

Higher Education Policy in Bangladesh: An Analysis

Muhammad Ullah*

[**Abstract** : This paper addresses the gap between higher education policy 2010 and prevailing scenario of higher education in Bangladesh. The point of discussion in this paper is set to see: Firstly the philosophical ground of higher education which includes goals, purposes, nature and function of higher education upon which policy is built. Secondly to justify whether the expected result is attainable through this higher education policy or existing conditions support to implement this policy. Finally some suggestions are recommended].

Key words: state, higher education policy, educational institution, educational environment

Introduction

Necessity of higher education is unquestionable to build up a state developed and a nation cultured and civilized as the cultural histories of Italy, of France, of Germany, of Holland, of Scotland, of England, of the United States, bear witness to the influence of universities (Whithead, 1929, p.95). Higher education keeps the role to serve this purpose, by searching unrevealed truth, inventing new things, and creating new knowledge. Universities are such institutions to ensure proper higher education. The developed countries in the world today attract people from all around the world for higher education as it is seen in America and Britain for example. They have developed their policy and got its benefits. In this way, well grounded policies and well thought strategies are needed to get the expected result. National Education Policy 2010 undertaken by the Government of the People Republic of Bangladesh is such an attempt to reach the target. Higher Education is a part of this policy which has been made to develop a quality ensuring higher education system. Quality usually measured by its results, outcomes and performances. An analysis of higher education outcomes and performance could focus on many areas—new buildings,

-
- Muhammad Ullah, Lecturer, Department of Philosophy, Jahangirnagar University.

curriculum materials, operating surplus, graduate employment, research reputation and student learning (Coates, 2013, p.31). Higher education policy is to consider these aspects. The purpose in this paper is to see whether these types of aspects have been taken into consideration or not. Finally it is to see the consistency of this policy with the present condition, with the goal, philosophy and function of higher education.

Literature Review:

In 1998-1999 Case Studies of Dhaka and Rajshahi Universities on the quality of education and campus violence were done under the Foundation for Research on Educational Planning and Development (FREPD), where the problems were found and causes behind those problems were identified in this report. "There is a widespread view that the quality of education in Bangladesh in general, and of higher education in particular, has deteriorated over the past decades. Indeed, the problems exist at all levels from primary to university; and there is a chain effect, with the quality deficiency at the primary level running through the succeeding higher levels" (Kholiquzzaman, 2000, p.25). It is generally agreed by academicians, education thinkers, education researchers, education policy planners and other stakeholders that the quality of higher education in Bangladesh has been deteriorating steadily, in some areas quite alarmingly, over the last two decades; cited in (Sarkar S.H & Rana S., 2013, p.151). In Bangladesh, different Education Commissions have theoretically emphasized on unlocking potential at all levels of the society and creating a pool of highly trained individuals, who could contribute to the nation building. But in practice the academic standard of Bangladeshi universities are very weak and as such they have measurably failed to bring any positive change (Mobasser, 2010, p. 293). Education policy during East Pakistan had emphasized on moral, ethical and religious development of a human being but after the independence of Bangladesh the National Education Policy 2010 has emphasized on learning of specialized knowledge and/ or skill (S. H. Sarkar & S. Rana & R. A. Zitu, 2013, p. 151). Number of universities, both public and private, is increasing day by day, but the quality of higher education is not increasing compare to neighbor countries. No Bangladeshi University is in the list of top 400 World's best universities (S. H. Sarkar & S. Rana & R. A. Zitu, 2013, p. 151). The improvement of higher education facilities may attract foreign students to our country as well as local outgoing students which could generate more government revenues (Bhuiyan and Hakim, 1995) cited in (S. H. Sarkar & S. Rana & R. A. Zitu, 2013, p. 151). Though the low or indifferent quality of education acquired by some of the students at the previous levels does have an

adverse impact on the quality of their university education, but there are factors operating within the university campus that are responsible for the problems relating to the quality of university education (Ahmed, 2000, p.25). In all these literatures, it is presented that the quality of higher education is not satisfactory and the good condition is gradually deteriorating, but none of these literature addresses the issue of feasibility of implementing policy in current situation without taking present educational environment into consideration.

The Philosophy, Goals and the Function of Higher Education:

University as institution of higher education has some definite functions. "The justification for a university is that it preserves the connection between knowledge and the zest of life, by uniting the young and the old in the imaginative consideration of learning. The university imparts information, but it imparts it imaginatively. At least, this is the function which it should perform for society. A university which fails in this respect has no reason for existence"(Whitehead, 1929, p.93). Whitehead emphasized on imaginative acquisition of knowledge as the proper function of university. To him a university is imaginative or it is nothing (Whitehead, 1929, P.96). What types of function it will do depends on what types of results we wish to achieve. Policy and systems are developed keeping pace with it. Bertrand Russell thinks that the education system must aim at producing in the future is one which gives to every boy and girl an opportunity for the best that exists (Russell, 1976, P.14).

