**Evaluating the Efficacy of Cyber Security Policies in Educational Institutions in Bangladesh.**

**Keywords**

**Abstract**

**Introduction**

In today's digital era, the proliferation of technology and the internet has profoundly transformed various sectors, including education. However, this rapid technological advancement has also introduced significant cyber security challenges, particularly in developing countries like Bangladesh. The importance of robust cyber security measures cannot be overstated, as educational institutions are increasingly becoming prime targets for cyber-attacks due to their vast repositories of sensitive data and often inadequate security infrastructures. This paper seeks to evaluate the efficacy of current cyber security policies and awareness programs in educational institutions in Bangladesh, building on the insights provided by studies such as "Cyber Security Awareness in Bangladesh: An Overview of Challenges and Strategies" by Abdullah Al Mamun et al. (2021) and "A Comparative Analysis of the Cyber Security Strategy of Bangladesh" by Kaushik Sarker et al. (2019).

**Problem Background**

The rapid integration of ICT in Bangladesh has significantly enhanced access to information and facilitated economic progress. However, this integration has also escalated the country's vulnerability to cyber threats. As noted by Abdullah Al Mamun et al. (2021), a substantial portion of the Bangladeshi population lacks awareness of cyber security mechanisms, which is further exacerbated by insufficient government and organizational concern regarding cybercrime. Similarly, Kaushik Sarker et al. (2019) highlight the need for a robust National Cyber Security Strategy (NCSS) that can effectively address emerging cyber threats. Despite the formulation of the NCSS in 2014, its effectiveness remains questionable in light of the evolving cyber threat landscape.

Educational institutions, which are integral to national development, face unique cyber security challenges. These institutions often store sensitive data related to students, faculty, and research, making them attractive targets for cyber-attacks. The lack of comprehensive cyber security policies and awareness programs in these institutions poses a significant risk to their operational integrity and the privacy of their stakeholders. Addressing this issue is crucial not only for the protection of sensitive information but also for ensuring the overall resilience of the educational sector against cyber threats.

**Related Studies**

Existing research has extensively explored various aspects of cyber security awareness and policy implementation in Bangladesh. For instance, Mamun et al. (2021) provide a broad overview of cyber security awareness challenges and strategies, emphasizing the need for enhanced policies and procedures. Sarker et al. (2019) conduct a comparative analysis of Bangladesh's NCSS against those of technologically advanced nations, revealing significant gaps in strategic robustness and implementation.

Despite these valuable contributions, there remains a notable research gap in understanding the specific cyber security challenges faced by educational institutions in Bangladesh. Previous studies have primarily focused on national-level strategies and general awareness, without delving into the sector-specific issues within education. This research aims to fill this gap by evaluating the current cyber security policies and awareness programs in Bangladeshi educational institutions and identifying areas for improvement.

**Research Objectives**

The primary objective of this research is to assess the effectiveness of existing cyber security policies and awareness programs in educational institutions in Bangladesh. This involves evaluating the current level of cyber security awareness among students and staff, analyzing the implementation and efficacy of cyber security policies, and identifying gaps and challenges in the existing measures.

**Research Question**

**Research Contributions**

This research will contribute to enhancing cyber security in the educational sector in Bangladesh by providing targeted insights and practical recommendations for policymakers and educational administrators. The findings will help in formulating more effective policies and awareness programs, thereby improving the overall cyber security posture of educational institutions. The primary audience for this research includes educational administrators, policymakers, and IT professionals within the educational sector, who can utilize the proposed solutions to strengthen their cyber security frameworks and safeguard sensitive information.

### References

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