

Original Research

Enhancing Quality Education for Underprivileged Children in Bangladesh: Drawing Lessons from Delhi's Education System Reforms - A Focus on Legal and Ethical Foundations

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Abstract

Education is the fundamental right of all human beings, transcending mere legal entitlement. Nearly every constitution across the globe acknowledges the significance of education. The Universal Declaration of Human Rights declared it as a fundamental right of every human being. This means citizens can demand and should demand education when the government has full responsibility to provide equal opportunity for every citizen of the country to access the same education. But in Bangladesh, the government is failing to provide quality education to all its citizens, especially to those who live in rural areas and are financially unstable. Even in urban areas, financially disadvantaged families struggle to keep up with their wealthier counterparts in terms of accessing quality education, as the latter can afford expensive private institutions. Numerous private institutions charge a significant amount of money to provide a quality education that is only accessible to financially stable families. That results in a significant gap between government institutions and private institutions, and because of that, the gap in the quality of education between the two has become alarmingly high. Many underprivileged students fall behind academically due to the inescapable influence of private institutions, while the government displays limited ambition in narrowing the gap. The disparity in quality between government and private schools is immense, leading to a prevalent belief that only those with financial means can secure a good education for their children. People have become attuned to the idea that only money can give their children a good education. The purpose of this study is to identify the determinant of quality education in Bangladesh's school systems and will also compare Delhi's recent success in the education system with Bangladesh's education system to identify the infrastructural failings. The study will also emphasize the importance of establishing strong legal and ethical foundations to ensure improvement in education quality for every sect of society.

Keywords: *Quality, Education, Children, Underprivileged, Action*

Introduction

Education holds the status of being the cornerstone of a nation, a sentiment widely recognized and embraced. Regardless of a nation's developmental stage, education is always prioritized. It is recognized as a tool for fostering economic advancement, enhancing productivity, and nurturing the cultural fabric of humanity. This elucidates why education is frequently entrusted with the roles of cultivating a skilled workforce, managing demographic trends, reducing mortality rates, and cultivating an elevated quality of life along with increased life expectancy, spanning across both well-established and emerging nations. [1]. Education plays a pivotal role in the efficient construction of a nation, functioning as a mechanism for shaping individual lifestyles. "Education refines human cognition, broadens horizons, and enriches minds with knowledge. These benefits encourage those who lack education to invest in the education of their descendants, ensuring that future generations reap such rewards [2]. That's why every nation must value education since most of its development has been brought about by education. "Widespread, high-quality education is now seen everywhere as the foundation for development, growth, and poverty reduction." [3]. Because of education people can distinguish between good and bad decisions which guarantee that government will not make policy which is not in people's interest. That's why we can see that the most advanced countries are the most educated, and the least advanced countries are the least educated. Here advancement means technological

and cultural advancement. In Bangladesh, education is steadily approaching the right direction. There has been a great change in the education sector of Bangladesh. The budget has gotten bigger in the education sector, and multiple initiatives have been taken by the government to make rural underprivileged students go to school. However, despite the positive advancements, there has been no substantial improvement in achieving quality education for all. The inequality in educational access remains pronounced, particularly in rural areas [4]. Most of the households who are afflicted with poverty are indifferent to sending their children to school. They are instilled with the idea that little free education will not change their situation. So, they think it is good for them to send their children to work which will help them to add extra income to the family. "The value of education is not widely recognized in poor communities in Bangladesh. That has an impact on school enrolment and children remaining at school. The perception of some children was that education was not intended for the poor. Teachers claimed that parents do not value education, as they are not educated. But parents argued that a limited amount of education does not change their children's lives". [1]. That's why they do not intend to invest time or money for the children to get the education that results leading them to live poor lives generation after generation. "The relationship between education and poverty is a circular one: the lack of secondary-level education may force poor households to engage in low-productivity activities, and results in poverty. On the other hand, poverty leads to low investment in education" [4]. Despite all this, some families send their children to school with the hope of changing their lives. But little can they do to change their circumstance as the quality of education in government institutions is much lower than in private institutions. Not only that, different types of private institutions are only accessible to the family who has got money. There is also a demand for house tutors that is impossible to bear for poor families. Their only resort is the government institutions which are not moving on par with the private institutions rather government institutions are encouraging private institutions to flourish. The recruitment, training, and teaching methods of these government institutions are also not on par with private institutions. That's why the government is failing miserably to retain its students from rural areas. Because of those students from poor households are dropping out at a considerably higher rate. "It is undeniable that the proper, progressive, classless and secular education system can make people conscious to preserve the rights guaranteed by the constitution" [5]. However financial constraints significantly impede the quality education of underprivileged students, as they lack access to private institutions while the government fails to ensure equal quality education for all.