Education as a science which includes pedagogy, teaching methodology keeps role to improve society. This science of education incorporated elements of pedagogy and was directed at improving society through enlightenment. Its claim to a basis in philosophical rationality was essential and its easy transposition from one field of application to another appealed to its audience. 'Thus the philosophic mode of reasoning gave conviction, coherence, generality and the promise of universality to reflections on education' (ibid.). The creation of policy was imbued in the dominant philosophical preoccupations of the era and these ideas were part of public discourse. It was understood that successful societies would need a well-considered educational strategy, including appropriate pedagogies. Philosophers were central to the design of what was needed (C. Winstanley, 2013).

The goals of higher education and particularly the university education are to expand the frontier of knowledge, share knowledge and enable the society to enjoy the fruits of their intellectual pursuit (Islam, F.,

2008, p.). Higher education enhances a country's capacity for participation in an increasingly knowledge based world economy and has the potential to enhance economic growth and reduce poverty (Agarwal, 2006, p.4645). Burton Clark (1982, forthcoming) has suggested four basic values in higher education policy: social justice, competence, liberty, and loyalty (Rune Premfors, 1982, p.366). Premfors further modifies these four values into fifth.

“The first two values could be labeled "equality" and "excellence". If instead of liberty we name the third one "autonomy", it, too, will have a familiar ring to it. It is probably true, however, that autonomy has a rather specific meaning to some readers; it is important to remember, then, that it is used here in the broad sense of freedom to choose between alternative courses of action. Loyalty, Clark's fourth value category, seems less obvious to include. By the term he refers to a complex set of values "that stretches from the limiting of criticism to the linking of the system to national integration and identity." I propose to cast an even wider net, and in doing so adopt a more common term, by suggesting that loyalty be replaced by "accountability", that is, the desire to make higher education responsive to demands in the wider society. Finally, I propose that a fifth value be added to the list, namely "efficiency". Efficiency values support actions which aim at a better (measurable) performance in higher education at a given level of resources or an unchanged performance using fewer resources” (RunePremfors, 1982, p. 367).

Here Premfors' proposed term accountability to make sure that higher education is responsive to demand in the wider society should be taken into consideration first behind the policy. Now in Bangladesh this is a common question among public that the cause of instability in the university is the lacking of accountability among teachers, students and proper authority. C.M. Broad, (1983) mentions seven aspects of higher education policy these aspects are : (1) the goals of higher education ; (2) the structure of the higher education system;(3) background characteristics of students ; (4) student recruitment processes ; (5) curriculum and major student activities; (6) student-teacher relationships ; and (7) the occupational placement of graduates. (C. M. Broad, 1983, p.127)

Bertrand Russell emphasized some of the issues in higher education at university are thus : (i) Purposes of the university: “...I shall assume that universities exist for two purposes: on the one hand to train men and women for certain professions; on the other hand, to pursue learning and research without regard to immediate utility” (Russell, 1976, p. 200).

(ii)Teacher selection: “We shall therefore wish to see at the universities those who are going to practice these professions and those who have that special kind of ability which will enable them to be valuable in learning and research” (Russell, 1976, p. 200). (iii) Student selection: in which the principle of the selection would be educational, not financial. “University education should therefore be regarded as a privilege for special ability, and those who possess the skill but no money should be maintained at the public expense during their course. No one should be admitted unless he satisfies the test of ability, and no one should be allowed to remain unless he satisfies the authorities that he is using his time to advantage” (Russell, 1976, P. 199.).

(iv) Research: “Research is at least as important as education, when we are considering the function of the universities in the life of mankind. New knowledge is the chief cause of the progress, and without it the world would soon become stationary....Every university teacher should be himself engaged in research, and should have sufficient leisure and energy to know what is being done in his subjects in all countries.... A teacher should not be expected to work long hours at teaching, and should have abundant leisure for research; but he should be expected to employ this leisure wisely” (Russell, 1976, pp.200-201).

