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# Education Governance in Bangladesh: A Focus on Tertiary Level

Islam, Md. Shafiul

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## Education Governance in Bangladesh: A Focus on Tertiary Level

Md. Shafiul Islam<sup>13</sup>  
University of Rajshahi

*This paper investigates the governance challenges facing in the education sector in Bangladesh. Because, sound governance is very important for quality education that leads a country towards sustainable development progressively and this is urgently needed for developing countries like Bangladesh. Among many challenges, for example, office management at higher level educational institutions in the country is a big one. There is no uniformity in respect to working days and working hours. Meetings of statutory bodies such as senate, academic council, syndicate, etc. are not held regularly. It is also revealed that no university of Bangladesh is in the ranking of top 500 universities in the world. It is believed that it has happened due to lack of good governance in this sector. Now the questions arise: does governance matter for quality education? What types of governance problems confront quality education in Bangladesh? Hence, this paper explores the answers to these questions as well as puts forward policy implications in this regard. The paper is mainly based on secondary data. In addition, personal experiences and observations have also been taken into account to make it presentable to readers.*

**Keywords:** Governance, sound governance, quality education, Bangladesh.

### Introduction

Bangladesh, located in South Asia, emerged as an independent country in the world map in 1971 after the bloody Liberation War against Pakistan. Since then the successive governments adopted various policies, projects and programs to rebuild the war ravaged country and achieved noticeable progress in different sectors. However, after four decades, in spite of the commendable achievements in economic and social sectors, the country faces a plethora of challenges and problems associated with governance. Due to lack of good governance, the stigma of 'the most corrupt country in the world' has been labeled on the country for several consecutive years. This is mainly attributable to a number of key factors including the lack of professionalism in bureaucracy, politicization of key democratic and statutory institutions and civil society, anarchic politics, and an undemocratic political system.

Although the country is approaching to become a middle income country, it is still considered as one of the poorest countries in the world due to various reasons such as poverty, illiteracy, corruption, political instability and so on. Despite notable reduction of poverty in the last two decades, as many as four crore 70 lakh people of Bangladesh are living below the poverty line and, of them, two crore 60 lakh live in extreme poverty (World Bank, 2013). Bangladesh is one of the densely populated countries in the world with about 160 million people in the small size of territory, 147570 sq. km. Nearly 73 per cent of total population lives in rural areas (IFAD, 2011).

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<sup>13</sup> Correspondence should be addressed to Dr. Md. Shafiul Islam, E-mail: shafiul\_luc@ru.ac.bd

To overcome these multifarious problems, education is a strong tool, among others, that can lead the country towards sustainable development. However, it is evident that there has been a noticeable progress in the education sector in terms of enrollment at primary level, increasing of female students at different levels, increasing the rate of passing in the public examinations, providing scholarship to female students, providing text books to students free of cost, and increasing the number of educational institutions at different levels. Despite such progress, the drop-out rate at primary level is still shocking. Of course, the quality of education at all levels is criticized, particularly at the tertiary level in Bangladesh.

Against these bleak backdrops, this paper investigates the governance challenges facing in the education sector in Bangladesh. Because, sound governance is very important for quality education that leads a country towards sustainable development progressively and this is urgently needed for developing countries like Bangladesh. However, this paper would focus on tertiary level only. Among many challenges, for example, office management at higher level educational institutions in the country is a big one. There is no uniformity in respect to working days and working hours. Meeting of statutory bodies such as senate, academic council, syndicate, etc., is not held regularly. It is also revealed that no university of Bangladesh is in the ranking of top 500 universities in the world. Now the questions arise: does governance matter for quality education? What types of governance problems confront quality education in Bangladesh? Hence, this paper explores the answers to these questions as well as puts forward policy implications in this regard.

### **Objectives of the Paper**

Broadly this paper explores the governance system and its challenges in education sector in Bangladesh. Specifically, it focuses on governance and challenges at tertiary level educational institutions in the country. For this, it assesses the factors and actors that impede the quality education in the country.

