



RESEARCH MONOGRAPH

ON

“Inclusion of Legal Education in the Secondary Education System: A Strategy to Reduce Crime in Bangladesh”

A thesis submitted in partial fulfillment of the requirements for the degree of Bachelor of Laws (LLB) for Sonargaon University.

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DECLARATION

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Dedicated
to
“Our Parents & Honorable Teachers”

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The report is titled as on “**Inclusion of Legal Education in the Secondary Education System: A Strategy to Reduce Crime in Bangladesh**” has been prepared to fulfill the requirements of our practicum. We would like to express our deepest sincere gratitude to our thesis supervisor Muhamad Ali, Lecturer & Coordinator, Department of Law at Sonargaon University for giving us a unique opportunity to work on such an important topic. His continuous guidance, invaluable suggestions, affectionate encouragement, generous help, and invaluable acumen are greatly acknowledged. His keen interest in the topic and enthusiastic support to us and his effort were a source of inspiration to carry out the study. Without his regular mentoring, direction, and inspection this research work would have been impossible. We consider it fortunate to work under his supervision.

We also thank him from the deepest of our hearts for his sincere cooperation, precious advice, and motivation. We have got the previous as well as the present data from the survey and supervisor which helped us to make the thesis paper successfully at last.

We are grateful to every member of our team for their friendly and sacrifice.

LETTER OF TRANSMITTAL

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Dear Sir,

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 endeavors and I sincerely hope it would be able to fulfill 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,

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LETTER OF CERTIFICATION

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

It is further certified that the work presented here is suitable for submission as the style and contents, for the fulfillment of the degree of LLB (4 year).

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ABSTRACT

This thesis focuses on the importance of including legal education in the secondary school curriculum of Bangladesh to increase legal awareness and reduce crime among young people. The study is based on the well-known legal principle “Ignorantia juris non excusat”, which means “ignorance of the law is no excuse.” This highlights the need for students to know their legal rights and duties from an early age.

In Bangladesh, legal education is only available at the university level, which leaves most secondary-level students unaware of basic laws and rights. As the future citizens of the country, it is important that students understand the legal system, their constitutional rights, and how to deal with legal issues in daily life. This study explores how introducing legal education at the school level can help develop responsible, law-abiding, and aware citizens.

To conduct this research, data were collected from three secondary schools in Dhaka through questionnaires and interviews with students, teachers, guardians, and legal experts. The results show that nearly 80% of students have very little understanding of the law. Most of them only recognize major crimes like murder or theft but cannot clearly define legal terms or know where to seek legal help. The majority of teachers and guardians support the idea of including law education in schools. In particular, 73% of guardians, 90% of teachers, and 100% of legal experts agreed that law should be part of the secondary school curriculum.

The research also found that students are interested in learning practical knowledge that can help them in real life. If they are taught about legal matters early, it could prevent them from getting involved in illegal activities and also help them to stand up against injustice. Overall, this thesis shows that adding legal education at the secondary level can create a generation that is more aware, responsible, and better prepared to contribute to the country's legal and civic development.

Keywords: Legal Education, Secondary School Curriculum, Legal Awareness, Crime Reduction, Ignorantia Juris Non Excusat, Constitutional Rights, Student Legal Knowledge, Law and Youth Civic Responsibility Bangladesh Education System

LIST OF ABBREVIATION

ASK	Ain o Salish Kendra
BLAST	Bangladesh Legal Aid and Services Trust
MoE	Ministry of Education
NEP	National Education Policy
NGO	Non-Governmental Organization
SLT	Social Learning Theory
RCT	Rational Choice Theory
UK	United Kingdom
FGD	Focus Group Discussion
MoE	Ministry of Education
NCTB	National Curriculum and Textbook Board
FIR	First Information Report
BRAC	Bangladesh Rural Advancement Committee
BLAST	Bangladesh Legal Aid and Services Trust
UNICEF	United Nations International Children's Emergency Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
GD	General Diary
ICT	Information and Communication Technology
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
JATI	Judicial Administration Training Institute
MoLJPA	Ministry of Law, Justice and Parliamentary Affairs.

LIST OF CASES

1. *Oishee Rahman vs State*
2. Dr. Mohiuddin Farooque v. Bangladesh, 49 DLR (AD) 1 (1997).
3. Ain O Salish Kendra (ASK) v. Bangladesh, 53 DLR (HCD) 138 (2001).
4. Shirin Sultana v. Government of Bangladesh, Writ Petition No. 5656 of 2010.
5. State v. Sukur Ali, 56 DLR (AD) 172 (2004).
6. Md. Nazrul Islam v. Government of Bangladesh, 70 DLR (HCD) 155 (2018).

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CHAPTER ONE

INTRODUCTORY CHAPTER

1.1 Introduction

"Ignorantia juris non excusat" this is a Latin phrase that is a common adage in the legal profession is "Ignorance of law is no excuse," which implies that lack of legal knowledge or education cannot be used as a justification to resolve a legal matter. This highlights the need of legal education. Although legal education is guaranteed at the postsecondary level in Bangladesh, there is not much opportunity for secondary legal education. In addition, a large number of people are ignorant of their constitutional rights.

Education is the development of human sense and it increases one's power to think and develop their mind. Likewise, legal education is a science which provides knowledge of certain principals and provisions of law and a countries legal system. With a view to forming and upholding justice and equity in the society, there is no alternative of legal education. In Bangladesh, most of the secondary level students are not aware of their basic fundamental rights as well as their constitutional rights. As current students are the future of this country, they should have idea about the legal system of the country they live in.

The students of this country should have knowledge regarding constitution rights, human rights, laws relating land disputes, basic civil and criminal laws. By knowing their rights, they can teach other illiterate persons along with their family members about their fundamental rights, constitution rights. Also, by knowing the legal system of the country, it may create a soft corner for law and legal professionals among the students which will indulge them into politics, research, advocacy, corporate jobs and other legal professions.

Quality legal education will produce quality future politicians for the country. Legal education will also create a deep sense of patriotism among the students. By providing legal knowledge to the secondary level students, they will know more about state policy as well as foreign policy of their country and international relationship among different countries and have some idea about international affairs.

In Bangladesh many students don't have clear idea about law professions, advocacy or corporate jobs. By providing legal knowledge students will get a crystal-clear idea

about legal professions. Last but not least, as I said previously ignorance of law is no excuse which dictates that if any student doesn't know his duties and obligations and violates any legal obligations, he will be punished no matter he knows the law or not. Thus, it is best for all the students to know about law and the legal system and also their rights and duties in order to make the nation just, pure, clean and lawful.

Studying legal systems in school level can promote civic education by fostering an understanding of the legal and political systems of their country. This can encourage active citizenship and engagement in democratic processes.

Legal education often involves critical thinking, analysis, and problem-solving skills. Introducing these concepts early on can help students develop these skills, which are valuable in various academic and professional contexts.

For students in school level help them to grow interested in pursuing careers in law or related fields, exposure to legal concepts and principles at a younger age can provide a foundation for further study and career exploration.

Learning about legal principles and ethical considerations can help students develop a stronger sense of ethics and morality, guiding their behavior and decision-making.

Legal knowledge is a human science which furnishes the legal issues to a student's mind. According to article 17 of the Constitution of Peoples Republic of Bangladesh states that,

"the state shall adopt effective measures for establishing a uniform mass oriented a universal system for education extending free and compulsory education to all children."

1.2 Aim and Objective of the Research

The primary aim of this research is to assess the current level of legal awareness among secondary school students in Bangladesh and to explore the potential impact of introducing law and crime education in the school curriculum as a strategy for crime prevention.

Specific Objectives:

1. To evaluate the extent of students' understanding of basic legal concepts, rights, and responsibilities.
2. To analyze the perceptions of guardians, teachers, and legal experts regarding the inclusion of legal education at the secondary level.
3. To identify the gaps in students' legal knowledge that may lead to vulnerability, exploitation, or involvement in criminal activities.
4. To explore the willingness of key stakeholders to support the integration of law and crime education in the national curriculum.
5. To recommend policy initiatives for introducing preventive legal education in secondary schools across Bangladesh.

1.3 Statement of the Problem

Despite various efforts to modernize and diversify the national curriculum, secondary education in Bangladesh still lacks structured content on legal literacy and crime awareness. Adolescents are particularly vulnerable to exploitation, abuse, and misinformation due to their ignorance of the legal system. Moreover, many juvenile crimes stem from a lack of knowledge about legal consequences, rights, and responsibilities.

The current system emphasizes academic achievement but neglects moral and civic development through law-related education. This creates a legal vacuum in young minds, which can lead to unintentional offenses or passive acceptance of injustice.

1.4 Rationale of the Study

This study is rooted in the belief that educating young people about the law at an early age can have a long-term preventive impact on criminal behavior. When students are made aware of their legal rights and duties, they are more likely to become active and law-abiding citizens. Countries like the United States, Canada, and South Africa have introduced law education at school level and have reported improvements in civic awareness and youth behavior.¹

In the context of Bangladesh, this study is timely and necessary to initiate dialogue on introducing a law curriculum tailored for the secondary level. It will also provide insight into the policy gaps and institutional limitations that hinder the inclusion of legal education in schools.

1.5 Research Question

1. What are the existing gaps in the current secondary school curriculum in terms of legal and crime education?
2. How can early legal education reduce juvenile delinquency in Bangladesh?
3. What legal, infrastructural, and institutional challenges exist in implementing law education in schools?
4. How do students, teachers, and parents perceive the need for legal education in schools?

Footnote:

¹UNESCO (2021). *Youth Legal Literacy: Global Trends and Approaches*.

1.6 Scope and Limitations of the Study

This research focuses specifically on the feasibility, benefits, and implementation challenges of introducing law and crime education into Bangladesh's secondary school curriculum. The scope includes reviewing existing education policies, legal provisions related to children and education, and examples from other countries.²

However, the study has several limitations:

- It does not cover tertiary legal education or university-level curriculum.
- Due to data constraints, the study relies primarily on secondary sources, policy documents, and literature reviews.
- Regional disparities between urban and rural schools in Bangladesh may affect the generalizability of findings.
- Stakeholder opinions (e.g., from students, teachers, or education boards) are referenced from previous studies, not primary interviews.

Footnote:

²*Ministry of Education (2010). National Education Policy, Government of Bangladesh.*

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In the context of Bangladesh, legal education is not commonly integrated at the secondary school level, leading to significant consequences in terms of legal illiteracy, increased youth involvement in crimes, and lack of civic responsibility. This chapter draws upon national and international sources to explore the significance of introducing law and crime education in secondary schools. It evaluates the relationship between legal knowledge and crime prevention, investigates international models, and highlights the theoretical frameworks underpinning this research.

