

ONLINE AND DISTANCE EDUCATION IN Bangladesh: Teachers' Perspective

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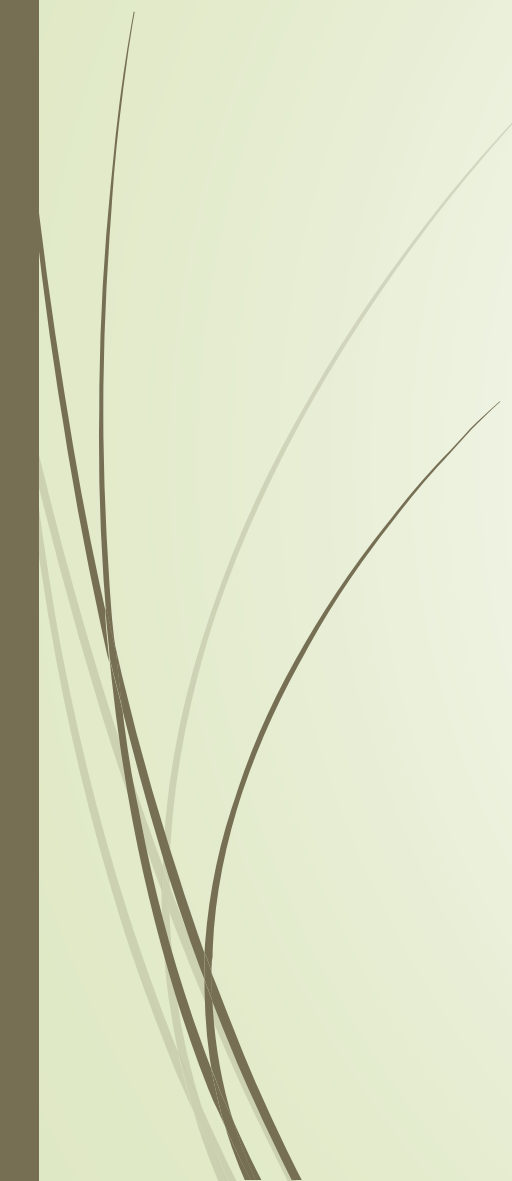


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NEW ZEALAND




Introduction and structure of presentation

- Concept of OE and DE
 - Bangladesh education system
 - Survey data analysis
 - Conclusion and policy implication
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Concept of online education

- ▶ **Online education** is a type of **educational** instruction that is delivered via the internet to students using their home computers. ... Most of the time, **online** degree programs and courses are offered via the host school's **online** learning platform, although some are delivered using alternative technologies.
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Concept distance education

- ▶ **Distance education** or distance learning is the **education** of students who may not always be physically present at a school. Traditionally, this usually involved correspondence courses wherein the student corresponded with the school via post. Today it involves **online education**.
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Bangladesh at a Glance



Socioeconomic parameters

Population

Land area

GDP

Natural resource

Human resource

Current Education system in Bangladesh

- ▶ There are 4 levels of education system
 - I. Primary
 - II. Secondary
 - III. Higher-Secondary
 - IV. Tertiary

Primary and secondary education is highly subsidized by government.

