

Seminar Report

On

Enhancing Quality Education in Govt. Primary Schools: Role of Digital Classrooms

Submitted to

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List of Abbreviations:

Sl. Number	Abbreviations	Elaborations
1.	SDG	Sustainable Development Goals
2.	PEDP	Primary Education Development Program
3.	NSA	National Student Assessment
4.	APSC	Annual Primary School census
5.	Govt,	Government
6.	ACAD	Advanced Course on Administration and Development
7.	ICT	Information and Communication Technology
8.	NGO	Non Government Organization

Enhancing quality education in Govt. Primary Schools: Role of digital Classrooms.

Abstract

According to the article 15(A) of Bangladesh Constitution education is the basic need of every citizen. The Government of Bangladesh enacted "Compulsory Primary Education Act, 1990". We have "National Education Policy 2010". Moreover Different programs and projects and projects are being implemented to ensure Quality Education in in Govt. Primary Schools. Though Bangladesh has significantly achieved the enrollment and passing rates are 97.6% & 97.59% (Annual Primary School Census 2018) respectively in primary school, but still lagging behind Quality Education. Quality Education is also the important agenda of Sustainable Development Goals (SDG 4). The national Education Policy 2010 stated that, " The 'Sonar Bangla' dreamed by the father of nation Bangbandhu Sheikh Mujibur Rahman will be build by education with science and technology. Nowadays Quality Education can't be imagine without the use of modern technology like Digital Classroom or Digital Contents for the kids. So through the study the present status of Quality Education is assessed. The students are found very joyful and interactive in the Digital Classrooms. There are some challenges also find like technical supports and shortage of multimedia etc. Some recommendations also made for enhancing Quality Education.

Keywords: Quality Education, Digital Classroom, Government Primary Schools, Enhancement.

Introduction and Literature Review

The Government of Bangladesh supports universal education with a legitimate mandate for free and compulsory education for all boys and girls. Hundreds of non-governmental organizations (NGOs) likewise work to attain high quality universal education. At present Bangladesh has significantly achieved the enrollment and passing rates are 97.6% & 97.59% (Annual Primary School Census 2018) respectively in Govt. primary schools, but lagging behind Quality Education. Quality Education is also the agenda of Sustainable Development Goals (SDG 4). The national Education Policy 2010 stated that, “ The ‘Sonar bangla’ dreamed by the father of nation will be build by education with science and technology. A good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihood, contribute to peaceful and democratic societies and enhance individual well-being using modern technology. So education without digital content will not ensure quality education. There are so many initiatives have been taken to improve quality education. Some of them are as follows:

- i) Digital classrooms with digital contents;
- ii) Stipends;
- iii) Mid-Day Meal;
- iv) School feeding program;
- v) Various training of teachers including ICT etc.

Now there are 65,626 govt. primary schools in Bangladesh (Annual Primary School Census 2018). Among them around 58,000 schools are using digital classrooms with digital contents (Annual Primary School Census 2018).

There was a study in 2004 titled “ Case Studies of Quality Primary Education in Bangladesh” conducted by Samir R Nath, Amina Mahbub and others under BRAC Research and Evaluation Division. The studies conducted in six primary schools. The study made nine points recommendations but among them digital content /classroom was absent. But nowadays Quality Education can’t be imagined without the use of digital content. So the need of Quality Education has been explored through this study.

Problem statement

Though Bangladesh has significantly achieved the enrollment and passing rates 97.6% and 97.59% respectively in primary schools but still lagging behind quality education. The idea of Digital classrooms in primary schools introduced in Bangladesh in 2012. Since then 58,000 govt. primary schools are using digital classrooms with digital contents (Annual Primary School Census 2018). Digital Classrooms are needed because; it is an innovative way of teaching with technology enabled education making both the students and teachers flexible and technologically gymnastic. Moreover Animation adds spice to teaching and creates a fun atmosphere in learning. Most important of all is that technology saves the time for more learning activities (DiRamio and Kops 2004).

The study tried to find out whether the digital classrooms help enhancing Quality Education or not.

Objectives:

- i) To examine the impact of digital classrooms in enhancing quality education in govt. primary schools;
- ii) To find out the challenges of using digital classrooms in govt. primary schools.

Research Questions:

- i) How do the digital classrooms contribute to enhance quality education?
- ii) What are the Challenges of using Digital classrooms?

Rationale of the Study

Quality Education is the Goal 4 of SDG. As we know, we have to achieve the all SDG goals by 2030. So, Quality education is no exception to those. Though Bangladesh has achieved enrollment and passing rates significantly but lagging behind Quality Education. The findings of the study will help to know the current status of using digital classrooms and also will help further policy formulation.

Conceptual Framework

The very term “ Quality Education” is very technical. There is no such specific matrix to measure it. According to SDG 4, “The meaning of a Quality Education is one that is pedagogically and developmentally sound and educates the student in becoming active and productive members of society”. And the term “Digital classroom” means a classroom assisted/supported by electronic devices like computers, laptops, tabs, multi media with digital contents and well equipped teachers. So the performance of the students and impact of digital class-rooms observed very closely. Also the challenges of digital classrooms were identified through this study.

Nowadays Quality Education can't be imagined without the help of modern technology. Digital Classrooms are comprised of some modern electronic devices like: Laptop, Multimedia, Monitors or Digital screen, digital contents etc. that are based on modern technology. So, Quality Education and Digital Classrooms are correlated.

