

Report on

**COMPARISON OF LEARNING OUTCOMES IN ONLINE VERSUS
TRADITIONAL CLASSROOM SETTINGS**

By

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An internship report submitted to the BRAC Business School (BBS) in partial fulfillment of the
requirements for the degree of
Bachelor of Business Administration (BBA)

BRAC Business School
BRAC University
June, 2024

Declaration

It is hereby declared that

1. The internship report submitted is my own original work while completing degree at Brac University.
2. The report does not contain material previously published or or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The report does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I acknowledged all main sources of help.

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Letter of Transmittal

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Subject: Submission of Internship Report

Dear Sir,

I am pleased to submit my report, which I have prepared in line with your guidance, on "Comparison of Learning Outcomes in Online vs. Traditional Classroom Settings." This report encapsulates the knowledge I have acquired during my undergraduate studies and internship. I have endeavored to ensure that the report is comprehensive and insightful. Your continuous support and guidance have been invaluable to me, and I am grateful for your encouragement. Without your mentorship, I would not have been able to complete this task. I am now presenting my report for your review and feedback.

In conclusion, I want to express my sincere appreciation for your input and critique, as they will contribute to my growth and encourage me to tackle more complex projects in the future. Despite my best efforts, if there are any errors or oversights, I hope you will overlook them.

Thank you once again for your support and understanding.

Sincerely yours,

Shah Opola Moni

ID:19204012

BRAC Business School

BRAC University

Date: 8th June, 2024

Non-Disclosure Agreement

This Non-Disclosure Agreement is made and entered by and between ENLIGHTY Limited and the undersigned student at BRAC University named Shah Opola Moni. By signing this Agreement, Shah Opola Moni agrees to keep all confidential information of ENLIGHTY Limited private and not to disclose it without proper authorization. This includes, but is not limited to, personal details of staff members, financial records, and any other sensitive company information.

The internship report prepared by Shah Opola Moni has been reviewed and approved by ENLIGHTY Limited.

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Internship Company Supervisor's Full Name & Signature:



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Acknowledgement

Firstly, I would like to express my heartfelt gratitude to the Almighty for giving me the strength and perseverance to carry out my duties as an intern and complete this report.

I also want to thank my family, especially my parents and my elder sister, for their unwavering support and encouragement throughout my internship. Their belief in me has been a constant source of motivation.

I am deeply grateful to my university supervisor, Saif Hossain, and co-supervisor, Riyashad Ahmed, for their insightful guidance, feedback, and instructions on how to write this report. They have generously taken time out of their busy schedules to provide me with the support I needed and have been instrumental in helping me overcome challenges during the preparation of this report.

I would also like to extend my sincere appreciation to my organizational supervisor, Abeer Rahman, Head of Operations at Enlighty Ltd., for his continuous monitoring and the responsibilities he entrusted me with during my internship. His mentorship has been invaluable in enhancing my practical knowledge and skills.

Additionally, I am thankful to my friends Nowhar, Mahi, Ayasha, and Marjen, who have inspired me, shared their knowledge, and provided constructive feedback on my work. Their contributions have been crucial in the successful completion of this report.

Lastly, I want to thank the entire department at the BRAC Business School for facilitating the application of academic knowledge to practical business situations. My education has been greatly enriched by the support and resources provided by my institution.

Executive Summary

To meet the requirements for my bachelor's degree in business administration from BRAC University, I completed a three-month internship at Enlighty, which is a master licensee of Linguaphone. This internship formed the foundation for this report.

This report investigates the comparative learning outcomes between online and traditional classroom settings, focusing on the evolving educational landscape during and after the COVID-19 pandemic. The study explores key areas such as the impact of the pandemic on education, the integration of technology, parental perspectives on online learning, and the role of flexibility in student engagement.

The primary objectives were to understand how traditional learning systems have adapted, evaluate the effectiveness of online education, and assess parental and student attitudes toward these changes. The research methodology included primary data collection through surveys and interviews with students, teachers, and parents, as well as secondary data from existing literature. Findings reveal a complex interplay between the benefits and challenges of online learning. While technology has enabled continuity in education, issues such as engagement and resource accessibility remain significant. The report concludes with recommendations to enhance the effectiveness of online education, particularly in fostering student engagement and accommodating diverse learning needs.

Keywords: COVID-19 Pandemic; Online Learning; Traditional Classroom; Student Engagement; Educational Technology; Parental Perspectives; Flexibility in Education; Learning Outcomes

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List of Acronyms

BD	Bangladesh
CRM	Customer Relationship Management
DE	Direct English
EOS	Enlighty Online School
HRM	Human Resource Management
ICT	Information and Communication Technology
KIH	King's InterHigh
NBR	National Board of Revenue
NOC	No Objection Certificate
OMIS	Operations Management and Information System
PAYE	Pay As You Earn
PEIK	Pingu's English International Kindergarten
SOP	Standard Operating Procedures
SWOT	Strength, Weakness, Opportunities, Threats
TESOL	Teaching English to Speakers of Other Language
WHO	World Health Organisation

Chapter 1:

Overview of Internship

1.1 Student Information

My name is Shah Opola Moni, and my student ID is 19204012. I enrolled at BRAC University in the fall semester of 2019 before receiving my A-level results. During the admission process, I had the opportunity to select three departmental preferences: Economics, BBA, and English.

Although Economics was my initial preference, my passion for working with numbers and accounting subjects during my school years led me to ultimately choose BBA. Originally aspiring to become a Chartered Accountant or financial analyst, my interests evolved during my time at university.

To explore various sectors and departments within the industry and to refine my skills in areas where I could be more productive and fulfilled, I decided to pursue internships across different domains after graduating from BRAC. While my major was in Accounting and minor in Finance, I initially aimed for a double major in Accounting and Finance and a minor in Supply Chain and Operations Management. However, due to time constraints, resource limitations, and health issues, I couldn't pursue that path. Consequently, I had one core course remaining, MGT480 which I completed by taking it in the spring semester of 2024 alongside BUS 480, the internship course.

I successfully completed a three-month internship during this period. I am grateful for the understanding and support extended by Syed Abid Sir, the course instructor for MGT480, and my internship company supervisor, Abeed Rahman. They accommodated my need for flexible working hours, allowing me to balance work and attend classes effectively.

1.2 Internship Information:

1.2.1 Period, Company Name, Department/Division, Address

As part of the BUS400 course requirement, a three-month internship was necessary. Enlighty Ltd was the first company to invite me for an interview for a management intern position. Despite my background in accounting and finance, my eagerness to learn and delve into different departments, understanding their functions, impressed the interviewers. Following the interview process and upon my availability for an immediate start, I was selected for the position.

Considering ongoing final exams, I requested a slight delay, which the company kindly granted. Their flexibility and accommodation of my schedule encouraged me to accept the position. I was assigned the role of a management intern, reporting directly to Abeed Rahman, the head of operations. My responsibilities involved assisting him in various matters.

Initially located at House #3B, Road #49, Gulshan-2, Dhaka-1212, beside Peyala, the office later shifted to House 14, Road 50, 5th floor, Gulshan-2, Dhaka-1212. I commenced my internship on December 26, 2023, and concluded on March 31, 2024. At the end of my internship period, I was offered an extension and a permanent position.

1.2.2 Internship Company Supervisor's Information

Enlighty Ltd, being a startup, provided an environment where roles were multifaceted. Abeed Rahman, as the head of operations, undertook diverse responsibilities spanning management, strategic planning, and operational oversight. As part of my internship, I had the privilege of directly assisting him, gaining valuable exposure to the intricacies of startup operations. Notably,

Mr. Rahman also conducted my interview, highlighting his active involvement in the recruitment process.

1.2.3 Job Scope- Job Responsibilities/Duties/Description

As outlined in my joining letter, my role at Enlighty Ltd primarily focused on contributing to ongoing research projects and the business development of educational technology. This encompassed various tasks such as writing reports, conducting surveys, and engaging in activities aimed at addressing specific organizational challenges related to student and curriculum management. Formally, my responsibilities included tasks such as data analysis, literature review, student analysis testing, and report writing.

Moreover, the position provided hands-on experience in the field of educational technology, allowing me to work alongside seasoned professionals and contribute to a meaningful project with real-world applications. Additionally, I had the opportunity to attend and participate in relevant fairs, open days for students, and workshops organized by both the university and Enlighty Ltd. These activities were instrumental in expanding my knowledge and network within the educational technology community, aligning with the company's objectives for growth and innovation.

Additionally, my duties involved a diverse range of tasks, each contributing to the overarching objectives of the organization. Here are some of the programs and initiatives I was involved in:

Kings Inter High Brochure Development and Marketing Research: Kings Inter High (KIH) is a British international online school that offers a high-quality British education to students aged 7

to 18 from all over the world. KIH is known for its flexibility, affordability, and high-quality education, making it a popular choice for students worldwide.

- Researched and gathered information relevant to Bangladeshi students to tailor the brochure's content.
- Collaborated with the IT department to provide specific instructions for brochure design, including color palette and content layout.
- Oversaw the creation of posters, banners, and other marketing materials for Kings Inter High.
- Liaised with the IT department to ensure alignment with branding guidelines and target audience preferences.

Partnership Development and Outreach: Enlifty Online School (EOS) aimed to form partnerships with English medium or British Council schools across Bangladesh to expand its reach and provide quality education.

- Researched English medium or British Council schools across Bangladesh for potential partnership opportunities with EOS.
- Contacted call in tuition centers and organized meetings to promote EOS and establish partnerships.
- Established partnerships with select schools, fostering collaborative relationships and facilitating the enrollment of students in EOS programs.

Attendance at Town Hall Meetings and Marketing Conferences: Town Hall meetings led by the CEO Mr Ashley Harrold and marketing conferences provided opportunities to discuss marketing tactics and network with industry professionals.

- Participated in Zoom town hall meetings led by the CEO to discuss marketing tactics and other developments.
- Attended marketing conferences to stay updated on industry trends and best practices, leveraging this knowledge to develop innovative marketing tactics and campaigns.
- Drafted meeting minutes and posed queries during discussions.
- Wrote a paper for submission to the TESOL Bangladesh conference and prepared for a potential presentation.
- Planned participation in the USW 58th Bangladesh International Education Expo 2024, including budgeting, booth setup, and material preparation.

Direct English Program Support: Direct English (DE) offered personalized and flexible English language learning programs for adults, delivered through local partners.

- Attended meetings with the DE team, providing insights, and observing classes to bridge cultural gaps and ensure effective teaching methods.
- Collaborated with the Direct English (DE) team to observe classes and provide feedback on teaching methods, ensuring effective delivery of English language learning programs.
- Identified cultural nuances and learning preferences of adult learners, incorporating these insights into curriculum development and instructional design.
- Assisted in the implementation of innovative teaching strategies and technologies to enhance the learning experience and engagement of DE students.

Pingu's English Program Enhancement: Pingu's English targeted young children, using the popular Pingu character and multimedia learning materials.

- Assisted in revamping school routines and curriculum based on Pingu's English manuals and regional requirements.
- Conducted observations at Pingu's English branches and implemented changes as directed by the head of academics.
- Provided support to teachers on implementing revised curriculum and instructional strategies, ensuring consistent quality across Pingu's English branches.
- Collaborated with the IT department to design materials and routines for the Toddlers program, which was later discontinued due to resource constraints.

Miscellaneous Tasks:

- Provided rehabilitation support to an injured intern, including teaching essential skills and assisting with heavy workload tasks.
- Conducted research on educational trends and best practices, informing the development of surveys and social media content to engage with our target audience.
- Maintained active social media presence for Kings Inter High and other programs, sharing relevant content and updates to enhance brand visibility and engagement.
- Conducted research, prepared surveys, and maintained social media activity for Kings Inter High and other programs.

By effectively managing these tasks, I was able to make significant contributions to Enlighty Ltd's objectives while gaining valuable experience and insights into the field of educational technology.

1.3 Internship Outcomes:

1.3.1 Student's Contribution to the Company

At Enlighty Online School (EOS), being a startup parent company of various ventures under Enlighty Ltd., there were abundant opportunities for employees to make meaningful contributions to the organization. Throughout my internship, I seized these opportunities to make a significant impact on the company's operations.

Assigned to assist the head of operations and head of academics, I diligently carried out tasks as directed by my supervisors and senior colleagues. A key aspect of my role involved assisting with the revision of teacher manuals for the kindergarten program, which spanned three years, with each year comprising 12 manuals. Under the guidance of the head of academics, I undertook the task of condensing the international 6-8 hour program into a 3-hour format suitable for our region and available resources. This involved redesigning and reworking every activity and session to align with weekly themes and classroom requirements.

Working primarily with Microsoft Word and Excel, I meticulously crafted routines, wrote detailed instructions for conducting activities, identified necessary materials, and specified exercises for students. The redesigned manuals were distributed to teachers in advance, allowing them to prepare effectively and address any queries or issues in timely meetings with myself or the head of academics. I maintained a high level of accuracy and promptness in organizing curriculum data and documentation across various branches, totaling 240 days of lesson plans.

In addition to manual revision, I contributed to partnership outreach efforts by compiling lists of schools and coaching centers, contacting them to arrange meetings, and disseminating company

information for potential partnerships. Furthermore, I designed and managed surveys targeting teachers, students, parents, and administrators, leveraging the gathered data to generate insightful reports.

Participating in these activities allowed me to gain valuable firsthand experience in the practical operations of the educational technology department. Through my contributions, I not only supported the company's initiatives but also gained deeper insights into the dynamics of the education technology industry. This hands-on experience was instrumental in shaping my understanding of effective educational practices and strategies.

1.3.2 Benefits to the Student

At Enlighty Online School (EOS), my internship experience was transformative, offering me insights into the dynamics of a startup environment. I ventured into a different department, stepping beyond the confines of my academic background, which allowed me to gain a comprehensive understanding of various industries and sectors.

- ❖ Interning at a company like Enlighty Ltd, particularly within a startup environment, offers invaluable benefits to students. Firstly, it provides an opportunity to gain practical work experience outside one's expertise. This experience allows for personal growth and exploration across different sectors and industries, bridging the gap between academic studies and real-world applications.
- ❖ Moreover, the internship experience offers insights into company culture and professional behavior, essential for future employment. Working within a startup environment enabled me to understand work ethics and behavioral aspects in a practical setting, preparing me

for future corporate endeavors. Additionally, it allowed me to gradually transition into office life, overcoming initial nervousness and building confidence.

- ❖ Furthermore, the internship provided exposure to company strategies and operational dynamics. In a startup, where departments often collaborate closely, I gained a deeper understanding of workflow management and the integration of technology in business processes. This exposure enhanced my proficiency in tools like Microsoft Office and Adobe Premiere Pro, contributing to my skill set.
- ❖ Additionally, the internship fostered essential skills such as communication and time management. The need to meet deadlines for delivering lesson plans to different branches underscored the importance of efficient time management. This experience also reinforced my preference for maintaining a healthy work-life balance, a crucial consideration for future career decisions.
- ❖ Throughout the internship, I maintained a detailed diary of daily activities, ensuring accountability and facilitating future reporting. Despite the dynamic nature of the workplace, Enlighty demonstrated flexibility in accommodating my university schedule, further enriching the internship experience. However, navigating the fast-paced environment of a startup presented its own set of challenges, including adapting to evolving tasks and deadlines. Nonetheless, overcoming these challenges contributed to my overall growth and resilience.

In conclusion, the internship at Enlighty was not only a learning experience but also a journey of personal and professional growth. The exposure to a dynamic startup environment provided invaluable insights and skills that will undoubtedly shape my future endeavors.

1.3.3 Problems/Difficulties (faced during the internship period)

During my internship, I encountered several challenges that served as opportunities for growth and enhanced my problem-solving skills. Working at a startup meant dealing with understaffing, as the originally planned team of interns for various departments never materialized. Consequently, I had to handle tasks alone, often working overtime during weekdays and weekends at home. I even extended my contract to meet urgent deadlines, which required intense focus and dedication to maintain quality standards under pressure.

Throughout the internship, there were times when I had to take on extra responsibilities to ensure the smooth operation of the department. Balancing these responsibilities alongside my university coursework posed an additional challenge, but it allowed me to develop strong time management skills. Despite these hurdles, the experience was valuable, and the organization's flexibility made tasks comprehensible and manageable and provided a conducive environment for learning.

1.3.4 Recommendations (to the company on future internships)

Reflecting on my internship experience at Enlighty, I propose several recommendations aimed at optimizing future internship programs within the organization and fostering a conducive environment for interns to transition into permanent employees:

1. Structured Internship Program: Implement a structured internship program with clearly defined roles and responsibilities for interns across different departments. This ensures interns understand their contributions and aligns their tasks with organizational goals.

2. Internship Cohort: Establish an internship cohort system where interns from diverse academic backgrounds collaborate on cross-functional projects. This promotes teamwork, knowledge sharing, and a comprehensive understanding of the organization's operations.

3. Supervisory Support: Ensure consistent presence and guidance from supervisors throughout the internship. Clear communication and mentorship help interns navigate challenges, receive constructive feedback, and develop professionally.

4. Workload Management: Address workload distribution by accurately assessing project demands and matching them with available intern resources. This prevents overburdening interns and supports a balanced workload conducive to learning and productivity.

5. Professional Development: Offer continuous learning opportunities, such as workshops, seminars, and mentorship programs. These initiatives enhance interns' skills, preparing them for future career opportunities within the organization.

6. Feedback Integration: Establish a structured feedback mechanism where interns can share their experiences and suggestions. Incorporating feedback improves the internship program's effectiveness and identifies areas for enhancement.

7. Transition to Employment: Create an environment that encourages interns to transition into permanent roles. Emphasize career growth opportunities, demonstrate commitment to employee development, and align intern projects with potential long-term positions.

Implementing these recommendations will not only enhance the internship experience at Enlighty but also contribute to the professional growth and development of future interns, ensuring a mutually beneficial relationship between the organization and its interns.

Chapter 2:

Enlighty LTD

2.1 Introduction to Enlighty Online School (EOS)

Enlighty Online School (EoS) Bangladesh is an innovative educational initiative aimed at increasing access to high-quality education for students in underserved markets and communities. EoS operates with the mission of providing a flexible and affordable online learning platform, making it possible for students in Bangladesh to receive a British education.

EoS has established a partnership with King's InterHigh (KIH) to deliver a British education that caters to the needs of students in Bangladesh. This collaboration enables EoS to share best practices in online education and elevate the standard of education offered. EoS's role is to enhance the profile of KIH in South Asia, improving the quality of education, expanding access, and fostering cultural exchange by connecting students and teachers from diverse backgrounds.

Through this partnership, EoS offers a wide range of KIH's programs and qualifications, including O Level (10 GCSE subjects) under the Edexcel Board and A Level (11 subjects) under the Cambridge Board. EoS students benefit from a high-quality British education, a flexible learning environment, and a supportive community, similar to KIH students. Additional advantages include personalized learning plans, various extracurricular activities, and a strong emphasis on pastoral care.

KIH supports its Master Licensees, including EoS, with marketing and recruitment support, cloud-based data management, and curriculum and assessment materials. This partnership is vital for

providing a British education to students globally, particularly in regions where traditional education is limited or inaccessible.

The upcoming sections compile comprehensive details concerning the overall profile of the company. This chapter will encompass the company's background, mission, objectives, the range of its business operations and services, organizational structure, management and marketing strategies, operational procedures, financial practices, accounting standards, and competitive analysis.

2.1.1 Objectives

The primary objective of this chapter is to provide a comprehensive overview of Enlighty's operations and the broader online edutech industry, with a particular focus on how such a model can be effectively established in Bangladesh. Additional Goals include understanding international organizational culture and adapting it regionally. Due to Enlighty's startup status and limited online presence, this chapter aims to demonstrate their products, services, management, marketing, financial procedures, and operating system. The chapter also includes Porter's Five Forces and a SWOT analysis to explore their competitive strategies.

2.1.1 Methodology

Information for this report was collected from both primary and secondary sources, primarily relying on primary data due to the newness of the business.

Primary Source: Internal information was gathered through communication with on-site supervisors and other employees, adhering to the company's privacy and security regulations. This

provided insights into the organizational structure, management, marketing, accounting, and financial strategies.

Secondary Source: The main secondary sources were the firm's guide and manual books, offering detailed information about their operations, marketing, management, employee and employer relations, and financial strategies.

2.1.3 Scope of the Study

This report provides a comprehensive overview of the edutech industry, specifically focusing on Enlighty Online School's position in the Bangladeshi market. It covers operational practices, human resource management, marketing strategies, and financial conditions. The financial performance was analyzed using common size statements and ratio analysis over five years. Additionally, the report details the company's facilities and product descriptions, offering valuable insights for academic purposes or further research on the online edutech industry in Bangladesh.

2.1.4 Limitations

Several challenges were encountered while creating this report:

- Limited information availability due to the firm's private ownership.
- Difficulty in learning about the organization because of its sparse online presence and social networking.
- Frequent changes in management and lack of a clear hierarchy delayed the report's progress.
- Unavailability of specific financial data due to privacy issues.

2.1.5 Significance

This study discusses the organizational culture and reporting structure of Enlighty, highlighting its efforts to differentiate from competitors. It identifies gaps and suggests improvements, offering valuable insights for future business endeavors or franchise opportunities. Additionally, the report outlines methods for evaluating financial performance and marketing practices, crucial for any business. Overall, this report provides a deeper understanding of startup operations, useful for professionals in the field.

2.2 Overview of the Company

2.2.1 Company Background

Enlighty Online School (EoS) is dedicated to revolutionizing the education landscape in Bangladesh by providing accessible, high-quality British education through online platforms. In partnership with several renowned educational organizations, EoS offers a diverse range of programs and services aimed at catering to the educational needs of students across various age groups.



Figure 1: Enlighty's Logo

King's InterHigh (KIH)

King's InterHigh (KIH) is a pioneer in delivering British education through an online platform. KIH offers a broad curriculum, including O Level (10 GCSE subjects) under the Edexcel Board and A Level (11 subjects) under the Cambridge Board. The collaboration between KIH and EoS ensures that students in Bangladesh can access a flexible and affordable British education tailored to their needs.



Figure 2: King's InterHigh Logo

Direct English (DE)

Direct English, a global leader in English language training, offers a unique learning system that combines interactive online courses with personalized tutoring. This system is designed to help learners improve their English proficiency effectively. EoS, through its partnership with Direct English, provides students in Bangladesh with the tools they need to master the English language, enhancing their global communication skills.



Figure 3: Direct English Logo

Pingu's English International Kindergarten (PEIK)

Pingu's English is an innovative English language learning program specifically designed for young children. It uses engaging multimedia content featuring the beloved character Pingu to make learning English fun and effective. EoS incorporates Pingu's English into its offerings to ensure that young learners in Bangladesh receive a strong foundation in English from an early age.



Figure 4: Pingu's English Logo

CodeSchool Finland

CodeSchool Finland is an educational initiative that focuses on teaching coding and programming skills to students. Through a structured curriculum, students learn to code in a fun and interactive way, preparing them for the demands of the digital age. EoS's partnership with CodeFinland provides Bangladeshi students with the opportunity to develop critical thinking and problem-solving skills through coding.



Figure 5: CodeSchool Finland

Pingu's Eduten

Pingu's Eduten is a unique educational platform that combines engaging content with advanced pedagogical methods to enhance learning outcomes. It provides a comprehensive suite of

educational resources and activities designed to support the overall development of young learners. EoS utilizes Pingu’s Eduten to offer a well-rounded educational experience to students in Bangladesh.



Figure 6: Eduten’s Logo

2.2.2 Company Profile

Name of the Organisation	Enlighty Ltd.
Category	Franchisee/Master Licensee of Linguaphone
Known as	EOS
Type	Private
Industry	Edutech
Year of Incorporation	2024
Chairman	Mr. Engr Abdul Aziz
Field of Activity	Online Schooling, Educational Technology, K-12 Education, Educational Consultancy, E-learning Platform Management
Head Office	House#14, Road#50, Gulshan-2, Dhaka- 1212

Website	Enlighty School – To Enlighten You
Phone	(+880)1771274744

Table 1: Company Profile

2.2.3 Vision

“To become a beacon of educational innovation, shaping futures and empowering minds by providing accessible, high-quality education through advanced online learning platforms” (Enlighty LTD, 2024).

This vision highlights Enlighty’s aim to lead in educational innovation, offering guidance and inspiration in the sector. The focus is on making high quality education accessible to all, using cutting-edge online platforms to foster growth, critical thinking, and personal development in students. However, as the company continues to evolve, this statement may undergo further refinement to align with future strategic goals.

2.2.4 Mission

“To revolutionize the educational landscape in Bangladesh by offering world-class British education online, ensuring flexibility, affordability, and excellence for students in underserved markets and communities” (Enlighty LTD, 2024).

Enlighty’s mission is to transform education in Bangladesh by providing top-tier British education online. The emphasis is on offering flexible, affordable, and excellent learning opportunities, particularly for students in underserved areas, to bridge gaps in educational access. This mission statement is still in development and may be subject to change as the company grows.

2.2.5 Values

- ★ **Excellence:** Commitment to providing the highest quality education.
- ★ **Accessibility:** Ensuring education is accessible to all students, regardless of their location or background.
- ★ **Innovation:** Embracing advanced technologies and innovative teaching methods to enhance learning experiences.
- ★ **Empowerment:** Empowering students to achieve their full potential and succeed in their educational endeavors.
- ★ **Community:** Fostering a supportive and inclusive community of learners and educators.

2.2.6 Company Organogram

As a startup, Enlighty Online School does not have a clear hierarchical structure or an official organogram available. The company's organizational structure is still evolving, reflecting its dynamic and flexible approach to meeting the educational needs of its students.

This is a rough mockup of their organogram I have come up with.

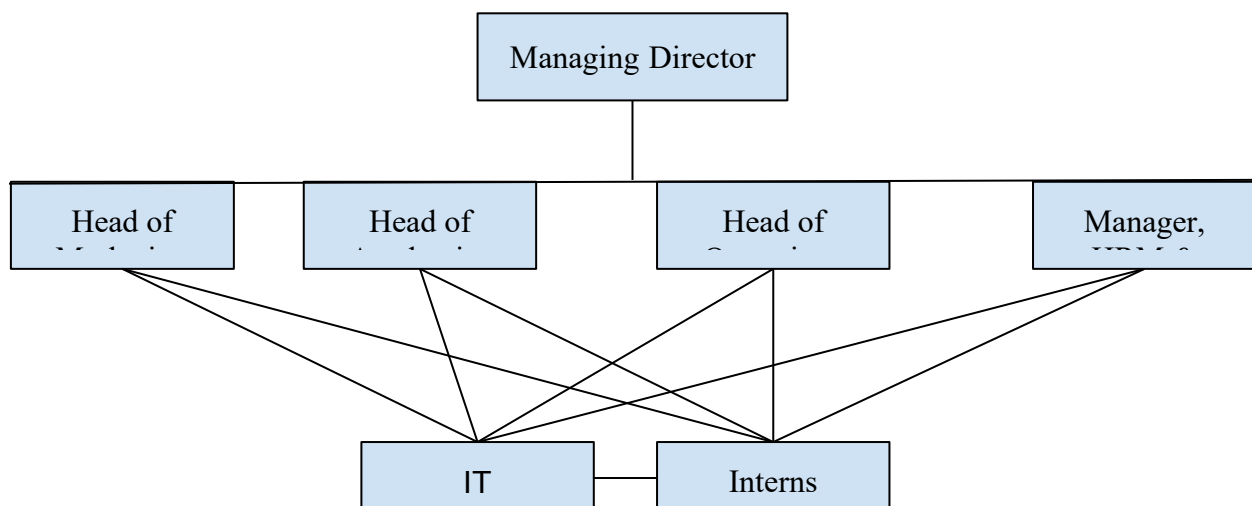


Figure 7: Mockup Organogram of Enlighty

2.3 Management Practices

The management practices of Enlighty have not been set properly yet, as a whole company. But their divisions and franchise Pingu's English or Linguaphone has been well established since that is where they first started and their main focus was until later when they decided to branch into different franchises.

The role of the licensee, particularly the customer service manager, is pivotal within Enlighty's management structure. The customer service manager's responsibilities are critical to the success of the school operations, ensuring efficient management and strong customer relationships. Although specific tasks can be delegated to other staff members, the customer service manager retains final responsibility, emphasizing the importance of a clear chain of command. This hierarchical clarity ensures that all staff are aware of their reporting structures and adhere to them, which is essential for maintaining control and ensuring the smooth operation of the business. This structure supports efficient management of the school and enhances marketing and sales efforts.

2.3.1 Leadership Style

The management practices at Enlighty Ltd. reflect a participative leadership style, which was evident during my three-month-long internship. This approach, characterized by involving employees in decision-making processes, aligns well with the company's structure and objectives, particularly given its status as a startup and its diverse franchise operations.

The participative leadership style at Enlighty Ltd. can be seen in the way the organization engages its employees at various levels. As a startup, Enlighty Ltd. benefits significantly from this leadership model, allowing for a more inclusive and collaborative work environment. This inclusivity is crucial for fostering innovation and ensuring that the company remains agile and responsive to changes in the educational technology sector. For instance, during my internship, I observed that team meetings often involved open discussions where everyone's input was valued. This not only motivated the employees but also helped in harnessing a wide range of ideas and perspectives, ultimately aiding in better decision-making and problem-solving.

Despite the participative leadership style, there are elements of structure and hierarchy within the organization, especially in established divisions and franchises such as Pingu's English or Linguaphone. These divisions have a well-established management practice, which Enlighty Ltd. has developed from their initial focus before branching out into different franchises. This dual approach—combining participative leadership with clear structural hierarchy—helps Enlighty balance the need for employee involvement with the necessity of organizational control and efficiency.

2.3.2 Human Resource Planning Process of the Organization

2.3.2.1 Recruitment and Selection Process

The quality of staff is crucial to the success of a school, making the recruitment process vital. The recruitment process at Pingu's English School follows a detailed timeline and thorough steps to ensure the selection of the most qualified candidates.

- Organizational Structure and Recruitment Timeline: A newly established Pingu's English School, typically operated by a sole proprietor licensee, follows a specific organizational chart with designated part-time and full-time positions. As the school develops, additional staff may be needed, and decisions must be made for the most efficient and cost-effective human resources development.
- Opening Program: The timeline for recruiting staff begins nine weeks before the school opens. Advertisements for staff are designed and placed, followed by shortlisting candidates, conducting interviews, and offering jobs six weeks before opening. New staff join the school one week before opening.
- Documentation and Standard Forms: Recruitment generates significant paperwork, including standard recruitment forms applicable to all grades of staff. Familiarity with these forms is essential to streamline the recruitment process.
- Dealing with Applicants: Applicants are required to fill out a detailed application form covering personal information, health, education, and employment history. Flexibility is allowed for candidates to complete the form at the start of the interview if necessary.
- Conducting Interviews: The interview process includes welcoming the applicant, explaining the school and its business model, finding out about the applicant, outlining the job, addressing questions, and following up. The interview should be structured to discover if the candidate possesses the necessary qualities for the position.
- Finalizing the Offer: Written confirmation of the job offer, job definition, and employment contract are sent to successful candidates. Unsuccessful candidates are informed of the decision, while 'reserves' may be kept in consideration until the first choice confirms acceptance.

- Staff Movement Between Schools: Poaching staff from another Pingu's English licensee is strictly prohibited. Approaches must come from employees themselves, without solicitation from other licensees. Interviews and hiring decisions should be conducted without discrimination based on race, color, sex, age, etc.

2.3.2.2 The Compensation System

The compensation system at Pingu's English School is designed to be competitive and fair, reflecting the skills and experience of employees.

- Salary Structure: Salaries are determined based on the role, qualifications, and experience of the staff. Regular reviews are conducted to ensure competitiveness within the industry.
- Bonuses and Incentives: Performance-based bonuses and incentives are provided to motivate and reward employees who meet or exceed their targets.
- Benefits: Benefits may include health insurance, retirement plans, and other perks that enhance the overall compensation package.

2.3.2.3 Training and Development Initiatives

Continuous training and development are crucial for maintaining high teaching standards and employee satisfaction.

- Orientation Program: New employees undergo a comprehensive orientation program to familiarize them with the school's policies, culture, and expectations.
- Ongoing Training: Regular training sessions are conducted to update staff on the latest teaching methods, educational technologies, and other relevant skills.

- Professional Development: Opportunities for professional development, such as attending workshops, conferences, and pursuing further education, are encouraged and supported.

2.3.2.4 Performance Appraisal System

A systematic performance appraisal system is in place to evaluate and enhance employee performance.

- **Appraisal Frequency:** Performance reviews are conducted annually, with interim reviews as needed.
- **Evaluation Criteria:** Criteria for evaluation include teaching effectiveness, student feedback, teamwork, punctuality, and overall contribution to the school.
- **Feedback Mechanism:** Constructive feedback is provided, and employees are encouraged to discuss their performance and career aspirations.
- **Performance Improvement Plans:** For employees who do not meet performance standards, specific improvement plans are developed and monitored.

2.3.2.5 Employee Conduct and Disciplinary Procedures

Maintaining professional conduct is essential for a harmonious and productive work environment.

- **Code of Conduct:** Employees are expected to adhere to a code of conduct that promotes respect, integrity, and professionalism.
- **Disciplinary Procedures:** A structured disciplinary procedure is in place to address misconduct, ranging from oral warnings to dismissal. The procedure ensures fairness and consistency.

- **Gross Misconduct:** Acts such as violence, theft, fraud, and serious negligence may result in immediate dismissal.

2.3.2.6 Employee Grievance Mechanism

A formal grievance mechanism allows employees to raise concerns and seek resolutions.

- **Grievance Policy:** Employees have the right to raise grievances related to any aspect of their employment.
- **Grievance Procedure:** Grievances can be expressed verbally or in writing to the Head of Department. If unresolved, the issue can be escalated to the Licensee.
- **Confidentiality and Support:** Employees may seek confidential counsel from a senior executive, who can accompany them to grievance meetings if necessary.

2.3.2.7 Employee Welfare and Safety

Ensuring the welfare and safety of employees is a top priority at Pingu's English School.

- **Health and Safety Policies:** Policies are in place to ensure a safe working environment, including emergency procedures and regular safety audits.
- **Reporting Injuries:** Employees must report any injuries incurred at work to the Health and Safety Officer or their supervisor immediately.
- **Support Services:** Access to support services such as counseling and health advice is available to all employees.

2.3.2.8 Confidentiality and Non-Competition Agreements

Employees are required to adhere to strict confidentiality and non-competition agreements to protect the school's interests.

- **Confidentiality Agreement:** Employees must not disclose any trade secrets or confidential information received during their employment.
- **Non-Competition Clause:** For six months post-termination, employees cannot solicit or entice away any current employees or clients, nor can they engage in competing businesses within a specified radius.

2.4 Marketing Practices

2.4.1 Product Details

Enlighty Ltd, including its Pingu's English division, provides comprehensive educational services designed to foster early childhood development and language acquisition. The product offerings include a structured curriculum, engaging learning materials, and interactive digital content aimed at enhancing the learning experience for young children. These services are tailored to meet the diverse needs of parents and students, emphasizing quality education and effective learning outcomes.

2.4.2 Production Plants & Businesses

Enlighty Ltd operates through a network of educational centers, primarily located in Mirpur. These centers are equipped with state-of-the-art facilities to provide a conducive learning environment.

Additionally, the administrative offices support the operational and strategic functions of the organization, ensuring smooth delivery of services across all locations.

2.4.3 Marketing Strategy

Enlighty Ltd employs a multi-faceted marketing strategy that integrates both offline and online approaches. The strategy includes targeted advertising campaigns, social media engagement, in-centre promotional activities, and community outreach programs. The goal is to increase brand awareness, attract new students, and retain existing ones by highlighting the unique benefits of Pingu's English and other services offered by Enlighty Ltd.

2.4.4 Target Customers

The primary target customers for Enlighty Ltd are parents of young children seeking quality early childhood education. The marketing efforts focus on understanding the needs and preferences of these parents, which include concerns about educational quality, safety, and the overall development of their children. The demographic segments include urban families, working parents, and expatriates looking for English-language education for their children.

2.4.5 Marketing Channels, Advertising, Promoting Strategies

Enlighty Ltd utilizes a variety of marketing channels to reach its target audience. These include:

- Digital Marketing: Leveraging social media platforms like Facebook, Twitter, and Instagram to share engaging content, promotions, and updates.
- Print Advertising: Creating posters, flyers, and brochures that are distributed in local communities and displayed in public places.

- In-Centre Marketing: Using promotional materials within the educational centers to inform and engage parents.
- Events and Exhibitions: Participating in local events, educational fairs, and exhibitions to showcase the services and engage directly with potential customers.

2.4.6 Product Development

Enlighty Ltd continuously works on enhancing its educational offerings based on market feedback and educational trends. This includes updating the curriculum, introducing new learning materials, and incorporating technology to make learning more interactive and effective. The organization ensures that its services remain relevant and appealing to the target audience.

2.4.7 Market Research & Customer Feedback

Enlighty Ltd conducts regular market research and gathers customer feedback through surveys, focus groups, and direct interactions. This data is analyzed to understand customer needs, preferences, and satisfaction levels. The insights gained are used to refine marketing strategies and improve service delivery, ensuring that the organization meets the evolving demands of its customers.

2.4.8 Recommendations for Marketing Enhancement

To address current challenges and capitalize on its strengths, Enlighty Ltd should consider the following recommendations:

- Expand Advertising Reach: Increase advertising efforts in new territories beyond Mirpur by utilizing posters, flyers, and local media.

- Utilize Strengths in Marketing: Create and share content featuring teachers from the UK on social media to highlight their expertise and attract more customers.
- Engage Officially on Social Media: Enhance engagement on official social media channels to complement the informal interactions happening in WhatsApp groups.
- Leverage Community Insights: Use insights from community interactions to tailor marketing messages and promotional activities more effectively.

2.4.9 Critical Marketing Issues & Gaps

Despite its comprehensive marketing efforts, Enlighty Ltd faces several critical challenges:

- Competitive Market: Difficulty in competing with established educational providers with longer market presence.
- Underutilization of Strengths: Failure to fully leverage the presence of UK-based teachers in marketing efforts.
- Limited Geographical Reach: Predominantly focused in Mirpur, limiting access to potential students from other cities.
- Low Social Media Engagement: Social media engagement is minimal, with more interaction occurring in unofficial WhatsApp groups, reducing the visibility and impact of official marketing campaigns.

2.5.1 Financial and Accounting Practices

2.5.1 Overview of the Finance & Accounts Operations

Role and Structure

At Enlifty, the finance and accounts operations are centralized within a single individual who handles multiple roles: HR, manager, and accounts. This integrated approach ensures streamlined processes and efficient handling of financial matters.

Key Responsibilities

- **Financial Planning and Budgeting:** Financial planning and budgeting are managed by the HR/Accounts/Manager. For larger budgeting tasks, such as opening new campuses, the planning is conducted in group meetings involving the Managing Director, Head of Academics, and Head of Operations, and then reviewed by the HR/Accounts office.
- **Bookkeeping and Record-Keeping:** Maintaining accurate financial records is crucial. This includes recording all transactions, managing invoices, and ensuring compliance with accounting standards.
- **Payroll Management:** The HR/Accounts manager handles payroll processing, ensuring employees are paid accurately and on time. This includes calculating salaries, deducting income tax and social security contributions, and issuing payslips.
- **Tax Compliance:** Ensuring compliance with tax regulations is a key responsibility. This involves calculating and filing VAT returns, deducting and paying income tax, and managing other tax obligations.

- **Financial Reporting:** Regular financial reports are prepared to provide insights into the company's financial health. These reports include income statements, balance sheets, and cash flow statements.
- **Cash Flow Management:** Effective cash flow management is essential for the company's operations. The HR/Accounts manager monitors cash inflows and outflows to ensure sufficient liquidity for day-to-day operations.
- **Internal Audits:** Internal audits are conducted monthly to ensure the accuracy of financial records and compliance with policies. These audits also assess the office condition and employee presence.

Systems and Tools

To manage these responsibilities efficiently, Enlghty utilizes various systems and tools:

- **Accounting Software:** Low-cost, user-friendly accounting software packages are used to maintain financial records, produce invoices, and generate reports.
- **Payroll Software:** Dedicated payroll software helps automate payroll processing, ensuring compliance with Bangladeshi regulations and producing required documentation.
- **VAT Management Tools:** Tools to calculate and file VAT returns accurately and on time.

2.5.2 Financial Performance

Due to the unavailability of financial records and not being approved to comment and analyze their financial documents, this section will illustrate how budgeting and financial planning are carried out when opening a Pingu's English school.

2.5.2.1 Pingu's English School (Approx Budget)

SL No	Item	Qty	Unit	Rate	Amount	Rmk
1	2mm PVC Wooden texture flooring with installation charge	1540	sqft	160	246400	**Entire Floor
2	50mm Grass Carpet for Balcony	105	sqft	190	19950	
	Toddler's Play Area					
3	Toddler 3 part Slide	1	pcs	27500	27500	
4	Pikler Triangle for Toddler	1	pcs	15750	15750	
5	Wall Panel Matt finish premium quality print with vinyl Toddler's play zone	133	sqft	125	16625	**
6	Low height cabinet for toy storage	15	sqft	1350	20250	
7	Memory foam flooring with cover	81	sqft	780	63180	**
8	Floor rug/Rubber carpet	68	sqft	130	8840	**
9	Ceiling clouds and rainbow panelling with lighting	130	sqft	375	48750	
10	Window french panelling	1	pcs	4500	4500	
11	Hangstool swing	1	pcs	25000	25000	**
12	Bamboo/Cane Basket	5	pcs	700	3500	
13	Plant with planter box and Basket cover	1	pcs	1500	1500	
	Kindergarten Play Area					

14	Slide for KG Students	1	pcs	32000	32000	
15	Quiet corner	124	sqft	1755	217620	
16	Reading Space	1	pcs	18000	18000	
17	Rock climbing wall panel and soft floor	36	sqft	905	32580	**
18	Boat rocker	1	pcs	9500	9500	
19	Role playing area (wall panel only)	115	sqft	125	14375	**
20	Ceiling Panel (approx)	150	sqft	375	56250	
21	Activity Area (approx)				250000	
22	Class room 1 (approx)				200000	
23	Class room 2 (approx)				200000	
24	Lift lobby (approx)				25000	
25	Teacher's lounge (approx)				75000	
	Total Budget				1632070	

**Rate and Price may change

Table 2: Approx Budget for Setting up a New Branch

2.5.2.2 Observations and Recommendations

From my observations during the internship, Enlighty has significant capital but is not utilizing it effectively. The company has a substantial inventory of books and educational materials that remain unused before the opening of new schools. Additionally, there is a lack of marketing focus

on other prominent services such as King's InterHigh (KIH) and Direct English (DE), which are crucial parts of their organization.

- **Unused Inventory:** The substantial stock of educational materials and books indicates that the company needs to optimize its inventory management practices to prevent wastage and ensure resources are effectively utilized.
- **Marketing Focus:** Greater emphasis should be placed on marketing and promoting services like KIH and DE to maximize their potential and revenue contribution to the organization.

By addressing these issues, Enlighty can better utilize its capital, reduce inventory wastage, and enhance the visibility and success of its diverse educational services.

2.5.3 Accounting Practices

2.5.3.1 Financial Records Maintenance

Maintaining accurate and up-to-date financial records is essential for effective financial management. The following practices are followed at Enlighty:

- **Double-Entry Bookkeeping:** All financial transactions are recorded using the double-entry bookkeeping system. This ensures that every transaction affects at least two accounts, providing a complete view of financial activities.
- **General Ledger:** A general ledger is maintained to record all financial transactions. This includes detailed entries for revenues, expenses, assets, liabilities, and equity.

- **Monthly Reconciliations:** Regular reconciliations of bank statements, accounts receivable, and accounts payable are performed to ensure accuracy and detect discrepancies early.

2.5.3.2 Tax Compliance

Complying with tax regulations is critical for avoiding penalties and ensuring smooth operations:

- **Income Tax (PAYE):** Employers must deduct income tax at source (Pay As You Earn - PAYE) from employees' salaries. This tax is then paid to the National Board of Revenue (NBR).
- **Employer Contributions:** Employers also make contributions to social security funds, which are calculated based on employees' earnings.
- **VAT Filing:** VAT returns are filed quarterly, detailing the VAT collected on sales and paid on purchases. Accurate records of all transactions subject to VAT are maintained.

2.5.3.3 Credit Management

Effective credit management is crucial for maintaining healthy cash flow:

- **Credit Assessment:** Before granting credit, customers are required to complete a credit application form. This form includes references and financial information to assess their creditworthiness.
- **Credit Limits:** Credit limits are set based on the customer's ability to pay and are reviewed regularly.

- **Payment Terms:** Clear payment terms are established and communicated to customers. Standard terms may include payment within 30 days from the invoice date.

2.5.3.4 Debt Collection

Timely debt collection is essential to ensure the company's liquidity:

- **Invoicing:** Invoices are sent promptly with all necessary details, including the amount due, payment terms, and contact information.
- **Follow-Up:** If payment is not received by the due date, follow-up actions include reminder letters and telephone calls. Personalized and polite but firm communication is key.
- **Third-Party Collection Agencies:** For persistent non-payers, third-party collection agencies may be employed. These agencies have specialized expertise and can often collect debts more effectively.

2.5.3.5 Handling Dishonored Cheques

Dealing with dishonored cheques promptly is important to maintain cash flow:

- **Immediate Follow-Up:** If a cheque is returned, the debtor is informed of the legal implications and a cash payment or banker's draft is demanded within a specified period.
- **Legal Action:** If payment is not received promptly, legal action is initiated to recover the debt. Returned cheques are retained as evidence.

By adhering to these accounting practices, Enlighty ensures robust financial management, compliance with regulations, and effective handling of financial operations. This systematic approach supports the company's financial health and stability.

2.6 Operations Management and Information System

Enlighty Ltd, including its Pingu's English division, employs advanced information systems to manage various operational aspects. These systems are pivotal for collecting, storing, and processing data, as well as sharing information with stakeholders and clients.

2.6.1 Use of Information Systems

Data Collection and Storage:

The primary tool used for data collection is a central Customer Relationship Management (CRM) system. This CRM system captures detailed information about customers, including parents/guardians and their children, such as contact details, enrollment status, progress reports, and feedback. The CRM system is integrated with other internal systems to ensure data consistency and availability across the organization.

Data Processing and Sharing:

For processing data, Enlighty Ltd utilizes several database management systems. These systems support various operations including scheduling classes, monitoring student progress, and managing billing and payments. The processed data is then made available through secure online portals, which allow parents to monitor their child's progress and view test results. Internal

stakeholders, such as teachers and administrators, access data relevant to their roles to ensure smooth operations and personalized customer interactions.

2.6.2 Use of Database and Office Management Software

Enlighty Ltd employs various software solutions to enhance office management and streamline operations:

Office Management Software:

- 1. Microsoft Office Suite:** Widely used for document creation, spreadsheets, presentations, and communication.
- 2. Google Workspace:** Facilitates collaboration through shared documents, calendars, and email communication.

Database Management Systems:

- 1. MySQL and SQL Server:** Used for managing large volumes of structured data related to students, parents, courses, and administrative records.
- 2. MongoDB:** Utilized for handling unstructured data and supporting the development of internal applications.

Quality Management Software:

Enlighty Ltd employs quality management software to ensure high standards across its services. This includes tracking performance metrics, conducting audits, and managing feedback from customers to continuously improve service delivery.

2.6.3 Practices in Quality Management, Scheduling, and Resource Allocation

Quality Management:

Quality management at Enlighty Ltd is centered around the principles outlined in the Pingu's English Customer Service Model. This model emphasizes balancing the service concept, customer expectations, staff expectations, and the service delivery system.

- 1. Service Concept:** Defined by the overall educational philosophy and customer promises, ensuring that the learning experience is enriching and enjoyable for both children and their parents.
- 2. Customer Expectations:** Managed through clear communication, involvement of parents in their child's learning journey, and addressing any concerns promptly.
- 3. Staff Expectations:** Ensuring that staff are well-trained, motivated, and aligned with the company's service standards.
- 4. Service Delivery System:** Implemented through well-documented processes, regular training, and continuous monitoring of performance against set standards.

Scheduling:

Scheduling is managed using integrated software solutions that handle timetables for classes, teacher assignments, and resource allocation. This ensures optimal use of resources and availability of classes to meet the demands of students and parents.

Resource Allocation:

Resource allocation is handled through a combination of software tools and strategic planning. The CRM system and other management software help in tracking resource usage, identifying needs, and ensuring that adequate resources are available for all activities, from teaching to customer service.

2.6.4 Operations Management

Operations management at Enlighty Ltd is designed to ensure the smooth and efficient running of all educational and administrative processes. Key elements include:

- 1. Standard Operating Procedures (SOPs):** Detailed SOPs are in place for all major processes, including student enrollment, lesson delivery, customer service, and administrative tasks.
- 2. Process Mapping:** Core processes are mapped to identify objectives, methods, possible fail points, and standards. This helps in maintaining high standards of service and identifying areas for improvement.
- 3. Continuous Improvement:** Regular reviews and audits are conducted to assess performance and implement improvements. Feedback from parents and students is actively sought and used to enhance service delivery.