Girls' education free upto higher secondary

Objectives of Study



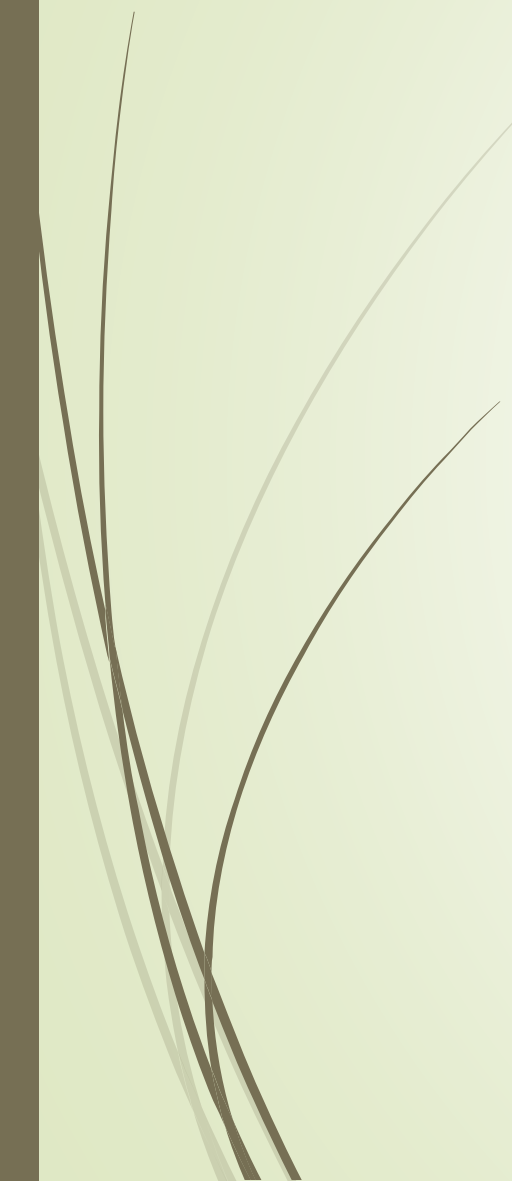
To examine

The level of understanding
between online and distance
education system of Bangladesh.

