**Does changing educational pattern has increased the level of education among the university students in Bangladesh.**

**Sociology (HUM-143) Research Paper**

**Does changing educational pattern has increased the level of education among the university students in Bangladesh.**

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**Chapter: 1 Introduction**

**1.1: Background of the Study**

This paper describes the changing pattern of education in Bangladesh and the effect of the change. The educational system of Bangladesh faces several problems. In the past, Bangladesh education was primarily a British-controlled, upper-class affair with all courses given in English and very little being done for the common people. The Bangladesh Education Board has taken steps to eradicate such practices practiced in the past and is looking forward to flourish education as a way to enlighten a poverty-stricken nation with a brighter future. Due to inevitable necessity, technology, foreign influences etc. the system of education is being changed. Public sector education in Bangladesh has four tiers, pre-primary, primary, secondary and tertiary. Tertiary education in Bangladesh takes place at 34 government and 54 private universities. Our main concern is the change in education at the higher/ tertiary level students. More specifically The University Students.

**1.2: Research Objectives**

General objective is to study whether the changing pattern has increased the level of education among university students in Bangladesh or not.

In the age of Globalization, education is nothing but a tool to sell a person in the job market. But we know it is a question of philosophy, the philosophy which derived from the question, what is human? What should be the motto of welfare state? And what should be the ethical duty of a citizen? Everything of the ethic and values has already been abolished in the market economy, and some new question come forward, Education is a fundamental right, or a service. Though there is some conflicts in the theory of education. That is not our concern. Our concern is whether The Education system or pattern is changing in our country or not .Specially among the university students.

There is noticeable change in the education pattern of Bangladesh in last few years. The grading system is the major one. Now students are more likely to gain good grades instead of improving their merit or broadening their knowledge. We have UGC, which plays a great role in the education system of universities. The University Grants Commission (UGC) of Bangladesh is the statutory apex body in the field of higher education in Bangladesh. The primary objectives of the UGC are to maintain, supervise, promote and coordinate university education. It is also responsible for maintaining standard and quality in all the public and private universities in Bangladesh. The UGC assesses the needs of the public universities in terms of funding and advice Government in various issues related to higher education in Bangladesh.

The University Grants Commission (UGC) of Bangladesh was established under the President’s Order (P.O.) No. 10 of 1973 which was deemed to have come into force with effect from 16 December 1972.

To access the main objective following supplementary objectives are taken in this study.

**1.2.1: To Understand the Changing Pattern of Education in Bangladesh**

The role of education is to build the nation and making linkages with knowledge and empowerment. It is true that the education directly influences politics, culture, economy and what not of a country. Ideological influences play a crucial role in shaping our educational framework. But in Bangladesh, discussion and thought on education are limited in an apolitical discourse. In popular thinking and practice, education is assumed as a neutral phenomenon. As global capitalism acts as the driving force for rapid transformation in education sectors, the process of globalization and the policy divide have impeded creation of a complete and comprehensive education system in the country.

Higher education system in Bangladesh has a long way of more than one hundred and fifty years of intellectual development. During the British rule only a privileged group got access to higher education and gradually isolated themselves from the general masses of the country. The institutions were set up in selected urban centers of the land. The development of higher education in Bangladesh, from British to Pakistan and Bangladesh periods, is presented below.

In British era, the system of education in university level improved in 1917 when the Calcutta University Commission was formed. That is the ancient system of education.

Later on Pakistan period all other universities of Bangladesh followed Dhaka University system of three-year honors and one-year masters course. During the years of Pakistan, higher education system of this province was expanded through both general and professional universities and colleges.

Now we have 4 year’s honors course. And the system is digitalized by presentation slides, soft copies of lectures, audio visual teaching techniques, projector work etc. Even it was not that easy in the last era of higher education system. The System has also took change in the root level. Boos, journals etc all are in internet. Students find it easy to have required information and they can learn it easily. Even some now think it is useless to go to university classes.

**1.2.2: To Access the Response in the Educational changes of Students**

Student’s response in the systematic Change of education is both positive and negative. Some feel good to gather more knowledge from internet. As, literally there is nothing, which the so known GOOGLE doesn’t know. Even students can attend in various on net tests on different topics. The internet gives students a larger area of education and that is obviously universal.

On the other hand, it is making students lazy. Some are not willing to make notes of the lecture. They often requests for soft copies. The new system has lessened the efforts of students. The obedience and reliability on the teacher has lessened to a greater extend. So they are not reading books or journals either. That’s the matter which is reducing the knowledge gathering tendency of students.

**1.2.3: To Access the Level of Education Among Students of Bangladesh**

Whilst it comes under the MOE, the Modus Operandi for Higher Education, which is very different from school education. The main body dealing with Higher Education is the University Grants Commission (UGC). It has oversight of the 34 Public Universities including the National University which caters for about one million students studying in over 1600colleges/institutions which are affiliated to the National University. In addition 54 Private Universities and three international Universities have registration with the UGC. Currently there are concerns over regulation of the rapidly growing private sector and regulation has become a priority for the UGC.