By leveraging advanced information systems, comprehensive database management, and robust operational practices, Enlighty Ltd ensures that it delivers high-quality education and excellent

customer service, while continuously improving its processes to meet the evolving needs of its customers.

2.7 Industry and Competitive Analysis

In this section, we will conduct a thorough analysis of the industry's competitiveness for Enlighty using Porter's Five Forces framework. Additionally, we will perform a SWOT analysis to identify the organization's common strengths, imitable strengths, and distinctive strengths, thereby highlighting its competitive advantage. This analysis will consider the broader context of the industry while focusing on specific services offered by Pingu's English and related brands such as Direct English and Kings InterHigh.

2.7.1 Porter's Five Forces Analysis

Porter's Five Forces analysis helps us understand the competitive forces at play in the language learning and education industry.



Figure 8: Porter's Five Forces

1. Threat of New Entrants:

- Moderate: The education industry, particularly in language learning, has significant barriers to entry, including high initial capital investment, brand recognition, and regulatory requirements. However, the growing demand for English education can attract new entrants.
- Factors: Established brands like Pingu's English, Direct English, and Kings InterHigh have strong brand loyalty and extensive curricula, which serve as significant barriers to new competitors.

2. Bargaining Power of Suppliers:

- Low to Moderate: In the context of educational services, suppliers include content creators, technology providers, and qualified teachers. While there are numerous suppliers for educational materials and technology, the availability of qualified, experienced teachers can be limited, giving some power to the suppliers.
- Factors: Established relationships with content providers and the ability to attract top teaching talent due to strong brand recognition can mitigate this power.

3. Bargaining Power of Buyers:

- High: Customers (students and parents) have significant bargaining power due to the availability of numerous alternatives in the market. They can easily switch between different providers based on price, quality of education, and convenience.

- Factors: EOS and its affiliates maintain high-quality standards, strong brand recognition, and effective customer service, which helps in retaining customers despite high bargaining power.

4. Threat of Substitute Products or Services:

- High: There are many alternatives to traditional language schools, including online platforms, private tutoring, and self-study materials. The shift towards online education due to the COVID-19 pandemic has intensified this threat.
- Factors: EOS has adapted by offering online learning options and integrating technology into their teaching methods, which helps counteract the threat from substitutes.

5. Industry Rivalry:

- High: The language learning market is highly competitive with numerous players ranging from large international schools to small local providers. Competition is based on quality of education, price, convenience, and additional services.
- Factors: Pingu's English distinguishes itself through its unique teaching methodology, comprehensive curriculum, and strong brand reputation. Collaboration with other prestigious brands like Direct English and Kings InterHigh also enhances its competitive positioning.

2.7.2 SWOT Analysis



Figure 9: SWOT Analysis

Strengths:

- **High-Quality Curriculum:** Pingu's English offers a comprehensive and engaging curriculum designed to make learning English enjoyable for children.
- **Strong Brand Recognition:** Pingu's English, along with Direct English and Kings InterHigh, enjoys a strong reputation globally.
- **Experienced Staff:** Access to qualified and experienced teachers ensures high educational standards.
- **Innovative Teaching Methods:** Unique and interactive teaching methodologies that cater to young learners.
- **Global Presence:** Established presence in multiple countries enhances brand credibility and attracts a diverse student base.

Weaknesses:

- **High Operational Costs:** Maintaining high standards requires significant investment in staff, facilities, and materials.
- **Dependency on Local Partners:** Success in different regions depends on the effectiveness of local franchisees.
- **Limited Flexibility:** Adhering strictly to the established curriculum and brand standards may limit adaptability to local market needs.

Opportunities:

- **Expansion into Online Learning:** Growing demand for online education presents an opportunity to expand digital offerings.
- **Growing Global Demand for English:** Increasing global emphasis on English proficiency provides a broader market for expansion.
- **Strategic Partnerships:** Collaborations with other educational institutions and tech companies can enhance service offerings.

Threats:

- **Intense Competition:** High competition from other established language schools and online platforms.
- **Economic Downturns:** Economic instability can reduce discretionary spending on education.
- **Regulatory Changes:** Changes in education regulations in different countries can impact operations.

2.8 Conclusion

Enlighty is a forward-thinking educational organization committed to providing high-quality learning experiences through platforms such as King's InterHigh, Direct English, and Pingu's English. The company's democratic and participative leadership style fosters a collaborative environment that supports its strategic objectives. Enlighty's robust marketing and HR practices, coupled with sound accounting and financial management, contribute to its operational efficiency. However, optimizing inventory management and enhancing marketing efforts for certain services could further improve performance. The company's use of modern information systems and its competitive position in the education sector highlight its potential for continued growth and success. Financially, while detailed records are not publicly available, it is evident that Enlighty follows sound accounting principles and practices, including regular internal audits and collaborative decision-making processes for major financial matters. However, there is room for optimizing inventory management and better utilizing the company's substantial capital to avoid wastage and enhance operational efficiency. Industry and competitive analysis reveal that Enlighty holds a competitive position within the education sector, leveraging its strengths in quality education delivery and innovative learning solutions. However, the company must address certain weaknesses and external threats to sustain its competitive advantage and continue growing in a highly competitive market.

2.9 Recommendations/Implications

The following recommendations are proposed to enhance Enlighty's operations and overall effectiveness:

1. Optimize Inventory Management: Implement better inventory management practices to avoid overstocking and ensure that educational materials and resources are utilized efficiently. This can help reduce costs and prevent wastage.

2. Enhance Marketing Efforts for KIH and DE: Increase the focus on marketing and promoting King's InterHigh and Direct English services. Utilize targeted marketing campaigns, social media strategies, and partnerships to raise awareness and attract more students to these programs.

3. Utilize Capital Effectively: Develop strategic plans to better utilize the company's significant capital. This includes investing in infrastructure, technology, and marketing initiatives that can yield long-term benefits and drive growth.

4. Strengthen Financial Planning and Budgeting: When planning for new ventures like opening a Pingu's English school, ensure comprehensive budgeting and financial planning to avoid unnecessary expenditures and maximize resource allocation.

5. Improve Financial Reporting and Transparency: Enhance financial reporting practices to provide a clearer picture of the company's financial health. Regularly publish financial statements and performance reports to stakeholders, ensuring transparency and accountability.

6. Focus on Staff Recruitment and Retention: As the company expands, it is vital to address understaffing issues. Creating an attractive work environment with clear career progression opportunities will help retain interns and convert them into full-time employees.

7. Regular Training and Development: Continuously invest in the training and development of staff to keep them updated with the latest educational methodologies and technologies, enhancing the overall quality of education provided.

8. Strengthen Information Systems: Continue to invest in and upgrade information systems to improve data management, operational efficiency, and decision-making processes. Ensure that the systems are user-friendly and accessible to all relevant stakeholders.

By implementing these recommendations, Enlighty can build on its existing strengths, address current challenges, and position itself for sustained success and growth in the education sector.

Chapter 3:

Comparison of Learning Outcomes in Online versus Traditional Classroom Settings

3.1 Introduction

The project part of this report illustrates the "Comparison of Learning Outcomes in Online vs. Traditional Classroom Settings." The research is primarily conducted through primary sources. During the COVID-19 pandemic, the world adapted to new norms, with online learning becoming prevalent for nearly two years. Initially, people welcomed the lockdown as a break but soon grew concerned about the impact on their jobs and studies as it prolonged. The COVID-19 pandemic caused the largest disruption of education systems in history, affecting approximately 1.6 billion learners in over 200 countries. School closures impacted more than 94% of the global student population, raising fears of losing the 2020 academic year and possibly more.

This situation necessitated innovation and alternative educational systems and assessment strategies. The pandemic offered an opportunity to introduce digital learning more broadly. With advancements in technology, it became easier to stay connected with work and studies using smart devices. Just weeks into the lockdown, online learning through platforms like WhatsApp, Zoom, Google Meet, and others became the norm. Although some grew comfortable with remote learning, many still missed face-to-face interactions. As we return to pre-pandemic routines, the push towards online learning may be seen as a positive technological shift. The ability to connect anytime and anywhere has benefits, with many institutions offering remote work and online courses.

Despite the long-standing presence of online education, the pandemic highlighted its potential. However, opinions vary on its effectiveness. While some appreciate the convenience, others feel that online education lacks the value of traditional learning, especially for hands-on courses. As technology advances and acceptance grows, it's crucial to understand the effectiveness of online learning outcomes.

King's Inter High (KIH) is a wholly online school serving students globally. It offers a comprehensive curriculum and internationally recognized qualifications. The school is known for small class sizes, interactive learning, and flexibility. This report will compare learning outcomes from both online and traditional settings, addressing challenges and proposing solutions. Education is fundamental to national development, making this comparison essential.

3.1.1 Background/Literature Review

The COVID-19 pandemic significantly disrupted global education systems, leading to an unprecedented shift from traditional classroom-based learning to online and blended formats. This section examines the differences in student progress and perceptions between online and traditional learning environments, drawing from existing literature.

Online Education and Traditional Learning

The integration of online education in higher education has grown, particularly in graduate and non-traditional teacher education programs. However, research focusing on undergraduate programs remains less comprehensive. For example, Hurlbut (2018) compared student performance in a traditional face-to-face course on growth and development with its online counterpart. The findings indicated that students in the traditional classroom setting generally

achieved slightly higher grades and better assignment scores than those in the online section. Key factors influencing performance included the perceived effectiveness of instructional strategies and participation in interactive online content. Notably, students who were comfortable with virtual learning environments or who participated in online sessions with their instructors performed better (Hurlbut, 2018).

Similarly, Murray and Perez (2015) investigated the impact of adaptive learning technologies compared to traditional objective-type quizzes in a university digital literacy course. Their study revealed that adaptive learning systems did not significantly enhance learning outcomes compared to traditional methods. This finding suggests that while technology offers scalability and cost-effectiveness, it does not necessarily translate to improved educational quality (Murray & Perez, 2015).

Impact of COVID-19 on Education

The COVID-19 pandemic catalyzed a major paradigm shift in education, with institutions worldwide adopting online learning to ensure the continuity of education. In South Africa, for example, educators and students were suddenly required to transition to virtual teaching and learning without adequate preparation. Mbhiza (2021) discusses how this shift necessitated the development of new strategies to support effective teaching and learning in this new paradigm, emphasizing the need for educational leaders to rethink content creation, sharing, and the establishment of supportive communities (Mbhiza, 2021).

In India, Sharma and Alvi (2021) conducted an empirical study that compared students' perceptions of learning before and after the onset of the COVID-19 pandemic in higher education institutions. The study found a marked preference for pre-pandemic blended learning methods over

the purely online formats adopted post-pandemic. The study attributes this difference to students' lack of preparedness for sudden shifts in learning methods and the insufficient time to adapt to new online learning environments (Sharma & Alvi, 2021).

Comparing Learning Outcomes

Several studies have compared the learning outcomes of online and traditional classroom settings. For instance, research suggests that while online learning provides flexibility and accessibility, it may lack the engagement and direct interaction offered by traditional classrooms. The preference for blended learning methods, which combine online and face-to-face elements, has been highlighted in multiple studies. Sharma and Alvi's (2021) study, for example, reaffirmed that students viewed blended e-learning methods more favorably than entirely online learning during the pandemic.

Overall, the literature underscores the need for a balanced approach to education that incorporates both traditional and online learning elements. The rapid adoption of online learning during the COVID-19 pandemic has illuminated its potential advantages as well as its limitations. As educational institutions navigate the post-pandemic landscape, they must consider the diverse needs and preferences of students to optimize learning outcomes.

3.1.2 Objectives

The primary objective of this report is to understand the differences in learning outcomes between traditional and online learning settings. The specific objectives are:

1. How traditional learning systems worked in the past.

2. Examine the evaluation of learning during and post-COVID-19 pandemic.
3. Use of technology (like devices and the internet) and issues faced in learning management platforms.
4. Understanding parental perspectives on online education platforms.
5. Assessing flexibility's impact on student engagement in online education.

3.1.3 Significance

The significance of this study lies in exploring the evolving dynamics of education in a post-pandemic world. Understanding the comparative effectiveness of online versus traditional classroom settings can inform educational policies and practices, potentially leading to improved teaching strategies that incorporate the strengths of both methods. By examining the impact of technology, parental perspectives, and the flexibility of online learning, this research aims to provide a comprehensive understanding of how different learning environments affect educational outcomes.

3.1.4 Limitations

The major limitation in drafting this report was time. Despite gaining valuable experience during the internship, there was insufficient time to conduct thorough research, fully understand the department's activities, and complete the report. Another significant limitation was the restricted access to information due to business policies. Additionally, variability in course content, instructional quality, and student demographics across different studies may affect the generalizability of the findings. The rapid evolution of online education technology and inherent

differences in learning styles also pose challenges in drawing definitive conclusions about the superiority of one mode over the other.

3.2 Methodology

To complete the research, the project utilized both primary and secondary data collection techniques.

Primary Data Collection

The primary data collection involved surveys and questionnaires administered to various stakeholders, including teachers, students, parents, and administrators from both traditional and online educational settings. During my internship, I had the opportunity to accompany my supervisor on visits to coaching centers and schools. Through these interactions, we conducted surveys and engaged with various stakeholders, including teachers, students, and administrators. This provided valuable insights into traditional learning systems and the challenges of integrating technology into education.

- **Questionnaires and Surveys:** Surveys were administered to teachers and administrators of traditional schools to collect data on teaching methodologies, curriculum structures, and student performance trends. Additionally, surveys were conducted with students from traditional brick-and-mortar schools, including those from economically disadvantaged backgrounds, to gather data on their access to and utilization of educational technology resources. Parental perspectives were gathered by surveying parents' views on the suitability of online education platforms, providing insights into the potential differences in learning outcomes between online and traditional classroom settings.

Secondary Data Collection

The secondary data collection involved reviewing existing research papers, articles, and reports on the shift in educational practices during the COVID-19 pandemic. This method offered a rich source of information and insights into the changes and challenges faced by the education sector during unprecedented times.

Data Analysis

Initially, qualitative research methods were employed to gather detailed responses. However, to handle a larger dataset and ensure more manageable analysis, quantitative methods were subsequently used. The qualitative responses helped shape the quantitative surveys, ensuring they addressed relevant issues effectively. Surveys were then conducted using physical paper forms, Google Forms, and other digital platforms to facilitate data collection.

The survey responses were categorized as follows:

- KIH students and faculty: 30+ responses
- Traditional school students: 60+ responses
- Traditional Teachers and Faculty: 20+ responses
- Private candidates: 20+ responses
- Parents: 30+ responses
- Socioeconomically disadvantaged individuals: 15 responses

A total of nearly 190 usable responses were collected. These diverse responses provided a comprehensive dataset for analysis. This mixed-method approach allowed for a thorough examination of the research objectives, ensuring both depth and breadth in the data collected.

Alignment with Objectives

The methodology was carefully aligned with the report's objectives:

- **Objective 1: Understanding traditional learning systems** was addressed through surveys and direct interactions with traditional school students, teachers, and administrators.
- **Objective 2: Evaluation of learning during and post-COVID-19** was explored by analyzing secondary data and conducting surveys focused on the impact of the pandemic.
- **Objective 3: Use of technology and issues in learning platforms** was examined by surveying students and teachers on their use of educational technology.
- **Objective 4: Parental perspectives on online education** were gathered through targeted surveys of parents.
- **Objective 5: Assessing flexibility's impact on student engagement** was addressed by comparing survey responses from students in traditional and online learning environments, particularly from King's InterHigh.

3.3 Analysis and Findings

In this chapter, the responses from participants will be meticulously analyzed. The results are organized around the primary objectives of the study and include comparisons between face-to-face and online students' perceptions in several key areas: satisfaction, course interaction, course

structure, support and flexibility. The findings aim to provide a comprehensive understanding of the effectiveness and challenges of online education compared to traditional classroom settings. This analysis will be crucial in evaluating the impact of online education on students' academic performance and overall educational experience.

3.3.1- Traditional Schooling/Teachings in Bangladesh

Bangladesh's education system has its roots in British India, with significant influences from its colonial past, traditional Bengali culture, globalization, and Islam (Thornton, 2006, as cited in Mousumi & Kusakabe, 2020). The structure of education in Bangladesh is shaped by contributions from the government and private sectors, including non-governmental organizations, corporations, faith-based organizations, and community efforts. Education in Bangladesh is categorized into three main levels:

1. Primary education
2. Secondary education
3. Higher education

Primary education typically lasts up to five years, while secondary education spans seven years and is divided into three sub-cycles: junior secondary, secondary, and higher secondary. Children start primary school at age six. The junior secondary, secondary, and higher secondary stages serve age groups 11-13, 14-15, and 16-18, respectively. Pursuing further education in general, scientific, technological, and healthcare fields often requires five to six years to obtain a master's degree (M. Rahman et al., 2010). This division of the schooling system applies to both government and

private institutions. In Bangladesh, the secondary level is known as high school, encompassing grades 6 to 10 (Rahman et al., 2021).

3.3.1.1 Public and Private Schooling in Bangladesh

Schools in Bangladesh are classified into two categories: government secondary schools (GSS) and private secondary schools (Mamun-Ur-Rashid, 2023). "Public schools" refer to educational institutions founded and managed by the division or granted a charter by the Department of Education in accordance with the legislation (Higgins & Abowitz, 2011). According to the Bangladesh Bureau of Educational Information and Statistics (BANBEIS), government schooling institutions account for 6.59% of all secondary schools, yet only 3.12% of secondary level students actually enroll in these schools (Mamun-Ur-Rashid, 2023). Despite this, public schools should receive extra consideration because admission to these institutions is tough and they typically attract the most talented students. Government secondary schools cover roughly twice as many learners, are almost entirely occupied, and operate two shifts compared to non-government schools, which typically operate single shifts.

Bangladesh's non-public education entities are divided into autonomous schools and government-subsidized schools. Autonomous schools have complete authority in school management, whereas government-subsidized schools must meet national requirements. The policies governing these schools include the Registration of Private Schools Ordinance of 1962, which defines private schools as those "run by an individual or body of individuals, that is not the government bodies to impart set up instruction to 10 or more children at a time" (UNESCO, 2021, Article 2). This rule excludes organizations recognized by the country's governing body, a Board of Intermediate and Secondary Education, or any authorized governing body. The Board of Intermediate and

Secondary Education, Dhaka, organizes two public assessments (SSC and HSC), and no private school may be created or operated unless in compliance with the terms of this regulation (UNESCO, 2021).

In 1995, the Ministry of Education issued the first policy directive on employment patterns and government support for instructors and private institution personnel. The guideline outlines prerequisites for institutions such as acceptance from the appropriate governing body, hiring and employment regulations for educators and staff members, minimum enrollment, syllabus, extracurricular events, audited financial and expenditure accounts, acceptable test scores, and an authorized administration committee. To establish a school in a rural region, the property must belong to the school and fulfill the directive's necessary territorial area requirements. In 1997, another policy guideline was issued governing the formation, approval, and accreditation of new private/non-public organizations. This directive specifies proximity from comparable establishments, minimum population in the adjacent region, distinct registration for coeducational/boys' and girls' schools, possession of property, and a minimum area per learner, among other requirements.

Established secondary schools aim to equip students with the necessary information, expertise, and perspectives that contribute to societal growth. Studies have shown that high school graduates in Bangladesh might earn up to 200% more than those without schooling. Bangladesh aims to improve its secondary education system to produce competent individuals for both national and global markets and societies. In today's international economy, secondary education is a necessary component of a fundamental education that should be accessible to everyone (Ahmed, 2022).

3.3.1.2 Challenges faced in current education system/brick and mortar schools

The survey data starting from March 2024 provides insights into the views and experiences of Bangladeshi high school students and teachers regarding traditional education. Participants from various age groups, cities and educational levels highlighted several issues within the current academic system. Key concerns include a shortage of qualified teachers, outdated teaching methods, and a lack of online learning resources. These findings underscore the diverse expectations and challenges faced by Bangladeshi students in traditional school settings.

What is your age?

25 responses

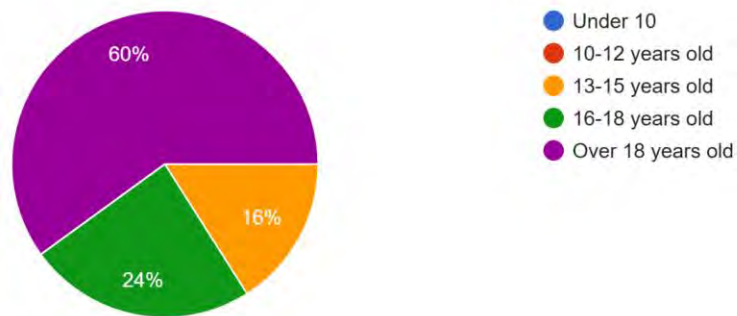


Figure 10: Traditional Student Survey Question Version-1: Age

What is your age?

35 responses

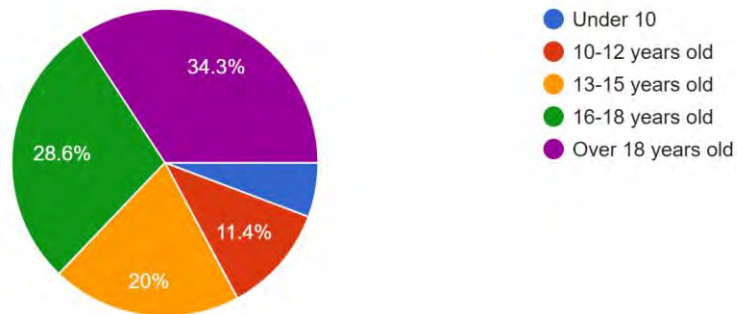


Figure 11: Traditional Student Survey Question Version-2: Age

In which city or district of Bangladesh do you reside?

25 responses

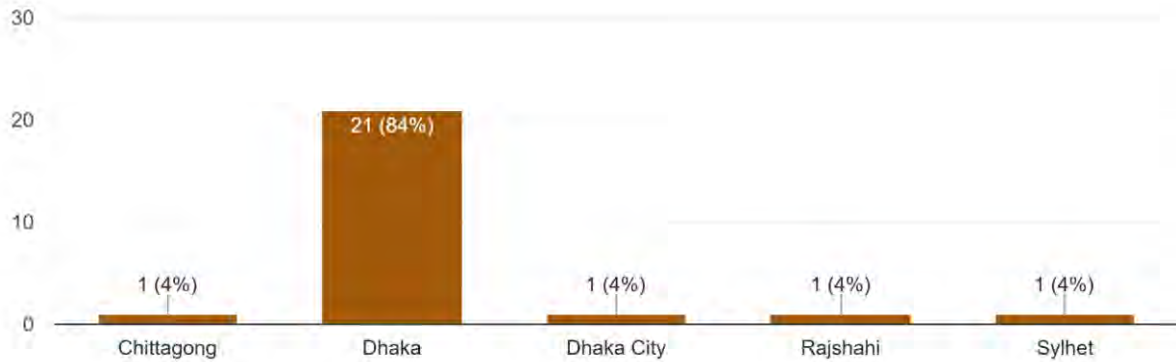


Figure 12: Traditional Student Survey Question Version-1: City

In which city or district of Bangladesh do you reside?

35 responses

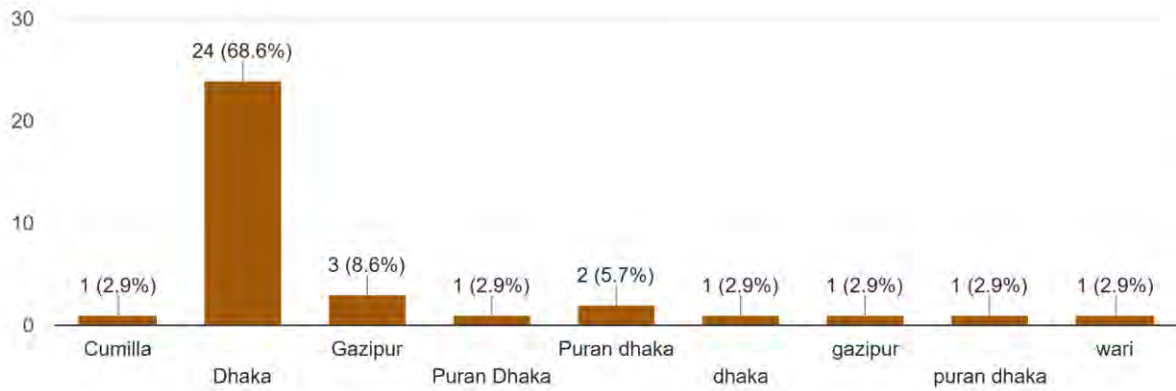


Figure 13: Traditional Student Survey Question Version-2: City

What grade are you currently studying in?

25 responses

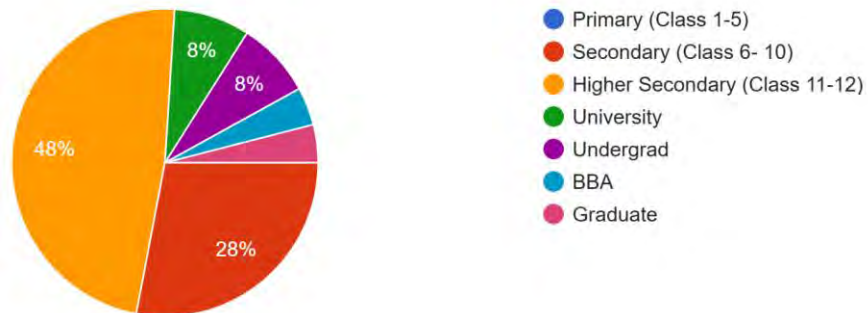


Figure 14: Traditional Student Survey Question Version-1: Current Grade

What grade are you currently studying in?

35 responses

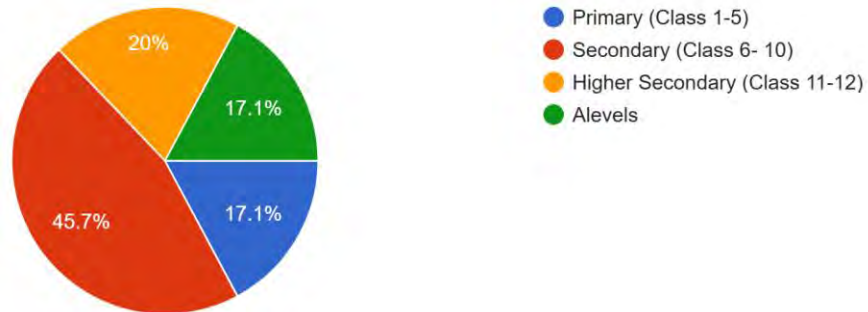


Figure 15: Traditional Student Survey Question Version-2: Current Grade

3.3.1.2.1 Findings from Quantitative Data Analysis

2.2. How satisfied are you with the current education system in the high schools of Bangladesh?

30 responses

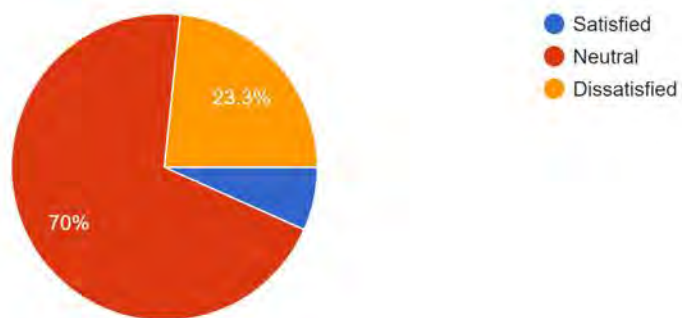


Figure 16: Traditional School Student Survey question Version 1: Satisfaction with current education system

The investigation into participants' satisfaction with the current educational programs in Bangladesh's high schools reveals a range of responses, from contentment to discontent. Among the thirty respondents, a notable 21 expressed neutrality, indicating a balance of views. However, there are diverse opinions, with some participants showing satisfaction (2 out of 30) and others expressing discontent (7 out of 30). This variability highlights the complexity of assessing student happiness within the educational system and suggests that Bangladeshi high school students have diverse circumstances, standards, and perceptions of their institutions.

Which type of school do you attend?

25 responses

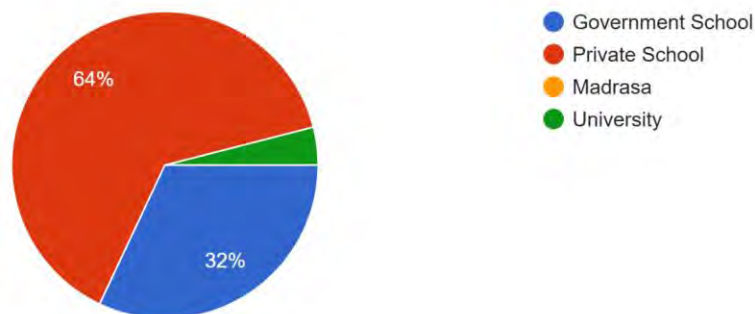


Figure 17: Traditional School Student Survey question Version 1: government/private school students

Which type of school do you attend?

35 responses

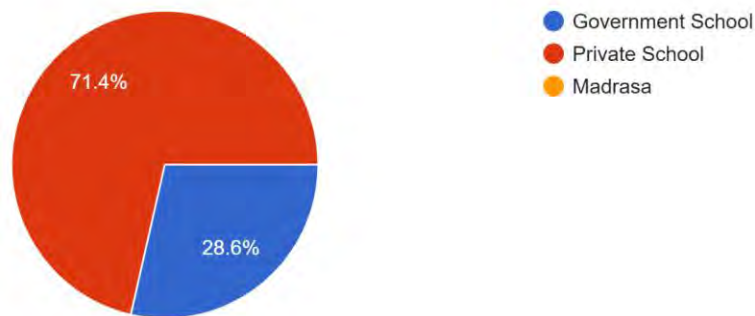


Figure 18: Traditional School Student Survey question Version 2: government/private school students

The survey of respondents' educational backgrounds shows a diverse range of schools attended. Among the participants, 41 students, making up more than half, are enrolled in private institutions, while the remaining 18 students attend public or government-run schools. This disparity suggests potential variations in resources, teaching methods, and overall secondary school experiences.

How would you describe your academic performance?

25 responses

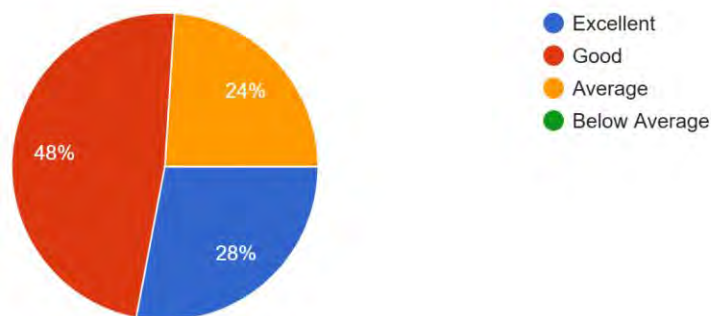


Figure 19: Traditional School Student Survey question Version 1- Academic Performance

How would you describe your academic performance?
35 responses

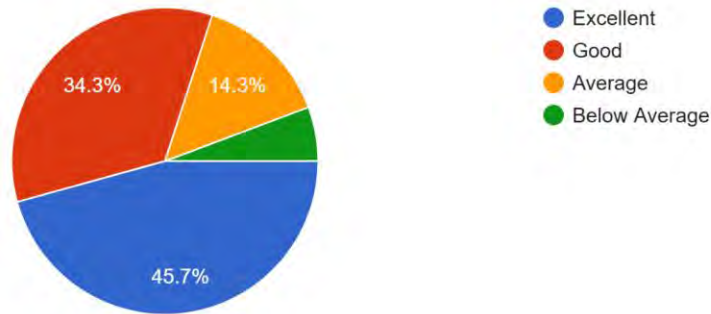


Figure 20: Traditional School Student Survey Question Version 2- Academic Performance

The survey data reveals a generally positive self-assessment of academic performance among students in traditional brick-and-mortar schools. A significant proportion of students (40%) rated their academic performance as good, while 36.67% considered it excellent. This suggests a high level of confidence in their academic abilities. However, 18.33% of the respondents rated their performance as average, and a small fraction (1.67%) rated it as below average, highlighting some areas where students feel they could improve. This variability indicates diverse experiences and perceptions of academic success within the traditional education system.

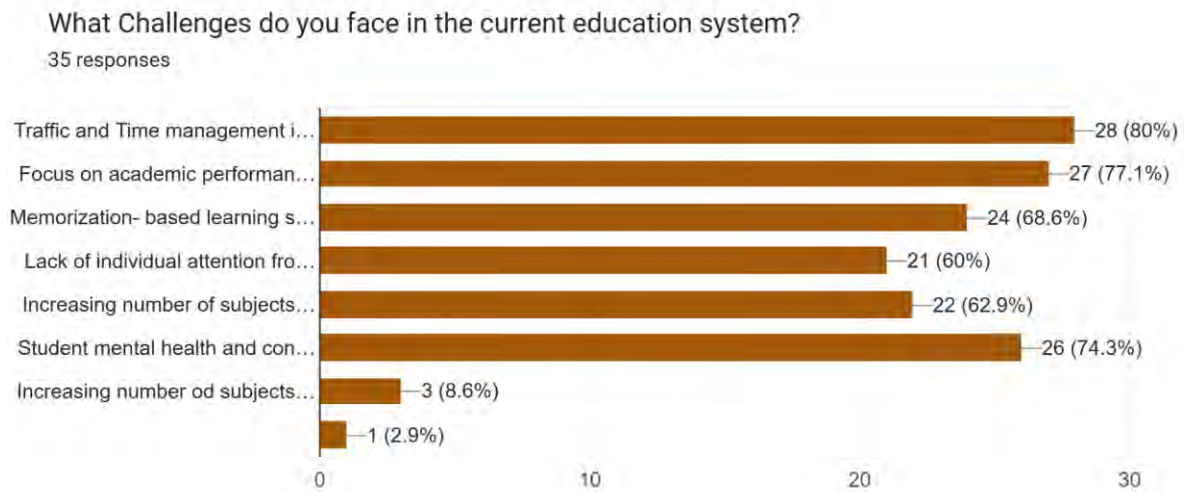


Figure 21: Traditional School Student Survey Question Version 2- Challenges Faced

What are the challenges faced in the current education system? Out of 35 responses, 80% say traffic and time management issues are the main challenge they face. 77.1% says traditional school focuses more on academic performance like marks and such over soft skills or skills. 68.6% says school focuses more on memorization skills than critical thinking or creativity. 60% said lack of individual attention from the teachers. 70% said increasing the number of subjects with decreasing quality. And nearly 75% said there is constant competition and struggle with mental health.

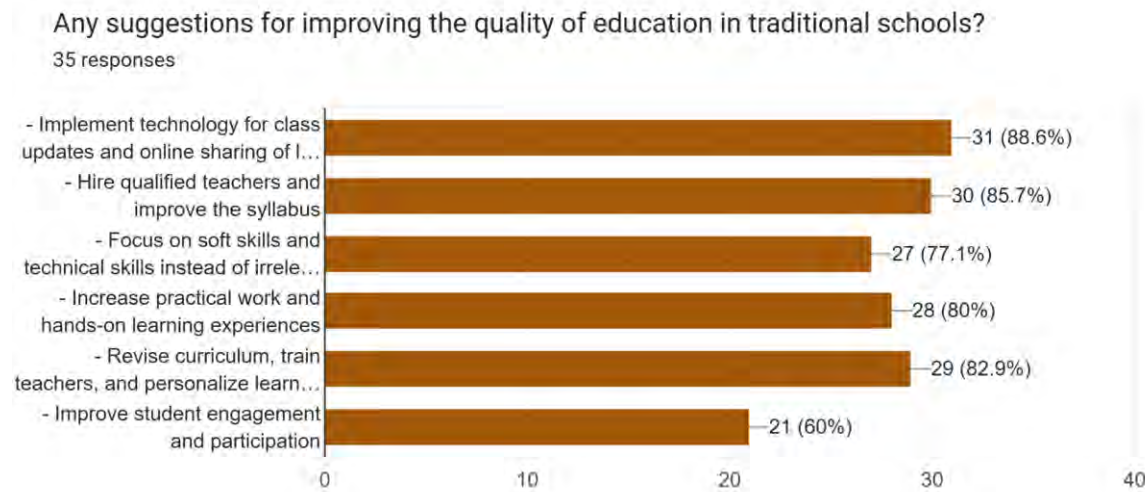


Figure 22: Traditional School Student Survey Question Version 2- Suggestions for improving traditional schools

When asked for suggestions to improve traditional schools, nearly 88% of the 35 respondents recommended implementing technology for class updates and online sharing of lesson plans. Additionally, 85% suggested hiring qualified teachers and enhancing the syllabus, 83% advocated for revising the curriculum, training teachers, and personalizing learning, and 80% emphasized increasing practical work and hands-on learning experiences. Furthermore, 77% recommended focusing on soft skills rather than irrelevant extracurricular activities, and 60% called for better student engagement and participation in the classroom. This indicates a significant concern as many students opt for coaching or private tutors, feeling they do not receive adequate value or education at school. Consequently, some students balance both school and coaching, while others eventually rely solely on coaching or become private candidates, a trend that will be explored further in section 3.3.1.3.

3.3.1.2.2 Findings from Qualitative Data Analysis from Student Survey:

What challenges do you face in the current education system?

25 responses

N/A

Lack of Science Lab Activities.

Traffic

Too many subject. Which is not necessary for us as a student.

Lack of attention from teachers

Lack of individual attention and specific teaching method from teachers

Too much homework

Not good

The fear of not doing as good as my peers and the constant competition and comparison we face.

Figure 23: Traditional School Student Survey Question Version 1- Challenges Faced pt.1

Timing and traffic and distance and time lost during traffic.

More memorised based

Lack of creativity

Access Inequality

Technology Integration

Curriculum Relevance

Student Mental Health

Lack of Individualized Learning

Funding Challenges

Mainly the memorized based system

Time management

Figure 24: Traditional School Student Survey Question Version 1- Challenges Faced pt.2

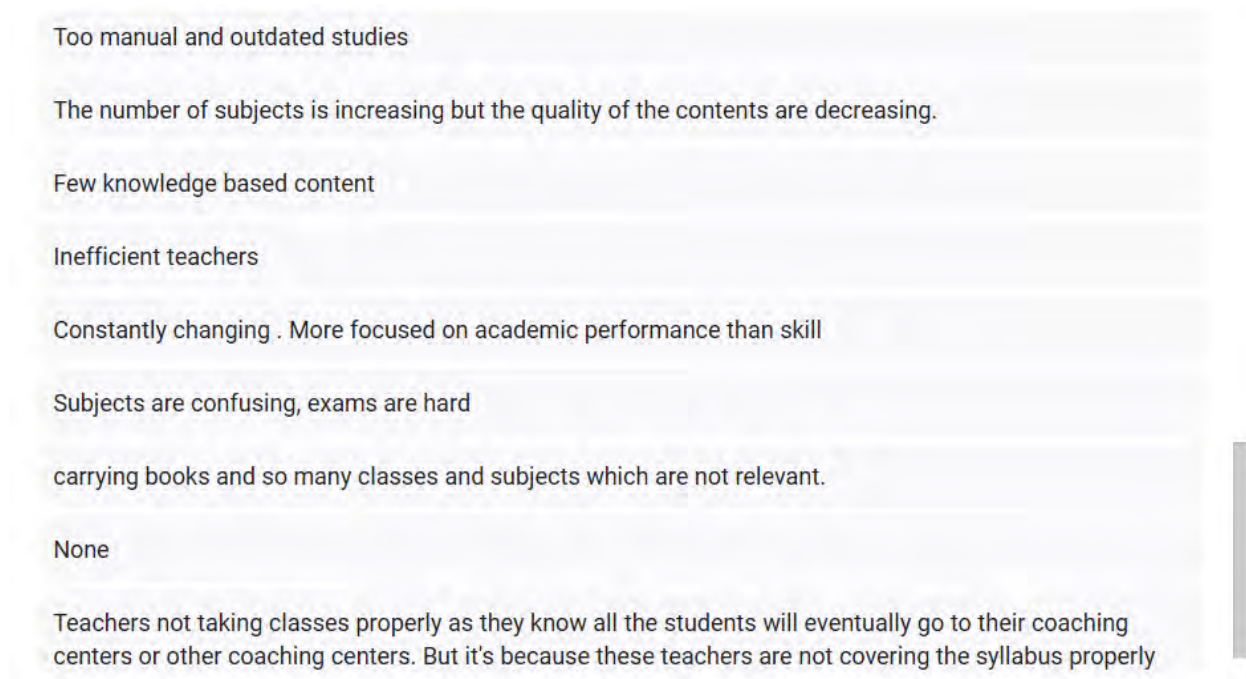


Figure 25: Traditional School Student Survey Question Version 1- Challenges Faced pt.3

The respondents reported a variety of challenges within the current education system. Key themes emerged from the responses, highlighting several significant issues:

1. **Logistical Challenges:** Many students face significant time lost due to traffic, long commutes, and inefficient time management within the education system. This not only affects their study time but also their overall well-being.
2. **Curriculum and Teaching Issues:** There is a recurring concern about the increasing number of subjects, which contrasts with the decreasing quality of content. The system's heavy reliance on rote memorization over practical skills and critical thinking is another major concern. Respondents also noted a lack of creativity and relevance in the curriculum.

3. Teacher and Pedagogical Concerns: Inefficiencies in teaching methods and a lack of individualized attention from teachers were frequently mentioned. Many students feel that teachers do not adequately cover the syllabus, leading to a reliance on external coaching centers. Furthermore, the outdated and unengaging teaching strategies contribute to a lack of interest and motivation among students.

4. Resource and Infrastructure Limitations: Access to educational resources and technology remains unequal, with significant disparities between students. Issues such as the lack of science lab activities and insufficient funding further exacerbate the situation, hindering practical and hands-on learning opportunities.

5. Psychological and Emotional Impact: The competitive nature of the education system and constant comparison with peers have led to significant stress and anxiety among students. The pressure to perform well academically often results in overworking, negatively impacting students' mental health.

6. Systemic and Structural Issues: The manual and outdated nature of educational processes, coupled with inadequate technological integration, points to broader systemic problems. The high cost of educational resources further underscores the economic barriers faced by many students.

Overall, these responses reveal a need for systemic reforms in the education system to address these logistical, pedagogical, and psychological challenges. Improving resource allocation, updating teaching methods, and providing better support for students' well-being are crucial steps towards enhancing the quality of education.

Any suggestions for improving the quality of education in traditional schools?

25 responses

Weekly short quizzes based on weekly lessons.

No

Good behaviour

Skilled and expert teachers and staff should be hired

Practical knowledge and learning should given priority

Please stop coaching classes, reduce class hour, reduce subject in SSC & HSC level education.

Proper Training for Teachers, More attention to students with limitations

Reducing the time periods for each subject due to short attention span

Option for both online and offline school

Na

Figure 26: Traditional School Student Survey Question Version 1- Suggestions for improving traditional schools pt.1

Sometimes, schools do not acknowledge if a teacher is good or not. Situations occur where I can't understand a subject just because of the teacher. I am not insulting a teacher but merely stating that if schools paid a little more attention to the teacher's lectures and monitored more, it would help us a lot.

Could implement some aspects of technology like sending mail for class updates and routines can be shared online where the lesson plans and tasks outline can be showed for the rest of the week. Stronger administration and some school lacks in the IT or computer lab classes or doesnt offer it and have to go to coaching instead. Also no need to print out and can save papers and many documents which can be shared to parents via mail or text instead of physical paper notices.

Hire better teachers

Improving engagement and participation with students

Revise curriculum, train teachers, personalize learning, reduce class sizes, engage communities, ensure equity, update assessments.

Doing more practical work

Figure 27: Traditional School Student Survey Question Version 1- Suggestions for improving traditional schools pt.2

Improve accessibility to technology in schools

new curriculum and syllabus

Yes, one for example is to improve the quality of the study books. Decrease the subjects and give focus on the contents more.

More knowledge based content

Better facilities in school

Instead of adding extra curricular activities which are irrelevant for some student . Schools should create a opportunities for students to learn some softskills ,technical skills in certain time zone if they want

Better computers

More interactive and one on one counselling sessions.

Figure 28: Traditional School Student Survey Question Version 1- Suggestions for improving traditional schools pt.3

I think, if the teacher could be more friendly and supportive that would be better for everyone.

Limiting coaching center business. Background checks and quality checks on teachers who have these businesses. Putting more effort on below average students rather than only making sure the toppers stays at the top.

Qualified teachers and improvements on the syllabus.

Figure 29: Traditional School Student Survey Question Version 1- Suggestions for improving traditional schools pt.4

The responses highlight a range of suggestions aimed at enhancing various aspects of traditional education systems:

1. Curriculum and Teaching Methodology: Participants emphasize the need for practical knowledge and learning to be prioritized over rote memorization. They also advocate for

revising the curriculum to make it more relevant and engaging, as well as reducing the number of subjects to focus more deeply on content.

2. **Teacher Quality and Support:** Many respondents stress the importance of hiring skilled and expert teachers and providing them with proper training. They also express a desire for teachers to be more friendly and supportive, suggesting that this would create a more positive learning environment.
3. **Technology Integration:** Suggestions include implementing technology for better communication between schools, students, and parents. This includes using email for class updates and sharing lesson plans online to reduce paper usage and increase efficiency.
4. **Infrastructure and Facilities:** Improving school facilities, such as computer labs and better computers, is seen as crucial for enhancing educational quality. Participants also highlight the need for more interactive and personalized counseling sessions to support students' academic and personal growth.
5. **Reduction of External Dependencies:** Concerns about the proliferation of coaching centers are raised, with suggestions to limit their influence through background checks on teachers and focusing more on supporting below-average students rather than just top performers.
6. **Engagement and Participation:** There's a call to improve engagement and participation among students through smaller class sizes, community engagement, and updated assessments that better reflect student learning.

Each suggestion points towards a desire for more effective teaching methods, better support structures for teachers and students, improved technological integration, and a curriculum that fosters practical skills and deeper learning.

3.3.1.2.3 Findings from Quantitative Data Analysis for Teacher's Survey

Please specify your role in the school:

25 responses

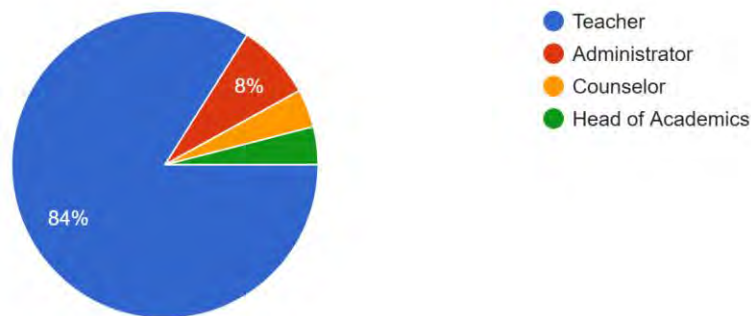


Figure 30: Traditional School Teacher Survey question - Role in the School

Your Gender

25 responses

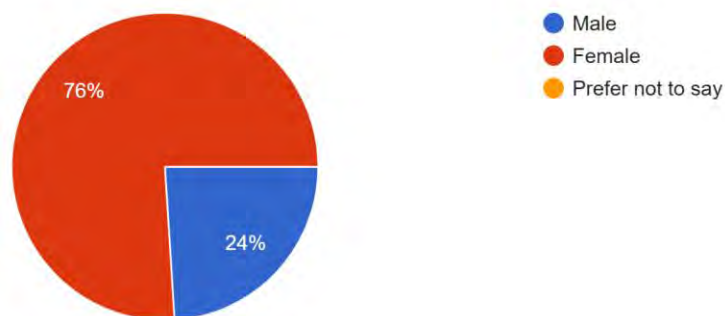


Figure 31: Traditional School Teacher Survey question - Gender

According to the results of the teacher school survey, of the 25 participants, 24% identified as men and 76% as women. This gender composition, with a higher proportion of female participants, allows for consideration of a range of viewpoints and backgrounds in researching online schooling. However, it highlights the need for a more balanced representation to fully comprehend the

opinions and interests of the surveyed demographic, as the current ratio is skewed towards female participants.

Your Age
25 responses

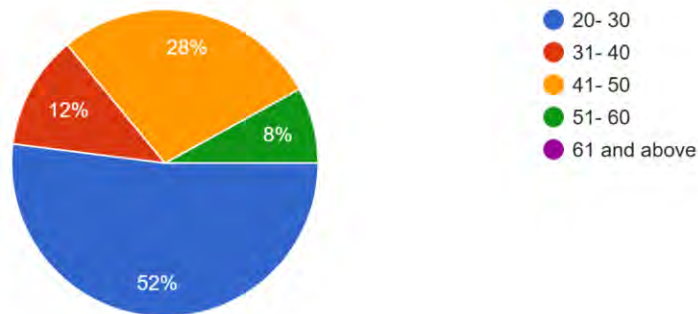


Figure 32: Traditional School Teacher Survey question - Age

The questionnaire's demographic has a varied range, as seen by the age distribution of the 25 participants. The age category comprising 20-30 years old accounts for the highest amount, or 52%. Likewise, 28% of the participants are in the 41-50 age range. Of those surveyed, 12% are between the ages of 31 and 40, while 8% are beyond the age of 51. This breakdown shows a predominantly younger group of subjects, with a notable presence from those in the 20-60 age range. Having respondents from a range of age groups is advantageous for obtaining a wide range of experiences, viewpoints, and ideas regarding the use of technology in schooling and the possible creation of an online learning program for Bangladeshi high schools.

