

Research Project on Schooling System of Bangladesh

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Introduction

Instruction in Bangladesh' is directed by the Bangladesh's Ministry of Education. Service of Primary and Mass Education are in charge of actualizing approach for essential training and state-supported schools at a nearby dimension. In Bangladesh, all residents must embrace twelve years of mandatory training which comprises of eight years at elementary school level and six years at secondary school level. Essential and auxiliary instruction is financed by the state and complimentary in government funded schools.

Bangladesh adjusts completely to the UN's Education For All (EFA) targets and the Millennium Development Goals (MDG) just as other training related global assertions. Article 17 of the Bangladesh Constitution gives that all youngsters get free and necessary training.

The fundamental training framework is isolated into three dimensions:

Essential Level (Class 1– 5)

Auxiliary Level (6-10) or (9-12 at a few schools) There is no center educational system in Bangladesh.

Tertiary Level

At all dimensions of tutoring, understudies can get their instruction in English or Bangla. Tuition based schools will in general make utilization of English-based examination media while government-supported schools use Bangla.

Cadets in a classroom

Cadet Colleges are essential in the instruction arrangement of Bangladesh. A cadet school is a food and lodging university controlled by the Bangladesh. Military control is obligatory at all cadet universities. Faujdarhat Cadet College is the main cadet school in Bangladesh, built up in 1958 over a territory of 185 sections of land (0.75 km²) at Faujdarhat in the region of Chittagong. At present there are 12 cadet universities in Bangladesh, including 3 cadet schools for young ladies.

Tertiary training in Bangladesh happens at 37 government, 80 private and 3 global colleges.

Understudies can advance their investigations in Chartered Accountancy, building, innovation, horticulture and prescription at an assortment of colleges and universities.

https://en.wikipedia.org/wiki/Education_in_Bangladesh

This research was done on the school children of who go to classes 8-10 to test their critical thinking skills. In the Australian Curriculum, understudies create capacity in basic and innovative reasoning as they figure out how to produce and assess learning, clear up ideas and thoughts, look for conceivable outcomes, think about choices and tackle issues. Basic and

inventive reasoning includes understudies thinking comprehensively and profoundly utilizing aptitudes, practices and miens, for example, reason, rationale, creativity, creative ability and development in all learning territories at school and in their lives past school.

Believing that is gainful, deliberate and purposeful is at the focal point of compelling learning. By applying an arrangement of reasoning abilities, understudies build up an undeniably complex comprehension of the procedures they can utilize at whatever point they experience issues, new data and new thoughts. Moreover, the dynamic advancement of information about reasoning and the act of utilizing figuring techniques can build understudies' inspiration for, and the board of, their own learning. They turn out to be progressively sure and self-ruling issue solvers and masterminds.

Reacting to the difficulties of the twenty-first century – with its complex natural, social and financial weights – requires youngsters to be imaginative, inventive, venturesome and versatile, with the inspiration, certainty and aptitudes to utilize basic and innovative reasoning deliberately.

This capacity joins two sorts of reasoning: basic reasoning and inventive reasoning. Despite the fact that the two are not exchangeable, they are emphatically connected, conveying reciprocal measurements to considering and learning.

Basic reasoning is at the center of most educated movement that includes understudies figuring out how to perceive or build up a contention, use proof in help of that contention, reach

contemplated inferences, and use data to take care of issues. Instances of basic reasoning abilities are translating, examining, assessing, clarifying, sequencing, thinking, looking at, addressing, deducing, estimating, evaluating, testing and summing up.

Innovative reasoning includes understudies figuring out how to produce and apply new thoughts in explicit settings, seeing existing circumstances recently, distinguishing elective clarifications, and seeing or making new connections that create a positive result. This incorporates joining parts to shape something unique, filtering and refining thoughts to find conceivable outcomes, building hypotheses and items, and following up on instinct. The results of imaginative undertaking can include complex portrayals and pictures, examinations and exhibitions, computerized and PC created yield, or happen as augmented reality.

Idea development is the psychological movement that encourages us look at, differentiate and characterize thoughts, articles, and occasions. Idea learning can be concrete or unique and is firmly aligned with metacognition. What has been realized can be connected to future models. It supports the sorting out components.

Demeanors, for example, curiosity, sensibility, scholarly adaptability, open-and honesty, an availability to attempt better approaches for getting things done and think about choices, and industriousness advance and are improved by basic and innovative reasoning.