### **Methodology**

The present study examines the factors responsible for dilapidation of quality education in Bangladesh. It mainly looks at the tertiary level education sector, focusing on public university. It is followed a qualitative in nature of research method. So, the secondary data are the main source for this study. This is why government documents such as UGC annual reports, PSC reports, international donor documents, newspaper reports, journal articles, internet materials and so on are reviewed. Besides, observation and experience also contribute in this paper.

### **Governance and Education Structure in Bangladesh in Brief**

It is said that education is the backbone of a nation. To overcome all the constraints stated above and take standard position in the world, it is urgently needed education and it should be quality as well as need based education for sustainable development of Bangladesh. Therefore, the successive governments have given education sector priority in the policy agenda and taken various initiatives in this regard. Article 17 of the Bangladesh Constitution also guarantees primary education for all children at free of cost. However, the three main educational systems exist in Bangladesh. These are: (a) General Education System, (b) Madrasah Education System and (c) Technical - Vocational Education System. Each of these three main systems is divided into five levels: (i) Primary Level (ii) Junior Level (iii) Secondary Level (iv) Higher Secondary Level and (v) Tertiary Level.

Bangladesh Bureau of Educational Information and Statistics (BANBEIS) conducts baseline census on education regularly and now annual education survey is its routine work. However, the last baseline census was conducted in 2008 and it is conducted after 6 or 10 years interval.

According to BANBEIS annual survey report 2012, it is found the major changes on education indicators compare to the baseline census of 2008. The total number of schools, colleges, madrasah, technical and vocational institutions and universities in the year 2012 is found 19208, 3547, 9441, 3327 and 111 respectively but in base line census this number was 18756, 3277, 9384, 3116 and 82 respectively. Increase is found 452, 270, 57, 211 and 29 respectively (GoB, 2013). However, among the colleges, there are 270 government colleges, three Alia madrasas, 14 teachers' training colleges, 16 commercial colleges at higher secondary level in the country (Daily Nayadiganta, 15 March 2016). In the tertiary education sector, the government also funds more than 37 public universities through the University Grants Commission (UGC annual report, 2014).

The overall responsibility of management of primary education lies with the Ministry of Primary and Mass Education (MOPME), set up as a Ministry in 1992. While MOPME is involved in formulation of policies, the responsibility of implementation rests with the Directorate of Primary Education (DPE) headed by a Director General. The National Curriculum and Textbook Board (NCTB) is responsible for the development of curriculum and production of textbooks. While the Ministry of Education (MOE) is responsible for formulation of policies, the Directorate of Secondary and Higher Education (DSHE) under this ministry is responsible for implementing the same at secondary and higher education levels. The NCTB is responsible for developing curriculum and publishing standard textbooks.

The Madrasah Education System focuses on religious education, teaching all the basics of education in a religious environment. Religious studies are taught in Arabic and the students in some areas also serve the local area masjids (mosque). The Technical and Vocational Education System provides courses related to various applied and practical areas of science, technology and engineering, or focuses on a specific specialized area. Course duration ranges from one month to four years. However, there is school managing committee (SMC) at school level to look after all the affairs related to schools at the grass root level.

### **Examinations/Convocations**

A number of commissions on education have been formed to ensure quality and need based education for sustainable development of Bangladesh. But it is still going on different experiments. In recent time the government has introduced Primary School Certificate (PSC) examination and Junior School Certificate (JSC) which bring mixed reaction among educationists, guardians and students. Standard of tertiary education especially private university creates a strong criticism in respect with quality and need.

On the other hand, Convocation is an important matter for a student in his/her education life. After completion of graduation, students are provided certificates through a formal ceremony. It is a general norm. But it is not happened generally in public universities in Bangladesh. For example, Chittagong University holds only four convocations since its inception in 1961. The fourth convocation was held on January 31, 2016 while Rajshahi University holds only nine convocations since its inception in 1953. The ninth convocation was held on January 18, 2015.

### **Governance at Tertiary Level in Bangladesh: Discussions**

This paper mainly focuses on governance system and its challenges on tertiary level in Bangladesh. It highlights some key governing factors which are very important to run these higher level educational institutions in Bangladesh.