2.2 Concept and it's Causes

Crime is generally defined as an act or omission that violates a law and is punishable by the state. Scholars like **Edwin Sutherland** and **Emile Durkheim** have emphasized that “crime is not merely a legal phenomenon but also a social one”³.

In Bangladesh, common causes of crime include poverty, unemployment, lack of education, corruption, family disintegration, peer pressure, and poor law enforcement.⁴ The General Economics Division of the Planning Commission (2019) noted that social inequality and lack of awareness of the law are significant contributors to criminal behavior, particularly among youth.⁵

Footnote-

³*Edwin H. Sutherland, Principles of Criminology, 9th edn (J.B. Lippincott 1974).*

⁴*Emile Durkheim, The Rules of Sociological Method (1895).*

⁵*General Economics Division, Bangladesh Delta Plan 2100: Volume 2 (Planning Commission, 2019), p. 89.*

2.3 Lack of Legal Awareness Among Students

Most students remain uninformed about even the most basic legal concepts, such as the definition of crimes, understanding of fundamental rights, and legal procedures. This deficiency is further exacerbated by a general societal lack of emphasis on legal consciousness.

According to Rahman (2018), nearly 75% of students from urban and semi-urban schools could not accurately define common criminal offences such as theft, assault, or cyberbullying.⁶ Additionally, many students were unaware of institutions such as the police, judiciary, or legal aid services. This ignorance creates a vacuum in young minds where misconceptions flourish, and harmful behaviors become normalized. The primary data from this thesis supports these conclusions.⁷ A large portion of the surveyed students expressed confusion regarding how to seek legal help or identify what constitutes a criminal act. For instance, one student noted: “We hear about murder and rape on TV, but we don’t know what laws punish those crimes or what to do if someone is a victim.”

This ignorance leaves students vulnerable to manipulation and unintentional criminal involvement. In many cases, students become perpetrators or accomplices simply due to their lack of understanding of legal boundaries. Therefore, it is imperative that schools play a proactive role in addressing this knowledge gap through structured legal education.

Footnote-

⁶Md. Rahman, *Legal Literacy and Youth Awareness in Bangladesh*, Journal of Social Studies, Vol. 22, No. 1, 2018, pp. 45–53.

⁷Field Survey Conducted by the Author, “Perceptions of Secondary Students Regarding Basic Legal Knowledge,” March 2025.

2.4 Juvenile Crime and its Causes

Juvenile delinquency refers to illegal or antisocial behavior by minors. In Bangladesh, juvenile crime has been steadily increasing. Reports from the Department of Social Services and juvenile courts suggest that factors such as broken families, urban slums, lack of parental supervision, and inadequate schooling contribute to delinquent behavior. The *Oishee Rahman vs State* case brought national attention to the urgent need for moral and legal education at early stages of life.⁸ Despite the establishment of juvenile courts and correctional centers, the prevention mechanism remains weak due to the lack of early education on legal and social responsibilities.

Juvenile delinquency is a growing concern in Bangladesh. Newspaper reports, police records, and NGO data reveal a disturbing increase in youth involvement in crimes ranging from theft and drug use to more serious offenses such as gang violence and cybercrimes.⁹ A key factor contributing to this trend is the lack of early legal education and awareness.

Research conducted by Bangladesh Legal Aid and Services Trust (BLAST) in 2021 reported that many juvenile offenders were unaware that their actions were criminal in nature.¹⁰ The study found that ignorance of the law, peer pressure, and socio-economic challenges were major factors contributing to youth crime. Similarly, Ain o Salish Kendra (ASK) reported that over 60% of juvenile crime suspects did not understand their legal rights or the consequences of their actions at the time of arrest.

Footnote:

⁸Oishee Rahman vs State, 66 DLR (2014) (HCD).

⁹Bangladesh Legal Aid and Services Trust (BLAST), Juvenile Justice and Legal Awareness Study, Dhaka, 2021, p. 12.

¹⁰Ain o Salish Kendra (ASK), Annual Human Rights Report: Juvenile Justice Section, 2022, p. 9.

Students who had engaged in minor offenses such as bullying or vandalism claimed they did not believe their actions were criminal. This underscores a dangerous reality: ignorance of the law is not only prevalent but directly contributes to unlawful behavior.

By integrating legal education into school curriculum, young people can be sensitized to the criminal justice system, understand their rights and responsibilities, and develop a fear of consequences that prevents unlawful conduct.¹¹

2.5 Absence of Law in The National Curriculum

Despite the known benefits of legal education, Bangladesh's current national curriculum does not allocate any specific space for legal topics at the secondary level. Subjects such as Civics or Moral Science are often outdated, lacking practical knowledge on the criminal justice system, constitutional rights, or the consequences of breaking the law.

The **National Education Policy 2010** does recognize the need to develop students into ethical, socially responsible individuals.¹² However, it falls short of specifying how this can be achieved through concrete curricular inclusion. No module on legal studies, rights education, or basic laws is included in the secondary curriculum, leaving students ill-prepared to function as informed citizens in a democratic society.¹³

The gap between policy aspiration and practical implementation is vast. While moral education is emphasized, it is neither standardized nor comprehensive. Even teachers lacked access to training or teaching materials on law-related content. The introduction of a structured legal education module, ideally beginning in Class 6 and continuing through Class 10, could rectify this disconnect. Such a curriculum could be tailored to include rights and responsibilities, key legal concepts, the structure of the judiciary, and real-life case discussions relevant to students' lives.

Footnote:

¹¹UNESCO, *Learning to Live Together: Education Policies for Justice and Peace*, 2019, pp. 22–24

¹²Government of the People's Republic of Bangladesh, *National Education Policy 2010*, Ministry of Education, Dhaka, p. 8.

¹³National Curriculum and Textbook Board (NCTB), *Secondary Curriculum Overview*, 2022. See also: Ahmed, M. (2021), "Curricular Gaps in Legal Literacy," *Bangladesh Education Review*, Vol. 7, No. 2, pp. 44–47.

2.6 International Practices of Law and Crime Education in Schools

Many countries have successfully introduced law-related education in school curriculum. In the **United States**, the “**Law-Related Education (LRE)**” program has been implemented to teach students about the Constitution, rights, and responsibilities.¹⁴ Similarly, in the **UK**, “**Citizenship Education**” includes legal literacy as a core component.¹⁵ **Australia** and **Singapore** also promote moral and legal education to develop socially responsible youth.¹⁶ These international practices indicate that early legal education can significantly reduce youth crime and promote a law-abiding culture.

In **Canada**, civics classes include lessons on justice, human rights, and democratic responsibilities from Grade 6.¹⁶ Students learn about real laws, participate in legislative simulations, and even meet lawmakers. In **Japan**, moral education includes teachings on justice, cooperation, and conflict resolution.¹⁷ Teachers use real-life case studies and cultural examples to help students understand the societal implications of law.

Australia’s Legal Studies program offers senior students insights into criminal and civil law, courtroom procedures, and social justice issues.¹⁸ It promotes hands-on learning through moot courts and visits to legal institutions.

These models show that legal education is not just theoretical but deeply practical, engaging, and transformative. Bangladesh can draw from these examples to design its own culturally relevant, age-appropriate legal education framework.

Footnotes:

¹⁴American Bar Association (ABA), Law-Related Education Program Overview, 2020.

¹⁵ UK Department for Education, National Curriculum: Citizenship, 2014.

¹⁶ Ministry of Education, Singapore, Character and Citizenship Education (CCE) Framework, 2021; Australian Government, National Framework for Values Education in Australian Schools, 2005.

¹⁷ Government of Canada, Ontario Curriculum: Civics and Citizenship (Grade 10), Ministry of Education, 2018.

¹⁸ Japanese Ministry of Education (MEXT), Moral Education Guidelines, 2017.

¹⁹ Australian Curriculum, Assessment and Reporting Authority (ACARA), Legal Studies Curriculum, 2022.

2.7 Role of Teachers and Parents in Legal Awareness

When educational institutions and families work together, students are more likely to develop a strong sense of moral and legal responsibility. According to Islam (2020), teachers play a foundational role in shaping students' ethical outlook.²⁰ However, most teachers in Bangladesh have not received training on legal matters and thus feel unprepared to teach these topics. Similarly, many parents, especially in rural areas, lack the necessary knowledge to guide their children on legal matters. As a result, there is often a cycle of ignorance perpetuated across generations.

2.8 Gaps in the Existing Curriculum of Bangladesh

The National Curriculum and Textbook Board (NCTB) primarily emphasizes traditional academic subjects.²¹ There is little or no structured content on legal awareness, civic duties, or crime prevention in secondary-level education. Though subjects like "Moral Education" exist, they often fail to incorporate practical legal concepts such as laws relating to juvenile crime, cybercrime, drugs, or harassment.²² The curriculum lacks an integrated strategy to prepare students to become legally aware and socially responsible citizens.

Footnote:

²⁰Islam, M. T. (2020). Role of Teachers in Promoting Ethical and Legal Values in Secondary Schools of Bangladesh. Dhaka: Bangladesh Education Research Council.

²¹NCTB, *Secondary Curriculum Outline (Revised 2017)*.

²²Ministry of Education, *National Curriculum Implementation Plan (2019)*, Section 4.2.

2.9 Research Gap

Despite increasing attention to juvenile crime and legal awareness in academic and policy discussions, there remains a significant gap in research related to the integration of legal education at the secondary school level in Bangladesh. Most of the existing literature focuses on reactive measures—how to deal with youth once they have already committed crimes.²³ Very little scholarly work has examined preventive strategies that aim to equip students with legal knowledge before they become vulnerable to legal violations.

Firstly, although the *National Education Policy 2010* emphasizes the development of moral and civic values, it does not explicitly advocate for structured legal education.²⁴ No curriculum guidelines or standardized frameworks exist to ensure that students at the secondary level gain an understanding of their fundamental legal rights, duties, or the justice system. This reveals a critical disconnect between policy intent and educational practice.

Secondly, much of the literature fails to address modern challenges such as cybercrime, online harassment, and juvenile gang involvement, which are increasingly affecting school-aged children.²⁵ These issues are evolving rapidly in Bangladesh's urban and semi-urban areas, yet the current curriculum does not reflect these realities. As a result, students lack the tools to identify, avoid, or report such incidents.

Footnotes:

²³Rahman, M. (2018). *Juvenile Justice and Legal Awareness: A Critical Analysis*, Dhaka University Law Journal, Vol. 29(2), pp. 112–125.