(<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/critical-and-creative-thinking/>)

Research

The group members met together and decided the objectives of the project. By this, we learned the qualities of teamwork and tolerance. We learned how instant situations create a leader and that a team needs a head start and someone to lead the way through. The goal of the project is to provide suggestion to the education curriculum where critical thinking is not emphasized enough. From our academic course work, we learned that, we need to be able to think critically for every situation. We can no longer rely on information from random sources and analyze things at surface level. This is why critical thinking is given importance in this project. Two types of education curriculum based in Chittagong are – National Curriculum (NCTB) and Cambridge. The Education ministry of Bangladesh forms the NCTB, while colonizers like the Great Britain introduced curriculums like Cambridge and Edexcel. For the convenience of the project, NCTB is referred as Bangla Medium and Cambridge and Edexcel are referred as English medium. The project is to see how much critical thinking is taught to the students in both mediums, and compare their processes. At the end, whichever curriculum has not emphasized enough on critical thinking will be provided some constructive criticism and suggestions. The project work has also given us real insight on the issues that we studied in class, like colonization and neo-colonization. Our colonizers established the existing curriculum of Cambridge and Edexcel. Therefore, the fact that today the students are studying it is a proof of neo-colonization and the project has helped us bridge it in real life.

The participants of the project are mainly school going children from classes 8-10. They will be tested on their critical thinking skills by a simple questionnaire. Sadia Maisha and I have prepared the questionnaire. In preparing the questionnaire, we have considered the things we learnt in courses like Probability and Statistics and Business Analysis. We have considered what will be the appropriate sample for representing all the students of NCTB and Cambridge through Statistics. Also, courses like Business Analysis and Contemporary Anthropology has helped us develop such a question set which is not only unbiased but will also help the children think critically. It has 2 sections. In section A, the questionnaire includes five situations based multiple-choice question with 3/more possible answers. Then the questionnaire asks them to explain their reason behind their choice. Section B includes questions that are frequently used for critical thinking in beginners' level. In section B, the students are asked to mark the questions that they have thought to themselves while critically thinking about Section A. The main point of concern is to see how many of the questions are marked by the students in Section B. This has helped me develop professionally as I will get to do site visits, talk to the local people and learn how to deal with practical challenges on the moment.

The teachers and/or school authorities will be interviewed to know if they teach the students critical thinking in class. The questions asked will be aimed towards knowing whether the curriculum emphasizes on teaching the students critical thinking. At the end, comparison will be made between Bangla and English medium to see which curriculum needs the training on critical thinking more. This whole process has helped me develop in a personal level because I have learned how to question our seniors while remaining humble and respectful. The lesson here is

that, when we see something has a scope of improving, we should ask our seniors what they are doing about it and initiate change, while being respectful.

The team is going to visit Little Jewels school and Sunshine Grammar school to take permission from the administration about the survey. We have also spoken to BWA school over phone and will be visiting them next week to talk face to face about the survey.

The project activities has been narrowed down to one test, interviews and a documentary shoot. The team will visit different schools from the two prevailing education curriculum in Bangladesh - NCTB and Cambridge. In each school, we plan to make students (class 8-10) take our small test on critical thinking to see how much they instinctively use critical thinking skills in everyday situations. The teachers from both curriculum will be interviewed, asking them questions on how much they emphasize critical thinking in class. The interview questions and the questionnaires are ready, and the schools have also been finalised by Sadia Maisha and me. Today I have met with Ms. Chumki Huda, who is in charge of all things Bangladesh Elementary School (BES). She has agreed to give us time on Wednesday, so we plan to visit our first school of NCTB, BES, this Wednesday - 11th July. Tomorrow, Maisha and I are meeting to practice and rehearse how to deal with the children and the school authority, and on Tuesday we start recording the documentary. A small token of appreciation, in accordance to the participant consent form, has been prepared for the children who will participate, which includes some chocolates and a leaflet on how to develop their critical thinking skills.

As planned before, Sadia Maisha and I visited our first National Curriculum school- Bangladesh Elementary School today. We took interview from two of their teachers- a English teacher and a Science teacher, on our previously made interview questions. We also took the test from the

children of two different sections of Class-10. The interviews were recorded on camera and video and still shots were taken of the children giving the test. They will be added in the final documentary. I have started to analyse the answers of the children according to our project requirements. We have also scheduled an interview session day after tomorrow with Professor Zahid Masum and Professor Jason Homer who have kindly agreed to participate in the research. They will be asked on the importance of critical-thinking in a students academic and professional life. I have sent them the questions beforehand, in case they wanted to be prepared with answers. I am working on communicating with the other schools now to see when they can give us time to conduct research there. No next school has been finalised yet, but Bangladesh Women's Association (BWA) school OR Sunshine Grammar School may be visited next, after confirmation with their authorities.

The team has met with a senior teacher at Little Jewels School to set a date for the survey and is expecting to do it this Thursday morning, 27.09.2018. We have also spoken to the principle of BWA school and are going to meet with her tomorrow to fix a date for the survey. Schools such as Sunshine Grammar and Cider Internationals have already accepted the proposal and the team is awaiting a date from them. We plan to finish the fieldwork by 20 October so that it will leave us enough time to finish the paperworks. We have started analysing the data that we already collected and so far we saw that the students are responding well.

17th October 2018

The team has since visited three new schools- BWA, Sunshine and CIDER International. We have taken survey from around 15 classes from these schools and recorded footage a BWA and CIDER for the documentary. We could not get permission for shooting in Sunshine. Now we

have spoken to Cantonment English School and will be visiting it this thursday. On a side note, when we went to visit Little Jewels School they informed us that some students from AUW visited the school last year for a survey and they promised to provide the students a certificate for participation, but they did not. For this Little Jewels did not allow us to conduct further surveys in their school. Nevertheless we have found a substitute for them and are in contact with them to 14th arrange a survey. After this we will started our paperwork.