Aims and Objectives of Higher Education in National Education Policy 2010:

The aims and objectives of higher education are : to help the students in the acquisition of world class education; to generate inquisitiveness among them and to help them grow up with human qualities; to help in the unhindered practice of intellectual exercises and growth of free thinking; to relate the realities of the country with higher education in all conceivable areas; to identify the problems of the society and state and to find out solutions to them; to expand the horizon of knowledge through ceaseless cultivation of knowledge and through multidimensional, original and practical research; to effectively introduce students to the knowledge of the modern and fast advancing world; to build up citizens who will possess scientific, secular, liberal, humane, progressive and forward-looking mindset; to innovate new areas of knowledge through cultivation, research and creativity; to build up a citizenry inspired by wisdom, creativity, human values and patriotism (MOE, 2011,p.31). I would like to mention two observations in aims and objectives of higher education in the policy:

1) **Epistemic Justification:** The desire for quality higher education requires having a clear conceptual understanding and epistemic justification of some of the terminologies stated in one of the objectives as the aim of

higher education is to build up citizens who will possess scientific, secular, liberal, humane, progressive and forward-looking mindset. Here these terminologies should have the defining character, in which context they come to education. What does it mean by 'secular' in education? How is it relevant to education? How could syllabus and curriculum become secular? Is, then, it a function of the university to make people secular? For example, how does this term go with the subjects like mathematics, physics and philosophy? How would the term 'scientific' become relevant to the study of the subjects of humanities like literature which is concerned with thoughts? How would the term 'liberal' become relevant to the subjects of physical sciences which are concerned with facts? As the characteristics of physical science is, that it ignores all judgments of value: for example aesthetics or moral judgments. It is purely matter-of-fact, (Whitehead, *Aims of Education*, 1929, p. 121).

2) **Justification of aims itself:** One thing should make clear that whether aims of university should make people patriotic, humane in a word of moral qualities. The teaching of those qualities supposed to be done in early stages of education like in family, school, or at the highest in colleges. Universities are the places of acquiring excellence in academic activities in teaching, learning and research, the place of being professional, dutiful and sincere in action. Bertrand Russell properly addresses this issue. "The only morality which can be profitably exacted is that of work; the rest belongs to earlier years." (Russell, 1976, P.201). I think Russell is right in his position. For example, if we consider 'patriotism' which is a part of basic and fundamental education cannot be taught in universal context. Because when international students go abroad for higher education, they go not to learn patriotism but to gain special knowledge. Higher education is higher in the sense that its syllabus, curricula and context are equally applicable beyond the boarder.

Strategies to Achieve the Goal:

The strategies that have been taken in National Education Policy 2010 by MOE, 2011, I would like to mention here some of these with comments in the below:

1. After successful completion of secondary education from different streams, students will be allowed to take up higher study according to their merit, interests and aptitudes.
2. Measures will be taken to provide residential facilities, special help and scholarships for the children of freedom fighters, of small ethnic communities and socially backward groups for sundry reasons.

3. Academic institutions, which can ensure quality education, (such as colleges and universities) will provide higher education. Minimum qualification will not be relaxed for quota system or any other reasons.
4. All necessary steps and care will be taken to improve the standard of higher education.
5. 4-year Honours degree will be considered as the terminal degree and acceptable/required qualification for jobs in all sectors excepting teaching positions at higher education institutions.
6. 4-year Honours course will be introduced in the colleges gradually in stead of the existing 3-year degree courses..
7. Masters, M.Phil or Ph.D will be considered as specialized education. Only those interested in research and teaching positions at tertiary level will seek admission for post-graduate degrees. To ensure pursuance of research, graduate programs will be introduced in all departments of all universities. They will offer regular programs for Masters, M. Phil or Ph.D degrees. General duration of Masters.course will be one year, for M. Phil 2 years and for Ph.D, it will be 6 years from the date of registration.
8. Colleges now offering Masters degrees under National University will continue to do so. But the libraries, laboratories and infrastructural facilities of these colleges have to be improved. Teachers of these colleges must have the opportunities of wide-ranging teachers' training. The colleges that will introduce 4-year Honours degree courses will ascertain similar improvement in the areas noted above.
9. English will be taught as a compulsory subject at the degree level of all colleges and universities. It will carry 100 marks/3 credits.
10. Teachers and students together have to take part in research work. At the universities, special emphasis will be given on original research. Sufficient and attractive funds will be made available to the brilliant students to carry on innovative research. There will be larger number of fellowships beside the recently introduced Bangabandhu fellowship. At the same time, steps will be taken to create necessary facilities of research in the degree colleges.
11. Curricula and syllabi of higher education will be updated to meet international standards. In order to expand tertiary level education, it is essential to translate standard books of modern knowledge and science into Bangla. Recognizing the national importance of such a program, urgent steps will be taken. English will remain as a medium of instruction in higher education along with Bangla.
12. The scope of higher education will include subjects like defense studies, comparative theology, peace and conflict, climate change etc.