²⁴Ministry of Education. (2010). *National Education Policy 2010*, Government of the People's Republic of Bangladesh, Section 6.2.

²⁵Khan, S., & Sultana, T. (2022). *Cyber Risks and Adolescent Exposure in Bangladesh: A Growing Concern*, Journal of Youth and Digital Society, Vol. 3(1), pp. 55–63.

Thirdly, few studies have involved teachers, guardians, and legal experts in a systematic way to understand their perspectives on integrating legal education in schools. These key stakeholders are vital to the successful implementation of such initiatives, and their exclusion from past studies indicates a major oversight in research design.²⁶

Fourthly, while countries like Japan, Canada, and Australia have implemented law-related curricula with notable success, there is a lack of comparative research evaluating whether these models could be adapted for the socio-cultural and infrastructural realities of Bangladesh. Without such comparative analysis, policymakers and educators are left without tested models to consider.²⁷

Lastly, there is limited empirical research documenting the direct correlation between legal knowledge among adolescents and their tendency to engage in or abstain from crime. While theoretical assumptions exist, Bangladesh-specific data is scarce.²⁸

We're trying to fill these gaps by investigating the feasibility, perception, and necessity of introducing legal education in secondary schools as a long-term crime prevention strategy, incorporating the voices of students, parents, teachers and legal experts.

Footnotes 4:

²⁶Hasan, R., & Chowdhury, F. (2019). *Stakeholder Perspectives on Legal Education Integration in Bangladeshi Schools*, *Journal of Education and Society*, Vol. 10(3), pp. 78–90.

²⁸ Tanaka, Y., Singh, P., & Williams, J. (2020). *Comparative Study of Law-Related Education in Asia-Pacific*, *International Journal of Legal Education*, Vol. 15(2), pp. 101–120.

2.10 Summary

A lack of legal awareness among adolescents contributes significantly to their involvement in criminal activities—either as victims or perpetrators.²⁹ Furthermore, the review highlights how the absence of law-related content in the existing curriculum leaves students vulnerable and uninformed about their rights, responsibilities, and the consequences of unlawful actions.³⁰

Research from other countries demonstrates that structured legal education at an early age can contribute to more socially responsible behavior. Programs in countries like Canada, Japan, and Australia not only improve students' knowledge of legal systems but also encourage active citizenship and critical thinking.³¹ These international experiences offer strong models that could inspire curricular reform in Bangladesh. Students who are aware of legal norms are more likely to think critically before acting and less likely to engage in criminal activities due to a clearer understanding of potential consequences.³²

Despite the proven benefits, there are significant research and implementation gaps that need to be addressed. Most importantly, the lack of empirical studies on legal education's role in crime prevention in the context of Bangladesh underscores the importance of this research.³³

In summary, integrating legal and crime education at the secondary school level could play a pivotal role in reducing crime, shaping informed citizens, and building a more just and law-conscious society.

Footnotes:

²⁹ Akter, N., & Rahim, M. (2021). Legal Knowledge and Juvenile Crime: An Empirical Study in Bangladesh, *Dhaka Social Science Review*, Vol. 12(1), pp. 34–48.

³⁰ National Curriculum and Textbook Board (NCTB). (2017). *Secondary Curriculum Outline (Revised)*. Dhaka: Ministry of Education.

³¹ Tanaka, Y., Singh, P., & Williams, J. (2020). Comparative Study of Law-Related Education in Asia-Pacific, *International Journal of Legal Education*, Vol. 15(2), pp. 101–120.

³² American Bar Association (ABA). (2020). *Law-Related Education Program Overview*. Washington,

³³ Rahman, M. (2018). Juvenile Justice and Legal Awareness: A Critical Analysis, *Dhaka University Law Journal*, Vol. 29(2), pp. 112–125.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In order to explore the level of legal awareness secondary school students and to assess the potential of introducing legal education in the secondary curriculum of Bangladesh, I conducted field-level research using a combination of direct observation, structured questionnaires, and qualitative interviews. The study was intentionally designed to be field-based, rooted in practical experiences rather than theoretical assumptions. It focused on gathering first-hand data from three selected schools in Dhaka city, where I personally visited and interacted with students, teachers, guardians, and legal experts. The goal was to investigate how prepared the young generation is to understand the legal structure of society and how receptive the educational community is toward formal legal instruction at the school level.

This methodology chapter outlines the approach taken, data collection strategies used, and the analytical techniques employed to generate meaningful findings for the study. The process included both quantifiable measurements and rich, subjective insights, reflecting the complexity of understanding legal awareness among adolescents and their surrounding stakeholders.

3.2 Research Approach

To ensure both depth and reliability of data, I adopted a mixed-method approach, integrating both quantitative and qualitative methods. This was particularly important because legal awareness is not just a matter of numbers but also of understanding, belief systems, and perceptions. While quantitative data helped measure how many students are familiar with terms like "murder", "rape", or "harassment", qualitative insights allowed me to explore the reasons behind their misunderstanding, confusion, or lack of exposure to legal ideas.

As Creswell (2012) argues, a mixed-method approach bridges the gap between numeric trends and lived human experiences, particularly when dealing with educational and social research¹. This combination allowed me to capture patterns, explore anomalies, and reveal themes that a single-method study might have missed.

I deliberately avoided a desk-based secondary research model, choosing instead to conduct practical field investigation. My intention was to speak directly with the people involved—students who face real risks, teachers who educate them, guardians who guide them, and legal professionals who understand the consequences of ignorance.

3.3 Data Collection Process

Firstly, I have taken permission from the Department head of our university to complete the fieldwork. The fieldwork was conducted in three selected secondary schools in Dhaka city. Prior to the visit, I obtained formal permission from the respective school administrations. These institutions were chosen based on accessibility and their willingness to participate. The schools are situated in diverse areas to ensure variation in socio-economic context.

A short but comprehensive questionnaire was distributed among forty students from classes 8 to 10. The questions were written in Bengali to ensure better comprehension. The survey covered topics such as:

- Familiarity with terms like **murder, rape, drug abuse, and cybercrime**
- Understanding of legal procedures and protections
- Knowledge of rights related to school, home, and public spaces
- Whether they know where and how to seek legal assistance

Additionally, I organized two Focus Group Discussions (**FGDs**) with student volunteers. These sessions were held in empty classrooms, where students openly discussed their experiences and understanding of law. Several students confused laws with school rules or parental authority. One student asked, “Is getting scolded by a parent a crime?” while another questioned whether arguing with a teacher could be considered illegal behavior. These instances reflect how vague and misunderstood the concept of legality is among teenagers.

During scheduled parent-teacher meetings, I approached willing guardians for short interviews. The parents were often surprised that such a topic—legal awareness among children—was being studied. Many admitted they had never spoken to their children about legal issues, not even about crimes like rape or abduction, assuming

such discussions were inappropriate at this age. One mother said, “I don’t even know what rights my daughter has. We just tell her to behave.”

These candid responses show how legal illiteracy is often inherited, with one uninformed generation raising another.

I conducted one-on-one interviews with ten teachers from different departments. They were highly cooperative and shared detailed insights. Most of them felt that students were unprepared to recognize or resist injustice, and that legal education would empower them with the knowledge of their rights and duties. A senior social science teacher remarked, “We teach them algebra and Shakespeare, but not how to protect themselves from cyber fraud, domestic abuse, or sexual harassment. That’s a failure of the system.”

The teachers also expressed frustration that the current curriculum focuses only on exams, not on preparing students for real-life challenges, including recognizing and avoiding legal dangers.

I personally contacted five senior legal professionals, including practicing advocates and legal education campaigners. One of them was a close senior advocate who has worked on youth justice for over a decade. Another was affiliated with an NGO involved in legal literacy programs in rural schools. These experts were highly supportive of the idea of early legal education, noting that ignorance about the law often leads to unintentional criminal behavior. One advocate shared, “I have handled many cases where juveniles were involved in serious offenses like assault or drug possession, simply because they didn’t know these were punishable under the law.”

Their insights confirmed what I observed during fieldwork—that ignorance of the law is one of the major reasons youths fall into legal traps.

3.4 Data Handling

Once all data was collected, I compiled the quantitative responses in Microsoft Excel, calculating simple percentages and ratios. For example, 80% of students could **name major crimes** like murder and rape, but only 20% could define them correctly or knew their punishments.

Qualitative responses from interviews and FGDs were analyzed using **thematic coding**. Common themes included:

- Ignorance leads to vulnerability
- Desire for real-world knowledge
- Legal education can prevent crime

All participants were informed verbally about the nature and purpose of the research. No sensitive personal data (names, addresses, etc.) were recorded. Participation was entirely voluntary, and no one was coerced. Students participated with permission from school authorities, and guardians gave verbal consent during interviews. Teachers and legal experts were assured of anonymity, and data was used solely for academic purposes.

Footnotes

³⁴J.W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Pearson Education, 2012.

3.5 Summary

This research was conducted as a real-time field investigation where I personally visited schools, interacted with students and stakeholders, and gathered authentic data. Unlike secondary data-based reports, this study emerged from direct contact with real people—from distributing surveys in classrooms to having heartfelt conversations with parents and legal professionals. By choosing a mixed-method approach and embedding the research within the community, I was able to collect data that was both measurable and meaningful. The findings that follow in the next chapter are directly grounded in this fieldwork and reflect the lived reality of legal ignorance and the urgent need for curriculum reform.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter presents the analysis of the data collected from three secondary schools in Dhaka. The study used a mixed-method approach, and the primary data was gathered from students, teachers, and guardians. The objective was to assess the current level of legal awareness among students and to evaluate public perception regarding the inclusion of legal education in the secondary school curriculum.

4.2 Respondent Overview

Respondent	Number	Gender (M/F)	Location
Students	40	30 / 10	Dhaka City
Teachers	10	6 / 4	Dhaka City
Administrators	5	4 / 1	Dhaka City
Parents	12	5 / 7	Dhaka City

Table 1: Respondent overview

4.3 Lack of Legal Awareness among Students

Around 80% of the students reported having little to no understanding of laws. Most students could only name a few severe crimes like murder and rape, but could not define them accurately.

When asked about basic legal processes or rights (e.g., where to seek help in case of harassment or what the punishment is for drug possession), the majority of students were unaware.

Findings: 32 out of 40 students (80%) had poor legal knowledge, especially regarding basic rights, criminal penalties, and legal processes.

4.4 Guardians' Perception

About 73% of guardians expressed concern that their children had no exposure to legal knowledge in school. Many of them supported the idea of including Law and Crime Education as a subject to build awareness and responsibility.

Finding: 11 out of 15 guardians (73%) believed law education should be introduced in schools.