**1.2.4: To access whether any Kind of Problem Involved in the Change of Educational pattern.**

The new changing trend has faced some problems. It has cultural effects. Due to traditional culture, the changing trend is being abstracted. Still we have gender discrimination and ancient religious view for female students.

To cope with the modern system of teaching, we have to have sufficient infrastructures such as digital class room, video conference system, digital labs, ICT-based on line digitalized libraries. But as a developing country we don’t have enough. To bring technology we have to buy modern equipments. Another problem is teaching by more part timers, lowers quality of teaching. A university should not use more than 10% of total number of teachers as part timers. Since our educational pattern has changed but the students don’t get the modern facilities hence the bright students generally lose their brightness; as a result high standard tends to go down. This cause a social loss. This again shows the importance of good teachers and modern facilities. The change has highly increased the rate of education but the average quality is worse. The classnotes are in slide presentation. So,it is necessary to have a computer to read these. But the economic condition of the parents are not always so good to buy a computer

***1.2.5:* To Draw necessary recommendations.**

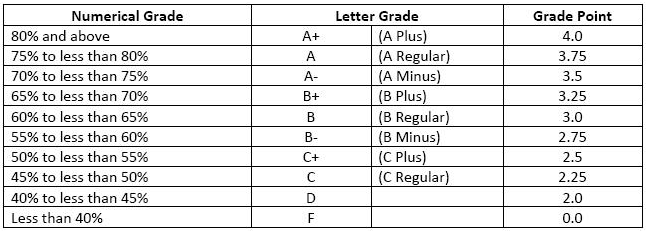
The educational pattern of the university of our country has been changed but the level of education of the university students has not changed due to the lack of facilities.

* The authority should provide digital class rooms.digital labs,vedio confarence system,ICT-based on-line digitalised library, high speed internet connection.
* The high speed intenet connection will help a student to connect with the whole world within a few seconds.
* For all kinds of research, students need modern research equipments,the authoriy should provide these research equipments.
* On the otherhand,university students need well educated andreputed teachers,the authority must fulfill the demand.A dedicate teacher always demands modern equipments to the university managements.For the help of students the university authoriy must fulfill the demand of the teachers.
* All the class rooms are not so well equiped. The economic support by the government is not good enough.
* Support of internet and Ethernet is very much essential. So, in the university campus wifi must be available.

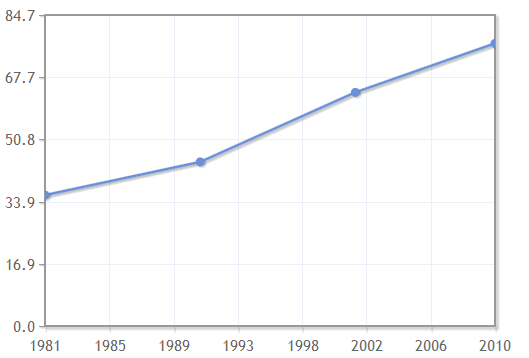
And above all, all should focus on the accquirement of knowledge rather than only the GPA. Students should be selfdependent.

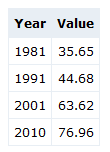
**1.3: Justification of the Study**

Because of new grading system we have a lot of students having good grade. But reality is, though they have grades to complement but they don’t have enough knowledge comparing to the previous system students. Students don’t have to make notes nowadays. So they are not searching for more info. They are reading less but getting good marks as the whole syllabus are being handed over by teachers as notes. So, they don’t need to go deep of a topic. Now teachers are active then the students. Now it is easy to get good marks. Students are more conscious to have good grade then to have knowledge to compete the foreign countries.



The rate of education in youth in Bangladesh is 76.96%. But what is the rate of knowledge they are having. If there were such a survey the result must be below 40%.

The graph of the rate of educated youth--



**1.4: Boundaries of the Study**

The research has made on a specific type of students. And they are the university students. The research areas of this study are some Private Universities and University of Engineering and Technology of Bangladesh. In this research we will try to found that after being the change of educational pattern, has the education level of university students has changed?

**1.5: Feasibility of the Study**

The study is formed on the basis of a particular area a university. We have taken Chittagong University of Engineering and Technology. We were facilitate by the Humanities department of the university for the study. And thus there is no trend for undergraduate research study funding. We were all on our own.

This type of report is necessary to have a good idea of the changing trend. And from this study we can know the difference of the last or even earlier students between us. So the study seems feasible to us.

**Chapter: 2 Literature Review**

**2.1: Introduction**

What is Literature Review?

A literature review is a text written by someone to consider the critical points of current knowledge including substantive finding as well as the theoretical and methodological contributions to a particular topic.