Objective of the study

This study aims to provide a comprehensive understanding of the legal and ethical aspects as well as practical strategies that can be adapted and implemented to enhance the education system for underprivileged children in Bangladesh. It will use the good changes made in the education system in Delhi, India, as examples.

Following that the objectives of the study are:

1. To identify the legal and ethical foundations that will help us to understand the necessity of inclusive education for all students despite their socioeconomic background.
2. To examine the specific strategies and policies implemented in Delhi's education system reforms that have led to improved access to quality education for underprivileged children, and to propose actionable recommendations for underprivileged children in Bangladesh.

Review of the Literature

Impediments of education for underprivileged students: The constitution of Bangladesh believes in unanimous education which implies that every citizen of this country should get the same education. However, the education system of Bangladesh is comprised of a mix of heterogeneous providers. A variety of schools operate within the country; government-run schools, privately run schools and madrasahs, English medium schools (British Curriculum), schools run by NGOs, and kindergarten schools. [6]. That makes it hard for a government to provide the same equal education for all. Especially privately run schools and English medium schools are so costly that a financially struggling family can't access that education. In addition to that, there are some additional costs involved in education. "Although primary education is free and compulsory in Bangladesh, research indicates that there are substantial additional private costs and opportunity costs of education that parents must meet for their children's schooling. These costs include examination fees, private tuition, and paying for notebooks in the upper grades of primary school" [7]. From the survey about education for poor urban people, Students from financially stable families are

capable of spending that money without any bad consequences but the poor struggle. The poor too, spend money on fees, but most were for private tuition - widely seen as necessary for advancing through the school system. Lessons 'taught' in school had to be 'learned' at home, a task that children of uneducated and busy parents found difficult. [8]. And because of that, instead of studying underprivileged students withdraw from school. Which leads them to a position where they cannot have a dream of coming out of poverty. "A strong positive correlation was found while examining the relationship between education and poverty and their consequences on SDGs. The higher the attainment of an individual's education status, the lower the incidence of poverty. In more than 90% of cases, changes in the individual's poverty status are associated with his/her educational attainment, which is highly significant" [9]. This means to balance social development from both ends, rural and urban, rich and poor, education is the key factor to play out. Otherwise, the country will not be able to cope with some developing nations that spend more money and effort on the development of education. "In the context of the Bangladeshi education system, research shows that both children's poverty and their experience of school hinder smooth progression in secondary school and increase their relative disadvantage within formal schooling. [1]. Most of the time people who got an education get better jobs. The higher the level of education is the better the job. "In rural areas, secondary school dropouts earn 75 percent more than the primary school leavers. Secondary school graduate earns 39 percent more than dropouts and those who attended college or university, earn 45 percent more than secondary school graduate". [4]. The data indicate that education adds value to the profession and the earnings around it. But still, the majority of the rural citizen is deprived of education. "The impact of wealth in this domain is visible: about half (45 percent) of the poorest quintile of children in the upper-secondary age range are out of school, compared with 19 percent of the richest". [10]. By observing many studies some common factors can be put forward as impediments to education for underprivileged students including poverty, curriculum, fees, quality of teachers, method of teaching, early marriage, infrastructure, teacher per student ratio, lack of technical and vocational teachings, the additional cost of private tuition, etc. Along with that poor student do not get the privilege to have proper medical help and nutrition. "If the Children from economically deprived families in Bangladesh do not have any support for medical and financial needs. The policies that have been developed and implemented in schooling undermine children's right to basic education and fail to provide them with proper access to a better life" [1]. These altogether undermine the potential of a student who is marginalized in society. "While social benefits of primary education are high in Bangladesh due to its impact on health, mortality, and fertility of the population, private benefits are higher for secondary education than for primary education. Poor households have limited access to secondary education due to the high costs, mainly opportunity costs, of education at the upper level. Hence, the rural poor in Bangladesh are trapped in the vicious circle of low education and low income [4]. Out of all the reasons poverty is the main reason behind the lack of quality education for rural and urban poor children. Since they cannot access to good institutions due to money and government schools are not on par with private institutions, the dream of getting quality education remains in the dark fold of reality. Less money means less investment in education which in turn creates fewer job opportunities, which results in poor households which leads to a lack of awareness about the importance of it. And while this circle goes on government does nothing about it. Though the government took some initiatives like The Primary Education Stipend Project and The Secondary Female Stipend Program to reduce the problem, their self-defeating policy helped private institutions to flourish. Financially privileged students not only get a good education from private institutions but also get good health services and nutrition for which underprivileged students cannot compete.

