

Education as the Pathway for Social Development: Evidence from Dhaka City, Bangladesh

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ABSTRACT

This study examines the quality of education in Bangladesh, highlighting its critical role in social development. Despite achieving a 110.48% enrollment rate at the primary level by FY22, significant challenges persist, including educational inequality and systemic issues. Using a qualitative research approach, the study collected data through in-depth interviews with students, teachers, and professionals from academic institutions and educational organizations in Dhaka City. The findings reveal that 97% of pre-primary and primary students face overcrowded classrooms, while access to qualified teachers remains inadequate. The research applies sociological perspectives, particularly symbolic interactionism, to analyze the relationship between education and societal structures. It emphasizes that educational reforms must address inequality and improve teaching practices to prepare students for future challenges. A well-planned and inclusive education system is essential to transforming education into a pathway for sustainable social development in Bangladesh.

Keywords: Quality Education, Social Development, Educational Inequality, Sociological Perspective, Bangladesh.

INTRODUCTION

The pressing challenges of education connected to development and the youth are of crucial importance to Bangladesh as it is on track to graduate in 2026 as a middle-income country and strives to be an upper-middle-income country. Yet the relationship between education and development must be more transparent as many contents. Because education is fundamental to social development, serving as a transformative forces that shapes individuals and societies. As we live in a dynamic world, throughout the 20th century, our outlook on life on other planets has changed dramatically. It will remain a question, then how will we develop balanced global citizens in a more internalized, technologically driven, and rapidly changing world? And what significance do future employment social grounds have on education? The early optimism surrounding the rapid expansion of primary education as a key to socio-economic development and nation-building in developing countries became sourced during the 1970s and 1980s. During the post-war period, public spending on education increased more than in any other social sector and it now accounts on average for come 15 percent of recurrent government expenditure in the South, comparing favorably in this respect with the 12 percent allocated in the North (UNDP, 1999).

In the context of Bangladesh, education is both a solution to and a reflection of social issues, contributing to economic growth and national development (BANBEIS, 2018). Recognizing this, the previous government has prioritized the expansion of education as a critical focus. Over the past decade, Bangladesh has significantly increased investments to achieve the education-related Millennium Development Goals (MDGs). In addition to poverty reduction efforts, the country has made remarkable progress in improving access to education. By 2022, the gross enrollment ratio for primary education reached 110.48%, with a net enrollment rate of 97.56%. Similarly, in 2023, the gross enrollment ratio for secondary education rose to 74.81%, while the net enrollment rate was 73.20%. Bangladesh has also achieved gender parity in access to both primary and secondary education, surpassing the targets set under the MDGs. In fact, there is now a slight advantage in favor of girls at both levels. The number of out-of-school children continues to decline steadily, both in absolute numbers and as a percentage of the population. The education system in Bangladesh is extensive, serving over 40.77

million students as of 2022. It encompasses numerous stakeholders, including 14 types of primary education providers, 11 secondary-level examination boards, and a secondary education sector where approximately 93.79% of institutions are privately managed (BANBEIS, 2023). It is comprised of a mix heterogeneous provider. A variety of academic institutions operate within the country; government and privately run schools, Madrasah, English medium schools, Technical and vocational institutions, schools run by NGOs and kindergarten schools. (Bangladesh Education Statistics, BANBEIS, 2018).

However, despite these achievements, the quality of education remains a significant concern. Many Bangladeshi students, particularly those from disadvantaged communities, lack essential skills required for lifelong learning and social mobility. Learning poverty, defined as the inability of a child to read and comprehend a simple text by age 10, remains high, underscoring systemic gaps in the education system (UNESCO, 2022).

The challenges are multifaceted, including overcrowded classrooms, insufficiently trained teachers, and a lack of resources in many educational institutions. These issues are particularly pronounced in marginalized communities, exacerbating educational inequality and hindering social development. Furthermore, the education system often prioritizes rote memorization over critical thinking and problem-solving skills, limiting its ability to equip students for the demands of a rapidly changing global economy (World Bank, 2023).

This study aims to explore the relationship between education and social development in Bangladesh through a sociological lens. Specifically, it investigates the systemic barriers to quality education and their broader implications for social progress. A qualitative research approach is employed, utilizing in-depth interviews and Key Informant Interviews (KIIs) to gather insights from students, teachers, and professionals in Dhaka City. By examining their experiences and perspectives, the study provides actionable recommendations for improving educational outcomes and addressing socio-economic disparities.