*“A literature review uses as its database reports of primary or original scholarship and does not report new primary scholarship itself. The primary reports used in the literature may be verbal, but in the vast majority of cases repots are written documents. The types of scholarship may be empirical, theoretical, critical or methodological in nature. Second a literature review seeks to describe, summarize, evaluate, clarify and integrate the content of primary reports.”*(“**Arlene Fink**”, “**Chris Hart**”, “**c. Beth Burch**”, “**Elie Wiesel**” and so on ).

**We can also say by this way:**

A literature review examines the current scholarly work available on a particular subject, perhaps within a given time period (“Writing Center Handouts”). It is not merely a summation of the existing work; its purpose is to analyze critically the applicable “published body of knowledge” (“The Writer’s Handbook”) in order to establish the current knowledge of that topic (“Subject Guides”). The literature review is more than a survey of various sources, but it is not a book review (“Subject Guides”). It is the summary and synthesis of material gathered from various sources and organized to address an issue, research objective, or problem statement (“Writing Center Handouts”). A well-written literature review may even state what research has yet to be done (“Writing Center Handouts”).



Definition of literature review by some famous men:

 According to Cooper (1988) ' a literature review uses as its database reports of primary or original scholarship, and does not report new primary scholarship itself. The primary reports used in the literature may be verbal, but in the vast majority of cases reports are written documents. The types of scholarship may be empirical, theoretical, critical/analytic, or methodological in nature. Second a literature review seeks to describe, summarize, evaluate, clarify and/or integrate the content of primary reports.'

The review of relevant literature is nearly always a standard chapter of a thesis or dissertation. The review forms an important chapter in a thesis where its purpose is to provide the background to and justification for the research undertaken (Bruce 1994). Bruce, who has published widely on the topic of the literature review, has identified six elements of a literature review. These elements comprise a list; a search; a survey; a vehicle for learning; a research facilitator; and a report (Bruce 1994).

**Finally we can say that:**

The literature review is a critical look at the existing research that is significant to the work that we are carrying out. Some people think that it is a summary: But we think this is not true. Although we need to summarize relevant research, it is also vital that we evaluate this work, show the relationships between different work and show how it relates to our work. In other words, we cannot simply give a concise description of, for example, an article: we need to select what parts of the research to discuss (example: the methodology), show how it relates to the other work (Example: What other methodologies have been used? How are they similar? How are they different?) and show how it relates to our work (what is its relationship to our methodology?).

**The purpose of literature review:**

A literature review goes beyond the search for information and includes the identification and articulation of relationships between the literature and our field of research. While the form of the literature review may vary with different types of studies, the basic purposes remain constant:

* Provide a context for the research
* Justify the research
* Ensure the research hasn't been done before (or that it is not just a "replication study")
* Show where the research fits into the existing body of knowledge
* Enable the researcher to learn from previous theory on the subject
* Illustrate how the subject has been studied previously
* Highlight flaws in previous research
* Show that the work is adding to the understanding and knowledge of the field

Literature review is badly necessary for a research. A literature review gives an overview of a specific field of inquiry (“Writing a Literature Review,). It asks questions concerning the prevailing theories and hypotheses, the key researchers, the current state of the research, and the methods and methodologies being used (“Writing a Literature Review,). The literature review helps the potential researcher identify the research question, focus the topic of inquiry, understand the makeup of a particular research question, understand an idea’s genetic roots, and understand the “current conceptual landscape” (“Literature Review,”). In other words, the literature review shows the potential researcher how prevailing ideas fit into his/her own thesis and how his/her thesis agrees or differs from them (“Writing a Literature Review,). It also points out major methodological flaws or gaps in research, inconsistencies in theory and findings, and areas or issues pertinent to future study (“The Writer’s Handbook,”).

**How can we write a good literature review?**

** Remember the purpose:**

It should answer the questions we looked at above. Look at how published writers review the literature. We shall see that we should use the literature to explain your research -after all, we are not writing a literature review just to tell our reader what other researchers have done. You aim should be to show why our research needs to be carried out, how we came to choose certain methodologies or theories to work with, how our work adds to the research already carried out etc.

** Read with a purpose:**

We need to summarize the work you read but we must also decide which ideas or information are important to our research (so we can emphasize them), and which are less important and can be covered briefly or left out of our review. We should also look for the major concepts, conclusions, theories, arguments etc. that work. This is difficult when we first start reading, but should become easier the more we read in our area.

**Write with a purpose:**

Our aim should be to evaluate and show relationships between the works already done (Is Researcher Y's theory more convincing than Researcher X's? Did Researcher X build on the work of Researcher Y?) and between this work and our own. In order to do this effectively we should carefully plan how we are going to organize our work.

A lot of people like to organize their work chronologically (using time as their organizing system). Unless developments over time are crucial to explain the context of our research problem, using a chronological system will not be an effective way to organize your work. Some people choose to organize their work alphabetically by author name: this system will not allow you to show the relationships between the work of different researchers, and our work, and should be avoided!

