**PROBLEM-BASED PROJECT FORM**

| **Topic/Title** | Learning Challenges Faced by Bangladeshi Students |
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**Group Details:**

| **Name of the Group Members** | **ID No.** |
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| **SM Fahmid Al Tahsin** | **21315006** |
| **Shihab Muhtasim** | **21301610** |
| **Rizwan Hussain** | **17301092** |
| **Fardeen Rahman** | **21316001** |

**Hypothesis/Assumption:**(Assumption about two causes and two effects related to the issue)

| **Intro: (focus)** Learning challenges faced by Bangladeshi students are numerous from the onset of Covid-19, especially the issues arising from online education. With the uncertainty and slow rate of vaccination for students, they are unable to get optimal study environments and conditions.  **Causes:** In the online study system both teachers and students suffer from slow and unstable internet connections which often creates pauses in a steady learning flow causing students to lose motivation. Moreover, the majority of the student population in Bangladesh do not have a convenient device needed for online learning due to financial issues. However, even if it is manageable to continue the education for a majority of students in Dhaka city while in rural areas internet infrastructure is dismal also the lack of supply of electricity becomes a big issue. Apart from all the connectivity issues, online education creates a gap in education quality since students can not be monitored to ensure their productivity and proper way of learning. As a result they end up wasting their time by facing a lot of distractions on the internet, which leads them to find shortcuts before deadlines to get passed their online exams. Last but not least, many students as well as teachers in Bangladesh are inefficient using tech devices for which the online education system is complicated to them.   * The majority of the student population do not possess the appropriate technology needed for online learning. * Both teachers and students suffer from slow and unstable internet connections, **(mention the cost here as well)** * This is the case in the capital while in rural areas internet infrastructure is dismal. **Supply of electricity** * Most of the elite online teaching platforms are for paying users. * **Mention teachers’ inefficiency in using online platform** * Online education requires laptops and PCs which are not available to every student. * Online education creates a gap in education quality. * Students are not as monitored by parents. **Mention distractions as well** * Many students are not well versed in the various intricacies of online education.   **Effects:**   * Due to lack of technological access, students tend to drop out of school because they’re unable to participate in classes * Laggy internet impedes the learning ability of students due to communication gap * Students are detached from their studies. * Schools with low funding are unable to afford paid services and hence cannot facilitate the best online learning experience for their students * Quality of education varies depending on the device available to the student. * Syllabus gets shortened resulting in lower quality education. **(talk about the bangla medium education and madrasa education, english medium)** * Much less participation in classes. * Younger children do not develop social skills, chances of loneliness and depression are higher. * Can be overwhelming to many students initially. * Financial burden for parents with many children, sometimes leading to gender discrimination. |
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**Research Methodologies:** (Which data collection method will you follow and what type of articles do you plan to read? Explain the process.)

| (fardeen)This study is based on secondary research only. For this research we have read Oxford journals extensively and we used \*title\* article for reading the background.  (shihab) |
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**Work Plan/Action Plan:** (tentative; activities must be carried out equally by the members)

| **Date** | **Activity** | **Name of Person Responsible** |
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| 15/09 | Expert opinion, Finalize hypothesis, Case study | Fardeen Rahman |
| 15/09 | Expert opinion, Finalize background, Case study | SM Fahmid Al Tahsin |
| 15/09 | Hypothesis, Research methodologies, Finalize researcher notes, Case study 3 | Shihab Muhtasim |
| 15/09 | Finalize researcher notes, Reference page, Case study | Rizwan Hussain |
| 12/09 | Draft completion | All |
| 17/09 | Last date of submission |  |

**Data Log of Research Articles**

**BACKGROUND** (explain how the problem arose/how severe it is, and how people are generally suffering due to this problem - include facts, statistics, etc.) **Must include visual information here in the form of a chart, line graph, pie chart, bar/column graph, flow chart, etc. and report on it.**

| Figure:1  The bar graph illustrates the main problems that students in Bangladesh face during online classes. It can be surmised that a majority of students face many challenges during online lectures.  First of all, the graph presents that the lack of comprehension during lessons is the most prevalent challenge faced by 77% of students. Unstable internet connection is also a widespread (75%) issue students have faced during live sessions.  In addition, only 51 percent of students who responded had electricity during classes which is very damaging for students’ education as without it attending classes using internet packages can become very burdensome for students. This can be a reason why students are unable to concentrate on lectures.  In brief, the challenges are far too many and experienced by maximum students which makes it urgent to find solutions to these problems and find better ways to conduct online classes or try to reopen schools and universities. |
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**EXPERT** (explain three major causes, three major effects and two possible solutions from experts, specialists, authorities, etc. regarding the problem - each point must be well-elaborated with citations/facts/statistics/etc.)