Ultimately, this research underscores the critical need for a well-planned, inclusive education system that bridges policy intentions with on-the-ground realities. Such a system can not only address existing challenges but also act as a catalyst for national progress, ensuring that education fulfills its potential in fostering equitable social and economic transformation.

Research Objectives

The principal research question guiding this study is: What is the function of education in social development? To address this question, the study focuses on two specific objectives:

- To explore the significant functions of education in promoting social development in Bangladesh.
- To identify the major social problems affecting education and society in Bangladesh.

LITERATURE REVIEW

Education, as a concept, confines a wide array of meanings and interpretations. It is challenging to define it with preciseness. Sir T.P. Nunn described “Education is the complete development of the child so that he can make an original contribution to human life according to the best of his capacity” (West Bengal Netaji Subhas Open University, 2018, p. 11). Recent research has raised concerns about the disengagement of young people from the socialization process, which is critical for their moral and social development. This foundational aspect of youth development is often overlooked in academic literature, though recent studies have begun exploring changing work habits among Bangladeshi students and the underlying causes of these changes.

The current research investigates these changes by analyzing qualitative studies on the quality of the education system and behaviours among students, parents, and teachers. Research conducted in Bangladeshi educational institutions since 2022 provides valuable insights into evolving education patterns. The review integrates statistical analyses with qualitative data drawn from surveys and interviews to contextualize the findings, highlighting a growing learning crisis amidst increasing demands for universal education.

Freire (1970) criticized traditional teacher-student relationships, likening the prevailing education system to a banking model where students are treated as passive repositories of information. Freire argued for an inclusive and participatory approach to education, free from the limitations of strict syllabi and serving the interests of all, rather than specific groups. Similarly, Bangladesh's education system, which catered to over 40.77 million students in 2022, reflects a diverse and extensive framework. Despite this, recent data from UNICEF highlights ongoing challenges in Bangladesh's education system, particularly concerning retention rates and educational quality. While there has been notable progress in achieving near-universal primary school enrollment, only 64% of children complete secondary education. This dropout trend is influenced by factors such as child marriage for girls and child labour for boys. Additionally, the quality of education remains a concern, with less than a third of children aged 3 to 5 encountering literacy and numeracy milestones. Before the COVID-19 pandemic, only 43% of 10-year-olds were proficient in reading, and a mere 25% of secondary school graduates attained basic competencies (UNICEF, 2023, 2024). These statistics emphasise the pressing need for interventions to improve both retention and educational quality in Bangladesh.

By 2022, multiple studies had identified educational and societal challenges in Bangladesh. Sarker et al. (2017) observed that illiteracy inhibits societal improvement and national development, arguing that individuals must be educated to address political and social issues effectively. This aligns with broader theories that view education as a pathway to social development. Social development is inherently linked to education, creating a reciprocal relationship wherein improved education leads to societal progress, which further enhances educational quality and accessibility (Nayar, 2003). Despite this theoretical support, the disengagement of young people from the socialization process continues to be a significant concern. While variations in youth behaviour exist across regions and states, factors contributing to this disengagement require further investigation. Future research must focus on identifying motivations and barriers to achieving quality education, particularly in the context of socio-economic disparities in Bangladesh.

Theoretical Framework

The concepts of "quality education" and "social development" are central to this study, as they shape the relationship between individuals and society while highlighting the social challenges students encounter. This theoretical framework defines these concepts and explores theories about their interconnection, emphasizing the sociological implications of education.

Adopting a symbolic interactionist perspective provides a strong analytical lens for examining educational structures, processes, and practices. This approach allows the application of sociological theories and methods to address academic challenges, focusing on how individuals interpret and interact with educational experiences. Symbolic interactionism offers a nuanced understanding of how education reflects and reinforces societal norms and values, making it particularly relevant to analyzing educational systems in Bangladesh. On the other hand, these perspectives examine the influence of societal structures on the education system, including how educational practices cultivate a sense of beauty, aesthetic appreciation, and an understanding of the socio-cultural realities of a nation.

In Bangladesh, curriculum policies and practices have traditionally focused on religious education, reflecting the country's historical and cultural evolution, though they did not strictly adhere to exact religious practices. Bhowmik and Roy (2020) highlight how regime changes and political events have shaped the nation's religious education policies since the era of Indian civilization.