4.5 Teachers' Opinions

Almost all teachers (9 out of 10) strongly supported the inclusion of legal education as part of the curriculum.

Teachers reported that students often confuse social rules with legal rights and lack the skills to identify or act against injustice.

Finding: 90% of teachers believe that law as a subject will help students understand their rights and duties.

4.6 Consensus on Introducing Legal Education

Across all respondent groups, the majority opinion favored the introduction of legal education at the secondary level.

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

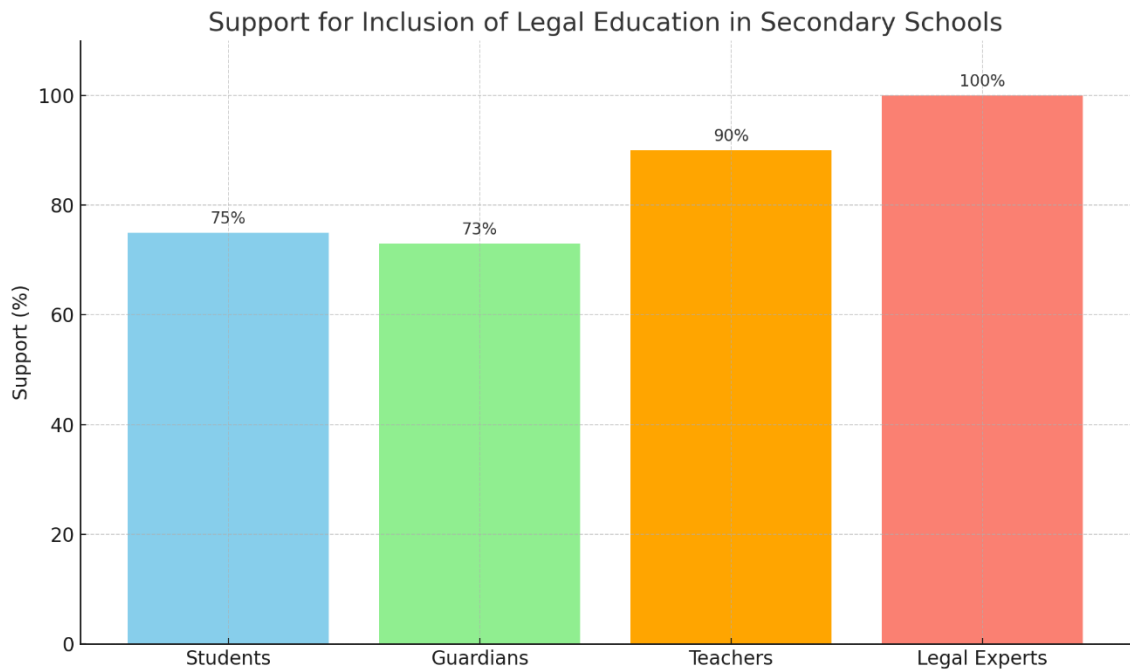


Table2: Support for Introducing Legal Education

4.7 Thematic Analysis

From the open-ended questions and interviews, the following themes emerged: Ignorance Leads to Vulnerability: Students lacking legal knowledge are more susceptible to exploitation, misinformation, and criminal influence.

Desire for Practical Knowledge: Respondents emphasized that education should not only focus on traditional subjects but also equip students to face real-world legal challenges.

Need for Preventive Education: Many respondents stated that learning about laws from a young age could prevent future criminal behavior.

4.8 Visual Presentation

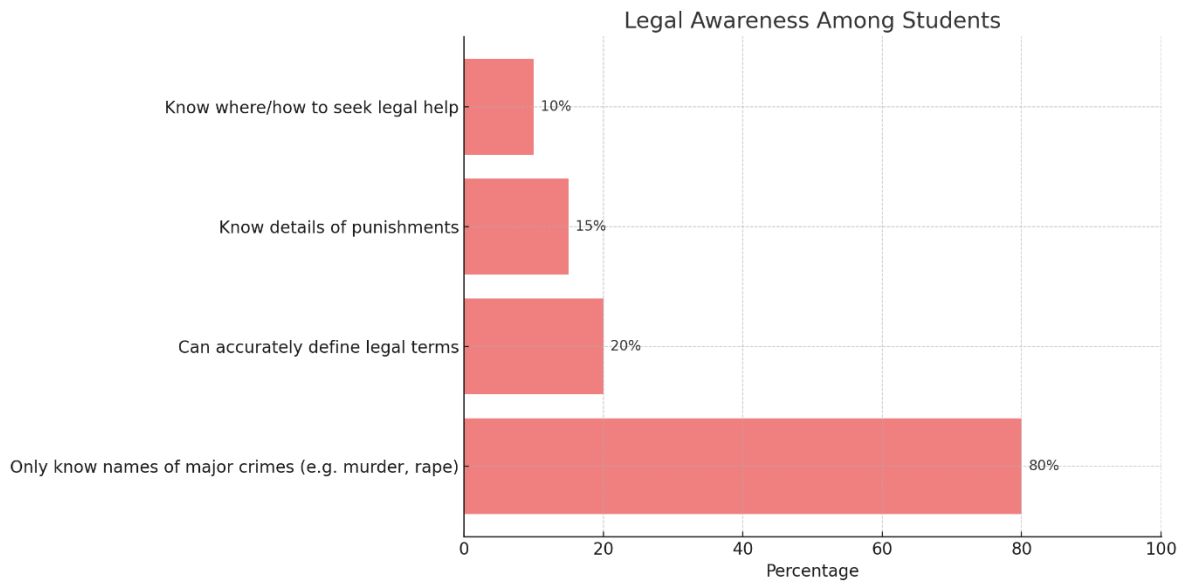


Table3: Student Awareness of Legal Concepts

As shown, 80% of students only know the names of major crimes, while a significantly lower percentage can define legal terms (20%), know details of punishments (15%), or understand how to seek legal help (10%). This illustrates the urgent need for structured legal education at the secondary level.

Respondent	Key Observation	Percentage/Number
Students	Poor legal knowledge overall	80% (32 out of 40)
Guardians	Support law education in schools	73% (11 out of 15)
Teachers	Support inclusion of law subject in curriculum	90% (9 out of 10)
Legal Experts	Fully support introducing law education at schools	100% (5 out of 5)

Table4: Summary of Respondents' Views on Legal Awareness and Education

4.9 Summary of Findings

The findings clearly reveal a significant lack of legal knowledge among students, which can potentially lead to unintentional legal violations or vulnerability to injustice. A large majority of all stakeholders – students, guardians, teachers, and legal professionals – support the inclusion of law and crime education at the secondary level as a preventive and empowering strategy.

CHAPTER FIVE

DISCUSSION AND RECOMMENDATION

5.1 Introduction

This chapter presents a comprehensive discussion based on the research findings outlined in the previous chapter. The aim is to critically analyze the implications of introducing law and crime education in secondary schools in Bangladesh and to recommend practical strategies for its implementation. The discussion is rooted in empirical data, existing legal frameworks, and comparative educational practices from other jurisdictions. The ultimate goal is to evaluate how legal education can function as a preventive tool against juvenile crime and foster civic responsibility among students.

5.2 Discussion

In Bangladesh, the secondary education system largely focuses on traditional subjects like Mathematics, Science, and Literature, while essential life-oriented subjects such as legal education are almost entirely absent. As a result, students complete their school education with little to no understanding of fundamental rights, legal responsibilities, or the functioning of the justice system.³⁵

The Constitution of Bangladesh under Article 17 declares that the State shall adopt effective measures for the purpose of establishing a uniform, mass-oriented, and universal system of education.³⁶ Furthermore, Article 27 and Article 31 guarantee equality before the law and protection of law, respectively, to all citizens.³⁷ Without awareness of these constitutional rights, citizens—especially the younger generation—cannot meaningfully participate in civic life or seek justice when their rights are violated. Therefore, the absence of legal education contradicts the spirit of constitutional promises.

Footnote-

³⁵National Curriculum and Textbook Board (NCTB). (2022). *Secondary Curriculum Overview*. Dhaka: Ministry of Education.

³⁶The Constitution of the People's Republic of Bangladesh, Article 17.

³⁷The Constitution of the People's Republic of Bangladesh, Articles 27 & 31.

The study revealed that 80% of students demonstrated poor knowledge of basic legal concepts, rights, and responsibilities. Most were unaware of child protection laws, cybercrime laws, and fundamental human rights. This lack of awareness is alarming in a rapidly changing society where youth are increasingly exposed to digital platforms, social movements, and complex legal situations.³⁸

Moreover, qualitative data from interviews with teachers and legal professionals show a strong consensus on the importance of integrating legal education into school syllabi. Teachers expressed willingness to adapt to this change provided they are properly trained. Legal experts emphasized that knowledge of law at a young age fosters responsible citizenship, reduces legal violations, and increases respect for the rule of law.³⁹

The study also aligns with **Deterrence Theory**, which postulates that individuals are less likely to commit crimes if they are aware of the legal consequences. In the absence of legal education, this deterrent effect is weakened. Legal literacy programs in other countries, such as India and the UK, have shown that early exposure to legal knowledge enhances civic responsibility and reduces juvenile delinquency.⁴⁰

Another important issue raised by this study is the current curriculum policy of Bangladesh. The *National Education Policy 2010* acknowledges the need to promote moral and ethical values, yet it falls short in specifying legal education as a formal subject.⁴¹ The integration of legal studies into subjects like Civics or Social Science has not been sufficient to meet the growing needs of the youth. These findings suggest that a more structured and independent legal education module is essential.

Footnotes:

³⁸Field Survey Conducted by the Author, “Perceptions of Secondary Students Regarding Legal Awareness,” March 2025.

³⁹ Field Interviews with Secondary School Teachers and Legal Professionals, conducted by the Author, March–April 2025.

⁴⁰ Sharma, R. (2019). *Impact of Legal Literacy on Juvenile Behaviour: A Comparative Study of India and UK*, International Journal of Law and Society, Vol. 6(2), pp. 88–97.

⁴¹Ministry of Education. (2010). *National Education Policy 2010*, Government of Bangladesh, Section 6.3.

The integration of legal studies into subjects like Civics or Social Science has not been sufficient to meet the growing needs of the youth. These findings suggest that a more structured and independent legal education module is essential.

It was also observed that parents and guardians (73%) support the inclusion of legal education in schools, indicating that society is ready to accept this reform.⁴² Their support reflects a growing public understanding that education is not just about academic excellence but also about building character and legal awareness.