When we read for our literature review, we are actually doing two things at the same time (which makes things more difficult for us!):

**1.** We are trying to define our research problem: finding a gap, asking a question, continuing previous research, counter -claiming;

**2.** We are trying to read every source relevant to our research problem.

Naturally, until we have defined our problem, we will find that there are hundreds of sources that seem relevant. However, we cannot define our problem until we read around our research area. This seems a vicious circle, but what should happen is that as we read we define your problem, and as we define our problem we will more easily be able to decide what to read and what to ignore.

The conclusion should summarize major pieces of significant studies and articles to the body of knowledge under review, maintaining the focus established in the introduction. It should also evaluate the current “state of the art” for the body of knowledge reviewed, pointing out major methodological flaws or gaps in the research, inconsistencies in theory and findings, and areas or issues pertinent to future study. Finally, it should conclude by providing some insight into the relationship between the central topic of the literature review and a larger area of study such as a discipline, a scientific endeavor, or a profession.

**2.2 Review of Literature**

**2.2.1 Conceptual Background**

Education, understanding it from a general perspective, is any learning that we obtain from different media. Education does not start on our first day of formal schooling. Nor is it bound by the four walls of the room where an educator imparts his knowledge.



Fig: 2.1

It starts from the first forms of interaction as human being. It continues even as we leave the classrooms. We learn from anything we do, hear, see—that is, we gain knowledge from our surroundings.   
  
The educational system played a very important role in the transmission of ideas and ideals of the enlightenment. Before the Enlightenment, the educational system was not yet greatly influenced by the scientific revolution. As the scientific revolution broke the traditional views at that time, religion and superstition were replaced by reasoning and scientific facts. Philosophers such as [John Locke](http://en.wikipedia.org/wiki/John_Locke) proposed the idea that knowledge is obtained through sensation and reflection.This proposition lead into Locke’s theory that everyone has the same capacity of sensation, and education should not be restricted to a certain class or gender. Prior to the 17th and 18th century, literacy was generally restricted to males who belonged in the categories of nobles, mercantile, and professional classes.  
   
 Fig: 2.2

Society plays a significant role in education. It can influence it both ways, positively and negatively. The values, morals, and principles of a society will create an education system that upholds the same values, morals, and principles. A social group that believes in righteous acts and decent interactions will hone its individuals to teach the same to other people. According to OXFORD dictionary, the dictionary meaning of influence is the power to affect, change or control somebody or something. In ordinary sense, influence means effect of something on corresponding persons or matter. It may be positive or negative.   
  
Pattern means a series of actions or events that together show how things normally happen or done. And here, education pattern means the systematic way by which a fresher or a learner is introduced formally with the way of gaining knowledge. It’s the blue print of an education system. It not only contains the way of teaching but also how the students will be treated, what facilities will they get, it may be lab facility, campus facility , library facility and so on. So simply it is the complete code of education.  
  
Changing educational pattern has a direct influence on the level of education among the university students. Because, this education pattern determines how the way of educating process will continue. It gives a frame to the education system. It’s like a glass to keep water.  
  
And students are in every way connected with this very education pattern. Because, it’s the students who are the life of education. It’s them for whom the pattern is formulating. And it is formulating keeping their welfare and benefit in mind.   
  
Universities in Bangladesh are mainly categorized into three different types- public (government owned and subsidized), private (private sector owned universities), International (operated and funded by international organizations). In Bangladesh, at present there are 34 Govt. and 54 private universities. Bangladesh University of engineering and technology (**BUET**),   
  
  
 

Fig: 2.3 BUET

Chittagong University of engineering and technology (**CUET**), Rajshahi University of engineering and Technology (**RUET**), Khulna University of engineering and technology (**KUET**) are respectively founded in respectively in 1912,1968,1964,1969. Besides, there is BIT’s in Bangladesh. And there are two public universities that operate through a number of colleges all over Bangladesh. They are Bangladesh national university (NU) and Bangladesh Open University (**BOU**) both respectively established in the year 1992.



Fig: 2.4-CUET

Establishment of private university in Bangladesh initiated after the institution of the *Private University Act 1992*. Students can choose to further their studies in Chartered Accountancy, engineering, technology, agriculture and medicine at a variety of universities and colleges. There are 900 degree level colleges of which 241 are in public sector.

The Bangladesh Open University established in 1992 (distant learning) enrolled 0.5 million students in 2004. And international universities like International Islamic university Chittagong in Chittagong established in 1995, International University of technology (**IUT**) in Gazipur in 1981 and Asian university for women (**AUW**) in Chittagong in 2008 are the remarkable ones. As the Govt. universities are directly conducted and supervised by the Govt. itself. So, there is no violation of education pattern. It is followed and maintained with due respect and sincerity. But in case of private universities, the picture is not the same. Except some renowned universities, most of the private universities violate the education pattern. It is observed that they can’t provide the students even their basic requirements like campus facility, lab facility or enriched library facility. And for that recently the Govt. has taken some steps like closing them temporarily, which is really appreciable.