While a wealth of literature explores education globally and within Bangladesh, studying the specific contributions of quality education to social development remains complex. This study addresses this gap by analyzing education through a current pedagogical lens within a socio-cultural context. The framework integrates theoretical interpretations and contemporary developments, enabling a comprehensive understanding of the interplay between education and social development in Bangladesh.

Significant Functions of Education

The key function and roles of education towards individual, society and country as below:

Figure 1: Functions of Education towards Society

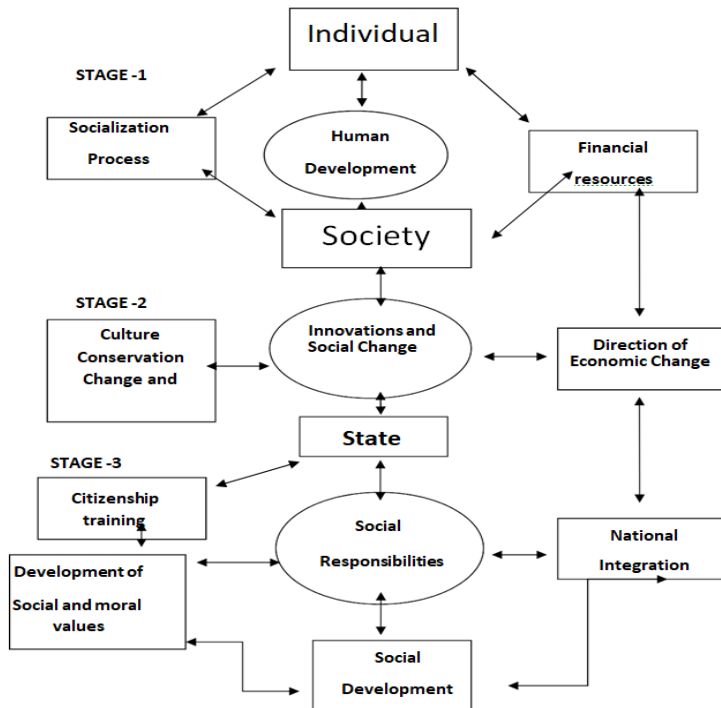


Figure 1: Conceptual Framework of Social Development through Education

Source: (Developed by the Author)

Stages of Individual and Society Interaction

These stages illustrate the interconnectedness between individuals, society, and the state, progressing through three critical stages: socialization, innovation, and social responsibility. This framework aligns closely with the study's theoretical underpinnings by showcasing how societal structures and state interventions influence individual development. Quality education emerges as a crucial factor in facilitating this process, enabling individuals to actively engage in societal transformation and innovation while fostering social responsibility.

Major Problem affecting Education and Society:

Figure 2: Major Social Problem

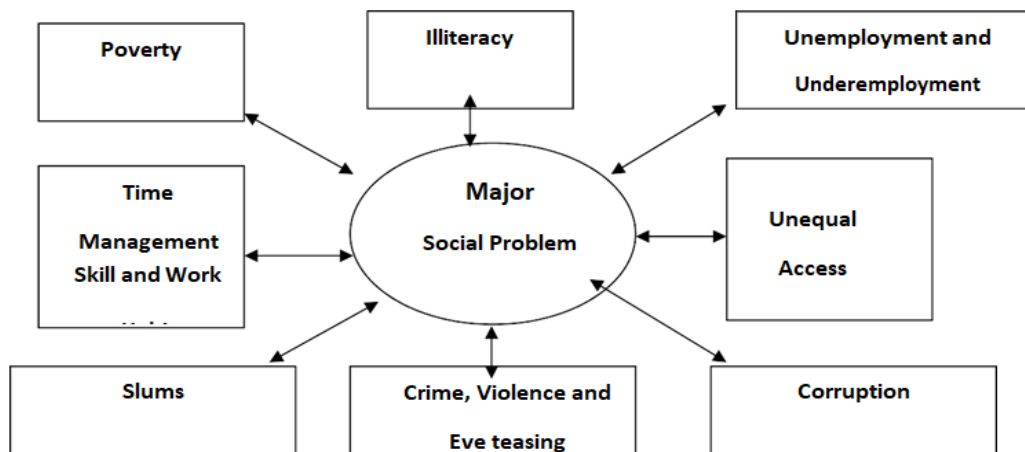


Figure 2: Major Social Problems Affecting Education and Society

Source: (Developed by the Author)

Major Social Problems

Major problems complement this by identifying barriers—such as poverty, illiteracy, unemployment, and corruption—that disrupt the progression through these stages. These challenges underscore the need for an education system that not only addresses these issues but also empowers individuals to overcome them, contributing to personal and societal growth.

