

A Study on Management Policy for Quality Education in Post- Secondary Level: Bangladesh Perspective

Taufiq Aziz Chowdhury

Associate Professor
Ideal College
65 Central Rd, Dhaka 1205, Bangladesh

ABSTRACT

Education is the backbone of a nation. No nation can prosper without education. Moreover, the overall development of a society is largely determined by the quality of its education, especially higher education. A well-educated, well-trained population could propel a nation towards rapid economic growth. However the present study has conducted to identify the post- secondary education management in Bangladesh, to explore the contribution of post- secondary education in modern education in Bangladesh and to identify the post- secondary education that is needed for progress in Bangladesh. The study was survey type and was conducted at Bangladesh. In this research mixed method was used that means in this research qualitative data and quantitative data were used. Questionnaire was used for data collection. Data were collected from primary and secondary sources. Primary data were collected by face to face interview with the respondents and secondary data were collected by reviewing secondary sources such as different Books, annual report, news paper, magazine, journals, newspapers, internet etc. Total 400 respondents were selected for the study. Collected data were analyzed by using computer program Microsoft Excel. From the result it was found that in the context of massive expansion of the country's post secondary and higher education, a high demand has been created in the tertiary level. Establishment of private colleges released the government colleges from the pressure of large scale admission seekers for the limited number of seats. Though private colleges are contributing much in higher education in Bangladesh but the quality of education is also good. This study has shed the light on the dimensions perceived by teachers and students as associated with education quality. These dimensions are teachers' quality, students' quality, infrastructure, research activity, evaluation system, academic schedule, curriculum and teaching, cost and support facility, administrative support and extra-curricular activities. From the study it can be recommended that removal of other fees should be done, financial Support should be provided, transport System should be improved, coordination between government and non government colleges should be increased, qualified and Trained Teachers should be provided, private teaching tendency of teachers should be closed, involvement of competent personnel in education sectors should be provided, syllabus should be same, number of books and lengthy syllabus should be minimized, practice of co curriculum activities should be increased curriculum and Syllabus should be modified, result evaluation system should be modernized and educational Aids should be supplied. This study concludes that the issues considered here should be addressed more carefully by the policy makers of post secondary level education to ensure the quality of education in Bangladesh.

Key words: *Policy, Management, Education, Quality, Post- Secondary Level, Course curriculum, Syllabus, Fees, Training, Class, Teaching, Private, Government.*

INTRODUCTION

Education builds generation and generation builds nation (Huda et al., 2009). Higher education plays a central role in promoting productivity, innovation, entrepreneurship, gender mainstreaming and overall socio-cultural advancement (Miyan, 2008). The independence becomes meaningless without proper education. It is impossible to survive in the modern competitive world with due identity, courage and dignity without proper education. Despite lack of natural resources, countries such as Japan, Korea, and Singapore have made rapid economic progress. This was because they invested heavily in education and training. On the other hand, countries such as Nigeria or Congo, despite enormous natural resources are poor and backward because of large-scale illiteracy and lack of skilled work force. In Bangladesh, opportunities for higher education were extremely limited before 1992. A large number of prospective students could not get admission due to very limited seats in public colleges and public universities. Moreover, campus violence, session jams and deterioration of quality of

education in public university compelled many students to go abroad (especially India, Cyprus, Thailand, the Philippines, Malaysia, Singapore, Australia, Canada, USA, Sweden, Spain, Italy, South Korea, China UK, etc) for higher education. In addition to these problems, other factors such as outdated curriculum, backdated teaching methods, inadequate reference books etc., laid down the grounds for the private colleges and private universities to thrive in Bangladesh (Mamun, 2008). In order to alleviate the situation, the Government of Bangladesh (GOB) in 1992 promulgated an ordinance permitting the establishment of private universities. So the background of establishing private universities in Bangladesh is very logical and rational and patriotic. Though many criticized the concept of private university at the initial stage but now it is a reality. At present there are 54 private universities in Bangladesh where 57% (1, 82,641) students are studying whereas only 43% (1, 36,831) students (other than national and open university) are studying in public universities (Daily Star, December 30, 2009). As per UGC annual report(2008) 26% students are studying in private business colleges. Even some private universities have already established their name and fame through quality education for which foreign students are also coming to study in private universities. At present there are 1270 foreign students who are studying at different universities in Bangladesh out of which 82 % (1049) students are studying in private universities and only 18 % (221) students are studying in public universities (Daily Star, December 30, 2009). It indicates that some private universities are not only fulfilling the needs of the students of Bangladesh rather have drawn the attention of overseas students which is a great achievement of private universities and the country as a whole. If proper steps are taken by policy makers for ensuring quality, private colleges and private universities can contribute in large scale to the economy of Bangladesh from two dimensions; one it saves foreign currency by reducing the going tendency of Bangladeshi students to other countries and side-by-side can earn foreign currency by attracting more overseas students. One very familiar feature of these universities is the way they follow the American method of education rather than the British model.

They offer four-year bachelor degree programs with credit-based courses. This system has also created popular appeal in Bangladesh. But still, many stakeholders have concerns about the quality of many private universities (Haque,2004). Since private universities receive no funding from the University Grants Commission(UGC), there is little that UGC can do except reporting some facts to the government(Alam et al.,2007).

Without ensuring quality no one can survive in the modern competitive world for long period of time. Thus, quality, its assessment and assurance procedures, have received a great deal of attention in higher education all over the world in recent years. In fact, quality is a composite variable that consists of the dominant factors of customer requirements. The term “quality” is derived from the Latin word “qualitas,” which means the degree of excellence of a thing (Oxford Dictionary, 2003). Murgatroyd and Morgan (1994) offer two different definitions of quality.

One is related to quality assurance, and the other is from consumers’ points of view, such as quality assurance refers to the determination of standards, appropriate methods and quality requirements by an expert body, accompanied by a process of inspection or evaluation that examines the extent to which practice meets these standards; and consumer-driven quality refers to a notion of quality in which those who are to receive a product or service make explicit their expectations for this product or service and quality is defined in terms of meeting or exceeding the expectations of customers. In terms of quality in education, the World Bank (1995) puts forth that quality in education is difficult to define and measure. An adequate definition must include student outcomes.

Most educators would also include in the definition the nature of the educational experiences that help to produce thus outcomes the learning environment. Coombs (1985) says that quality of education has many dimensions which is not only customarily defined and judged by student learning achievements, in terms of traditional curriculum and standards rather, Quality also pertains to the relevance of what is taught and learned to how well it fits the present and future needs of the particular learners in question, given their particular circumstances and prospects. It also refers to significant changes in the educational system itself, in the nature of its inputs; its objectives, curricula and educational technologies; and its socioeconomic, cultural and political environment. In fact, service quality has now become an important dimension for education providers, as with any other business organizations. Hence, customer evaluations of the quality of education should be an integral part of overall quality management in any of the organizations (Haque, 2004). So, present issue regarding private universities in Bangladesh is quality. But, this study will address the quality of private business colleges in Bangladesh.

The educational system in Bangladesh is three-tiered and highly subsidized. The government of Bangladesh operates many schools in the primary, secondary, and post secondary levels. It also subsidizes parts of the

funding for many private colleges. In the tertiary education sector, the government also funds more than 15 state universities through the University Grants Commission. Bangladesh conforms fully to the Education For All (EFA) objectives, the Millennium Development Goals (MDG) and international declarations and Sustainable Development Goals (SDGs). Article 17 of the Bangladesh Constitution provides that all children between the ages of six and eighteen years receive secondary education free of charge.

OBJECTIVES OF THE STUDY

The objectives of the study are as below:

1. To identify the post- secondary education management in Bangladesh.
2. To explore the contribution of post- secondary education in modern education in Bangladesh.
3. To assess the necessity of post- secondary education for progress in Bangladesh.

METHODOLOGY OF THE STUDY

The methodology of the study was described in terms of the following context:

Study design: The study was survey type.

Study area: The study was conducted at Bangladesh.

Study method: In this research mixed method was used that means in this research qualitative data and quantitative data were used.

Information to be obtained: For my thesis purpose, I have gathered great deal of information about my selected institution. I have worked with five different educational institutions which are operating in Bangladesh.

Tools for data collection: Questionnaire was used for data collection.

Questionnaire development: In developing my questionnaires, I have used different techniques. In my questionnaires, some questions are multiple choices. Some are open-ended, and some are dichotomous. I have used multiple choices dichotomous questionnaire, because it is easy for my respondents to answer the questions. I have considered here open-ended questions to find out more information.

Method of data collection: Primary data were collected by face to face interview with the respondents and secondary data were collected by reviewing secondary sources.

Sources of data: Data were collected from primary and secondary sources.

Primary data collection: Primary data have been collected through interviews with the concerned authorities of the selected institution. Some data have also been collected through Observation.

Secondary data collection: Secondary data have been obtained from the different Books, annual report, news paper, magazine, journals, newspapers, internet etc.

Sampling method: Random sampling method was used for the study.

