

Key Factors of Higher Education in Bangladesh: multiplicity, excellence and convenience

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Abstract

Higher education is one of the most essential elements of the education system. The key aims of higher education square measure to get new data, explore analysis works on completely different social and development problems, anticipate the wants of the economy and prepare extremely masterful employees. In these contexts, education ought to be customary, welfare and property development-minded. This paper intends to investigate the higher education system of the People's Republic of Bangladesh within the lightweight of diversity, quality, and accessibility. The ultimate objective of this study is to explore the quality of higher education of a public university in the People's Republic of Bangladesh. Nonetheless, the paper emphasizes on the students' opinion concerning this education system of a public university, existing issues, and challenges faced by the higher education institutions; and at last position the 3 key problems like diversity, quality, and accessibility of higher education system of the People's Republic of Bangladesh. Dhaka University was purposively hand-picked as study space for this study. Both qualitative and quantitative ways are used for analyzing information. The findings of the study show the various branches of higher education, its quality and also the present chance of accessibility of the students in addition to their perceived advantages from education, it's expected that the findings of the study would be ready to represent the general situation of the higher education system of the People's Republic of Bangladesh.

Keywords: *Diversity of higher education, Quality of higher Education, Educational Curriculum, Accessibility of the students, Policy Thrust etc.*

Introduction:

Education intends to promote such values and improve people's capacity that sustains environment and development issues of any country. Education helps to form awareness, welfare attitudes, skills, and behavior likewise as a way of moral responsibilities among the individuals. Education has totally different levels like primary, secondary, higher secondary and university education. Among these, university education is one of the quickest growing elements of the education system. In these circumstances, higher education ought to be of the highest possible quality, advantageous and endurable progression based. In this competitive

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world, to enhance the efficiency of workers, the major target of higher education must be foreseeing the demands of the economy. This is particularly necessary for a developing country like Bangladesh. Because, it's generally required to turn the population into a human resource, and better education will play an important role which would promote the expansion of the economy and eventually reach and sustain a prime quality workforce. However, education is currently global and, in many ways, a commercial affair. As a result, quality of higher education is unnoticed and a business angle is given more priority, particularly within the context of developing countries. As a developing country, in Bangladesh, this situation is vulnerable. The most important objective of this paper is to explore the current situation of higher education of public university and the other relevant specific objectives of the study are to:

- a) Recognize the student's opinion regarding this education curriculum and their diversifications.
- b) Explore the standard of higher education.
- c) Establish the present issues of higher education.
- d) Look for ways to overcome the challenges that higher education institutions usually come across.

Methodology:

The study has applied descriptive and wildcat strategies to develop the higher education system of Bangladesh in respect of diversity, quality, and accessibility. The qualitative and quantitative strategies have conjointly been used for analyzing data so as to gather distinguishable types of experiences and challenges faced by higher education. Dhaka University is chosen as a study object for the current analysis. By exploitation purposive sampling methodology, seven faculties of the study object is designated. 20 departments and 10 students from every department are designated indiscriminately, which means that the total number of respondents measures to $(20 \times 10) =$ two hundred. Information was collected from the respondents between the months of April and May in the year 2007. Both the form of survey and observation strategies has been used for grouping primary information of the study. Besides, Focus Group Discussion (FGD) methodology has been used for conducting the study.

Study Findings:

Diversity of Higher Education:

The diversity of education refers to the qualities, facts and things in the education system are different from each other. It helps the pupils, faculties, and staffs to satisfy their primary mission like providing a top quality education. The diversity of education promotes personal growth, healthy society and encourages crucial thinking. At the same time, it helps the pupils to find out and communicate effectively with individuals of assorted backgrounds. In this study, the diversity of higher education denotes several branches and multidimensional approaches to higher education. The wide-ranging focuses of the respondents have been perceived. Among the respondents, 21 % are the students of Social Science Faculties, 19 %

are from the faculty of Arts, 18.50 % are from Life and Earth Science and a mere 7.50 % are from the faculty of Law. Their teaching methods, quality of education, educational curriculum, providing facilities by the departments are different from each other. Besides, their socialization, thinking, motivation, career planning, and perceived advantages are unique as well.

Table 1: Diversified Focus of the Respondents

Focus	Number of Respondents	Percentage
Arts	38	19.00
Law	15	7.50
Social Science	42	21.00
Science	40	20.00
Life and Earth Science	37	18.50
Business Studies	28	14.00
Total	200	100.00

Quality of higher Education:

Quality of education depends on several factors like teacher's responsibilities and teaching standards, academic info, and facilities provided etc. This particular study tried to focus on some innermost issues concerning quality education.