Materials and Methods

This study employed a secondary data analysis approach, drawing from a variety of sources such as governmental reports, statistical records, scholarly articles, news publications, and other relevant literature. In this study, data was thoroughly examined to ensure that only relevant data was used for the analysis. Key search terms included 'education reforms,' 'underprivileged children,' 'quality education,' 'Bangladesh,' 'Delhi education system,' and 'legal and ethical foundations.' Utilizing a thematic analysis approach, the selected secondary data were categorized based on the common themes of education policy, legislative framework, ethical considerations, and best practices in providing quality education to underprivileged children. Moreover, a comprehensive literature review was conducted to identify gaps in the existing knowledge which helped us to better understand the parallels and disparities between the educational contexts in Bangladesh and Delhi.

Contrast between Delhi's reformed education system with Bangladesh's education system

Over the past seven years, Delhi's education system has undergone a remarkable transformation. Government-run schools are now making remarkable progress, surpassing the expectations set by privately-run schools. This achievement can be attributed to revolutionary initiatives undertaken by the Delhi government, which fall into two key categories:

- (a) Enhancing the learning environment and
- (b) Improving the learning process itself.

In terms of the learning environment, one of the most noticeable changes has been the significant infrastructure improvement. The Delhi government has not only upgraded but also completely transformed school facilities. Schools are now cleaner, more appealing, and provide a welcoming atmosphere for both students and teachers. Regarding the learning process, the Delhi government has introduced several innovative initiatives, the most significant being the implementation of the "Happiness Curriculum" and other educational programs. These initiatives aim to enhance the breadth and quality of students' studies. [11]

To bring about the success in the education sector of Delhi there were some core policy principles the government had to make. Those policies can be put under four headings. The four pillars of Delhi's school education reforms are [12]:

- 1. Improving school infrastructure:** Government schools' infrastructure was so below standard for education that parents from middle-income families were in denial of sending their children to government schools. Only the poorest students used to go to these schools. Dilapidated classrooms, unusable toilets, playgrounds filled with garbage, and overfilled classrooms were the scenery of government schools. But that situation has changed. Delhi government has transformed all government schools by introducing smart classrooms, sports facilities, science laboratories, and other additional facilities to make students far more inviting than in the past.
- 2. Investing in social leaders and teachers:** In the past, the effective Head of Schools has often been reduced to administrative and bureaucratic tasks. Through multiple conversations with principals from 2015 onward, The Delhi government built insights on what held principals back from developing a strong learning vision for their schools. To solve that issue the government sent principals to the Indian Institute of Management, in Ahmedabad for training and reduced their administrative work, and also gave them authority to make plans for their institutions. Teachers were also sent to Cambridge for training to achieve international standards of educational insights. "Stressing teacher's training Kejriwal said that poverty can only be eradicated with the help of proper education. For 75 years, all the parties have been giving the slogan of removing poverty, but till now poverty has not been removed, poverty can be removed only through education." [13]
- 3. Parents as partners in a learner's journey:** Due to socio-cultural constraints, many parents had never been inside their child's school, creating a huge disconnect between the teachers and parents, and holding back student progress in the process. Two initiatives attempted to change this: re-activating school management committees (SMCs), and hosting regular Parent Teacher Meetings (PTMs).
- 4. Reimagining the learning journey of each child:** A host of learning initiatives were launched to address learning gaps. [22] aimed at bridging the gaps of foundational learning for grades 6 and 8, such that students can read, write, and perform basic math to attain learning outcomes appropriate to their grade level. "Happiness Curriculum" was introduced in July 2018 and is delivered through engaging mindfulness practices to enable the development of skills like empathy, critical thinking, problem-solving, communication, and collaboration among students. To recognize and celebrate the excellent outcomes produced by high-achieving schools under these initiatives, the Delhi Government introduced the "School of Excellence" program in 2018.

Compared to Delhi's reformatory education system Bangladesh's education system is far behind in terms of learning environment as well as the education process itself. About the education budget, the Delhi government prioritizes education and invests a significant amount in this sector. For the fiscal year 2022-23, the Delhi government has allocated ₹16,278 crore, which accounts for 21% of the total budget of ₹75,800 crore. [11]. These funds are utilized for various purposes such as infrastructure development, salaries, and administrative expenses. On the other hand, in Bangladesh, the allocation for the education sector is comparatively lower. Out of the total budget

of Tk. 678,064 crore for the fiscal year 2022-2023, Tk. 81,449 crore, equivalent to 12% of the budget, has been allocated for education. This allocation represents a slight increase from the previous fiscal year's 11.9%. However, when measured as a percentage of the GDP, it amounts to 1.83%, which is considerably lower than the recommended minimum of 4-6% of GDP and falls significantly short of the global average of 20% of the national budget. [14] In terms of infrastructural development government schools are not up to date like private schools in Bangladesh. Enough initiatives have not been taken to improve the infrastructure. "There is the lack of the most basic facilities such as chairs and tables, water, electricity, and even toilets are absent in many schools outside the city corporation areas. In many cases, there are even no buildings. 5% of schools do not have toilet facilities in Bangladesh while another 14% have to make do with just one." [15]. Also, no curriculum has been developed to implement unanimously as the education system in Bangladesh consists of a mix of heterogeneous providers. Within the country, various types of schools operate, including government-run schools, privately-run schools, madrasahs, English medium schools following the British Curriculum, schools operated by NGOs, and kindergarten schools. [6]. Research shows that teacher recruitment in government schools is also poor. Most of the teachers are not qualified and also there is the unavailability of training for them. Curriculums are made and implemented without proper training of the teachers. Teachers are mentally not attuned to mentor students. Also, most teachers prefer private tutoring due to the low salary structure. All these factors result in poor delivery of education. "In the context of the Bangladeshi education system, research shows that both children's poverty and their experience of school hinder smooth progression in secondary school and increase their relative disadvantage within formal schooling." [1]. Also, all the decisions regarding education are made from central. Unlike Delhi, headmasters and principals have no authority to make any changes to the school curriculum. They are always busy with administrative work. That's why their vision of education never comes to light due to the system. Considering all these we can see that there is a huge gap between Delhi's education system with Bangladesh's education system. Had it been implemented like the Delhi government; Bangladesh's education would have seen huge shifts in quality.

