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SI No.	Heading	Page No.
01	Abstract	3
02	Introduction	3
03	Objectives	4
04	Material Method	4
05	Causes	5
06	The education system structure in Bangladesh	8
07	What should students thinks about the structure?	9
08	What are the main challenges faced by the education system in Bangladesh?	10
09	How are teachers trained and evaluated?	13
10	What lessons has Bangladesh learned from global education models?	16
11	Conclusion	19

Abstract

The "New Education System in New Bangladesh" focuses on a transformative approach to education that aligns with the nation's vision for sustainable development and global competitiveness. This system emphasizes inclusivity, digital integration, and practical skill development to empower students for the challenges of the 21st century. Core components include curriculum modernization, increased access to technology, teacher training, and the incorporation of vocational and life skills education. It prioritizes equity by addressing disparities in rural and urban education and integrating marginalized communities. By fostering creativity, critical thinking, and adaptability, the new education system aims to produce a generation capable of driving socio-economic progress while upholding cultural and ethical values. This initiative underscores Bangladesh's commitment to innovation and human capital development in building a prosperous future.

Introduction

Education is the cornerstone of a nation's progress, shaping the minds and skills of its future leaders. In Bangladesh, the need for a transformative education system has become increasingly apparent as the country aspires to become a middle-income nation and align with global trends. The traditional education system, while foundational, often lacks the flexibility and innovation needed to meet the demands of a rapidly changing world.

The "New Education System in Bangladesh" aims to address these challenges by introducing reforms that emphasize technology, inclusivity, and skill-based learning. This system seeks to create an environment where every learner, regardless of background, has access to quality education that prepares them for both local and global opportunities. By integrating modern teaching methods, vocational training, and digital tools, the initiative intends to bridge the gap between education and employment, fostering a generation equipped to drive sustainable development. This paper explores the core elements of this new system and its potential to reshape the educational landscape of Bangladesh.

Objective

- To determine the past and recent education systems fault.
- To explore the real fault of present education system.
- To understand the school, college and university's curriculum.
- To identify the gap between Bangladesh's and world curriculum system.
- To determine the learning process gap.
- To develop the new curriculum system.
- To explore new technique.

Materials and method

A quantitative survey method involves systematically collecting numerical data to measure and analyze variables. This approach is ideal for identifying patterns, making generalizations, and drawing statistical conclusions. So, here quantitative survey methods were being used.

Below are key elements of that quantitative survey method which are strictly followed here:

1. Survey Design

- Objectives
- Hypothesis
- Variables

2. Questionnaire Structure

- Closed-Ended Questions
- **Types of Questions**
 - Multiple-Choice: Choose one or more from a list (e.g., "Which of these features do you use the most?"), that kind of questions are being used here.
 - Dichotomous: Yes/No or True/False questions (e.g., "Did you find the product easy to use?"); these have also been used.

3. Sampling Techniques

- **Stratified Sampling:** The population is divided into subgroups (street child beggars), and participants are randomly selected from each subgroup.
- **Convenience Sampling:** Selecting participants who are easy to reach (though less representative).

4. Survey Distribution

5. Data Collection

6. Data Analysis

7. Reporting Results: To conduct that quantitative survey effectively, we needed to prepare several materials. Below is a sorting to what are including.

Causes

The past education system in Bangladesh faced several challenges that hindered its effectiveness and failed to meet the evolving needs of society. Some key causes include:

1. Traditional Curriculum and Teaching Methods

The education system heavily relied on rote memorization rather than fostering critical thinking, creativity, and problem-solving skills. The outdated curriculum did not adequately prepare students for modern job markets or real-life challenges.

2. Limited Access and Inequality

Rural and marginalized communities often had limited access to quality education. Socio-economic disparities created significant gaps in educational opportunities, particularly for girls and disadvantaged groups.

3. Lack of Infrastructure and Resources

Many schools suffered from inadequate facilities, overcrowded classrooms, and insufficient teaching materials, which hampered the learning environment.

4. Teacher Shortages and Quality Issues

There was a shortage of trained teachers, and those who were available often lacked access to professional development. This resulted in inconsistent teaching quality across the country.

5. Low Emphasis on Technical and Vocational Education

The education system focused primarily on academic achievements, neglecting technical and vocational training that could have provided practical skills for employment.

6. Minimal Integration of Technology

The use of technology in education was limited, leaving students and educators unprepared for a rapidly digitizing world.

7. Policy and Implementation Gaps

While policies were occasionally updated, poor implementation and lack of coordination between government and educational institutions resulted in limited impact.