Class Conduct and the Teachers' Responsibilities

Class conducting on regular basis by the teachers is one of the necessary parts of quality education in any institution, particularly at the university level. However, a present study shows, 45% of respondents have claimed about holding irregular classes in their departments. At the same time, 55% respondents have given their comments on holding their classes in regular basis which show that most of the important classes were not conducted in a good number of departments (figure-1).

Figure-1: Nature of categories within the Department

Regular - 55%
Irregular - 45%

Among the two hundred respondents, one hundred and ten claimed that their classes were held regularly by the teachers while the rest 90 respondents said that their classes were not held on a regular basis. When asked about the classes conducted, most of the respondents pointed out some prevailing important issues responsible for the irregularity at the university. Most of the respondents (30.00 %) pointed out that main reasons behind the irregular classes are the involvement of teachers with other professions like projects, jobs in private universities, self employment etc. While 15.00% identified the lack of cordial attitude and willingness of teachers, 27.78% held political programs like 'Hartal' (Strike) by both the teachers and by the students as a major cause for irregularity and both 15.00 % mentioned busy personal life, family issues and lack of willingness, shortages of academic staff as few of the causes responsible for the irregularity of class conduction. (Illustrated in Table 2)

Table 2: Causes behind the Irregular Class

Causes	*Number of Respondents	Percentage
Busy for personal affairs of teachers	30	15.00
Meetings of academic affairs	35	17.50
Political programs	25	12.50
Lack of teaching staffs	20	10.00
Lack of cordial attitude and willingness of teachers	30	15.00
Involvement with other professions	60	30.00
Total	200	

* Multiple responses were available

The respondents mentioned that 55% lecturers conduct the classes timely and 45% do not take classes regularly (table-1). According to the respondents, 44.50% of the lecturers are on time and 55.50% are not available in the classroom in time which indicates that most of the lecturers have a tendency of not following the scheduled time for conducting classes.

Figure-2: Nature of Comments of the respondents regarding the class taken by their lecturers in time

55% - Yes

45% - No

Only 45 minutes are allocated as the duration of each class according to the rules of Dhaka University. However, most of the lecturers are neither sincere nor punctual in following the scheduled time for conducting classes. It has been noted by the respondents that the lecturers either show up late or quit earlier than the scheduled time of the classes. Apparently, 65.50% of the respondents claimed that the allocated duration of a class is not sufficient at the university level, thus resulting in deprivation of students from effective classroom teaching.

Figure-3: Is the scheduled duration of a class sufficient?

Yes - 35%

No - 65%

Only 69 students out of the 200 respondents of this survey were unsatisfied about the 45 minutes class duration and they demanded additional time in allocated duration. Approximately 35% of the students suggested the class duration of 70 to 80 minutes whereas, around 29% of the students feel that the duration of a class should be at least 60 to 70 minutes. Almost 71.09 minutes is the average expected duration of the respondents.

Table 2; Respondents opinion about expanding class hour

Class Time (Minutes)	Number of Respondents	Percentage
50-60	12	17.39
60-70	20	28.99
70-80	24	34.82
80-90	9	13.04
90-100	4	5.80
Total	69	100.00

Educational Curriculum

Completion the Syllabus

Around 48% of the respondents complain that the syllabus of each course is not completed by the academic lecturer in time. Whereas the remaining 52% of the respondents say the opposite, that is, the syllabus of each course is completed in time by the course teacher. In most of the cases, the public university teachers do not fulfill their assigned course due to the different types of social, financial and political engagements.

Figure-4: Comments of Respondents about the completion of the syllabus in scheduled time

48% - Yes

52% - No

Subject Matter of Syllabus

Then again, the greater part of the respondents supposes that the curricular of their prospectus isn't sufficient and just 28% supposes it is all right. They called attention to the investigation curricular ought to be altered by the changing situation of national and worldwide setting.

Figure-5: Comments of Respondents about the completion of the syllabus in scheduled time

72% - Enough

28% - Not Enough

Upgrading the Syllabus

Out of 200 respondents, 144 have said that the topic of their prospectus isn't sufficient with respect to the present evolving world. So they have given distinctive remarks identifying on updating the course structure. Among them, a large portion of the respondents (65.28%) have offered need to incorporate ongoing issues in the schedule. About 47% accentuated to refresh prospectus in standard premise and 35.42% figured the vehicle of guidance must be in English.