Teachers' perception about these
education delivery systems

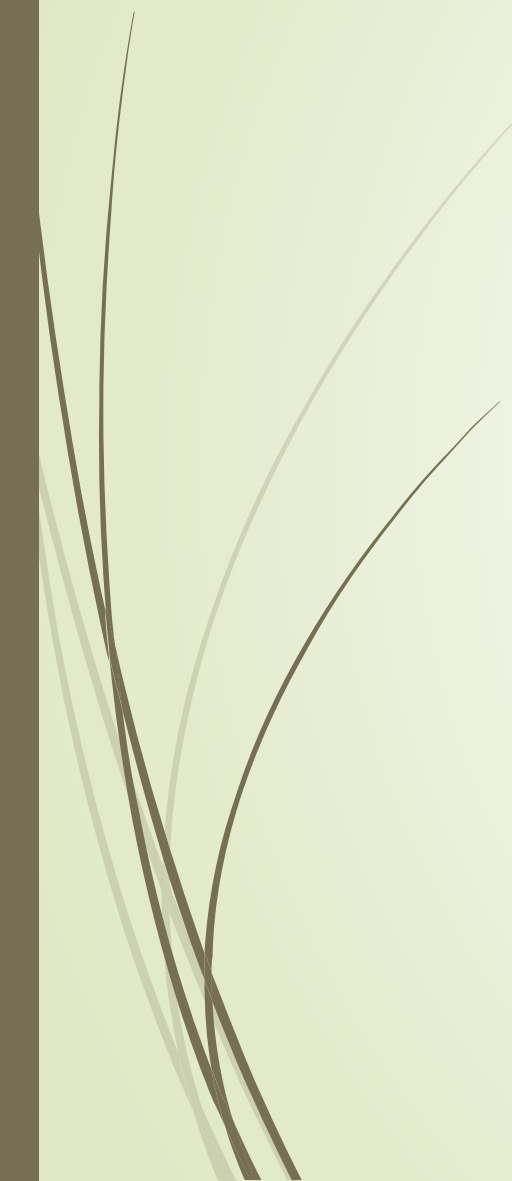


Universities use online system in Bangladesh

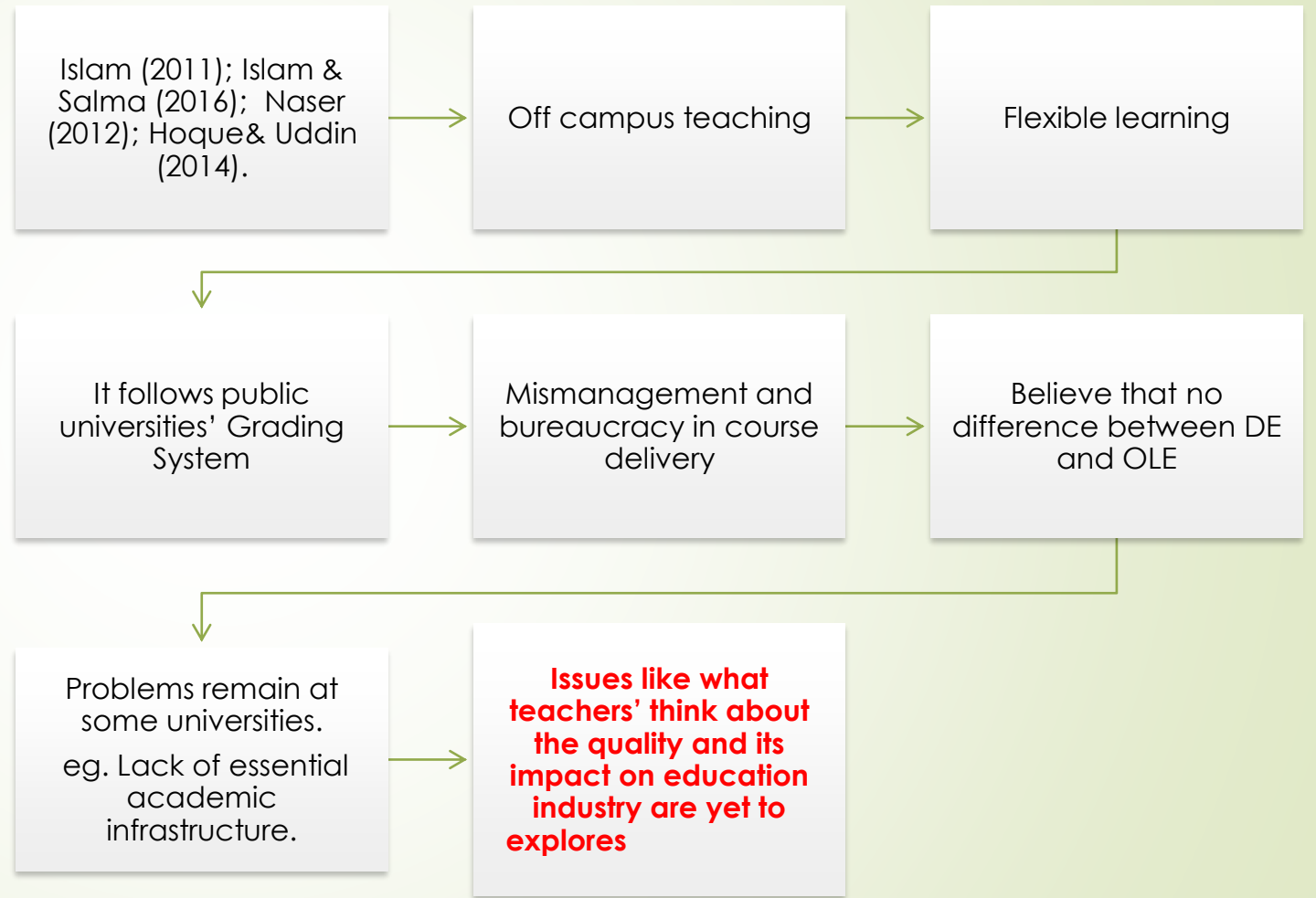
- ▶ Private Universities in Bangladesh are mainly use online system
 - ▶ Government permission is not required
 - ▶ There is no clear rules/ regulations
 - ▶ Limited facilities
- 



Universities use online system in Bangladesh

- Open university
 - Strong bureaucracy
 - Lack of technical facilities
 - Limited trained teacher
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Significance of study



