



# BARNAMALA BIDYAPITH (FORMAL EDUCATION)

We Dream for an Educated Nation



The Rural Reconstruction Foundation (RRF) has been steadfastly committed to enhancing educational opportunities in the Jashore, Jhenidha, and Meherpur districts of Bangladesh since 2001. Through its Barnamala Bidyapith program, RRF has established a network of seven formal schools, including one dedicated girls' school that serves children from Playgroup through Grade Ten. All schools are accredited by the Ministry of Education and Jashore Education Board, ensuring that RRF's efforts align with national educational curriculum standards. By incorporating comprehensive life skills education, the Barnamala Bidyapith program strives to produce well-rounded, responsible citizens capable of addressing both personal and societal challenges.

## FACT & FIGURE

Sl.	Fact	Figure
1	Name of the program	Barnamala Bidyapith
2	Duration	From 2001 till to date
3	Supported By	Rural Reconstruction Foundation
4	Number of Students in FY:2023-24	1076 ( Boys – 507, Girls – 569)
5	Number of staff	91 Teachers and Support Staff
6	Number of School	07 School
7	Working Location	Jashore District (Sadar, Sharsha, Jhikargacha upazilla) and Meherpur District (Sadar and Mujibnagar Upz.)
8	Passed SSC Exam (Jashore, Kamarpara and Ulashi school)	30 Students

## PROGRAM OBJECTIVES AND EDUCATIONAL FRAMEWORK

1. **Provide Quality Education:** To deliver high-standard education from Playgroup to Grade Ten, following the national curriculum and meeting government accreditation requirements to ensure academic recognition.
2. **Holistic Student Development:** To foster a well-rounded approach by integrating life skills and co-curricular activities alongside academic instruction, equipping students to become capable, responsible citizens.
3. **Empower Girls Through Education:** To offer focused educational opportunities for girls through dedicated girls' schools, aiming to empower young women and promote gender equality.
4. **Sustainability and Self-Sufficiency:** To maintain a self-sustaining model that relies on internal resources and school-generated income, ensuring the program's long-term viability and continuous improvement.
5. **Promote Discipline and Academic Rigor:** To implement strong discipline, conduct regular assessments, tutorials, and exams, promoting a structured learning environment that enhances academic excellence.
6. **Contribute to Nation-Building:** To contribute to the broader vision of developing responsible, educated individuals who will support the advancement of the nation and contribute positively to society.



## ACCREDITATION AND GOVERNMENT RECOGNITION

The government accreditation granted to Barnamala Bidyapith by the Ministry of Education, Band base and Jashore Education Board is a testament to the program's commitment to national educational standards with EIIN Number. By securing this accreditation, RRF has ensured that its schools provide



recognized, credible education, contributing to the students' potential for future academic and professional opportunities. This recognition also reinforces the community's trust in the quality and sustainability of RRF's educational model. Students get government stipend and Teachers get government training as well.

SL	School	EIIN
	Brnamala Bidyapith Jashore	137765
	Barnamala Bidyapith Kamarpura	137764
	Barnamala Bidyapith Ulashi	137044
	Barnamala Bidyapith Ballobhpur	137094



## ACADEMIC FRAMEWORK AND CURRICULUM

The Barnamala Bidyapith curriculum spans from foundational Playgroup education through rigorous Grade Ten coursework. The curriculum's alignment with national educational standards is reinforced by a structured assessment system, which includes:

- **Class Tests and Tutorials:** Regular assessments ensure consistent academic progress. Class test in every week and 6 tutorials are held in a year.
- **Exams:** Formative and summative assessments conducted throughout the year uphold high academic standards. Three (3) Exam for Primary and Four (4) Exam for Secondary level held in a year.
- **Discipline and Structure:** A disciplined environment fosters a culture of respect, punctuality, and diligence among students. Teachers and Students both are to maintain full school uniform.



## HOLISTIC EDUCATION AND CO-CURRICULAR ACTIVITIES

Barnamala Bidyapith's curriculum is designed to promote holistic growth, combining academic rigor with an array of co-curricular activities. These activities, which include arts, sports, and various day observation, study tour, Cub & Scout, Quiz & various educational competition and many more are essential for developing essential social skills, creativity, and teamwork among students. Furthermore, RRF organizes regular class tests, tutorials, and exams throughout the year, ensuring that academic progress is closely monitored. Parents are also actively engaged in the educational journey of their children. RRF provides guidance to parents, fostering a collaborative environment where families are empowered to support their children's development and educational success.