Addressing these causes became crucial for Bangladesh to build a robust and inclusive education system capable of driving national development and competing on a global scale.

Some key faults in the education system of Bangladesh:

Fault	Description	Impact	Statistics
Inequality in Access	Disparities in access between urban and rural areas, and among socio-economic groups.	High dropout rates, especially for marginalized communities.	Urban literacy rate: 75% vs. rural literacy rate: 62.
Poor infrastructure	Lack of Proper facilities like class rooms, libraries and sanitation.	Hindered learning environment, especially in rural schools.	40% of schools lack basic sanitation facilities.
Teacher short ages and quality	Insufficient qualified teachers and lack of training programs.	Poor student performance and low engagement.	Student-teacher ratios: 45:1 in primary school, 38:1 in high school, 41:1 in college and 28:1 in university
High dropout rates	Economic barriers and lack of relevance in education lead to dropouts.	Limited workforce skill development and high child labor.	Dropout rate in secondary schools: 37%
Limited vocational education	Minimal emphasis on vocational and technical education in curriculum.	Lack of skilled workforce, unemployment among young.	Only 5% of students enrolled in vocational programs.
Lack of Digital integration	Inadequate use of technology in education.	Students are unprepared for the digital age and global competition.	Only 30% of schools have access to computers or internet.

This table illustrates the multifaceted challenges within the education system, emphasizing the need for comprehensive reform.

The education system structure in Bangladesh

In Bangladesh, the education system structure is divided into several stages:

1. Pre-Primary Education

Age Group: 3–5 years

Duration: 1–2 years

2. Primary Education

Age Group: 6–10 years

Duration: 5 years (Grades 1–5)

3. Secondary Education

a. Lower Secondary

Age Group: 11–13 years

Duration: 3 years (Grades 6–8).

b. Upper Secondary

Age Group: 14–15 years

Duration: 2 years (Grades 9–10).

4. Higher Secondary Education

Age Group: 16–17 years

Duration: 2 years (Grades 11–12).

5. Tertiary Education

Age Group: 18+ years

Duration: 5 years.

6. Vocational and Technical Education

Levels: Offered at both secondary and tertiary level

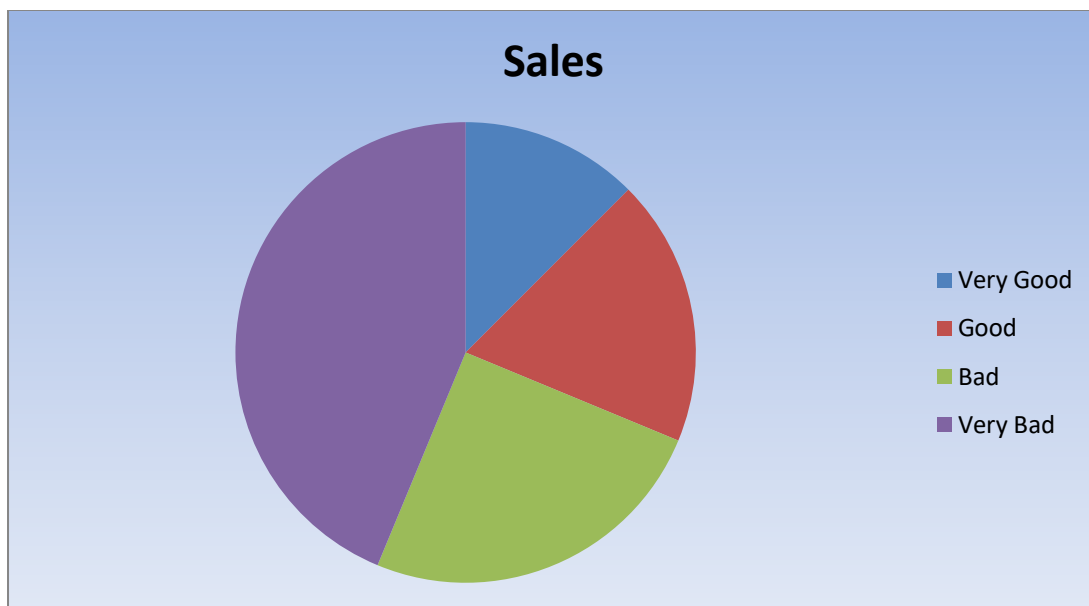
7. Madrasah Education

Parallel religious education system.

8. Informal and Non-Formal Education

Aimed at addressing adult illiteracy and providing alternative education for dropout.

What should students think about the structure?