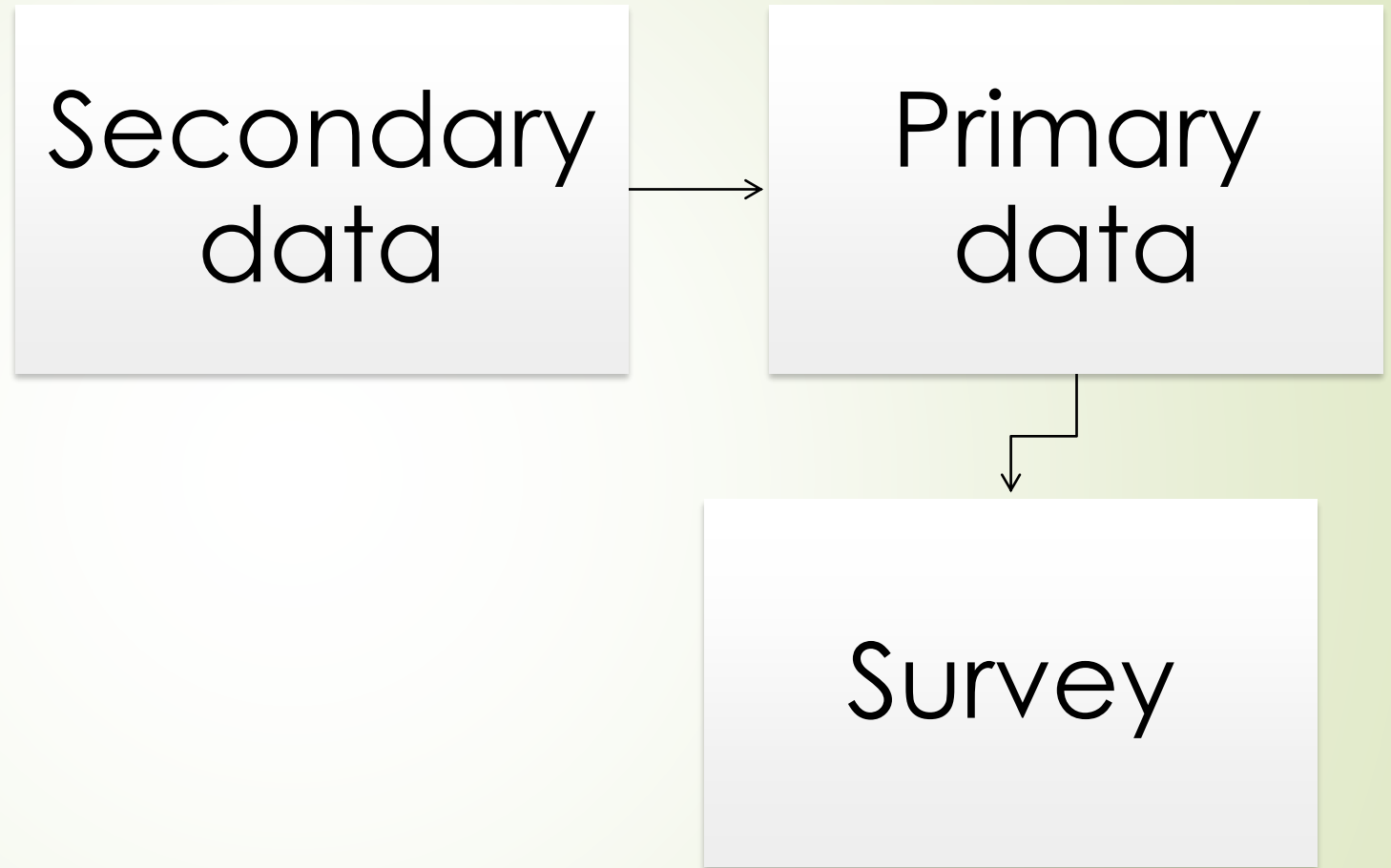
Higher Education in Bangladesh

2 types: Public and Private

Public Universities - 76

Private Universities - 93

Methodology



Sample of Study