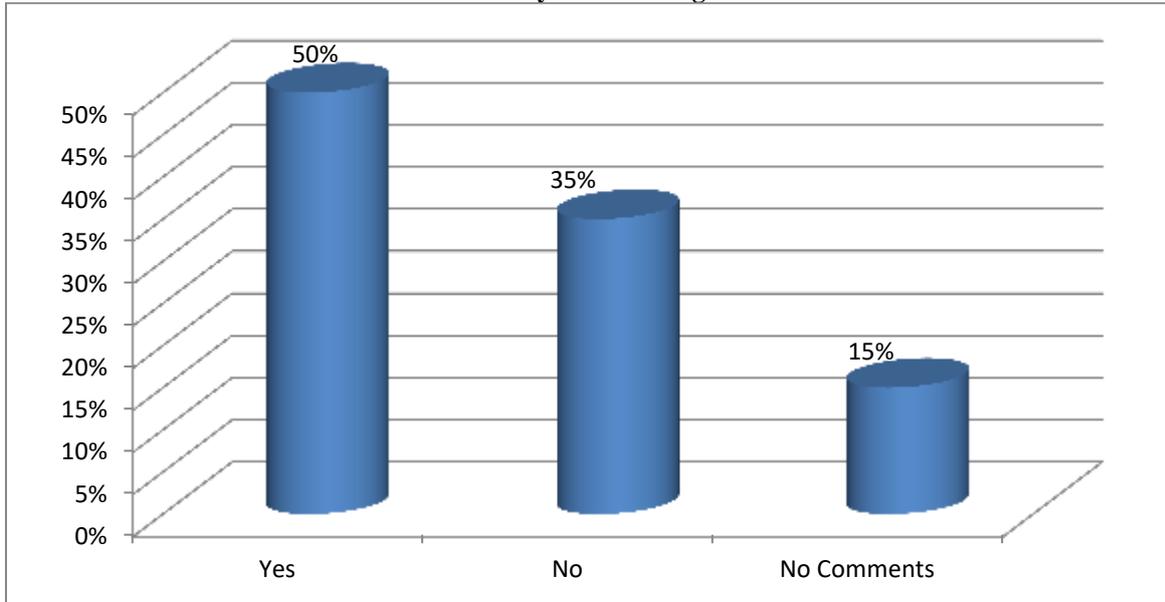
Sample size: Total 400 respondents were selected for the study.

Data analysis and presentation: Analysis the data on the subject through a study of Annual report, periodicals, balance sheet, newspaper etc. Collected data were analyzed by using computer program Microsoft Excel.

Presentation of findings: Conclusion & recommendation were done on the basis of the findings.

RESULTS AND DISCUSSION

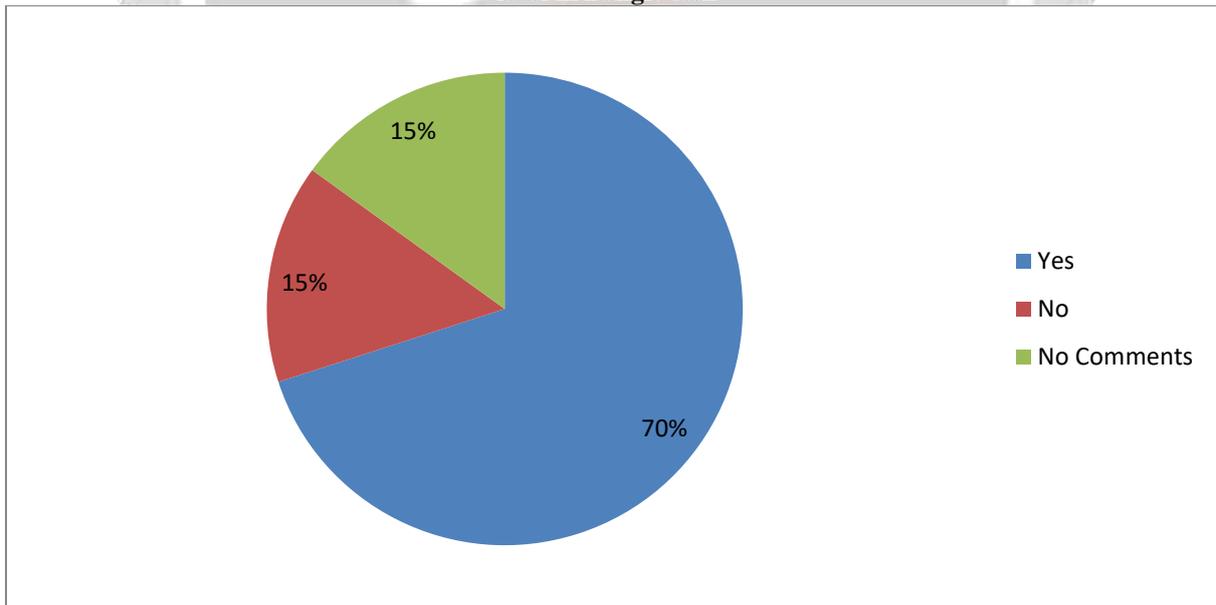
Figure 1: Whether general people have clear idea about management policy for quality education of post-secondary level in Bangladesh



Source: Field survey, 2019

From the result was found that 50% respondents express positive about management policy for quality education of post- secondary level in Bangladesh, 35% respondents express negative about management policy for quality education of post- secondary level in Bangladesh, and 15% respondents express nothing about management policy for quality education of post- secondary level in Bangladesh.

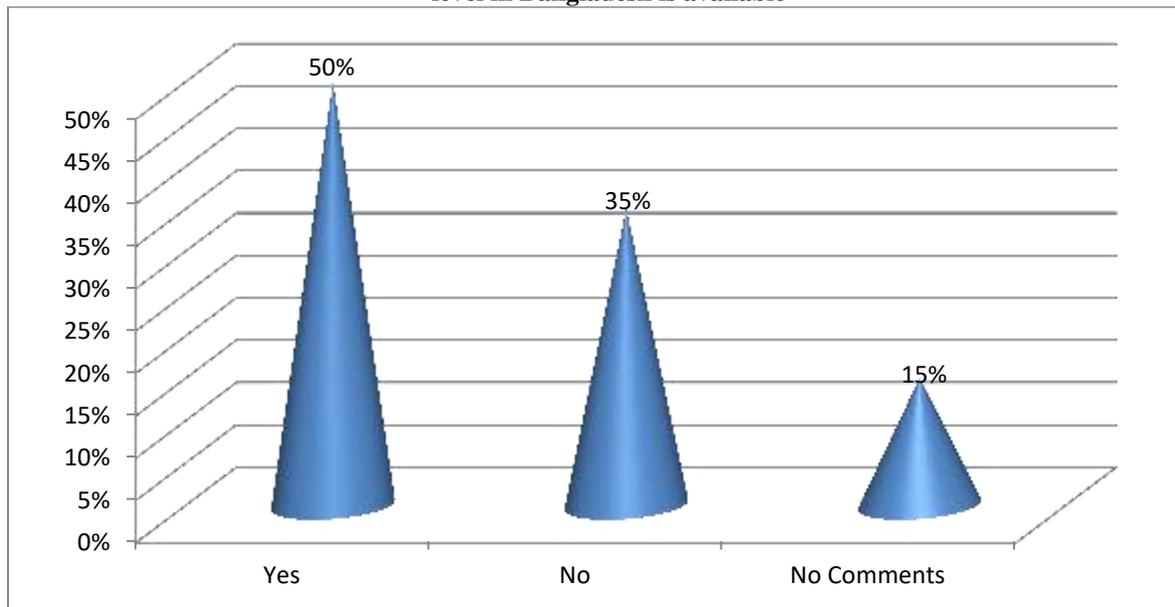
Figure 2: Whether current rules & regulation are favorable for management policy of post-secondary level in Bangladesh



Source: Field survey, 2019

From the result was found that 70% respondents express positive about rules & regulation of management policy of post-secondary level is favorable, 15% respondents express negative about rules & regulation of management policy of post-secondary level is favorable, and 15% respondents express nothing about rules & regulation of management policy of post-secondary level is favorable in Bangladesh.

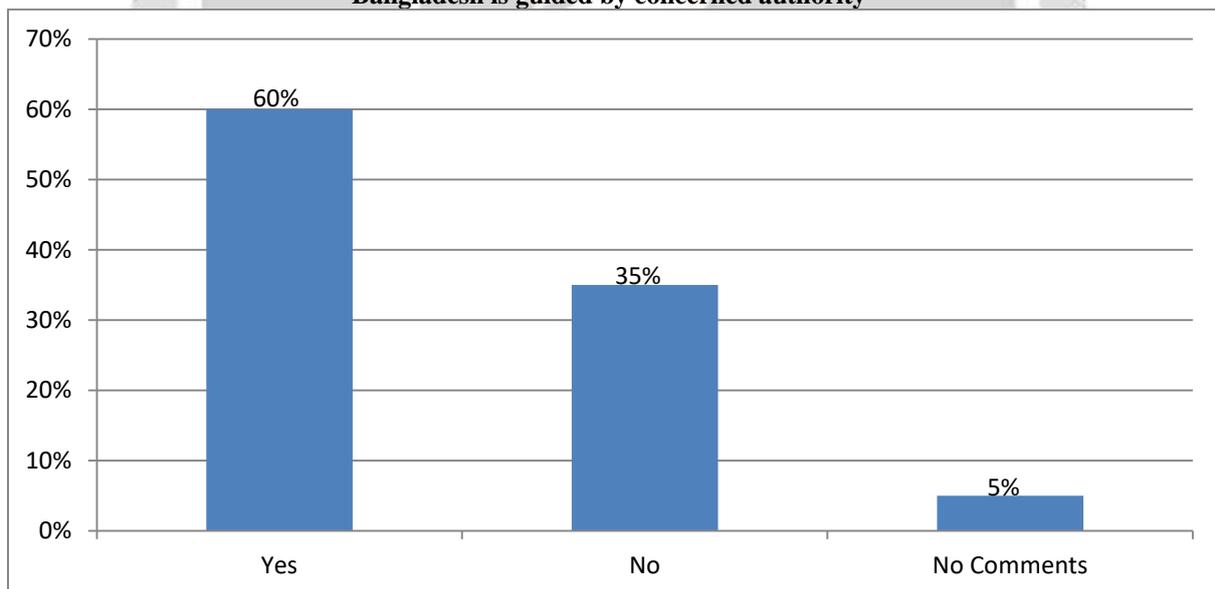
Figure 3: Whether proper idea and practice of management policy for better education of post- secondary level in Bangladesh is available



Source: Field survey, 2019

From the result was found that 50% respondents express positive about proper idea of management policy of post secondary level is available, 35% respondents express negative about proper idea of management policy of post secondary level is available and 15% respondents express nothing about proper idea of management policy of post secondary level in Bangladesh is available.

