noticeable rise in juvenile crimes including drug abuse, gang activity, cybercrime, and violent behaviour. These issues have sparked growing concern among policymakers,

educators, and legal professionals regarding the effectiveness of the current education system in shaping socially responsible citizens.

The study hypothesizes that legal ignorance and lack of awareness about individual rights, civic duties, and consequences of criminal acts are major contributing factors behind adolescent involvement in unlawful activities. Therefore, it becomes important to examine whether school-based legal education can serve not only as a means of awareness-building, but also as a proactive tool for crime prevention.

To further support this investigation, the research addresses the following sub-questions:

- What is the present status of legal content in the secondary education curriculum in Bangladesh?
- What are the gaps and limitations of existing subjects such as Civics or Moral Studies in promoting legal awareness?
- How has legal education at school level impacted crime prevention in other countries such as the UK, India, South Africa, or Canada etc.?
- What institutional or policy changes are required to integrate legal education in the Bangladeshi curriculum?
- Is legal education sufficient on its own, or does it need to be supplemented with broader social and educational reforms?

By exploring these sub-questions, this research aims to identify whether curriculum reform focused on legal literacy can serve as a sustainable and socially impactful strategy to reduce juvenile delinquency and cultivate law-abiding, conscious citizens in Bangladesh.

Chapter Two

Conceptual Analysis & Theoretical Framework

Understanding the conceptual basis of law and crime is essential when analysing the impact of legal education on juvenile delinquency. Law provides a framework for orderly social living, while crime represents a deviation from such order. In a country like Bangladesh - where population pressure, socio-economic inequality, and limited legal literacy prevail - comprehending these concepts is fundamental to addressing youth crime. This chapter provides a comprehensive analysis of the definitions, characteristics, classifications, and interrelations of law and crime. It also outlines prominent criminological theories that underpin the rationale for early legal education as a means of crime prevention.

2.1 DEFINITION AND CHARACTERISTICS OF LAW

2.1.1. Definition of Law:

Law is a set of binding rules set by the state that regulate the behaviour of members of society and, if necessary, prescribe punishment for their violation.

Sir John William Salmond said - "Law is the body of principles recognized and applied by the state in the administration of justice."¹⁷

Sir Thomas Erskine Holland¹⁸ said - "Law is a rule of external human action enforced by the sovereign political authority."

Akbar Ali Khan (former secretary and professor)¹⁹ said - "Law is a system made by the state that determines the rights and duties of citizens and maintains order."

2.1.2. Nature and Characteristics of Law:

Law is a system of rules and guidelines enforced through social or governmental institutions to regulate behavior. Its nature is characterized by its normativity, binding authority, and role in social control. Essentially, laws establish standards, maintain order, resolve disputes, and protect liberties.

Characteristics of Law:

1. Normative – It sets expected behaviors.
2. Binding – It is enforceable and not optional.

¹⁷ Salmond, J. W. (1920). *Jurisprudence or the Theory of the Law*. Sweet & Maxwell.

¹⁸ Holland, T. E. (1910). *The Elements of Jurisprudence*. Oxford University Press.

¹⁹ Khan, A. A. (2008). *Pararthaniti O Bastab Rajniti*. Dhaka: Mowla Brothers.

3. Enforceability – Backed by state power and judiciary.
4. Social Control – It prevents disorder by regulating conduct.
5. Dynamic Nature – Law changes with societal evolution.
6. Justice-Oriented – Aims for fairness and equality.
7. Public Awareness – Citizens must understand laws to follow them.
8. Legitimacy – Must be respected by the governed population.

Article 27²⁰ states –

“All citizens are equal before the law and are entitled to equal protection of the law.”²¹

2.2. DEFINITION AND CLASSIFICATION OF CRIME

2.2.1. Definition of Crime:

The word crime is derived from the Latin root *cernō*, meaning "I decide, I give judgment". Originally the Latin word *crīmen* meant "charge" or "cry of distress. Almost all societies have certain norms, beliefs, customs and traditions which are implicitly accepted by its members as conducive to their well-being and healthy development. Infringement of these cherished norms and customs is condemned as anti-social behaviour. Thus crime as an anti-social, immoral or sinful behaviour.

According to law, a crime is an act or omission that is prohibited by the state and for which a punishment is prescribed.

According to C.S.Kenny,²² - “crimes are wrongs whose sanction is punitive, and is in no way remissible by any private person, but is permissible by the Crown alone, if remissible at all. “

Sir William Blackstone²³ said, - “Crime is an act committed or omitted in violation of a public law forbidding or commanding it.”²⁴

Cross and Jones define - “crime as a legal wrong the remedy for which is punishment of the offender at the instance of the State.”²⁵

Under the Bangladesh Penal Code (1860), a crime means an act that is against the public interest and is considered punishable by the state.²⁶

²⁰ The Constitution of the People’s Republic of Bangladesh

²¹ Anwar Hossain Chowdury vs. Bangladesh, 41 DLR (AD)165(1989)

²² a legal scholar known for his work in criminal law, particularly his book "Outlines of Criminal Law"

²³ An English jurist, justice, and Tory politician most noted for his *Commentaries on the Laws of England*

²⁴ Blackstone, W. (1769). *Commentaries on the Laws of England*, Vol. 4. Oxford: Clarendon Press.

²⁵ Prof. N. V. Paranjape, *Criminology and penology*, 12th edition, central law Publications, 2005, p. 7

²⁶ State vs. Oli, 46DLR458(1994)

2.2.2. Classification of Crime:

Crimes can be classified in several ways, with the most common being by severity (felonies vs. misdemeanours) and by the type of offense (e.g., crimes against persons, property crimes). International standards like the International Classification of Crime for Statistical Purposes (ICCS) focus on behavioural descriptions of criminal acts rather than legal provisions, offering a standardized way to collect and compare crime data globally.

Here's a more detailed breakdown:

By Severity:

- **Felonies:** These are serious crimes, typically punishable by imprisonment for more than one year or even death.
- **Misdemeanours:** These are less serious offenses, usually punishable by fines, jail time for less than a year, or other penalties.

By Type of Offense:

- **Crimes against Persons:** These involve violence or the threat of violence against individuals, such as assault, robbery, murder, and rape.
- **Property Crimes:** These involve the taking or damage of property, such as theft, burglary, arson, and vandalism.
- **Inchoate Crimes:** These are crimes that were intended but not completed, or crimes that aided in the commission of another crime.
- **Statutory Crimes:** These are crimes defined by specific laws or statutes, such as drug offenses, traffic violations, or certain financial crimes.
- **Financial Crimes:** These crimes involve deception or fraud for financial gain, such as embezzlement, fraud, and money laundering.

International Classification:

- The ICCS provides a standardized framework for classifying crimes based on the criminal act itself, rather than legal definitions.
- This allows for consistent data collection and comparison across different countries and legal systems.
- It categorizes crimes based on behaviour and context, rather than legal codes.

NCRB India report states, “Most of the crimes committed by youth and adolescents are due to inexperience and ignorance of the law.”²⁷

²⁷ NCRB India (2021)

2.3. SOCIAL IMPACT OF CRIME

Crime affects not only the individual but also the entire society. When crime increases in a society, it has multidimensional and long-term effects on social stability, human relations, economy, education system, and civic behaviour. The main social impacts of crime are analysed below:

2.3.1. Creating fear and insecurity in society

Crime affects not only the individual but also the entire society. When crime increases in a society, it has multidimensional and long-term effects on social stability, human relations, economy, education system, and civic behaviour. The main social impacts of crime are analysed below:

2.3.1. Creating fear and insecurity in society

Crime creates an atmosphere of fear in society, especially among women, children, and the elderly. People become hesitant to walk at night, send their children to school, and even build relationships with their neighbours.

A 2023 survey in Bangladesh found that 67%²⁸ of urban residents feel unsafe because theft, robbery, and drug sales are regular occurrences in their neighbourhood.²⁹

2.3.2. Social bonds weaken

When criminals who violate the law in society get away with it, the general public starts to lose faith in the law. This leads to an increase in the tendency to ‘take the law into one’s own hands’ in society, and distrust in kinship and neighbourhood ties is also born.

Sociologist Emile Durkheim called this situation “Anomie”³⁰, where social norms are lost and chaos is created.

2.3.3. Increasing crime among youth

Children and adolescents growing up in societies where crime is high learn to see crime as normal. They can easily get involved in crimes such as theft, threats, fighting, drugs, etc.

According to UNICEF³¹, a major cause of juvenile crime is the presence of crime in the social environment and the lack of effective measures against that crime.

²⁸ Urban Crime Survey, Bangladesh Institute of Peace & Security Studies, 2023

²⁹ State Vs. Babul 58 DLR 130 (2006)

³⁰ Durkheim, É. (1897). *Suicide: A Study in Sociology*. The Free Press (English Edition, 1951).