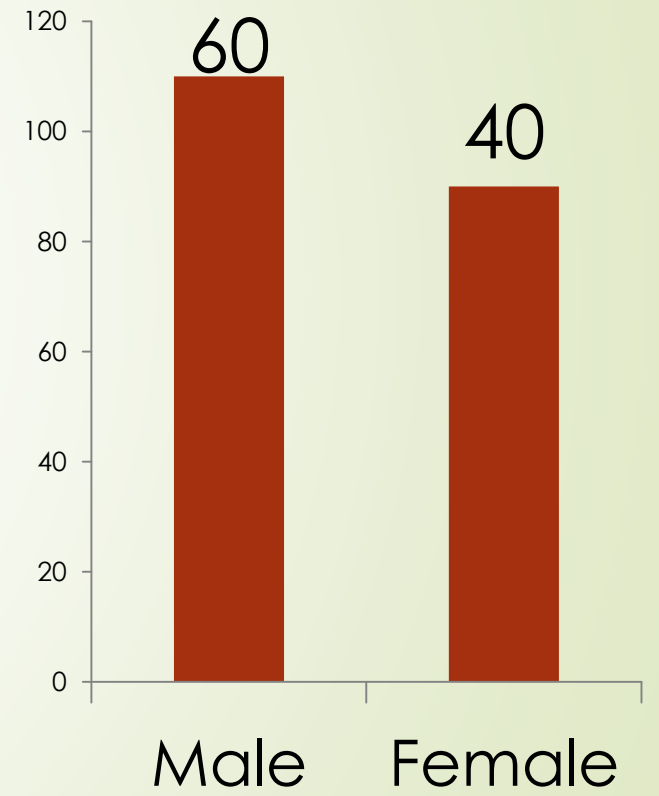


There are 1200 staff of open university of Bangladesh

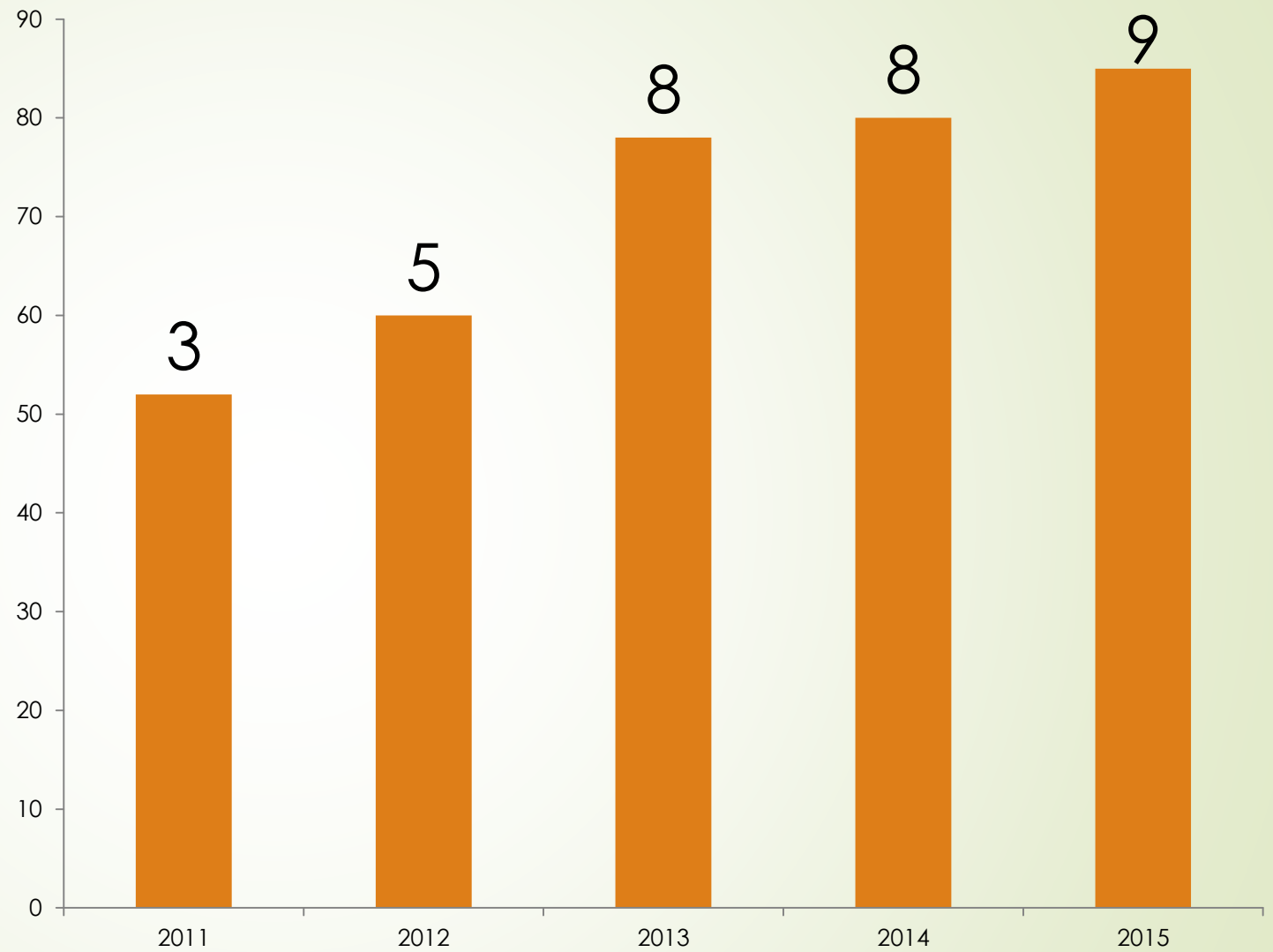
Only academic staff were interviewed