It is observed that two types of governance problems or challenges are facing at the tertiary level of education in Bangladesh. One is internal and another is external. The internal challenges are included

legal and statutory while the external includes unexpected one such as teachers' politics, student politics, mainstream political interference, student movement, and unanticipated incident like sexual harassment, and so on. These governance problems and challenges are discussed below.

### **Internal Challenges**

University Grants Commission (UGC) of Bangladesh under the Ministry of Education is responsible to look after the tertiary level educational institutions in the country. As many as 37 public universities are funded through UGC. On the other hand, there are more than 80 private universities (UGC Annual report, 2014) which are also under the control of UGC for their approving course curriculum and other activities.

### **Legal Barrier**

University of Dhaka, University of Rajshahi, Chittagong University and Jahangirnagar University are running under the jurisdiction of the 1973 Act. The rest of the universities are being run their all activities by separate Acts. But there are some common features to run their academic activities. For example, every university has syndicate in the name of syndicate or regent board (it is found in Mawlana Bhasani Science and Technology University), academic council, board of advance studies, etc. Composition of these statutory bodies is made in accordance with the Acts of these universities. Consequently, in many cases, the university authorities face legal obligation and barriers and they cannot perform their activities, especially administrative, accordingly. For example, the number of Senate members of University of Dhaka (DU) is 104 (DU dairy 2005) and now it is 105 (DU dairy 2013). Among the members, five are student representatives who are supposed to be elected by the students directly through Dhaka University Central Students' Union (DUCSU) which is ineffective from 1996. The last election of DUCSU was held in 1989 and the committee was dissolved in 1995. Since then no election was held. It is same case for Rajshahi University Central Students' Union (RUCSU). So, there are no student representatives in the Senate of these universities.

However, there are some regulatory authorities at the universities which are very important to run the academic and administrative activities of the universities. The authorities include: the Senate, the Syndicate, the Academic Council, the Faculties, the Board of Advanced Studies, the Finance Committee, the Planning and Development Committee, the Selection Boards, etc.

### **Senate**

Senate is considered as parliament in the university as it acts as parliament of the country, Bangladesh. The composition of the Senate of Dhaka University and Rajshahi University is same as the academic and administrative activities of these universities are running under the 1973 Act of these universities. Presently, the number of Senate members of Dhaka University is 105 whereas it is 103 at Rajshahi University. However, according to Rajshahi University Calendar, the Senate shall-

‘amend and ratify the Statutes on the proposals of the Syndicate; consider and pass resolutions on the annual report, the annual accounts and the financial estimates presented by the Syndicate; and exercise such other powers and perform such other duties as may be conferred or imposed upon it by this Act or the Statutes ((Volume-I, 2005: 12).’

So, the Senate is very important to run the academic and administrative activities effectively of the university. For this, it is obviously needed a full-fledge Senate body. But statistics shows that full-fledge Senate is not constituted due to various reasons such as legal limitations, political problems and so on.

At Dhaka University in 2005, table-1 shows, as many as 45 members out of 104 Senate members were vacant due to various reasons. There were no teachers' representatives; even there were no representatives of research institutes in the Senate. The pity scene was observed in 2013. A total of 96 members out of 105 Senate members were vacant during this period (DU dairy, 2013). During that time, no representatives of government officials, members of parliament (MP), representatives of research institutes, representatives of affiliated college principals, college teachers, Dhaka University teachers' representatives and representatives of registered graduates' was in the Senate. What an administration it is! Only nine members, among them five *ex-officio*, were in the Senate. One may raise questions how did the activities, particularly administrative, of Dhaka University run? Reply may be, 'One Man Administration' ran or manipulated it. After three years, in 2016, there are still 25 members vacant in the Senate. There are no representatives of MP, affiliated college principals and colleges teachers. Although all are available, it is not happened in the Senate. It makes us clear that governance at the tertiary level is not sound. At Rajshahi University, the membership scenario at the Senate is not so convincing. Nine members out of 103 were vacant in 2006, and 14 members in 2013, 19 members in 2015 and 16 members in 2016 respectively were vacant at the Senate.

