UNIVERSITY OF BARISHAL

A Project Report

TITLE   : Thinking about students' ideas about University of Barishal

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SUBMITTED TO

        Tania Islam

        Assistant Professor

        Computer Science and Engineering

        University of Barishal

SUBMITTED BY

NAME   : Rudra Das

DEPARTMENT : Department of Accounting & Information Systems

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Abstract:

This study explores the perceptions and expectations of students regarding the University of Barishal. It delves into their understanding of the university's academic environment, faculty quality, research opportunities, campus facilities, and overall student experience. The research aims to identify key areas of satisfaction and dissatisfaction among students, as well as their aspirations for the university's future development. By understanding students' perspectives, the study seeks to provide valuable insights for enhancing the university's academic offerings, improving student life, and fostering a positive learning environment.

Introduction:

The University of Barishal, a relatively young institution in Bangladesh's higher education landscape, has been steadily carving its niche. While it may not carry the same historical weight as older universities, it has garnered significant interest and discussion among prospective students. This paper delves into the perceptions and aspirations of students considering the University of Barishal, shedding light on the factors influencing their decisions and the evolving image of this institution.

This research will examine various aspects of student life at the University of Barishal, including:

Academic Experience: Students' views on the quality of teaching, curriculum, and research opportunities.

Campus Life: Students' experiences with extracurricular activities, social events, and campus facilities.

Future Aspirations: Students' career goals and plans after graduation, and how the university has prepared them for the future.

Challenges and Opportunities: Students' perceptions of the challenges they face and the opportunities available to them at the University of Barishal.

By understanding these perspectives, we can identify areas where the university can improve and work towards creating a more fulfilling and enriching experience for its students.

Objectives:

 ❖ To determine the demographic characteristics of students' involved in begging (age, gender, education level, etc.).
 ❖ To explore the family backgrounds and living conditions of these students.
 ❖ To understand the push and pull factors that compelled students to engage in begging.
 ❖ To identify the gaps in existing services and support systems for students.
 ❖ To develop recommendations for effective strategies to students in University of Barishal.

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 essential materials. Below is a sorting to what are included.

Causes:

There could be several reasons for thinking about students' ideas about the University of Barishal:

Academic Research:

Understanding Student Perceptions: Researchers might be interested in understanding students' perceptions of the university's academic environment, teaching quality, facilities, and overall student experience.

Improving Institutional Quality: By gathering insights from students, researchers can identify areas where the university can improve, such as curriculum design, faculty development, or infrastructure.

Student Satisfaction and Engagement: Researchers may explore factors that contribute to student satisfaction and engagement with the university, such as extracurricular activities, campus culture, and support services.

Institutional Planning and Development:

Strategic Planning: University administrators may use student feedback to inform strategic planning decisions, such as resource allocation, program development, and facility upgrades.

Quality Assurance: Understanding students' perspectives on the quality of education and services can help the university maintain and improve its standards.

Recruitment and Marketing: Positive student experiences can enhance the university's reputation and attract prospective students.

Policy and Decision-Making:

Policy Development: Policymakers may consider student opinions when developing policies related to academic regulations, fee structures, or disciplinary procedures.

Resource Allocation: Understanding students' priorities can help allocate resources effectively, such as funding for scholarships, research grants, or student support services.

Social and Cultural Impact:

Community Engagement: Universities can play a significant role in community development. Understanding students' views on social issues and local challenges can help them contribute to positive change.

Cultural Exchange: International students' perspectives can offer valuable insights into cross-cultural understanding and global citizenship.

Overall, understanding students' ideas about the University of Barishal is crucial for improving the quality of education, enhancing the student experience, and contributing to the overall development of the institution and the community it serves.

University of Barishal

University of Barishal (Bengali: বরিশাল বিশ্ববিদ্যালয়; also known as Barishal University or simply BU) is a public university located in Barishal, a divisional city in southern Bangladesh. It is the country's 33rd public university.

The university was established in 2011 and began academic activities at undergraduate level in six departments under four faculties on 24 January 2012. The university offers degrees at undergraduate and postgraduate levels. The university houses 25 academic departments under six faculties, where 24 departments are currently providing postgraduate degrees. Every year almost 1,500 students are admitted to undergraduate programs in the university. The university started its academic activities at the temporary campus at Barishal Zilla School and then shifted to its permanent campus. The permanent suburban campus of 50 acres of the university is located in Barisal Sadar Upazila beside Dhaka-Patuakhali Highway on the bank of Kirtankhola river.