By integrating these frameworks, the study highlights how quality education functions as a pathway for social transformation. It provides the tools for individuals to navigate societal structures, innovate within their contexts, and assume roles of responsibility within the state. These insights are critical for understanding how education can act as a catalyst for addressing societal challenges and fostering sustainable development.

METHODOLOGY

Research Area and Approach

This study employed a qualitative research approach to explore the function of education as a pathway for social development in Dhaka, Bangladesh. The research targeted students, teachers, and professionals from academic institutions and educational organizations in Mirpur, Nilkhet, Azimpur, and the Old City areas of Dhaka. These areas were selected due to their socio-economic and educational diversity, providing a comprehensive context for understanding expectations and motivations for quality education. The qualitative approach enabled an in-depth exploration of participant experiences and perspectives, aligning with the study's objectives.

Sampling and Respondents

A purposive sampling strategy was used to ensure diversity among the respondents and to capture nuanced insights into the research questions. The sample consisted of 20 participants (N=20):

Students (n=10): Five male and five female students were selected from grades 9 to 12 and university-level students.

Teachers (n=10): This group included five official teachers affiliated with educational institutions and five unofficial teachers who worked independently as private tutors or in coaching centres.

Professionals (n=2): Two experienced university educators and researchers were included to provide expert perspectives on the education system's broader implications for social development.

This sampling ensured representation from various educational contexts, facilitating a holistic understanding of how education impacts social and economic development.

Data Collection Methods and Instruments

Data were collected through multiple qualitative methods, including in-depth interviews, Key Informant Interviews (KIIs), and participatory observations. These methods were selected to triangulate data and enhance the reliability and validity of findings.

Interviews:

- Face-to-face, open-ended interviews were conducted with students, teachers, and professionals.
- Interview guidelines were designed to address the research objectives, focusing on the role of education in fostering social development and the systemic challenges in achieving quality education.
- Respondents were asked about their experiences, expectations, and perceptions of the education system's effectiveness in addressing societal needs.
- Interviews lasted approximately one hour with teachers and professionals and more than one hour with students.

Participatory Observation:

- Researcher attended classroom sessions to observe teaching methods, classroom interactions, and the learning environment.
- Observations were documented to complement interview findings and provide additional context to the qualitative data.

Recording and Documentation:

- Interviews were audio-recorded with participant consent to ensure accurate data capture.
- Field notes were maintained to document observations and any non-verbal alerts during interactions.

Data Collection Process and Analysis Techniques

Researcher obtained permission from institutional authorities to conduct interviews and observations. Participants were informed about the study's objectives, and interviews were scheduled at times convenient for them. Interviews with teachers and students were conducted either at their institutions or in their homes, depending on participant preferences. Data were analyzed using thematic coding techniques. The following steps were followed:

Transcription: All recorded interviews were transcribed verbatim.

Thematic Coding: Key themes related to the research questions were identified and categorized, including the impact of education on social development, systemic barriers, and future opportunities.

Triangulation: Data from interviews, observations, and field notes were cross-verified to ensure consistency and validity.

Interpretation: Findings were interpreted in the context of the study's sociological framework to address the research objectives and draw actionable conclusions.

Research Ethics

The study adhered to strict ethical guidelines to ensure the rights and dignity of all participants were respected.

Informed Consent: Participants were fully informed about the study's objectives, methods, and their right to withdraw at any time.

Anonymity and Confidentiality: Personal information was anonymized, and data were securely stored to protect participant identities.

Respect and Courtesy: Researchers maintained a professional and respectful demeanour throughout the data collection process.

By adhering to these ethical considerations, the study ensured the integrity of the research process and the trust of its participants.

FINDINGS

A world-class education system should be evaluated not only by high school and college graduation rates but also by the quality of its educational outcomes and the ability to prepare students for a rapidly changing global environment. However, the education system in Bangladesh exhibits significant weaknesses. This research aimed to assess the teaching-learning quality and gather perspectives from various stakeholders, including students, teachers, and professionals. Below are the detailed findings based on field observations and participant responses.