13. Necessary investment in education sector will be ensured to maintain international standard of higher education. Beside the government funds, institutions of higher studies will have to make use of students' fees and collect funds at personal levels to meet expenditures. At present, the amount of admission and tuition fees at public colleges and universities is nominal. Tuition and other fees will be determined as per the financial solvency of the parents. Poor parents and students will benefit from such a system. The guardians will have to produce proofs of their financial insolvency. Appropriate rules and regulations in this regard will be formulated.
14. Scholarships will be awarded to the students according to their merit and financial solvency of their parents. Moreover, provisions will be made for meritorious students for academic bank loans at soft terms.
15. Steps will be taken to update and strengthen Jute Research Institute, Textile College and University and College of Leather Technology since jute, garments and leather are the most prospective sectors in view of the developing economy of Bangladesh.
16. Refreshers teachers' training is an urgent issue. With this in view, seminar or subject based training will be organized in the universities during the long vacations. The teachers of colleges and universities can work together in such programs.
17. Every university and college will follow a planned and fixed academic calendar. Academic calendar, containing the date of beginning of new classes, examinations and all annual activities, will be published in printed form before the commencement of the academic year.
18. To uphold the quality of higher education, the private universities, proposed or approved, must maintain the standard of education, curriculum, syllabus and recruitment of teachers of high academic qualifications at par with the public universities. These universities cannot discriminate students in respect of race, religion, caste, socio-economic conditions and physical disabilities. Such institutions will not be established and conducted for profiteering. They cannot advocate anything against our freedom, spirit of war of liberation and Bengali culture and must refrain from doing anything of that kind.
19. At the tertiary level, teachers will be persuaded to carry on their research in their own institutions. To strengthen research activities, measures will be taken to initiate institution-based consultancy. Teachers involved with such projects will be entitled to standard honorarium. Such activities are in place in many universities. On evaluation and assessment of these activities, a policy guideline can be formulated.

20. Measures will be taken for the introduction of radio transmission, multi-information system and allocation of longer time on T.V. channels like opening a second channel of BTv, for better functioning of the Open University (MOE, 2011, pp.31-33).

Some Commentaries on Strategies

Comment on Strategies No.1: There is no indication to implement this strategy because universities are in their own previous position in conducting admission test procedure in where student's interests and aptitudes are not taken into consideration. In this way in every session so many students lose their 1st year for further preparation of readmission expecting their interested subject. This situation causes to destroy so many valuable seats in the university.

Comments on Strategies No. 2: But how? Policy should ensure equal opportunity for every citizen of the country. But if any portion needs special help should get beyond this mentioned group. What types of special help will provide should not be vague. Besides, there raise another question what are the criteria to be identified as socially backwards.

Comment on Strategies No.3: In it, there is opportunity to lessen quality up to make it minimum which is very much immoral and illegal as well. In higher education only maximum quality should be ensured. Quota system should not be encouraged at all in higher education. But state can take policy to provide for quota making them prepared to compete in higher education. Because of the loopholes of this tradition the institutions are now facing difficulties in attaining quality education.

Comments on Strategies No. 4: Here the term 'standard of higher education' is required to be explained in such way that it does not seem to any one ambiguous. So that one can understand easily the step and stages of standard make oneself prepared to attain the level. Clarity is important in policy to make it understand to the people and they will take it as a part of his own.

Comments on Strategies No. 7: Now in the universities in most cases, there is no difference between undergraduate and graduate education. Undergraduate education system does not make prepared one to be interested in research. Most of students who do research and write theses they do that themselves and get the marks as a part of examination and the roles of supervisor is unmentionable. Universities have not sufficient role to encourage students toward research. Supervision is much problem. It should make university teacher supervisors first, give them equipments and opportunity to ensure research friend environment to supervise.

Comments on Strategies No.8: I think as colleges have no sufficient resource it is not wise to introduce 4 years honours Degree as in the in the universities because it does not fulfill the prerequisites to ensure the quality education. But as it is now ongoing much problems are having faced like tempering results, bribery, session jam, dishonesty among staffs, lacks of library resources, leaking questions, business of non-quality books among much students of the colleges under national university are wide spread. This is openly secret that students under national university will get honours degree but not the education of honours. Whereas in the university all the teachers are somehow involved with research and students get its benefits and they become growing researchers as well, in national university there is no opportunity for teachers to be researchers and students are far from this and strategy 10 is directly contradictory with it.

Comment on Strategies No.10: This strategy is just like showing the dreams. Without generating and allocating independent research fund effective research would be imaginary. There is no new vision toward innovative research. Semantically these are hope raising sentences but in practice its application is not verifiable.

Comments on Strategies No. 13: The ground of this strategy is state's indifference to its citizen. There should discover so many alternative to generate fund and attitude to the people should be of ensuring service and removing all types of sufferings. Without guardians proof of their financial solvency state itself in its own responsibility should have estimation of income and expenditure of their people.