Educational Qualification

25 responses

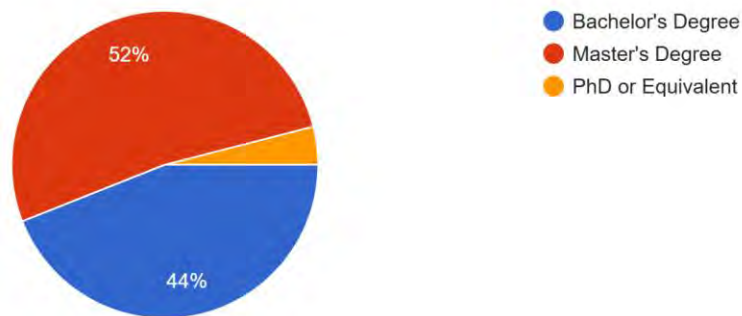


Figure 33: Traditional School Teacher Survey question - Educational Qualification

The majority of the 25 respondents had advanced educational qualifications. A significant 52% of those surveyed held a master's degree, indicating a strong educational foundation. Additionally, 44% possessed a bachelor's degree, while 4% had obtained a PhD or equivalent degree. This distribution underscores the respondents' notable academic achievements and breadth of knowledge. The survey captures perspectives from a highly educated group, which could provide nuanced insights into exploring how technology can enhance high school education and develop online learning programs in Bangladesh.

Are you a teacher of a government/public or private school?

25 responses

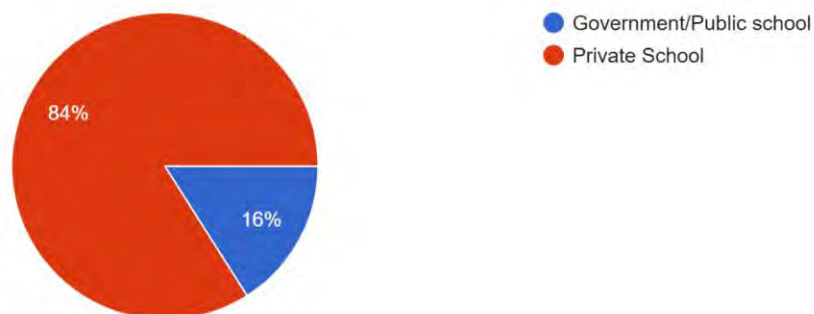


Figure 34: Traditional School Teacher Survey question - Govt/Private

84% of the respondents identified themselves as educators in private schools, with the remaining 16% working in government or public schools. Insights from educators in both sectors will contribute to a holistic understanding of the educational landscape, offering recommendations to improve both traditional and online learning methods in Bangladeshi schools.

Years of Teaching Experience?

25 responses

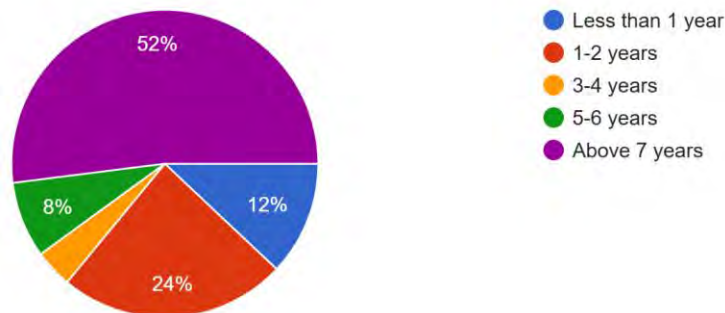


Figure 35: Traditional School Teacher Survey question - Duration of Teaching Experience

According to the survey findings, participants exhibited a diverse range of professional backgrounds, with many possessing extensive qualifications in their field. Specifically, 52% of educators have accumulated over seven years of classroom experience, reflecting their depth of expertise and insights gained over years of practice. However, 24% have between one to two years of experience, indicating a significant portion of teachers who are relatively new to the profession, alongside 12% with less than a year of experience. This spectrum of experience levels, encompassing perspectives from both seasoned educators and those newer to the field, contributes to a comprehensive understanding of the opportunities and challenges associated with online education in high schools.

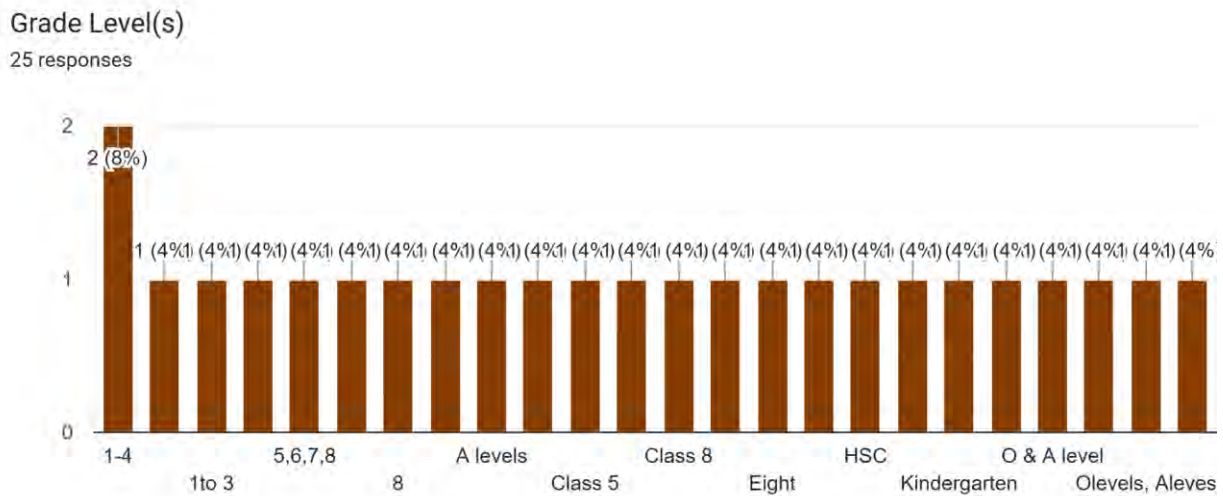


Figure 36: Traditional School Teacher Survey question - Grade level

The survey respondents serve as educators and administrators across diverse subject areas and grade levels. Their roles and expertise span a wide spectrum of disciplines and educational levels, showcasing the diversity in their professional responsibilities and areas of competence.

How would you describe the teaching methodologies employed in your school?
25 responses

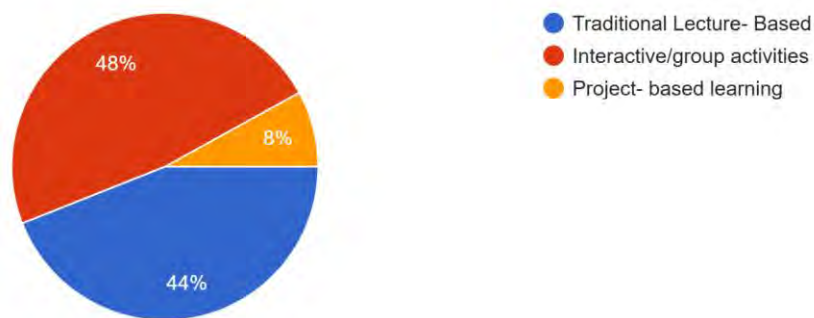


Figure 37: Traditional School Teacher Survey question - Teaching Methodologies

The teaching methodologies employed in traditional schools vary, reflecting a mix of interactive and traditional approaches. According to survey responses, 48% of teachers utilize interactive or group activities. This method fosters collaboration and engagement among students, encouraging them to actively participate and learn from their peers. Additionally, 44% of teachers rely on traditional lecture-based methods. This approach involves teachers delivering content directly to students, who passively receive the information. Lastly, 8% of teachers implement project-based learning. This methodology involves students working on projects over extended periods, promoting critical thinking, problem-solving, and real-world application of knowledge. The diversity in teaching methods highlights the blend of contemporary and conventional techniques in traditional schools.

How do you assess the effectiveness of traditional teaching methods in achieving learning objectives? (Check all that apply)

25 responses

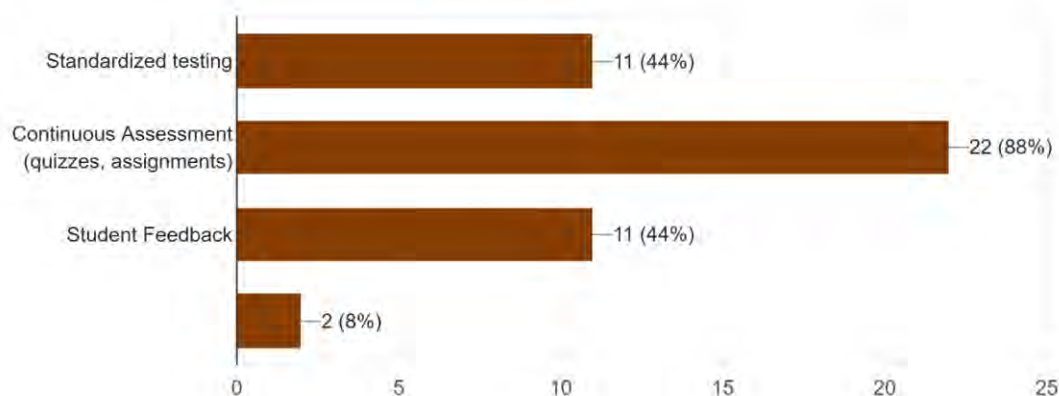


Figure 38: Traditional School Teacher Survey question - Assessing effectiveness of teaching methods.

Out of 25 responses, 44% of teachers selected standardized testing as an effective method. A significant majority, 88%, identified continuous assessment through quizzes and assignments as effective. Meanwhile, 11% of teachers considered student feedback as a valuable measure of

effectiveness. These results indicate a strong preference for continuous assessment among teachers, with standardized testing and student feedback also playing roles in evaluating teaching effectiveness.

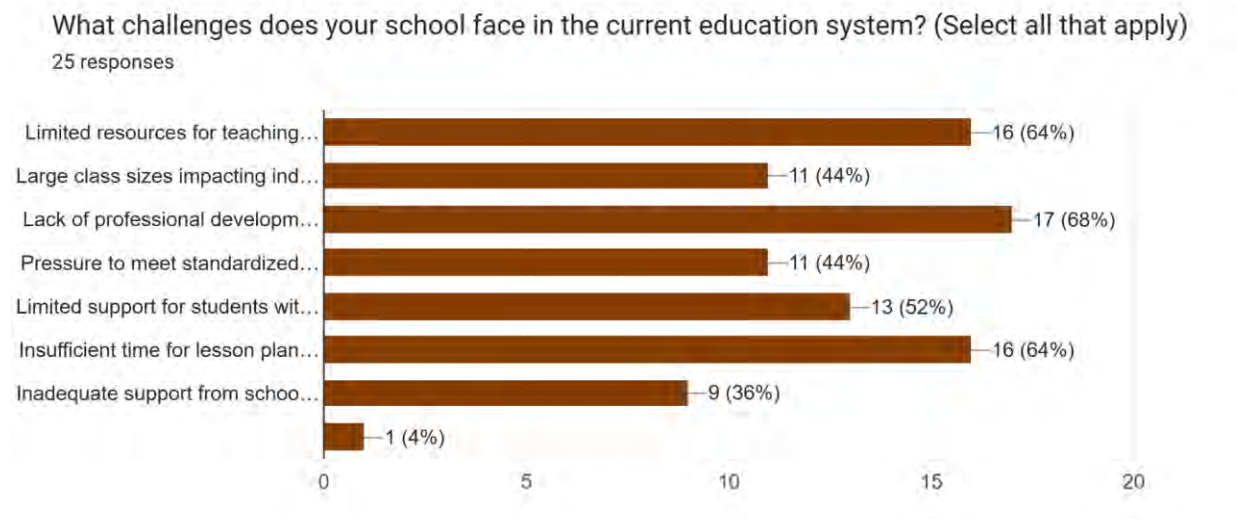


Figure 39: Traditional School Teacher Survey question -Challenges Faced

In the Traditional School Teacher Survey, respondents identified several significant challenges in their teaching environment. Out of 25 responses, 68% cited a lack of professional development for staff, while 64% mentioned limited resources for teaching materials and equipment and insufficient time for lesson planning and grading. Additionally, 52% pointed to limited support for students with diverse learning needs, and 44% highlighted both large class sizes impacting individualized instruction and pressure to meet standardized testing requirements. Furthermore, 36% noted inadequate support from school administration. These findings indicate a need for systemic improvements in resource allocation, professional development, and administrative support to enhance the overall educational environment.

3.3.1.2.4 Findings from Qualitative Data Analysis for Teacher's Survey

What improvements do you think can be made to traditional teaching methods to enhance student learning outcomes?

25 responses

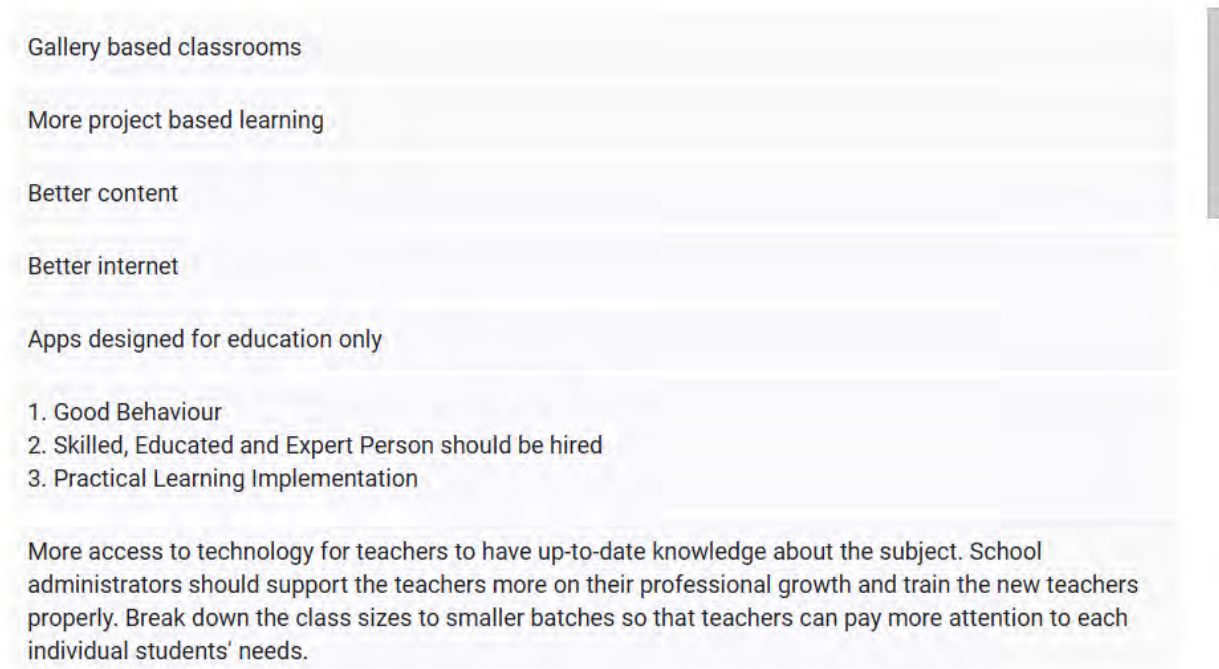


Figure 40: Traditional School Teacher Survey question -Improvements for Traditional School pt.1

Traditional teaching can be improved to bring about ideal learning results by adopting learner-centered teaching approaches and incorporating educational and multimedia technology. This shift from traditional teaching to a more learner-centered approach promotes better learner understanding and motivation.

Time and effort

Adequate resources and teachers training opportunities

More technology

Teachers Training

Increase resources and time for planning

Projects and research

Small number of students per class so that individual assistance can be provided

Figure 41: Traditional School Teacher Survey question -Improvements for Traditional School pt.2

Upgrade the teaching system and training for teachers.

Interactive teaching methods

Removing the midterm/min Year exams from primary school

Training modules from the government, accessible from anywhere

Promote collaborative learning

Incorporate technology into lesson plan making and updates on calendars.

Focusing on soft skills rather than irrelevant extra curriculars

FOCUS ON SKILLS AND CREATIVITY

training since a lot of new teachers are hired but not trained and update curriculum

Figure 42: Traditional School Teacher Survey question -Improvements for Traditional School pt.3

Respondents provided a variety of insightful suggestions for improving traditional teaching methods to enhance student learning outcomes:

1. Technology Integration: A significant number of respondents emphasized the importance of integrating technology into the classroom. Suggestions included having better internet access, using apps designed specifically for education, and incorporating multimedia technology to make learning more engaging.

2. Teacher Training and Support: Many participants highlighted the need for ongoing professional development for teachers. This includes providing training opportunities, supporting teachers' professional growth, and ensuring new teachers are properly trained. There was also a call for school administrators to offer more support to teachers in these areas.

3. Learner-Centered Approaches: Shifting from traditional teacher-centered methods to learner-centered approaches was a common theme. This includes adopting interactive teaching methods, promoting collaborative learning, and focusing on project-based learning to enhance understanding and motivation among students.

4. Classroom Environment: Respondents suggested making classrooms more conducive to learning by breaking them down into smaller batches to allow for more individual attention and assistance. There was also a call for creating gallery-based classrooms that foster better engagement and interaction.

5. Curriculum and Content: Enhancing the curriculum to be more practical and skill-based was a recurring suggestion. Participants called for an upgrade in the teaching system, better content, and focusing on skills and creativity rather than irrelevant extracurricular activities.

6. Administrative and Structural Changes: Some responses pointed to the need for structural changes such as removing midterm or mid-year exams from primary schools, increasing resources and time for planning, and implementing training modules from the government that are accessible from anywhere.

Overall, these observations indicate a strong desire for a more modern, supportive, and engaging educational environment that leverages technology, supports teacher development, and focuses on student-centered learning to improve educational outcomes.

3.3.1.3- Coaching Centers

The classification of coaching centers as part of traditional schooling is debatable. Despite this, many students attend both coaching classes and school, or they become private candidates, registering directly with the board to take exams without attending school. To some extent, coaching centers can be considered traditional due to their teaching methods. Students often join coaching centers to gain an advantage or because they find them more effective than school classes. Some students even prefer coaching over school, believing that school attendance is a waste of time that could be better spent elsewhere. To understand this trend, we will examine surveys from private candidates and explore why they opt for private tutoring instead of traditional schooling.

What is your age?

22 responses

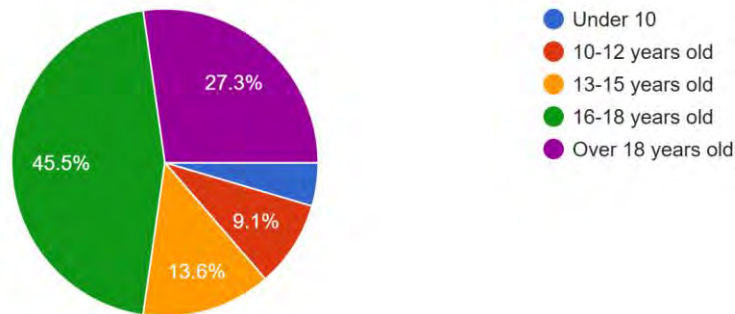


Figure 43: Student Survey for Private Candidate Question -Age

Out of 22 survey responses, the age distribution is as follows: 10 respondents are between 16-18 years old, 6 are over 18, 3 are between 13-15, 2 are between 10-12, and only 1 is under 10. This demonstrates that students of various age groups, especially those in high school, are now attending coaching centers. This trend suggests a growing preference for private tutoring and coaching over traditional schooling. Many students find coaching more effective and efficient, allowing them to focus their time and efforts on targeted learning, which they perceive as more beneficial than the broader curriculum and structure of traditional schools.

What is your gender?

22 responses

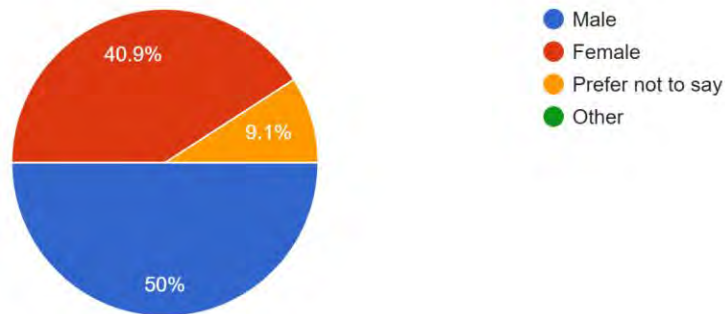


Figure 44: Student Survey for Private Candidate Question -Gender

Out of the 22 respondents, the gender distribution is as follows: 11 are male, 9 are female, and 2 prefer not to disclose their gender. This gender breakdown indicates that both male and female students, as well as those who prefer not to specify their gender, are increasingly opting for coaching centers over traditional schools. This trend further emphasizes the perceived benefits of private tutoring and coaching, as students across different demographics are seeking more tailored and effective educational support outside the traditional school system.

In which city or district of Bangladesh do you reside?

22 responses

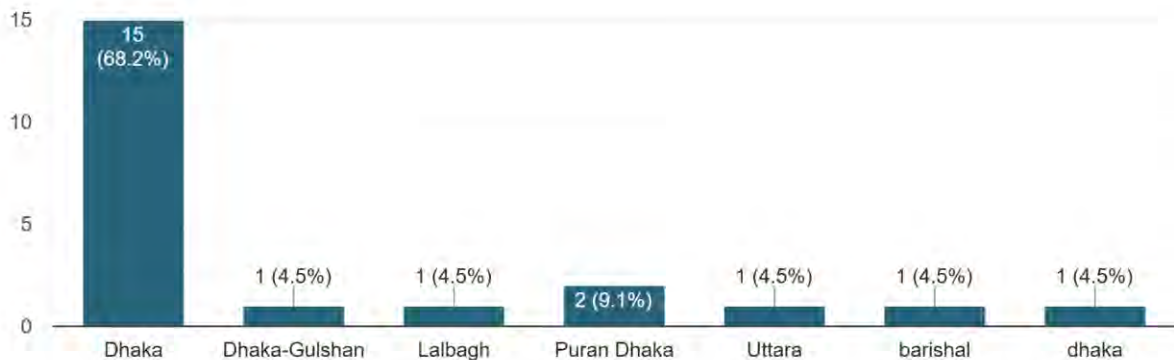


Figure 45: Student Survey for Private Candidate Question -City

The respondents of the survey reside in various cities, with the majority located in Dhaka (17 respondents), followed by Pura Dhaka (3 respondents), Uttara (1 respondent), and Barishal (1 respondent). This distribution highlights that a significant number of students from different parts of Dhaka, including its historic district and surrounding areas, are choosing coaching centers. This preference indicates a growing trend among students in these regions to seek supplementary educational support, possibly due to perceived inadequacies in traditional school settings.

What grade are you currently studying in?

22 responses

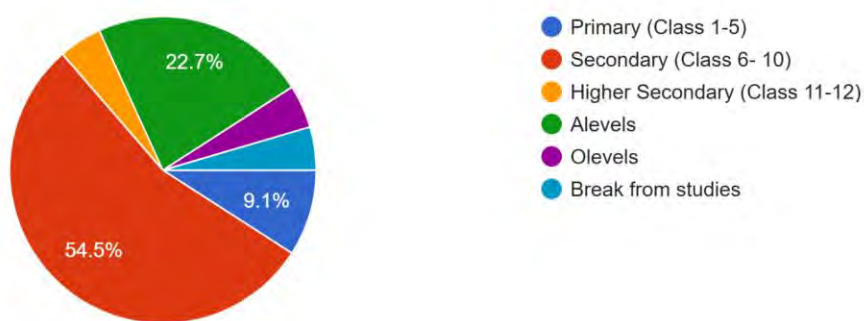


Figure 46: Student Survey for Private Candidate Question -Grade

The survey responses indicate a diverse range of current educational levels among students attending coaching centers. Out of 22 respondents, 2 are in primary school (Class 1-5), 12 are in secondary school (Class 6-10), 1 is in higher secondary (Class 11-12), 5 are studying A-levels, 1 is in O-levels, and 1 is taking a break from studies. This distribution shows that students across various educational stages, from primary to advanced levels, are turning to coaching centers. The trend suggests that many students prefer the tailored and focused approach of coaching over traditional school methods, likely for enhanced academic support and better preparation for exams.

Which coaching center(s) are you currently attending?

22 responses

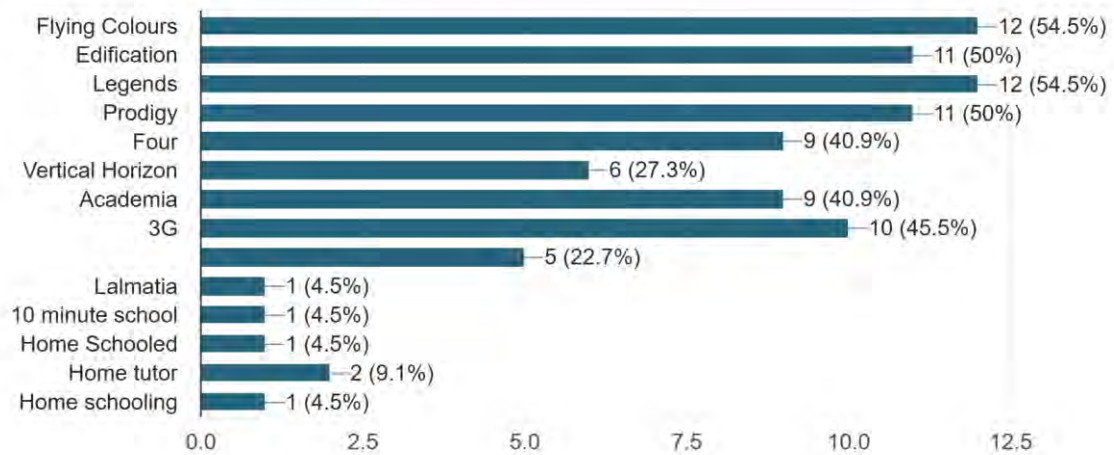


Figure 47: Student Survey for Private Candidate Question -Coaching Centers

This data indicates that many students are enrolled in multiple coaching centers, with popular choices being Flying Colors, Legends, Edification, and Prodigy. The presence of students attending diverse centers and even being home-schooled highlights the preference for specialized and varied academic support over traditional school settings. This trend underscores the perceived value and effectiveness of coaching centers in addressing students' educational needs.

How Long have you been enrolled in coaching classes?

22 responses

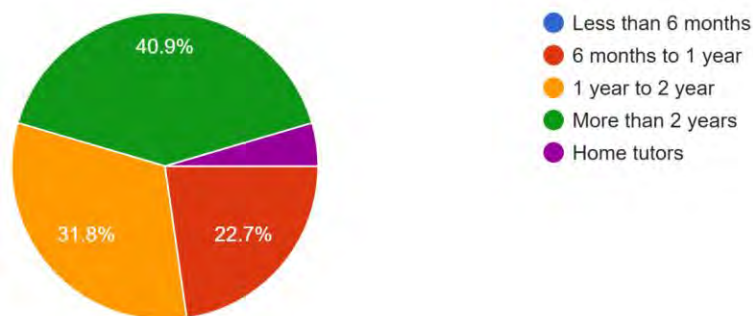


Figure 48: Student Survey for Private Candidate Question -Duration of enrollment

These results show that the majority of students have been attending coaching classes for over a year, with a significant number enrolled for more than two years. This suggests a long-term commitment to coaching centers, emphasizing their importance and effectiveness in students' academic journeys. The preference for coaching classes over traditional schooling is further highlighted by the fact that no respondents have been enrolled for less than six months, indicating that students are seeking sustained support from these centers.

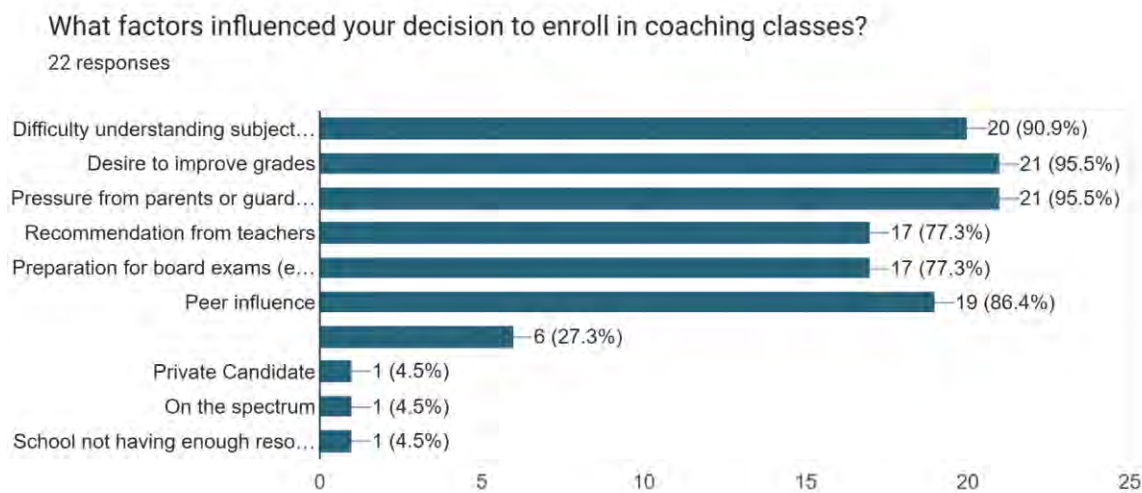


Figure 49: Student Survey for Private Candidate Question -Decision for enrollment

These results suggest that students primarily seek coaching classes to improve their academic performance and address difficulties in understanding subjects at school. Pressure from parents and guardians, as well as peer influence, also play significant roles. Recommendations from teachers and the need for board exam preparation are additional key factors. The presence of responses indicating a lack of resources for special needs and private candidate status highlights the diverse needs and circumstances of students. Overall, these factors demonstrate a strong demand for supplementary education outside traditional school settings.

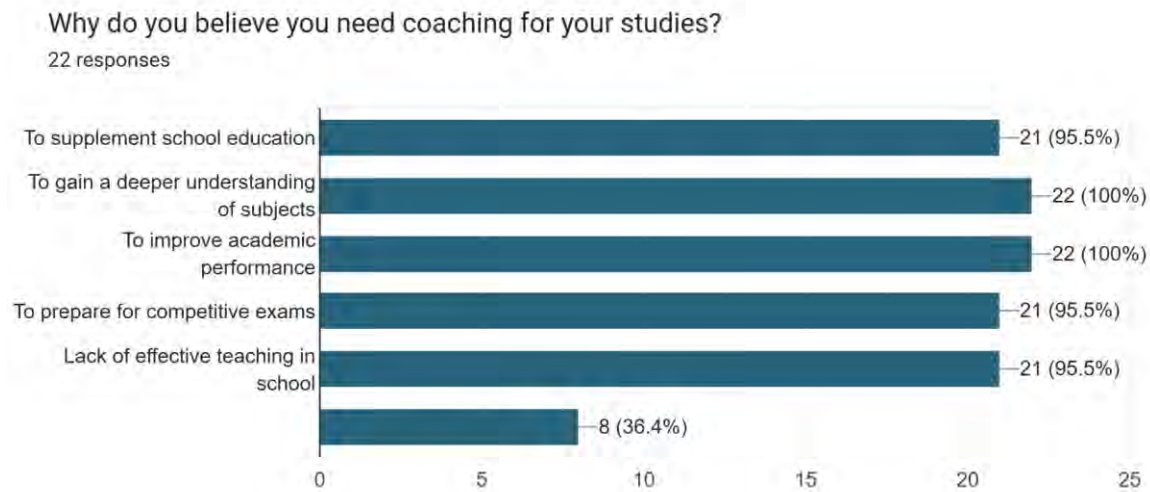


Figure 50: Student Survey for Private Candidate Question - Why Coaching

These responses suggest that the primary motivations for enrolling in coaching classes are to enhance their understanding of subjects, boost academic performance, and prepare for competitive exams. Additionally, many students feel that the teaching they receive in school is insufficient, prompting them to seek supplementary education. This underscores the perceived inadequacies in traditional school education and the importance students place on external coaching for academic success.

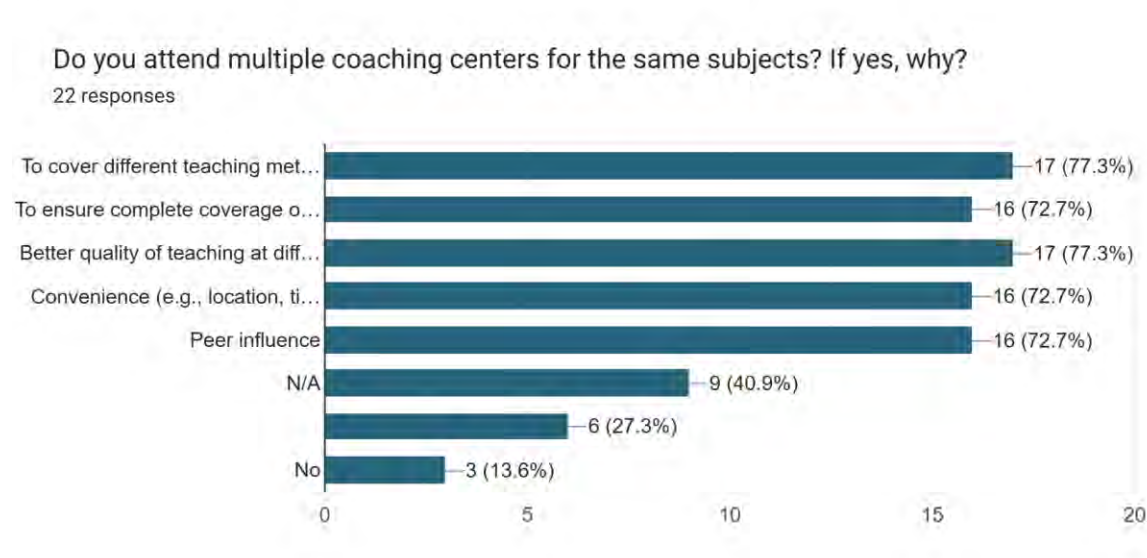


Figure 51: Student Survey for Private Candidate Question - Attending multiple Coaching

These responses indicate that students often seek multiple coaching centers to benefit from varied teaching methods, ensure thorough syllabus coverage, and access higher-quality teaching. Convenience and peer influence also play significant roles in their decision-making process. The necessity to attend multiple centers suggests a lack of confidence in a single institution's ability to meet all their educational needs.

Why have you chosen not to enroll in a traditional school?

22 responses

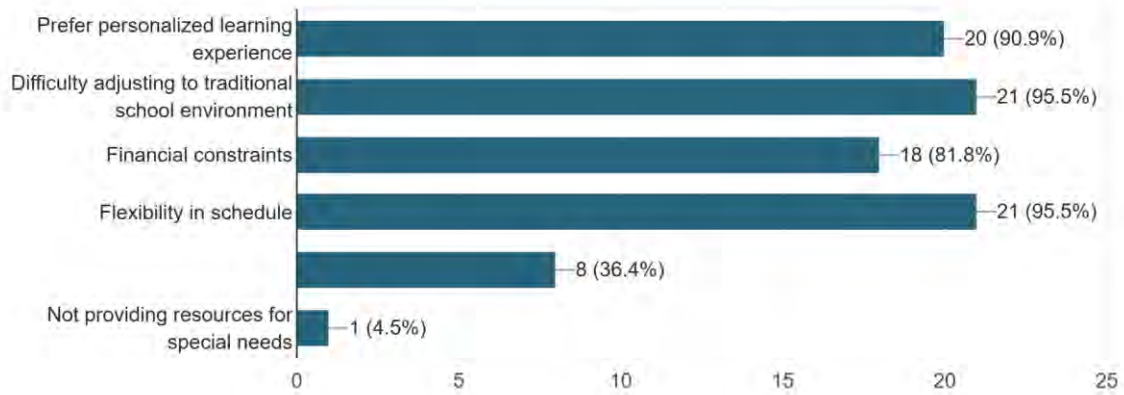


Figure 52: Student Survey for Private Candidate Question - Choosing not to enroll in Traditional School

These results highlight that the preference for personalized learning and the flexibility offered by alternative educational setups are significant factors. Additionally, difficulty in adapting to the traditional school environment and financial constraints also play a crucial role. The lack of resources for special needs students further emphasizes the limitations of traditional schools in catering to diverse student requirements.

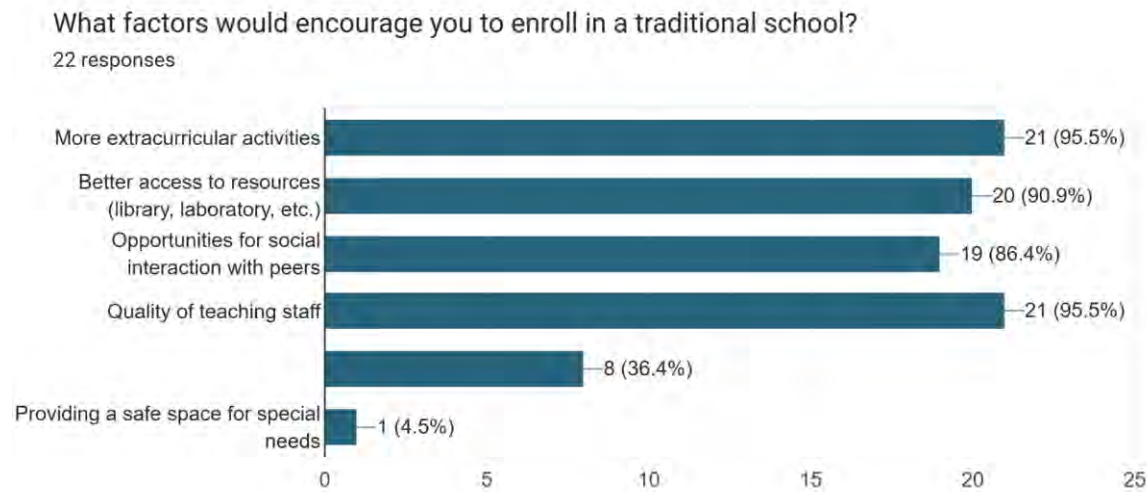


Figure 53: Student Survey for Private Candidate Question - Factors

This breakdown highlights that extracurricular activities and the quality of teaching staff are the most significant factors encouraging enrollment in traditional schools, followed closely by access to resources and opportunities for social interaction. However, the low response regarding special needs provision indicates potential areas for improvement in catering to diverse student needs.

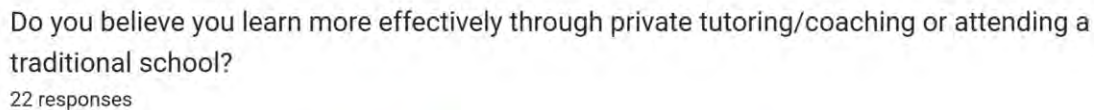


Figure 54: Student Survey for Private Candidate Question - Effective Learning

These results suggest that a significant portion of respondents find private tutoring or coaching more effective for learning compared to attending a traditional school. Only a small minority prefer the traditional school environment, while some feel that both methods are equally effective. This indicates a preference for personalized or focused learning experiences over the conventional classroom setting among the respondents.

How would you describe your academic performance?
22 responses

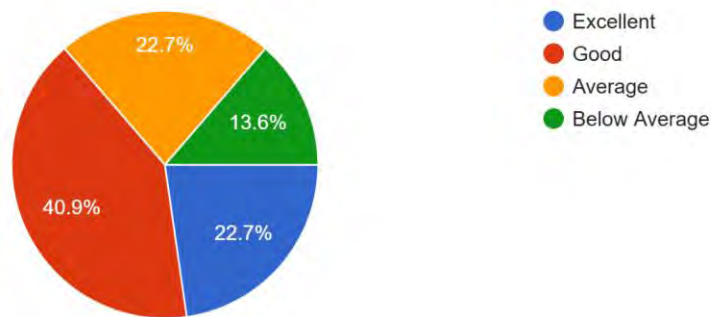


Figure 55: Student Survey for Private Candidate Question - Academic Performance

These results indicate a varied distribution of self-reported academic performance among the respondents. While a majority consider their performance as either good or average, a notable number also rate their performance as excellent or below average. This diversity in responses reflects different levels of academic achievement and self-assessment among the participants.

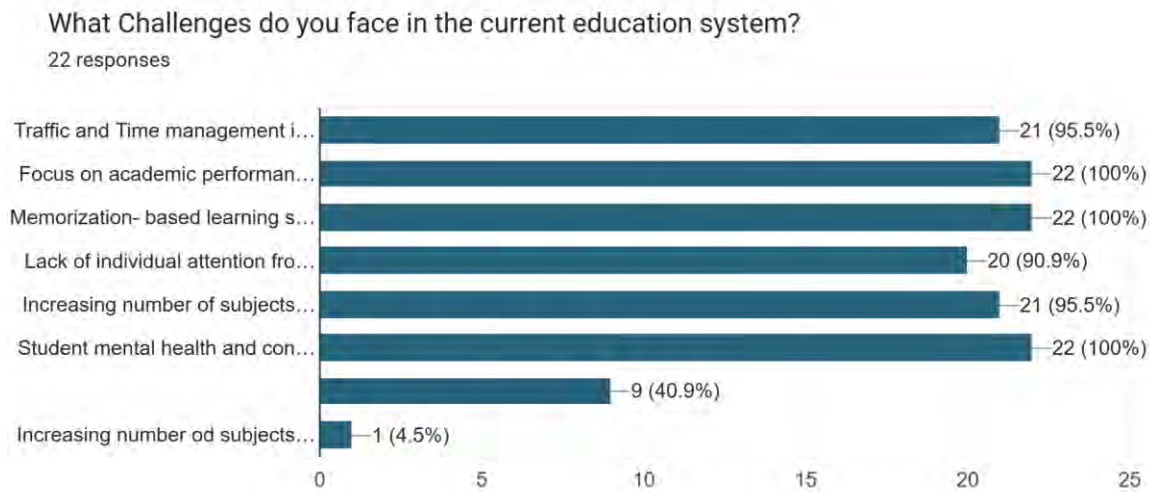


Figure 56: Student Survey for Private Candidate Question - Challenges

These results highlight several significant challenges perceived by respondents within the current education system, including time management issues, emphasis on academic performance rather than skills, memorization-based learning, lack of individual attention, declining content quality in subjects, and concerns related to student mental health and competition.

3.3.2- Evaluation of learning during and post-COVID-19 pandemic.

The COVID-19 pandemic has necessitated an unprecedented shift in educational practices, compelling educators and institutions worldwide to adopt online and hybrid learning models. This section evaluates the learning experiences during and after the pandemic, drawing insights from various studies on student perceptions, engagement, and learning outcomes.

Learning Experiences During the Pandemic

During the initial phase of the COVID-19 pandemic, educational institutions faced significant challenges in transitioning from traditional in-person learning to online modalities. According to

Mbhiza (2021), the sudden shift to virtual learning environments was marked by a lack of preparation, leading to varied experiences among students and educators. Many institutions adopted online platforms as the primary mode of instruction, which required rapid adaptation to new teaching tools and methods. Mbhiza emphasizes that this shift represented one of the greatest paradigm changes in the history of education, with educational leaders needing to rethink content creation and sharing to meet the demands of this new paradigm (Mbhiza, 2021).

Sharma and Alvi (2021) conducted an empirical study on the perceptions of higher education students in India before and after the COVID-19 pandemic. Their findings revealed a significant difference in students' perceptions of learning methods used during the pandemic compared to those used prior. Specifically, students had a higher preference for pre-pandemic blended learning methods, which combined face-to-face and online components, over the purely web-assisted learning methods adopted during the pandemic. The study suggests that students found the abrupt shift to fully online learning challenging, primarily due to a lack of preparedness and the limited time available to adapt to new learning environments (Sharma & Alvi, 2021).

Post-Pandemic Learning Adjustments

As the pandemic evolved, educational institutions began to refine their online learning approaches and explore more sustainable hybrid models. Mbhiza (2021) highlights the need for educational leaders to establish supportive communities and develop responsive practices to facilitate effective teaching and learning in the post-pandemic era. This includes enhancing digital literacy among educators and students, improving access to technological resources, and ensuring that online learning environments are engaging and interactive (Mbhiza, 2021).

The study by Sharma and Alvi (2021) further underscores the importance of flexibility and adaptability in post-pandemic learning environments. Their research indicates that students appreciated the flexibility offered by online learning but preferred a blended approach that included some level of in-person interaction. This preference is attributed to the benefits of direct engagement with instructors and peers, which are often lacking in fully online courses (Sharma & Alvi, 2021).

Comparison of Learning Outcomes

Various studies have compared learning outcomes between online and traditional classroom settings during and after the pandemic. Hurlbut (2018) found that students in traditional face-to-face courses generally achieved slightly higher grades and assignment scores compared to those in online sections of the same course. However, students who were comfortable with online learning environments or who actively participated in online sessions with their instructors performed better, indicating the importance of student engagement and familiarity with online learning tools (Hurlbut, 2018).

Similarly, Murray and Perez (2015) examined the effectiveness of adaptive learning technologies compared to traditional learning methods. Their study revealed that adaptive learning systems did not significantly enhance learning outcomes compared to traditional methods, suggesting that while technology can offer scalability and cost-effectiveness, it does not necessarily improve educational quality (Murray & Perez, 2015).

Implications for Future Education

The insights gained from evaluating learning during and post-COVID-19 highlight the need for a balanced approach that incorporates both online and traditional learning elements. Educational institutions must focus on creating hybrid models that leverage the strengths of both modalities, ensuring that students have access to engaging, flexible, and high-quality learning experiences. As the world continues to navigate the post-pandemic landscape, these findings underscore the importance of adaptability, continuous improvement, and the effective integration of technology in education.

3.3.2.1- Survey's Findings

3.3.2.1.1- Impact of COVID-19 on Education

How has the COVID-19 pandemic affected your education? [e.g., Shift to online classes, Learning disruptions.]

25 responses

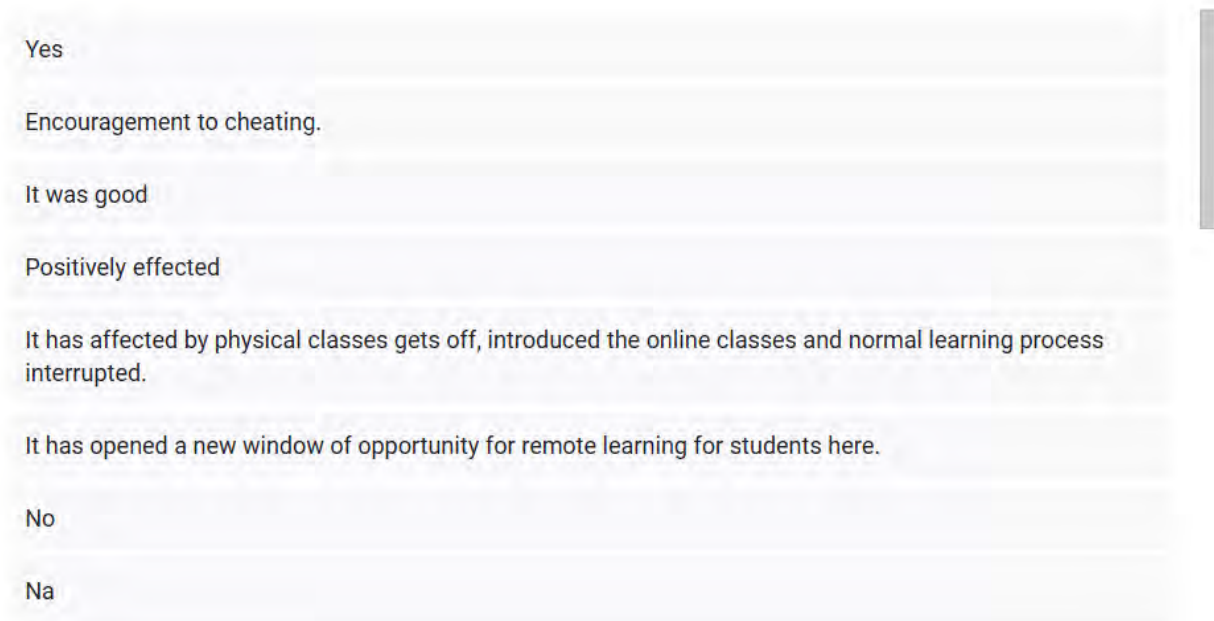


Figure 57: Traditional School Student Survey Question Version 1- Impact of Covid-19 on Education pt.1

I would say that my education status was definitely better before COVID. I was more focused and regular about my work and responsibilities. During COVID, I used to get distracted during classes or not even bother to attend some. So it took a lot of time to catch up on those lackings.

COVID-19 has really changed how we learn. With schools closed, we had to switch to online classes, which was a big adjustment. Sometimes it's hard to focus at home, and not being in class with our friends makes it feel strange. Plus, there have been a lot of disruptions to our learning because of the pandemic.