**2.2.2 The Literature**

Our subject deals with the change of educational pattern, the university education system and their level. Theories of changing pattern and students’ behavior influence the level of education. Bangladesh has adopted different education system in different times. Due to the changes either the level of education increased or the otherwise happened. As a matter of fact, no research has been conducted definitely based upon reviewing education policy, 2010 of Bangladesh. Although there is a few research works on education related issues but in a practical sense there is no pure literature focusing on the aforementioned research topic. In this situation, it is a matter of pleasure and hope that a few remarkable, unique and significant research, newspaper report and literary works have been drawn up for this study. Although these studies are from different perspectives but they have some in-depth insights. However, these studies are as follows:

**2.2.2.1 Theoretical or model oriented grounds**

Many changes have been took place in the field of education. Pattern is changing as well as the participation, role and quality of different level students. Changes have been started from the root level. Syllabus is changed, system is changed as well.

Learning process of education is very different than once. Some theories have been implemented on this term. Curriculum based education system is going on everywhere. It has some positive and negative sides. In every sector of education system and pattern are being changed.

In case of discussing the theory of education system in Bangladesh first we will discuss about the systems of education and the fact behind made it to be changed.

The education system of Bangladesh was religion oriented from the very beginning of the country. As the country’s main religion is Islam the education system of this country was mainly dominated by Muslim’s.

During the early 1800s, a system of liberal schools utilizing the English language was created within the present boundaries of Bangladesh. This educational system was based on British model, and eventually an elite class of the population would emerge. Liter.acy rates in Bangladesh were just 19.7 percent in 1981. However, rather large literacy rate disparities existed between men and women, as well as a sizeable urban-rural discrepancy. The estimated teacher-student ratio was estimated t 54:1 during the 1987-1988 school year, but only 13:1 in universities.

The education system has put a heavy emphasis on liberal arts education. However, toward the end of the 1980s, greater attention was given to technical education. The nation has four engineering colleges, eighteen polytechnic institutes, four law colleges, two agricultural colleges, a graphic arts institute, an institute of glass and ceramics, a textile college, a college of leather technology, sixteen commercial institutes, and fifty-four vocational institutes.

A free and inexpensive system of tertiary education has not been without its problems and its detractors, however. Because of severe budgetary problems and a history of Bengali student activism, public higher education is often perceived as being of low quality and unnecessary prolonged in duration. As an alternative to sending young people abroad for higher education, two private universities have been created in Bangladesh. Spear – headed by Dr, A, Majed Khan, former education minister and first president of the new institution, the Independent University of Bangladesh (IUB) is modeled on international academic standards, but a lesser cost. The second privet university is known as the North South University.

Due to various cultural people including tribes, the education system has been made according to everyone’s need.

Responses submitted by the Bangladesh respondent during the authors’ international survey of multicultural education revealed that the country consists of five ethnic groups. There is a multicultural education program in the country even though they have few colonial minorities and no linguistic minorities. The ministry of Religion and Culture is responsible for multicultural education programs. These are subsequent volume of comprehensive review on education sector of Bangladesh. The volume II has chapters on primary and preprimary education, non-formal education and secondary and higher education in Bangladesh. Main issues of each sub sector were tried to be touched; i.e. dimensions, strength and weakness, government plans and policies, key strategies but one of the major stream, Madrassah based education system were remain untouched in the review. Volume III focuses on review of Technical-vocational education and training and Higher education in Bangladesh. A detailed analysis of the various parts of the system, crucial issues, possible strategy of objectives and means were also discussed. Here also, religious based education and education for ethnic group were remained untouched.

The country does not require special multicultural certification for teachers. The official language of instruction in the country is Bengali, and there is no special program to teach immigrant or indigenous children in their native ethnic language. Children attend racially and ethnically integrated schools, and the respondent to the research instrument reported that there was no discrimination due to the color of students’ skin. The Ministry of education evaluates curriculum, library, and textbooks for racist or sexist content.

Taking the point of view that overall concept of multicultural education embraces and provides for elements of cultural diversity in addition to race, ethnicity, and language, there are at least five other micro cultures that seem pertinent to Bangladeshi multicultural education efforts. Based on the idea that each person is the product of a combination of each of a number of different micro cultures or cultural elements, the following five micro cultures that seem important as they relate to the presence or absence of equitable educational opportunities for individuals and groups.

Curriculum in education has changed. It is mostly changed in technology education. Professions periodically undergo name changes. The name “technology education” is rapidly replacing "industrial arts," and there seems to be little doubt that by the end of the decade the transformation will be complete.

Curriculum theory provides one way to guide educational change. Although curriculum development is an inexact process because many of the decisions are largely value judgments, there are, nevertheless, ways to go about it which produce consistent results. Among curriculum theorists there is general agreement that there are five basic curriculum design patterns. Each is supported by an underlying rationale, and each produces a curriculum design with distinct characteristics. A curriculum design pattern provides a logically coherent way to organize instruction.

