

# **The impact of the online education system on primary school students during the COVID-19 pandemic in Bangladesh**

*(A case study in the northern part of Bangladesh)*

Engr. Sk. Saeem Ferdous  
Dr. Md. Zulfiqar Ali Islam  
Andalib Mahejabin



**Rural Development Academy (RDA), Bogura**



### **Engr. Sk. Saeem Ferdous**

Rural Development Academy (RDA), Bogura

MSc of Public policy international Development, Yeungnam University, Republic of Korea. IT and IR Professional, He is working as Deputy Director of Rural Development Academy (RDA), Bogura, Bangladesh. He was one of the core committee members of drafting the ICT policy 2009 Phase-1 in 2009. He is a member of the Global Saemaul Development Network (GSDN') and the institution of Engineers, Bangladesh (IEB). He has received many National and International Training Like: On the job training on e-learning in Web Development. IRRI, Philippines etc.

He attended many National and International Seminars, workshop In-country and outside country. Some of those are: 1) 7th World Water Forum 2015, Republic of Korea; 2) Global Saemaul Development Network (GSDN') workshop, Republic of Korea. 3) Public service delivery TOT course conducted by Access to Information (A21), Bangladesh. He has a good number of research publications related to ICT and Rural Development.



### **Professor M Zulfiqar Ali Islam, PhD**

University of Rajshahi

He has been teaching at the Department of Sociology, University of Rajshahi, Bangladesh since 04 November 1997. He served Guest Teacher at 3 postgraduate institutes, 2 faculties, and 2 departments of the University of Rajshahi, and as a part-time faculty at 4 private universities. He secured a doctorate on Environmental Adaptation and Survival Strategies of the Riverbank Erosion Displacees in Bangladesh in 1996. His areas of interest are disaster issues, ecological resource management, child rights, and ethnic cultures. Earlier, he was a UNICEF Consultant (Education), 1992-1993 and worked at Early Implementation Projects of

BWDB, Netherlands' NTAP, and Sweden's SIDA, February-July 1988. Presently working as the Academic Responsible Person for Erasmus Mobility KA-171 [Project: 2021-2027] Partner Institution: Department of Sociology, University of Rajshahi, Rajshahi 6205, Bangladesh. He used to supervised and/or examined PhD theses of home and abroad universities. He reviewed journal articles, and a Routledge edited volume India's Cyber Law and Security Economy; and published 16 edited volume articles, 42 articles, and 2 ILO books on the worst forms of child labor. He organized and chaired panels and presented papers in more than 30 international conferences.

He received training on C4D, Child Rights, HEQEP, Curriculum and Quality Assurance Mechanisms, Teaching-Learning, Self-Assessment, Disaster Management, NTFPs, etc. He guides his students in community engagement activities and organizes career counseling seminars/workshops for outgoing sociology students.



### **Andalib Mahejabin**

Rural Development Academy (RDA), Bogura

She has been working as a Deputy Director at Rural Development Academy, Bogura, Bangladesh. She obtained her Bachelor's and Masters's Degrees in Sociology from Rajshahi University, Rajshahi respectively in 2008 and 2010. Andalib is actively involved in different kinds of training programs and research works. She received training programs on establishing a multi-stakeholder partnership framework for ensuring good quality of the National Basic Capacity Building Program for UP, Project Cycle Management, and some other related fields in Bangladesh. Again she went to India to

participate in a two-month length training program on 'Capacity Building for Providing Alternative Livelihood Opportunities for the Poor (CBALO) at the National Institute for Micro, Small and Medium Enterprises (NIMSME), Yousufguda, Hyderabad, India. She has experience in conducting training programs on agribusiness, food processing, social forestry, and different kinds of poverty reduction-related courses. Her field of interest is women in Bangladesh especially working women. Thus she worked on the experience of working women of a certain location and she has publications in national and international journals regarding this field. Again she is related with further research works on different aspects of Bangladesh.

## Acknowledgment

First and foremost, we express our deepest gratitude to Almighty Allah, who created us, bestowed upon us the opportunity to pursue knowledge, and granted us the courage and hope needed to complete this research report.

We are profoundly grateful for the unwavering guidance and support of Professor Dr. Md. Zulfiqar Ali Islam of Rajshahi University, Rajshahi, Bangladesh. His mentorship was the driving force behind the successful completion of this research. We convey our deepest respect and appreciation to him.

We also acknowledge with gratitude the valuable reviews, edits, and advice provided by Professor Ali Asgar Chowdhury of the Department of Communication and Journalism at the University of Chittagong, Bangladesh. His contributions have significantly enriched this publication, and we offer him our sincere thanks.

Our gratitude extends to the faculty members of the Research and Evaluation Division at RDA, Bogura, for their unwavering support in completing this study.

Finally, we express our deep appreciation to the Director General of R.D.A. for his continuous encouragement and for facilitating the publication of this report.

The Authors

## Abstract

The COVID-19 pandemic has had a significant impact on the education system in Bangladesh, as in many other countries. In March 2020, all educational institutions in Bangladesh were closed in an effort to contain the spread of the virus. This led to a sudden switch to online education for primary school students.

This study examines the impact of the online education system on primary school students in the northern part of Bangladesh. The study found that the online education system has had a mixed impact on students. On the one hand, it has allowed students to continue their education even when schools were closed. On the other hand, the system has also faced a number of challenges, such as lack of access to technology, inadequate infrastructure, and lack of teacher training.

The study also found that the impact of the online education system has been uneven, with students from wealthier families and those living in urban areas being more likely to have access to the necessary resources. As a result, the pandemic has widened the gap between the haves and the have-nots in terms of educational opportunities.

The study concludes that the online education system is not a sustainable solution for the long term. The government needs to invest in improving the infrastructure and providing teachers with the necessary training so that all students can have access to quality education, regardless of their background.

In addition to the challenges mentioned in the study, other challenges of online education in Bangladesh include:

- Lack of awareness about online education among parents and students
- Lack of motivation among students to learn online
- Lack of proper guidance and support from teachers
- Technical problems such as poor internet connectivity and power outages

Despite these challenges, the online education system has the potential to be a valuable tool for providing education to students in Bangladesh. However, it is important to address the challenges mentioned above in order to make the system more effective.