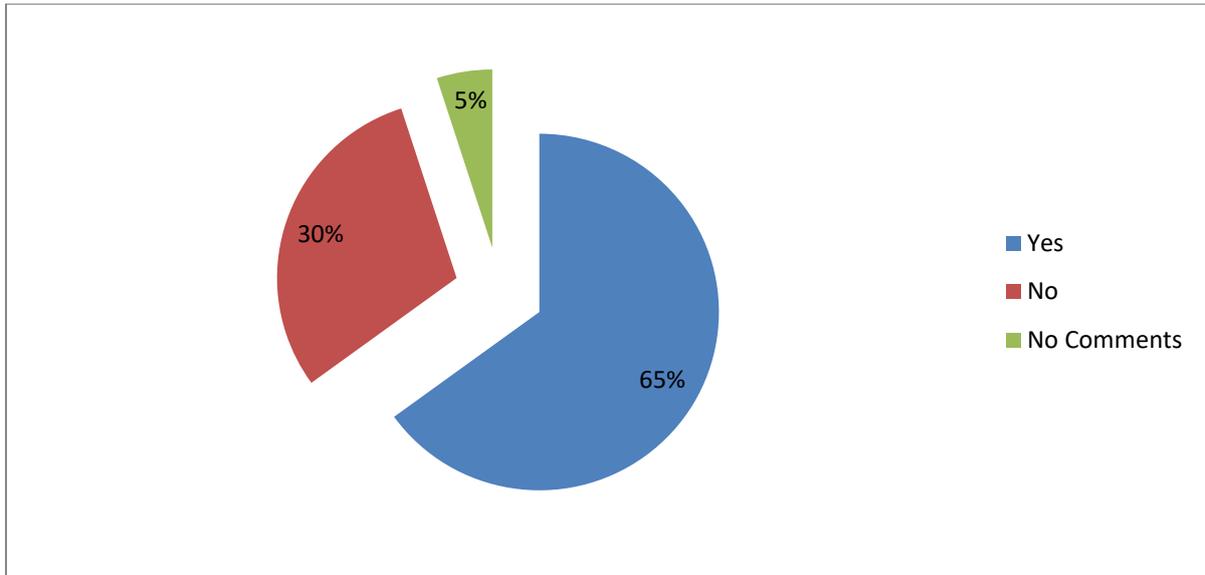
Figure 4: Whether proper practice of management policy for quality education of post-secondary level in Bangladesh is guided by concerned authority



Source: Field survey, 2019

From the result was found that 50% respondents express positive about proper practice of management policy of post-secondary level is guided by concerned authority, 35% respondents express negative about proper practice of management policy of post-secondary level is guided by concerned authority and 15% respondents express nothing about proper practice of management policy of post- secondary level is guided by concerned authority in Bangladesh.

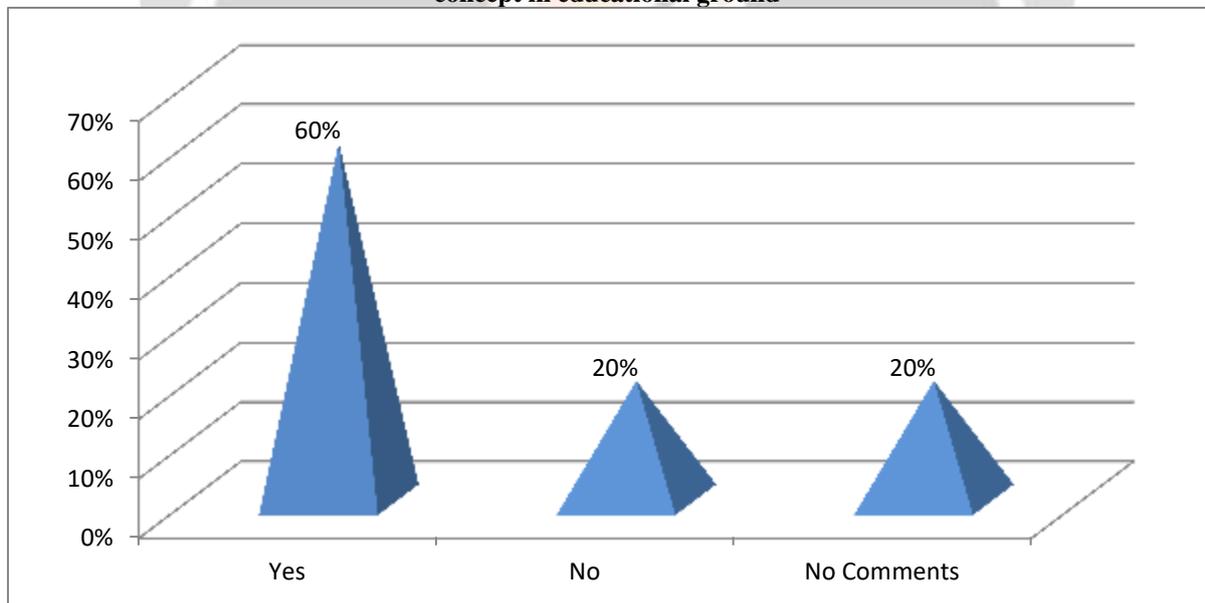
Figure 5: Whether contribution of management policy of post-secondary level in Bangladesh is well known to all over area of the country



Source: Field survey, 2019

From the result was found that 65% respondents express positive about well known to all over area of the country of management policy of post secondary level, 30% respondents express negative about well known to all over area of the country of management policy of post secondary level and 5% respondents express nothing about well known to all over area of the country management policy of post secondary level in Bangladesh.

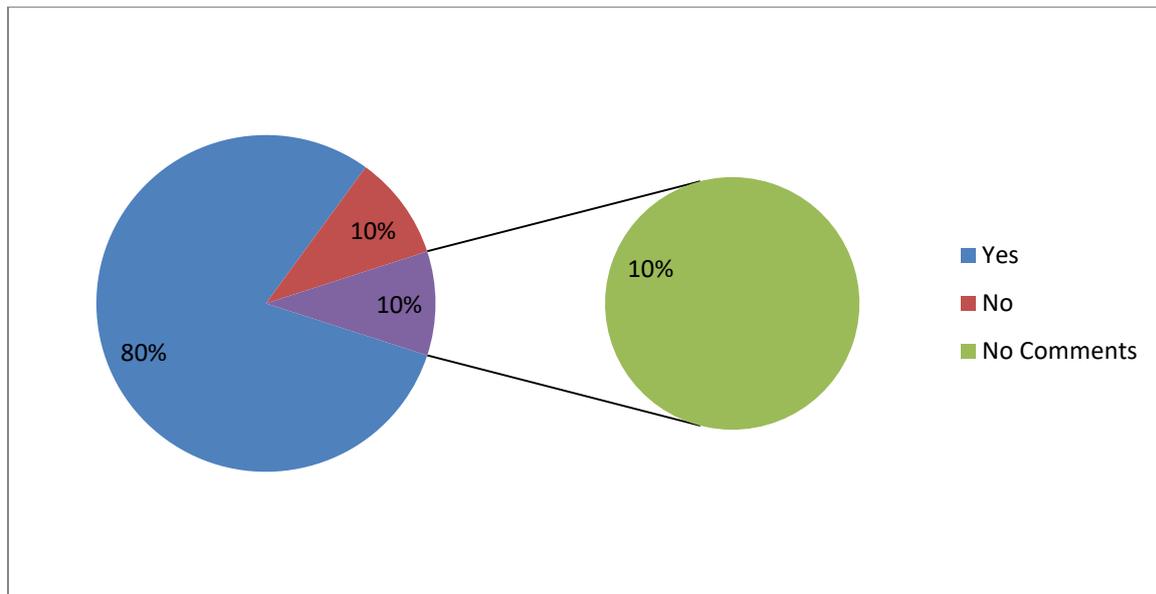
Figure 6: Whether contribution of management policy of post-secondary level in Bangladesh is common concept in educational ground



Source: Field survey, 2019

From the result was found that 60% respondents express positive about concept in educational ground of the management policy of post secondary level, 20% respondents express negative about common concept of educational ground of the management policy of post secondary level and 20% respondents express nothing about common concept in educational ground of the management policy of post secondary level in Bangladesh.

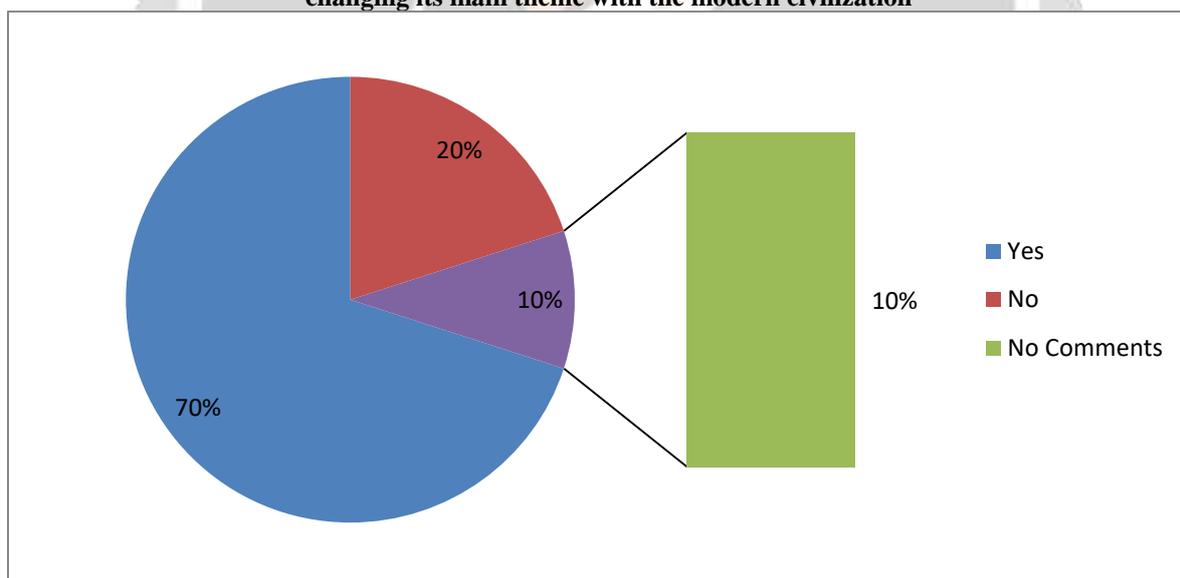
Figure 7: Whether contribution of management policy of post-secondary level in Bangladesh is very much important for our economic developments



Source: Field survey, 2019

From the result was found that 80% respondents express positive about very much important for our economic development of management policy of post secondary level, 10% respondents express negative about very much important for our economic development of management policy of post secondary level and 10% respondents express nothing about very much important for our economic development of management policy of post secondary level in Bangladesh.