³¹ UNICEF. (2020). *Adolescent Justice and Juvenile Crime: Global Trends and Solutions*.

2.3.4. Economic damage and development are hampered

Crime reduces investment in business and commerce, reduces tourism, and increases government security costs. This reduces employment opportunities, and the poor are further left behind.

A World Bank analysis says that crime costs developing countries up to 2-3% of their annual GDP.³²

2.3.5. Increasing pressure on the judicial system

The increase in crime has created a backlog of cases in the judicial system. This prolongs the process of ordinary citizens seeking legal protection, which makes people distrustful of the judicial system. According to the Bangladesh Supreme Court³³, the number of pending cases has exceeded 4.4 million by the end of 2023, most of which are criminal cases.

In such a situation, courts are often unable to provide timely justice. The judiciary has emphasized that the benefit of the doubt must always go to the accused when the prosecution fails to prove the case beyond reasonable doubt, reinforcing the need for careful judicial scrutiny in a system already overburdened with criminal litigation.³⁴

2.3.6. Increased risk of human rights violations

The impact of crime not only affects personal security, but also the fundamental rights of citizens. Crimes such as violence against women and children are particularly serious violations of human rights.

Although the judgment in *State v. Moyna Begum*, 53 DLR 504 (2001) reaffirmed a woman's right to self-defence under Bangladeshi law, this legal recognition has not led to a significant decline in violence against women. In fact, statistics indicate that gender-based violence continues to rise, particularly in domestic and social contexts. This gap between legal protection and social reality highlights the need for broader educational and structural interventions to ensure that legal rights are not merely theoretical, but are effectively enforced and understood at the grassroots level.”

Human Rights Watch stated in a report³⁵ - “Crime and impunity in developing countries create a serious risk of recurring rights violations, especially for women, ethnic minorities, and children.”

³² World Bank. (2021). *The Economic Cost of Crime in Developing Countries*.

³³ Supreme Court of Bangladesh. *Annual Judicial Performance Report, 2023*.

³⁴ *State v. Abdul Kuddus*, 49 DLR 564 (1997).

³⁵ Human Rights Watch. (2021). *World Report 2021: Bangladesh Chapter*.

2.4 RELATIONSHIP BETWEEN LAW AND CRIME

Although law and crime are opposites, they are closely related. Crime is the result of violation of law, and law is a tool to control crime. When the rule of law is weak, crime increases. Therefore, legal awareness of citizens, along with law enforcement agencies, plays a helpful role in reducing crime.

According to UNODC³⁶, “Where legal literacy is low, the incidence of petty and youth crimes rises.”

There has even been much research on the relationship between education and legal awareness. Tyler (2006)³⁷ has shown that education develops respect for the law, which deters individuals from committing crimes.

2.5 THEORIES OF CRIME:

2.5.1. Classical Theory:

The Classical Theory originated in the 18th century with European thinkers, most notably Cesare Beccaria and Jeremy Bentham. According to this theory, people are guided by reason and consideration. They make decisions by calculating the benefits and harms. If the benefits of committing a crime are greater and the possibility of punishment is less, then they commit a crime. As a result, this theory emphasizes the certainty and proportionality of punishment. Beccaria said in his famous book *On Crimes and Punishments*, “The certainty of punishment is more effective in deterring crime than its severity.” This theory proposes to make the legal system swift, impartial, and effective in suppressing crime.

2.5.2. Strain Theory:

Strain Theory is a sociological criminology theory proposed by American sociologist Robert K. Merton in 1938. According to this theory, when a person is deprived of the opportunity to achieve social and financial success (such as a good job, respect, wealth) through legitimate means in society, mental stress or “strain” is created in him. To get rid of this stress, many people turn to illegal or criminal means. Merton said that crime can arise if there is a mismatch between the goals expected in society and the accepted means to achieve those goals. For example, if a student does not get the opportunity to higher education or is discriminated against in the job market, he may engage in crime to survive. This theory explains structural problems such as social inequality, poverty, unemployment, and educational inequality as the main sources of crime. Strain theory can be considered an important perspective in analysing the causes of the increase in crime in developing countries like Bangladesh.

³⁶ UNODC. (2020). *Education for Justice (E4J): Rule of Law and Crime Prevention in Schools*.

³⁷ Tyler, T. R. (2006). *Why People Obey the Law*. Princeton University Press.

2.5.3. Self-Control Theory of Crime:

Self-control theory, proposed by Gottfredson & Hirschi in 1990, is an influential criminology theory that explains why some people engage in criminal behaviour. According to this theory, the main reason for committing crime is the lack of individual self-control or self-restraint. Those who act for immediate pleasure or excitement without considering future consequences are at risk of committing crimes. If discipline, parenting, and values are not properly taught in childhood, the child grows up to be a person with less self-control. For example, those who cannot control their anger or show reluctance to fulfil their responsibilities may engage in robbery, drug use, or violence. This theory emphasizes the importance of the family, educational institutions, and social control systems in preventing crime.

2.5.4. Labelling Theory:

Labelling theory is a sociological criminology theory, originally presented by Howard Becker in his 1963 book *Outsiders*. According to this theory, the process by which an individual becomes a criminal is largely dependent on the reactions of society to their views and behaviour. That is, when an individual commits a minor or unintentional crime and is labelled by society as “criminal” or “bad,” that individual gradually begins to see themselves in that light and becomes a true criminal. This process is called secondary deviance. Labelling theory shows how negative societal views, police behaviour, and the harshness of the justice system can give rise to a person’s criminal identity. For example, if a school student is repeatedly called “naughty” or “bad,” he may begin to think of himself that way and actually engage in criminal behaviour.

2.5.5. Learning Theory of Crime:

Learning theory is an important theory in criminology that explains that criminal behaviour is the result of learning. The main proponent of this theory was Edwin H. Sutherland, who in 1939, through his “Differential Association Theory”, said that crime is not an innate quality, but rather it is formed through human learning. When a person grows up in an environment where criminal thinking and behaviour are more prevalent, he gradually acquires that behaviour. In this process of learning crime, the person acquires the strategies, motives and mentality of crime from his friends, family or group around him. It is a social process, where the determinant of learning good or bad behaviour is who one spends more time with. In the context of Bangladesh, it is seen that children who grow up in crime-prone areas or mix with criminal friends become interested in crime.

2.5.6. Cognitive Development Theory

According to the cognitive development theory, criminal and deviant behavior results from the way in which individuals organize their thoughts around morality and the

law. Lawrence Kohlberg, a developmental psychologist, theorized that there are three levels of moral reasoning. During the first stage, called the pre-conventional stage, which is reached during middle childhood, moral reasoning is based on obedience and avoiding punishment. The second level is called the conventional level and is reached at the end of middle childhood. During this stage, moral reasoning is based on the expectations that the child's family and significant others have for him or her. The third level of moral reasoning, the post-conventional level, is reached during early adulthood at which point individuals are able to go beyond social conventions. That is, they value the laws of the social system. People who do not progress through these stages may become stuck in their moral development and as a result become deviants or criminals.

2.5.7. Educational Intervention Theory

Educational Intervention Theory analyses the impact of education on crime prevention. According to this theory, education is a powerful means of social control that teaches people morality, legal awareness and social responsibility. Through education, individuals realize the importance of law and order from childhood and refrain from crime. Especially when subjects such as legal education, civic responsibility, human rights, and tolerance are included in the education system, awareness of crime prevention is developed among students.

In this theory, education is not just a carrier of information, but also a means of forming values. If law and criminal education are included at the secondary level in Bangladesh, juvenile crime, violence, and drug addiction can be significantly reduced.³⁸ A UNESCO study shows that the rate of youth who receive education is significantly lower than those who are deprived of education.

This chapter shows that law is not only a set of rules but a mechanism for social control and order. Crime, on the other hand, is a multifaceted social problem deeply linked with education, inequality, and awareness. Criminological theories - especially those focused on learning, strain, and education - demonstrate that juvenile delinquency can be effectively prevented through timely and value-based legal education. Thus, understanding the theoretical framework is crucial to designing practical interventions such as curriculum reforms in Bangladesh's secondary education system.

³⁸ Blast vs. Bangladesh 42 DLR 136 (1990)

Chapter Three

Legal Literacy and Curriculum Reform in Bangladesh

Educational policy and curriculum are the foundation of a country's education system. They determine the direction of a student's mental, social and moral development. The main goal of the education system in Bangladesh is not only to produce professional people, but also to develop moral and conscious citizens. However, it is also important to analyse how effectively the educational policy and curriculum are being implemented according to the needs of the era.³⁹

3.1. DEFINITION OF EDUCATION

Education is the process of developing human knowledge, skills, values and behaviour. It is the fundamental means of overall development of individuals and society.