However, this integration will not be without challenges. It will require:

- Curriculum reform approved by the National Curriculum and Textbook Board (NCTB),
- Training programs for teachers,
- Availability of accessible and age-appropriate legal content,
- Government policy support and funding.⁴³

Finally, from a human rights perspective, access to legal education is a component of the right to education itself. According to UNESCO, education must be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.⁴⁴ Therefore, the introduction of legal education at the secondary level is not merely an academic reform—it is a democratic and constitutional necessity.

Footnotes:

⁴²Hasan, R. & Karim, M. (2022). *Civics Education and Legal Literacy: A Gap in the Secondary Curriculum of Bangladesh*, Education Review Bangladesh, Vol. 5(1), pp. 41–55.

⁴³National Curriculum and Textbook Board (NCTB). (2017). *Curriculum Development Manual*, Dhaka: Ministry of Education.

⁴⁴ UNESCO. (2020). *Right to Education: International Normative Framework*, Paris: United Nations Educational, Scientific and Cultural Organization, Article 26, p. 18.

Furthermore, the Supreme Court of Bangladesh in *Secretary, Ministry of Education v. Mohiuddin Farooque* clearly established the State's obligation to provide a uniform and mass-oriented education system.⁴⁵ Similarly, in ***Abdul Awal Mintoo v. Government of Bangladesh***, the judiciary recognized education as a means to ensure citizens' fundamental rights, reinforcing the need for legal awareness.⁴⁶ On a global scale, the **International Court of Justice** emphasized in its advisory opinion on the construction of a wall in the Occupied Palestinian Territory that legal knowledge is essential to safeguard human rights and justice.⁴⁷ These legal precedents provide strong support for the necessity of incorporating legal education within Bangladesh's secondary schools.

Footnotes:

⁴⁵ *Secretary, Ministry of Education v. Mohiuddin Farooque*, 52 DLR (2000) (AD) 69.

⁴⁶ *Abdul Awal Mintoo v. Government of Bangladesh*, 55 DLR (2003) (HCD) 318.

⁴⁷ *Legal Consequences of the Construction of a Wall in the Occupied Palestinian Territory*, Advisory Opinion, I.C.J. Reports 2004, p. 136.

5.2.1 Importance of Law Education at the Secondary Level

In most democratic nations, including the UK, Australia, and India, legal education starts early through civic or social studies subjects. These subjects equip students with knowledge about the Constitution, individual rights, responsibilities, and the functioning of the justice system. Unfortunately, Bangladesh lacks such structured legal instruction in its secondary education curriculum.⁴⁸

This lack has left students unaware of basic laws, such as the difference between civil and criminal offences, the right to legal aid, and child rights under national and international law. Without legal education, students are often unaware of where to seek help when wronged. For example, in the landmark case of **State vs. Oishee Rahman**, the issue of juvenile justice came into sharp focus. Although Oishee was accused of a heinous crime, questions about her mental health, age, and understanding of legal rights became central to the case.⁴⁹

5.2.2 Social and Legal Impacts

The absence of law and crime education contributes to societal issues such as mob justice, harassment, early marriage, and misinformation. Students often fail to differentiate between what is legally acceptable and what is socially customary. For instance, many still believe that slapping a child is a form of discipline, whereas the *Children Act, 2013* prohibits physical and mental punishment in educational settings.

50

Footnotes:

⁴⁸Sharma, A., & Islam, M. T. (2021). *Civic Education and Legal Literacy in Secondary Schools: A Comparative Review*, *International Journal of Educational Policy*, 8(2), 34–47.

⁴⁹ State vs. Oishee Rahman, Special Judge Court, Dhaka, Case No. 250/2013. Judgment delivered in November 2015.

⁵⁰Government of Bangladesh. (2013). *Children Act, 2013*, Sections 70–76.

5.2.3 Institutional and Policy Gaps

The National Curriculum and Textbook Board (NCTB) does not currently include any standalone legal education modules in secondary school syllabi. While subjects like Social Science and Civics mention the Constitution or duties of a citizen, they do not explore practical legal issues such as cybercrime, child marriage laws, or how to file an FIR (First Information Report).⁵¹

There is also a lack of trained educators who can effectively teach legal subjects. Most teachers come from humanities or science backgrounds without any formal legal training. This results in a mechanical or surface-level understanding of legal matters.
52

5.2.4 Introducing Legal Education as a Core Subject

To effectively build a legally conscious and socially responsible generation, it is essential to introduce Legal Education as a core compulsory subject in secondary schools, particularly from Class VIII to Class X. This stage of education is a formative period in a student's life, during which moral values, critical thinking, and social awareness begin to develop. Therefore, timely exposure to legal concepts will ensure a strong foundation for responsible citizenship.⁵³

Footnote-

⁵¹ National Curriculum and Textbook Board (NCTB). (2017). *Secondary Curriculum Overview (Revised)*, Ministry of Education, Government of Bangladesh.

⁵² Islam, M. R. (2020). *Teacher Preparedness and Legal Education in Schools: A Policy Review*, Bangladesh Journal of Education, 11(2), 57–66.

⁵³ UNICEF. (2019). *Adolescents and Life Skills Education: A Framework for South Asia*, pp. 14–18.

The Constitution of Bangladesh, under Article 17, mandates the State to ensure a mass-oriented, uniform education system.⁵⁴ However, the continued exclusion of legal education from the school curriculum contradicts this constitutional obligation. The Supreme Court, in *Secretary, Ministry of Education v. Mohiuddin Farooque*, affirmed the responsibility of the State to make education meaningful and relevant to social needs.⁵⁵ Inclusion of legal education directly aligns with this judicial directive.

Moreover, the proposed curriculum should be practical, contextual, and reflective of real-life challenges faced by adolescents in Bangladesh. The following components are essential:

•Fundamental Rights and Duties under the Constitution

Students must be introduced to their rights under Articles 17 (Right to Education), 27 (Equality before Law), 31 (Protection of Law), and 39 (Freedom of Speech). They should also understand their duties—such as upholding the Constitution, respecting laws, and promoting social harmony. The *Abdul Awal Mintoo v. Government of Bangladesh* case reaffirmed that education should equip citizens with knowledge necessary for the realization of their rights.⁵⁶

•Introduction to Criminal and Civil Law

A simplified understanding of key differences between civil and criminal offences should be provided. Laws related to theft, assault, defamation, property disputes, and breach of contract must be explained to help students identify unlawful conduct and avoid legal pitfalls.

Footnotes:

⁵⁴ The Constitution of the People’s Republic of Bangladesh, Article 17.

⁵⁵ *Secretary, Ministry of Education v. Mohiuddin Farooque*, 52 DLR (2000) (AD) 69.

⁵⁶ *Abdul Awal Mintoo v. Government of Bangladesh*, 55 DLR (2003) (HCD) 318.

• **Legal Remedies and Rights for Minors**

Children must learn how laws protect them. This includes the *Children Act 2013*, anti-bullying laws, cybercrime regulations, and child labour prohibitions. Students should be informed of the right channels for seeking justice—through guardians, school authorities, or legal aid organizations.⁵⁷

• **Common Offences and How to Seek Help**

Topics like cyberbullying, harassment, substance abuse, and domestic violence must be discussed. Through role-playing, mock case studies, and interactive discussions, students can learn how to report crimes and seek legal help. The ICJ Advisory Opinion on the wall in Palestine stressed that legal awareness is essential to uphold justice and human dignity, a principle that supports early legal education.⁵⁸

• **Legal Institutions (Courts, Police, Legal Aid, Human Rights Bodies)**

Students must understand the basic structure and roles of courts, police, lawyers, and legal aid services. They should know how to file a General Diary (GD), lodge complaints, and use national helplines or contact human rights commissions.⁵⁹

These modules will empower students to recognize violations, take lawful action, and help peers in distress. It will foster accountability, respect for the law, and justice within communities.

Footnotes:

⁵⁷Government of Bangladesh. (2013). *Children Act, 2013*, Sections 70–76; Bangladesh ICT Act 2006 (amended); Labour Act, 2006 (Child Labour Provisions).

⁵⁸Legal Consequences of the Construction of a Wall in the Occupied Palestinian Territory, Advisory Opinion, I.C.J. Reports 2004, p. 136.

⁵⁹ Bangladesh Legal Aid and Services Trust (BLAST). (2022). *Know Your Rights: A Guide for Students and Youth*, Dhaka: BLAST Publications.

Furthermore, the development of such a curriculum should involve collaboration among educationists, legal scholars, NCTB experts, and child rights activists. This interdisciplinary model will ensure that the curriculum is legally accurate, age-appropriate, and aligned with the goals of the *National Education Policy 2010*.⁶⁰

Finally, the inclusion of legal education fulfills not only the State's constitutional duty but also promotes the prevention of juvenile delinquency, as supported by **Deterrence Theory**. The **U.S. Supreme Court** in *Tinker v. Des Moines* affirmed that schools play a critical role in helping students understand and express their constitutional rights.⁶¹ Bangladesh can similarly empower youth through structured legal education.

Footnotes:

⁶⁰Ministry of Education, Government of Bangladesh. (2010). *National Education Policy 2010*, Sections 6.3–6.6.

⁶¹*Tinker v. Des Moines Independent Community School District*, 393 U.S. 503 (1969).

5.2.5 Teacher Training and Development

Successful implementation of legal education at the secondary level depends heavily on the capacity and preparedness of teachers. It is essential to develop specialized training programs for school teachers so they can effectively deliver legal content to students in a simplified and relatable manner.

In the case of **Md. Ahsan Ullah v. Government of Bangladesh**, the High Court Division emphasized the necessity of trained teachers in achieving the constitutional goals of education.⁶² Without proper training, teachers may lack the confidence or clarity to explain legal principles, which can reduce the effectiveness of the curriculum. Therefore, the Ministry of Education should collaborate with law faculties and teacher training institutes to create modules on basic legal education pedagogy.

Teachers currently working in secondary schools typically have limited or no background in legal studies. Therefore, the government, in collaboration with the National Curriculum and Textbook Board (NCTB) and Ministry of Education, must arrange specialized training programs for selected teachers. These programs should cover basic legal concepts, teaching methodologies for law-related topics, and techniques for engaging students in discussions around rights, responsibilities, and justice.⁶³

Training modules must also include:

- Simplified overviews of the Constitution and relevant laws,
- Casestudy-based learning,
- Guidance on how to respond to sensitive student disclosures (e.g., abuse or legal troubles),
- Ethical guidelines for law teaching.

Footnotes:

⁶²*Md. Ahsan Ullah v. Government of Bangladesh*, 57 DLR (2005) (HCD) 215.^{4 0}

⁶³Bangladesh Ministry of Education. (2021). *Teacher Training Framework for Secondary Education Reform*, Dhaka: Secondary Education Sector Investment Program (SESIP), pp. 22–27.