Yes

Got Delayed

The COVID-19 pandemic significantly impacted the education, leading to a shift to online classes, learning disruptions, and challenges in adapting to remote learning environments.

It affected everyone badly. Nobody really paid attention to online classes and that caused a huge gap in education

Figure 58: Traditional School Student Survey Question Version 1- Impact of Covid-19 on Education pt.2

remote learning

It has a negative impact to my studies. Adapting to online courses were good but it also wasted a lot of time.

Shifted to online

No

In a good way. I was more relaxed and focused on study than thinking about travel and transportation I have to go through

I don't like it

At first, but, later as it became the new normal, we got used to certain aspects of it which I miss.

It's good, it's safe.

Yes. did not have stable network or the technology at first. was costly and needed to borrow others.

Figure 59: Traditional School Student Survey Question Version 1- Impact of Covid-19 on Education pt.3

The respondents reported diverse experiences regarding the impact of the COVID-19 pandemic on their education:

1. **Shift to Online Learning:** A predominant theme was the significant shift to online classes. Many students found this transition challenging, citing difficulties in focusing at home, a lack of interaction with peers, and disruptions to the learning process.
2. **Learning Disruptions:** The pandemic caused considerable disruptions, leading to delays and gaps in education. Several respondents mentioned that online classes were less effective, contributing to a loss of academic progress and engagement.
3. **Mixed Outcomes:** While some students felt their education was negatively impacted, others saw positive aspects. A few respondents noted that remote learning opened new opportunities, allowed for more flexible schedules, and reduced the stress of commuting.
4. **Challenges in Adapting:** Adapting to the new mode of learning was a common issue. Students faced challenges like unstable internet connections, lack of necessary technology, and the cost associated with borrowing devices. These factors hindered their ability to participate fully in online education.
5. **Cheating and Reduced Accountability:** Some respondents pointed out that the online format encouraged cheating and reduced accountability, further affecting the quality of education.
6. **Mental and Emotional Impact:** The pandemic had a psychological impact on students, with reports of decreased motivation, increased distraction, and difficulty maintaining regular study habits. This highlights the broader emotional and mental health challenges faced during the pandemic.

7. Safety and Convenience: Despite the challenges, a few students appreciated the safety and convenience of online learning, noting that it allowed them to focus more on their studies without the hassle of travel.

These observations underscore the varied effects of the pandemic on education, highlighting the need for robust support systems and flexible learning solutions to address the diverse needs and challenges faced by students.

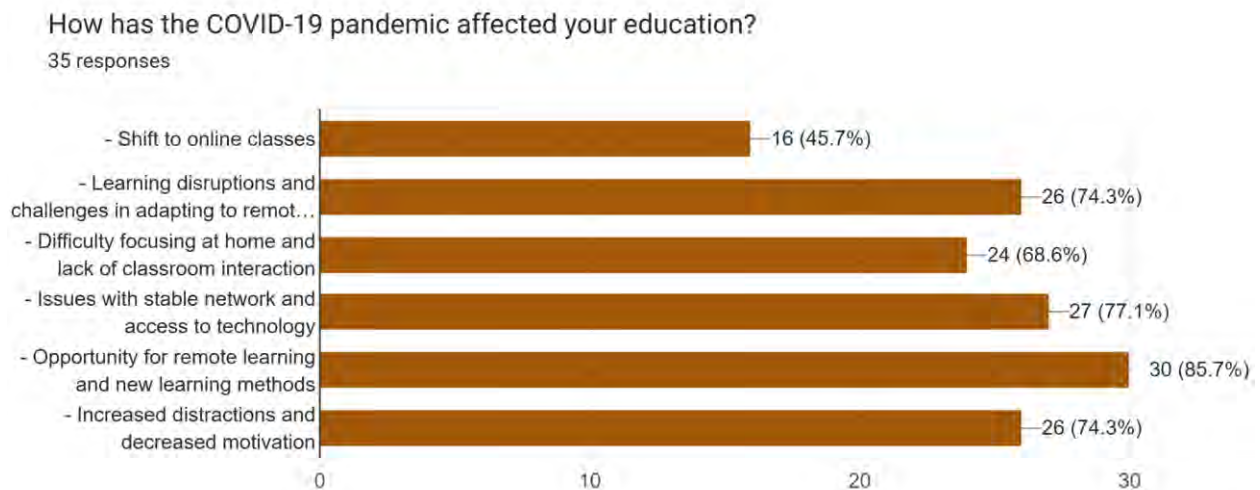


Figure 60: Traditional School Student Survey Question Version 2- Impact of Covid-19 on Education

How has the COVID-19 pandemic affected your education?

22 responses

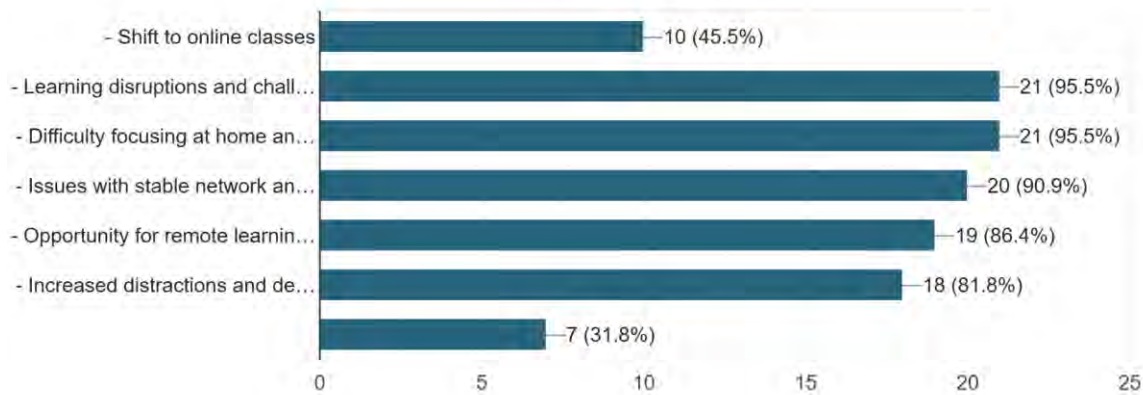


Figure 61: Student Survey for Private Candidate Question- Impact of Covid-19 on Education

3.3.2.1.2- Impact of Covid-19 on Schools

How has the COVID-19 pandemic affected your school? [e.g., Shift to online classes, Learning disruptions.]

25 responses



Figure 62: Traditional School Teacher Survey question - Impact of Covid-19 on Schools pt.1

Online classes

Addictive towards gadgets

Online classes, online tests and assignments

Uncontrollable online activities of students

Effected badly but we learned and overcome the situation.

Not at all

Online classes, harder ti communicate wit student, little to no participation

Distraction at home but opportunity for remote working/learning

Difficuly focusing at home and lack of classroom interaction. Issues with stable network and access to technology

Figure 63: Traditional School Teacher Survey question - Impact of Covid-19 on Schools pt.2

network issues, load sheddings

in many ways. increased distractions

LACK OF FOCUS

issues with stable network

Figure 64: Traditional School Teacher Survey question - Impact of Covid-19 on Schools pt.3

The respondents detailed a range of effects the COVID-19 pandemic had on their schools:

1. Shift to Online Classes: The predominant response was the transition to online classes. Schools had to adapt quickly to remote learning environments, which came with its own set of challenges and adjustments.

2. **Technical Difficulties:** A significant issue faced by schools was the lack of technical support and stable internet connections. This led to disruptions in the learning process, with problems such as network issues and load shedding being frequently mentioned.
3. **Student Absenteeism and Participation:** Many students were mostly absent from online classes, and those who attended often showed little to no participation. This decreased engagement made it harder for teachers to communicate and interact effectively with their students.
4. **Increased Distractions:** Learning from home introduced numerous distractions for students. The difficulty in maintaining focus was a common challenge, exacerbated by the lack of a structured classroom environment.
5. **Gadget Addiction:** The increased use of gadgets for online learning led to addictive behaviors among students. The unregulated use of technology during school hours became a concern for both educators and parents.
6. **Learning Disruptions:** Initial difficulties in adjusting to online classes caused significant disruptions in the educational process. Schools struggled to maintain the same level of education quality as before the pandemic.
7. **Adaptation and Overcoming Challenges:** Despite the initial setbacks, some schools managed to overcome the challenges posed by the pandemic. They adapted to the new normal and continued their educational activities, albeit with some difficulties.
8. **Mixed Impact:** While some respondents felt their schools were badly affected, others observed that the pandemic opened opportunities for remote working and learning. This mixed impact reflects the varied responses of schools to the unprecedented situation.

Overall, these observations highlight the multifaceted impact of the COVID-19 pandemic on schools, emphasizing the need for better technical infrastructure, student engagement strategies, and support systems to navigate the challenges of online education.

3.3.3- Use and Impact of Technology and Socioeconomic Disparities on Education

3.3.3.1- Access and Utilization of Educational Technology

Considering 'THE DIGITAL BANGLADESH MOVEMENT' has your high school implemented any digital educational aspects for students and teachers?
25 responses

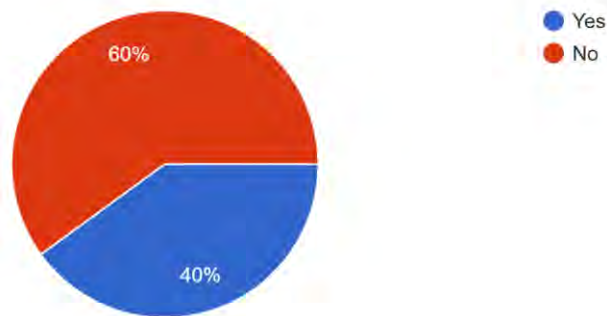


Figure 65: Traditional School Student Survey Question Version 1- Digital Bangladesh Movement

Considering 'THE DIGITAL BANGLADESH MOVEMENT' has your high school implemented any digital educational aspects for students and teachers?

35 responses

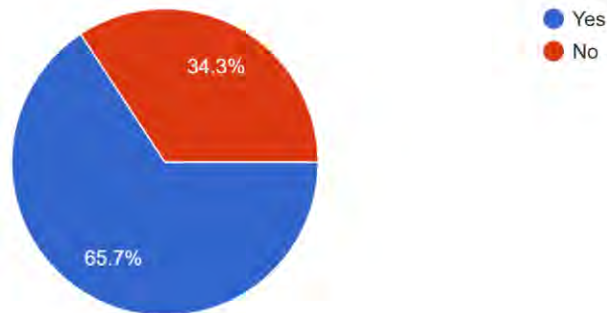


Figure 66: Traditional School Student Survey Question Version 2- Digital Bangladesh Movement

The questionnaire results show that 55% of respondents (33 out of 60) reported their schools have implemented internet-based educational elements, while 45% (27 out of 60) indicated that their schools have not. This indicates that while a significant portion of schools are adopting digital tools and systems in line with the 'Digital Bangladesh Movement,' almost half have yet to do so. The positive responses highlight the progress made in enhancing teaching and learning processes through technology, whereas the negative responses suggest that there is still considerable work needed to achieve widespread digital integration in education.

Considering 'THE DIGITAL BANGLADESH MOVEMENT' has your high school implemented any digital educational aspects for students and teachers?

25 responses

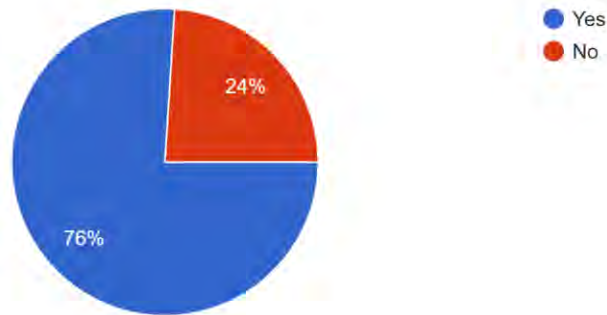


Figure 67: Traditional School Teacher Survey question- Digital Bangladesh Movement

In the teachers' survey, nearly 76% of respondents (19 out of 25) confirmed the implementation of digital elements, whereas 24% (6 out of 25) said these have not been implemented. This disparity between students' and teachers' responses highlights differing perceptions or implementations of digital integration.

The positive responses from both surveys highlight the progress made in enhancing teaching and learning processes through technology. However, the negative responses suggest that there is still considerable work needed to achieve widespread digital integration in education.

If yes, what is the digital educational aspects that has been implemented?

7 responses

Using computers for classes
Nothing
Google classroom
We have a computer lab
N/A
Computer lab classes for basic computer skill development.
Computers

Figure 68: Traditional School Student Survey Question Version 1- Implementations of Digital Aspects

The survey responses indicate a range of digital educational implementations. Some schools have established computer labs for basic skills, integrated computers into classes, and adopted platforms like Google Classroom. However, other responses highlight a lack of digital educational aspects, pointing to disparities in access and resources. Overall, while some progress has been made in incorporating technology into education, significant gaps remain in achieving widespread digital integration.

If yes, what is the digital educational aspects that has been implemented?

23 responses

Multimedia classroom

Used online platform

Google Meet

Switched to online platforms

Online class

NA

Technology Class

Not implemented

Audiovisual methods

Figure 69: Traditional School Teacher Survey question - Implementations of Digital Aspects pt.1

Technology

Slide presentation

Online classes using google classroom, google meet & zoom

LMS Big blue button classes

Online classes and google class room are implemented. Teachers and students research through Google and use PPT and videos for the lesson and assignment.

We preserve our academic intellectual property in official website.

Projector and computers

Educational apps, Online resources and school websites

N/A

Figure 70: Traditional School Teacher Survey question - Implementations of Digital Aspects pt.2

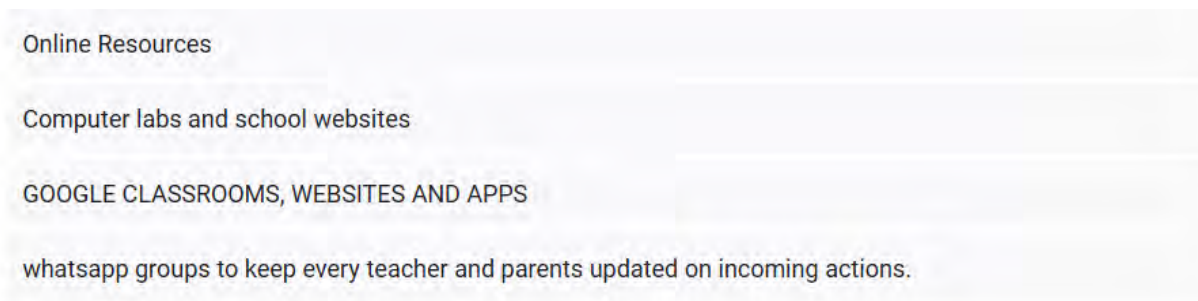


Figure 71: Traditional School Teacher Survey question - Implementations of Digital Aspects pt.3

The survey responses show that various digital educational aspects have been implemented in schools. These include the use of multimedia classrooms, online platforms like Google Classroom, Google Meet, Zoom, and LMS BigBlueButton for online classes. Some schools have incorporated technology classes, audiovisual methods, slide presentations, and educational apps. Additionally, schools use online resources, computer labs, and websites for research and preserving academic materials. WhatsApp groups are also used for communication between teachers and parents. However, a few responses indicate that digital educational aspects have not been implemented in some schools, highlighting a disparity in digital integration.

Do you have access to a computer or smartphone for educational purposes?

25 responses

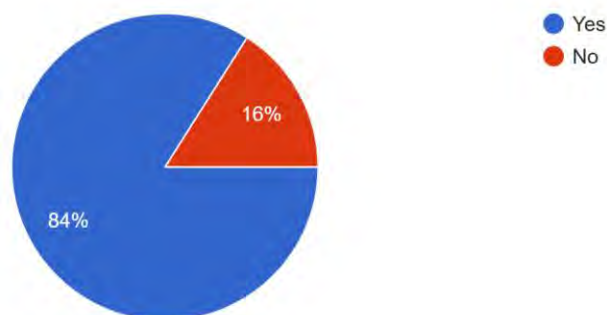


Figure 72: Traditional School Student Survey Question Version 1- Access to Digital Device

Do you have access to a computer or smartphone for educational purposes?

35 responses

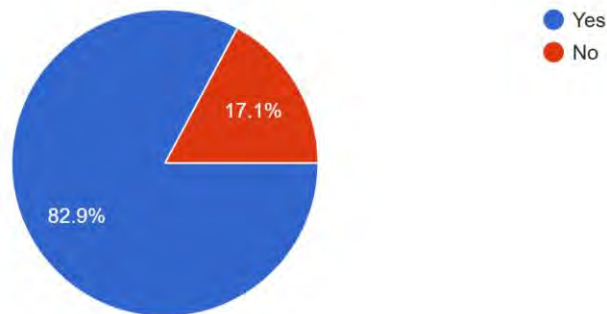


Figure 73: Traditional School Student Survey Question Version 2- Access to Digital Device

Do you have access to a computer or smartphone for educational purposes?

22 responses

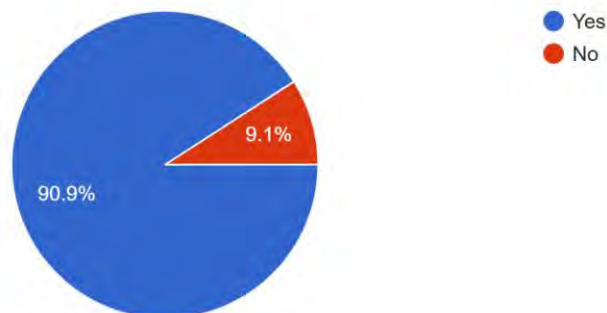


Figure 74: Student Survey for Private Candidate Question- Access to Digital Device

The survey question regarding access to digital devices received 82 responses across the three different surveys. Out of these, 85% (70 respondents) reported having access to a computer or smartphone, while 15% (12 respondents) indicated they do not have access to such devices. This suggests that while a majority of respondents have the necessary technology to participate in digital learning, a significant minority still faces barriers due to lack of access. Addressing this digital

divide is crucial to ensure that all students and educators can benefit from digital educational initiatives.

How frequently is technology implemented in your teaching?
25 responses

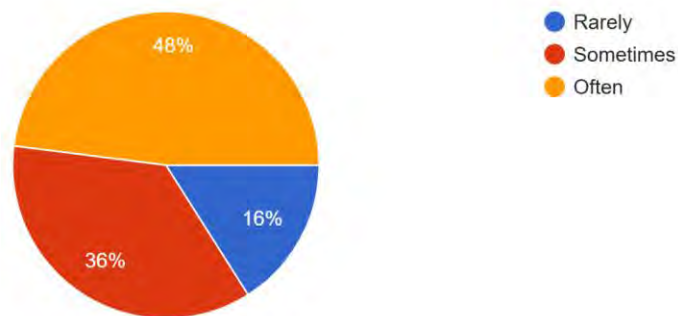


Figure 75: Traditional School Teacher Survey question - Implementation of Tech

Out of 25 teacher responses regarding the frequency of technology integration in their teaching, 48% (12 respondents) indicated it is often utilized, 36% (9 respondents) mentioned it is sometimes used, and 16% (4 respondents) reported it is rarely implemented. This distribution highlights varying levels of technology adoption among educators. While a significant portion uses technology frequently, a notable minority incorporates it less frequently into their teaching practices. Enhancing consistent technology integration could potentially improve teaching effectiveness and student engagement across all educational contexts.

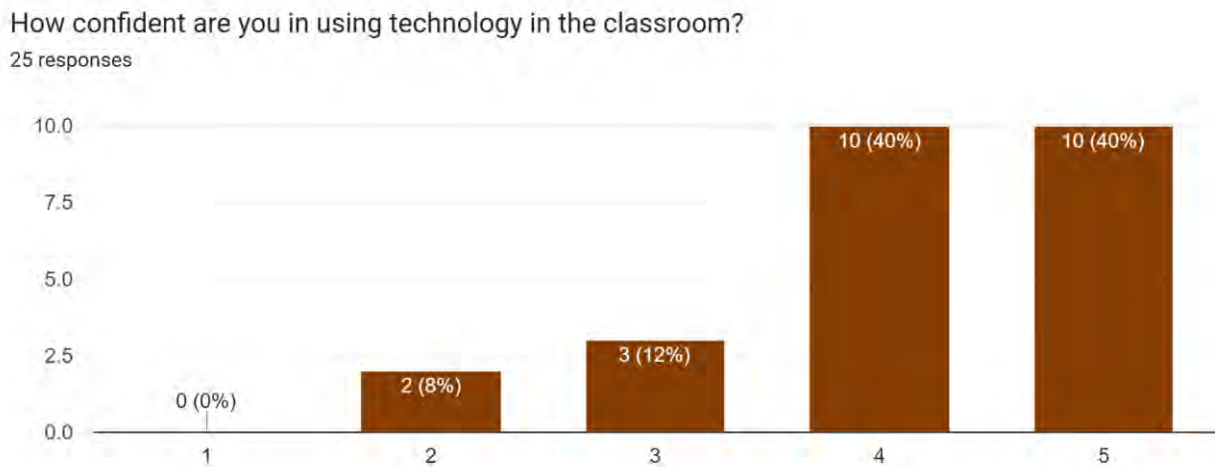


Figure 76: Traditional School Teacher Survey question - Teachers Confidence in using Tech

When asked to rate their confidence in using technology in the classroom on a scale of 1 to 5, the responses were distributed as follows: 40% (10 respondents) rated themselves a 5, indicating a high level of confidence. Another 40% (10 respondents) rated themselves a 4, demonstrating a solid level of proficiency. 12% (3 respondents) rated themselves a 3, suggesting moderate confidence, while 8% (2 respondents) rated themselves a 2, indicating a lower level of comfort with technology in teaching. This data shows a generally positive trend in teacher confidence levels, with a majority feeling sufficiently adept to integrate technology effectively into their teaching practices.

In what ways do you integrate technology into your teaching practices? (Check all that apply)

25 responses

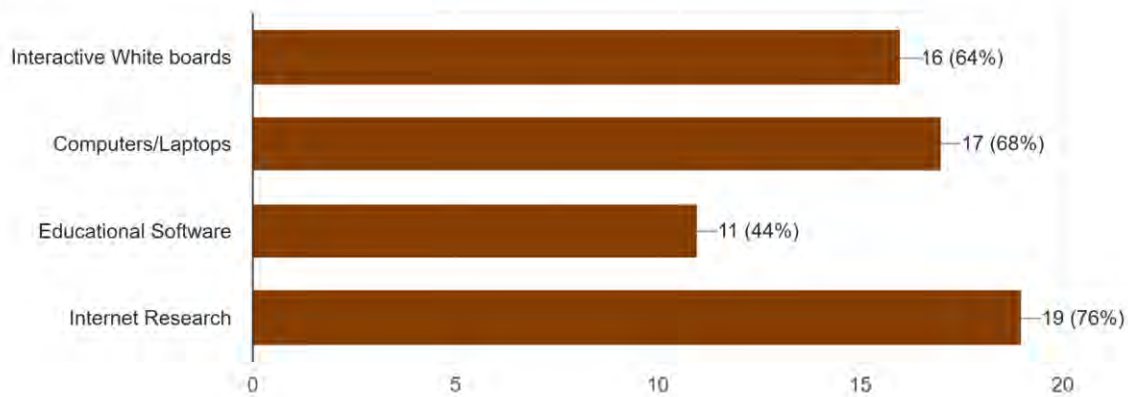


Figure 77: Traditional School Teacher Survey question - Integration of Tech

When given the option to select all that apply for integrating technology into their teaching, the responses were as follows: 64% (16 respondents) chose interactive whiteboards, 68% (17 respondents) selected computers/laptops, 44% (11 respondents) opted for educational software, and 76% (19 respondents) indicated they use internet research. These results highlight a diverse use of technology tools among educators, with internet research and computers/laptops being the most commonly utilized methods. This approach underscores a proactive stance toward incorporating technology to enhance teaching practices and support student learning through interactive and research-based methodologies.

How often do you use devices for learning outside of school hour?

25 responses

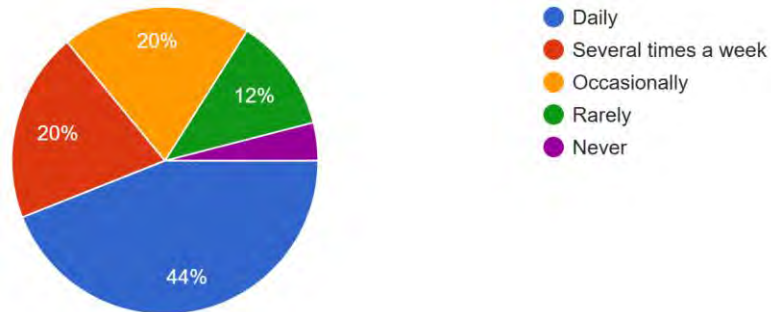


Figure 78: Traditional School Student Survey Question Version 1- Frequency of Device Usage

How often do you use devices for learning outside of school hour?

35 responses

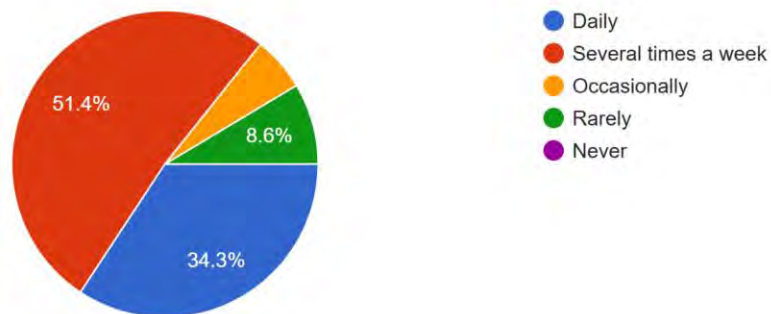


Figure 79: Traditional School Student Survey Question Version 2- Frequency of Device Usage

How often do you use devices for learning outside of study hour?

22 responses

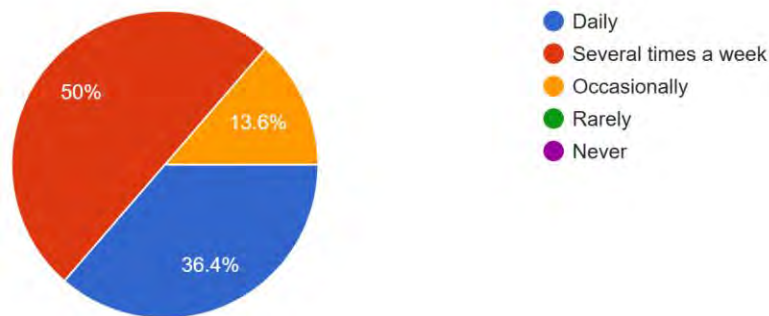


Figure 80: Student Survey for Private Candidate Question- Frequency of Device Usage

When asked how often they use these devices for learning outside of school hours, the responses varied: 38% (31 respondents) use them daily, 41% (34 respondents) use them several times a week, 12% (10 respondents) use them occasionally, 7% (6 respondents) use them rarely, and 1 respondent reported never using them. These findings indicate that while many students are engaging with digital learning tools regularly, there is a spectrum of usage frequency. Efforts to promote more consistent use of digital devices for educational purposes could enhance learning outcomes and better support the 'Digital Bangladesh Movement.'

Do you have access to a reliable internet connection for online learning?

25 responses

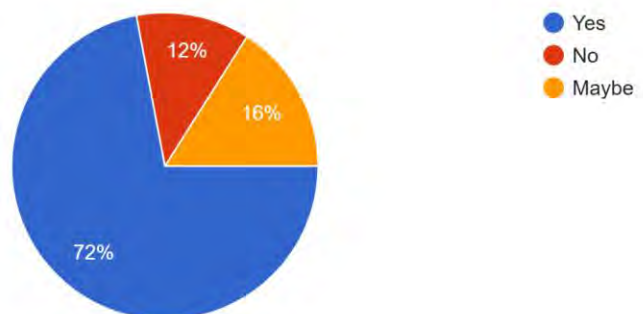


Figure 81: Traditional School Student Survey Question Version 1- Reliability of Internet Connection

Do you have access to a reliable internet connection for online learning?
35 responses

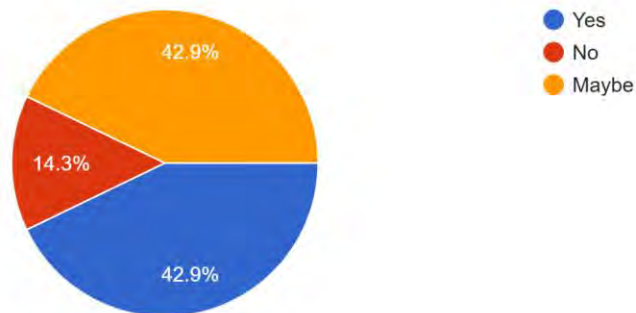


Figure 82: Traditional School Student Survey Question Version 2- Reliability of Internet Connection

Do you have access to a reliable internet connection for online learning?
22 responses

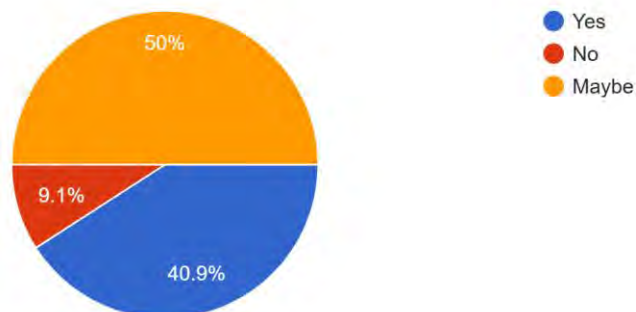


Figure 83: Student Survey for Private Candidate Question- Reliability of Internet Connection

When asked if they have a reliable internet connection, the responses were: 51% (42 respondents) said yes, 37% (30 respondents) said maybe, and 12% (10 respondents) said no. These results suggest that while a majority have reliable internet access, a significant portion remains uncertain about their internet reliability, and a notable minority does not have reliable access at all.

Addressing these connectivity issues is essential for the effective implementation of digital learning initiatives.

Have you ever used online learning platforms or educational apps for studying?

25 responses

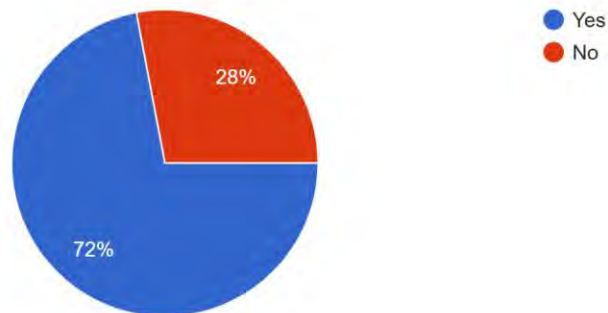


Figure 84: Traditional School Student Survey question Version 1- Use of Online Learning Platforms and Educational Apps

Have you ever used online learning platforms or educational apps for studying?

35 responses

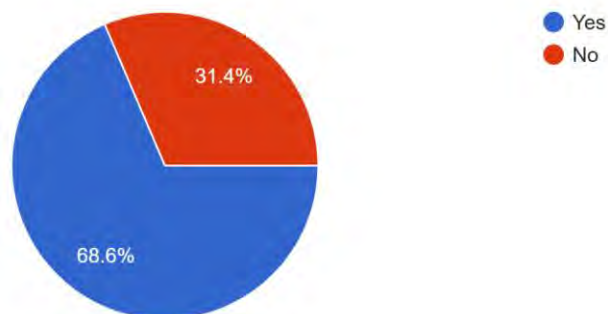


Figure 85: Traditional School Student Survey question Version 2- Use of Online Learning Platforms and Educational Apps

Have you ever used online learning platforms or educational apps for studying?

22 responses

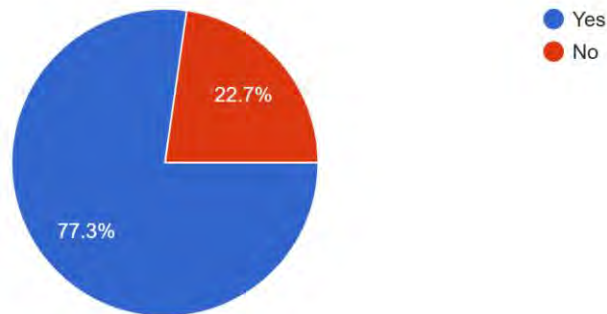


Figure 86: Student Survey for Private Candidate Question- Use of Online Learning Platforms and Educational Apps

If yes, please specify the platforms or apps you have used. If you answered NO to the above question, please move to the next question.

17 responses

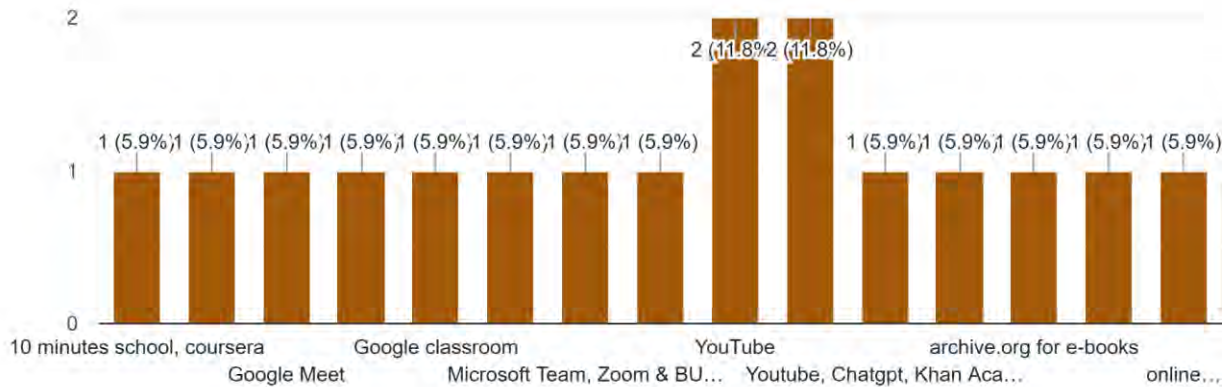


Figure 87: Traditional School Student Survey question Version 1- Online Learning Platforms and Educational Apps

If yes, please select the platforms or apps you have used. If you answered NO to the above question, please move to the next question.

35 responses

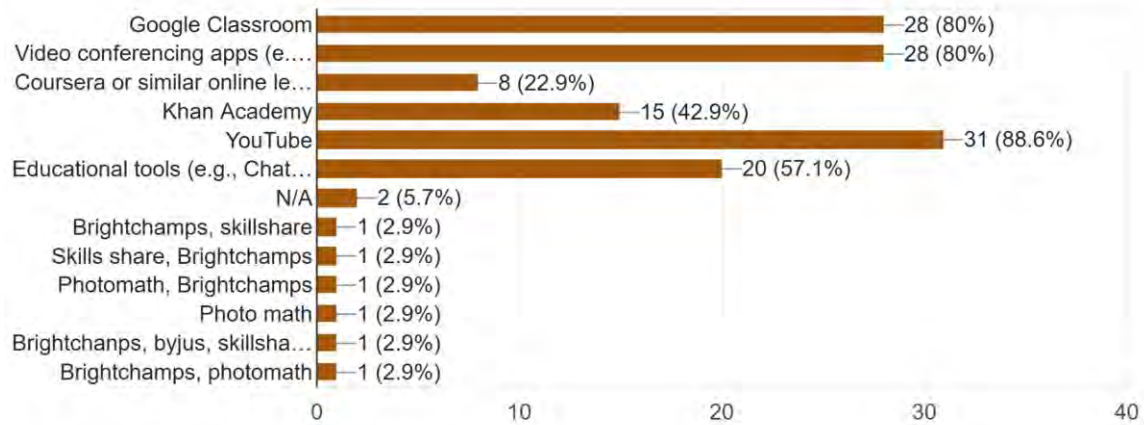


Figure 88: Traditional School Student Survey Question Version 2- Online Learning Platforms and Educational Apps

If yes, please select the platforms or apps you have used. If you answered NO to the above question, please move to the next question.

22 responses

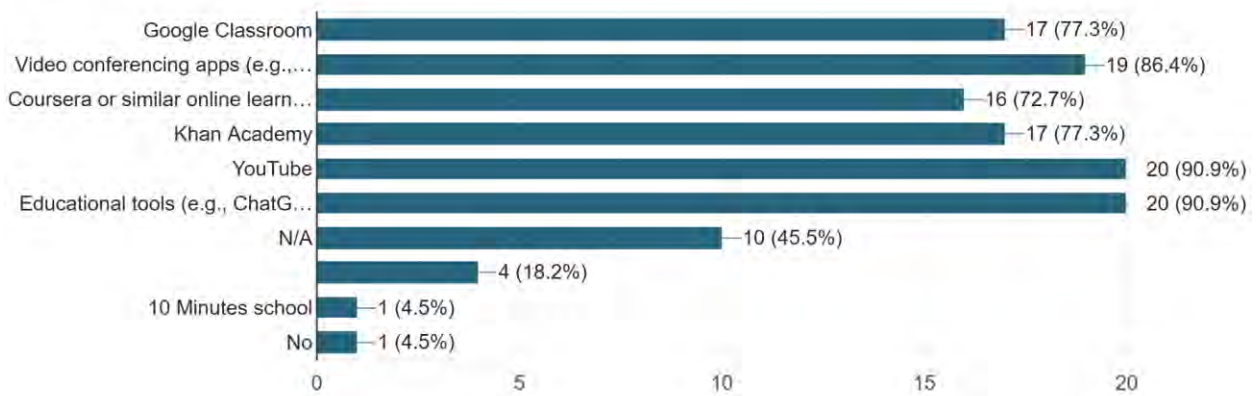


Figure 89: Student Survey for Private Candidate Question- Online Learning Platforms and Educational Apps

When asked if they ever used online learning platforms or educational apps for studying, 72% (59 respondents) said yes, while 28% (23 respondents) said no. However, in a follow-up question where respondents were asked to select the platforms and apps they used, nearly everyone listed at least one. The platforms mentioned include YouTube, ChatGPT, Khan Academy, 10 Minute School, Coursera, Google Meet, Google Classroom, Archive.org for e-books, Duolingo, Apollearn, and various online classes, with YouTube being the most frequently used.

This discrepancy indicates that some respondents may not recognize the tools they use as online learning platforms. It suggests that even those who answered "no" have been unconsciously implementing online platforms for their studies long before the COVID-19 pandemic, with the pandemic making such usage more prevalent and explicit.

How do you think digital education has impacted the quality of education in schools of Bangladesh?

25 responses

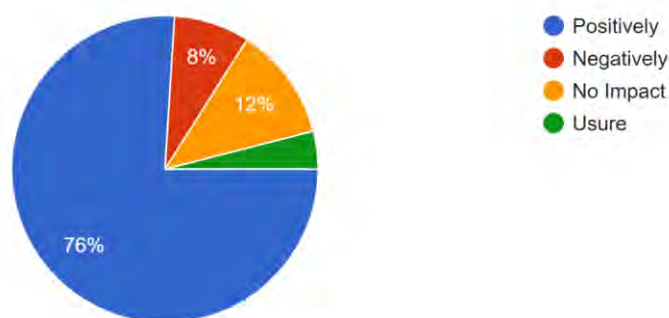


Figure 90: Traditional School Teacher Survey question - Digital Education Quality

Based on 25 responses regarding the impact of digital education in schools of Bangladesh, the majority of respondents (76%) view it positively. They perceive digital education as enhancing

the quality of education through improved access to resources, interactive learning environments, and enhanced communication between teachers and students.

A smaller proportion (12%) expressed neutrality or indicated no noticeable impact (3 responses), suggesting varying perceptions or experiences. A very small minority (8%) expressed negative views (2 responses), citing concerns such as digital divide issues or challenges with implementation.

Overall, the overwhelmingly positive response indicates that digital education initiatives are generally seen as beneficial in enhancing the quality of education in schools across Bangladesh, despite some challenges and varied perceptions.

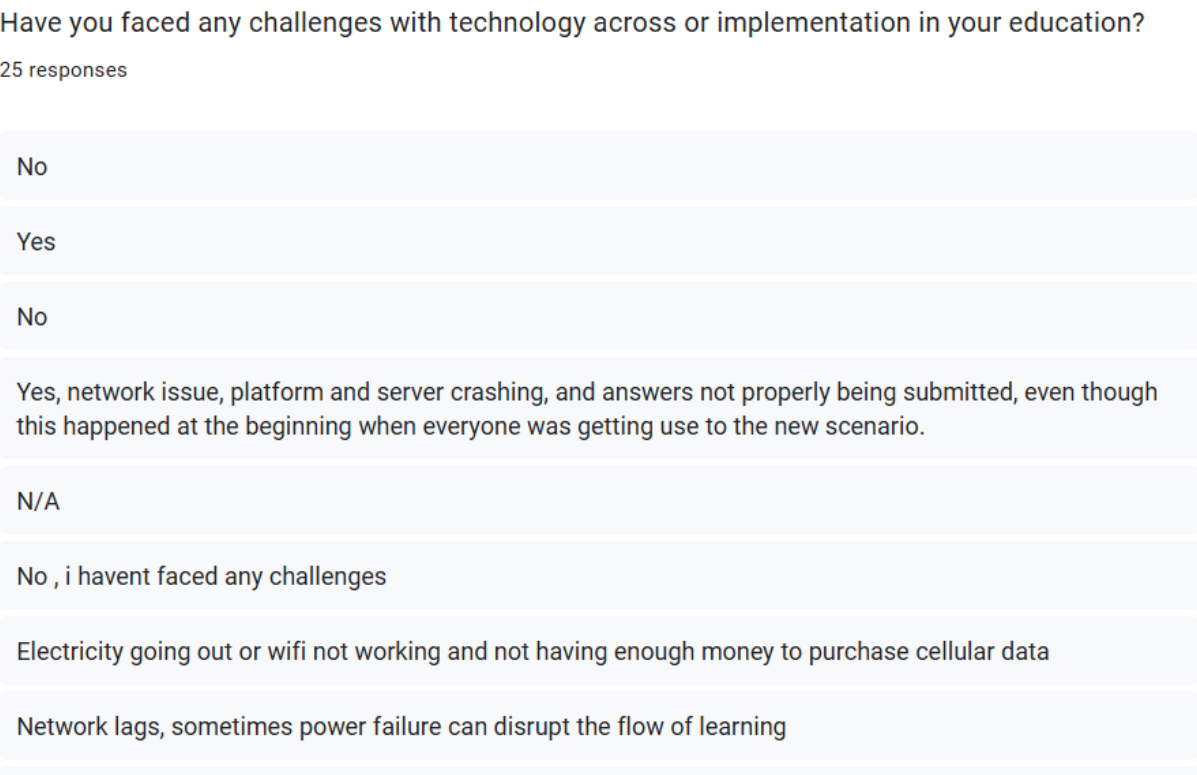


Figure 91: Traditional School Student Survey Question Version 1- Challenges with Tech Implementations pt.1

Sometimes, it's hard to find accurate information or help. For example -a lot of sites or channels don't go into the depth regarding some chapters which affect the level of understanding I expect to have. Such problems hinder a lot of my studying process as I do not have dull information of important or vital chapters.

Yes

Our school has not implemented technology properly for our education. We are still very outdated in our system.

Server , Network issues, not everyone has computers.

Figure 92: Traditional School Student Survey Question Version 1- Challenges with Tech Implementations pt.2

Have you faced any challenges with technology implementation in your education?

35 responses

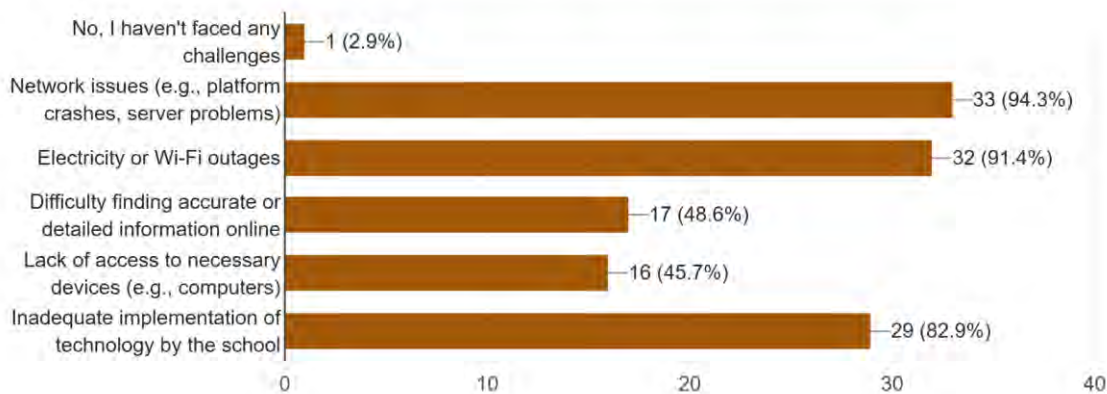


Figure 93: Traditional School Student Survey Question Version 2- Challenges with Tech Implementations

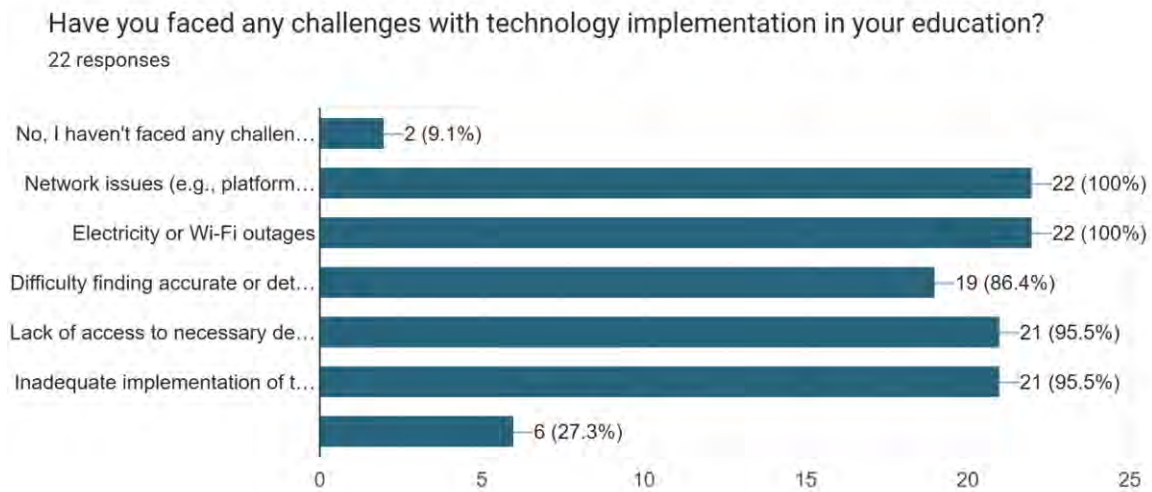


Figure 94: Student Survey for Private Candidate Question- Challenges with Tech Implementations

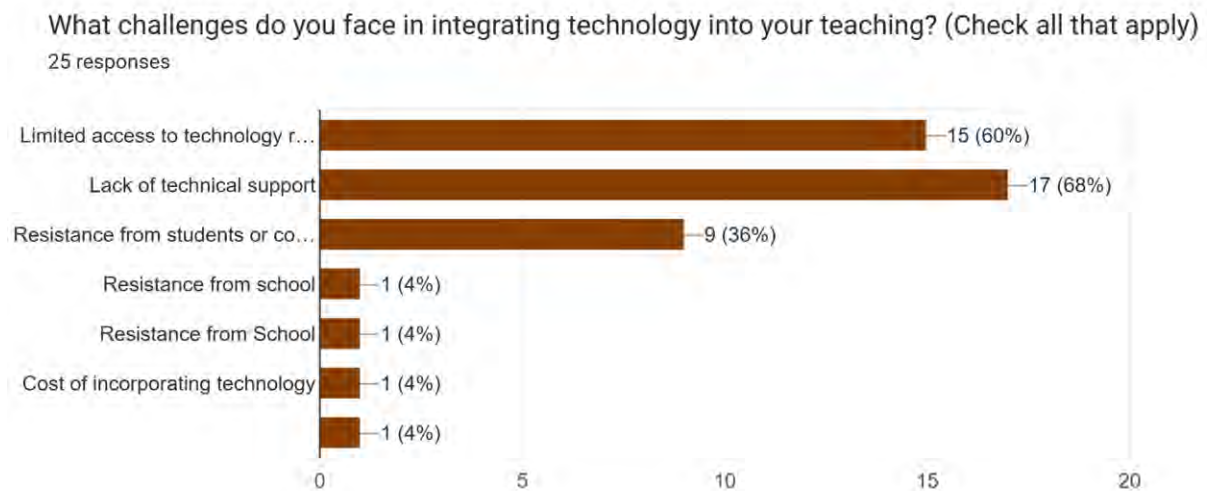


Figure 95: Traditional School Teacher Survey question - Challenges with Tech Implementations

The survey responses reveal a diverse range of challenges related to technology implementation in education. A notable number of respondents reported no issues. However, significant obstacles were identified by those who did encounter problems. Common challenges include:

1. Network Issues: Many respondents faced frequent network lags and server crashes, hindering the continuity of online learning.
2. Power Failures: Electricity outages disrupted the learning process for several students.
3. Financial Constraints: Some students struggled with the cost of purchasing cellular data when Wi-Fi was unavailable.
4. Inadequate Information: Difficulty in finding accurate and detailed information online was another issue that affected the depth of understanding required for certain subjects.
5. Implementation Gaps: There were reports of schools not adequately integrating technology into their educational systems, leaving their methods outdated.
6. Resource Limitations: Not all students had access to computers, which limited their ability to participate effectively in online learning.
7. Resistance: From school and parents there was a lot of resistance with integrating technology into teachings

These challenges highlight the need for improved infrastructure, better resource allocation, and comprehensive training to ensure effective technology implementation in education.