Table 4: Respondents opinion about updating the syllabus

Nature of Comments	*Number of Respondents	Percentage
Inclusion of new issues	18	12.50
Medium of instruction must be in English	51	35.42
Updating syllabus in regular basis	67	46.53
Giving priority to include recent issues	94	65.28
Revise the syllabus to reality and job oriented	25	17.36
Total	144	

* Multiple responses were available

Teaching skills of Teachers:

A large portion of the respondents of the present study (41%) have remarked that the encouraging abilities of their educators are of a normal standard; that implies not entirely

acceptable. Then again, 31% said the opposite and 8% told that instructing abilities, by and large, and execution of their educators are unsatisfactory by any stretch of the imagination.

Figure: 6 Comments of the Respondents about the Teaching Skills of the Teachers

Respondents	Good	Very Good	Note Good at all	Average Standard
90			98	
80				
70				
60				41
50	62			
40		31		
30	20			
20			16	
10	40		8	
0				

Library use:

Out of the 200 respondents, 157 (78.50%) utilizes the college focal library and 43 (21.50%) does not utilize. Among the rest, 53 (33.76%) utilizes routinely and 104 (66.24%) utilizes unpredictably. The individuals who do not utilize the local library they demonstrated a few causes behind it. A large portion of them (37.21%) demonstrated the deficiency of updated books and diaries, 23.26% demonstrated the absence of vital books and 18.60% showed a lack of willingness (table-5).

Table- 5: Causes behind not to use the library

Causes	Number of Respondents	Percentage
Lack of study atmosphere	9	20.93
Lack of necessary books	10	23.26
Shortage of updated books and journals	16	37.21
Lack of willingness	8	18.60
Total	43	100.00

Accessibility of Higher Education:

The openness of advanced education implies the understudies chance to get chance in college instruction and adequate help from the instructive foundations. The development of enrolment at the auxiliary dimension and a huge number of yields from higher optional examination put weight for affirmation in the higher instructive organizations. However, because of the impediment of limit, yearly a couple of the number of understudies might be taken a crack at a college level. Accordingly, every year the immense number of understudies stays out of advanced education.

Despite what might be expected, because of the destitution and expanding the instructive costs, the understudies of lower white-collar class don't get equivalent access to advanced education. In addition, the individuals who get chance in the college level they have the constrained access to accomplish a wide range of enhanced instructive offices identifying with their examination fields.

Economic Conditions of Students:

The respondents mentioned that 55% lecturers conduct the classes timely and 45% do not take classes regularly (table-1). According to the respondents, 44.50% of the lecturers are on time and 55.50% are not available in the classroom in time which indicates that most of the lecturers have a tendency of not following the scheduled time for conducting classes.

Figure: 7 Source of Family Income of Respondents

Respondents	Agriculture	Business	Service	Others
90			74	
80				
70				
60	56	59		
50				
40			37.5	
30	28	29.5		
20				11
10				5.5
0				

Monthly Expenditure

60.50 % of respondents of the present investigation cost 2500-3500 taka every month while just 2.50 % of respondents' cost 500-1500 taka for every month. Their normal month to month cost is 3220 taka that makes deterrent to continuing at the college instruction (figure 8).

Figure- 8: Monthly Expenditure of the Respondents

Respondents	500-1500	1500-2500	2500-3500	3500-4500
180				
160				
140				
120			121/60.5	
100				
80		41/20.5		
60				
40				33/16.5
20				
0	5/2.5			

**Number of Respondents/ %age

Existing Education System:

Nature of Satisfaction

Either the respondents are fulfilled or not about the present training arrangement of college; in replying of this inquiry 113 (56.50 %) respondents demonstrated their uplifting demeanor. Despite what might be expected, 87 (43.50 %) respondents communicated their disappointment on the present college training framework. The individuals who have appeared, they raised changed causes behind it. The greater part of them (25.29 %) have brought up the absence of employment situated instruction, about 21.00 % recognized the absence of evaluating framework, 18.39 % non-participatory training and 17.24 % raised the absence of research-based instruction at a college level.

Additionally, 16.09 % have referenced the absence of innovation based training and about 14.00 % called attention to Bengali as a mode of guidance behind their disappointment to college instruction framework.

