An Analysis over the Education Policy of Bangladesh in Response to COVID - 19 Pandemic Situation.

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Abstract
The COVID-19 has affected the global operating systems and educational systems leading to the shutdown of many educational institutions and organizations. In Bangladesh, educational institution has been closed since March 17, 2020. The nationwide closing of educational institutions strongly affected all level of students. The direct and immediate impact of the COVID-19 on the educational sector is the loss in learning opportunities. In fight, the loss in learning, one frequently suggested option is online teaching. However, going online for learning and teaching is not feasible option for Bangladesh yet.

There are around 5.0 per cent of the households who do not have a mobile phone (Source: MICS 2019). This research based on secondary data analysis method. The purpose of the study is to find out the analysis over the education policy of Bangladesh that government taken in response to COVID-19 pandemic situation. When opening up the educational institution, healthcare protocols should be strictly followed, WHO and the UNICEF has already published such guidelines.

It is high time the government facilitated adequate hygiene infrastructures even at the remote educational institution in Bangladesh. The important thing that the government must increase allocation in educational sectors after the pandemic situation. To mitigate the COVID-19 disruption, "Distance Education" module for the both public and private sector should be introduced in affordable way. In response to education institutions, UNESCO recommended the use of distance learning programs. In this case, Education Ministry of Education, Bangladesh and University Grants Commission of Bangladesh (UGC) initiates to encourage the teachers, students and guardians to use online platforms i.e. Zoom, Google classroom, Google Meet, Facebook live etc. for conducting classes, training, workshop assisted by BdREN except taking examinations via those platforms. Though those platforms have some limitations. But some private universities are doing tremendous activities in this pandemic i.e. Brac launches its own platforms called 'buX', North South University initiates 'CANVAS LMS'ss.

I.   Introduction

1.0   Introduction

Among the unprecedented global challenges raised due to COVID-19, It's a very high time to countries will conduct analysis to address immediate, medium- and long-term challenges, requirements, response and recovery plans. Many countries resort lockdown that adversely affects all areas of our daily lives to control rapid expansion.

Bangladesh government closed all public and private organization since March 17, 2020 and declared lockdown all of the sectors but in the meantime education sectors is showdown still now. According to the Bangladesh Development Research Center (BDRC), there are 51.3 million children (0-14 years old) in Bangladesh, including 24.9 million girls and 26.4 million boys currently. Formal education is mostly done through schools and in Bangladesh there are three stages called pre-primary, primary and junior schools through child education. On the other side, According to University Grants Commission of Bangladesh (UGC), there are total 156 universities in Bangladesh.

Where the total number of public and private universities is 156. The total number of students is 853267, whereas the number of students in public universities is 454530, and the number of students in private universities is 398737. Thus, 53 percent of the university students are public universities. There are an average of

8204 students in government and private sector. The situation is extremely worrying and threatens all students, including students with special needs. More than 45.0 per cent of such students' families might fall below the poverty line for the pandemic situation. When deciding on the continuity of education, they may be outside the first school system. The World Health Organization (WHO) pointed out to the world that the novel coronavirus (COVID-19) could last for more than a few years. If this happens, students will suffer badly. In addition, the shutdown of educational institutions is a major impediment to the disruption of education due to internal assessment of students and cancellation of public assessment in education. Ministry of Education declared that classes will be held through online. But 77 percent of the student opposite the idea and 23 percent of the student taking online classes. (Bangla trubue-2021) Majority of the student condition going online education system is not a feasible option for Bangladesh yet. There are around 5.0 per cent of the households who do not have a mobile phone, laptop or computer and 55 percent students not get proper internet connection. (Bangla trubue-2021)

The research problem is to identify that "An Analysis over the Education Policy of Bangladesh in Response to COVID-19 Pandemic Situation.

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1.1 Background of the study

The COVID-19 pandemic has been make an unexpected situation around the whole world. In Bangladesh, Every sector has affected by covid-19 specially education sector. The first COVID-19 patient has been identified on March 8, 2020 in Dhaka city. After that the Bangladesh government declared to lock the whole country since March 17, 2020 along with all educational institutions and Government and non-government organization.

Although after few months, Govt. permitted to open the public and private organization but remain shut down all the educational institutions yet. On the other hand, University Grand Commission (UGC) decided that private and public university start the classes based on online as like (Zoom, Facebook live, YouTube, Google class room, Google meet etc.) Bangladesh government and University Grant Commission of Bangladesh (UGCB) has been published such a guideline and policy based on online platform to continue learning for public and private education instantons. So I thought in this case how to online education policy and guideline in learned response to during COVID-19 pandemic situation perspective on Bangladesh education sectors.

I have an analysis this report as a partial requirement to acquire the BBA degree. I have tried my level best to make this report informative and enriched so that the real things can easily be displayed.

1.2 Aim of the study

The study aims to find out the preparedness of the online education system that the Bangladesh government has been taken of education sector in response to during COVID- 19 pandemic situation.

This study uncovers the analysis on online learning in Bangladesh that aggregates some recognizable issues and challenges to embrace online based learning systems in the country.

1.3 Objective of the study

The Main objective of this study is "**An Analysis over the Education Policy of Bangladesh in Response to COVID-19 Pandemic Situation**".

Specific objective

▪ To know the education system of Bangladesh.
▪ To know the situation of education sector of Bangladesh during COVID-19 pandemic.
▪ The impact of COVID 19 on education sectors during lockdown situation.
▪ To maintain social distancing through online platform.
▪ To analyze the digital transformation in education sectors during pandemic situation.
▪ The policy that government has been taken during COVID-19 pandemic situation

II.   Literature review

The COVID-19 outbreak has been breakdown of the whole world. In the meantime, many country are faced critical and unexpected situation. The educational institutions has been suffered more in this pandemic. The temporary lockdown has been chosen for the alternative option. The nationwide lockdown approaches for all institutions. But most of the student are lived in poverty line and rural areas. That's why internet service and device limitations have been main obstacles for attending the online classes.

The online platform for learning has been emerged as the new and convenient medium to sustain the educational system's ground because of the prolonged closedown of the universities. Flexible learning system, including online learning, which has evolved as a great alternative to face to face teacher-based education system, is a great option to combat the current education disruption to the global education community (Huang, Liu, Tlili, Yang, Wang, et al. 2020). Huang et al. (2020) suggest that governments and educational institutions can come forth to ensure essential online educational information, replenish standardized instructions to teachers and learners regarding distance learning, and yield online training and research for the teachers.

Online and remote learning has become a necessity to carry on distance learning and ICT based education (Ali, 2020).The transformation of online teaching in relation with traditional educational system has been a technically feasible, safe, asynchronous and convenient approach to solve educational system's crisis during this lockdown period (Sund, 2020). The analysis of this study is long-term strategic management of the pandemic in three different lengths of scenarios in a resource limited setting of the so-called lockdown of the country. Which we had shown in our previous study (Shammi et al. 2020). According to the Shammi research paper, she find out the strategy and guidance about the socio economic management during Covid-19 pandemic situation.

A broader and deeper consequence of the COVID-19 pandemic on the education sector might emerge from the economic downturns being ignited by the pandemic control measures (Mahtab Uddin 2020) in combating the loss in learning, one frequently suggested option is online teaching. However, going online for learning is not a feasible option for Bangladesh yet.

As there is no such prediction on how long the situation prevails, the absence/lack of management strategy for an epidemiological and socio-economic emergency response might be a tool to assess the forthcoming situation under a set of specific scenarios.

According to the Ministry of education (MoE) and MoPME indicates their report, there are no alternatives of schooling and educational institutions, there should have readily available ways and means to handle the crisis situations which create uncertainties in relation to the continuation of learning and ensuring the health, safety and hygiene of pupils. Due to COVID-19, Bangladesh govt. urgently take plan to ensure the continuation of learning of education and the health, safety and hygiene of pupils.

2.0   Education
Education is both the act of teaching knowledge to others and the act of receiving knowledge from someone else. Education also refers to the knowledge received through schooling or instruction and to the institution of teaching as a whole.

2.1   Pedagogy for Continuing Education through Online
Lockdown and social distancing measures due to the COVID-19 pandemic have led to closures of schools, training institutes and higher education facilities in most countries. There is a paradigm shift in the way educators deliver quality education - through various online platforms. The online learning, distance and continuing education have become a panacea for this unprecedented global pandemic, despite the challenges posed to both educators and the learners.

Transitioning from traditional face-to-face learning to online learning can be an entirely different experience for the learners and the educators, which they must adapt to with little or no other alternatives available. The education system and the educators have adopted "Education in Emergency" through various online platforms and are compelled to adopt a system that they are not prepared for.

E-learning tools have played a crucial role during this pandemic, helping schools and universities facilitate student learning during the closure of universities and schools (Subedi et al., 2020). While adapting to the new changes, staff and student readiness needs to be gauged and supported accordingly. The learners with a fixed mindset find it difficult to adapt and adjust, whereas the learners with a growth mindset quickly adapt to a new learning environment. There is no one size-fits-all pedagogy for online learning. There are a variety of subjects with varying needs. Different subjects and age groups require different approaches to online learning (Doucet et al., 2020). Online learning also allows physically challenged students with more freedom to participate in learning in the virtual environment, requiring limited movement (Basilaia & Kvavadze, 2020).

As schools have been closed to cope with the global pandemic, students, parents and educators around the globe have felt the unexpected ripple effect of the COVID-19 pandemic. While governments, frontline

workers and health officials are doing their best slowing down the outbreak, education systems are trying to continue imparting quality education for all during these difficult times. Many students at home/living space have undergone psychological and emotional distress and have been unable to engage productively. The best practices for online homeschooling are yet to be explored (Petrie, 2020). The use of suitable and relevant pedagogy for online education may depend on the expertise and exposure to information and communications technology (ICT) for both educators and the learners. Some of the online platforms used so far include unified communication and collaboration platforms such as Microsoft Teams, Google Classroom, Canvas and Blackboard, which allow the teachers to create educational courses, training and skill development programmers (Petrie, 2020).