Thinking about students' ideas about University of Barishal:

Some students' ideas about University of Barishal are given bellow-

Q: What were your expectations before starting your studies at Barisal University?

Ans: Most of the students opinion is wants to be a good man.

Q: How was your first experience of Barisal University campus?

Ans: Good.

Q: What is your opinion about university teachers?

Ans: Good.

Q: What do you think about the university's education system and curriculum?

Ans: Most of the students say that it is not very good.

Q: What is your opinion about the facilities (like library, computer lab, hostel facilities) in Barisal University?
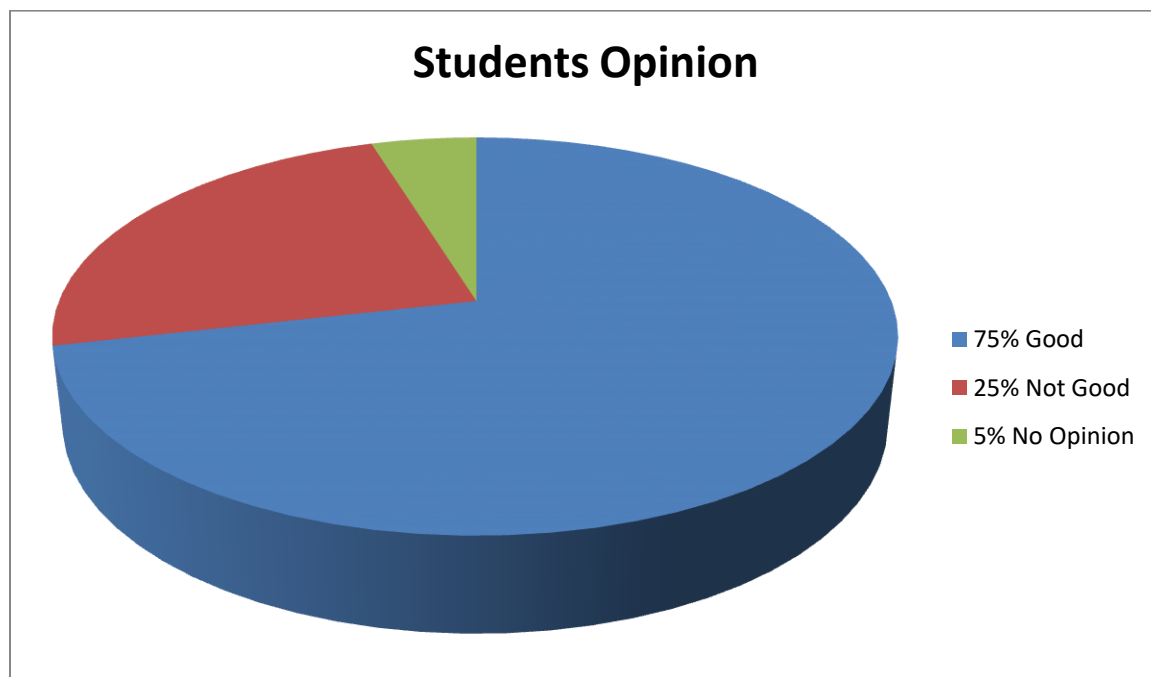
Ans: Very poor facilities.

Q: In your opinion, which aspects of Barisal University need improvement?

Ans: Road, Building, Class room, Playing Field, Washroom.

Q: Would you recommend Barisal University to other students?

Ans: Yes.

Students Opinion

- 75% Good
- 25% Not Good
- 5% No Opinion

105 students fill up the Google form. And these are their ans. Most of the students give their opinion, 70% of students give positive opinion, 25% of students give negative opinion and 5% of students give neutral opinion.

Education Systems in Bangladesh:

The foundation of the educational system in Bangladesh was laid down during the period of British rule. The system has three levels—primary, secondary, and higher education. Primary and secondary education is compulsory, though universal participation has remained more an ideal than a fact. Primary education consists of eight years, while secondary education lasts four years. Secondary education is divided into a lower and higher level, and public examinations are held after each schooling level. Schools in cities and towns are generally better-staffed and better-financed than those in rural areas.

(I) Primary level education is provided under two significant institutional arrangements (stream)-general and madrasah.

(II) Secondary education has three major streams: general, technical-vocational, and madrasah.

(III) Higher education has 3 streams: general (inclusive of pure and applied science, arts, business, and social science), madrasah, and technology education. Technology education includes agriculture, engineering, medical, textile, leather technology, and ICT.