The system of education in Bangladesh is segmented by three parts.

The base of the school system was five years of primary education. The government reported a total of nearly 44,000 primary schools enrolling nearly 44 million students in 1986. Recognizing the importance of increasing enrollments and improving quality, the government made universal primary education a major objective of its educational development plans, which focused on increasing access to school, improving teacher training, and revising the primary school curricula. As a result, the share of primary education by the mid-1980s increased to about 50 percent of the public education expenditure. Although enrollment in the entry class rose over time, the ability of the primary education sector to retain students in school and increase the literacy rate did not match government goals. Throughout the system a high annual dropout rate of 20 percent existed in 1988. Studies suggested that no more than 10 to 15 percent of those attending primary schools retained a permanent ability to read and write. The Third Five-Year Plan (1985-90) envisaged reducing the rural-urban gap in education, establishing facilities for the enrollment of 70 percent of children of primary-school age, and placing emphasis on keeping children in school longer.

Bangladesh had 8,790 secondary schools with 2.7 million students in 1986. Secondary education was divided into two levels. The five years of lower secondary (grades six through ten) concluded with a secondary school certificate examination. Students who passed this examination proceeded to two years of higher secondary or intermediate training, which culminated in a higher secondary school examination after grade twelve. Higher secondary school was viewed as preparation for college rather than as the conclusion of high school. Development efforts in the late 1980s included programs to provide low-cost vocational education to the rural populace. Efforts also focused on the establishment of science teaching facilities in rural schools, as compulsory science courses were introduced at the secondary level. The government also had provided training for science teachers and supplies of scientific equipment. In spite of many difficulties over the years, the number of both secondary schools and students, particularly females, increased steadily. For example, whereas there were 7,786 secondary schools for boys and 1,159 for girls in 1977, the number of boys' schools had decreased to 7,511 while girls' schools had increased to 1,282 by 1986. The number of students increased as well. In 1977 there were 1.3 million boys and 450,000 girls in secondary schools; by 1986 there were 1.9 million boys and 804,000 girls. Enrollment in technical and vocational schools increased in a similar manner. Secondary education for the most part was private but was heavily subsidized by the state budget. Nationalization of private schools was a standing government policy.

At the postsecondary level in 1986, there were 7 universities, 758 general colleges, and 50 professional (medical, dental, engineering, and law) colleges. More than 25 percent of the colleges were government managed; the rest were private but received substantial government grants. The private colleges were gradually being nationalized. In the 1980s, emphasis was being placed on the development of science teaching facilities in nongovernment colleges. Twelve government colleges were selected to offer graduate courses during the Third Five-Year Plan.

In addition to four general-curriculum universities--the University of Dhaka, Rajshahi University, Chittagong University, and Jahangir Nagar University--there were the University of Engineering and Technology in Dhaka, the Agricultural University in Mymensingh, and the Islamic University in Tongi (near Dhaka). The total enrollment in the 7 universities in 1986 was estimated at 27,487, of which 80 percent were male. Universities were self-governing entities with 95 percent of their total expenditures paid through government block grants. The University Grants Commission, created in 1973, coordinated the funding and activities of the universities. A large number of scholarships and stipends were offered to students in education institutions at all levels.

Curricula in nongovernment institutions of higher education focused mostly on the humanities and social sciences. Many government colleges and universities, however, offered advanced courses in natural, physical, and biological sciences.

Thus the syllabus has changed in higher education.

The flow diagram of education structure of Bangladesh.