Treating education as a basic or legal right: Education is the main propeller of a country to go forward. That's why a country must make it a constitutional law. In the Constitution of the People's Republic of Bangladesh article 17 states that, "The State shall adopt effective measures for –

- A. Establishing a uniform, mass-oriented, and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law;
- B. Relating education to the needs of society and producing properly trained and motivated citizens to serve those needs;
- C. Removing illiteracy within such time as may be determined by law." [16]

These provisions are stated in the part of the Fundamental Principles of State policy that implies that education is considered a basic right but not a legal right. If it were to make a legal right, then it would be stated in the part of the Fundamental Rights. The government recognizes education as the basic needs of human beings like food, clothes, shelter, medication, etc. since education is responsible for the betterment of an individual for the most part. The Government cannot hold a person accountable for not participating in education. The person, on the other hand, has the full right to exercise his educational needs without the intervention of the state. Should it be the case that education should become a legal right? Not in a sense that if anyone does not participate in it should be judicially sued but in a sense that if anyone asks for it, his demand should prevail. And this is a very demanding matter to discuss. As we already know a variety of schools operate within the country which deliver different kinds of education. So, for a person who is financially worse off if asks for education that is inaccessible to him what would the government do? The reason this hypothetical situation is presented is that underprivileged students are already at the lower end of society and by excluding them from those different types of highly equipped institutions we push them further down the line. Whether a person participates in an educational program or not he or she should have the right to ask for equal education under the same curriculum as other privileged students. As an independent democratic country, the Bangladesh government should bring all the elementary and secondary school curricula under one syllabus. Thus at least one thing will be established, that is, every citizen of the country will get the chance to study the same syllabus.

Universal Declaration of Human Rights in article 26 declared that- "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory.

Technical and professional education shall be made generally available and higher education shall be equally accessible to all based on merit". [17]. Here, the United Nations declared education as a fundamental right which means a person can make a legal stance if his or her right is not fulfilled. Right means "a power or privilege held by the general public as the result of a constitution, statute, regulation, judicial precedent, or other types of law" [18]. But here this article is nothing more than a declaration. Very few countries of the world abide by this law. But what it can be interpreted as is that education must get priority in a country. The argument can be made both for legal and basic rights regarding education. To make a classless, unanimous, equal society education should be included in the manifest of every government. Not only that as a free citizen of a society, everyone should get the right to study one unanimous curriculum at primary and secondary level. Otherwise, society will face a great imbalance between upper-class and lower-class citizens.

Ethical grounds for inclusive education: Unanimous education, also known as universal education or inclusive education, refers to an educational system that provides equal access to education for all individuals, regardless of their background, abilities, or socio-economic status. It recognizes the inherent worth and dignity of all individuals, regardless of their differences, and promotes equal opportunities for personal and intellectual development. It promotes understanding, empathy, and respect among students, leading to a more cohesive and inclusive society. Since Bangladesh has a diverged education system a policy is needed to ensure unanimous education for all. Due to socioeconomic factors, many lower-class families from rural as well as urban are further falling behind in education. The gap between rich and poor is widening because of this since education is directly related to poverty reduction. Not only poor students are deprived of quality education but also, they are deprived of special kinds of education like English medium, English version, etc. due to their financial barriers. This inaccessibility of education creates more social and financial disparities as students who study at better institutions are getting more opportunities for their establishment. We will propose two theories forward to justify ethical grounds for unanimous education namely, John Rawls's concept of "Justice as Fairness" and Kant's "categorical imperative". John Rawls argues for a concept of justice that promotes fairness and equality. Rawls formulated the concept of "justice as fairness" in the form of two principles stated as follows:

1. Principle of liberty: Each person is to have an equal right to the most extensive of equal basic liberties compatible with a similar scheme of liberties for others.
2. The principle of social and economic inequalities: The second principle consists of two conditions-
 - (a) The Principle of equal opportunity: They are to be attached to offices and positions open to all under conditions of fair equality of opportunity, and
 - (b) Difference principle: They are to be to the greatest benefit of the least-advantaged members of society. [19]

According to Rawls, individuals should place themselves in an original position behind a "veil of ignorance," where they are unaware of their own social status, talents, or advantages. From this position, they would agree upon principles of justice that are fair and impartial. Applying Rawls' principles to education, unanimous education can be justified on ethical grounds. The basic idea is that if individuals were to decide on the educational system from behind the veil of ignorance, they would strive for a system that maximizes opportunities and benefits for all individuals, irrespective of their background or circumstances. Unanimous education ensures that every student has access to a high-quality education and equal opportunities to develop their potential. Unanimous education aligns with Rawls' principle of the "difference principle," which states that inequalities in society should only be permitted if they benefit the least advantaged. By providing a uniform and high-quality education to all students, regardless of their socioeconomic status, unanimous education minimizes inequalities and provides a fair starting point for all individuals.