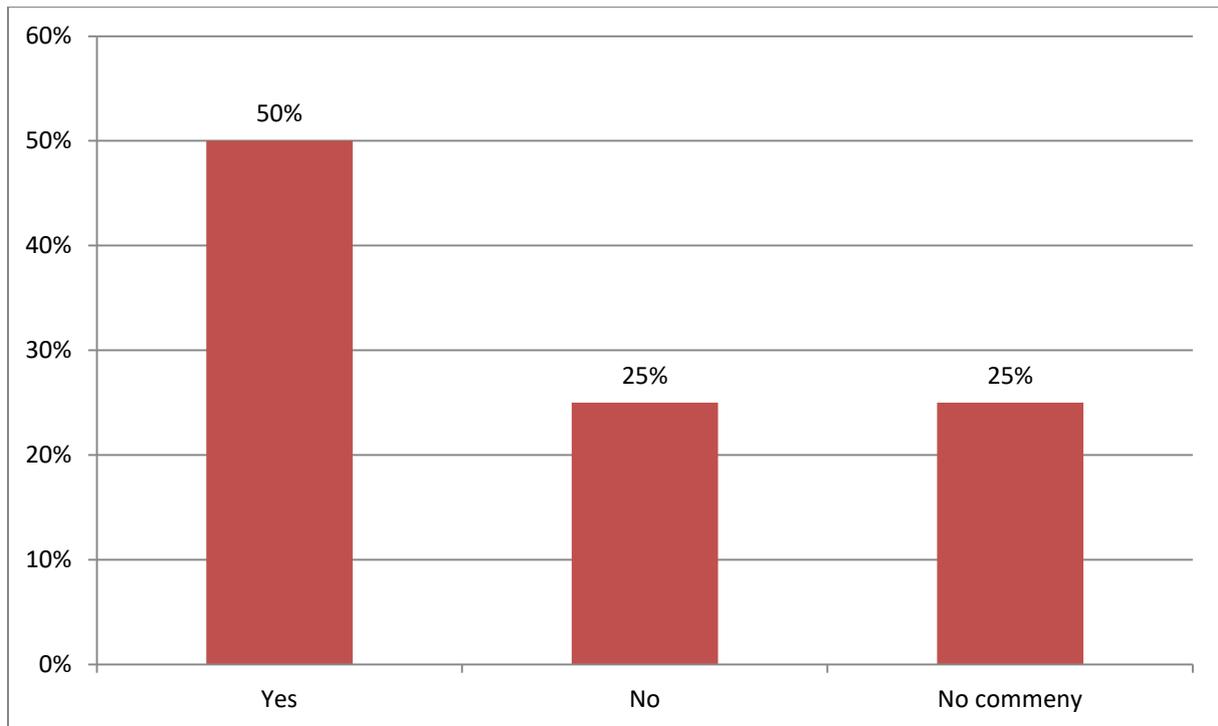
Figure 8: Whether contribution of management policy of post-secondary level in Bangladesh should be changing its main theme with the modern civilization



Source: Field survey, 2019

From the result was found that 70% respondents express positive about changing its main theme with the modern digital time of management policy of post secondary level, 20% respondents express negative about changing its main theme with the modern digital time of management policy of post secondary level and 10% respondents express nothing about changing its main theme with the modern digital time of management policy of post secondary level in Bangladesh.

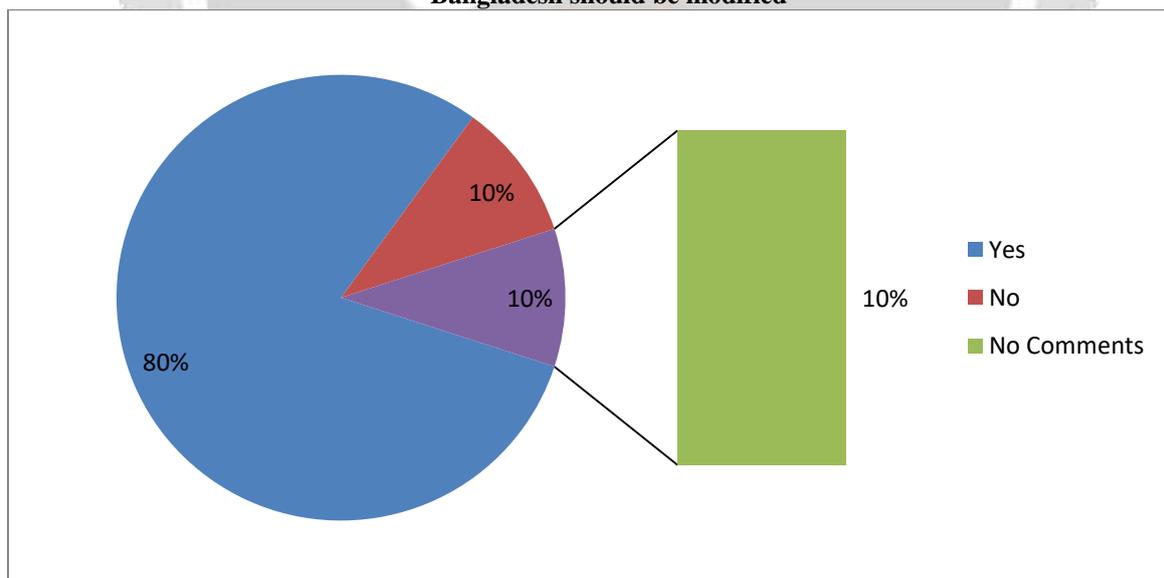
Figure 9: Whether any specific objective which should be developed for management policy for quality education of post-secondary level in Bangladesh



Source: Field survey, 2019

From the result was found that 50% respondents express positive about specific objective should be developed of management policy of post secondary level, 25% respondents express negative about specific objective should be developed of management policy of post secondary level and 25% respondents express nothing about specific objective should be developed of management policy of post secondary level in Bangladesh.

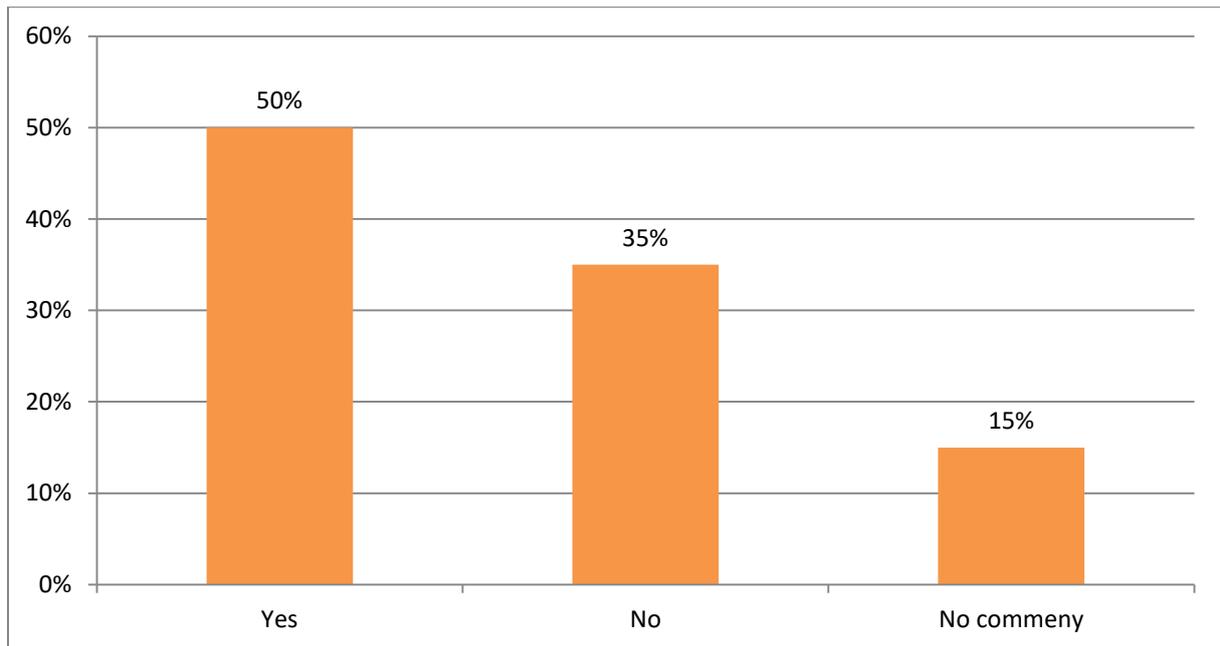
Figure 10: Whether contribution of management policy for quality education of post-secondary level in Bangladesh should be modified



Source: Field survey, 2019

From the result was found that 80% respondents express positive about modification of management policy of post secondary level, 10% respondents express negative about modification of management policy of post secondary level and 10% respondents express nothing about modification of management policy of post secondary level in Bangladesh.