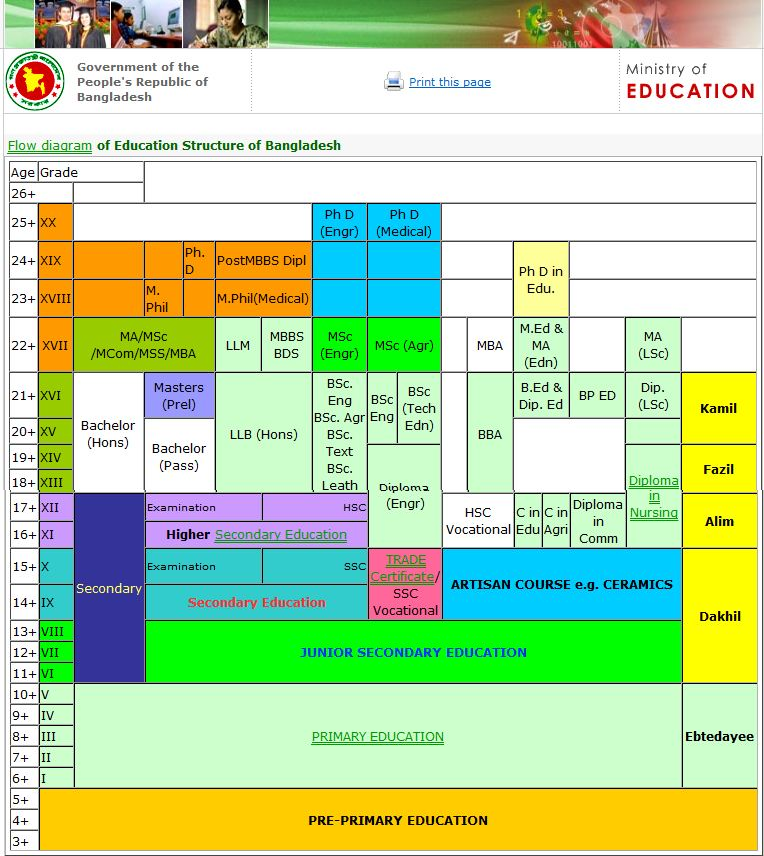


Fig: 2.5

Now we will discuss about the changes in learning system.

First we were boundary by only black board. It took times and made students inattentive to their classes. Now it has been removed by projection system. Students are learning quickly as slides of their topic are shown without killing times in the projector.

Soft copy of the topic is being given to the students and it is easier way to learn. So the are less likely to visit libraries to make their own notes. The system of digital learning is known as modern technique.

Ubiquitous learning is an extension of the idea of ubiquitous computing, a term which describes the pervasive presence of computers in our lives. Personal and portable computers have become an integral part of our learning, work and community lives, to the point where, if you don’t have access to a computer networked with reasonable bandwidth you can be regarded as disadvantaged, located as a ‘have not’ on the wrong side of the ‘digital divide’.

Meanwhile, many other devices are becoming more computer-like, or have computer power built in: mobile phones, televisions, global positioning systems, digital music players, personal digital assistants, video cameras, still cameras and game consoles, to name a few. These devices are everywhere. They are getting cheaper. They are becoming smaller and more portable. They are increasingly networked with each other. This is why we find them in many places in our lives and at many times in our days. The pervasive presence of these machines is the most tangible and practical way in which computing has become ubiquitous.

Ubiquitous learning is a new educational paradigm made possible in part by the affordances of digital media. ‘Made possible’ means that there is no directly deterministic relationship between technology and social change. Indeed, educational institutions at every level have proven quite effective at adapting these new resources to their conventional practices and content, rather than vice versa. Digital technologies arrive and almost immediately, old pedagogical practices of didactic teaching, content delivery for student ingestion and testing for the right answers are mapped onto them and called a ‘learning management system’. Something changes when this happens, but disappointingly, it is not much.

Students in higher education are more co-operative than others.Cooperative education is a structured method of combining classroom-based education with [practical work experience](http://en.wikipedia.org/wiki/Internship). A cooperative education experience, commonly known as a "co-op", provides academic credit for structured job experience. Cooperative education is taking on new importance in helping young people to make the [school-to-work transition](http://en.wikipedia.org/wiki/School-to-work_transition), [service learning](http://en.wikipedia.org/wiki/Service_learning), and [experiential learning](http://en.wikipedia.org/wiki/Experiential_learning) initiatives. Co-operative Education is also the use of active participation methods in which students learn how to work together to solve problems, this is normally founded on the principles of children's rights, equality, equity and participation in decision-making. Its methods include game playing, expressing opinions, democratic participation, sharing, ensuring students all have an equal opportunity to take part, and conflict resolution.

**2.2.2.2 Critical Discussion**

In academic terms, critical analysis means considering the claims of theorists, governments, and authorities and so on, what they are based on, and how far they seem to apply or be relevant to a given situation. A critical appraisal dissects the research paper, looking at its separate components. A critical appraisal comments on the paper as a whole.

The aims and question of about the education level, its pattern, and influence over students are quite described. Our work was about the increasing level of students of universities. The level of education of universities is increasing. But the quality of education is still questionable. Students are becoming more likely to be taught in short-cut way. Their only concern is to be passed instead if gathering knowledge. They think university students don’t need to read. They give more attention on gathering sheets or notes instead of gathering qualities.

The reason of the research is very important. Education system depends on some research papers and surveys in order to make new systems. So far as we are working on this topic we found that there is not such research on education system of Bangladesh. So this research will help to make changes or development on this circumstance. Though we are working on university students only. More research on education pattern will be more helpful. Most university graduates today with a Master’s degree, as well as doctors, engineers and lawyers are likely to be without a clue about Plato, the French Revolution, Ibne Khaldoun, Moen-jo-daro, or Gautam Buddha – the common heritage and achievements of human civilization. The education policy does not show a sufficient recognition of the problem. These may presumably be the continuing concerns of the proposed permanent statutory education commission. So this type of research is very necessary for Bangladesh.

The key concepts about the research have been clearly defined in conceptual background.

The context of the research is clear in each stage to be sure about the main purpose of the research. There are many evidences on the ultimate theory which this research will give at its ultimate point.