They include options of workplace chat, video meeting and file storage that keep classes organized and easy to work. They usually support the sharing of a variety of content like Word, PDF, Excel file, audio, videos and many more. These also allow the tracking of student learning and assessment by using quizzes and the rubric-based assessment of submitted assignments. The flipped classroom is a simple strategy for providing learning resources such as articles, pre-recorded videos and YouTube links before the class.

The online classroom time is then used to deepen understanding through discussion with faculty and peers (Doucet et al., 2020). This is a very effective way of encouraging skills such as problem-solving, critical thinking and self-directed learning. The virtual classroom platforms like videoconferencing (Google Hangouts Meet, Zoom, Slack, Cisco, WebEx) and customizable cloud-based learning management platforms such as Elias, Moodle, BigBlueButton and Skype are increasingly being used.

2.2 Challenges in Teaching and Learning

With the availability of a sea of platforms and online educational tools, the users— both educators and learners—face frequent hiccups while using it or referring to these tools. Some of the challenges identified and highlighted by many researchers are summarized as follows: Broadly identified challenges with e-learning are accessibility, affordability, flexibility, learning pedagogy, life-long learning and educational policy (Murgatrotd, 2020). Many countries have substantial issues with a reliable Internet connection and access to digital devices.

While, in many developing countries, the economically backward children are unable to afford online learning devices, the online education poses a risk of exposure to increased screen time for the learner. Therefore, it has become essential for students to engage in offline activities and self-exploratory learning. Lack of parental guidance, especially for young learners, is another challenge, as both parents are working. There are practical issues around physical workspaces conducive to different ways of learning. The innately motivated learners are relatively unaffected in their learning as they need minimum supervision and guidance, while the vulnerable group consisting of students who are weak in learning face difficulties. Some academically competent learners from economically disadvantaged background are unable to access and afford online learning.

The level of academic performance of the students is likely to drop for the classes held for both year-end examination and internal examination due to reduced contact hour for learners and lack of consultation with teachers when facing difficulties in learning/understanding (Sintema, 2020). Student assessments are carried out online, with a lot of trial and error, uncertainty and confusion among the teachers, students and parents. The approach adopted to conduct online examination varies as per the convenience and expertise among the educators and the compatibility of the learners. Appropriate measures to check plagiarism is yet to be put in place in many schools and institutions mainly due to the large number of student population.

The lockdown of schools and colleges has not only affected internal assessments and examinations for the main public qualifications like General Certificate of Secondary Educations (GCSE), but a levels have also been cancelled for the entire cohort in the UK. Depending on the duration of the lockdown, postponement or cancellation of the entire examination assessment might be a grim possibility (United Nations, 2020).

Various state-level board exams, recruitment exams, university-level exams and entrance exams have been postponed across India due to the COVID-19 outbreak and national lockdown. Various entrance examinations (such as BITSAT 2020, NATA 2020, CLAT 2020, MAT 2020, ATMA 2020) have also been postponed/ rescheduled. The education system in schools, colleges and universities across the country has been severely impacted due to the ongoing situation. It is also possible that some students' careers might benefit from the interruptions. For example, in Norway, it has been decided that all 10th grade students will be awarded a high-school degree. A study carried out in France shows that the 1968 abandoning of the normal examination procedures in France, following the student riots, led to positive long-term labour market consequences for the affected cohort (Maurin & McNally, 2008).

School time also raises social skills and awareness besides being fun for the children. There are economic, social and psychological repercussions on the life of students while they are away from the normal

schedule of schools. Many of these students have now taken online classes, spending additional time on virtual platforms, which have left children vulnerable to online exploitation. Increased and unstructured time spent on online learning has exposed children to potentially harmful and violent content as well as greater risk of cyberbullying. School closures and strict containment measures mean more families have been relying on technology and digital solutions to keep children engaged in learning, entertained and connected to the outside world, but not all children have the necessary knowledge, skills and resources to keep themselves safe online. In the case of online learning in Bhutan, majority of the learners are from rural villages where parents are mostly illiterate farmers.

Students are engaged in assisting parents in farm activities such as agriculture, tending to cattle and household chores. Some students even requested to postpone exam time towards the afternoon since they had to work on the fields during morning hours. Some students expressed that they had to attend to their ailing parents/ grandparents/family members and take them to hospitals. By evening, when they are back home, it becomes difficult for them to keep abreast with the lessons. Parents whose children are in lower grades feel that it would be better to let the children repeat the next academic year. Majority of students do not have access to smartphones or TV at home in addition to poor Internet connectivity.

There is no or less income for huge population due to closure of business and offices. The data package (costs) is comparatively high against average income earned, and continuous access to Internet is a costly business for the farming community. Online face-to-face classes (video) is encouraged by most; however, some students (economically disadvantaged) have expressed that the face-to-face online class consumes more data packages. The teachers are in dilemma as to whom to listen to and which tools to adopt.

Some think pre-recorded videos could help; however, this would restrict interactions. It is difficult to design a proper system to fit the learning needs and convenience of all students.

2.3 Opportunities for Teaching and Learning

Although there have been overwhelming challenges for educators, schools, institutes and the government regarding online education from a different angle, there are several opportunities created by the COVID-19 pandemic for the unprepared and the distant plans of implementing e- learning system. It has forged a strong connection between teachers and parents than ever before. The homeschooling requires parents to support the students' learning academically and economically. Children with disabilities need additional and special support during this ongoing emergency. The use of online platforms such as Google Classroom, Zoom, virtual learning environment and social media and various group forums like Telegram, Messenger, WhatsApp and WeChat are explored and tried for teaching and learning for the first time ever to continue education. This can be explored further even after face to-face teaching resumes, and these platforms can provide additional resources and coaching to the learners. Teachers are obliged to develop creative initiatives that assist to overcome the limitations of virtual teaching. Teachers are actively collaborating with one another at a local level to improve online teaching methods.

There are incomparable opportunities for cooperation, creative solutions and willingness to learn from others and try new tools as educators, parents and students share similar experiences (Doucet et al., 2020). Many educational organizations are offering their tools and solutions for free to help and support teaching and learning in a more interactive and engaging environment. Online learning has provided the opportunity to teach and learn in innovative ways unlike the teaching and learning experiences in the normal classroom setting.

III. Methodology of the Study: Data and Methods
3.1 Research Strategy
This research paper is based on completely secondary and qualitative data analysis. The Researcher has collected every secondary and qualitative data from legitimate sources.
3.1.1 Qualitative Research Strategy
Qualitative research is a scientific method of observation to gather non-numerical data for inquiry in depth understanding of social phenomena within their natural setting. Qualitative data collection methods vary using unstructured or semi-structured techniques. Some common methods including size are typically small and respondents are selected to fulfill a given quota.
3.2 Data Collection Method
There are two types of data collection method are: Primary data and Secondary data. This study is based on secondary data.
3.2.1 Primary Data
Primary data is a type of data that is collected by researchers directly from main sources through interviews, surveys, experiments, etc. Primary data are usually collected from the source—where the data originally originates from and are regarded as the best kind of data in research.

The sources of primary data are usually chosen and tailored specifically to meet the demands or requirements of particular research. Also, before choosing a data collection source, things like the aim of the research and target population need to be identified.

3.2.2   Secondary Data
Secondary data is the data that has already been collected through primary sources and made readily available for researchers to use for their own research. It is a type of data that has already been collected in the past.
A researcher may have collected the data for a particular project, then made it available to be used by another researcher. The data may also have been collected for general use with no specific research purpose like in the case of the national census.

3.2.3   Secondary sources of data
➢   Identify sources of secondary and qualitative data to be used in the study.
➢   Data collected from the online, reports, newspaper, journals, articles, publications and unpublished articles, journals etc.
➢   Ministry of Education of Bangladesh (MoE).
➢   University Grants Commission of Bangladesh (UGC).
➢   Bangladesh Bureau of Statistics (BBS).
➢   Bangladesh Bureau of Educational Information and Statistics (BENBEIS)
➢   Directorate of Primary Education (DPE)
➢   Directorate of secondary and higher education (DSHE)
➢   Bangladesh Madrasah Education Board
➢   World Health Organization (WHO) website.
➢   Bangladesh, Institute of Epidemiology, Disease Control and Research (IEDCR)
➢   Bangladesh Telecommunications Company Limited (BTCL)
➢   Bangladesh Development Research Center (BDRC)
➢   United Nations International Children's Emergency Fund (UNICEF)
➢   Bangladesh Research and Education Network (BdREN)
➢   Directorate General of Health Services (DGHS)

3.3   Limitations of the study
The researcher has faced some obstacles that hindered from obtaining the objective of project. In brief the problems are;
➢   During collecting secondary data, it is really hard to get correct information.
➢   Time and cost constraints are also other limitations regarding this research.
➢   Lack of experience
➢   In this research, primary data has not been used which is so much important for this paper.
➢   Future researchers may wish to investigate and analyze the policy through primary data like, field survey, online survey, student inquiry etc.
➢   As the report is based on totally secondary data observation, personal bias might have hampered the findings. As a researcher might have unintentionally missed any important point that as a researcher should have covered in project work.

IV.   Result Analysis and Discussion
4.1   Education System of Bangladesh
The present education system of Bangladesh is broadly divided into three major stages, viz. primary, secondary and higher education.
The main education system is divided into three levels:

•   Primary level (class 1–8)
•   Secondary level (9–12): There is no middle school system in Bangladesh.
•   Tertiary level
At all levels of schooling, students can choose to receive their education in English or Bangla. Private schools tend to make use of English-based study media while government- sponsored schools use Bangla.

Primary School Classroom

Cadet Colleges are important in the education system of Bangladesh. A cadet college is a room and board collegiate administered by the Bangladesh Military. Discipline is compulsory at all cadet colleges. Faujdarhat Cadet College is the first cadet college in Bangladesh, established in 1958 over an area of 185 acres (0.75 km^2) at Faujdarhat in the district of Chittagong. At present, there are 12 cadet colleges in Bangladesh, including three for girls.

As of September 2019, tertiary education in Bangladesh takes place at 44 government, 101 private and 3 international universities. Students can choose to further their studies in chartered accountancy, engineering, technology, agriculture and medicine at a variety of universities and colleges.