Back Ground Questions:

What is going on in the universities all over the country? What is the output of this education in the society? Is this education really making people educated? If so, why the problems of unemployment in Bangladesh is much more. Why are a lot of graduate students suffering from frustrations? Why graduates have to come in the street for claiming their rights to be employed in public services? Why the honorable prime minister of this country has to comment that 'these types of graduates are not meritorious at all'? "Meritorious students can't go for vandalism. Those who have carried vandalism, they can no way be meritorious", "Identify them who participated in making the chaos and disqualify them from all public jobs" (Prime Minister, 2013). If prime minister is correct in her claim then the education of university come under serious objections whether universities are functioning well? Why universities are now such a dangerous and horrible places where violence is occurring all time? Why does proctorial body becomes important in universities rather than academician? Why the

universities have to make so many investigation committees on violence? Why students are killed by other students of same university, sometimes same department and same residential hall. Why the authorities, syndicates of the universities have to take decision to expel students from universities? Why are students involved in other works rather than study? Why do students change their subject after one year? Why some universities like Dhaka University has to stop taking opportunity to participate in second time admission test? Why a lot of students are dropped out in terminal exams? Why do students become disinterested after getting admission through a highly competitive admission test? Why despite being graduates further they have to take new preparation for getting job in public and private sectors? Why university education does not prepare him to join in any job or in service directly? If it does not this, what are the functions of universities in actual sense? Does it make good people in behavior and in culture that are important for preserving and spreading all the good human qualities and values? Or does it make graduates dutiful and responsible for ensuring service to the people of the country in narrow sense, and in greater sense to the humanity of the world?

Present Scenario in the higher education of Bangladesh:

Developing Private Universities: Private universities are now increasing to provide higher education. But quality of education is not satisfactory in most of the cases. A lot of less meritorious students can take admission in those universities paying required money without competition. To fulfill the demand of much intermediate passed students to be enrolled in the universities the number of private universities is growing. "...this growth of universities, in number of institutions, in size and in internal complexity of organization, discloses some danger of destroying the very sources of their usefulness, in the absence of a widespread understanding of the primary functions which universities should perform in the service of a nation." (Whitehead, 1929, p, 91.) Problems in private universities include illegal practices such as certificate business, quality teaching, examination system, business approach, teacher recruitment procedure etc.

Public Universities: Reports of Newspaper and others

Reports On Violence: The report of University World News under the heading *Violent student politics disrupting higher education* depicts the present scenario of higher education in Bangladesh.

Following Bangladesh's disputed election on 5 January, in which the ruling Awami League swept back into power, public universities have been witnessing violent clashes between rival student organizations. At least one

student has died and more than 100 have been injured. At least 150 people were killed before and in the aftermath of the poll, which experienced violent protests and large-scale arrests. In the month since, the Awami League's student organization has clashed with opposition student groups and other students to establish supremacy on the campuses of at least three public universities. Bangladesh's political parties all have student wings, with students often acting as 'muscle' for the parties (University World News, 14 February 2014, no.307). "In most cases, the authorities are forced to close down universities after violence and this is hampering academic activities in universities,"(Chowdhury,2014).

The authorities were forced to shut down Rajshahi University on 2 February after the Awami League's student organisation known as the Bangladesh Chhatra League or BCL, apparently attacked students protesting against rises in tuition and other fees. More than 100 students were injured in the incident. Local newspapers published pictures showing BCL activists attacking students with firearms. Last month, a student was killed at Chittagong University in southeastern Bangladesh after violence involving the BCL and Islami Chhatra Shibir or ICS – the student wing of the country's largest Islamist PartyJamaat-e-Islami. Reports also state that every time there is a political crisis, violence between rival student organisations lead to university closures. These occur with such frequency in public universities that four-year degrees can take six to seven years to complete. Local newspapers have reported 17 students killed in the last 25 years at Chittagong University alone after clashes between rival student organizations. "Since the inception of this country over 40 years back, students have been used time and again by almost all major political parties and their politicians for their own petty interests. And this has done more harm than good."It has caused too many deaths, both of people actively involved and not involved in politics. Too many injuries, too many hours of classes and academic days have been lost" (Choudhury, 2014).