Research Materials

This was used to interview the professors-

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Professors' Verbal Interview Questions

1. Why do you think is it important for students to think critically?
2. On a scale of 1-10, how proficient were your students at critical thinking at the beginning of the course?
3. How difficult was it for you to handle the beginners and what challenges did you face to transition them into critical thinkers?
4. When and where in a student's personal and/or professional life will they need critical thinking?
5. Do you think it would be better/convenient if the students were previously trained in thinking critically from school?

This was used to survey the students-



Asian University for Women
 Research Project, Summer 2018
 Student Questionnaire on Critical Thinking

Instructions: You are given some circumstances in Section A and the aim is to see how you think critically for each circumstance. For questions 1 to 5, consider thinking critically for each situation and then write your answers in the within the given space. In section B, mark the questions that have crossed your mind **while thinking critically for Section A**. Read all the questions carefully and only mark the ones, which you had thought.

Section A

1. At present, there are 7, 00,000 Rohingya refugees staying in Bangladeshi refugee camps. The government and people of Bangladesh are helping them with food, monetary and non-monetary donations. How do you think this situation is affecting Bangladesh's economic conditions?
 - a) Harming the economy
 - b) Helpful to the economy
 - c) Not affecting the economy

Explain your answer-

2. What do you think about Bangladesh's humanity perspectives for helping Muslim refugees i.e. Rohingyas, who have run away from their home-country (Myanmar)?
 - a) Helpful
 - b) Unnecessary
 - c) Neutral

Explain your answer-

3. President Donald Trump wants to secure the southern borders of the US from illegal immigrants. He is currently questioning the undocumented Mexican immigrants while keeping

their children away from them, in detention centers. Some of the immigrants are also being sent back to Mexico while their children remain as US citizens. What do you think about the President's approach towards undocumented immigrants from a political standpoint?

- a) Politically correct step
- b) Political mistake

Explain your answer-

4. What do you think about the President's approach towards the children from humanity's standpoint?

- a) He could have taken other steps
- b) He has taken the right step

Explain your answer, what other steps could the president have taken?-

5. The current infrastructural development in Chittagong includes the building of flyovers in different locations. In the short run, this work is causing huge inconveniences such as - traffic during peak hours and increase in road accidents. However, in the end, this will help the city's communications a lot as Chittagong is the port city of Bangladesh. So, do you think the short-run disadvantages can be ignored for the long-run advantages?

- a) Yes, it can/should be ignored
- b) No, it should be taken into consideration

Explain your answer-

Section B

Circle the questions, which you have thought while thinking about questions 1-5. **NO NEED TO ANSWER THESE QUESTIONS.**

1. Who benefits from this?
2. Who is this harmful to?
3. Who is most directly affected by this?
4. Who will be the best person to consult about this?
5. What is another perspective?
6. What is another alternative way to do this?
7. What would be a counter-argument?
8. What can we do to bring a positive change here?

9. What is getting in the way of our action?
10. Where have I seen similar conditions/situations?
11. Where in the world would this be a problem?
12. Where do we go for help about this matter?
13. Where can we get more information about this?
14. Where are the areas for improvement in this situation?
15. When is this situation acceptable/unacceptable?
16. When will this benefit/harm our society?
17. When has this previously happened in history?
18. When can we expect this to change?
19. When is the time to ask for help about this?
20. Why is this a problem?
21. Why is this influencing people?
22. Why has it been this way for so long?
23. Why have we allowed this to happen?
24. How does this disrupt things?
25. How will this benefit/harm others?

_____THANK YOU FOR YOUR PATIENCE_____

This was used to interview the school teachers-



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Interview Questions for Teachers

Summer Research Project 2018

Disclaimer- The following questions will be asked to the teachers who agree to participate in the research. The research is focusing on critical thinking abilities of school-going students based on their education curriculum. The answers will be recorded on camera and used for the final documentary. The interview will last for 10-15 minutes depending on the teacher's answers. Please read the following definition before answering the questions.

Critical Thinking- **Critical thinking** is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, **reasoning**, or communication, as a guide to belief and action.

1. What is your approach towards introducing a new concept to the students?
2. How important do you think is it for children to practice critical thinking?
3. Do you encourage the students to think critically? If so, how?
4. What are some activities that you have done in-class to engage the students in critical thinking, if at all?
5. On average, what do you think are the critical thinking skills of your students?
 - a) Satisfactory
 - b) Progressive
 - c) Not enough

Conclusion

After finishing the report we understood that in Bangladesh, we need to introduce critical thinking into the school levels. This is because it will help the students to understand things better when they grow up. They will be better students while entering university and in other spheres of their lives. So at the end we can say that, we should introduce critical thinking into our school levels starting from class eight. This will help the students develop their brains and intellect.