Ethical issues are very important on this kind of research. Because we are discussing about students level and it obviously related to their ethical views and so on. We tried our best to describe our findings clearly. Those are clearly related to our main research and mostly answered the questions. It is shown that the research is not challenging existing thinking or practise. It can be strongly said that the research is very appropriate to be researched.

**2.3 Jigsaw Analogy**

Here we are to discuss the missing of these parts of research. In our research there was a little talk of the study and educational patters of the outer countries. The existing researches are also very little which tends to zero. There is lack of talk about the lower studies. There is no talk of couching and tuitions etc. in this research. The ministry of education is trying to eradicate illiteracy, make the literate people useful and to over through the need of tuitions. But pattern of education has not been able to through the curse out. But newer patter has been made keeping the fact in mind. Education pattern / system can be influenced by other facts.

Only five percent of young people at the post secondary stage participate now in tertiary education – a low ratio by any measure. Some general propositions have been presented in the education policy draft regarding improving quality and making tertiary education more responsive to development requirements of the country, most of which are unexceptionable. What is needed in the sixth plan is a firm stand that there will be no expansion of tertiary institutions (universities, colleges and professional institutions) until and unless physical facilities and teaching-learning provisions and personnel in existing institutions reach established minimum acceptable standards.

There should be a moratorium in principle regarding establishment of new institutions until acceptable standards are achieved in existing institutions. The government needs to go slow on already made pledges about a dozen public universities, making further investment in them subject to ensuring acceptable standards in already established institutions and guaranteeing required financial and human resources for the new ones. Similarly, UGC, supported by the governmental authorities, must ensure that quality standards are applied to private universities. National University colleges, some 2,000 in total, serve 80 percent of the tertiary education students and supply almost all teachers to primary and secondary institutions. The sixth plan’s focus should be to apply rigorously to them the existing quality standards and consolidate and rationalize existing institutions where they cannot be justified in terms of effective demand. The same principle should apply to madras’s at the tertiary level.

There are other things that are influencing education system. Education is influenced by a wide variety of factors.  All of these come together to determine the type of system and how effective it is.  The following are some of these factors.

Unfortunately the level of education is affected by the money that is coming in.  This can make a difference in various ways.  For instance, without a lot of money the institute might not be able to have as many teachers.  The class sizes might be larger, which can be more detrimental to the students. They may have fewer institute programs or electives that can help teach the students.  They may not be able to get things like computers or other university supplies. It is important for the university system to hire carefully when choosing teachers, and to help train them as well.  With the exact same students and tools, one teacher can create miracles while another can accomplish little.  The teachers should be dedicated and knowledgeable about their subjects.  The environment should be very safe and it should be a warm, caring and inviting atmosphere.  Strives should be made for the children to like school.

Well-designed curriculums focused on individual learning

Too much emphasis has lately been placed on standardized tests.  Despite this, Bangladesh is far behind in education compared to many other countries.  Instead of worrying about these tests to the seeming exclusion of all else, the students should be taught what they need to teach. There should be innovative teaching techniques.  It is important to keep electives in the schools and to focus on good self-esteem.

Good discipline

It can be difficult for students to lean if there is no discipline in the class. The rules should be clear, concise and enforced.  The administrators should support the teachers.

The students themselves

The students can affect how the education is.  It is very different to teach students from healthy families than students who have broken homes.  The challenges the students face can influence whether they want to attend school and learn or whether they will just get into trouble at every opportunity.  The school should be set up to address and combat these challenges.

A responsive university and university board

The university board should be aware of the issues of the students and parents and address them. This is not a dictatorship.  They should be sensitive to their needs.

The structural portion has a very strong influence on students. It widens or shortens their way to thinking.

**2.4 Summary and Conclusion of the Chapter**

The literature is the mirror of the research which allows the reader to have a complete overall idea of the research. It also allows knowing about the other researches done on it. Here its made sure that nohing is left to mention. The lackings of the previous parts are hereby mentioned. Gives a perfect idea of the research. It makes sure that the reasearch was not done before. If some topics are repeated in the research from the other researches, it is written as references. Helps to show how the topic relates to the practical life. It justyfies the research. It is written with the purpose in mind and perfectly sothat the literature becomes the mirror of it. Literature allows us to know about all news, researches and theories on the particular topic.

In this research paper, educational patern, its influence, students’ reactions were discussed. Change in educational pattern either adds a newer dimension or adds probs. Education is the process of acquiring knowledge and the process to know how to use them in our day-to-day life. But now-a-days the parspectives are changed. The students are motivated and concerned mostly about job and income. They are no more willing to get the correct education. Educational patern is now changing with a view to changing the point of view of th students. Educatioal ministry is trying to introduce the latest forms of study for developing the skills of the students. The rate of education is increasing but the quality is not improving. According to Karl marx’s 3 stages, the 2nd stage is ”Transformation of quantitative into qualitative.” So, we hav eto convert our students into manpower by using their merit at the fullest sence. The educational pattern has great impact on students. The positive change in educational pattern may lead us to a high position in the international prospect.

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