In Banglapedia it has been stated that "The methods and forms of campus violence are seen to have undergone fundamental changes. In the 1970s and early 1980s, the politics and ideologies of the time characterised campus violence. In the late 1980s, campus violence began to show symptoms of ordinary criminality like kidnapping for ransom, toll collection, influencing the administration at gun-point, rape, occupying halls of residence, tender-business and so on. In the 1990s, these sort of violence seem to have been firmly established. One reason for such a turn of events is certainly the lack of good governance. The most violent elements on the campuses, according to newspaper reports, are the student groups and factions sheltered by the ruling party leadership. In spite of the

election system, the chief executives of the campuses are appointed with the blessings and support of the ruling party, and hence, they can hardly proceed to take strong action against the cadres of the party. Campus violence is also indirectly associated with the system of education and campus management. (Choudhury, 2014)

In another report University World News under the heading *Campus violence woe for public universities* states Campus violence in different public universities has become a perennial problem due to various reasons, including political parties' intention to dominate residential halls and appointment of teachers and employees on political considerations, according to experts. The intensity and frequency of campus violence have increased considerably during the regime of the present government. However, such violence has been continuing for the last 20-30 years, hampering congenial academic atmosphere. Campus unrest and violence have spread like wildfire, claiming several lives and injuring many students this year. This has hampered the congenial academic atmosphere and triggered session jams, which put the lives of general students in peril. The experts say that political commitment is another important factor behind campus violence as political leaders or political parties do not want removal of student politics from educational institutions (University World News 31 December 2014).

On Unemployment:

The Financial Express published a study report, jobless young university graduates is four time higher than that the young person with primary education(26.1 percent and 6.0 percent respectively.) Report also told that the youth unemployment is increasingly becoming a crisis in Bangladesh. A comprehensive policy have to be adopted by the government to address the problem by making employment generation a central issue for the development process (The Financial Express 11 April 2014).

A British Council sponsored report on graduate unemployment in South Asia published earlier this year however questions the employment value of such degrees in Bangladesh. Prepared by the Economist Intelligence Unit (EIU), the report ranks Bangladesh above India, Pakistan, Sri Lanka and Nepal in terms of employability of university graduates. As per estimates presented in the report, nearly 5 out of every 10 graduates in Bangladesh are unemployed (against 3 out of 10 in India and Pakistan). The report partly attributes graduate unemployment problem to the region's fast expanding but poor quality private education sector and use of outdated curriculum in public universities.(Asadullah 2014)

In its response acommentator's comment reflects the condition of the university now. He says, I believe the Universities need to increase their

relationship with Corporate sector. Our teachers don't have any time for their students and let alone authoring text books. As a result, we depend on western text books in the classroom and due to their lack of professional experience, teachers also can't connect the text with real business scenario in the country. That is a recipe for some below per graduates not at all ready for employment. Universities should involve more competent professionals in their academic system and invest in to research. UGC can help in enforcing some parameter in this regard. The apathy of quality teachers to relocate outside Dhaka is also a serious impediment. Another factor is lack of investment in heavy industries and technology sector in Bangladesh. This is a serious discouragement for science related education. I'll not be surprised if we find more engineers in banks, customs and police rather than in factories & plants (Asadullah 2014).

Teachers Movement:

Once upon a time instability in the universities in Bangladesh happened repeatedly because of student's collision. Now instability got new dimension. Besides student's disturbances, teachers themselves are now causing instable and deadlock situation of the universities almost everywhere. Teachers are divided into many groups. When group interests conflict with administrative activities like recruitments, holding important post like the position of VC, PVC, registrar, treasurer, provost, proctor, favoring desirous people of own groups providing important post and facilities, forcing anti groups people holding post to resign, making delay of promotion of anti groups, irregularities in allocating house, transport etc. Less qualified teacher recruitments for increasing groups votes, recruiting others people more than what is necessary in the cost of money, showing power, threatening people who protest are making some groups or people stand on extreme counter-position. As a result, teachers obstruct teachers, take padlock and locked office, sometimes attacks, sometimes high court becomes involved this sort of situations and universities become closed because of teacher's varieties movement. These sorts of incidents are the daily news of newspapers. This raises the question among public that what are the actual function of the universities. What things universities want to achieve. These types of situation are hampering minimum education, quality is far, rigorously.

Lack of Freedom of Thinking and Speaking in the Universities:

Whether students or faculties none have much freedom to think or speak freely which is much problem to create new things, invent new knowledge. Students are always captive to the student's political organization backed by

existing government. Uncivilized and barbarian attacks on students by the power of organization, is a common incident. Most of teachers are hostage to the respected groups. They cannot express their thought beyond group decision; they cannot do any work beyond group interest. They cannot question group custom. Hence creation is sterile, invention is beyond imagination. Where there can be no criticism of the custom, there may be an unfortunate effect that the prolonged routine work dulls the imagination.(Whitehead, 1929, p96.)