After 12 years, in 2015, Rajshahi University authority held a Senate meeting which is supposed to be held at least once in a year (RU Calendar Vol-I, 2005:12). For a long time, no election for electing representatives of registered graduates' in the Senate was held at Rajshahi University. The representatives of registered graduates' at the Senate were 23 out of 25 in 2006 and now it has come to 20 in 2016 due to death of members. It is evident that without getting approval of Senate, the financial and other important accounts are running years after year which is not legal according to the Rajshahi University Act.

It is evident to us that there are some legal limitations in these cases. So, one can blame that due to legal barriers, the university authorities cannot manage everything according to the University Act. But, despite such barriers, it is observed that the university authorities do not take initiatives to hold DUCSU and RUCSU election due to just political reason. In Rajshahi University, it is widely criticized that the university authority does not take initiatives to elect representatives of registered graduates' in the Senate due to just political reason. It is seemed that if such type of election is held, opposition candidates will win in the election. So, don't move to this way!

### **Syndicate**

Syndicate is a very important statutory body in the university. It is like 'cabinet' of the country since it acts as cabinet within the university. It holds the supreme authority to accept or reject of any decision in the university. According to the Rajshahi University Calendar (Vol-I: 2005), the Syndicate

'shall be the Chief Executive Body of the University, and, subject to the provision of this Act and the powers conferred on the Vice-chancellor, the Syndicate, shall have the general management and superintendence over the affairs, concerns and properties of the University and shall see that the provisions of this Act, Statutes, University Ordinances and Regulations, for the time being in force, are observed. The Syndicate shall hold, control and administer the property and funds of the University and, for these purposes, obtain advice, on matters of finance from Finance Committee. The Syndicate[...], make, amend or repeal the Statutes, consider and pass resolutions on the Annual Report, the Annual Accounts, the Finance Estimates [...]' (2005:13-14).'

The composition of the Syndicate body more or less is same at all universities. For example, now there is a 18-member office-bearer at Dhaka University while it is a 17-member body at Rajshahi University. The following table-2 shows us that all Syndicate members were available at Dhaka University in 2013 and 2016 while one member of the distinguished citizen category nominated by the Senate was vacant in 2005. On the other hand, three members in 2016, two in 2015, three in 2013 and one in 2006 Syndicate member respectively were vacant at Rajshahi University. According to the Rajshahi University Calendar (2005),

‘The members of the Syndicate other than *ex-officio* members, shall hold office for a term of two years but shall continue in office till their successors having been elected or nominated enter upon the office (2005:13).’

But it is observed that after getting promotion or up gradation of any member, membership of this category has been declared vacant which goes totally against the University Act. It is happened in 2016, the table-2 shows it.

What is interesting in composition of Syndicate body is election of representatives of different categories by the respective university teachers. These categories include Dean, Provost, Professor, Associate Professor, Assistant Professor and Lecturer. Election to elect representatives of these categories is now very much political. During this election, teachers community, visibly belonging to mainstream political party such as Bangladesh Awami League (BAL), Bangladesh Nationalist Party (BNP), Bangladesh Jamaate-e- Islami (BJI), and so on, is divided into different colour like ‘White’ belonging to BNP and BJI, ‘Blue’ belonging to BAL at Dhaka University, ‘White’ belonging to BNP and BJI, ‘Yellow’ belonging to BAL at Rajshahi University. Consequently, most of the Syndicate members are elected and selected or nominated, considering the mainstream political colour and obviously it is happened in accordance with the existing political party in power position of the country as well as administration within the university.

### **Academic Council**

Academic council is another important regulatory authority within the university. According to Rajshahi University Calendar (2005),

‘The Academic Council shall be the academic body of the University and shall [...] have the control and superintendence over, and be responsible for [...] instruction, education, and examination within the University (2005:15).’

Besides, the Academic Council is supposed to exercise a 12-point powers and duties of academic interests in the university.