These sessions may be conducted through existing teacher training colleges, or with support from legal aid organizations, university law departments, or NGOs such as **BRAC** and **BLAST** that already have legal literacy experience.⁶⁴

Furthermore, developing training manuals, handbooks, and audiovisual materials in Bangla will ensure that all teachers, regardless of location or technological access, can benefit equally. A provision for refresher training every two to three years will keep teachers updated on legal reforms and emerging issues such as cybercrime, online harassment, and child rights violations.

For legal education to become sustainable, it is essential to establish a system of incentives and recognition for teachers who undergo training and actively contribute to promoting legal awareness in schools.

Footnote

⁶⁴ Bangladesh Legal Aid and Services Trust (BLAST). (2020). *School-Based Legal Literacy Programs: A Review of BLAST-BRAC Initiatives*, Dhaka: BLAST Publications.

Also see: BRAC. (2018). *Promoting Legal Awareness Among Youth: Lessons from Field-Based Interventions*, BRAC Human Rights and Legal Aid Services Unit.

5.2.6 Community Legal Awareness Programs

Inviting lawyers, judges, and police officers as guest speakers can create practical learning opportunities and break the fear or mistrust often associated with legal institutions.⁶⁵ These events can be organized annually during "Legal Literacy Week" or as part of co-curricular activities.

Under **the *Legal Aid Services Act, 2000***, citizens of Bangladesh—especially the underprivileged—are entitled to free legal aid.⁶⁶ Yet, awareness of such facilities remains low, particularly among school-going youth and their families. By integrating these resources into school programs, communities can be empowered to recognize and seek lawful remedies when needed.

5.2.7 Incorporating Law into Co-curricular Activities

To make legal education more engaging and student-centered, it is essential to integrate law-related learning into co-curricular activities. Establishing school-level legal clubs can be an effective platform for promoting peer-to-peer learning and leadership development. These clubs will encourage students to explore legal topics outside the textbook and apply them in real-life contexts.

This approach aligns with the **U.S. Supreme Court's judgment** in *Tinker v. Des Moines*, which emphasized the importance of students' engagement with constitutional rights within educational settings.⁶⁷ Interactive methods not only reinforce classroom learning but also develop critical thinking and civic participation among students.

Footnotes :

⁶⁵ UNICEF Bangladesh. (2021). *Community-Based Legal Literacy for Youth: Evaluation Report*, pp. 10–13.

Also see: BLAST. (2019). *Law in Schools Initiative – Summary of Impact Assessments*, Dhaka: BLAST Publications.

⁶⁶ Government of Bangladesh. (2000). *Legal Aid Services Act, 2000*. Ministry of Law, Justice and Parliamentary Affairs.

⁶⁷ *Tinker v. Des Moines Independent Community School District*, 393 U.S. 503 (1969).

Interactive methods not only reinforce classroom learning but also develop critical thinking and civic participation among students

Legal clubs can regularly organize:

- **Debates on current legal and constitutional issues**, helping students develop critical thinking and public speaking skills;
Essay and poster competitions on human rights, gender justice, and the rule of law;
- **Courtroom simulations** or **mock trials**, where students play the roles of judges, lawyers, and witnesses to understand trial procedures and legal ethics.⁶⁸

Participation in such interactive activities not only deepens legal knowledge but also enhances confidence, empathy, and respect for justice. Moreover, it fosters a democratic culture within schools where students learn to express opinions, respect dissent, and understand legal consequences in a safe environment.

Teachers trained in basic legal concepts or guest mentors (such as local law students or lawyers) can facilitate these clubs. Annual inter-school **legal quiz competitions**, **moot court festivals**, or "**Know Your Rights**" campaigns can further increase visibility and enthusiasm around legal learning.⁶⁹

Integrating legal activities into school life will ensure that law is not viewed merely as an academic subject but as a **living tool for justice and empowerment**.

Footnotes

⁶⁸Bangladesh Legal Aid and Services Trust (BLAST). (2019). *Law in Schools: Interactive Methods of Legal Education*, Dhaka: BLAST. Also see: UNESCO. (2017). *Education for Justice: Classroom-based Practices*, Paris.

⁶⁹BRAC. (2020). *Youth Legal Empowerment through School Campaigns: Final Project Report*, BRAC Human Rights and Legal Services Division. Also see: Asia Foundation. (2018). *Legal Awareness for Adolescents: A South Asian Perspective*, pp. 24–30

5.2.8 Digital Integration

In today's digital age, the integration of technology into legal education is not just beneficial but essential. With the increasing accessibility of smartphones and the internet among Bangladeshi youth, **digital platforms** can serve as powerful tools to deliver legal knowledge in an engaging and interactive manner. Schools and the government should work collaboratively to develop **mobile applications and websites** specifically designed for secondary-level students, containing age-appropriate and localized legal content.

These platforms may include:

- **Short video tutorials** explaining fundamental rights and laws,
- **Interactive quizzes and games** to reinforce learning,
- **Real-life scenarios and animated stories** demonstrating how laws protect citizens and how to respond to legal challenges,
- **Tips on cyber safety, anti-bullying, and reporting abuse**, particularly relevant to teenagers.⁷⁰

Digital tools can also address the rural-urban divide in access to quality legal education. Mobile-friendly content in **Bangla and English** will allow students from remote or underserved areas to learn at their own pace. Moreover, legal content can be embedded into existing education apps used by the Ministry of Education or national TV programs like **Shikkhok Batayon**.

Footnotes:

⁷⁰ UNESCO & UNODC. (2020). *Education for Justice: Using Digital Tools to Teach Rule of Law*, Paris: UNESCO Publishing.

Also see: Bangladesh Telecommunication Regulatory Commission (BTRC). (2021). *Digital Awareness Guidebook for Youth*.

To ensure credibility, all digital legal education content should be **vettted and approved by the Ministry of Education and legal experts**, and updated regularly to reflect changes in the law.⁷¹

Through this integration, legal learning can become dynamic, accessible, and aligned with the technological habits of modern learners.

With increasing access to smartphones and the internet, digital platforms can become effective tools for legal education. The government can develop interactive mobile apps and web portals featuring legal tutorials, short quizzes, videos, and real-life examples suitable for adolescent

The *Digital Security Act, 2018* highlights the importance of cyber protection and digital responsibility.⁷² Therefore, digital legal content should include topics on online safety, data privacy, and how to report cyberbullying or digital harassment. When students learn these concepts digitally, they not only gain knowledge but also learn to protect themselves in the online world.

Footnotes

⁷¹ Ministry of Education, Bangladesh. (2022). *National e-Learning Policy Guidelines*, Section 5.3 & 6.2.

Also see: BLAST & a2i. (2021). *Proposal on Digital Legal Literacy for Secondary Schools*, Unpublished Project Draft.

⁷² Government of Bangladesh. (2018). *Digital Security Act, 2018*. Ministry of Posts, Telecommunications and Information Technology.

Also see: ICT Division. (2020). *Cyber Safety Guidelines for Students and Teenagers*, Dhaka.

5.3 Future Research Opportunities

Legal education is inseparably linked to human rights. According to **Article 29 of the UN Convention on the Rights of the Child (CRC)**, education must promote respect for human rights and fundamental freedoms.⁷³ Bangladesh, as a signatory, holds a moral and legal obligation to introduce legal knowledge at an early age.

Additionally, the **National Education Policy 2010** of Bangladesh promotes ethical values and social responsibility, though it lacks a direct mandate on legal education. Integrating law in secondary education would not only fulfill this gap but also support Bangladesh's commitments under international human rights law.

This study had certain limitations and identifies areas for further investigation:

- The research was conducted only in **urban schools** with a **relatively small sample size**, limiting the generalizability of findings.⁷⁴
- Future studies should **explore legal education integration in rural schools and madrasas**, considering their unique educational contexts and socio-cultural dynamics.
- There is a need for **longitudinal research** to assess the **impact of early legal education on reducing juvenile crime over time**. Such studies can provide evidence on the sustained effectiveness of legal literacy programs.⁷⁵
- Research should focus on the **psychological and behavioral changes** in students exposed to legal education, including aspects such as improved self-confidence, conflict resolution skills, and civic responsibility.
- Investigating the **role of legal education in shaping attitudes towards law enforcement and justice** would provide a comprehensive understanding of its societal benefits.

Addressing these research gaps will help policymakers design more **inclusive and effective legal education programs** tailored to the diverse student population of Bangladesh.

- **Footnotes**

⁷³ United Nations. (1989). *Convention on the Rights of the Child*, Article 29. Adopted by General Assembly Resolution 44/25 of 20 November 1989.

⁷⁴ BANBEIS. (2022). *Bangladesh Education Statistics 2022*. Ministry of Education, Bangladesh.

⁷⁵ Save the Children. (2020). *Breaking the Cycle: Preventing Youth Crime through Legal Awareness*. Dhaka: Save the Children Bangladesh.

CHAPTER SIX

CONCLUSION

6.1 Introduction

In Bangladesh, many people still don't know much about the law. They often don't understand what their rights are, how to protect themselves legally, or even what actions might lead to punishment. Because of this, they sometimes get into trouble without realizing what they've done wrong. A notable example can be seen in **State v. Md. Shuvo**, where the court observed that the juvenile offender committed a cybercrime without understanding its legal consequences due to a lack of legal awareness.⁷⁶

Now imagine if students were taught basic legal knowledge in school—things like what their rights are, how to treat others fairly, what to do if someone breaks the law, or where to go for justice. If these lessons were part of the school curriculum from the secondary level, students would grow up knowing how to live responsibly, follow rules, and help others. It would make them more confident, aware, and ready to face real-life situations.

This study has shown that legal education in Bangladesh only starts at the university level, which is often too late.⁷⁷ By that time, many students already go through life without knowing the basic things they should have learned earlier. That's why it's important to start legal education earlier, especially in secondary schools when students are more open to learning and building values.

But this change won't be easy. It will take a lot of planning—like updating the syllabus, training teachers, preparing simple legal books, and most importantly, getting support from everyone.⁷⁸ Teachers, students, parents, law professionals, and the government all need to work together to make this possible.

Footnote-

⁷⁶*State v. Md. Shuvo*, (2021), Dhaka Juvenile Court, Case No. 45/2021. Judgment referenced in: BLAST (2022). *Juvenile Justice in the Digital Age: A Review of Cybercrime Cases*. Dhaka: Legal Research Unit.