Figure 1: Education in Bangladesh
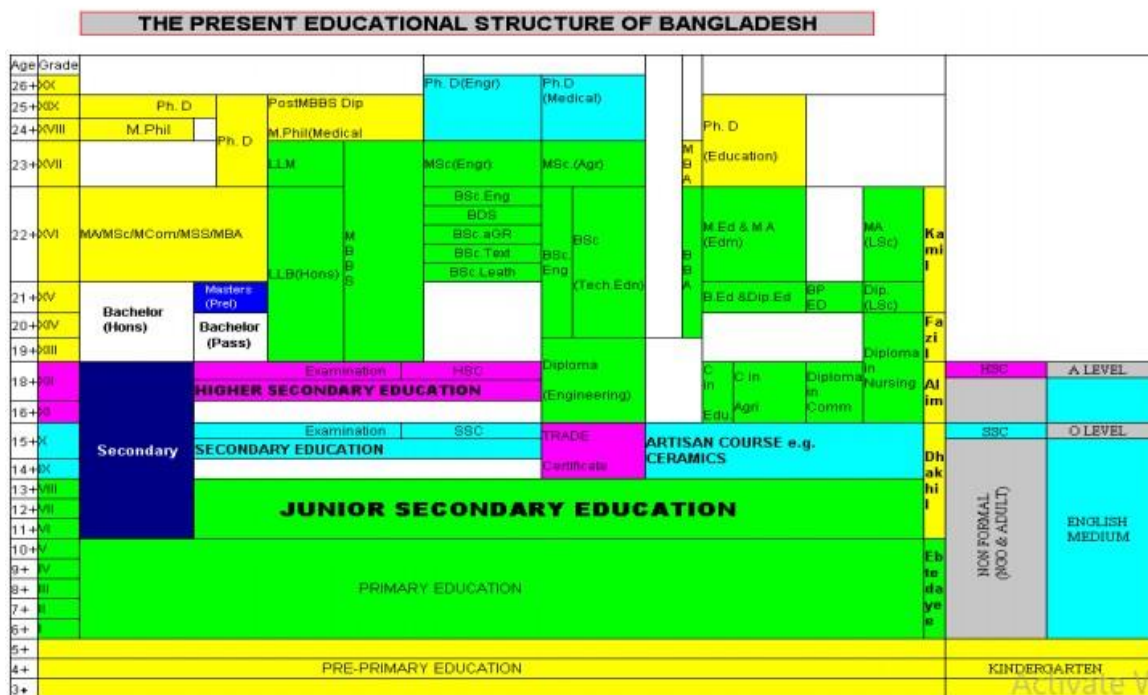
Source: Benbeis, 2008

4.1.1 Primary education system in Bangladesh

We all know that we have several types of education at primary levels such as Bangla medium, English version, English medium, kindergarten, and Madrasa, and there is no uniformity among the existing systems. Students who read in Bangla medium school get such education which hardly matches education students get from Madrasa. Even the curriculum of English version at primary level is diverse from that of Kindergarten or Bangla medium.

Since English medium education follows international curriculum like Edexcel or Cambridge, it has nothing to do with the national curriculum. But a few books on Bangla Language, History and Culture should be included in the English medium curriculum for the junior section. It seems that the whole system is very confusing, and students reading in primary schools do not get uniform and culture-specific education which will help develop their human quality, mental faculty and intellectual skill.

Primary education begins at the age of 6. There are five grades in primary schools-class I to class V. For each grade an annual examination is held subject wise and each student has to pass in all the subjects to get promotion to the next higher class.

4.1.2 Secondary and Higher Education System in Bangladesh

Secondary education is imparted by junior secondary and higher secondary level institutions. Higher education is imparted by degree pass (3 years), degree honors (4 years), masters (1 & 2 years) and other higher level institutions of equivalent section of other related institutions. And secondary education is imparted by (Grade VI to XII).

Ministry of Primary and Mass Education (MOPME) under a Secretary manages the primary education sector while the other stream from secondary to higher education is managed by Ministry of Education (MOE) headed by Secretary of its own.

### 4.1.3 Number of students and educational institution of Bangladesh

According to the Bangladesh Education Statistic 2018, there are total number of students is 38.6 million with 3.6 million in pre-primary, 18 million in primary, 13 million in secondary and 4 million in tertiary education. There are 0.17 Million educational institutions from primary to tertiary level including 0.13 million primary level educational institutions. Among primary level students around 75.2% are enrolled in government primary schools and only 48.9% of primary schools are government schools. The country's economic development is closely linked with ensuring strong education attainment, learning outcomes, and skills development

The following graphs illustrate detailed statistics on education institutions and students:

Number of educational institution (in million)
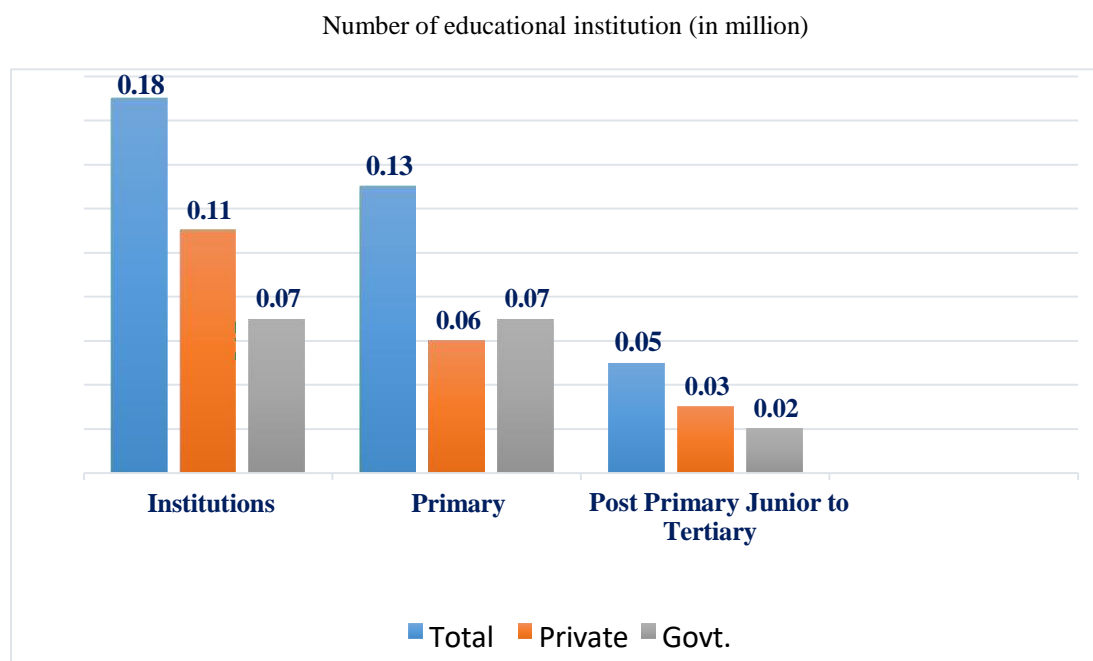
(Source: Bangladesh Education Statistics (2018)
**Figure-2:** Number of educational institution (in million)
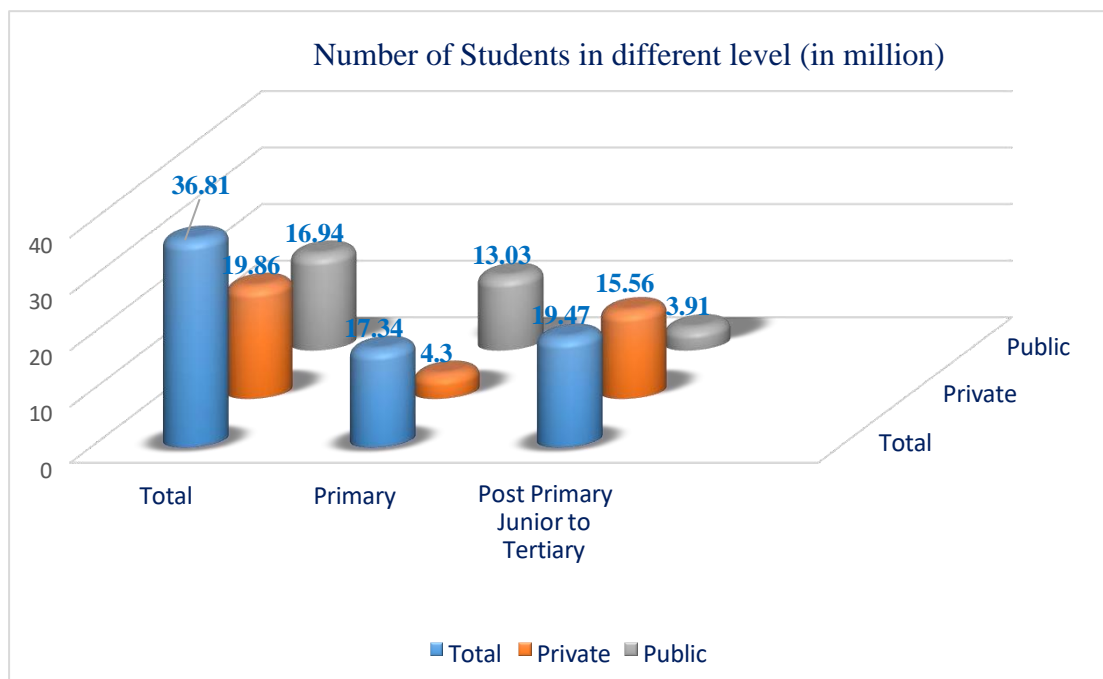
(Source: Bangladesh Education Statistics 2018)
Figure-3: Number of Students in different level (in million)