## SELF-SUSTAINING MODEL AND FINANCIAL VIABILITY

Barnamala Bidyapith operates on a self-sustaining model that leverages both internal resources and school-generated income. This model has proven effective in maintaining the program's continuity and financial independence, allowing it to expand its reach and impact. The income generated is reinvested into the schools to improve infrastructure, learning materials, and teacher training, thereby enhancing the quality of education offered.

## PARENTAL INVOLVEMENT AND GUIDANCE PROGRAMS



RRF believes in building a cooperative relationship between parents and the school to create a support system that enhances the students' educational experience. Regular meetings, workshops, and communication channels keep parents informed about their children's academic progress, behavioral development, and social integration. RRF schools arrange parents meeting in every 3 month interval.

## IMPACTS

**Enhanced Educational Access and Quality:** RRF's commitment to aligning the curriculum with national standards and securing government accreditation has ensured that children in these areas receive quality, formal education.

**Holistic Development of Students:** By emphasizing comprehensive life skills and co-curricular activities, the program encourages students' overall development, from academics to personal growth..

**Empowering Girls through Education:** With the establishment of a dedicated girls' school, RRF actively promotes gender equality in education. This initiative not only improves literacy rates among girls but also enhances their prospects, contributing to a more gender-balanced society.

**Sustainable Educational Model:** RRF's self-sustaining model, financed through internal resources and income generated by the schools, ensures program longevity. This model exemplifies a scalable approach that other rural education programs could adopt.



**Improved Parental Involvement:** By guiding parents on how to support their children's education, the program fosters an educationally supportive environment at home. This involvement reinforces students' motivation and engagement, contributing to their success.

**Strong Discipline and Academic**

**Rigor:** Regular class tests, tutorials, and examinations maintain a disciplined, high-standard academic atmosphere that prepares students for higher education and competitive opportunities, boosting their confidence and readiness for future challenges.



## CHALLENGES

**Financial Constraints and Sustainability:** Despite its self-sustaining model, RRF schools may face financial constraints that impact resources, faculty retention, and infrastructure improvements, which are essential to maintaining educational quality over time.

**Teacher Training and Retention:** Attracting and retaining qualified teachers in rural areas remains challenging. Continuous teacher training is also necessary to align with curriculum changes, and limited resources can make this challenging.

**Resource Limitations for Co-curricular Activities:** While co-curricular activities are prioritized, limited funding and facilities can restrict the breadth of activities offered, potentially hindering the holistic development goals of the program.

**Parental Engagement Variability:** Although parental guidance is encouraged, engagement can vary due to parents' socioeconomic conditions and educational backgrounds, impacting students' support outside of school.

**Navigating Bureaucratic and Regulatory Requirements:** Securing and maintaining government accreditation requires navigating administrative processes that can be challenging and time-consuming, especially in terms of adapting to policy changes.

**Societal and Cultural Barriers:** Cultural norms, especially regarding girls' education, may pose barriers in certain communities. RRF's efforts to promote girls' schooling must often address underlying societal attitudes. Early Marriage is a big hurdle for girls' education completion.

## STUDENT REFLECTION

"I am incredibly grateful for the education and support I received at Barnamala Bidyapith Ulashi School, which is backed by the Rural Reconstruction Foundation (RRF). Thanks to the dedication of my teachers and the well-rounded curriculum, I was able to achieve a GPA of 5 in my SSC exams this year. Growing up in Ulashi Union, I always dreamed of pursuing higher studies, and now I'm studying in the science stream at Notre Dame College, Dhaka—one of the best institutions in the country. My ambition is to become an engineer and study at BUET to bring positive changes to our community through innovation and technology. I am motivated to work hard and build a future where I can give back to my

family, my school, and my community. I am deeply thankful to my parents, Montu Sarkar and Fransisca Golapy Mondol, for their unwavering support and encouragement. I am proud to be part of the RRF family, and I believe this foundation has set me on a path to achieve my dreams."



Name : Apurbo Sarkar  
Father's name : Montu Sarkar  
Mother's Name: Fransisca Golapy Mondol  
Notredem College Dhaka