Madrasahs (Arabic for an educational institution), functional parallel to the three major stages, have similar core courses as in the general stream (primary, secondary and post-secondary) but have additional emphasis on religious studies.

Higher education is followed by college and university level education through the Pass (3 years) and Honour's Graduate Courses (4 years) in the general education stream. The Master's Degree is of one year's duration for holders of Bachelor's Degree (Honours) and two years duration for holders of (Pass) Bachelor's Degree. Higher education in the technical area also starts after higher secondary level. Engineering, agriculture, business, medical, and information & communication technology are the primary technical and technological education areas.

For vocational training, Bangladesh relies on several engineering colleges and a network of polytechnic and law colleges. Also, an array of specialized colleges is dedicated to training students in areas such as the arts, home economics, social welfare and research, and various aspects of agriculture.

Literacy improved significantly in the 21st century: less than half of the population could read and write at the beginning of the century, but by the late 2010s, more than two-thirds were literate.

Education Systems Problems in Bangladesh:

In Bangladesh, although primary education is free and the government provides the textbooks, more than 4.3 million children aged 6-15 years are not in school and around 42 million people – about 26 percent of the population – are still illiterate. Moreover, while our school enrolment rate is still high, the dropout rate is even higher. Data from the Bangladesh Bureau of Educational Information and Statistics show that, in 2020, the dropout rate was 17.2 percent at the primary level, 35.76 percent at the secondary level, and 21.16 percent at the higher secondary level. Most of these dropouts happen in rural areas. Because the quality of schools and standard of teaching there are poor, many parents feel reluctant to send their children to schools. They find the current education system to be of little use in practical life as neither textbooks nor the curriculum is relevant to their situation or match the requirements of the present job market.

In the past few years, numerous experiments have been carried out in the name of modernising and updating our primary, secondary, and higher secondary education. Yet, the existing education curriculum is not aligned with industry needs. While schools/colleges across the globe are focusing more on soft skills such as team-building, problem-solving, critical thinking, communication, negotiation, decision-making, etc., our education system is still stuck in the past.

Research suggests that our garments, real estate, telecommunication, information and technology sectors are facing severe shortage of skilled manpower. As a result, foreign workers are being hired. There is no specific data on outbound remittances, but industry insiders say that foreign nationals working in Bangladesh remit about USD 6 billion altogether every year to their countries.

Bangladesh has a vision to become a developed nation by 2041 and to achieve that, we need skilled workers. But our education budget doesn't reflect the urgency of developing human resources. Our current expenditure on education is the lowest among South Asian countries. The country spends around 2 percent of its GDP on education, whereas India spends 4.6 percent, Afghanistan and Maldives 4.1 percent, Nepal 5.2 percent, and Bhutan spends 6.6 percent of their respective GDPs on education. Despite demands from experts to increase the allocation to between four to six percent of GDP, again we saw poor allocation for education in the national budget for FY2022-23.

The UNESCO recommends spending six percent of GDP on the education sector. Bangladesh ranked 112th out of 138 countries in the Global Knowledge Index 2020. It has scored 35.9 – again the lowest among South Asian countries.

We all know that education is a major driving force of development in any modern society, and that the quality of workers is the central determining factor of economic progress. Therefore, it is important for Bangladesh to focus on improving the quality of its education the kind of education that will help individuals acquire the knowledge and skills to meet all the needs of the jobs of today and tomorrow.

The government has recently been putting more emphasis on setting up technical schools and colleges in different upazilas. Undoubtedly, vocational training could be an important element for future development, and in reducing unemployment, inequality, and poverty. But our policymakers need to realise that if someone's basic education is weak, vocational training will hardly be of use to them. It is therefore necessary to redesign our primary, secondary, and higher secondary education. Pre-vocational education, information and communication technology (ICT) based education must be considered a priority area for inclusion and development from the secondary level (Class 9) to the higher secondary level (Class 12), to provide a foundation of basic skills and knowledge that will help students acquire technical skills, learn how to apply their knowledge, and use creativity in their work. Also, we should keep in mind that merely setting up technical schools and colleges is not enough. We need to ensure they have skilled teachers, lab facilities, safe and supportive learning environments and, more importantly, offer the most up-to-date technical, professional, and job-oriented courses for young graduates.

 Some people in our country tend to see our large population as an asset. There is no denying the fact that the population of a country is the greatest social capital it can have. But as the saying goes, "People without education are like weapons without bullets." Research shows that, at present, about two-thirds of our total population is of working age, which means the country is going through a "demographic window of opportunity." To reap the benefits of this opportunity, our young people need to be trained properly so they can contribute to the development of the nation. Otherwise, Bangladesh may find it very difficult to achieve higher economic growth.