Methodology

Data and information collected from both primary and secondary sources. A govt. primary school of Shalikha upazilla under Magura district selected purposively for the study. Five students, two teachers and one upazilla primary education officer were interviewed individually of that school. One Digital Classroom of same school was observed very closely. Related Literatures and documents also reviewed like PEDEP 3, PEDP 4, APSC, SDG 4 etc.

Findings/Results

According to the article 15(A) of Bangladesh Constitution education is the basic need of every citizen. The Government of Bangladesh enacted “Compulsory Primary Education Act, 1990”. We have “National Education Policy 2010”. Moreover Different programs and projects and projects are being implemented to ensure Quality Education in in Govt. Primary Schools. Though Bangladesh has significantly achieved the enrolment and passing rates 97.6% and 97.59% respectively in primary schools but still lagging behind quality education. Moreover Quality Education is the Goal 4 of SDG. As we know, we have to achieve the all SDG goals by 2030. So, Quality education is no exception to those. Though Bangladesh has achieved enrollment and passing rates significantly but lagging behind Quality Education. So at present modern technology (ICT) based education is badly needed to enhance Quality Education.

From the study it is found that student, teachers and officers all are very much positive to the Digital Classrooms.

Students are learning in a very joyful environment in a Digital Classroom.

During study every respondent responds very spontaneously.

Every respondent (student) told that Digital Classroom is more effective than the traditional one.

The students could learn about many new terms and digital devices like Computer, laptop, tab, multimedia, digital screen/monitor, pen drive, e drive, c drive internet, Google etc that will help them in their secondary and higher education.

It is observed that in a Digital Classroom students remain very active and participative.

It is also observed that in a digital classroom the teacher arrange a feedback session after deliberating his/her lecture where maximum students respond effectively in comparison to traditional classroom.

Most of the students told that they enjoy digital classroom very much when a lesson includes song, videos , cartoons, animations etc.

One respondent (teacher) told that use of multimedia and digital contents have made the lesson easier and joyful to the students. Interest to technology has significantly increased among students. The students can learn lesson very easily. They learn with joy so the learning lasts long in their mind. He (teacher) added that by a digital classroom weaker students are specially benefited.

From the study it is found that The digital classroom has been introduced since 2012 in Govt. primary schools.

Digital classrooms are running from pre-primary to level five.

Digital contents are made based on all 21 subjects except 'Religion'.

Every school has available alternative teachers for conducting digital classrooms.

Beside these positive signs some challenges of Digital classrooms also found from the study. Those are as follows:

Every Respondent told that the school has only two multimedia projector(s). It is very difficult to run six classes with one or two multimedia projector(s). The multimedia sets are carried from one classroom to another classroom. It hampers general discipline and also time consuming.

One respondent (Assistant Teacher) told that there are shortage of technical persons for repairing the electronic and highly sophisticated devices used in digital classroom.

The same respondent told that they have shortage of idea generators.

In the rural areas some schools have no electricity connectivity so running digital classrooms at those schools are very difficult. Some teachers are reluctant to operate digital classrooms.

Implication and Recommendations

Quality Education is a very big issue to be achieved in reality. But we have no option but achieve it. Because, we are now on the way to a developing country. By 2041 we are supposed to be a developed country. So without ensuring Quality Education, it is quite impossible to be a developed country. As we are now living in a modern technology based society, Quality Education can't be possible without the help of technology based education system like Digital Classroom.

Through the study it is found that really Digital Classrooms play a vital role to enhance Quality Education in Govt. primary schools. Students are engaging with the modern teaching learning methods from the very beginning (from grade 1). They are learning in a joyful manner in a digital classroom. Use of animations, cartoons, audio, video etc in a classroom makes the lessons very easy and joyful to the tender-aged kids. The Digital Classrooms make the students very attentive in comparison to traditional classrooms.

Though Digital Classrooms are playing a vital role to enhance Quality Education in Govt. primary schools in Bangladesh but some challenges are found to run it properly. So considering above findings, several initiatives can be recommended for future actions to enhance Quality Education in Govt. primary schools in Bangladesh.

- Every classroom should have a Digital Facilities like multimedia projector, laptop, screen and other related devices.
- A good number of technical persons should be deployed for regular maintenance of electronic devices.

- Some training should be arranged for the teachers to generate new ideas for creating effective digital contents.
- There should be some motivational programs for reluctant teachers or they should be brought under punishment.
- Electricity connectivity should be ensured rest of the schools or solar systems should be provided to those schools for the smooth running of Digital Classrooms.

Conclusion

Quality Education is a big issue. But because of our Constitutional commitment, Education policy 2010 and Goal 4 of SDG, ensuring Quality Education is a must. Bangladesh has already achieved enrolment and passing rate of primary level students significantly but lagging behind Quality. The Govt. of Bangladesh has already taken different initiatives to ensure Quality Education. Operation of Digital Classroom is one of them. If the initiatives are taken according to the recommendations, the Digital Classrooms can be played an effective role to enhance Quality education and hopefully Quality Education can be achieved by 2030 according to SDG.

References:

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Primary Education Development Program (PEDP-4);

Annual Primary School Census (APSC) 2018;

National Student Assessment (NSA) 2018;

Sustainable Development Goals by 2030.

National Education Policy 2010.

The Constitution of the People’s Republic of Bangladesh.