200 teachers were randomly selected

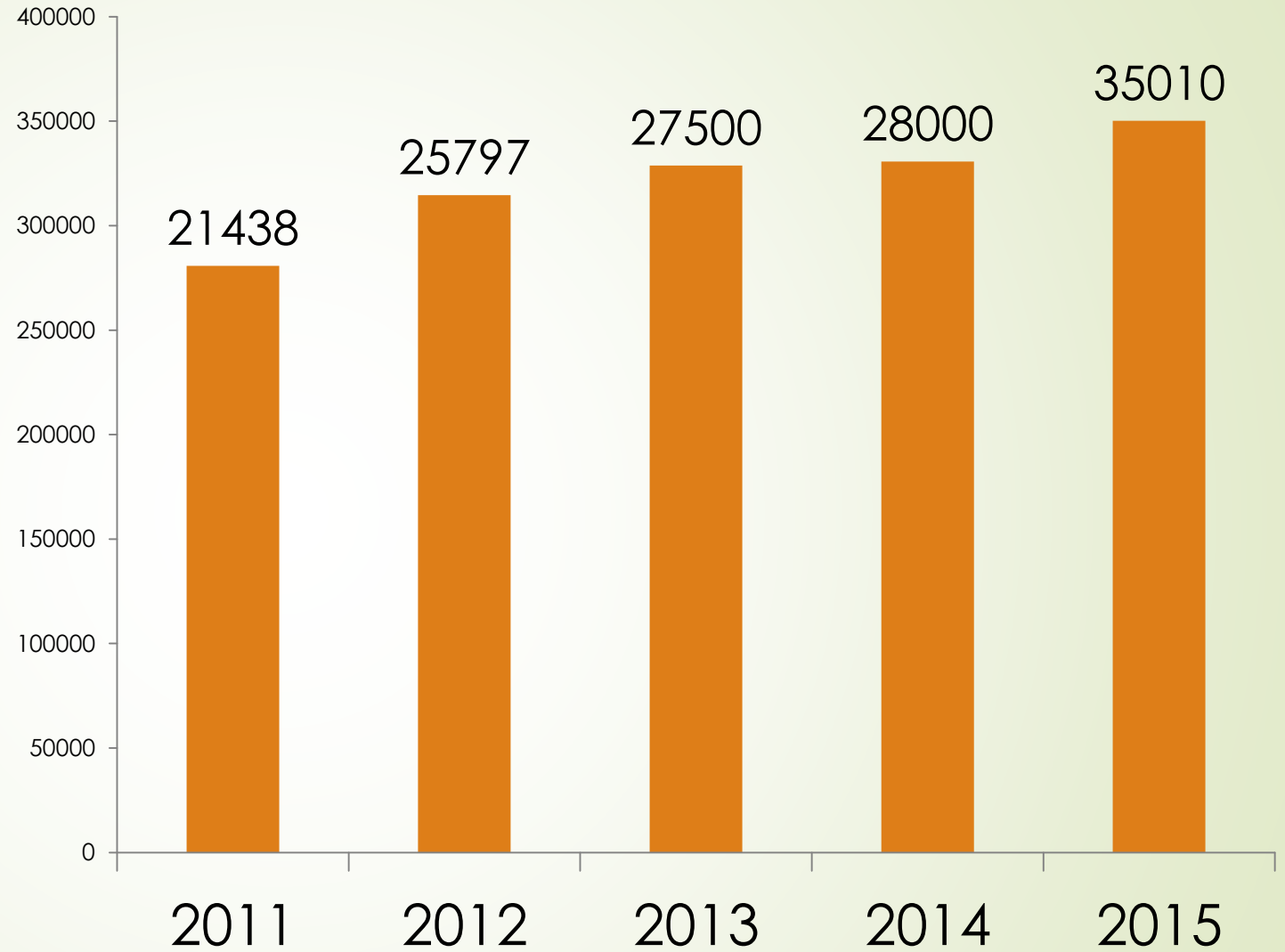
Gender of Respondents in percent



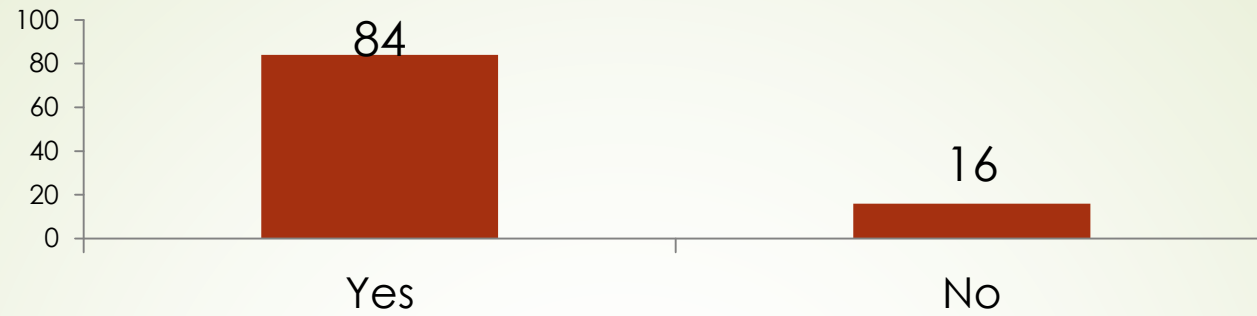
**Number of programme offered
at open university**