Most of the student thinks the education system structure is not very good which is 44%. 26% students think the structure are bad, 19% thinks the structure is good and only 10% student think the structure is very good. We collect the sample from 47 students.

What are the main challenges faced by the education system in Bangladesh?

The education system in Bangladesh faces several significant challenges that hinder its ability to deliver quality, equitable, and effective education. These challenges include:

1. Inequality in Access

Disparities between urban and rural areas in terms of school infrastructure, quality of education, and resource availability.

Marginalized groups, including children from low-income families, girls, and children with disabilities, often face limited access to education.

2. High Dropout Rates

Many students drop out due to poverty, child labor, early marriage, and lack of relevance in education.

Dropout rates are particularly high in secondary education, with significant gender disparities.

3. Poor Infrastructure

Many schools lack basic facilities such as safe drinking water, proper sanitation, libraries, and laboratories.

Overcrowded classrooms hinder effective teaching and learning.

4. Teacher Shortages and Low Quality

There are an insufficient number of trained and qualified teachers, particularly in rural areas.

Many teachers lack access to professional development opportunities, leading to inconsistent teaching quality.

5. Outdated Curriculum and Teaching Methods

The curriculum is often criticized for being exam-centric, emphasizing rote memorization over critical thinking and problem-solving skills.

Limited integration of practical skills and vocational training into mainstream education.

6. Low Budget Allocation

Education spending is below international recommendations (2% of GDP vs. global average of 4–6%).

Insufficient funds limit investments in infrastructure, teacher training, and technological integration.

7. Inadequate Integration of Technology

A significant digital divide exists, with limited access to technology and internet connectivity in rural schools.

The lack of digital literacy programs restricts students' readiness for the global job market.

8. Governance and Policy Implementation Issues

Weak coordination among educational authorities and poor implementation of policies. Corruption and inefficiencies in fund utilization further exacerbate the challenges.

9. Limited Focus on Vocational and Technical Education

The mainstream education system does not sufficiently emphasize vocational and technical training, which could help address unemployment.

A mismatch exists between skills taught in schools and the needs of the job market.

10. Language Barriers

The medium of instruction in many schools is not the students' native language, leading to difficulties in comprehension and learning.

11. Impact of External Factors

Natural disasters like floods and cyclones frequently disrupt schooling, especially in rural areas.

Political instability and strikes often lead to school closures. (Alam, 2019)

How are teachers trained and evaluated?

In Bangladesh, teacher training and evaluation processes are managed by various government and non-governmental organizations. However, challenges in the quality, accessibility, and implementation of these systems often affect their effectiveness. Here's an overview of how teachers are trained and evaluated in Bangladesh:

1. Teacher Training

Pre-Service Training

Primary School Teachers:

- ✓ Aspiring teachers must complete a Diploma in Primary Education, a 1-year mandatory course offered by the National Academy for Primary Education (NAPE).
- ✓ Candidates need to pass competitive exams and meet minimum educational qualifications (HSC or higher).

Secondary School Teachers:

- ✓ Teachers usually require a Bachelor of Education (B.Ed.) or Master of Education (M.Ed.) from teacher training colleges or universities.
- ✓ Specialized training is available for technical and vocational educators through institutions like the Technical Teacher Training Institute (TTTI).

In-Service Training

Primary Teachers:

- ✓ Regular training workshops and short courses are provided through NAPE and Upazila Resource Centers (URCs).
- ✓ Programs focus on pedagogical methods, classroom management, and the use of technology in education.

Secondary Teachers:

The government organizes in-service training programs through the Secondary Education Sector Investment Program (SESIP) and the Teacher Training Colleges (TTCs).

Special Training Initiatives

- ✓ ICT training under the "Digital Bangladesh" initiative is being provided to help teachers integrate technology into classrooms.
- ✓ Gender sensitivity and inclusive education training programs are offered to improve teaching for diverse student groups.

2. Teacher Evaluation

Performance Monitoring

- ✓ Teachers are evaluated by head-teachers, education officers, and sometimes by local school management committees (SMCs).
- ✓ Monitoring is often informal, focusing on classroom management, lesson delivery, and attendance.

Annual Confidential Report (ACR)

Government school teachers undergo an ACR evaluation, which assesses their performance based on student outcomes, participation in training, and punctuality.

Examination and Certification

- ✓ Teachers must pass examinations during pre-service and in-service training to obtain certifications.
- ✓ Evaluation often includes theoretical and practical teaching assessments.

Classroom Observation

Education officers periodically visit schools to observe teachers' classroom performance and provide feedback.