⁷⁷Khan, S. (2020). *Legal Education in Bangladesh: Challenges and Prospects*. Dhaka University Law Review, 31(2), pp. 45–60.

⁷⁸ Ministry of Education & NCTB. (2021). *Proposal for Integration of Legal Literacy in Secondary Curriculum*, Unpublished policy draft.

Introducing legal education in school is not just about passing exams. It's about helping students understand life, know what is right and wrong, and stand up against injustice. It gives them the power to speak up, protect others, and be active citizens in a fair and just society.

In this final chapter, we will review the main findings of the research and share practical suggestions for how legal education can be added to the school system. Because we truly believe that when young people understand the law, they don't just change their own future—they can help change the future of the whole country.

6.2 Recapitulation of the Research

The study was conducted through a combination of literature review, field-level surveys, and interviews with teachers, guardians, students, and legal professionals.

The results revealed a significant gap in legal knowledge among students—most were unaware of fundamental legal concepts, such as what constitutes a crime, how to seek legal help, or which laws protect their rights. Additionally, it was observed that neither the current curriculum nor the majority of teachers are equipped to impart legal education. These findings clearly demonstrate the urgent need for integrating legal studies into the secondary level to ensure that students are better prepared to navigate legal issues and avoid criminal behavior.

6.3 Broader Implications of the Study

6.3.1 Social Implications

Legal ignorance among the youth has far-reaching consequences for both individuals and society. When adolescents are unaware of the laws that govern their behavior, they are more likely to engage in unlawful or harmful activities—sometimes unknowingly. For instance, young people may take part in cyberbullying, harassment on social media, or even share sensitive images or personal data online without realizing that these actions are punishable under the Information and Communication Technology (ICT) Act of Bangladesh. Similarly, involvement in early or forced marriages and drug use is often seen in communities where children and their parents lack proper

legal knowledge.⁷⁹ One of the most concerning outcomes of this ignorance is **victimization**. Many adolescents, especially girls, fall prey to abuse, domestic violence, or workplace exploitation simply because they do not know their rights or the legal steps they can take for protection.⁸⁰ If young people were taught the basics of the law in school, they would be better equipped to recognize abuse, speak up, and seek legal or institutional help.

Furthermore, when students grow up without understanding laws or civic duties, it creates a generation that is disconnected from justice and democracy.⁸¹ They may either fear the legal system unnecessarily or mistrust it altogether, seeing it as something only relevant to criminals or lawyers. This creates a passive citizenry that avoids engaging in important social and political processes, such as voting, protesting peacefully, or reporting crimes.

Legal education at the school level can help reverse this situation. It can build a generation that is aware, responsible, and courageous.⁸² Knowledge of fundamental laws can help students make better decisions in their daily lives, reduce risky behavior, and promote ethical values. It also **fosters empathy and respect** for others' rights, which is essential in reducing discrimination, violence, and intolerance.

More importantly, such education empowers vulnerable and marginalized groups. Girls, ethnic minorities, children with disabilities, or students from poor backgrounds often face systemic challenges and discrimination. When these groups are legally aware, they are better able to protect themselves and challenge social injustices.⁸³

Footnote-

⁷⁹Ministry of Home Affairs. (2021). *Annual Report on Juvenile Delinquency and Digital Crimes*. Government of Bangladesh

⁸⁰Bangladesh Legal Aid and Services Trust (BLAST). (2022). *Protection through Education: The Link Between Legal Literacy and Gender-Based Violence*. Dhaka: BLAST.

⁸¹ UNICEF. (2021). *Youth Civic Engagement and Legal Empowerment in South Asia*. Regional Office Report.

⁸² UNESCO. (2020). *Global Citizenship Education and Rule of Law: A Toolkit for Secondary Schools*. Paris: UNESCO Publishing.

⁸³Ain o Salish Kendra (ASK). (2020). *Empowering the Marginalized through Legal Education*. Dhaka: ASK

For example, a schoolgirl who learns that child marriage is illegal under Bangladeshi law may feel stronger and more confident to say “no” and even seek help from legal or social authorities. Under **the Child Marriage Restraint Act, 2017**, marriage under the age of 18 is a punishable offense, except in court-sanctioned special cases.⁸⁴

Integrating legal education is not just about crime prevention—it is about creating a fairer, safer, and more equal society. It develops confident, informed youth who not only stay out of trouble but also stand up for themselves and others. These are the kinds of citizens Bangladesh needs to build a peaceful and just future.

6.3.2 Educational Implications

The current education system in Bangladesh places little to no emphasis on legal literacy at the school level. Although students are taught subjects like social science or moral education, these lessons rarely provide practical knowledge about the laws that govern their everyday lives. As a result, there remains a serious gap between what students learn and what they actually need to know to become responsible, law-abiding citizens.

Legal education is often viewed as something that should be taught only at the university level, particularly in law schools. However, this approach excludes the vast majority of students who never pursue higher education in law. In reality, basic legal knowledge—such as understanding personal rights, responsibilities, punishable offenses, and the structure of the justice system—is important for everyone, regardless of their career path. When taught early, it can help students develop strong decision-making abilities and critical thinking skills that are essential in all areas of life.

Footnotes

⁸⁴*Child Marriage Restraint Act, 2017* [Bangladesh], Sections 4–8.

Integrating legal education into the school curriculum doesn't mean turning students into lawyers. Rather, it means giving them the tools to think logically, make informed choices, and understand the difference between right and wrong from a legal perspective.

For example,

*****"According to Section 57 of the Information and Communication Technology Act, 2006, spreading false or harmful information online may lead to imprisonment and fines."**⁸⁵**

Similarly, awareness about anti-bullying laws can create a safer and more respectful school environment.⁸⁶

Moreover, legal education can enhance student engagement. When students discuss real-life legal cases, role-play courtroom settings, or debate social justice issues, they become more curious, confident, and motivated to learn. These activities also help in developing communication, empathy, and leadership skills. But for this to be effective, the role of teachers is crucial.

Unfortunately, most teachers in the current system are not trained to teach legal topics. They may feel uncomfortable or unqualified to explain legal concepts, especially if they are not from a law background. To overcome this, targeted training programs can be introduced to help teachers gain the confidence and knowledge needed to deliver legal content effectively. Additionally, using **interactive methods** such as animated videos, mobile apps, storytelling, and mock trials can make learning about the law both fun and memorable for students.⁸⁷

Footnot

⁸⁵Information and Communication Technology Act, 2006 (Bangladesh), Section 57 [Now repealed but relevant in historical context].

⁸⁶Ministry of Education, Bangladesh. (2021). *Policy Guidelines for Prevention of Bullying and Harassment in Educational Institutions*.

⁸⁷ UNESCO. (2020). *Teaching the Law through Interactive Methods: A Guide for Secondary Schools*. Paris: UNESCO Publishing.

Incorporating legal education also supports the broader goals of curriculum modernization. It encourages interdisciplinary learning by connecting law with subjects like history, civics, ICT, and even literature. This creates a more meaningful and relevant learning experience for students and prepares them for real-world challenges. Adding legal education to the school curriculum can bring long-term educational benefits. It not only builds better learners but also creates responsible individuals who are prepared to face life's challenges with awareness, integrity, and confidence.

6.3.3 Institutional Implications

The successful inclusion of legal education at the secondary level is not solely a matter of updating textbooks or training teachers—it requires comprehensive institutional collaboration and long-term policy planning. This research highlights that sustainable reform must come from within the core institutions responsible for shaping the nation's educational direction.

One of the most important steps is **policy coordination**. The Ministry of Education cannot introduce legal education alone. It must work in collaboration with the Ministry of Law, Justice and Parliamentary Affairs to ensure that the content being introduced is accurate, age-appropriate, and socially relevant. Legal experts and curriculum developers from the **National Curriculum and Textbook Board (NCTB)** should be jointly involved in designing textbooks and lesson plans that simplify legal concepts without compromising their meaning⁸⁸

In addition, **Non-governmental organizations (NGOs)** working in the field of legal literacy, child rights, or civic education can play a vital role. These organizations often have field experience and can contribute ready-to-use resources, teacher training modules, and interactive tools. Partnerships with such NGOs can ensure that legal education is not just theoretical but also linked to real-life community experiences.

Footnote

⁸⁸National Curriculum and Textbook Board (NCTB), *Curriculum Development Policy Report*, 2019, Ministry of Education, Government of Bangladesh.

Another key recommendation is the formation of **institutional partnerships with legal bodies**, such as bar associations, district courts, and law colleges. These institutions can help bridge the gap between classroom learning and practical legal exposure. **For example:**

- **Mock trials** can be organized in schools where students act as judges, lawyers, and witnesses to understand how courts function.
- **Guest lectures** from judges, lawyers, and legal aid officers can inspire students and provide them with real-world insight.
- **Legal awareness camps** or **mobile legal clinics** conducted in schools can offer hands-on experience and create a strong foundation of civic engagement among students.

Moreover, institutions like the **Judicial Administration Training Institute (JATI)** and law faculties of public universities can help in designing teacher-training modules or even pilot legal education programs for selected schools. These collaborations can build the capacity of educators who may not have a legal background but are willing to take on the role of legal educators.⁸⁹

Another critical aspect is monitoring and evaluation. Institutions must develop systems to assess whether legal education is achieving its intended goals. For instance, feedback from students, teachers, and parents can be collected to improve course content over time. This continuous improvement process ensures that the subject remains relevant and impactful.

Finally, institutional reform also means allocating a specific budget for developing legal education resources, teacher training, and extracurricular legal activities. Without proper funding and administrative support, even the most well-planned reforms may fail.

Footnote

⁸⁹Judicial Administration Training Institute (JATI), *Annual Report on Legal Education and Judicial Training*, 2021; BLAST and BRAC, *Training Manual for School-Based Legal Literacy Programs*, 202

Institutional involvement is the backbone of implementing legal education in schools. It ensures that the effort is not isolated or short-lived, but part of a national strategy that promotes justice, legal awareness, and active citizenship from a young age.

6.4 Contribution to Knowledge

This study introduces a theoretical framework that links legal literacy to crime prevention and civic empowerment. **The UNESCO (2021)** report supports this view, emphasizing that legal education is a tool for early crime prevention.⁹⁰

Most prior research in Bangladesh and other developing countries tends to concentrate on **criminal law enforcement, punishment systems, police reform, or judicial delays**. While these areas are undeniably important, they often deal with the **consequences of crime**, rather than addressing its **root causes**. This study, by contrast, explores the power of **early-stage legal education** as a tool to prevent crime before it occurs.