Table -1: Socio – economic Characteristics of Respondents (Students, Teachers, Professionals)

Socio – economic Characteristics of Respondents (Students, Teachers, Professionals)			
Teacher and Professionals		Students	
Characteristics	Value	Characteristics	Value
N=20	N=10		N=10
Sex		Sex	
Male	3	Girls	4
Female	2	Boys	1
Age		Age	
Years	35-50	Years	10-22
Education		Education	
MPhil	1	Five	1
MSS	3	Ten	1
BSS	4	HSC	1
Degree	2	Bachelor	2
Occupation		Occupation	
Head Teacher	2	Household Income	
Lecturer	3	Monthly range	18000-50,000
Research Officer	1	Religion	
Business man	1	Muslim	8
Nurse	1	Hindu	2
Documentary officer	1		
Government Employee	1		

Source: Fieldwork

Teachers' Professional Quality

Headmasters were asked to rate nine teachers from among the high- and low-quality institutions rating was on the basis of seven criteria on 5-point scale. Teacher's assessment report is given in Table 2 below:

Table-2

Table -2: Headmasters' average rating about performance of School teachers

Teaching Quality	High Quality School			Low Quality School		
	Science	Math	English	Science	Math	English
Knowledge of Content	3.76	4.02	3.76	3.71	3.87	3.51
Attractive teaching ability	3.60	4.00	3.64	3.33	3.58	3.36
Classroom control ability	3.89	4.13	3.93	3.44	3.78	3.67
Analytical ability of content	3.69	3.76	3.58	3.64	3.71	3.42
leadership Quality as teacher	3.76	3.82	3.76	3.47	3.62	3.44
Tendency of using teaching aids	2.89	3.20	2.71	2.64	2.71	2.42
Popularity among students	3.93	4.00	3.93	3.60	3.76	3.62
Mean of all Quality	3.64	3.85	3.65	3.40	3.57	3.35

Source: Fieldwork

The table above shows that according to headmasters' rating most of the teacher's ability of teaching is satisfactory. But there is clear difference in rating between the two groups of schools; indicating lower rating for low quality schools' teachers. Though this rating is not very accurate one yet it provides an indication about performance of teachers.

Table -3: Quality Indicators of Education (2010-2015)

Indicators of Quality	2010	2011	2012	2013	2014	2015
Teacher Student Ratio	1:34	1:30	1:36	1:37	1:39	1:41
Classroom Size	72	nan	-	44		60
% of Trained Teachers in schools (Total)	68.53	75.36	72.7	73.8	62.32	67.88
% of Trained Teachers in schools (Female)	73.69	77.43	73.8	73.9	60.24	65.16
% of schools having separate toile facilities for girls	94.92	96.00	93.83	93.26	94.35	95.16
% of schools with computer facilities	59.21	65.06	70.3	78.77	80.35	82.21
% of schools with Internet connection	18.18	29.73	45.7	63.37	69.11	72.98
% of schools with electricity connection	71.71	75.98	77.0	81.38	83.17	85.38
% of schools having safe drinking water	85.00	87.00	94.51	95.93	96.57	96.51
% of schools having Multimedia facility	-	-	10.10	57.92	66.22	71.90

*Minimum Bed, BPED, Med, Aged and Dip in Education *Source:* Bangladesh Education Statistics, 2015 (BANBEIS)

Table -4: Quality Indicators of Education (2023-2024)

Indicators of Quality	2023	2024
Teacher-Student Ratio	1:35	1:34
Classroom Size	60	58
% of Trained Teachers in Schools (Total)	70.5%	72.0%
% of Trained Teachers in Schools (Female)	68.0%	69.5%
% of Schools with Separate Toilets for Girls	96.5%	97.0%
% of Schools with Computer Facilities	85.0%	86.5%
% of Schools with Internet Connection	75.0%	77.0%
% of Schools with Electricity Connection	88.0%	89.5%
% of Schools Having Safe Drinking Water	97.0%	97.5%
% of Schools with Multimedia Facility	74.0%	75.5%

*Minimum Bed, BPED, Med, Aged and Dip in Education

Source: Bangladesh Education Statistics, 2024 (BANBEIS)

Key Observations:

Teacher-Student Ratio: There has been a slight improvement, with the ratio decreasing from 1:35 in 2023 to 1:34 in 2024, indicating a more favourable learning environment.

Classroom Size: The average classroom size has reduced from 60 students in 2023 to 58 in 2024, suggesting efforts to create more manageable class sizes.