4.2 COVID-19 Pandemic Situation Analysis

In Bangladesh, the first three COVID- 19 patients were identify on March 8, 2020 in the Dhaka city. Bangladesh closed all the public & private organization including educational institutions from March 17, 2020 and students from residential halls were moved out immediately. An outbreak of the coronavirus disease (COVID-19) caused by the 2019 novel coronavirus (SARS-CoV-2) has been spreading rapidly across the world since December 2019. The World Health Organizations (WHO) has declared COVID-19 pandemic on March 11, 2020 for spreading almost all over the world. Since the beginning of COVID-19 pandemic was in last December, 2019 in Wuhan, Hubei Province, china.
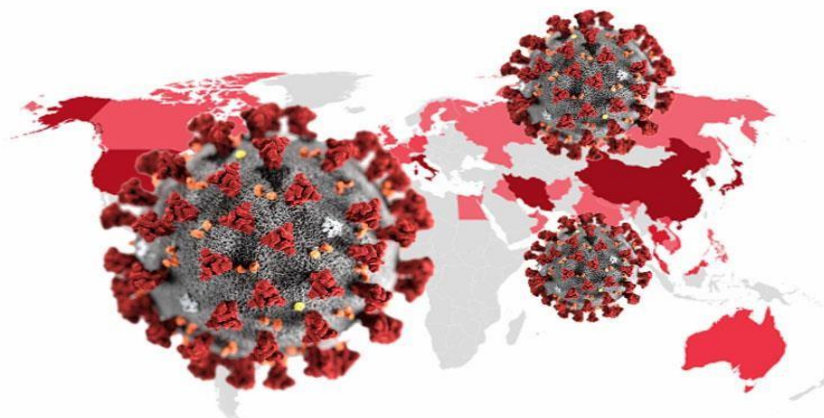
Picture: COVID-19 coronavirus Disease 2019

Prime Minister Sheikh Hasina addressed to the nation on 25 March, 2020 and 31st March 2020 urging people to stay safe and stay at home. Her 25th March speech seems to be the main policy framework of her government incorporating social, health, and education sectors security measures in fighting COVID-19. According to the Directorate General of Health Services (DGHS) has Total infected **12, 47,784** & deaths **20,685** in the whole Bangladesh up to July 31, 2021. Globally has total infected cases 4,368,199 and total deaths 4,286,948 up to August 02, 2021 by COVID-19 (WHO, 2021)
The following graphs illustrate detailed infected & deaths last 14 days in Bangladesh (July 18, 2021 to July 31, 2021).
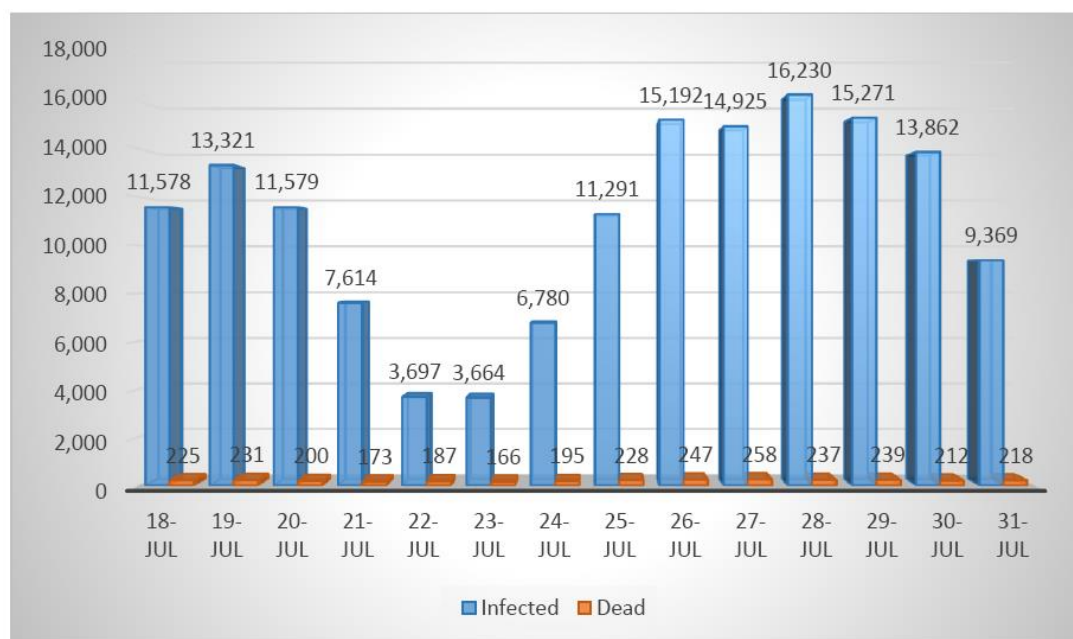
Source: www.corona.gov.bd

Figure-4: COVID-19 Infected & Deaths last 14 days in Bangladesh (July 18, 2021 to July 31, 2021).

Prime Minister Sheikh Hasina has urged the people to visit physicians if any symptom of coronavirus is seen and not to pay heed to any rumor about it as she issued a 31-point directive in view of the outbreak of the lethal disease. Sheikh Hasina also warned that no corruption will be tolerated in the relief distribution and advised not to use personal protective equipment (PPE) wholesale by all the people. "The prime minister has given the 31-point instruction in the wake of the novel coronavirus (COVID-19) situation in the country," PM's Press Secretary Ihsanul Karim told BSS. Following are the directives of the premier.

1) Coronavirus-related treatment measures will have to be taken, and awareness programmers on the issue will have to be implemented.

2) There is no need for concealment rather go to physicians if symptoms of coronavirus surfaces.

3) No need for using PPE generally by all, rather it needs to ensure PPE for all concerned with the treatment process and adopt cautionary measures to keep all treatment equipment including PPE and masks freed from virus and in case of their disposal as well.

4) Special priority will have to be given to all doctors, nurses, lab technicians, cleaners, ambulance drivers who are involved in the treatment of COVID-I9 disease.

5) Those who are in the home quarantine or isolation should be treated humanely.

6) To regularly follow the health code including washing hands, using masks and maintaining social distancing.

7) Naval ambulances should be provided in the riverbank districts.

8) Proper health checkups and medical care for other patients should be continued.

9) Ensure cleanliness, and all the city corporations, municipalities and upazila parishads across the country will have to strengthen their cleanliness activities.

10) Attention should be given to law and order, and all the government officials including that of the Health Services Division, the administration, the law enforcement agencies, the Armed Forces Division will have to continue their works maintaining proper coordination in this national disaster.

11) No corruption will be tolerated in the relief activities.

12) Assistance will have to be given to day-laborers, workers and peasants so that they don't remain hungry, and a separate list of poor working people will have to be prepared.

13) Social safety activities will continue.

14) Proper attention will have to be paid so that economic activities don't get stagnate.

15) Food production system will have to continue, and more varieties of crops will have to be produced. Whatever needs for food security will have to be done and no land should be kept uncultivated.

16) Supply system should be maintained.

17) General activities will continue and the prices of essentials will have to be kept under control.

18) All celebration programmers of the Bangla New Year should be suspended to avoid public gatherings. The celebration should be done through a digital system staying at home.

19)   Local public representatives, political leaders, people of all stages of the society will have to work together. The administration will have to work engaging all the people.

20)   Alongside the government, the affluent persons and institutions of the society will carry out their relief and healthcare activities maintaining coordination with the Deputy Commissioners and Upazila Nirbahi Officers.

21)   The public representatives and upazila administration will distribute foods among the distressed people by preparing a ward-based list.

22)   Special attention will have to be given the most disadvantaged people like agriculture workers, day laborers, rickshaw and van-puller, transport workers, beggars, street children, the women abandoned by husband, widows and 'hijra' community and providing relief to them will have to be ensured.

23)   Necessary arrangements will have to be made for senior citizens and children.

24)   All government employees and volunteer organizations will have to follow the standing orders (SOD) regard disasters.

25)   Necessary arrangements will have to be made for monitoring on production, supply and regular marketing of the essential goods.

26)   Don't buy excessive products after being panicked as there is adequate stock of all necessary goods including food grains.

27)   The farmers will continue cultivation regularly, and in this case, government incentives will go on.

28)   All industry owners, businesspeople and individuals will keep their own industries, business establishments and houses clean.

29)   The owners of industries will continue production through discussion with the workers and ensuring their health safety.

30)   The media workers are playing a proper role in creating mass awareness and in this case, a sharp eye will have to be kept so that none can mislead the people by spreading various rumors and false information.

31)   Spreading rumors will have to be stopped. Various rumors are being spread. Don't pay heed to rumors and don't worry about it.

4.3   Online education system of Bangladesh

In the beginning of COVID-19 pandemic in Bangladesh. The government declared to lockdown nationwide and shutdown entirely of the institutions. Education sector has been long term experiencing closure due to pandemic situation. Public university decided to suspend their activity. Although private university are allowed to continue their running semester. However many students and parents are against the idea of running class through online. Their main condition was lack of available internet connections, lack of proper device, cost of data, family financial condition, mental stress and others.

In an online seminar arranged by the Center on Budget and policy where prominent educators have given their opinion regarding online classes. The speakers opined that arranging online classes for 7.5 lakh students could cost around Tk. 10,000 crores. The Government can arrange this allocation and he demanded a reduction in internet usage charges. They also pledged that, education loans can be introduced for students. Public universities will have to sign a memorandum of understanding with any bank with the central bank; banks' corporate social responsibility programs will help the education sector. Other speakers of that seminar opined that students should be provided with free internet facility plus mobile handsets and laptops, and they called for increasing the budget allocation in this sector. (The business standard, 2020).
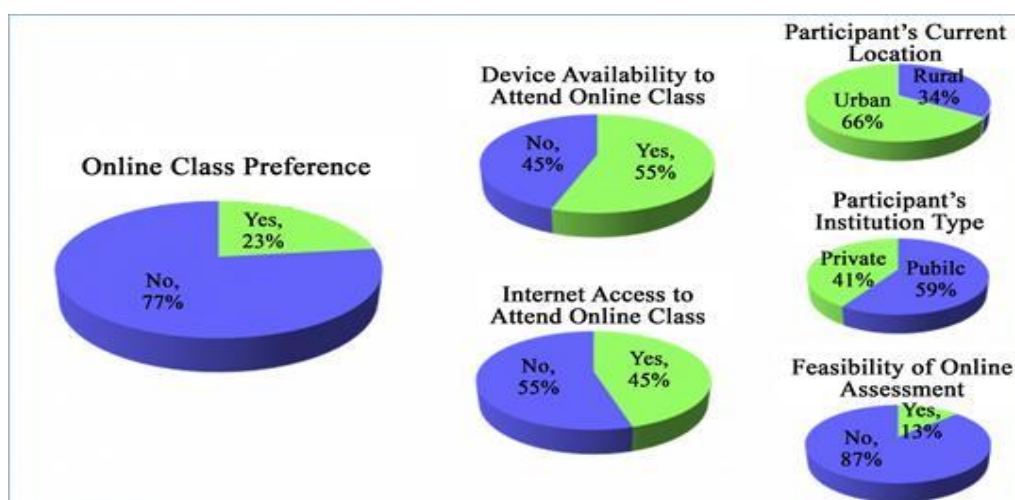

Figure-5: Current scenario of Bangladesh student's enrolment to online class. (Islam, 2020).