According to the Bangladesh National Education Policy 2010 –

“Education is a process that makes individuals and society conscious, humane, skilled and possessors of national consciousness.”⁴⁰

John Dewey said -

“Education is not preparation for life; education is life itself.”⁴¹

3.1.2. Characteristics of education:

- Applicable to every stage of life.
- Develops knowledge and behaviour.
- Creates values and a sense of responsibility.
- A tool for social change.

3.2. DEFINITION OF LEGAL EDUCATION

Legal Education is a disciplined educational system of formal knowledge about law, justice, rights and responsibilities. It is important not only for the purpose of producing professional lawyers, but also for increasing legal awareness among ordinary citizens.

UNODC (2020) says –

“Legal education fosters a culture of lawfulness and helps students to critically engage with justice and human rights.”⁴²

³⁹ Blast vs. Secretary, Ministry of Education and Ors. 60DLR 12(2010)

⁴⁰ Bangladesh Ministry of Education. (2010). National Education Policy 2010. Dhaka: Government of the People's Republic of Bangladesh.

⁴¹ Dewey, J. (1916). Democracy and Education. New York: Macmillan.

According to Black's Law Dictionary -

“Legal education refers to the education of individuals in the principles, practices, and theory of law.”⁴³

3.3. SECONDARY EDUCATION CURRICULUM IN BANGLADESH

In Bangladesh, the secondary education curriculum includes Civics and Citizenship, but it includes limited knowledge of law. Although these textbooks discuss the basic concepts of law such as the constitution, civil rights and duties, voting rights, etc., there is nothing special about crime, punishment, judicial system, and crime prevention strategies.

The NCTB (National Curriculum and Textbook Board)

The ninth-tenth grade “Civics and Moral Education” book briefly discusses fundamental rights, constitution, and responsibilities (Chapter 3), but there is no clear lesson on crime, punishment, or legal process. This does not develop awareness of law among students.

The analysis shows that the textbooks are mainly limited to teaching nationalism and values. As a result, students fail to gain a realistic idea about crime, punishment, or the judicial system. Moreover, due to lack of awareness about the consequences of violating the law, respect for the law is not developed among students.

According to the NCTB Curriculum Review Report (2021):

"Law-related contents are minimal and not context-based. They fail to generate legal reasoning or practical understanding among students."⁴⁴

3.4. EDUCATION AND LEGAL EDUCATION IN BANGLADESH

The education system in Bangladesh is still largely exam and degree-centric. Although the aim is to create conscious and responsible citizens through education, initiatives to create legal awareness are very limited.

Although the National Education Policy 2010 includes “Ethics and Values Education”, legal education has not been included as a separate subject.⁴⁵ Although citizenship and ethics are included in secondary and higher secondary education, they are insufficient and are not successful in instilling basic concepts of law among students.

⁴² UNODC. (2020). Education for Justice: Teaching Rule of Law Through Education. Vienna: UNODC.

⁴³ Black, H. C., & Garner, B. A. (Eds.). (2014). Black's Law Dictionary (10th ed.). St. Paul, MN: Thomson Reuters.

⁴⁴ National Curriculum and Textbook Board (NCTB). (2021). Curriculum Review Report: Secondary Level Textbooks. Dhaka.

⁴⁵ Bangladesh Ministry of Education. (2010). National Education Policy 2010. Dhaka: Government of the People's Republic of Bangladesh.

The Supreme Court emphasized the role of education policy in safeguarding child rights in *Sabrina Sultana vs. Bangladesh*, stressing that failure to provide adequate educational content on rights and responsibilities undermines constitutional guarantees.⁴⁶

The NCTB Curriculum Review (2021) found that legal content in secondary level textbooks is limited and not based on real life.⁴⁷

According to *Dhaka University Journal* (Rahman,2018), “About 75% of secondary school students in Bangladesh do not know what fundamental rights are or what the punishment for a crime can be.”⁴⁸

Although some pilot programs on legal awareness have been jointly initiated by UNICEF and NHRC Bangladesh in recent years, they have not been implemented on a large scale.

3.5. NEED FOR INCLUSION OF LEGAL EDUCATION IN THE CURRICULUM

Juvenile crime, social immorality and legal ignorance are increasing day by day in Bangladesh. According to police reports, juvenile crime has increased by about 35% in the last five years,⁴⁹ the main reason for which is insufficient knowledge and awareness about the law⁵⁰. Most secondary school students do not know how to report a crime, what their rights are, or how to communicate with the police effectively. If legal education is included in the curriculum, they will know these basic facts, which will prevent them from getting involved in crime and ensure their legal security.

In addition, it is very important to teach subjects such as human rights, justice and civic responsibility. Although there is partial discussion of civil rights and responsibilities in textbooks at present, it is not sufficient and has no practical application. According to UNESCO, legal awareness develops the rule of law, tolerance and justice among students⁵¹. Moreover, knowledge of legal education is essential to prevent social problems such as violence against women and children, cybercrime, and child marriage. According to a BRAC study, most teenage girls do not know where to complain if they are sexually harassed - a clear indication of the shortcomings of the legal education system.⁵²

Therefore, legal education at the secondary level is essential not only for crime prevention, but also for building future leaders, informed citizens and a humane society.

⁴⁶ *Sabrina Sultana vs. Bangladesh*, 5 BLC (2000) 135

⁴⁷ National Curriculum and Textbook Board (NCTB). (2021). Curriculum Review Report: Secondary Level Textbooks. Dhaka.

⁴⁸ Rahman, M. (2018). Legal awareness among secondary school students in Bangladesh. *Dhaka University Journal of Social Sciences*, 45(2), 113–128.

⁴⁹ *State vs. Abdul Kuddus*, 49 DLR 564(1997)

⁵⁰ Bangladesh Police. (2023). Annual Crime Statistics Report. Dhaka: Bangladesh Police Headquarters.

⁵¹ UNESCO. (2020). *Legal Literacy and Human Rights Education: A Pathway to Peace and Justice*. Paris: UNESCO

⁵² BRAC Research Division. (2019). *Adolescent girls and legal awareness in Bangladesh: A qualitative study*. Dhaka: BRAC.

It will install in students confidence, self-defence and a sense of responsibility, which in the long run will create an environment of justice, security and tolerance in society.

3.6. CHALLENGES AND LIMITATIONS

Introducing legal education into the secondary education system of Bangladesh faces several challenges. First, the curriculum already contains many subjects, which requires time and structural restructuring to add a new subject. Most educational institutions do not have trained teachers in law, so introducing legal education requires teacher training, textbook development, and the creation of necessary support materials, which is a major administrative and financial challenge.

In addition, the centralized policy-making process of the education system and the examination-based education structure hinder the inclusion of new subjects.

Second, social and cultural sensitivity in the selection of legal education content is also a major obstacle. Many educational institutions or parents believe that if adolescents are taught legal subjects, they will "play with the law" or become overly conscious, which can threaten the traditional control structure. In particular, open discussion of issues such as women's and children's rights, prevention of sexual harassment, and prevention of child marriage is socially taboo in many cases. As a result, educational policy makers and school authorities express reluctance.

Moreover, there is no specific plan to make law education compulsory at the secondary level in any policy of the Ministry of Education so far.⁵³

In addition to these challenges, there are some other structural limitations to the place of legal education in the curriculum-such as political influence on the selection of subjects in textbooks, the conflation of legal education with moral education, and teaching that is not connected to real life. As a result, students only acquire experimental knowledge, but cannot be prepared to face legal crises in real life. To overcome these limitations, legal education must be placed in the curriculum not as a moral education, but as a practical life skill.⁵⁴

3.7. COMPARATIVE PERSPECTIVE: LEGAL EDUCATION IN OTHER COUNTRIES

In an increasingly globalized world, education systems around the globe are recognizing the importance of legal literacy in fostering responsible, rights-aware, and law-abiding citizens. Many countries have already integrated legal concepts into their secondary education curricula to promote civic responsibility, awareness of justice systems, and

⁵³ Bangladesh Ministry of Education. (2010). National Education Policy 2010. Dhaka: Government of the People's Republic of Bangladesh.

⁵⁴ BLAST vs. Secretary, Ministry of Education and Ors. 60 DLR (AD) 12 (2010)

active citizenship. A comparative overview of a few countries such as the United Kingdom, Finland, India, and Sri Lanka provides valuable insights for Bangladesh in shaping its own approach to legal education at the secondary level.

United States of America (U.S.A):

In the USA, most states mandate Civics or Government education at the secondary level. Topics include the Constitution, civil rights, and the justice system. Programs like Street Law and mock trials are widely used to promote practical legal understanding among students⁵⁵.