Although this is a vital regulatory academic body in the university, there is no specific time frame to hold its meeting. It depends on wish of Vice-chancellor of the university. ‘The Vice-Chancellor shall convene a meeting of the Academic Council at any time on his own initiative (RU Calendar, 2005: 57).

### **Appointment of Vice-chancellor**

The Vice-chancellor shall be appointed by the Chancellor for a period of four years from a panel of three persons to be nominated by the Senate (RU Calendar, 2005:7). It is observed that no Vice-chancellors was nominated by the Senate at Rajshahi University since 1996. All Vice-chancellors are appointed directly by the Chancellor. And, the appointment is made on the basis of political affiliation rather than academic qualification. Consequently, the government appointed Vice-chancellor is very much conscious about

his/her appointment and always keeps his attention to make satisfaction to the government. To be Vice-chancellor of any university of the country in future, teachers involve themselves in politics belonging to mainstream political parties.

### Academic Calendar

It is observed that there is disarray in academic calendar at the universities. For example, the University Grants Commission (UGC) of Bangladesh, the regulatory apex body of higher education in the country, introduced a uniform grading system for both public and private universities in 2006-2007 academic session. Since then, semester system has been introduced at all departments under the faculty of social science of Dhaka University. But all the departments under the faculty of social science of Rajshahi University are still running with traditional/annual system. At the same university, all the department of the faculty of business studies are running with semester system. So, there is no uniformity in regard to academic calendar among the universities.

### Office Management

Office management is very important to run an institution effectively. But it is total in disarray at higher level educational institutions in Bangladesh. There is no uniformity in respect to working days and working hours. For example, the Ministry of Education is the responsible authority to look after all activities of educational institutions in the country. Under this ministry, the University Grants Commission (UGC) of Bangladesh is the apex body to oversee all activities at tertiary level of education institutions in the country. These two regulatory authorities enjoy 'two days' holiday (Friday and Saturday) that means the working days are five days in a week. On the other hand, Dhaka University also enjoys 'two days' holiday while Rajshahi University enjoys only 'one day' (only Friday) holiday in a week. Besides, Rajshahi University of Engineering and Technology (RUET) enjoys 'two days' holiday which are Thursday and Friday. In terms of working hours, the office hour of all universities is 9:00 A.M. to 5:00 P.M. except Rajshahi University. The office hour of Rajshahi University is 8:00 A.M. to 2:00 P.M. and it is observed that the office staff never comes at 8:00 A.M. and stays at office till 2:00 P.M. They usually come office at 9:00 A.M. by bus provided by the university authority and most of the office staff starts leaving office from 12:00 P.M. availing the same transports. It is seemed that there is no governance at the university.

### External Challenges

Bangladesh is facing a lot of challenges such as poverty, illiteracy, unemployment, political instability, natural disasters, etc. As this paper makes emphasis on education especially higher level education such as university, it assesses closely the challenges faces in tertiary level education sector in Bangladesh. Before going to details, we would like to observe the literacy rate first in the country. The successive governments of Bangladesh have taken a series of initiatives for promotion of education. Consequently, educational levels have increased. The following table shows the literacy rate of Bangladesh.

**Table-1**

**Literacy Rate of Population (7 years and above) of Bangladesh by Sex, 1981-2011**

Year	Male	Female	Both Sexes
1981	33.84	17.52	25.99
1991	38.90	25.45	32.40
2001	49.56	40.83	45.32
2011	58.8	53.4	56.1

Source: Population Census 2001&2011



Owing to affirmative action undertaken in the allocation of budgetary resources in the education sector and women friendly education policies, gender gap in this sector has narrowed down significantly. It has been found from the Population Census-2001 of Bangladesh that during the last 20 years (1981-2001), literacy rate for population 7 years and above rose from about 26 per cent to 45.32 percent. In 2011, it reaches at 56.1 percent.