Solution The Education Systems Problems In Bangladesh:

The education system of Bangladesh is at a critical juncture. The country faces a multitude of challenges, from severe literacy and numeracy gaps to the politicisation of school committees. Among these pressing issues, one crucial area that remains under-addressed is the lack of climate education. As Bangladesh is one of the most climate-vulnerable countries in the world, the urgency for action-oriented climate education and the

development of green skills cannot be overstated. There is a need for comprehensive reforms in the country's school systems, including the integration of climate education.

Bangladesh is grappling with a severe literacy and numeracy crisis. The National Learning Assessment (NSA) conducted by the Directorate of Primary Education in 2022 revealed that over 70 percent of Class 2 and Class 3 students struggle with basic literacy, underscoring the gravity of the situation. The implications are profound. A population struggling to read or perform basic arithmetic is vulnerable to misinformation, exploitation, and limited economic opportunities. This crisis is particularly acute among the most disadvantaged segments of society. Urgent action is needed to address these gaps. Past literacy projects have been criticised for their ineffectiveness, often being too generic and not tailored to specific needs. A targeted, evidence-based approach to equip its students with the skills they need for future success is a must.

The other problem is child marriage, which continues to be a significant barrier to girls' education in Bangladesh. A staggering 51 percent of girls marry before the age of 18, often leading to early motherhood and school dropout. The dropout rate at the secondary level in 2022 was 35.98 percent, with girls having a slightly higher rate (40.78 percent) than boys (33.25 percent). The dropout rate at the secondary level in 2023 was 32.85 percent, with the girls' dropout rate at 34.87 percent. The reasons behind these dropout rates are deeply rooted in sociocultural gender norms, economic deprivation, and rural environments. A study by Alam and Hoque (2023) highlighted that female students are often burdened with domestic responsibilities, and parents frequently view investment in their daughters' education as wasteful. These entrenched norms must be challenged. This requires a multifaceted approach, including stricter enforcement of child marriage laws, increased investment in girls' education, and the creation of a female-friendly school environment.

Bangladesh also faces a critical shortage of qualified teachers, particularly in rural areas. Corruption in teacher recruitment, where nepotism often trumps merit, exacerbates this issue. Even when teachers receive training, it is often heavily theoretical, with a significant gap between what is taught and the practical demands of the classroom. This disconnect leads to suboptimal student outcomes. Continuous professional development programmes that prioritises practical skills and classroom management, merit-based recruitment, and regular performance evaluations are essential. Additionally, incentives for teachers in underserved areas, such as housing and transportation allowances, could help address these shortages.

Celebration after fall of Sheikh Hasina in Dhaka on August 5, 2024

In addition to these challenges, Bangladesh's education system must urgently address the lack of climate education. As a country most vulnerable to climate change, Bangladesh needs to educate its youth on climate action and green skills. Students must be equipped with the knowledge and skills to understand the environmental challenges they will face and to contribute to sustainable solutions for the future. Investing in climate education is about empowering the next generation to take action now. Schools must incorporate practical lessons on environmental stewardship, renewable energy, and sustainable agriculture. This approach should be complemented by initiatives such as school-based green projects and partnerships with local communities to foster environmental awareness and responsibility.

Realising the full potential of Bangladesh's education system requires a comprehensive and strategic approach. This includes increasing public investment in education, strengthening data management systems, and establishing clear accountability mechanisms. Public-private partnerships are essential to supplement government efforts and enhance resource mobilisation. Bangladesh must also adopt a decentralised governance model by granting greater autonomy to local education offices and schools to enable them to better address the unique needs of their students. Ultimately, the goal is to create an education system that addresses the current literacy and numeracy crisis and prepares students for future challenges by equipping them with the skills and knowledge needed to thrive in a rapidly changing world where climate change is a reality.

Conclusion:

The University of Barishal, a relatively young institution, is a subject of varied opinions among students. While it offers accessibility and diverse programs, it also faces challenges related to resources, exposure, and bureaucratic hurdles.
To gain a deeper understanding of student perceptions, it is crucial to conduct further research through surveys, interviews, and focus groups. This would help identify specific areas of concern and satisfaction, enabling the university to take targeted measures to enhance student experience.
By addressing issues such as infrastructure development, faculty recruitment, and extracurricular activities, the University of Barishal can strive to improve its reputation and attract talented students. Ultimately, a positive and supportive learning environment is essential for student success and the overall growth of the institution.

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