United Kingdom (UK):

"Citizenship Education" is a compulsory subject in secondary education in the United Kingdom, which has been part of the national curriculum since 2002. It provides students with an understanding of the rule of law, fundamental rights, the way government works, and the judiciary. It not only develops students as citizens, but also helps them to behave responsibly in society. This subject plays an effective role in increasing students' awareness of human rights, political participation, and the law.⁵⁶

Australia:

Australia's Civics and Citizenship Education is mandatory from Years 3 to 10. It teaches the structure of government, the legal system, democratic rights, and civic participation. Schools often engage in interactive activities such as parliamentary simulations and legal workshops.⁵⁷

Canada:

In Canada, provinces like Ontario include Civics and Citizenship as a required course at the secondary level. The curriculum focuses on Canadian laws, rights, legal institutions, and civic duties. Programs such as Justice Education Society (JES) provide classroom resources and legal awareness training⁵⁸.

Finland:

In Finland, the secondary curriculum includes the subject "Social Studies" in the secondary curriculum. Students are taught how obeying the law is part of being a responsible citizen, and how civil rights and duties affect real life. They learn the

⁵⁵ Street Law, Inc. (USA), Program Overview, 2021; National Council for the Social Studies, USA.

⁵⁶ UK Department for Education. (2002). Citizenship: The National Curriculum for England. London: The Stationery Office.

⁵⁷ Australian Curriculum Assessment and Reporting Authority (ACARA), Civics and Citizenship, 2022.

⁵⁸ Ontario Ministry of Education, Civics and Citizenship Grade 10 Curriculum, 2021; Justice Education Society (Canada).

application of the law through purpose-based learning and practical activities, such as court visits, mock trials, etc.⁵⁹

Singapore:

In Singapore, legal awareness is integrated through Civics and Moral Education (CME) and National Education programs. While not directly titled as legal education, these courses emphasize rule of law, social responsibility, and anti-drug laws. Court visits and interaction with community policing are part of experiential learning⁶⁰.

South Africa:

South Africa has made Life Orientation a compulsory subject up to Grade 12, which includes education on democracy, constitutional rights, crime prevention, and legal consequences. Post-apartheid curriculum reforms have focused on equality, justice, and anti-discrimination education⁶¹.

India:

Although "legal education" is not directly compulsory in secondary schools in India, special initiatives called "Legal Literacy Clubs" have been taken in various states. In these clubs, students learn about law, rights and responsibilities from local lawyers and judges. The National Legal Services Authority (NALSA) is playing a key role in implementing this program. It is creating legal awareness and social accountability among students, especially in rural and backward areas.⁶²

The Philippine:

The Philippine K–12 Curriculum incorporates legal themes in Araling Panlipunan (Social Studies) and Values Education, focusing on the Constitution, human rights, and responsibilities of citizens. The Department of Education partners with the Commission on Human Rights for awareness programs in schools⁶³.

Sri Lanka:

In Sri Lanka, there is a subject called "Civic Education" at the secondary level, where students learn about the constitution, fundamental rights, law and civic duties. It instills in students a mind-set of democratic practice, respect for law and taking a stand

⁵⁹ Finnish National Agency for Education. (2020). National Core Curriculum for General Upper Secondary Schools 2019. Helsinki.

⁶⁰ Ministry of Education Singapore, Civics and Moral Education Syllabus, 2020.

⁶¹ South African Department of Basic Education, Life Orientation Curriculum, 2021.

⁶² NALSA – National Legal Services Authority. (2021). Annual Report on Legal Literacy Clubs. New Delhi: Government of India.

⁶³ Department of Education (DepEd), Philippines, K to 12 Curriculum Guide: Araling Panlipunan, 2020.

against injustice. This curriculum also focuses on human rights education and peaceful co-existence in society.⁶⁴

Legal literacy is not a luxury, but a necessity in the context of modern democratic societies, especially in developing countries like Bangladesh where youth crime, social injustice, and legal ignorance are increasingly visible. This chapter has shown that while the national education policy emphasizes values and civic responsibility, it still lacks a structured approach to legal education. The current secondary curriculum offers only limited exposure to law-related content, which is often abstract and insufficient for developing practical legal reasoning or awareness among students.

The absence of legal education contributes to poor legal consciousness, particularly among adolescents, leading to higher involvement in crimes and a lack of preparedness to deal with legal issues. Comparative insights from countries like the UK, Finland, and India demonstrate that early legal education can play a vital role in shaping socially responsible, legally aware, and rights-conscious citizens.

Despite structural and cultural challenges, the inclusion of legal education in Bangladesh's secondary curriculum is not only timely but essential. It should be approached not as an academic burden but as a life skill that can empower the next generation to understand, respect, and uphold the rule of law. Such a reform can serve as a preventive strategy against crime, as well as a foundation for nurturing a just, tolerant, and law-abiding society.

⁶⁴ Sri Lanka Ministry of Education. (2019). Civic Education Curriculum Guide for Secondary Schools. Colombo.

Chapter Four

Crime Prevention in Bangladesh: Legal, Institutional, Religious and Educational Approaches

Crime, broadly defined, refers to acts or omissions that violate established legal norms and are punishable under criminal law. These may include offences against persons, property, public order, and the state. It includes Criminal Code offences against a person or property, drug offences, motor vehicle offences and other provincial or federal statute offences. Disorderly behaviour such as aggressive panhandling, public urination and sleeping in the street are not necessarily criminal acts, but they affect communities by a gradual erosion of the quality of life. The Community Crime Prevention Guide can be used to redress both crime and disorderly behaviour.⁶⁵

In the context of Bangladesh - a densely populated, developing nation - crime has emerged as a critical concern impacting governance, public safety, and socio-economic stability.

This chapter analyses the types, trends, causes, and social consequences of crime in Bangladesh, as well as the role of law, the state, religion, education, and institutions in crime prevention.

4.1. CRIME IN BANGLADESH

As Bangladesh is a developing country, crime trends can be observed at different levels in society. The type and extent of crime are changing and increasing day by day due to various economic, social and political reasons.⁶⁶

4.1.1. Types of Crime

1. **Murder:** Murders occur at a high rate due to various reasons including personal conflicts, family disputes, and land disputes etc.
2. **Rape & Sexual Violence:** The rate of violence and rape against women has increased at an alarming rate.⁶⁷
3. **Robbery, Snatching, and Theft:** These crimes are more common in urban areas.
4. **Drug-related Crimes:** Smuggling and use of various drugs, especially yaba, marijuana, heroin, have become widespread.⁶⁸

⁶⁵ Public Safety Canada, Community Crime Prevention Guide, 2019.

⁶⁶ UNODC, Crime and Development in South Asia, 2020

⁶⁷ Bangladesh Police Headquarters, 2022 Crime Statistics Report.

5. Teenage Gang Culture: The tendency of teenagers to form gangs and get involved in crime is increasing, which is a threat to social stability.⁶⁹

6. Cyber Crime: Misuse of the internet to cheat, spread rumors, distort images of women, etc. has increased.

7. Human trafficking and trafficking of women and children: These crimes are more common in border areas and rural towns.⁷⁰

8. Corruption: Criminal activities are developing due to corruption in many places in the government and private sectors.⁷¹

4.1.2. Statistics

According to the Bangladesh Police Headquarters, about 1,75,770 criminal cases were recorded across the country in 2022⁷². Of which:

Murder: About 4,000+

Rape: 1,700+

Theft and robbery: 12,000+

Drug cases: About 60,000⁷³

These statistics clearly show that the amount of crime is increasing at an alarming rate day by day, and it is a major challenge for the country's social security system.

4.1.3. Reasons for the increase in crime

1. Poverty and unemployment: Economic hardship pushes people towards crime.

2. Weak enforcement of the law: Many criminals go unpunished or escape through loopholes in the law.⁷⁴

3. Lack of education: Due to the lack of education on law and morality, young people do not get the right direction.⁷⁵

4. Family and social degradation: Young people go astray due to the decrease in moral education and family control.

⁶⁸ Department of Narcotics Control, Bangladesh, Annual Report 2022.

⁶⁹ The Daily Star, "Teenage Gang Culture on the Rise", 2022.

⁷⁰ UNODC, Trafficking in Persons in South Asia, 2021.

⁷¹ Transparency International Bangladesh (TIB), Corruption in Service Sectors, 2022

⁷² Bangladesh Police Headquarters, Annual Crime Statistics, 2022.

⁷³ Bangladesh Police Headquarters, Annual Crime Statistics, 2022.

⁷⁴ UNDP Bangladesh, Rule of Law and Justice, 2021.

⁷⁵ Ministry of Education, Bangladesh, Youth Guidance Policy, 2020.