According to World Bank, South Asia's adult literacy rate in 2010 was around 62 %, more than 20% below the global rate. And in Bangladesh the adult literacy rate is 53 % (IFAD, 2011). Despite increase in literacy rate, the country faces a lot of challenges at tertiary level in terms of quality education.

Economist Report (2013) states that with a burgeoning population of young adults hungry for education—and governments juggling a myriad of competing claim for funding—the growing demand for higher education is proving a challenge for many South Asian countries. This report describes many challenges facing the regions at higher education level. As Bangladesh is one of South Asian countries, it faces some same challenges at higher education level especially university level.

## **Politicization**

### ***Teachers' Politics***

Politicization grips the entire education sector in Bangladesh. From primary level to higher level, political consideration has been paid priority in every sector. It covers from recruitment, promotion, transfer and so on. For example, teachers of public universities in Bangladesh are divided into different political colors such as 'white color' belong to mainstream political party BNP and pro-Jamaat, 'blue' belong to Bangladesh Awami League and left leaning political parties. So, no teachers will be found neutral in respect of political affiliation and brand. Hence, most of the teachers indulge in political motivation rather than core responsibilities as a teacher. The key positions such as vice-chancellor, pro-vice chancellor, treasurer, provost, even chairman and dean are appointed or elected or selected on political consideration. Consequently, deadlock situation appears in many cases. For example, Begum Rokeya University, Rangpur presently faces acute crisis between Vice-chancellor and teachers. However, a proposed Act 'Uniform Ordinance for Public Universities of Bangladesh-2007' was submitted to the Advisor, Ministry of Education, to ensure quality management and governance at higher level education. But it did not come to light due political consideration.

### ***Student Politics***

Moreover, student politics at university level is another foremost challenge in Bangladesh. Due to student politics, the authority of universities is forced to close academic and administrative activities. Such type of politics often appears a cause of clashes and death of students in campuses. In recent time, two students—one of Shahjalal Science and Technology University (SUST) Sylhet and another of Chittagong University (CU) were killed due to intra-party and opposition groups clash. Islami University, Kustia also faces a severe problem due to student unrest. It has been unscheduled closed due to unhealthy student politics. More than 26 transports are torched due to student politics. Under these circumstances, eminent educationists of Bangladesh express their concern about existing situation in public universities across the country (Amar Desh, July 17, 2012; Kaler Kantha, July 19, 2012; Sakaler Khabor, July 19, 2012).

Besides, political activities of student front also impede quality education and hamper academic activities. The political students' organizations hold their programs at Aparajaya Bangla, in front of Arts Building, of

Dhaka University, during class time and the mainstream political leaders are invited as chief/special guests at the programs.

### **Dearth of Effective Accreditation**

Economist Report also finds lack of effective accreditation in Bangladesh to ensure quality education at higher level. It states that 'Across the public and private sector, quality assurance, and a dearth of effective accreditation and quality assurance mechanism remains a shortcoming. Though under the responsibility of the higher education oversight bodies (the UGC or HEC), in practice these bodies may lack the necessary resources or knowhow for effective monitoring of standards. Training is needed, and there has been very little activity on that front (The Economist 2013: 17). So, of utmost importance is the establishment of accreditation and quality assurance mechanisms to build confidence in the quality of education (The Economist 2013:26).

### **Capacity and Quality**

Once, University of Dhaka, Bangladesh was called Oxford of the East. Obviously, it was called for its quality education, faculty members, research activities and so on. But now this university is nowhere in the world ranking. Though there has been substantive growth in higher education capacity in the past few years, on some levels this has been at the expense of quality. Standards in higher education are variable across the markets examined, but South Asia as a whole remains well below the average on various international rankings. The region contains no universities in the top hundred of the Times Higher Education (THE) and just three of the top 400 of the THE rankings (The Economist 2013).