Challenges in Training and Evaluation

- ✓ Quality Issues: Many training programs are outdated and focus more on theory than practical application.
- ✓ Resource Constraints: Limited infrastructure and funding restrict access to effective training and evaluation tools.
- ✓ Insufficient Follow-Up: Post-training support and monitoring are often inadequate.
- ✓ Bias in Evaluation: Evaluations are sometimes inconsistent or influenced by subjective factors.
- ✓ Lack of Professional Development Opportunities: Continuous professional development options are limited, especially in rural areas.

What lessons has Bangladesh learned from global education models?

Bangladesh has drawn several lessons from successful global education models to improve its education system. These lessons have been instrumental in shaping reforms, addressing challenges, and implementing innovative approaches. Here are key insights Bangladesh has adopted:

1. Emphasizing Universal Access to Education

Global Models: Countries like Finland and Japan emphasize universal access to quality education.

Lessons Learned:

Bangladesh introduced free and compulsory primary education to ensure all children, particularly girls and marginalized groups, have access to schools.

Initiatives like the Food for Education Program and stipends for girls were inspired by similar programs in developing countries.

2. Curriculum Modernization and Relevance

Global Models: Singapore's education system emphasizes critical thinking, problem-solving, and STEM (Science, Technology, Engineering, and Mathematics).

Lessons Learned:

Bangladesh is integrating STEM education and ICT (Information and Communication Technology) into the curriculum to prepare students for global challenges.

3. Early Childhood Education

Global Models: Nordic countries like Sweden prioritize early childhood education to build a strong foundation for lifelong learning.

Lessons Learned:

Bangladesh has expanded pre-primary education; ensuring children aged 3–5 years have access to early learning programs, particularly in rural areas.

4. Teacher Training and Professional Development

Global Models: Finland focuses heavily on teacher training and professional development, ensuring teachers are highly qualified and respected.

Lessons Learned:

Bangladesh has introduced diploma courses, ICT training, and in-service training programs for teachers to enhance teaching quality.

Partnerships with organizations like UNESCO and BRAC provide additional training and resources for educators.

5. Use of Technology in Education

Global Models: South Korea and Estonia are leaders in integrating technology into classrooms.

Lessons Learned:

Bangladesh has launched initiatives like Digital Bangladesh, equipping schools with digital tools, and introducing e-learning platforms.

The government promotes ICT education and distributes multimedia classrooms in rural schools.

6. Inclusive and Equitable Education

Global Models: Countries like Canada and Australia focus on inclusive education, catering to diverse needs, including those of marginalized groups and students with disabilities.

Lessons Learned:

Bangladesh has adopted inclusive education policies, providing specialized training for teachers and creating disability-friendly infrastructure.

Programs like the Reaching Out-of-School Children (ROSC) target children who are otherwise left out of formal education.

7. Vocational and Skills-Based Education

Global Models: Germany's dual vocational training system effectively combines classroom learning with hands-on training.

Lessons Learned:

Bangladesh has expanded vocational and technical education through polytechnic institutes and skill-development programs to meet the needs of the job market.

8. Monitoring and Evaluation Systems

Global Models: The United Kingdom and Singapore implement robust monitoring and accountability frameworks to track student and teacher performance.

Lessons Learned:

Bangladesh is improving its education management systems to monitor school performance and ensure transparency in policy implementation.

9. Promoting Public-Private Partnerships (PPP)

Global Models: Countries like India and Kenya use public-private partnerships to expand access to quality education.

Lessons Learned:

Bangladesh has partnered with organizations like BRAC and Save the Children to improve education delivery, particularly in rural and underserved areas.

10. Crisis-Resilient Education Models

Global Models: Countries like Rwanda and Sri Lanka have developed crisis-resilient education systems to maintain learning during conflicts and disasters.

Lessons Learned:

Bangladesh has implemented mobile schools and digital learning solutions to continue education during floods and the COVID-19 pandemic.

By adopting and adapting these lessons, Bangladesh is gradually improving its education system to meet the demands of a competitive and interconnected world.

Conclusion

The "New Education System of New Bangladesh" represents a transformative vision for the nation's educational landscape, aiming to create an inclusive, equitable, and innovative framework. By addressing the shortcomings of the past, such as outdated curricula, teacher shortages, and limited access to quality education, this new system seeks to equip learners with the skills and knowledge needed to thrive in the 21st century.

To ensure the success of this vision, sustained investment, effective policy implementation, and active collaboration among stakeholders—government, educators, parents, and communities—are essential. The "New Education System of New Bangladesh" is not just a reform; it is a commitment to building a prosperous, skilled, and enlightened future for the nation.

Works Cited

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