Identifying Gap between Policy and Realities:

Policy makers must take into consideration the existing situation. Policy should be taken first to demolish the irregularities and male practice in education sector. Without taking consideration the anomaly policy would be a matter of joke. The realities show that this policy is not worthy of implementation if such circumstances prevails. To make it implementable state should integrate among different systems and stages in education and with education, all other sectors would have to be connected. For the development of education it is necessary to be developed character, habits, and philosophy of the people as well as the socio- economic condition, rational proportion of income and expenditure. Further justice to be ensured, and every people in the state, should be in their proper place and should be attentive and responsible to perform one's duty.

Requirements for Taking New Policy as Reformation:

Public policy in higher education is bound to have an impact on the power structure of the higher education units, which as is shown in Clark (1978), can take on different country-specific configurations. Before one proceeds to making generalizations about the possibility of university reform or of bringing about changes in the behavior of the academic profession by surveying reform attempts in a number of countries, one may begin with the more modest approach of trying to understand the elements of one higher education public policy and to inquire into the extent to which it may be described as a successful implementation or as a policy failure (Jan-Erik Lane:1983). What is the process of university reform? Both ends and means of reform differ substantially among countries, but there are a few generalizations concerning the factors which stimulate reform, and concerning some of the means of implementing such reforms (Altbach, 1974). The Australian demand-driven system is a major policy experiment with potentially far-reaching ramifications for the character of the system overall, for conceptions of the purposes of higher education and for the relationship between universities and communities. (James, 2013)

Ensuring Student's Responsibility to Study:

Learning is a core part of all forms of higher education work. College leaders of all kinds—administrators, staff, faculty, and students—must know how to seek out and support the wide array of learning that can go on in colleges and universities. Anna Neumann, Liza Bolitzer, *Finding and Fostering Learning: What College and University Leaders Need to Know and What They Can Do*.

First of all, teaching was seen and organised as a by-product of scholarship and research, not as a separate responsibility. It was Humboldt's theory that education at the university was to be basically a process of self-education-taking place by participating in the process of scholarship and research and being involved in the search for knowledge and truth. As a consequence, studying was seen as the sole responsibility of the student. It was not for the professor to educate the student; the student would be educated by submitting to the rigours of the academic discipline being studied (Helmut De Rudder, 1994, p. 206).

Recommendations:

In my view, policy can be made very nice and ideal apart from the consideration of existing condition. It may be attractive to hear or to evaluate or apprise. But such an attractive policy would be futile and impossible to execute. The merits of the policy should depend on the feasibility and achievability. If policy is made but

1. First of all there should be a consistent, everlasting, philosophy of education. A group of philosopher can be assigned to develop an educational philosophy of the country. Then policy can be taken with this philosophical direction.
2. In policy there should have a gradual developmental process from primary education to higher education.
3. The syllabus and curriculum of primary, high school and colleges should be developed considering the direction towards which higher education is provided so that students from their childhood can dream of their future.
4. Without research purpose no higher education should be provided. The sole purpose of higher education cannot be the way of getting job the trends which exists now. In this why, other types of institutions like engineering, vocational, technical, business need to be established as a source of developing people capable of creating new field for earning money. Higher education should be only for research.
5. Project based adequate funding will be needed for doing research. So what should be the fund generating or collecting procedure must have in the policy.

6. Existing higher education system has to be restructured regarding conducting course and examination. Changes are needed in examination, its types and marks allocation.
7. Teachers and administrator recruitment policy should be strict to avoid recruitment based on politics, power, nepotism, and money.
8. An effective evaluation and monitoring system must be introduced to ensure efficacious higher education.
9. Obscure and ambiguous aspects in the ordinance should be clear and public.
10. The massive change should be taken into admission test procedure. In this case universities can apply those systems which are current in the top ranking universities of the world.
11. Demand-driven system should be included in policy as it is practiced in Australian education policy. Considering the demand of various subjects in the societies universities should determine the seat number of each subject so that a graduate can join to work in the related field after graduation without any delay.“ At no time have universities been restricted to pure abstract learning. The universities of Salerno in Italy, the earliest of European universities, was devoted to medicine. In England, at Cambridge in the year 1316, a college was founded for the special purpose of providing ‘clerks for the King’s service.’ Universities have trained clergy, medical men, lawyers, engineers”(Whitehead, 1929, 92.)
12. Universities should collaborate with industries.“ As the world grows more complicated and industry becomes more scientific, an increasing number of experts are required, and in the main they are supplied by the universities” (Russell, 1976, p.196).
13. Encouraging and engaging undergraduate students in research .Undergraduate research is important and popular for the following reasons: (a) to integrate young scholars in the community of learning; (b) to motivate undergraduate to become independent thinkers;(c) to ensure that research experience be a necessity (Merkel, 2003; Schwartz, 2005); and (d) to prepare students for graduate programs (Adamsen, Larsen, Bjerregaard, & Madsen, 2003) (as cited in Emily 2007.)
14. Mentoring should be ensured in every university to get success with its full of potentiality.