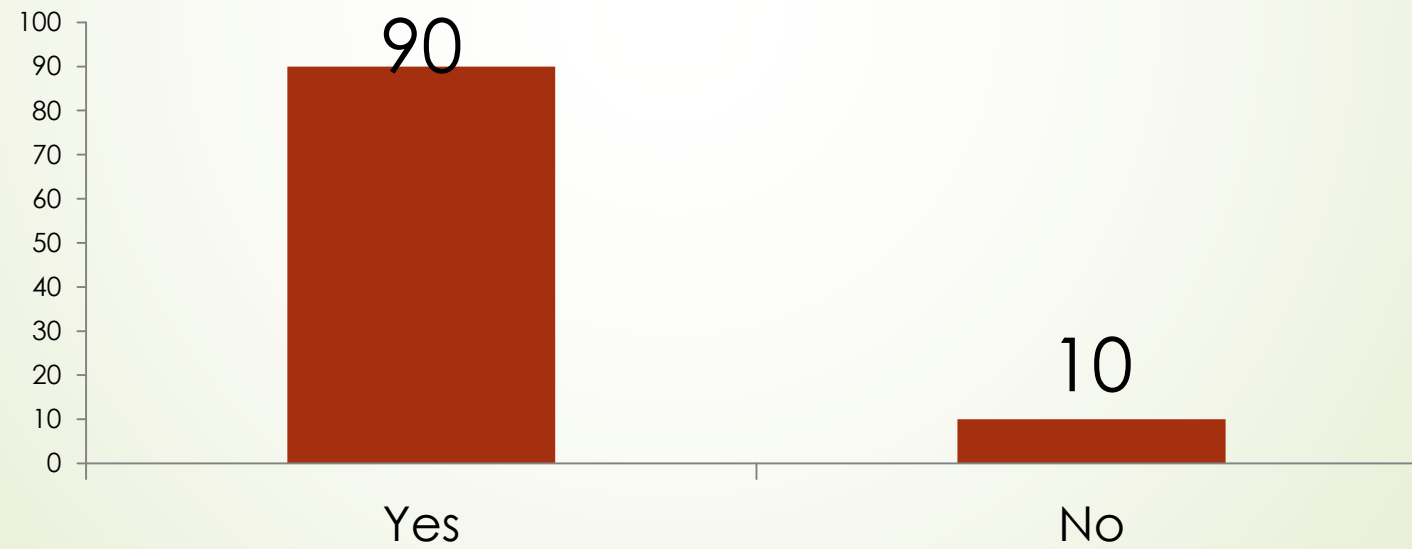
The Number of Students in DE



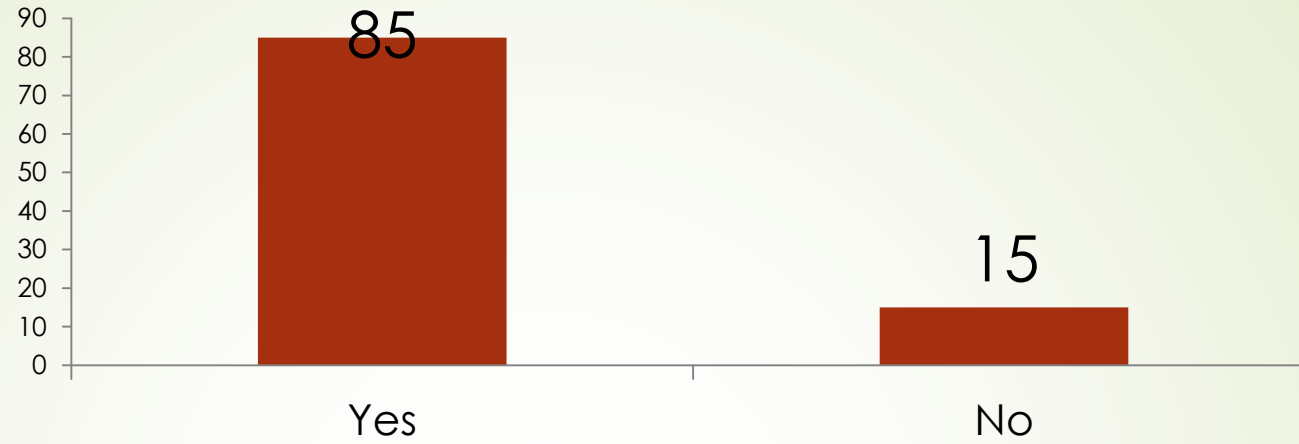
DE has increased opportunities of basic education