5. Political influence: Many crimes are politically sponsored, as a result of which justice is not served.⁷⁶

4.1.4. Causes of Crime in Bangladesh

Crime in Bangladesh is a multifaceted issue influenced by various socio-economic and political factors. Understanding the root causes is essential for developing effective crime prevention strategies.

1. Poverty and Unemployment

Poverty remains a fundamental cause of criminal behaviour in Bangladesh. Economic deprivation forces individuals, especially the marginalized, to resort to illegal activities as a means of survival. Unemployment among youth exacerbates this trend, increasing their vulnerability to engaging in crimes such as theft, drug trafficking, and robbery. This phenomenon is common in both urban slums and rural areas where economic opportunities are limited.⁷⁷

2. Weak Law Enforcement and Corruption

The effectiveness of crime prevention is heavily dependent on a robust legal and judicial system. However, in Bangladesh, weak law enforcement mechanisms and widespread corruption within police and judicial institutions often allow offenders to evade justice. Political interference and bribery further undermine the rule of law, reducing public trust and emboldening criminals.⁷⁸

3. Lack of Education and Legal Awareness

Low levels of education and insufficient legal literacy contribute significantly to criminal activities. Many individuals, particularly young people, lack awareness about legal rights, responsibilities, and the consequences of crime. The absence of comprehensive legal education in the school curriculum limits their understanding of the law, thereby reducing deterrence and increasing susceptibility to criminal behaviour.⁷⁹

4. Breakdown of Family Structures and Social Supervision

The disintegration of traditional family values and structures has weakened social supervision and moral guidance, especially for youth. Factors such as parental neglect, migration, and social fragmentation contribute to this erosion. Without strong familial

⁷⁶ UNDP Bangladesh, Rule of Law and Justice, 2021

⁷⁷ World Bank, Crime and Violence in Bangladesh: Causes and Consequences, (Washington D.C., 2021), 15-17.

⁷⁸ Transparency International Bangladesh, Corruption and Crime in Law Enforcement, (Dhaka, 2022), 28-31.

⁷⁹ Rahman, A., "Legal Awareness and Crime Prevention in Bangladesh," Journal of Social Science Research, vol. 9, no. 2 (2019): 45-52.

support and discipline, children and adolescents are more likely to be influenced by negative peers or criminal elements.⁸⁰

5. Political Patronage and Influence

Political interference in law enforcement and the judiciary is a significant challenge in Bangladesh. Many crimes are either politically motivated or shielded by powerful political figures, which hinders effective prosecution and justice delivery. This patronage system perpetuates a culture of impunity and undermines the rule of law.⁸¹

4.2 JUVENILE CRIME: A GROWING CONCERN

Juvenile crime in Bangladesh has shown a troubling upward trend over recent years. Increasing numbers of teenagers are reportedly involved in gang-related activities, extortion, theft, and violent offenses. This rise is often attributed to multiple social factors, including the pervasive influence of social media platforms, which sometimes glamorize anti-social behaviour and provide channels for peer pressure through trends and challenges. Additionally, the lack of adequate recreational facilities, vocational training, and mentorship programs leaves many young individuals vulnerable to negative influences and delinquent behaviour. Without timely and effective intervention, such as community outreach programs, educational reforms, and strengthened legal frameworks tailored to juveniles, this trend poses a significant threat to the long-term social stability and security of Bangladesh.^{82,83}

4.3 SOCIAL IMPACT OF CRIME

- Erosion of Public Trust:

Increasing crime rates lead to a decline in public confidence toward law enforcement agencies and judicial institutions. When people feel the justice system is ineffective or biased, they hesitate to report crimes or cooperate with authorities, which hamper crime control efforts.⁸⁴

- Decline in Investment Climate:

Crime creates an unsafe environment for businesses and investors. The fear of theft, extortion, and vandalism discourages both local entrepreneurs and foreign investors, negatively impacting economic growth and job creation.⁸⁵

⁸⁰ Hossain, M., *Family Dynamics and Juvenile Delinquency in Bangladesh*, (Dhaka: University Press Limited, 2020), 68-70.

⁸¹ Karim, S., "Political Interference and Its Impact on Crime Control," *Bangladesh Political Review*, vol. 14, no. 1 (2023): 112-118.

⁸² Islam, M. S., "Juvenile Delinquency and Social Media Influence in Bangladesh," *Bangladesh Journal of Sociology*, vol. 12, no. 1 (2021): 78-85.

⁸³ UNICEF Bangladesh, *Youth Crime and Social Engagement Report*, (Dhaka: UNICEF, 2023), 22

⁸⁴ Ahmed, N., "Public Trust and Crime Reporting in Bangladesh," *Journal of Law and Society*, vol. 15, no. 3 (2022): 104-110.

⁸⁵ Khan, R., *Economic Impact of Crime on Investment in Bangladesh*, (Dhaka: BRAC Institute of Governance and Development, 2020), 45-50.

- Spread of Fear Culture:
Rising criminal activities instill fear among vulnerable groups such as women, children, and the elderly. This fear limits their freedom of movement and social participation, leading to social isolation and psychological stress.⁸⁶
- Weakening of Social Bonds and Rise in Vigilantism:
Distrust in formal justice mechanisms sometimes pushes communities to take the law into their own hands. Vigilante actions can escalate violence, destabilize social order, and undermine the rule of law, weakening community cohesion.⁸⁷

4.4. CONCEPT OF CRIME PREVENTION

Crime typically occurs when three things happen at the same time and in the same space:

1. A motivated offender is present.
2. A suitable target is available.
3. There is either something or someone present which encourages the crime, or nothing or no-one to discourage it.

"In matters of justice and the rule of law, an ounce of prevention is worth significantly more than a pound of cure... prevention is the first imperative of justice." (UN Secretary General 2004)⁸⁸

In other words, the prevention of crime is a keystone requirement for a safe and secure society, the achievement of which is a prerequisite for sound economic growth through continuing business investment as well as community well-being and cohesion.

Evidence clearly shows that effective crime prevention initiatives can contribute significantly to the achievement of safe and secure societies.⁸⁹

The police alone cannot prevent crime, so government agencies, community groups, businesses and individuals need to combine their resources in an effort to avert a range of crimes before they happen. A combination of crime prevention effort targets crimes such as drug related crime, property crime, violence, robbery. Vandalism, underage drinking, truancy and juvenile crime.⁹⁰

⁸⁶ Hossain, M., "Social Fear and Vulnerable Populations: Crime's Psychological Impact," Bangladesh Social Review, vol. 9, no. 2 (2021): 67-73

⁸⁷ Rahman, S., "Vigilantism and the Rule of Law in Bangladesh," Journal of Peace and Conflict Studies, vol. 11, no. 1 (2023): 34-42

⁸⁸ United Nations, Rule of Law and Crime Prevention, 2004.

⁸⁹ United Nations, Strengthening the Rule of Law, Report of Secretary General, 2004

⁹⁰ UNODC, Handbook on Crime Prevention Guidelines, 2010.

4.5. ROLE OF LAW IN CRIME PREVENTION

It is a natural instinct of man to live together with others as a social being. In order to live in a society one must obey the rules and regulations of that particular society. By the term 'Law' we understand a body of rules which are binding on us. In educational or religious institutions, playground everywhere we are beset with rules and regulations. In this context President Woodrow Wilson has given a versatile definition of law ----"Law is the portion of the established thought and habit which has gained distinct and formal recognition in the shape of uniform rules backed by the authority and power of med government."⁹¹

So, any act contrary to law is a crime. Law indicates the acts or omissions which will be crime. Any activity which is anti-social, threat to the country, harmful to the society is a criminality. Law plays an important role in crime prevention.

But, it is now very often seen that law is being used in political purpose by the power party which is very harmful for the society. Thus, people become diffident about the effectiveness of law. Law controls human activities by putting a frame which indicates the limitation within which he/she has to stay and beyond which he/she cannot go and which is rightful to do and which is wrongful.

So, it has to be ensured that everyone irrespective of colour, religion, race, caste can get the benefit of legal system, nobody become deprived of his/her legal rights.⁹²

In this Context, the landmark judgment in Dr. Mohiuddin Farooque vs. Bangladesh, 48 DLR (1996) 438 affirmed that the right to life under Article 32 of the Constitution includes not just physical existence, but a life of dignity, including legal protection, education, and a healthy environment.

Thus, the respect to the law and legal system will be upheld and trend to the commission of crime will be reduced to a great extent.

4.6. ROLE OF STATE IN CRIME PREVENTION

The state is a special type of institution. Among all the institutions of the society the most important organization is the state.