Trained Teachers: The percentage of trained teachers has increased, with total trained teachers rising from 70.5% to 72.0%, and female trained teachers from 68.0% to 69.5%.

Facilities: There have been consistent improvements in school facilities, including separate toilets for girls, computer facilities, internet connectivity, electricity, safe drinking water, and multimedia facilities.

These indicators from 2010 to 2024 reflect a positive trend in the quality of education in Bangladesh, with ongoing efforts to enhance both teaching standards and infrastructural facilities.

Expectations and Motivations of Students, Teachers and Professionals

Students

A 15-years-old girl studying at the school of Viqarunnisa noon said, *“before I was admitted here, I was looking in the science group, but now I am studying in the commerce group as my parents would like me to be a Banker. After school and coaching, I would like to gossip with my sisters and spend my leisure time using Facebook. I prefer to avoid reading any storybook or other extracurricular activities. But as we are an S.S.C. applicant, the school library is not permitted to use it anymore. Moreover, though the school has a computer laboratory, she only opens the door before the exam because we need a chance to use it. As far as the other facilities not like the main branch have”*.

A 17-year-old boy from Dhaka College highlighted the financial challenges faced by middle-class families: *“I read in the science group at Dhaka College. I am from a middle-class family, along with 8 members. So, it is so tough to bear everything to my parents. I work as a typewriter in a computer shop to pay for my academic costs. But I need help managing my time”*.

A 21-year-old girl studying Industrial Production Engineering (IPE) at BUET expressed a mismatch between her interests and field of study: *“I read in Industrial Production Engineering (IPE) at BUET. But unfortunately, I got a chance to this subject. From my early childhood, I hated the environment of Industry and liked crime, too. Moreover, all of my family members are professionals in Doctor. So, I am interested in getting a higher degree in Criminology from abroad”*.

Teachers and Professionals

A 40-year-old Research Officer at BANBEIS identified systemic issues: *“although we've done more research to increase the literacy rate, the statistics find various problems such as lack of quality education, educational inequality, etc. Moreover, our education budget needs to be higher to solve all problems”*.

A 32-year-old public school teacher remarked on classroom overcrowding: *“As the cost of private school is higher than the public school, the classroom remains always overcrowded. Large buildings surround the school's environment, so the light and air cannot enter the room.”*

A government employee noted challenges in parental communication: *“as we have to go outside for work, I cannot communicate well what they do throughout the day. Nowadays, they aren't afraid of us. I heard about family education for caring for children, but it needed to be applied more fairly in my family”*.

The findings reveal significant gaps in both infrastructure and quality of education. While advancements have been made in certain areas, such as access to technology and facilities, systemic issues like overcrowding, inadequate teaching aids, and the misalignment of student interests with educational paths remain pressing concerns. Addressing these challenges requires targeted policy interventions and increased investment in teacher training, student counselling, and infrastructural improvements.

ANALYSIS AND DISCUSSION

Education is central to progress and serves as a foundation for both economic development and the shaping of social values. The quality of life in any society is intricately tied to the quality of its education system. This study sought to assess the pathways of education in Bangladesh and their contribution to social development, with a focus on understanding the challenges and opportunities within the educational system.

From a theoretical perspective, the study draws on the symbolic interactionist theory, which emphasizes education's role in socialization, integration, placement, and innovation within society. However, applying this perspective in the context of Bangladesh reveals a complex relationship between educational philosophy and societal realities. The philosophy underpinning Bangladesh's education system prioritizes student-centred learning and aims to align education with market and societal demands. Yet, the findings of this study suggest

that persistent issues such as educational inequality and systemic crises hinder the achievement of these goals, thereby impacting broader social development.

The principal question of this study was whether expectations and motivations for quality education significantly influence students' learning and their ability to contribute to human capital development. Findings indicate that the prevailing teaching practices rely heavily on rote memorization rather than fostering critical thinking, problem-solving, and the application of knowledge to real-life contexts. Such practices fail to prepare students for the demands of the modern workforce, which increasingly requires advanced cognitive and problem-solving skills.

A comparative analysis of high- and low-quality schools revealed stark disparities in physical infrastructure, educational efficacy, and student performance. High-quality schools demonstrated better grades, test scores, and attendance, while low-quality schools struggled due to poor classroom environments, insufficient library and laboratory facilities, and inadequate maintenance of surroundings. These conditions, coupled with economic disparities among students, negatively impact overall school performance.