Table-5: Causes behind Dissatisfaction on the Present Education System

Causes	Number of Respondents	Percentage
Traditional system	10	11.49
Lack of linkages with the education of developed countries	11	12.64
Lack of association with technology based education	14	16.09
Lack of research based education	15	17.24
Non-participatory based education	16	18.39
Lack of job oriented education	22	25.29
Lack of grading system	18	20.69
Total	87	

* Multiple Responses were available

Modern Facilities

The respondents don't get the cutting edge instructive offices from the college. Around 96 % of respondents abhor web offices. Just 4.00 % gets this office from their area of expertise. All the while, they don't other current offices like a projector, media, whiteboard, etc.

Barrier of Higher Education

There is plenty of difficulties looked by the state-funded college in Bangladesh. The respondents of the present examination have referenced a few issues that are ruined to the college smooth running. The majority of them (16.50 %) recognized defilement as one of the hindrances of advanced education. Moreover, 13.00 % nepotism, 14.00 % enlistment of less

exemplary instructor by political characters, 12.00 % session jam and 11.00 % have raised the absence of present-day offices that are made obstruction in the advanced education.

By the by, instructors and understudies legislative issues, money related emergency, an absence of private corridors, lack of seats for the candidates just as the contribution of educators with different exercises are additionally been distinguished by the respondents as the boundaries of advanced education in Bangladesh.

Table 7: Barriers of Higher Education System

Causes	Number of Respondents	%age
Corruption	31	16.50
Nepotism	26	13.00
Recruitment of unskilled/ less meritorious teacher	28	14.00
Teachers politics	17	8.50
Involvement of teachers with other professions	18	9.00
Nasty student politics	21	10.50
Financial crisis	15	7.50
Lack of residential hall & Shortage of seat	31	15.50
Classroom crisis	5	2.50
Session jam	24	12.00
Lack of modern facilities	22	11.00
Total	200	

* Multiple Responses were available

How to Develop the University Education:

Considering the current college instruction framework, the respondents of the present investigation have prescribed some imperative issues identifying with the elevation of college training. The greater part of the respondents accentuated on to change the current understudies legislative issues, stop the instructors' governmental issues, control debasement, nepotism, increment present-day offices and expel session jam for the improvement of college training. Moreover, they rose to build the educators obligations, enroll instructors by legitimacy, present participatory and explore based training just as the mode of the study guide is in English for inspiring the college instruction.

Table-8: Opinion of the Respondents for uplifting the higher education system

Causes	Number of Respondents	Percentage
Reforming the existing students politics	28	14.00
To stop the teachers politics	32	16.00
Recruitment of teachers by merit	17	8.50
To be more responsible of the teachers	13	6.50
To control the corruption, nepotism and weakness to the party politics	23	11.50
To increase modern facilities	29	14.50
To introduce participatory education	14	7.00
To orient research based teaching method	12	6.00
To introduce medium of instruction in English	26	13.00
To increase financial support	16	8
To reduce residential crisis	10	5.00
To remove session jam	22	11.00
To make the education modern and time bound	27	13.50
Total	200	

* Multiple Responses were available

Challenges in the higher education in Bangladesh:

In the present setting Bangladesh, the college instruction has been confronting some critical difficulties that can be referenced here.

Poor Quality of Teaching Staffs : Low quality of showing staffs who neglect to fulfill the understudies' needs both in amount and quality. The greater part of them has an absence of specific research and preparing on advanced education. Besides, because of the enlistment of political thought, a decent number of instructors have no logical and refresh information that help them to change their educating strategies.

Traditional Teaching Method: There is plenty of difficulties looked by the state-funded college in Bangladesh. Debasement is one of the obstructions of advanced education. Plus, nepotism, enrollment of less worthy instructor by political personalities is made hindrance in the advanced education. In any case, monetary emergency, the absence of private lobbies, deficiency of seats for the candidates just as the association of educators with different exercises are likewise been recognized by the respondents as the boundaries of value training in Bangladesh.

Corruption and Nepotism : There are a great deal of difficulties looked by the state funded college in Bangladesh. Debasement is one of the obstructions of advanced education. Plus, nepotism, enrollment of less worthy instructor by political personalities are made hindrance in the advanced education. In any case, monetary emergency, absence of private lobbies, deficiency of seats for the candidates just as the association of educators with different

exercises are likewise been recognized by the respondents as the boundaries of value training in Bangladesh.

Teachers and Students Politics: Gathering governmental issues the two instructors and understudies have made an extraordinary issue in the advanced education divisions. Both educating and learning are enormously hindered by the educator and understudies governmental issues. Along these lines, the respondents of the present investigation have plainly been distinguished as the serious issues of this startling political practice in the advanced education foundations.