### **Lack of Skilled Faculty**

Retaining talent is an issue for many knowledge sectors, but the problem is more acute in higher education in South Asia when linked to issues of weak governance. 'Lack of incentives and limited access to resources seem to be the main challenges to enhancing the quality of faculty members (The Economist 2013:17).' 'As political considerations, instead of academic standing, govern the recruitment and promotion of staff, there is a severe sense of demotivation amongst the faculty members. Many of them consider political affiliation to be a much easier option to get to higher positions rather than doing serious research.' The observation of the Economist is very impartial in respect with Bangladesh. Every sectors of the country are facing such problems. Political consideration has been given priority instead of merit. On the other hand, it is widely alleged that unfair practice such as taking bribe to some extent is done during recruitment in faculty members.

### **Poor Governance**

Governance is very important matter to run an organization efficiently and smoothly. For this it is needed neutral and congenial atmosphere at the organization. Besides, faculty members of the organizations should be free from political biasness in decision making process. But it is not happened at higher education level in Bangladesh. Appointment is being done on political consideration. Sher-e-Bangla Agriculture University, Dhaka is a recent example of lack of governance and politicization in recruitment. Appointment is done three times against the advertised posts (Prothom Alo, December 21, 2014). Besides, vice-chancellors of four old universities are not elected by the Senate members. There are irregularities in recruitment process. No election is held in students' union of Dhaka University, Rajshahi University, Chittagong University and Jahangirnagar University for long (Prothom Alo, May 28, 2013). Ruling party's student front controls residential dormitories, intra-party conflict destabilize education environment, etc. Ruling party's student front Bangladesh Chattra League (BCL) staged demonstration for resignation of Principal of Azizul Huq Govt. College (Prothom Alo, June 8, 2012). It is worthy to note that more than 80% youth makes negative remarks about student politics (Prothom Alo, August 23, 2012).

### **External Influence on Recruitment Process**

It is observed that the external forces which are widely acknowledged 'political forces' influence very much the recruitment process in terms of teaching staff or other office staff of the universities. Local political leaders of the ruling party threatened the Vice-chancellor of Rajshahi University for not appointing office staff from their list provided to him.

### **Gap between Demand and Supply**

Course curriculum is very important matter to meet the demand of a country's development through education. 'The disconnect between the needs of the market and the courses offered by higher education institutions has contributed to high levels of graduate unemployment and underemployment (The Economist 2013: 18). In Bangladesh, graduates from Arts faculty of public universities face severe employment crisis in the job market due to their academic disciplines. It makes them frustrated. On the other hand, private universities offer mostly business education. So, graduates of private universities lack of literary and cultural knowledge. Moreover, moral education is not compulsory here. But it is very essential for Bangladesh. Because Bangladesh ranks top in corruption globally in many times and it continues.

### **Government Policy**

Once it is announced that the key positions such as vice-chancellor, pro-vice chancellor, treasurer would be appointed through a search committee which was constituted headed by the Secretary, Ministry of Education. This move is appreciated by all. But politics again appears here and consequently it is not practised. Many newspaper reports describe that 'Nobody cares the order of education ministry' (Samakal, June 30, 2012). Establishing private university is a business (Prothom Alo, September 28, 2012; Samakal, December 4, 2012). There is a serious concern about closure of madrasah education due to lack of government support. Newspaper report reveals that 11000 madrasah have been closed out of 18000 madrasah in Bangladesh (Jugantor, June 17, 2012).

### **Fund Crisis for Promoting Islamic Education/Moral Education**

Islamic education in Bangladesh now faces strong criticism from a quarter of the society. The so called civil society often criticizes that madrasah education generates Islamic extremists in the country though there is no strong evidence in this regard. It is media propaganda against madras education. Madrasa only offers Islamic education, moral education alongside of general education. It is seemed that the opposition against madrasa education is not a mere against madrasa. It is against Islam. Students of madras also face obstacles during honours admission at Dhaka University. On the other hand, it is found lack of proper support from government side to boost up madrasa education. Besides, business entrepreneurs and rich people of the country do not show their interest to gear up this sector of education, providing financial support.

### **Political Instability**

Politics should be practised for better governance. But in Bangladesh it is appeared that it brings impediments in many cases bad or poor governance. Politics engulfs everything and everything is considered in the eye of political mirror. So, the country faces political unrest, causing unscheduled closure of educational institutions. Consequently, it takes long time to pass their courses. They face session jam. Bangladesh faces hartal (strike) on the first day of the new year 2015. No academic activities are held during hartal at higher education institution.