BioTED, a novel training and research initiative have conducted a study on 42 private and public universities and they found that only 23% of the students were in favor of taking online classes in this situation, while the rest 77% opposed the idea. Only 55.3% of the students have access to a laptop, PC or tablet to attend an online class. It shows us 44.7% of the students cannot attend online classes due to lack of logistics. The most critical factor for online classes is internet connectivity, and our survey revealed that 55% of the students are not supported by proper internet connections to continue with online Education. They also revealed that 40% of the students are already attending online classes, among whom the majority (70%) are from private universities. (Bangla tribune, 2020)
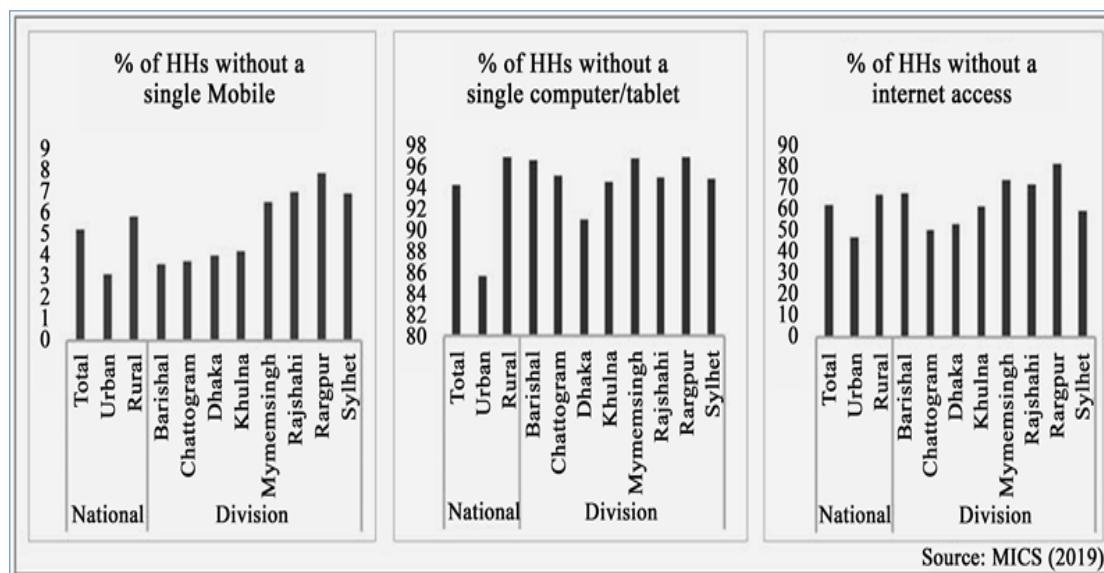
Figure-6: Households without single mobile; Households without single computer/tablet; Households without internet access.   Source: MICS 2019 (Uddin, n.d.)

University of Dhaka is reluctant to go online class system thinking of the inconvenience of the students. Some teachers express their opinion about taking academic activities online as the university is closed due to the Corona outbreak, but not everyone from remote areas of the country thinks that equal participation is possible in online platforms. The top authorities of the university expressed their concern about the student's family's financial condition, access to healthy life style, social distancing, mental state, and ability to buy internet and compatible device during this COVID-19 outbreak to continue online class. (Bangla tribune, 2020)

The University Grant Commission of Bangladesh (UGCB) has outlined a policy about taking online classes in Private University. The authority directed that, the ongoing semester classes and examination activities of private universities can be taken online. However, the universities are not allowed to start the activities of any new semester before next July 2020.

Besides, the private universities have been making various requests for permission to admit students since March. The authority also issued a guideline where they are allowed to take both classes and exams in online. However, in this case, the practical test of science subjects can't be taken online in any way. Besides, maximum transparency has to be adopted in taking online exams. The university which completed at least 60 percent of the classes before Pandemic, will be able to coordinate the rest of the activities in the next semester (Sujon, 2020).

The main argument against online class in developing countries is lack of proper internet connection with stable speed. Even if they are able to attend classes, the experience is extremely inefficient because they have trouble following the lecture because the network breaks down frequently not able to communicate properly with the teachers.

Online classes also discourage class participation because most of the students do not own laptop or computers. It is not possible to do assignments and tasks in a smart phone. Students are also expressed their opinion that online classes are not the same as in-person classes because it is less engaging than normal cases. The concerned gets even worse when it comes about conducting online exams, quizzes, presentations or any sort of graded activity through online platforms. Many students also have concerns regarding the mental pressure such classes and exams are putting on the students during a global pandemic.

But another group of students concerned about the length of the semester is in favor of adopting online class system, but they are against in taking exams online. Faculty members said that online connectivity is that it

doesn't require much logistics. Some of the universities have been helping students by buying mobile internet packages for them so they do not have to go outside. In practical terms, online classes may become a regular thing given how the situation has been unfolding. It's important to get it right and make sure no group of students are left behind (Megha, 2020).

4.4 Public examination situation in Pandemic

Higher Secondary Certificate (HSC) Auto Pass Result 2020 Published by Bangladesh Education Board. The Results of the HSC Auto Pass has been declared on 30 January in 2021. This year the students had not had to take any HSC examination. They have been get their HSC Exam Auto Pass Results in no time.

The responsible body of the government has finalized the decision of not taking this year's Higher Secondary Certificate (HSC) exam in 2020. So, the students will go under the Auto pass system with no HSC examination. The HSC Auto Pass Result 2020 has been the combination of the student's School Secondary Certificate (SSC) and Junior School Certificate (JSC) examination results. On the other side SSC Pass Result 2020 has been combination of the students SSC & JSC results.

So every board students find their **auto pass Result** without an Examination. Whereas situation (COVID-19) all Education institute shut down so there not arrange this type big public Examination. So the Education Minister Dr. Dipu Moni declared that SSC & HSC result all board. All the other public examination has been closed yet.

4.5 Policies taken by the government of Bangladesh for schools and collages

The Government of Bangladesh realizes the importance to plan and policy the COVID-19 pandemic in education for Bangladesh. To engage school level students through distant learning mechanisms, the Government of Bangladesh has taken some quick initiatives. Four working groups have been established to develop remote learning content and roll out lessons through four platforms:

- Electronic Media Platform (TV broadcast),
- Mobile Platform
- Radio Platform and
- Internet Platform (Zoom Apps, Google Classroom, Google meet, Facebook live).

Government, Development Partners and NGO entities are working together. Currently the Electronic Media Platform is operational through Television broadcasting of pre-recorded lessons for preprimary to primary levels. The state-run **"Sangsad Bangladesh TV"** has started broadcasting this content from 29 March, 2020 for secondary education and from April 7, 2020 for primary education.

During the program **'Ghore Bose Shikhi'** (Learning from Home), lessons are being delivered on every subject for 20 minutes from 2pm to 4pm every day. At the secondary level, 10 classes per day are televised on secondary general education, allocating 20 minutes for each class. Classes have also started on technical and Madrasha based education. Ministry of Information and Communication Technology and development partners are developing radio and mobile based distance learning programs considering that 95% of the population in Bangladesh has mobile phones and radio programs can be accessed through a large percentage of mobile phones.

Some of the keyword are below:

- To television broadcast, Mobile Platform, Radio Platform and Internet Platform (Zoom Apps, Facebook live).
- To Television broadcasting of pre-recorded lessons for preprimary to primary levels.
- To state-run "**Sangsad Bangladesh TV**" has started broadcasting this content from 29 March for secondary education and from April 7, 2020 for primary education.
- During the program '**Ghore Bose Shikhi'** (Learning from Home), lessons are being delivered on every.
- The collages are taking regular assignments.

4.6 Polices taken by the government of Bangladesh for Universities

The University Grants Commission of Bangladesh (UGCB) has approved a guideline for the public universities to hold examinations online and recover from the loss caused due to the Covid-19 outbreak from early last year. The universities will take exams using creative questions papers or assignments on shorter syllabus

According to the set of instructions, the universities will be able to take online examinations using creative questions or assignments on shorter syllabus instead of traditional question patterns. The examinations will be taken through electronic devices that have both audio and video features such as computers, laptops or smart

phones. The UGC also directed the universities to ensure participation of all students after ensuring full supports. The guideline has been formulated to ensure that all the public universities can run their academic activities online and hold examinations properly. (Dhaka Tribune-2021)

On the other hand, the private universities have started taking online classes and are preparing to take examinations as well. The underlying fact of this strong dissent becomes clear when we found only 55.3% of the students have access to a laptop, PC, or a tablet to attend an online class. It shows us 44.7% of the students cannot attend online classes due to lack of logistics. Most of the private university have taken online class at the beginning of covid-19 till now conduct their learning through digital applications like, Facebook live, ZOOM apps, google meet and google team etc. It took the pandemic and the UGC's ensuring instructions to bring the effort to full volume.

Many students had returned to homes in rural areas and it took a few weeks to iron out the difficulties they faced finding a suitable hot spot from where to work. In March, when UGC issued its directive, BdREN responded by helping universities set up institutional accounts on Zoom, an online platform already familiar to educators which gained popularity during the pandemic. In Bangladesh higher education transform digitization due to Covid -19 pandemic situation. Most of the university like, private and public take class online through digital platform using ZOOM apps, Google meet, Google Classroom, Skype, Facebook live and so on.

Some of the keywords are below:

● In the beginning pandemic situation, private and public University start online class based on internet platform.

● To take online classes platform such as Zoom apps, Google classroom, Google meet, Facebook live, Facebook messenger, skype and so on.

● To take open book examination.

● To regular continues assessment, assignment, Quiz and presentation.

● To upload audio and video record, Pdf file, documents, suggested books.