Conclusion

A policy would be effective if it is based on observation, data, and feasibility test. So it is necessary to take into consideration the present

conditions, past experience and future prediction. A consistent long-term visionary policy can ensure quality education on sustainable ground. Policy makers, teachers, students, researchers and other stakeholder's collective attempts need to be developed such a system. Before taking policy the philosophical issues should be massively discussed among academicians, philosopher and policy maker. Sufferings and the demands of the mass people need to be taken into consideration when policy is taken. For example, science education should have immediate direct effect to the people in preparing new technologies for supporting our agriculture and agriculture based industries, in pharmaceuticals to invent such types of medicine which is costly for the people and also is to import from abroad. Business education should have the approach to serve the people instead making profit anyway. Humanities educations have much more role to culture our values and ideals, to uphold right and duties, theorize ethics, to make change what is bad, ugly, and rough, into good, beauty and politeness. In this way, when all types of education will go keeping pace with same direction i.e., service to the people then education will be valuable and people will be highly benefited. To make such type of sustainable system a well motivated higher education policy is inevitable.

References

- Agarwal, P., Higher Education Policy: Many Contradictions. *Economic and Political Weekly*, Vol. 41, No. 45 Published by: *Economic and Political Weekly*, pp. 4645-4648, 2006.
- Ahmed, Q. K., *Quality of Education and Campus Violence - Case Studies of Dhaka and Rajshahi Universities*. Dhaka: The University Press Limited (UPL), 2000.
- Asadullah, M.N., 2014, Measuring graduate unemployment, Available from <http://opinion.bdnews24.com/2014/05/01/>
- Bhuiyan, M. A., Comparative cost of higher education in some selected countries: An analysis. *Dhaka University Journal of Business Studies*. 16 (1), 1995.
- Broad, C., Higher Education Policy Changes and Stratification in China. *The China Quarterly*, No. 93, pp. 125-137, 1983.
- Choudhury, S., I., 2014, 'Violent student politics disrupting higher education', *University World News*, 14 February 2014, Available from: <http://www.universityworldnews.com/>
- Choudhury, S., I., 2014, Available from <http://www.ebanglapedia.com/en/article.phpqqko>
- Coates, A. R., Assessing higher education outcomes and performance. In S. Marginson, *Tertiary Education Policy in Australia*, pp. 31-38, Centre for the Study of Higher Education University of Melbourne, 2013.
- Islam, F., Some Issues of Higher Education of Bangladesh: Analysis of Demand, Problems and Trends, *Prime University Journal*, Vol.2, No. 2, 2008.

- James, C. K., Creating a demand-driven system. In E. b. Marginson, *Tertiary Education* , pp. 11-19, Centre for the Study of Higher Education University of Melbourne,2013.
- Jardine, J. F., Higher Education Policy: Implications for Planning. *The Town Planning Review*, Vol. 52, No. 4 , 403-416,1981.
- Lane, J.-E., Higher Education: Public Policy-Making and Implementation. *Higher Education*, Vol. 12, No. 5, *Planning and Policy*, 519-565,1983.
- Ministry of Education, G. O., *National Education Policy 2010*. Dhaka: NCTB, 2011.
- Mobasser, M. A., Higher education in Bangladesh: Status, issues and prospects. *Pakistan Journal of Social Sciences (PJSS)*. 30 (2), 293-305, 2010.
- Prime Minister, 2013, 'Quota protesters to be dropped from jobs', *BdChronicle*, 18 July, 18, Available from: <http://www.bdchronicle.com>
- Rudder, H. D., 'The Quality Issue in German Higher Education Policy', *European Journal of Education* , vol. 29, No. 2, *Trends in Higher Education: The Politics of Quality Assurance* , pp.201-219, 1994.
- Russel, B., *On Education*. London: Unwin Paperbacks, 1976.
- Russell, B., *Education &The Social Order*. London: Unwin Paperbacks, 1977.
- Salahuddin & Aminuzzaman, M., Quality issues of higher education in Bangladesh. . *Journal ofGeneral Education*. , pp. 1-5, 2011.
- Sarkar S.H & Rana S., & Z., Challenges of Quality Higher Education in Bangladesh: A Study on Public Universities, *Journal of Education and Practice* , pp. 1-11, 2013.
- Tan, E. B., Research Experiences of Undergraduate Students at a Comprehensive University, *International Journal of Teaching and Learning in Higher Education* , pp. 205-215, 2007.
- Whitehead, A. *The Aims of Education*, 1929.
- Winstanley, C. 2013, *Alluring Ideas: Cherry Picking Policy from Around the World*, Available from:<https://books.google.com.bd/books>