How effective do you find digital education in improving your understanding of the subjects taught in your school?

35 responses

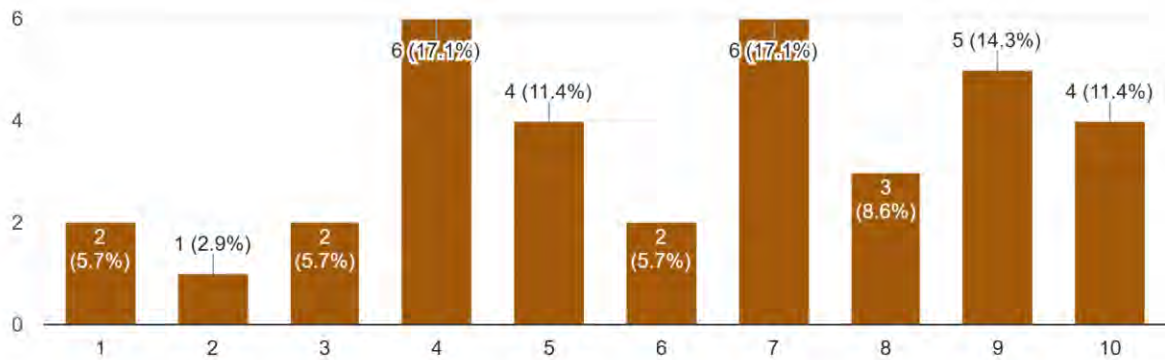


Figure 96: Traditional School Student Survey question Version 2- Effectiveness of Digital Education

How effective do you find digital education in improving your understanding of the subjects taught in your school?

25 responses

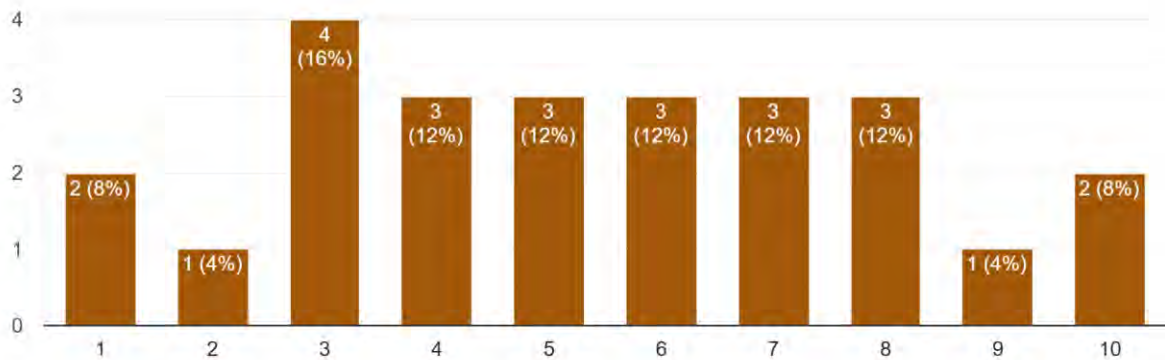


Figure 97: Traditional School Student Survey question Version 1- Effectiveness of Digital Education

How effective do you find digital education in improving your understanding of the subjects taught?

22 responses

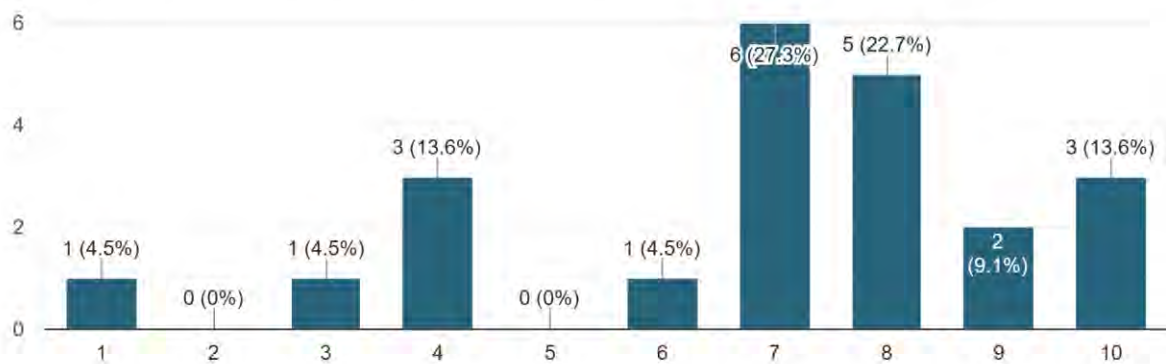


Figure 98: Student Survey for Private Candidate Question- Effectiveness of Digital Education

The data from the graphs illustrates varying levels of effectiveness of online education in enhancing understanding of subjects taught across the surveys. While some responses show strong positivity, others hover around neutrality, and a few exhibit fluctuations. Overall, however, the graphs predominantly indicate a positive trend in the perceived effectiveness of online education.

What improvements would you want for enhancing the quality of digital education in Bangladesh?

25 responses

N/A
Slow internet. Online classes could be more interesting if we could play games or do activities together. Just listening to the teacher can get boring. Some students don't have smartphones or computers at home, so they can't join online classes like the rest.
Stable network connection. not everyone has laptop or smartphone, specially poor people or those in public school.
Making a platform to learn soft skills
I think i would want our educational system to be a little more practical
I want the free courses. Because not all students are financially independent.
Let kids use more technologies for educational purposes.For example letting them use tabs or kindle at school

Figure 99: Traditional School Student Survey Question Version 1- Improvements Needed for Enhancing Digital Education pt.1

What improvements would you want for enhancing the quality of digital education in Bangladesh?

25 responses

Nothing
Better and more free internet connection and discount on locally produced smartphones
Invest in internet infrastructure, train teachers, update curriculum, create interactive content, ensure affordability.
Better internet connection availability.
I would strict monitoring would be helpful. I also think that the tests or quizzes taken online should be more difficult and conceptual than based on memorising. This is because I believe that conceptual questions might hinder us from cheating and actually make us compelled to understand the topic more, thus, helping us more.
Better online platforms
Better internet

Figure 100: Traditional School Student Survey Question Version 1- Improvements Needed for Enhancing Digital Education pt.2

Improve platform
Electricity problem Best Internet Service Ensure of availability of technology resources of every student
Train the teachers to use the technology better
Better internet connection
Teachers are unable to wield its power efficiently ,they need to be more aware and flexible in its FULL USE
Laptops provided for students
Bangladesh is still behind a lot from other countries. they could provide the teachers with necessary tools rather than just letting them figure it out.

Figure 101: Traditional School Student Survey Question Version 1- Improvements Needed for Enhancing Digital Education pt.3

I would take several initiatives for improvement such as teaching basic programming language at school level, skills development programs, contest between student and so on.
Electricity and computers
revamping the whole education system

Figure 102: Traditional School Student Survey Question Version 1- Improvements Needed for Enhancing Digital Education pt.4

What improvements would you want for enhancing the quality of digital education in Bangladesh?

25 responses

Making sure alongside the online education system there is also traditional classroom system in place as well. More hybrid. Exams can be given in person while the students can practice on their study materials online. I would like to keep the in person lecture in classroom, or take the class online by having all the students turn on their video to see if they are interacting with the lecture properly or not. More group activities and quizzes will help them engage more when the classes are online. Have office hours where the student can come and talk about their difficulties faced with the study material

Higher internet speed

More teachers training and small classroom

Training, good-quality devoces and school PCs

Better technology implementation and support

Improvement of ICT

N/a

Figure 103: Traditional School Teacher Survey question - Improvements Needed for Enhancing Digital Education pt.1

Positive educational guidance

Improve the internet service

Better platforms

Proper guidance & training should be provided to teachers

The improvement of the internet and availability of the technologies in an economically efficient way.

Stable internet connection and training on how to handle online classes

More support from the district

Good internet facility

Training at a time interval to get used to digital form of education and understand the way it actually works. also they need to improve their materials so that students finds it interesting

Figure 104: Traditional School Teacher Survey question - Improvements Needed for Enhancing Digital Education pt.2

maintenance, provide enough training and resources.

Greater and better accessible wifi and cheaper but good quality mobile phones/laptops.

Better internet service

Technical resources

MORE ACTIVE ENGAGING CLASSROOMS

Skilled professional team

Access to devices for all students and stable network connectivity

Awareness among guardians

fast net and affordable devices.

Figure 105: Traditional School Teacher Survey question - Improvements Needed for Enhancing Digital Education pt.3

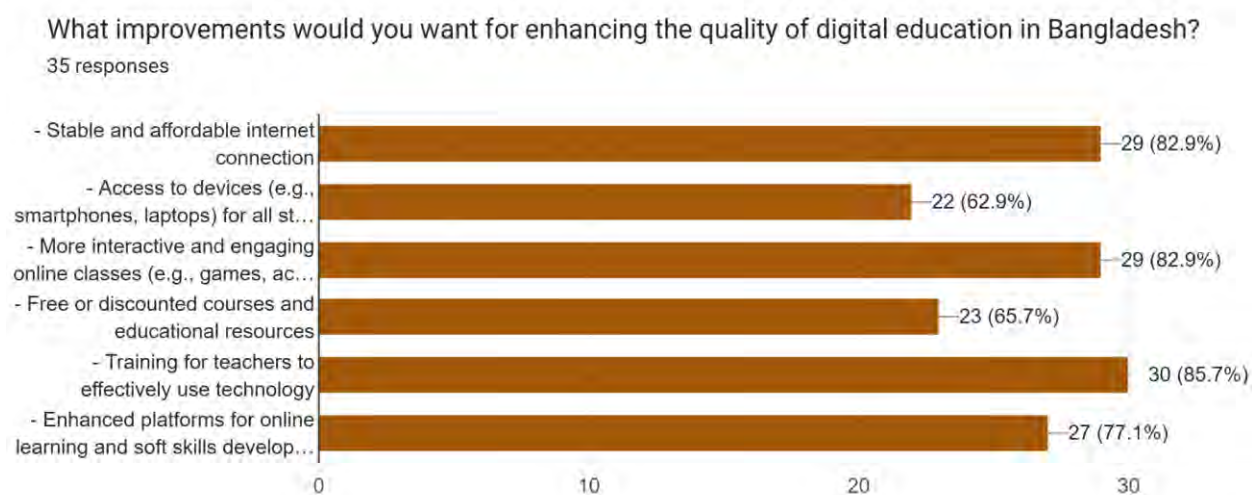


Figure 106: Traditional School Student Survey Question Version 2- Improvements Needed for Enhancing Digital Education

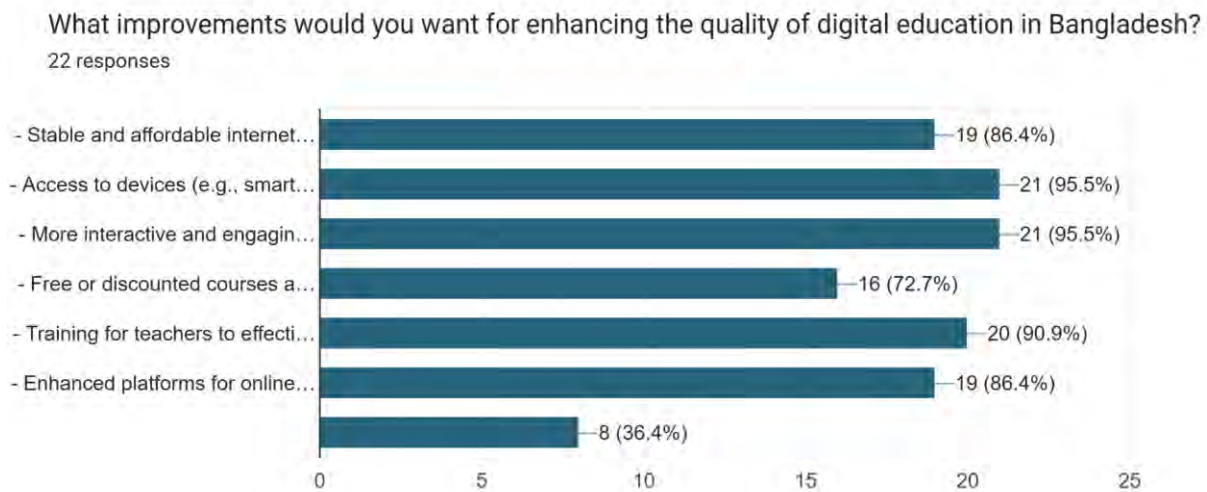


Figure 107: Student Survey for Private Candidate Question- Improvements Needed for Enhancing Digital Education

The survey responses reveal several key improvements desired to enhance the quality of digital education in Bangladesh:

1. Improved Internet Infrastructure: Respondents emphasized the need for better and more stable internet connections across the country. Many highlighted that slow or unreliable internet hampers effective online learning experiences.

2. Access to Devices: There is a significant call for ensuring that all students have access to necessary devices such as laptops or smartphones. Concerns were raised about disparities, particularly among economically disadvantaged students or those in public schools.

3. Affordability of Technology: Suggestions included discounts on locally produced smartphones and making internet connectivity more affordable to ensure broader access among students.

4. Teacher Training: There is a strong recommendation for comprehensive training programs to equip teachers with the skills needed to effectively utilize digital tools and platforms in education.

5. Interactive and Practical Learning: Respondents desire more interactive and practical learning experiences through platforms that allow for activities beyond traditional lectures. Suggestions included using games or collaborative tools to make online classes more engaging.

6. Curriculum and Content Updates: Calls were made for updating the curriculum to include more interactive content and ensuring that online assessments focus on conceptual understanding rather than memorization.

7. Infrastructure Support: Addressing electricity shortages and providing necessary technological infrastructure to schools were highlighted as essential steps to support digital education initiatives effectively.

These insights underscore the need for comprehensive investments in internet infrastructure, teacher training, and equitable access to devices to improve the digital education landscape in Bangladesh.

What improvements or resources do you think teachers need, to effectively incorporate digital education into their classrooms in schools of Bangladesh?

25 responses

Training

Access to latest technologies, training on these technologies, gradual incorporation rather than changing it immediately

Prioritizing experimental, mathematical and research based education

Multimedia classroom

More funding and proper knowledge

Reliable and continuous power supply, Proper Technology and support

More technology

N/A

Bandwidth of internet, technical support

Figure 108: Traditional School Teacher Survey question -Enhancing Digital Education pt.1

Resources related to the lesson, make the lesson attractive and interesting, to keep the students involve in the activity.

More technical resources

Need to make classes more interactive

Fast internet, Laptops and projectors, Ai accessories.

Engagement and interactive based classes

Resources and support

more funding and digital equipments

Greater and better internet access, cheaper and better quality cellular data and access to laptops/mobiles/tablets that would aide the online teaching experience.

Figure 109: Traditional School Teacher Survey question -Enhancing Digital Education pt.2

Better technical support

Better apps for teaching

PROPER GUIDELINES

Technical support and skilled professional team

easy to use applications.

Internet

parent's support of implementing technology since they are more skeptical about it.

Figure 110: Traditional School Teacher Survey question -Enhancing Digital Education pt.3

Teachers identified several key improvements and resources necessary for effectively incorporating digital education into their classrooms. Many emphasized the need for comprehensive training on the latest technologies, along with gradual incorporation and ongoing technical support. Access to up-to-date technology, including multimedia classrooms, laptops, projectors, and AI accessories, was frequently mentioned. Increased funding and better technical resources, as well as educational apps, are crucial for enhancing teaching effectiveness. Reliable power supply, better internet bandwidth, and affordable, high-quality cellular data were highlighted as essential. Additionally, making classes more interactive and engaging through experimental, mathematical, and research-based approaches was deemed important. Some teachers also stressed the importance of gaining parental support, as there is skepticism about technology's effectiveness. Clear guidelines and assistance from skilled professionals were also noted as necessary to help teachers integrate technology into their teaching effectively.

3.3.3.2- Socioeconomic Disparities in Education

Here, we surveyed individuals from economically disadvantaged backgrounds in Bangladesh to gather data on their access to and utilization of educational technology resources. The survey, conducted in Bangla, will be analyzed and translated.

আপনার বয়স কত?

4 responses

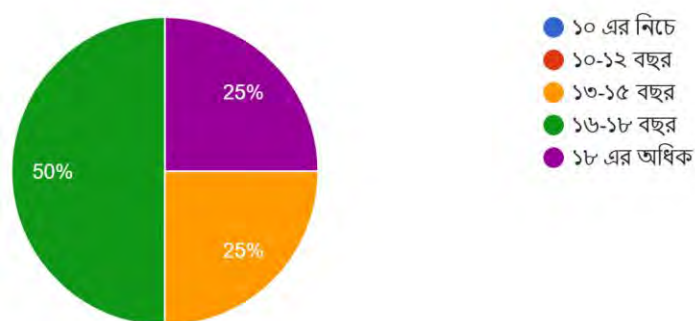


Figure 111: Bangla Survey for Economically Disadvantaged Group Version 1- Age

আপনার বয়স কত?

11 responses

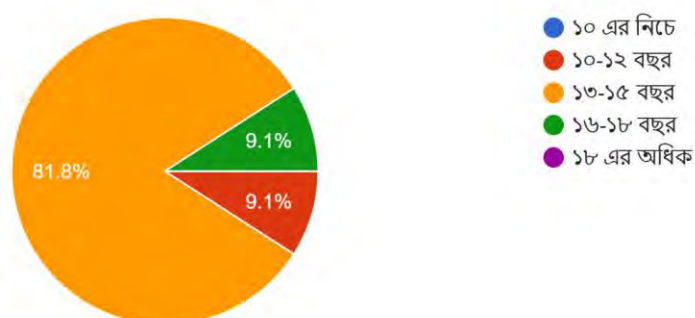


Figure 112: Bangla Survey for Economically Disadvantaged Group Version 2- Age

Out of 15 responses, 67% (10 respondents) are in the 13-15 age group, 7% (1 respondent) is between 10-12, 20% (3 respondents) are between 16-18, and 7% (1 respondent) is 18 or older.

This age distribution highlights that a majority of the surveyed individuals are in their early teenage years, which is a critical period for educational development and access to technology resources. Despite the small sample size, the presence of respondents in the 16-18 age group and above challenges the stereotype that economically disadvantaged individuals do not continue their studies beyond the age of 16 or pursue higher education. This suggests that, while the number may be small, there is still a commitment to education among older students in this group.

আপনার লিঙ্গ কী?

4 responses

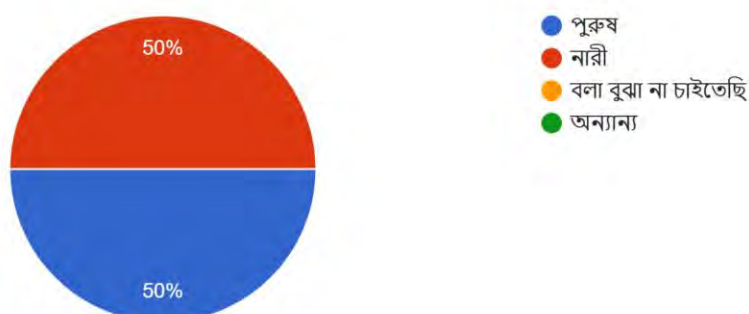


Figure 113: Bangla Survey for Economically Disadvantaged Group Version 1- Gender

আপনার লিঙ্গ কী?

11 responses

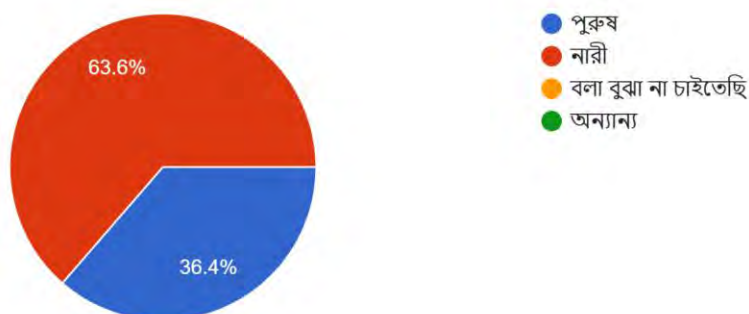


Figure 114: Bangla Survey for Economically Disadvantaged Group Version 2- Gender

Out of 15 responses from the economically disadvantaged group, 60% (9 respondents) are female and 40% (6 respondents) are male. This gender distribution is notable given the historical context in many villages where girls were often not encouraged to continue their studies and were expected to help with household chores instead. The higher number of female respondents suggests a positive shift, indicating that more girls are now being given the opportunity to pursue their education, challenging traditional gender roles and reflecting a potential change in societal attitudes towards female education in these communities.

বাংলাদেশের কোন শহর বা জেলায় আপনি অবস্থিত?

11 responses

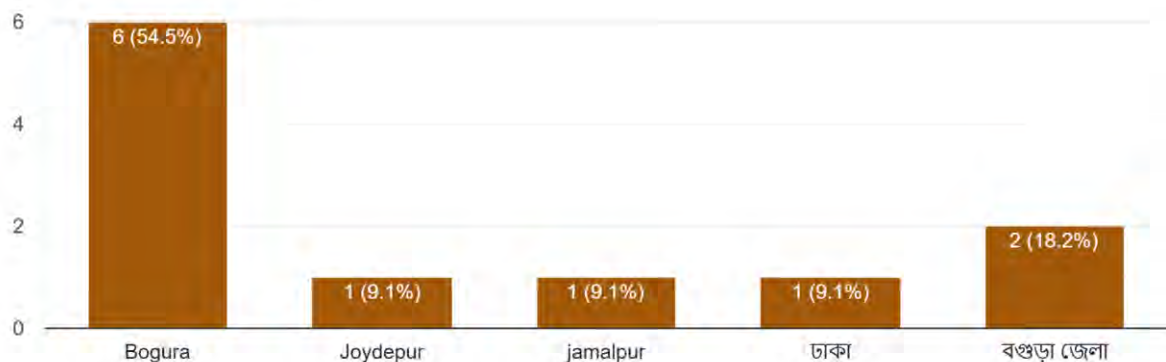


Figure 115: Bangla Survey for Economically Disadvantaged Group Version 2- city

বাংলাদেশের কোন শহর বা জেলায় আপনি অবস্থিত?

4 responses

Rajshahi

ঢাকা

ঢাকা

Narsingdi

Figure 116: Bangla Survey for Economically Disadvantaged Group Version 1- city

Out of 15 responses, 20% (3 respondents) currently live in Dhaka city, while the remaining 80% reside in various villages: 7% (1 respondent) in Jamalpur, 7% (1 respondent) in Joydepur, 7% (1 respondent) in Rajshahi, 7% (1 respondent) in Narsingdi, and a significant 53% (8 respondents) in Bogura Jela. This distribution highlights a concentration of respondents in Bogura Jela and underscores the rural focus of the survey, which aims to understand the access to and utilization of educational technology resources among economically disadvantaged groups. The presence of respondents in urban Dhaka city also provides a comparative perspective on how geographical location may influence access to educational resources.

আপনি কোন ধরনের স্কুলে পড়াশোনা করেন?

4 responses

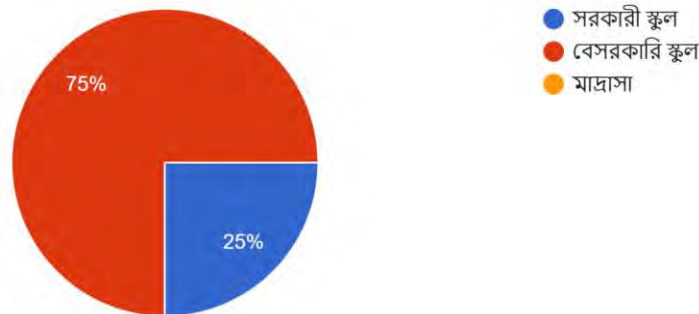


Figure 117: Bangla Survey for Economically Disadvantaged Group Version 1- government/private school students

আপনি কোন ধরনের স্কুলে পড়াশোনা করেন?

11 responses

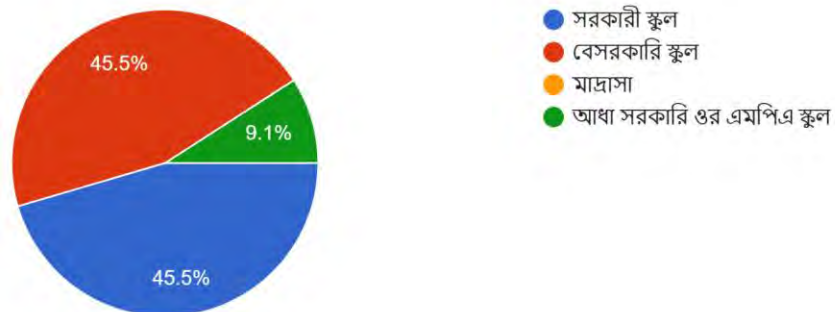


Figure 118: Bangla Survey for Economically Disadvantaged Group Version 2- government/private school students

Out of 15 responses, 53% (8 respondents) attend private schools, 40% (6 respondents) attend public schools, and 7% (1 respondent) is enrolled in a semi-government or MPO school. This

distribution indicates a diverse range of school types among the economically disadvantaged respondents. The relatively high number of students in private schools may suggest efforts by families to seek potentially better educational opportunities despite economic constraints, reflecting a commitment to education across different types of institutions.

আপনার উচ্চ বিদ্যালয়ে 'ডিজিটাল বাংলাদেশ আন্দোলন' প্রেরণ করেছে কি না তা মন্য হয়, ছাত্রদের এবং শিক্ষকদের জন্য যে কোনও ডিজিটাল শিক্ষামূলক বিষয় বা পদক্ষেপ বা নয়?

4 responses

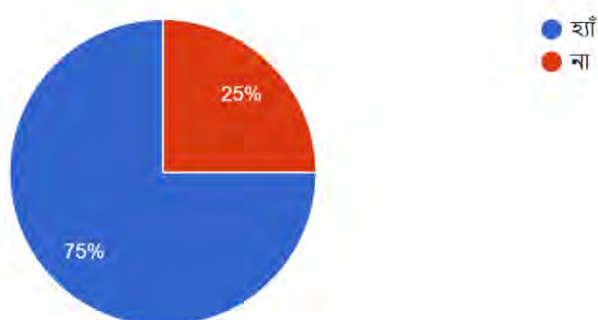


Figure 119: Bangla Survey for Economically Disadvantaged Group Version 1- Digital Bangladesh

আপনার উচ্চ বিদ্যালয়ে 'ডিজিটাল বাংলাদেশ আন্দোলন' প্রেরণ করেছে কি না তা মন্য হয়, ছাত্রদের এবং শিক্ষকদের জন্য যে কোনও ডিজিটাল শিক্ষামূলক বিষয় বা পদক্ষেপ বা নয়?

11 responses

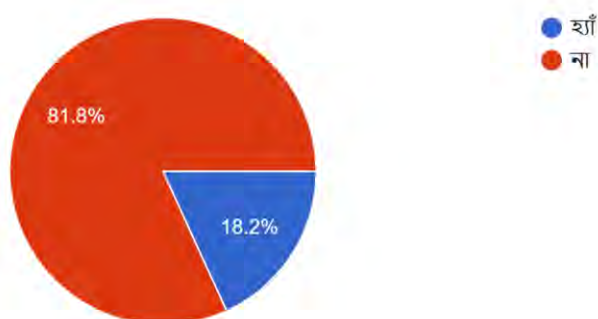


Figure 120: Bangla Survey for Economically Disadvantaged Group Version 2- Digital Bangladesh

In the context of the Digital Bangladesh Movement, out of 15 respondents, 67% (10 respondents) reported that digital education has not been implemented in their schools, while 20% (3 respondents) stated that it has been implemented. This indicates that, despite national efforts to promote digital education, a significant number of schools, especially in economically disadvantaged and rural areas, have yet to fully integrate digital tools and platforms into their educational practices. This gap highlights the need for increased efforts to ensure equitable access to digital education across all regions.

হ্যাঁ, যদি হ্যাঁ হয়, তবে কী ডিজিটাল শিক্ষামূলক দিক কী অনুমোদিত হয়েছে তা সম্পর্কে বলুন।

4 responses

N/a

হ

হ্যাঁ

কম্পিউটার ট্রেনিং, ডিজিটাল আস্ত স্কুল প্রতিযোগিতা

Bangla Survey for Economically Disadvantaged Group Version 1- Implementation of Digital Bangladesh

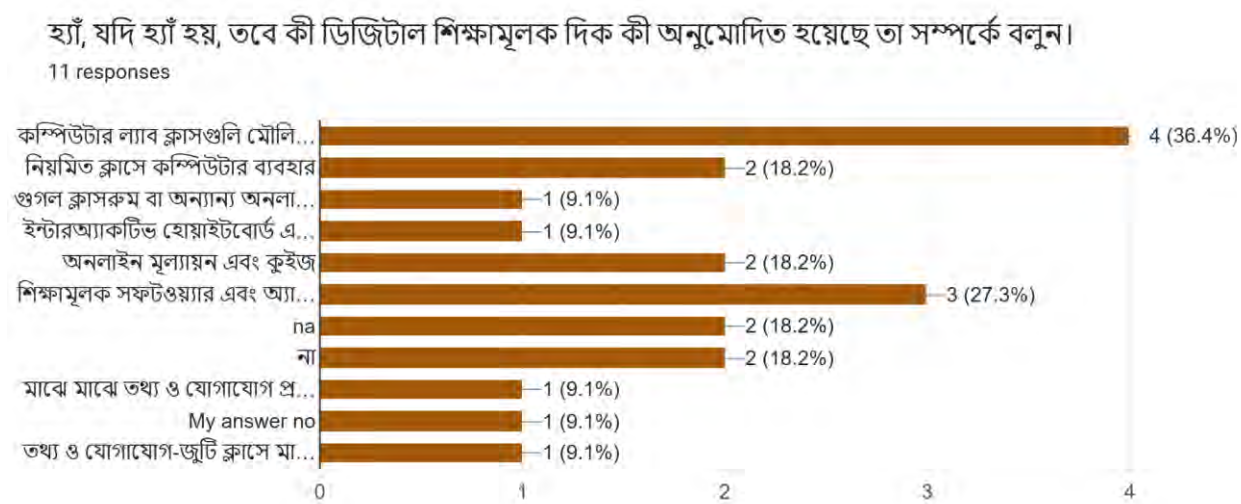


Figure 121: Bangla Survey for Economically Disadvantaged Group Version 2- Implementation of Digital Bangladesh

Among the 15 respondents, those who indicated the implementation of digital education in their schools provided insights into specific aspects. Four respondents reported having computer lab classes for basic computer skills, while two noted the use of computers in regular classes. Google Classroom or other online learning platforms were mentioned by one respondent, and another highlighted the use of interactive whiteboards and digital projectors. Online assessments and quizzes were implemented in two schools, and educational software and applications were used in three schools. Additionally, while four respondents chose not applicable, two mentioned that computers and projectors are sometimes used in Information and Communication Technology (ICT) classes. This variety in responses indicates that while some digital educational tools are being utilized, their implementation is still inconsistent and limited in scope.

শিক্ষার উদ্দেশ্যে কম্পিউটার বা স্মার্টফোনের অ্যাক্সেস আছে কি না?

4 responses



Figure 122: Bangla Survey for Economically Disadvantaged Group Version 1- Access to Digital Device

শিক্ষার উদ্দেশ্যে কম্পিউটার বা স্মার্টফোনের অ্যাক্সেস আছে কি না?

11 responses

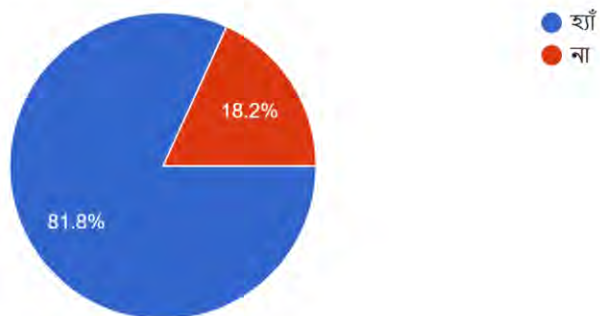


Figure 123: Bangla Survey for Economically Disadvantaged Group Version 2- Access to Digital Device

Out of 15 respondents, 87% (13 respondents) reported having access to a computer or smartphone for educational purposes, while 13% (2 respondents) stated they do not have such access. This high level of access among the majority suggests that despite economic disadvantages, most

students are able to utilize digital devices for their education. However, the lack of access for the remaining respondents highlights ongoing disparities that need to be addressed to ensure equitable access to digital learning resources for all students.

বিদ্যালয়ের ঘন্টা বাইরে উদ্দেশ্যে ডিভাইস ব্যবহার করা হয় কতবার?

4 responses

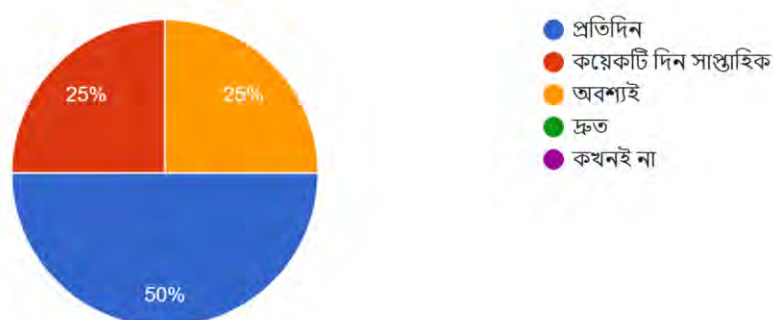


Figure 124: Bangla Survey for Economically Disadvantaged Group Version 1- Device used outside school hours

Among the 15 respondents, 13 reported using devices outside of school hours. Specifically, 2 respondents use devices daily, 1 respondent uses devices several times a week, and 1 respondent uses devices occasionally. This indicates a regular engagement with digital devices for educational purposes beyond the classroom, highlighting their importance in supporting learning activities outside of traditional school hours.

আপনার অনলাইন শিক্ষার জন্য একটি নির্ভরযোগ্য ইন্টারনেট সংযোগের অ্যাক্সেস আছে কি না তা প্রশ্ন।

4 responses

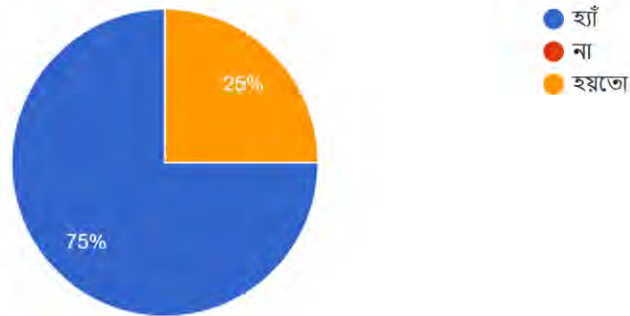


Figure 125: Bangla Survey for Economically Disadvantaged Group Version 1- Stable Network

Among the respondents, 75% (3 out of 4) reported having stable network connectivity, while 25% (1 out of 4) responded with uncertainty ("maybe"). None of the respondents reported having unstable network connectivity. This suggests that a majority of the surveyed individuals have reliable internet access, which is crucial for accessing digital educational resources and participating in online learning activities effectively.

কোভিড-১৯ মহামারির সময় আপনি কীভাবে শিক্ষামূলক উপকরণে প্রবেশ করেছেন?

11 responses

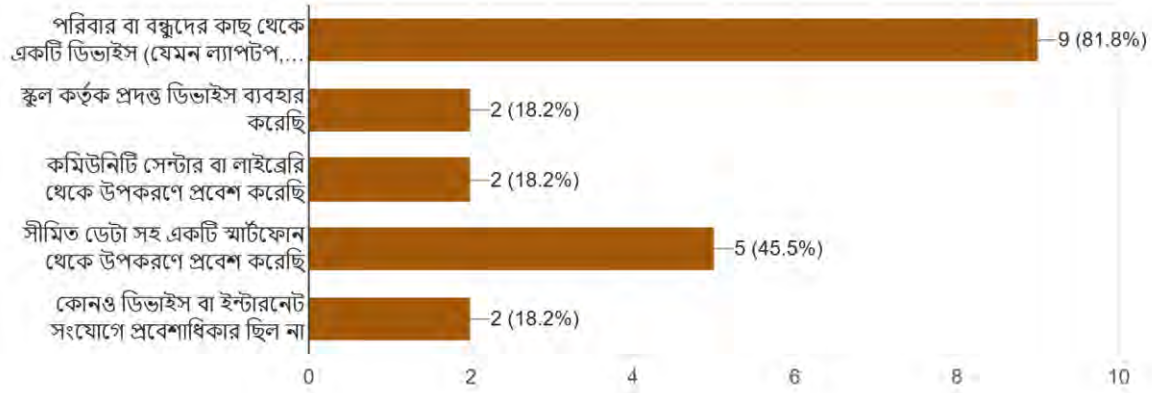


Figure 126: Bangla Survey for Economically Disadvantaged Group Version 2-Access to Educational Resources

When asked about their access to educational resources during the COVID-19 pandemic, economically disadvantaged respondents provided varied responses. Nine individuals borrowed a device (e.g., laptop, tablet) from family or friends, two used a school-provided device, two accessed resources from a community center or library, five utilized a smartphone with limited data for accessing resources, and two respondents reported not having access to any device or internet connection. These responses illustrate the resourcefulness and challenges faced by economically disadvantaged individuals in accessing educational materials during a period of increased reliance on digital platforms for learning.

কোভিড-১৯ মহামারির সময়, আপনি কতবার অনলাইন ক্লাস বা শিক্ষামূলক উপাদানে অ্যাক্সেস পেতে পারতেন?

13 responses

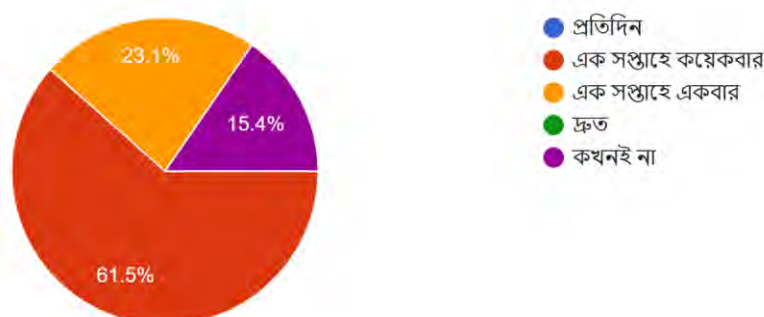


Figure 127: Bangla Survey for Economically Disadvantaged Group Version 2- Access to Devices

During the COVID-19 pandemic, respondents reported varying frequencies of access to online classes or educational materials. Eight respondents indicated they accessed online classes several times a week, while three respondents accessed them once a week and 2 none. This disparity suggests that students in urban areas or attending private schools had more consistent access to online education compared to those in rural areas or attending public schools, reflecting potential disparities in digital infrastructure and support for remote learning during the pandemic.

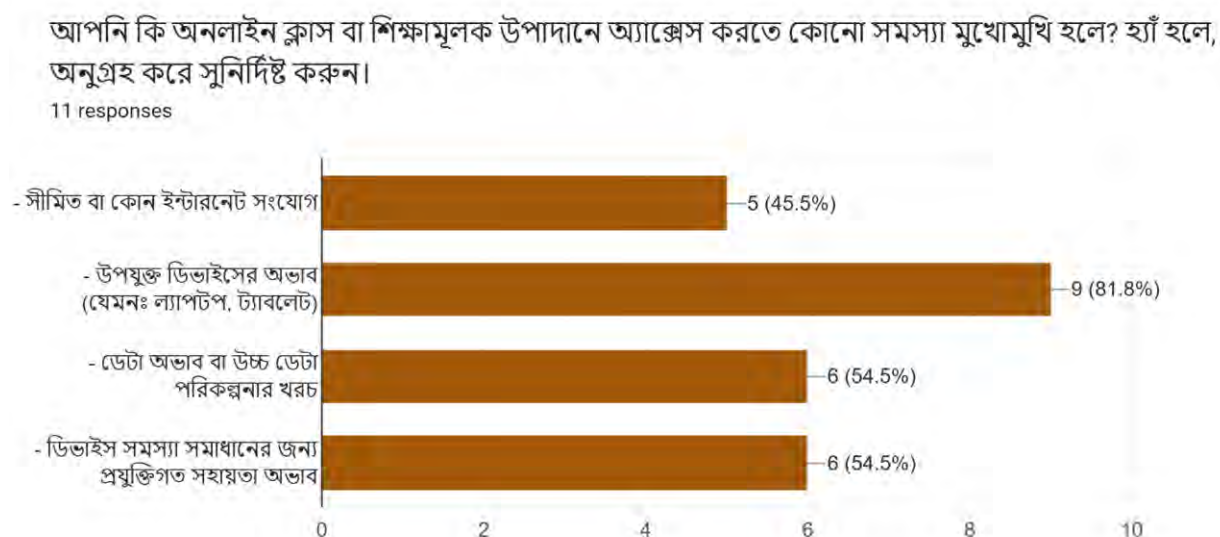


Figure 128: Bangla Survey for Economically Disadvantaged Group Version 2- Access to Online Classes

Among the 11 respondents, 5 reported limited or no internet connectivity, highlighting a significant barrier to accessing online education resources. Additionally, 9 respondents mentioned a lack of suitable devices such as laptops or tablets, which hindered their ability to participate in online classes effectively. Six respondents cited insufficient data or high costs of data plans as a challenge, limiting their access to online materials. Another 6 respondents expressed difficulties due to a lack of technical support for resolving device-related issues. These challenges underscore the disparities in digital access and resources among economically disadvantaged individuals during the COVID-19 pandemic, impacting their ability to engage fully in remote learning initiatives.

নিয়মিতভাবে অনলাইন সম্পদে অ্যাক্সেস করার বিনা আপনি কীভাবে আপনার অধ্যয়ন ব্যবস্থাপনা করেছিলেন?

11 responses

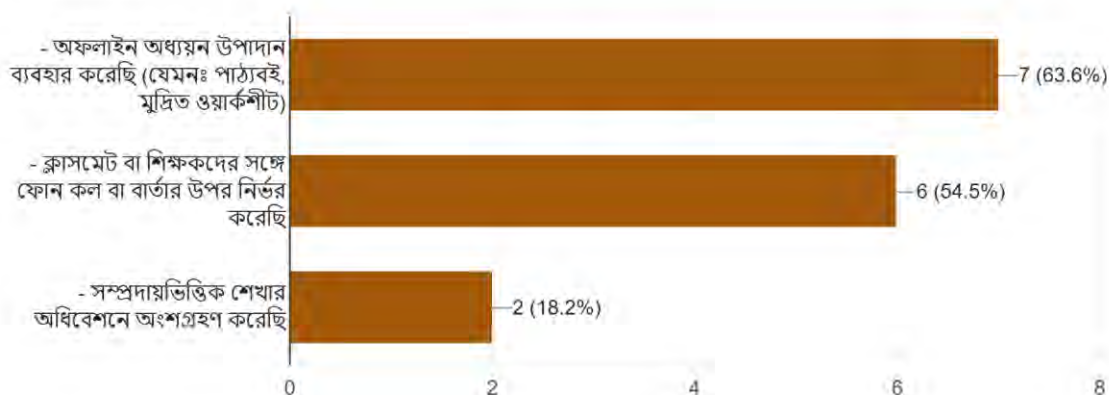


Figure 129: Bangla Survey for Economically Disadvantaged Group Version 2- Managing Studies

Respondents employed various strategies to continue their studies without regular access to online resources. Seven respondents relied on offline study materials, including textbooks and printed worksheets. Six respondents maintained their studies through phone calls or messages with classmates or teachers. Additionally, two respondents participated in community-based learning sessions. These responses underscore the diverse ways economically disadvantaged individuals adapted their learning methods during periods of limited online access, demonstrating resilience and creativity in pursuing education under challenging circumstances.

আপনার মতামতে, নিয়মিত অ্যাক্সেস সহ ডিজিটাল ডিভাইস এবং সম্পদের অভাব আপনার শেখার ফলাফলের প্রতি কীভাবে প্রভাব ফেলেছিল সে সম্পর্কে?

11 responses

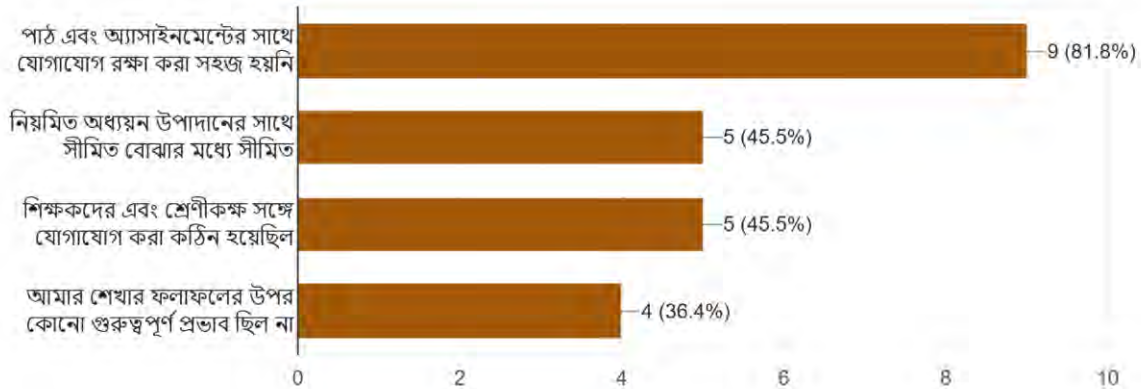


Figure 130: Bangla Survey for Economically Disadvantaged Group Version 2- Impact on Learning Outcome

Respondents expressed their perspectives on how the lack of regular access to digital devices and resources affected their learning outcomes:

Some highlighted challenges in maintaining communication for class and assignments, with nine respondents indicating difficulties in this area. Five respondents felt their understanding was limited due to restricted access to regular study materials. Similarly, five respondents mentioned facing difficulties in communicating with teachers and classmates. On the other hand, four respondents believed that the lack of regular access to digital devices and resources did not significantly impact their learning outcomes. These varied responses illustrate the diverse ways in which access to digital resources can influence educational experiences and outcomes for economically disadvantaged individuals.

প্রথমে আপনার মতামতে, প্রথম আপনার কি সমর্থন বা সম্পদের প্রয়োজন ছিল যা আপনাকে মহামারি সময়ে অনলাইন শিক্ষায় ভালোভাবে জড়িত হতে সাহায্য করতে পারে?

11 responses

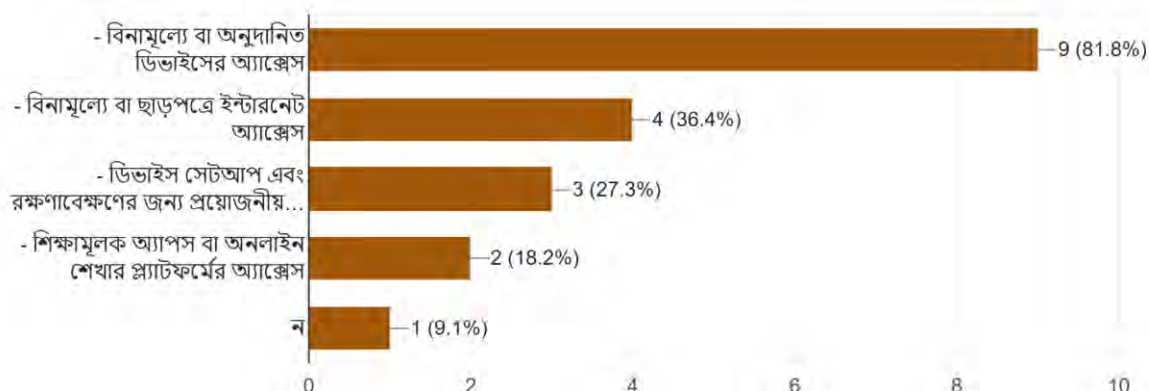


Figure 131: Bangla Survey for Economically Disadvantaged Group Version 2- Better Engagement for Online learning

Respondents shared their views on the support and resources they needed to better engage in online learning during the pandemic. Nine respondents emphasized the need for access to a free or subsidized device, reflecting the crucial role of adequate hardware in participating in digital education. Four respondents highlighted the importance of free or discounted internet access, underscoring the barrier that connectivity costs pose for many students. Three respondents mentioned the necessity of technical support for device setup and maintenance, indicating that having the hardware alone is not sufficient without proper assistance. Two respondents expressed the need for access to educational apps or online learning platforms, showing that having the right tools and resources is essential for effective learning. One respondent did not provide an answer, marked as N/A. These responses illustrate the range of support required to ensure equitable and effective online learning for economically disadvantaged students during the pandemic and the future.