● To ensure attendance accordingly.

4.7 Polices Undertaken by the government of Bangladesh for teachers and students
Polices Undertaken by government for teachers

● Promote and demonstrate regular hand washing and positive hygiene behaviors and monitor their uptake.

● Clean and disinfect school buildings, classrooms and especially water and sanitation facilities at least once a day, particularly surfaces that are touched by many people.

● Increase air flow and ventilation where climate allows.

● Every teacher ensuring health, safety, hygiene and school environment for the students that government has given guideline and policy.

Polices Undertaken by government for students

● Protect yourself and others like, Wash your hands frequently, always with soap and water for at least 20 seconds, Remember to not touch your face, do not share cups, eating utensils, food or drinks with others.

● Be a leader in keeping yourself, your school, family and community healthy.

● Tell your parents, another family member, or a caregiver if you feel sick, and ask to stay home.

● However, the students who stay in hostels need to maintain social distance.

● At the same time, only two students will be allowed to sit on each long bench in the classroom.

4.8 Current scenario of Bangladesh education
The government of Bangladesh has undertaken an initiative to broadcast classes through **Sangsad Bangladesh TV**. Moreover, some private schools in urban areas have started conducting online classes. According to the Brac assessment the Field data suggest that 56% of the students are not taking part in online classes or **Sangsad Bangladesh TV**. This more non-participation is evident among the students of ethnic minorities (75%), madrasa students (68%), students with disabilities (61%) and those living in rural areas (60%).
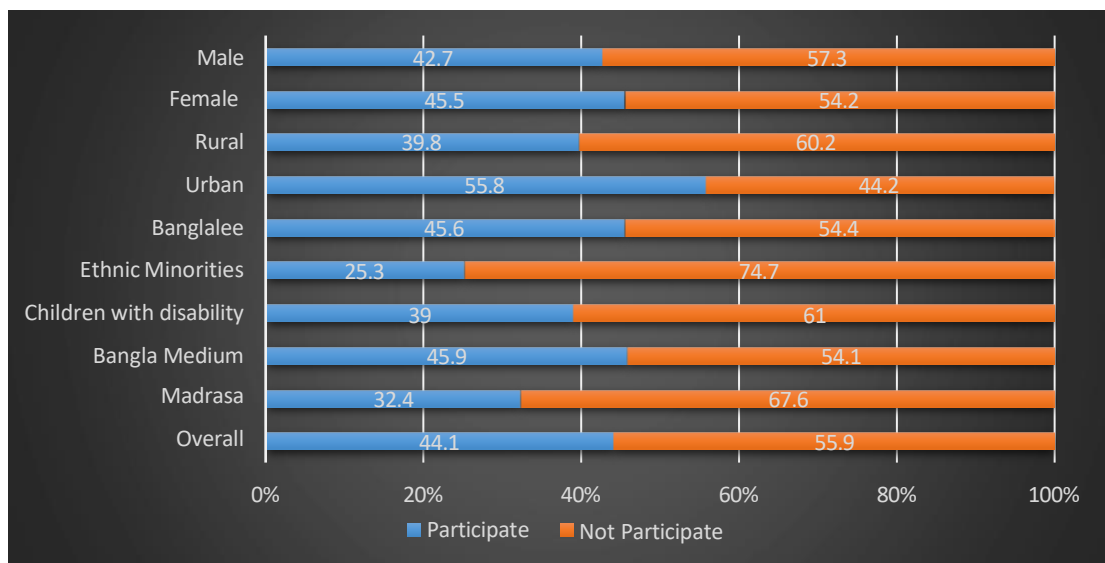
Figure-7: Participation in distant learning by different categories (in percentage) (Brac.net, 2020).

Survey data suggest some particular reasons behind 56% of students not participating in distant learning processes. The foremost reason is the limitation of necessary logistic arrangements such as television, internet connection, electricity, cable-network connection, etc. 71% of students face this challenge. Moreover, 21% of students are not well informed about these alternative arrangements.
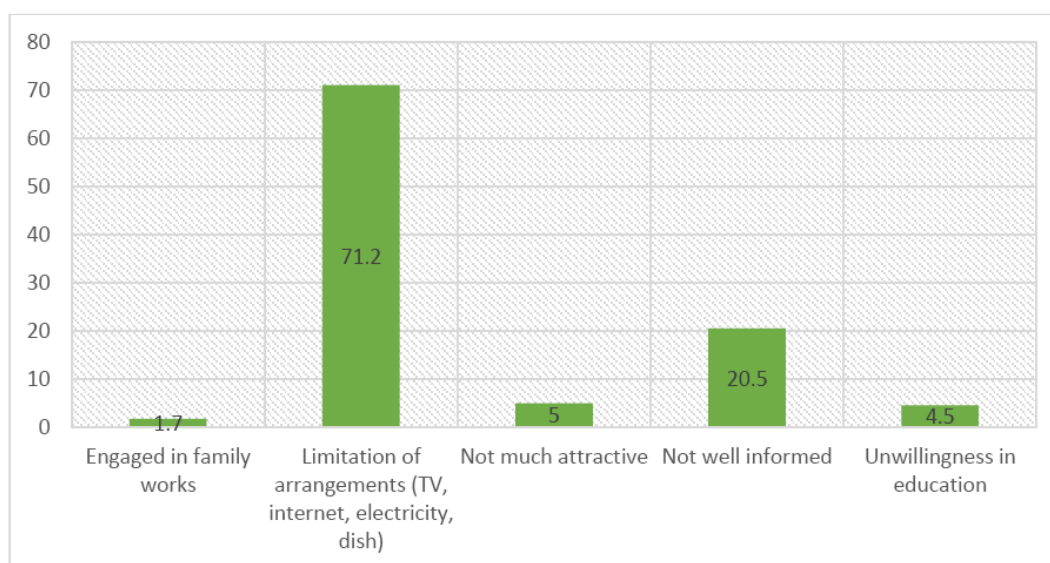

Figure-8: Causes of not participating in distant learning (percentage) (Brac.net, 2020)

Some of the key informants mentioned that education officials are not adequately monitoring progress. Teachers also identified some of their limitations. For example, a secondary school teacher mentioned, "Monitoring is difficult amidst lockdown. It is easy to deliver a single message to a hundred students in the classroom, but tough to give the same message individually. We need to make 100 calls to deliver that message." There are some other challenges, as well. For example, a primary school teacher from the CHTs mentioned, "Most of my students complain that they do not understand anything in the classes held on Sangsad TV. Most of them do not have a television at home. Mode of instruction is Bangla which is not their mother tongue. So language is another barrier." Among 44% of students who are participating in classes through distant leaning processes, mainly through Sangsad TV, 8% have found it very useful. 56% among the participating students have found it helpful for learning. Only 4% of participating students found it somewhat ineffective or not effective at all.
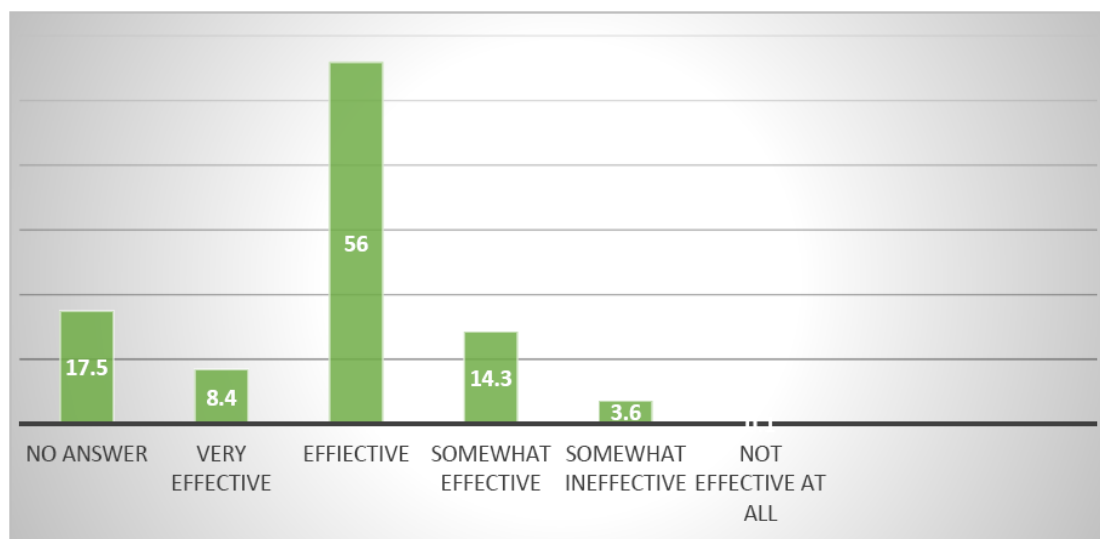
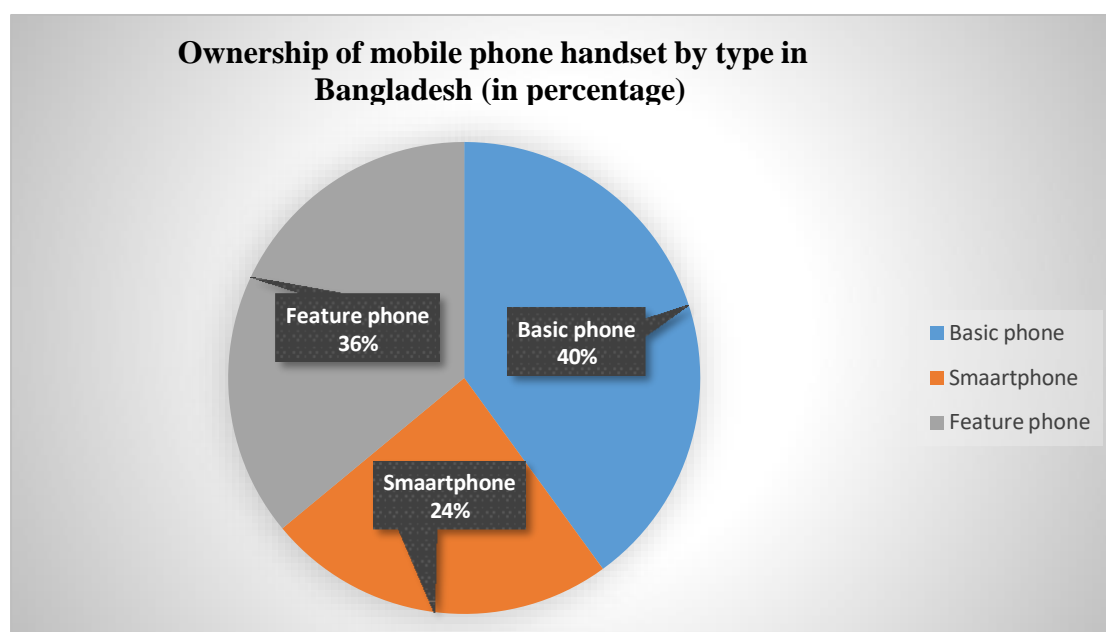**Figure-9:** Perception of the effectiveness of distant learning (percentage) (Brac.net, 2020)

Figure-10: Ownership of mobile phone handset by type in Bangladesh in 2019 (In percentage) Source: LIRNEasia. (Islam, 2020)

4.9   Bangladesh's position in using Internet

In Bangladesh internet can be used in two ways, one is mobile internet and broadband. According to Bangladesh Telecommunication regulatory commission (BTRC) there are currently mobile phone internet user 10 core 75 lac and broadband internet user 98 lac.