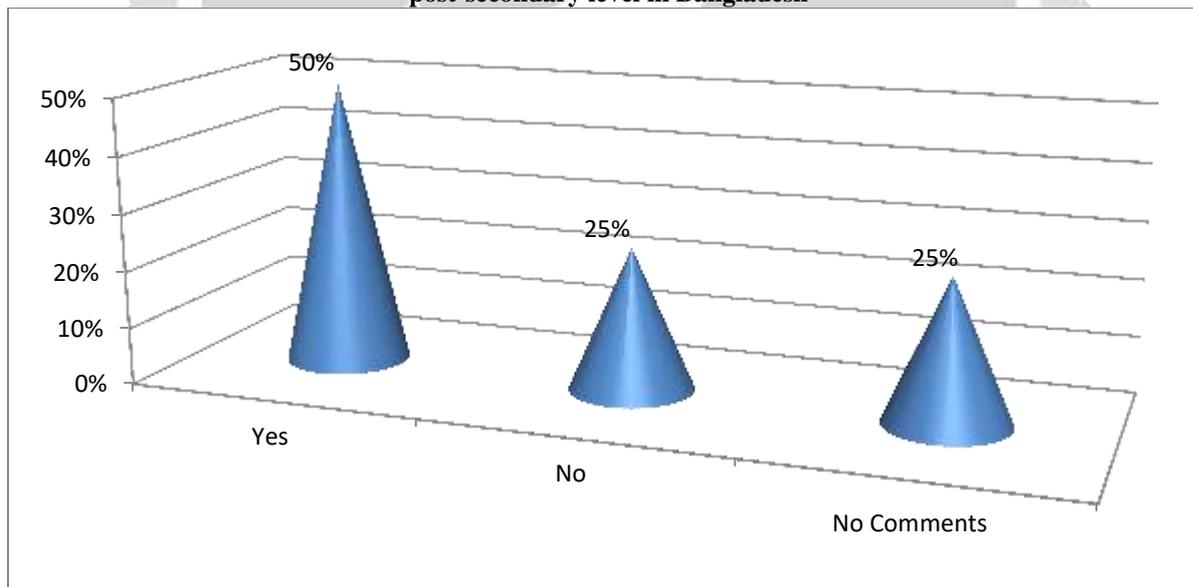
Figure 11: Whether has any idea about management policy for quality education of post-secondary level in Bangladesh from very beginning



Source: Field survey, 2019

From the result was found that 50% respondents express positive about any idea of management policy of post secondary level from very beginning, 35% respondents express negative about any idea of management policy of post secondary level from very beginning and 15% respondents express nothing about any idea of management policy of post secondary level very beginning in Bangladesh.

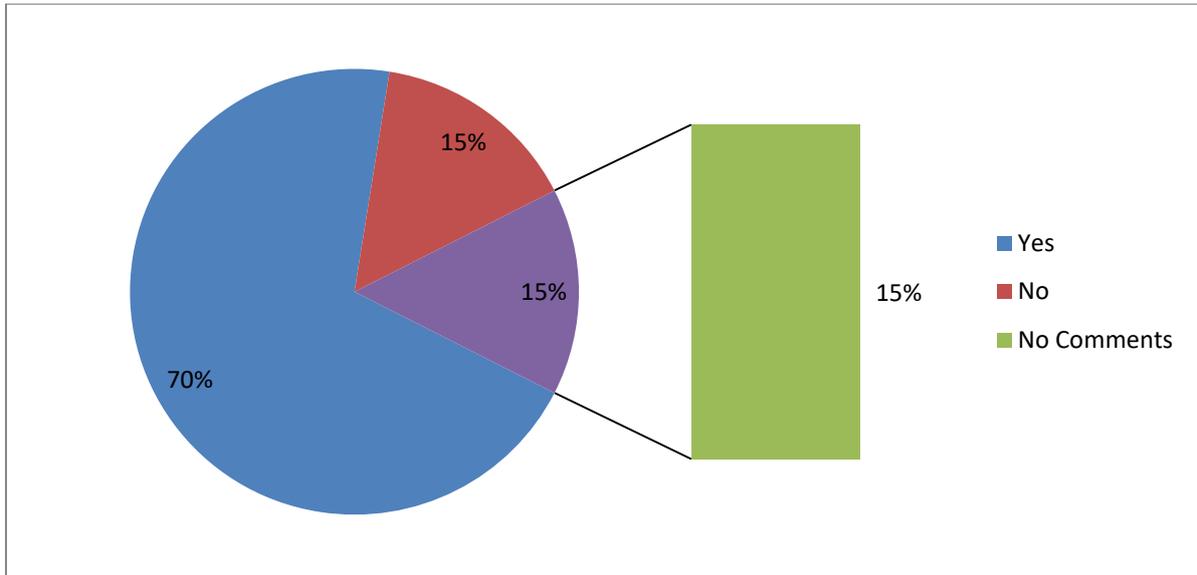
Figure 12: Whether more bad idea about contribution of management policy for quality education of post-secondary level in Bangladesh



Source: Field survey, 2019

From the result was found that 50% respondents express positive about bad idea of management policy of post secondary level, 35% respondents express negative about bad idea of management policy of post secondary level and 15% respondents express nothing about bad idea of management policy of post secondary level in Bangladesh.

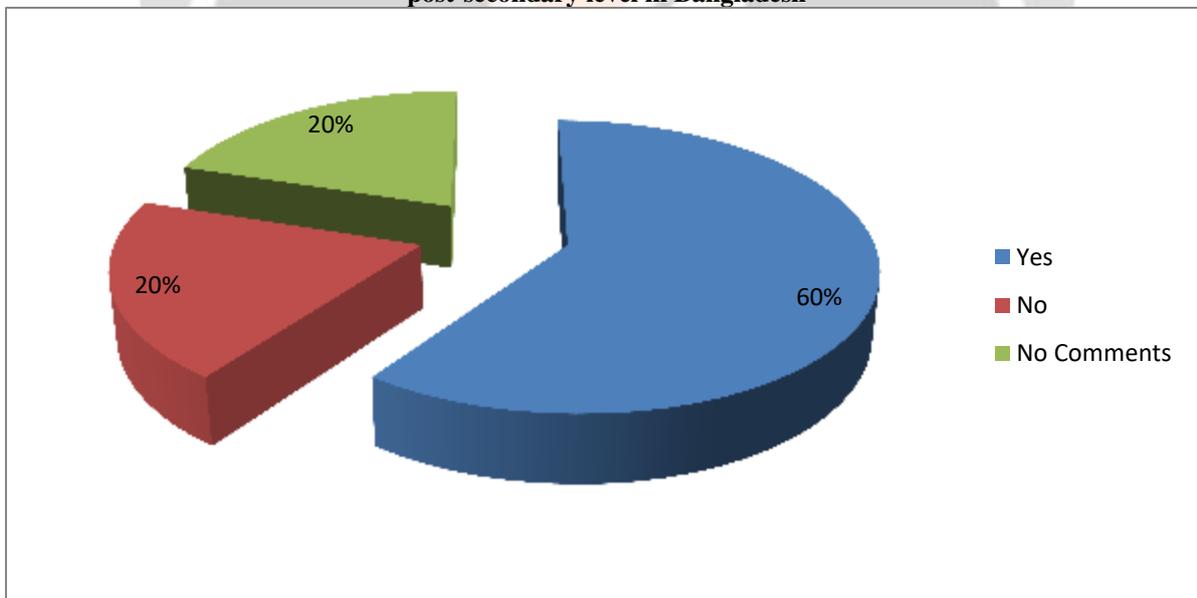
Figure 13: Whether have enough confidants about management policy for quality education of post-secondary level in Bangladesh



Source: Field survey, 2019

From the result was found that 70% respondents express positive about enough confidence of management policy of post secondary level, 15% respondents express negative about enough confidence of management policy of post secondary level and 15% respondents express nothing about enough confidence of management policy of post secondary level in Bangladesh.

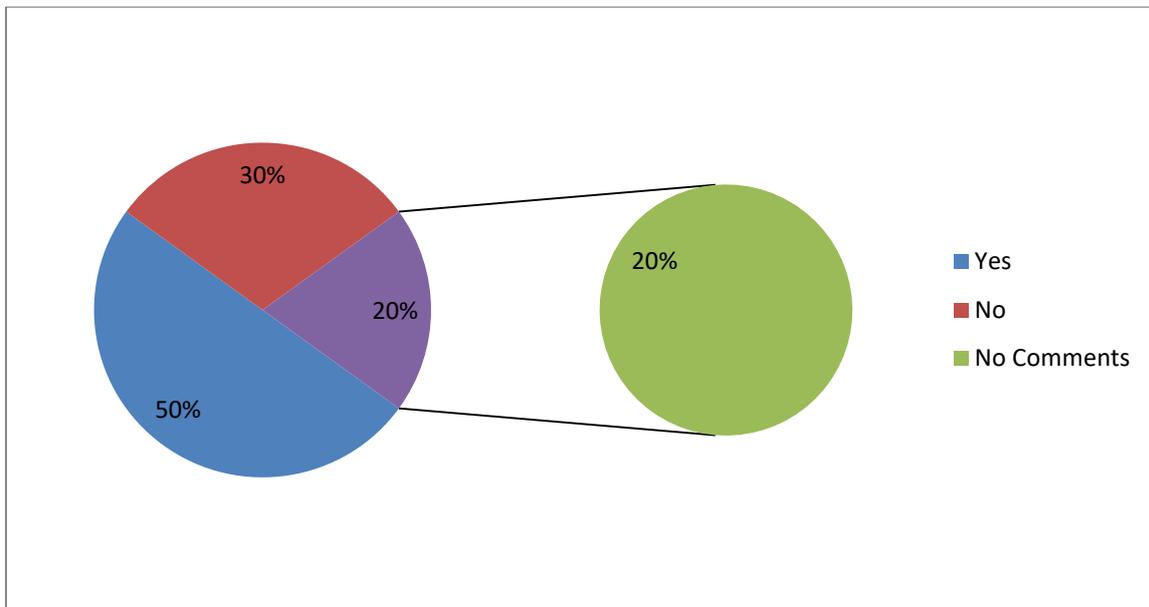
Figure 14: Whether proper monitoring policy is very good for management policy of quality education of post-secondary level in Bangladesh



Source: Field survey, 2019

From the result was found that 60% respondents express positive about proper monitoring policy is very good of management policy of post secondary level, 20% respondents express negative about proper monitoring policy is very good of management policy of post secondary level and 20% respondents express nothing about proper monitoring policy is very good of management policy of post secondary level in Bangladesh.