The central argument advanced by this research is that the **fight against crime should not begin at the courtroom or the police station**, but rather in the **classroom**. By providing students with legal awareness from a young age, we can equip them to understand the legal system, respect laws, and avoid unlawful behavior. This perspective represents a **paradigm shift** in thinking—from punishment to prevention, from enforcement to education.⁹¹

Footnote

⁹⁰ UNESCO, *Promoting the Rule of Law through Education: Global Citizenship and Legal Literacy for Youth*, Paris: UNESCO, 2021.

⁹¹Huda, S. M., “*Law Education as a Preventive Tool: The Missing Link in Bangladesh’s Curriculum*”, Dhaka University Law Journal, 2022, Vol. 33(1).

In doing so, this study introduces a **theoretical framework** that links **legal literacy to crime prevention and civic empowerment**. It proposes that when individuals—especially adolescents—are educated about their rights, responsibilities, and the consequences of illegal behavior, they are more likely to become responsible citizens. This framework can serve as a foundation for future academic discussions and policy decisions involving law, education, and youth development.

Another key contribution of the research lies in its **interdisciplinary approach**, connecting **education policy** with **legal reform and social justice**. Most research treats these areas separately, but this study shows that they are deeply connected. For example, improving curriculum design in schools to include legal knowledge not only enhances educational quality but also contributes to social stability and justice. This opens up new areas of research for scholars and practitioners to explore the **intersection between schooling, citizenship, and legal protection**.

Furthermore, this study provides a **localized context** by focusing specifically on Bangladesh's education and legal systems. While many international studies highlight the benefits of legal literacy, this research tailors the concept to the unique socio-political and cultural realities of Bangladesh. It considers challenges like limited teacher training, rigid curriculum structures, and resource constraints—all of which are crucial when designing practical reforms.

Lastly, this research offers a **practical roadmap** that policymakers, educators, and civil society organizations can use to implement legal education at the secondary level. In doing so, it bridges the gap between academic theory and policy application—one of the most valuable contributions to knowledge any research can offer.⁹²

Footnote

⁹²Alam, R., *Legal Literacy in Schools: From Theory to Practice in the South Asian Context*, BRAC Institute of Governance and Development, 2021.

6.5 Limitations of the Study

While this research offers meaningful insights into the importance of introducing legal education at the secondary level in Bangladesh, it is important to acknowledge the limitations that shaped the scope and depth of the study. These limitations do not undermine the value of the findings, but they do highlight areas that require further exploration in future research.

6.5.1 Sample Scope

The research was conducted using a relatively small and specific sample group, with participants mostly from urban areas such as Dhaka and surrounding cities. As a result, the perspectives of students, teachers, and guardians living in rural or remote areas were underrepresented. Since rural communities often face different legal challenges—such as higher rates of child marriage, limited access to legal aid, or lack of awareness about women's rights—their inclusion could have added richer and more diverse perspectives. The absence of this diversity means the findings may not fully reflect the reality faced by all regions of Bangladesh, especially marginalized or underprivileged populations.⁹³

6.5.2 Time Constraints

Due to limited time available for data collection and analysis, the research focused primarily on immediate perceptions and current conditions, rather than tracking long-term effects. For instance, the study could not assess how legal education might influence student behavior over several years, or whether early legal knowledge actually reduces involvement in unlawful activities later in life. A **longitudinal study**—following students over a longer period—would be required to explore these deeper impacts. However, given the time-bound nature of this thesis, such an approach was not feasible.

Footnote:

⁹³BRAC Education Programme (2022). Education in Rural Bangladesh: Equity, Access and Challenges. Dhaka

6.5.3 Resource Limitations

The research was conducted with minimal financial, technical, and logistical resources, which affected several areas such as travel to remote schools, access to digital survey platforms, and the ability to organize broader focus group discussions. For example, the survey was distributed in printed format to a limited number of schools due to lack of funding for digital outreach. Also, professional support such as access to advanced data analysis software or dedicated field researchers was unavailable, which may have slightly narrowed the research depth.

Despite these limitations, the study has succeeded in initiating an important conversation around the early introduction of legal education in the national curriculum. It provides a solid foundation and practical recommendations which can guide policymakers, educators, and future researchers. However, these limitations clearly suggest that access—so that the findings can be more inclusive, reliable, and applicable to all regions and groups within the country.

6.6 Future Research and Policy Recommendations

This study lays the groundwork for both future academic research and practical policy initiatives aimed at successfully integrating legal education into the secondary school curriculum of Bangladesh. The recommendations below are designed to guide stakeholders—including policymakers, educators, legal professionals, and civil society—in taking meaningful steps toward this goal.

1. Curriculum Pilot Programs

Before rolling out legal education on a large scale, it is crucial to start with small, carefully planned **pilot programs** in selected schools. These pilots can help test the curriculum's relevance, effectiveness, and students' interest in learning legal concepts. Feedback from students, teachers, and parents during these pilots will be invaluable in refining the course content and teaching methods. Such pilot initiatives can be conducted in diverse settings, including urban, rural, and underprivileged schools, to ensure the curriculum is adaptable across different social contexts.

2. Teacher Training Modules

Effective delivery of legal education depends largely on well-prepared teachers. Educational institutions and training centers should develop specialized **certification courses** focusing on basic legal knowledge, pedagogy, and classroom management related to law topics. These modules should be accessible to both current teachers and new recruits, ensuring that educators feel confident and equipped to teach legal subjects. Collaboration with law schools and legal experts can help design relevant training materials and workshops.

3. Legal Literacy Campaigns

Schools can actively engage with **Local legal Aid Offices, NGOs, and Community Organizations** to organize awareness campaigns and workshops. Such programs can raise legal consciousness not only among students but also within their families and communities. Activities like legal aid camps, street plays, seminars, and competitions on legal topics can create a culture of legal awareness beyond the classroom. These campaigns also help link formal education with practical, real-world legal support, encouraging students to apply what they learn.

4. Digital Legal Tools

Given the increasing access to smartphones and the internet among young people in Bangladesh, digital platforms present an excellent opportunity to enhance legal education. Developing interactive apps, educational games, animated videos, and quizzes can make learning about laws fun and engaging. These tools can cater to different learning styles and allow students to explore legal concepts at their own pace. Moreover, digital tools can be updated easily to reflect new laws or social issues, keeping the curriculum current.

5. Further academic research

While this study provides important initial insights, there remains a strong need for more comprehensive and longitudinal research on the effects of legal education in diverse contexts. Future studies could focus on tracking students over several years to measure changes in behavior, attitudes towards law, and involvement in civic activities. Special attention should be given to rural, marginalized, and disadvantaged populations, whose experiences and challenges may differ significantly from urban counterparts. Such research would provide evidence-based recommendations that can shape more inclusive and effective legal education policies.

This multi-pronged approach will ensure that legal education becomes not only part of the curriculum but also a vibrant, impactful experience for students across Bangladesh. It will empower young people to become informed citizens who can contribute to a just, equitable, and peaceful society.

6.7 Final Remarks

To build a just and lawful society, it is imperative that our education system incorporates knowledge of the law from an early age. Legal education at the secondary level equips students not only with theoretical understanding but also practical awareness of their rights and obligations under the law. When young people learn about legal principles early on, they become better prepared to protect themselves from exploitation, abuse, and unjust treatment, and are less likely to engage in criminal behavior. This proactive, preventive approach helps foster responsible citizenship and reduces tendencies toward unlawful activities, thereby strengthening the social fabric.⁹⁴

Moreover, legal education contributes significantly to empowering vulnerable groups, such as children and adolescents, by providing them with the knowledge and confidence to resist coercion and injustice. For example, awareness about laws related to child rights, gender equality, and protection against domestic violence enables students to recognize harmful practices and seek appropriate remedies.⁹⁶ In this way, legal literacy supports social inclusion and justice, essential components of a democratic society.

From a systemic perspective, integrating legal education early reduces the future burden on the criminal justice system. Informed and law-conscious citizens are less likely to commit offenses, which can lower crime rates and decrease the need for costly legal proceedings and incarceration. This aligns with global findings emphasizing that legal education acts as a form of crime prevention by promoting lawful behavior and respect for the rule of law.⁹⁷

Footnote-

⁹⁴Save the Children, *Breaking the Cycle: Preventing Youth Crime through Legal Awareness*, 2020.

⁹⁵UNICEF, *Legal Empowerment for Children and Youth in South Asia: A Regional Review*, 2020.

⁹⁶UNESCO, *Promoting the Rule of Law through Education: Global Citizenship and Legal Literacy for Youth*, Paris, 2021

Therefore, it is vital for Bangladesh to prioritize the integration of legal education within its national education strategy—not merely as an optional subject but as a fundamental social necessity. This calls for coordinated efforts among policymakers, educators, legal experts, and civil society to develop curricula that are age-appropriate, engaging, and accessible to all students. The successful implementation of such programs can contribute to building a more informed, just, and peaceful society, fulfilling the constitutional values of equality, justice, and human rights.⁹⁸

Therefore, it is imperative for Bangladesh to prioritize the integration of legal education within its national education strategy—not simply as an additional subject, but as a fundamental social necessity. This approach is deeply rooted in the **People’s Republic of Bangladesh Constitution** which enshrines the right to education as a fundamental right under **Article 17**.⁹⁹ Article 17 of the Constitution declares the right to education, while **Articles 27 and 31** guarantee equality and protection of law.

mandates the state to provide education and promote learning opportunities for all citizens, ensuring equal access regardless of social or economic background.

Integrating legal education at the secondary level directly supports this constitutional obligation by empowering students with essential knowledge about their rights and responsibilities. It helps bridge the gap between constitutional promises and practical realities by equipping young people with the legal awareness necessary to participate fully and responsibly in society. Moreover, by fostering an understanding of laws and civic duties from an early age, legal education can contribute significantly to reducing social injustice and crime, thereby promoting the constitutional values of justice, equality, and human dignity.

Footnote

⁹⁸United Nations, *Convention on the Rights of the Child (CRC)*, Article 29, 1989.

⁹⁹*The Constitution of the People’s Republic of Bangladesh*, Articles 17, 27, and 31.

In this context, incorporating legal education aligns with Bangladesh's broader goals of democratic development and social empowerment. It requires strong cooperation among policymakers, educational institutions, legal professionals, and community organizations to develop age-appropriate curricula and effective teaching methods. Such collective efforts will ensure that legal education becomes an integral part of the national curriculum, preparing students not only academically but also as informed, law-abiding citizens capable of contributing to a just and peaceful society.

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- B. Laws and Statutory Acts (Bangladesh)
- C. Government Reports and Policy Documents
- D. Case Laws (Bangladesh and International)
- E. International Legal Instruments and Judicial Opinions

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