According to Woodrow Wilson,

"State is a conglomeration of people within a definite territory organized by law".⁹³

⁹¹ Woodrow Wilson, The State: Elements of Historical and Practical Politics, 1889.

⁹² UN General Assembly, Declaration on Human Rights, 1948, Article 7.

⁹³ Woodrow Wilson, The State: Elements of Historical and Practical Politics, 1889.

Professor Garner has given a nice and complete definition of state.

"The state is a community of persons more or less numerous, permanently occupying a definite portion of territory, independent of external control and possessing an organized government to which the great body of inhabitants render habitual obedience".⁹⁴

From the above two definitions, especially in the definition of Prof. Garner it is quoted that 'the great body of inhabitants render habitual obedience', so it is clear that in crime prevention, role of state is most significant. It is the responsibility of the state to give security of life and property of the citizens and to ensure personal freedom. Besides, to conduct good administration by establishing the rule of law is the essential responsibility of the state.^{95,96}

State control and prevent crime by the following means in the following way:

Police: It is the task of police to keep the law and order upheld. They play the prime role in practical level. They arrest any doubted, accused or attempted offender and file primary report.

Paramilitary Forces: Besides police, RAB, ANSAR, BGB and other forces play important role in necessity. Now-a-days RAB is doing crucial role to eliminate crime. BGB generally takes action in case of border crime.

Court: It is the duty of court to scrutinize and judge the fact that whether the arrested or accused person is guilty or not. Court gives sentence in case of guilt and release in case of innocence.

Prison or Correctional Facilities: Convicted persons are sent to prison as a place for punishment, realization or self-correction for the term sentenced as against the offence done.

The effectiveness of these agencies depends on proper training, resource allocation, and independence from political interference.

4.7. ROLE OF RELIGION IN CRIME PREVENTION

Religious institutions have tremendous role in building individual's character. It is anticipated that individuals committed to religious belief such as the golden rule and imperatives of the religion are more likely to believe in the moral legitimacy of the criminal law.⁹⁷ Similarly, religiosity may relate to closer attachments with parents and family, involvement in conventional activities, and association with conventional peers

⁹⁴ Garner, J.W., Introduction to Political Science, 1921.

⁹⁵ Rahman, M., Governance in Bangladesh, UPL, 2020.

⁹⁶ Dr. Mohiuddin Farooque vs. Bangladesh, 48 DLR (1996) 438

⁹⁷ Esposito, J., Islam and Peacebuilding, 2002.

and avoidance of risky behaviours such as drug alcohol use etc. Moreover, religion helps in shaping individual's character and inner attitude to restrain from any kind of wrongdoing and thus religion contributes to reduce the incidence of crime.⁹⁸

It is now very often heard to say specially, in western countries that, Islam and its educational institutions teach terrorism and fundamentalism which is a wrong statement. Neither Islam nor any religion teaches or indicates any wrongful activity. It is some people who misinterpret and misrepresent it with special knowledge and intention. So, it is the duty of religious institutions to provide religious and moral education and at the same time to make the students aware of the malicious intention of such specific groups of people.

Role of Educational Institution in Crime Prevention

It is examined that educational institutions can do lot in crime prevention. On the other hand, low standard and faulty educational system is a cause of criminal tendency.⁹⁹

School or educational institutions is an effective agent of socialization process which play an important role in the earlier stage of socialization. Educational institutions bring a person into the world of knowledge which help him to differentiate between right and wrong and encourages walking always into the right way.¹⁰⁰ They generate positive outlook into the mind of a student.

It is said that, a man does what he thinks. So, an act whether it will be good or criminal, depends on the mind of the doer. Here, the role of educational institutions comes forward as it sets up the mind to do always good works and not to do any bad works rather to protest against bad or criminal activities.¹⁰¹

4.8. ROLE OF EDUCATION IN CRIME PREVENTION

Education is a powerful social tool for crime prevention. The more educated a person is, the more aware he or she will be about morality, law, and social values. Education develops the distinction between right and wrong and teaches self-control and tolerance, which helps in refraining from crime. Especially when law and human rights are included in secondary school, students become respectful of the law from an early age.¹⁰²

In countries where law education is compulsory from school level, such as the United Kingdom, Canada, or Australia, the rate of juvenile crime is relatively low. This is because students learn their rights, responsibilities, and the consequences of violating the law at an early age. Although there is some discussion of law and civic education in the

⁹⁸ Pew Research Center, Religion and Morality Correlation Study, 2019.

⁹⁹ BBS, National Education Profile, 2021.

¹⁰⁰ Ministry of Education Bangladesh, National Curriculum Review, 2021.

¹⁰¹ NCTB Bangladesh, Moral Education Curriculum Review, 2022.

¹⁰² Commonwealth Legal Education Association, Civic Education and Crime, 2018.

current curriculum in Bangladesh, it is not sufficient and does not provide practical education.

In the case of Secretary, Ministry of Public Administration vs. Md. Masudur Rahman 70 DLR (AD 213 (2018) - Court emphasized that awareness of legal rights deters abuse of office and criminal planning.

Education not only provides legal knowledge, but also plays a role in crime prevention by creating employment opportunities. When young people acquire skills and find employment through education, they move forward in a constructive way of life rather than going down the path of crime. On the other hand, the tendency to get involved in crime is more common among young people who drop out of education.

Therefore, in the context of Bangladesh, it is important to consider education to prevent crime not only at the secondary level, but also as part of the national strategy. Including legal and social awareness topics in the curriculum, teaching ethics and human rights through co-curricular activities, and including these topics in teacher training can be an effective and sustainable approach to developing a socially responsible, law-abiding generation. Such comprehensive educational reform will not only raise awareness but also equip students with the moral and civic values necessary to resist criminal temptations, ultimately contributing to long-term crime reduction and social stability.

4.9. CHALLENGES TO CRIME PREVENTION IN BANGLADESH

It is now a growing need to enhance the existing powers of the police relating to arrest, interrogation and search of suspected persons. Police officer should be empowered to arrest a suspected offender even without a warrant. Experience has shown that much time is lost in observing the procedural formalities of law which afford sufficient opportunity for the offender to escape detection. On the other hand, the existing power of police is often seen to be politically or otherwise misused. There is also lack of police-public co-operation.

Devastating effect of corruption is perhaps the major obstacle in effective implementation of the crime prevention programs.¹⁰³ In order to promote integrity, honesty, and responsibility among the public officials with a view to preventing corruption, adequate measures need to be taken to evolve transparent systems of procurement and developing codes of conduct for judicial and prosecution services. In Bangladesh, notorious criminals quite often manage to escape detection and prosecution by resorting to corrupt practices or bribing the concerned officials which has a negative impact on thereby tarnishing the image of criminal justice administration system.

¹⁰³ World Bank, Justice Sector Institutional Performance Review, 2020

Another important aspect of crime problem relates to certain new offences such as bank-robberies, forgery, counterfeiting, causing death by slow poisoning or committing theft or robbery by administering anaesthetics, etc. which are of a comparatively recent origin.¹⁰⁴ They are essentially an outcome of modern developments in science and technology.

The development of information and technology and widespread use of electronic communications has brought with its new challenges in the form of computer related crimes on global networks which require new legal and technical mechanisms to combat and fight these cyber offences.

Politicization of democratic institutions and party-politics of politicians have added new dimensions to the crime problem. Group rivalries, caste based politics and vote catching malpractices have a devastating effect on public order and tranquillity as the incidents of tensions, assaults, violence, arson, kidnapping and even murders are common occurrence in the state of political turmoil.

Crime control essentially involves the services of well trained personnel who possess adequate knowledge about different kinds of offences and the related statistical data about crime and criminals. But, in Bangladesh, we do not have such efficient personnel and a proper statistics system has not been established.

Based on the above discussion, the following factors emerge as the primary obstacles to effective crime prevention.”

- Procedural Delays and Loopholes: Allow time for offenders to manipulate the system.
- Corruption: Weakens enforcement and judicial integrity.
- Cybercrime Complexity: Demands updated legal frameworks and technological capacity.
- Lack of Qualified Personnel: There is a need for trained professionals with statistical and criminological expertise.
- Political Instability: Politically motivated crimes and vote-bank politics distort public order.
- Poor Police-Public Relations: Undermine community-based crime prevention efforts.

Crime in Bangladesh is a deeply rooted and multifaceted issue, driven by complex socio-economic, political, and institutional factors. As this chapter has demonstrated, the rise in violent crimes, drug abuse, corruption, juvenile delinquency, and cybercrime reflects broader structural challenges in governance, law enforcement, education, and social cohesion. The lack of effective legal implementation, political interference, and systemic

¹⁰⁴ INTERPOL, Emerging Crime Trends in South Asia, 2021.

corruption continue to undermine public trust in the justice system and obstruct meaningful reform.