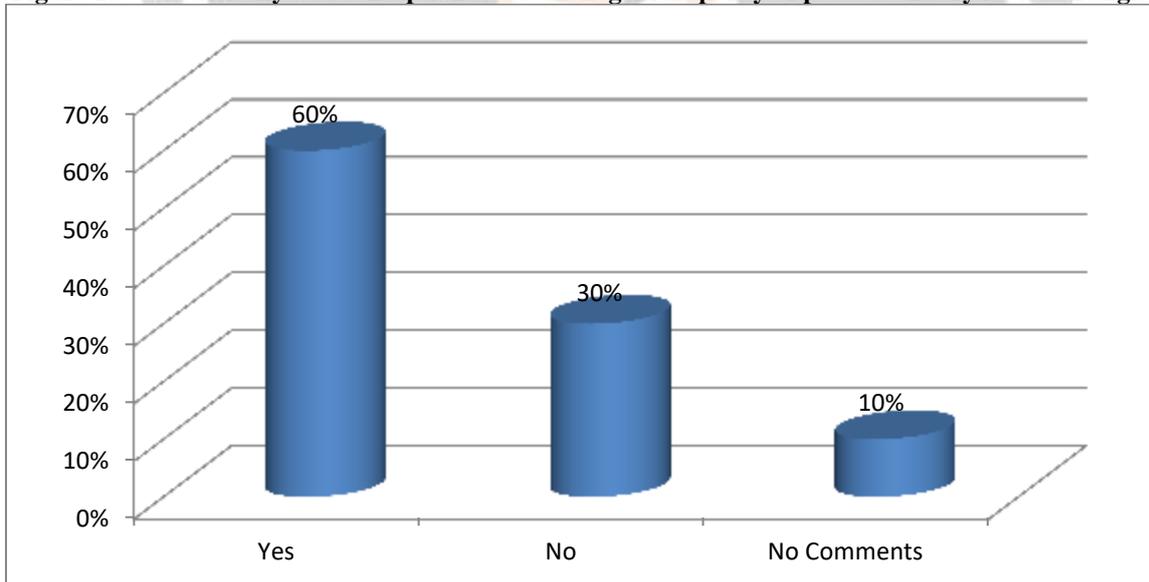
Figure 15: Whether the relation between Bangladesh governments and management for ensure quality education of the post-secondary level



Source: Field survey, 2019

From the result was found that 50% respondents express positive about the relation between governments and management of college authority, 30% respondents express negative about the relation between governments and management of college authority and 20% respondents express nothing about the relation between governments and management of college authority in Bangladesh.

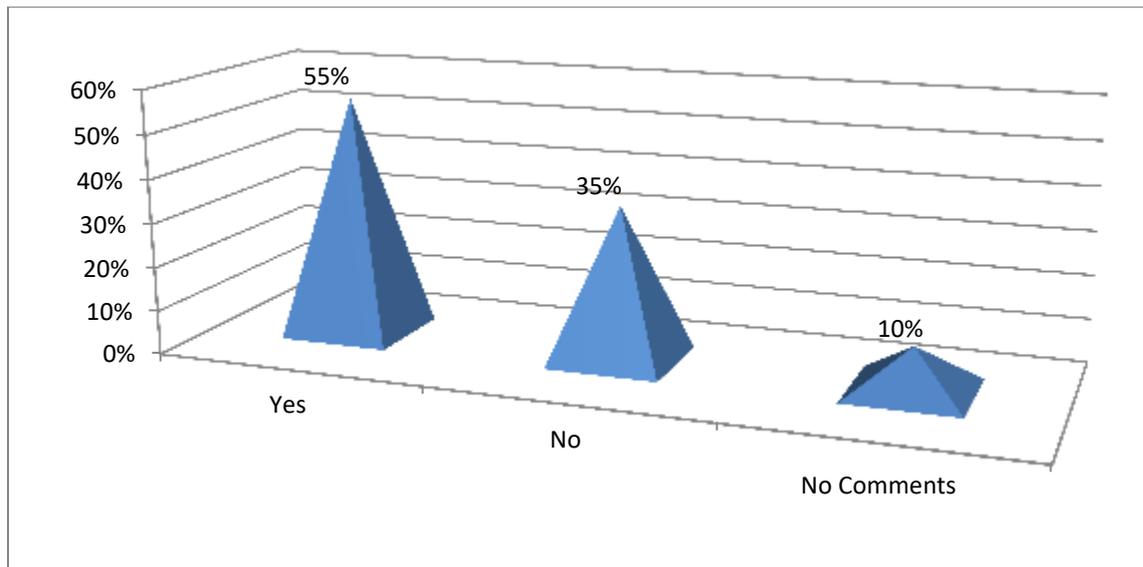
Figure 16: Whether any bad conception about management policy of post-secondary level in Bangladesh



Source: Field survey, 2019

From the result was found that 60% respondents express positive about any bad perception of management policy of post secondary level, 30% respondents express negative about any bad perception of management policy of post secondary level and 10% respondents express nothing about any bad perception of management policy of post secondary level in Bangladesh.

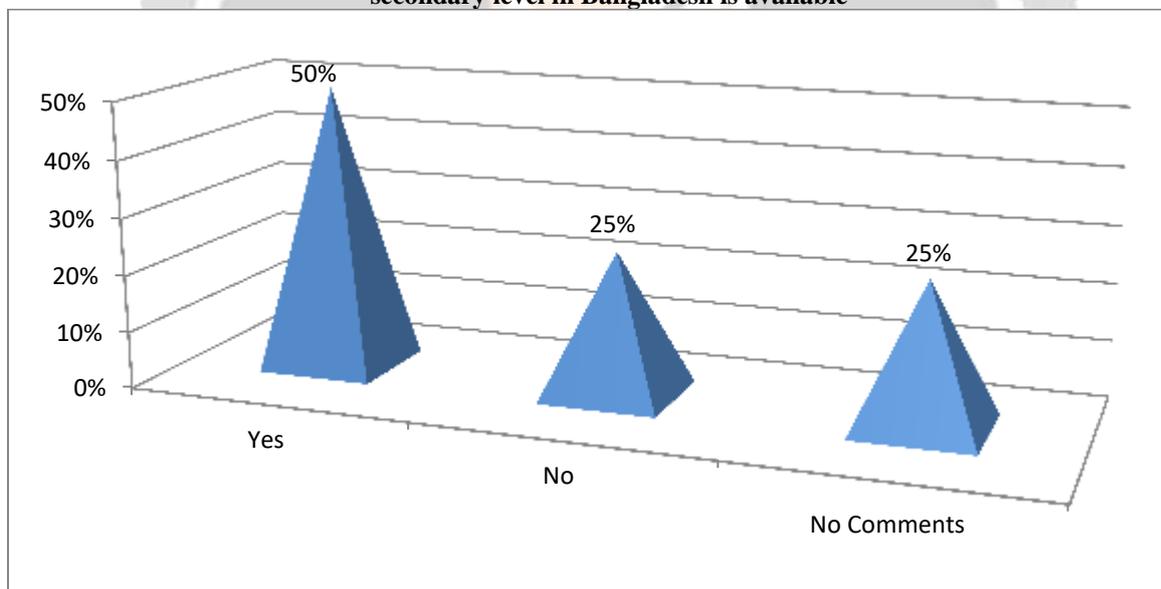
Figure 17: Whether have any idea about the rules & regulation of management policy for improving quality education of post-secondary level in Bangladesh



Source: Field survey, 2019

From the result was found that 55% respondents express positive about the rules & regulation of management policy of post secondary level, 35% respondents express negative about the rules & regulation of management policy of post secondary level and 10% respondents express nothing about the rules & regulation of management policy of post secondary level in Bangladesh.

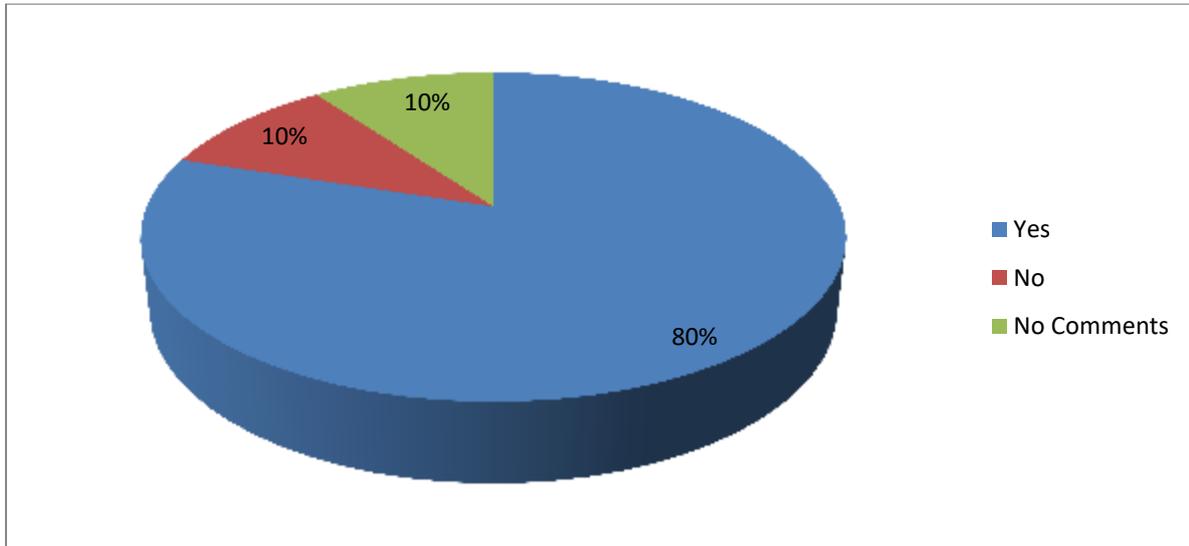
Figure 18: Whether the main theme of contribution of management policy for quality education of post-secondary level in Bangladesh is available



Source: Field survey, 2019

From the result was found that 50% respondents express positive about main theme of management policy of post secondary level, 25% respondents express negative about main theme of management policy of post secondary level and 25% respondents express nothing about main theme of management policy of post secondary level in Bangladesh.