**Conclusion**

This paper concludes on two notes. Firstly, quality education is a must for human resource development (HRD) and HRD includes three basic strategies: (a) developing human resources through education and training, (b) deploying human resources and (c) providing the incentives to ensure that they are productively deployed. Secondly, to ensure quality education and remove impediments the education sector needs to be freed from politicization. This sector should be kept free from politics for national interest. So, governance is vital to ensure quality education in the country.

**Recommendations**

Often people of Bangladesh are considered burden for the country. But they can be resources if they are trained and taken proper management initiatives. So, it can be said that there is no alternative but quality education for human resources development in Bangladesh. But it is difficult to do. Yet, initiatives should be taken for the national interest. To make it easy, some policy implications are recommended below.

- Education sectors of the country should be kept free from politics.
- Political programs may be practised but educational institutions and students should be free from these programs.
- Political motive in recruitment, promotion and transfer should be avoided. Merit, expertise and experiences should be given priority in all spheres.
- The key positions such as vice-chancellor, pro-vice chancellor, treasurer should be appointed on merit. They should be appointed through a neutral search committee.
- Teacher politics and student politics which is backed by the mainstream political parties should be banned.
- At present context of Bangladesh, election at students' union such as DUCSU, RUCSU, etc. should be held for promoting leadership among students instead of campus politics.
- All type of political activities should be banned in university campus.

**Table-2****Senate Composition and Its Members**

	Different categories of Senate members													
		Ex-officio	Govt. official	MP	Educationists by chancellor	Repr. of research org. by syndicate	College principals	College teachers	Edn board chairman	Reg. graduates	DU/RU teacher repr.	Students repr.	Total	Comments
		<b>3</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>10</b>	<b>1</b>	<b>25</b>	<b>35</b>	<b>5</b>	<b>104</b>	<b>Vacant</b>
D U	2005	3	5	5	5	0	5	10	1	25	0	0	104	45
	2013	4*	0	0	4	0	0	0	1	0	0	0	105	96
	2016	4*	5	0	5	5	0	0	1	25	35	0	105	25
		<b>3</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>10</b>	<b>2</b>	<b>25</b>	<b>33</b>	<b>5</b>	<b>103</b>	<b>Vacant</b>
R U	2006	3	4	5	5	5	5	9	2	23	33	0	103	9
	2013	3	5	5	5	5	3	9	2	21	32	0	103	14
	2015	3	5	0	5	5	2	9	2	21	32	0	103	19
	2016	3	5	5	4	5	2	9	2	20	32	0	103	16

Source: DU dairy 2005, 2013 &amp; 2016; RU dairy 2006, 2013, 2015 &amp; 2016.

\* Now there are two pro-vice-chancellors and they are ex-officio members of the Senate.

**Table-3****Composition of Syndicate and Its Members**

	Different categories of Syndicate members														
		Ex-officio	Dean	Provost	Prof.	Assoc. prof.	Assist. prof.	Lecturer	Repr. of Reg. graduate & senate	Chancellor's nominees	College principals	Distinguished citizen by senate	Govt. official	Total	Comments
		<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>16</b>	<b>Vacant</b>
D U	2005	2	1	1	1	1	1	1	2	2	2	0	1	16	1
	2013	3*	1	1	1	1	1	1	2	2	2	2	1	18	0
	2016	3*												18	0
		<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>17</b>	<b>Vacant</b>
R U	2006	3	1	1	1	1	1	1	2	2	2	0	1	17	1
	2013	3	1	1	1	1	1	1	2	2	0	1	0	17	3
	2015	3	1	1	1	1	1	1	2	2	0	1	1	17	2
	2016	3	1	1	1	1	1	0	2	2	0	1	1	17	3

Source: DU dairy 2005, 2013 &amp; 2016; RU dairy 2006, 2013, 2015 &amp; 2016.

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