আপনার পরিবারের কি আর্থিক সমস্যা ছিল যা আপনার শিক্ষামূলক প্রযুক্তি সম্পদে অ্যাক্সেস করার সাধ্যতা প্রভাবিত করেছিল কি না?

13 responses

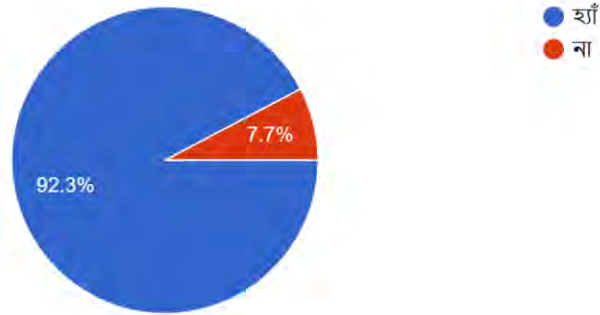


Figure 132: Bangla Survey for Economically Disadvantaged Group Version 2- Financial Crisis

When asked if their households faced financial challenges that impacted their ability to access educational technology resources, 12 respondents answered yes, while only 1 responded no. This indicates that a significant majority of the economically disadvantaged respondents experienced financial constraints that hindered their access to the necessary technology for online learning, highlighting the critical intersection between economic hardship and educational opportunities.

আপনি মনে করেন কি আর্থিক অবস্থানের বিভিন্ন শিক্ষামূলক প্রযুক্তি সম্পদের অ্যাক্সেসের কারণে উচ্চ আয়ের পরিবারের ছাত্রদের এবং নিম্ন আয়ের পরিবারের ...ক্ষামূলক ফলাফলে কোনো স্পষ্ট পার্থক্য আছে কি না?

13 responses

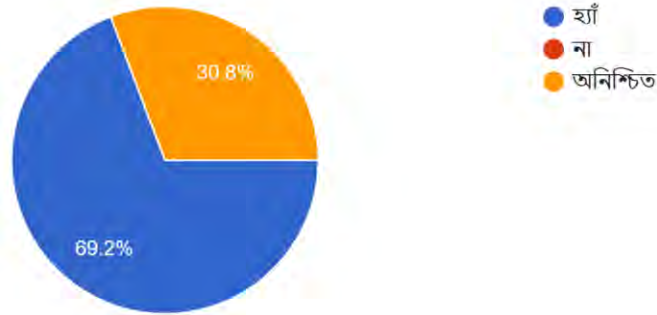


Figure 133: Bangla Survey for Economically Disadvantaged Group Version 2- Perceived Difference in Educational Outcome

When asked whether there is a noticeable difference in educational outcomes between students from high-income households and those from low-income households due to access to educational technology resources, 9 respondents answered yes, and 4 responded maybe, with no one answering no. This consensus indicates a strong perception among economically disadvantaged respondents that access to educational technology significantly affects educational outcomes, highlighting the disparity between high-income and low-income households in terms of digital resource availability and its impact on learning success.

আপনি মনে করেন কি আর্থিক অবস্থানের মধ্যে শিক্ষামূলক প্রযুক্তি সম্পদের অ্যাক্সেসের পার্থক্য কমানোর জন্য কোনও উন্নতি বা উদ্যোগ ব্যবহার করা উচিত মনে করেন?

11 responses

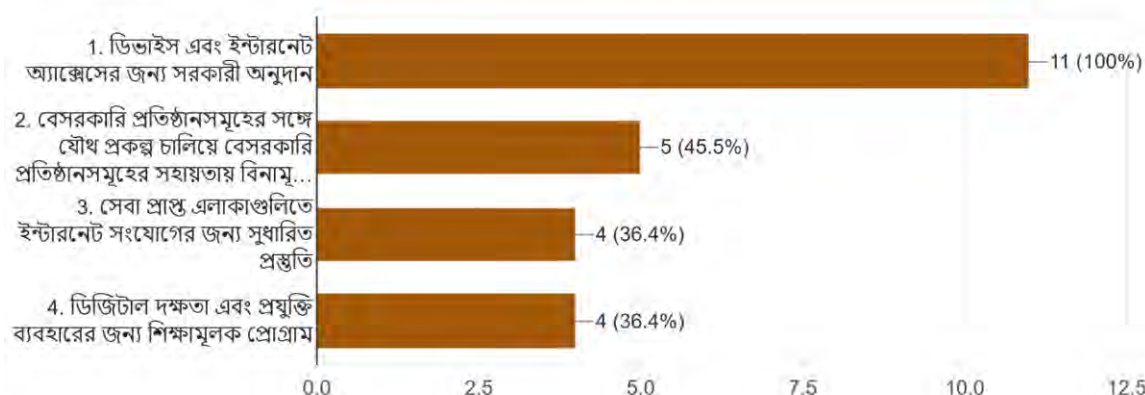


Figure 134: Bangla Survey for Economically Disadvantaged Group Version 2- Suggested Improvements to Bridge the Gap

Respondents unanimously advocated for several key initiatives to narrow the gap in access to educational technology resources between high and low-income households. Government subsidies for devices and internet access were strongly endorsed by all 11 respondents, highlighting the critical role of financial support from authorities in providing essential technology to economically disadvantaged students. Additionally, 5 respondents emphasized the importance of forging partnerships with private companies to offer free or low-cost devices, underscoring the potential of collaborative efforts to enhance accessibility. Four respondents each emphasized the need for improved internet infrastructure in underserved areas and educational programs aimed at imparting digital skills, reflecting a comprehensive approach to equipping students with the necessary resources and skills for effective digital learning.

কোভিড-১৯ প্রকোপের কীভাবে আপনার শিক্ষা প্রভাবিত হয়েছে? [যেমনঃ অনলাইন ক্লাসে পরিবর্তন, শেখার
বিঘ্নিত হওয়া।]

4 responses

কিছুটা। ইন্টারনেট ব্যবস্থা খানিকটা পুষিয়ে দিয়েছে।

শেখার বিঘ্নিত হয়েছে

শেখার বিঘ্নিত হওয়া।

N/a

Figure 135: Bangla Survey for Economically Disadvantaged Group Version 1- Impact of COVID-19 on Education

During the COVID-19 pandemic, respondents highlighted diverse impacts on their education. One noted slight improvements in internet arrangements, while another expressed hindrances in learning. A third respondent specifically mentioned facing learning obstacles, reflecting challenges in adapting to remote learning environments. One respondent did not provide a specific response. These varied experiences underscore the complex effects of the pandemic on educational outcomes and access to resources among economically disadvantaged individuals.

কোভিড-১৯ প্রাদুর্ভাবের সময় আপনার শিক্ষামূলক প্রযুক্তি সম্পদের সঙ্গে আপনার অভিজ্ঞতা সম্পর্কে আরো কিছু শেয়ার করতে চান?

7 responses

এটি আমাকে অনেক সাহায্য করেছে
No
na
না। এই কভিড ১৯ এর সময় প্রচুর অলস হয়ে গিয়েছি। যা এখন লেখাপড়ার উপর প্রচুর সমস্যা করে, ৩০ মিনিট পড়তেই মাথা ব্যথা অনুভব হয়। মনোযোগ এর সাথে পড়ালেখা করতে পারি না। যদি এই সমস্যা গুলো থেকে মুক্তি পাওয়ার উপায় থাকলে তা আমার জন্য অত্যন্ত উপকার হবে।
না
এটা আমাকে সাহায্য করেছে
আমার মত অনেক পরিবারে শিক্ষামূলক প্রযুক্তি যেমন কম্পিউটার ল্যাপটপ স্মার্টফোন ইন্টারনেট সংযোগ না থাকার কারণে ঘরে বসে অলস সময় কাটানোর কাটানো ছাড়া কোভিড-১৯ প্রাদুর্ভাবের সময় তেমন আর কোন কাজ ছিল না,

Figure 136: Bangla Survey for Economically Disadvantaged Group Version 2- Impact of COVID-19 on Education

During the COVID-19 pandemic, responses regarding access to educational technology resources varied among 13 respondents. Three respondents indicated "N/A," suggesting they did not specify their experience. Two respondents highlighted that access to educational technology greatly benefited them. One respondent expressed personal challenges, noting decreased motivation and difficulty concentrating while studying during the pandemic. Additionally, two respondents described the significant impact of not having access to educational technologies such as computers, laptops, smartphones, or internet connectivity. They explained that this lack of access resulted in idle time at home, limiting their ability to engage in productive educational activities. These diverse perspectives underscore the critical role of digital access in facilitating effective learning experiences, particularly during times of crisis like the COVID-19 pandemic.

In conclusion, the insights gathered from this socioeconomic sub-chapter highlight the profound impact of access to educational technology resources on learning outcomes during the COVID-19 pandemic. The varied experiences shared by respondents underscore the disparities faced by economically disadvantaged individuals in accessing essential digital tools for education. Addressing these disparities remains crucial for fostering equitable educational opportunities and ensuring inclusive learning environments for all students, especially in times of global crisis.

3.3.4- Understanding Parental Perspectives on Online Education

In the evolving landscape of education, parental perspectives play a pivotal role in shaping the implementation and reception of online learning platforms. This sub-chapter explores the insights gathered from parents associated with Pingu's English School (PEIK) and other coaching centers, offering valuable perspectives on their experiences, concerns, and expectations regarding online education. By delving into these perspectives, we aim to gain a comprehensive understanding of how parents perceive and navigate the shift towards digital learning environments, particularly in the context of recent global challenges.

Age

32 responses

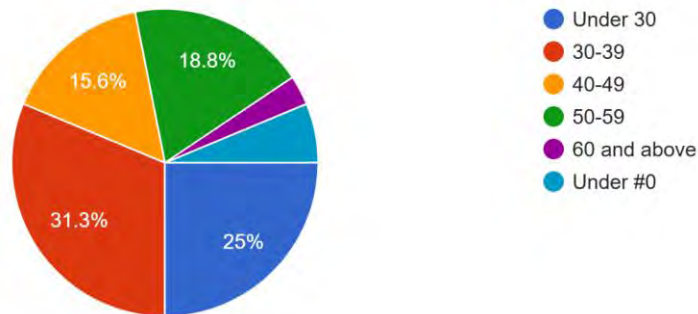


Figure 137: Survey for Parents/Guardians- Age

The survey results reveal a diverse demographic distribution among respondents, with significant representation across various age groups. Younger parents, aged under 30 and between 30-39, each constitute 10 respondents, indicating a tech-savvy and potentially more adaptable demographic to online education. In contrast, older age groups, particularly those between 50-59 and over 60, represent a smaller proportion of respondents, with 6 and 1 respondent respectively. This diversity in age groups suggests varying levels of familiarity and comfort with digital learning platforms, which may influence parental perspectives on the effectiveness and suitability of online education for their children. Understanding these generational perspectives is crucial for tailoring educational strategies that cater to the needs and expectations of all parent groups involved.

Gender
32 responses

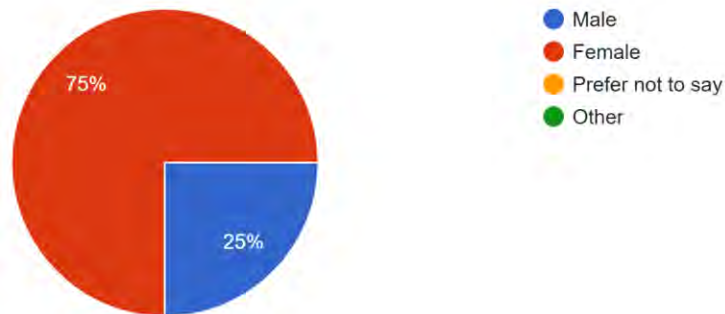


Figure 138: Survey for Parents/Guardians- Gender

Out of 32 respondents surveyed regarding parental perspectives on education, 24 are female, constituting 75% of the total respondents. In contrast, 8 respondents are male, making up 25% of the total. This significant majority of female respondents suggests a higher level of involvement and interest in their children's education, possibly influenced by their roles as primary caregivers and their active participation in supporting educational activities outside of school. This demographic insight underscores the importance of considering parental engagement, particularly among mothers, when designing educational strategies and initiatives.

Relationship to the child:
32 responses

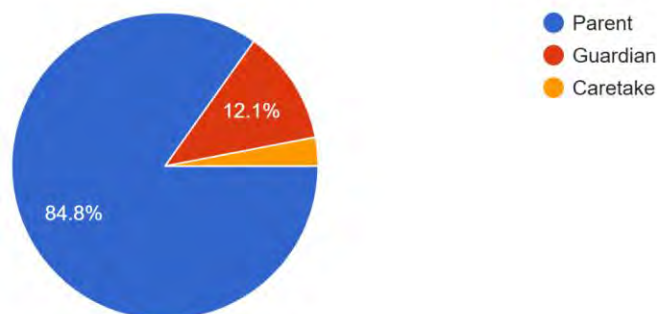


Figure 139: Survey for Parents/Guardians- Relationship to the child

The survey results indicate that out of 32 respondents, a majority of 28 are parents, comprising 87.5% of the total. This high proportion suggests that the perspectives gathered predominantly reflect parental viewpoints directly involved in their children's educational decisions and experiences. Additionally, 4 respondents identified as guardians, representing 12.5% of the total, and 1 respondent as a caretaker. These findings underscore the primary role of parents in shaping educational choices and support systems for their children, highlighting the significance of understanding parental perspectives in educational research and policy development.

Type of school your child/children attend:
32 responses

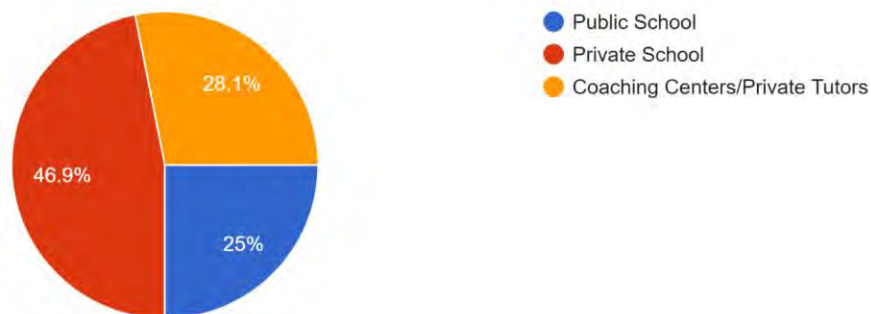


Figure 140: Survey for Parents/Guardians- School Type

The survey data reveals a varied distribution of school types among respondents, reflecting diverse educational preferences and contexts. A majority of parents, 15 out of 32, have chosen private schools for their children, indicating a strong inclination towards institutions offering specialized curricula and potentially higher educational standards. Additionally, 9 respondents have opted for coaching centers, private tutors, or private candidacy, underscoring a trend towards supplementary education outside traditional school environments. In contrast, 8 respondents have children

enrolled in public schools, highlighting the continued importance of accessible, government-supported education options. These findings illustrate the complex landscape of educational choices faced by parents in Bangladesh, influenced by factors such as perceived quality, resources, and individualized learning needs for their children. Understanding these preferences is crucial for policymakers and educators aiming to enhance educational equity and meet diverse parental expectations effectively.

How satisfied are you with the current education system in Bangladesh?

32 responses

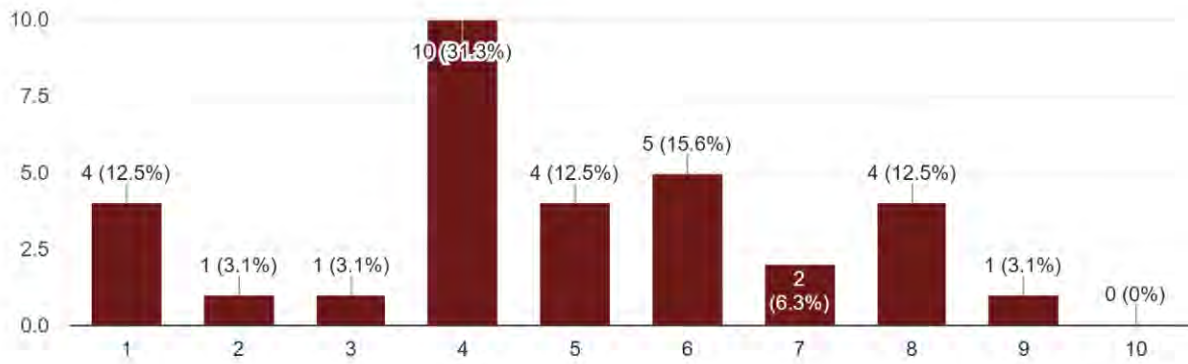


Figure 141: Survey for Parents/Guardians- Satisfaction with Education System

The survey results indicate a diverse range of satisfaction levels among parents regarding the current education system in Bangladesh. The majority of responses are clustered between ratings 4 to 8, suggesting mixed sentiments about the system. Specifically:

- Rating 4 received the highest count with 10 responses, indicating a moderate level of satisfaction tempered by concerns or areas for improvement.

- Ratings 6 and 8 follow closely with 5 and 4 responses respectively, suggesting a relatively positive outlook on certain aspects of the education system.
- Ratings at the extremes, such as 1, 2, and 10, received fewer responses, indicating dissatisfaction or exceptionally high satisfaction were less common among respondents.

What challenges do you perceive in the current education system? (Select all that ply)

32 responses

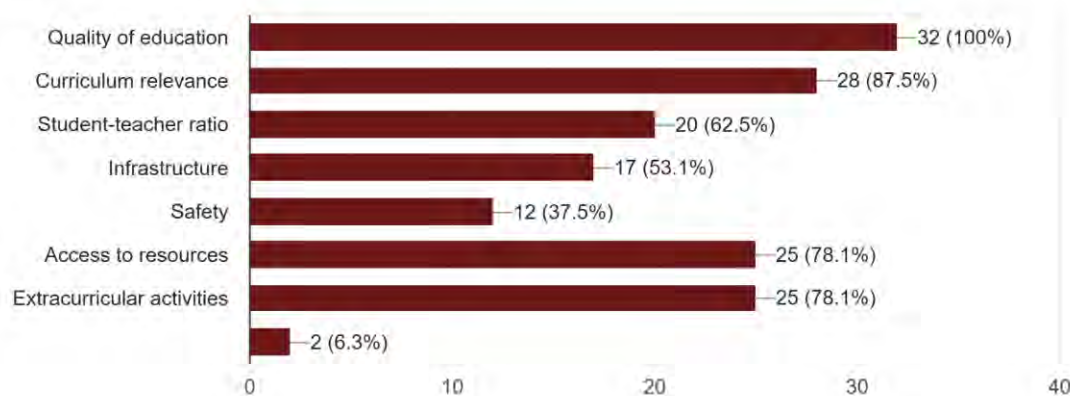


Figure 142: Survey for Parents/Guardians- Challenges in current Education System

According to responses from 32 participants, several key challenges were identified in Bangladesh's education system. The most significant concern highlighted by all respondents is the quality of education, accounting for 100% of responses. This widespread perception underscores urgent calls for improvements in educational standards and outcomes. Following closely, curriculum relevance was noted by 28 respondents, constituting 87.5% of the total, indicating a strong desire for curricula that better meet real-world needs. Access to resources and participation in extracurricular activities were each cited by 25 respondents, representing 78.1% of the total, reflecting challenges in providing comprehensive educational experiences. Concerns about the student-teacher ratio were noted by 20 respondents, accounting for 62.5%, highlighting issues with

classroom dynamics and individualized attention. Infrastructure challenges were mentioned by 17 respondents, comprising 53.1%, while safety concerns were raised by 12 respondents, making up 37.5% of the total. These findings underscore the multifaceted nature of challenges within the education system, suggesting a need for targeted reforms to enhance overall educational quality and accessibility.

Have you considered enrolling your child/children in online learning programs?
32 responses

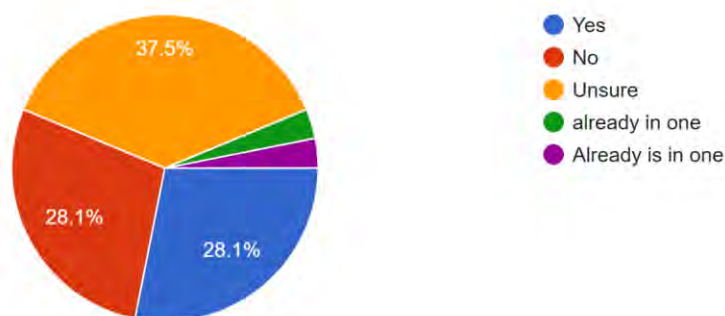


Figure 143: Survey for Parents/Guardians- Considering to Enroll in Online Edu

The survey reflects mixed sentiments among parents regarding the enrollment of their children in online learning programs. Approximately 28.1% of respondents (9 out of 32) indicated a willingness to consider online programs, while an equal percentage expressed a definite decision not to enroll their children. A larger portion, comprising 37.5% of respondents, remain uncertain about this option. Interestingly, 6.3% of respondents noted that their children are already enrolled in such programs, suggesting a gradual adoption of online education platforms. These findings highlight varying levels of readiness and apprehension among parents towards integrating online

learning into their children's educational journey, influenced by factors such as perceived effectiveness, accessibility, and adaptability to traditional learning methods.

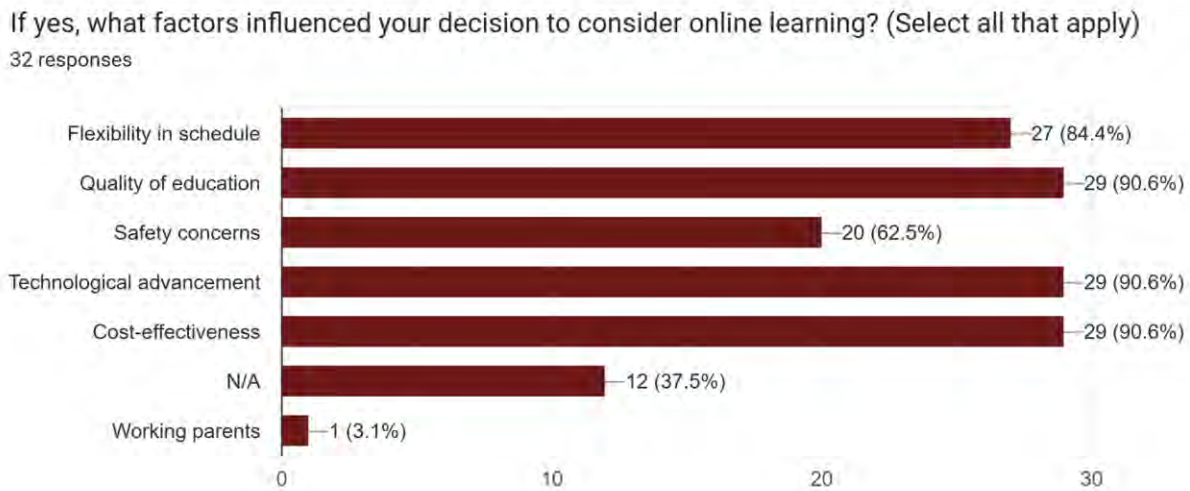


Figure 144: Survey for Parents/Guardians- Factors influencing to enroll

In exploring factors influencing parents' decisions to consider online learning for their children, the survey revealed several significant considerations. A substantial 84.4% of respondents cited flexibility in schedule as a primary factor, indicating a strong preference for educational options that can accommodate varying daily routines. Similarly, quality of education and technological advancement emerged as critical factors, with 90.6% of respondents valuing effective educational content and modern learning tools. Cost-effectiveness was equally paramount, noted by 90.6% of respondents, underscoring financial concerns in educational decisions. Safety concerns also played a role, influencing 62.5% of respondents in seeking secure learning environments. However, 37.5% of respondents noted a lack of applicable factors (N/A), suggesting varying perceptions or unmet needs in current online learning offerings. Additionally, one respondent highlighted the challenge faced by working parents, emphasizing the necessity for flexible educational solutions

to accommodate busy schedules. These findings portray a nuanced landscape of motivations and considerations shaping parental attitudes towards online education.

If a reputable online school based in the UK with qualified native English-speaking teachers offered a flexible schedule tailored to your child's needs, would you consider enrolling your child?

32 responses

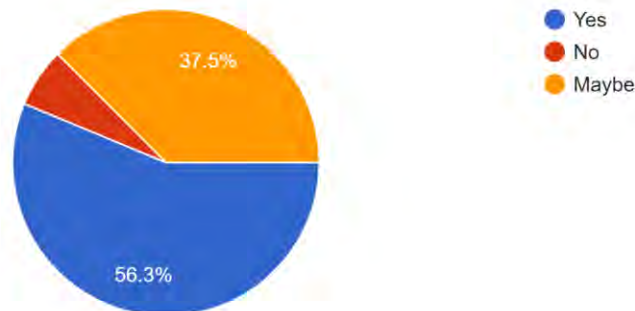


Figure 145: Survey for Parents/Guardians- Edu Online Program

Out of 32 respondents, 18 indicated they would consider enrolling their child (56.25%), 12 responded negatively (37.5%), and 2 were unsure (6.25%).

This data reveals a significant interest among a majority of parents in exploring educational opportunities that offer quality instruction from native English speakers along with the flexibility to accommodate their child's individual needs. The positive response highlights a perceived value in accessing international educational standards and English language proficiency, despite potential concerns or preferences for traditional schooling methods among a minority. This trend underscores a growing openness towards online education models that prioritize both educational quality and flexibility in scheduling, reflecting evolving parental attitudes towards modern educational options.

What concerns do you have about online learning? (Select all that apply)

32 responses

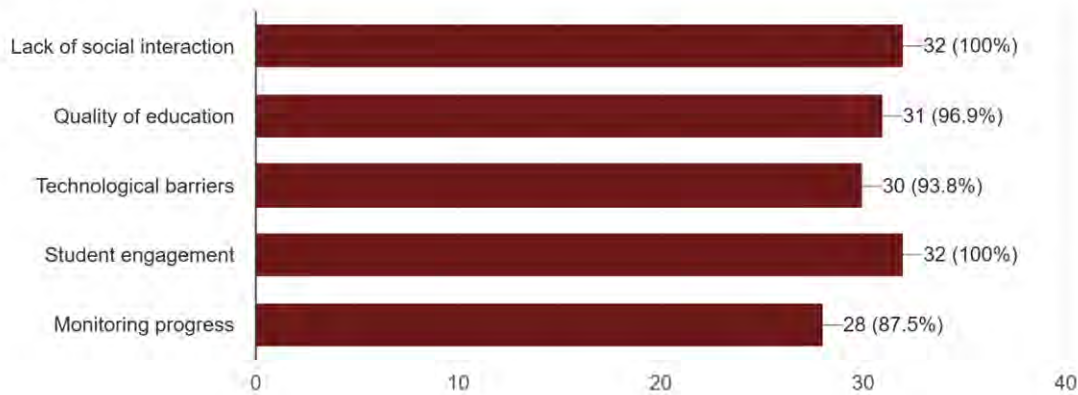


Figure 146: Survey for Parents/Guardians- Concerns about online Learning

The survey revealed significant apprehensions among respondents regarding online learning. Lack of social interaction was unanimously cited as a concern by 100% of respondents, highlighting the critical role of interpersonal dynamics in educational settings. Additionally, quality of education was a concern for 96.9% of respondents, indicating doubts about the effectiveness and depth of online educational content. Technological barriers were noted by 93.8% of respondents, reflecting challenges related to access, reliability, and proficiency with digital tools. Concerns about student engagement were expressed by all 100% of respondents, emphasizing worries about maintaining interest and active participation in online classes. Monitoring progress was noted by 87.5% of respondents, highlighting challenges in effectively tracking and assessing student learning in virtual environments. These findings underscore the multifaceted challenges and considerations associated with the shift towards online education.

Do you believe that online education can provide the same quality of education as traditional schools in Bangladesh?

32 responses

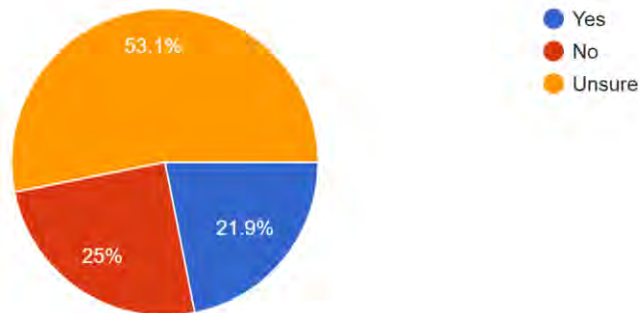


Figure 147: Survey for Parents/Guardians- Perceptions of Online Education

Among the respondents, opinions were divided regarding whether online education can provide the same quality of education as traditional schools in Bangladesh. Seven respondents (21.9%) expressed confidence that online education can match traditional schooling standards. In contrast, eight respondents (25%) disagreed, indicating skepticism about online education's ability to deliver comparable educational quality. The majority, comprising 17 respondents (53.1%), were unsure, suggesting significant uncertainty or resistance towards online education. Some parents voiced concerns that online education may not offer the same level of educational resources and engagement as traditional schools, questioning the value of paying equivalent fees for potentially less interactive learning experiences. These insights reflect ongoing debates and reservations surrounding the adoption of online education in Bangladesh.

How involved are you in your child's education?

32 responses

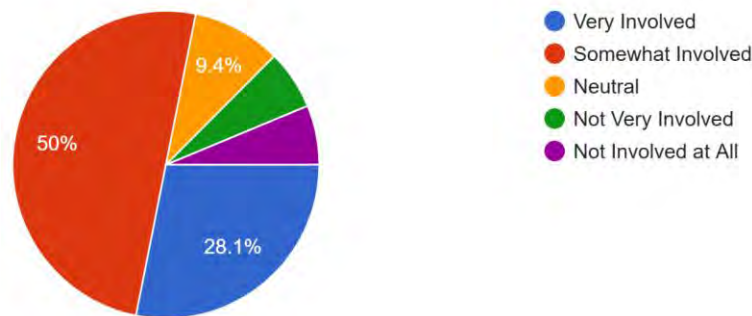


Figure 148: Survey for Parents/Guardians- Parental Involvement in Child's Education

The survey indicates varied levels of parental involvement in their child's education. A significant portion, comprising 28.1% of respondents, reported being **Very Involved**, demonstrating active participation in their child's academic journey. **Somewhat Involved** parents constituted 50% of respondents, indicating moderate engagement in their child's educational activities. A smaller number, 9.4%, expressed a **Neutral** stance, suggesting a balanced or indifferent approach to involvement. Meanwhile, 6.3% of respondents indicated **Not Very Involved**, signifying limited engagement, and another 6.3% reported **Not Involved at All**, reflecting minimal to no participation in their child's educational affairs. These findings underscore the diverse levels of parental engagement in education within the surveyed group.

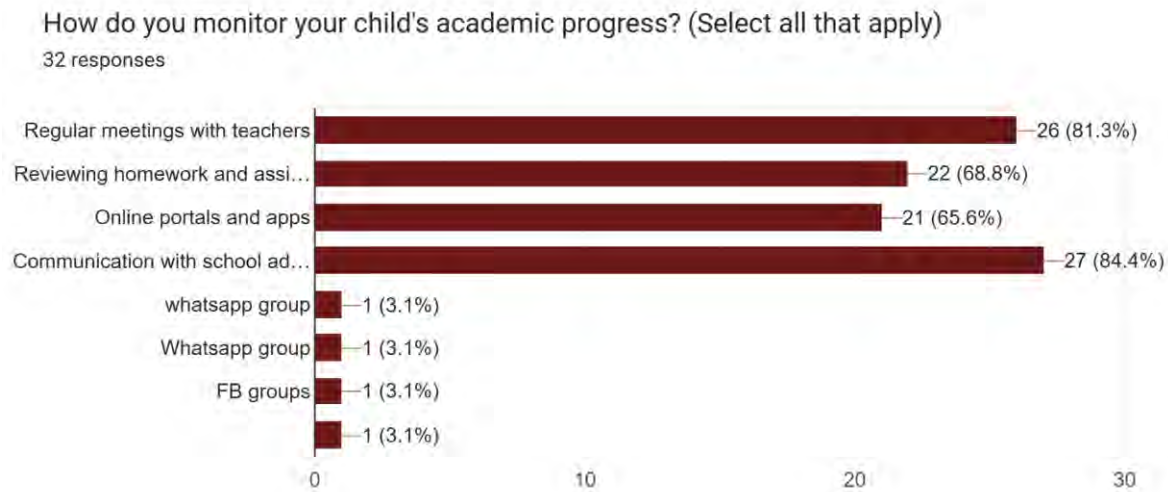


Figure 149: Survey for Parents/Guardians- Monitoring Academic Progress

Parents employ various methods to monitor their child's academic progress. The most common approaches include Regular meetings with teachers (81.3%), Communication with school administration (84.4%), and Reviewing homework and assignments (68.8%). Additionally, Online portals and apps (65.6%) are frequently used for tracking academic updates. A smaller number utilize WhatsApp groups (6.3%), Facebook groups (3.1%), and other methods (3.1%) to stay informed about their child's educational development. These findings highlight a proactive approach by parents in monitoring and supporting their children's academic journeys.

Do you use any digital tools or apps to help your child with their studies?

32 responses

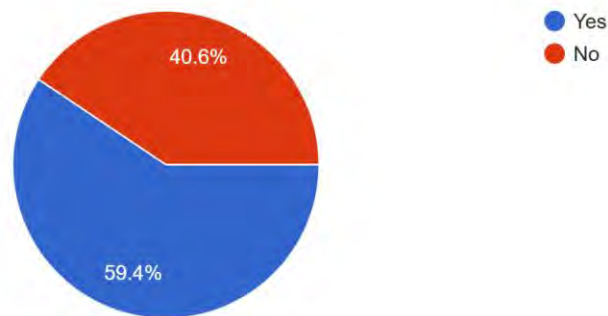


Figure 150: Survey for Parents/Guardians- Use of Digital Tools for Child's Studies

Among the respondents, 59.4% (19 out of 32) reported using digital tools or apps to assist their children with their studies. This indicates a significant reliance on digital resources despite initial skepticism towards online education among Bangladeshi parents.

If yes, which tools or apps do you use? (Select all that apply)

32 responses

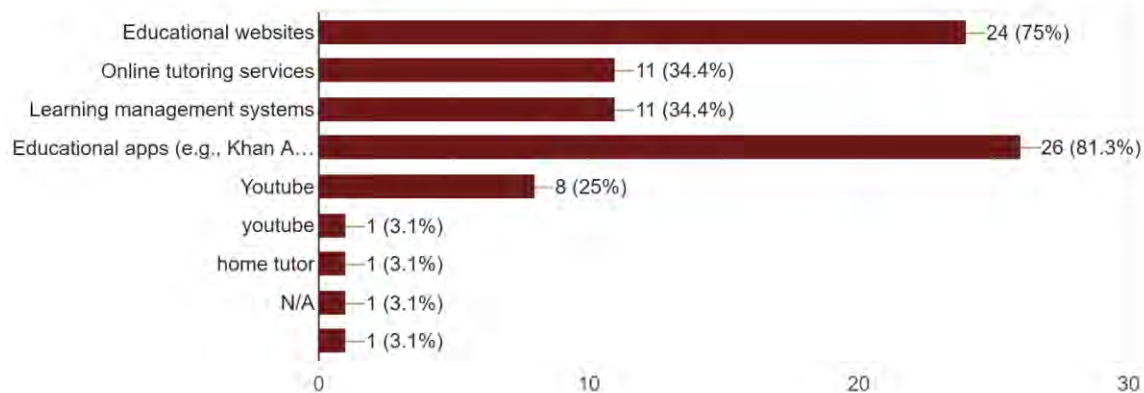


Figure 151: Survey for Parents/Guardians- Digital Tools and Apps used for Child's Education

Parents reported using a variety of digital tools and apps to support their children's studies. Educational websites were utilized by 75% (24 out of 32 respondents), while educational apps like

Khan Academy and Duolingo were used by 81% (26 out of 32 respondents). Learning management systems and online tutoring services were each employed by 34% (11 out of 32 respondents). YouTube was utilized by 28% (9 out of 32 respondents), and home tutoring was mentioned by 3% (1 out of 32 respondents). Two respondents (6%) indicated that they did not use any digital tools or apps for their child's studies. This reliance highlights a shift towards integrating technology into education despite initial reservations, demonstrating a growing acceptance of digital tools in enhancing academic support for students.

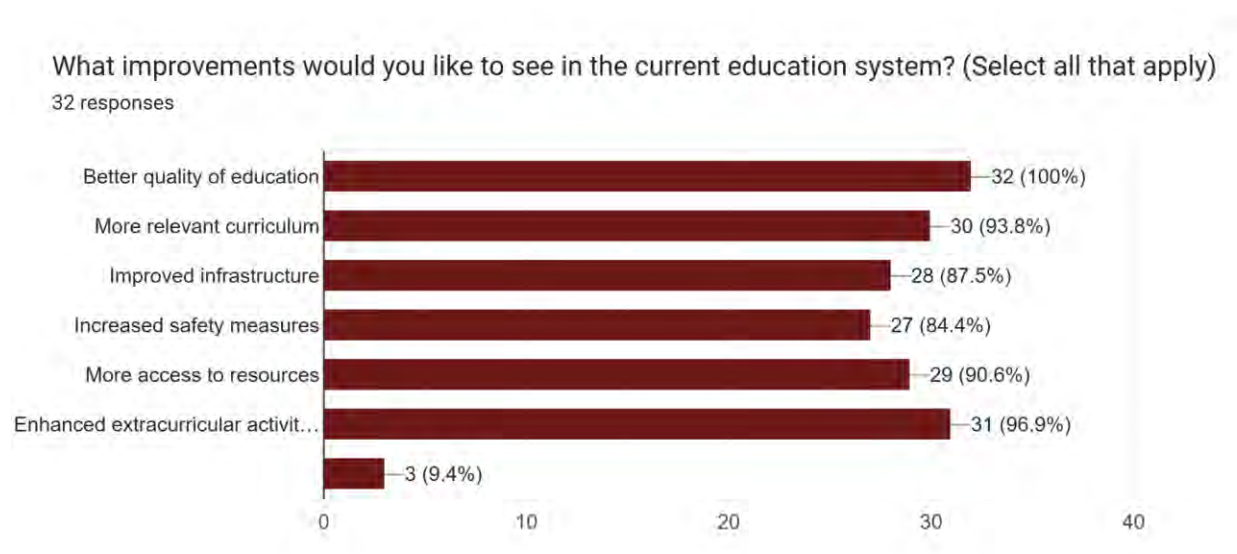


Figure 152: Survey for Parents/Guardians- Improvements for current education system

Parents expressed a strong desire for various improvements in the current education system. The top priorities include better quality of education (100%), more relevant curriculum (93.8%), improved infrastructure (87.5%), increased safety measures (84.4%), more access to resources (90.6%), and enhanced extracurricular activities (96.9%). These responses underscore a comprehensive call for systemic enhancements across multiple facets of the educational environment in Bangladesh.

Understanding Parental Perspectives on Online Education reveals a nuanced landscape where parents in Bangladesh navigate the potential of digital learning amidst varying levels of acceptance and skepticism. With a majority of respondents leaning towards traditional schooling, concerns about online education's ability to match traditional standards persist, driven by perceived disparities in educational quality and engagement. Yet, the survey also highlights a significant reliance on digital tools to support their children's studies, indicating a practical integration despite reservations. As education continues to evolve, these insights illuminate the ongoing dialogue and adaptation needed to bridge parental expectations with the evolving digital education landscape.

3.3.5- Assessing Flexibility's Impact on Student Engagement in Online Education

As online education continues to evolve, the concept of flexibility has emerged as a critical factor influencing student engagement and academic success. Flexibility in online learning environments can manifest in various forms, including adjustable schedules, self-paced courses, and the ability to access materials at any time. This subchapter aims to explore the impact of these flexible learning options on student engagement, drawing insights from surveys conducted among students and faculty at King's Inter High School. Additionally, it will compare these findings with data from traditional school environments and coaching centers to provide a comprehensive understanding of how flexibility influences student motivation, participation, and overall academic performance.

3.3.5.1- Student Perspectives from King's Inter High School

What is your age?

15 responses

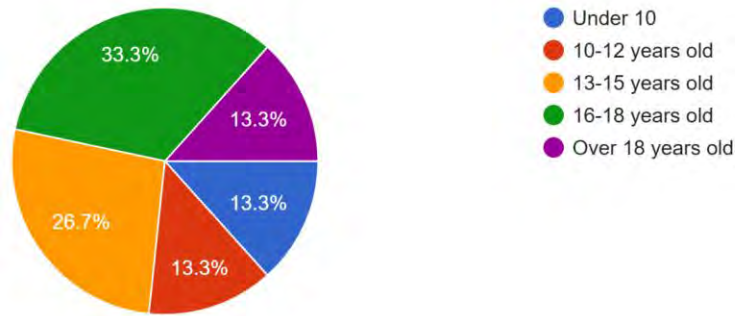


Figure 153: Survey for KIH Students- Age

The survey from King's Inter High School students, comprising 15 responses, shows a diverse age distribution. Two respondents are under 10 years old, another two are between 10 and 12, four are between 13 and 15, five are between 16 and 18, and two are over 18. This variety in age groups provides a comprehensive view of how flexibility in online education impacts students at different stages of their academic journey. Understanding the needs and experiences across this spectrum is crucial for assessing how flexible learning environments cater to varying levels of maturity, academic demands, and personal responsibilities.

What is your gender?

15 responses

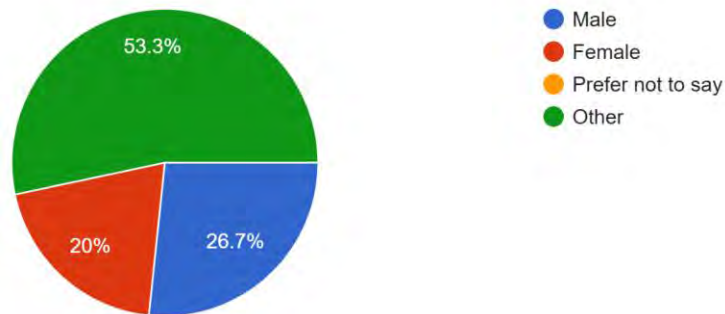


Figure 154: Survey for KIH Students- Gender

The gender distribution among the 15 King's Inter High School students surveyed reflects a notable contrast to traditional schools, particularly in Bangladesh. While traditional settings typically account for only two genders, the KIH survey reveals a more diverse range: three females, four males, and eight identifying as others. This indicates a more open and inclusive environment at KIH, where students feel comfortable expressing their gender identities, highlighting a significant cultural shift in comparison to the more conventional norms observed in Bangladeshi educational settings.

What grade are you currently studying in?

15 responses

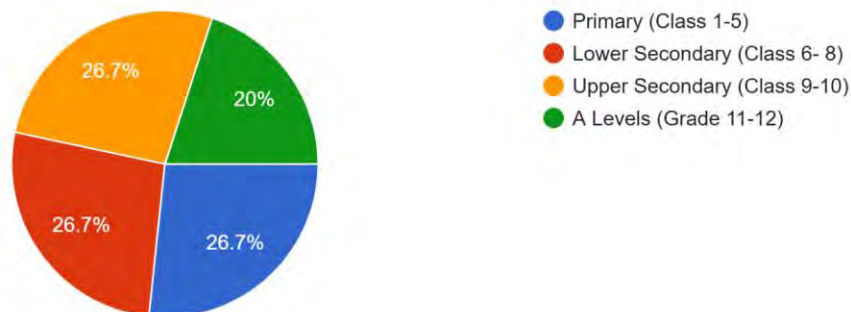


Figure 155: Survey for KIH Students- Grade

Out of the 15 King's Inter High School students surveyed, the grade distribution is as follows: four are in primary school, four in lower secondary, four in upper secondary, and three in A-levels. This diverse representation across various educational stages allows for a comprehensive understanding of the impact of online education on student engagement across different age groups.

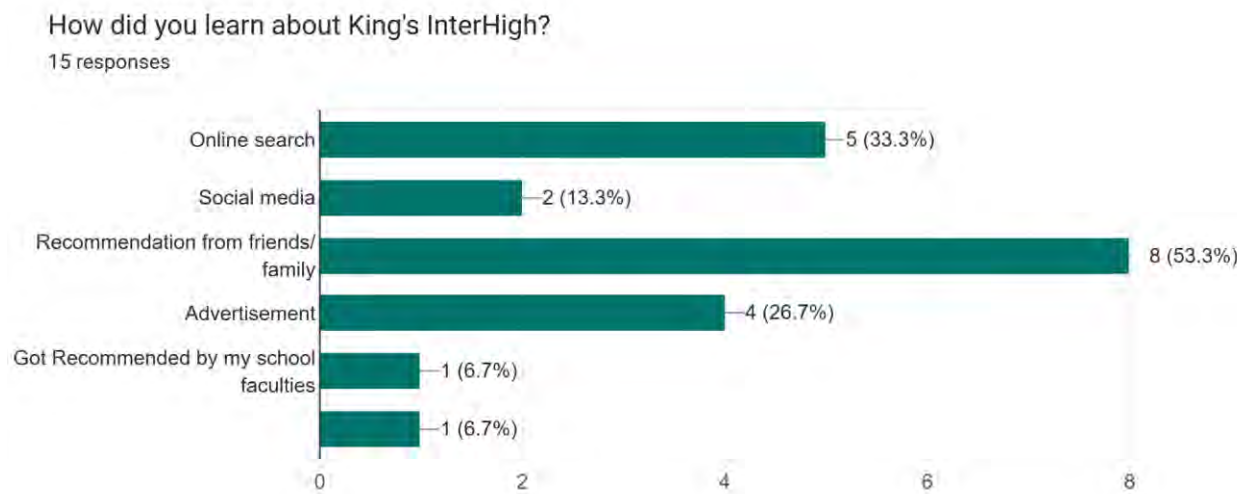


Figure 156: Survey for KIH Students- Learn about KIH

How long have you been enrolled in King's InterHigh?

15 responses

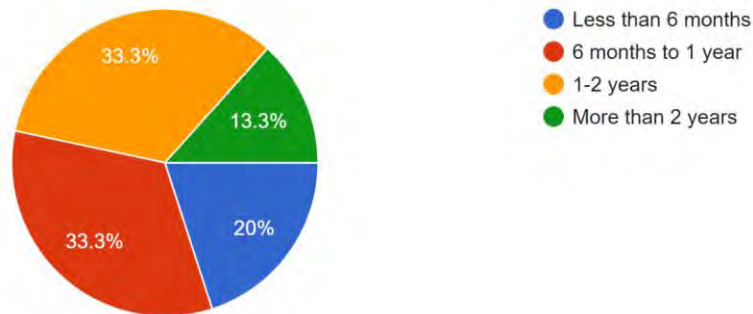


Figure 157: Survey for KIH Students- Enrolled in KIH

The students' duration of enrollment at King's Inter High School varied, with three students having been enrolled for less than six months, five students between six months to one year, another five students for one to two years, and two students for more than two years. This range in enrollment duration provides insights into how both new and long-term students perceive and engage with the online education system at KIH.

How would you rate your overall experience with online education at King's InterHigh?

15 responses

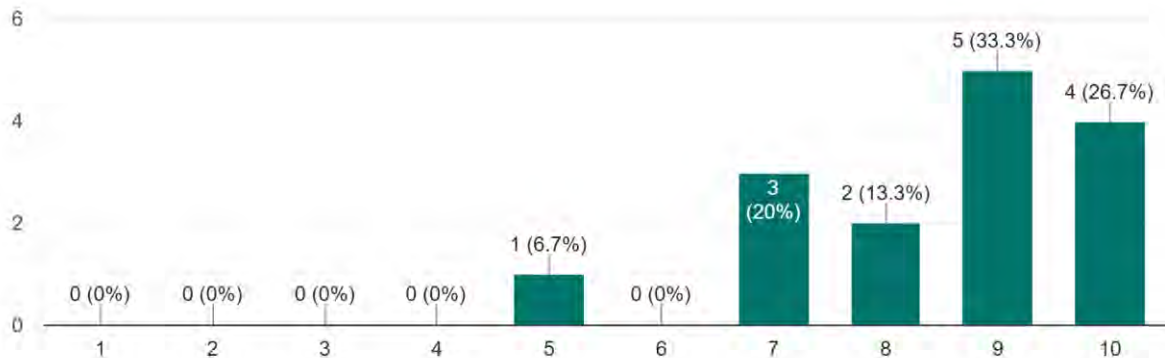


Figure 158: Survey for KIH Students- Rating Overall Experience

The overall experience with online education at King's InterHigh received positive feedback from the students. Four students rated their experience a perfect 10, indicating they were very satisfied. Five students rated their experience as a 9, while two students rated it an 8. Three students rated their experience as a 7, and one student rated it as a 5. This data highlights that the majority of students at KIH have had a favorable experience with their online education, with most ratings falling in the higher end of the satisfaction scale.