Prevention of crime, therefore, requires a holistic and multi-sectoral approach—one that not only strengthens the rule of law but also invests in education, religious and moral development, economic opportunity, and institutional accountability. The role of the state is central in ensuring equitable access to justice, upholding legal integrity, and fostering environments where crime is deterred by both formal enforcement and community engagement.

A sustainable crime prevention strategy must be evidence-based, inclusive, and aligned with the developmental goals of the nation. Without addressing the root causes - poverty, illiteracy, political misuse of power, and weak institutional frameworks - crime will continue to pose a serious threat to national security, human rights, and socio - economic development. Strengthening legal institutions, reforming the police and judiciary, promoting civic education, and engaging communities are all essential steps toward building a safer and more just society in Bangladesh.

Chapter Five

Data Analysis and Findings

This chapter presents the detailed analysis of data collected through a mixed-method approach from three secondary schools located in Dhaka, Bangladesh. The data was gathered from four key respondent groups: students, teachers, guardians, and legal experts. The primary objective was to assess the current level of legal awareness among students and to evaluate the perception of stakeholders regarding the inclusion of legal education in the secondary school curriculum. Both quantitative and qualitative data were analysed to draw meaningful insights.

5.1. RESPONDENT OVERVIEW

A total of 70 respondents participated in the study, distributed among four key groups. The demographic breakdown is as follows:

Respondent Group	Number Surveyed
Students	40
Guardians	15
Teachers	10
Legal Experts	05

The respondents were selected using purposive sampling to ensure diversity in opinion and relevance to the study objectives.

5.2. KEY FINDINGS

5.2.1. Lack of Legal Awareness among Students

Approximately 80% of student respondents admitted to having little or no understanding of laws. Most could name only a few severe crimes such as murder or rape, but struggled to define them or explain relevant legal processes.

When asked about their legal rights, punishment for crimes like drug possession, or steps to take in case of harassment, most students were unaware.

Quantitative Highlight: 32 out of 40 students (80%) demonstrated poor knowledge of legal rights, criminal penalties, and basic legal procedures.¹⁰⁵

¹⁰⁵ Field Survey conducted between April - May 2025, Dhaka-based Secondary Schools.

5.2.2. Guardians' Perception

A significant majority of guardians expressed concern about the lack of legal exposure their children receive in schools. Many emphasized that current education fails to prepare students for the legal challenges of modern life.

Finding: 11 out of 15 guardians (73%) strongly supported the inclusion of law and crime education in the secondary school curriculum as a tool to build responsibility and awareness among children.¹⁰⁶

5.2.3. Teachers' Opinions

Teachers echoed the concerns of guardians. A large majority of them agreed that students often confuse social rules with legal rights and are unable to distinguish between moral obligations and legal duties.

Finding: 9 out of 10 teachers (90%) endorsed legal education in schools, believing it would help students understand their civic rights and responsibilities better.¹⁰⁷

5.2.4. Consensus on Introducing Legal Education

Across all respondent groups, there was a strong consensus on the need to introduce legal education at the secondary level. The percentage of respondents in favor is shown below:

Group	In Favour of Legal Education (%)
Students	75%
Guardians	73%
Teachers	90%
Legal Experts	100%

These statistics demonstrate strong, cross-sectorial support for policy change in secondary education.

5.3 THEMATIC ANALYSIS

Analysis of qualitative responses from open-ended survey questions and interviews led to the emergence of several key themes:

A. Ignorance Leads to Vulnerability

Participants noted that students' lack of legal awareness makes them more prone to manipulation, misinformation, and even unintentional involvement in criminal

¹⁰⁶ Ibid.

¹⁰⁷ Ibid

activities. This vulnerability is particularly concerning in densely populated urban areas.¹⁰⁸

B. Desire for Practical Knowledge

Many respondents emphasized that education should not be limited to academic subjects only. It must also prepare students to face real-world legal, social, and civic challenges.

C. Need for Preventive Education

There was widespread belief that early education in legal matters could prevent future criminal behaviour by instilling awareness and accountability from a young age.

5.4. VISUAL REPRESENTATION

Figure 1: Legal Awareness among Students

Category	Percentage (%)
Aware of major crimes	80%
Can define legal terms	20%
Know punishment details	15%
Know how to seek legal help	10%

Interpretation: While most students have heard of major crimes, they lack depth in legal understanding, including legal definitions and procedures.

Figure 2: Support for Introducing Legal Education

Stakeholder Group	Supporting Law Education (%)
Students	75%
Guardians	73%
Teachers	90%
Legal Experts	100%

Interpretation: The highest level of support comes from legal professionals, followed by teachers, which underlines the expert opinion that such education is both necessary and urgent.

¹⁰⁸ Tyler, T. R. (2006). Why People Obey the Law. Princeton University Press.

5.5. SUMMARY OF FINDINGS

The study found a significant gap in legal literacy among students. A lack of legal understanding has left students vulnerable to crimes such as cyber bullying, drug abuse, and gang activity. However, there is strong consensus across all groups that introducing legal education in secondary schools would reduce future crime rates and foster responsible citizenship.

These findings align with international evidence. For example, in India, Legal Literacy Clubs under the CBSE curriculum have shown promise in increasing student awareness of rights and reducing delinquency. Similarly, the United Kingdom's Citizenship Education curriculum has led to measurable improvement in civic engagement and law-abiding behaviour.

The analysis reveals a critical deficiency in legal literacy among secondary school students in Bangladesh. Most students lack even a basic understanding of legal concepts, individual rights, and the consequences of criminal actions. This deficiency has left them vulnerable to various forms of delinquency, including cyber bullying, drug abuse, juvenile gang involvement, and even unintentional legal violations due to ignorance.

However, the study also finds a strong and unified consensus among all stakeholder groups - students, guardians, teachers, and legal experts - that introducing structured legal education at the secondary level would significantly help in fostering civic awareness, responsibility, and crime prevention.

These findings are consistent with global evidence. In India, for instance, the establishment of Legal Literacy Clubs under the CBSE curriculum has successfully improved students' understanding of their rights and duties, contributing to a measurable decline in juvenile delinquency.⁶ Similarly, the United Kingdom's Citizenship Education program, which incorporates legal and civic education, has led to enhanced student engagement with democratic processes, increased law-abiding behaviour, and a greater respect for rule of law.

In light of both national findings and international best practices, it becomes evident that legal education is not merely an academic addition—it is a strategic tool for social transformation. By instilling legal consciousness and civic values in young minds, the education system can play a pivotal role in building a more just, law-abiding, and informed generation.

The findings of this chapter clearly demonstrate a substantial deficiency in legal awareness among secondary school students in Bangladesh. Despite living in a society governed by complex legal systems, most students lack fundamental knowledge about their rights, legal responsibilities, and basic criminal procedures. This knowledge gap not

only limits their ability to protect themselves but also increases their susceptibility to crime, manipulation, and legal violations.

However, the strong agreement across all respondent groups - including teachers, guardians, and legal professionals - highlights the urgent necessity of integrating legal education into the secondary school curriculum. The data confirms that there is both a demand for such education and a belief in its potential to positively shape youth behaviour, promote responsibility, and reduce juvenile crime.

Moreover, international comparisons reinforce the idea that countries which have incorporated legal education at the school level - such as the United Kingdom and India - have seen tangible benefits in terms of increased legal literacy, civic responsibility, and reductions in youth crime. These global examples provide a strong foundation for recommending similar educational reforms in Bangladesh.

In summary, this chapter affirms that legal education is not optional - it is essential. It is a proactive solution to a growing social challenge, and its introduction at the secondary level can play a transformative role in building a more law-conscious, responsible, and secure society.

Chapter Six

Discussion

The main objective of this chapter is to analyse the research findings presented in the previous chapter and compare them with existing knowledge and international context. This analysis will help to understand how the lack of legal education among secondary school students is affecting criminal tendencies and how legal education can be a strategic way to prevent crime. The discussion will also highlight international examples, behavioural changes in the youth society and future prospects.

6.1. INTERPRETATION OF FINDINGS

The analysis of the data obtained in this study shows that the level of legal awareness among secondary school students in Bangladesh is very limited. Most students do not know the basic concepts of law such as juvenile delinquency, fundamental rights, or police behaviour properly. However, students are interested in receiving legal education and they believe that it can have a positive impact on their social behaviour.

However, almost all participants were in favour of including legal education at the school level. Students believe that having preconceived ideas about the law will help them to prevent themselves from making many wrong decisions. In addition, according to teachers, legal education plays an important role in building morality, responsibility, and self-control.

The data collection showed that in schools where teachers occasionally conduct general discussions on the law, students are relatively aware. They have a basic understanding of the difference between crime and law, the judicial process, and the consequences of breaking the law. These results indicate that including legal subjects in the educational framework can play a role in the behavioural development of students.