But the important thing that, Internet accessed & performance analysis company Ookla recently publish the total number of internet user worldwide 138 country and Bangladesh position is 135. The mobile download speed 12.48 mbps and upload speed 7.98 mbps. It's a too much low in other country.
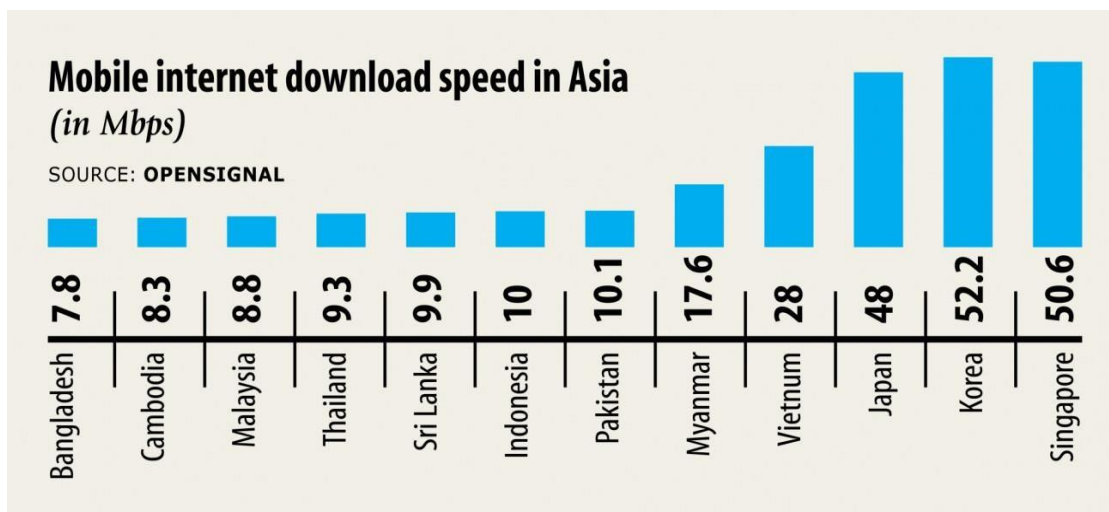
Figure:-11 Mobile internet download speed in Asia

4.10 Ministry of ICT division Roadmap for Education Sector

With the growing certainty that COVID-19 is here to stay, the ICT Division of the Government of Bangladesh is developing a roadmap to fight the pandemic and ensuing crisis and to find innovative ways to flourish in the 'new normal'. Education is one of the 18 priority sectors selected based on the impact of COVID-19 on the sector and its potential for transformation of the economy and society.

Taking learnings from local and global best practices and to tackle: (i) the effects of the pandemic, and (ii) the existing systemic and regulatory shortcomings of the education- sector and ICT in the education-sector, the ICT Ministry is proposing the following five interventions in the immediate and short term:

➢ Policies to facilitate the growth of blended learning before 2021.

➢ Multi-sectoral participation and infrastructure development for popularizing virtual school (blended learning) before the end of 2020.

➢ Develop IT infrastructure and give incentives to support tech based learning in partnership with private and public education institutions till the end of 2021.

➢ Group education method to prevent children falling out of education in rural Bangladesh.

➢ Create an investor friendly environment for private entrants in the Education sector so that by 2030 the country can ensure improved access to education for all.

4.11 Indicative Budget for financial year 21-22 for Bangladesh education sector

Bangladesh is embarking on its 50th year of sustaining as a sovereign nation this year. The budget for the Fiscal Year 2021-22 (FY 21-22) has certainly generated significant discourse already. It is important to evaluate the allocation of the Budget to different sectors, such as Health, Agriculture, Tax Structure Reformations, SMEs, and Education. Analysis of this budget should evaluate how effective it would be in paving a way towards salvaging the economy from its battle against the pandemic.

This year budget amounted to BDT 6037 billion with Public Administration having the lion's share at 19%, followed by Education and Technology at 16%, and Transport and Communication at 12%. A cross-comparison of the budget with the previous fiscal year, FY 2020-21, reveals the changes in the major development sectors. The amount allocated as a percentage of the total budget to the Education and Technology Sector.

Education will be a critical determinant of sustainable economic development – something that Bangladesh strives to attain. The benefits of education are reaped in the long run and to achieve this, the allocation of Budget this year to education increased by 7% to BDT

719.53 billion, compared to BDT 662.07 billion in FY 2020-21. The segregation of this allotted amount is as follows – BDT 263.1 billion for the Primary and Mass Education Ministry, BDT 364.86 billion for the Secondary and Higher Education Division, and BDT

91.54 billion for the Madrasa and Technical Education division.

Cross comparison as a percentage of the Budget from FY 2020-21 to FY 2021-22: Education and Technology FY 2020-21 was 15.10%

Now FY 2021-22 to 15.70%

Change 0.60%

The amount allocated this year as a percentage of GDP – 2.09% is lower than that of last year, 2.14%. This may not be a welcome move for the Education Sector, given that the amount allocated to Education as a percentage of GDP is the lowest in Bangladesh, amongst the South Asian Countries.

Area	Indicative Cost in USD
1. Content Development	
TV, Radio, Mobile and Online content development	15,000,000
Developing low cost Learning Packages and Distribution	12,000,000
Sub-total	**27,000,000**
2. Communication	
TV, radio, and online communications to reduce drop-out and Sensitize on health practices	5,000,000
Development of pamphlets, printing, and distribution	500,000
Sub-total	**5,500,000**
3. Technological Solution	
Using remote services for coordination	100,000
Integrating Remote Learning into regular education	500,000
Upgrading and optimizing Remote Learning Platform	1,000,000
Developing Remote professional development platform for teachers	2,000,000
Developing online learning assessment system	500,000
Set-up of toll-free hotline for student and teacher support	500,000
Sub-total	**4,600,000**
4. Policy and Advisory	
Developing and implementing a phase wise school re-opening plan	300,000
Reviewing and updating Syllabus and high-stake examinations	500,000
Developing a Crises Response and Recovery Plan with Standard Operating Procedure	500,000
Strengthening of school and sub-national monitoring systems to Identify dropouts and children at risk	500,000
Sub-total	**1,800,000**
5. Health, Safety and Prevention Practices	
Sanitization of schools following health protocols for re-opening	8,000,000
Raising awareness on health and safety issues	800,000
Maintenance of Health Safety, hygiene, and cleanliness School	8,000,000
Developing a Health tracking System	15,500,000
Mental health support for students and teachers	300,000
Developing plan and project for school feeding all over the country And piloting	4,000,000
Sub-total	**36,600,000**
6. Ensuring Learning Equity	
Student assessment on school return	500,000
Teachers training (ICT, Assessment, etc.)	10,000,000
Sub-total	**10,500,000**
Grand Total	*90,000,000*

Source: Ministry of education, Government of Bangladesh.
Figure-12: Indicative Budget for financial year 21-22.
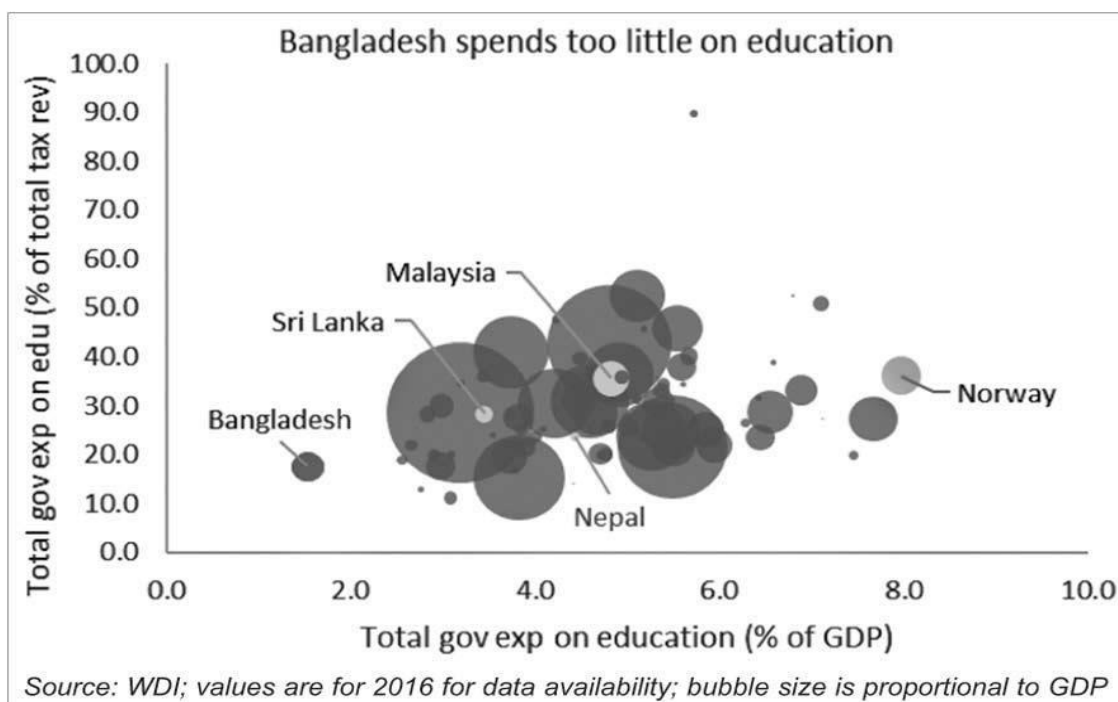
Source: WDI 2016 (Uddin, n.d.)
Figure-13: Spending of Bangladesh government on education.