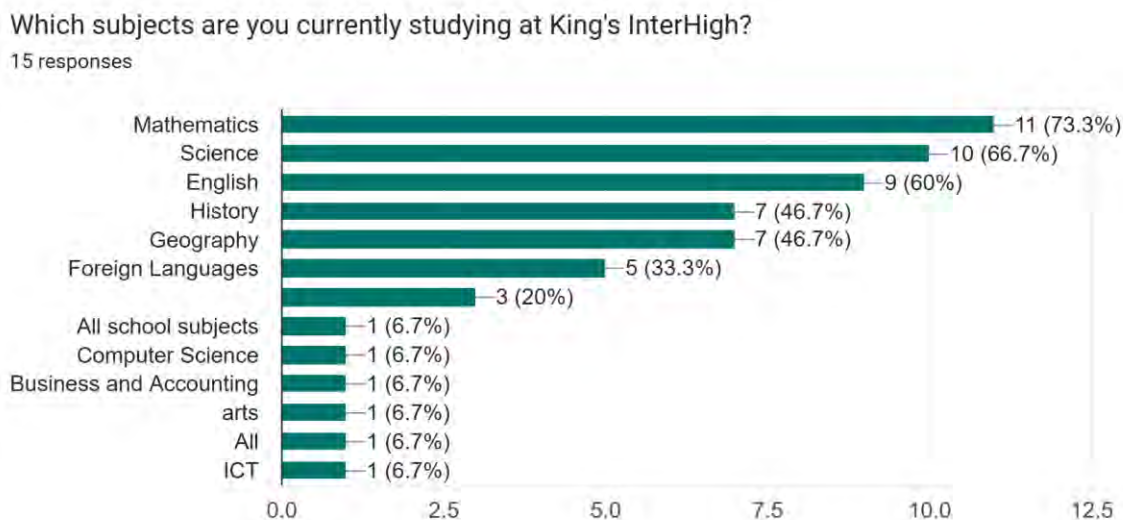


Figure 159: Survey for KIH Students- Subjects

From the information provided, it's clear that King's InterHigh offers a diverse array of subjects similar to those offered in traditional schools. This diversity likely contributes to a comprehensive educational experience for students, accommodating various academic interests and needs.

How often do you interact with your teachers at King's InterHigh?

15 responses

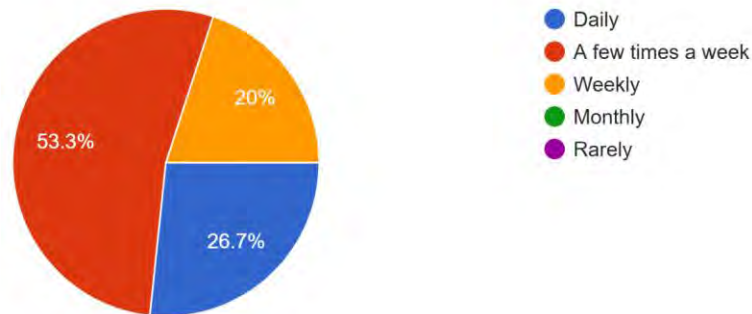


Figure 160: Survey for KIH Students- Interaction with Teachers

The interaction frequency between students and teachers at King's InterHigh is quite active, with most students reporting regular interactions either daily or a few times a week. This level of engagement likely supports ongoing support and guidance in their studies.

How frequently do you utilize technology for learning purposes?

15 responses

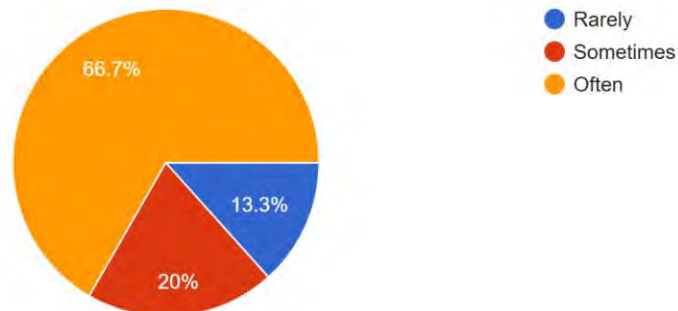


Figure 161: Survey for KIH Students- Utilize Technology for Learning Purpose

It appears that the majority of students at King's InterHigh frequently use technology for their learning, with a significant number indicating they do so often. This high utilization suggests a strong reliance on technological tools to support their educational needs.



Figure 162: Survey for KIH Students- Digital Tools and Resources

Virtual classrooms like Zoom and Teams are unanimously considered the most helpful digital tools among students at King's InterHigh for their online education experience. Additionally, educational apps and online textbooks/resources are also highly valued, indicating a reliance on versatile and interactive digital resources for learning.

Have you faced any challenges with technology implementation in online learning?

15 responses

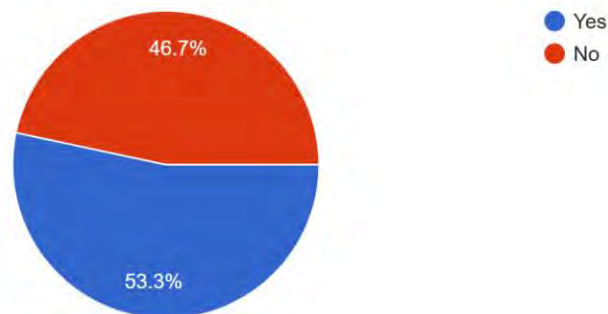


Figure 163: Survey for KIH Students- Challenges Faced With Tech Implementations

Out of 15 respondents at King's InterHigh, 53% reported facing challenges with technology implementation in online learning, highlighting the complexities that students may encounter despite the benefits of digital education tools, indicating a mixed experience with technological aspects of their online education.

How do you manage your study schedule and attendance in the online learning environment?

(Select all that apply)

15 responses

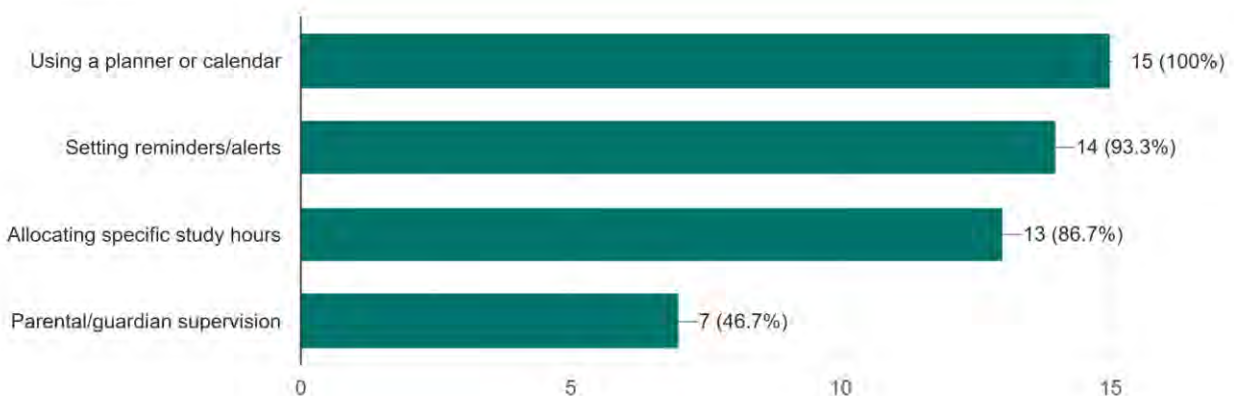


Figure 164: Survey for KIH Students- Study Schedule Management

In managing their study schedules and attendance in the online learning environment, King's InterHigh students employ effective strategies: all 15 respondents use a planner or calendar, 14 use reminders/alerts, 13 allocate specific study hours, and 7 rely on parental or guardian supervision. These methods underscore their disciplined and structured approach to online education.

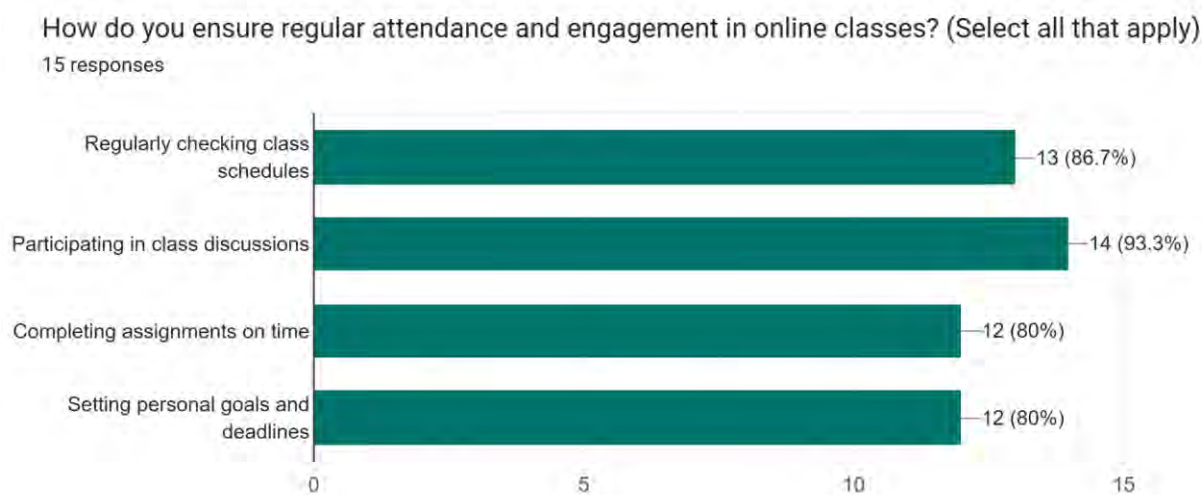


Figure 165: Survey for KIH Students- Attendance and Engagement

The students at King's InterHigh demonstrate proactive engagement strategies in their online learning environment. Approximately 87% regularly check class schedules, 93% actively participate in class discussions, 80% prioritize timely assignment completion, and another 80% set personal goals and deadlines to maintain consistent attendance and engagement. These efforts highlight their commitment to effective online education practices.

How has online education impacted your learning outcomes?

15 responses

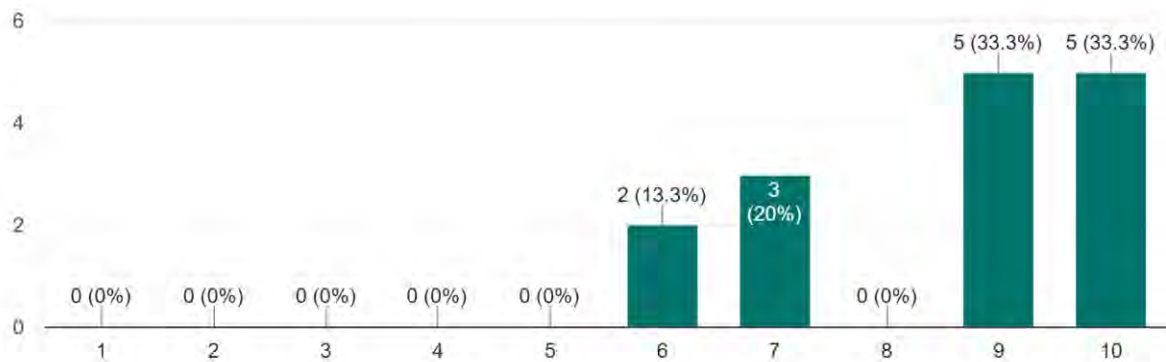


Figure 166: Survey for KIH Students- Online Education Impacting Learning Outcomes

From the responses gathered, it's evident that online education at King's InterHigh has significantly benefited the learning outcomes of the students. Approximately 67% of respondents rated their experience with online education between 9 and 10 on a scale from 1 to 10, reflecting a predominantly positive impact on their learning outcomes. This underscores the effectiveness of online learning tools and methodologies employed at the institution.

Do you find the flexibility in timing beneficial for your learning?

15 responses

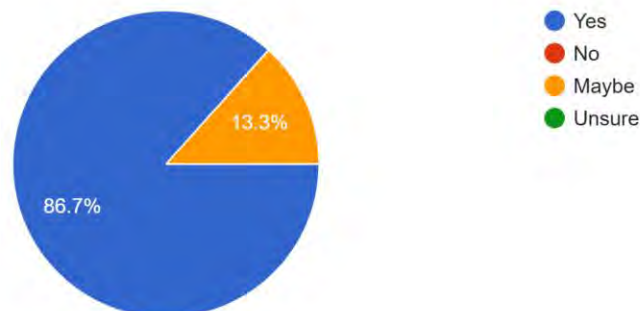


Figure 167: Survey for KIH Students- Flexibility

From the survey results, it's clear that a majority of students (87%) at King's InterHigh find the flexibility in timing beneficial for their learning experience. This high satisfaction indicates that flexible scheduling supports their educational needs effectively. Comparing this positive response with traditional education settings could highlight contrasts in flexibility and its perceived benefits.

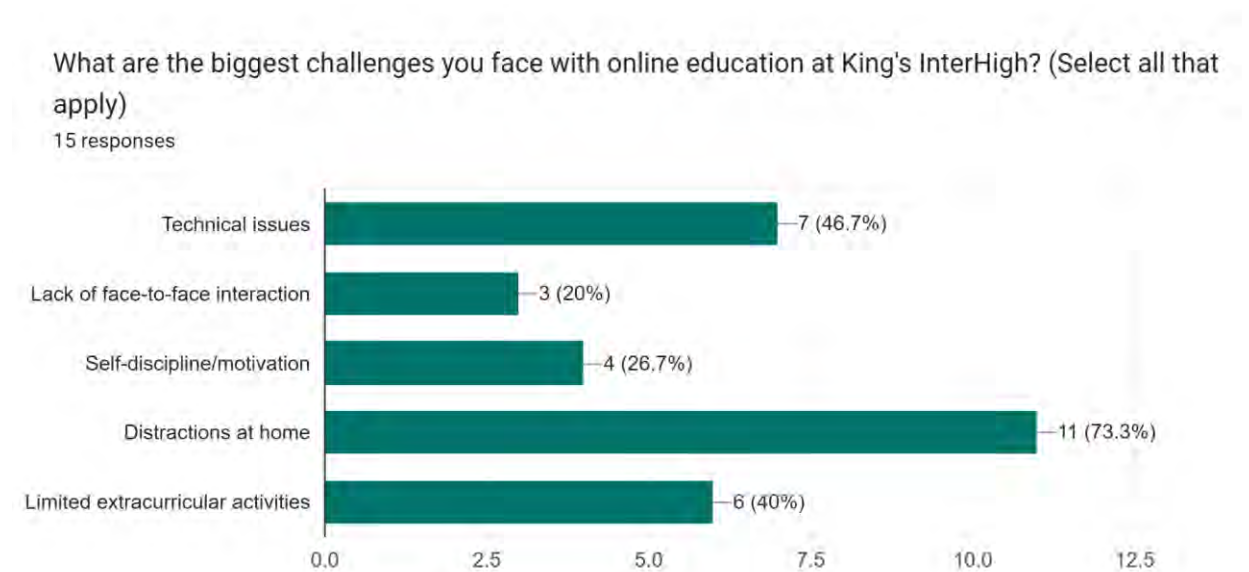


Figure 168: Survey for KIH Students- Challenges

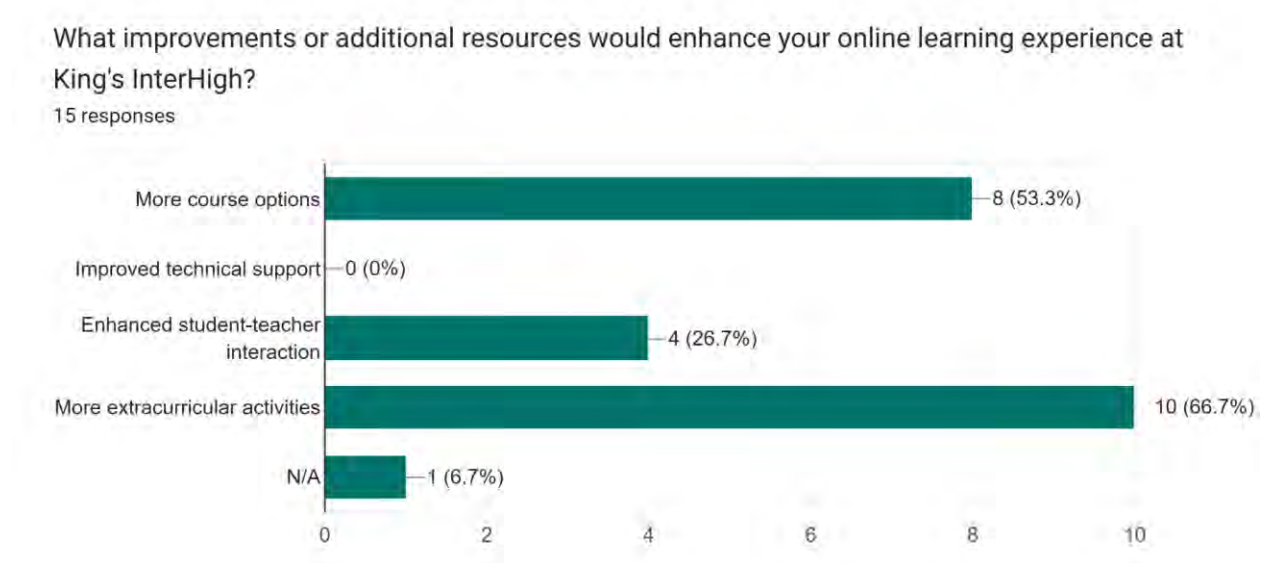


Figure 169: Survey for KIH Students- Improvements

Based on the feedback from King's InterHigh students regarding their online education experience, several key challenges and improvement areas have been identified. The most prevalent challenges include technical issues, noted by 7 students, and distractions at home, cited by 11 students, highlighting the impact of environment on learning. Additionally, concerns about limited face-to-face interaction and the need for self-discipline and motivation were also noted. Looking towards improvements, students expressed a strong desire for more course options and increased extracurricular activities, while some highlighted the importance of enhancing student-teacher interaction. These insights underscore the ongoing adjustments needed to optimize online learning environments at King's InterHigh.

Do you plan to continue your education at King's InterHigh for the next academic year?

15 responses

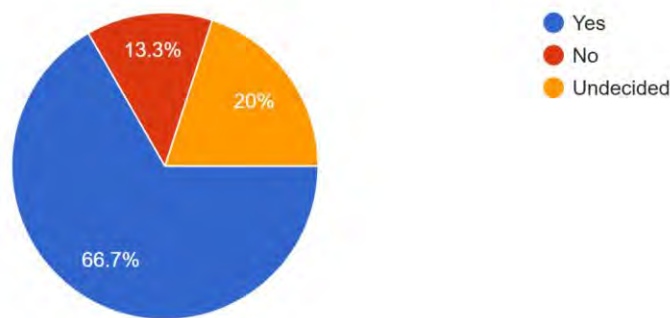


Figure 170: Survey for KIH Students- Next Academic Year

It's important to note that among the 15 respondents, 10 plan to continue their education at King's InterHigh for the next academic year. It's also noteworthy that 2 respondents indicated they will not continue, and 3 are undecided. This decision might be influenced by upcoming graduations for some students, which could impact their plans for the following academic year.

3.3.5.2- Faculty Insights from King's Inter High School

What is your age?
16 responses

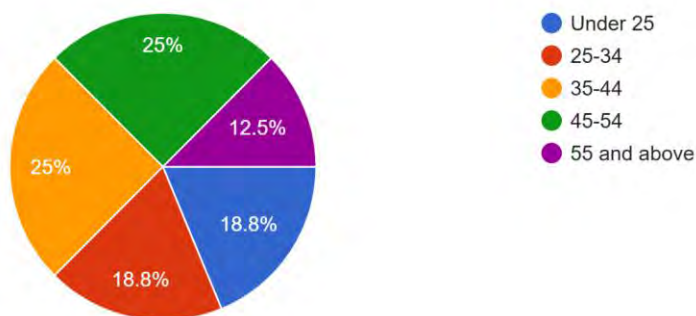


Figure 171: Survey for KIH Teacher- Age

The survey data from (KIH) faculty reveals a diverse age distribution, reflecting a balanced representation across different age groups. With 16 respondents, the faculty demographics show a notable presence across various age brackets: 3 respondents are under 25, another 3 are between 25 and 34, 4 respondents fall in the 35-44 age range, 4 more are aged 45-54, and 2 respondents are above 55 years old.

This diversity in age groups among KIH faculty suggests a dynamic mix of experience and perspectives within the institution. Such a distribution contrasts with traditional school settings where age demographics might skew differently due to varying institutional policies and recruitment practices. This diverse age representation at KIH could contribute to a rich educational environment, potentially bringing varied insights and experiences to teaching practices and student interactions.

What is your gender?

16 responses

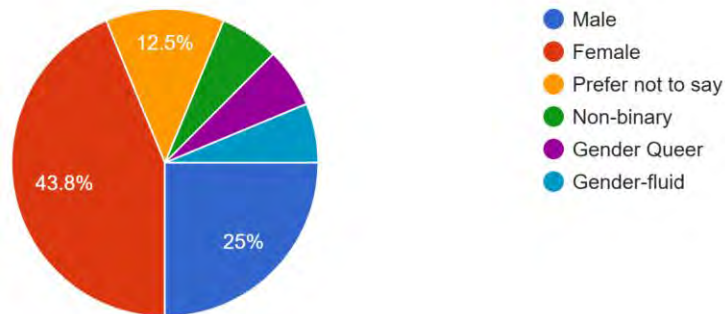


Figure 172: Survey for KIH Teacher- Gender

The survey responses from King's InterHigh (KIH) faculty showcase a diverse representation across genders, reflecting an inclusive environment within the institution. Out of 16 respondents, there are 7 females, 4 males, and a notable diversity with 2 preferring not to say, along with 1 respondent each identifying as gender fluid, gender queer, and non-binary.

This diversity in gender identity among KIH faculty contrasts starkly with traditional educational settings in Bangladesh, where surveys typically exhibit a more conventional binary gender representation. The inclusion of various gender identities at KIH suggests a progressive approach to inclusivity and diversity in its workforce. This diversity can enrich educational practices by fostering a broader range of perspectives and experiences among faculty members, potentially enhancing the overall learning environment for students.

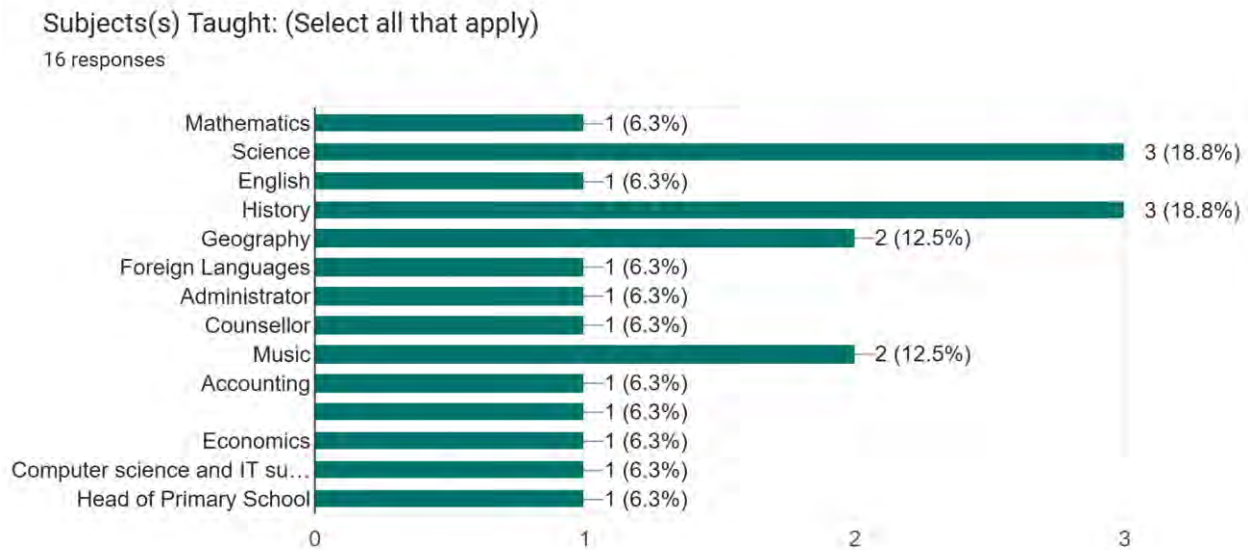


Figure 173: Survey for KIH Teacher- Subject Taught

How long have you been teaching at King's InterHigh?

16 responses

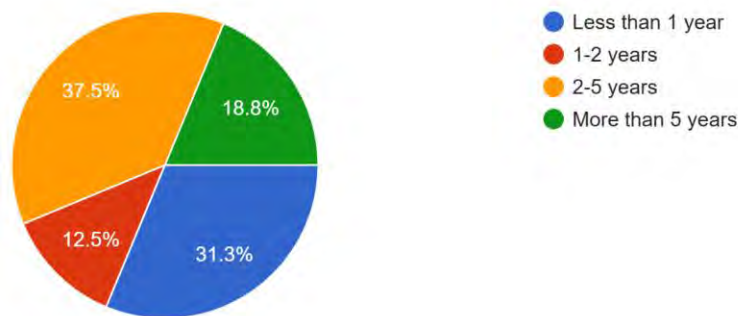


Figure 174: Survey for KIH Teacher- Duration of Teaching at KIH

There is a noticeable distribution: 37.5% have been teaching at KIH for 2-5 years, 31.3% for less than a year, 18.8% for more than 5 years, and 12.5% for 1-2 years. This diversity in teaching experience contrasts sharply with the typically more uniform tenure seen in traditional education sectors in Bangladesh, where such detailed breakdowns are less common. This variety of

experience levels among KIH faculty suggests a potentially rich blend of perspectives and institutional knowledge that could influence teaching practices and institutional development.

How do you rate your overall experience with online teaching at King's InterHigh?

16 responses

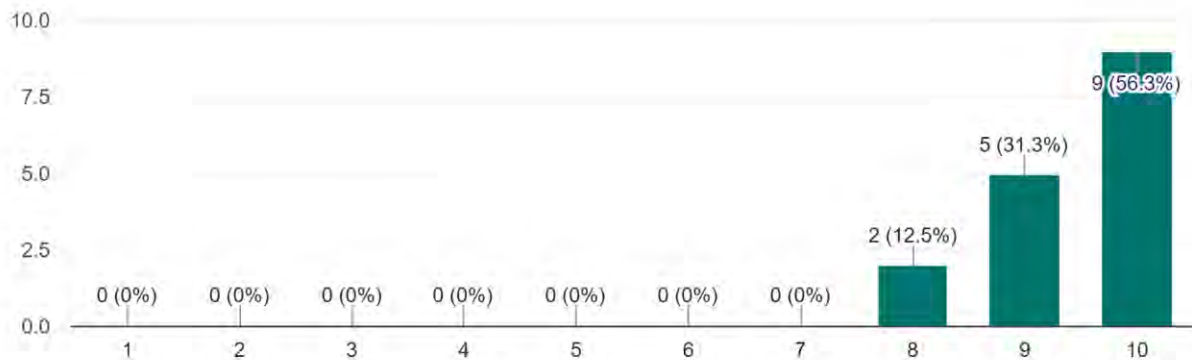


Figure 175: Survey for KIH Teacher- Overall Experience

From the 16 responses regarding their overall experience with online teaching at King's InterHigh, the ratings are as follows: 56.3% (9 respondents) rated it a 10, 31.3% (5 respondents) rated it a 9, and 12.5% (2 respondents) rated it an 8. This overwhelmingly positive feedback suggests a high level of satisfaction among KIH faculty members with their online teaching experience.

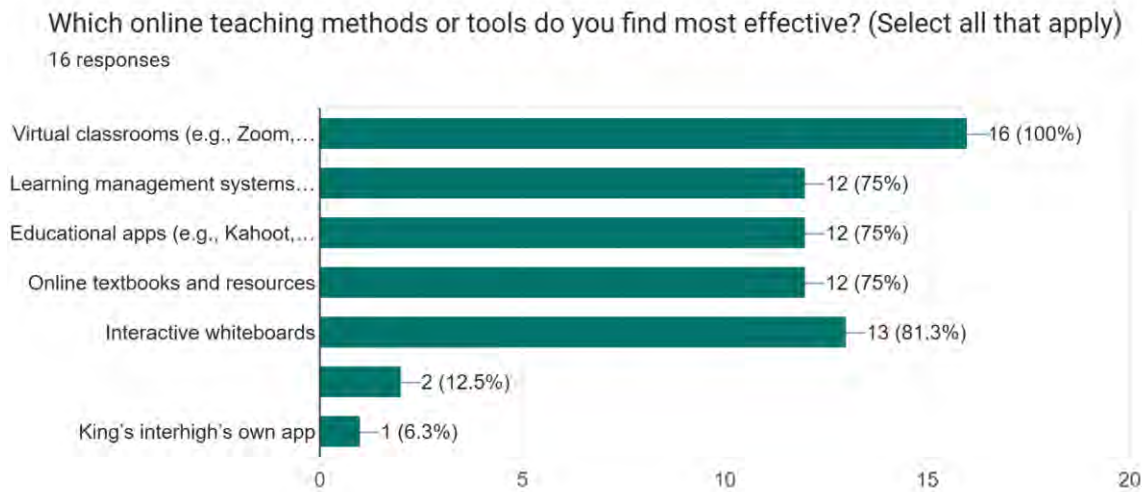


Figure 176: Survey for KIH Teacher- Effective Teaching Methods and Tools

Out of 16 respondents from King's InterHigh faculty regarding effective online teaching methods or tools, virtual classrooms such as Zoom and Teams emerged as unanimously favored, with all 16 respondents (100%) highlighting their effectiveness. Additionally, learning management systems and educational apps like Moodle, Canvas, Kahoot, and Quizlet were highly regarded by 12 respondents each (75%). Online textbooks and resources also garnered significant support from 12 respondents (75%). Interactive whiteboards were noted by 13 respondents (81.25%) as useful tools, while King's InterHigh's own app was mentioned by 1 respondent (6.25%). These findings underscore a robust reliance on interactive and collaborative digital tools among faculty members, reflecting their critical role in enhancing online teaching experiences at KIH.

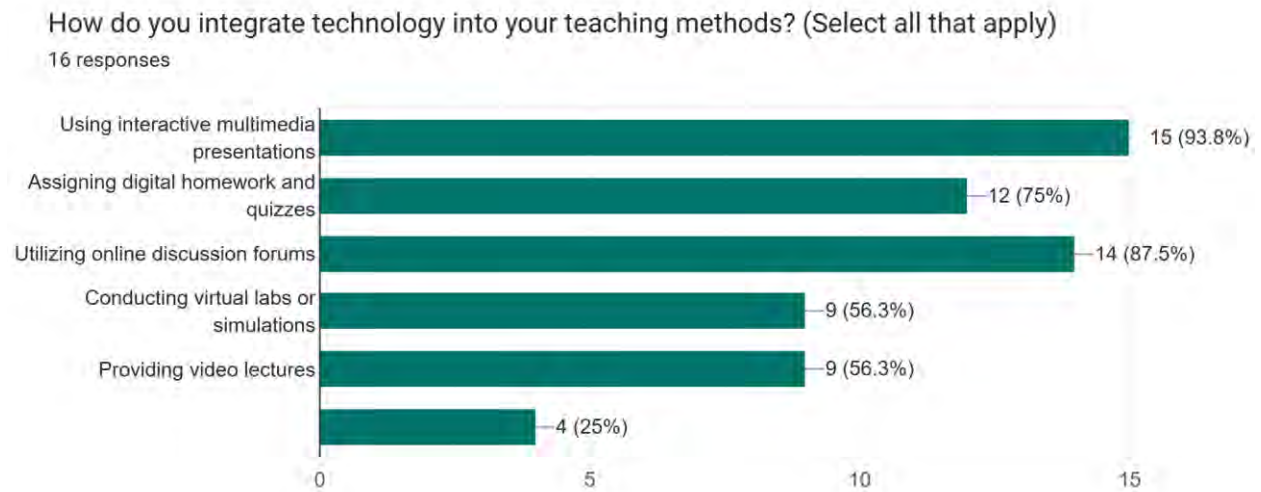


Figure 177: Survey for KIH Teacher- Integrating Tech

Faculty at King's InterHigh integrate technology into their teaching methods in various ways. The survey of 16 respondents revealed that 15 (93.75%) use interactive multimedia presentations to engage students. Assigning digital homework and quizzes is utilized by 12 respondents (75%), while online discussion forums are employed by 14 respondents (87.5%). Conducting virtual labs or simulations is another method employed by 9 respondents (56.25%), alongside providing video lectures, also utilized by 9 respondents (56.25%). Additionally, 4 respondents (25%) indicated other methods not specified in the survey. These results highlight a comprehensive use of technology to enhance the educational experience at King's InterHigh.

Have you encountered any challenges with technology implementation in online teaching?

16 responses

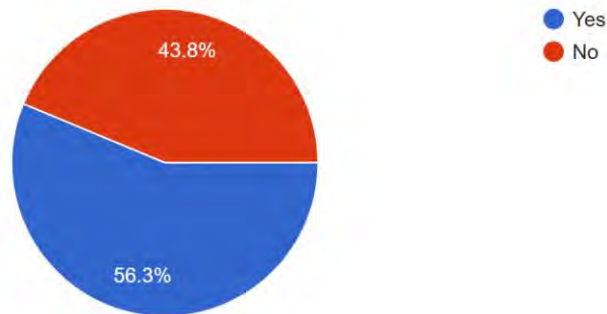


Figure 178: Survey for KIH Teacher- Integrating Tech

Out of 16 respondents, 9 (56.25%) reported encountering challenges with technology implementation in online teaching, while 7 (43.75%) did not face such challenges. This indicates a significant portion of faculty at King's InterHigh has encountered obstacles in integrating technology into their teaching methods.

If yes, please specify the challenges you have faced: (Select all that apply)

16 responses

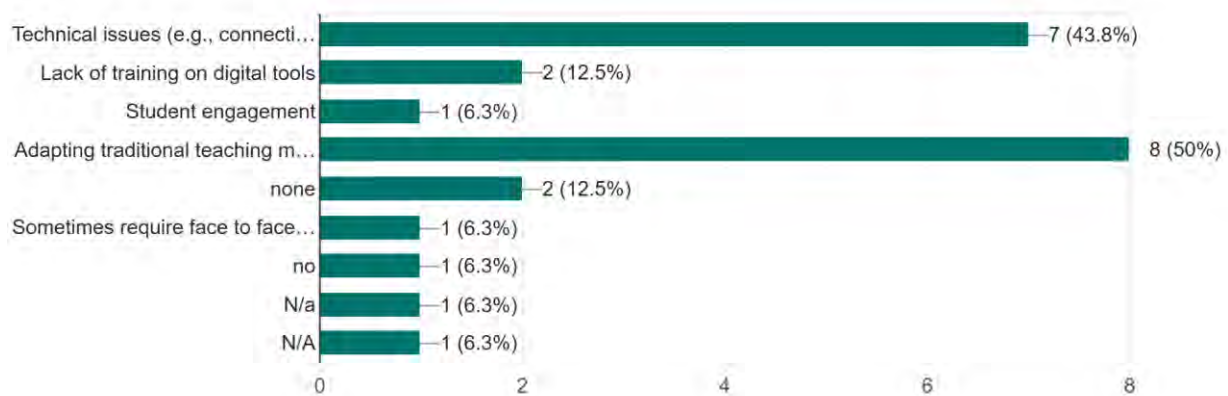


Figure 179: Survey for KIH Teacher- Challenges

The most commonly reported challenges include technical issues such as connectivity problems and software glitches, noted by 7 respondents. Additionally, 2 respondents mentioned a lack of training on digital tools, while 1 respondent each highlighted challenge related to student engagement and adapting traditional teaching materials for online use. Surprisingly, 3 respondents reported facing no specific challenges.

These challenges highlight that even in an online school environment like King's InterHigh, technical and instructional adaptation issues can still pose significant hurdles to effective online teaching.

How do you ensure student engagement and interaction in the online classroom? (Select all that apply)

16 responses

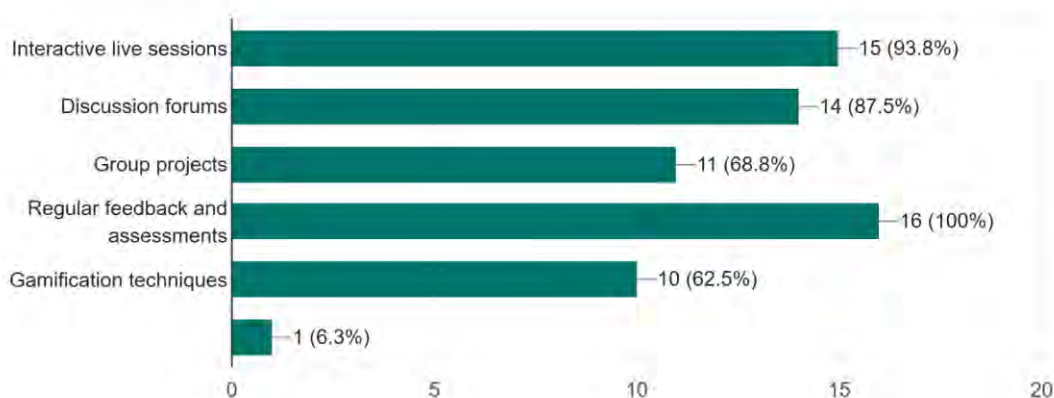


Figure 180: Survey for KIH Teacher- Engagement and Interaction

To ensure student engagement and interaction in the online classroom, King's InterHigh faculty members employ a variety of methods, as indicated by 16 respondents. The most commonly used approach is providing regular feedback and assessments, utilized by all 16 respondents (100%). Interactive live sessions are also a key strategy, with 15 respondents (93.75%) employing this

method. Discussion forums are used by 14 respondents (87.5%), and group projects by 11 respondents (68.75%). Gamification techniques are also incorporated by 10 respondents (62.5%). One respondent mentioned using an unspecified other method, showing a commitment to diverse engagement strategies.

This data demonstrates that King's InterHigh faculty prioritize a range of interactive and feedback-oriented techniques to maintain student engagement, emphasizing the importance of varied and consistent interaction in the online learning environment.

Do you believe the online platform adequately facilitates student-teacher interaction?
16 responses

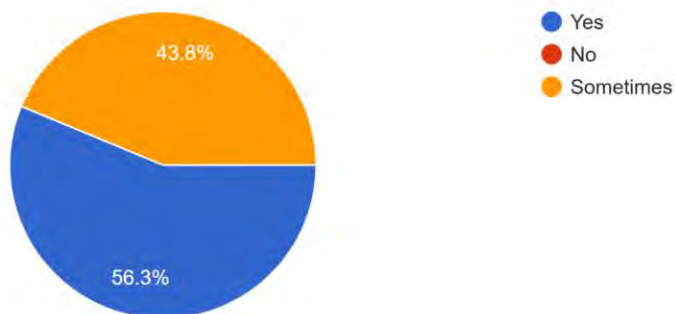


Figure 181: Survey for KIH Teacher- Does Online Platforms Facilitates Better Interaction

When asked if they believe the online platform adequately facilitates student-teacher interaction, out of 16 responses, 9 respondents (56.25%) said "Yes," indicating satisfaction with the level of interaction provided by the online platform. None of the respondents answered "No," suggesting that no faculty members found the platform wholly inadequate for facilitating interaction. However, 7 respondents (43.75%) chose "Sometimes," reflecting a need for occasional improvements or variations in the effectiveness of interaction through the online platform.

This feedback underscores the generally positive view of the platform's ability to support student-teacher interaction, while also highlighting areas where enhancements could be beneficial.

How often do you interact with your students outside of class hours?
16 responses

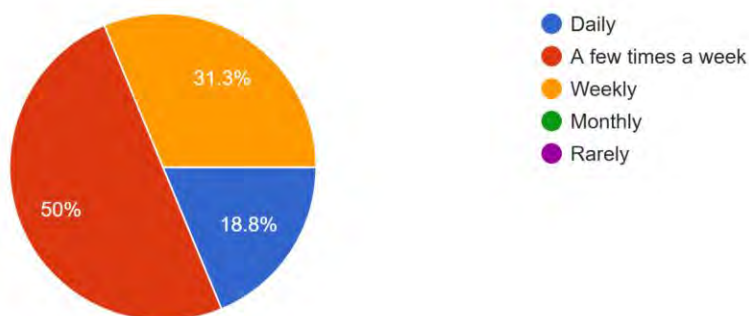


Figure 182: Survey for KIH Teacher- Interaction with Students Outside School Hours

When asked about the frequency of interactions with students outside of class hours, out of 16 responses, 3 respondents (18.75%) reported daily interactions, while the majority, 8 respondents (50%), indicated that they interact with students a few times a week. Five respondents (31.25%) stated that they interact with students weekly. None of the respondents reported monthly or rare interactions. This data suggests that faculty at King's InterHigh maintain a high level of engagement with their students outside of regular class hours, with most teachers interacting with students at least a few times a week, thereby supporting continuous learning and providing additional academic assistance.

Any other feedback or suggestions you'd like to provide?

16 responses

N/A

n/a

Seminars and get togethers

Giving older/senior faculty training to the newer gen technicalities.

Nil

Making more subjects available around the globe.

Making mandatory counselling or having a class since loss of physical interaction may also be harmful

More awareness of holidays around the world since everyone around the country represent the school.

Na

Keep doing what you are doing because its going in the right direction.

just the ones above

none

mentioned above

Figure 183: Survey for KIH Teacher- Feedback/Suggestions

The survey responses provided additional feedback and suggestions, with several respondents indicating "N/A" or "none." Among the more detailed responses, there were calls for mandatory counseling or having a class to address the potential harm from the loss of physical interaction. Another suggestion was to increase awareness of holidays around the world, given the diverse representation in schools.

Respondents also highlighted the importance of training for older or senior faculty to help them adapt to newer technologies. Additionally, there were mentions of organizing seminars and get-togethers to foster a sense of community and provide more subjects globally. One respondent expressed satisfaction with the current direction, suggesting that the ongoing efforts are on the right track.

Overall, the feedback underscores the need for continuous professional development, community-building activities, and the consideration of global diversity in school policies and practices.

3.3.5.3- Comparative Analysis with Traditional Schools, Coaching Centers and Parents

The survey responses indicate a range of preferences for traditional classroom learning, online learning, or a combination of both.

- Traditional Learning: Many respondents prefer traditional classroom learning due to the greater interaction with teachers and peers, a more engaging environment, and the structure it provides. They highlighted the benefits of physical presence, which fosters better communication and practical learning. Additionally, some mentioned the healthy routine and physical contact with peers as essential aspects of traditional learning.

- Online Learning: Some respondents favor online learning for its convenience, time-saving nature, and flexibility. They appreciate the ability to access recorded classes multiple times and the lack of travel hassles. Online learning is seen as feasible and effective for theoretical subjects and is particularly valued during abnormal situations like pandemics or extreme weather.

- Both: Several respondents see the value in both traditional and online learning. They suggest a blended approach where theoretical lectures can be conducted online, while practical and consultation sessions are held in person. This combination is considered beneficial, especially under certain circumstances like political instability, weather conditions, or health crises.

Overall, the feedback reveals a diverse range of preferences, with a significant number of respondents recognizing the benefits of both traditional and online learning methods depending on the context.

Do you prefer traditional classroom learning or online learning? Why?

25 responses

Traditional

Both under certain circumstances.

Both is fine

Online. It saves time and record class can watch multiple times anytime

I prefer both the classroom learning and online learning. Because physical classes more effective for communicational and practical classes. Where online classes more effective for theoretical classes.

Traditional. Because it gives you more clear understanding.

Online learning because it is feasible

Online, no traveling hassle

Nil

Traditional because it is way more interactive and fun honestly. The idea of being stuck in your bedroom all day and not having physical contact with my peers or private conversations with teachers is not appealing to me. Also, going to school helps me keep a healthy morning routine that doesn't happen during online classes for me, personally.
A mix of both. like some lectures can be covered online like which are read from the slides or presentations, however consultations and lab classes should be done physically.
Traditional
Traditional learning has more impacts on students as it engages more physical interaction. So it can greatly bridge the gap that an online learning system cannot fullfil. Other than that, I think that a student can learn more when communicating with his/her peers more which doesn't happen in online.
Traditional. Because of more interaction with teachers and students
Easier to learn
both have its own perks
Traditional classroom. Because there one can connect with everyone and the teacher can actually improve one's abilities.
Online
Traditional classroom.
Classroom, meet my friends
A mix of both. can be convenient sometimes when there are weather conditions or as we live in a volatile political situation, which can hinder out travels, those times online classes are good.
I prefer both . Traditional classroom learning is important for daily basis. But in abnormal situations like covid or extreme heat waves, online learning is more preferable.
Online learning is sometimes better than classroom learning especially during a pandemic, or heat wave such as the one Bd is currently facing. Online learning we have all the materials already posted but sometimes teachers are still used to teaching in traditional way, so they do not take online learning seriously and doesn't upload the necessary documents for the students
Traditional. Because we are used to this method for hundreds of years.

Figure 184: Traditional School Student Survey Question Version 1- Online or Offline?

আপনি কোনটি পছন্দ করেন, প্রথাগত শ্রেণীর শেখা বা অনলাইন শেখা? কেন?

4 responses

প্রথাগত

২ টাই, কারন ২ টাতে ২ রকমের একপিরিয়ান্স থাকে

N/a

Figure 185: Bangla Survey for Economically Disadvantaged Group Version 1- Online or Offline

Do you prefer traditional classroom learning or online learning? Why?

35 responses

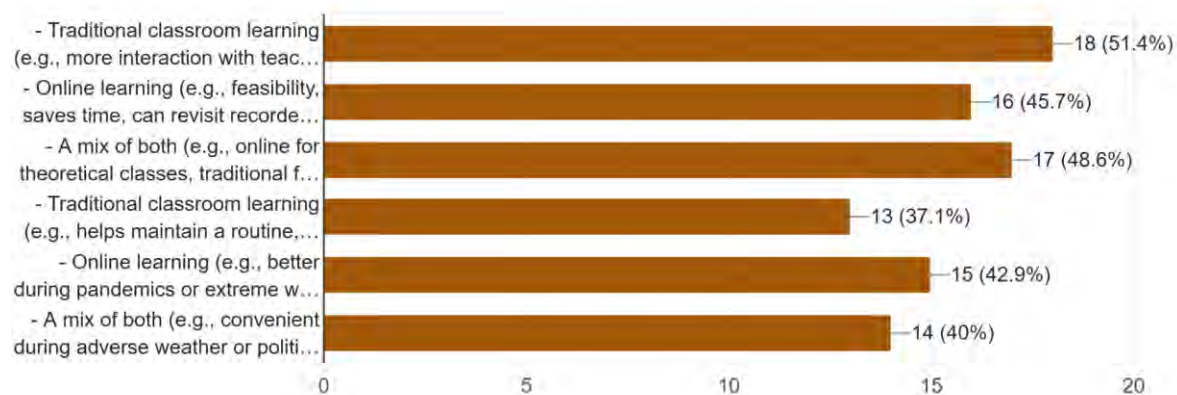


Figure 186: Traditional School Student Survey Question Version 2- Online or Offline?

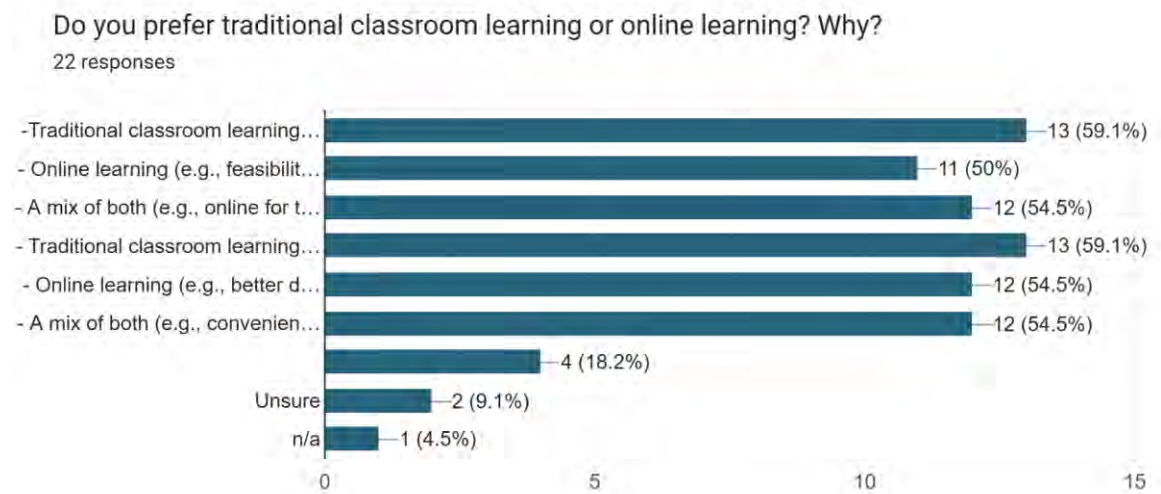


Figure 187: Student Survey for Private Candidate Question- Online or Offline?

The survey responses reflect varied perspectives on the effectiveness of online education in addressing challenges in the current learning environment:

Positive Views:

- **Access to Resources:** Some respondents believe that online education can provide more resources, enabling students to revisit recorded classes and access diverse materials, which can aid in self-study and understanding difficult topics.
- **Flexibility and Convenience:** Online education is seen as flexible and less time-consuming, allowing students to avoid commuting and access educational content at their convenience.
- **Personalized Learning:** Online platforms offer personalized learning experiences and opportunities for global collaboration, addressing individual learning needs and preferences.