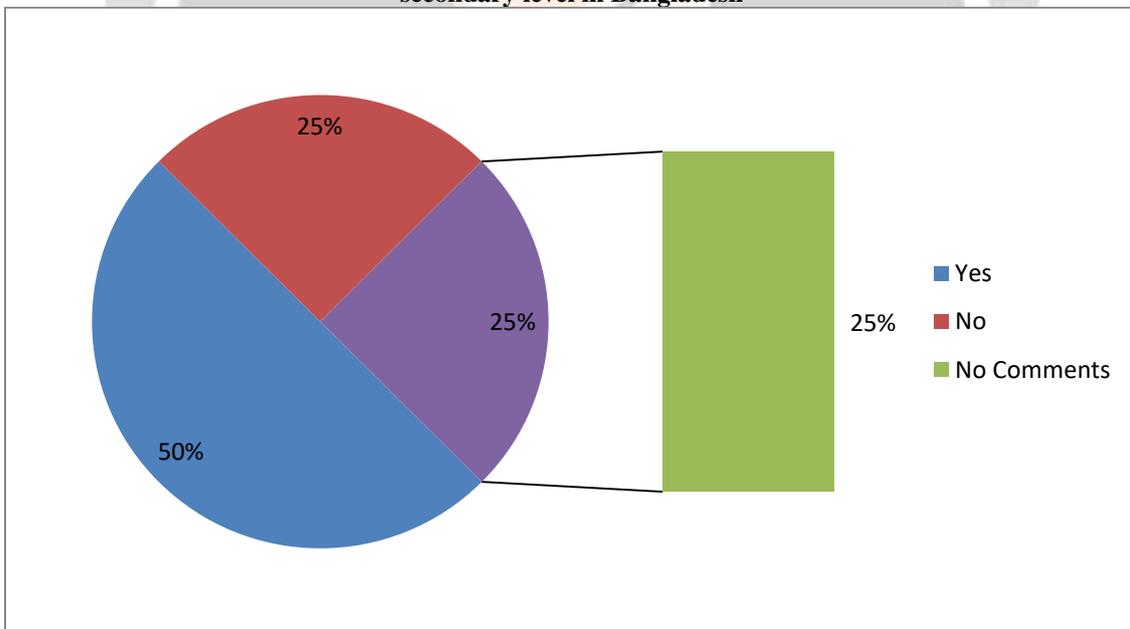
Figure 19: Whether have any better idea about the perception of management policy for better education of post-secondary level in Bangladesh



Source: Field survey, 2019

From the result was found that 80% respondents express positive about any better experience of management policy of post secondary level, 10% respondents express negative about any better experience of management policy of post secondary level and 10% respondents express nothing about any better experience of management policy of post secondary level in Bangladesh.

Figure 20: Whether have any better involvement of management policy for quality education of post-secondary level in Bangladesh



Source: Field survey, 2019

From the result was found that 50% respondents express positive about involvement of management policy of post secondary level, 25% respondents express negative about involvement of management policy of post secondary level and 25% respondents express nothing about involvement of management policy of post secondary level in Bangladesh.

CONCLUSION

In the context of massive expansion of the country's post secondary and higher education, a high demand has been created in the tertiary level. Establishment of private colleges released the government colleges from the pressure of large scale admission seekers for the limited number of seats. Though private colleges are contributing much in higher education in Bangladesh but the quality of education is also good. This study has shed the light on the dimensions perceived by teachers and students as associated with education quality. These dimensions are teachers' quality, students' quality, infrastructure, research activity, evaluation system, academic schedule, curriculum and teaching, cost and support facility, administrative support and extra-curricular activities. This study concludes that the issues considered here should be addressed more carefully by the policy makers of post secondary level education to ensure the quality of education in Bangladesh.

RECOMMENDATIONS

The following recommendations are given for the study

1) Removal of other fees should be done

Some colleges take some additional fees other than tuition fees which are burden for many guardians so these types of fees should be removed.

2) Financial Support should be provided

In most cases problems arise from guardians' sides. The guardians don't want to send their sons or daughters in college. They engaged their children to different income generating activities. Sometimes the guardians don't give clothes to their children. For these reasons many boys and girls don't want to go to college. If the government of the People's Republic of Bangladesh arranges financial support for all secondary level students the number of attendance of students will increase.

3) Transport System should be improved

There are many remote areas in where transportation systems are so serious that students can't go to college properly. In some areas students had to swim to go to college for the lack of bridges. In some areas students had to walk miles after miles. For these reasons many students don't go to college. Local roads should be aligned making it college bond as possible ensuring student securities.

4) Decentralization of official power should be done

Administrative power should be decentralized and in district and upazila level. Power should be offered and accountability must be imposed in all spheres so that zila and upazila based officers may take pragmatic action against any irregularity, mismanagement and corruption. If it is done it will be helpful to take any stern official ordain, action, decision etc be imposed or implemented by the upazila or district wise education officers or concerning personnel. Besides if the upazila or district wise concerning officers are given power to apply any stern power sans the direction of the higher authority, it will be possible to materialize many government orders as regard to education in technical field while proper education is coming down badly day by day.

5) Manpower should be increased

In the post secondary level good education has been being hampered for want of necessary man power. So it is suggested that more man power ought to be appointed in proportion with the colleges and students. If it is done, it is possible to control or supervise all the upazila or district academic institutes precisely and regularly.

6) Coordination between government and non government colleges should be increased

The gap between government and non government colleges should be minimized by proper coordination. The difference between the govt. and non govt. colleges should be wiped out by unilateral education principle

7) College establishment code should be followed

There is a rule that the distance between two rural non government colleges must be kilometers and between two urban area colleges should be 1 kilometer. But this rule is hardly held good in many where. For this, there are many colleges many where and on the contrary there are hardly any colleges somewhere. So, new colleges should be set-up in all upazilas following the actual distance with a view to facilitating secondary education for all.

8) Co-ordination among the education sectors should be increased

As there is very few co-ordination among the activities of different sectors of education in center, region and all fields that creates set back against proper education. Therefore, there should be such rules and regulations in order that all sectors might come in one chain.

9) Appointment of teachers and staffs should be systematic

As in non govt. colleges, the power of appointment of teachers and other staffs is in the hand of colleges managing committee, so skilled or good teachers cannot come in colleges. Because the appointment authority not considering good or bad give appointment to those who are either their relatives or who can offer large amount of bribe to committee members. The appointment of teachers and staffs should be done by the govt. appointment authority.

10) Managing bodies and their autocracy should be educated

Though in respect of a teacher's appointment, there is rule that to be a post secondary teacher one must have graduation degree with B. Ed. But it is quite absurd that those who come in the managing committee are either illiterate or half educated or professionally drivers, rickshaw pullers, shop keepers and so on which is absolutely non-prestigious or contradictory for an academic institute. They cannot be thought to be good guiders of a college. Rather they degrade the teachers unreasonably and harm the smooth administration hampering good education. Besides, they always create set back to the academic affairs of the teachers and specially the head masters of the colleges are always held hostage in their hands for which smooth education is hindered badly and remarkably. So, there should to be a law that a person must have at least graduation degree or more to be worthy of being a committee member. At present there are a lot graduate guardians everywhere.

12) Promotion system in non govt. colleges should be improved

There is no promotion system in non government colleges. So when the post of a head master or an assistant head master falls vacant, it remains unfilled for years hampering education. Promotion system should be enacted so that the vacant posts of head masters or assistant masters may be easy to be fulfilled.

13) Pattern of reading should be uniform

Different colleges follow different syllabus, question papers, guide books and examination time table. It is a bad vogue of education in educational institutes that creates indiscrimination in the sector of education. So syllabus, question papers, guide books and examination time table and all other patterns should be unilateral directed by district educational department. It will eradicate the leakage of question papers all kinds of miss deed done by the immoral teachers.

14) Qualified and Trained Teachers should be provided

A lot of unskilled teachers are appointed in clandestine ways in non government colleges, so the appointed teachers cannot teach in classes perfectly. Bengali teachers teach English or mathematics, and English teachers have to teach Bengali or any other subjects. Besides, in many colleges especially in the rural colleges, there are many guest teachers who are mostly college students or vagabond and have no quality to teach the students. This kind of haphazard teaching destroying the learners' carrier and they are not being built up as their merits. So the government should take initiatives to appoint subject wise and qualified teachers. There should have provisions to train up newly appointed teachers.

15) Perfect education in primary level should be provided

In primary colleges, students are not built up perfectly. So when they come to high colleges, they are found badly weak in all subjects. Even many students are found devoid of A B C. As a result, despite the utmost endeavor of secondary teachers they cannot build them up to the mark. Therefore, the teachers have to undergo all kinds of defamation after SSC examination. So, primary education should be improved by surveillance of the officers concerned.

16) Students' desire to go to government colleges should be changed

Most of the good students who come from high schools get admission in government colleges while almost all the weak students come to non government ones. So in government colleges admission test should be stopped and lottery system admission should be introduced. Then they also will have to teach good and weak students.

17) Admission problem should be solved

In our country the number of population is rapidly increasing and accordingly the number of learners also is increasing gradually. But they are not getting change to go to colleges for want of the increment of new colleges building or infrastructures. It results that a great many primary passed students are being deprived of secondary education. So government should establish more colleges in proportion with the students.

18) Private teaching tendency of teachers should be closed

Almost all of the English, Mathematics and Science teachers are prone to private teaching. They hardly give earnest lesson in classes and take the students to their private centers by applying technical policy while poor students are not getting education in classes or they cannot go to private centers for want of money or ability. Necessity knows no law. It cannot be said that the secondary non govt teachers are solvent enough alike those of govt. ones. They do not get large amount of salaries, increment, bonus, house rents etc like the govt. teachers. So they are not able to maintain their families sans doing other job other than their teaching jobs. Indeed, for the cause of their poverty they become bound to practice private teaching. So they should be nationalized and then only it may be possible to stop the vogue of private teaching. The tendency of private teaching of the govt. teachers should be totally banned as they are enjoying full pledge advantages from the govt.