Inadequate Library and Laboratory Facilities: Satisfactory library and research center offices are imperative, especially for college training. In any case, the quality and different offices both in library and research facility are extremely poor and obsolete. There is a lack of present-day hardware in the lab. Then again, late content and reference books, proficient diaries are not really accessible in the library. Along these lines, deficient library and research facility offices are upsetting the quality training in the college of Bangladesh.

Weak Financial Base: The administration allotment that is given for the college, for the most part, spent on the compensation and remittances of the workforce and staff individuals. In this way, by the powerless monetary base, the colleges of Bangladesh don't assume their do led out job. Indeed, even the absence of fund some college doesn't spend anything for research. Yet, advanced education and research must go together.

Session Jam : Session jam is right now a standout amongst the most disturbing circumstances winning in the colleges in Bangladesh. It is blocking advanced education in Bangladesh. The issue started with the underlying loss of one student per year because of the Freedom War (Ali and Islam, 1991:17). A college understudy currently needs to trust that right around six years will get four years honors degree.

Policy Thrust in Higher Education:

Need-Based Education: Advanced education ought to be need-based. That implies vital foundations or offices ought to be opened in each dismissed field of training those have a close association with business openings and pay creating exercises. At the same time pointless, self or explicit gathering interest related activities ought to be debilitated. Also, new foundations ought to be opened going for decreasing provincial lopsided characteristics and asset preparation.

Accountability and Transparency in Administration: The fiscal and executive control of higher culture should be amenable and bright. To make higher education sustainable the management has to create own sources of income for abating the dependency on government allocation. One of the important roles of university management to ensure income keeps a connection with the different types of costs.

Transparent Recruitment: The policy on recruitment should be planned and transparent. Unplanned and political recruitment reduces educational standards. In this context, merit, academic results and research work should be given priority. In addition, a teacher recruitment commission should be set up to ensure non-political and bias-free recruitment.

Modify the Syllabus: The university education syllabus should be modern, timely, need-based and international. The university authority must properly monitor the addition of new and innovative courses and ideas to the learning process so that the challenges of the new millennium can be met by students. The credit transfer system should also be opened from any university in Bangladesh abroad.

Medium of Instruction: Bangladesh's higher education should be globalized. In this context, the higher education medium must be in English so that graduates can adapt to the competitive world.

Teacher-Student Politics : The university should not interfere with politics. The politics of students must be constructive and the welfare of students must be oriented. Teachers, on the other hand, should avoid political parties' servile. In order to create a safe and healthy atmosphere and ensure the education standard, teacher and student politics must be reformed.

Modern Equipments: Enhancing instructive framework particularly PC and Internet get to, logical research centers, and gear ought to be presented instead of conventional foundation, for example, libraries, classrooms, quarters, and amusement and social offices. In addition, the site of college and offices ought to be efficient with the goal that understudy and other partners can assemble essential data.

Introduces Teacher Evaluation: University management must introduce a system of evaluation of teachers in the educational process. The students and the university authority may carry out an evaluation. But this assessment should be free of bias. If the system introduces the consciousness of teachers, it increases motivation and responsibilities.

Participatory and Research Based Education: Higher education should be highly participatory, mutual and based on research. This learning process and research activities involve both teachers and students spontaneously. In addition, the class time must be at least 1 hour and 50 minutes instead of 45 minutes so that students can have more time to properly participate in the learning process. At the same time, facilitators can have time in the classroom to explore them.

Conclusion:

Higher education can meet the economy's needs. It promotes a highly correlated overall development of society, such as the development of social, economic, technological, human resources, etc. The inducement of higher culture behaves a weighty party in aid these alter and generate adequately entice manpower. The effectiveness of institutions of higher education contributes to internal and external development. Higher education, therefore, needs time and space for maintenance and quality. For vindicate and improving sort in the higher teaching it is requisite to reorient of course and present vocational and stab bright passage.

The existing public university education system in Bangladesh is vulnerable due to the low quality of training, lack of knowledge and practice, poor capacity and quality of graduates. It is losing its articulation and image that makes its present competitive market economy

inappropriate. The public university will, therefore, fail to maintain both the tradition and the quality of training, research and social accountability.

On the other hand, Bangladesh's higher education system lacks a long - term vision, incomplete education committees and policies, traditional teaching methods, inadequate library and laboratory facilities, nasty students and teacher politics, a weak financial base and a lack of qualified teachers. A proper policy must be introduced to minimize the problems in the higher education system. To this end, it is necessary to cooperate with the joint efforts of the government, civil society and university authorities.

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