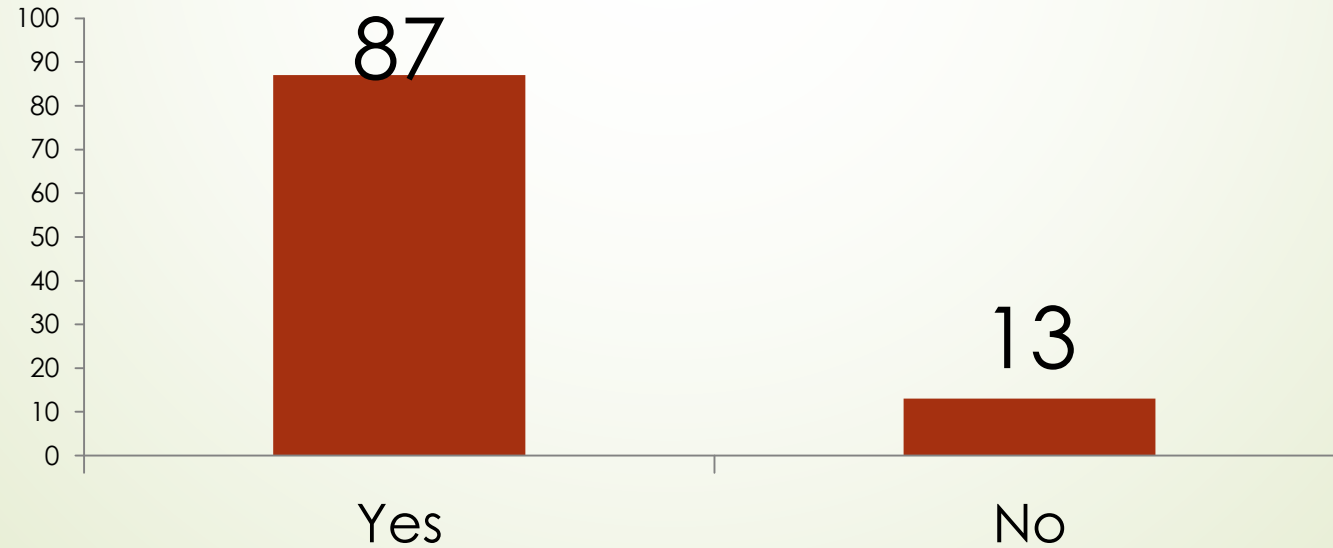
DE has increased areas of higher education



DE has increased job opportunities



DE and OE is same



Findings and Discussion



Increase in literacy rate has been largely impacted by the DE system in Bangladesh

The limited facilities in open University has been limiting the benefits of the system

The number of student enrolment is increasing

The average growth rate from 2011 to 2015 is 10.05%

Open university operates all over the country

Findings and discussion

The study was based on both Primary and secondary data

Random Sampling was used at open university in Bangladesh

Respondents were asked the difference between OE and DE

The result shows the quality of education is satisfactory but the concept of DE and OE is not clear

The teaching members or faculties are an issue. As there is too many part-time faculty

The number of students are increasing rapidly but the facilities are limited

Findings and Discussion



Out of 200 respondents - 84% believe DE has increased the opportunity for basic education in Bangladesh

Around 90% believe it has increased the areas of learning opportunities

Capacity of government's institutions for offering DE education is not sufficient compared to demand

Credibility of the degree obtained through DE is questionable in job market

Problems of delivering OLE and DE in Bangladesh



- Takes long time to complete study
- Limited modern Technologies
- limited scope for interaction with lecturers
- Difficult to get study material
- Teachers' biasness/ political influence
- Strictly limited opportunity of job placements
- Credibility of degree is not free from questions



Are online degree credible

- ▶ Employers said such factors as the accreditation of the **college** or **university**, the quality of its graduates and the name of the institution awarding the **degree** were among other things they considered to make an **online degree** more **credible**. ... Not all employers feel the same way

Conclusion

Knowledge about the difference between OLE and DE is limited among the teachers who are responsible to deliver and manage the system

Necessary facilities are strictly limited

Demand for OLE and DE are increasing rapidly

Open university has been contributing positively but with strong bureaucracy

Needs attention on quality measure

Recommendation and Policy Implication



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|----------|--|
| Monitor | Monitor of delivery system to minimize bureaucracy |
| Minimize | Increase professional and technical training facilities for teachers |
| Improve | Improve the technological facilities for students |
| Focus | Focus more on job placements |
| Equal | Create awareness for equal recognition of DE degree and general education degree |



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