Immanuel Kant formulated three versions of the categorical imperative, which provide principles for ethical reasoning. These imperatives are as follows:

1. "Act only according to that maxim whereby you can at the same time will that it should become a universal law."
2. "Act in such a way that you treat humanity, whether in your person or the person of any other, never merely as a means to an end, but always at the same time as an end."
3. "Act as if you were, through your maxims, a law-making member of a kingdom of ends" [20].

The first imperative requires individuals to consider whether the maxim or principle can be consistently applied as a universal law without contradiction. The second imperative emphasizes the inherent worth and dignity of human beings. It demands individuals respect and value the rational and autonomous nature of human beings, treating others as ends in themselves rather than merely as a means to achieve their own goals. And, the third maxim highlights the concept of moral autonomy and envisions a community where all individuals are rational beings capable of autonomous decision-making.

In the context of education, unanimous education can be justified by considering whether we can will everyone in society receive a quality education. If we can allow this principle to be universally applied, it indicates that it is a morally justifiable principle. Kant emphasizes that individuals have intrinsic worth and should be treated with respect. Education is a means to enhance human potential, develop critical thinking skills, and promote autonomy. Providing unanimous education for all citizens recognizes their inherent dignity and ensures that each person has the opportunity to fulfil their intellectual and personal growth. Kant's principle prohibits using others merely as a means to an end. Denying education to certain individuals based on their socioeconomic background or privileges would be treating them as a means to advance the interests of others. Unanimous education rejects such exploitation and upholds the principle of treating all citizens equally and fairly. Kant's ethical framework also aligns with the idea of a social contract, which implies that members of a society have reciprocal duties and obligations. In a just society, education is considered a fundamental right and a shared responsibility. Unanimous education ensures that each citizen contributes to and benefits from the collective advancement of knowledge, developing a sense of shared responsibility and social cohesion. By applying Kant's categorical imperative, unanimous education can be justified as a moral imperative that upholds the principles of universality, respect for human dignity, non-exploitation, and reciprocal duties. It recognizes education as a fundamental right that should be available to all citizens, regardless of their background, and promotes the overall well-being and flourishing of society as a whole.

Arguments for equal access to education and recommendations

The disparity between privileged and underprivileged students in Bangladesh is evident. The rapid spread of private institutions and private tuition in Bangladesh has become a significant cause of concern for underprivileged students. These factors contribute to the educational disparity in the country, widening the gap between privileged and underprivileged students. Most of the time private institutions charge higher tuition fees, making them inaccessible for many underprivileged students who cannot afford the additional costs. This leads to a congregation of privileged students in these institutions, while underprivileged students are left with limited options, often attending public schools with inadequate facilities and fewer opportunities for quality education. To bridge these disparities, policymakers must prioritize equitable provision of educational facilities and services throughout the city, ensuring access to and completion of secondary education for all adolescents. While affluent families may opt for private schooling, government intervention must counter unequal educational infrastructure distribution. Poor households require additional backing and remedial teaching to meet minimum standards, encouraging secondary education participation. Incorporating extra-curricular, vocational training, and computer literacy in schools would empower underprivileged children with better opportunities and a broad range of life skills. [21]. To address this issue, it is essential to ensure the equal distribution of resources and facilities across different types of institutions. The government should invest in improving the infrastructure and resources of public schools, particularly those serving underprivileged communities. Additionally, efforts should be made to provide targeted support and scholarships to underprivileged students, enabling them to access quality education.

