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Name of Topic- **Educational System in Post-Soviet Central Asian States: A Case Study of Tajikistan**

Keywords: Education: Tajikistan; Statistical Parameters; Challenges; Reforms

Abstract

Education has been recognized as a fundamental human right across many countries not only because it involves imparting knowledge and skills but also as it's the platform on which nations achieve their social, economic and developtnent goals. It has a multifaceted impact that results in poverty reduction, creates skilled manpower, industrial and technical knowhow eventually leading to overall economic prosperity.

 The resultant awareness improves quality of life, empowers women and strengthens the concept of equality. Girls' education has the power to transform society as a whole. The journey of Tajikistan about enabling an efficient education system as a nation has been covered in this study as a systematic analysis of primary and secondary data along with the statistical information from databank for World Bank which included 278 pararneters split across 1 1 sections. The overall scenario in terms of pupil-teacher ratio for pre-primary education, after hovering around 13 for most part of 1991 to 2017 , seems to be coming down to 1 1 .4 in 2017. In terms of primary education, it remains constant around 22 for the said duration. For secondary education, data was available only fiom 1999 to 2011 wherein it remains fairly constant at around 16. At the level of tertiary education from year the 2000 to 2017, though there seems to be some variations, it seems to be headed towards 15. The student teacher ratio in US is -14 from Pre-primary to secondary and 12 for Tertiary. In terms of sheer numbers, the teachers in Tajikistan are impressive and Comparable with the best in the world but lot needs to be done to make it at par in terms of quality.

The government started National Testing Center (NTC) to reduce corruption in education with the help of US$4.1 million aids from Russia Education Aid for Development Project (READ). Further, the World Bank gave US$2 million International Development Association (IDA) grant and the Open Society Foundation supported the capacity building of NTC, Tajikistan with an aid of US$1.5 million.

Present study analyzes and reaffirms the major challenges in educational system of Tajikistan as follows: pre-primary education not being mandatory, lack of early childhood care and development, gender disparity after primary education, insufficient number of teachers, lack of qualified and trained teachers, poor infrastructure, outdated cuniculum and teaching methods, lack of textbooks, corruption flourishing at all levels of education, dropout of children especially girls, children involved in cotton picking and quality of education being not up to the mark. These problems create multiple obstacles for Tajikistan to attain the Millennium Development Goals (MDG) and "Education for Al1" (EFA) objectives.