| Causes-1 paragraph (done)  Effects- 1 paragraph  Solutions-1 paragraph  Reviewing the topic from the perspectives of experts and researchers, three common causes can be identified as the progenitors of the challenges which torment Bangladeshi students in their pursuit of online education amidst the pandemic. To start off, Al-Amin et al., (2021) state that one of the most glaring issues that appear to affect online learning is the instability of internet connections across the nation. As a part of their study, it was discovered that up to three quarters of the surveyed students attested to experiencing unstable connectivity. Moreover, they have observed that another prevailing cause which hampers online learning is the fluctuating supply of electricity during class hours. In the aforementioned study, 49% of the students responded affirmatively to facing power cuts while their class was in progress. Furthermore, according to Ohidujjaman (2021), lack of access to appropriate technology amongst the population contributes greatly to the rising number of challenges. To elaborate, Ohidujjaman (2021) cites a report compiled by the Bangladesh Bureau of Statistics which concluded that nearly 95% of the population did not possess a computer in 2019. In essence, it can be deduced that unreliable internet, unpredictable power cuts and technological restrictions are the predominant causes behind the hindrances faced by Bangladeshi students during Covid-19. |
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**CASE STUDY** (present a real-life incident or case from the perspective of the victim/target group) The information below should include causes, effects and possible solutions from the victim’s perspective.

| (from a newspaper)(words:100 max)  Case study 1:  Case study 2:  Case study 3:  Jewel is a 14 year old class nine student, is now an online parcel delivery boy in Dhaka, stated, "My school has been closed for more than a year, and there is no academic pressure now. Since I have a bicycle, my father, who lost his job due to the pandemic and is now a Pathao Rider, suggested that I work here. Now I earn around 250 Taka per day, which I can contribute to my family, and I am enjoying my work as many of my friends are doing so." When asked about his future study plan, Jewel looked a bit worried. "I tried to continue my study alongside my current job. However, I need to support my family as well", he replied with a sigh. "Could you ensure any secure job after my graduation? My father is a graduate, and he has not fixed himself in a certain career, so that he is a rider now," Jewel continued with frustration.  Jewel is a student of class nine . His school has been closed for more than a year and his classes are held online for that reason there is no academic pressure as well. As his father lost his job due to the pandemic and he was free of pressure in the online study system, Jewel became a parcel delivery boy in Dhaka since he had a bicycle and wanted to contribute to his family. He is enjoying his work as well since many of his other friends are doing the same job as well. But his part time job of being a delivery boy took away his focus from his studies causing him to be totally unaware of his future study plan. The way he can get his regular focus back to his studies is if the study system puts enough academic pressure on students and ensures equal learning opportunity for students which is near to impossible in the online study system.  Case study 4: |
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**Researchers’ notes on: (i) comparison of findings with hypothesis, (ii) individual and unique solution/s to the problem, and (iii) personal observation while working on the problem.**

| Juxtapose:  3 paragraphs |
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**References**

| <https://www.ejiltalk.org/covid-19-the-right-to-education-and-bangladesh/>  <https://www.bd.undp.org/content/bangladesh/en/home/blog/2021/june/24/how-bangladesh-repurposed-pre-existing-online-platforms-to-reima.html>  <https://thefinancialexpress.com.bd/views/reviews/education-crisis-in-covid-19-addressing-school-closure-child-labour-the-threat-of-massive-dropout-1628433748>  <https://thefinancialexpress.com.bd/views/effects-of-the-pandemic-on-the-education-sector-in-bangladesh-1592061447>  <https://www.journalajess.com/index.php/AJESS/article/view/30288>  <https://www.globalpartnership.org/where-we-work/bangladesh>  <https://www.worldbank.org/en/results/2021/04/18/keeping-bangladesh-s-students-learning-during-the-covid-19-pandemic>  <https://www.poverty-action.org/recovr-study/coronavirus-outbreak-schooling-and-learning-study-secondary-school-students-bangladesh>  <https://www.unicef.org/bangladesh/en/stories/bangladeshi-children-share-experiences-remote-learning-and-challenges-they-face>  <https://www.dhakatribune.com/bangladesh/education/2021/04/12/in-covid-19-education-is-prey-to-collateral-damage>  <https://bigd.bracu.ac.bd/study/coronavirus-outbreak-schooling-and-learning-study-on-secondary-school-students-in-bangladesh/>  <https://www.google.com/url?sa=t&source=web&rct=j&url=http://www.brac.net/program/wp-content/uploads/2020/07/Rapid-assessment-impact-of-COVID-19-education-in-Bangladesh.pdf&ved=2ahUKEwjRi8DeyezyAhU28HMBHRDZCfgQFnoECDcQAQ&usg=AOvVaw2Lypq2gmeIGSnaBy26f3x1>  Academic journals  <https://www.sciencedirect.com/science/article/pii/S2405844021011853>  <https://www.frontiersin.org/articles/10.3389/feduc.2021.703723/full>  Used articles:  <https://www.cell.com/heliyon/fulltext/S2405-8440(21)00048-7?_returnURL=https%3A%2F%2Flinkinghub.elsevier.com%2Fretrieve%2Fpii%2FS2405844021000487%3Fshowall%3Dtrue&fbclid=IwAR0VxGfBXYRvjVoLa2p3cjGHQbORv59djacrWvURcR59JC77nDeO-PViEGw>  Useful links  <https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3667908> |
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