Privileged students often have better access to healthcare facilities, allowing them to address any health issues instantly whereas underprivileged students lack adequate medical attention, resulting in untreated illnesses or chronic conditions that hinder their cognitive development and overall academic performance. Moreover, good nutrition plays a vital role in a child's growth and cognitive abilities. Privileged students generally have access to a balanced diet, including essential nutrients and vitamins necessary for functioning the brain properly. On the other hand, underprivileged students often suffer from malnutrition, which leads to little physical and mental development, affecting their ability to concentrate, retain information, and perform well academically. The combination of better medical help and nutrition for privileged students creates an unequal playing field in education. It perpetuates a cycle of disadvantage, where underprivileged students struggle to keep up with their more privileged counterparts. This imbalance not only limits their educational opportunities but also increases social and economic inequalities in the long run.

To address this issue, the government and relevant stakeholders must prioritize and implement policies that focus on providing equal access to quality healthcare and nutrition for all students, regardless of their socioeconomic background.

Moreover, private tuition has gained popularity as a means to supplement classroom learning which aggravates the educational divide. Underprivileged students are less likely to afford private tutors, leaving them at a disadvantage position compared to their more privileged peers who can access additional educational support. The dominance of private institutions and private tuitions perpetuates inequality in the education system. It reinforces the notion that quality education is only accessible to those who can afford it, widening the gap between privileged and underprivileged students.

To resolve this issue, the government must prioritize investment in public education, ensuring that all students, regardless of their socioeconomic background, have access to high-quality education. This includes enhancing the quality of public schools, providing adequate resources, and implementing policies that reduce the dependence on private institutions and tuitions.

The existence of different types of institutions, such as English medium schools, English version schools, cadet colleges, and others further aggravates the disparity in quality education for underprivileged children in Bangladesh. English medium schools tend to cater to students from more privileged backgrounds. These schools offer instruction primarily in English, which gives students an advantage in accessing global opportunities and higher education. Underprivileged children, who do not have the financial means or language skills, are left with limited options and limited English proficiency, which hampers their competitiveness in the job market. Cadet colleges, while providing a structured and disciplined environment, often require a certain level of financial capability and academic achievement for admission. This poses a barrier for underprivileged children who do not meet the criteria or afford the associated costs. As a result, they miss out on the additional opportunities and resources provided by these institutions. The presence of additional facilities, such as well-equipped laboratories, libraries, and extracurricular activities, further widens the gap between privileged and underprivileged children. Underprivileged children, on the other hand, are left with limited access to such facilities, hindering their overall growth and potential.

Promoting unanimous educational policies and reducing the disparities between different types of institutions can help level the playing field for underprivileged children, enabling them to compete on an equal foundation and access quality education opportunities.

Conclusion and Future Directions

Education is universally recognized as the cornerstone of a nation's development. It serves as an instrument for economic growth, productivity, and cultural enrichment. However, in Bangladesh, there exists a significant disparity in access to quality education, particularly for those living in rural areas and from financially disadvantaged backgrounds. The government's failure to provide equal opportunities for all citizens to receive a high-quality education has resulted in a widening gap between government and private institutions. This gap has created social inequality, leaving underprivileged students feeling hopeless and trapped in a cycle of poverty. Moreover, the existence of various types of private institutions that intend to serve the affluent further aggravates the problem. Bangladesh needs to recognize the power of education and take necessary actions to ensure that every individual has access to quality education, regardless of their financial background or geographic location. Only then can the nation truly harness the full potential of its people and secure a brighter future for all. Eliminating the different types of schools at the elementary level and promoting a more inclusive and equal education system can help level the playing field for underprivileged students. By providing equal educational opportunities to all, regardless of socioeconomic status, Bangladesh can pave the way for social mobility, economic development, and a more just society.

Authors Contribution's

Md. Reazul Islam and Md. Moinul Islam formulated research design, research objectives, research methodology and few literature reviews. Sojon Miah and Md. Shawn Sheikh provided valuable information about literature, book, paper, the journal and rechecks whole article. Jointly, we have done the article and corrected the reviewer intellectual comments with fantastic way.

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Conflict of interest

The authors declare that they do not have any conflict of interest.

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