The study identifies four critical challenges contributing to the poor quality of education in Bangladesh:

- Coordination gaps between governmental actors,
- Low prioritization of education policies by policymakers,
- Limited financing for education, and
- A lack of focus on academic quality.

Additionally, the study highlights the role of parents in shaping students' educational experiences. Professional parents often

deprive their children of direct engagement with nature and physical activities, which are essential for holistic development. Therefore, integrating parental education programs into schools, particularly those serving adolescents, could mitigate some of these challenges by fostering a more supportive learning environment at home.

Despite these challenges, Bangladesh has made notable progress in education over the last four decades, particularly when compared to other nations with similar levels of socio-economic development. Economists predict that by 2030, more than 60% of jobs globally will require education beyond high school. Furthermore, the demand for skilled labour is expected to grow, with millions of workers needed in developed countries worldwide.

This trend presents both opportunities and challenges for Bangladesh. To meet the rising demand for skilled manpower, the education system must shift its focus toward fostering entrepreneurship, cognitive skills, and advanced knowledge. Preparing the next generation for a rapidly changing global economy will require substantial improvements in the quality of education, prioritizing innovation and problem-solving capabilities over traditional rote learning methods.

In conclusion, the findings underscore the critical role of education as a driver of social development. Addressing the structural issues within the education system, coupled with investments in infrastructure, teacher training, and policy reforms, can pave the way for a more equitable and effective education system. By doing so, Bangladesh can equip its youth with the skills needed to thrive in the global economy and contribute meaningfully to national development.

CONCLUSION AND RECOMMENDATIONS

The pressing challenges of our time demand solutions that exceed boundaries, with education emerging as a cornerstone for addressing global and local issues. In the 21st century, as the global economy transitions into a knowledge-driven paradigm, education's critical role in developing human capital cannot be overstated. Bangladesh's progress in achieving gender parity in primary and secondary education reflects significant

strides toward inclusive education. However, systemic challenges persist, highlighting the need for a more strong, equitable, and future-ready education system.

This study emphasises the vital correlation between education and social development in Bangladesh. The findings reveal that while ambition, parental expectations, and students' hard work contribute to educational outcomes, the system's structural deficiencies hinder its full potential. Key challenges such as inadequate infrastructure, rote-based learning practices, coordination gaps among stakeholders, and limited prioritization of education policies remain significant obstacles. These issues inhibit the broader goals of societal development and human capital growth in a rapidly evolving global economy.

At a broader level, education must be recognized not only as a tool for economic growth but also as an instrument of social transformation. It has the power to influence outlooks, attitudes, and behaviours, fostering social cohesion and a sense of responsibility among educators, institutions, and society at large. To leverage this potential, the commitment to developing inclusive, innovative, and sustainable education systems must be reinforced at both the national and international levels.

Recommendations

Policy Reform and Prioritization

Policymakers must place a higher priority on education by formulating and implementing comprehensive policies that address coordination gaps, resource allocation, and quality assurance.

Shift from Rote Learning to Critical Thinking

Education systems must transition from rote memorization to methods that foster critical thinking, problem-solving, and the application of knowledge to real-world scenarios. Training teachers to adopt these methods is essential.

Investment in Infrastructure and Resources

Upgrading school infrastructure, including classrooms, libraries, laboratories, and digital resources, can enhance the learning environment and address disparities between high- and low-quality schools.

Parental Education Programs

Introducing parental education initiatives can ensure that parents actively contribute to their children's development, emphasizing the importance of both academic and life skills.

International Collaboration

Global partnerships among governments, organizations, and educational institutions are critical to addressing shared challenges, facilitating the exchange of best practices, and securing funding for education reforms.

Integration of Skills for Future Economies

Curriculum development should focus on equipping students with skills required for future economies, including entrepreneurship, digital literacy, and innovation, ensuring Bangladesh's workforce remains competitive globally.

Monitoring and Evaluation

Establishing robust monitoring and evaluation mechanisms can track progress, identify gaps, and guide evidence-based improvements in the education sector.

In conclusion, addressing the challenges within Bangladesh's education system requires a multifaceted approach that integrates policy, infrastructure, pedagogy, and global collaboration. By aligning these efforts,

education can serve as a powerful driver of social and economic transformation, preparing future generations to thrive in a rapidly changing world while fostering a more equitable and cohesive society.

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