- **Availability in Extreme Situations:** Online education is considered beneficial in extreme situations, such as health crises or political instability, ensuring continuity of learning.

Skeptical or Negative Views:

- **Lack of Engagement and Focus:** Some respondents are skeptical about online education's ability to maintain engagement and focus. They worry that online classes may negatively impact communication skills and lead to distractions, cheating, and reduced concentration.
- **Not a Comprehensive Solution:** A few respondents believe that online education cannot fully address their challenges, as it may not provide the same level of interaction and practical learning experiences as traditional classrooms.
- **Uncertainty:** Several respondents expressed uncertainty about the effectiveness of online education or did not provide specific feedback.

Overall, the feedback highlights a mix of optimism and skepticism regarding online education's potential to address current learning challenges, with a notable emphasis on the need for balance and integration with traditional methods.

How do you believe online education can address the challenges you face in your current learning environment?

25 responses

N/A

I don't believe so.

Yes

Strongly believe

I don't think so. Online learning or classes will effect the communication skills of the student negatively. But there can be online classes for short period of time for avoiding challenges.

The fact that it can be recorded and students can go back to it incase they face any problem while self studying.

By giving me more resources

Na

Although, I agree that online classes are less time consuming and also prevents people from commuting a lot, I do not believe it will help much. I think that due to online classes, my focus will change and I will not be able to concentrate on anything in class. Personally, even with online classes being strictly monitored, I don't think it will prevent us from bunking or cheating and that can actually be very difficult to get past and in the long run, will only harm me. So I do not think online classes will help much in terms of education except for the benefit of saving a student's energy for a little while.

Can be done fastly and since its all in softcopy, physical papers are not needed. and in online we can get schedule beforehand.

Make a new platform

It can be availed in extreme situations and for hand picked people who are having difficulty in continuing in traditional format

Online education can address challenges by offering flexibility, personalized learning, access to diverse resources, and opportunities for global collaboration.

I don't know

unsure
Well, there are different online courses based on different subjects. And there are a lot of relatable videos, lecture on the internet too.
Yes
I don't think that's possible
None
I don't know
Yes, but not all.
Online education has the ability to help students get more study materials in short amount of time. The need to take outside school classes decreases as they have more access to education materials online. The inequality or favoritism of teachers are less visible online.

Figure 188: Traditional School Student Survey Question Version 1- Can online edu address the challenges faced in current learning?

আপনি মনে করেন অনলাইন শিক্ষা কীভাবে আপনার বর্তমান শেখার পরিবেশে সম্মুখীন সমস্যা গুলির সামনে উত্তরদাতা হতে পারে?

4 responses

N/a
হ
বিভিন্ন ভাবে
ইন্টারনেট,টাইম মেনেজ

Figure 189: Bangla Survey for Economically Disadvantaged Group Version 1-Can online edu address the challenges faced in current learning?

How do you believe online education can address the challenges you face in your current learning environment?

35 responses

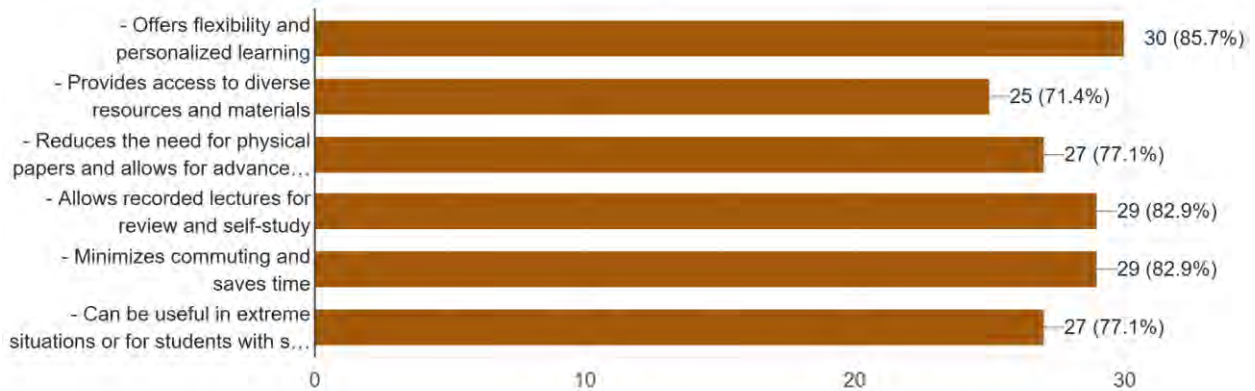


Figure 190: Traditional School Student Survey Question Version 2- Can online edu address the challenges faced in current learning?

How do you believe online education can address the challenges you face in your current learning environment?

22 responses

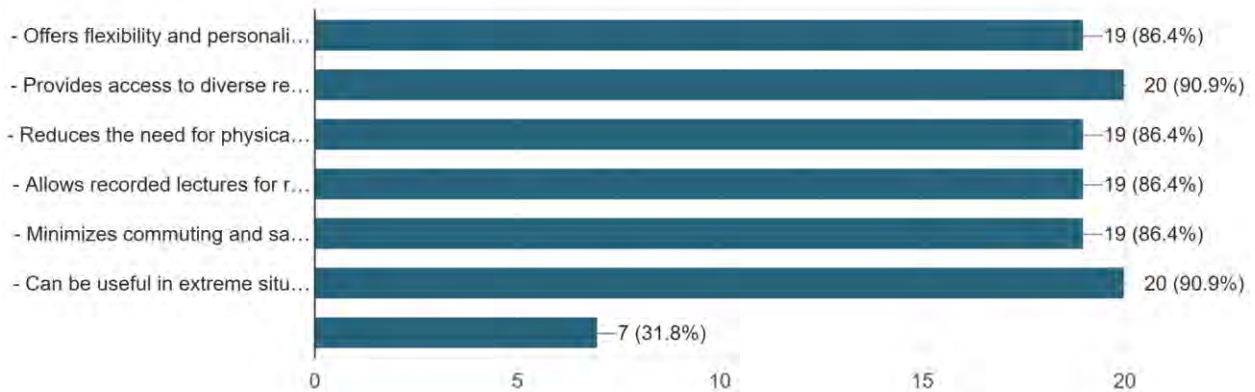


Figure 191: Student Survey for Private Candidate Question-Can online edu address the challenges faced in current learning?

The survey responses indicate a significant interest in online courses among traditional school students. Out of 82 respondents, 34 students have taken online courses outside their regular school

curriculum, 27 have not, and the rest are undecided. This shows a notable engagement with online education, reflecting its potential as a supplementary learning tool.

Students reported a variety of online courses they have taken, highlighting the diverse educational opportunities available through online platforms:

Students reported a variety of online courses, highlighting the diverse educational opportunities available through online platforms. The courses taken include subjects like English, mathematics, economics, programming, video editing, and graphic design. Additionally, students have participated in language learning classes, standardized test preparations (such as IELTS, GED, and SAT), and even university-level courses. These courses, provided by platforms like Udemy, Brightchamps, and Purple, illustrate the flexibility and breadth of online education, allowing students to explore subjects beyond their traditional school curriculum and gain valuable skills and knowledge.

Have you ever taken any online courses? (outside of your regular school curriculum)?

25 responses

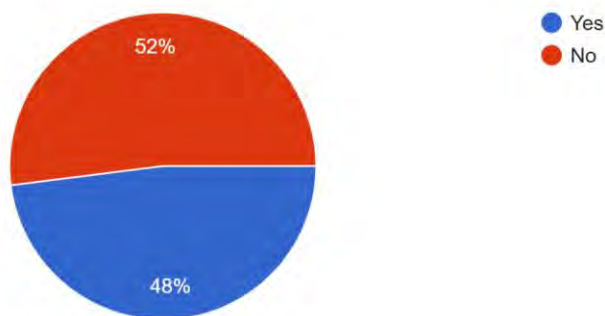


Figure 192: Traditional School Student Survey Question Version 1- Online Course

Have you ever taken any online courses? (outside of your regular school curriculum)?

35 responses

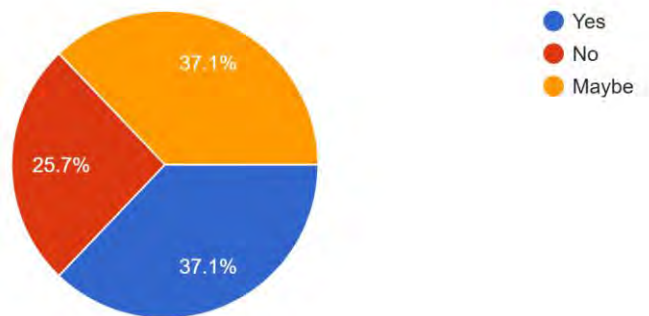


Figure 193: Traditional School Student Survey Question Version 2- Online Course

Have you ever taken any online courses?

22 responses

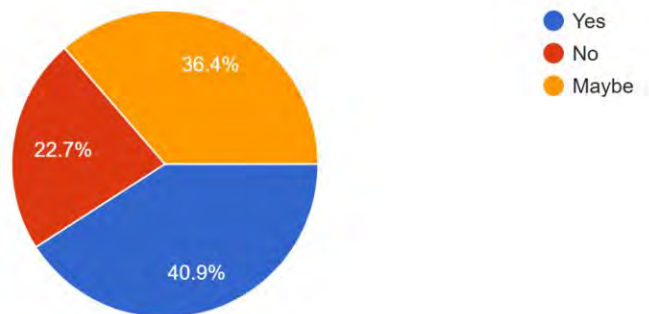


Figure 194: Student Survey for Private Candidate Question-Online Course

Survey responses reveal diverse perceptions of online education versus traditional classroom learning. While some students prefer traditional learning, citing better coordination, concentration, and face-to-face interaction, others appreciate the flexibility and accessibility of online education. Several students expressed a neutral stance, recognizing the unique strengths of both modes.

Online education is valued for its flexibility and ease of access, allowing students to learn from the comfort of their homes and save time and energy. However, some students feel that it lacks the accountability and engagement found in traditional classrooms. Despite the convenience of online classes, the interaction and comprehensive understanding provided by traditional learning are often seen as more effective.

In summary, while online education offers notable advantages in terms of flexibility and accessibility, traditional classroom learning is still preferred by many for its interactive and engaging environment. The mixed perceptions highlight the importance of balancing both approaches to cater to different learning needs and preferences.

What are your perceptions of online education compared to traditional classroom learning?

25 responses

Traditional is better

Neutral stance.

Online classes are flexible

Both are useful

The perceptions is that online classes easy to reach maximum student than offline classes.

Depends on the person

Online education is far more accessible, feasible and slightly easier to maneuver.

Better

Not good

Figure 195: Traditional School Student Survey Question Version 1-Student Perception of Online Edu pt.1

As I have mentioned above, I think online education saves time and energy of a student and provides the comfort of their own home. But I believe that traditional classes are more effective in terms of coordination and concentration.

Online classes are flexible but lack interaction. Traditional classrooms offer face-to-face engagement but may lack flexibility. Both have strengths depending on the scenario.

It lacks accountability

It has both pros and cons. Pro being it is comfortable and easy to access from home. And con being that it is not fulfilling and doesn't cover the knowledge

Not really in love with the online learning because of lack of interaction with the teachers and students

It's more flexible

offers flexible timing

Online education is great but so far in Bangladesh it hasn't improved a lot yet. On the contrary, traditional classroom is a place where the students cannot only engage in studies but also they get to know how the world works.

Online is better

Its better to learn about something that is not included in current academic syllabus

I like traditional classrooms

easier to access certain topics and suchs quickly but also it means students are not using their brain power.

I dont know

Flexibility with online education

complicated than traditional.

Figure 196: Traditional School Student Survey Question Version 1-Student Perception of Online Edu pt.1

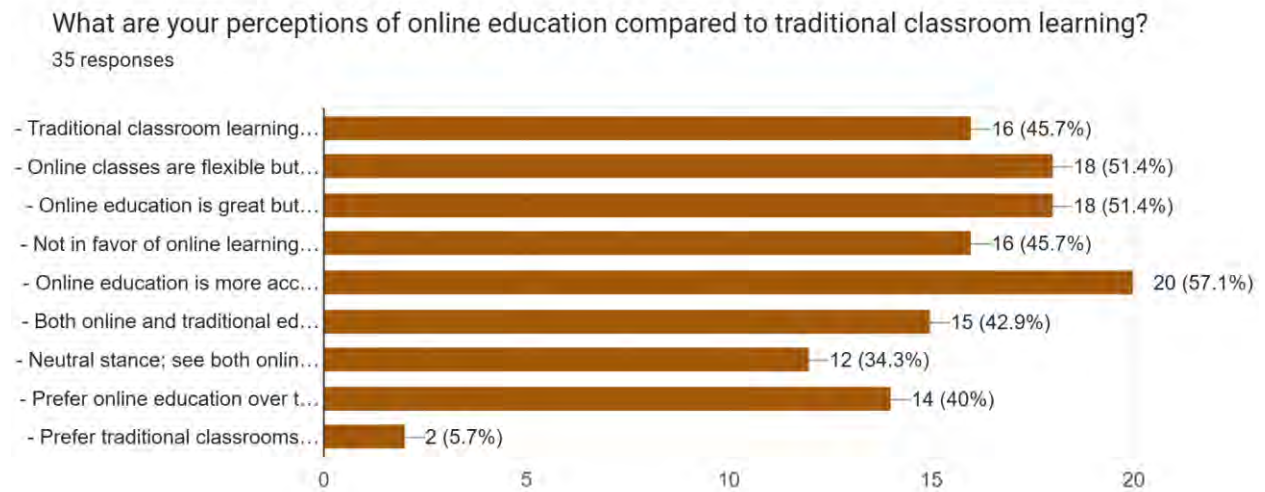


Figure 197: Traditional School Student Survey Question Version 2-Student Perception of Online Edu

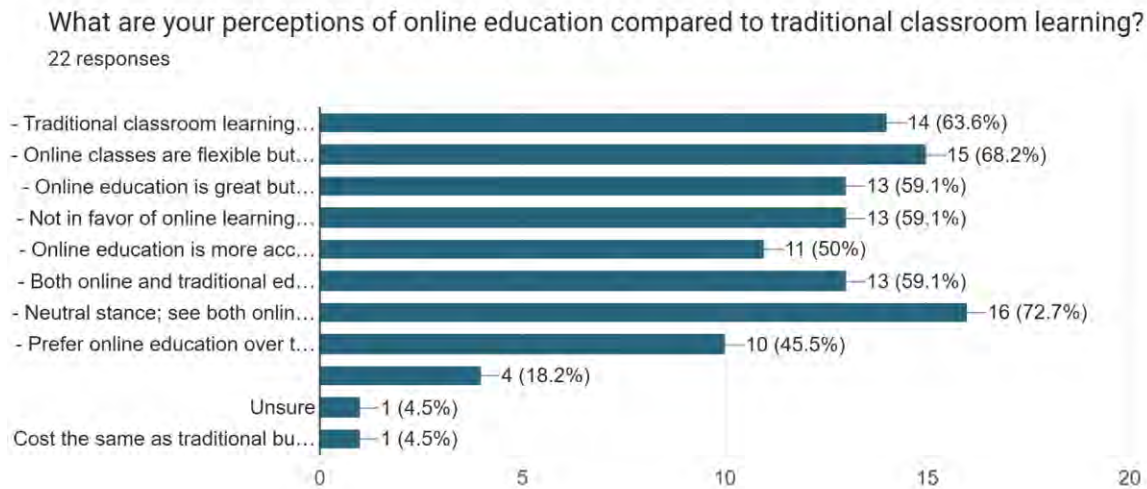


Figure 198: Student Survey for Private Candidate Question- Student Perception of Online Edu

Survey responses indicate that a majority of students believe online education can provide flexibility in their learning schedules and subject options. Many respondents appreciate the ability to choose when and where to study, which helps balance academic commitments with

extracurricular activities. The wide range of courses available online also allows students to explore subjects beyond what traditional classrooms offer.

However, a few respondents are uncertain or skeptical about the extent of this flexibility, highlighting that the perception of online education's benefits can vary among students. Despite these reservations, the overall sentiment leans towards the positive impact of online education on providing a more adaptable and diverse learning experience.

Do you believe online education can offer flexibility in your learning schedule or subject options?
35 responses

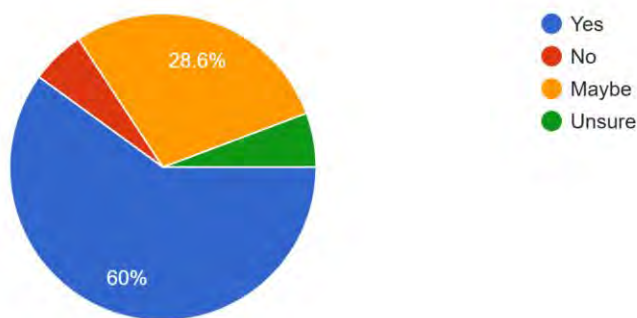


Figure 199: Traditional School Student Survey Question Version 2-Flexibility

Do you believe online education can offer flexibility in your learning schedule or subject options?
22 responses

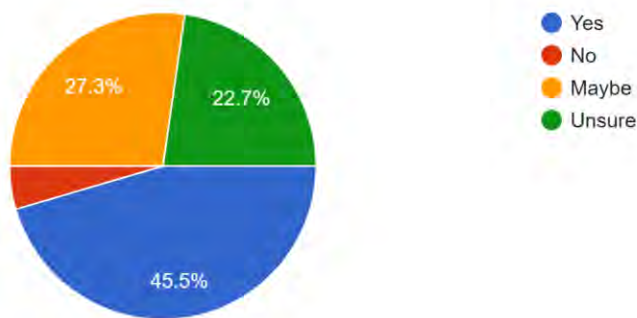


Figure 200: Student Survey for Private Candidate Question- Flexibility

আপনি মনে করেন অনলাইন শিক্ষা আপনার শেখার সময়সূচি বা বিষয় বিকল্প দেওয়ার জন্য কার্যকর হতে পারে কি না?

4 responses

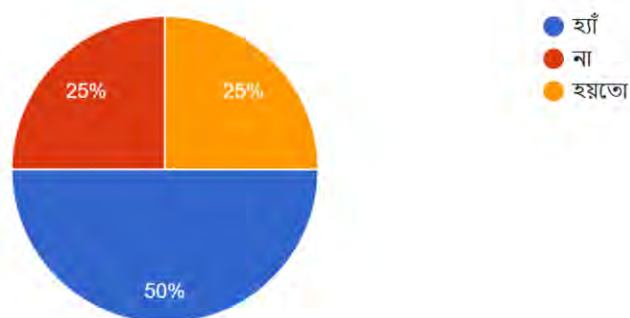


Figure 201: Bangla Survey for Economically Disadvantaged Group Version 1- Flexibility

Do you believe online education can offer flexibility in your learning schedule or subject options?

25 responses

Yes, I think it will free up a lot of time and help me focus on other extracurricular activities and such.

Online education definitely offers flexibility in both learning schedule and subject options. With online classes, I can choose when and where I want to study, which is great for balancing school with other commitments. Plus, there's a wide range of courses available online, so I have more options to explore subjects that interest me beyond what's offered in traditional classrooms.

Yes it can

A little

Maybe.

No

Figure 202: Traditional School Student Survey Question Version 1-Flexibility

1. Flexibility and Convenience:

- Saves time and money on transportation.
- Offers the ability to attend classes from anywhere.
- Allows for flexible scheduling, making it easier to balance academics with other activities.

2. Accessibility and Cost-effectiveness:

- Provides access to a wider range of courses, including those not available in traditional settings.
- Reduces the need for physical infrastructure and related expenses.

3. Enhanced Learning Experience:

- Classes can be recorded and reviewed multiple times for better understanding.
- Promotes self-directed learning and development of digital skills.
- Enables global collaboration and networking opportunities.

4. Health and Safety:

- Reduces exposure to potential health risks, such as COVID-19, in crowded classrooms.
- Lessens the impact of environmental factors, like heat waves and traffic congestion.

However, some respondents still value the personal interaction and structured environment of traditional classrooms, suggesting that the optimal approach may involve a blend of both online and traditional learning methods.

In your opinion, what are the potential benefits of online education compared to traditional classroom learning?

25 responses

No opinion

Access to information increases exponentially

Flexibility

No traffic, no hours lost on road or hurrying up to to go class, especially if that person does not live nearby.

the potential benefits are that attend the class for anywhere, no transportation issue and so on.

Remote learning

I cannot spend time with my friends with online classes

No traveling hassle

flexibility, can be accessed anywhere anytime.

Saves money on transportation.

With online education, the classes are more comfortable and the more I am at leisure, the more energetic I am. So that helps me understand classes more comfortably and openly. In traditional classes, the classes are more coordinated and personal. Face to face discussions with peers and teachers offer a level of confidence that cannot be attained in front of a screen.

Nothing till now

None

Flexible

Can watch the record class again if any topic do not understand

Saves time, flexible schedule, potential to take extra classes outside of regular school curriculum, avoid having Covid-19 being in a small classroom with lots of other students, saves a lot of people from facing heat wave, reduces peak school hour traffic.

Figure 203: Traditional School Student Survey Question Version 1-Potential Benefits pt.1

Well, its quite similar. But online educa is way more easier as we get to attend our classes from home . So no hassle of getting stuck at traffic jam. It also saves a lot of time.

Students don't have to waste their time in traffic and nowadays they can afford internet everywhere. So, it saves a lot of time.

I mean everyone can attend the class from wherever they are which is a plus point

Na

The ability to access it from home, the ability to record it and watch it later when confusions arise or watch it later in case you miss class and the ability to sit anywhere in the world and still be able to stay in touch with your academics.

Online education offers flexibility, accessibility, and cost-effectiveness. It provides diverse courses, personalized learning, and global collaboration. It fosters self-directed learning and networking, enabling lifelong skill development.

In my view, the potential benefits of online education over traditional classrooms include flexibility in scheduling, access to a broader range of courses, and the promotion of self-directed learning and digital skills.

traffic, not having to travel long distances or take dorm.

None

Figure 204: Traditional School Student Survey Question Version 1-Potential Benefits pt.2

আপনার মতামতে, অনলাইন শিক্ষা প্রথাগত শ্রেণীর শেখার তুলনায় কী সম্ভাবিত সুবিধা রয়েছে?

4 responses

কোনো কিছু না পারলে কোর্স তা বার বার দেখে শিখে নেওয়া যায়

না

আংশিক

N/a

Figure 205: Bangla Survey for Economically Disadvantaged Group Version 1: Potential Benefits

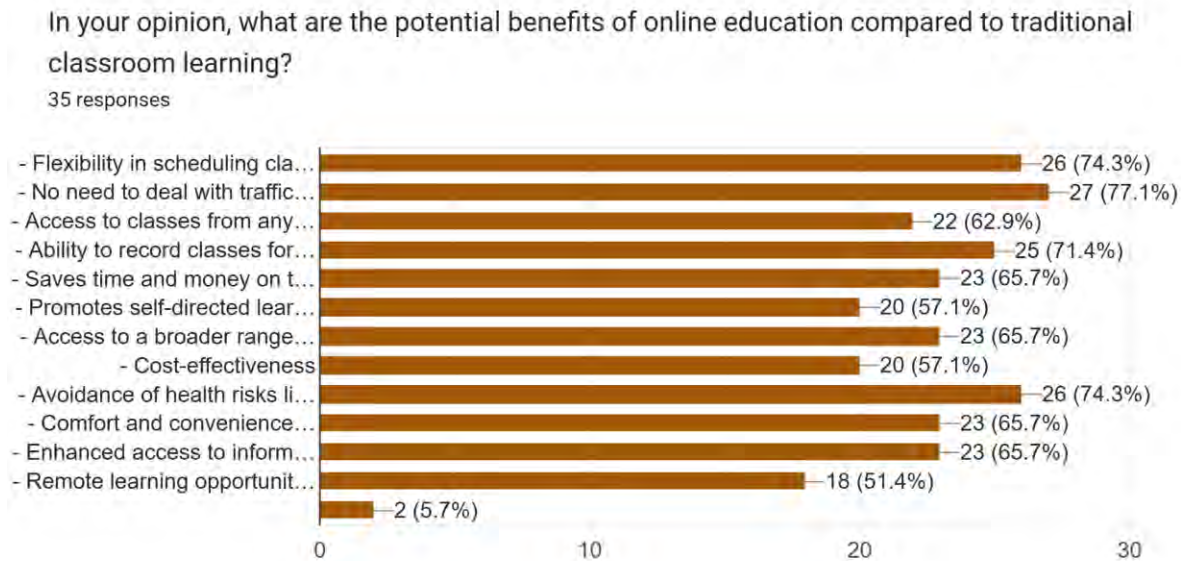


Figure 206: Traditional School Student Survey Question Version 2-Potential Benefits

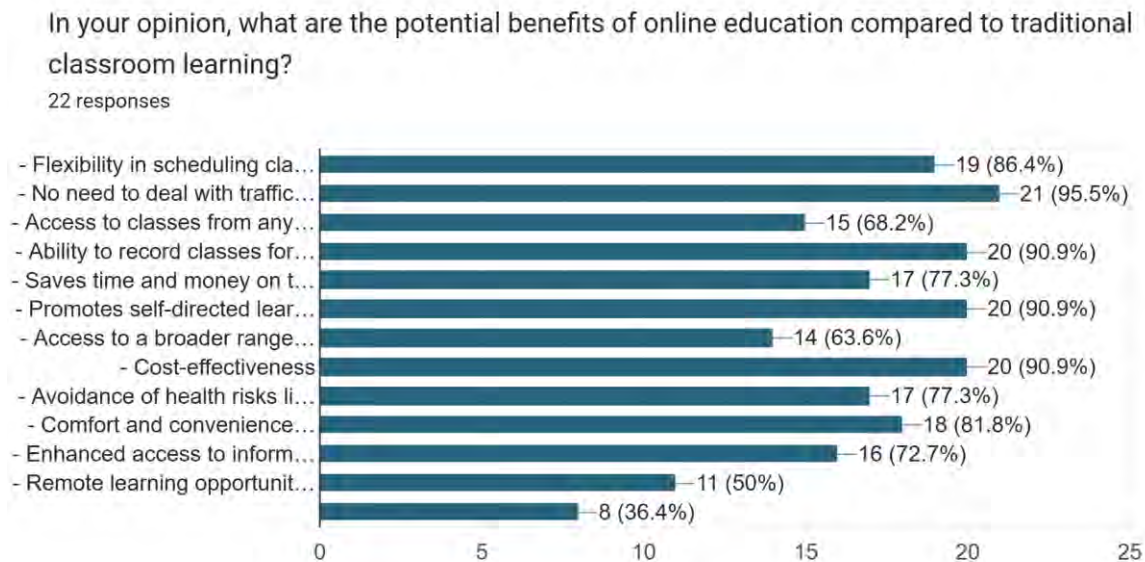


Figure 207: Student Survey for Private Candidate Question- Potential Benefits

The survey responses highlight several key factors that influence the decision to enroll in an online education program. Commonly cited reasons include the convenience and flexibility that online education offers, particularly in extreme weather conditions or to avoid the hassles of commuting. Many respondents value the ability to access courses from anywhere, making online education less time-consuming and more adaptable to individual schedules.

Financial considerations also play a significant role, with cost, affordability, and the potential value addition to one's resume being important factors. Respondents appreciate that online education can be more affordable and provide access to a wider range of courses that may not be available locally.

The quality and method of teaching are also critical. Some respondents mentioned the importance of better understanding of topics, interactivity, and the availability of technological resources. The reputation of the program and support services offered also influence their decisions.

On the other hand, a few respondents indicated that they would not consider enrolling in online education, citing a preference for traditional learning environments.

Overall, the responses suggest that while many students see significant benefits in the flexibility and accessibility of online education, there are still concerns about its efficacy and the quality of interaction compared to traditional classroom settings. These insights highlight the need for continuous improvement in online education platforms to address these challenges and better meet students' needs.

What factors would influence your decision to enroll in an online education program? (Keywords)

16 responses

Convenience, flexibility, course availability, affordability, reputation, support, resources, technology requirements.

convenience.

Time flexibility

I wont enroll in online education.

Easy

Cost, timing and it's value addition to my resume.

Flexibility
Course Content
Technological Resources
Interactivity
Support Services

Cost
Graduate Outcomes
Reviews and Recommendations

Extreme weather conditions.

Can attend it from anywhere

Less time consuming.
Better understanding of the topic

Almost nothing. it opens up new avenues

Flexibility, better syllabus, better internet and technology.

Time, Money, Effort, resource availability

N

Figure 208: Traditional School Student Survey Question Version 1-Factors

What factors would influence your decision to enroll in an online education program? (keywords)

35 responses

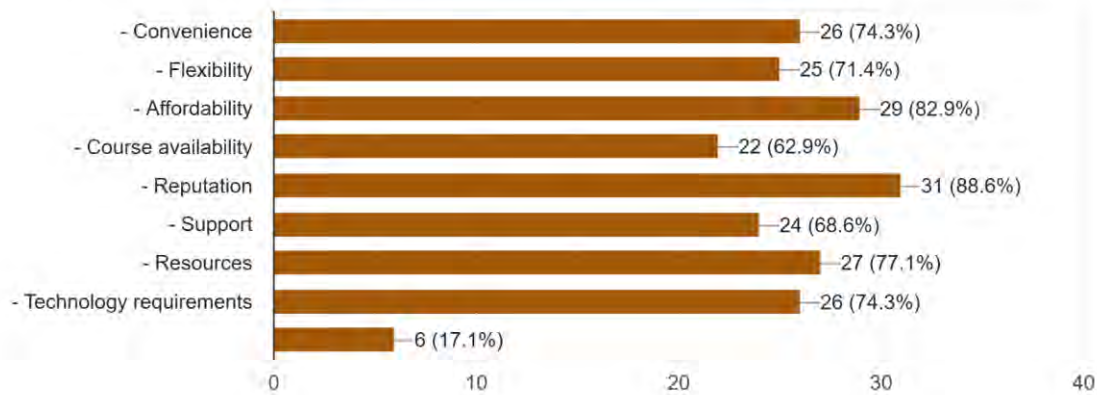


Figure 209: Traditional School Student Survey Question Version 2- Factors

What factors would influence your decision to enroll in an online education program? (keywords)

22 responses

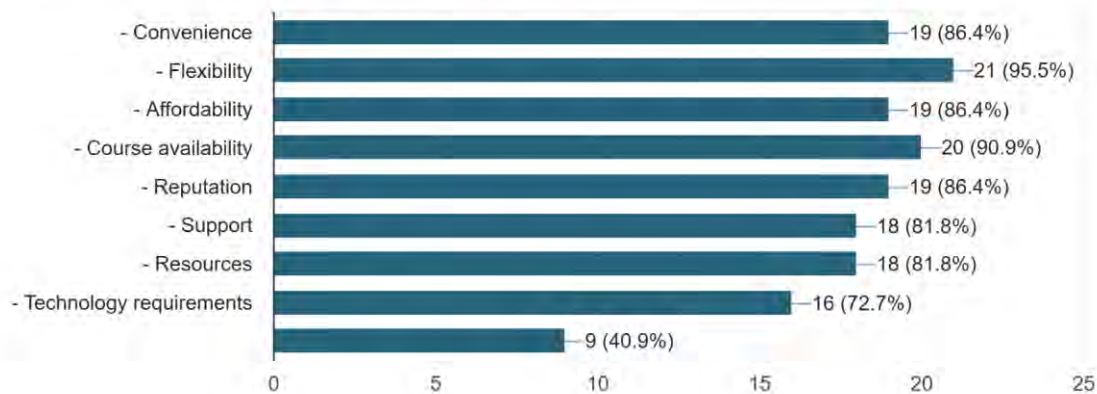


Figure 210: Student Survey for Private Candidate Question- Factors

Out of 56 respondents, 41 expressed a definite interest (73.21%), 12 were considering it (21.43%), and only 3 respondents indicated they were not interested (5.36%).

This strong positive response underscores the appeal of flexibility in online education, especially when combined with the advantage of learning from native English speakers. The willingness to enroll reflects a recognition of the benefits such as enhanced language proficiency, cultural exposure, and the ability to tailor learning schedules to individual needs. This data suggests a growing preference for educational options that provide both quality instruction and adaptability to accommodate diverse global audiences.

যদি সুযোগ পাওয়া যায়, আপনি কি অনলাইন শিক্ষা প্রোগ্রামে ভর্তি হতে চিন্তা করবেন?

4 responses



Figure 211: Bangla Survey for Economically Disadvantaged Group Version 1- Enrollment in Online School

If there was an online school based in the UK offering classes taught by native English speakers, with a flexible schedule around your timetable/time zone, would you be willing to enroll?

11 responses

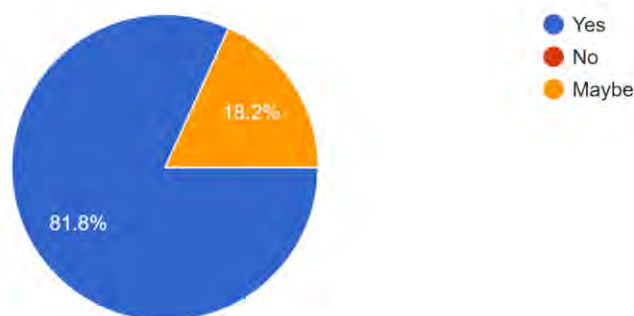


Figure 212: Traditional School Student Survey Question Version 1- Enrollment in Online School

If there was an online school based in the UK offering classes taught by native English speakers, with a flexible schedule around your timetable/time zone, would you be willing to enroll?

28 responses

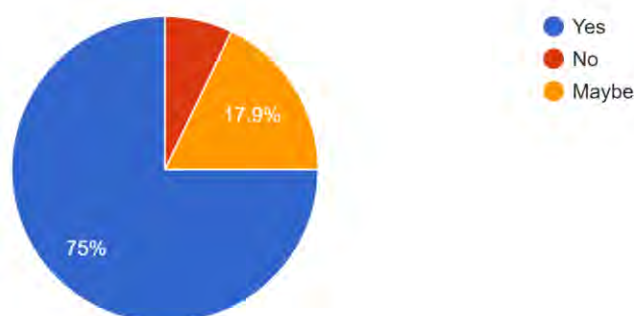


Figure 213: Traditional School Student Survey Question Version 2- Enrollment in Online School

If there was an online school based in the UK offering classes taught by native English speakers, with a flexible schedule around your timetable/time zone, would you be willing to enroll?

17 responses

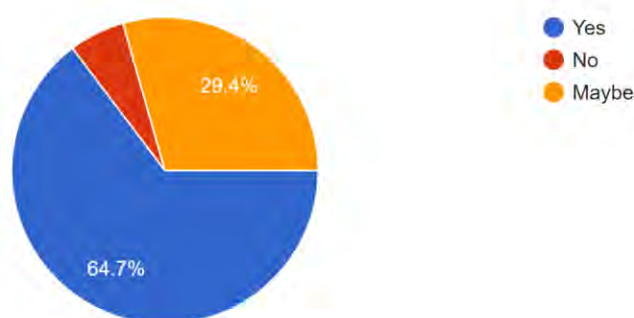


Figure 214: Student Survey for Private Candidate Question-Enrollment in Online School

Respondents indicated that an ideal online education program for English Medium students should include flexible timing, engaging and interactive lessons, and strong support for English language fluency. Important features also include diverse course options, high-quality multimedia content, reliable technical support, timely feedback on assessments, and accreditation for credibility.

Additional desired aspects include adaptive learning tools, collaborative activities, varied assessment methods, career preparation integration, and extensive resources for O-Level and A-Level curriculums, including rigorous mock exams and comprehensive syllabus materials.

What specific features would you look for in an online education program tailored to English Medium students?

11 responses

Career preparation integration.

Flexible timing.

Nothing in particular. As long as the teachers are cooperative and open minded, I don't have any specific features that needs mending.

Better quality of services

More focus on the Olevel and Alevels curriculum, rigorous mock exams to solve the Olevel and Alevels question papers. Full syllabus material uploaded from the get-go so students can get started prepping for their Olevels and Alevels early. Extra materials

Nothing specific

E-books, online educational content

n/a

Figure 215: Traditional School Student Survey Question Version 1- Edu Online Program

What specific features would you look for in an online education program tailored to English Medium students?

28 responses

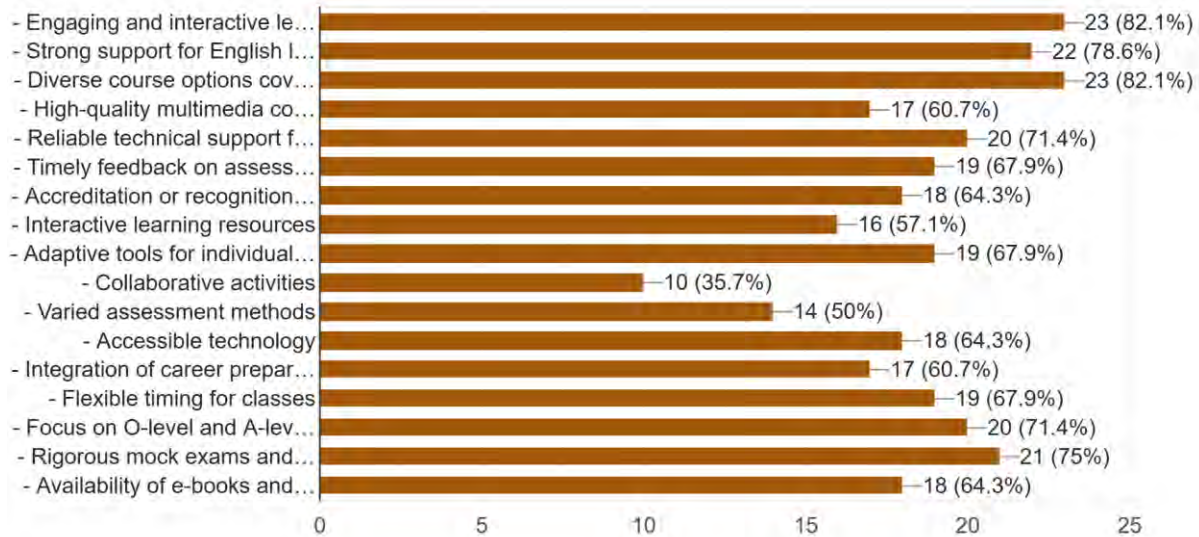


Figure 216: Traditional School Student Survey Question Version 2- Edu Online Program

What specific features would you look for in an online education program tailored to English Medium students?

17 responses

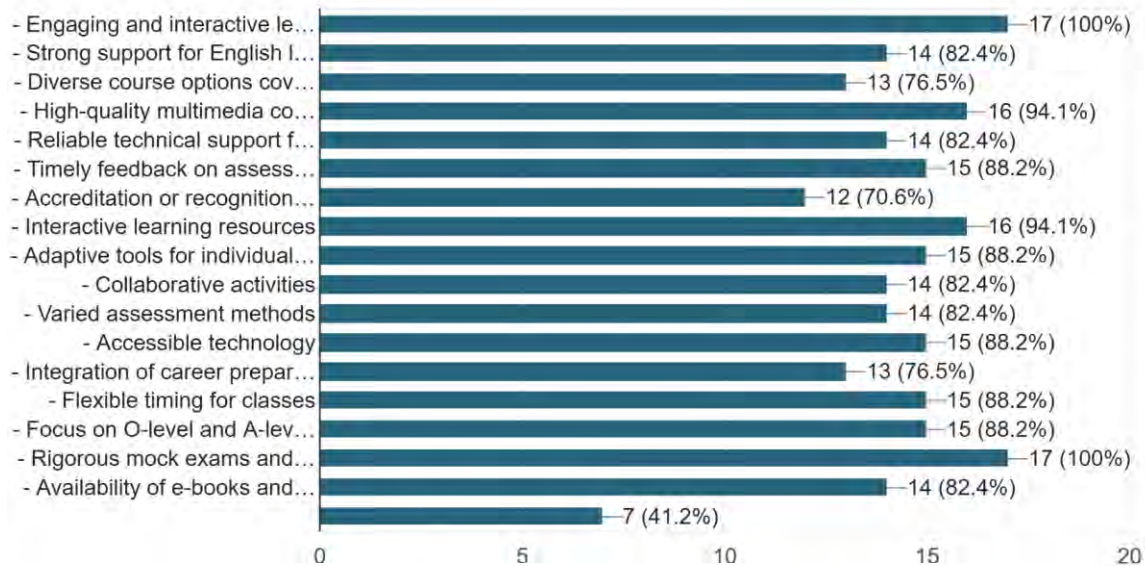


Figure 217: Student Survey for Private Candidate Question-Edu Online Program

From these responses, it's evident that a significant number of faculty members (approximately 68%) believe that online education offers flexibility in their teaching schedules, though the sample included repeated "Yes" responses. A smaller proportion expressed uncertainty (approximately 12%), and only a few were explicitly against it or unsure.

This data indicates that a majority of the faculty sees online education as a platform that can potentially enhance their scheduling flexibility, a key advantage of online education that allows for more dynamic and adaptable teaching practices. However, there is also a notable segment that remains skeptical or unsure, which may reflect concerns about the practical implementation of this flexibility in the online teaching environment.

Do you believe online education can offer flexibility in your teaching schedule?

25 responses

Yes

No

Yes

Yes.

Sometimes

YES

Preferably not n

Unsure

unsure

Figure 218: Traditional School Teacher Survey question - Teachers Confidence in using Tech

Based on the responses, the potential benefits of online education over traditional classroom learning are highlighted by factors such as flexibility in scheduling, reduced transportation time and costs, enhanced skill development through multimedia tools, and improved accessibility to resources. Online learning is seen as beneficial for its ability to accommodate individual learning paces and preferences, utilize technological advancements for more engaging lessons, and offer flexibility in communication and progress tracking. While some perceive traditional classrooms to provide deeper engagement and structured learning environments, online education is favored for its adaptability and accessibility, especially in accommodating diverse learning needs and circumstances.

In your opinion, what are the potential benefits of online education compared to traditional classroom learning?

25 responses

Flexibility

Flexibility, reduced traffic jam, more time to address each of the students' concerns

Flexibility and skill development

Easy to use multimedia

younger gen needs tech innovation and essential skills to succeed in their future careers.

More time can be utilized productively

Journey problem will be reduced

It saves the time of transportation. Recorded class can be seen anytime.

Not much

*Figure 219: Traditional School Teacher Survey question -Potential Benefits of Online Education
pt.1*

Technological advancement,time saving, flexible communication.
Flexible timetable
Among the many benefits of online learning, virtual education allows to enjoy a more flexible schedule, can reduce the cost of degree, and can allow to more easily develop one's career alongside furthering the education.
Time and energy saving when it comes to travelling
Enough time for students to process learning material
Use of resources and visual
Online education is more accessible and feasible; traditional classrooms provide a deeper engagement with the world
Progress tracking, discussions forums
Students and I can come to consensus about a free time when they want to learn and I will be able to teach as compared to a strict teaching schedule in school.
Flexible
NEEDS IMPROVEMENT
No benefit at all
in extreme cases, a student can join from anywhere or use pre recorded video to catch up with their lessons.
Nothing
more accessdible and feasible

Figure 210: Traditional School Teacher Survey question - Potential Benefits of Online Education pt.2

Based on the responses, opinions on how online education can address current challenges vary. Some express skepticism, citing concerns about maintaining personalized support and preventing

cheating, which they fear might hinder critical thinking. Others see potential in creative assessments and more dynamic teaching methods to engage students individually. Technical issues like network problems are identified as hurdles, while advantages noted include easier access to classes from anywhere, flexibility in scheduling, and reducing the need for physical paperwork. Overall, while there are mixed views on its effectiveness, online education is seen as offering opportunities for personalized learning and broader educational scope.

How do you believe online education can address the challenges you face in your current environment?

25 responses

Not sure if online education can address the current challenges. It might make it more difficult to address each of the students' needs and there will be no more personalized support for the individual student. It will become more blanketed and students can easily cheat on their exams to get the best marks when everything is online, this will affect their critical thinking more.

Negatively

Through creative assessments.

More dynamic for teachers to give effective classes.

More interaction with individual students

Network issue

N/A

Can keep up with the current world order

Lack of attention

Maybe

Easy access to classes from anywhere

One of the biggest challenges in online teaching is the lack of student engagement. Another challenge in online teaching is dealing with technical difficulties such as internet connectivity issues, software malfunctions, and compatibility problems.

There will be a lack of attention

By online education awareness

Not hard

Access to more digital equipments, softwares

Yes, saving time.

Students from anywhere can carry out their education and if they miss classes online they can review recordings and catch up.

I no longer have to give the same lecture to 4 different sections but can teach the same number of students via an online lecture thus saving time and energy.

Yes it can

It don't agree

REDUCE THE NEED FOR PHYSICAL PAPERS

Not much

offering personalized learning and flexibility

More scope to teach

Figure 221: Traditional School Teacher Survey question - Can online edu address the current challenges?

3.4 Summary and Conclusion

In summary, the comparison of learning outcomes between online and offline education settings reveals nuanced differences that underscore the strengths and challenges of each mode. Online education offers flexibility and accessibility, facilitating learning beyond geographical boundaries. However, it faces challenges related to student engagement and social interaction. In contrast, offline education provides face-to-face interaction and a structured environment conducive to traditional learning experiences. Yet, it may lack the flexibility demanded in today's dynamic educational landscape. The findings indicate that both modes have unique advantages and limitations. While online education shows promise in expanding access and flexibility, traditional offline education remains vital for holistic learning experiences. The analysis also underscored the importance of tailored support systems in both learning environments. Traditional schools benefited from established support mechanisms, while online platforms needed to enhance their technological infrastructure and provide more interactive and engaging content to improve student outcomes. Institutions should consider hybrid models that leverage the strengths of both approaches to optimize learning outcomes.

3.5 Recommendations/Implications

Based on the findings, several recommendations can be made to enhance learning outcomes in both online and traditional classroom settings:

1. Enhanced Support Systems:

- Traditional schools should continue to invest in student support services, including counseling and tutoring, to address individual learning needs.
- Online platforms should develop robust support systems, including virtual office hours, discussion forums, and interactive helpdesks, to assist students effectively.

2. Interactive and Engaging Content:

- Online education providers need to focus on creating more engaging and interactive content to maintain student interest and participation. This can include multimedia resources, gamification elements, and regular interactive sessions with instructors.

3. Technological Infrastructure:

- Schools offering online education should invest in reliable and user-friendly technological infrastructure to minimize barriers to access and use. Ensuring that students have the necessary devices and stable internet connections is crucial for successful online learning experiences.

4. Balanced Curriculum:

- Traditional schools should consider integrating more flexible and technology-driven components into their curriculum to prepare students for the digital age.
- Online schools should ensure their curriculum includes opportunities for social interaction and collaborative projects to mitigate the isolation often associated with online learning.

5. Parental Involvement:

- Encouraging greater parental involvement in both online and traditional settings can provide additional support and motivation for students. Schools can organize regular meetings and provide resources to help parents engage with their children's education.

6. Professional Development for Educators:

- Continuous professional development programs for teachers in both settings are essential. For traditional schools, this includes training on integrating technology into their teaching methods. For online educators, this involves developing skills to create engaging digital content and effectively manage virtual classrooms.

Implementing these recommendations can help bridge the gap between online and traditional education, ensuring that students receive a high-quality education regardless of the learning environment.

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Appendix A

Date: 02.04.2024

Pingus' English School (approx Budget)

Sl no	Item	Qty	Unit	Rate	Amount	Rmk
✓ 1	2mm PVC wooden texture flooring with installation charge	1540	sqft	160	246400	** Entire floor
✓ 2	50mm Grass Carpet for Balcony	105	sqft	190	19950	
Toddlers' Play Area						
3	Toddler 3 part Slide	1	pcs	27500	27500	
4	Pickler triangle for toddler	1	pcs	15750	15750	
✓ 5	Wall panel Matt finish premium quality print with vinyl Toddlers' play zone	133	sqft	125	16625	**
✓ 6	Low height cabinet for toy storage	15	sqft	1350	20250	
7 ?	Memory foam flooring with cover	81	sqft	780	63180	**
8	Floor Rug/Rubber carpet	68	sqft	130	8840	**
✓ 9	Ceiling Clouds and Rainbow paneling with lighting	130	sqft	375	48750	
10 ?	Window French Paneling	1	pcs	4500	4500	
11	hangstoel swing	1	pcs	25000	25000	**
✓ 12	Bamboo/Cane Basket	5	pcs	700	3500	
13	Plant with planter box and basket cover	1	pcs	1500	1500	
Kindergarten Play Area						
14	Slide for KG students	1	pcs	32000	32000	
✗ 15	Quite Corner	124	sqft	1755	217620	
✓ 16	Reading space	1	pcs	18000	18000	
17	Rock Climbing wall panel & soft floor	36	sqft	905	32580	**
18	Boat Rocker	1	pcs	9500	9500	
✓ 19	Role Plaing Area (wall panel only)	115	sqft	125	14375	**
20	Ceiling Panel (approx)	150	sqft	375	56250	
21	Activity Area (approx)				250000	
22	Class room 1 (approx)				200000	
23	Class room 2 (approx)				200000	
24	Lift Lobby (approx)				25000	
25	Teachers' Lounge (approx)				75000	
Total Budget					1632070	

** Rate and prices may changes.