These data prove that the lack of legal education is encouraging criminal tendencies among the youth, and it is possible to reduce this tendency through proper education.

6.2. COMPARATIVE ANALYSIS WITH OTHER COUNTRIES

Compared to Bangladesh, many developed and developing countries have already achieved success in preventing crime by including law education at the secondary level. Below is a comparative analysis of some countries: United Kingdom, Australia, India etc.

- United Kingdom:

The introduction of Citizenship Education as a compulsory subject includes modules on law, human rights, and social responsibilities. Evaluations by

the UK Department for Education indicate that this curriculum contributes to improved civic engagement and reduced delinquent behaviour among adolescents.¹⁰⁹

- Australia:

Civics and Citizenship Education is a standard part of the national curriculum. It aims to teach students the importance of democracy, legal systems, and responsible citizenship. Studies have shown a correlation between civic education and lower youth crime rates in urban areas.¹¹⁰

- India:

Legal Literacy Clubs (LLCs), implemented under CBSE guidelines, aim to increase student knowledge about the Constitution, rights, and legal duties. Research from the National Commission for Protection of Child Rights (NCPCR) reports that students who participate in LLCs demonstrate higher resistance to peer pressure and unlawful activities.¹¹¹

These international experiences suggest that Bangladesh could similarly benefit from implementing structured legal education at the secondary level. Legal awareness not only strengthens individual resistance to crime but also fosters a culture of rule of law.

This comparative analysis suggests that adding legal education to the secondary level can have a long-term positive impact on society, and there is a need to take this initiative in Bangladesh as well.

6.3. IMPACT OF LEGAL AWARENESS ON YOUTH BEHAVIOUR

Legal awareness has a far-reaching impact on students' thinking, decision-making and social behaviour. A teenager who is aware of the law thinks about the consequences before committing a criminal act. When a student knows what an act is and what its legal consequences may be, he spontaneously refrains from that act. On the other hand, a student who is ignorant of the law can easily get involved in violence, bullying, drug addiction or cybercrime. One of the causes of crime is ignorance of the law. Therefore, if legal awareness is increased, the crime rate can also be significantly reduced.

When young people are aware of the basic concepts of law, they try to keep themselves away from social injustice, corruption, violence, etc. At the same time, they play a responsible role towards the society and make others aware as well.

Studies have shown that students who are legally aware (e.g., have ever been taught legal topics in school) are more likely to exercise self-control and avoid crime. Furthermore, legal education develops moral values, tolerance, and a sense of social responsibility.

¹⁰⁹ UK Department for Education (2018). Citizenship Education: Key Outcomes and Policy Review.

¹¹⁰ Australian Curriculum, Assessment and Reporting Authority (ACARA), Civics and Citizenship Curriculum, 2020

¹¹¹ National Commission for Protection of Child Rights (NCPCR), Annual Report 2019-2020, India

Juvenile crime is increasing at an alarming rate in Bangladesh, one of the reasons for which is the lack of legal knowledge and moral education.

In the context of Bangladesh, legal education, if included at the secondary level, can act as a powerful strategy for crime reduction. Through legal education, students learn about self-control, the rules of living in society, the importance of law and order, and being responsible citizens.

This education not only prevents crime, but also develops leadership qualities, rationality, and a sense of justice among students. Moreover, it helps in creating conscious lawyers, human rights activists, and socially conscious citizens in the future.

Research has shown that legal education can be an effective strategy to reduce criminal tendencies. If legal awareness can be developed among students from an early age, they can easily keep themselves away from criminal activities.

Especially, legal awareness among students living in low-income or risky areas can help in bringing them back from the world of crime. It has a positive impact not only on the individual, but also on society, the state and the judiciary.

Research findings and a review of international experience indicate that including legal education in secondary education will play an effective role in reducing social crime in the long term.¹¹²

6.4. SUMMARY

This chapter has shown that legal awareness and lack of education are a major cause of criminality in the youth of Bangladesh. In light of international examples and research findings, it can be said that adding legal education at the secondary level will work as an effective crime prevention strategy. There is no alternative to it in building justice, social values and a sense of civic responsibility in the society.

¹¹² United Nations Office on Drugs and Crime (UNODC), (2019). Education for Justice: Teaching Rule of Law in Schools.

Chapter Seven

Concluding Chapter

This research set out to investigate whether the inclusion of legal education in Bangladesh's secondary school curriculum could serve as an effective tool for preventing juvenile crime and fostering a legally conscious generation. Through a combination of doctrinal analysis, comparative studies, and field data collection from students, teachers, guardians, and legal experts, the research reveals a strong connection between legal illiteracy and youth vulnerability to criminal behaviour.

Bangladesh, like many other developing countries, is experiencing a surge in juvenile crime, including cyber bullying, gang violence, drug use, and sexual harassment. One key reason behind this disturbing trend is the absence of structured legal education in schools. The findings of this study clearly indicate that secondary school students lack even the most basic understanding of legal rights, responsibilities, criminal penalties, and justice mechanisms. This knowledge gap leaves them susceptible to manipulation, unlawful acts, and moral confusion.

Moreover, the research findings confirm that the existing curriculum under the National Curriculum and Textbook Board (NCTB) contains only fragmented references to legal concepts, often presented within subjects like Social Science, Civics, or Ethics, and fails to build sustained awareness. Respondents across all groups overwhelmingly supported the idea of introducing a dedicated subject on law and crime at the secondary level, emphasizing its preventive and developmental impact.

Internationally, countries such as the United Kingdom, India, and Australia have already made significant progress by introducing legal literacy at school level. For instance, Citizenship Education in the UK and Legal Literacy Clubs in India have not only improved students' civic awareness but have also contributed to a measurable decline in youth involvement in crime. These models offer valuable insights for Bangladesh, demonstrating that legal education is not just a theoretical necessity but a practical solution to real-world problems.

From a behavioural perspective, the research further reveals that legal awareness fosters moral development, social responsibility, self-discipline, and critical thinking. Students who understand the consequences of criminal actions are less likely to engage in them. Therefore, law education in schools is not only about knowledge—it is about building values, shaping character, and cultivating a sense of justice among the youth.

In sum, the lack of legal education is both a gap and an opportunity. By addressing this gap, Bangladesh can take a meaningful step toward building a more just, informed, and lawful society. Education must not be confined to academic knowledge alone—it must empower students with the understanding and tools they need to become responsible citizens.

7.1 RECOMMENDATIONS

Based on the research findings and international best practices, the following recommendations are proposed:

7.1.1. Introduction of a Dedicated Legal Education Course

The Ministry of Education and NCTB should introduce a compulsory subject titled “Legal Studies” or “Law and Society” for secondary-level students. This course should cover fundamental legal concepts, students’ rights and duties, criminal offences, consequences, and the structure of the justice system.

7.1.2. Teacher Training and Curriculum Development

To effectively implement legal education, teachers must receive adequate training in basic legal knowledge and interactive teaching methodologies. A collaborative effort involving legal experts, curriculum developers, and educators is required to design age-appropriate, engaging content.

7.1.3. Integration of Practical Activities

The curriculum should include practical components such as:

- Mock trials
- School-based legal awareness clubs
- Visits to courts or law enforcement agencies
- Guest lectures by lawyers, judges, or human rights workers

These activities can help bridge the gap between textbook knowledge and real-world application.

7.1.4. Collaboration with Legal and Human Rights Organizations

NGOs, the National Human Rights Commission, Bar Councils, and similar institutions should be invited to partner with schools to provide workshops, seminars, and resources on legal rights and crime prevention.

7.1.5. Policy-Level Inclusion

The National Education Policy should explicitly include “legal awareness” as one of its goals for secondary education. A clear mandate is essential to ensure nationwide implementation.

7.1.6. Special Focus on High-Risk Areas

Pilot programs should be launched in crime-prone or low-income urban areas where youth are most vulnerable. Tailored legal literacy interventions can have significant preventive effects in these contexts.

7.1.7. Monitoring and Evaluation

Any newly introduced legal education initiative must include mechanisms for regular assessment and feedback to track its effectiveness in raising awareness and reducing misconduct among students.

7.2 FINAL THOUGHTS

Crime prevention begins with awareness, and awareness begins with education. This research reaffirms that legal education is not just an academic subject—it is a social necessity. In today’s digital and fast-changing society, young people must be equipped not only with knowledge, but with values, responsibilities, and an understanding of the law. By integrating legal education into the school curriculum, Bangladesh can lay the foundation for a society that is just, responsible, and respectful of the rule of law.

The future of any country depends on its youth. Let that future be guided by justice, shaped by knowledge, and protected by awareness

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