19) Involvement of competent personnel in education sectors should be provided

For the cause of not involving experienced, expert and competent personnel in the department of education the education institutes are not getting proper help due to which the standard of secondary education is coming down regrettably. So well educated and skilled persons should be involved in colleges as the advisory board and the advisory board should be given more power than the managing committee.

20) Indiscriminate rules and regulation should be closed

As a result of indiscriminate rules and regulations imposed by the personnel of education sectors in different upazilas or districts, the colleges authorities get no way out how to implement official orders that creates hotchpotch in colleges administration hamper regular classes because the teachers remain busy to perform various official documents. So there should be similarity of orders and advice of the officers and it will be easy for the teachers to hold good everything.

21) Discrimination between the govt. and non-govt. colleges should be removed

Government colleges teachers have to teach only 300/350 students a colleges with adequate teachers and infrastructural facilities, big amount of salaries and all other facilities while a non government colleges contains 2000 to 3000 students with small salary and dilapidated infrastructures or without sufficient aid from the government. At present 12756 non govt. colleges are being run with 209496 teachers and 6819748 students while for only 317 govt colleges and 209337 learners 6958 teachers are appointed which of course tremendously unreasonable. This kind of discrimination is discouraging the non government teachers owing to which up gradation of education is taking place of degradation. So difference between the two types of colleges should be reasonably removed. In the Govt. & Non-Govt. colleges teachers and students proportion should have 1:30.

22) Traditional group of education should be up dated

At present all colleges are teaching the students in three groups like science, commerce and arts. This vogue of teaching has been confining the students to limited knowledge. So, unilateral education system of education should be introduced by the government. The traditional group of education should be up dated

23) Specific rules in making colleges nationalization should be introduced

There is no specific rule in making any colleges nationalized. Generally city colleges are nationalized. But in rural areas many renowned colleges have considerable eligibility for being nationalized. But they are not getting the chance of being state-owned. Many colleges nationalized in city areas have no standard position or environment or good atmosphere. So in every union at least one colleges should be nationalized.

24) Guardians' awareness and regularity of students should be increased

Many guardians are so abstracted or indifferent to their wards that they do not take care of their children. As a result too many students remain absent from classes or play truant from colleges and at one stage they drop out of their colleges. Generally not more than 50% to 60% students remain present in colleges. Again the percentage of absence in rural colleges are too more. So environment of colleges should be amusing and standard. All kinds playing and amusing instruments should be had in colleges. Co-curriculum activities should be held. Load of syllabus should be reduced; severity of punishment should be avoided. Leisure time Tiffin should be yielded to the students. Teachers should make the class interesting and students should not be threatened. Eve teasing must be checked by imposing stern law.

25) Syllabus should be same

Different colleges introduce different syllabus for the students. So for want of unilateral question papers, syllabus and various rapid readers there cause indiscrimination among colleges and learners. Question papers vary from colleges to colleges that create distinction among colleges, teachers and students. So question papers, syllabus and rapid readers should be introduced unilaterally through the district based education offices.

26) Objective system in English should be included

Objective type questions are very useful for the students. It makes the students bound to read books from top to bottom and they automatically have to study the ins and outs of the whole book. But as a result of no objective questions in English, students feel reluctance to read English books from fast to last. As a result they do not know various aspects of English grammar without which they can be perfect in English. Objective system should be introduced in English.

27) Number of books and lengthy syllabus should be minimized

Students have to read a lot of books and they have to complete unreasonable lengthy syllabus. So they become disheartened and study only a few suggested parts given by their teachers. So number of books should be reduced and length of syllabus ought to be shortened.

28) Passage and translation in English 2nd paper should be included

Translation and passage is a practicing sphere of English. As students do not practice translation and passage their ability of speaking and off hand writing is regrettably decreasing. Passage and translation should be included in the syllabus.

29) Television program should be started after colleges time

Students are generally prone to enjoying television programs. They want to remain sitting before TV day and night. Again as the consequence of displaying attractive TV programs like magazine, cinema, drama, football, cricket and what not during the day or colleges time, make the students sit before TV. They do not want to go to colleges or reading table. Many students flee away from colleges at leisure period to enjoy cinema film and thus they go to the dog that mars the development of education. TV programs should be chalked out considering the interest of students and day time cinema, drama or magazine should be stopped.

30) Stability of syllabus should be provided

In our country colleges syllabus is changed again and again. When a teacher becomes skilled on any syllabus in one year, next year it is changed while a teacher loses his previous skill and has to be skilled again. It is obviously detrimental to both the teachers and students. So frequent syllabus change should be stopped and constant one should be done.

31) Practice of co curriculum activities should be increased

In many colleges there is on practice of co curriculum activities like debating society, publication of magazine, wall paper, practicing spoken English and other indoor outdoor games that are the part and parcel of education. Therefore, co curriculum activities should be obligatory.

32) Good English teachers should be provided

English is an international language. A good English knowing student may shine in life. But it is a matter of regret that in many colleges. English teachers themselves cannot speak in English or cannot read English newspaper. As such they cannot build expert students All English teachers must speak in English in their classes and make the students bound to speak in English during the English classes. They should be encouraged to read English papers and every colleges must keep at least one English daily. Then the students will be habituated in speaking English.

33) Stipend management should be improved

According to the government rule, 10 percent boys and 30 percent girls of per class shall be given stipend on condition of their 75 % presence in the class and 45% marks in the annual exam. But it cannot be precisely done for the interference of managing committee or for adamant guardians' pressure. As a result good students are not getting the stipend thus they are being discouraged. Stipend should be given according to merit and roll numbers in the attendance book. It should be looked into by the concerning upazila or zila education officers so that the colleges' authority may not commit any misdeed in this regard.

34) Auditing system should be improved

When company audit teams come they do not look into every ins and outs of official illegality and many misdeeds are kept unrevealed while the colleges' authority manages the audit teams offering bribe. Again when ministry level audit team comes, it finds out all errors of company audits and the colleges have to suffer for it. In this way colleges have been being run concealing corruptions degrading the standard of academic institutes.

35) Girls' common room, canteen, computer club and library should be provided

In almost all rural and urban area colleges there is no girls' common room or canteen. So the female students have to go out of colleges for food and thus they fall victim to eve teasing. For having no colleges' library and computer club, students cannot acquire knowledge about computer which is at present the most important medium of digital education. Besides, especially students and teachers who are curious to earn extra knowledge from library books are deprived of the same. So, all colleges must have girl's common room, canteen, computer club and library.

36) Curriculum and Syllabus should be modified

The curriculum and syllabus of secondary education in our country are not up to date in comparison to the developed countries. For this reason the quality of the students in our country is not up to the mark. So the curriculum and syllabus of secondary education in our country should be modernized.

37) Result evaluation system should be modernized

At present the result of SSC, HSC and degree exams are evaluated as per percentage. So to keep percentage of results many college authorities disallow a lot of students who study many years at stretch and enjoy regular stipend from the government. Now, there arises question if they are disallowed in the test exam, how can they get stipend and can it be said that they get 45 percent marks and 75 percent attendance. It is to be mentioned if 20 students of a college sit for the HSC exam and if 20 passed then it is called 100 percent passed. But when two hundred students of a college appear at the exam and if 150 of them pass, then it is considered as a bad result. But it should be deliberated which college contributes the country more students. Of course the answer will easily come that the second one. Whereas the two colleges certainly enjoy the same facilities from the govt. Firstly mentioned college make only 20 students educated but the second college made 150 educated students. Therefore, it will not be unreasonable to say that the results of the exam should not be evaluated by percentage but by number. That is, the colleges that will make more passed students should be evaluated as the best colleges. Then all colleges will try their best to allow more and more students with competition and thus many students will get rid of the curse of drop out after studying ten years and the number of vagabond and miscreant who become the as a result of detachment from the colleges will be deducted.

38) Educational Aids should be supplied

There are many people in Bangladesh who are living under poverty line. They can't afford two meals a day for their children let alone education. They can't manage educational aids. As a result they are not willing to send their children to colleges. If the government takes necessary steps for supply Tiffin, stipend and educational aids for the poor students they will be inspired to receive education. So government should take immediate measures in this concern.

39) Non-Government Teachers' jobs should be transferable

The local teachers who got their jobs by illegal ways, involved in village politics, additional earnings always disturb the administration to run the colleges properly. Besides at present Non-Government Teachers feel insecurity, they can't teach in the class room properly. Because local terrors and guardians threat them for a nominal cases. They make the teachers bound for doing illegal works. If their job is transferable this problem can be removed. Government should take necessary steps so that the jobs of Non-Government teachers become transferable.

40) Colleges dress should be unique

In all government and Non-Government colleges there are the rich and poor students are studying. The rich students put on and valuable dress as their will on their hand the poor students put on low standard dress for their poverty. For this they keep aloof themselves from the rich students, sometimes they feel mentally upset for their dress. Government should take necessary steps so that all students put on unique dress. Government should supply uniform for all students.

41) Security should be provided

The female students of our country in village and town feel insecurity everywhere. They always feel fear at the terrors. The terrors are the threat for them. Now a day's 'Eve- Teasing' is a new concept has introduced. Terrors, naughty boys disturb the colleges going girls at the ways of colleges. The guardians remain anxious for their daughters' safe return from colleges. Sometimes they give them early marriage to save from the hands of terrors. Recently some girls, guardians, teachers died for Eve-Teasing. At present the Government of People's Republic of Bangladesh has initiated new laws to protect the Eve-Teasing. The Supreme court of Bangladesh has defined the 'Eve-Teasing' as Sexual Harassment to protect the girls/women.

42) Mid-day Tiffin should be subsidized

Most of the colleges' periods are 10 am to 4 pm. In that period there is a lunch time. Some students are poor who cannot bear money to buy Tiffin in the lunch time, so they face a hunger in that time for this reason some students don't want to come college. In some cases some students go to home in lunch time and don't come back again to take part the classes which area held after Tiffin period. So if the government of Bangladesh provide subsidy for Tiffin the presence of students will increase.

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