4.12   Some Scenario of Bangladesh
Thousands of students struggling during the pandemic. According to The World Bank study, the conversations of some students are highlighted below:
First, they are analytical work has been shown how much students are struggling due to economic setbacks at home:
A 17-year-old in Chittagong said, *"There was no money coming in. We'd have to eat leftover rice soaked in water. And in the afternoon, we wouldn't get eat anything at all. Before I would eat Horlicks and cake and biscuit in the afternoon."*
And how it is significantly increasing the risk of student drop-outs:
A 13-year old boy from Sylhet said, *"I'm wasting my time in this period just doing nothing by [helping my uncle in his grocery shop] I can learn about this work."*
In response, World Bank ensured the timely payment of stipends complemented the government's formal stimulus package to reduce school drop-outs, especially among girls. Fewer girl students face the risk the of being married off as a result of family financial pressure/World Bank analytical work also made it evident that TV-based learning is not a very effective strategy for remote learning.
A 14-year-old girl from Sylhet said, *"We have a television in our home but not in my room. Can you always go to someone else's room to watch television? That's why I didn't"* watch those TV classes. Besides, often there is no electricity or connection to the cable line…. We lose electricity connection every time it is cloudy outside!"
The government and World Bank are also working together to provide students with tablets to make it easier for them to access remote learning.
4.13   Polices taken by different countries university
Now the researcher would like to highlight world famous two university who are taken policy for examination under COVID-19 pandemic situation.
Oxford University
✓   The majority of examinations for first year undergraduates will be cancelled, and students will be deemed to have passed. This arrangement excludes Law and Medicine students since assessments will be rearranged for professional qualification reasons.
✓   For second and third year (non-finalist) undergraduates, and first year MPhils, examination will be postponed to the next academic year.

✓ Third year undergraduate exams are given an exception since these exams are taken by a mix of continuing and leaving students. For that reason, exams will be continued.

✓ Final year undergraduates and taught postgraduate exams in trinity term 2020 will be replaced with alternative forms of assessment such as open book versions of papers and longer pieces of work completed over several days.

The University of Bristol
✓ The University of Bristol in the UK also allows alternatives for time constrained unseen exams and these alternatives include open book exams, Multiple Choice Questions (MCQs) or free text question. Open book exams are somewhat similar to take home exams online examination system remotely, download the exam paper, answer the questions and upload the answer script within a more constricted time window than what is given for taken home exams.

4.14   Discussion
Currently Bangladesh is going to fall in high risk circumstance by COVID-19 and its consequent losses due to social and economic condition.
According to the Policy analysis of education sectors during pandemic situation find out the some short term goals. At the beginning of the COVID-19 direct these wave some impact in the social environment including economic sector, medical sector, business sector and specially education sector. In the whole world most of the country including Bangladesh are being destroyed its education sector losing learning opportunities. Millions of students are losing practical knowledge. Therefore, on top of loss in learning, school university closures have far-reaching impacts on social and economic issues such as school dropouts, digital division, food insecurity and malnutrition, childcare, as well as disability services. Government of Bangladesh has been taken guideline for education sector. Four working groups have been promoted to develop remote learning content and roll out lessons through four platforms: Electronic Media Platform (TV broadcast), Mobile Platform, Radio Platform and Internet Platform (Zoom Apps, Google classroom, Google meet, Facebook live).
According to this analysis most of the students who are living urban areas with the availability of electronic devices, supply of the electricity, internet connection and device. They are easily attend the class and learning academic. On the other hand, rural areas student are losing constitutive learning in pandemic situation. Who has already been highlighted in the study.
According to the Ministry of ICT-division they are proposing five interventions in the immediate and short term for education sector. As a researcher or my point of view in highlighted below.
Firstly: Policies to facilitate the growth of blended learning before 2021.
But this time to very unconscious. So To ensure an effective and efficient blended education system, whereby all of the stakeholders and governing bodies can take a holistic approach in improving the education sector.
By supporting Edu tech startups, digital products such as LMS (Learning Management System) can be developed for local needs which will ensure the teachers to assign and check the tasks of the students, a LMS platform will act as a pivotal tool to manage both the academic and managerial responsibilities of running a class online.
Secondly: Multi-sectoral participation and infrastructure development for popularizing virtual school (blended learning) before the end of 2020.
The traditional brick and mortar education system is failing to meet the demands of the ever changing education landscape both in terms of theoretical learning and skill development.
Lead the multi-sectoral collaboration to enhance the learning infrastructure and tools associated with it. Infrastructure development being very capital intensive, the government's initiative or subsidy can help in taking this forward.

Third: Develop IT infrastructure and give incentives to support tech based learning in partnership with private and public education institutions till the end of 2021.
Distant learning and Edu tech is the way forward- only if supporting tools and technologies are widely available to the masses.
Develop cluster based internet/public Wi-Fi services whereby students can come to a designated place to learn at their time of convenience with their own devices or devices available at learning centers. Initiate programs like zero.edu (same as zero Facebook) websites where the government will subsidize and provide free internet access to learning platforms and content providers.

Fourth: Group education method to prevent children falling out of education in rural Bangladesh.

Due to limited access to internet and devices to access online classes, students in rural areas are facing the threat of quitting if the lockdown situation persists for another three months.

Assigning one teacher to each area where they reside to teach the kids in that particular area and also hiring high school kids to teach primary school kids in the neighborhood can be practiced to reduce fallout.

Finally: Create an investor friendly environment for private entrants in the Education sector so that by 2030 the country can ensure improved access to education for all.

Lack of private sector investments and FDI is hindering the education sectors growth.

The government's initiative to encourage private sector players in the education sector will open doors to both domestic and international investors to enter this market and improve.

Overall if the government can't taking the actions and education expenditure contrasts with what this sector needs, the pitfalls of low spending in this sector to mitigate the COVID-19 impacts will be long-lasting. The country could face 'long-term consequences' in this sector after a relatively epidemic. If the challenges are not addressed properly, Bangladesh's demographic dividend may become a demographic burden in the future.

Combating the challenges would require a stronger collaboration between the Government, NGOs, political & non-political parties and the development partners. However, the Government of Bangladesh who needs to take the lead in steering up from this crisis. If adequate action is not taken now, it will be too late to correct it later.

V. Recommendations and Conclusion

5.1 Recommendations

In this study founded some recommendation based on analysis that could help the concerned stakeholders involved with the country's education sectors including the government.

➢ Firstly, the government and educational institutions need to ensure device as like computer or smart phone for students who are not able to buy it.

➢ The concerned authority like educational institutions and Government should arrange training program on how to take online classes and design course materials.

➢ Provide students technical know-how through video tutorial how they can use the online contents to make their learning process effective.

➢ The government should pay special attention to the internet data used by students. The government can free up a certain amount of data per day to participate in online classes.

➢ Must be ensure available electricity, mobile internet speed and bandwidth speed.

➢ Several TV and online program can be telecast on how to improve the state of mental health during pandemic. Like indoor exercises etc.

➢ Performance evaluation system should be synchronized which could be convenient for the students as well as for the course instructor.

➢ Finally, the government and institution should be extend their helping hand who are faced financial hardship. Every educational intuitions should waiver tuition fees for a tolerable percentage and extend payment duration during this Corona Virus Crisis.

Besides the following steps should be the initiative from the government of Bangladesh:

1. All concerned including students should be vaccinated against COVID-19 in a short period of time on priority basis and open fast educational institutions in compliance with proper hygiene rules.
2. Ensure assessment activities for students at all levels through short, medium and long term specific plans to take them to the next level.
3. Special measures should be taken to bring the dropped students back to the classroom. In particular, we need to ensure uninterrupted education through special incentives for students from women, disabled, financially disadvantaged, indigenous and backward communities.
4. Prepare unemployed young or new graduates for alternative occupations (e.g. outsourcing, freelancing) through technical and specialized training.
5. The process of examination and recruitment of public and private jobs which are closed should be started immediately and in the case of new notification, the criteria of eligibility and experience should be

determined considering the context of COVID-19 pandemic.

5.2   Conclusion

The number of Death recorded till July 2021 in Bangladesh was 20,685, and the total number of infected persons with COVID-19 is around 12, 47,784. Both the number of Death and infections are increasing gradually. In this circumstance, there is no light of hope of reopening educational institutions amid the COVID-19 outbreak. To cover up the loss of students and keep them mentally healthy continuation of academic learning is mandatory. Taking advantage of the internet, alternative learning can be established and has started in different countries.

Since March 2020, all educational institutes in Bangladesh were declared close to prevent the spread of COVID-19 among the students. Since then, uncertainty prevails in our educational sector. In a survey in 2019, The Bangladesh Bureau of Statistics showed that only 37.6 per cent of households in Bangladesh have access to the internet. It also found that only 5.6 percent of households have a computer. Considering the bitter reality, how it is possible to adopt online learning in Bangladesh and this reality has been reflected in this analysis too. Lack of proper internet speed, devices, and cost of mobile data, the family's financial condition, and the students' mental health are the main challenges in the implementation of online classes for all in developing countries like Bangladesh. In the meantime the government of Bangladesh have vaccine started. Almost 10 million people have been vaccinated and hopefully all people will be vaccinated very soon. Educational institutions will be able to open vaccinations to students on priority basis. And as a researcher hope that as soon as possible open the educational institutions will be able for the SSC and HSC examinations of 2020-21. We can't accept any other auto pass.

Now the dilemma is whether the authority should keep pace with the world in terms of Education or fighting with the unseen COVID-19.

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